MADRAS SCHOOL OF SOCIAL WORK
(Accredited by NAAC with A⁺ Grade / NIRF : 38th Rank)
32, Casa Major Road, Egmore, Chennai - 600 008

MASTER DEGREE COURSE IN DEVELOPMENT STUDIES

COURSE REGULATION AND SYLLABUS
2023 – 2025

ABOUT THE PROGRAM

1. Introduction

The Development Studies stream is a globally recognized stream addresses the question of development and humanitarianism through an interdisciplinary approach that combines Economics, Sociology, Demography, Anthropology, Social Work and relevant Social Science approach. It lays the foundation for higher-level understanding on issues related to "development" in India and across the globe through a solid academic and professionally relevant training in theory and methods with courses in Rural and Urban Development, Development Economics, Gender, Sociology, Labour Development, Disaster Management, Public Policy and Research Methodology. The program provides a platform to apply this knowledge to practical issues of development through internship and Dissertation components. The graduates of this programme will be equipped to pursue further academic research and will have high job prospects in National and International development agencies.

2. Objectives of the Course:

1. To provide a value added, market driven, employment oriented and indigenously relevant course in the Development sector.
2. To give necessary inputs and training in setting up of goals and objectives of development activities, establishment of organization, thorough understanding of the organizational management, devising strategies and operational pathways.
3. To plan, implement and monitor Development Projects / Programmes based on the relevant organizational policies.
4. To help an individual to understand the subject and its field activity in detail from a more realistic point of view and prepare them for a career in Development Sectors.

3. Scope of the Course

There is a wide scope both at National and International level for managing projects which will create a long lasting impact in the lives of the marginalized by adopting sustainable development models conceived by development agencies, international organizations and the Government. By undergoing this course one can work in various sectors like Rural, Urban and Tribal Development, Health Care, Women's Emancipation, Child Rights and Child Abuse, Youth Development, Disaster Management, Human Rights, Refugee Rehabilitation, Community Reconstruction etc.

Job opportunities are available in State, National & International NGOs, CSR projects, International Development agencies such as UNESCO, UNDP, UNICEF, OECD, NATO, WHO, World Bank and Government autonomous institutions. The course is designed to make candidates to be competent in the Management of Development Research Projects and Programmes.

4. Program Specific Outcome (PSO)

1. Acquire knowledge of present core policy issues of development internationally and nationally and exhibit knowledge on theoretical, procedural & skills in the field of development.

2. Application of theoretical knowledge in the field of development and comprehend the relations between the political, economic, socio-cultural, environmental and gendered dimensions

3. Recognize the importance of development research methods (Qualitative, Quantitative) and of proposals for their practical solution.

4. Analyse theoretical knowledge through evidence based practice.

5. Demonstrate skills related to development such as Development communication, Situational analysis & Problem solving. Development of skills in asking critical questions of commonly used evidence-based claims.

6. Cultivating development & Research ethics for further development and internalization of specialized knowledge through the dissertation & Development practicum reports

5. Pattern of the Course

Adopting the Choice Based Credit System (CBCS) pattern, the course of study for the M.A. in Development Studies shall spread over 4 semesters (Two years) and shall consist of:

1. Theory Courses / Papers (Core (C) and Electives (E)
2. Development Practicum (C)
3. Research Project (C)
4. Internship - Summer Placement and Block Placement
5. Soft – Skills

Students will earn the credits only when they pass in the papers and successfully complete the course completion components of the programme.

The student has to gain 92 credits to complete the course, distributed at the rate of

Semester I - 21 credits; Semester II - 23 credits; Semester III - 27 credits and Semester IV - 21 credits. In addition to the above, for the enhancement of the students' professional competency and employability skills, the department also offers opportunity in the form of special Certificate / Diploma course. Enrolment in such courses will be voluntary. Students can earn additional credits (as specified) for these certificate / diploma courses.

6. Eligibility for Admission

Any Bachelor Degree holder from the University of Madras (or) from any University that is declared eligible by University of Madras and with right aptitude for Development Profession will be eligible for applying for the course. Candidates having relevant field experience will be given preference.

Age of the candidates should be below 40 years.

Admissions will be based on merits, subject to the government and institutional regulations.

7. Eligibility for the Award of the Degree

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the Master Degree in M.A. Development Studies subject to the fulfilment of the following conditions:

1. Undergone the Post-graduate course of study in Development Studies offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 92 credits.
2. Passes all the theory examinations and completes Research Project, Development Practicum, Out Bound Training, Summer Placement and Block Placement.
3. Meets all other requirements as prescribed by the Board of Studies at the time of admission and the amendments introduced to the regulations by the Board of Studies from time to time.

8. Conditions for Promotions

A candidate who does not pass the examination relating to any theory paper in each of the semester shall be permitted to appear in such failed paper in the ensuing supplementary examinations held by the college. However, to qualify for the award of the degree by the University of Madras, one should have passed in all the examinations held by the college and completed all the course requirements.

Syllabus Matrix

Part Type	Subject Code	Subject Name	Subject Category	Credit
SEMESTER : I				
Part III	MDS/22C/101	Introduction to Development Thought	Core	3
Part III	MDS/22C/102	Indian Society	Core	3
Part III	MDS/23C/103	Principles of Economics	Core	3
Part III	MDS/22E/104A	Establishing and Managing Development Organizations	Elective	2
Part III	MDS/23E/104B	Health and Development	Elective	2
Part III	MDS/22E/105A	Corporate Social Responsibility	Elective	2
Part III	MDS/23E/105B	Sociology of Development	Elective	2
Part III	MDS/22C/106	Development Organisation - Observation Visits	Core	6
Part III	MDS/22S/107	Soft Skills- I	Record	2

Part Type	Subject Code	Subject Name	Subject Category	Credit
SEMESTER : II				
Part III	MDS/23C/201	Development Economics	Core	3
Part III	MDS/22C/202	Poverty, Inequality and Social Exclusion	Core	3
Part III	MDS/22C/203	Social Research - Theory and Methods	Core	3
Part III	MDS/22E/204A	Project Management	Elective	2
Part III	MDS/22E/204 B	Development Communication	Elective	2
Part III	MDS/22E/205A	Globalization and Development	Elective	2
Part III	MDS/23E/205B	Demography	Elective	2
Part III	MDS/22C/206	Development Practicum - I	Core	6
Part III	MDS/22S/207	Soft Skills- II	Record	2
Part III	MDS/22R/208	Summer Internship	Record	2

SEMESTER : III

Part Type	Subject Code	Subject Name	Subject Category	Credit
Part III	MDS/22C/301	Data Analysis	Core	3
Part III	MDS/22C/302	Gender and Development	Core	3
Part III	MDS/22C/303	Urbanization and Development	Core	3
Part III	MDS/22E/304A	Social Entrepreneurship	Elective	2
Part III	MDS/22E/304B	Disaster Management	Elective	2
Part III	MDS/22E/305A	Rural Development	Elective	2
Part III	MDS/23E/305B	Pragmatic Models of Development	Elective	2
Part III	MDS/22C/306	Research Project	Core	6
Part III	MDS/22C/307	Development Practicum - II	Core	6
Part III	MDS/22S/308	Soft Skills-III	Record	2
Part III	MDS/22R/309	Outbound Training-Participatory Learning and Development	Record	--

SEMESTER : IV

Part Type	Subject Code	Subject Name	Subject Category	Credit
Part III	MDS/22C/401	Labour & Development	Core	3
Part III	MDS/23C/401	Indian Economy	Core	3
Part III	MDS/22C/403	Public Policy	Core	3
Part III	MDS/22E/404A	International Development Organisation	Elective	2
Part III	MDS/22E/404B	Human Rights	Elective	2
Part III	MDS/22E/405A	Development Ethics	Elective	2
Part III	MDS/23E/405B	Sustainable Development & UN SDG'S 2030	Elective	2
Part III	MDS/22C/406	Development Impact Assessment	Core	6
Part III	MDS/20S/407	Soft Skills -IV	Record	2

SEMESTER I

SEMESTER : I				
Part Type	**Subject Code**	**Subject Name**	**Subject Category**	**Credit**
Part III	MDS/22C/101	Introduction to Development Thought	Core	3
Part III	MDS/22C/102	Indian Society	Core	3
Part III	MDS/23C/103	Principles of Economics	Core	3
Part III	MDS/22E/104A	Establishing and Managing Development Organizations	Elective	2
Part III	MDS/23E/104B	Health and Development	Elective	2
Part III	MDS/22E/105A	Corporate Social Responsibility	Elective	2
Part III	MDS/23E/105B	Sociology of Development	Elective	2
Part III	MDS/22C/106	Development Organisation - Observation Visits	Core	6
Part III	MDS/22S/107	Soft Skills- I	Record	2

Introduction to Development Thought

Credits: 3   **MDS/22C/101**   **Teaching Hours: 45**

Unit I: Introduction   (9 Hours)

Development: Definition and Characteristics.

Development and Progress: Comte, Morgan, Marx and Spencer on Development and Progress

Development as growth, Change and Modernization.

Development as Freedom – Amartya Sen

Dimensions of Development: Social and Human Dimensions

Global Connections: Rich and Poor Countries, Developed and Underdeveloped Countries, First World, Second World and Third World Countries

Unit II: Modernization Theory   (9 Hours)

Theoretical Origins of Modernization Theory – Emile Durkheim (Division of Labour), Weber (Protestant Ethics and The Spirit of Capitalism).

Modernization theory in 1950s and 1960s- Talcott Parson (Modernity, Pattern Variables). Rostow (Stages of Economic Growth)

Modernization Theory and Its Implications and Critique

Unit III: Dependency Theory   (9 Hours)

Foundation: Mercantilism, Colonialism, Neo-Colonialism, Imperialism

Theoretical Origin of Dependency Theory – Marx's Theory of Capitalism and Class Conflict

Dependency theories in Late Sixties 1960: Andre Gunder Frank (Development of Underdevelopment). Immanuel Wallerstein (World System Theory). Samir Amin (Uneven Development)

Unit IV: Development Aid   (9 Hours)

David Mosse – Ethnography of Policy and Practice. The Social Production of Development Success. Aid Policy and Project Failure.

Andrew Webster - Development Planning and Aid: Aid Crisis. Failure of Development Aid. Liberal Economic Critiques of Aid. Radical Economic Critique of Aid.

Unit V: Post Development   (9 Hours)

Austro Escobar – Encountering Development: The Making and Unmaking of Third World

James Ferguson: Anti Politics Machine: Development, Depoliticization and Bureaucratic Power in Lethoso

Collin Leys – Rise and Fall of Development Theories.

John H Sylvester, Ruth E Gordon: Deconstructing Development (Positioning Development in Western Context, Envisioning A Post Development World)

Reference

Durkheim, É. (2013). *The division of labor in society*. Palgrave Macmillan.

Escobar, A. (2012). *Encountering development: The making and unmaking of the third world*.

Princeton University Press.

Ferguson, J. (1994). *The anti-politics machine: "development," Depoliticization, and bureaucratic power in Lesotho*. University of Minnesota Press.

Gordon, R. E., & Sylvester, J. H. (2004). Deconstructing Development. *22 Wis. Int'l. L. J. 1*.

Leys, C. (1996). *The rise & fall of development theory*. Georgetown University Press.

Mayhew, L. (1984). In defense of modernity: Talcott parsons and the utilitarian tradition. *American Journal of Sociology*, *89*(6), 1273-1305.

Mosse, D. (2005). *Cultivating development: An ethnography of aid policy and practice*. Anthropology, Culture and Society.

Weber, M. (2012). *The protestant ethic and the spirit of capitalism*. Courier Corporation.

Webster, A. (1990). *Introduction to the sociology of development*. Bloomsbury Publishing.

Indian Society

Credits: 3   **MDS/22C/102**   **Teaching Hours: 45**

Unit I: Social Institutions in India   (9 Hours)
Caste: What is Caste? Origin and features. Untouchability
Class: What is Class? Rural Class Structure, Urban Class Structure, Middle classes of India, Working Class in India. Race in India
Family: Definition, types, functions of family. Family in India: type, structure and change within Family in India. Family as a site of hierarchy and inequality.
Religions in India: Hinduism, Islam, Sikhism, Buddhism, Jainism.

Unit II: Approaches to Study Indian Society   (9 Hours)
Ideological Approach: GS Ghurye
Structural and Functional: M N Srinivas
Subaltern Perspective: Ranajit Guha
Marxist Approach: A R Desai
Non-Brahmin Approach: Jothirao Phule and B.R Ambedkar
Feminist Approach: Leela Dube

Unit III: Debates on Indian Society   (9 Hours)
Recent debates on Caste. Class debates in India. Debate on caste and class overlap
Language debates in India. Gender debates in India. Secularism in India
Region and Regionalism in India

Unit IV: Movements in India   (9 Hours)
Social Reform Movements in pre-independent India and its contribution to development
Anti-Caste Movements in India and its contribution to development
Backward class movement for upward mobility
Ecological movements and its contribution to the importance of ecology and environment
Peasant movements and working class movements and their contribution to development

Unit V: Modernization and Indian Society   (9 Hours)
History of Modernization, Westernization and Sanskritization in India
Gandhi, Ambedkar and Nehru on a Contested Terrain of Modernity.
Modern "Scientific Temper" and People's Science
Tribes in India and tribal development

Reference
1) Nagla, B. K. (2008). Indian sociological thought. Rawat publications.
2) Ambedkar, B. R. (2004). Castes in India: Their mechanism, genesis and development. Readings in Indian Government And Politics Class, Caste, Gender, 131-53.
3) Das, Veena, ed. Handbook of Indian sociology. New Delhi: Oxford University Press, 2004.

