

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



University of Mysore

(Estd.1916)

M.A. in DEVELOPMENT STUDIES

**Choice Based
Credit System
(CBCS)**



UNIVERSITY OF MYSORE
Institute of Development Studies
Manasagangotri, Mysuru-570006

Regulations and Syllabus
Master of Development Studies (M.A.)
(Two-year semester scheme)

Under
Choice Based Credit System (CBCS)

UNIVERSITY OF MYSORE

GUIDELINES AND REGULATIONS LEADING TO MASTER OF DEVELOPMENT STUDIES (TWO YEARS- SEMESTER SCHEME UNDER CBCS)

Programme Details

Name of the Department	: Institute of Development Studies
Subject	: Development Studies
Faculty	: Faculty of Arts
Name of the Course	: Master of Development Studies (M.A.)
Duration of the Course	: 2 years- divided into 4 semesters

Programme Outcomes

M.A in Development Studies is a multi-disciplinary program with global, national and local relevance. By the end of the programme the students will be able to

- Understand and appreciate the multi-dimensional, multi-disciplinary nature of Development with an analytical understanding of the various theoretical premise, prospects and problems involved in current development scenario.
- Sharpen their analytic skills making them understand and appreciate the various dimensions of current Development Studies both at the national and International level.
- Combine the various disciplines and emphasis in on imparting assumes greater significance especially in the wake of challenges the field of sustainable development presents today.
- Acquaint the knowledge on current developments at the National and Global levels to specialize in urban or rural issues.

Programme Specific Outcome

After successful completion of the program, the students will be able to:

- Acquire knowledge on the interdisciplinary analytical processes of change in developing regions
- Think in policy relevant terms
- Develop a critical understanding of the main economic, political and sociological anthropological theories of development.
- Acquire knowledge of present core policy issues of development internationally and nationally, and of proposals for their practical solution
- Combine theoretical knowledge with case study/empirical knowledge
- Know about different research methodologies, including case studies, quantitative analysis, surveys, etc.

- Develop skills in asking critical questions of commonly used datasets and evidence-based claims.
- Understand roots of conflicting estimates and interpretations.

Programme Pedagogy

The pedagogy of teaching-learning involves three components.

- Lectures with intellectual inputs form the first component. This method provides Receptive Instructions to students.
- The second component is the tutorials. This method provides Directive Instructions to students.
- The third major component is the practical orientation with skills and participatory learning works. This method involves Exploratory Instructions.

Sl.no	Paper code	Title	HC/SC	L	T	P	Credits
1	13406	Foundation course-1 (economics)	HC	3	1	0	4
2	13401	Foundation course: geography	HC	3	1	0	4
3	13402	Foundation course society and social change	HC	3	1	0	4
4	13403	Introduction to development studies	HC	3	1	0	4
5	13404	Quantitative analysis	SC	3	1	0	4

II Semester

Sl.no	Paper code	Title	HC/SC	L	T	P	Credits
1	13411	Theories of development	HC	3	1	0	4
2	13412	Decentralized governance and development administration: (with special reference to India)	HC	3	1	0	4
3	13414	Research methods in development studies	HC	3	1	0	4
4	13413	Information technology and development	HC	3	1	0	4

III Semester

Sl.no	Paper code	Title	HC/SC	L	T	P	Credits
1	13425	Human development	OE	3	1	0	4
2	13423	Development initiative – policy, plans and projects	HC	3	1	0	4
3	13415	Civil society and development	OE				
3A	13424	Planning and programming techniques	SC	3	1	0	4
4	13421	Development issues in India	HC	3	1	0	4

5	13422	Gender and development	HC	3	1	0	4
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IV Semester

Sl.no	Paper code	Title	HC/SC	L	T	P	Credits
1	13431	Emerging issues in development	HC	3	1	0	4
2	13432	Sustainable development and environmental planning		3	1	0	4
3	13433	Social security and development	SC	3	1	0	4
4	13434	Rural transformation and Development	SC	3	1	0	4
5	13435	Issues in urban development	OE	3	1	0	4
6	13405	Synchronized development	SC	3	1	0	4

**FIRST SEMESTER
Hardcore**

COURSE – I: FOUNDATION COURSE-1 (ECONOMICS)

Course Outcome

The students will be able to

- Define economics, economy, economic functions and problems of economic functions, and basic elements of demand and supply
- Elucidate the cost, Revenue and the concept of market structure
- Explain the concept of National Income and Welfare Concept
- Acquaint the knowledge on macro-economics and Fiscal Policy for Development

UNIT WISE OUTLINE OF THE SYLLABUS

Unit 1: Introduction

What is Economics About? Definition and Scope of economics-economy-Principal Functions and Structure-Basic Problems of an Economy- The problem of Economizing-Production Possibility curve-Concepts of opportunity cost.

Unit 2: Demand and Supply

Basic Elements of demand and supply-The demand schedule-Demand Curve-Determinants of Market demand-shift in demand-elasticity of demand –Demand and consumer behavior- choice and utility theory-supply schedule-supply curve-Forces determining supply-shift in supply elasticity of supply-Equilibrium of supply and demand.

Unit 3: Cost, Revenue and Market Structure

Meaning of Cost, Revenue – Types of cost and Revenue-Fixed cost, total cost, Marginal Cost, Average cost, Short-run and Long run Cost-Total Revenue-Average Revenue and Marginal Revenue-Concept of Market Structure-Types of Market-Market Efficiency.

