

As Per NEP 2020

University of Mumbai



Title of the program

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|---|-----------|
| A- P.G. Diploma in Development Studies | } 2023-24 |
| B- M. A. (Development Studies) (Two Year) | |
| C- M. A. (Development Studies) (One Year) - 2027-28 | |

Syllabus for

Semester – Sem I & II

Ref: GR dated 16th May, 2023 for Credit Structure of PG

Preamble

1) Introduction

The M.A. Development Studies will be a full-time two years programme. It will focus on Inter-disciplinary as the point of departure from the existing disciplinary courses covering areas such as Economic theories, social policy framework, planning and evaluation, public policy for development, issues of human rights and constitutional provisions, emerging areas of research and so on. The course syllabus will focus on development theory through a set of core courses as well as its applied aspects through a number of elective courses.

2) Aims and Objectives

1. To understand the theoretical foundations of development and emergence of different theories of development.
2. To analyse the factors that determine the patterns of development across different countries and the lessons to be learnt for underdeveloped countries.
3. To understand the policy framework and implementation issues related to public policies for addressing the issues poverty, inequality and development.

3) Learning Outcomes

Students will achieve the following outcomes

- Understand the process of transformation for developing countries and underdeveloped countries.
- Ability to understand and analyse the policy framework for improving the lives and livelihoods of the poor and marginalised section.
- Understand the different approaches of development thinking.
- Understand the sector-wise issues, region-wise and country wise issues of poverty and backwardness.
- Analyse the role of institutions in dealing with resource constraints and externalities at the aggregate level.
- Ability to evaluate the developments projects to have more transparency.

4) Any other Points:

Graduate of any discipline is eligible to apply for this course. A part from lecture method, class discussion, interaction and presentation will be used in teaching.

5) Baskets of Electives:

See Annexure I

6) Credit Structure of the Program (Sem I, II, III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)

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Post Graduate Programs in University

Parishishta - 1

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT / FP	R P	Cum. Cr.	Degree
			Mandatory*	Electives Any one					
I	6.0	Sem I	Course 1: Theories and Experiences in Development (Credits 4) Course 2: Philosophy of Development (Credits 4) Course 3: Poverty, Inequality and Development (Credits 4) Course 4: Basic Statistics I (Credits 2)	Credits 4 Course 1: Caste, Race and the idea of Development OR Course 2: Globalization and Labour OR Course 3: Public Finance	4			22	PG Diplom a (after 3 Year Degree)
		Sem II	Course 1: State, Democracy and Politics (Credits 4) Course 2: Sociology of development (Credits 4) Course 3: The Economics of Development (Credits 4) Course 4: Basic Statistics II (Credits 2)	Credits 4 Course 1: Education and Development Challenges (Credits 2) OR Course 2: Corporate Social Responsibility OR Course 3: Social Justice Discourse		4		22	
Cum. Cr. For PG Diploma			28	8	4	4	-	44	

Exit option: PG Diploma (44 Credits) after Three Year UG Degree									
II	6.5	Sem III	Course 1: Advanced research methods with a focus on survey methods and application (Credits 4) Course 2: India's Economic Development (Credits 4) Course 3: The Politics of Social Movements (Credits 4) Course 4: Health and Development Challenges (Credits 2)	Credits 4 Course 1: Economic Inequality and Poverty: Experiences of countries OR Course 2: Development issues of Marginalized Groups OR Course 3: Urbanization and Development			4	22	PG Degree After 3-Yr UG
		Sem IV	Course 1: Sustainable Development and Climate Change (Credits 4) Course 2: Project Planning, Management and Evaluation (Credits 4) Course 3: Agriculture and Rural Development in India (Credits 4)	Credits 4 Course 1: Population and Development OR Course 2: Gender, Livelihoods and Development OR Course 3: Food Security and Development			6	22	
		Cum. Cr. for 1 Yr PG Degree	26	8			10	44	
		Cum. Cr. for 2 Yr PG Degree	54	16	4	4	10	88	

Note: * The number of courses can vary for totaling 14 Credits for Major Mandatory Courses in a semester as illustrated.

Sign of HOD

Name of the Head of the Department: -
Prof. Manisha Karne

Name of the Department: - Dr. Babasaheb Ambedkar
International research Centre

I/c. Director
Dr. Babasaheb Ambedkar
International Research Centre
University of Mumbai
Mumbai - 400 098.

