

**CONFIDENTIAL**

**MINUTES OF THE 3<sup>RD</sup> MEETING OF THE  
ACADEMIC COUNCIL**

HELD ON 10<sup>TH</sup> DECEMBER, 2012 AT 10:30 A.M.  
IN THE WILLOW HALL, HABITAT WORLD,  
INDIA HABITAT CENTRE, LODHI ROAD, NEW DELHI-110003



**BHARAT RATNA Dr. B.R.  
AMBEDKAR UNIVERSITY, DELHI  
LOTHIAN ROAD, KASHMERE GATE  
DELHI 110 006**

## AMBEDKAR UNIVERSITY, DELHI

The 3<sup>rd</sup> meeting of the Academic Council was held on 10<sup>th</sup> December 2012 at 10.30 a.m. at the India Habitat Centre, Lodhi Road, New Delhi-110003.

The following members were present:

Professor Shyam B. Menon Vice-Chancellor	(In Chair)
Professor Ashoke Chatterjee <i>Nominee of the Government of NCT of Delhi</i>	Member
Prof. K. Ramachandran <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Mathew Varghese <i>Nominee of the Government of NCT of Delhi</i>	Member
Prof. A.K. Sharma <i>Nominee of the University Grants Commission</i>	Member
Prof. Chandan Mukherjee Dean, School of Development Studies Dean, School of Human Ecology	Member
Prof. K. Mamkoottam Director, School of Business, Public Policy & Social Entrepreneurship	Member
Prof. Geetha Venkataraman Dean, School of Undergraduate Studies	Member
Prof. Salil Misra Dean, School of Liberal Studies	Member
Prof. Shivaji K. Panikkar Dean, School of Culture and Creative Expression	Member
Prof. Honey Oberoi Vahali Dean, School of Human Studies	Member
Prof. Venita Kaul Director, School of Education Studies	Member
Prof. Jatin Bhatt Dean, School of Design	Member

Prof. Ashok Nagpal  
Professor  
*Nominee of the Vice Chancellor*

Member

Prof. Alok Bhalla  
Professor  
*Nominee of Vice Chancellor*

Member

Prof. Denys Leighton  
Professor  
*Nominee of the Vice Chancellor*

Member

Dr. Sumangala Damodaran  
Associate Professor  
*Nominee of the Vice Chancellor*

Member

Dr. Praveen Singh  
Assistant Professor  
*Nominee of the Vice Chancellor*

Member

Ms. Sumati Kumar  
Registrar

Secretary

Dr. Raja Mohan and Dr Anuradha Kapur nominees of the Government of NCT of Delhi could not attend the meeting due to other commitments.

The Vice-Chancellor extended a warm welcome to the following new members of the Academic Council:

Professor Alok Bhalla, Nominee of the Vice Chancellor  
Professor Jatin Bhatt, Dean, School of Design

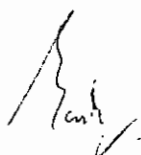
#### **Resolution No. 1**

Resolved that the minutes of the 2<sup>nd</sup> meeting of the Academic Council held on 23<sup>rd</sup> August 2012 be confirmed with some amendments to **Resolution no. 13**. The amended version of the resolution is as follows:

#### **"Resolution No. 13**

1. The Council resolved that the following observations and suggestions that emerged during its deliberations pertaining to the Undergraduate Programmes be placed on record:

a. The following aspects of the basket of foundation courses may be reviewed: (i) total credits offered, (ii) the compulsory nature of some of the foundation courses, (iii) whether all the courses in the basket should be in the first and second semester only or whether they could be staggered over the other semesters as well, (iv) the nature and



scope of the language courses, (v) whether some of the foundation courses should be offered in the summer sessions, (vi) whether there should be dedicated faculty for foundation courses and (vii) whether successful completion of foundation courses should be a pre-requisite for promotion to the subsequent semesters.

b. There may be a need for continuing remedial support for students to upgrade their language abilities, and some of these inputs may be for both undergraduate and postgraduate students. The proposed Centre for English Language Teaching needs to be activated on priority.

c. Some of the courses of the Undergraduate Programmes need to be practice-oriented and field-oriented ones.

2. In view of the suggestions and observations recorded above about the Undergraduate programme, the Council resolved to authorize the Vice Chancellor to constitute a sub-committee of the Academic Council to look into all aspects of the Undergraduate Programmes and submit its report to the Academic Council through the Board of Studies (Undergraduate Studies) and Standing Committee (Academic Programmes)."

#### **Resolution No.2**

Resolved that the report of Action Taken on the Minutes of the meeting of the Academic Council held on 23<sup>rd</sup> August 2012 be recorded (**Appendix-I**).

#### **Resolution No.3**

The Council resolved that

1. the UGC communication D.O.No.F-1-2/2008 (XI Plan) dated 16<sup>th</sup>/17<sup>th</sup> October 2012 regarding *Action Plan for Academic and Administrative Reforms* be recorded (**Appendix-II**).
2. an appropriate compliance report be sent to UGC which mentions the various academic and administrative innovations that – the University has institutionalized.
3. the University must initiate steps to seek accreditation from National Accreditation and Assessment Council.
4. the Vice-Chancellor be authorized to constitute a Sub-Committee to initiate action on 3.2 and 3.3 above.

**Resolution No.4.**

The Council resolved

1. to accept the Report on the 1<sup>st</sup> Annual Convocation of Ambedkar University, Delhi, held on 2<sup>nd</sup> November 2012 (**Appendix-III**).
2. to record its appreciation for the outstanding efforts made by Professor K Mamkoottam and his team for the organization of the first convocation and Dr Asmita Kabra and her team for the organization of the AUD Festival.

**Resolution No.5.**

Resolved that the action taken by the Vice-Chancellor in approving recommendations of the Committee regarding the design of the Degree Certificate and the Grade Sheet be approved (**Appendix-IV**).

**Resolution No.6.**

Resolved to ratify the proceedings of the 1<sup>st</sup> Annual Convocation held on 2<sup>nd</sup> November 2012, with minor modifications in the Oath to be taken by the Graduates. (**Appendix-V**).

**Resolution No.7.**

The Council resolved

1. to ratify the Assessment System approved by the BoM at its 7<sup>th</sup> meeting held on 31-5-2010 and the subsequent modifications proposed by the Committee constituted by the Vice-Chancellor to examine the Assessment System. Copy of the minutes of the Committee enclosed (**Appendix-VI**).
2. that the modifications in the Assessment System approved as above be made operational with effect from the current batches of students.
3. that a special meeting of the Academic Council be convened to deliberate on the student Assessment System. In preparation for such a meeting, a research study be initiated to analyse empirically the grading system in practice, experience of teachers, and experiences from other universities.

**Resolution No.8.**

The Council resolved

1. to ratify the action taken by the Vice-Chancellor in approving the recommendations of the Committee constituted to examine and rationalize the scheme of **Fee Waiver** and **Scholarship** with minor amendments. The recommendations of the Committee with amendments are enclosed **(Appendix-VII)**.
2. to rename the 'Outstanding Performance Scholarship' as '**Academic Merit Scholarship**'.
3. to refer back the recommendation on 'Outstanding Progress Scholarship' (to be renamed as **Academic Progress Scholarship**) to the same committee with a suggestion to review the criteria of award of this scholarship and the modalities of selection of candidates for this keeping the availability of funds in perspective. The recommendations should be brought back to the Academic Council through the Standing Committee (Students). In the meanwhile, those Schools that are already implementing such a scheme shall continue to do so.
4. that information regarding fee waiver and scholarship schemes be publicised widely
5. that decisions on fee-waivers should be made prior to the deadline for payment of fees.

**Resolution No.9.**

The Council resolved to ratify the action taken by the Vice-Chancellor in approving the MoU signed between the Ambedkar University and the University of Hawai'i at Manoa, on Undergraduate Exchange Programme. Copy of the MoU is attached **(Appendix- VIII)**.

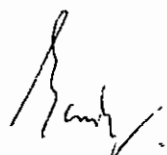
**Resolution No.10.**

The Council considered and after much deliberations, approved with minor amendments the recommendations of the Standing Committee (Academic Programmes) on the following:  
**(Appendix - IX)**

MA in Development Studies offered by the School of Development Studies;  
MA in Environment and Development offered by the School of Human Ecology.

**Resolution No.11.**

The Council resolved to accept the recommendations with minor amendments of the Standing Committee Research (SCR) on the Ph.D. programme in Human Ecology offered by the School of Human Ecology.  
**(Appendix-X)**



**Resolution No.12.**

The Council resolved to accept the recommendations of the Standing Committee (Students) of the Academic Council. (**Appendix-XI**)

**Resolution No.13.**

The Council resolved

1. to accept the following proposals to award stipends to M.Phil./Ph.D. students at par with the practices in other institutions:
  - a. For M.Phil./Ph.D. students in non-professional areas at par with the UGC stipend scheme for central Universities (**Appendix-XII**).
  - b. For M.Phil./Ph.D. students in Psychotherapy and Clinical Thinking at par with the stipend scheme in National Institute of Mental Health and Neurological Sciences (**Appendix-XIII**).
2. The Council further resolved to constitute the following sub-committee to examine the issue of number of scholarships and number of seats for M.Phil. and for Ph.D. programmes:

Professor Ashok Nagpal (Chairperson)  
Professor Chandan Mukherjee  
Professor Salil Misra  
Professor Honey Oberoi Vahali

**Additional Tabled Items:**

**Resolution No.14.**

The Council resolved

1. to appoint the following Sub-Committee to come out with a full-fledged proposal with regard to work load norms for teachers keeping in perspective the formulations by the teachers, those from the Mid-Term Review Committee, the UGC regulations, the practice in other universities and in consultation with all stakeholders:

Professor A.K. Sharma - Chair  
Professor Ashok Nagpal  
Professor Chandan Mukherjee  
Professor Salil Misra  
Dr.Sumangala Damodaran  
Dr Praveen Singh

The Sub-Committee shall submit its report by the 31<sup>st</sup> March 2013.

2. that the administrative and support staff structure for the Schools as approved by the Board of Management be implemented without further delay, with priority attached to Schools with larger number of programmes and students:
3. that new programmes (other than those in new schools where the first programmes are yet to be launched) be launched only after the Academic Council satisfies itself completely that such programmes can be transacted with acceptable quality with the available resources in terms of faculty time, classroom space, library, IT resources etc. without in any manner diluting the quality of the existing programmes.

**Resolution No.15.**

The Council resolved to approve the proposal to appoint Professor Salil Misra as Co-ordinator (Academic Council) to deal with all matters relating to or associated with the Academic Council.

The meeting ended with a vote of thanks to the Chair.

  
Vice-Chancellor  
Chairperson

  
Registrar  
Secretary



APPENDIX - I

Report of Action Taken on the Minutes of the  
meeting of the Academic Council on  
23<sup>rd</sup> August, 2012

The Action Taken on the Minutes of the 2<sup>nd</sup> Meeting of the Academic Council held on the 23<sup>rd</sup> of August, 2012

Resolution No.	Resolution	Action Taken
1	Resolved that the Minutes of the meeting of the Academic Council held on 17 <sup>th</sup> August, 2011 be confirmed.	Recorded
2	Resolved that the report of Action Taken on the Minutes of the meeting of the Academic Council held on 17 <sup>th</sup> August, 2011, be recorded.	Recorded
3	Resolved that the UGC Notification No.9-25/2009 (CPP-I/PU) dated 8 <sup>th</sup> August 2012 declaring the AUD as eligible to receive Central Assistance in terms of Rules framed under Section 12(B) of the UGC Act, 1956, be recorded.	Recorded
4	Resolved that the action taken by the Vice-Chancellor in constituting the following Standing Committees of the Academic Council be approved: Standing Committee (Academic Programmes) Standing Committee (Student Affairs)	Recorded
5.1	Resolved that the action taken by the Vice-Chancellor in approving the recommendations of the Admissions Committee regarding late admission of the following two students in the M.A. Psychology (Psychosocial Clinical Studies) course, be ratified: Kirti Singh Mukta Singh	Recorded
5.2	The Council further resolved that the Admissions Committee may consider individual cases and make recommendations to the Standing Committee (Student Affairs). The recommendations/decisions of the Standing Committee (Student Affairs) may be presented for ratification by the Academic Council.	Implemented
6	Resolved that the action taken by the Vice-Chancellor in approving the policy for promotion of students recommended by the Evaluation and Attendance Committee, be ratified.	Recorded

7.1	The Council considered and approved the minutes of the Standing Committee (Academic Programmes) held on 9-5-2012, 22-5-2012 and 7-8-2012 in approving the following Master's programmes in AUD launched w.e.f. the current academic year (2012-13): MBA Master's programmes offered by SCCE MA in Education	Implemented
7.2	It was resolved that the School of Education may review the proposed Master of Education (M.Ed.) programme in the perspective of whether the programme structure and the courses to be offered address adequately its objective of preparing professional educators. The proposal for M.Ed. with revisions if necessary may be brought back to the Academic Council for its consideration through the Board of Studies in Education and the Standing Committee (Academic Programmes).	Recorded and Communicated to the School of Education
8.1	Considered and approved the minutes of the Standing Committee (Research) held on 7-9-2011, 15-12-2011, 10-4-2012, 7-8-2012, 14-8-2012.	Recorded and Implemented
8.2	The Council resolved to place on record the following points that emerged during the deliberations on this subject:  a. There is a need to re-emphasize the multi-disciplinary and inter-disciplinary character in AUD's research programmes. There should be organizational structures and provisions for pursuing research across Schools and disciplinary boundaries.  b. The M.Phil Development Practice programme was highly appreciated. It was suggested that this be considered as a "Flag Ship" programme in the AUD. The process of planning and conducting the programme needs to be documented and the experience may be shared widely among development professionals and practitioners through seminars and other fora.	Recorded
9	Considered and approved the minutes of the Standing Committee (Students) held on 23-3-2012, 4-4-2012, 16-4-2012, and	Recorded and Implemented

	19-4-2012.	
10	Considered and approved the list of experts associated with the Selection Committees for teaching posts under Statute 14(2)(iii). The list of experts, being confidential, is not attached.	Recorded
11	Considered and approved the procedure for empanelment of experts to be associated with the Selection Committees for teaching posts under Statute 14(2)(iii).	Recorded for implementation
12.1	Considered and approved the recommendations of the Committee constituted by the Vice-Chancellor regarding conduct of Annual Convocation to award degrees to students who successfully completed various programmes of study offered in different Schools, and to design University Degree and the rules for conducting Convocation.	Recorded and Implemented
12.2	The Council was informed that the first Convocation of the AUD has been scheduled to be held on 2 <sup>nd</sup> November 2012.	Recorded
13.1	<p>The Council resolved that the following observations and suggestions that emerged during its deliberations pertaining to the Undergraduate Programmes be placed on record:</p> <p>a. The following aspects of the basket of foundation courses may be reviewed: total credits offered, the compulsory nature of some of the foundation courses, whether all the courses in the basket should be in the first and second semester only or whether they could be staggered over the other semesters as well, the nature and scope of the language courses, whether some of the foundation courses should be offered in the summer sessions, whether there should be dedicated faculty for foundation courses.</p> <p>b. There may be a need for continuing remedial support for students to upgrade their language abilities, and some of these inputs may be for both undergraduate and postgraduate students. The proposed Centre for English Language Teaching needs to be activated on priority.</p>	Recorded and Communicated to the School of Undergraduate Studies

	c. Some of the courses of the Undergraduate Programmes need to be practice-oriented and field-oriented ones.	
13.2	In view of the suggestions and observations recorded above about the Undergraduate programme, the Council resolved to authorize the Vice Chancellor to constitute a sub-committee of the Academic Council to look into all aspects of the Under-Graduate Programmes and submit its report to the Academic Council through the Board of Studies (Undergraduate Studies) and Standing Committee (Academic Programmes).	The Vice Chancellor has constituted the following Sub-Committee: Dean, SUS (Chair) Prof. Denys Leighton Dr Surajit Mazumdar (Co-opted)

**APPENDIX - II**

**The UGC communication regarding Action Plan  
for Academic and Administrative Reforms**

डॉ. के. पी. सिंह  
संयुक्त सचिव  
Dr. K. P. Singh  
Joint Secretary

विश्वविद्यालय अनुदान आयोग  
बहादुरशाह जफर मार्ग,  
नई दिल्ली - 110 002  
UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI - 110 002  
Phone : 011-2323 9597  
Fax : 011-2323 6347

~~BY SPEED POST~~

D.O. No. F. 1-2/2008 (XI Plan)

16<sup>th</sup> October, 2012

Subject: Action Plan for Academic and Administrative Reforms 10.7 OCT 2012

Dear Sir / Madam,

This is in continuation of this office letters of even number dated January 31, 2008 and March 30, 2009 regarding academic and administrative reforms for promotion of quality and excellence in higher education in keeping with the country's long experience with various academic models and practices.

The UGC had prepared an Action Plan for Academic and Administrative Reforms as a new initiative during the XI Plan. This Action Plan was to be implemented in a time bound manner subject to a maximum of two years. The Action Plan comprised of recommendations on the following aspects:

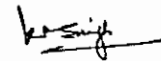
- Semester system
- Choice- based credit system.
- Curriculum development
- Admission procedures
- Examination reform

It is proposed that during the XII Plan, the implementation of UGC Action Plan on Academic and Administrative Reforms will be linked with accreditation as well as UGC funding. Also, these reforms are necessary for the promotion of quality education. Implementation of these reforms has also been included in the UGC's Action Plan for the year 2012-13.

You are once again requested to implement the Action Plan without any further delay and inform UGC of the status of its implementation latest by 30.11.2012.

With kind regards,

Yours sincerely,



(K.P. Singh)

Vice Chancellor  
Bharat Ratna Dr.B.R.Ambedkar University  
HII Campus, Sector-9 Dwarka  
New Delhi - 110 075 (Delhi)

UNIVERSITY GRANTS COMMISSION  
NEW DELHI-110002

**ACTION PLAN**

**FOR ACADEMIC & ADMINISTRATIVE REFORMS**

Earlier on, the Chairman, University Grants Commission (UGC), had addressed a detailed letter (D.O. No. F.1-2/2008-XI Plan dated January 31, 2008) to the heads of central, state and deemed universities and institutions of higher learning in the country, drawing their attention to the pressing need for academic and administrative reforms. As this initiative evoked a highly encouraging response, the UGC had set up a Committee on Academic and Administrative Reforms, with Professor A. Gnanam as convenor, and comprising several eminent educationists from a diverse range of disciplines. The Committee has since submitted a comprehensive and path-breaking report. Based on this document, an action plan has been developed — for the consideration of educational authorities, and for the phase-wise introduction of substantive academic and administrative reforms in the institutions of higher education in the country.

**1. Semester System:**

For long, educational institutions have had the format of academic session, spread over 10 to 12 months. This format suffers from several limitations, which is why most institutions of higher education in western Europe and North America follow a semester-based system. The semester-system goes far beyond being a 'time-format'. It enlarges curricular space, and encourages and supports accelerated learning opportunities for all concerned. Further, it has the ability to accommodate diverse choices that dynamic and motivated students may like to have.

In India, too, several professional and technical institutions have adopted semester system. Reportedly, it is working satisfactorily. Given this, it is time that the semester system is made mandatory for all the institutions of higher education in India, and all the universities are asked to switch over to the semester system. The implementation of a semester system calls for several interconnected and coordinated steps that will have to be undertaken by the universities and colleges. These are as follows:

- ⇒ Deliberation and resolution on the *semester system* in appropriate academic bodies of the institution at different levels to develop a time-line.
- ⇒ Decision on the number of student-faculty contact hours during a semester in different programmes, that is, certificate, diploma, undergraduate and postgraduate. M. Phil. and Ph. D. students also to do course work (see Annexure 1).
- ⇒ Re-configuration and revision of curricula (while the quantum of instructional work of faculty members remains about the same, the number of papers or credits would be twice as many).
- ⇒ Determining the amount of work to be completed (or credit points to be earned) by students in undergraduate, postgraduate, M. Phil. and Ph. D.



programmes.

- ⇒ Decision on the time-distribution on class room-work, field-work, laboratory-work, workshop practice and/or other curricular work. Distribution will vary from subject to subject.
- ⇒ The implementation of semester-system may be completed within two calendar years in all the central universities, and within three years in all the state universities.

## 2. Choice-Based Credit System:

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialised (and recognised) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardisation and comparability of educational programmes across the country, etc.

The CBCS imminently fits into the emerging socioeconomic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest thought and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively — elevating students, institutions and higher education system in the country to newer heights.

It might be added that a large number of universities and institutions in the country are already having their undergraduate and postgraduate 'papers' subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalised manner, the sequence of CBCS would be:

Paper ⇒ Unit ⇒ Sub-unit ⇒ Credits

For implementing the CBCS, institutions of higher education need to take the following steps:

- ❖ Review of curricular contents (study papers, term papers, 'assignment', workshop-assignment, experiments, etc.) of certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. programmes.
- ❖ For the sake of clarity of faculty, students and examiners, all the curricular contents are specified, and sub-divided into units and, if need be, into sub-units, which are subsequently assigned numerical values and termed 'credits'.
- ❖ Faculty of the concerned 'department', deliberates and decides on (a) core-credits, and (b) elective or optional credits for different levels of academic programmes.
- ❖ Departmental faculty evaluates and decides on the relative weightage of the core and elective credits.
- ❖ Decision on the 'total' credits to be earned (or completed) by students

undergoing certificate, diploma, undergraduate, postgraduate, M. Phil. or Ph. D. programmes.

- ❖ Generally, core-credits would be unique to the programme, and earning core-credits would be essential for the completion of the programme and eventual certification.
- ❖ On the other hand, elective-credits are likely to overlap with other programmes or disciplines of study (for example, languages, statistics, computer application, etc.).
- ❖ Students enrolled for a particular programme or course would be free to opt and earn elective-credits prescribed under the programme, or under other programmes within the department, faculty, university or even outside recognised university / institution of higher education.

### **3. Curriculum Development:**

A hallmark of vibrant educational institutions and disciplines is their curricular content which evolves continuously. Curricular revision should be an ongoing academic activity involving all the faculty members. Not only does it endow academic programmes with quality but also adds to their contemporariness and relevance.

Available information indicates that universities and institutions of higher education in the country do undertake revision of the syllabi of the programmes offered by them, but priority and periodicity remain somewhat uncertain. The process of revision also varies with disciplines — professional and technical disciplines are comparatively more vigorous in this regard. Nonetheless, substantial thought and attention have to be devoted to curricular development in all disciplines and in all the academic programmes — whether undergraduate, postgraduate, M. Phil. or Ph. D.

In a general way, following steps need to be adopted on priority basis:

- ▶ All the academic programmes (certificate, diploma, undergraduate, postgraduate, M. Phil. or Ph. D.) should be subjected to updation or revision, to a limited extent every academic year (for professional and postgraduate courses), and substantially every three years for all the courses.
- ▶ Updation and revision of the curricula is to be carried out in terms of (a) current knowledge, (b) national and international developments, and (c) relevance of new ideas, concepts and knowledge to the concerned discipline.
- ▶ This important academic function requires 'curricular transaction' and the synergies of all faculty members in the Department, School or Centre, and is based on the principle, 'Teach and update curriculum'.
- ▶ Towards this, faculty members are called upon to be discerning and given to notes-keeping on current knowledge, esp. relating to their teaching assignment.
- ▶ To achieve this, faculty members are to regularly draw upon books and journals — and internet search engines.

- ▶ In this regard, UGC-promoted INFLIBNET, INFONET and E-journal would also make for a good resource.
- ▶ Faculty members would also have the flexibility to develop, for one or more semesters, topical courses falling within their academic interests and in keeping with the thrust of the programme, along with the indication of credit values.
- ▶ All curricular updations are to be reviewed and endorsed by Departmental, School or Committee and other university and college authorities.

#### 4. Admission Procedure:

The process of admission of students to educational institutions is the first and most critical step that should ensure access, inclusion, equity and quality. With the fast-changing sociocultural milieu and growing demand for higher education, the importance of admission process can hardly be over-emphasised. It can no longer be left to 'well-meaning intentions' and *ad hoc* decisions. Admissions ought to have objective bases and transparent procedures.

As a part of academic reform, universities and institutions of higher education in the country need to pay very serious attention to the procedures for merit-based admission to their certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. programmes. In this direction, the following points may be taken into consideration:

- ◆ To ensure transparency and credibility in their admission procedure, universities and institutions of higher education need to make a liberal use of 'notice-board', print-media, electronic media, web-site, etc. to declare their admission procedures.
- ◆ Institutions and universities need to properly publicise their academic calendar, highlighting the number of seats (in all the courses including M. Phil. and Ph. D. programmes), required qualifications and important dates in the admission procedure for various courses.
- ◆ The candidates' answer-sheets need to be assigned confidential codes, that is, they are encoded, before being passed on for evaluation / assessment.
- ◆ The candidates for undergraduate, postgraduate or doctoral programmes who have been assessed by recognised national or regional agencies (JET, NET, SET, etc.) may be granted exemption from the written examination.
- ◆ Depending upon the course requirements, candidates may also undergo group-discussion, interview or any other competency examination.
- ◆ The assessment as reflected by marks or grades in written examination, group-discussion, interview and / or any other competency examination, must be treated as strictly confidential, and be known to authorities only on 'need-to-know' basis, till results are finally compiled / announced.
- ◆ The marks or grades in written examination, group-discussion, interview and / or any other competency examination must be

communicated, promptly and directly, to tabulators or to the computer-centre, and the successive examiners / evaluators must not be privy to these marks or grades.

- ◆ Relating to Ph. D. programme, appropriate university bodies should decide as to which categories of faculty-members would be eligible to advise or guide doctoral students, and how many doctoral students could be assigned to different categories of faculty-members.
- ◆ University and college authorities, while finalising admissions, would take cognisance of 'reservation provisions' as announced by central and concerned state governments, and would take an affirmative action.
- ◆ Following admission, university and college authorities would initiate measures, depending upon the need-pattern of newly admitted SC, ST, OBC, and minority students, to organise remedial or bridge-courses in language, communication, subject-competency, etc.
- ◆ Following admission, university and college authorities would take proactive action to communicate to newly admitted SC, ST, OBC, minority students, and those from low-income families, regardless of the level of their course, the availability of tuition-waver, free-ships, loans and scholarships available to these categories.

## 5. Examination Reforms

Higher education in India has thus far been largely examination-centered. Examination only at the end of academic session or year, more often than not, insulates students from the quest of knowledge, the excitement of discovery and joy of learning. Often the annual examination, along with marks, percentages and divisions, leads to insensitive cramming up of superficial information. It is surprising that, in several instances, university-certified degree-holders are subjected to fresh written examination, before they are accepted for jobs in public and private sectors.

Most universities and institutions of higher education in western Europe and North America base the assessment of their students wholly on 'internal evaluation', following the principle, 'those who teach should evaluate'. However, looking to the prevailing conditions in India, an adoption of this approach would be too radical or abrupt. Given these considerations, it may be more prudent that the assessment of student performance be carried out through a combination of internal and external evaluation.

### (a) Continuous Internal Evaluation:

Aiming to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty-member, Department, School or the Centre. It would comprise following steps:

- All the certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. courses offered by a university, college or institute are to have specified components for internal evaluation (e.g. essay, tutorials, term-paper, seminar, laboratory work, workshop practice, etc.).

- Components for internal evaluation are to have a time-frame for completion (by students), and concurrent and continuous evaluation (by faculty-members).
- The evaluation outcome may be expressed either by pre-determined marks or by grades.
- The evaluation reports submitted by all the faculty-members are to be reviewed, from time to time, by the Department, School or Centre Committee, in order to ensure transparency, fair-play and accountability.
- Following the review by the Department, School or Centre Committee, the outcome of internal evaluation is to be announced and displayed on the Notice Board and / or web-site as per the time-frame or academic calendar.

**(b) End-of-semester evaluation:**

This is to be carried out at the end of each semester, and will aim to assess skills and knowledge acquired by students through class-room, field-work, laboratory-work and workshop practice. The evaluation can be in the form of written examination, laboratory work or workshop assignment. Evaluation process should be verifiable and transparent.

Towards this end, the following steps may be adopted:

- All the students pursuing certificate, diploma, undergraduate, postgraduate, and research courses have to undergo external evaluation at the end of each semester as per syllabi or credit schedule ( for Ph. D. evaluation, see Annexure 1).
- With regard to practicals and workshop assignment, the internal faculty may associate themselves with the external examiners in the examination process.
- In the case of written examination, whatever the format (objective-type, essay-type, etc.), test papers could be moderated by committees proficient in the subject.
- Answer-books or -sheets are to be 'encoded' (before being passed on to examiner / evaluator, and decoded (before tabulation).

**(c) Integration of Continuous and End-of-semester evaluation:**

The following points need to be considered for effecting the integration of continuous and end-of-semester evaluation:

- The integration procedure should be applicable to all the students pursuing certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. courses.
- University committees on the recommendations of Department committees and concerned Faculty would discuss and decide on the relational weightage of continuous and end-of-semester evaluations. This weightage could be flexible and could vary from institution to institution.

- Relational weightage assigned to internal evaluation may range from 25 to 40 percent.
- Following the integration of internal and external evaluations, the results may be expressed either in marks, grades or both, as per the policy of the university.
- It will be useful if universities try to go beyond 'marks' and 'divisions' and, in keeping with the global trend, give Cumulative Grade Point Score (CGPS) which would place students into overlapping broad bands.
- The CGPS may be based on a 5-point or 10-point scale and it could vary from institution to institution.
- As soon as the integration of internal and external evaluations has been completed, the results should be announced, in keeping with the academic calendar, to facilitate students' academic or occupational pursuits.