Unit 4: National Income Analysis -Tutorial

Concept of National Income-Measurement of National Income-National Income and welfare-Concept of green income-significance of national Income Estimates.

Unit 5: Macroeconomics Policies and Balance of Payments -Tutorial

Meaning-Composition-Objects of Monetary Policy-Tools and Limitations of Monetary Policy-Objectives of Fiscal Policy-Tools and Limitations-Complementary between Monetary and Fiscal Policy for development and stabilization-Meaning of BOP-Structure-Disequilibrium in BOP.

Projects, Tutorials and Assignments

1. Interactive Sessions on the Structure and activities of an economy.
2. Assignment on optimum Allocation of Resources.
3. Construction of a numerical demand and supply schedule for a particular commodity.
4. Measurement and estimation of Elasticity of Demand and supply.
5. Calculation and graphing of AR, MR, AC & MC using numerical examples.
6. Interactive session and market structure and efficiency.
7. Numerical examples for estimation of national income, real national income.
8. Interactive sessions on the role of Fiscal and Monetary Policy in addressing the problem of inflation and unemployment.
9. Explaining the trends in India's B O P
10. Assessing Fiscal Impact i.e., Public Expenditure vs. Tax Reduction on the Economy.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- | | | |
|-----------------------|---|---|
| Paul Samuelson | : | Economics |
| David Begg and others | : | Economic |
| C.T. Kurien | : | The Economy – an Interpretative Introduction |
| G.R. Hicks | : | The Social Framework. Do – A Theory of economic history |

COURSE – II: FOUNDATION COURSE: GEOGRAPHY

Course Outcome

The students will be able to

- Define the basic concepts of geography, space and spatial dimensions
- Explain the four traditions of geography
- Elucidate the geography of development , development paradigms in the context of rural and urban development
- Acquaint the knowledge on geography of welfare for socio-cultural and service planning

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

The subject matter of Geography, Geography as a space-time discipline, Locational/ Spatial analysis and spatial dimensions of development.

Unit-2

Four traditions in Geography: spatial, man-environment, area studies and earth sciences traditions: geography and resources, population resources and development.

Unit-3 Tutorial

Geography of development; development paradigms; sustainability: social, economic, environmental, cultural and community sustainability; rural and urban development spectrum.

Unit-4

Geography of welfare and change: who gets what where? And what to put where, why and how? Locational problems in social-cultural and services planning.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- Haggett, P. 2008 : Geography: A Global synthesis, London: Edward Arnold.
Haggett, P. 2006 : Geography: A Modern synthesis, London: Edward Arnold.
Harvey, D. 2001 : Explanation in Geography; London: Edward Arnold.

COURSE – III: FOUNDATION COURSE SOCIETY AND SOCIAL CHANGE

Course Outcome

The students will be able to

- Define the family, religion, caste, society, community, associations, social groups and social processes, and control
- Explain the characteristics of major theoretical formulations of society
- Explain the Indian society, social stratification changing aspects
- Elucidate the social mobility and social change and its obstacles

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Society – Meaning and characteristics Major theoretical formulations in sociology Auguste Comte (Social Statics and Social Dynamics), Herbert Spencer (Organism Analogy), Karl Marx (Class Conflict), Emile Durkheim (Social Fact). Key concepts in the understanding of society; community, association, social groups, social processes, social interaction, social control, heredity and environment.

Unit-2

Culture – Meaning features and types, Socialization – Meaning, Agencies. Social Institutions – Meaning, features, major social institutions, family, religion, economy, education, politics (Meaning features, types, recent changes and relation to development).

Unit-3 - Tutorial

The Indian Society – A brief social history, typical features of Indian society; multi, religions, multi-care, multi-lingual, rural, tradition vs modernity. Social Stratification – Meaning and features, forms of stratification, distinction between caste and class, caste in Indian traditional and changing aspects.

Unit-4

Social Mobility – Meaning, types, factors affecting social mobility with special reference to India. Social change – Meaning, nature of change, theories of social change, obstacles to social change.

Unit-5 - Tutorial

Non-economic factors affecting development (with special reference to Indian).

i) Family ii) Values iii) Religion iv) Caste v) Education vi) Politics

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

1. S.C. Dube : Indian Society
2. Antony Giddense : Sociology
3. Neil Smelser : Sociology
4. Ritzer G : Sociological Theory
5. Yogendra Singh : Modernization of Indian Tradition
6. Desai A.R. : Modernization in Under developed Societies
7. Andra Beteille : Caste, Class and Power
8. Tumur M : Social Stratification
9. L. Coser : Masters of Sociological Thought
10. Yogendra Singh : Social Stratifications and Change in India
11. Milton Singer and Cocha B.S. : Structure and Change in Indian Society.
12. a) Scarlet T. Epstein, Economic Development and Social Change
b) South India yesterday, today and tomorrow.

COURSE IV: INTRODUCTION TO DEVELOPMENT STUDIES

Course Outcome

The students will be able to

- Define the concept of development, growth and development
- Explain Characteristics of modern economy growth and core values of development
- Elucidate the approaches to development

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

The concept of development, transition from quantitative to qualitative indices. Growth and Development – Synonymity to disjunction.

Unit-2 - Tutorial

Characteristics of modern economic growth – its unequal spread and global disparities. Common characteristics and dissimilarities among developing countries.

Unit-3

Core values of Development, Assessing development - from per capita income to PQLI, Choice and access, HDI, Seers' criteria.

Unit-4

Approaches to development theory – as a continuum (nonspecific theories) and distinct Body of knowledge.