4)   Mukherjee, R. (1999). Caste in Itself, Caste and Class, or Caste in Class. Economic and Political Weekly, 34(27), 1759–1761. http://www.jstor.org/stable/4408152

5)   Oomen, T. K. (2010). Social Movement II—Concerns of Equity and Security.

6)   Oommen, T. K. (2011). Social Movements I: Issues of Identity. Re-orienting Education: Knowledge For Empowerment and Freedom, 201.

7)   Ramachandran, V. K. (2011). CLASSES AND CLASS DIFFERENTIATION IN INDIA'S COUNTRYSIDE. World Review of Political Economy, 2(4), 646–670. http://www.jstor.org/stable/41931949

8)   Rout, B. (2013). Caste, Oxford India Short Introductions. Indian Journal of Human Development, 7(2).

9)   Vaid, D. (2014). Caste in Contemporary India: Flexibility and Persistence. Annual Review of Sociology, 40, 391–410. http://www.jstor.org/stable/43049541

10)   VAKULABHARANAM, V. (2010). Does Class Matter? Class Structure and Worsening Inequality in India. Economic and Political Weekly, 45(29), 67–76. http://www.jstor.org/stable/20764312

Principles of Economics

Credits: 3   **(MDS/23C/103)**   **Teaching Hours: 45**

Unit I: Basic Concepts in Economics – I   **(8 Hours)**
Economics; definition, scope, ten principles - Microeconomics and Macroeconomics - Law of Demand and Law of Supply – Elasticity of Demand; Types and its Determinants - Basis of Choice; Utility, Average Utility, Marginal Utility, Total Utility - Law of Diminishing Marginal Utility and its Application

Unit II: Basic Concepts in Economics - II   **(8 Hours)**
Factors of Production in Economics - Law of Variable Proportion: Definition and Assumption - Relationship between Total Product, Average Product, and Marginal Product – Stages of Production - Law of Diminishing Marginal Returns - Applications of the Law of Variable Proportion: Agricultural, Manufacturing and Service Production

Unit III: Markets   **(7 Hours)**
Markets; Perfect and Imperfect - Features of Perfect Competition, Monopoly, Oligopoly and Monopolistic Competition – Public Goods: Definition, Characteristics, Examples, Free-rider Problem and its Implications - Government Intervention and Market Failures

Unit IV: Elementary Public Finance   **(11 Hours)**
Taxation – Taxes: Types, Characteristics – Tax Incidence and its Effect on Economic Behaviour – Tax Evasion and Tax Avoidance - Fiscal Policy: Definition and Objectives Expansionary and Contractionary Fiscal Policies – Fiscal Policy Tools - Deficit and Surplus Budget: Definition, Measures, Causes and Consequences – Fiscal Sustainability and Role of Budget

Unit V: Elementary Macroeconomics   **(11 Hours)**
National Income: Concepts of GDP, GNP, and PCI – Measures to Calculate National Income and its Limitations - Money: Definition, Function and Friedman's Quantity theory of Money – Monetary Policy: Definition, Objectives, Advantages, Disadvantages, Instrument and Targets – Role of Central Bank in India - Inflation: Definition, Types, Measurement, Causes, Effects, Measures to Control - The Phillips Curve.

Reference
D'Souza, E. (2009). *Macroeconomics*. Pearson Education India.
Mankiw, N. G. (2011). *Principles of economics*. Cengage Learning.
Romer, D. (2006). *Advanced macroeconomics*. McGraw-Hill/Irwin.
Pranab Bardhan. (1999). Christopher Udry - *Development Microeconomics*, Oxford University Press
Varian, H. R. (2011). *Intermediate microeconomics: A modern approach*

Establishing and Managing Development Organization

Credits: 2   **MDS/22E/104A**   **Teaching Hours: 30**

Unit I: History and Registration of Development Organization   **(6 Hours)**
Emergence of Development Organization at International context.
The Concept of Civil Society and Civil Society Organization, Civil Society Movements in India
NGOs: Definition of NGO, Types of NGOs: Charitable Organization, Advocacy Organization, Community Based Organization. History of NGOs in India.

Unit II: Establishment of Organization with Legal Status and   **(6 Hours)**
Laws related to Development Organization
Identifying Thrust Area. Setting Vision and Mission Statement, Strategies and Activities of the Organization. Framing Constitution.
Registration of NGOs under Law for Legal Status: Indian Trust Act, 1882, Societies Registration Act, 1860, Indian Companies Act 2013
Foreign Contribution (Regulation) Act, 2010. Sec 12A, Sec 35 AC and Sec 80G of Income Tax Act 1961.

Unit III: Management of Development Organization   **(6 Hours)**
Strategic Planning: Five Steps – Prepare, Set a Desired State, Assess the Current Stage, Set Priorities and Goals and Implementation and Tracking Plan. Models of Strategic Planning: Basic Strategic Planning, Issue Based Planning, Alignment Planning and Scenario Planning. SWOT Analysis, PEST Analysis.
Development Organization/ NGO Governance and the role of governing board in Development Organization.

Unit IV: Fund Raising   **(6 Hours)**
Giving in India. Principles of Fundraising. Ethics of Fundraising. Methods of Fundraising: Annual Fund Drive, Major Gift Fundraising, Telephonic Fundraising, Snail Mail, Email Fundraising and Online and Crowd Fundraising Payroll fundraising, CSR Funds and Product Sales.
Steps for Fundraising Success: Assessment, Developing Fundraising Plan and budget, Setting up System for Process and Implementation. Acknowledgement of fund received.

Unit V: Financial Management   **(6 Hours)**
Financial Management as an integral part of organizational management; FM as a tool for Governance, management, accountability and credibility; Stakeholders and Accountability dimensions in NGOs.
Budget: Meaning of Budget. Steps in Preparing Budget. Cost Control, Cost Reduction and Cost effectiveness in Development Organization/ NGOs.
Financial Monitoring in Development Organization/ NGOs. Financial Reporting: External, Internal and Donor Audit: External, Internal and Donor.

Reference

John Zietlow, Jo Ann Hankin, Alien G ,Seidner, (2007) Financial Management for Non-Profit Organizations

Mahajan, G. (1999). Civil Society and Its Avtars: What Happened to Freedom and Democracy?. *Economic and political weekly*, 1188-1196.

Sheth, D. L., &Sethi, H. (1991). The NGO sector in India: historical context and current discourse. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, *2*(2), 49–68. http://www.jstor.org/stable/27927310

Lewis, D. (2004). *The management of non-governmental development organizations: An introduction*. Routledge.

Lewis, T. (2013). *Financial management essentials: A handbook for NGOs*.

Norton, M., & Clarke, S. (2003). *The worldwide fundraiser's handbook*. London: Directory of Social Change.

Health and Development

Credits: 2   **MDS/23E/104B**   **Teaching Hours: 30**

Unit I: Concept of Health   **(6 Hours)**

Health definition- Scope and components. Health determinants-safe water, sanitation, nutrition, environmental sanitation-health factors, sex, genetic, age, occupation. Social, economic condition. Health Indicators-MMR, IMR .Life expectancy.

Unit II: Reproductive Health   **(6 Hours)**

Gender in health. Brief anatomy and physiology of Human body-reproductive anatomy and physiology in men and women- menstrual cycle- fertility regulation-FW methods-temporary and permanent methods-Infertility.

Unit III: Overview of National Health Policy   **(6 Hours)**

Primary Health care-national Health policy-National rural Health Mission-Goals, components-JSY, Immunization- Integrated disease Surveillance project-ASHA-national Health programmes- communicable and non-communicable diseases-prevention and control measures-principles of epidemiology.

Unit IV: National Health Programmes   **(6 Hours)**

National Rural Health Mission - National Family Welfare Programme.

National Programmes- Malaria, Filaria, Japanese Encephalitis. Iodine Deficiency Disorder, Nutrition Vitamin-A Distribution, Tuberculosis –Vaccine , Preventable Diseases- Leprosy, HIV AIDS, Mental Health- National School Health Programme, Non Communicable Diseases- Heart Diseases,- Cancer Diabetes- Obesity- Accidents etc.

Unit V: Population Stabilization   **(6 Hours)**

Demography- demographic indicators-national health policy- national population strategy policy, population stabilization. National population strategy. Contraception and Gender Issues and PNDT Act: Permanent and Temporary Methods –Nirodh – Gender Issues different gender roles, gender discrimination in delivering health services, PNDT Act.

Community Based Education Management: Formal & Informal Education, Alternate systems of Education, Participatory Learning, Transformative learning, Critical pedagogy, Negotiating the curriculum, popular education and special education, responsive learning, Teaching life skills, self-help & localization, Role of Aganawadi teachers, Models of Community based Education

Reference

1. Anderson, Lorin W. and D.R. Krathwohl (eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
2. Association for Community Based Education. (1989). Evaluations of Community Based Literacy Programs. Washington, DC: ACBE.
3. Erickson, Lynn H. (1998). Concept-Based Curriculum and Instruction. CA: Corwin Press,

Inc.

4. Improving Science Education With Community- Based Projects: Five Years of Toyota Tapestry Grants Publisher: Natl Science Teachers Assn Author: Kathleen A Rapp, Crystal Lal Edition: Paperback

5. Place and Community- Based Education in Schools (Hardcover) by Gregory A & David Sobel

6. Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0- 684-31351-0.

7. Raman, S.A. (2006). "Women's Education", Encyclopedia of India (vol. 4), edited by Stanley Wolpert, 235-239, Thomson Gale: ISBN 0-684-31353-7 .

8. Setty, E.D. and Ross, E.L. (1987), "A Case Study in Applied Education in Rural India", Community Development Journal, 22 (2): 120–129, Oxford University Press.

9. Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", International Journal of Constitutional Law, 2 (1): 148–158, Oxford University Press

Corporate Social Responsibility

Credits: 2   **MDS/22E/105A**   **Teaching Hours:30**

Unit I: Introduction to Corporate Social Responsibility   (8 Hours)

Definition of CSR, History of CSR in India and across the Globe,

Dimensions of CSR: Social, Environmental & Economic

Importance of CSR

Theories of CSR:

(I) Carroll 's Pyramid's Theory

(ii) Elkington's Triple Bottom Theory

(iii) Freeman's Stakeholder's Theory

The role & functioning of various stakeholders under Stakeholder's theory:

Customers, Employees, Suppliers, Manufacturers, Environmentalists, Government Bodies, NGOs, Media, Educational Institutions & Community.

Corporate Governance: Theories of Corporate Governance: (i) Agency Theory (ii) Stewardship Theory (iii) Resource Dependence Theory (RDT) & (iv) Stakeholder Theory

Importance of Corporate Governance in CSR

Unit II: Companies Act, 2013   (5 Hours)

Overview of Companies Act 2013; Clause 135 of the Companies Act, 2013; Corporate Social Responsibility Policy- Companies Rules, 2014; Role of the Board & The CSR Committee

Schedule VII of the Companies Act

MCA Notification of the 'CSR Rules (27th February, 2014); Clarification on CSR rules for interpretation Circular no. 21_Date 18th June 2014.

Unit III: National CSR Guidelines & International CSR Codes   (4 Hours)

- Department of Public Enterprises guidelines on CSR & Sustainability for Central Public Sector Enterprises
- National Voluntary Guidelines on Social, Environmental and Economic Responsibilities of Business **.**
- MCA Notification on Capacity Building & Administrative Expenditure
- ICAI guidelines on accounting for CSR Activities.

    International Nongovernmental CSR-related codes and standards
    1. UN Global Compact
    2. Global Reporting Initiative (GRI)
    3. SA 8000
    4. AA 1000
    5. ISO 26000
    6. Universal Declaration of Human Rights

Unit IV: Creating CSR Framework & Reporting   (4 Hours)

Reviewing History of Organisation; Creation of Strategy; Creating a Framework for CSR

    (a. Pre requisite, Maturity drives action, Managing Corporate Environment, Implementation steps, CSR practices, Outcome & Impact and Implementing the

Framework)

Reporting: Corporate Social Responsibility in India Report (2013)-
- Price water house Coopers.
- KPMG CSR Reporting Standards

Unit V: CSR Practices current & future trends   (4 Hours)
- SDGs and CSR
- Country specific CSR initiatives & Challenges of multinationals
- Case Studies/ CSR Practices in (i) Hindustan Unilever Ltd, ITC, (ii) Tata Group, (iii) Nestle
- Future Trends in CSR- Public-Private Partnerships

Reference
1. Narang R.K. (2009). Corporate Social Responsibility: Replicable Models on Sustainable Development. New Delhi: The Energy and Resources Institute
2. Sanjay K Agarwal (2008). Corporate Social Responsibility. New Delhi: Sage Publications
3. William, B., and David, C. (2011). Strategic Corporate Social Responsibility: Stakeholders in a Global Environment, New York: Sage Publications
4. Sanjay, K. (2008). Corporate Social Responsibility in India, New Delhi: Sage Publications
5. David, E. (2006). Corporate Social Responsibility. New York: Palgrave Macmillan
6. Wayne, V. (2014). Transforming Corporate Social Sustainability and Responsibility. London: Springer

Sociology of Development

Credits: 2   **MDS/23E/105B**   **Teaching Hours: 30**

Unit I: Introduction to Sociology   **(6 Hours)**

Sociology: Emergence of the Discipline, Definition, Scope, Nature and Significance

Fundamental Concepts- Society, Community, Association, Institution, Culture, Socialization, Social Structure and Function, Social System, Social Groups

Social Processes: Co-operation, Competition, Conflict, Accommodation, Assimilation.