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File No. : 1-2/2009(XI Plan)

APPENDIX - III

Report on the 1<sup>st</sup> Annual Convocation

SUMMARY OF AWARDING THE DEGREE CERTIFICATE IN 1<sup>ST</sup> ANNUAL CONVOCATION, DATED 2<sup>ND</sup> NOVEMBER 2012

(Programme wise list)

<u>OVAL ALL LIST OF STUDENT FOR CONVOCATION (166)</u>		<u>AWARDED ON 2<sup>ND</sup> NOVEMBER 2012 (98)</u>	
SCHOOLS OF STUDIES	# of Degrees	SCHOOLS OF STUDIES	# of Degrees
<b>School of Development Studies</b>		<b>School of Development Studies</b>	
1. Postgraduate Diploma in Development Studies	12	1. Postgraduate Diploma in Development Studies	03
2. MA Development Studies	46	2. MA Development Studies	26
<b>School of Human Ecology</b>		<b>School of Human Ecology</b>	
1. Postgraduate Diploma in Environment and Development	04	1. Postgraduate Diploma in Environment and Development	00
2. MA Environment & Development	23	2. MA Environment & Development	13
<b>School of Human Studies</b>		<b>School of Human Studies</b>	
1. MA Psychology (Psychosocial Clinical Studies)	72	1. MA Psychology (Psychosocial Clinical Studies)	49
2. MA Gender Studies	09	2. MA Gender Studies	07
<b>Total</b>	<b>166</b>	<b>Total</b>	<b>98</b>



AWARDED ON 2<sup>ND</sup> NOVEMBER 2012 (IN ABSENTIA) (68)

SCHOOLS OF STUDIES

# of Degrees

School of Development Studies

- |  |    |
|--|----|
| 1. Postgraduate Diploma in Development Studies | 09 |
| 2. MA Development Studies                      | 20 |

School of Human Ecology

- |  |    |
|--|----|
| 1. Postgraduate Diploma in Environment and Development | 04 |
| 2. MA Environment & Development                        | 10 |

School of Human Studies

- |  |    |
|--|----|
| 1. MA Psychology (Psychosocial Clinical Studies) | 23 |
| 2. MA Gender Studies                             | 02 |

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**Total**

**68**

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**OVAL ALL LIST OF STUDENT FOR CONVOCATION (166)**

(Academic Session wise list)

<b>SCHOOLS OF STUDIES</b>			<b># of Degree</b>
<b>School of Development Studies</b>			
<b>1. Postgraduate Diploma in Development Studies</b>			<b><u>10</u></b>
Academic Session	2008-2009		10
<b>2. Postgraduate Diploma in Development Studies (Flexible Exit)</b>			<b><u>02</u></b>
<b>3. MA Development Studies</b>			<b><u>46</u></b>
Academic Session	2009-2011		25
Academic Session	2010-2012		21
<b>School of Human Ecology</b>			
<b>1. Postgraduate Diploma in Environment and Development (Flexible Exit)</b>			<b><u>04</u></b>
<b>2. MA Environment &amp; Development</b>			<b><u>23</u></b>
Academic Session	2009-2011		10
Academic Session	2010-2012		13
<b>School of Human Studies</b>			
<b>1. MA Psychology (Psychosocial Clinical Studies)</b>			<b><u>72</u></b>
Academic Session	2009-2011		39
Academic Session	2010-2012		33
<b>2. MA Gender Studies</b>			<b><u>09</u></b>
Academic Session	2010-2012		09
<b>Total</b>			<b><u>166</u></b>



**AWARDED ON 2<sup>ND</sup> NOVEMBER 2012 (98)**

(Academic Session wise list)

<b>SCHOOLS OF STUDIES</b>			<b># of Dep</b>
<b>SCHOOL OF DEVELOPMENT STUDIES</b>			
<b>1. Postgraduate Diploma in Development Studies</b>			<b><u>01</u></b>
	Academic Session	2008-2009	01
<b>2. Postgraduate Diploma in Development Studies (Flexible Exit)</b>			<b><u>02</u></b>
<b>3. MA Development Studies</b>			<b><u>26</u></b>
	Academic Session	2009-2011	11
	Academic Session	2010-2012	15
<b>SCHOOL OF HUMAN ECOLOGY</b>			
<b>1. Postgraduate Diploma in Environment and Development (Flexible Exit)</b>			<b><u>00</u></b>
<b>2. MA Environment &amp; Development</b>			<b><u>13</u></b>
	Academic Session	2009-2011	04
	Academic Session	2010-2012	09
<b>SCHOOL OF HUMAN STUDIES</b>			
<b>1. MA Psychology (Psychosocial Clinical Studies)</b>			<b><u>49</u></b>
	Academic Session	2009-2011	24
	Academic Session	2010-2012	25
<b>2. MA Gender Studies</b>			<b><u>07</u></b>
	Academic Session	2010-2012	07
<b>Total</b>			<b><u>98</u></b>



**AWARDED ON 2<sup>ND</sup> NOVEMBER 2012 (IN ABSENTIA) (68)**

(Academic Session wise list)

<b>SCHOOLS OF STUDIES</b>			<b># of Degree:</b>
<b>SCHOOL OF DEVELOPMENT STUDIES</b>			
<b>1. Postgraduate Diploma in Development Studies</b>			<b><u>09</u></b>
Academic Session	2008-2009		09
<b>2. Postgraduate Diploma in Development Studies (Flexible Exit)</b>			<b><u>00</u></b>
<b>3. MA Development Studies</b>			<b><u>20</u></b>
Academic Session	2009-2011		14
Academic Session	2010-2012		06
<b>SCHOOL OF HUMAN ECOLOGY</b>			
<b>1. Postgraduate Diploma in Environment and Development (Flexible Exit)</b>			<b><u>04</u></b>
<b>2. MA Environment &amp; Development</b>			<b><u>10</u></b>
Academic Session	2009-2011		06
Academic Session	2010-2012		04
<b>SCHOOL OF HUMAN STUDIES</b>			
<b>1. MA Psychology (Psychosocial Clinical Studies)</b>			<b><u>23</u></b>
Academic Session	2009-2011		15
Academic Session	2010-2012		08
<b>2. MA Gender Studies</b>			<b><u>02</u></b>
Academic Session	2010-2012		02
<b>Total</b>			<b><u>68</u></b>

**APPENDIX - IV**

**The design of the Degree Certificate and the  
Grade Sheet**



Subject: AUD Degree Certificate & Grade sheet

As recommended by the Committee constituted by the Vice Chancellor, AUD degree certificate and the Grade Sheet have been designed by a professional designer with the following specifications:

**A. Grade Sheet**

1. AUD Grade sheet shall be a 4-page single sheet spread. Each page should be A4 in size while the whole sheet is A3 in size so that when the sheet is folded in half it becomes A4 in size.
2. Page 1 shall be the title page with name of University, university logo, and "Transcript of Grades" written on it.
3. Page 4 shall carry the Transcript Guide (interpretation of the grades)
4. The inner pages of 2 & 3 shall be blank with faded watermark (half toned AUD logo) on both pages. A software shall be got designed to print in-house all details including the student's name, roll no., the name of the School, the name of the degree and the year of passing, the grades obtained by the Student as well as the grade point average and the grade equivalent, to be signed by appropriate authorities.
5. An A3 printer may be procured to print the inner pages of grade sheet.

**B. Degree Certificate**

The AUD Degree certificate has been designed as simple and elegant to be prepared on A-4 size paper on portrait orientation, on high quality paper with AUD logo on top and a seal at the bottom of the certificate, printed in English and Hindi separately, but put in a folder face to face.

The format of the text to be printed is as shown on the attached sample design with the provision for entering individual details of the recipient of the degree to be written in hand (lithographically)

Security measures to avoid duplication of the degree should be taken, such as procuring specially water marked paper with AUD seal on it

It is proposed that immediate steps may be taken to get both Degree certificates and Grade sheets printed on the basis of the design and other specifications (mentioned above) as early as possible, before the 1<sup>st</sup> convocation scheduled to be held on November 02, 2012.

Samples of both the Degree Certificate and Grade sheet are attached

Dean, Student Services  
September 13, 2012

Registrar

Urgent action

AR(AU)


17/9

It was discussed with Dean(SS). An approval may kindly be given for the AUD seal, as on the proposed Degree Certificate, placed below. Submitted please. 3/10/12

VE/

Office of the Dean, Student Services  
 Date: 13.09.2012  
 13/9/12  
 17/9

Approved at 'A' on preface. The seal and the certificate  
format and design need to be reported to the Board of Management.

 3/x/12

Enrollment No. \_\_\_\_\_



Bharat Ratna Dr B.R.

# Ambedkar University, Delhi

*This is to certify that*

\_\_\_\_\_

*having satisfied all the conditions laid down  
in the Statutes of the University*

*was admitted on* \_\_\_\_\_

*to the Degree of*

*in* \_\_\_\_\_

*in the*

\_\_\_\_\_

*Registrar*

26



*Vice Chancellor*





भारत रत्न डा बी. आर.

# अम्बेडकर विश्वविद्यालय, दिल्ली

प्रमाणित किया जाता है कि

ने विश्वविद्यालय अधिनियम के अधीन निर्मित

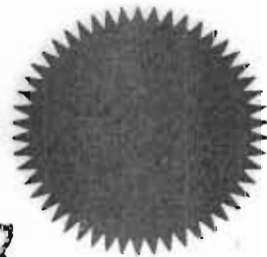
सभी शर्तों को पूरा कर लिया है अतः

दिनांक \_\_\_\_\_

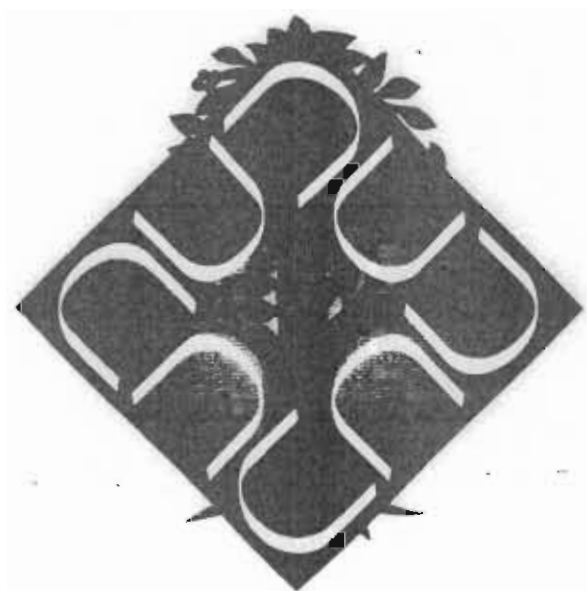
को इन्हें

की उपाधि प्रदान की जाती है।

कुल सचिव



कुलपति



Bharat Ratna Dr B.R.

**Ambedkar University, Delhi**

Transcript of Grades



Bharat Ratna Dr B.R.

## Ambedkar University, Delhi

### TRANSCRIPT GUIDE

**CREDIT:** Each credit in a taught course requires one hour of teaching or two hours of seminar/ group work/ laboratory work/ field work per week for 16 weeks.

### GRADING SYSTEM

Letter grades	Grade points	Grade Point Range	Qualitative description
A+	10	Greater than or equal to 9.5	Exceptional: performance beyond expectations
A	9	Greater than or equal to 8.5 but less than 9.5	Excellent: demonstrating mastery of all learning or assessment situations
A-	8	Greater than or equal to 7.5 but less than 8.5	Very good: demonstrating mastery of most learning or assessment situations
B+	7	Greater than or equal to 6.5 but less than 7.5	Demonstrating thorough competence in most situations
B	6	Greater than or equal to 5.5 but less than 6.5	Demonstrating moderate competence in most situations
B-	5	Greater than or equal to 4.5 but less than 5.5	Acceptable: showing moderate competence in some situations, minimal competence in others
C+	4	Greater than or equal to 3.5 but less than 4.5	Minimally acceptable: demonstrating minimal competence in most situations while showing scope for improvement
C	3	Greater than or equal to 2.5 but less than 3.5	Not passing and showing considerable scope for improvement or development
C-	2	Greater than or equal to 1.5 but less than 2.5	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts
D	1	Greater than or equal to 0.5 but less than 1.5	Complete lack of engagement or comprehension
F	0	Less than 0.5	Non-participation or invalid/blank answer
AB	0	Absence	Absence or withdrawal from a course

- The passing grade for each course is C plus.
- This is a linear grade point scale ranging from 0 to 10 e.g. 6.4 can be considered equivalent to 64% or Grade B can be considered to be equivalent to 55% and above but less than 65%.

Prepared by: \_\_\_\_\_ Checked by: \_\_\_\_\_ Verified (by the School): \_\_\_\_\_

APPENDIX - V

The proceedings of the I<sup>st</sup> Annual Convocation



**Ambedkar University, Delhi**

**1<sup>st</sup> Annual Convocation**

**2<sup>nd</sup> November 2012, 11.00 A.M.**

**MINUTE TO MINUTE PROGRAMME**

10.20 A.M.	Assembly of members of procession outside the Auditorium, Kashmere Gate for robing
10.45 A.M.	The Chancellor and the Chief Guest will be received by the Vice Chancellor, Dean (Academic Services), Dean (Student Services), and the Registrar
10.50 A.M.	The Chancellor and the Chief Guest will be led to the robing area outside the Auditorium to put on the stole and will be introduced to the procession members by the Vice Chancellor
10.55 A.M.	The Procession (led by the Registrar) consisting of the Chancellor, Chief Guest, Vice Chancellor, Members of the Court, Members of BoM, Members of Academic Council, Members of Finance Committee, Dean, Academic Services, Dean, Student Services, Deans of Schools, Advisor, Planning, Librarian, CoF, Director, IT and the Registrar will enter the Auditorium.
11.00 A.M.	With the permission of the Chancellor, the Vice-Chancellor will declare the <b>Convocation open</b>
11.05 A.M.	Welcome Address by the Vice Chancellor (including a brief progress report)
11.20 A.M.	Presentation of recipients of Diplomas/ Degrees by the respective Deans of Schools
	<b>Award of the Degrees by the Chancellor</b>
11.50 A.M.	The Registrar requests the Chancellor for conferment of Diploma/ Degrees "in <i>absentia</i> "
	Conferment of Degrees " <i>in absentia</i> " by the Chancellor
11.55 A.M.	Address by the Chancellor
12.10 P.M.	Introduction of Chief Guest by the Vice-Chancellor requesting him to deliver the convocation address
12.15 P.M.	Convocation Address by the Chief Guest
12.45 P.M.	Vice Chancellor reads out the Oath to be taken by all graduates
12.50 P.M.	The Vice-Chancellor with the permission of the Chancellor will declare the <b>Convocation Closed</b> and make announcement for the <b>National Anthem</b>
12.55 P.M.	After the Convocation, Vice-Chancellor, Members of the Procession will join the Chancellor and the Chief Guest for a group photograph in front of the Auditorium.
	After the group photograph, the Chancellor & the Chief Guest along with the Vice-Chancellor and his team members will join the procession members for refreshments in the area situated outside the Auditorium



**Ambedkar University, Delhi**  
**1<sup>st</sup> Annual Convocation**  
**2<sup>nd</sup> November 2012, 11.00 A.M.**  
**MINUTE TO MINUTE PROGRAMME**

10.20 A.M.	Assembly of members of procession outside the Auditorium, Kashmere Gate for robing
10.45 A.M.	The Chancellor and the Chief Guest will be received by the Vice Chancellor, Dean (Academic Services), Dean (Student Services), and the Registrar
10.50 A.M.	The Chancellor and the Chief Guest will be led to the robing area outside the Auditorium to put on the stole and will be introduced to the procession members by the Vice Chancellor
10.55 A.M.	The Procession (led by the Registrar) consisting of the Chancellor, Chief Guest, Vice Chancellor, Members of the Court, Members of BoM, Members of Academic Council, Members of Finance Committee, Dean, Academic Services, Dean, Student Services, Deans of Schools, Advisor, Planning, Librarian, CoF, Director, IT and the Registrar will enter the Auditorium.
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	After the group photograph, the Chancellor & the Chief Guest along with the Vice-Chancellor and his team members will join the procession members for refreshments in the area situated outside the Auditorium



**Ambedkar University, Delhi**  
**1<sup>st</sup> Annual Convocation**  
**Auditorium, Kashmere Gate campus**  
**2<sup>nd</sup> November 2012, 11.00 am – 1.00 pm**  
**(Detailed Proceedings)**

Vice Chancellor	"Sir, do I have your permission to declare the Convocation Open?"
Chancellor	"YES"
Vice Chancellor	"With the permission of the Chancellor, I declare the 1 <sup>st</sup> Annual Convocation Open"
Vice Chancellor	"On behalf of Ambedkar University, Delhi, I extend a warm welcome to the Chancellor to preside over the Convocation; and to Professor Andre Beteille to deliver the 1 <sup>st</sup> Convocation Address"
Vice Chancellor	Present a brief progress report on AUD
Registrar To the Chancellor	"Sir, I request the Deans of the Schools to present to you the graduands of the respective programmes of their Schools whose names are given in the list and who have been assessed and found qualified for the Degree of PG Diploma and Master of Arts, to which, I request, they may be admitted.
Dean, SDSTo the Graduands	"I request the graduands of PG Diploma and those of Master of Arts in Development Studies from the School of Development Studies to rise and keep standing"



<b>Dean, SDS To the Chancellor</b>	<b>“Sir, I present to you the graduands of PG Diploma in Development Studies and those of Master of Arts in Development Studies, whose names are given in the list and who have been assessed and found qualified for the degree, to which, I request, they may be admitted.”</b>
<b>Chancellor</b>	<b>“By virtue of the authority vested in me as Chancellor of this University, I admit the students who have been assessed and found qualified for the award of PG Diploma, and those for Master of Arts in Development Studies.”</b>
<b>Dean, SHE To the Graduands</b>	<b>“I request the graduands of PG Diploma and those of Master of Arts in Environment &amp; Development from the School of Human Ecology to rise and keep standing”</b>
<b>Dean, SHE To the Chancellor</b>	<b>“Sir, I present to you the graduands of PG Diploma and those of Master of Arts in Environment &amp; Development, whose names are given in the list and who have been assessed and found qualified for these degrees, to which, I request, they may be admitted.”</b>
<b>Chancellor</b>	<b>“By virtue of the authority vested in me as Chancellor of this University, I admit the students who have been assessed and found qualified for the award of PG Diploma, and those for Master of Arts in Environment Development.”</b>
<b>Dean, SHS To the Graduands</b>	<b>“I request the graduands of Master of Arts in Psychology (Psychosocial Clinical Studies) and those of Gender Studies, from the School of Human Studies to rise and keep standing”</b>
<b>Dean, SHS To</b>	<b>“Sir, I present to you the graduands of Master of Arts in</b>





the Chancellor	Psychology (Psychosocial Clinical Studies) and those in Gender Studies, whose names are given in the list and who have been assessed and found qualified for these degrees, to which, I request, they may be admitted.”
Chancellor	“By virtue of the authority vested in me as Chancellor of this University, I admit the students who have been assessed and found qualified for the award of Master of Arts in Psychology (Psychosocial Clinical Studies) and those in Gender Studies.”
Registrar To the Chancellor	“Sir, I request that the graduands, whose names are given in the list and who have been assessed and found qualified for the award of various degrees/ diplomas of this University may be admitted to the respective degree/diploma in absentia.”
Chancellor	“By virtue of the authority vested in me as Chancellor of this University, I admit the students who have been assessed and found qualified for the award of various diplomas/ degrees in absentia.”
Chancellor	Address the gathering
Vice Chancellor To the Chancellor	Sir, with your permission, I wish to introduce the Chief Guest
Vice Chancellor to the Chief Guest	“Sir, I request you to deliver the Convocation Address.”
Chief Guest	Delivers the Convocation Address



<b>Vice Chancellor To the Chancellor</b>	<p>Sir, with your permission, I wish to request the Graduates to repeat after me the oath pledging their allegiance to the degree conferred on them.</p> <p>“Conscious of the responsibility my education vests in me, I promise, always and ever, In thought and in deed, To strive for justice, equality and the pursuit of truth, And for the well-being of the planet and fellow human beings, With courage and compassion.”</p>
<b>Vice Chancellor to the Chancellor</b>	<p>“Sir, may I have your permission to declare the Convocation Closed?”</p>
<b>Chancellor</b>	<p>“YES”</p>
<b>Vice Chancellor</b>	<p>“I request the Chancellor, the Chief Guest, Guests, the University community and the graduates to stand up for the National Anthem.”</p>



Amended version of the Oath to be taken by all Graduates at the  
Convocation approved by the Academic Council

“Conscious of the responsibility my education vests in me,  
I promise, always and ever,  
in thought and in deed,  
with courage and compassion,  
to strive for justice, equality and the pursuit of truth,  
and for the well-being of the planet,  
my fellow human beings and all things living”.

Order of Procession

1. Registrar

2. Deans of School (Double file)

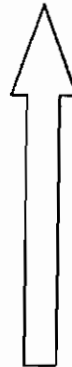
3. Members of the A.C.

4. Members of BOM

5. Members of the Court

6. VC & PVC

7. Chancellor & Chief Guest



APPENDIX - VI

**Assessment System**



MINUTES

September 29, 2012

The Vice Chancellor, through email dated 15<sup>th</sup> September 2012, constituted a committee to examine the AUD Assessment System and suggest modifications, if any, before it will be taken to the next meeting of the Academic Council. After a round of discussions through email between the members of the committee, a meeting of the committee was held at 11.30 am on Friday 28<sup>th</sup> September 2012 in the Vice Chancellor's committee room at Kashmere Gate. The following members were present:

1. Professor Geetha Venkataraman
2. Professor Denys Leighton
3. Professor Kuriakose Mamkoottam

Professor Vijaya Varma could not attend the meeting as he was away; but shared his views through email. Professor Salil Misra could not attend the meeting as he was on leave.

The committee deliberated on the various aspects of the Grading System, including:

- a) The process of awarding the grade, based on the grade descriptors, to each assessment submitted by the student;
- b) calculating the grade point for a course at the end of each semester by taking a weighted average of all the assessments;
- c) the process of converting the average grade point for each course into a letter grade for the course; and finally
- d) Calculating the weighted average of all courses and awarding the GPA, which is then converted into an equivalent letter grade was also examined.

The committee also discussed the existing equivalent grade points corresponding to the letter grades and the possible conversion of them into percentages and Class/ Division system of assessment that are prevalent in many educational institutions. The committee is of the view that the existing dual minimum requirement of C+ for passing a course and an aggregate grade of B- for passing the programme could be amended to C+ for both passing the course and the programme.

The committee is also of the view that AUD does not award a Class or a Division. However, if an external agency desires to convert the GPA of AUD graduates to percentage, it can be done by multiplying the GPA by 10. For example, a letter grade of B is within the range 5.5 to 6.4 and therefore a GPA of 5.5 could be interpreted as 55% and that of 5.6 will 56% and so on, which thereby can differentiate between different GPA of the same letter Grade.

The committee agreed that the existing Assessment System with the above modifications could be presented to the Academic Council for its approval.

However, the committee is of the view that there is a need to analyse the practices of assessment and awarding grades to students in different programmes followed so far to ensure that assessments are based on a commonly understood process reflecting, to the extent possible, the performance of the students. The committee had a cursory examination of GPA's (of students in SUS) and discovered that students with GPA of higher than 6.0 (B) was less than 25% of the total number of students, thereby ensuring that that SUS was not contributing to grade inflation. It is recommended that studies of grade frequency and distribution could be done for all Schools/programmes on an annual basis and teachers could be accordingly advised from time to time about grading practices and standards.

Geetha Venkataraman

Geetha Venkataraman

Denys Leighton

Vijaya Varma

Kuriakose Mamkoottam

(SALIL MISRA)

APPENDIX - VII

The scheme of Fee Waiver and Scholarship



20 November 2012

### Minutes of the Scholarship Review Committee Meeting

A meeting of the Scholarship Review Committee was held at 2.30 pm on Tuesday 20 November 2012 in the committee room at KG campus. The following members were present:

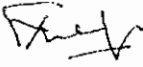
1. Professor Kuriakose Mamkoottam (Dean, S.S.)
2. Professor Chandan Mukherjee (Dean, SHE)
3. Professor Salil Misra (Dean, SLS)
4. Professor Honey Oberoi Vahali (Dean, SHS)
5. Dr. Rachana Johri (Deputy Dean, S.S.)

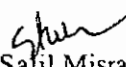
Ms. Asha Rungta, CoF, could not attend the meeting.

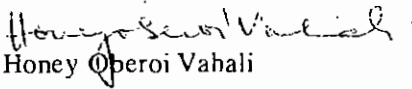
The committee examined the existing policy for awarding 10% of the fee collected in a semester as scholarships to students who have obtained at least a minimum of Grade B+. The committee also discussed the practices followed by different schools for dispersing the amount of 10% made available for awarding scholarships.

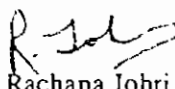
The committee observed that at present different schools follow different practices and it will be desirable to have a common policy based on which scholarships are awarded to students in different schools. After discussion, the committee made the following recommendations:

1. Students who form the top 20% of the class in terms of the grades secured by them in a given semester may be awarded an amount of Rs.8000/- each as scholarship out of the 10% of fees collected made available for the purpose, provided the student secures a minimum grade of B+. This will be called the '*Outstanding Performance Scholarship*'
2. In addition, students who have made significant improvement at least by 2 grade points in a given semester compared to the previous may be awarded scholarships of an amount of Rs.8000/- each as a sign of recognizing their improved efforts. This will be named as '*Outstanding Progress Scholarship*'
3. The unutilized amount, if any left after awarding scholarships mentioned in points 1 & 2 above, will be transferred to the 'Student Welfare Fund' of the University.

  
Chandan Mukherjee

  
Salil Misra

  
Honey Oberoi Vahali

  
Rachana Johri

  
Kuriakose Mamkoottam





July 20, 2012

## MINUTES

A meeting of the committee constituted by the Vice Chancellor to recommend a comprehensive policy to integrate AUD policies of Fee Waiver, Scholarships and a Student Welfare Fund met at 11.30 am on Friday July 20, 2012 at KG campus. The following members were present:

1. Professor Honey Oberoi Vahali
2. Ms. Asha Rungta
3. Professor Kuriakose Mamkootam
4. Professor Shyam Menon (Special Invitee)

The policy of partial or full fee waiver that exists in AUD is based on its philosophy that "no deserving prospective student, as far as possible, shall be denied the opportunity of studying at AUD just because of his/ her ability to pay fees". To achieve this objective AUD returns to needy students 15% of the actual fee collected as Fee waiver. Another 10 % of the actual fee collected is used to award Scholarships to meritorious students. In other words, a total of 25% of the actual fee collected by AUD is being used as Fee waiver and Scholarships. In addition, there is a proposal to create a Student Welfare Fund within AUD.

### Fee Waiver

The committee discussed the existing policy and re-affirmed that AUD shall continue to return to needy students 15% of the actual fee collected as Fee waivers. However, in partial modification to the earlier scheme it was agreed that award of fee waivers should be recommended by the Schools on the basis of a comprehensive view of such applicants and the rationale for the grant of fee waivers should be recorded and submitted to the Central Fee Waiver Committee chaired by the Dean, Student Services. The committee also proposed that the income eligibility of parents may be raised from the current two lakh per annum to four lakh per annum to be considered for fee waiver. The committee reiterated that only students who are actively engaged in studies with regular attendance should be given fee waivers, and their progress should be reviewed every semester and the annual income status of the parents should be reviewed annually.

### Scholarships

As of today, each school has been awarding scholarships to students using 10% of the actual amount of fee collected from students. The committee expressed the view that some common policies should be evolved based on which each school/ programme will decide the modalities of choosing the awardees, the amount etc. which can be applied uniformly across schools and programmes of AUD. It was proposed that a meeting of all the Deans may be convened to share and understand the process of awarding scholarships in each school.

### Student Welfare Fund:


The committee deliberated in detail on the purpose of creating a 'Student Welfare Fund', source of financing this Fund and also the modalities of operationalizing the Fund.

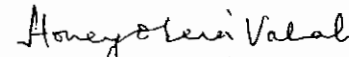



**Purpose:** The committee agreed that there is a need to create a '*student welfare fund*' within AUD benefits of which should be used for meeting the welfare needs of needy students, such as emergent medical assistance, purchase of books & study material, meeting the boarding & lodging expenses equivalent to the amount that is required to avail of AUD hostel facilities, and any other comparable needs of the student.

**Source of fund:** The committee proposes that an additional head called '*student welfare fund*' may be created in the fees and an amount of Rs.500/- per semester may be collected from all students. It was also proposed that an amount equal to that collected from students shall be contributed by the University to the student welfare fund.

**Operational Modalities:** It is proposed that the **Student Welfare Fund** shall be managed by a committee consisting of Dean, Student Services, Controller of Finance, one Dean, one Non-professor (member of teaching) faculty and a student representative.

  
Asha Rungta  
(Controller of Finance)

  
Honey Oberoi Vahali  
(Professor)

  
Kuriakose Mamkoottam  
Dean, S.S.

APPENDIX - VIII

The MoU signed between the Ambedkar  
University and the University of Hawai'i at  
Manoa on Undergraduate Exchange Programme



UNIVERSITY  
of HAWAII  
MĀNOA

Study Abroad Center

November 14, 2012

Registrar Asha R. Rungta  
Ambedkar University, Delhi  
Lothian Road  
Kashmere Gate  
Delhi-110006  
India

Dear Registrar Rungta:

Attached is one original set of the fully executed Agreement between Ambedkar University, Delhi and the University of Hawai'i. I am delighted that we have a formal agreement.

Indeed, here at the University of Hawai'i at Mānoa we are looking forward to a long and fruitful partnership with Ambedkar.

Sincerely,

*Sarita Rai*

Sarita Rai, Ph.D.  
Director

1890 East-West Road, Moore Hall, Room 115  
Honolulu, Hawai'i 96822  
Telephone: (808) 956-5143 Fax: (808) 956-9319  
Email: [uhmsac@hawaii.edu](mailto:uhmsac@hawaii.edu) Website: [www.studyabroad.org](http://www.studyabroad.org)  
An Equal Opportunity/Affirmative Action Institution

**AGREEMENT BETWEEN  
AMBEDKAR UNIVERSITY DELHI  
AND  
THE UNIVERSITY OF HAWAII**

This AGREEMENT is made and entered by and between the University of Hawaii, whose address is 2530 Dole Street, SAK D-200, Honolulu, Hawaii 96822, and Bharat Ratna Dr. B. R. Ambedkar University Delhi, hereinafter referred to as "AUD" whose address is Lothian Road, Kashmere Gate, Delhi 110006, INDIA. Tel: +91-11-23863740/43; Fax: +91-11-23863742; Website url: [www.aud.ac.in](http://www.aud.ac.in).

WITNESSETH:

Programmatic functions for this AGREEMENT will be carried out by the University of Hawaii, Mānoa Study Abroad Center, hereinafter designated as "UHM SAC". UHM SAC's address is Moore Hall Room 115, 1890 East-West Road, Honolulu 96822. [www.studyabroad.org](http://www.studyabroad.org). Phone number +808-956-6958, fax number +808-956-9319.

WHEREAS, the parties hereto believe that the educational process at their respective institutions would be enhanced by cooperation in an academic program in Delhi, India, and

WHEREAS, the UHM SAC programs are developed in response to, and to fulfill UHM undergraduate degree requirements to be offered at an appropriate partner university overseas, and

WHEREAS, the UHM SAC programs provide a forum for UHM tenured or tenure-line faculty to develop courses, teach, and conduct research abroad, and

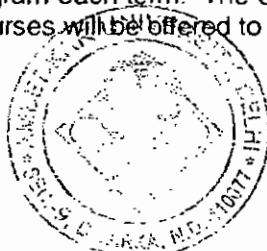
WHEREAS, UHM SAC will offer a University based Study Abroad Partnership Program with AUD, and

WHEREAS, both parties recognize that AUD currently does not have the infrastructure for student and faculty support services, and

THEREFORE, UHM SAC will retain the services of the Center for Cultures, Technologies and the Environment, Gurgaon, Haryana, India, hereinafter referred as CTE to coordinate on-site activities such as on-site orientation, student support services, housing for both UHM SAC faculty and students, and program related excursions for the fall and spring terms of each academic year, and

WHEREAS CTE will interface with AUD on behalf of UHM SAC in student and faculty related academic matters pertaining to courses, transcripts, time-tables, registration, and any other matter to ease both the UHM Faculty and UHM students into the academic life of AUD, and

WHEREAS, UHM SAC and AUD agree that UHM SAC shall appoint a member of its faculty to teach students in the program each term. The UHM SAC faculty will teach a minimum of two UHM SAC courses. The courses will be offered to all qualified AUD students. In addition,



Registered  
Chartered Accountant  
Ambedkar University, Delhi  
Lothian Road - Kashmere Gate  
Delhi-110006  
Website: [www.aud.ac.in](http://www.aud.ac.in)

if necessary the faculty member may liaison among UHM SAC, AUD and CCTE on matters pertaining to University of Hawai'i at Mānoa academic and student related study abroad issues as necessary and if applicable.

NOW THEREFORE, UHM SAC and AUD hereinafter agree to offer its inaugural Fall 2013 Semester at AUD and hereinafter agree as follows:

### ARTICLE 1 ACADEMIC COMPONENT

1. UHM is the sponsoring Institution that offers an overseas study program in partnership with AUD in Delhi, India. UHM SAC students will study at AUD each term (Fall and Spring) who generally have a grade point average of "B" or better. Students with a lower than "B" grade point average shall also be considered. The term of each semester will be approximately 15 weeks. The corresponding academic terms of AUD are Monsoon Semester (late July to mid December) and Winter Semester (early January to mid May).
2. The Program is open to students from any regular curriculum leading to a Baccalaureate degree. The Program is designed primarily for undergraduates, but other students, may be accepted if qualified.
3. Applicants are screened and final selections are made by the selection committee at UHM SAC. AUD has agreed that there is no minimum but a maximum number of fifteen (15) students to be admitted to the program.
4. AUD will inform UHM through CCTE a reasonable deadline for the receipt of application and student paperwork for each term.
5. Each term, UHM SAC will furnish information on the number and the names of students participating with appropriate paperwork to AUD through CCTE. AUD in turn will ensure that all appropriate paperwork needed from the participants are provided to UHM SAC.

### ARTICLE 2 INSTRUCTION

1. AUD will provide a list of course offerings and schedules. AUD will pre-register UHM SAC students in their requested classes, prior to their arrival in Delhi.
2. UHM SAC students participating in the program may take a maximum of five (5) courses in any field offered at AUD provided that the UHM SAC students meet the existing course pre-requisites (if applicable). It is noted that most undergraduate courses at AUD are of 4 credits per semester: reflecting 4-6 instructional hours/week over a teaching semester of 14 or 15 weeks.
3. UHM SAC students in the program will select at least one course offered by the accompanying UHM SAC Faculty Resident Director (from a total of two courses).




*[Handwritten Signature]*  
Faculty Resident Director  
UHM SAC  
Delhi, India  
Web: www.uhm.edu

4. UHM SAC students will be strongly encouraged to take at least one course in Hindi as a second language . If such a class is not offered at AUD, UHM SAC will collaborate in designing such a course with AUD faculty.
5. UHM SAC and AUD agree that each 4-credit AUD course entails 50-60 instructional hours per semester . AUD will provide University level instruction, academic oversight of its course offerings and hire qualified faculty according to Indian standards of University instruction.
6. UHM SAC will ensure that UHM SAC students receive University of Hawaii, Mānoa resident credits for every course completed at AUD provided that the courses have equivalent courses at University of Hawaii, Mānoa. Further, as is customary, the grades received for completed course work at AUD will be part of the cumulative grade point average (GPA) of the student's University of Hawaii, Mānoa transcript.
7. AUD will furnish sealed, official transcripts to UHM SAC directly or through CCTE within thirty (30) days of the end of each term.
8. UHM SAC students are not allowed to take courses for Credit/No Credit or Pass/Fail basis on study abroad programs. Every course must be taken for a letter grade or numeric scores.