Unit-5

Survey of non-specific theories. Classical, new – classical, Schumpeter, Marxian.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

M.P. Todaro	:	Economic Development in the Third World
R. Higgins	:	Economic Development
Colman and Nixon	:	Economic change in the Less Developed Countries
B. Hettne	:	Development Theory and Third Worlds
G. Myrdal	:	Asian Drama (Specially Volume III)
H. Myint	:	Economics of the Developing Countries

COURSE V: QUANTITATIVE ANALYSIS

Course Outcome

The students will be able to

- Define statistics, measurements, and scale of measurements
- Interpret the tables, graphs, charts and bar diagrams
- Acquaint skill sets of solving statistical problems of central tendency, measure of dispersion and correlations
- Demonstrate the statistical analysis using linear regression, index number and time series

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Introduction – Definition of Statistics. Measurement – Normal ordinal and internal scale of measurement.

Unit-2

Tables – Textual, semi-tabular tables, frequency distribution – construction frequency distribution table for discrete and continuous variable. Graphical and diagrammatic representations of the data. Bar diagram, histograms, frequency polygon, frequency curve, a give pie diagrams.

Unit-3

Measurement of central tendency – Arithmetic Mean, Median. Mode and Geometric mean – definitions, characteristics and uses. Measure of dispersion – Range, mean deviation, quartile deviation and standard deviation – definitions, characteristics uses and coefficient of variations correlation – simple correlation coefficient, Rank correlation co- efficient.

Unit-4 - Tutorial

Linear regressions; constants of regression equation sampling. Techniques – simple random sampling – with and without replacement; systematic sampling and stratified sampling testing of hypothesis – Type I and II, Type II errors, t-test, Chi-square test.

Unit-5

Index number – Price Index Numbers – Laspeyres Price Index, Paasche Index numbers. Time Series – Linear trend moving averages for smoothing, Seasonal index and cyclical variations analysis of census data.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- William Neiswanger : Elementary statistical methods. Revised 3rd edition. The Macmillan Co., New York, 1961 Donald L. Harnett. Introduction to Statistical Methods. Second Edition, Addison Mesley Publishing Co., 1975.
- Harold O Kiess : Statistical Concepts for the behavioural Sciences, Allyn and Racon Co., 1989.
- A.M. Boon and Others : Fundamental of Statistics Vol. I and II World Press, Calcutta, 1987.

SECOND SEMESTER

Hardcore

COURSE – I: THEORIES OF DEVELOPMENT

Course Outcome

The students will be able to

- Define the developing thoughts of Rosenstein-Rodan, stage theory, institutional focus and dualistic explanations.
- Explain the structural approaches and dependency theory
- Elucidate the changing perceptions of state's role impact of crisis
- Appreciate the emergence of new political economy

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Survey of specific developing thought from Rosenstein-Rodan to missing components, capital – centred theoretical constructs, aid and technology – centered formulations, stage theory, institutional focus, and dualistic explanations, (particulars – emphasis on Nurkse, Myrdal, Rostow and Hirschman).

Unit-2

Structuralist approaches and dependency theory (Frank) Recent theoretical advances (Hettne, Buchanan, Olson)

Unit-3

Changing perceptions of the State's role impact of the crisis in the command economics and the altered international order on the State's role.

Unit-4

Emergence of the New Political Economy. Stress on smaller governments and the drive towards privatization.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- | | | |
|---------------------------------------|---|---|
| B. Hettne | : | Development Theory and the Third Worlds. |
| G. Myrdal | : | Asian Drama |
| D.W. Goulet | : | The Cruel Choice |
| D. Colman and F.M. Nixon | : | Economic Change in the Less Development Countries |
| C. Colclough and J. Monor (eds) | : | States or Markets |
| Jean Jacques Salomon and Others (eds) | : | The uncertain guest |
| M.P. Todaro | : | Economic Development in the Third World |

COURSE – II: DECENTRALIZED GOVERNANCE AND DEVELOPMENT ADMINISTRATION: (WITH SPECIAL REFERENCE TO INDIA)

Course Outcome

The students will be able to

- Define concept of democracy and different level of government system
- Explain the Indian political system and ruling ideologies
- Understand the structure of Indian Development Bureaucracy and Development Administration
- Elucidate the decentralized local self governance and administration of both Urban Local bodies and Panchayat Raj Institutions

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

The Concepts on Nation, State, Constitution, Government and Democracy. The rule of State and Democracy in Development.

Unit-2

The nature of the Indian Political System:

- a) Basic features of the Indian Constitution with special reference to the Parliamentary Democracy and the Federal System.
- b) Preservations or Protective Discrimination for Weaker Sections.
- c) The Nature of Government in India.

Unit-3

The nature of the ruling ideologies, elites and political parties in India. The issue of politician – Bureaucrat underworld nexus.

Unit-4

Development Administration: Origin, nature scope, attacks and defense and Evolving nature of the process and discipline of development administration.

Unit-5

Bureaucracy and Development Administration: The issue of their compatibility – The nature and structure of Indian Bureaucracy – Bureaucratic Response to Development in India – Bureaucratic Problems in Development Administration.

- a) The Generalist Vs Specialist
- b) Committed Bureaucracy
- c) Citizen – Administration Relationship and
- d) Corruption in Development.

Unit-6

Decentralizations and Developed Administration:

- a) The meaning nature and importance of Decentralization in, Developed Administration;
- b) The nature of Urban Government and Panchayati Raj in India their role and Relevance in Development.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.
- Case study method.
- *Audio Visual Presentation.
- *Relevant Participatory exercises & Activities.
- *Relevant field visit & study meeting with concerned govt. Authorities, NGOs &
- Subject experts.
- *Subject Seminars by students.