Unit II: Sociological Theories   **(6 Hours)**

Structuralism: Siegfried Frederick Nadel, Radeliffe Brown, Levi-Strauss

Functionalism: Auguste Comte, Bronisław Malinowski.

Symbolic Interactionism: Charles Horton Cooley, George Herbert Mead.

Conflict Perspective: Karl Marx, Ralph Dahrendorf

Conflict Functionalism: Lewis A Coser

Unit III: Introduction to Sociology of Development   **(6 Hours)**

Meaning, Scope, Relevance of Sociology in Development Studies: Andrew Webster, Tim Allen; Alan Thomas, Henry Bernstein, David Harrison

Unit IV: Development Idealism and Development Reconsidered   **(6 Hours)**

Meaning and debates, Urbanization in Global system, Stakeholders approach, Development induced social problems: Displacement, Regional Disparity, Social Exclusion, Unequal Distribution of Benefits.

Unit V: Contemporary Debates of Development: Special   **(6 Hours)**
Reference to India

Neoliberalism, Health, Education and Livelihood, Rights of Future Generations, Reduce, Recycle and Reuse.

Reference

Allen, T. and Thomas, A. 2000. Poverty and Development into the 21st century, Oxford: Oxford University Press

Bernstein, H., 1971. Modernization theory and the sociological study of development".
Journal of 7 Development Studies, 7(2), pp.141-160.

Derze, Jean and Sen, Amartya. 1998. India: Economic Development and Social Opportunity. O.U.P, New Delhi.

Harrison, D. H. 1958. The Sociology of Modernization and Development. Routledge, London.

Heyter, Teresa. 1971. Aid as Imperialism, Pelican

Myrdal, Gunnar. 1989. The Equality Issue in World Development – The American Economic Review, vol 79, no 6, Dec 1989

Nussbaum, M. (2003) "Capabilities and Social Justice." International Studies Review, 4(2), pp. 123- 135.

Osorio, Leonardo et al (2005) "Debates on sustainable development: towards a holistic view of reality". Environment, Development and Sustainability 7: 501-518.

Planning Commission of India: various reports and working papers

Preston, P.W. 1982. The Theories of Development. Routledge, London.

Sen, A. (1999) "Development as Freedom" New York: Alfred A. Knopf. Introduction and chapters 1 and 2.

UNDP. Various Years. Human Development Report.

Wallerstein, Immanuel. 1992. "The Concept of National Development, 1917-1989: Elegy and Requiem." American Behavioral Scientist, 45(4/5): 517-529.

Webster, Andrew. 1984. Introduction to Sociology of Development. McMillan, London.

Giddens, Anthony (1982) Sociology: A Brief but Critical Introduction. London: Macmillan.

Jonathan H. TurnerContemporary Sociological Theory

- University of California, Riverside, USA

Development Organization Observation Visits

Credits: 6 **MDS/22C/106** **No. of Days: 22- 25**

Objectives:

1. To give them an opportunity to the students to make personal observations with respect to the organization and administration of NGOs/ INGOS/ Bilateral and Multilateral Project management in the field.

2. To enable the students to interact with the managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the implementation of projects.

3. To enable them to take part and have an experiential learning in the community Development initiatives undertaken by the CBOS/ NGOS/ Government projects.

4. To prepare them for the future practical learning.

For this purpose the development organization visits for the programme with respect to Semester I will be organized in the following manner.

Nature of Development Practicum:

The faculty contacts 15-18 mega projects / medium projects / small projects implemented by NGO"S / INGO"S / Government / Cooperative societies / CSR and the students along with a faculty visits the project site and interact with all stake holders.

Methodology:

1. Orientation and Observation visits to projects working in different sectors.
2. Individual student report submission on the visits made and observations done.
3. Conferences with the faculty supervisors.
4. 4. Observation visit based presentations & seminars.

Soft Skills – I

Credits: 2   **MDS/22S/107**   **Teaching Hours: 30**

Objectives

1. To enhance the skills and personality traits of the student.

2. To be aware of one self and the social environment.

Four-day consecutive workshop will be facilitated by the field expert. The workshop could be within or outside the college.

Methodology:

Activity Based Learning with the help of external consultants specialized in the specific areas.

SEMESTER II

Part Type	Subject Code	Subject Name	Subject Category	Credit
SEMESTER : II			
Part III	MDS/23C/201	Development Economics	Core	3
Part III	MDS/22C/202	Poverty, Inequality and Social Exclusion	Core	3
Part III	MDS/22C/203	Social Research - Theory and Methods	Core	3
Part III	MDS/22E/204A	Project Management	Elective	2
Part III	MDS/22E/204 B	Development Communication	Elective	2
Part III	MDS/22E/205A	Globalization and Development	Elective	2
Part III	MDS/23E/205B	Demography	Elective	2
Part III	MDS/22C/206	Development Practicum - I	Core	6
Part III	MDS/22S/207	Soft Skills- II	Record	2
Part III	MDS/22R/208	Summer Internship	Record	2

Development Economics

Credits: 3   **MDS/23C/201**   **Teaching Hours: 45**

Unit I: Economic Growth and Development   (9 Hours)

What is Economics? Need for Development Practioners to Study Development Economics
Meaning of Economic Growth. Meaning of Economic Development.
Development as Evolutionary Economic Process.
Measures of Development: Gross National Product, Gross Domestic Product, Per capita Income
Common Characteristics of Underdevelopment. Obstacles to Economic Development: Vicious Circle of Poverty. Myrdal Theory of Cumulative Action. Neocolonial Dependence Model

Unit II: Classical Theories of Economic Development   (9 Hours)

Adam Smith Theory of Economic Development
David Ricardo Theory of Economic Development
Malthus Theory of Economic Development
Schumpeter Theory of Development

Unit III: Modern Theories and Models of Economic Growth   (9 Hours)

Harrod – Domar Model of Economic Growth
Neo-Classical Theory of Growth – Solow Model
Meade's Neoclassical Model of Economic Growth
Joan Robinson Model of Economic Growth
Endogenous Growth Models: AK Model, Morer's Model of Endogenous growth

Unit IV: Economic Development and Institutions   (9 Hours)

Role of Institutions in Economic Development. Finance, Institutions and Development.
Trade-Related Institutions and Development. Migration, Institutions and development.
Formal and Informal Market Institutions. Gender Institutions and Economic Development.

Unit V: Human as Centre of Development and Alternative   (9 Hours)
Measurement of Development

Human Development – Definition and Concept - Human Development Index, Gender Development Index, Human Poverty Index - Gender Empowerment - Measure Happiness Index

Reference
A.P. Thirwall, (1994). Growth and Development. Palgrave Macmillan.
Benjamin Higgins. (1968). Economic Development: Problems, Principles and Policies. W. W. Norton & Company.
Debraj Ray. (1998). Development Economics. Oxford University Press.
Elaine Hartwick and Richard Peet. (2019). Theories of Development. Guilford Publications.
Ghatak, Subrata. (2003) Introduction to Development Economics.

Kumar, N., & Anand Mittal, R. (2002). Economic Development and Planning. Anmol Publications Pvt Ltd.

Michael P. Tadaro, & Stephen C Smith. (1998). Economic Development. Pearson.

Misra, S. K., & Puri, V. K. (2007). Economics of Development and Planning (Theory and Practice). Himalaya Publishing House.

Taneja Mayer. (2014). Economic Growth and Development. Indian Publisher Reprint Edition.

Yujiro Hayami, & Yoshimi Godo. (2005). Development Economics. Oxford University Press.

Poverty, Inequality and Social Exclusion

Credits: 3   **MDS/22C/202**   **Teaching Hours: 45**

Unit I: Poverty   **(9 Hours)**
Poverty: Conceptual dimensions, causes and consequences - Types and Poverty measures: absolute, relative and chronic poverty Measuring poverty: Poverty Lines and Poverty Indexes The culture of poverty; Capability approach; Citizenship; Equality; Social closure; Social relationships - Poverty in India: Characteristics, Trends and Policies

Unit II: Inequality   **(9 Hours)**
Concept and Definition of equality and inequality - Dimensions of inequality: Class, Race, Caste, Gender and Minorities - Forms of Inequality: Social, Economic, Political and Gender – Inequality: Causes and Implications - Inequality in India: Characteristics and Policies

Unit III: Social Exclusion: Foundations, Concept and Themes   **(9 Hours)**
Meaning and Concept of Social Exclusion;
Philosophical Foundations of Social Exclusion: Classical Traditions, Rousseau, Marx, Weber and Durkheim.
Processes Driving Social Exclusion- Labeling; Othering; Bordering
Forms of Social Exclusion: Deprivation, Marginalization and Discrimination
Impact of social exclusion – Lack of capital (human, financial, and physical) and civic amenities; lack of effective participation in social processes.

Unit IV: Groups At The Risk of Being Excluded   **(9 Hours)**
Social Exclusion and Social Groups: Dalits; Tribes; Minorities; Disabled; Migrants and Refugees - Reform movements against social exclusion

Unit V: Inclusive Policies and the Marginalized   **(9 Hours)**
Government Programmes and schemes Concerning SC/ST, Minorities, Women and OBC communities, - Reservations and Quota System - Central backward Commissions and various state committees - Provision of Inclusion of PWD; Policy and provision for elderly persons

Reference
1. Anand, S. and Sen, A. ‗Concepts of human development and poverty: A multidimensional perspective', Human Development Papers, UNDP, New York
2. Gary S. Fields. ―Poverty, Inequality, and Development‖: Cambridge University Press.
3. D. Jayaraj and Dr. S. Subramanian. ―Poverty, Inequality, and Population: Essays in Development and Applied Management‖: Oxford University Press.
4. Byrne, David (2005): Social Exclusion, (New Delhi: Rawat Publications)
5. Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K.Lal (ed.) Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak. New Delhi: Concept Publishing Company. Pages 11- 23.
6. Loury, G.C. 2000 Social Exclusion and Ethnic Groups: The Challenge to Economics.

Annual World Bank Conference on Development Economics 1999. The International Bank for Reconstruction and Development /The World Bank.

7. Byrne, David 1999 Social Exclusion. Buckingham: Open University Press
8. Sen, Amartya(2000): Social Exclusion: Concept, Application and Scrutiny, Social Development Papers No.1 Asian Development Bank.
9. Prasad, R.R. 2003 Social Exclusion: Concept, Meaning and Scope. Ideological Dimensions. In Social Exclusion: Essays in Honour of Dr. BindeswarPathak(A.K. La. Ed.), New Delhi: Concept Publishing Company, Pages 145-152.
10. Haan, Arjan de 2001 Social Exclusion: Enriching the Understanding of Deprivation. Institute of Development Studies and Poverty Research Unit, University of Sussex. Sussex. UK
11. Beall, Jo 2002 Globalization and Social Exclusion in Cities: Framing the Debate with Lessons From Africa and Asis. Development Studies Institute, LSEP, London.
12. Cunningham, Clark D., 'Affirmative Action: India's Example' Civil Rights journal, Fall 1999

Social Research – Theory and Methods

Credits: 3   **MDS/22C/203**   **Teaching Hours: 45**

Unit I: Social Research Theory, Nature, Types, Basic Concepts (9 Hours) and Ethics

Theory: Kuhn and Paradigm of Sciences. Three Questions: Ontology, Epistemology and Methodology. Paradigms: Positivism, Neo-positivism, Post-positivism and Interpretivism.

Social Research: Nature, Scope, Objective. Types of Research: Pure Research, Applied Research, Policy Research and Action Research.

Basic Concepts: Objectivity, Reliability, Validity, Reflexivity, Correlation and Causation. Difference between Method and Methodology. Deductive and Inductive inquiry in research. Ethics and Ethical Responsibility in Social Research

Unit II: Elements of Social Research (9 Hours)

Identification and Formulation of Research Problem. Literature Review. Research Question. Research Design: Experimental Research Design, Cross Sectional Research Design, Longitudinal Research Design and Case Study Research Design. Hypothesis: Meaning, Importance, Types, Errors: Type I & II. Sampling: Probability (Simple Random Sampling, Systematic Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage Sampling) and Non-probability Sampling (Purposive or Judgement Sampling, Quota Sampling, Snowball Sampling, Convenience Sampling)

Unit III: Quantitative Techniques (9 Hours)

From theory to Empirical Research - The 'typical' structure of quantitative research, From theory to hypotheses, From concepts to variables, Units of analysis, Variables (Nominal, ordinal and interval variables).

Causality and Experimentation - The concept of cause, Empirical corroboration of the causal relationship, Covariation analysis and experimentation, Experiments in the social sciences, Laboratory experiments and field experiments, Experiments and quasi-experiments, advantages and limitations of experimentation.

The Survey - Surveys in social research, Standardization, or the invariance of the stimulus, the reliability of verbal behaviour, Question form and substance, Formulation of the questions, Item batteries, Types of questionnaire administration, organizing data collection, Secondary analyses and surveys repeated over time

Scaling: Operationalizing complex concepts. Questions with ordered answers: the semantic autonomy of response categories. The Likert scale. Guttman's scalogram. The semantic differential. Unidimensional and multidimensional scaling

Unit IV: Qualitative Techniques (9 Hours)

Observation - Observation and participant observation. Fields of application and recent developments in participant observation. Overt and covert observation: access and informants. What to observe. Recording observations. Analysis of empirical material. Observation in microsociology. Limits and resources 261

The Qualitative Interview - Collecting data by asking questions. Quantitative and

qualitative interviewing. Types of interview. Conducting interviews. Analysis of empirical material. Interaction and lack of standardization.