**ARTICLE 3  
STUDENT SUPPORT SERVICES**

1. UHM SAC students will have access to all cultural activities sponsored by AUD including access to all facilities at AUD such as libraries, computers, etc.
2. AUD will ensure that UHM SAC students are able to seek the help of an AUD faculty who may be able to assist them with academic issues during their term at AUD.
3. AUD will provide all UHM SAC students an orientation that will consist of general information the school and program; AUD registration rules; attendance and conduct policies, and Hindi language placement test. The orientation will enable participants to ease into the academic life at AUD and its environment.
5. AUD will make reasonable effort to provide a safe and secure learning environment for all students during the program period.
6. In case of an emergency and/or crisis, AUD, CCTE and UHM SAC will make reasonable efforts given the circumstances to ensure students' health and safety needs are met and that the emergency evacuation plans are in place and updated.
7. UHM SAC students will be enrolled in the Study Abroad Medical Insurance and Evacuation plan.
8. AUD will provide the necessary documents to secure a student visa to study in India.

3

  
Delhi 110011  
Website : [www.aud.ac.in](http://www.aud.ac.in)

**ARTICLE 4  
STUDENT HOUSING**

1. Accommodations and meals for the UHM SAC Students in the program will be arranged by CCTE.

**ARTICLE 5  
STUDENT CONDUCT CODE**

1. UHM SAC students will abide by AUD academic conduct and disciplinary codes and University of Hawaii, Mānoa academic and student conduct codes and policies. The "Student Conduct Code University of Hawai'i at Mānoa" and the AUD Student Conduct Code will be provided to each UHM SAC student.
2. If a UHM SAC student is found to be unable to complete the academic program or behaves in a way that is detrimental to fellow students and/or AUD staff and professors, AUD, CCTE, and UHMSAC after due process, reserve the right to modify the student's program and/or dismiss the student from the program.
3. UHM SAC students attending the AUD program have the rights and remedies under AUD regarding student conduct, judicial process as outlined in AUD student handbooks or catalogs in addition and in conjunction with to the extent practicable any student conduct, judicial process, hearing procedures and other rules and regulations of University of Hawaii, Mānoa.

**ARTICLE 6  
COST OF ATTENDANCE, RELATED CHARGES  
AND  
REFUND POLICY**

1. A reasonable cost of attendance will be provided by AUD to UHM SAC. If there is a need to re-negotiate costs, it will be completed by October 1 for the next academic year. UHM SAC will take full responsibility to collect the total cost from each UHM SAC student participant and pay AUD directly or through CCTE in full on their behalf.

The costs consist of:

- a) AUD foreign student full-time tuition for each semester
  - b) Any other cost related to the academic program
2. When the number of participants is finalized AUD will provide an original invoice of the cost of items listed in Article 6 items 1a –b. Upon receipt of the original invoice(s) UHM SAC will pay AUD directly on behalf of the students or through CCTE. The payment will be in the form of a bank wire transfer or a bank draft in the currency requested by AUD and it will be made within 30 days from the payment summary date.
  3. Should a UHM student withdraw from the program, refund of AUD tuition is calculated on the following basis:



*[Handwritten Signature]*  
4  
The University of Hawaii  
Office of the Registrar  
1555 East-West Road  
Honolulu, HI 96822  
Phone: (808) 957-2100  
Website: www.uh.edu



AUD Tuition.

31 days or more before the first day of class: a refund of 85 percent of the AUD fees  
30 days before the first day of class: a refund of 50 percent of the AUD fees  
start of the program: no refund will be made

**ARTICLE 7  
PUBLICITY/DOCUMENTS**

1. UHM SAC will publicize the program as its study abroad program being offered at our host institution AUD. Both parties may announce this agreement in their respective publicity materials both in print and on their websites.
2. AUD will provide UHM SAC their Course Catalogs, Schedule of Classes, On-Site Orientation Dates and Activities, and the Program Dates each year by October 1 for the following academic year.
3. AUD will provide UHM SAC with all documents that will enable UHM SAC students to apply for an Indian student visa in the United States.

**ARTICLE 8  
FACULTY APPOINTMENT BY UHM**

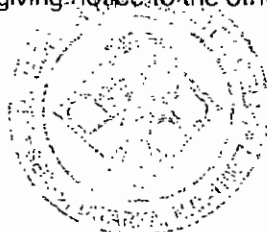
1. This AGREEMENT includes the appointment of a University of Hawaii; Mānoa Resident Faculty Director each term by UHM SAC. AUD agrees to provide the following:
  - a) Appoint the UHM faculty as a visiting faculty at AUD and provide a faculty office space
  - b) Use of office equipment such as telephones, faxes, computer, printer, and E-mail.
  - c) Access to all pertinent services and facilities provided by AUD in regard to teaching and the delivery of courses.
  - d) Time-table for teaching the two courses.
  - e) All documents that will enable the UHM SAC faculty to apply for the appropriate Indian visa in the United States.

**ARTICLE 9  
SELF INSURANCE**

1. AUD and UHM SAC represents and warrants that each will maintain its own program of insurance or self-insurance at levels sufficient to satisfy its obligations herein.

**ARTICLE 10  
PERIOD OF THE AGREEMENT AND NOTIFICATION**

1. It is understood that this AGREEMENT shall continue with the understanding that it may be terminated by either party giving notice to the other party in writing for the following



A handwritten signature in black ink, appearing to be "W. S. ...", is written over a circular stamp.

5

W. S. ...

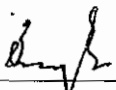
year. Any amendments to this AGREEMENT shall be made cooperatively between the two parties and in writing no later than October 1 for the following year.

Each communication to be made in connection with this Agreement shall be to one of the following addresses:

University of Hawaii, Manoa Study Abroad Center  
Sarita Rai, Director  
Moore 115-1890 East-West Road – Honolulu, Hawaii 96822 – USA  
Tel.: 808 956 5143/6958/4738  
Fax.: 808 956 9319  
E-mail: sarita @hawaii.edu

Ambedkar University, Delhi  
Shyam B. Menon  
Vice Chancellor  
Lothian Road – Kashmere Gate – Delhi – 110006 – India  
Tel.: +91-11-23863740/43  
Fax: +91-11-23863742  
E-mail: smenon@aud.a.in

Signed for and on behalf of  
Ambedkar University, Delhi

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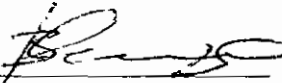
Date: 8-11-12

Name: Ms. Asha R. Rungta

Title: Registrar of the University

Registrar  
Shanti Prasad, Ph. D., F.R.  
Ambedkar University, Delhi  
Lothian Road, Kashmere Gate  
Delhi, India  
Website: www.aud.ac.in

Signed for and on behalf of  
The University of Hawaii

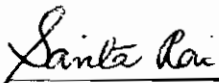
) 

Date: NOV 14 2012

Name: Brian Taylor

Title: Interim VC for Research & Graduate Education

Endorsed by:

) 

Date: 11-13-12

Name: Sarita Rai

Title: Director, University of Hawaii, Manoa  
Study abroad Centre



APPENDIX - IX

**Academic Programme on the following**

**MA in Development Studies offered b y SDS**

**MA in Environment and Development offered by SHE**

**Ambedkar University, Delhi (AUD)**  
**Standing Committee of the Academic Council (Academic Programmes)**  
**(SCAP)**

**Minutes of the Meeting held on 4 October 2012**

**Agenda Items**

- Discussion on the masters programmes offered by the School of Human Ecology (SHE).
- Discussion on the masters programme offered by the School of Development Studies (SDS)

**Members present:**

Kuriakose Mamkootam (Dean, SBPPSE)

Chandan Mukherjee (Dean, SDS and SHE)

Asmita Kabra (SHE)

Suresh Babu (SHE)

Praveen Singh (SHE)

Ghazala Shahabuddin (SHE)

Rohit Negi (SHE)

Hemlata Devi Oinam (SHE)

Subrata Mandal (SDS)

Aruna Kumar Monditoka (SDS)

Ivy Dhar (SDS)

Anirban Sengupta (SDS)

Salil Misra (Dean, SLS, Convenor, SCAP)

A meeting of the SCAP was held on 4 October 2012 at 10.30 AM at the Dwarka campus of AUD. The meeting was presided by Prof. Kuriakose Mamkootam. As per the agenda item, the meeting discussed the masters programmes in Development Studies and in Human Ecology. The structure of the masters in Human Environment was presented by Dr. Asmita Kabra.

Dr Kabra began by outlining the proceedings of the meeting of the SHE Board of Studies. The minutes of this meeting were shared, and Dr Kabra explained to the members the action taken by SHE on various suggestions made by the members of the Board of Studies. Specifically, the following action points were shared:


- Based on the BOS recommendations, the number of core course has been reduced to only 8 (worth 32 credits) and the rest of the credits are to be obtained from field practicum, dissertation and elective courses.
- The elective courses have been designed to offer broad specializations to students in areas like environmental management and political ecology.
- Apart from 2 and 4 credit electives, SHE is also proposing to offer special courses in seminar/workshop mode through guest and visiting faculty who can bring special areas of expertise to the students.

Following the presentation, the structure of the programme was discussed among the members and some minor suggestions were made pertaining to the format of the handbook. The Committee passed the programme and recommended it be placed at the next meeting of the Academic Council.

The structure of the masters in Development Studies was taken up next and it was presented by Dr. Anirban Sengupta. He explained the basic nature of the programme and the major thrust areas. The general discussion went along the following lines:

- The Committee considered the programme document which detailed the curriculum, its structure, course outlines, credit distribution and the assessment process. The recommendations of the Board of Studies, which met in October 2011, were also considered along with the programme document.
- It was suggested that all the modifications in respect of the courses and credit redistribution which were made as a follow up of the recommendations of the Board of Studies, and being delivered at present, be included in the programme document.
- The School was currently discussing the possibility of identifying and introducing specialisation streams in selected areas in Development Studies. This was being considered along with the scope for increasing the number of elective courses by reducing the same of compulsory courses. The latter was recommended by the Board of Studies. There was a plan to review the high credit allocation for the dissertation as well as the assessment process of the internship. The meeting of the Board of Studies was tentatively scheduled to be held towards the end of January 2013 when the revised programme would be presented for discussion.

After these suggestions for the future, the Committee passed the programme and recommended it be placed at the next meeting of the Academic Council.

  
Salil Misra  
(Convenor. SCAP)

**Ambedkar University, Delhi**

**Proposal for Launch of an Academic Programme  
(To be approved by the Board of Studies and the Academic Council)**

**1. Title of the Programme:**

MA (Development Studies)

**2. Name of the School/Centre proposing the Programme:**

School of Development Studies

**3. Level of the Programme: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate**

Master's and PG Diploma

**4. Full time/Part time:**

Full time

**5. Duration of the Programme:**

MA: Two years; PG Diploma: One year

**6. Proposed date/session for launch:**

August 2009

**7. Particulars of the Programme Team (Coordinator, Members):**

The programme team includes 7 full-time faculty members out of which a professor is Dean and a senior faculty member has been appointed as Programme Coordinator.

Chandan Mukherjee: Professor and Dean

Sumangala Damodaran: Associate Professor (Programme Coordinator)

Subrata Mandal: Associate Professor

Anirban Sengupta: Assistant Professor

Aruna Kumar Monditoka: Assistant Professor

Ivy Dhar: Assistant Professor

Preeti Mann: Assistant Professor

**8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):**

This two year MA programme in Development Studies attempts to equip students with the ability to address the challenges of development and public policy as they affect developing societies. It includes twelve taught courses - 11 core courses of 4 credits each and 6 elective courses of 2 credits each. The programme also includes research course work, research practicum, workshops, seminars, and field based activities.

This inter-disciplinary programme is based on the foundations provided by the disciplines of Sociology, Political Science and Economics and is taught and guided by faculty from a whole range of disciplines and specializations in the social sciences. This programme introduces students to the rich theoretical foundations of the debates on development and will be based on experiences from across developing countries, especially India. It is structured around a learning of development theory, an understanding of growth and development, and broad debates on the structures of political and economic arrangements epitomized by states, markets and society. It attempts to take students through theoretical foundations underpinning the social sciences, develop an understanding of the debates and strategies around different sectors of economy, society and polity and sensitise students to issues of discrimination and marginalization in developing societies. An introduction to Indian development will provide students grounding in the realpolitik of policy formulation. The practical issues of policy making will be debated with reference to institutions and public policy processes which will be complemented by a core course on the important issue of environment, resources, and development. Discrimination and marginalization emerging out of gender, class, caste, and religion and the way they affect the majority in developing societies will be underlined in each of the courses. In addition, a wide range of electives will cater to individual interest and specialized learning.

Most of the required expertise is available within the School with different faculty specializing in the different knowledge areas that are necessary for Development Studies, such as economics, political science, statistics, sociology and anthropology. The source material is being pooled by the various appointed faculty and a library stock of the textbooks and other teaching material has been built up to serve academic needs of the students. Where books are not available within the AUD library, photocopied copies of chapters, papers and reports can be made available to the students.

The programme is open to students with a Bachelor's degree in any subject from any accredited academic institution. It is expected that graduates from this programme will be equipped to work in development organizations, government agencies, academia, private corporations, non-governmental organizations, consultancy firms, civil society initiatives, as well as the media. In

order to continuously bring in the best in the discipline, the course committee will establish mechanisms by which a feedback on the curriculum will be provided by experts in this field.

**9. Programme Objectives:**

The aim of the two year (four-semester) M.A. programme in Development Studies is to foster interdisciplinary research and learning in the area and attempts to equip students with the ability to address the challenges of development and public policy as they affect developing societies. The programme provides students with a broad-based perspective based on an informed understanding of the social sciences relevant to developmental issues. It is designed as an interdisciplinary programme that will give a rigorous understanding of the academic debates in development studies as well as those emerging from the world of practice.

**10. Structure of the Programme:**

1. Total No. of credits: 64
2. Total No. of courses: Variable (as electives can be 2 or 4 credits)
3. Compulsory Courses: 11 (Total Credits 58)
4. Optional/Elective Courses: 2 or 4 credits (Total Credits 6)
5. Internship: 2 (Total Credits 2)
6. Dissertation (including dissertation workshop course): (Total Credits 12)

**Programme Structure**

	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core	1. Introduction to Theoretical Perspectives (4) 2. Conceptualising Developing Societies (4) 3. Development Studies: Historical Context and Recent Trends (4)	5. Equality, Discrimination, Marginalisation, and Development (4) 6. Environment, Natural Resources, and Development (4) 7. Indian Development: Thoughts, Debates and	-	9. Agrarian Change and Rural Development (4) 10. Industrialisation, Urbanisation, and Development (4) 11. Institutions and Public Policy Process (4)	



		Experiences (4)			
Elective					13. Elective 1 (2) 14. Elective 2 (2) 15. Elective 3 (2)
Research Skills	4. Research Methods I (4)	8. Research Methods II(4)		12. Dissertation Writing Workshop (2)	
Field-based Research Practicum			Internship (2)	Dissertation (10)	

### 11. List of Courses

S. No.	Title of the course	Type / Nature of course:	No. of Credits
1.	Introduction to Theoretical Perspectives	Core	4
2.	Conceptualising Developing Societies	Core	4
3.	Development Studies – Historical Context and Recent Trends	Core	4
4.	Introduction to Research Methodology and Basic Research Skills: Research Methods 1	Core	4
5.	Equality, Discrimination, Marginalisation and Development	Core	4
6.	Environment, Natural resources and Development	Core	4
7.	Indian Development	Core	4
8.	Research Methods 2	Core	4
9.	Agriculture and Rural Development	Core	4
10.	Industrialisation, Urbanisation and Development	Core	4
11.	Institutions and Public Policy Process	Core	4
12.	Peace, Conflict, and Development	Elective	4
13.	Labour Movements, Social Movements, and Development	Elective	2
14.	Enterprise and Society	Elective	2
15.	Gender, Work, and Development	Elective	2

16.	Feminist Movements in South Asia	Elective	2
17.	Gender and Space	Elective	2
18.	Poverty and Sustainable Livelihoods (from SHE)	Elective	2
19.	Displacement, Resettlement and Rehabilitation (from SHE)	Elective	2
20	International Trade and Political Economy of Development	Elective	4
21	Development Economics	Elective	4

\*: School of Development Studies course which is open to students of the School of Human Ecology as an elective

**12. Please list the courses which are common with other programmes/schools.**

S. No.	Title of the course	Type / Nature of course:	No. of Credits
<b>Courses held at SDS which are open to SHE students</b>			
1.	Agriculture and Rural Development	Elective	4
2.	Industrialisation, Urbanisation and Development	Elective	4
3.	Public Policy in India	Elective	4
4.	Peace, Conflict and Development	Elective	2
5.	Gender, Work and Development	Elective	2
6.	Labor Movements, Social Movements and Development	Elective	2
7.	Enterprise and Society	Elective	2
8.	Feminist Movements in South Asia	Elective	2
9.	Gender and Space	Elective	2
10	International Trade and Political Economy of Development,	Elective	2
11	Development Economics	Elective	4
<b>Courses held at SHE which are open to SDS students</b>			
1.	Urban Development and Environment	Elective	4
2	Environmental Impact Assessment	Elective	4
3.	Displacement, Resettlement and Rehabilitation	Elective	4
4.	Quantitative Methods and Data Analysis	Elective	4
5.	Biodiversity and Conservation in the Developing World	Elective	2
6.	Geographic Information Systems I	Elective	2
7.	Geographic Information Systems II	Elective	2
8.	Restoration Ecology I	Elective	2
9.	Restoration Ecology II	Elective	2
10.	Adaptation to Climate Change	Elective	2

11.	Public Health	Elective	2
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**13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:**

Please see attachments (course outlines for each course)

**14. Courses for which course details have been worked out: (attach list and details)**

Details have been worked out for all courses that are currently being taught (see attached detailed course outlines)

**15. Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:**

There are no courses for which details have not been worked out

#### **16. A note on the instructional (curriculum transaction) design for the Programme:**

Teaching will be done through class lectures, workshops, seminars and field projects. The programme emphasizes research and analytical skills, oral and written communication, and exposure to development practice. A strong component on research methodology will comprise of courses in basic research skills, quantitative and qualitative techniques, social science research and participatory rural appraisal.

Each 16-week, 4-credit course is structured around 12 topics (or modules) that will be taught in 4 hours each week. 2-credit courses are taught in modules of 2-hours each week for 16 weeks. Study modules are a combination of lectures, student presentations and class discussion. The students are expected to read up 50-100 pages for each module. Guest faculty are frequently invited to teach to supplement the knowledge and expertise available within the School and provide exposure to the world of practice.

Faculty of School of Development Studies will be actively involved in mentoring and guiding students for internships, supervision of dissertations and, dealing with problems that students face during course work. The teaching schedule will include specified hours for student-teacher interaction outside of classroom hours including tutorials. Weaknesses in writing ability and communication among first-year students will be dealt with by giving opportunities for re-submission of assignments/papers (subject to course deadlines). In addition, several field trips will be organised that involve close interaction with and teaching of students in a non-classroom environment.

#### **17. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:**

AUD believes in the principle of 'learning by doing' and in order to achieve this students are required to undertake an internship program of 4-6 weeks at the end of the second semester. It is worth 2 credits (in the third semester) of the total 64 credit MA program. The faculty will be closely involved with the students and the partner organization both in designing the exact nature of each internship project as well as the internship assessment process. The learning of the internship will be consolidated through the subject electives that students opt for during the third and fourth semesters.

The internship will provide an opportunity to students to gain practical experience in a wide variety of organizations, including NGOs, research institutions, consultancy organizations, activist groups, corporate groups and government agencies. Occasionally, students may be able to undertake internships with individuals/scholars of achievement in the area of environment and development or even with individual faculty members.

The dissertation project (worth 12 credits), consisting of two components (a dissertation proposal writing workshop and the actual writing of the dissertation) will be undertaken during the third semester and the fourth semester, of which the last 2 months of the fourth semester will be

exclusively devoted to it under the close guidance of a faculty supervisor. The dissertation involves rigorous exploration of a research question connected to coursework and may involve field work. The aim is to develop the ability of students to independently formulate a research question, implement suitable methodology, analyse their data, interpret their results and write up a research paper, which may be publishable. The grading of the dissertation project will be carried out by a Committee comprising the supervisor and an additional faculty from within the School or other Schools of AUD.

In addition to internship and dissertation, short field projects will undertaken by students within and outside Delhi as a part of various courses.

#### **18. Assessment Design:**

Students will be evaluated on the basis of participation in class discussions and quality of presentations in the class, written tests (mid-terms or finals), quizzes, take-home assignments, field projects and term papers. The pattern of assessment may differ from course to course. According to the university rules, in a 4-credit course, no single assessment can be of greater than 40% weightage of the final grade. In a 2-credit course, no single assessment can be of weightage greater than 50% of the final grade in the course.

#### **19. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:**

#### **20. Additional Faculty Requirement:**

- a. Full time: -At least one professor, one associate professor and two assistant professors
- b. Visiting/Part time/Adjunct/Guest Faculty etc.: Guest faculty are required to cover some of the courses for which no expertise is available within the existing faculty or in cases where the concerned person's eminence and experience is valuable and the necessity to impart it to the students is felt.

#### **21. Eligibility for admission:**

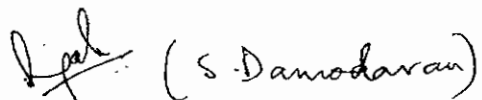
Candidates with a Bachelor's degree in any subject from a recognised university with a minimum of 45% marks (or an equivalent grade) are eligible for admission. There is a relaxation of 5% marks for candidates belonging to SC, ST and Physically Handicapped (PH) categories.

22. **Mode of selection (Entrance test, Interview, Cut off of marks etc.):**

Selection of candidates for the MA programme will be through an admission test (75%) and personal interview. Candidates will be examined on their general awareness of developmental issues, quantitative/analytical skills and on their ability to formulate arguments around specific topics on which material might be made available beforehand or might be distributed at the time of admission test.

23. **No. of students to be admitted:**

42 students



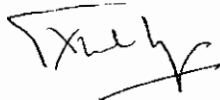
Signature of Programme Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its.....first.....meeting held on 21 October 2017.....and has been approved in the present form.



Signature of the Dean of the School

of Developmental Studies



Minutes of Board of Studies of  
SCHOOL OF DEVELOPMENT STUDIES  
held on 21 October 2011

A meeting of the Board of Studies of the School of Development Studies (SDS), Ambedkar University Delhi (AUD) was held on Friday 21 October 2011 at 2.30 pm at the AUD campus, Dwarka. The agenda of the meeting was to discuss the syllabus of the MA Development Studies Program of SDS.

The meeting was attended by the following participants.

**External to AUD Board Members**

Aditya Nigam, Fellow, Centre for Studies of Developing Society  
George Varghese, Development Alternatives

**External to SDS Board Members from AUD**

Shubhra Nagalia

**Dean, SDS**

Chandan Mukherjee

**SDS Faculty Members (Primary and Concurrent)**

Anirban Sengupta  
Aruna Kumar Monditoka  
Smita Kabra  
Subrata Mandal  
Sumangala Damodaran

**Issues Discussed**

1. Sumangala Damodaran provided a short introduction to the MA in Development Studies programme.
2. It was suggested that there is need for more elective courses in MA in Development Studies programme. It was proposed that SDS may explore the possibility of offering electives in both second and third semester.
3. It was felt that it is not necessary to offer a large number of core courses to bring students coming from different academic backgrounds to the same platform. Instead, students should be allowed to benefit out of their differences.
4. There was also a discussion as to whether 'Equality, Discrimination, Marginalization, and Development' (EDMD) course should be kept as a core or as an elective.
5. Concern was expressed over allocating something as high as 12 credits for dissertation.
6. It was observed that 'developing society' is a problematic term. Use of this phrase in the title of a course 'Conceptualizing Developing Society' may invite problem.
7. It was suggested that one must question the paradigm of economic growth-centered development. Books like 'Rethinking capitalist development' by Kalyan Sanyal must be read as a part of some first semester foundational course.



8. It was observed that the elective course titled 'Enterprise and Society' needs to establish a link between informal sector and social enterprise by using contributions made by authors like Kalyan Sanyal.
9. It was pointed out that a crucial issue like disability has not been touched by any of the existing courses. One needs to explore the possibility of offering an elective related to disability. There was also a feeling that disability can become part of a course like EDMD.
10. Looking at the elective on Geographic Information System (GIS) George Varghese offered AUD to use GIS Lab of his organization.
11. It was observed that existing course structure would have to be redrawn to bring synergy among programmes when School of Development Studies moves to Kashmere Gate campus of AUD.
12. With the suggestions above, the Board members unanimously ratified the current course structure and content of the School of Development Studies.

School of Development Studies  
Masters in Development Studies

## **Course Outlines**

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## Core Courses

### Introduction to Theoretical Perspectives

<b>Type</b>	<b>: Compulsory</b>
<b>Credits</b>	<b>: 4</b>
<b>Semester</b>	<b>: 1</b>
<b>Course Coordinator</b>	<b>: Anirban Sengupta</b>
<b>Course Staff</b>	<b>: Ivy Dhar and Anirban Sengupta</b>

## Content

How we comprehend any phenomenon depends upon the perspective from where we seek to understand them. To take the example of development, its meaning changes depending on the perspective from which it is looked at. It is also important to explore how one's view of processes, events, and causes differs depending on the lens through which one approaches them. This course will introduce students to crucial theoretical ideas that will allow them to critically reflect upon social realities which the process of development seeks to transform or upon the development process itself. The course seeks to fulfil this aim by using modernity as its central theme given that social theory, in a large way, developed around this concept. The course is divided into three units that are organized chronologically around the central theme of modernity. It begins with developments in social theory during the rise of modernity. It proceeds to transformations in social theory in response to contradictions of modernity and finally moves to theorization about the conceptual phase beyond modernity.

## Learning Objectives

The course is meant for beginners in social theory. The primary aim of this course is to enable the students to identify theoretical background of texts they read and also use diverse theoretical perspectives to analyse the social realities they experience in the field during their internship and also during their dissertation.

Upon completion of this course the students are expected to build up an ability to comprehend and apply theoretical perspectives in general and particularly develop a sound knowledge about foundations of Liberalism, Modernism, Positivism, Marxism, Post-modernism, and Subalternism. They are also expected to develop a clear understanding about political currents like Communism, Maoism and Naxalism, Nationalism and Fascism, anticolonialism, and Populism and at the same time comprehend the politics around culture and knowledge.

## Pedagogy

The course is going to involve both lecture-based and hands on learning. The idea is to organize multiple workshops as a part of each unit where students get to apply the theoretical knowledge that they learn in course of lecture and while reading the recommended texts.

## Description/Topics

## UNIT I

**Title:** Rise of Modernity and Developments in Social Thoughts

**Tutor:** Anirban Sengupta

**Teaching Hours:** 16

Philosophising about social reality began quite early. However, it is enlightenment which transformed such theorizing to a form which still has relevance in understanding contemporary social reality. Therefore, rise of modernity can be treated as a watershed in the development of social thoughts. Three broad conceptually separate but tremendously interrelated ideas developed along the rise of modernity: liberalism, modernism, and positivism. The aim of this unit is to orient the students with the foundations of these theoretical perspectives.

### **Module One:** Enlightenment and Rise of Liberalism

Liberalism is a broad umbrella under which a wide variety of thoughts have clustered. The word liberal has been interpreted differently by using diverse parameters like freedom, liberty, and justice, none of which have any unanimously accepted meaning. As a result it is pointless to make an attempt to identify anything as the core of liberalism. However, it is quite important to understand the various facets of liberalism as it still continues to be at the centre of discussion with the rise of neo-liberalism as a political and economic agenda. The aim of this module therefore is to understand various key ideas of liberalism and explore their application in diverse fields.

#### **Required Readings**

- Cooley, Aaron. 2009. Liberalism: Notes on a Concept for Educators and Educational Researchers. *Educational Research Quarterly*, 32 (4): 3-16.
- Waldron, Jeremy. 1987. Theoretical Foundations of Liberalism. *The Philosophical Quarterly*, 37(147), 127-150.

#### **Supplementary Readings**

- Gamble, Andrew. 2001. Neo-liberalism. *Capital & Class*, 25(75): 127-134.
- Neal, Patrick. 2000. Three Readings of Political Liberalism: Rawls, Maritain and Crick. *Journal of Political Ideologies*, 5(2), 225-246.

### **Module Two:** Modernity and Modernism

Development, still today, is often popularly understood as pursuit of modernity. Such an understanding, though highly debated and questioned academically, continues to dominate the 'mainstream'. In order to address this debate it is crucial to comprehend the meaning of modernity and also understand what pursuit of modernity would imply. It is in that context we need to understand modernism as a theoretical perspective. Given that multiple interpretations of modernity exist it is significantly difficult to identify key components of modernism. What this module would aim to understand is to trace the diverse facets of modernity and modernism.

#### **Required Readings**

- Calinescu, Matei. 1993. Modernity, Modernism, Modernization: Variations on Modern Themes. *Symplokē*, 1(1): 1-20.
- Porter, Jene M. 2000. The Birth of Modernity. *The Review of Politics*, 62(4), 795-808.
- Yi, Junqing and Lingmei Fan. 2006. Dimensions of Modernity and Their Contemporary Fate. *Frontiers of Philosophy in China*, 1(1): 6-21.
- Pathak, A. 2006. Modernity, Globalization, and Identity: Towards a Reflexive Quest (Chapter 1: Feasibility of Another Modernity, pp. 11-66.

### Supplementary Readings

- Taylor, Charles. 1995. Two Theories of Modernity. *The Hastings Center Report*, 25(2): 24-33.

### Module Three: Positivism and its Development

Advancements in natural science in the eighteenth century had an overarching influence on a wide variety of fields including social science particularly in terms of methodology. Positivism as a theoretical framework largely developed out of this influence. Despite its early origin Positivism continues to contribute towards methodology of studying social reality even today. This module would be an attempt to understand the historical contexts that gave rise to Positivism and to identify the foundation of this theoretical framework.

### Required Readings

- Benton, T. and Craib, I. (2001). Empiricism and Positivism in science (Chapter Two) and Some problems of Empiricism and Positivism (Chapter Three) in *Philosophy of social science: The philosophical foundations of social thought* (pp. 12-27 and 28-49). Palgrave: New York.
- Wilson, J. (1983). Positivism (Part One, Chapter Two) in *Social Theory* (pp. 11-18). Prentice-Hall: New Jersey.

## UNIT II

**Title:** Contradictions of Modernity and Theorization over Conflict

**Tutor:** Anirban Sengupta and Ivy Dhar

**Teaching Hours:** 16

This unit builds on the foundation laid by Unit I to first, discuss a theoretical framework—historical materialism or Marxism—which has had a considerable influence in the modern world, and second, analyse the political currents that have emerged and shaped societies in this period. The objective of the unit is to provide students the basic coordinates of social theory and politics that they can draw upon to accurately situate debates and perspectives on development. Historical materialism provides a distinct view of capitalism and development that must be clearly understood, while categories like populism and Maoism are of tremendous contemporary significance, given the popular meanings of and movements around development today.

### Module One: Marxism and the Contemporary World

The goal of the module is to introduce the basic tenets of historical materialism (aka Marxism). Some of the concepts to be covered include: materialism/idealism, mode of production, primitive accumulation, class, value, exploitation, alienation, and crisis. This discussion will set the terms of reference for the subsequent material, because much of the work on poststructuralism itself emerged as a response to Marxism. In addition, an understanding of historical materialism as research methodology will be developed. The second part of the module will bring this worldview to bear on the contemporary world: how can we understand globalization, new forms of labour, and financial crisis—for instance—through Marxism?

### Readings

- Collins, R. and Makowsky, M. 1993. Sociology in the underground: Karl Marx (Chapter Two). In *The discovery of society* (pp. 30-52). New York: McGraw-Hill, Inc.
- Wilson, J. 1983. Historical materialism (Chapter 11) and Historical materialism considered (Chapter 12). In *Social Theory* (pp. 176-213).
- Jayaram, N. 2008. Why read Marx now? Bengaluru: Ma-Le Prakashana.

### Module Two: Political Currents and Conflicts

There was never a time in history that had an established world order. It was thought that the freedom from colonial power and after the fall of Communism it would lead to the rise of liberal democracy and also the ideological collapse of nationalism. Debates on the resurgence of nationalism and internal decolonisation in the postcolonial third world then came to occupy a centre-stage as ethnic conflicts and fight against the liberal state continued. This module enables students to lens through Nationalism, Populism and Naxalism. The objective of this module is to enable students to critically analyze political currents that are experienced in the world around us.