Books for References

- a. C.J. Friedrich : The Constitutional Government and Democracy
- b. M.V. Pylee : India's Constitution
- c. M. Umapathy : Development Administration Today
- d. C.R. Bhambri : Public Administration in India
- e. Hansan and Donglas : Indian Democracy
- f. Atul Kohli : India's Democracy

COURSE – III: RESEARCH METHODS IN DEVELOPMENT STUDIES

Course Outcome

The students will be able to

- Define Concept of research, need, objectives, elements research design and hypothesis
- Explain the design of different types of research and sampling methods
- Elucidate the Tools and Techniques data collections methods both from primary and secondary sources
- Acquire skills of Analysis, interpretation and preparation of reports

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Research – Its aims and objectives, nature of scientific knowledge characteristics of scientific method, development research elements of research design – selection of problem, unit selection for analysis. Variables, their choices and relationship formulation of hypothesis.

Unit-2

Types of research design, explanatory studies, descriptive studies, diagnostic studies and experimental studies sampling – Meaning and significance, Type : SRS, stratified, systematic, cluster, purposive and quota sampling.

Unit-3

Tools of data collection – Main tools of data collection, primary data, questionnaire, schedules interviews, observations, secondary data sources, strengths and weakness of tools for different situation, selection of tools in relation of research objectives.

Unit-4

Analysis of data and their presentation – Meaning of data analysis, elementary analysis of data, scrutiny, classification, coding, tabulation and presentation of data writing a Research Report Scientific writing style, drafting, use of language, preface and acknowledgements, table of contents, list of illustration, text chaptalization headings and sub -headings, quotation, footnotes, pagination, appendix, bibliography.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

Goods W.T. and Mati P.R.	: Methods in Social Research, McGraw Hill, London, 1952.
Jahoda M. Maron D. and Stuart W.C.	Research Methods in Social Relations, Dryden, New York, 1954.
Young P.V. and Schmid Cr.	Scientific Social Surveys and Research, Prentice Hall, New Delhi, 1977.
Misra R.P.	Research Methodology – A Hand Book, Concept Publishers, New Delhi, 1989
Gopal M.H.	Research Reporting in Social Sciences, Karnataka University, Dharwar, 1965.
Berry, R.	How to Write a Research Paper – Pegamen, London.
Gopal, M.H.	Research Reporting in Social Sciences, Karnataka University, 1965.

COURSE IV: INFORMATION TECHNOLOGY AND DEVELOPMENT

Course Outcome

The students will be able to

- Define computers, classifications and its peripherals, storage devices and networks
- Explain the importance of Information Technology in Development and its application in developments in India
- Elucidate the Networks of Computers, Internet, web and its resources

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

In the years ahead, today's students of Development Studies will inherit the freedom and responsibilities and realize the potential for use or abuse of the information society that we are in. An important educational goal is to make sure that students are computer literate so that they can participate in such a society and help shape its policies in human ways.

Unit-2

To be computer literate, students must know what computers are, what they can and cannot do, how they are put to work in a way that can affect society. An appreciation and understanding of the working of the computers and their applications in different settings would help Development students in formulating development policies. Thus the objectives of the course are to understand the impact of I.T. on development and society to know what computers are to know what computer does to know how they are put to work.

Unit-3

I.T. and Development the social impact of I.T. evolution of information society the nexus between I.T. and Development. The potential for I.T. in India. The need for national Information Technology Strategy. Towards a workable strategy. – Computer concepts, components and system computer system organization, the central processor – Arithmetic – Logic unit, primary storage concepts, input/output devices, storage devices. – Computer Classifications Analog, Digital, and Hybrid computers, types of computers – Micro, Mini, Mainframe and super computers. Computer systems today advances, intelligence, generations of computers.

Unit-4

Storage devices primary storage and secondary storage, magnetic tapes, magnetic Disks, CD-ROM's, DVDs, Magnetic Optical Disks Multi Media Technology. Input/output devices VDTs, Mouse, Light pen, OCR, MICR, and Barcode Readers printers, Spreadsheets. SPSS, MS Office etc.

Unit-5

NET works and Networking Data Communication Network – NICNET and its role in programmes. INTERNET and INTERNETS evolution, role and impact of Information Super Highway on development. The internet, Revolution, Identifying Web sites and INTERNETS Web resources. and their structure and functions. Their impact on resource sharing.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- Donald Sanders : Computer Concepts and Applications, New York, MC Graw Hill, 1992.
- Donald Sanders : Computers in Business, New York, Mc Graw Hill, 1991.
- Gore Stubbe : Computer and Information Systems, New York, Mc-Graw Hill, 1989.

THIRD SEMESTER

Hardcore

COURSE I: HUMAN DEVELOPMENT

Course Outcome

The students will be able to

- Define concept of human development and human capital and its analysis
- Explain the demographic theories and population dynamics in India
- Elucidate the health and nutrition, environment and sanitation for improving the human quality of life
- Acquaint the knowledge of human resources and promoting educational policies across the regions

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

The progress to human development as the core concern human capital and human development analysis of HDL and its bias, a critique.

Unit-2

Sustainable human development. Population dynamics – basic concepts in demography – Malthus and his relevance. Optimum population theory, and population transition theory; components of population change – fertility, mortality and migration, population analysis, population structure, population development India's population policy.