Sign of Dean,

Name of the Dean: Dr. A. K. Singh

Name of the Faculty: Faculty of
Interdisciplinary Board

Post graduate Programs in University M. A. Development Studies

Annexure I: Basket of Electives

Semester - I (Credits - 4)

1. Caste, Race and The Idea of Development
OR
2. Globalization and Labour
OR
3. Public Finance

Semester - II (Credits - 4)

1. Education and Development Challenges
OR
2. Corporate Social Responsibility
OR
3. Social Justice Discourse

Semester - III (Credits - 4)

1. Economic Inequality and Poverty: Experiences of Countries
OR
2. Development Issues of Marginalized Groups
OR
3. Urbanization and Development

Semester - IV (Credits - 4)

1. Population and Development
OR
2. Gender, Livelihoods and Development
OR
3. Food Security and Development

SEM - I

Syllabus
M. A. (Development Studies)
(Sem. I & II)
Syllabus for Core/Elective Courses

Semester I

Paper I: Theories and Experiences in Development (4 credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

- CO1: Understand global perspective of viewing development as the expansion of people's capabilities, capacities and choices.
- CO2: Understand the key concepts and measures relating to poverty, inequality, economic growth and development.
- CO3: Understand the economic features of developing countries and also provide an overview of some of the theories of economic growth and development.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Development- Concepts and Measurement

Developments in economic thought-History, expectations and development-Economics growth and human development, Capabilities, entitlements and deprivation-Measurement of Development- Development indicators, Human development index, Human Poverty Index, Gender Development Index

Module 2: Theories of Development

Origins of Neo-liberalism, Modernization theories, Dependency, underdevelopment, experiences of different countries

Module 3: Development and Structural Change

Economic growth and structural change, Population and human capital, Agriculture and rural poverty, Functional Impact of poverty- Urban poverty, Rural -urban migration and the informal sector, social security Credit, Financing economic development international trade.

Module 4: Political Economy of Development

Institutions and Development Role of the state and market Comparative experiences of economics development, Poverty inequality and development policy environment and development Environmental problems in economic development and the global response to it.

References:

- Ray, Debraj: Development Economics, OUP.
- Todaro, Michael and Stephen Smith, Economic Development, Pearson Education Ltd (latest edition).
- Human Development Reports (Several Years)
- Hayami, Y. Development Economics: From the Poverty to the Wealth of Nations, OUP, 2001.
- Douglass North, (2003), The Role of Institutions in Economic Development, No 2003_2, ECE Discussion Papers Series.

Paper II: The Philosophy of Development (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

- CO1: Understand philosophical principles connected to the various debates in development studies.
- CO2: Understand the ideas and concepts behind the various discourses on development across the world.
- CO3: Understand the connection between development initiatives, human development and to study the vision of building a more plural, equitable and inclusive world based on the maxims of fraternity, liberty and equality.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Introductory Concepts and Theories

- Origins of Neo-liberalism
- Modernization theories
- Dependency, underdevelopment
- World systems, globalization

Module 2: Debates

- Capabilities approach
- Idea of justice
- Rights based approaches
- Disaster capitalism

Module 3: Alternatives

- Small is beautiful
- Sustainable development
- Another world is possible
- Participatory development

Module 4: Intersections

- Gender and development
- Development and caste
- Disability and development
- Pluriverse discourses
- Rights of the indigenous people

References:

- Bhagwati, J. (2007). In defence of globalization. Oxford University Press.
- Chalam, K. S. (2007). Caste-based Reservations and Human Development in India. Sage Publications.
- Coffey, D., & Spears, D. (2017). Where India goes: Abandoned toilets, stunted development and the costs of caste. Harper Collins India.
- Cornwall, A., Correa, S., & Jolly, S. (Eds.). (n.d.). Development with a body: Sexuality, Human Rights and Development. ZED Books.
- Dawes, S., & Lenormand, M. (Eds.). (2020). Neoliberalism in Context: Governance, Subjectivity and Knowledge. Palgrave Macmillan.

Paper III: Poverty, Inequality and Development (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

- CO1: Understand the theoretical foundations of poverty, inequality and human development.
CO2: Understand the concepts of different measures of poverty, inequality and Human development.
CO3: Understand the different conceptualization of dimensions of poverty and inequality and how they relate the problem of development.

Pattern of Examination: All the modules wise be given equal weightage in evaluation.

Module 1: Poverty

Concepts, Definitions, dimensions and analytical context

Measures of Poverty - Poverty in India -Definition and measurement of Poverty in India: A Chronological Examination; The Great Indian Poverty Debate: A Snapshot; Identification of the Poor in India's Five-year plans.

Module 2: Inequality Measures

Difference between inequality and poverty; Measures of Inequality: Lorenz Curve; Gini Coefficient; generalized entropy measures Axioms of inequality and satisfying conditions of the measures of inequality; Decomposition of inequality measures- Growth, inequality and Poverty- Debates on Growth versus inequality and poverty growth linkages.

Module 3: Multidimensional Poverty

Properties of multidimensional poverty; Multidimensional poverty measures: issues of identification and aggregation; Multidimensional Poverty Measures.

Module 4: Human Development

Human Development Concepts and Approaches; Introduction to HD Measurement Issues
Growth, inequality and Human Development - Inequality Adjustment and inclusiveness of Human - The need for inequality adjustment in HDI: HDI in India Patterns and Trends;
disaggregating human development: An assessment of inclusiveness; Inter-dimensional response across the three dimensions: the optimal evaluation.