### Essential Readings

- Ghia Nodia, "Nationalism and Democracy" & Comments by Francis Fukuyama and Shlomo Avineri in Larry Diamond and Marc F. Plattner ed. *Nationalism, Ethnic Conflict and Democracy* (London and Baltimore: The John Hopkins University Press, 1994); pp. 1-31
- Partha Chatterjee, "The Nation in Heterogenous Time" & "The Politics of the Governed" in *The Politics of the Governed: Reflections on Popular Politics in Most of the World* (New York: Columbia University Press, 2004); pp. 1-78
- Bela Bhatia, "The Naxalite Movement in Central Bihar" in *Economic and Political Weekly*, April 9, 2005, pp. 1536-1549

### Suggested Readings

- Michael Ignatieff, *Blood and Belonging: Journeys into the New Nationalism* (London BBC Books, 1993) & BBC Documentary Series
- Partha Chatterjee, "Whose Imagined Community?" in Gopal Balakrishnan ed. *Mapping the Nation* (London and NY: Verso, 1996, Reprinted 1999); pp. 214-225
- Arundhati Roy, 'Walking -with the Comrades', [http://www.icawpi.org/attachments/368\\_Walking-With-The-Comrades-PamphletLayout.pdf](http://www.icawpi.org/attachments/368_Walking-With-The-Comrades-PamphletLayout.pdf)

Narendra Subramanian, Populism in India in SAIS Review , Volume 27, Number 1, Winter-Spring 2007, pp. 81-91

### **UNIT III**

**Title:** Postmodernism and Subaltern Perspectives

**Tutor:** Ivy Dhar

**Teaching Hours:** 16

This unit makes a critical reflection on modernity in the postmodernism discourse. Modernity still remains as the sovereign theoretical subject of development, but the lens of looking at modernity changed from narratives of universality to fragmentation and difference. The intellectual movement of postmodernism have ramification in different fields of enquiry. While making an intervention in the debate on power discourses of the West and critiques of the nation, it brings forth to discussion on other voices and narratives. Theorising on the complexity of globalization, postmodernism draws attention to social and political pluralism and it reconstructs culture by deconstructing dominance and resistance. The modules in the unit introduces to students text that critically examines ideas and debates of Foucault, Derrida, Harvey, Amin, and others; text written taking postmodernism and subaltern perspectives. The implications of such understanding are also focused on the third world development.

#### **Module One: Deconstruction: Culture, Knowledge and Power**

The ideas of the inferior cultures are constructed through the lens of dominant knowledge and institutionalized through power relations. This module discusses the relation between culture, knowledge and power. It introduces to the students perspectives on the critique of binary opposition between the 'West' and the 'Rest', trajectories of culture and the systematization of knowledge and power centre. The module shall examine texts on challenged approaches to the conventional binaries and differences.

#### **Readings**

- Samuel P. Huntington, "The Clash of Civilisations?" Reprint in Lane Crothers and Charles Lockhart ed. *Culture and Politics: A Reader* (New York: St. Martin's, 2000); pp. 99-118
- Jan Nederveen Pieterse and Bhiku Parekh, "Shifting imaginaries: decolonisation, internal, Decolonisation, Postcolinality" in *The Decolonisation of Imagination* (Delhi: OUP, 1997)

#### **Suggested Readings**

- Stuart Hall, "The West and the Rest: Discourse and Power" in Sussane Schech and Jane Haggis ed. *Development: A Cultural Studies Reader* (Oxford: Blackwell Publisjing, 2002); pp. 56-64
- Uma Naayan, "Contesting Cultures: Westernisation, Respect for Cultures and Third World Feminist" in Sussane Schech and Jane Haggis ed. *Development: A Cultural Studies Reader* (Oxford: Blackwell Publisjing, 2002); pp. 225-239



Helene Bowen Raddekar, "Negotiating Difference" in *Sceptical History: Feminist and Postmodern Approaches in Practice* (Oxon: Routledge, 2007); pp. 99-151

### **Module Two: Postmodernism and Global- Plural Society**

Post-modernism dissolving universality, homogenization, integration and the archetypical institutions of modernity, transcending liberalism have contributed towards reconstituting social and political space. As part of the exploration of the contours of postmodernity and its constituent dimension is theorization of the complex global and plural society. This module introduces the transition and dichotomies between modernity and postmodernity, examines the dimensions of pluralism from the postmodernist perspective, the emerging debate on the formation of a global society and the dynamics of the global and the local.

#### **Readings**

Stuart Hall, David Held and Tony McGrew, "Social Pluralism and Post Modernity" in *Modernity and its Futures* (Cambridge: Polity Press, 1992); pp. 117-255

Kate Nash, "Politics in a Small World: Globalisation and the Displacement of the Sovereign Nation-State" in *Contemporary Political Sociology: Globalisation, Politics and Power* (Oxford: Blackwell Publishers, 2000); pp. 47-99

#### **Suggested readings**

David Harvey, "Postmodernism" in *The Conditions of Postmodernity: An Enquiry into the Origins of Cultural Change* (Oxford: Basil Blackwell, 1990); pp. 39-65

Gustavo Esteva and Madhu Suri Prakash, "From Global to Local" in *Grassroots Postmodernism: Remaking the Soils of Culture* (New York: St.Martin's, 1998); pp. 19-49

Arif Dirlik, "Formations of Globality and Radical Politics" in *Postmodernity's Histories: The Past as Legacy and Project* (Oxford: Rowman & Littlefield Publishers, 2000); pp. 99-118

### **Module Three: Subaltern Perspectives: Revisiting Identities**

The influence of deconstructionist and postmodern thought in Subaltern perspectives is reflected as it refigures terrains of resistance to power and dominance. It explores the struggle for inclusion and representation of identities in the grand narratives of the nation by unfolding the historical pasts. The module focuses on the understanding of subaltern pasts, examines marginality and minorities identity by drawing on texts that deconstruct the difference of identities and stereotypical images of difference, ideas of resistance to stigmatized representation and the consciousness of marginalisation.

#### **Readings**

Dipesh Chakrabarty, "Minorities History and Subaltern Past" in Saurabh Dube ed. *Postcolonial Passages: Contemporary History-writing on India* (New Delhi: OUP, 2004); pp. 229-242

Kancha Illaih, "Productive Labour, Consciousness and History: The Dalit Bahujan Alternatives" in Shahid Amin and Dipesh Chakrabarty ed, *Subaltern Studies: Writings on South Asian History and Society* (Oxford: OUP, 1996); pp. 165-200

### **Suggested Readings**

Sanjay Kumar et.al., "Representation, Resistance and Identity: The Mushahars of Middle Gangetic Plains" in Federique Apffel-Marglin et.al, ed, *Interrogating Development: Insights from the Margins* (New Delhi: OUP, 2010); pp. 151-171

Shahid Amin. "Representing the Musalman: Then and Now, Now and then" in Shail Mayaram, M.S.S. Pandian and Ajay Skaria ed, *Muslims, Dalits and Fabrications of History* (Delhi: Permanent Black, 2005); pp. 1-35

### **Assessment**

This course would involve continuous assessment of the workshops conducted as a part of each module.

## Conceptualizing Developing Societies

Type	: Compulsory
Credits	: 4
Semester	: 1
Course Coordinator	: Dr. Aruna Kumar Monditoka
Course Staff	: Dr. Aruna Kumar Monditoka Dr. Preeti Mann Dr. Ivy Dhar

### Course Description

Over a period of time analysis of social reality has made a shift away from attempts to develop grand theories. This shift is strongly connected with a growing recognition of the significance of context which makes development of grand theories about any social reality a near impossibility. It is in this connection that an understanding development society as a context attains relevance in engaging in any thinking about development. Keeping this broad purpose in mind this course would attempt to conceptualize developing societies by engaging into an exploration of interface areas between politics, society, and culture. The broad issues which would be addressed in this course would include 'tribes, ethnicity, and identity formation', 'religion, and secularism', 'understanding family and kinship', 'understanding village as a construct', conceptualizing civil society', and 'state, nation and nationalism'.

### Unit 1: Identity

#### Session 1: What is 'identity'?

What does 'identity' mean? Can a person have more than one identity? How far do social structures shape identities? To what extent can people shape their own identities? Why is identity of interest to social scientists? Why study identity as students of Development Studies? This session will engage with these and other such questions, drawing on a web of concepts around 'identity'. These concepts will include collective identity, identification, social structures, culture, agency and citizenship.

#### Readings

Fearon, J.D. (1999) 'What is identity? (as we now use the word)', Draft paper, Department of Political Science, University of Stanford, <http://www.stanford.edu/~jfeardon/papers/idenlv2.pdf> (last accessed 20 June 2011)

Woodward, K. (2004) 'Questions of identity', in K. Woodward (ed.) *Questioning Identity: gender, class and ethnicity*, London: Routledge, pp. 5-42

## **Session 2: Conceptualising gender**

What is gender? Are sex and gender the same? Is gender a biological or social construction? What has gender got to do with development? This session will engage with the aforementioned questions, drawing on a range of concepts and definitions pertaining to gender, notably, socialization, gender division of labour, and gender relations. The session will also briefly explore the inter-linkages between gender, caste, class and religion, and their relevance to development.

### Readings

Geetha, V. (2002) *Gender*, Kolkata: Stree, pp. 31-37

Reeves, H. and S. Baden (2000) *Gender and Development: Concepts and Definitions, Bridge, Report No. 55*, Brighton, UK: Institute of Development Studies (IDS)

## **Sessions 3 and 4: Caste as a category**

How is caste defined? Is caste commonly understood as *jati* or *varna*? Is caste a traditional/modern phenomenon? Is caste fixed or flexible? Is caste a public or private affair? Are caste and race similar? Does caste have to do with class? What has caste got to do with development? Does caste have a role to play in politics? These sessions will draw on concepts and structures such as caste ideology, purity and pollution, hierarchy, sanskritisation, caste consciousness, class, caste associations and caste politics.

### Readings

Baṅly, S. (1999) *The Cambridge History of India, IV.3, Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: Cambridge University Press, pp. 1-24

Krishna, S. (2011) 'Forgetting caste while living it: the privileges of amnesia', in D.S. Babu and R.S. Khare (eds.) *Caste in everyday life: experiencing inequalities*, New Delhi: Pearson Education, pp. 7-19

Shah, G. (2004) 'Introduction: Caste and Democratic Politics', in G. Shah (ed.) *Caste and democratic politics in India*, London: Anthem Press

## **Sessions 5 and 6: Class and its divisions**

What does class mean? Are there many classes? Is there a connection between class and development? Does class have anything to do with state, capital and ideology? The sessions will discuss the concept of class while unpacking a web of concepts such as class consciousness, ideology, capital, class struggle, class structure, working class, and middle

classes. The sessions will briefly delve into the relevance of class in contemporary India.

### Readings

Harriss, J. (2010) 'Class and Politics', in Neeraja Gopal Jayal and Pratap Bhanu Mehta (eds.) *Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 139-53

Scase, R. (1992) *Class*, Milton Keynes: Open University Press (Chapters 1-3)

### **Sessions 7 and 8: Religious identity and secularism**

What do we understand by 'religious identity'? What is secularism about? Does it have to do with minority rights? Is the understanding of secularism in India and the West the same? What do intellectuals mean when they say that there is a 'crisis of secularism' in India? Is this crisis of any significance to development politics in India? The sessions will explore answers to the aforementioned questions. These questions are indicative of the debates on the meaning and relevance of the concept of secularism in India, the place that religious identity finds in the Indian Constitution, and the practical engagement of the Indian State with people's religious identity.

### Readings

Chandhoke, N. (2010) 'Secularism', in Neeraja Gopal Jayal and Pratap Bhanu Mehta (eds.) *Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-46

Haynes, J. (2007) *Religion and development: conflict or cooperation?* London: Palgrave Macmillan (Introduction and chapter 3)

Menon, N. (2007) 'Living with secularism', in A. D. Needham and R. Sunder Rajan (eds.) *The Crisis of Secularism in India*, Durham: Duke University Press, pp. 134-38

## **Unit 2: Space, Culture and Community**

### **I. Village as a 'space' and as a 'Social context'**

The session will discuss the idea of a village; its meaning and characteristics, the cultural and territorial context of a village, the changing profile of a village in contemporary times with special focus on the villages of India. The discussion will also focus on some of the critical themes relating to a village today such as the farmers' suicides in countryside and the conditions responsible for such a crisis. The questions such as 'How rural is rural India?' and how the new scenario necessitates an attempt towards redefining the concept of 'Rural' itself, will form the core of the discussion.

(Key concepts for discussion: village, caste, community, jajmani, caste associations, culture of agriculture, sociology of agribusiness)

### **II. Tribal societies: changing culture and profile**

Tribal societies everywhere are passing through a period of intense transition. Their cultures and civilizations have been under constant surveillance and invasion by external agencies, firstly by the forces of industrialization and urbanization and more recently by the agencies of globalization. The discussion in this session will attempt to map the dynamics of change and transformations in the tribal societies. Besides, substantial discussion on the concepts such as culture and civilization with a preliminary understanding about some of the debates around them will provide a background of this session.

(Key concepts: Tribe, culture, civilization, cultural universalism, cultural relativism, ethnocentrism, Animism, Tribal development)

### **III. City : Urbanism as a way of life**

Urbanization and industrialization have been the two most important vehicles of development and modernization. Discussion in this segment will include an understanding about the cities as landscapes, its culture and characteristics. The session will also engage with issues such as urban poverty, problems of slums, urban crime etc.

(Key concepts: slums, urbanism, urbanization and industrialization, rural-urban continuum, rural-urban migration)

### **IV. The Great Indian joint family and Marriage: Hype and reality**

The session will discuss the meaning and characteristics of family and marriage as institutions. It will include an introduction to the typologies of family and marriage, the conditions of breakdown of joint family in India and increased trend of nuclearisation in both rural and urban settings. Besides, contemporary trends in marriage in India and the phenomenon of legendary 'jointness' in some of the business families and how this kind of family arrangement helped in their businesses will also be discussed.

(Key concepts: Nuclear family, Joint family, patriarchy, matriarchy, polyandry, polygyny, fragmentation of family)

#### **Reading list:**

- Appadurai, A., 1989, Transformation in the culture of agriculture. In contemporary Indian traditions: voices on culture, nature, and the challenge of change (ed.) C. Borden, Washington Smithsonian Institution press.
- Beteille, Andre, 1980, The Indian Village: Past and present in E.J. Hobsbawm et.al, Peasants in History, Published for Sameeksha Trust by Oxford University Press, Delhi.

- Bhalla, A., and P. Bumke (eds.), 1992, *Images of Rural India in the Twentieth Century*, Sterling Publishers, New Delhi.
- Dube, S.C. 1955, *Indian Village*, Routledge and Kegan Paul, London.
- Dube, S.C., 1958, *India's Changing Villages: Human Factors in Community Development*, Routledge London.
- Ludden, David, 1999, *The New Cambridge History of India, IV.4. An Agrarian History of South Asia*, Cambridge University Press, N. Delhi.
- Mohanty, B.B., 2005, we are like the living dead: Farmer suicides in Maharashtra, *The Journal of Peasant studies*, Vol. 32, No.2, April 2005.
- Srinivas, M.N, 1976, *The Remembered Village*, Oxford India paper Books, Delhi
- Uberoi, Patricia, 2005, *Family, Kinship and marriage in India*, OUP, New Delhi
- Xaxa, Virginius, 1999, *Transformation of Tribes in India*, EPW article

### Unit 3: Governance

#### Module 1: Government, Governance and Governmentality

What is Government? How is it different from Governance? How 'Governmentality' has acquired importance in development discourse.

This module intends to teach themes like *Governance*, *Government* and *Governmentality*. Students will gain an understanding of these three words. The module also talks about how the word 'Governance' has become an important term during post-1991 period. Modules will seek attention of the students on how government /governance process has been changing over a period of time.

#### Required Readings

- Jayal Gopal Niraja (Ed)(2010) *Democracy in India*, oxford University press, New Delhi
- Kohli, Atul (1987) *The State and Poverty in India. The Politics of Reform*, Cambridge University Press, Cambridge, etc.

#### Additional Reading

- Corbridge (ed), Glyn Williams, Manoj Srivastava, Rene Veron (2005), *Seeing the State : Governance and Governmentality in India*, Cambridge University Press, Cambridge.

## **Module 2: State- Democracy / Development State and Democratic State**

This module will explore the scope, limits and fate of some key concepts of *State*. What do we mean by State? What is democracy, and why is it something to measure?

This Module will discuss the four types of State. viz., The 'Soft' State (Myrdal), Strong (Paul Brass) Intermediate and weak States (Evans).

Students will understand how the State is changing its role from provider, protector to promoter of welfare policies.

### **Required Reading**

- Dirks Nicholas (1997), *The Study of State and Society in India* in 'Politics in India' by Sudipta Kaviraj (Edited), oxford university Press, delhi

### **Additional Readings**

- Jayal Niraja Gopal (1999), *Democracy and the State' – Welfare, Secularism and development in contemporary India*, Oxford University press, Delhi
- Jayal Gopal Niraja (Ed)(2010) *Democracy in India*, oxford Univrsity press, New Delhi
- Harris, John, (2001), *Depolitizing Development: The World Bank and Social Capital*, New Delhi, Leftwords Books.

## **Module 3: Civil Society- NGO**

This module aims at understanding the concept of civil society in the development context. It also delineates civil society's relation with State in general and NGO's role in particular. This module will address the issue that the civil society in the development context needs several fundamental things from government. Most importantly, it needs a certain civic space within which it can operate. This module will discuss the difference between civil society organisations and civil society initiatives. Also, How the Civil society organisations are playing active role in the development sector.

### **Required Reading**



- Chandhoke, Neera, (1995), *State and Civil society: Explorations in Political Theory*, New Delhi, Sage Publications.

#### Additional Readings

- Mahajan, Gurpreet, (1999), 'Civil society and its Avatars: What happened to freedom and Democracy?', *Economic and Political Weekly*, May 15, 1999, pp 1188-1196
- (2003), in Tandon, Rajesh, and Ranjitha Mohanty (Eds), *Does Civil Society Matter? Governance in Contemporary India*, New Delhi, Sage Publications.
- Korten, D.C., (1987), 'Third generation NGO Strategies: A Key to People Centered Development', *World Development*, Vol. 15 (7-12), pp 145-59.
- Murthy, R.K and Nitya Rao, (1997), *Indian NGOs, Poverty Alleviations and their Capacity Enhancement in the 1990s: An Institutional and Social Relations Perspective*, New Delhi, FES.
- Muttalib, M.A., (1987), 'Voluntarism and Development –Theoretical Perspectives'. *Indian Journal of Public Administration*, Vol. 33(3).

#### Module 4: Participation

This module will analyse the concept of 'Participation'. It talks about levels of participation and types of participation. This module will explore how the importance of participation has been changing over a period of time. This module will discuss both politics around participation and difference between public participation and private participation.

#### Required Readings

- Jean Drez and Amartya Sen, (2002), *India Development and Participation*, Oxford University Press, Delhi
- S. White, (1996), 'Depoliticising Development: the uses and abuses of Participation', *Development in Practice*, Vol 6, No 1, pp 6-15.

#### Additional Readings

- Gaventa, J., (2002), 'Towards participatory governance', *Currents*, Vol 28, pp 29-35.
- R. Tandon, (2002), 'Linking Citizenship, Participation and Accountability: A Perspective from PRIA.', *IDS Bulletin*, Vol 33, No 2, pp 59-64.
- D.Eade, (1997), *Capacity Building: An approach to people – Centered Development*, Oxfam, Oxford.

- Holmes and Scoones I., (2000), 'Participatory Environmental Policy Processes; Experience from North and South', *IDS Working paper 113*, Brighton, IDS.

**Assessment:**

Overall grade will be based on three assignments- Weightage 30%,30% and 40% respectively. The first two assignments will be based on Take home assignment and Class room presentation. The Third one will be a Viva Exam

## **Development Studies: Historical Context and Recent Trends**

**Type** : Compulsory  
**Credits** : 4  
**Semester** : 1

**Course Coordinator** : Sumangala Damodaran  
**Course Staff** : Sumangala Damodaran, Asmita Kabra, Kasturi Datta

### **Content and Learning Objectives:**

Economic development has been a major concern for social scientists and thinkers for a few centuries now, but underdevelopment as a distinct category meriting analysis on its own terms is something that came into existence in the mid-1940s or so. This course will take students through varied historical contexts that generated different paradigms of development thinking as well as different conditions for initiating development processes, focusing on the post-Second World War period. In doing this, it will engage with different debates around states and markets and experiences of the developmental state. Beginning from the post-Second World War period, it will introduce students to the Bretton Woods system, the International Debt Crisis, and the initiation of Washington Consensus induced reforms from the 1980s. It will also analyze the genesis of the present world financial crisis and examine the post-Washington Consensus developments. It will also expose students to concrete experiences of attempts at overcoming underdevelopment, such as the Latin American, South Asian, East Asian, and African cases.

### **Module Descriptions:**

#### **1. Development and underdevelopment: Conceptual Measures and Global Trends**

This introductory module will familiarise students with basic concepts of development and underdevelopment as they emerged from the 1940s onwards. It will survey the changes that have occurred in the measurement of development over more than seven decades and also the changes in the relative positions of different parts of the world.

#### **2. Development and Underdevelopment: A Post-World War II Historical Survey**

A panoramic view-of the major issues that have animated the development field, focusing-on-relative sectoral emphases, the role of states and markets, resources and factors of production will be presented from a historical perspective for the entire post-1940 period.

#### **Readings:**

Nicholas Stern , The Economics of Development: A Survey , The Economic Journal,

Vol. 99, No. 397 (Sep., 1989), pp. 597-685

Bernstein, Henry Development Studies and the Marxists. School of Oriental and African Studies, University of London

John Toye in Ha-Joon Chang (ed) Rethinking Development Economics

3. States and Markets: A Review of the Debates I

4. States and Markets: A Review of the Debates II

Two modules will aim to take students through the complex debates on the role of States and Markets in development, especially in the context of the transition from underdevelopment to development. This will set the ground for a detailed exploration of the welfare state, the developmental state and the neoliberal state subsequently.

Readings:

Heilbroner, R.L (1986). The role of the state. In *The nature and logic of capitalism*. Norton

Putterman, L. (2008). The role of state and markets in development. In A.K Dutt & Jaime Ros (Ed.) *International handbook of development economics*, 2. U.K: Edward Elgar, pp: 281-292

Leighton, D.P. (2008). Welfare State: Overview. In Bonnie Smith (Ed.) *Oxford Encyclopedia of Women in World History*, New York: Oxford University Press

Onis, Z. (1991, October). The Logic of the Development State. *Comparative Politics*, 24 (1). 109-126, Retrieved from <http://www.jstor.org/stable/422204>

Evans, P. (2008, December). In search of the 21st century developmental state. Working paper 4, The Centre for Global Political Economy, University of Sussex. Retrieved from <http://www.sussex.ac.uk/cgpe/1-3-6-3.html>

Kohli, A. (2004). Introduction. In *State-directed development: Political power and industrialization in the global periphery*. New York: CUP, pp: 1-24

Plant, R. (2010). Government and markets. In *The Neoliberal State*. New York: OUP, pp: 155-172

Harvey, D. (2005). The neoliberal state. In *A brief history of neo-liberalism*. New York: OUP, pp: 64-86

Onis, Z. (1995, March). The limits of neoliberalism: Towards a reformulation of development theory. *Journal of Economic Issues*, 29 (1), Retrieved from <http://www.jstor.org/stable/4226919>

Nayyar, D. (2008). Economic Development and Political Democracy: Interaction of

economics and politics in independent India. In *Liberalization and Development*. New Delhi, OUP, pp: 344-372

Supplementary Readings:

Held, D. (1989). Central perspectives on the modern state. In *Political theory and modern state: Essays on state power and democracy*. Stanford University Press.

Held, D. (1989). Class, power and the state. In *Political theory and modern state: Essays on state power and democracy*. Stanford University Press.

Barkey, K. & Parikh, S. (1991). Comparative perspectives on the state. *Annual Review of Sociology*, 17, Retrieved from <http://www.jstor.org/stable/2083353>

Spicker, P. Welfare State. In *Introduction to Social Policy*. Retrieved from <http://www2.rgu.ac.uk/publicpolicy/introduction/author.htm>

Evans, P. (1998, August). Transferable lessons? Re-examining the institutional prerequisites of east asian economic policies. *The Journal of Development Studies*, 34 (6) (supplementary)

Wren, A. (2006). Comparative perspectives on the role of the state in the economy. In B. R. Weingast & D.A. Whitman (Ed.). *The oxford handbook of political economy*. New York: OUP, pp: 642-655

Nayyar, D. (2008). Economic reforms in India: Understanding the process and learning from experience. In *Liberalization and Development*. New Delhi, OUP, pp: 323-343

Tripathy, A.K. (2009). The evolution of development strategy since independence. In *Contemporary India: Economy, society, politics*. Delhi: Pearson

Viotti, P.R. & Kauppi, M.V. (2007). Global economy: Politics and capitalism. In *International relations and world politics: Security, economy, identity* (3<sup>rd</sup> Edition). New Delhi: Pearson

5. From Bretton Woods to the Debt Crisis

This module will cover the period from the setting up of the Bretton Woods institutions in the 1940s until the debt crisis of the 1980s. It will take students through the logic of import-substituting industrialisation in developing countries, the oil crises of the 1970s, the growth of finance, the swelling of third world debt and the debt crisis.

6. The Washington Consensus, Stabilisation and Structural Adjustment

This module will introduce the students to the ideological and theoretical underpinnings of Stabilisation and Structural adjustment packages that were designed for developing countries from the early 1980s onwards and also to the idea of market-oriented policies as they evolved in the form of a 'consensus'.

Readings:

Ravi Kanbur, The Co-Evolution of the Washington Consensus and the Economic Development Discourse , [www.people.cornell.edu/pages/sk145](http://www.people.cornell.edu/pages/sk145)

Nayyar . Deepak and Amit Bhaduri, 'Liberalization: A Crisis-driven Response, An Intelligent Person Guide to Liberalization, Chapter 2, Penguin 1996.

#### 7. The Post-Washington Consensus and Beyond

The problems encountered as the Washington consensus packages unfolded in developing countries, the emergence of rethinking in neoclassical economics as well as the theoretical and policy oriented heterodox alternatives will be explored here. This and the previous module will also provide the basis to discuss the debates on trade and finance that have been key in the discourses on liberalisation and also in the context of the recent crisis.

Readings:

Fine, Ben and Lapavitsas, Costas and Pincus , Jonathan, eds. (2001) *Development policy in the 21st century: beyond the post-Washington consensus*. London: Routledge.

Fine, Ben (2010) 'Global Economic Crisis: Some Questions and Alternative.' *South African Labour Bulletin*, 34 (1). pp. 41-43.

#### 8. The Debates on Trade and Finance

Readings:

Fine, Ben (2010) 'Neo-Liberalism as Financialisation.' In: Saad-Filho , Alfredo and Yalman, Galip, (eds.), *Transitions to Neoliberalism in Middle-Income Countries: Policy Dilemmas, Economic Crises, Mass Resistance*. London: Routledge.

Fine, Ben and Jomo, KS, eds. (2006) *The New Development Economics: After the Washington Consensus*. Delhi: Tulika; London: Zed Press.

9. Alternative Development Experiences: East Asia, South Asia, Latin America and Africa

Two modules will take the students through comparisons in development experiences in different regions of the world.

Readings:

Gary Gereffi and Stephanie Fonda, *Regional Paths of Development*, Annual Review of Sociology, Vol. 18 (1992), pp. 419-448

South-East Asian Economics: Miracle of Meltdown? (Jayati Ghosh, Abhijit Sen and CP Chandrasekhar)

Diffusion of Development: The late-industrializing Model and Greater East Asia (Alice H. Amsden)

The East Asian Development Experience the Miracle, the crisis and the Future (Ha-joon Chang)

East Asian Economics: Miracle of Meltdown? (Jayati Ghosh, Abhijit Sen and CP Chandrasekhar)

Diffusion of Development: The late-industrializing Model and Greater East Asia (Alice H. Amsden)

The East Asian Development Experience the Miracle, the crisis and the Future (Ha-joon Chang)

Fine, Ben (2010) From the Political Economy of Development to Development Economics: Implications for Africa. In: Padayachee, Vishnu, (ed.), *The Political Economy of Africa*. London: Routledge, pp. 60-82.

Fine, Ben (2010) Can South Africa Be a Developmental State. In: Edigheji, Omano, (ed.), *Constructing a Democratic Developmental State in South Africa Potentials and Challenges*. Cape Town: Human Sciences Research Council Press, pp. 169-182.

10. 21<sup>st</sup> Century Development Challenges

This concluding module will introduce students to challenges to dominant development paradigms posed by environmental, gender, climate change and other developments

**Assessment**

Assessment for this course will consist of one examination (either mid-term or end-term) and term papers and class presentations.



## Research Methods I (Basic Research Skills and Training)

**Type: Compulsory**

**Credits: 4**

**Semester: 1**

**Course Coordinator: Preeti Mann**

**Course team: Preeti Mann and Kasturi Datta**

### **Course Description**

Students will be exposed and encouraged to consolidate their basic academic and research skills through formal activity-centered, hands-on training. This training will take the form of a full semester course. There are no prescribed readings for the course. Worksheets and some reading material will be distributed during the classroom interaction. This course will have continuous assessment in the form of classroom and take-home assignments to be done individually, in pairs and in groups. The repertoire of skills included will hold the students in good stead for the remainder of the Master's programme and will also constitute the foundation for qualitative and quantitative research methods training that they are required to undertake. Regular feedback from the students is most welcome and will be taken into consideration.

### **Course Outline**

#### **I. Making the library your best friend!**

1. How to access, borrow and return library resources with the help of the librarian?
2. How to identify books/ book chapters/ journal publications/ newspaper articles relevant to the topic of study?
3. What purpose do reference books serve?
4. How can wandering in the library become purposeful?
5. How to choose the best search words and read call numbers?
6. How to use Delnet to order books from other libraries?

#### **II. WebQuests**

1. How to use Google for identifying references and reading material online on the topic of study?
2. How to use JSTOR for identifying, reading and downloading journal publications?
3. How to use free online libraries and reference sites?
4. How to access, read and download from regional, national and international newspapers, news services and magazines online?
5. How to use the Internet to access dictionaries and encyclopedias?

#### **III. Making the reading experience worthwhile**

1. How to do readings quickly but efficiently?
2. How to classify readings and know in which order to read?

3. Why to read the introduction? What does one get to know from it?
4. Why to read the conclusion?
5. How to identify important points from the reading?
6. What to do with difficult terms and/or concepts?
7. How to relate one reading with other readings or with the real world context?
8. How to retain the important points from a reading? (keywords, notes, timelines, flowcharts, concept/mind maps)
9. How to prepare research summaries?
10. How to draw on the readings in class interactions?

#### **IV. *Bibliographia* or the science of listing books**

1. How to write references/ citations in short and in full?
2. How to prepare a bibliography using citation and style guides (APA, MLA, Chicago Manual of Style)?

#### **V. Into the breach: avoiding plagiarism**

1. What is plagiarism?
2. How not to 'cut and paste'? How to paraphrase and/ or summarize effectively?
3. How to quote verbatim text from another author?
4. How to cite ethically?
5. How to avoid self-plagiarism?

#### **VI. Writing to communicate**

1. How to identify a topic/theme/research question to explore in writing?
2. How to organize one's thoughts before writing?
3. How to prepare a skeletal outline?
4. What all must be included in the introduction, body paragraphs and conclusion of a piece of writing?
5. How to write an answer in an exam?
6. How to write a book review?
7. How to write a literature review?
8. How to write a term paper?

#### **VII. Presenting to convince**

1. How are oral presentations different from written assignments?
2. How to prepare 5-10 minute oral presentations on a specific topic/ theme/ research question?
3. How to use slides and power point for making presentations?

## Equality, Discrimination, Marginalisation, and Development

**Type** : Compulsory  
**Credits** : 4  
**Semester** : 2  
**Course Coordinator** : Sumangala Damodaran  
**Course Staff** : Sumangala Damodaran, Arun Kumar

### Content and Learning Objectives

From the late 1970s onwards, a vast volume of literature has discussed the role of discriminatory practices based on race, caste, gender and religion on outcomes of development processes on different groups of people. The development processes of countries like the USA and South Africa, where race has functioned as a distinct discriminatory category, or the case of India, where caste and religion have played such a role, or the impact of gender discrimination as resulting in differential impacts on men and women globally, gave rise to approaches that allowed an analytical understanding of issues of discrimination. These approaches, that brought out the limitations of the overarching approaches to development, enriched the development discourse and their concerns were incorporated into policy frameworks, although incompletely. The course will take students through the theoretical approaches to diverse forms of discrimination as well as the contours of these experiences and their impact on diverse sets of people. It will also aim to expose students to the impact of such an understanding on policy frameworks in different countries and at different points of time.