Unit-3

Education – literacy and differential rates across regions and groups-education, and human resources – a profile of education policy options.

Unit-4

Health - importance of sanitation, potable drinking water and their Contribution to the health status of the population – India's record in Providing health care the ecology of poverty and disease.

Unit-5

Nutrition-effective demand for food persistent chronic hunger and

malnutrition – poverty and food self-sufficiency.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- | | | |
|------------------------------|---|--|
| M.P. Todaro | : | Economic Development in the Third World, 1993. |
| UNDP | : | Human Development Reports. |
| Gerald M. Meir | : | Leading issues in Economic Development. |
| Asha Bhendi and Tara Kunikar | : | Principles of population studies. |
| Myrdal, Ganner | : | Asian Drama; An inquiry into the Poverty of Nations, 1968, vol. III, |
| Streeten, Paul | : | Development perspectives, (1981). |
| Harbinson, Fredrick | : | Human Resource as wealth of Nations. |
| Jean Draze | : | The Political Economy of Hunger. |

COURSE – II: DEVELOPMENT INITIATIVE – POLICY, PLANS AND PROJECTS

Course Outcome

The students will be able to

- Define fundamentals of planning, multi-level planning and coordination
- Explain the planning models viz. Harrod-Domar and Mahalanobies Models
- Elucidate the Costs and benefits and distinguish between private and social costs
- Acquire skills sets on project formulation and evaluation techniques

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

State initiatives for development – relationship between policy and planning.

Unit-2

Basic issues in planning – aspirations, goals political context and targets importance of the – Multi –level planning and co- ordination.

Unit-3

Principal decisions in Planning – setting priorities, resource mobilization, savings and capital formation, role of external assistance.

Unit-4

Planning models and their utility – analytical and simulation models – uses of capital – output ratios and accounting prices. Harrod –Domar and Mahalanobies models. Plans, Programmes and projects, Can a shelf of projects replace a Plan.

Unit-5

Divergence between private and social; costs and benefits, Allocative problems due to defective telescopic faculty External efforts and their characteristics – internalizing Externalities – implications of the legal frame work.

Unit-6

Formulating and evaluating	projects – principal methods – world bank,
UNIQ, Consumer surplus and Little – Mirrless.	
PEDAGOGY	
<ul style="list-style-type: none">• Lecture Method.• Interactive Questions & Answer Session.• PowerPoint Presentations.• Peer group discussion & Evaluation.	
Books for References	
.B. Griffin and T.L.E. no's	: Planning Development
J. Tinbergen	: Development Planning
W. Arthur Lewis	: Development Planning
W. Arthur Lewis	: Principles of Economics Planning
G. Sirin	: The Visible Hand
E.J. Mishan	: Cost Benefit Analysis
F.M.D. Little and J.A. Mirrian	: Project Planning and Appraisal in Developing Countries
Das Gupta and Pearce	: Cost Benefit Analysis
J. Price Bittinger	: Economic analysis of Agricultural Projects

COURSE - III: CIVIL SOCIETY AND DEVELOPMENT

Course Outcome

The Students will be able to

- Explain the concept of Voluntary Agencies and NGOs and their roles in development
- Define the code of ethics of NGS and VOs
- Define the roles of International Agencies viz. world bank
- Elucidate NGO's and paradigm shifts – their implications on social sector and women empowerment

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1: Origin and Evaluation of NGOs and Voluntary Actions. Voluntary Actions in the Western Society.

Unit-2: NGOs as a Universal Third force Globalization process and Ideology New Multilateralism.

Unit-3: Need of a code of ethics for NGOs.

Unit-4

Voluntary action in India, history of Voluntarism, the role of Voluntary Organization in India's Development Processes.

Unit-5

The World Bank, other International Agencies and the NGO's.

Unit-6

NGO's and paradigm shifts-their implication on Education, Women Empowerment, Health, Disaster management, Girl Child and Weaker Section.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

1. Mukerjee : A Study of Voluntary Organization in Rural Development.
2. Narayan . E A : Voluntary Organization in Rural Development.
3. Pandey Shashi Rajan : Community Action for Social Justice: Grass roots Organizations in India.
4. R. Soory Moorthy : NGOs in India A Cross Sectional Study.
5. Hall Antony : Community Participation and Rural Development, Social Development and State.

COURSE - III(A) PLANNING AND PROGRAMMING TECHNIQUES

Course Outcome

The Students will be able to

- Explain spatial data analysis and its tools for map preparation for map making
- Elucidate the spatial measurement techniques and analysis
- Define the elements of game theory and input and output analysis and simulation techniques
- Identify the critical paths for development projects including CPM/PERT and factor analysis

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Spatial data analysis and its relevance in development planning, Maps as tools of spatial data analysis – interpretations of maps and basic cartographic techniques.

Unit-2

Spatial measurement of location and dispersions. Point distribution analysis – clustering and dispersion nearest neighborhood analysis – line distribution analysis – road network analysis and spatial integration measurement – accessibility index, detour index, etc.

Unit-3: Measurement of discrete aerial distribution choropleth-map analysis construction and analysis of spatial lorener curves – sampling for area measurements; index of compactness. Linear programming – applications in development planning, limitations, uses, graphic solutions in LP.

Unit-4

Elements of game theory, two person zero sum game – maximum minimum strategies, saddle point, dominance rule, limitations of game theory. Introduction to input output tables, meaning and use, limitations of Input output tables, and construction of simple input output tables.