The Use of Documents - Reading social traces. Personal documents. Institutional documents. An endless source of social knowledge.

Unit V: Presentation of Data and Report Writing   **(9 Hours)**

Tabular Presentation of Data: Types of Tables, Guidelines for Preparing tables.
Diagrammatic presentation of data: Types of Diagrams (Bar Diagram and Pie Chart),
Guidelines for Preparing Diagrams.
Graphical Representation of Data: Types (Histogram, Frequency Polygon) and Guidelines.
Reporting: Format of Research Report. Research Proposal. Referencing - Meaning & Styles

Reference

Corbetta, P. (2003). Social research: Theory, methods and techniques. Sage.

Guthrie, G. *(2010).* Basic research methods: An entry to social science research *New Delhi:* SAGE Publications India Pvt Ltd doi*: 10.4135/9788132105961*

Payne, G., & Payne, J. (2004). Key concepts in social research. Sage.

Sharma, S. (1982). Identification and Formulation of Research Problem, Journal of the Indian Law Institute,24(2/3), 662-668. Retrieved April 16, 2020, from www.jstor.org/stable/43952229

Knopf, J. (2006). Doing a Literature Review. *PS: Political Science and Politics,39*(1), 127-132. Retrieved April 16, 2020, from www.jstor.org/stable/20451692

White, P. (2017). *Developing research questions*. Macmillan International Higher Education

Project Management

Credits: 2   **MDS/22E/204A**   **Teaching Hours: 30**

Corporate Perspective

Unit I   (6 Hours)
Project management overview and qualifications .Approaches of project management Key domains: people, process and business environment. Project life cycle: Conceptualise plan, organize, implement, control, integrate, deliver, closeout and knowledge leverage

Unit II   (6 Hours)
Planning: Definition, Process, Techniques and Relevance. Strategic Planning Process: Reviewing the History, SWOT/ PESTLE analysis, Goal formulation, strategy formulation, organisation and systems design. Work breakdown structure and critical path analysis. Project risk management

Social Project Perspective

Unit III   (6 Hours)
Community Planning tools: Need Analysis, Problem Tree Analysis, Log Frame Analysis Proposal development process; and strategies in implementation of the project

Unit IV   (6 Hours)
Monitoring: Definition; Approaches; Typology; Technology in Monitoring. Evaluation: What and Why questions; Principles AND Ethics of Evaluation; Types of Evaluation; Five Criteria for Evaluation. Evaluation strategies; Focus on Scientific-experimental design; randomization; Steps involved in conducting evaluation using experimental design; Bias in Experimental Designs.

Unit V: Presentation of Data and Report Writing   (6 Hours)
Participatory Evaluation: Guiding principles; Participatory Rural Appraisal/ Participatory Learning and Action (PLA) 15. Preparing for an evaluation: Preparing terms of reference; Reporting (ILO model)

Reference
- Goel, B. (2012). Project Management – Principles and Techniques, New Delhi: Deep and Deep Publication
- Watt, A. (2014). Open Text Book on Project Management. Retrieved from https://open.umn.edu/opentextbooks/textbooks/456

Development Communication

Credits: 2   **MDS/22E/204B**   **Teaching Hours: 30**

Unit I: Introduction to Concept, Models, Theories and   (6 Hours)
Approaches of Communication
  a. Concept of Communication: Scope and Elements of Communication process from Source via Channel to Receiver and back.
  b. Models of communication: Lass well, Osgood and Schramm, Gerbner, Shanon and Weaver and David Berlo.
  c. Introduction to Communication Theories: Consistency theory, bullet theory, Individual differences theory, Social-culture category theory, Social relationships theory, McLuha's Hot and Cool media.
  d. Communication approaches: One way-two way, Upward-downward, Horizontal-vertical, Participatory.
  e. Interpersonal Communication

Unit II: Concept and Theories of Development Communication   (6 Hours)
  a. Development Communication- Meaning, need and scope for communication in development,
  b. Theories of development communication
  c. Use of conscientisation theory in development communication {Saul Alinksy and Paulo Freire)
  d. Behaviour Change Communication (BCC)
  e. Information, Education and Communication (IEC).
  f. Diffusion of Innovations, social marking and participation message marking.
  g. Media Ethics

Unit III: Communication skills for development workers   (6 Hours)
  a. Writing Skills: News release, feature writing, reports, case studies, stories, letters to the editor;
  b. Verbal Skill: Presentation Skills and Public speaking;
  c. Planning campaigns for development issues; Interfacing with mass media (Film. TV. Press, Radio conferences. interviews) and media advocacy

Unit IV: Visual and Electronic Media   (6 Hours)
  a. **Visual media Types** - Tables, charts, graphs, posters, still photographs, flip charts, PPTs, bulletin board / flannel graph.
  b. **Audio visual, Film clips, Video Films**: Writing script for films - idea, brainstorming, research, formatting content treatment, story board, shot break down, production planning budget, planning script writing, filming, using video films in the field.
  c. **Electronic media:** Use of Internet in development: uploading & downloading information using search engines, to compile information Open communication forum using web technology, e-bulletins. Blogs and newsletter groups, Mass correspondence/petitions for policy and program advocacy campaigns

d. **Social Media –** YouTube, Facebook, Whatsapp and other social media

Unit V: Performing Arts   (6 Hours)

a. Street theatre: Script writing (subject, context, story-line, characters, dialogue, language, scenes, climax, outcome (discussion), presentation of play, evaluation and impact assessment, people's participation in street theatre, Preparation and Process-rehearsal, presentation, follow up

b. **Folk media:** Puppets: Preparing simple puppets, script writing, rehearsal, presentation and follow up.

c. **Songs:** Social Songs and other traditional song forms.

Reference

1. Andal. N. (1998) Communication Theories and Models. Mumbai: Himalaya Publishing House
2. Fossard Estade (2005) Writing and Producing Radio Drama. Delhi : Sage Publication
3. Jan Rashmi (2003) Communicating Rural Development (Strategy and Alternatives). Jaipur Rawat Publication.
4. Kuppuswamy B. (19761 Communication and Social Development in India. New Delhi: Sterling Publishers.
5. MekoteSrinivas (2"" edition 2003) Communication for Development in the Third World. New Delhi Sage Publication.
6. Menon. Mridula. Gandhi. Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers /Distributors.
7. ModyBelb (1991) Designing Messages tor Development Communication, New Delhi: Sage Publication.
8. Nair. K. S. White Shirley (1993) Perspectives on Developmental Communication, New Delhi: Sage Publication.
9. Narub. Uma (2006) Handbook of Communication Models. New Delhi: Atlantic Publishers and Distributors.
10. Narub. Uma (revised edition 1999) Development Communication Theory and Practice New Delhi: Har-Anand Publication Pvt. Ltd.
11. Singhal. Arvind. Rogers. Everett M.: India's Information Revolution. New Delhi: Sage Publication.
12. Jan Servaes, (2008) Communication for Development and Social Change, Sage Publications, New Delhi.
13. While. Shirley A (2™ Ed 2002) The Art of Facilitating Participation batbn New Delhi : Sage Publication

Online Resources

- http://www.unicef.org/cbsc/
- http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approachesto_development_communication.pdf
- http://www.oecd.org/dev/devcom/toolkitoncommunicationfordevelopmentc4d.h tm
-

Globalization and Development

Credits: 2 MDS/22E/205A **Teaching Hours: 30**

Unit I: Introduction to Concept, Models, Theories and (6 Hours)
Approaches of Communication

What is Globalization? History of Globalization. "Globalization: What's New? What's Not? (And So What?): Keohane, R. O. and Nye, J. S. Jr. Dimensions of Globalization: Economic Globalization, Cultural Globalization, Political Globalization and Environmental Globalization. Theories of Globalization: Imperialism, Colonialism, Development, Neo-liberalism, Neo-Marxian Theories. Globalization and Modernity – Anthony Giddens

Unit II: Trade and Economic and Financial Flows

(6 Hours)

Global Economy before Bretton Woods System. Bretton Woods and Bretton Woods System. What is Structural Adjustment? The Social Consequences of Structural Adjustment: Recent Evidence and Current Debates.
Rise of Transnational and Multinational Corporations. Economic chains and network in global trade. Global value chain. Global supply chain. International Finance. Foreign Direct Investments. Economic Globalization and Financial Crisis

Unit III: Globalization, Governments and Civil Society (6 Hours)
What is Nation State? Hollowing Out the "Nation-State" and Multi-Level Governance - Bob Jessop. Governments and Citizens in a Globally Interconnected World of States – Hans Schattle. Diplomacy in the age Globalization - Paul Battersby& Joseph M. Siracusa. Sociology and the Nation-State in an Era of Shifting Boundaries - Donald N. Levine. Globalization and the Myth of the Powerless State - Linda Weiss. Globalization and the Resilience of State Power - Daniel Béland
Global Civil Society - RaffaeleMarchetti. The Role of Global Civil Society in Bringing Global Democratic Order - Dan Chan Koon-hong. Global civil society and the World Social Forum - KadambariAnantram, Christopher Chase-Dunn, and Ellen Reese

Unit IV: Globalization and Culture

(6 Hours)

Globalization and Culture: Three Paradigms - Jan NederveenPieterse. Globalization as Hybridization - Jan NederveenPieterse. Glocalization: Time-Space and Homogeneity-Heterogeneity - Roland Robertson. Hybridity, So What? The Anti-Hybridity Backlash and the Riddles of Recognition - Jan NederveenPieterse. The Global, the Local, and the Hybrid: A Native Ethnography of Glocalization - Marwan M. Kraidy. An Introduction to McDonaldization - George Ritzer. McDonaldization and the Global Culture of Consumption - Malcolm Waters

Unit V: Globalization, Significant Issues and Resistance and (6 Hours)
Global South

Globalization and Climate Change. Globalization and Crime. Globalization and Pandemic. Globalization, Conflict and Peace. Globalization and Global South. Globalization and its impact on India – Structural adjustment in India, Privatization and its impact in India.

Reference

Turner, B. S., & Holton, R. J. (Eds.). (2010). *The Routledge international handbook of globalization studies*. New York: Routledge.

Jessop, B. (2013). Hollowing out the 'nation-state'and multi-level governance. In *A Handbook of Comparative Social Policy, Second Edition*. Edward Elgar Publishing.

Ritzer, G., & Dean, P. (2019). *Globalization: the essentials*. John Wiley & Sons.

Ritzer, G., &Atalay, Z. (Eds.). (2010). *Readings in globalization: key concepts and major debates*. John Wiley & Sons.

Marchetti, R. (2017). Global Civil Society.

Steger, M. B. (2014). Approaches to the Study of Globalization. *The SAGE Handbook of Globalization*.

Bordo, M. D., Taylor, A. M., & Williamson, J. G. (Eds.). (2007). *Globalization in historical perspective*. University of Chicago Press.

Koon-hong, D. C. The Role of Global Civil Society in Bringing Global Democratic Order.

Demography

Credits: 2   **MDS/23E/205B**   **Teaching Hours: 30**

Unit I: Basics of Demography   **(6 Hours)**
Demography: Meaning, Definition and Scope - Historical Development of Demography – Importance of Demography in Policy Making - Theories of Population: Malthus, Theory of Demographic Transition, Optimum Theory of Population

Unit II: Population Change   **(6 Hours)**

Determinants of Population Change: Fertility, Nuptiality, Migration and Mortality - Techniques: CBR, CDR and Age Specific Birth and Death Rates – Migration: Net Migration Rate

Unit III: Fertility and Mortality   **(6 Hours)**
Fertility: Total Fertility Rate, Gross Reproduction Rates, Net Reproduction Rate – Determinants of Fertility – Mortality: Life Expectancy at Birth and Infant Mortality Rate – Determinants of Mortality

Unit IV: Sources of Demographic Data in India   **(6 Hours)**
Demographic Data: Meaning, Importance, Uses in Policy Making - Census in India: Meaning, Scope and History - Civil Registration System: Meaning, Scope - Types of CRS; Birth, Death, and Marriage - Sample Surveys: Scope and History of NFHS, DLHS, LASI

Unit V: India: Population and Development   **(6 Hours)**
Population Policy in India - Policy Shift from Population Control to Family Welfare - Demographic Dividend and Economic Growth - Population, Economy and Environment linkages - Population Ageing: Causes, Trends, Issues and consequences

Reference

1. Agarwal, S.N. (1985) India's Population Problem, Tata McGraw Hill, Mumbai
2. Bogue, D., (1969): Principles of Demography, John Wiley & Sons, New York.
3. Bose, A. (1996), India's Basic Demographic Statistics, B.R. Publishing, Delhi.
4. John weeks (2005): Population: An introduction to concepts and issues, Wordsworth Learning. Singapore 9th edition.
5. Pathak, K.B. and F.Ram, (1998) Techniques of Demographic Analysis, Mumbai: Himalaya Publishing House.

Development Practicum - I

Credits: 6   **MDS/22C/206**   **22- 24 Days**

Objectives:

1. To give the student trainees to have a first-hand information on administration and various projects of the placement organisation.

2. To enable the students to interact with the project managers, staff and community or beneficiaries and governmental agencies so as to get a practical exposure.

3. To enable them to take part and have a hands on experience in the community development initiatives undertaken by the organization.