### The topics that are covered are broadly as follows:

1. Concepts of Discrimination, the ideas of multi-discrimination and inter-sectionality
2. Theories of Race and Racism
3. Movements against Racial Discrimination
4. Theories of Gender and Gender discrimination
5. Movements against gender discrimination
6. Theories of Caste and Caste discrimination
7. Movements against Caste discrimination, Caste Atrocities
8. Caste and the Media

### Readings:

Ruwanpura, Kanchana N (2005): Exploring the links of multidiscrimination: Considering Britain and India, International Institute of Labor Studies, Discussion paper DP/157/2005

Darity, William (1975) "Economic Theory and Racial Inequality." Review of Black Political Economy. 5(3):225-48. [Re-published in William Darity, Jr (ed.). 1995. Economics and Discrimination: Volume I. Aldershot: U.K. Edward Elgar Publishing Limited].

Deshpande, Ashwini (2000) "Recasting Economic Inequality." Review of Social Economy. 58(3):381.

\_\_\_\_\_. (2002). "Asset Versus Autonomy? The Changing Face of the Gender-Caste Overlap in India." *Feminist Economics* 8(2):19-35.

Akerlof, George A. and Rachel E. Kranton (2000) "Economics and Identity." *Quarterly Journal of Economics*. CXV(3):715-53.

Geetha, V. (2002) *Gender*, Kolkata: Stree, pp. 1-23

Tharu, S. and T. Niranjana (1999) 'Problems for a Contemporary Theory of Gender', in N. Menon (ed.) *Gender and Politics in India*, pp. 494-505 and 511-524

Kumar. R. (1999) 'From Chipko to Sati: Contemporary Indian Women's Movement', in N. Menon (ed.) *Gender and Politics in India*, pp. 342-369

Sangtin Writers and Richa Nagar (2006) *Playing with Fire: Feminist Thought and Activism Through Seven Lives in India*, New Delhi: Zubaan, pp. 103-116 and 125

Bayly, Susan- *Caste, Society and Politics in India*, Cambridge University Press, 1999.

Cristopher Jaffrelot (2005) *Dr. Ambedkar and Untouchability: Analyzing and fighting*  
Fuller, C.J.- *Caste Today* -Delhi: OUP, 1996

Ghanshyam Shah (Ed), *Caste and Democratic Politics in India*, Permanent Black, 2002, (Chapter on Features of Caste System by G.S. Ghurye )

Ilaiah.Kancha (2005) *why I am not a Hindu*, Calcutta, Samya, Chapter-3 and 7.

Shah, Ghanshyam (Ed)- *Untouchability in Rural India* Delhi, Sage publication , 2009

Srinivas, M. N.- *Caste Its Twentieth Century Avatar* -New Delhi: Viking Penguin Books, 1996

Valerian Rodrigues, (Ed)*The essential writings of B.R. Ambedkar* , OUP, ( Chapter on caste in India by Ambedkar), 2004

### **Assessment Design**

In this course students attend two **weekly lectures** (each lecture is a two hour session taken by the course faculty). Lecture periods will be interactive, and will allow for some questions and discussion following the lecture. Lectures will be supplemented by regular tutorials. There will be 3 or 4 assessments during the course, which will mostly be in the nature of term papers. Students are also required, to make a presentations of there papers and lead a discussion based on a topic of their choice.



## Environment, Natural Resources and Development

**Type** : Compulsory  
**Credits** : 4  
**Semester** : 2  
**Course Coordinator** : Aruna Kumar Monditoka  
**Course Staff** : Rohit Negi, Ivy dhar

### Course Objective

The course seeks to familiarise students with the concepts and practices of the governance of natural resources and livelihoods. Students are exposed to theoretical and conceptual issues in analyses of governance and natural resource management and as well as changing paradigms in NRM and livelihood. Through case study- based learning and interactions, they are exposed to practical issues and problems in natural resource and livelihood.

### Learning Objectives

Much academic work and field experience shows the imbrications of the lack of access to resources and rural poverty. It is therefore crucial to understand resource governance in order to plan for and advocate more equitable and just outcomes. This course will introduce students to rural individuals and collectives' multifaceted interactions with natural resources and to the institutions and mechanisms that mediate these relations. This course will comprise of 'guided readings' that build on Institutions and Resources to problematize and critically analyse power and politics in rural contexts, particularly around differential access to resources. Possible themes include the conflicts around new and old bureaucracies, differential access within rural communities, issues related to the role of civil society, the often contradictory legal frameworks that govern resource access. To this end, the course will examine the use and conservation by rural communities and other agents of resources such as land, water, forests and minerals.

### Assessment pattern

Overall grade will be based on three assignments- Weightage 30%,30% and 40% respectively. The first two assignments will be based on Class room presentation and Viva Exam. The Third one will be based on field trip.

### Modules

Module No	Module Name
1	Introduction- Resources- Livelihood - Governance
2	Collective action and management of common property resources: Exclusion versus Governance.
3	Market as a form of natural resource allocation

4	Governance of the Commons- Role of state
5	Bureaucracy and Natural Resource Management Role of NGOs and Civil society Initiatives in natural resource management
6	Sustainable development, Environment movements
7	Environment challenges around industries - Green belt
8	Forest - Forest History, JFM, CFM, PFM ,Forest rights ,Forest rights versus <i>Adivasi</i> Rights, Acts , Laws on Forest (PESA, Forest Act and Wild life Act)
9	Land -Land Management / Land reforms/ Tenant rights , Distribution/ redistribution of land ,Alienation of land ,Resettlement and Rehabilitation
10	Water -Water rights ,PIM, Water conflicts, Watershed committees/ water users associations, Dam and Displacement
11	Mines, Minerals and People - Mines and Tribal Areas -Mines and Politics
12	Field Work

#### Readings:

1. Agrawal, Arun and Clark C. Gibson, (1999), 'Enchantment and disenchantment: The Role of Community in Natural Resource Conservation', *World Development*, Vol. 27(6), pp 629-649.
2. Brass, T. (ed.) (1994) 'Special Issue on New Farmers Movements in India', *Journal of Peasant Studies* (21) 3-4.
3. Crook, Richard C. and James Manor. 1998. *Democracy and Decentralisation in South Asia and West Africa: Participation, Accountability and Performance*. Cambridge: Cambridge University Press.
4. Farrington, J., Turton, C. and James, A. J. (Eds), (1999a) *Participatory Watershed Development: Challenges for the 21st Century*. Delhi: OUP.
5. Jain, L. C. (1985) *Grass without Roots: Rural Development under Government Auspices*. New Delhi: Sage Publications.
6. Mosse, D. (1997) 'The Symbolic Making of a Common Property Resource: History, Ecology and Locality in a Tank-irrigated Landscape in South India' *Development and Change* Vol.28, pp 467- 504.
7. Myrdal, Gunnar. 1971. *The Challenge of World Poverty*. England: Penguin Books.
8. Navlakha, S. (1989) *Elite and Social Change: A Study of Elite Formation in India*. New Delhi: Institute of Economic Growth.
9. Ontgomery, J. (1988) *Bureaucrats and People: Grassroots Participation in Third World Development*. Baltimore: John Hopkins University Press.
10. Shiva, V. (1991) *Ecology and the Politics of Survival*. New Delhi: Sage Publications.

11. Turton, C. (2000) Sustainable Livelihoods and Project Design in India *ODI Working Paper* 127. London: ODI.
12. Uphoff, Norman T. and Esman, Milton J. 1974. *Local Organisations for rural development: Analysis of Asian Experience*. Ithaca, New York: Cornell University.
13. Wade, R. (1985) 'The Market for Public Office: Why the Indian State is not Better at Development', *World Development* (13) 4.
14. Wade, R. (1988) *Village Republics: Economic conditions for collective action in South India*. Cambridge: Cambridge University Press.
15. White, S., (1996), 'Depoliticizing Development: the Uses and Abuses of Participation', *Development in Practice*, Vol. 6, No. 1, pp 6-15.

## Indian Development: Thoughts, Debates and Experiences

**Semester** : 2  
**Credits** : 4  
**Type** : Compulsory  
**Course Coordinator** : Ivy Dhar  
**Course Staff** : Ivy Dhar, Anirban Sengupta

### Course Description

The search for a framework of development has been on since the colonial times when Indian state was still at the nascent stage of formation. Development set off as chain of thoughts on various matters related to it and the debate is still on. This course will examine the history of development by looking at more than sixty years of experience of political and policy choices that India has made at different junctures. It shall explore thoughts of visionaries and economists of the colonial and post-colonial era like Naoroji, Gandhi, Nehru, Ambedkar, Amartya Sen and others. It shall discuss Indian planning process revolving discussion strategies and thrust areas of development and give a glimpse of ideas and perspectives that emerged on social development and on concepts of freedom and opportunities.

With the emergence of liberalization of Indian development; thinking, policy and planning took new turns making a strong impact on various sectors, bringing in issues of governance and access to development. There is a growing reliance and acceptance in the post-liberalisation phase that mechanism and processes through which development is managed is equally important as the actors in development. As the role of development expanded so has the actors become more plural bringing synergy in delivering development. The course shall initiate the discourse on governance, enlarging the purview of actors beyond the state, focuses on opportunities, access, equity and deprivation with reference to higher education, health, energy and social security and thereby examines the vulnerable sections, sectors and regions of development.

### Learning Objectives

The primary aim of the course is to enable the students understand the political-economic climate of development largely in post independent phase, while also drawing linkages from the Colonial era. The students will be able to link the mechanism of development planning with social needs of India. A large portion of the course aims to bring clarity on the conceptual debates on equity and social opportunities by threading the arguments with the reality of development scenario. The course will enable the students to identify issues and use the perception to understand and analyse Indian development, as they would experience in the field during their internship.



## Course Content

Topics that will be covered in the course are the following; there may be various subthemes of discussion under these broad areas:

- **History of Indian Development:** Debates on the making of India and its development started way back when India was still under the colonial regime. The module puts together the ideas of nationalist, how they conceptualised the future path of progress and growth and how their visions were carried forward while planning Indian development?
- **Development Planning:** Indian development has also been a history of Indian planning; the module discusses the initiation and background of planning and eventually moves on to discuss the thrust areas of five year plans. The module shall initiate discussion on social development and how it is conceptualised in planning over the decades.
- **Perspectives on Social Development:** The module introduces to students the perspectives on social development. It sees how the concept of Indian development progressed to encompass the concepts of Capabilities, Freedom and Opportunities by discussing ideas of Sen.
- **Governance and Development:** The module discusses the changing face of development governance and the challenging role of state, market and civil society. Deprivation or inequality of inherent potentialities of development are invariably linked to the governance issue, these interlinkages are debated.
- **Education and Development:** This module shall examine the Indian education scenario, both primary and higher, while discussing the access, equity and quality paradigm and connect it with the broad aim of development. For this purpose it would highlight the various challenges faced by education in India and reflect on different policies and programmes that have been developed to address these challenges.
- **Health, Equity and Development:** Health is a critical concern of public good and performance in development is very closely connected with the well-being and health status of the population. The module shall discuss social determinants of health, political economy of public health, growing democratization and internationalization of health care programmes and aid in health. Discussions shall also focus on regional

and social disparities on selected health indicators with reference to vulnerable groups.

- **State and Social Security:** A holistic approach to Indian development is incomplete without the pro-poor policies, other issues of human development shall lie barren if there are no targeted interventions for survival of the poor. The module shall give an overview of macro programmes for the poor in India. It shall discuss the concept of social security, major social security provisions and its financing and the Social Security Bill. It shall discuss the social security in the unorganized sector specifically drawing attention to the vulnerable groups.
- **Energy and Security:** This module focuses on energy and security nexus. There has been a trend toward deregulation and privatization in some areas this may be necessary to see how this has affected the reliability and security of the energy industry. Discussion will focus on the patterns of energy use and its impacts and issues of access and equity.
- **Non-State Actors and Aid in Indian Development:** No discourse of development is complete without understanding the role of non-state actors, the NGOs that are engaged in social action and development. Rushing in with variety of issues of public interest, the NGOs presence has expanded and became more visible representing sizeable investments of funds in development. The module examines the rise of NGOs and focuses on NGO funding on which rest its survival and consistency to act towards equity and removal of deprivation.

#### **Reading List:**

Abusaleh Shariff and Aditi Pany, "Growth and Equity in India: Does Governance Matters" in H. S. Shylendra ed. *New Governance and Development: Challenges of Addressing Poverty and Inequality* (New Delhi: Academic Foundations, 2009); pp. 79-111

Amartya Sen. "Radical Needs and Moderate Reforms" in Jean Dreze and Amartya Sen ed., *Indian Development: Selected Regional Perspectives* (New Delhi: Oxford University Press, 1996); 1-30

B.R. Nanda. "Gandhi and Jawaharlal Nehru" in *Jawaharlal Nehru: Rebel and Statesman* (New Delhi: Oxford University Press, 1995); 23-55

Debaber Banerji. "Political Economy of Public Health in India" in Monica Das Gupta et.al. ed. *Health, Poverty and Development in India* (New Delhi: OUP, 1996); pp. 295-314

Debabrata Dutta and Debashis Sarkar, "Issues of Health Care Services: Some Reflections" in Biswanath Ray *Welfare, Choice and Development* (New Delhi: Kanishka Publications, 2001); pp. 24-45

H. S. Shylendra, "The New Governance and Development" in H. S. Shylendra ed. *New Governance and Development: Challenges of Addressing Poverty and Inequality* (New Delhi: Academic Foundations, 2009); pp. 23-75

Irfan Habib, "Colonialism and the Indian Economy" in *Indian Economy 1858-1914* (New Delhi: Tulika Books and Aligarh Historians Society, 2006); 23-50

Jean Dreze and Amartya Sen, "Introduction and Approach" in *India: Development and Participation* (New Delhi: Oxford University Press, 2002); 1-33

K. Seeta Prabhu and Sandhya Iyer, "Financing Social Security: A Human Development Perspective" in S. Mahendra Dev et.al. ed. *Social and Economic Security in India* (New Delhi: Institute for Human Development, 2001); pp. 63-99

M. Godbole, "Elementary Education as a Fundamental Right: The Issues" in *Economic and Political Weekly*, Vol 36(50), 2001; 4609-4613.

Manoranjan Mohanty, "Social Development and the Story of the Marginalised: An Introduction" in *India: Social Development Report, 2010* (New Delhi: Oxford University Press and Council for Social Development, 2011); 3-18

Marmar Mukhopadhyay and Sudhanshu Bhusan, "Access and Quality in Higher Education: Role of Private Participation" in *University News*, 42(07), February 16-22, 2004; pp.49-57

Michael Marmot, "Social Causes of Social Inequalities in Health" in Sudhir Anand, Fabiene Peter and Amartya Sen ed. *Public Health, Ethics and Equity* (Oxford: OUP, 2004); pp. 37-61

Partha Chatterjee, "Development Planning and the Indian State" in Partha Chatterjee ed., *State and Politics in India* (New Delhi, New York: Oxford University Press, 1997); 271-297

Pushpa Sunder, "Of Sources and Resources" in *Foreign Aid for Indian NGOs* (New Delhi: Rawat Publications, 2009); pp. 55-81

R.Banerji and A.N. Mukherjee, "Achieving universal elementary education in India: Future strategies for ensuring access, quality and finance" in *Margin: The Journal of Applied Economic Research*, Vol 2(2), 2008; 213-228.

Rakesh Basant, "Decoding Access" in *Seminar: Mortgaging the Future, A Symposium on Reforming India's Higher Education System*, Vol. 587, Jul., 2008

Sukhadeo Thorat, "Social Security for Scheduled Caste in Unorganised Sector" in S. Mahendra Dev et.al. ed. *Social and Economic Security in India* (New Delhi: Institute for Human Development, 2001); pp. 367-385

Terence J. Byres, "State, Class and Development Planning in India" in Terence J. Byers ed., *The State Development Planning and Liberalisation in India* (New Delhi: Oxford University Press, 1997); 36-80

V. Ramachandran and R. Sharma, "Introduction" in R. Sharma and V. Ramachandran ed., *India: Exploring institutional structures, processes and dynamics* (New Delhi: Routledge, 2009); 1-32

Vimla Nadkarni, Roopashri Sinha and Leonie D'Mello "Reaching the Unreached" in *NGOs, Health and Urban Poor* (Jaipur: Rawat Publications, 2009); pp. 1-32

### **Assessment Design**

The assessment of the course may include three modes; tutorial, writing term papers with presentations and end-term exam.

## Research Methods II (Qualitative and Quantitative Methods)

Type : Compulsory

Semester : 2

Credit : 4

Coordinators : Preeti Mann and Chandan Mukherjee.

**Course Description:** The module on Qualitative Methods deals with the fundamentals of field research, the planning and logistics of various types of field research and the research process. Specific data collection methods and techniques will include observation, interview, questionnaire, case study, life history, documentary, ethnography, RRA/PRA/PLA. Hands-on training in qualitative data analysis, writing up research reports and proposals will be the backbone of the course. Students are required to undertake field studies based on one area or population for understanding the applicability of methods and techniques.

The module on Quantitative Methods has the standard structure of a course on basic statistics (a first course) covering descriptive statistics, probability, bivariate analysis and inference. The distinctiveness of the course is in its orientation. The relative emphasis is on *finding out* with (or making sense of) data rather than on formal model testing and estimation. As an approach to statistics it aims to learn from data by visualizing them and, hence, it relies mainly on graphical methods to assist thinking with data. It is less formal than the theory and practice of statistical inference (hypothesis testing), more playful perhaps, and more focused on conceptualising with data foreshadowed by theory on the subject of enquiry. The objective is to provide practical guidance to use data description as a tool for discovery, i.e. getting ideas from the data (hypotheses seeking). The mathematical threshold is kept fairly modest – familiarity with high school mathematics is the minimum requirement.

### Learning Objectives:

- To understand the methods and techniques of various research interest in a holistic approach.
- Will give the students a very comprehensive understanding of it so that they can incorporate it in other theoretical aspects of understanding an issue.

### Selected Reading list:

Bailey Kanneth, D. (1978). Methods of Social Research. New York: Free Press.

Goode, William J, and Hatt, Paul K.(1981). *Methods in social research*. London: McGraw-Hill Book Company.

Kothari, C.R. (2007). *Research Methodology*: New Delhi: New Age International Publishers.

Pelto, Perti J. &Pelto, Gretel H. (1978). *Anthropological Research: the structure of inquiry*. New York: Cambridge University Press.

Srivastava, V.K. (2005). *Methodology and Fieldwork*. New Delhi: Oxford University Press.

**Assessment Design:**

This course will have continuous assessment in the form of classroom, take-home assignments, and field work to be done individually, in pairs and in groups along with end-term examination.



## Agrarian Change and Rural Development

**Type** : Compulsory  
**Credits** : 4  
**Semester** : 3  
**Course Coordinator:** Asmita Kabra

Course description: This course aims to provide a theoretical and practical understanding of agrarian change and rural development related issues to students interested in the broad areas of development, poverty, social justice and sustainability. Using a political economy lens, the course touches upon themes like role of agriculture in development, agriculture and industry linkages, famines, droughts and food security, technological change and innovation in agriculture, rural markets, globalization and agriculture, and agrarian development and its links to overall rural development. The study of these topics will be taken up from different theoretical perspectives, and will also be illustrated through extensive case study material from countries of the global South.

Learning objectives: This course aims to enable students to understand major policy debates on the role of agriculture in rural and overall development. It introduces students to mainstream as well as heterodox approaches to the subject, so that they become familiar with the major debates on agriculture and development. By the end of the course, students should be in a position to apply both theory and methodology to critically analyze agrarian change and rural development issues for specific countries in the global South.

### Topics to be covered:

1. Introduction and Overview.
2. Agriculture-Industry Linkages
3. Agriculture and rural livelihoods
4. Agriculture and rural markets – land, labour and credit
5. Land and land reform
6. Agricultural Innovation and Technical Change
7. Drought, famines and food security
8. Dryland agriculture – risk, vulnerability and coping strategies
9. Globalization and agriculture
10. Agriculture and poverty reduction

### Reading list:

Akram-Lodhi and C. Kay (eds.) *Peasants and Globalization: Political economy, rural transformation and the agrarian question*. London: Routledge. Introduction.



Ellis, Frank. 2000. *Rural Livelihoods and Diversity in Developing Countries*. London: Oxford University Press. Introduction.

Scoones, Ian et al. *Hazards and Opportunities: Farming livelihoods in dryland Africa - Lessons from Zimbabwe*. London and New Jersey: Zed Books Ltd., 1996

Cramer C., C. Oya and J. Sender (2008). 'Lifting-the blinkers: a new view of power, diversity and poverty in Mozambican rural labour markets'. *Journal of Modern African Studies*, 46, 3: 361-39

Reardon, T. (1997). 'Using evidence of household income diversification to inform study of the rural non-farm labour market in Africa', *World Development*, 25 (5): 735-747.

MCS, Bantilan, P, Anand Babu, GV , Anupama, H, Deepthi and R, Padmaja. 2006. *Dryland Agriculture: Dynamics, Challenges and Priorities*. International Crops Research Institute for the Semi-Arid Tropics (ICRISAT); MPRA Paper no.16423, downloadable from <http://mpra.ub.uni-muenchen.de/16423/>

World Bank, 2007, 'Supporting smallholder competitiveness through institutional innovations', in *World Development Report 2008: Agriculture for Development*. Washington DC: The World Bank, ch. 6, pp. 138-157.

Göran Djurfeldt, Hans Holmén and Magnus Jirström, 2006, addressing food Crisis in Africa: What can sub-saharan africa learn from asian experiences in addressing its food crisis? SIDA

ActionAid, 2003, GM crops --going against the grain. Report. ActionAid

Herring, Ronald J., 2007, 'Stealth Seeds: Bioproperty, Biosafety, Biopolitics', *Journal of Development Studies* 43(1): 130-57.

FAO, (2009), 'How to Feed the World in 2050', FAO report

Haddad, L., H. Alderman, S. Appleton, L. Song, and Y. Yohannes (2002), *Reducing Child Undernutrition: How Far Does Income Growth Take Us?* International Food Policy Research Institute, FCND Discussion Paper, No 137, Washington, August.

*Journal of Agrarian Change* (2010), *Symposium on 2007/8 World Food Crisis*, vol 10, issue 1.

P. Svedberg, "841 Million undernourished?", *World Development*, 27 (12) (1999) pp. 2081-2098.

Lipton, M. (2006). 'Can Small Farmers Survive, Prosper, or be the Key Channel to Cut Mass Poverty?' *electronic Journal of Agricultural and Development Economics*, Vol. 3, No. 1, pp. 58-85.

Kay, Cristobal (2002), 'Why East Asia overtook Latin America: agrarian reform, industrialization and development', *Third World Quarterly*, vol 23 (6), pp. 1073-1102.

Ashley, Caroline & Simon Maxwell, 2001, 'Rethinking Rural Development', *Development Policy Review*, 19(4):395-425.

Assessment design:

In this course students attend two **weekly lectures** (each lecture is a two hour session taken by the course faculty). Lecture periods will be interactive, and will allow for some questions and discussion following the lecture. Outline notes for each lecture will be posted to students by email after the lecture has been given. Lectures will be supplemented by regular tutorials. Students are also required, once in each term, to make a short presentation and lead a discussion based on a topic of their choice. The course faculty will help the students to prepare for their seminar in the time allotted for tutorials.

There will be 4 assessments during the course:

<b>Assessment No.</b>	<b>Weight</b>	<b>Description</b>
1	20%	Take home essay
2	35%	Mid-term Test
3	25%	Take-home essay
4	20%	Seminar presentation by students

**Type** : **Compulsory**  
**Credits** : **4**  
**Semester** : **3**  
**Course Coordinator: Sumangala Damodaran**

**Course Description and Learning Objectives:**

This course will introduce students to debates around industrialization and urbanization in the developing country context. The discussion on industrialization will include debates on appropriate strategies and experiences of industrialization in a broad sense and also deal with forms of industrial organization and labour processes such as Fordism-Taylorism, Flexible Specialization, and Post-Fordist production and labour process organization. The discussions on industrialization will also bring in contemporary debates around urbanization processes, growth of informal settlements, and migration issues.

Apart from reading the conceptual literature in the area and reviewing experiences that will be primarily from the Third World, the course will attempt to equip students with methods for understanding actual processes as they occur in reality, through field visits.

The topics that will be covered are as follows:

1. Industrial Development : Alternative Trajectories - (a) The older debates (b) New Perspectives; New International Division of Labour and New Industrial Paradigms - Industrial Clusters and Industrial Districts
2. Industrialisation and Labour : Taylorist and Post-Fordist Labour Management Systems ;Industrialisation, Migration and Gender Issues
3. Perspectives on Third World Urbanisation
4. The Informal Sector – Industrialization, Livelihoods
5. Industrialisation, Urbanisation and Production-Space Dynamics

**Readings**

John Humphrey: Introduction, World Development, Vol. 23, No. 1

Gabriel Palma: Four sources of 'de-industrialisation and a new concept of the 'Dutch Disease', presented at HSRC EGD I Roundtable The Changing Character of Industrial Development: What Implications for Growth, Employment and Income Distribution?

John Humphrey: Industrial Reorganization in Developing Countries: From Models to Trajectories, World Development, Vol. 23, No. 1

Alice Sindzingre: The Relevance of the Concepts of Formality and Informality: A Theoretical Appraisal, EGDI and UNU-WIDER Conference *Unlocking Human Potential: Linking the Informal and Formal Sectors* 17-18 September 2004, Helsinki, Finland

A.T.M. Nurul Amin: The Informal Sector in Asia from the Decent Work Perspective, Employment Sector International Labour Office Geneva

David Harvey (1990): Flexible Accumulation through Urbanization Reflections on "Post-Modernism" in the American City, *Perspecta*, Vol. 26, Theater, Theatricality, and Architecture, pp. 251-272

Breman, J. (1976), 'A dualistic labour system; critique of the informal sector concept', reprinted in: *Wage hunters and gatherers; search for work in the urban and rural economy of south Gujarat*. Oxford University Press 1994.

Breman, J. (1995) 'Labour get lost: a late-capitalist manifesto', reprinted in: *The labouring poor in India*. Oxford University Press, New Delhi 2003.

Breman, J. (1996) *Footloose labour; working in India's informal economy*. Cambridge University Press. Cambridge.

#### Assessment:

Two types of assessment will be conducted for this course over three or four assessment points. One type will be writing papers from the taught component, where they will be expected to go beyond the literature used in the class. The second type will consist of group assessments on the basis of fieldtrips organized primarily in the National Capital Region.

## Institutions and Public Policy Processes

Type	: Compulsory
Credits	: 4
Semester	: 3
Course Coordinator	: Aruna Kumar Monditoka
Course Staff	: Aruna Kumar

### Content

This course focuses on *public policy* process in India. How potential ideas for government actions are translated into reality. We will examine the policy process both at the national level and by the State Government and its subsidiary units.

Students, in this course, will be exposed to how the structures and dynamics of government work at the central, state, and local levels to create and implement policies that serve the public. Attention will be given to the mutual obligations between individuals and their government as well as to the critical social and political contexts in which policy choices are made.

Are policies making a difference in the standard of living of the poor? Who are the haves and the have not's? Does politics matter? The answer to these questions can be found in the Public Policy course.

Public Policy begins with us and challenges us to engage in contemporary issues through institutional and public venues that enhance civil society (i.e., citizens, government, institutions). This course examines major policy issues confronting contemporary society, and the basic concepts and strategies that are used to address the problems of India.

### Learning Objectives

- To examine the structure of Indian political system.
- To discuss the major stages in the policy process.
- To analyze the role of actors in the policy process.
- To examine the specific policy problems relevant to contemporary Indian society
- To discuss how policy-making differs at the national, state and local levels.
- To evaluate the successes and failures of government policies.
- To evaluate how the ideal policy process differs from reality.

### Module 1: Introduction to Public Policy

Module Staff: Aruna Kumar Monditoka

**Description/Topics:**

The purpose of this module is to introduce students to the basic principles and concepts of public policy and policy analysis.

**Required Readings**

Mathur, Kuldeep (ed.) (1996) *Development Policy and Administration*, Sage Publications, New Delhi

**Supplementary Readings**

Locks O Mitchell : *The logic of policy as Argument* , Management Science, Vol 31 No 1 (Jan 1985) PP 109-114 INFORMS

Wedel R Janine, Cris Shore, Gregory Feldman, Stacy Lathrop: *Toward an Anthropology of public policy*, Annals of the American Academy of Political and Social Science, Vol 600, Jul 2005, Published by Sage Publications .

Prewitt Kenneth : *Political ideas and a Political Science for Policy* Annals of the American Academy of Political and Social Science, Vol 600, The use and usefulness of the social sciences: Achievements, Disappointments, and promises (Jul 2005) pp 14-29 Sage publications

**Module 2: Theories of Policy Process****Module Staff: Aruna Kumar Monditoka**

The objective of this module is to teach or review the leading theories of policy analysis and the policy making process. Secondly, to teach an approach to public policy research that connects policy analysis with political analysis. In the policy literature, these subjects are usually separate. But in my conception, one should first develop a position about how best to solve some major public problem and then goes on to analyze why actual policy falls short of that ideal.

**Required Readings:**

Colebatch K Hal: *What work makes policy?* Policy sciences, vol 39, No 4 (Dec 2006) pp 309-321 Published by Springer

Wlaker, E Warren : *Models in the policy process: Past, present and Future* Interfaces, Vol 12, No 5 (Oct 19982) PP 91-100 Published by INFORMS

**Supplementary Readings:**

Easton David: *An Approach to the Analysis of political Systems*, world politics, Vol 9, No 3 (April 1957) PP 383-400 Cambridge University Press

Gordon Ian, Janet Lewis and Ken Young : *Perspectives on Policy Analysis* ,Public administration Bulletin, 25,1977 pp 26-40

Harris Robert: *Policy Analysis and Policy Development*, The Social Service review, Vol 47 No 3 (Sep 1973) PP 360-372, the university of Chicago Press

Smith B Kevin , Christopher W. Larimer “ *The Public Policy Theory Primer* “ West view Press ,1993

Walters, C Lawrence, James Aydelotte, Jessica Miller: *Putting more public in Policy Analysis* Public Administration Review, Vol 60, No 4 (Jul –Aug 2000) PP 349-359 Blackwell Publishing

### **Module 3: Political Actors**

#### **Module Staff: Aruna Kumar Monditoka**

Role of politicians: How the policy making has been changing over a period of time viz., from single party domination to coalition government. How regional parties are claiming their stakes in favor of their 'Interest'. (Who is involved in the policy-making process?)

#### **Required Readings**

Mathur Kuldeep, and James Warner Bjorkman : *Policy making in India: Who Speaks and Who listens* , Har- Anand Publications Pvt Ltd,2009, New Delhi

Kohli, Atul (1987) *The State and Poverty in India. The Politics of Reform*, Cambridge University Press, Cambridge, etc.

#### **Supplementary Readings**

Currie, Bob (2000): *The Politics of Hunger in India. A Study of Democracy, Governance and Kalahandi's Poverty*, MacMillan, Basingstoke

Dhar PN, *The prime minister's office. Indira Gandhi, emergency and Indian Democracy*, delhi : Oxford University Press Pages 116-145.

Jayal, Gopal Niraja and Sudha Pai (eds) (2001):*Democratic Governance in India: Challenges of Poverty, Development and Identity*, Sage Publications, New Delhi

Manor, James (1993): *Power, Poverty and Poison. Disaster and Response in an Indian City*, Sage Publications, New Delhi, etc.

Rudolph, LJ and SH Rudolph: *The pursuit of lakshmi: The political economy of the Indian State*. Chicago and London : the university of Chicago press. 1987

Harriss, John (2000) How Much Difference Does Politics Make? Regime Differences Across Indian States and Rural Poverty Reduction, *LSE Destin Working Paper Series* No. 00-01, London School of Economics

#### **Module 4: Bureaucratic Actors, Technocrats and Policy Change**

**Module Staff: Aruna Kumar Monditoka**

This module will explore different bureaucratic theories and also, how bureaucrats acquire and maintain power over policy choices. Are Bureaucrats policy framers or policy implementers in India? What are the challenges faced by the bureaucrats in policy making process? At the end of 4 hours lecture on this module, students will acquire knowledge of role of bureaucrats in contemporary India.

#### **Required Readings**

Lwar, H Brinton and Hal G. Rainey "Don't blame the bureaucracy" *Journal of Public Policy* Vol 3 No 2 (May 1983) pp 149-168, Cambridge University press

Meier, J Kenneth: *Bureaucracy and democracy: The case for more Bureaucracy and less Democracy*, *Public administration review*, Vol 57, No 3 ( May- Jun 1997) PP- 193-107, Blackwell publishing

#### **Supplementary Readings**

Constas Helen : *Max Weber's Two Conceptions of Bureaucracy*, *The American Journal of Sociology*, Vol 63 No 4 (Jan 1958) PP 400-409 The University of Chicago Press

Fesler W James: "*Politics, Policy and Bureaucracy at the top*" *Annals of the American Academy of political and Social Science*, Vol 466, (Mar 1983) PP 23-41, Sage publication

Hearn , Francis : *Rationality and Bureaucracy : Maoist contributions to Marxist theory of Bureaucracy* , *The Sociological quarterly*, Vol 19, No 1 (Winter, 1978) PP 37-54 published by Blackwell publishing

#### **Module 5: The Interaction between Policy and Politics (Who decides?)**

**Module Staff: Aruna Kumar Monditoka**

This module will describe about the Lowi's types of policy and other approaches to understand the politics around policy making. Also, how easily interests can influence the



policies. The main aim of this module is to explain an important question- Does politics matter policy or does policy matters the politics?