References:

- Ravallion, Martin. 1992. "Poverty Comparisons: A Guide to Concepts and Methods." Living Standards Measurement Surveys Working Paper No. 88, World Bank, Washington, DC.
- Sen, Amartya. 1987. *Commodities and Capabilities*. Amsterdam: North-Holland.
- World Bank. 2000. *World Development Report 2000/2001: Attacking Poverty*. Washington, DC: World Bank. 59: 385–90.
- Ahluwalia, M. S., 'Rural Poverty and Agricultural Performance in India', *Journal of Development, Studies*, April 1978.
- Bandyopadhyay, K.R., *Poverty Alleviation and Pro-poor Growth in India*, New Delhi: Asian Institute of Transport Development, 2007.
- Deaton, Angus and Jean Dreze, 'India's Food Puzzle: Growth, Poverty and Malnutrition', paper presented at the International Conference on Microeconomics of Growth in India, organized by ICRIER at New Delhi on December, 2006.
- Government of India, 'Report of the Expert Group on the Methodology for the BPL Census 2009',
- Bardhan, P. K., and T N Srinivasan (eds.) *Poverty and Income Distribution in India*, Calcutta: Indian Statistical Publishing Society, 1974.
- Dandekar, V.M. and N. Rath, *Poverty in India*, 1971, (Pune: Indian School of Political Economy).
- Deaton, Angus and Jean Dreze, 'India's Food Puzzle: Growth, Poverty and Malnutrition', paper presented at the International Conference on Microeconomics of Growth in India, organized by ICRIER at New Delhi on December, 2006.
- Government of India, 'Report of the Expert Group on the Methodology for the BPL Census 2009',
- Datt, Gaurav (1999): "Has Poverty in India Declined since the Economic Reforms?" *Economic and Political Weekly* 34 (December 11-17).
- Foster, J.E., Lopez-Calva, L. and Szekely, M (2005). Measuring the distribution of human development: methodology and application to Mexico. *Journal of Human Development*, 6, 5-29.
- Alkire, S. and J. Foster. (2008): "Counting and Multidimensional Poverty Measurement", Working Paper No 7, Oxford Poverty and Human Development Initiative

Paper IV: Basic Statistics (2 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Enables to understand concept of descriptive statistics and probability.

CO2: Understand the process of data collection, presentation, analyzing and drawing inferences about various statistical hypotheses.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Introduction to Statistics

Types of Data- Nominal, Ordinal & Ratio-Scale Data, Qualitative and Quantitative Data, Individual, Discrete and Continuous Data- Cross Section, Time Series and Pooled Data- Sources of Data- Population and Samples- Descriptive Statistics and Inferential Statistics. Measures of central Tendency- Arithmetic Mean, Weighted Arithmetic Mean, Geometric mean, Median, mode, Quartile, Percentiles, and Mode. Measures of Variability- Range, Inter-quartile Range, Quartile Deviation, Percentiles Deviation- Mean Deviation, Standard Deviation, and Coefficient Variation.

Module 2: Probability and Distribution

Probability Theory- Concepts and Approaches to Estimate Probability- Probability Distribution Functions- Theoretical Distribution: Normal Distribution, t- Distribution, Chi-Square Distribution & F Distribution.

References:

- Wooldridge, J., Introductory Econometrics: A Modern Approach, Cengage Learning, 2009.
- Damodar Gujarati, Basic Econometrics (McGraw-Hill, USA)
- Bluman, A.G. (2018) Elementary Statistics, a Step-by-Step Approach. Tenth Edition, McGraw-Hill Education, New York.
- Jaynes, E. (2003). Queer uses for probability theory. In G. Bretthorst (Ed.), Probability Theory:

- The Logic of Science (pp. 119-148). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511790423.007.
- Warne, R. (2020). Correlation. In Statistics for the Social Sciences: A General Linear Model Approach (pp. 334-374). Cambridge: Cambridge University Press. doi:10.1017/9781108894319.013.
- Spanos, A. (2019). Hypothesis Testing. In Probability Theory and Statistical Inference: Empirical Modelling with Observational Data (pp. 553-624). Cambridge: Cambridge University Press. doi:10.1017/9781316882825.014.

Elective Course
Caste, Race and Development (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Understand the history of caste and race as these were shaped analytically by disciplines, individuals and global contexts of transmission and engagement.

CO2: Understand the depth of the inter linkages between caste and socioeconomic developments of different sections of the Indian society.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1:

Classic Accounts of Caste-Introduction to race- Introduction to the Class/Terms and Concepts - Caste and History.

Module 2:

The Sociology of Caste- The Caste System and its Implications- toward an Ethno-Sociology of Indian Caste System.

Module 3:

Historical framework of caste system- Caste society and politics in India- since 18th century to modern age-caste in rural India and caste in Urban India.

Module 4:

The nation and Caste- Caste and the age of Gandhi-The Annihilation of caste –Dr. Babasaheb Ambedkar’ thoughts on caste in India.

References:

- Max Weber. 1996 [1958]: The Religion of India: The Sociology of Hinduism and Buddhism
- Susan Bayley. 1999. (Chapter 6) Caste Society and Politics in Modern India.
Mohandas K. Gandhi. The Removal of Untouchability
- B.R. Ambedkar 2002[1935]. “The Annihilation of Caste.” The Essential Writings of
B.R. Ambedkar
- Nicholas Dirks. 201. Introduction and Chapter 1. Castes of Mind:

Paper V: Electives Any one
Globalization and Labour (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Understand the changes in the relationship among national contexts in the global scenario and will learn to understand how macro processes relate to dynamics concerning the local dimension and the sphere of daily life.