4. To help them to identify and develop the skills essential for the effective management of organization.

5. To give them an opportunity to apply the theoretical knowledge in field situation and analyse the field realities

Methodology:

1. Students will be placed in development organisation

2. Individual report submission on a weekly basis.

3. Weekly Development Practicum conferences with the faculty supervisors.

4. Individual presentations & seminars for every agency placement completed.

Soft Skills - II

Credits: 2   **MDS/22S/207**   **Teaching Hours: 30**

Objectives

1. To introduce the skills required for Development Practioner

2. T to enhance the capacity of the students to reflect the social skills and life coping skills for professional competency

3. To provide opportunity for students to hone their interpersonal skills and capacities.

4. To capacitate the students for towards development communication.

Methodology

Four days' workshop through Activity Based Learning with the help of external consultants/experts.

Objectives

Methodology: Four days workshop through Activity Based Learning with the help of external consultants/experts.

Summer Internship

Credit: 2   **MDS/22R/208**   **Duration: 30 Days Continuously**

Objectives:

1. To provide a suitable opportunity by placing students in various development organisation during summer vacation for practical experience.

2. To prepare them for the following academic years field training.

3. To give them an opportunity of additional learning about the development sector and its field of work.

Nature of Development Practicum: Summer Placement.

1. A mandatory requirement for course completion.

2. The placement training will be managed with/without faculty supervision

3. The student trainees will be given general guideline for their interaction with the agency and learning.

4. Depending on the students interest and possibilities Individual/group placement in a local / out station organization will be permitted.

5. After the completion of the summer placement training students are expected to submit the summer placement Completion Certificate and a Consolidated Report of their activities and learning during the period of placement.

6. On reopening of the college (in the beginning of the III Semester) students will have to make a presentation of their learning experiences to the class and thereby information / experience sharing will be facilitated

SEMESTER III

SEMESTER : III				
Part Type	**Subject Code**	**Subject Name**	**Subject Category**	**Credit**
Part III	MDS/22C/301	Data Analysis	Core	3
Part III	MDS/22C/302	Gender and Development	Core	3
Part III	MDS/22C/303	Urbanization and Development	Core	3
Part III	MDS/22E/304A	Social Entrepreneurship	Elective	2
Part III	MDS/22E/304B	Disaster Management	Elective	2
Part III	MDS/22E/305A	Rural Development	Elective	2
Part III	MDS/23E/305B	Pragmatic Models of Development	Elective	2
Part III	MDS/22C/306	Research Project	Core	6
Part III	MDS/22C/307	Development Practicum - II	Core	6
Part III	MDS/22S/308	Soft Skills-III	Record	2
Part III	MDS/22R/309	Outbound Training-Participatory Learning and Development	Record	--

Data Analysis

Credits: 3   MDS/22C/301   **Teaching Hours:45**

Unit I: Introduction to Data Analysis   (9 Hours)

Meaning and Definition of Data and Data Analysis

Types of data: Nominal, Ordinal, Interval and Ratio; Discrete and Continuous Data; Quantitative and Qualitative Data

Descriptive Statistics and inferential statistics

Structure of Dataset

Data Analysis Steps

Unit II: Quantitative Data Analysis   (9 Hours)

Nature and Importance of Quantitative Data

Distribution of data sample- Normal and Abnormal Distribution

Univariate; Bivariate and Multivariate Analysis

Descriptive Statistical Methods- Measures of central tendency- Mean, Medium and Mode; Standard deviation; Skewness

Inferential Statistical Methods: Correlation Analysis, Regression Analysis, ANOVA(Analysis of Variance), t-test.

Testing of Hypothesis.

Level of Significance and Confidence Interval.

Unit III: Qualitative Data Analysis   (9 Hours)

Nature and Importance of Qualitative Data

Approaches to qualitative data analysis- Deductive approach and inductive approach

Process of Qualitative Data Analysis- Transcripts of interviews; Coding text in to categories; Identifying themes, patterns and relationships; Summarizing the data.

Types of qualitative data analysis- Content Analysis: Narrative Analysis; Discourse Analysis; Frame work Analysis; Grounded Theory.

Unit IV: Visualization of Data   (9 Hours)

Concept and advantages of data visualization

Types of data visualization- Charts, Tables, Graphs, Histogram, Maps, info graphics, plots.

Data Visualization Techniques– Pixel-Oriented Visualization; Geometric Projection Visualization; Icon-Based Visualization; Hierarchical Visualization;

Unit V: Data Analysis Software and Tools   (9 Hours)

MS Excel, R Programming

Reference

Chiang, A. C. (2017). Fundamental Methods of Mathematical Economics. McGraw-Hill Education.

Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2012). Basic Statistics for Social Research. John Wiley & Sons.

Hennink, M., Hutter, I., & Bailey, A. (2013). Qualitative Research Methods. Sage Publications.

Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Age International Publishers.

Little, T. D. (2013). The Oxford Handbook of Quantitative Methods, Volume 2. Oxford University Press.

Monga, G. S. (1972). Mathematics and Statistics for Economists. Kitab Mahal.

Speigal, M. R. (1992). Theory and Problems of Statistics. McGraw-Hill Education.

Gender and Development
Credits: 3   MDS/22C/302   **Teaching Hours: 45**

Unit I: Understanding Gender: Concepts and Theories   (9 Hours)
Sex- Gender- Patriarchy- Equality versus Difference- Feminism: Liberal, Radical, Marxist, and Socialist

Unit II: Approaches to Development   (9 Hours)
Gender Disparity- Women Empowerment- Women in Development (WIO) - Women and Development (WAD) - Gender and Development (GAD).

Unit III: Role of Multilateral Organizations   (9 Hours)
UNFPA-UNICEF- UNDP- UNWOMEN-UNIFEM- CEDAW

Unit IV: National Policies and Programmes   (9 Hours)
National Commission for Women (NCW) –Ministry of Women and Child Development-Central Social Welfare Board (CSWD) – Rashtriya Mahila Kosh (RMK) – Mahila Samakhya

Unit V: Women and Law in India   (9 Hours)
Fundamental Rights- Directive Principles of State Policy- Women and Property Rights-Maternity Benefits Act, 1961 - Payment of Wages Act, 1936 - Equal Remuneration Act, 1976 - Domestic Workers (Registration, social security and welfare) Act, 2008 - Unorganized Worker's Social Security Act, 2008

Reference
Shahrashoub Razavi and Carol Miller, 1995. Conceptual Shifts in the Women and Development Discourse, published by United Nations Research Institute for Social Development and United Nations Development Programme

Jane L. Parpart, M. Patricia Connelly, and V. Eudine Barriteau, 2000. Theoretical Perspectives on Gender and Development (Eds.), published by International Development Research Centre

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Urbanisation and Development

Credits: 3   MDS/22C/303   **Teaching Hours: 45**

Unit I: Definitional and Theoretical Aspects: **(9 Hours)**
City, Urban, Urbanization, Urban in India, Governance, Development, and Classical and Contemporary Theoretical Ideas of City, Governance and Development.

Unit II: Historical and Processual Aspects and Cultural   **(9 Hours)**
Dimensions of Urban
History of urbanization, Urbanization processes, Patterns of Urbanization, Settlement Systems, Indian Metropolis, and Rural-urban Fringe. Cultural Dimensions: Urban culture – Urbanism as a way of life, Small Town Cultures, New Urban Middle Class.

Unit III: Institutional Frameworks for Governance and   **(9 Hours)**
Development
Decentralization, Participatory Governance, 74th Constitutional Amendment Act and Urban Local Institutions, Urban Governance Mechanisms (Case Studies: Delhi and Mumbai)

Unit IV: Plans, Policies and Laws and urban issues   **(9 Hours)**
Urbanization Policy and Planning, Land and Infrastructure, SEZs and Urban Governance and Laws (Case studies: Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013 and The Real Estate (Regulation and Development) Act, 2016). Population Dynamics, Urban Basic Amenities, Slums and Urban Poor.

Unit V: Emerging Dimensions Emerging   **(9 Hours)**
Megacities, Smart Cities, Good Governance, Digital Governance, Globalization and New Dimensions of Development

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Kennedy, L., 2009. New patterns of participation shaping urban governance. In Joel Ruet and S. T. Lama-Rewal (eds.,), Governing India's Metropolises: Case Studies of Four Cities, New Delhi: Routledge. Pp. 55-80.
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Social Entrepreneurship

Credits: 3   MDS/22E/304A   **Teaching Hours: 30**

Unit I: Entrepreneur and Entrepreneurship: (6 Hours)

Entrepreneur: Meaning, Definition, Types: Social, Serial, Life Style Characteristics: Innovate, Introduces New Technologies, Catalyst, Creative, Generating opportunity for profit or reward – Entrepreneurship: Meaning, Definition, Types: Creative, Inclusive, Knowledge - Entrepreneurial Characteristics: Inspiration, Creativity, Direct Action, Courage and Fortitude – Entrepreneurship development in India - Scope of entrepreneurship development - Concepts of Value Creation.

Unit II: Social Entrepreneur, Social Entrepreneurship and Social   (6 Hours)
Enterprises

Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises.
Characteristics of Social Entrepreneurship - Explicitly formulated mission to create and sustain social value and to benefit the communities, high degree of economic risk and autonomy in activities related to producing goods and/or selling services, pursuit of new opportunities and exploration of hidden resources to serve that missions, quest for sustainable models, based on well elaborated feasibility study, ongoing engagement in innovation, adaption and learning, decision- making power not based on capital ownership, participatory and collaborative nature involving various stake holders, limited distribution of profit and minimum amount of paid, change opportunities lying in the hands of every individual.
Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable.
Differences between Business and Social entrepreneur
 Entrepreneurship and Social Entrepreneur ship
Social Entrepreneurship in developing countries and in India.

Unit III: The Social Entrepreneurship Process   (6 Hours)

The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) frame work, The Case Model, The Social Entrepreneurship Frame work. Sources of Social Entrepreneurship -Public Sector, Private Sector, Voluntary Sector. Qualities and Skills of Social Entrepreneur - Entrepreneurial, innovative, transformatory, leadership, storytelling, people, visionary opportunities, alliance building, questions and doubts, accountability, missing skills, succession, scale.

Unit IV: Social Entrepreneurship In Practice   (6 Hours)

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women's Association (SEWA), Aravind Eye Hospital, Barefoot College, Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavour (TIDE).Boundaries of Social Entrepreneurship – Social service provision, Social activism.

Unit V: Ethical Entrepreneurship and Challenges in Social   **(6 Hours)**
Entrepreneurship

Ethical entrepreneurship: Meaning. Empirical ethics, eternal ethics. Entrepreneur and customer, Entrepreneur and employee, Entrepreneur and Government. Challenges in Social Entrepreneurship

Reference

1. Robert A. Philips Margret Bonefiel Ritesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
2. S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009
3. Jill Kickul and Thomas S.Lyons, Routledge, Understanding social entrepreneurship, the relentless pursuit of mission in an ever changing world, New York, 2012
4. Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources
5. Bornstein, David, how to change the world: social entrepreneurs and the power of new ideas New York, NY: OUP, 2004
6. Dees, j. Gregory, "the meaning of social entrepreneurship" center for the advancement, 2007.
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7.Martin, roger and Osberg, sally, "social entrepreneurship: the case for definition", Stanford social innovation review. 2008

Disaster Management

Credits: 3   MDS/22E/304B   **Teaching Hours: 30**

Unit I: Disaster Management Concepts and Disaster Analysis   **(6 Hours)**
a. Concepts: Disaster, Hazard, Risk, Vulnerability and Capacity - Impacts created by Disasters.
b. Types: Natural & manmade disaster. Water, climate & geologically related calamities. Accident, Biologically & Atmospheric related calamities. Chemical, Industrial and Nuclear related Calamities.

Unit II: Disaster Risk Assessment   **(6 Hours)**
a. Hazard Assessment, Exposure Assessment, Vulnerability Analysis, Loss/Impact Analysis, Risk profiling and evaluation, Formulation and Revision of DRR strategies and action plans

Unit III: Stages in Disaster Management   **(6 Hours)**
a.Disaster Management: Definition, Disaster Management Cycle. Evacuation and Rescue: Emergency supplies and vulnerability reduction Relief: Damage and Need assessment, Psycho-social care and support
b.Rehabilitation and Recovery: Planning for rehabilitation and recovery, Displacement and Resettlement
c.Prevention and Preparedness: Mitigation, Contingency Planning and Early warning Systems

Unit IV: Interventions in Disaster Situations and Institutional   **(6 Hours)**
Framework
a.Interventions: First Aid, Cleaning Operation, Public Health and Disease Management. Psycho Social Impacts of Disasters: Counseling for Trauma, Dealing with Loss and Bereavement, Building Community Resilience to Disasters.

Unit V: Role of NGOs in Disaster Management   **(6 Hours)**
a.Preparedness, Precaution and Management of Disaster. Coordination with Government Agencies, Capacity building and Sustainable Development: People Participation, Training Community level workers.
b.Institutional and Policy Framework: Disaster Management Institutions – National Disaster Management Authority, Disaster Management Policies and Strategies

Reference
1. *Coppola, Damon P. *Introduction To International Disaster Management*. Amsterdam: Butterworth Heinemann, 2007.
2. Gupta, Harsh K. *Disaster Management*. Hyderabad: Universities Press, 2003. Print.
3. Payne, Sheila, Sandra Horn, and Marilyn Relf. *Loss and Bereavement*. Buckingham [England]: Open University Press, 1999.
4. Uddin, Nasim, and Alfredo Hua-Sing Ang. *Disaster Risk Assessment and Mitigation*. Reston, Va.: American Society of Civil Engineers, 2009.