### **Required Reading**

Considine Mark, Jenny M. Lewis and Damon Alexander : *Networks, Innovation and Public Policy- Politicians, Bureaucrats and the pathways to change inside Government*. Palgrave macmillan, New York. 2009

### **Supplementary Readings**

Mitra, Subrata (1992): *Power, Protest and Participation: Local Elites and the Politics of Development in India*, Routledge, London

Pavarala, V. (1996): *Interpreting Corruption: Elite Perspectives in India*, Sage Publications, New Delhi

Colebatch K Hal: *What work makes policy ?* Policy sciences, vol 39, No 4 (Dec 2006) pp 309-321 Published by Springer

## **Module 6: Government Institutions and Policy Actors**

### **Module Staff: Aruna Kumar Monditoka**

This module will explain how different actors are playing a role as policy initiators and policy implementers in India. Policy actors include legislature, executive, judiciary and also the Civil Society organizations and their impact on policy making process in India. I will be discussing various NGO initiatives and their impact on different policies from 1950s to present *Lokpal* bill.

### **Required Reading**

Varshney, Ashutosh (1989): '*Ideas, Interest and Institutions in Policy Change: Transformation of India's Agricultural Strategy in the mid-1960s*', Policy Sciences, Vol. 22, No. 3-4, pp. 289-323

Joseph Sarah: *Society Vs State? Civil Society, Political Society and Non party Political Process in India*, EPW, Vol 37, No 4 (Jan 26-Feb 1 2002) PP 299-205

### **Supplementary Reading**

Prasad, Nageswarar : *Grassroots party activists in India: recruitment and participation* International political science review Vol 4, No 2 (1983) pp 108-114 Sage publication ltd

Ganapathy, R.S. & others: *Public Policy and Policy Analysis in India*, Sage Publications,

New Delhi, 1985.

## **Module 7: Public Policy Making Process**

**Module Staff: Aruna Kumar Monditoka**

This module will describe 'who speaks' and 'who listens in the policy making. Are government decisions (policies) based on Public Choice or not. This module will explain about the role of voters in policy making, how different policies have resulted in mid-term elections in India.

### **Required Reading**

Paul, Samuel (2002) *Holding the State to Account. Citizen Monitoring in Action*, Books for Change, Bangalore

Mitra, Subrata (1992) *Power, Protest and Participation: Local Elites and the Politics of Development in India*, Routledge, London

### **Supplementary Readings**

Harriss, John (2000): *How Much Difference Does Politics Make? Regime Differences Across Indian States and Rural Poverty Reduction*, LSE Destin Working Paper Series No. 00-01, London School of Economics

Varshney, Ashutosh (1999): 'Mass Politics or Elite Politics. India's Economic Reforms in Comparative Perspective', in Jeffrey D. Sachs, Ashutosh Varschney and Nirupam Pajpai (eds) *India in the Era of Economic Reforms*, Oxford University Press, New Delhi etc. pp. 222-60

Chhibber, Pradeep (1995): 'Political Parties, Electoral Competition, Government Expenditures and Economic Reforms in India', *Journal of Development Studies*, Vol. 32, No. 1, pp. 74-96

## **Module 8: Changing nature of public policy in the age of Globalization**

**Module Staff: Aruna Kumar Monditoka**

This module explore about the impact of globalization and liberalization on public policy. The role of private sector in policy is also will discussed.

### **Required Reading**

Bhaduri, Amit and Deepak Nayyar (1998): *An Intelligent Person's Guide to Economic Liberalisation*, Penguin Books, New Delhi

## Supplementary Readings

Chakravarty, Sukhamoy (1998): *Development Planning: The Indian Experience*, Oxford University Press, New Delhi

Brint Steven : *Rethinking the policy influence of experts: From General Characterization to Analysis of Variation* , Sociological Forum Vol 5 No 3 (Sep 1990) PP 361-385) Published by Springer

Sims, Holly (1988): *Political Regimes, Public Policy and Economic Development*, Sage Publications, New Delhi

Jenkins, Rob (1999) *Democratic Politics and Economic Reform in India*, Cambridge University Press, New Delhi

## Module 9: Land Reform Policy in India: History, Problems and Prospects

The module will consist of two lectures of 2 hours each. The topics covered will include a background to the land question in India, the need for land reforms in the current context, a history of land reforms in India, the scorecard for the 1<sup>st</sup> wave of land reforms of 1950s and '60s, the land question and farmers' movements in India, and the resurgence of land reforms under the neoliberal agenda. The module will end with a detailed look at the ongoing central government scheme of Computerization of Land Records as a case study.

### Essential Reading:

Deininger, K. , Jin, S. and Nagarajan, H. K.(2009) 'Land Reforms, Poverty Reduction, and Economic Growth: Evidence from India', *Journal of Development Studies*, 45: 4, 496-521

Peter M. Rosett, Raj Patel and Michael Courville (eds.). 2006. *Promised Land: Competing Visions of Agrarian Reform*. New York, Food First Books and Institute for Food and Development Policy. Foreword, Introduction to Part I (Raj Patel) and Chapter 4 (Manpreet Sethi)

Hari Charan Behera. 2009. *Constraints in Land Records Computerization*. *Economic and Political Weekly*, Vol.XLIV No.25, June 20, 2009.

Saxena, Naresh C. 2005. *Updating Land Records: Is Computerization Sufficient?*. *Economic and Political Weekly*, January 22, 2005.

### Additional Readings:

Deininger, Klaus. 1998. Making negotiated land reform work: Initial experience from Colombia, Brazil and South Africa

Vaidyanathan. A. 2010. *Agricultural Growth in India : Role of Technology, Incentives, and Institutions*. New Delhi, Oxford University Press. Chapter 4, pp. 140-169.

Putzel, James. 2000. *Land Reforms in Asia: Lessons from the Past for the 21<sup>st</sup> Century*. LSE Development Studies Institute: Working Paper no.004.

Richard W. Franke. 1992. *Land Reform versus Inequality in Nadur Village, Kerala*. Journal of Anthropological Research, Vol. 48, No. 2 (Summer, 1992), pp. 81-116.

### **Module 10: Forest Policy in India**

This module will take students through the salient features of forest policy in India, and the debates surrounding the evolution of the policy in recent years. It will take a look at the functioning of some of these policies at the micro-level, especially in the light of the overall context of neo-liberalism and globalization, and debates on participatory conservation and its different meanings.

#### **Essential Readings**

Sundar, Nandini and Roger Jeffrey. 1999. *A New Moral Economy For India's Forests: Discourses of Community And Participation*. New Delhi, Sage. Chapter 1: Introduction.

Shahabuddin, Ghazala. 2010. *Conservation at the Crossroads: Science, Society, and the Future of India's Wildlife*. New Delhi, Orient Blackswan.

Gopalakrishnan, Shankar. *Conservation, Power and Democracy*. In "Nature without borders", Seminar, September 2010.

Karant, Ullas K. *Reconciling Conservation with Emancipatory Politics*. Economic and Political Weekly November 12, 2005.

TTF 2005. *Joining the Dots*. Report of the Tiger Task Force. New Delhi, Ministry of Environment and Forests. Executive Summary.

Gajah: Report of the Elephant Task Force. 2010. Executive Summary.

#### **Additional Readings**

CCS 2003. *Keepers of Forests: Foresters or Forest Dwellers?* CCS-ARCH Briefing Paper. New Delhi, Centre for Civil Society.

Munshi, Indra. Scheduled Tribes Bill, 2005. EPW Commentary, Economic and Political Weekly, October 8, 2005.

Sarkar, Rinki. *Decentralised Forest Governance in Central Himalayas: A Re-evaluation of Outcomes*. Economic and Political Weekly, May 3, 2008, p.54-63.

Dresslet, Wolfram and Robin Roth. The Good, the Bad, and the Contradictory: Neoliberal Conservation Governance in Rural Southeast Asia. *World Development* Vol. 39, No. 5, pp. 851-862, 2011.

Lele, Sharacchandra. *A 'Defining' Moment for Forests?* Economic and Political Weekly June 23, 2007, p.2379-83.

Madhusudan, M.D. *The Global Village: Linkages between International Coffee markets and Grazing by Livestock in a South Indian wildlife reserve.* Conservation Biology Volume 19, No.2, April 2005.

Nagendra, Harini, Duccio Rocchini and Rucha Ghate. *Beyond parks as monoliths: Spatially differentiating park-people relationships in the Tadoba Andhari Tiger Reserve in India.* Biological Conservation 143 (2010) 2900–2908.

Rosencranz, Armin, Edward Boenig and Brinda Dutta. 2007. *The Godavarman Case: The Indian Supreme Court's Breach of Constitutional Boundaries in Managing India's Forests.* Environmental Law Institute, Washington, DC.

### **Module 11: Policy Analysis: India's Nuclear policy**

The objective is to glance into the background and processes involved in framing of India's nuclear policy, the debates and criticisms from media, academia and policy makers. An evaluative and critical approach towards this policy, in light of the ongoing political debates would equip students to gain a perspective on this issue as well

#### **Essential Readings:**

Karnad, Bharat. (2008) *India's Nuclear Policy*, Eastern Book Corporation

Vanaik Achin and Praful Bidwai. (2001) *South Asia on a Short Fuse: Nuclear Politics and the Future of Global Disarmament*, Oxford University Press.

Ram N. (1999) *Riding the Nuclear Tiger*, Left Word Books

Bajpai Kanti (2000) *India's Nuclear Posture after Pokhran II*, International Studies, Vol. 37, no. 4, 2000 retrieved from [http://www.nuclearfiles.org/menu/key-issues/nuclear-weapons/issues/proliferation/Proliferation\\_History.pdf](http://www.nuclearfiles.org/menu/key-issues/nuclear-weapons/issues/proliferation/Proliferation_History.pdf)

#### **Additional Readings:**

Ahmed Ali. (2009) *Reviewing India's Nuclear Doctrine*. IDSA Policy Brief, retrieved from [www.idsa.in/system/files/AliAhmedIndiaNuclearDoctrine.pdf](http://www.idsa.in/system/files/AliAhmedIndiaNuclearDoctrine.pdf)

Alam Mohammed B. (2002) *India's Nuclear Doctrine: Context and Constraints*, Working Paper No. 11, Heidelberg Papers in South Asian and Comparative Politics, retrieved from [www.casi.ssc.upenn.edu/system/files/Heidelberg+Papers+-+2002.pdf](http://www.casi.ssc.upenn.edu/system/files/Heidelberg+Papers+-+2002.pdf)

Charnysh Volha (2009) *India's Nuclear Program*, [http://www.nuclearfiles.org/menu/key-issues/nuclear-weapons/issues/proliferation/Proliferation\\_History.pdf](http://www.nuclearfiles.org/menu/key-issues/nuclear-weapons/issues/proliferation/Proliferation_History.pdf)

### Some Useful Websites:

<http://nuclearweaponarchive.org/India/IndiaOrigin.html>

<http://www.cfr.org/india/us-india-nuclear-deal/p9663>

### Module 12: Policy Analysis: Health

Health amongst other indicators of human development is a vital aspect of human well being. Understanding the importance of health from a policy perspective and gaining insight to the various policy prescriptions offered by governments over the years will be the aim of this module. It will help in developing a critical outlook towards the policy process and how multiple actors are involved in practice.

### Essential Readings:

Das Gupta, M, L.C Chen and T.N. Krishnan (1996) *Health, Poverty and Development in India*, Oxford University Press, Delhi, Chapters 1, 2, 12, 14

*National Rural Health Mission* (2005-12), Mission Document retrieved from [www.mohfw.nic.in/NRHM/Documents/Mission\\_Document.pdf](http://www.mohfw.nic.in/NRHM/Documents/Mission_Document.pdf)

Hammer, J, Aiyar, Y and Samji, S (2007). 'Understanding Government Failure in Public Health Services', *Economic and Political Weekly*, Volume no. 42, No. 40, Sameeksha Trust, Mumbai

Das Gupta, M (2005). *Public Health in India: An Overview*, Working Paper Series, retrieved from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=873895](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=873895)

Chandoke, N and P. Priyadarshi (2010), *Contemporary India: Economy, Society, Politics*, Pearson, India, Chapter 5

### Additional Readings:

Qadeer, I, K. Sen and K.R Nayar. (2001) *Public Health and the Poverty of Reforms: The South Asian Predicament*, Sage Publications, New Delhi, Chapters 1, 7, 8, 12, 23, 24, 25

Husain, Zakir (2011) 'Health of the National Rural Health Mission', *Economic and Political Weekly*, Volume no. XLVI, No. 4, Sameeksha Trust, Mumbai

*Campaign for People's Right to Health* (2001) NCAS Advocacy Update, No. 16

### Assessment:

Overall grade will be based on three assignments- Weightage 30%, 30% and 40% respectively. The first two assignments will be based on Class room presentation and Viva Exam. The Third one will be a take home assignment.

## ELECTIVE COURSES

*\* The numbers of electives offered in Semester 3 and Semester 4 may vary for each academic session and will be based on the discretion of course coordinator. Given below are course outlines of electives offered by faculty at SDS.*

### Development Economics I & II

**Type: Elective**

**Credits: 2 + 2**

**Semester: 3 & 4**

**Course Coordinator:** Subrata Mandal

#### **Course description:**

The course aims to promote understanding of the concept of development, the various explanations of the causes of different levels of development and the potential contribution of development economics to the furtherance of economic development and poverty reduction and improvement in quality of life in a national and global context. The course will explore growth, trade, fiscal and financial issues for developing countries. The course will explore development economics at the village level and the tools for formulating economic policies for a village economy, which would be useful for development practitioners. The course will discuss frontier issues of development economics to develop a future perspective in students to understand development as freedom, well being and happiness.

#### **Learning Objectives**

Its focus is not only on methods of promoting economic growth and structural change but also on improving the potential for the mass of the population, for example, through health and education, whether through public or private channels.

Students will learn theories and methods that aid in the determination of policies and practices and can be implemented at either the village or national level. This includes mathematical methods for project analysis, or it may involve a mixture of quantitative and qualitative methods.

The students will learn economic aspects of the development process in low-income countries, with an anthropological perspective. The anthropological perspective is in sharp contrast to the Popperian scientific method where every observation is supposed to be an act of falsification of some prior hypothesis.

Students will be familiarized with approaches in development economics that may incorporate social and political factors to devise particular plans. Different approaches may consider the factors that contribute to economic convergence or non-convergence across

households, regions, and countries. The students will learn concepts and tools that are required for development practitioners with focus in rural economics.

### **Module: Development theories**

The topics would include - evolution of Development Economics; the concept of development; development indicators, theories of under-development, and structural change in the economy with economic development. The course will go into issues of technology, endogenous growth, income distribution, poverty and wealth of nations. It will discuss food security, energy security, right to livelihood, development and justice, and elite capture. It will discuss human development, decentralisation and local governance, role of state, market and institutions. The students will be familiarised with the concept of development as freedom, well being and happiness.

### **Module: Development policies**

The course will explore growth, trade and macroeconomic issues for developing countries. Topics include: fiscal and financial policy options; foreign exchange controls; dual labour markets; structural adjustment; stabilisation and external debt; and the growth and equity impact-of macroeconomic adjustment programmes and trade policy options, influence of trade and capital flows on development, and global political economy.

### **Module: Quantitative techniques in Development Economics**

The course will try to create capacity to understand *village economies* and build up development plans at village levels through activity mapping and coining indicators for monitoring and evaluation of development projects. The students will be equipped with computing techniques using input output model, social accounting matrix, linear programming, computable general equilibrium models and carry out social and economic-cost benefit analysis of development projects.

### **Reading List**

Abhijit Banerjee and Esther Duflo (2011) *Poor Economics: A Radical Rethinking of the way to Fight Global Poverty*, (New York: Public Affairs)

Alain de Janvry & Frederico Finan & Elisabeth Sadoulet, 2010. "Local Electoral Incentives and Decentralized Program Performance," *NBER Working Papers* 16635, National Bureau of Economic Research, *Inc.velopment Studies*, pp. 5-24.

Chakarvarti, S (1981 ): *Development Planning: the Indian Experience*. Oxford University Press, New Delhi.

Chakarvarti, S. (1982): *Alternative Approaches to a Theory of Economic Growth*, Oxford University Press, New Delhi.

Chenery, H. Et-Ai(1987): *Handbook of Development Economics V 01.1 and II*. North-Holland.

Gerald M. Meier and James E. Rauch (eds.), *Leading Issues in Economic Development*, 8th ed., Oxford Univ. Press, 2005.



- Haq, M.: Reflection on Human Development, Oxford University Press. New Delhi.
- Harris, John: (1982), Rural Development - Theories of Peasant Economy and Agrarian Change
- Hayami Y. and Godo Y. (2005) *Development Economics: From the Poverty to the Wealth of Nations*, (3rd edition) Oxford University Press: Oxford
- Ingham, B, (1995) *Economics and Development*; McGraw-Hill, New York
- Joseph Stiglitz, *Globalisation and Its Discontents*, Penguin, 2002
- Meier, G.M. (1971): *Leading Issues in Economic Development* Oxford University Press, New Delhi.
- Meier G. and Stiglitz J. (eds) (2001) *Frontiers of Development Economics: The Future in Perspective*, Oxford University Press. New York
- Myrdal, G ( 1968): *Asian-Drama: an Enquiry Into The Poverty of Nations*, Pelican, London.
- Krugman, Paul (1995) "Dutch Tulips and Emerging Markets"
- Lewis, B. D. and E. Thorbecke (1992), District-Level Economic Linkages in Kenya: Evidence Based on a Small Regional Social Accounting Matrix, *World Development*, vol. 20, no. 6, pp. 881-
- Perkins, D, Radelet, S, Snodgrass, D, Gillis, M and Roemer, M, (2001) *Economics of Development* (5th ed); Norton, New York,
- Subramanian, S. and E. Sadoulet, (1990), 'The Transmission of Production Fluctuations and Technical Change in a Village Economy: A Social Accounting Approach', *Economic Development and Cultural Change*, vol. 39, no. 1, pp. 131-73.
- Ravenhill J. (ed) (2005) *Global Political Economy*; Oxford University Press: Oxford.
- Sen A (1999) *Development as Freedom* Oxford University Press, New York
- Sen, A. (1984): *Resources, Values & Development*, Basil Blackwell. London.
- Taylor J.E. and Adelman, I., (1996) *Village Economies*, Cambridge University Press, USA
- Thirwall, A. (1978): *Growth and Development*, Macmillan, London.
- Todaro, M. and Smith S. (2009); *Economic Development* (10<sup>th</sup> ed) Addison-Wesley: London

## Energy, Resources and Development

**Type: Elective**

**Credits: 2**

**Semester: 3**

**Course Coordinator:** Subrata Mandal

**Course Staff:** Subrata Mandal

### **Course description:**

The course adopts an interdisciplinary approach using social, physical and biological sciences to develop a conceptual framework for energy and resource use with development. The course will discuss the political and economic significance of energy resources, both exhaustible and renewable, with the development trajectory of a nation. It will develop an analytical foundation of energy input for food and commodity production and its implication for global sustainability and equity within and among nations.

### **Learning Objectives**

Students will learn the laws of energy and its relation with the economic, social and natural systems. They will learn the laws and theorems of exhaustible energy resources (like coal, oil, gas and nuclear), renewable (e.g biomass) and non conventional (e.g. solar and wind) resources with respect to conservation and depletion, and optimal path of extraction to maximise welfare of present and future generations. Students will be made familiar with issues like energy poverty, energy security and energy accessibility among different strata of the population as well as at the national and global levels. They would learn pricing strategies and policies and debates around taxes and subsidies related to energy equity, and energy conservation and use. Students will study the future prospect of non conventional energy, and policies that would encourage such sources to be a viable option. They will develop a perspective on future global energy demand and development of nations, imperfections in energy markets, and conflicts over control of energy resources. Students will be taught the impact of energy use and technology on global sustainability, particularly with respect to emissions, clean energy and climate change.

### **Module: 1**

**Energy and its relation with the economic, social and natural systems.**

### **Module 2**

**Theories of optimal use of exhaustible and renewable energy resources**

### **Module 3**

## Energy policy and development

### Module 4

Conflicts and control over energy resources

### Module 5

Energy, sustainability and climate change

### Module 6

Future global energy demand and development of alternate sources

### Reading List

- Clark, Colin W. (1990). *Mathematical Bioeconomics: The Optimal Management of Renewable Resources*. (2 ed.). New York: Wiley Inter-Interscience, John Wiley and Sons, Inc
- Georgescu-Roegen, N. 1971. *The entropy law and the economic process*. Cambridge, MA: Harvard University Press.
- Dasgupta, P.S. and G.M. Heal. *Economic Theory and Exhaustible Resources*. Cambridge, Cambridge University Press. 1979.
- Ciriacy-Wantrup, S.V. (1952). *Resource Conservation; Economics and Policies*. Berkeley: University of California Press.
- Daly, Herman E. (1973). *Toward a Steady State Economy*. San Francisco: W.H. Freeman.
- Dasgupta, Partha. (1982). *The Control of Resources*. Cambridge, MA: Harvard University Press.
- Kneese, A.V. and J.L. Sweeney (Eds.). *Handbook of Natural Resource and Energy Economics*. Amsterdam, Elsevier.
- Odum, H. T. 1971. *Environment, power and society*. New York: John Wiley.
- Freeman, III, A.M. (1993): *The Measurement of Environmental and Resource Values: Theory and Methods*, Washington D. C: Resources for the Future.
- Haab, Timothy C, and Kenneth E. McConnell (2002): *Valuing Environmental and Natural Resources: The Econometrics of Non-Market Valuation*, Edward Elgar, Cheltenham, UK,
- V. K. Smith (Ed.) (1979), *Scarcity and Growth Reconsidered* . Baltimore: Johns Hopkins University Press.

**Assessment design:** Students will be assessed through term papers, tests and exams.

## **Enterprise and Society**

**Type** : Elective  
**Semester** : 4  
**Credit** : 2  
**Coordinator** : Anirban Sengupta

### **Description**

This course aims to explore various spaces where domains of enterprise and society intersect. Such spaces exist within organizational context as well as outside. At the same time such spaces gets continuously redefined depending on the way we understand the word enterprise. Therefore, the course would begin with an attempt to understand the diverse ways in which enterprise can be understood. Then onwards the course would engage in discussions about varied intersecting spaces like community and enterprise, policy and enterprise, corporate social responsibility, and social entrepreneurship.

### **Learning Objectives**

The course is meant for students who have an academic interest in understanding enterprise and its intersections with society. On completion of this course a student should have an understanding of the concept of enterprise, processes of development of enterprise, and developmental implication of enterprise. This course should enable the students develop a clear understanding about the relationship between business and society.

### **Pedagogy**

The course is going to involve both lecture-based and hands on learning. The idea is to introduce and analyse relevant cases for understanding diverse theoretical inputs.

### **Assessment**

This course would involve assessments oriented towards honing the ability of a student to empathetically understand an entrepreneur and conduct research on enterprise.

### **Reading List (Subject to revision)**

- Basant, Rakesh (2000): "Corporate Response to Economic Reforms", Economic and Political Weekly, March 4-10, Vol. 35, No. 10.
- Bhagwati, Jagdish (1993) India in Transition: Freeing the Economy, Oxford: Clarendon Press.
- Bielefeld, W. (2009). Issues in Social Enterprise and Social Entrepreneurship. Journal of Public Affairs Education, 15(1), pp. 69-86.
- Bygrave, W.D. and Hofer, C.W. (1991). Theorizing about entrepreneurship. Entrepreneurship Theory and Practice, 16(2): 13-22. [Soft Copy]

- Carland, J.W., Hoy, F., and Carland, J.A.C. (1988). "Who is an entrepreneur?" is a question worth asking. *American Journal of Small Business*, 33-39. [Soft Copy]
- Carland, J.W., Hoy, F., Boulton, W.R., and Carland, J.A.C. (1984). Differentiating entrepreneurs from small business owners: A conceptualization. *Academy of Management Review*, 9(2): 354-359. [Soft Copy]
- Carroll, A.B. (1999). Corporate social responsibility: Evolution of a definitional construct. *Business & Society*, 38(3): 268-295. [Soft Copy]
- Chandrasekhar, C.P. (1999) "Firms, Markets and the State, An Analysis of Indian Oligopoly", in Amiya Kumar Bagchi ed., *Economy and Organization: Indian Institutions under the Neoliberal Regime*, New Delhi: Sage Publications, pp. 230-245 and 261-266. (22)
- Chibber, Vivek (2004) *Locked in Place: State Building and Late Industrialization in India*, New Delhi: Tulika Books.
- Damodaran, H. (2008). In *India's new capitalists: Caste, business, and industry in a modern nation* (Chapter 2: The old merchant communities, pp. 8-47). Ranikhet: Permanent Black. [Hard Copy]
- Damodaran, Harish (2008) *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*, Ranikhet: Permanent Black.
- De Neve, G (2009). Power, inequality and corporate social responsibility: The politics of ethical compliance in the South Indian garment industry, *Economic & Political Weekly*, xlv(22), 63-71. [Soft Copy]
- Dyer Jr., W.G and Handler, W. (1994). Entrepreneurship and family business: Exploring the connections. *Entrepreneurship Theory and Practice*, 19(1): 71-83. [Soft Copy]
- Fowler, A. (2000). NGDOs as a moment in history: Beyond aid to social entrepreneurship or civic innovation? *Third World Quarterly*, 21(4), pp.637-654.
- Garriga, E. and Melé, D. (2004). Corporate social responsibility theories: Mapping the territory, *Journal of Business Ethics*, 53(1/2), 51-71. [Soft Copy]
- Harriss, J. (2006). Power matters: Essays on institutions, politics, and society in India (Chapter 6: 'Widening the radius of trust': Ethnographic explorations of trust and Indian business, pp. 169-190). New Delhi: Oxford University Press. [Hard Copy]
- Industrial Policy Resolution, 1948
- Industrial Policy Resolution, 1956
- Jodhka, S.S. (2010). Dalits in business: Self-employed scheduled castes in north-west India. *Economic and Political Weekly*, XLV(11), 41-48. [Hard and Soft Copy]
- Kohli, Atul (2006) 'Politics of Economic Growth in India, 1980-2005, Part I: The 1980s' *Economic and Political Weekly*, April 1, Vol. 41, No. 13.
- Kohli, Atul (2009b). 'Politics of Economic Growth in India, 1980-2005, Part II: The 1990s and Beyond', *Economic and Political Weekly*, April 8, Vol. 41, No. 14.

- Marsden, C. (2006). In defence of corporate responsibility In Corporate social responsibility: Reconciling aspiration with application Edited by A. Kakabadse and M. Morsing. New York: Palgrave Macmillan. [Hard Copy]
- Mazumdar, Surajit (2008) 'The Corporate Sector and Indian Industrialization: A Historical Perspective', in S. R. Hashim, K. S. Chalapati Rao, K. V. K. Ranganathan and M.R. Murthy (eds.), Industrial Development and Globalisation New Delhi: Academic Foundation, pp. 179-200.
- Pedersen, Jorgen Dige (2007) 'The transformation of Indian business: from passive resisters to active promoters of globalization', Paper prepared for Sixth Pan-European Conference on International Relations, University of Turin, Italy, 12.-15. September 2007. (27)
- Peneder, M. (2006). The meaning of entrepreneurship: Towards a modular concept. [working paper]. [Soft Copy]
- Peredo, A. M., and McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), pp. 56-65.
- Portney, P.R. (2008). The (not so) new corporate social responsibility: An empirical perspective, *Review of Environmental Economics and Policy*, 2(2), 261-275. [Soft Copy]
- Ray, Rajat Kanta (1994b): "Introduction", in Ray, Rajat Kanta (ed.) (1994a): *Entrepreneurship and Industry in India, 1800-1947*, Oxford University Press, Delhi.
- Schein, E.H. (1994). Commentary: What is an entrepreneur? *Entrepreneurship Theory and Practice*, 19(2): 87-88. [Soft Copy]
- Sengupta, A. (2005). Rationality and Economic Action: Max Weber's Notion of Entrepreneurship [Unpublished Research Note].
- Sheth, N.R. (1984). Theoretical framework for the study of Indian business communities. In *Business communities in India: A historical perspective* (pp. 9-25) Edited by D. Tripathi. New Delhi: Manohar Publications. [Hard Copy]
- Sobhan, Rehman (1989): "The State and Development of Capitalism: The Third World Perspective", in Krishna Bharadwaj and Sudipta Kaviraj (ed.), *Perspectives on Capitalism: Marx, Keynes, Schumpeter and Weber*, Sage Publications, New Delhi, 247-258.
- Statement on Industrial Policy, 1991
- Tripathi, Dwijendra (2004): *The Oxford History of Indian Business*, Oxford University Press, Delhi, pp. 282-325.
- Tyabji, Nasir (2000) *Industrialisation and Innovation: The Indian Experience*, New Delhi: Sage Publications.
- Weber, M. (1964). *Theory of social and economic organization*. New York: Free Press. [Hard Copy]

Weber, M. (2004). The Protestant ethic and the spirit of capitalism (Chapter 15, pp. 188-205).  
In Classical sociological theory Edited by C. Calhoun et.al. Malden, USA: Blackwell  
Publishing. [Hard Copy]

## Labour Movements, Social Movements and Development

**Type** : Elective  
**Credits** : 2  
**Semester** : 4  
**Coordinator** : Sumangala Damodaran

### Course Description and Learning Objectives

In the last couple of decades, with massive changes in international and national industrial organisation patterns, in the world of work and with rapid spatial reconfigurations in urban and rural areas, there have been vigorous debates on inequalities that have been created and the movements that have attempted to address and confront the sources of such inequalities. The role of labour movements, the rise of other movements and the relationships between them have been a significant aspects of the debates that have happened. This course introduces students to the changes in work and spaces that have occurred as well as the role of, the transformations in and the relevance of labour movements in the changed context. It will enable them to engage with older as well as contemporary debates on labour, labour processes and their relationship to labour and social movements. It will also address questions of whether the posited separation and, often, opposition between 'labour movements' and 'social movements'.

#### Broad Topics:

Topics that will be covered in the course are the following:

Labour and the World of Work

Recent Changes in the world of Work and Alternative Theoretical Conceptualisations

Labour Movements and Labour Reforms

'Social Movements' vs 'Labour Movements'?

#### Selected Reading List:

Andrew Herod (2003): Workers, Space, and Labor Geography, *International Labor and Working-Class History*, No. 64, pp. 112-138

Alain Lipietz (1993): The Local and the Global: Regional Individuality or Interregionalism? *Transactions of the Institute of British Geographers, New Series*, Vol. 18, No. 1 pp. 8-18

Manuel Castells (2000): Toward a Sociology of the Network Society, *Contemporary Sociology*, Vol. 29, No. 5 pp. 693-699

Celik, Ercument (2010): Street Traders – A Bridge Between Trade Unions and Social Movements in Contemporary South Africa

Standing, Guy (2009): Work After Globalization: Building Occupational



Citizenship (Cheltenham, UK, and Northampton, MA, Edward Elgar)

Bhattacharya, S (2007): Vicissitudes of the Relationship between State, Capital and Labour: an Appraisal of Neoliberal Labour reforms in India and Beyond' in Labour, Capital and Society, Vol 40, 1 and 2.

Bieler, Andreas and Devan Pillai (2009): Labour and the Challenges of Globalisation

Moody, K (1997): Workers in a Lean World, London, Verso

### **Assessment Design**

The assessment will be done at two points in time and will consist of one long term paper and a presentation that will focus on empirical experiences that the students will be expected to research and prepare themselves. The assessment weightage will be distributed between the written content and student's class presentations/discussions.

## International Trade and Political Economy of Development

<b>Type</b>	<b>: Elective</b>
<b>Credits</b>	<b>: 2</b>
<b>Semester</b>	<b>: 4</b>
<b>Course Coordinator</b>	<b>: Subrata Mandal</b>
<b>Course Staff</b>	<b>: Subrata Mandal</b>

### **Content:**

It will deal with the historical evolution of trade and finance patterns, the important international institutions and major processes in the current international economy and the issues of policy concern for developing countries such as India.