CO2: Enables to acquire the ability to intervene, exercising independent judgment, in the current lively debate on important issues such as those relating to migration and changes in working.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module1:

The concept of globalization: definitions and conceptualizations-analysis of the concept of globalization and its multiple dimensions - the consequences of globalization on work dynamics.

Module 2

The evolutionary trajectories of contemporary capitalism - with regard also to cognitive capitalism - and the paths of globalization-Production, trade, finance, consumption and globalization: an analysis of the main issues at stake.

Module3:

The socio-cultural and political dimensions of globalization -The main implications of globalization on the international division of labour and on the structure of labour markets- Globalization and delocalization of production activities.

Module 4:

Globalization, new technologies and implications on the transformation of the nature of work -Global work and migration -Globalization, new and old inequalities.

The new conflicts in the global scenario of work. Transnational work regulation: challenges and prospects.

References:

- Williams S., Bradley H., Devadason R., Erickson M. Globalization and Work, Cambridge: Polity, 2013.
- Other readings will be indicated at the beginning of the course.

Public Finance (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Understand taxation policy, management of public expenditure, public debt and budgetary techniques and practices.

CO2: Enables to identify the financial assets and describe the forms of different policies.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Introduction

Nature and Scope of Public Finance (Only conceptual understanding of Scope, Public Goods, Private Goods, Merit Goods etc. and Law of Maximum Advantages)

Public Expenditure (Meaning, Importance, Canon's Effects and Theories)

Public Revenue (Meaning, Sources, Classification and Canon of Tax, Ability to Pay, Incidence and Shifting Effects of Tax Burden)

Major Taxes in India: Concept of GST.

Module 2: Public Debt and Budget

Public Debt (Meaning, Types, Theories, Sources, Economic Effects and Redemption) Budget (Meaning, Types, Revenue & Capital Budget, Revenue & Capital Expenditure) Deficit (Concept, Revenue Deficit, Fiscal Deficit, Monetized Deficit, Primary Deficit, Surplus, Balance Budget and Budgetary Control -Latest Budget of the Union of India: Critical Appraisal of the Latest Budget.

Module 3: Federal Finance and National Income Federal Finance

(Concept, Principles of Federalism, Role of Finance Commission, Local Finance)

- Recommendations of the Latest Finance Commission - Planning, Objectives, Strategies, Financial Aspects of the Plan and Financing of the Plan with Reference to the Latest Five-Year Plan - National Income Concepts and Poverty (GDP, GNP, Per Capita Income, Poverty and Poverty Alleviation)

Module 4: Fiscal Policy, Macroeconomic Environment

Basic Concepts (Fiscal Function, Fiscal Policy, Public Sector and Concept of Equity - Fiscal Reforms in India - Fiscal Trends in India Unit-16 Growth and Economic Stability.

References:

- Houghton, E. W. (Ed.) (1988), Public Finance, Penguin, Baltimore
- Jha, R. (1998), Modern Public Economics, Routledge, London.
- Musgrave, R. A. and P. B. Musgrave (1976), Public Finance in Theory and Practice, McGraw Hill, Kogakusha, Tokyo.

Research Methodology (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

- CO1: Understand the essential analytical skills and sufficient knowledge of quantitative methods as well as qualitative methods so as to build research acumen among students.
- CO2: Enables to understand the process of data collection, presentation, analyzing and drawing inferences about various statistical hypotheses.
- CO3: Understand the fundamental elements of qualitative approach to research which help students to understand and become proficient in the qualitative methods.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Introduction to Statistics

Types of Data- Nominal, Ordinal & Ratio-Scale Data, Qualitative and Quantitative Data, Individual, Discrete and Continuous Data- Cross Section, Time Series and Pooled Data- Sources of Data- Population and Samples- Descriptive Statistics and Inferential Statistics.

Module2: The Special Nature of Qualitative Research

Introduction to qualitative -Fundamental issues in research design - The phases of qualitative studies –The sample in qualitative designs – The nature of data in qualitative research – Ethical issues in research design – Research-Procedures for designing and setting up a qualitative research study. Conceptual Frameworks-Research questions, validity in data gathering –role of the researcher; confidentiality; collecting background information, sampling and validity in data gathering. The core of the mixed approach- Mixed Methods.

Module 3: Data Collection Procedures

Sampling and Sampling techniques- Survey method- Key techniques for data collections in qualitative research, including observation, interview, and visual data methods and ways that mobile and online data collection methods are extending these fundamental modes – types of interviews (structured too unstructured). Designing of interview question; how to conduct interviews- Types of observation procedures. Focus groups- Design, conduct and analysis of focus group interviews- Documents and archival data- Definition, review of sources and types of data methods of collection and analysis- Integrating and synthesizing data, reflexivity.