5. Chowdury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K&Srinivasa Murthy, R (2000), Psychosocial care for community level helpers, Bangalore, Books for Change.
6. Sathyavathi, K, Nardev, G and Thakrar, S (1987) Grief reactions among bereaved.
7. Dave, A.S., Sekar, K., lBhadra,S., Rajaskekar, G.P., Kishore Kumar, K., Beena, P., Srinivasa Murthy, R (2002) , Psychosocial care for children surviving the riots. Books for Change,
8. Desai N.G., Gupta, D.K., Joshi. P.C., Singh, R.A., Singh T.B., Lal.M and Kumar., A. (2002) Mental health aspects of the Earthquake in Gujrat. Indian Council of Medical Research, New Delhi.
9. S. Narayana, R. Dave, A.S., Sekar, K, Kishore Kumar, K. Srinivasamurthy, R (2002) Riots: psychosocial care for Women surviving the Riots. Books for Change, Bangalore.
10. Narayana R.L., SrinivasaMurthy.R.,Daz P (2003) Disaster mental health in India: monograph. American Red Cross, New Delhi.
11. Parsuraman.S (Ed), Organization and Administration of Relief and Rehabilitation following Marathwada Earthquake, Mumbai: Tata Institute of Social Sciences.

Rural Development

Credits: 2   MDS/22E/305A   **Teaching Hours: 30**

Unit I: Rural Development- Concept, Strategies & Experiences   **(6 Hours)**
Concept, Nature, and scope of rural development
Strategies of rural development- Growth oriented strategy; welfare strategy; responsive strategy; holistic strategy; capacity building and empowerment strategies; participatory strategy.
Experiments in Rural Development in India- Sriniketan; Martandam; Sevagram; Baroda; Firka Development, Nilokheri and Etawa Projects. Rural Development in Five year Plans.

Unit II: Rural Settlement and Administration   **(6 Hours)**
Concept of Village, Settlement pattern and Rural Housing.
Rural Education, Health Care and Sanitation – Primary Health Care, ICDS, Drinking water, Drainage, Toilets. Rural Electrification and Connectivity – Targets and Achievements.
Administrative Structure and Organisations in Rural Areas- Role of Panchayati Raj, District Rural Development Agencyand Cooperatives in Rural Development.

Unit III: Rural Society and Economy   **(6 Hours)**
Rural Social Institutions - Family; marriage; Religion; Caste and Class and Community.
Rural Economy- Characteristics of Rural Occupations and Village Industries. Problems faced by Rural Industries. Rural Entrepreneurship and Marketing. Financial Institutions in Rural India

Unit IV: Rural Development Institutions and Programmes   **(6 Hours)**
Rural Development Institutions in India- NABARD; CAPART, NIRDP and SIRDP.
Review of Rural Development Programmes in the area of agricultural sector, Social Sectors, poverty removal and employment generation- Integrated Rural Development Programme (IRDP); Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS); Swarnajayanthi Gram SwarojgarYojana (SGSY); Pradhan Mantri Gram SadkYojana(PMGSY); Indira AawasYojana (IAY); National Social Assistant Programmes (NSAP); National Rural Livelihood Mission (NLRM) and Rural Employment Generation Programme(REGP)
Recent models of rural development programmes. PURA, Result based monitoring system (RBM/PIME).

Unit V: Voluntary Action in Rural Development   **(6 Hours)**
Nature and Types of Voluntary Organisations in India.
Voluntary Effort in Rural Development - Role of International and National NGOs- DFID, OXFAM, CINNY,GTZ, SWID, PRADAN, PRIA, SEWA, MYRADA, etc.). Corporate Sector and Rural Development. Problem faced by VOs in Rural Development.

Reference
1. A. R. Desai, Rural Sociology, Popular Prakashan.

2. Ram K. Parma (1996) Policy Approach to Rural Development, Print well, Jaipur.
3. Laxmi Devi (Ed) (1996) Encyclopedia of rural Development (set of 5 vol.) Anmol Publications Pvt. Ltd. New Delhi.
4. Katar Singh (1986) Rural Development, principles, polices and Management, Sage Publication, New Delhi.
5. Venkatta Reddy. K. (2000) Rural Development in India, Himalaya Publishing House, New Delhi.
6. N.Lalitha, Rural Development in India: Emerging Issues and Trends- Dominant Publishers, Delhi, 2004.
7. A.Vinayak Reddy and M. YadagiraCharyulu, Rural Development in India : Policies and Initiatives, New Century Publications, New Delhi, 2009.
8. Lalitha N. 2004. Rural Development: Volume I and Volume II Trends and Issues, Dominant Publishers, New Delhi.
9. Venkata Reddy K. 2000. Rural Development in India. Himalaya Publishing House, New Delhi.
10. Maheswari S. 1985. Rural Development in India. A Public policy approach. Sages publication, New Delhi.
11. Hoshiar Singh 1995. Administration of Rural Development in India. Sterling publishers, New Delhi..
12. Newby, Howard. (1980): Trend report: Rural Sociology, Current Sociology, Sage Publication. I.C.Dingra: Rural Banking in India- S.Chand& Co. Limited, New Delhi-110055, 1994

Pragmatic Models of Development

Credits: 2   **MDS/23E/305B**   **Teaching Hours: 30**

Unit I: Introduction to Development Practice   (6 Hours)

a. Concept, Meaning and Objectives of Development, Related Concepts - Target Oriented Development, Area Specific Development, Integrated Development, Sustainable Development and Social Development.

b. Application of Management Functions in Development.

c. Role of Development Managers in rural and urban community development.

Unit II: Rural Development   (6 Hours)

a. Pioneering community development initiatives: Delhi and Hyderabad Urban Community development projects. Sriniketan, Marthandom, Etawah and Nilokheri pilot rural development projects.

b. Community Development: definition, concept, principles, objectives, programme and history. Rural Development: Definition, Concept, Principles and Objectives.

c. Major Rural Development Programmes – IRDP, NREP, RLEGP, MGNREGS and PMGSY - Water and Sanitation Programmes - Rural Infrastructure Schemes - National Rural Livelihood Mission and National Health Mission, Niti Aayog and Welfare and Development programmes.

Unit III: Urban Development   (6 Hours)

a. Concept and meaning of Urban Development, Urban Development Programmes: Jawaharlal Nehru Urban Renewal Mission and Tamil Nadu Urban Development Project.

Unit IV: Tribal Development   (6 Hours)

a.Concept and meaning of Tribal Development. Tribal Development Programs: Van Bandhu Kalyan Yojana, Tribal co-operative Marketing Development Federation of India (TRIFED), NSAP and PMAY-G

Unit V: Local Self-Government   (6 Hours)

a. Rural Governance: Panchayati Raj, Structure and functions of District Rural Development Agency and Block Development Office.

b. Urban Governance: Urban Local Bodies: Municipalities, Chennai Metropolitan Development Agency and Tamil Nadu Slum Clearance Board.

c .Roles and responsibilities of Management professional bodies, Skills essential for a manager, Roles and responsibilities of a professional manager

Reference

Bhattacharya, B. (1979). Urban Development in India. Shree Publishing.

Bidyut Mohanty. (1993). Urbanization in Developing countries. ISS and Concept.

Clinard, M. B. (1972). Slums and Urban Community Development. The Free Press.

Desai, A. R., & Pillai, S. V. (1972). Slums and Urbanization. Popular.

G.N. Kaaaley. (2005). Integrated Approach to Development Policies, Programmes and

Strategies. Concept Publishing Company.

IFAD, IARF, & MYRADA (Eds.). (2001). Enhancing Ownership and Sustainability: A Resource Book on Participation.

Mike Davis. (2006). Planet of Slums. Verso.

Neuwirth, R. (2005). Shadow Cities: A Billion Squatters; a new Urban World. Routledge.

UNDP. (2000 onwards). Human Development Reports.

Venkata Reddy. Rural Development in India. Himalaya Publishing House.

World Bank. (2000 onwards). World Development Report. Oxford Press.

Research Project

Credits: 6   **MDS/22C/306**

Objectives

1. To make the students to do a research project based on empirical evidences with the use of research methods.

2. To expose the students in exploring, describing, and analysing the data needed for conceiving a feasible and sustainable development projects.

3. To increase the capacity of research and documentation skills required for future project management

Methodology

The students choose a topic of their areas of interest for research which has potential empirical evidences. Students should do sampling and conduct survey or collect data and submit a Project Report to the department. The theses of the students are evaluated by an External Viva Voce Examiner.

Development Practicum – II

Credits: 6   **MDS/22C/307**   **22-24 Days**

Objectives:

1. To give the student trainees to have an experience in planning and implementation of field based activities in consultation with the placement agency in particular.

2. To enable the students to interact with various stakeholders in order to understand the project and organisation management aspects in the organisations.

3. To help them to identify and develop the skills essential for the efficient development professionals.

4. To give them an opportunity to apply the theoretical knowledge in field situations and analyse the field realities.

For this purpose the development practicum for the programme with respect to 3rd Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology

1. Individual student Placement in an Organization which has bilateral/multilateral projects on the basis of their Core or Elective subject.
   a) General Management of the organization.
   b) Office administration.
   c) Project planning and implementation.
   d) Community interventions and Beneficiary coordination.

2. Individual student report submission based on the visits made and observations done.

3. Practicum Conferences with the Faculty Supervisors.

4. Presentation by the trainees.

Soft Skills - III

Credits: 2   **MDS/22C/307**   **Teaching Hours: 30**

Objectives

1. To develop skills in developing Resume / Curriculum Vitae for campus placement of the students.

2. To enable them to face interviews and actively take part in group discussions or any other placement process.

Four day work shop will be organized to the students to enable their knowledge and skills in developing resume / Curriculum Vitae and facing interviews.

Field experts will be arranged for the workshop.

Methodology

Activity Based Learning with the help of specialized external consultants

Out Bound Training

MDS/22R/309

Duration: 4 – 5 Days

Requirement for Course Completion

An Out Bound Training program takes place for five days. The students themselves plan on the topics and decide on the OBT in a development organisations of national or international repute. This programme augments the knowledge on development management skill and also enables the students to interact with different stakeholders. It also exposes the students to various scopes of development work that exists in the field.

Semester IV

SEMESTER : IV				
Part Type	**Subject Code**	**Subject Name**	**Subject Category**	**Credit**
Part III	MDS/22C/401	Labour & Development	Core	3
Part III	MDS/23C/401	Indian Economy	Core	3
Part III	MDS/22C/403	Public Policy	Core	3
Part III	MDS/22E/404A	International Development Organisation	Elective	2
Part III	MDS/22E/404B	Human Rights	Elective	2
Part III	MDS/22E/405A	Development Ethics	Elective	2
Part III	MDS/23E/405B	Sustainable Development & UN SDG'S 2030	Elective	2
Part III	MDS/22C/406	Development Impact Assessment	Core	6
Part III	MDS/20S/407	Soft Skills -IV	Record	2

Labour and Development

Credits: 3   **MDS/22C/401**   **Teaching Hours: 45**

Unit I: Labour in Historical Context and theories   **(9 Hours)**

Historical context of the emergence of wage labour - Industrial Revolution, Capitalism as an Economic System: Origins, nature and structure of capitalism and labour;

Labour in Classical Theories of Development: Ricardian and Marxian Conceptualizations; Commodity Production and Creation of Surplus Value; Dual Character of Commodity; Duality in Labour Use: Labour Theory of Value; Production and Realisation of Surplus Value. Neo-Classical Conceptualization of labour; Demand for and supply of labour and its determinants-marginal productivity.

Labour in Modern Theories of Development: Labour surplus theories and dual labour market theories

Unit II: Labour and Development in India   **(9 Hours)**

Understanding Indian labour scenario through important reports and secondary information. Reports of major committees and commissions; Royal Commission Report; Labour Investigation Committee Report. Towards Equality Report; Report of First National Commission on Labour; Shramsakthi Report; National Commission on Rural Labour. Report of Second National Commission on Labour; Reports of the National Commission for Enterprises in the Unorganised Sector.

Unit III: Labour Market Institutions and Labour Mobilisation   **(9 Hours)**

Labour Market: formal and informal labour markets. Historical evolution of Labour movement in India; Mobilization of working class and its implications on Development. Trade Unionism; Theoretical framework; Comparative trade unionism; Industrial Relations; Approaches to Industrial Relations; Stakeholders in industrial relations; Tripartism and Social Dialogue in India; Collective Bargaining; Workers' Participation in Management; Impact of trade unions on productivity. meaning of "militant trade unionism" in the Indian context.

Unit IV: Labour and Social Security   **(9 Hours)**

Social Security– Origins of the concept, historical evolution of policies in the modern era, welfare state and social security. ILO International Standard on Social Security. Labour and Social Security in India. Social Security Labour Legislations – Employees' State Insurance Act - 1948, Employees' Provident Fund and Miscellaneous Provisions ACT, 1952, Payment of Gratuity Act 1972 and Employees Compensation Act, 1923. Maternity Benefit Act, 1961. The Code on Social Security, 2020.

Unit V: Globalization and Labour   **(9 Hours)**

Global Flow of Migrants – George Ritzer. Globalization and labour: putting the ILO in its place - Anthony Woodiwiss. Globalization of Labour – Dev Nathan. Globalization and Labour – Supriya Roy Chowdhury. How has the globalization of labor affected the labor income share in advanced countries? -. Jaumotte, F., &Tytell, I. Globalization and Labour in Developing Countries: India – Dev Nathan. Verity Burgman: Working Class Agency and

Labor Movement, Confronting Post Fordist Production, Subverting Shift in Production, Opposing Unemployment and Precarity.

Reference

Marshall, S., & Fenwick, C. (Eds.). (2016). *Labour regulation and development*. Edward Elgar Publishing.

Sanjivayya, D. (1970). *Labour Problems and Industrial Development in India*. New Delhi: Oxford & IBH Publishing Company.