Trade theories would include notion and sources of comparative advantage with respect to technology, resource endowments etc, and analysis of gains from free trade. Trade theories would include neoclassical theories like Heckscher-Ohlin, Stolper-Samuelson, Rybczynski and Factor Price Equalization Theorems; and the Leontief Paradox. Trade theories would also include intra-industry trade, Linder's Hypothesis; Product-Cycle and Technology-Gap Models; and The Diamond Model of Michael Porter. Issues related to free trade and protection would be addressed. Tariff and non-tariff instruments of trade policy, the optimum tariff, Metzler's Paradox, trade distorting effects of tariffs, and trade promotion strategies would be discussed.

Balance of payment and trade policies, foreign exchange policies, international money and capital markets, strategic foreign trade management and international financial management, world trade and international finance and international financial institutions would be discussed.

Political economy of international trade and financial flows, global economics, global financial flows and global power shifts, and research methodology in social sciences on global trade and finance flows will be discussed.

### **Learning Objectives:**

The aim of this course is to give students the conceptual basis and the necessary tools for understanding trade theories, balance of payments adjustment and capital flows at the post graduate level.

The emphasis is on understanding concepts and principles underlying the theory, and applying them to interpret trade patterns and capital flows in open economies. The course would familiarize students with trade policy options and managing balance of payments. It would also discuss political economy of capital flows and the role of international financial institutions.

### **Module: Classical and Neo-Classical Trade Theories**

#### **Description/Topics**

Classical Model (Smith, Ricardo, and Haberler): Assumptions, Implications and Limitations; Extension of Ricardian Model: The Specific Factor Model.- Standard Model: Analysis of

Gains from Free Trade. - Neo-Classical Model: Assumptions and Their Implications, Factor Substitution, One-to-One Relationship between Factor-Prices, Commodity-Prices and Factor-Intensities; Heckscher-Ohlin, Stolper-Samuelson, Rybczynski and Factor Price Equalization Theorems; Empirical Evidence - the Leontief Paradox.

### **Required Readings**

Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7<sup>th</sup> and 8<sup>th</sup> Editions (2001 and 2004) John Wiley & Sons.

Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London

Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

### **Supplementary Readings**

Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd

Samuelson, P .A. (1948), "International Trade and the Equalization of Factor Prices, "Economic Journal, Pp 165-184.

Johnson H.G (1985), "The Gains from Free Trade With Europe: An Estimate". Manchester School of Economics and Social Studies. Pp. 247-255.

### **Module: Modern Trade Theories**

#### **Description/Topics**

Intra-Industry Trade - Trade Under The Assumptions of Imperfect Competition and Economies of Scale, Linder's Hypothesis; Dynamic Explanations (Change of Technologies) - Product-Cycle and Technology-Gap Models; Strategic Trade Policy (Management) - The Diamond Model (Michael Porter).

### **Required Readings**

Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7<sup>th</sup> and 8<sup>th</sup> Editions (2001 and 2004) John Wiley & Sons.

Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London

Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

### **Supplementary Readings**

Posner, M. V. (1961) "International Trade and Technical Change: Oxford Economic Paper PP. 323-341.

Vernon. R. (1966) "International Investment and International Trade in the Product Cycle". Quarterly Journal of Economics. Pp. 197-207.

Lancaster, K (1980) "Intra-Industry Trade Under Perfect Monopolistic Competition, Journal of International Economics PP. 151-175.

Krugman P .R. (1980), "Scale Economics, Product Differentiation and Pattern of Trade." American Economic Review. PP 950-175.

### **Module: Trade Policy**

#### **Description/Topics**

Free Trade Versus Protection - Need for Protection, Tariff and Non-Tariff instruments of Trade Policy, Comparison of Tariff and Quota, Learner's Symmetry, Aggregate Measures of Protection, Nominal and Effective Rate of Protection. - Effects of Tariff for Small and Large Countries (Partial Equilibrium Analysis), Effects of Tariff on Distribution of Gains from Trade (General Equilibrium Analysis), the Optimum Tariff, Metzler's Paradox, Domestic Distortions, Trade Distorting Tariffs.

#### **Required Readings**

Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7<sup>th</sup> and 8<sup>th</sup> Editions (2001 and 2004) John Wiley & Sons.

Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London

Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

Krugman P.R. and Obstfeld D. (1994), International Economics: Theory and Policy. Third Edition. Harper Collins. New York

#### **Supplementary Readings**

Baldwin, R.E. (1960), "The Effects of Tariffs on International and Domestic Prices", Quarterly Journal of Economics, 74(1) 65-70.

Metzler L.A. (1949) "Tariff: the Terms of Trade and the Distribution of National Income", Journal of Political Economy, Pp. 1-29.

De Graft V.J. (1949) "On Optimum Tariff Structure: Review of Economic Studies No. 1 Pp. 47 -59

Baldwin, R. (1952), "The New Welfare Economics and Gains in International Trade", Quarterly Journal of Economics, 91-101.

Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd.

### **Module: Open Economy Macroeconomics**

#### **Description/Topics**

The focus is on the theoretical and empirical modeling of the open macro-economy. Modeling strategies are examined in relation to topics of policy interest, including exchange-rate dynamics, macroeconomic adjustments, financial stability, and regional monetary integration. Technical issues associated with empirical implementation of theoretical models are investigated.

### **Required Readings**

Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London

Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

### **Supplementary Readings**

Suranovic Steven M. (2005), International Trade Theory & Policy Analysis, [Http://internationalecon.com](http://internationalecon.com)

Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd.

### **Module: International Finance and Economic Development**

#### **Description/Topics**

Balance of payments theory and policy, exchange rates, fixed and floating exchange rates, exchange rate system and policy coordination, financial globalization, private capital flows, foreign aid, alternative ways of financing economic development, and external debt.

#### **Required Readings**

Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London

Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

#### **Supplementary Readings**

Bhagwati, J. (2002), Free Trade Today, Oxford University Press

Bhagwati, J. (1958), "Immiserizing Growth: A Geometric Note", Review of Economic Studies, 25, 201-205.

### **Module: Political Economy of Capital Flows**

#### **Description/Topics**

Political economy aspects of international monetary relations, international capital flows,

behavioral finance, currency and financial crises, and applications of optimal currency area analysis to exchange rate issues, global power shifts, globalization and business cycles

**Required Readings**

Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London

Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

**Module: Development Policies of International Financial Institutions**

**Description/Topics**

The Bretton Woods system, The International Monetary Fund - WTO: Uruguay Round, Highlights of Ministerial Meetings: Singapore to Hong Kong, Concerns of Advanced Countries and Developing Countries, the Doha Development Agenda (DDA).

**Required Readings**

Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London

Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

Hoekman, Mattoo and English (Ed.) (2002), Development, Trade and the WTO – a Handbook, The World Bank, Washington, D.C.

## Peace, Conflict and Development

**Type** : Elective  
**Semester** : 4  
**Credits** : 2  
**Coordinator** : Ivy Dhar

### Course Description

Development is relevant in the context of peace and conflict, because the former draws in and the later draws out resources for development. The presence of peace-building efforts along with presence of conflict has both, historic and contemporary, significance and with commitments in the New Millennium to uphold human rights, dignity, equality, equity and security, special emphasis is laid to establish peace for development. The course aims at developing an understanding of multifaceted and interrelated themes of peace, conflict and development. These terms in itself has very wide conceptualization and needs assortment of several disciplines. The course shall familiarize students with different approaches to peace, dimensions of conflict, structural and cultural violence, conflict resolution and post-conflict reconstruction.

The nexus between peace and conflict is largely dominated by threat to security. The course shall discuss the changing notion of security that evolved from territorial security to an emphasis on human security covering social, economic, cultural and political aspects. Developing societies structured by inequalities, social exclusion and power structure is vulnerable towards conflict of resources and thus the course will cover case-studies of conflict arising out of resource exploitation and control. The analysis of gender issues must also be considered, focusing on gender mainstreaming in peace, it shall discuss women's role in peacebuilding mission. Drawing analogy to the above dimensions, this course shall rely largely on empirical understanding, analysing cases from India and other parts of the world.

### Learning Objectives

The course will enable students understand framework and inter-linkages between concepts of peace, conflict and development. They can elucidate meanings, approaches and mechanism of peace-building and conflict resolution and connect it with policy approaches on development. This course will be helpful for students to understand interplay of macro and micro conflicts and they will be also able to familiarise with concepts of human rights and security.

### Course Content:

Topics that will be covered in the course are the following:

**Introduction to Peace, Conflict and Development:** The past interventions have changed and peace is relooked through angles of development and resolution of conflicts at structural

and cultural levels. The module shall introduce the course and discuss the concepts of peace, conflict and development, understanding of which is very much layered in the current debates.

**Conflicts and Under-development:** Conflicts involve interactions between economic, political, historical and cultural factors. The module shall focus on the theories of conflict and discuss how conflicts are generated by a situation of underdevelopment taking case studies of movements.

**Conflict, Resources and Development:** The reasons for scarcity and competition over resources are numerous, including elite control over resources, growing demand and changing composition of development needs. There are also various examples of conflicts between uses and users of resources at different levels. The module shall consider taking certain areas to contemplate understanding on the macro and micro levels of resource conflicts.

**New Security Concerns:** The threat agenda that is faced today is not just limited to international terrorism and to the proliferation of weapons of mass destruction but a much wider one, including a whole range of issues of poverty, environmental degradation, and pandemic diseases that have not traditionally been considered as part of the peace and security nexus at all. The module shall discuss the human security concerns along with the global development agendas.

**Conflict Resolutions and Peace Building:** The module shall discuss the peace building strategies operational at the global level. It shall also discuss debates that put across dilemma of developing countries on coming to the terms of peace reforms and the institutional role.

**Gender Perspectives of Peace:** The module puts together gendered face of protest against violence, conflict and call for demands on peace. The module shall study cases where women in society have made contributions towards rebuilding peace.

**Politics and Peace Process in South Asia:** The module shall specifically focus on the South Asian region that has been very volatile as there are several issues of inter-state conflict and in several cases internal strife or intra-state conflict goes along. It shall draw attention to the peace agenda of the region.

#### **Selected Reading List:**

Charllotte Bunch, "Peace, Human Rights and Women's Peace Activism" in Radhika Coomaraswamy and Dilrukshi Foneska ed. *Peace Work: Women, Armed Conflict and Negotiation* (New Delhi: Women Unlimited, 2004); pp.28-53

Edda Kirleis, "Rethinking Gender, Violent Conflict and Development from Local Perspectives" in Dubravka Zarkov ed., *Gender, Violent Conflict and Development* (New Delhi: Zubaan, 2008) pp.45-59



Jan Pronk, "Globalisation, Poverty and Security" in Felix Dodds and Tim Pippard, *Human & Environmental Security: An Agenda for Change* (UK: First South Asian Edition, 2007); pp.71-91

Jayadev Uyangoda, "Nation-State, Security Studies and the Questions of Margins in South Asia" in Dipankar Banerjee ed. *Security Studies in South Asia: Changes and Challenges* (Delhi: Manohar, 2000); pp.15-23

Jonathan Goodhand ed. *Aiding Peace: The Role of NGOs in Armed Conflict* [selected chapters] (Warwickshire: Intermediate Centre for Technology and Development, 2006)

Joy J.J. Joy and Suhas Paranjape ed., *Water Conflicts in India* [selected chapters] (New Delhi: Routledge, 2007)

Mala Khullar ed., *Writing the Women's Movement: A Reader* [Section 5] (New Delhi: Zubaan, 2005)

Mary E. John ed., *Women Studies in India: A Reader* [chapters on Violence] (New Delhi: Penguin Books, 2008)

Meenakshi Gopinath and Sumona Dasgupta, "Gender and Conflict resolution in South Asia" in Moonis Ahmar ed. *Paradigms of Conflict Resolution in South Asia* (Dhaka: The University Press Limited, 2003)

P R Chari and Sonika Gupta, *Human Security in South Asia* [selected chapters] (New Delhi: Social Science Press, 2003)

Paula Banerjee, *Borders, Histories, Existencies: Gender and Beyond*, [selected chapters] (New Delhi: Sage Publications, 2010)

Pranab Bardhan, *Scarcity, Conflicts and Cooperation: Essays in the Political and Institutional Economics of Development I* [selected chapters] (MIT Press, 2004)

Rakesh Tiwary, "States Conflicting over Transboundary Waters" in N.C.Narayanan ed. *States, Natural Resource Conflicts and Challenges to Governance* (New Delhi: Academic Foundation, 2008); pp.117-141

Ranabir Samaddar ed. *Peace Studies: An Introduction to Concepts, Scopes and Themes* [selected chapters] (New Delhi: Sage Publications, 2004)

Sundeep Weslekar, "Track II Diplomacy and the Process of Conflict Resolution in South Asia: An Institutional Survey" in Moonis Ahmar ed. *Paradigms of Conflict Resolution in South Asia* (Dhaka: The University Press Limited, 2003); pp. 93-106

Ujjwal Kumar Singh, *Human Rights and Peace: Ideas, Laws, Institutions and Movement* [selected chapters] (New Delhi: Sage Publications, 2009)

Upendra Baxi, *The Future of Human Rights* [selected chapters] (New Delhi: OUP, 2002)

Urvashi Butalia ed., *Speaking Peace: Women's Voices from Kashmir* [selected chapters] (New Delhi: Kali for Women, 2002)

Vincent Chetail ed., *Post-Conflict Peacebuilding* [selected chapters] (New Delhi: OUP, 2009)

### **Assessment Design**

The students shall be asked to submit reviews on books to be followed by group discussion and write term papers based on secondary literature including media sources to be followed by class presentation. The assessment weightage shall be distributed between the written content and student's class presentations/discussions.

## Statistics and Data Exploration: A Second Course in Applied Statistics

**Type** : Elective  
**Credits** : 4  
**Semester** : 3/4  
**Course Coordinator** : Chandan Mukherjee  
**Course Staff** : Chandan Mukherjee, [others may be announced]

### **Content: What is this course about?**

This course aims to train students in application of statistical methods for data analysis. It will primarily focus on empirical investigation of relationships by means of regression analysis and other related methods.

This is a second level course in Statistics. Students are expected to have done a first level course in Statistics covering Descriptive Statistics, Probability, Basics of Estimation, Tests of Significance based on Normal Distribution, and Simple Regression.

The course deals with data analysis in both exploratory and confirmatory framework though the relative emphasis will be on the former. Classical courses on Statistics sought to train students and practitioners in the art of 'testing ideas with data' based upon the theory of probability and statistical inference. This is the confirmatory framework. The exploratory framework, on the other hand, constitutes a different paradigm of learning from data in a theory guided process i.e 'getting ideas from data' given the knowledge of the subject matter. Confirmatory analysis is about summarising data for testing of hypotheses, while exploratory analysis is about visualising data for discovery of hypotheses.

The pedagogic approach is that of 'learning by doing', and to enable students to 'think with data' in order to argue with evidence.

### **Learning Objectives: What are you going to learn?**

The course seeks to equip students with quantitative skills for analysis of both primary and secondary data. The emphasis is on understanding concepts and principles underlying the methods, and how to apply them to real world data. The course also equips students with the necessary computer skills for using a software called R<sup>1</sup>.

It particularly prepares students (a) to get more mileage out of their data through hypothesis searching, and (b) to enable them to have a fruitful dialogue with statisticians whenever the need arises to go beyond exploration and test their ideas more formally. Upon completion of the course, students should be versatile with the techniques of univariate, bivariate and multivariate analysis by means of regression, including handling of categorical data, in

<sup>1</sup> R is a free open source software which has become popular standard in both the academic and business worlds for data analysis. Students can easily acquire the software from the internet. There is a vast resource freely available on the internet put up by the R users community of researchers and practitioners.

investigation of relationships.

**Description/Topics: How are you going to learn?**

Classroom sessions : 10 (2 hrs each)  
Workshop sessions : 10 (2 hrs each)

The instruction will alternate between classroom sessions where theory and methods are discussed with illustrations, and workshop sessions which are used for hands-on real-world data analysis using Excel and R. Data sets will be selected based on the composition of the batch in respect of subject of interest. In general, it will cover a broad range of socio-economic data.

1. Visualising and summarising univariate data: distribution and the shape of data  
Picking up the threads from a first level course, elaboration of the conceptual ideas around the theme of 'the rule and the exceptions' – the centre and the tails, from classical to the modern graphical techniques – histogram to box & whisker plot, mean-based based and order-based numerical summaries.
2. Comparing Distributions: transformation and shape of distribution
3. Exploring categorical data: heterogeneity in variability, analysis of variance
4. The idea of regression: from fundamental meaning to curve fitting
5. The classical simple linear regression model
6. Woes of Regression: Influential points and other diagnostic analysis
7. Exploring non-linearity: Lowess regression
8. Changing the scatter: transformation, non-linearity and heteroscedasticity
9. From simple to multiple regression: interpreting co-efficients
10. Diagnostic Analysis: a revisit
11. Assessing uncertainty: confidence intervals and tests of significance (from Normal distribution based theory)
12. Assessing Uncertainty: the non-parametric approach and the bootstrapping approach
13. Exploring change over time: analysing trend and summarising growth
14. Broadening the scope of Regression: Quantile regression
15. Categorical response data: Probit and Logit regression models

**Required Readings: What you must read**

Hamilton, L.C. (1992), Regression with Graphics: A Second Course in Applied Statistics, Brooks/Cole.

Mukherjee, C.M. et. al. (1998), Econometrics and Data Analysis for Developing Countries, Routledge.

Lecture notes

**Supplementary Readings: What you should read in addition**

To be announced time to time depending on the progress of the classroom discussions and specific interests of the students.

**Assessment: How will you get your grade?**

Overall grade will be based on four assignments – weightage 10%, 20% ,30%, 40% respectively. The first two assignments will takes place in the workshop - students will be a given a data set and an online question paper. The third and the fourth ones will be take-home assignments. This will be based on analysis of a data set to make an argument given a question or a set of questions.

## **Feminist Movements in Contemporary South Asia**

**Type** : Elective  
**Credit** : 2  
**Semester** : 4  
**Coordinator** : Radhika Govinda

### **Course Description**

This paper explores significant issues, events and ideas in the histories of women's struggles and feminism in South Asia, with a focus on India. South Asian nations are socially and politically distinct, yet share a common regional identity. They are characterized by histories of colonialism and post-colonial identities, as well as ancient civilization and cultures. Oppressive patriarchies, within societies stratified along class, ethnic, caste and/or religious-communal lines, are common across the region. Large parts of the region have been ridden with violent conflicts. Women's extremely low status in South Asian societies is perpetuated under contemporary processes of global capitalist development, and their vulnerability is accentuated under contemporary conditions of armed conflict and militarization. Within each of these nations, women's movements have been active on many fronts. This paper will explore women's collective struggles, forms of activism and resistance. Issues will be studied as relevant particularly to India, Pakistan, Bangladesh, Sri Lanka and Nepal. Students will be introduced to the salient issues through social science as well as literary works.

### **MODULE 1 Women's Movements and Feminism**

- What is feminism?
- What do we understand by 'women's movements'?
- Issues, actors, ideologies, mobilization and organisation strategies of women's movements
- Women's movements in a global perspective

### **Essential Readings**

Bhasin, K. and N. S. Khan (2004) 'Some questions on feminism and its relevance in South Asia', in M. Chaudhuri (ed.) *Feminism in India*, New Delhi: Kali for Women & Women Unlimited, pp. 3-7

Kumar, R. (1999) 'From Chipko to Sati: Contemporary Indian Women's Movement', in N. Menon (ed.) *Gender and Politics in India*, pp. 342-369

### **Tutorial/ Activity**

Viewing of clips from documentary film 'Girls Unlimited' by Paromita Vohra

Discussion based on film and readings

## MODULE 2 State, Nation and Citizenship

- Construction of gender and womanhood within assertion of national identities
- Women in movements for national independence
- Feminist perspectives on the postcolonial state
- Women as 'citizens'

### Essential Readings

Chatterjee, P. (2008) 'Women and the Nation: The Trouble with their Voices', in M. John (ed.) *Women's Studies in India: A Reader*, New Delhi: Penguin Books, pp. 309-315

Sunder Rajan, R. (2003) 'Introduction: Women, Citizenship, Law and the Indian State', in *The Scandal of the State: Women, Law and Citizenship in Postcolonial India*, Durham and London: Duke University Press, pp. 1-40

### Tutorial/ Activities

Review of Butalia, U. (2000) *The Other Side of Silence: Voices from the Partition of India*, New Delhi: Kali for Women

## MODULE 3 Women's Movement, Public Policies and Development

- Gender issues in health, education, work and welfare policies
- Reading laws and policies meant for women's development
- Women's economic empowerment and the micro-credit revolution
- From 'autonomy' to 'empowerment': NGOisation of women's movements
- NGOs doing 'gender and development'

### Readings

Mazumdar, V. (2008) 'The Making of a Founding Text', in M. John (ed.) *Women's Studies in India: A Reader*, New Delhi: Penguin Books, pp. 27-32

Desai, M. (2002) 'Multiple mediations: the state and the women's movements in India', in D. S. Meyer, B. Robnett and N. Whittier (eds.) *Social Movements: Identity, Culture and the State*, Oxford: OUP, pp. 66-84

Nagar, R. and S. Raju (2003) 'Women, NGOs and the contradictions of empowerment and disempowerment: a conversation', *Antipode* 36 (5): 1-13

Sharma, A. (2008) *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*, Minneapolis: University of Minnesota Press, pp. 1-29

Anupamlata, Ramsheela, Reshma Ansari, Richa Nagar, Richa Singh, Shashi Vaish, Shashibala, Surbala and Vibha Bajpayee (2006) *Playing with Fire: Feminist Thought and Activism Through Seven Lives in India*, New Delhi: Zubaan, pp. 145-197

### Tutorial/ Activities

Government of India (1988) *Mahila Samakhya Project Document*, Delhi: GOI  
Group-based in-class review of *Mahila Samakhya Project Document*

Viewing of film *Bawandar* (2000) followed by discussion. The film represents the struggle of a grassroots woman activist employed in a state-sponsored women's education programme  
Student presentation and discussion: Students will have individually or in small groups looked up the websites of NGOs working with women in India, and will present, compare and contrast the NGOs' objectives, ideologies, and issues

#### **MODULE 4 Women in Conflict and Democracy**

- Women's political participation
- Women's representation in local governance structures
- Debates and protests around reservation for women
- Impact of wars and militarization on women
- Women in conflict resolution/peace politics

#### **Essential Readings**

Rai, S. M. (2002) 'Political representation, democratic institutions and women's empowerment: the quota debate in India', in J. L. Parpart, S. M. Rai and K. Staudt (eds.) *Rethinking Empowerment: Gender and development in a global/local world*, London: Routledge, pp. 133-146

Manchanda, R. (2001) 'Guns and Burqa: Women in the Kashmir Conflict', in R. Manchanda (ed.) *Women, War and Peace in South Asia: Beyond Victimhood to Agency*, New Delhi: Sage Publications, pp. 42-101 (specific pages shall be mentioned in class)

#### **Tutorial/ Activities**

Viewing of film *Queens of the Grassroots* (on women in local self government institutions in rural north India and the changes they are bringing about)

Group-based in-class review of *Queens of the Grassroots*

Student presentation and discussion: Students will have independently read up on local self-governance institutions and policies in India, and elsewhere in South Asia

In-class review of Butalia, U. (ed.) (2002) *Speaking peace: women's voices from Kashmir*, New Delhi: Kali for Women

#### **MODULE 5 Women in Movements and Women's Movements**

- Campaigns against VAW and activism for legal rights



- Women's engagement with class and labour issues
- Women's involvement in movements for environment protection

#### Essential Readings

Agarwal, B. (1999) 'The gender and environment debate: lessons from India', N. Menon (ed.) *Gender and Politics in India*, New Delhi: OUP, pp. 96-142

Butalia, U. (2002) 'Confrontation and negotiation: the women's movements' responses to violence against women', in K. Kapadia (ed.) *The violence of development: the politics of identity, gender, social inequalities in India*, New Delhi: Kali for Women, pp. 207-34

Sen, I. (2004) 'Women and People's Movement: A Space Within the Struggle'. in M. Mohanty (ed.) *Class, Caste, Gender*, Delhi: Sage, pp. 320-37

#### Tutorial/ Activities

In-class review of the National Rural Employment Guarantee Act from a feminist perspective, drawing on the debates on women in labour movements and women's labour movements

### **MODULE 6 Identity Politics and Women's Activism**

- 'Identity' and 'difference' of Dalit and tribal women
- Women in Dalit and tribal movements
- Dalit and tribal women in women's movements
- Religious identity and secularism in the women's movement
- Women, legal reform and uniform civil code debates
- Women and Hindu nationalist politics

#### Essential Readings

Devi, M. (1987) 'Draupadi', in G.C. Spivak, *In other worlds: essays in cultural politics*, New York: Routledge, pp. 187-196

Tharu, S. and T. Niranjana (1999) 'Problems for a contemporary theory of gender', in N. Menon (ed.) *Gender and Politics in India*, Delhi: OUP, pp. 472-525

Agnes, F. (1995) 'Redefining the agenda of the women's movement within a secular framework', in T. Sarkar and U. Butalia (eds.) *Women and Right-Wing Movements: Indian Experiences*, London: Zed Books, pp. 136-157

#### Tutorial/ Activities

In-class reading of and discussion on Bhave, S. (2003) 'Pan on fire: eight Dalit women tell their stories', in A. Rao (ed.) *Gender and Caste*, New Delhi: Kali for Women

Viewing of clips from Anand Patwardhan's film 'Father, Son and Holy War' (1994) and discussion based on film and readings

Critical review essay due in two weeks from now (optional) on Anupamlata, Ramsheela, R. Ansari, R. Nagar, R. Singh, S. Vaish, Shashibala, Surbala and V. Bajpayee (2006) *Playing with Fire: Feminist Thought and Activism Through Seven Lives in India*, New Delhi: Zubaan

## Gender, Work and Development

**Type** : Elective

**Credit** : 2

**Semester** : 4

**Course Coordinator/ Instructor:** Saumyajit Bhattacharya (Visiting faculty)

### Course Description

This course explores the field of Gender and Work, relating to sexual division of labour and women's work in the development process. It looks at work from a gender perspective, particularly with a focus on analytical frameworks and contemporary experiences. The course also focuses on issues relating to definitional categories and measurement of women's work and offers a survey and critique of the policy framework regarding work and gender. The course examines trends and implications of the globalisation process for gender, particularly in the context of the global production structure, service labour and the experiences of the Structural Adjustment Programmes.

### Topics to be covered:

Unit I: Division of labour by gender in the context of social evolution.

a) The impact of transition from peasant to industrial society on sexual division of labour and women's social status.

b) The impact of economic development on women's work.

Unit II: Core issues and concepts in women's work

a) Categories of women's work: "Productive work"; paid and unpaid work; formal and informal work; visibility & invisibility in work.

b) Gender based discrimination in work: Nature and basis for discrimination in labour markets: Labour force participation rates, gender-based wage differentials and workplace discriminations.

Discrimination within the family and in the sphere of domestic work: Intra-household relations, cooperative conflict and bargaining; Entitlements and women's work; Property rights, land and discrimination.

Gender and work in a larger discrimination framework (intersectionality - race, class, caste).

c) Gender Stereotypes in work and division of labour: Gendered segregation of professions. Deconstructing gender stereotypes at work; The factory as the male workplace; Masculinity

of hard labour; Women as part-timers, Women and 'nimble fingers', Women and care work; Perceptions about women's abilities, skill and efficiency.

d) Work, freedom and empowerment

Unit III: Policy framework for women's work:

a) Methods of computing women's work, Classification of women's work in National Income Accounting systems, Gender issues in Labour Statistics.

b) Gender blindness and gender biases in development policy thinking.

WID, WAD, GAD approaches - Critiques of 'add and stir' approach and its policy implications.

Empirical Evidence from India: Women in organised and unorganised sectors, factors affecting women's participation rates - differences across regions, sectors, rural-urban areas.

Unit IV: Gender and work in the context of Globalisation and Structural Adjustment Programmes

a) Contemporary forms of women's work under globalisation: Feminisation and its dimensions - informal, flexible, casual and transitory work; Women's employment and work in the context of global commodity chains; Self employment in the context of micro-credit and home based work; Women as primary breadwinners; Women in Management.

b) Women and Structural Adjustment Programmes: Issues and Analysis.

c) Women, Migration and work. The case of the international Care economy.

#### **Readings:**

Abel, E.K. and Nelson M.K. (Ed). (1990). *Circles of Care: Work and Identity in Women's Lives*. New York: State University of New York Press.

Adler, N.J. and Izraeli D.N. (Ed). (1994). *Competitive Frontiers: Women managers in a global economy*. Cambridge, MA: Blackwell.

Adriana, M.G. Incorporating Gender issues in Labour Statistics, Working Paper, ILO Bureau of Statistics, Geneva.

Agarwal, B. (1994). *A Field of One's Own: Gender and land Rights in South Asia*. Cambridge: The Press Syndicate of the University of Cambridge.

Anker, R. (1998). *Gender and Jobs: Sex segregation of occupations in the world*. ILO, Geneva.

Arya, S. (2008). "Gender and Public Policy in India: Invisibilising Socially Reproductive Labour". *The Indian Historical Review*, Vol. XXV, No. 2.

Banerjee, N. (1999). 'Analysing Women's Work under Patriarchy'. In Sangari, K. and Chakravarti, U. (Ed). *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Banerjee, N. (2004). "Globalization and women's work". In Bhattacharya, M (Ed). *Globalization: Perspectives in Women's Studies*. New Delhi: Tulika Books.

Becker, G. (1991). *A Treatise on the Family*. Cambridge, MA: Harvard University Press.

Beneria, L. (1992). "Accounting for Women's Work: The Progress of Two Decades". *World Development*, Vol.20, No.11, pp.1547-1560.

Beneria, L. (1995). "Toward a Greater Integration of Gender in Economics". *World Development*, Vol.23, No.11, pp.1839-1850.

Beneria, L. and Feldman, S. (1992). *Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work*. Boulder, CO: Westview Press.

Boserup, E. (1970). *Women's Role in Economic Development*. New York: St. Martin's Press.

Buvinic, M. and Gupta, G.R. (1997). 'Female headed households and female-maintained families: are they worth targeting to reduce poverty in developing countries'. *Economic Development and Cultural Change*, Vol. 45 No 2.

Cagatay, N. (1998). Gender and Poverty, Working Paper Series, Social Development and Poverty Elimination Division, UNDP.

Chant, S. (2003). Dangerous Equations? How Female-headed Households Became the Poorest of the Poor: Causes, Consequences and Cautions. Paper prepared for the International Workshop Feminist Fables and Gender Myths: Repositioning Gender in Development Policy and Practice, Institute of Development Studies, Sussex, 2-4 July.

Damodaran, S. and Menon, K. (2007). "Migrant women and wage employment: exploring issues of work and identity among health care professionals". NLI research studies series no. 073/2007, V.V. Giri National Labour Institute, Noida.

Desai, N. (2004). Papers of National Seminar on Globalisation and Women's Work, March 25-26. V.V. Giri National Labour Institute, Vol. I.

Desai, N. and Krishnaraj, M. (2004). "An Overview of the Status of Women in India". In Mohanty, M. (Ed). *Class, Caste, Gender*. New Delhi: Sage.

Elson, D. (Ed). (1991). *Male Bias in the Development Process*. Manchester University Press.

Floro, M. S. (1995). Women's Well-Being, Poverty and Work Intensity. *Feminist Economics*, Vol. 1, No. 3, pp- 1-25.

Floro, M.S. (1995). "Economic Restructuring, Gender and the Allocation of Time". *World Development*, Vol.23, No.11, pp.1913-1929.

Folbre, N. (1995). "Holding Hands at Midnight: The Paradox of Caring Labour". *Feminist Economics*, Vol.1 No.1, pp 73-92.

Ghosh, J. (1994). "Gender Concerns in Macro-Economic Policy". *Review of Women Studies. Economic and Political Weekly*, 30 April.

Guthoskar, S. (2000). "Teleworking and Gender: Emerging Issues". *Economic and Political Weekly*, 35(26), pp.2293- 2298.

Himmelwit, S. (1995). "The Discovery of Unpaid Work: The Social Consequences of Expansion of Work". *Feminist Economics*. Vol.1, No.2, pp 1-19.

Jackson, C. (Ed.). *Men at Work: labour, masculinities and development*. London: Frank Cass.

Jenson, J., Hagen, E. and Reddy, C. (Eds.). (1988). *Feminization of the Labour Force – Paradoxes and Promises*. UK: Polity Press.

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

Kapadia, K. (Ed). (2002). *The Violence of Development*. Kali for Women.

Loutfi, M.F. (Ed.). (2002). Women, Gender and Work – What is equality and how do we get there?. ILO, Geneva. New Delhi: Rawat Publications.

Mazumdar, V. and Sharma, K. (1990). "Sexual Division of labour and the Subordination of Women: A Reappraisal from India". In Irene Tinker (Ed). *Persistent Inequalities: Women and World Development*. Oxford University Press.