Module 4: Representation, Writing, and Presentation

Basic principles of qualitative analysis – Computer-assisted content analysis – The role of theory in qualitative data analysis- Working out the meaning of a text- Analytic induction and grounded theory- Other ways of analysing qualitative data- A concrete example- Completing a qualitative analysis Writing a report- the importance of originality- Literature Survey –writing an outline of the research- Transparent presentation: A case study – Analysing and interpreting the data. The importance of Originality-Plagiarism and ethics in writing -Citations and referencing.

References:

- Damodar Gujarati, Basic Econometrics (McGraw-Hill, USA)
- Spanos, A. (2019). Hypothesis Testing. In Probability Theory and Statistical Inference: Empirical Modeling with Observational Data (pp. 553-624). Cambridge: Cambridge University Press. doi:10.1017/9781316882825.014.
- Bogdan, R.C. and Taylor, S.J. Introduction to qualitative research methods: A phenomenological approach to the social sciences, Boston: Allyn& Bacon, 1975.
- Denzin, N.K. and Lincoln, Y.S. (eds.). Handbook of Qualitative Research, Sage, Thousand Oaks, 1994.
- Kirk, J. and Miller, M.L. Reliability and Validity in Qualitative Research, Sage Publications, Newbury Park, California, 1986.
- Strauss, Anselm and Juliet Corbin. 1990. Basics of Qualitative Research: Grounded Theory Procedures and Techniques. Newbury Park, CA: Sage Publications.
- Boyle JS. Styles of ethnography. In: JM Morse, editor. Critical issues in qualitative research methods. Thousand Oaks, CA: Sage, 1994:159–85.
- Crotty, M. (1998). The Foundations of social research: Meaning and perspective in the research process. London: Sage.

SEM - II

Semester II

Paper I: State, Democracy and Politics (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Understand the political foundations of equality and justice.

CO2: Understand the correlation between Democracy and Politics, to examine the implications of social and economic exclusion in India and to gain the knowledge about the democratic values and ethics.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1

- Social and Political Thought of Modern India
- Western Political Thought
- Concepts and Approaches in Political Theory

Module 2

- State: Concepts and Perspectives
- Nation - State: Meaning and Changing Perceptions
- State, Civil society and Market

Module 3

- Theories of Democracy
- Principles of Liberal Democracy
- Conditions for the successful working of Democracy

Module 4

- Constitution and Political Institutions of India
- State and Politics in India
- Political Processes and Public Policies in India

References:

- Bakshi PM: The Constitution of India with selective comments, New Delhi: Universal Law Publishing Co. Pvt. Ltd, 1999.
- Beteille Andre. Democracy and its Institutions, New Delhi: Oxford University, 2012.
- Biju MR. (ed.), Dynamics of Modern Democracy: Indian Experience, New Delhi; Kaniska Publishers, 2009.
- Corry JA. Elements of Democratic Government, New York: Oxford University, 1947.
- Fadia BL. Indian Government and Politics, Agra: Satyabhawan Publications, 2007.
- Gehlot NS. New Challenges to Indian Politics, New Delhi: Deep and Deep Publications, 2002.
- Gould Caril C. Rethinking Democracy: Freedom and Social Cooperation in Politics, economics, society, Cambridge University Press, 1988.
- Guapta UN. Indian Parliamentary Democracy, New Delhi: Atlantic Publishers, 2003.

Paper II: Sociology of Development (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Understand the objectives to familiarise oneself with the various sociological discourses on issues of development.

CO2: Enables to make an assessment of the different models of development also to assess risks and explore alternatives and to finally explain implications for policy interventions.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Genealogies

- Social change and development
- Modernization, dependency, globalization
- Eco-feminism
- Neo-liberalism and its discontents

Module 2: Current Issues and Debates

- The risk society thesis
- Displacement, rehabilitation and resettlement
- The infrastructural city and its outliers
- Capitalism, precarity and pandemics

Module 3: Movements of Protest and Change

- Environmental movements
- Identity and livelihood-based movements
- Right to the city and its commons
- Movements with alternative visions of development

Module 4: Alternatives and Projections

- Inclusive growth and participatory development
- Decentralization
- Rights based approaches
- Post-development world

References:

- Adam, B. et al. (Eds.). (2005). *The Risk Society and Beyond*. London: Sage.
- Amin, A. (Ed.). (2003). *Post-Fordism*. Cambridge: Blackwell.
- Anand, N., Gupta, A., & Appel, H. (Eds.). (2018). *The Promise of Infrastructure*. Durham & London: Duke University Press.
- Bauman, Z., ((2005). *Globalization: The Human Consequences*. Cambridge: Blackwell
- Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. New Delhi: Oxford University Press.
- Baviskar, A. (2020). *Uncivil City: Ecology, Equity and the Commons in Delhi*. New Delhi: Sage.
- Betts, A. et al. (2017). *Refugee Economies: Forced Displacement and Development*. Oxford University Press.
- Castells, M. et al. (2017). *Another Economy is Possible: Culture and Economy in a Time of Crisis*. Cambridge: Polity Press.

Paper III: The Economics of Development (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Understand the core concepts in economics of development. These are human development, poverty and inequality. It mainly uses the microeconomic as well macroeconomic frameworks to analyse the economic problems.