Jaumotte, F., &Tytell, I. (2007). How has the globalization of labor affected the labor income share in advanced countries? *IMF Working Papers*, *2007*(298).

Nathan, D. (2007). Globalisation of Labour. *Economic and Political Weekly*, *42*(39), 3995–4001. http://www.jstor.org/stable/40276477

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Nathan, D. (2018). Globalization and Labour in Developing Countries: India. Agrarian South: Journal of Political Economy, 7(1), 105–121. https://doi.org/10.1177/2277976018758081

Burgmann, V. (2016). Globalization and Labour in the Twenty-First Century (1st ed.). Routledge. https://doi.org/10.4324/9781315624044

Public Policy

Credits: 3   **MDS/22C/403**   **Teaching Hours: 45**

Unit I: Understanding Public Policy   (9 Hours)

Public policy- Concepts and Definition; Nature, Scope and Importance of Public Policy; Types of Public Policy- Fiscal, monetary, trade, industrial and social policy; Evolution of Public Policy; Public Policy and Public Administration; Policy as a Political Activity; Actors in Policy Making- Government and Non-governmental Organizations; Constraints on Public Policy- Economic, Political, Institutional, Social and Cultural.

Unit II: Theories, Approaches and Models to Policy Making   (9 Hours)

Theories of Public Policy- Pluralist/Group Theory, Elite Theory, Rational Choice Theory, Institutional Theory, Systems Theory and Game Theory.

Public Policy Approaches- The Process Approach, Logical Positivist Approach, Phenomenological Approach, Participatory Approach and Normative Approach.

Models Of Public Policy- Wilfred Pareto- Optimality and Improvement; John Rawls- Theory of Justice; Almond Gabriel- Interest Aggregation and Articulation; Yehezkel Dror- Mega Policy and Meta Policy; Charles Lindblom- Incrementalism; William Niskanen- Budget Maximizing Model;

Unit III: Public Policy- Process, Implementation, Analysis and Evaluation   (9 Hours)

Public Policy Process- Different Stages of Policy Cycles; Phases of Policy Formulation; Agenda Setting; Stakeholder Identification and Consultation.

Public Policy Implementation- Concepts and Techniques of Policy Implementation

Policy Analysis- Concept and Types of Policy Analysis- Meta And Meso Analysis, Empirical, Normative, Retrospective and Prescriptive Analysis; Techniques of Analysis- Cost-Benefit Analysis, Cost-Effective Analysis, Operations Research, Programme Evaluation And Review Technique (PERT) and Critical Path Method (CPM).

Policy Evaluation: Concepts; Evaluation Units- Programme Evaluation Organisation (PEO) and Regional Evaluation Office (REO); Constraints of Public Policy Evaluation

Unit IV: Public Policy in India   (9 Hours)

Public Policy And Constitutional Framework In India; Policy Making Institutions in India- NITI Aayog, National Development Council, National Advisory Council; Policy Making Process- Role of Government, Media and Civil Society Organisations; Issues And Constraints in Policy Implementation in India; Public Policy Case Studies- Policies on Health, Population, Education, Environment, Employment, Poverty, Social Welfare and Cyber Security.

Unit V: Globalization and Public Policy   (9 Hours)

The Global Context of Policy-making; Global Policy Process; Transnational Actors: UNDP, World Bank, IMF, WTO, OECP, etc.; Impact on Public Policy Making; Impact of Globalization on Policy Making

Reference

Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton.

Bardach, Eugene (1977), The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT

Bergerson, Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press

Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe , New York.

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Howlett, Michael, and M. Ramesh, (1995), Studying Public Policy: Policy Cycles and Policy Subsystems, OUP, Toronto.

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Lerner, D. and H.D.Lasswell (eds.), (1951), The Policy Sciences, Stanford, Stanford University Press.

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

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Thomas Dye (1995), Understanding Public Policy, New Jersey: Prentice Hall

Indian Economy

Credits: 3   MDS/23C/401   Teaching Hours: 45

Unit I: Economic Development since Independence   (9 Hours)

Indian Economy; Pre-British Period and at the Time of Independence - Trend and Pattern of Economic Development after Independence - Planning; Objectives, Achievements and Failures - Types of Planning - Market Mechanism and State Intervention - Indian Planning: Goal and Strategies, Experience - NITI Aayog: Evolution, Objectives, Functions, Significance in Policy Making.

Unit II: Agriculture Sector   (9 Hours)

Agriculture in India: Role and Importance - Significance and Contribution to Indian Economy – Challenges faced by Indian Agriculture - Agriculture Revolutions in India: Green, White, Blue and Impact - Food Security in India: Definition and Concept, Public Distribution System and its impact, Mid-day Meal and its Impact - Land Reforms: Historical Prospective, Polices and Impact

Unit III: Industrial and Service Sector   (9 Hours)

Indian Industry; Structure, Growth, Importance and Problems - Large, Medium and Small Scale Industries; Role and Problems - Industrial Policies of 1948, 1956 and 1991 - Special Economic Zone (SEZ) - Service Sector; Concept and Scope – Sub-Sector; Trade, Transport, Real Estate, Financial Services, Public Administration, Defense – Informal Service Sector – Policy Regulation; Disinvestment, Foreign Direct Investment

Unit IV: Contemporary Macroeconomic Issues in India   (9 Hours)

Current Economic Deceleration: Supply Side and Demand Side Explanations - Jobless Growth and Unemployment: Causes and Measures – Make in India: Objectives and Sectors Targeted – Goods and Service Tax – Rationale, Features and Impact on Indian Economy – Demonetisation: Rationale, Objectives, Impact on Indian Economy and Criticism

Unit V: Development Ethics and Development Policy   (9 Hours)

COVID-19: Overview – Economic Impact: GDP Growth, Demand and Supply Chain Disruptions, Consumer Behavior and Demand - Sector-wise Impact: Agriculture and Food supply, Manufacturing and Industry, Service Sector - Government Response: Fiscal and Monetary Policies, Relief Measures for Business and Individuals, Impact of the Government Response

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<div align="right">Semester IV</div>

<div align="center">International Development Organisation</div>

Credits: 2   **MDS/22E/404A**   **Teaching Hours: 30**

Unit I: Historical Contexts of International Development (6 Hours)
Organisations
The development of international organizations since the 19th century- World War II
Formation of the League of Nations- Achievements & Failures; Dumbarton Oaks
Conference; UN-Basic Principles and Organization; Formation of International Court of
Justice (ICJ), International Labour Organisations (ILO) and International Organisation for
Migration (IOM).
Future Trends in International organizations

Unit II: UN Organisations and International Development (6 Hours)
Structure and functions of UN agencies- UNDP (United Nations Development
Programme), **United Nations Environment Program (UNEP), United Nations
International Children's Fund (UNICEF), World Food Program (WFP), United Nations
Habitat (UN-Habitat), United Nations Population Fund (UNFPA),** WHO (World Health
Organisation), WFP (World Food Programme).
UN Case Studies

Unit III: Bretton Woods Institutions (6 Hours)
Origin, structure and functions of Bretton Woods Institutions- International Monetary Fund
(IMF) and World Bank and World Trade Organisation (WTO).

Unit IV: Regional Organizations (6 Hours)
Origin, Nature and function of regional development organisations- European Union,
ASIAN, NAFTA, APEC, BRICS, SAARC, Organisation for Economic Co-operation and
Development (OECD), Organization of the Petroleum Exporting Countries (OPEC), G 7,
G20.

Unit V: International Non-Governmental Organisations (6 Hours)
Amnesty International, Commonwealth Human Rights Initiative, OXFAM, Red Cross, Red
Crescent, Greenpeace International, World Wide Fund for Nature, ActionAid, World Vision,
SOS, Islamic Relief.

Reference
1. Steve Charnovitz, Nongovernmental Organizations and International Law, 100
   A.J.I.L. 348, (2006)
2. Bordo, M. D., &Eichengreen, B. (Eds.). (2007). A retrospective on the Bretton Woods
   system: lessons for international monetary reform. University of Chicago Press.
3. Karns, M. A., Mingst, K. A., & Stiles, K. W. (2004). "Dilemmas in Global
   Governance", International Organizations: The Politics and Processes. Boulder,
   Colorado: Lynne Rienner Publishers, Inc.

4. Charnovitz, S. (2006). Nongovernmental organizations and international law. American Journal of International Law, 100(2), 348-372.

5. Chartier, D. (2006). Can we understand the role of NGOs in environmental politics• without questioning the nature of the changes they propose and the scales they work at?. Graduate Journal of Social Science, 3(1), 49-60.

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8. Weiss, Th. G. (1999) Principles, Politics, and Humanitarian Action, Ethics and International Affairs, **Vol. 13**, pp. 1-42 (this includes reactions by C. Sommaruga, MSF staff, and David Rieff).

9. Alesina, Alberto and David Dollar, 2000, Who Gives Foreign Aid to Whom and Why? Journal of Economic Growth 5, 1: 33-63.

10. Berthélemy, J.-C., 2006, Bilateral Donors' Interest vs. Recipients' Development Motives in Aid Allocation: Do All Donors Behave the Same? Review of Development Economics 10, 2: 179-194.

11. Berthélemy, J.-C. and A. Tichit, 2004, Bilateral Donors' Aid Allocation Decisions: A Threedimensional Panel Analysis, International Review of Economics and Finance 13, 3: 253-274.

Human Rights

Credits: 2   **MDS/22E/404B**   **Teaching Hours: 30**

Unit I: International Context   (6 Hours)

Evolution of human rights and duties on the international plane. The United Nations Charter and the development of human rights Provisions of the Charter, Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966, and other major UN instruments on human rights (Conventions on Racial Discrimination, Women's Rights, Rights of the Child, Torture)

Unit II: Human Rights and Duties and Enforcement of Human   (6 Hours)
rights in India

Constitutional perspective: Fundamental Rights, Directive Principles, Fundamental Duties, and their interrelationships. Statutory protection of human rights

Enforcement of human rights: Legislature, executive, and judiciary. National Human Rights Commission, other commissions and committees.

Unit III: Constitutional Provision against Caste Discrimination
and Protection of SC/ST and OBCs   (6 Hours)

Indian Constitution and Protection of SCs/STs and OBCs : Fundamental Rights and Directive Principles under the Constitution. Special protection under Article 15 (4), Article 16 (4) & (4-A), Article 17, Article 29(1), Article 9 46, Articles 334 335, 338, 339, 340, 341, & 342, Fifth and Sixth Schedules

 Special Laws for Protection of SCs/STs and OBCs: Protection of Civil Rights Act 1955. Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act 1989. Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act 1999. Policies of Government, reservations, quotas, special drives

Unit IV: Human Rights and Criminal Justice System in India   (6 Hours)

Criminal justice system and protection of human rights: treatment of individuals in situations of crime. Human rights of the accused. Legal aid. Police, criminal investigation, custodial crimes. Crimes (including custodial crimes) against women and children. Reform in jails/juvenile homes

Unit V: The Human Rights Education, Teaching and Training   (6 Hours)

Human Rights Education, Tehran Conference 1968, Vienna Conference 1993, UNESCO and Its Role in Human Rights Education for Social Change;Human Rights Education in India and UN Decade for Human Rights Education (1995 - 2004);Role of the Central and State Governments in Promoting Human Rights Education; Role of Non-Governmental Organisations; Human Rights Teaching at School, College and University Levels; Human Rights Education : The Legal Perspective; Research Priorities in Human Rights; Peace Keeping and Training.

Reference

Office of the High Commission for Human Rights, Human Rights, A Basic Handbook for UN Staff. https://www.ohchr.org/documents/publications/hrhandbooken.pdf

Alam, Aftab, ed., Human Rights in India: Issues and Challenges (New Delhi: Raj Publications, 1999).

Alston, Phillip, ed., The United Nations and Human Rights: A Critical Appraisal (Oxford: Clarendon Press, 1992).

Amnesty International, Human Rights in India (New Delhi: Sage Publications, 1994).

Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations (New Delhi: D.K. Publishers, 1996).

Basu, D.D., Human Rights in Constitutional Law (New Delhi: Prentice Hall, 1994).

Batra, Manjula, Protection of Human Rights in Criminal Justice Administration: A Study of the Right of Accused in Indian and Soviet Legal Systems (New Delhi: Deep and Deep, 1989).

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Saksena, K.P., ed., Human Rights: Fifty Years of India's Independence (New Delhi: Gyan Publishing House, 1999).

Development Ethics

Credits: 2   **MDS/22E/405A**   **Teaching Hours: 30**

Unit I: Introduction to Development Ethics   **(6 Hours)**
Ethics and Development – Des Gasper. Development ethics: a new discipline - Goulet, D. Meaning and Agenda of Development Ethics – Des Gasper. Pioneers of development ethics: Louis-Joseph Lebret and Denis Goulet. Task and Methods in Development Ethics –Denis Goulet. Towards Development Ethics – David A Croker. Institutional Foundation of Development Ethics – Marangos J and Astroulakis N

Unit II: Ethics and Development and Different Groups and Areas   **(6 Hours)**
Denis Goulet: Need for Development Ethics for our time. Ethics of Power and Power of Ethics. Ethics in Development Planning. Development Ethicist at Work. Integral human development - Lori Keleher. Post-development – Mitu Sengupta
Different Groups: Women, Children, Indigenous people. Areas: Education, Health and inequality

Unit III: Development Ethics and Concepts   **(6 Hours)**
Des Gasper: Meaning of Development. Improvement. Efficiency and Effectiveness. Effectiveness towards what and for whom? Value Systems. Comparison of value positions in development evaluation. Equity. Who bears the cost and who reaps benefit? Sacrificing the Weak and Aspects of equity. A Deeper Analysis of the Concept and Assessing the different interpretation. Need. Basic Need and Language of Need. Human Development: Capability and Positive Freedom. Culture and Ethics of Development.