Unit-5

Simulation techniques – process of simulation, application of simulation in development planning models in simulation. Monte-carlo simulation Techniques and probabilistic numerical approximation.

Unit-6

Introduction to factor analysis, concepts in FA uses and limitation of factor analysis in development planning PERT/CPM technique, rules of the network construction and determination of earliest and latest time-slack time analysis uses in development planning.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Problem Solving approach
- Peer group discussion & Evaluation.

Books for References

- Hammand (Robert) and McCullagh (Patrick) : Quantitative Techniques in Geography
Woodcock (RG) and Bailey (MT) : Quantitative Geography.
Hagget (Peter) and Cherley (Recharh) : Net work analysis in Geography.
Theelstpme : Analysis of Geographical data.
Vohra ND : Quantitative techniques in management
Misra R.P. : Fundamentals of Cartography.

COURSE – IV: DEVELOPMENT ISSUES IN INDIA

Course Outcome

The Students will be able to

- Explain the Indian economic growth , employment, poverty and economic performance
- Elucidate the Indian Development models namely wage-goods model and demand and supply
- Elaborate the Indian taxation system
- Gain the knowledge sets on India's debt-internal and external Monetary policy

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Analysis of India's economic performance through national income accounts since independence – changing sectoral shares and their implications – economic growth, employment and equity review of poverty studies in India.

Unit-2

A brief review of India's planning history - declining importance of planning and the adoption of SAP – its economic and political compulsions. Indian agriculture – review of performance – the transition from a community – centered to a technocratic approach impact of SAP and the new patent regime on agriculture – export promotion and food security.

Unit-3

Industrial development in India – Mahalambis model and its contribution – comparison with the wage-goods model-small scale industries and their importance in employment generation. Entry of foreign capital and impact on domestic industry – the demand for a level playing field Power; endemic shortages and the reasons – analysis of shortage visa viz opening up the sector to foreign capital and environmental opposition.

Unit-4

Inflation, money supply and deficits and critique. Tax policy in India – the parallel economy and the Laffer curve. Deficit reduction and implications for the weaker sections, State efforts to protect the weaker sections – subsidies, reservations and their record.

Unit-5

India's debt-internal and external Monetary policy – money, supply and inflation, rate, and its regulatory record. Unemployment and efforts to generate employment review of programmes. Informal sector its growth and importance. The emerging international trade scenario in India.

PEDAGOGY

- Lecture Method,
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- Rudder Datt and Sundharam : Indian Economy.
- Amartya Ben and Jena Draze : India-economic and Social Opportunity.
- Chakravarty : Development Planning – The Indian Experience.
- Deepak Nayyar (ed) : Industrial Growth and Space Stagnation.
- Krishnaswamy (ed) : Growth and Income Distribution.
- M.L. Dentwale (ed) : India's Agricultural Development since Independence.

COURSE – V: GENDER AND DEVELOPMENT

Course Outcome

The Students will be able to

- Define the concepts of Gender and its perspectives
- Explain the gender dimension in development thought and changing concept of development
- Elucidate the obstacles for women's development in India
- Identify the Institutions for reducing the gender discrimination

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Gender – the concept, the difference between sex and gender, key concepts in gender studies, gender equality, gender justice, gender bias, gender roles, gender relations, gender blindness, gender division and labour, gender perspective.

Unit-2

The construction of gender in major social institutions: family, religion, economy, education, politics and media development – The concept, major theoretical formulations, changing concept of development, the shift from the growth model to the social justice model.

Unit-3

The gender dimension in development thought, the absence of gender perspective in development, a critique of existing theories with special reference to the third world. Emergence of gender concerns in development – Review of some theoretical approaches : women in Development (WID), Women and Development (WAD) and Gender and Development (GAD). A review of development efforts in India : 1947 to 1975 (Since Independence upto the International women's year and after) Women and work: The definitions of women's work, gender biases the case of census definitions, and distinctions drawn between women's work 'within' and 'outside' the home, the representation of women in the organised and unorganized sectors of economic technology and women's work, feminization of poverty, globalisation and its impact on opportunities for women's economic participation.

Unit-4

Obstacles to women's development in India – Gender discrimination in allocation of familial resources (food, education, health, care, employment) violence against women (female foeticide and infanticide, marriages related atrocities, harassment at work place). Case studies of programmes of women's and child development, COI and GOK, Central and State Social Welfare Boards, IRDP and some of the UN agencies may be chosen for evaluation.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.
- Case study method.
- Audio Visual Presentation.
- Relevant Participatory exercises & Activities.
- Relevant field visit & study meeting with concerned govt. Authorities, NGOs &
- Subject experts.
- Subject Seminars by students.

Books for References

- | | | |
|-------------------------------|---|---|
| Ester Boserup | : | Women's Role in Economic Development. |
| Sardamoni K. (Ed) | : | Women, Work and Society. |
| Neera Desai and M. Krishnaraj | : | Women and Society in India. |
| Leelamma Devasia | : | Women in India and quality, social justice and development. |
| Maitreyi Krishnaraj | : | Women and Development – The Indian Experience. |
| Chatana Kalbagh (Ed) | : | Women and Development. |
| Alwa Myrdal and Viola Klein | : | Women's Two Roles – Home and the Family. |
| Chandrashekar Raj Kumari (Ed) | : | Women's Resources and National Development – a perspective. |

FOURTH SEMESTER

Hard core

COURSE – I: EMERGING ISSUES IN DEVELOPMENT

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Course Outcome

The Students will be able to

- Define the International order and its impact on development namely GATT, WTO, TRIMS, TRIPS
- Explain the international capital movements and financial flows
- Identify the non-trade barriers and its impact on human rights
- Gain the knowledge on promotion of exports and globalization

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

The International order and its impact on development: Historical review – review from the GATT TO WTO; TRIMS, TRIPS and their implications.