CO2: Enables to understand the pricing decisions in different market structures and how to analyse productivity.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1

Basic Concepts of Economics-

i) Scope and Method of Economics: What is Economics, why study Economics, Scope and Fields of Economics, The methods of Economics, The Economic Policy. ii) Demand, Supply and Market Equilibrium: Firms and Household; input markets and output markets: The Circular Flow; Demand and supply, individual and market demand and supply and their determinants, Market Equilibrium, Price Elasticity and its determinants. iii) Household Behaviour and Consumer Choice: The consumption decisions – Choices made by Households; budget constraints, Basis of Choice: Utility; Diminishing MU, allocating income to maximise utility, income and substitution effects, Consumer and Producer Surplus.

Module 2

Firm Behaviour and Market: i) Production: Production, Behaviour of profit maximizing firms, Production Functions with one variable factor of production, TP, MP, AP, Production Functions with Two variables factor of production, Iso-quant and Iso-cost lines, Cost minimizing equilibrium Condition ii) Cost and Revenue Functions: Accounting and Economic costs, Costs in the short run, Fixed costs, variable costs, Marginal costs, Long run AC and MC, TR, MR, AR. iii) Markets, Perfect and Imperfect, Features of Perfect Competition, Monopoly, Oligopoly and Monopolistic Competition iv) Input Markets: Labour, Land and Capital Markets (Basic concepts), Demand for inputs, Diminishing Returns, Marginal Revenue Product, Input demand curve; Labour Market and demand for labour; shifts in input demand curves; Land markets and rent, Capital Market, Capital Income-Interest and profit.

Module 3

Public Goods and Externalities i) Public Goods - pure and partial public goods, private goods and merit goods, characteristics of public goods, rationale of public provision of public goods, free rider problem and externality, the role of government – taxes vs. regulation; ii) Public finance vs. Private finance, fiscal functions and role of government.

Module 4

The roots of macroeconomics, Difference between micro and macro-economics, macroeconomic concerns, the role of government in the macro economy, the components of the macro economy, the methodology of macroeconomics. Introduction to National Income Accounting: Concepts of GDP, GNP and national income, approaches to calculating GDP, personal income, Nominal and

real GDP, Limitations of the GDP concept, GDP and the black economy.

References:

- Gravelle, H. and R. Rees, Microeconomics, Pearson Edition, 2004.
- Mas-Colell, A., M.D. Whinston, and J. Green, Microeconomic Analysis, Oxford University Press, 2005.
- Mankiw, N. Gregory. Principles of Microeconomics.
- Acemoglu Daron, Laibson David, List John. Macroeconomics.
- Mankiw, N. Gregory. Principles of Macroeconomics.
- McKenzie, R., & Lee, D. (2010). Production costs and the theory of the firm. In Microeconomics for MBAs: The Economic Way of Thinking for Managers (pp. 245-286). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511761140.011.
- Balestrino, A. (1995). Public Provision of Private Goods and User Charges. Louvain Economic Review, 61(4), 461-477. doi:10.1017/S0770451800011556.
- Johansson, P. (1993). Cost-benefit rules, national income accounts and sustainable development. In Cost-Benefit Analysis of Environmental Change (pp. 90-112). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511628443.007.

Paper IV: Basic Statistics Paper II (2 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Enables to understand the process of data collection, presentation, analyzing and drawing inferences.

CO2: Understand the inferential statistics and the application of hypothesis testing and correlation and regression.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Theory of Estimation and Hypothesis Testing

Concept of Estimator- Sampling Distribution of Estimator- Point and Interval Estimation
Properties of Good Estimator for Small and Large Samples.

Hypothesis Testing: Approaches to Hypothesis Testing- Confidence Interval Approach- Test of Significance Approach and P-Value Approach- Formulation of Hypothesis- Null and Alternative- Level of Significance - One Sided and Two-Sided Hypothesis- Type-I and Type-II Error, Test Statistic- Critical Value - Parametric and Non-Parametric Tests.

Module 2: Correlation and Regression

Correlation: Meaning and Types of Correlation- Measurement of Correlation- Scatter Diagram. Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation- Testing of Correlation Coefficients. Regression: Simple Regression Model- Estimation- Least Squares Method- Goodness of Fit Introduction to Multiple Regression.

References:

- Wooldridge, J., Introductory Econometrics: A Modern Approach, Cengage Learning, 2009.
- Damodar Gujarati, Basic Econometrics (McGraw-Hill, USA)
- Bluman, A.G. (2018) Elementary Statistics, a Step-by-Step Approach. Tenth Edition, McGraw-Hill Education, New York.
- Jaynes, E. (2003). Queer uses for probability theory. In G. Bretthorst (Ed.), Probability Theory: The Logic of Science (pp. 119-148). Cambridge: Cambridge University Press

- Warne, R. (2020). Correlation. In *Statistics for the Social Sciences: A General Linear Model Approach* (pp. 334-374). Cambridge: Cambridge University Press. doi:10.1017/9781108894319.013
- Spanos, A. (2019). Hypothesis Testing. In *Probability Theory and Statistical Inference: Empirical Modeling with Observational Data* (pp. 553-624). Cambridge: Cambridge University Press. doi:10.1017/9781316882825.014.