Unit IV: Development, Human Rights, Freedom and Responsibility   **(6 Hours)**
Human Rights - Polly Vizard. The Right to Development - Stephen Marks. Security - Stephen Esquith. Cultural Freedom - Stacy Kosko. LGBTI People - Yuvraj Joshi. Religion Katherine Marshall. International Responsibilities -Julian Culp. Development practitioners - Chloe Schwenke. Corruption - SirkkuHellsten

Unit V: Development Ethics and Development Policy   **(6 Hours)**
Method in Philosophy and Public Policy: Applied Philosophy versus Engaged Philosophy - Jonathan Wolff. The Public Role of Ethics and Public Policy - Jeffrey Howard. Application or Construction? Two Types of Public Policy Ethics - Andrei Poama
Denis Goulet: Is Gradualism Dead? Reflections on Order, Change, and Force. Pyramids of Sacrifice: The High Price of Social Change. Development as Liberation: Policy Lessons from Case Studies. Development Policy and Social Stratification. Culture and Traditional Values in Development. Authentic Development: Is it Sustainable?

Reference
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Louis-Joseph Lebret and Denis Goulet. Journal of Global Ethics, 17(2), 260-278.

Goulet, D. (1997). Development ethics: a new discipline. International Journal of Social Economics.

Crocker, D. A. (1991). Toward development ethics. World development, 19(5), 457-483.

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Desai, V., & Potter, R. B. (2013). The companion to development studies. Routledge.

Lever, A., &Poama, A. (Eds.). (2019). The Routledge handbook of ethics and public policy. Routledge.

Jay Drydyk and Lori Keleher (Eds.). (2019). TheRoutledge Handbook of Development Ethics. Routledge.

Sustainable Development and UN SDG's 2030

Credits: 2   **MDS/23E/405B**   **Teaching Hours: 45**

Unit I: Introduction to Ecology, Economy and Sustainable Development   (6 Hours)

Introduction to Environment, Ecosystem and Ecology. Introduction to Economics: What is Economics? Classical Theories focusing on Supply and Neoclassical theories focusing on Demand. Missing thinking on Environment. Limits to Growth. Emergence of Global environmental problems: Global warming, Climate change. Ozone depletion: concepts, harmful effects, developing countries scenario.
Sustainable Development: Concept and History. From Millennium Development Goals to Sustainable Development Goals. The UN and Sustainable Development Goals – Transforming the world: The 2030 Agenda for Sustainable Development

Unit II: SDGs and Society   (6 Hours)

Sustainable Development Goal 1: End poverty in all its forms everywhere. Sustainable Development Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture. Sustainable Development Goal 3: Ensure healthy lives and promote well-being for all at all ages. Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Sustainable Development Goal 5: Achieve gender equality and empower all women and girls. Sustainable Development Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all. Sustainable Development Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable. Sustainable Development Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Unit III: SDGs and Economy   (6 Hours)

Sustainable Development Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Sustainable Development Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. Sustainable Development Goal 10: Reduce inequality within and among countries. Sustainable Development Goal 12: Ensure sustainable consumption and production patterns

Unit IV: SDGs and Earth   (6 Hours)

Sustainable Development Goal 6: Ensure availability and sustainable management of water and sanitation for all. Sustainable Development Goal 13: Take urgent action to combat climate change and its impacts. Sustainable Development Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development. Sustainable Development Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Unit V: Partnership for SDGs   **(6 Hours)**

Sustainable Development Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

Elements - Partnership for the Goals. Public Private Partnership. Trade and Finance. Technology. Systemic Issues and Policy Governance.

Reference

Battersby, J. (2017). MDGs to SDGs – new goals, same gaps: the continued absence of urban food security in the post-2015 global development agenda. *African Geographical Review, 13*(1), 115-129.

The Brundtland Report: World Commission on Environment and Development (WCED). (1987). *Our common future*. New York and Oxford: Oxford University Press.

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Mollier, L., Seyler, F., Chotte, J.L. and Ringler, C. (2017). SDG 2: End Hunger, Achieve Food Security and Improved Nutrition and Promote Sustainable Agriculture. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.31-80. doi: 10.24948/2017.01.

Howden-Chapman, P., Siri, J., Chisholm, E., Chapman, R., Doll, C.N.H. and Capon, A. (2017). SDG 3: Ensure Healthy Lives and Promote Wellbeing for All at All Age. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.81-126. doi: 10.24948/2017.01

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McCollum, D., Gomez Echeverri, L., Riahi, K., and Parkinson, S. (2017). SDG 7: Ensure Access to Affordable, Reliable, Sustainable and Modern Energy for All. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.127-173. doi: 10.24948/2017.01

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Biermann, F., Stevens, C., Bernstein, S., Gupta, A., Kabiri, N., Kanie, N., Levy, M., Nilsson,

M., Pintér, L., Scobie, M. and Young, O.R. (2014). Integrating Governance into the Sustainable Development Goals. POST2015/UNU-IAS Policy Brief #3. Tokyo: United Nations University Institute for the Advanced Study of Sustainability

Frey, D. F. (2017). Economic growth, full employment and decent work: the means and ends in SDG 8. *The International Journal of Human Rights, 21*(8), 1164-1184. doi: 10.1080/13642987.2017.1348709

Mead, L. (2017). *How Can Progress on Infrastructure, Industry and Innovation Contribute to Achieving the SDGs?* IISD.

Oestreich, J.E. (2018). SDG 10: Reduce inequalities in and among countries. *Social Alternatives, 37*(1), 34-41.

Bengtsson, M., Alfredsson, E., Cohen, M., Lorek, S. and Schroeder, P. (2018). Transforming Systems of Consumption and Production for Achieving the Sustainable Development Goals: Moving beyond Efficiency. *Sustainability Science, 13*(6), 1533-1547. doi: 10.1007/s11625-018-0582-1

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Campbell, B., Hansen, J., Rioux, J., Stirling, C., Twomlow, S. and Wollenberg, E. (2018). Urgent action to combat climate change and its impacts (SDG 13): Transforming agriculture and food systems. *Current Opinion in Environmental Sustainability, 34*, 13-20.

Schmidt, S., Neumann, B., Waweru, Y., Durussel, C., Unger, S. and Visbeck, M. (2017). SDG 14: Conserve and Sustainably Use the Oceans, Seas and Marine Resources for Sustainable Development. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.174-218. doi: 10.24948/2017.01.

Singh, G.G. et al. (2018). A rapid assessment of co-benefits and trade-offs among Sustainable Development Goals. *Marine Policy, 93*, 223-231

Timko, J., Le Billon, P., Zerriffi, H., Honey-Rosés, J., de la Roche, I., Gaston, C., Sunderland, T.C.H. and Kozak, R.A. (2018). A Policy Nexus Approach to Forests and the SDGs: Tradeoffs and Synergies. *Current Opinion in Environmental Sustainability, 34*, 7-12.

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United Nations. (2019). The Sustainable Development Goals Report 2019. New York: United Nations.

Oldekop, J. A., Fontana, L. B., et al. (2015). 100 Key Research Questions for the Post-2015 Development Agenda. *Development Policy Review, 34*, 55-82. doi:10.1111/dpr.12147

Development Impact Assessment

Credits: 6   **MDS/22C/406**   **No. of Days: 24**

Objectives:

1. This paper aims to engage students to do impact assessment of any development projects.

2. Students will we allotted to faculty members.

3. Under the supervision of assigned faculty members, the students will do an impact assessment by visiting field for minimum of 14 days and prepare an Impact assessment report in the ten days.

4. The aim of the paper is to equip the students to assess the impact of any developmental projects.

Soft Skills - IV

Credits: 2   **MDS/20S/407**   **Teaching Hours: 30**

Objectives

1. To develop the professional skills of the trainees related to the development sector.

2. To make them aware of the professional behaviour and ethics necessary for development professionals.

Four day work shop will be facilitated by the external experts to enhance their knowledge and skills related to the development profession.

Students will be assessed by their performance and participation.

Methodology:

Activity Based Learning with the help of external consultants specialized in the specific areas

Course Regulations

The Development Studies course is being regulated by the following components:

- ➢ Theory
- ➢ Development Practicum
- ➢ Research Project
- ➢ Out Bound Training
- ➢ Soft Skills

Assessment Pattern:

A. Theoretical Component:

The student's knowledge of theory is being assessed internally and externally. The Internal assessment is being called as Internal Continuous Assessment (ICA) which comprises of Class test, In Class Test, Take Home Assignment.

I Internal Assessment

Internal Continuous Assessment:

Two tests carrying 25 marks each will be conducted based on the syllabus. Out of two, the best one will be taken into account for ICA marks. In general, there are three patterns and based on the discretion of the subject teacher any one of the patterns are followed for the Class test.

Pattern I	25 questions carrying 1 mark each, without choice.
Pattern II	Part A - 15 questions carrying 1 mark each without choice
	Part B - 2 out of 3 questions carrying 5 marks each to be written in 150 words.
Pattern III	Part A - 5 questions carrying 2 marks each without choice.
	Part B - 3 out of 4 questions carrying 5 marks each to be written in 150 words.

In-Class Test:

Comprising of 10 marks, here students are expected to prepare notes on a topic / theme jointly decided by the faculty and the students. The notes could be presented either in the form of Seminars, Power Point Presentation (PPT), Role play etc.

Take Home Assignment:

This is an individual assignment wherein the students are given a topic related to the subject of study. The assignments are generally assessed based on its content, on time submission and logical flow of analysis which is calculated for 15 marks.

Some of the Presentation methods / techniques which are imbibed either for In-Class Test or Take Home Assignment are Short Survey, Field Visit and Analytical Reporting of the visit, Preparing a photo dossier and Analytical Comments, Poster Presentation on a theme, Paper Presentation in a Conference, Making a short film/ documentary, Preparing a Case study, Publishing an article in a national daily or news magazine or journal, Report of an in-depth interview with an individual, Report of Key Informant Interview at least with 3 individuals, Analytical Report on a Focus Group Discussion, Developing a Research tool, Making an Instructional Multi-media presentation etc.

ICA Marks Allocation

To pass the subject, students must secure 25 marks out of a total of 50 marks, which are allocated as follows: 25 marks for Internal Continuous Assessment, 10 marks for an in-class test, and 15 marks for a Take Home Assignment.

II External Assessment

The External Assessment of students is being conducted by an End Semester Examination (ESE) held at the end of each semester. For Odd semesters (I & III), ESE is being held in the month of November and for Even semesters (II & IV), ESE is being held in the month of April.

Students after registering themselves for exam could take up their exams in the allotted date and time. The exam is for 100 marks which in turn are converted to 50 marks. The pattern of the ESE question paper consists of Part A and Part B.

Part A: 5 questions out of 8 questions, each answer carrying 8 marks, word limit of 600 words with at least one question per unit in the syllabus.

Part B 3 questions out of 5 questions, each answer carries 20 marks, having word limit of 1200 words, questions covering all the five units in the syllabus.

ESE Marks Allocation

During the end-of-semester examination, students are required to obtain a minimum of 50 marks out of a maximum of 100 marks.

Both the marks of ICA and ESE (converted to 50 marks) will be calculated separately for each subject and the calculated score becomes the student's overall marks in that particular subject.

B. Observation Visits/ Development Practicum/ Development Impact Assessment:

In the first semester students will be taken to 15-18 development organizations. Students are expected to attend their Development Practicum (Field Work) for at least 24 days in II and III semesters. Students have to do development impact assessment under the guidance of faculty members for 24 days. The assessment of these components is being done internally as well as externally for all of the four semesters.

Internal Assessment: 50 Marks

Every student is internally assessed by their respective Faculty Coordinators.

S.N.	Criteria	Marks
1	Reporting	25
2	Attendance/conference	10
3	Presentation	10
4	Development Practicum Conference	5
	Total	**50**

External Assessment: 50 Marks

Every student is assessed externally by a panel consisting of an external subject expert and a field expert.

S.N.	Criteria	Marks
1	Agency Evaluation	10
2	External Examiner Evaluation (Viva)	40
	Total	**50**

C. Summer Internship:

Students in consultation with the faculty members can opt for organizations of their choice in Development sector wherein they work as interns. Upon successful completion of

internship, students are expected to submit the Completion Letter along with a detailed report of the activities done.

D. Out Bound Training:

Students visit reputed national or international organizations over a period of 4 days to learn about the functioning of the organization, to get practical exposure and hands on training. For successful completion for the degree, students are expected to have 100% attendance is compulsory in this component along with submission of a report.

E. Research Project:

Students under the guidance of their Research Supervisors are expected to take up a research project in semester III. For successful completion of this component, students are expected to submit their research project and attend the viva for the same.

Internal Assessment: (50 Marks)

Students will be evaluated internally for 50 marks by their respective Research supervisors based on the following criteria:

S. N.	Criteria	Marks
1	Research Report Quality	**30**
2	Project Assessment	**10**
3	Presentation	**10**
	Total	**50**

External Assessment: (50 Marks)

Students will be evaluated by a panel of examiners consisting of the Research Supervisor and an External Expert (Field or Subject).

Soft Skills

Every semester, experts from various disciplines are invited to train the students on Soft Skills (Leadership, Interview, Communication and Career Oriented Skills) and Life Skills (Self-Actualization).

Students are internally assessed by their respective soft skill faculty supervisors.

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