Unit-2

International capital movements and financial flows exchange rates and; transmission of crises across national frontiers – convertibility, ratification.

Unit-3

The introduction of non-trade barriers through human rights etc.

Unit-4

Export promotion and the likely impact on developing economies, International debt and India's response to globalization.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- | | | |
|-----------------------------|---|--|
| R.K. Sinha (Ed) | : | Economic Crisis Management and Challenges. |
| Vinod Vyaslulu | : | Economic Crisis : Challenge and Response. |
| C.T. Kurien | : | Economic Reforms and the People. |
| Robert H. Bates (Ed) | : | Towards a Political Economy of Development: A Rational Choice Perspective. |
| C. Rangarajan | : | Commodity Conflict. |
| T.N. Srinivasa Brehman (Ed) | : | Handbook of Development Economics. |
| BJORN Hettne | : | Development Theory in the Three Worlds. |

COURSE – II: SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL PLANNING

Course Outcome

The Students will be able to

- Define the development paradigms and sustainable development
- Appreciate the common heritage
- Explain the role of NGOS
- Explain the values in Development, ethical imperative and environmental movement

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UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Significant changes in development dialogue in recent times. Emergence of alternative development paradigms: sustainable development, environmental movement, eco-feminism, accent on the human impact of development processes, Public awareness and the

Unit-2

Critique of scientific hegemony – role of NGOs and the anti-mega scale phenomenon.

Unit-3

Concern with the common heritage of human kind is a common concern possible in an unequal world.

Unit-4

International aid-conditionalities – changing perceptions of donor interventions.

Unit-5

Values in development – Gandhian thought as an anchor – the commodity and moral domains – ethical imperatives and the environmental movement.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

- | | | |
|---------------------------------|---|---|
| J. Jacques Salomon etial (eds) | : | The Uncertain Quest. |
| J.C. Kumarappa | : | Economy of permanence. |
| C. Alvarex | : | Homo Parber : Technology and Culture in India, China and the West. |
| S. Goonafibake | : | The Aborted Discovery. |
| J.R. Engal and J.G. Ingal (eds) | : | Ethics of Environment and Development. Vandana Shiva: Staying alive women, Ecology and Development. |

- D.M. Meadows et al : The limits to Growth.
- W. Backerman : In defence of economic growth.
- Robert H. Bates (ed) : Towards a Political Economy of Development:
A rational Choice Perspective.

COURSE – III: SOCIAL SECURITY AND DEVELOPMENT

Course Outcome

The Students will be able to

- Define the social security theories and approaches
- Appreciate the social security and social justice for social welfare in India
- Explain the social security system in less developed countries
- Elucidate the impact of globalization on social security

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UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Introduction to Social security, theories, concept and approaches.

Unit-2

Understanding the Social security , safety and social assistance.

Unit-3

Social Security programmes – Destitute Widow pension, Old age pension ,assistance to Physically Challenged and National Family assistance programme.

Unit-4

Social security and social justice , social welfare in India.

Unit-5

Social Security in Less Developed countries (South Asian countries) Pakistan , Srilanka, Bangladesh, and Nepal.

Unit-6

Globalisation , Liberalisation , privatisation and Human Welfare in India.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

M.M.Sakhdher and Sharada Jain
S Irudaya Rajan (ed)

Ravindra Prasad Singh

A.B.Bose
Pratap Joshi

- | | | | |
|---|-------------------------------------|---|---|
| | : | Encyclopedia of Social Welfare and Administration | |
| : | Social Security, Welfare and Polity | : | Social Security for the old |
| : | Social Security for the Elderly | : | Old Age Care and Welfare Administration |

OPEN ELECTIVE

COURSE - IV: RURAL TRANSFORMATION AND DEVELOPMENT

Course Outcome

The Students will be able to

- Define the rural economy, agriculture and rural development
- Elaborate the rural non-agricultural activity and its potentials
- Explain the institutional and technological approaches to agricultural development
- Elucidate the food security, hunger and famines and its repercussions

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Characteristics of the rural economy: agriculture and rural development; contribution of agriculture to GNP; its role as a source of savings and as a market for urban manufacturing goods;

Unit-2

Rural non-agricultural activity. Its role in employment provision; its potential in absorbing surplus agricultural labour, the agrarian structure – how it affects agricultural development;

Unit-3

Nexus between the institutional and technological approaches to agricultural development; the mode of production and its contemporary relevance. Urban Bias and its validity.

Unit-4

International terms of trade and the issue of remunerative prices; role of the farmers' movements in India.

Unit-5

Food security, hunger and famines – repercussions of agricultural export promotion. Asset creation and employment generation programmes, rural credit. Common pool, common property resources and privatization of public resources.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations - Subject Seminars by students.
- Peer group discussion & Evaluation.
- Case study method.
- *Audio Visual Presentation.
- *Relevant Participatory exercises & Activities.
- *Relevant field visit & study meeting with concerned govt. Authorities, NGOs &
- Subject experts.