Paper V: Electives Any one

Corporate Social responsibility (4 Credits) **Each module will have 15 Hours of class room teaching**

Course Outcomes:

CO1: Enables to gain an understanding about CSR, the history behind it and its principles.

CO2: Understand an insight into social responsibility towards consumers and employment relationships.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1:

Concepts of Social Responsibility - The social responsibility of organizations: Historical background. - Characteristics of social responsibility -Principles of Social Responsibility - Definition of Social Responsibility- Ethical Foundation -Ethical behaviour -Code of Conduct - Corporate moral development.

Module 2:

Stakeholder mapping and assessment -Identification of stakeholders. - Stakeholder model. - The Stakeholder Salience Theory Good Corporate Governance. - Organizational governance and social responsibility -Decision-making processes and structures -Related actions and expectations.

Module 3:

Employment and employment relationships - Conditions of work and social protection - Social dialogue - Health and safety at work - Human development and training in the workplace. - Policies in favor to hire disability persons. Law 29973- 2012.

Module 4:

Social responsibility toward customers - Fair marketing - Protecting consumers' health and safety - Sustainable consumption. - Consumer service, support, and complaint and dispute resolution. - Consumer data protection and privacy- Access to essential services. - Education and awareness.

References:

- Kloppers, H. & Kloppers, E. (2018) Identifying Commonalities in CSR Definitions: Some Perspectives. In Kiymet Tunka, C & Roshima, S. (Eds.) Sustainability and Social Responsibility of Accountability Reporting systems (pp. 229-243). Springer.
- Reidenbanch and Robin (1991). A conceptual model of corporate moral development. *Journal of Business Ethics* (10), 273—284
- Velga, A. (2020) Business Ethics and Corporate Social Responsibility. EKA University of Applied Science, p. 63-85.

Social Justice Discourse (4 Credits)
Each module will have 15 Hours of class room teaching

Course Outcomes:

CO1: Enables to familiarise with the various sociological discourses on issues of equality and inequality and the rationale for a social justice.

CO1: Enables to make an assessment of the different models of development also to assess risks and explore alternatives and to finally explain implications for policy interventions which are implemented for fairness and social justice.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Concept & Theoretical Expositions

The Theory of Individualists (known as the Proprietarian Theory of Justice) – The Utilitarian Theory of Justice – The Theory of Justice (propounded by John Rawls) – Dworkin Ronald

Module 2: Human Rights Discourse

Social Justice: An Integrated Coherence of Equality, Liberty and Fraternity – Dr. Ambedkar's Philosophy

Module 3:

Social Justice and the Indian Constitution – Provisions in the Constitutions (State Action) Justice, Social, economic and political, Liberty of thought, expression and belief, faith and worship, Equality of Status and opportunity, Fraternity assuring the dignity of the individual and the Unity and integrity of the nation

Module 4:

Fundamental Rights and Directive Principles of State Policy (Legal Aspects) Dr. B. R. Ambedkar on Social Justice – Architect of Indian Constitution

- Different Protests (Satyagrihas) & their consequences concerning movements (Social, Political and Cultural)
- Social Justice
- Gender Justice (Hindu Code Bill debate)

References:

- Rao, H. (1984), Regional Disparities and Development in India, Ashish Publishing
- Glasson, J. (1975), An Introduction to Regional Planning: Concepts, Theory and Practice, Hutchison, London

Education and Challenges of Development (4 Credits)
Each module will have 15 hours of classroom teaching

Course Outcomes:

CO1: Enables to understand theoretical foundations of economics of education and also techniques of economic evaluation. also, these are important components having critical linkages to human development through improving human capabilities and empowerment.

CO2: Enables to understand and analyse the development of education sector. The emphasis will be on policy options and issues for developing countries like India but will also draw on the experience of other countries wherever relevant.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1:

Nature of education an economic commodity- Demand for education and Supply of education - Opportunity costs and problems of provision of education. Costs and efficiency- Costs: fixed, marginal and average costs. Efficiency - technical and allocative efficiency, and of various types of equity. Market System and education -Market failure and the role of government –Role of State

Module 2:

Financing Education - different approaches taken by governments in different countries- Options for financing education in developing countries- The rationale of government funding and regulation of this sector –

Module 3:

Economics of Education: Formal and non-formal education-Special characteristics of education-Implications for economic analysis- Role of the state – Education, Productivity and Employment-Investment in education: Costs and benefits, Private and social rates of return (Human capital and Signalling theories of education)

Module 4:

Indian Education System: (12 Hours) Indian Education system –Rationale of government funding and regulation of education-Alternative method of financing education- Resource allocation to primary, secondary and higher education- Efficiency, equity and distributional aspects: Implications for gender and social groups-Role of private and public sectors, Union and State governments- Special programmes for education.