Books for References

M.L. Bantwala (ed)	: India's agricultural development since independence.
Utsa, Patnaik	: Peasant class differentiation in India.
R. Thamarajakshi	: Intersectoral terms of trade in India.
C.H. Hanumantha Rao	: Technological change and the distribution of gains in Indian agriculture.
G.S. Bhalla & others	: Liberalization and Indian agriculture.
Pranab Bardhan	: Political Liberalization and Indian agriculture.
Amarty Sen	: Poverty and Famines.
A.R. Desai (ed)	: Rural Sociology in India.
V.M. Dandekar and W. Rath	: Poverty in India.

COURSE - V(A): ISSUES IN URBAN DEVELOPMENT

Course Outcome

The Students will be able to

- Define the urbanization and emerging pattern in India
- Explain the dimensions of urbanization and informal sector and emerging issues of urban problems
- Elaborate the urban poverty, urban services in slums and squatter settlements

- Elucidate the Management of urban services and roles of NGOs and voluntary agencies

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Urban, Organization – Establishing relationship between economic development, and urbanization – emerging urbanization pattern in India

Unit-2

Migration and urban growth, rural urban dichotomy, economic dimensions of urban informal sector and planning for urban informal sector, emerging urban problems in India like urban slums, shelter.

Unit-3

Urban poverty and urban services, squatters settlement and urbanization policy, 74th constitution amendment act 1992 – provisions functional changes and issues arising out of these acts.

Unit-4

Management of Urban Services, water supply – sewage garbage and energy – privatization of these services, role of NGOs and voluntary agencies.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

Diplab Dasgupta	:	Urbanization and migration.
Govt. of India	:	Urban statistics, Town and country planning, New Delhi.
VLS Prakasa Rao	:	Urbanisation in India, Concept Publications, New Delhi, 1993.
K.V. Sundaram	:	Urban and Regional Planning in India, 1981.
Harvey D	:	Social Justice and the city, Basil Blackwell London, 1989.
A.K. jain	:	Indian megacity and economic reforms – Management of Public Company, New Delhi, 1996.
Ashish Bose	:	Urbanisation in India – Concept Publishers, 1971.
Govt. of India	:	73 rd and 74 th Constitution Amendment Act 1992.
I Mohan	:	Environment and Urban Development – Anmol Publishers, New Delhi, 1997.
Vibhoot: Shukla	:	Urbanisation and Economy Growth – Dhari sons New Delhi, 1997.
Partha Das Gupta and Kari Goran Mater	:	The Environment and emerging development issues.

- Intiaz Alvi : The informal sector in Urban Economy, Oxford University Press, 1977.
- Ghanshyam Shah : Public Health and Urban Development.
- Veronique Dupont : Decentralized Industrialization and urban dynamics.
- Jain N.S. and Mahavir (ed) : Urban Development Planning strategies and technique – vol. I and II SPA New Delhi, 1985.
- Raj Kapila and Uma Kapila : Economic development in India, Behari sons
New Delhi, 1997.
- Uma Kapila : Indian Economy since independence – 1947-97, Behri Sons, New Delh, 1997.

COURSE VI: SYNCHRONIZED DEVELOPMENT

Course Outcome

The students will be able to

- Define elements of space and spatial planning, types of plans, project planning, sectoral plan and Indian Five Year Plans
- Explain the concept of regions and types of regions and its synchronization and Delineate the region based on the characteristics of the region
- Acquaint the knowledge on spatial growth theories
- Elucidate the hierarchy of settlements, growth foci concept and developments and its synchronization

UNIT WISE OUTLINE OF THE SYLLABUS

Unit-1

Conventional approaches to development planning the absence of spatial planning, Introduction to Synchronization – temporal synchronization, spatial synchronization.

Indian Five year plans – absence of elements of space, sectoral plans and their synchronization. Types of planning deductive indicative, normative, imperative utopian, short and long term, project planning, integrated planning system planning .

Unit-2

Concept of regions and synchronized development – types of region , resource regions, metropolitan regions, economic regions, river valley regions, administration regions, regional delineation techniques. Boundary Girdle method, transitional zone technique, Ridge line technique, principal component techniques, composite index technique.

Unit-3

Planning regions of India – Earlier attempts, attempts by TCPO. Macro, meso and micro regions, basic postulates and characteristics.

Spatial synchronization for primary, secondary and tertiary activity synchronization of urban activities synchronization of urban activities with region economy.

Unit-4

Theories of spatial organization – urban space burgess. Homer Hoyt, Harris, regional space Van Thunen, Alfred Weber.

Unit-5

Hierarchy of settlements – Zipfs Rank size rule, Misra's growth foci concept, linkages and development and settlements Rural urban continuous and synchronization of development formulation and implementation of synchronized development plans.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

Books for References

1. Misra R.P. Prakasa Rao VLS and Sundaram K.V. Regional Development Planning in India, Concept Publishers, New Delhi, 1978.
2. Friedmann J. Alonso W. Regional Development Planning – A reader MIT Press, 1964.
3. Mahajan D.P. Economic Planning and Regional Development, India, FSS Publishers, New Delhi, 1982.
4. Misra R.P. District Planning – A Hand Book, Concept Publishing House, New Delhi, 1990.
5. Rees P.H. and Wilson A.G. Spatial Population Analysis, Esward Arnold, London, 1977.
6. Sinha, R.K. Planning in India : A Critique, South Asian Publishers, New Delhi, 1987.
7. Hanson A.H. The Process of Planning – A Study of India's Five Year Plans – 1950-64, Oxford University Press, London, 1966.
8. Rao, VKRV, Mazumdar H.K. and Amal Roy – Planning for Change, Vikas Publishing House, New Delhi, 1975.