References:

- Becker, G.S., Human Capital 2nd.Edn., National Bureau of Economic Research, New York, 1974
- Cecchi, Daniel, Human Capital, Family Background and Inequality, Cambridge University Press, 2008
- Feldstein, P. J., Health Care Economics, Wiley,1993 (Module1)
- Grand, J., Propper. C and Ray Robinson, The Economics of Social Problems, Palgrave, 2002 (Modules 1 and 3)
- Henderson, J.W, Health Economics and Policy, South-Western Homson Learning, 2001 (Module 2)
- Mcpake, B., L. Kumanayake and C. Normand, Health Economics: An International Perspective, Routledge, 2002. (Module1) 7. Musgrove, P., Health Economics in Development,
- The World Bank, 2004 (Modules 1 and 2) 8. Panchamukhi, P. R., Economics of Health: An Introductory Review, ICSSR, 2002 (Modules 1 and 2)
- Robinson, E.A.G. and Vaizey, J. (eds), The Economics of Education, International Economic Association, Macmillan, London,1966 (Modules 3 and 4)
- Tilak, J.B.G., Economics of Inequality in Education, Sage, New Delhi, 1989 (Module 4)

Letter Grades and Grade Points

Semester GPA/ Program CGPA Semester/Program	% of Marks	Alpha-Sign / Letter Grade Result
9.00-10.00	90.0-100	O (Outstanding)
8.00-<9.00	80.0-<90.0	A+ (Excellent)
7.00-<8.00	70.0-<80.0	A (Very Good)
6.00-<7.00	60.0-<70	B+ (Good)
5.50-<6.00	55.0-<60.0	B (Above Average)
5.00-<5.50	50.0-<55.0	C (Average)
4.00-<5.00	40.0-<50.0	P (Pass)
Below 4.00	Below 40	F (Fail)
Ab (Absent)	-	Absent

Mam
I/c. Director
Dr. Babasaheb Ambedkar
International Research Centre
University of Mumbai
Mumbai - 400 098.

Grading System

The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned at the completion of all the eight semesters of the programme and the corresponding overall alpha-sign or letter grades as given under NHEQF. If some candidates exit at the completion of first, second or third year of the four years Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified on the basis of the CGPA obtained in the two, four, six or eight semesters, respectively for award of

- Certificate in Arts/ Science/ Commerce
- Diploma in Arts/ Science/ Commerce
- Bachelor's Degree in Arts/ Science/ Commerce
- Bachelor's Degree with Honors in DSC/SSC/FSC.
- Bachelor's Degree with Research in DSC/SSC/FSC

In addition to what is stated above, successful candidates at the end of tenth semester of the integrated Master's Degree Programmes, shall also be classified on the basis of CGPA obtained in the ten semesters of the Programmes. Likewise, the successful candidates of one year or two semesters Master's Degree Programme are also classified on the basis of CGPA of two semesters of the Master's Degree Programme.

Syllabus
M.A. (Development Studies)
(Sem. I & II)

Team for Creation of Syllabus

Name	College Name	Sign
1. Prof. Manisha Karne	MSEPP, University of Mumbai	<i>Manisha</i>
2. Prof. Priya Vaidya	Department of Philosophy, University of Mumbai	<i>Priya M. Vaidya</i>
3. Dr. M.T. Joseph	Department of Sociology, University of Mumbai	<i>M.T. Joseph</i>
4. Dr. Sonali Wakharde	Department of Sociology, University of Mumbai	<i>Sonali Wakharde</i>

Sign of HOD

Name of the Head of the Department:

Prof. Manisha Karne

Name of the Department: Dr. Babasaheb
Ambedkar International Research Centre

I/c. Director

Dr. Babasaheb Ambedkar
International Research Centre
University of Mumbai
Mumbai - 400 098.

Sign of Dean

Name of the Dean: Dr. A. K. Singh

Name of the Faculty: Faculty of
Interdisciplinary Board

Justification for M.A. (Development Studies)

Appendix B

1.	Necessity for starting the course:	Tata Institute of Social Sciences is only institute in Mumbai which offers the study. Hence, this course is important as their students demand growing and it is important for practitioners, policy makers, researchers, academicians and working in the field of Development Studies
2.	Whether the UGC has recommended the course:	The centre was started with UGC funding in the tenth five-year plan epoch making social thinkers of India
3.	Whether all the courses have commenced from the academic year 2023-24	Yes, 2023-2024
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Ad-hoc faculty and visiting faculty are employed
5.	To give details regarding the duration of the Course and is it possible to compress the course?	Two-year PG Course – Not possible to compress
6.	The intake capacity of each course and no. of admissions given in the current academic year:	40
7.	Opportunities of Employability / Employment available after undertaking these courses:	There is a potential of employability due to rising demand of researchers, policy makers, practitioners in the field of Development Studies and also due to its interdisciplinarity.

Sign of HOD

Manisha

Name of the Head of the Department:

Prof. Manisha Karne

Name of the Department: Dr. Babasaheb
Ambedkar International Research Centre

I/c. Director

Dr. Babasaheb Ambedkar

International Research Centre

A. K. Singh

Sign of Dean

Name of the Dean: Dr. A. K. Singh

Name of the Faculty: Faculty of
Interdisciplinary Board