Mitter, S., Fernandez, G. and Varghese, S. (2004). On the Threshold of Informalization: Women Call Centre Workers in India. In Carr, M. (Ed.). *Chains of Fortune: Linking Women Producers and Workers with Global Markets*. London: Commonwealth Secretariat.

Moghadam, V. (1997). *The Feminisation of Poverty: Notes on a Concept and Trend*. Illinois State University, Women's Studies Occasional Paper No.2.

NCEUS (2007): Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector, National Commission for Enterprises in the Unorganised Sector, Government of India, New Delhi.

Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach*. New York: Cambridge University Press.

Papanek, H. (1990). To each less than she needs, from each more than she can do: allocations, entitlements and value. In Tinker, I. (Ed.). *Persistent Inequalities: Women and World Development*. New York: Oxford University Press.

Papola, T.S. and Sharma, A. (Ed). (1999). *Gender and Employment in India*. Vikas Publishing House.

Patnaik, U. (2004). The new colonialism: impact of economic reforms on employment and food security in India. In Bhattacharya, M. (Ed.). *Globalization : Perspectives in Women's Studies*. New Delhi: Tulika Books.

Pineda, J. (2001). Partners in Women-headed Households: Emerging Masculinities?. In Redclift, N. and Sinclair, M.T. (Eds.). (1991). *Working Women – International perspectives on labour and gender ideology*. London: Routledge.

Rao, N., Rurup, L., Sudarshan, R. (Ed). (1996). *Sites of Change: The Structural Context of Empowering Women in India*. Tulika.

Report of the National Commission on Self employed Women and Women in the Informal Sector (Shram Shakti Report), 1988

Smith, J.P. and Ward, M.P. (1989). Women in the Labour Market and in the Family. *Journal of Economic Perspectives*, Vol.3 No.1 pp 9-23.

Swaminathan, P. (2005). Proceedings of the Seminar on Globalisation and the Women's Movement in India. CWDS.

Towards Equality Report: Report of the Committee on the Status of Women in India, Government of India, 1974

Unni, J. (2001). Gender and Informality in Labour Market in South-Asia, *Economic and Political Weekly*, June 30.

Vishwanathan, N. et.al. (Ed). (1997). *The Women, Gender and Development Reader*. Zubaan.

Women Work and Development Series: ILO, Geneva.

## Ambedkar University, Delhi

### **Proposal for Launch of an Academic Programme (To be approved by the Board of Studies and the Academic Council)**

1. **Title of the Programme:**  
MA (Environment and Development)
2. **Name of the School/Centre proposing the Programme:**  
School of Human Ecology
3. **Level of the Programme: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate**  
Master's and PG Diploma
4. **Full time/Part time:**  
Full time
5. **Duration of the Programme:**  
MA: Two years; PG Diploma: One year
6. **Proposed date/session for launch:**  
August 2009
7. **Particulars of the Programme Team (Coordinator, Members):**  
The programme team includes 6 full-time faculty members out of which a senior faculty member has been appointed as Programme Coordinator.
  - Chandan Mukherjee: Professor
  - Asmita Kabra: Associate Professor (Programme Coordinator)
  - Ghazala Shahabuddin: Associate Professor
  - Praveen Singh: Assistant Professor
  - Rohit Negi: Assistant Professor
  - Oinam Hemlata Devi: Assistant Professor
  - Suresh Babu: Assistant Professor
8. **Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):**

The School of Human Ecology has a special link to the overall vision of Ambedkar University- which is to promote broad-based, multidisciplinary higher education that links in strong ways to social needs. The primary goal of the School of Human Ecology is a deep and multifaceted understanding of environmental concerns that includes perspectives from both the social and scientific perspectives. The School expects to graduate students with the skills and perspectives necessary to analyse and solve environmental problems based on social equity, academic rigour and social-ecological sustainability. In keeping with the dedication of Ambedkar University to innovative ways of teaching and generating knowledge, the School of Human Ecology will promote field-



based teaching and field research around social-environmental concerns. The curriculum has a strong emphasis on developing and fostering links to the world of practice in the areas of environment and development, both through student participation in projects as well as through collaborative research.

Most of the required expertise is available within the School with different faculty specializing in the different knowledge areas that are necessary for Human Ecology, such as history, ecology, economics, geography, statistics and anthropology.

The source material is currently being pooled by the various appointed faculty. Also a basic library stock of textbooks and other teaching material has been built up to serve academic needs of the students. Where books are not available within the AUD library, photocopies of chapters, papers and reports can be made available to the students.

The MA Programme is open to students with a Bachelor's degree in any subject from any accredited academic institution. It is expected that graduates from this programme will be equipped to work in development organizations, government agencies, academia, private corporations, non-governmental organizations, consultancy firms, civil society initiatives, as well as the media. In order to continuously bring in the best in the discipline, the course committee will establish mechanisms by which a feedback on the curriculum will be provided by experts in this field.

#### 9. Programme Objectives:

The aim of the two year (four-semester) M.A. programme in Environment and Development is to foster interdisciplinary research and learning in the areas at the intersection of human society, non-human beings and the biophysical environment. The programme provides students with a broad-based perspective based on an informed understanding of both the social and natural sciences relevant to environmental issues. It is designed as an interdisciplinary programme that will give a rigorous understanding of the academic debates in social-environmental studies as well as those emerging from the world of practice.

#### 10. Structure of the Programme:

1. Total No. of credits: 64
2. Total No. of courses: Variable (as electives can be 2 or 4 credits)
3. Compulsory Courses: 8 (Total Credits 32)
4. Optional/Elective Courses: 2 or 4 credits (Total Credits 22)
5. Internship: 2 credits (Total Credits 2)
6. Dissertation: 8 credits (Total Credits 8)

Semester 1	Semester 2	Summer	Semester 3	Semester 4
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Core	1. Ecology, Ecosystems and Biodiversity (4) 2. Development and Social Change (4) 3. Environmental History (4)	5. Social & Political Ecology (4) 6. Environmental Policy, Law & Governance (4)		9. Environmental & Ecological Economics (4)	
Elective		7. Elective (4)		Electives (12 credits in all)	Electives (6 credits in all)
Research Skills	4. Research Methodology I (4)	8. Research Methodology II (4)			
Field-based Research Practicum			Internship (2)		Dissertation (8)

### 11. List of Courses

S. No.	List of Core Courses	Type / Nature of course:	No. of credits
1.	Ecology, Ecosystems and Biodiversity	Core	4
2.	Development and Social Change	Core	4
3.	Environmental History	Core	4
4.	Research Methodology I	Core	4
5.	Environmental Policy, Law and Governance	Core	4
6.	Social and Political Ecology	Core	4
7.	Research Methodology II	Core	4
8.	Environmental and Ecological Economics	Core	4
<b>List of Elective Courses</b>			
9.	Urban Development and Environment	Elective	4
10.	Environmental Impact Assessment	Elective	4
11.	Statistics and Data Exploration	Elective	4
12.	Biodiversity and Conservation in the Developing World	Elective	4
13.	Advanced Topics in Ecology	Elective	4
14.	Geographic Information Systems I	Elective	2

15.	Geographic Information Systems II	Elective	2
16.	Basic Principles of Restoration Ecology	Elective	2
17.	Ecological Restoration in Practice	Elective	2
18.	Adaptation to Climate Change	Elective	2
19.	Development and Public Health	Elective	2
20.	Environment and Health	Elective	2
21.	Poverty and Development	Elective	2
22.	Agrarian Change and Rural Development	Elective	4
23.	Displacement, Resettlement and Rehabilitation	Elective	4
24.	Africa: Environment and Development	Elective	2
25.	Geopolitics, Resources and Political Ecology	Elective	2
26.	Seminar/workshop courses**	Elective	2/4**
27.	Peace, Conflict and Development*	Elective	2
28.	Gender, Work and Development*	Elective	2
29.	Labour Movements, Social Movements and Development*	Elective	2
30.	Enterprise and Society*	Elective	2
	Feminist Movements in South Asia*	Elective	2
31.	International Trade and Political Economy of Development*	Elective	2
32.	Development Economics*	Elective	2

\*Courses taught at SDS, open to SHE students

\*\*In addition to these electives, SHE will also allow for special courses to be run in workshop mode from time to time by in-house and/or guest faculty or visiting scholars. This is based on a recommendation to this effect made by the Board of Studies of the School of Human Ecology (please see minutes of the meeting of the SHE Board of Studies).

**12. Please list the courses which are common with other programmes/schools.**

Elective Courses at SHE open to students in MA (Development Studies)

1. Urban Development and Environment (4)
2. Environmental Impact Assessment (4)
3. Statistics and Data Exploration (4)
4. Biodiversity and Conservation (4)
5. Advanced Topics in Ecology (4)
6. Geographic Information Systems I (2)
7. Geographic Information Systems II (2)
8. Basic Principles of Restoration Ecology (2)
9. Ecological Restoration in Practice (2)
10. Adaptation to Climate Change (2)
11. Development and Public Health (2)
12. Environment and Health (2)

13. Poverty and Development (2)
14. Agrarian Change and Rural Development (4)
15. Displacement, Resettlement and Rehabilitation (4)
16. Africa: Environment and Development (2)
17. Geopolitics, Resources and Political Ecology (2)

Elective Courses at School of Development Studies open to SHE students

1. Peace, Conflict and Development (2)
2. Gender, Work and Development (2)
3. Labour Movements, Social Movements and Development (2)
4. Enterprise and Society (2)
5. Feminist Movements in South Asia (2)
6. International Trade and Political Economy of Development (2)
7. Development Economics (2)

- 13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:**

Please see attachments (Handbook of courses, containing outlines for each course)

- 14. Courses for which course details have been worked out: (attach list and details)**

Details have been worked out for all courses that are listed above (see attached Handbook)

- 15. Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:**

There are no courses for which details have not been worked out.

- 16. A note on the instructional (curriculum transaction) design for the Programme:**

Teaching will be done through class lectures, workshops, seminars and field projects. The programme emphasizes research and analytical skills, oral and written communication, and exposure to development practice. A strong component on research methodology will comprise of courses in basic research skills, quantitative and qualitative techniques, social science research, ecological sampling and participatory rural appraisal.

Each 16-week, 4-credit course is structured around 12 topics (or modules) that will be taught in 4 hours each week. 2-credit courses are taught in modules of 2-hours each week for 16 weeks. Study modules are a combination of lectures, student presentations and class discussion. The students are expected to read up 50-100 pages for each module. Guest faculty are frequently invited to teach to supplement the knowledge and expertise available within the School and provide exposure to the world of practice.

Faculty of School of Human Ecology will be actively involved in mentoring and guiding students for internships, supervision of dissertations and, dealing with problems that students face during course work. The teaching schedule will include specified hours for student-teacher interaction outside of classroom hours including tutorials. Weakness in writing ability and communication among first-year students will be dealt with by giving opportunities for re-submission of assignments/papers (subject to course deadlines). In addition, several field trips will be organised that involve close interaction with and teaching of students in a non-classroom environment.

#### **17. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:**

Ten credits out of 64 course credits will be devoted to field-based learning including internship (2 credits) and dissertation (8 credits). In addition, some modules of core and elective courses will be taught in the field and assessments based on field-based learning.

AUD believes in the principle of 'learning by doing' and in order to achieve this students are required to undertake an internship program of 4-6 weeks at the end of the second semester. It is worth 2 credits (in the third semester) of the total 64 credit MA program. The faculty will be closely involved with the students and the partner organization both in designing the exact nature of each internship project as well as the internship assessment process. The learning of the internship will be consolidated through the subject electives that students opt for during the third and fourth semesters.

The internship will provide an opportunity to students to gain practical experience in a wide variety of organizations, including NGOs, research institutions, consultancy organizations, activist groups, corporate groups and government agencies. Occasionally, students may be able to undertake internships with individuals/scholars of achievement in the area of environment and development or even with individual faculty members.

The dissertation project (worth 8 credits) will be undertaken during the last 2 months of the fourth semester under the close guidance of a faculty supervisor. However, students will be encouraged to start working on their research project from the third semester onwards. The dissertation involves rigorous exploration of a research question connected to coursework and may involve field work. The aim is to develop the ability of students to independently formulate a research question, implement suitable methodology, analyse their data, interpret their results and write up a research paper, which may be publishable. The grading of the dissertation project will be carried out by a Committee comprising the supervisor and an additional faculty from within the School or other Schools of AUD.

In addition to internship and dissertation, short field projects will undertaken by students within and outside Delhi as a part of various core and elective courses. Course assessments will be based on these short projects that utilize techniques taught as a part of research methodology courses.

#### **18. Assessment Design:**

Students will be evaluated on the basis of participation in class discussions and quality of presentations in the class, written tests (mid-terms or finals), quizzes, take-home assignments, field projects and term papers. The pattern of assessment may differ from course to course. According to the university rules, in a 4-credit course, no single assessment can be of greater than 40% weightage of the final grade. In a 2-credit course, no single assessment can be of weightage greater than 50% of the final grade in the course.

**19. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:**

In addition to classrooms equipped with projection facilities, a laboratory is required for ecological projects and research. A networked computer lab with specialized software in statistics and GIS is also required. Linkages with field-based organizations will be established through the dissertation and internship programmes. Field-based organizations can host student projects, class field trips and collaborative research that is of benefit to both AUD as well as the concerned organization. Faculty will be required to closely coordinate with field-based organizations to develop field projects and learning modules that fit into the objectives of the internship, dissertation and class projects.

**20. Additional Faculty Requirement:**

a. Full time:

The School of Human Ecology, Ambedkar University, Delhi is interested in scholars working on human dimensions of environmental issues. We will prefer scholars with interdisciplinary approaches within a human ecology framework, with a strong focus on field-based research, teaching and student mentoring.

Some of the preferred disciplinary strengths which we are seeking include:

- Ecology and conservation biology (including quantitative ecology, invasion biology, wildlife biology, ecosystem dynamics etc.)
  - Environmental management (including GIS, remote sensing, environmental impact assessment, project management, environmental audit etc.)
  - Environmental law, policy and governance
  - Urban studies (including urban geography, urban planning etc.)
  - Climate change and water resources (including hydrogeology, physical geography etc.)
  - Energy studies (including energy economics; risk, resilience and adaptation etc.)
- b. Visiting/Part time/Adjunct/Guest Faculty etc.: At least four guest faculty are required at present to teach courses for which no expertise is available within the existing faculty. This includes Geographic Information Systems; Environmental Policy, Law and

6. Prof Rangarajan offered the use of facilities at the Teen Murti Bhavan to hold a series of consultations on issues that can help to further improve pedagogy and curriculum at SHE.
7. It was decided to add an elective on "Gender and Environment" to the list of electives being offered in the MAED program.
8. It was suggested that a new course could be developed which looks at comparative environmental policy and history across countries like India, China and the US. This would enlarge the currently India-centric focus of the programme.
9. It was suggested that a space be created in the electives bundle for short intensive 'guest electives', which could be offered by visiting scholars working on a range of contemporary issues. This would help to build flexibility in the course structure to keep abreast of emerging issues.
10. It was suggested that events be organized by SHE which could bring outsiders (students, researchers, faculty) to AUD and make them familiar with the university and specifically with SHE and its programs. Similarly, it was suggested that SHE faculty should regularly participate in external events which it should use to project the programs and activities of the School.
11. It was suggested that while consolidating its existing MAED program, the School should also start thinking about diversifying its programs into other areas; some suggested areas included ecological economics, climate change, and public health.
12. With the suggestions above, the Board members unanimously ratified the current course structure and content of the School of Human Ecology.

Ratified:

External Board Members:

1. Prof CR Babu, Center for Management of Degraded Ecosystems, University of Delhi
2. Prof Mahesh Rangarajan, Director, Nehru Memorial Museum and Library, Teen Murti, New Delhi
3. Prof K AchutaRao, Centre for Atmospheric Sciences, Indian Institute of Technology, New Delhi
4. Dr Rohan D'Souza, Centre for Studies in Science Policy, Jawaharlal Nehru University, New Delhi

External Board Members (Ambedkar University):

Dr Aruna Kumar Mondikota (School of Development Studies, AUD), 

Dr Radhika Govinda (School of Human Studies, AUD)

Internal Board Members:

Prof Chandan Mukherjee (Acting Dean, SHE), 

Dr Ghazala Shahabuddin 

Dr Asmita Kabra 

Dr Praveen Singh 

Dr Rohit Negi 

2012

## A Handbook of Courses

M A Environment and Development  
School of Human Ecology  
Ambedkar University Delhi

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3.	SHE105	Social and Political Ecology	Core	2	4	21
4.	SHE201	Introduction to Research Methodology	Core	1	4	24
5.	SHE106	Environmental and Ecological Economics	Core	3	4	28
6.	SHE104	Environmental Policy, Law and Governance	Core	2	4	31
7.	SHE103	Environmental History	Core	1	4	35
8.	SHE202	Research Methodology II (qualitative and Quantitative Methods)	Core	2	4	37
<b>List of Elective Courses</b>						
9.	SHE406	Urban Development and Environment	Elective	3	4	40
10.	SHE405	Environmental Impact Assessment	Elective	3	4	43
11.	SHE411	Statistics and Data Exploration	Elective	3	4	46
12.	SHE403	Biodiversity and Conservation in Developing World	Elective	3	4	49
13.	SHE401	Geographic Information Systems I	Elective	3	2	58
14.	SHE416	Geographic Information Systems II	Elective	4	2	58
15.	SHE408	Basic Principles of Restoration Ecology	Elective	3	2	60
16.	SHE417	Ecological Restoration in Practice	Elective	3	2	62
17.	SHE407	Adaptation to Climate Change	Elective	3	2	64

18.	SHE410	Development and Health	Elective	4	2	67
19.	SHE419	Environment and Health	Elective	3	2	70
20.	SHE402	Poverty and Development	Elective	4	2	73
21.	SHE418	Agrarian Change and Rural Development	Elective	3	4	76
22.	SHE409	Displacement, Resettlement and Rehabilitation	Elective	3	4	83
23.	-	Africa: Environment and Development	Elective	2	2	87
24.	-	Geopolitics, Resources and Political Ecology	Elective	3	2	89
25.	-	Peace, Conflict and Development*	Elective	4	2	92
26.	-	Gender, Work and Development*	Elective	4	2	96
27.	-	Labour Movements, Social Movements and Development*	Elective	4	2	101
28.	-	Enterprise and Society*	Elective	4	2	103
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\*: Courses taught at SDS, open to SHE students

# Ecology, Ecosystems and Biodiversity (EEB)

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**Credits: 4**

**Core/Elective: Core**

**Semester: 1<sup>st</sup> Semester**

## **Content**

This course is an introduction to the scientific principles that govern the natural world around us and their applications to contemporary ecological concerns. The course will cover basic ecological theory related to biogeography, biogeochemical cycles, energy flow, productivity, population growth and regulation, inter-species interactions, ecosystems and evolutionary ecology. Throughout these modules, the relevance and applications of the concepts to human society issues will be discussed in the form of case studies. A field component will introduce the students to basic methods for measuring ecological variables in real-life field situations and the applications thereof. The last module is an induction into thinking about human-nature interactions at local, landscape and global scales keeping in view contemporary debates on equilibrium, biodiversity and disturbance. The readings used will be both from the scientific and popular literature. The course will be taught in modules of 4 hours each week. The field skills module will be based mainly in the field.

## **Learning Objectives**

The course will build a working knowledge of ecological concepts and terminology that are necessary for analysis of environmental problems in today's world. The students will also learn to apply theory to environmental/ecological problem solving. The field skills module will teach them to measure ecological variables that are relevant to natural resource management and human ecology.

## **Assessment**

Course evaluation will be done through a combination of tests/quizzes, writing assignments, field projects and student presentations. The weightage of various assessments is as follows:

In-class Quiz: 30%

In-Class Test: 30%

Field Project: 20%

In-class writing assignment: 20%

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## **Module 1: Introduction to Ecology, Ecosystems and Biodiversity**

### **Description:**

The first module will be an introduction to ecology, ecological thought and the human-nature interface. A slideshow and movie will be shown to the students depicting the many facets of ecology, ecosystems and biodiversity with special reference to India. The threats faced by nature

will be illustrated. Students will be asked to reflect on the issues shown in the movie and on the readings for this module which are a set of writings on a variety of ecological issues in the country.

**Required Reading:**

Gadgil, M. 2001. *Ecological Journeys, The Science and Politics of Conservation in India*. Chapters 13: Development for Destruction, Chapter 14: The Grass Used to be Greener. Pp. 101-120. Permanent Black, Delhi.

Dharmakumarsinhji, R.S. 1998. *Reminiscences of Indian wildlife*. Chapter 3: Falconry Flights. Pp. 23- 44. Oxford University Press, Delhi.

Johnsingh, A.J. T. 2006. *Field Days, A Naturalist's Journey through South and South Asia*. Chapter 24: Conservation Lessons learnt in Uttaranchal; Chapter 25: Twenty Years in Rajaji National Park. Pp. 185-215. Universities Press, Hyderabad.

Adams, D. & M. Carwardine, 1990. *Last Chance to See*. Pp. 143-178. Ballantine Books, New York.

**Background Reading:**

None

**Organisation of Group Work and any other matter (such as how to study the reading package):**

There will be a class discussion focussed on the questions a) What use are natural ecosystems to us? (b) What do you think are the most important threats faced by natural ecosystems? (c) How are ecological problems likely to affect human society? (d) Is all of human society equally affected by ecological degradation? Students should substantiate their arguments based on learnings from the slideshow, movie and class readings.

**Module 2: The Physical Environment**

**Description:**

The first part of the module deals with abiotic environmental factors - climate and soils. The role of environmental factors in determining distribution of plants and animals would also be covered. Students will be introduced to the concepts of individual, population, community and ecosystems. The second part of the module will deal with the concept of ecosystems, underlying principles of flow of energy and matter through ecosystems and the earth's biogeochemical cycles.

**Required Reading:**

Pianka, E.R. *Evolutionary Ecology*. 4<sup>th</sup> Edition. Chapters 3 Pp. 31-47 & Chapter 5 (Pp. 60-84)

Vitousek, P.M., H.A. Mooney, J. Lubchenco & J.M. Melilo. 1997. Human domination of the earth's ecosystems. *Science* 277: 494-499.

**Background Reading:**

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Kormondey, E.J. Concepts of Ecology (4<sup>th</sup> Edn). Chapter 3: The Abiotic Environment; Chapter 5: Soils, nutrients and other factors; Chapter 6: Energy fixation by Autotrophs; Chapter 8: Gaseous and sedimentary nutrient cycles. Prentice-Hall, New Jersey, USA.

**Organisation of Group Work and any other matter (such as how to study the reading package):**

Each student would prepare a brief summary highlighting the main theme and focus of the readings. Understanding of the concepts taught would be used to put in perspective contemporary environmental problems related to nutrient enrichment and global climate change during discussion.

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**Module 3: Population Ecology**

**Description:**

Concepts of populations, population structure, different parameters associated with populations, growth curves and population age structure will be covered. Mechanisms of population regulation will also be covered. Applications of key concepts in population ecology to real-life challenges such as conservation of endangered species and harvest of forest products will be discussed through case studies.

**Required Reading:**

Kormondy, E.J. 1969. Concepts of Ecology (4<sup>th</sup> Edition). Chapter 10: Population growth and structure; Chapter 11: Population regulation. Prentice Hall, New Jersey.

Smirnov, E.N. & D. G. Miquelle. 1999. Population dynamics of the Amur tiger in Sikhote-Alin Zapovednik, Russia. Pp. 61-70 In Seidensticker, J., S. Christie & P. Jackson (Eds.) Riding the Tiger, Tiger Conservation in Human-Dominated Landscapes. Cambridge University Press, UK.

Dinerstein, E. 2003. The Return of the Unicorns, The Natural History and Conservation of the Greater One-Horned Rhinoceros. Chapter 5: The Biology of an Extinction-prone Species: Facing Demographic, Genetic and Environmental Threats. Columbia University Press, New York.

**Background Reading:**

Ricklefs, R.E. and Miller, G. 2000 Ecology 4<sup>th</sup> Edn.; Chapter 15: Population growth, Chapter 16 : Population regulation. W.H. Freeman & Co., USA.

**Organisation of Group Work and any other matter (such as how to study the reading package):**

Dinerstein (2003) and Smirnov & Miquelle (1999) will be discussed in class. A student would first present the major issues highlighted in each paper. Students should then try to relate the ecological concepts to the two case studies. The discussion will be on how population ecology can be applied to real-life conservation.

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**Module 4: Basics of Community Ecology I**

**Session Description:**

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The concept of species, and the idea of the ecological community. Community assembly, open and closed communities, study of community structure using concepts of species richness, abundance, evenness, and diversity at various scales. Various interspecific interactions such as predator-prey relations, competition, parasitism and mutualisms will be covered.

**Required Reading:**

Ricklefs, R.E. & G. Miller. 2000. Ecology (Fourth Edition). Chapter 26 (The Concept of the Community), pp. 521 - 532, and Chapter 27 (The Structure of the Community) pp. 545 - 551.  
Gaston, K.J. 2001. Global patterns in biodiversity. Nature 405: 220-227.  
Kareiva, P. & M. Marvier. 2003. Conserving biodiversity coldspots. American Scientist 91: 344-351

**Background Reading:**

None

**Organisation of Group Work and any other matter (such as how to study the reading package):**

There will be a class discussion on biodiversity hotspots and coldspots (based on lecture and student's reading of Kareiva and Marvier (2003)

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**Module 5: Basics of Community Ecology II**

**Description:**

Students will study the idea of the ecological niche and examine ways in which species interact and coexist, particularly in relation to competition theory. Students will be introduced to various equilibrium and non-equilibrium models that have been invoked to explain how diversity is maintained

**Required Reading:**

Ricklefs, R.E. & G. Miller. 2000. Ecology (Fourth Edition). Chapter 29 (Biodiversity) pp. 591 - 602, 608 - 612.  
Karanth, Ullas, K. & Melvin E. Sunquist. 2000. Behavioural correlates of predation by tiger (*Panthera tigris*), leopard (*Panthera pardus*) and dhole (*Cuon alpinus*) in Nagarahole, India. J. Zool., Lond. 250, 255 - 265  
Denslow, J.S. 1980. Gap partitioning among tropical rainforests trees. Biotropica 12: 47 - 55.

**Background Reading:**

None

**Organisation of Group Work and any other matter (such as how to study the reading package):**

The students will watch the episode, "Jungles," from the series, Planet Earth. This will be followed by a discussion on how species coexist, which will draw upon both the film and the readings prescribed (Karanth and Sunquist 2000 and Denslow 1980).

## **Module 6: Food Webs and Food Chains**

### **Description:**

Food webs are a way to describe and understand the complexity in the ecological world by connecting trophic interactions among species in a community. This would be the central theme of this module and we would be exploring concepts regarding topological, energy and interaction food webs. The attributes of food webs that throw light on community persistence will be examined. The notion of 'keystone species', 'bottom-up' and 'top-down control species' will be discussed. Robert May's theoretical studies on the notion of stability and Robert Paine's experimental work on rocky intertidal communities will be discussed. We will also examine the role of mutualistic interactions - as a case of plant animal interactions, in structuring the community.

### **Required Reading:**

Ricklefs, Robert E. and Miller, Gary L. 2000. Ecology. Freeman & Company. Chapter 27 (Structure of the Community); pages 551-563.

Pimm, S., Lawton, J. H. and Cohen, J. E. 1991. Food web patterns and their consequences. *Nature* 350, 669-674.

Pimm, S. L. & Lawton, J. H. (1978). On feeding on more than one-trophic level. *Nature*, 275, 542-544.

### **Background Reading:**

None

**Organisation of Group Work and any other matter (such as how to study the reading package):**

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## **Module 7: Basics of Animal and Plant Evolution**

### **Description:**

Basic concepts of Evolutionary Biology will be discussed and revisited. The historical aspects and the development of evolutionary thought would be briefly discussed. Central to evolutionary biology as a science are the strong evidences that favor evolutionary theories. Sources of variation will be discussed in light of basic principles of population genetics. Mechanisms of natural selection and genetic drift with possible implications for conservation biology, processes associated with speciation and extinction, and the endeavor to rebuild the evolutionary history of the planet leading to the 'tree of life' would be the other central ideas of this module.

### **Required Reading:**

History and Mechanisms of Evolution - In a collection titled "Evolution" from various sources. (provided as .pdf)

Dobzhansky, T. 1973. Nothing in Biology Makes Sense Except in the Light of Evolution. *The American Biology Teacher*, 35:125-129.

### **Background Reading:**

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A Naturalist's Voyage Round the World by Charles Darwin (a full account of his travel around the globe by Darwin)

Schluter, Dolph (2001) Ecology and the origin of species. *Trends in Ecology and Evolution*, Vol.16 No.7, p 372-380

Dobzhansky, Theodosius (1964) Biology, Molecular and Organismic. *American Zoologist*, Vol. 4, No. 4, (Nov., 1964), pp. 443-452

**Organisation of Group Work and any other matter (such as how to study the reading package):**

Two movies on the theme "Life on Earth – The infinite variety" by David Attenborough and "Life on Earth – Building Bodies" by David Attenborough will be shown to the students, followed by a class discussion.

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**Module 8: Ecological Succession**

**Description:**

Many of the spatial patterns in communities that we observe today reflect historical and ongoing ecological processes. The plant and animal communities observed today are likely to be very different from what existed a few decades ago and bears the imprint of ongoing ecological processes and human imprint. We will explore the successional patterns in plant communities and how these patterns manifest in variations in communities of animals and plants that depend on them. This session will also examine the notions of sere, climax community, primary and secondary succession and utility of these concepts in ecosystem management. Debates surrounding the non-equilibrium and equilibrium basis of succession will be introduced.

**Required Reading:**

Ricklefs, R.E. and Miller, G. 2000. Ecology (4<sup>th</sup> Edn). Chapter 28: Community Development. W.H. Freeman & Co., USA.

Shankar Raman, T.R. 2001. Effect of Slash and Burn Shifting Cultivation on Rainforest Birds in Mizoram, Northeast India. *Conservation Biology* 15(3): 685-698.

**Background Reading:**

Krebs, C.J. 2009. Ecology (6<sup>th</sup> Edition). The Experimental Analysis of Distribution and Abundance. Chapter 18: Community Structure in Time: Succession. Pearson Education Publishing, California, USA.

**Organisation of Group Work and any other matter (such as how to study the reading package):**

Raman (2001) will be discussed in class as an example of secondary succession. Relate the ecological processes described in this paper to the definitions and overarching rules of succession laid out in Krebs (2009) and Ricklefs & Miller (2000).

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**Modules 9 & 10: Field Skills in Ecology I, II**

**Description:**

This is a primarily field-based module. Students will be introduced to various ecosystems in northern India. They will be taught how to use field guides to identify common animals and



plants. Designing and implementation of ecological sampling techniques in the field is an important goal of this module. Students will learn how to sample plant and animal diversity, study community composition and structure, estimate population density, vegetation structure and other ecological parameters fundamental to ecological research and natural resource management.

**Required Reading:**

Karanth, K.U. 2006. View from the Machan, How Science Can Save the Fragile Predator. Chapter 11: The Many Ways to Count a Cat. *Permanent Black, New Delhi*.  
Sutherland, W.J. 1996. *Ecological Census Techniques, A Handbook*. Chapters 1: Pg.1-9; Chapter 2: Pg. 54-109; Chapter 3: Pg. 111-137.

**Background Reading:**

Rodgers, W.A. 1991. *Techniques for Wildlife Census in India, A Field Manual*. Chapter 1: 1-6, Chapter 2: Pg. 7-19 & 31-49. Wildlife Institute of India

**Organisation of Group Work and any other matter (such as how to study the reading package):**

Background readings should be read carefully in order to implement various sampling techniques that are taught during the first part of this module. There will be a class discussion on the field techniques used in the case studies under essential readings (Karanth 2006 and Hubbell & Foster 1986).

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**Module 11: Ecosystems of the World**

**Description:**

This session will provide an introduction to continental drift and the biogeographic zones of the earth. This will lead to a study of the distribution of terrestrial and aquatic biomes across the world. Students will be introduced to the features that characterize and distinguish the earth's biomes. They will also study how plants and animals have evolved adaptations for life in these different ecosystems. Students will also be introduced to the classification of vegetation types in India as laid out in Champion & Seth (1968).

**Required Reading:**

Sankhala, K. Tiger, The Story of the Indian Tiger. Natraj Publishers, Dehradun. Chapter 4: Tiger land and its Inhabitants, pp. 80-93.  
Dinerstein, E. 2003. The Return of the Unicorns, The Natural History and Conservation of the Greater One-Horned Rhinoceros. Chapter 3: Vanishing Landscapes: The Floodplain Ecosystem of the Terai. Columbia University Press, New York.  
Terborgh, J.W. 1992. Diversity and the tropical rain forest. Chapter 1: The Biological Exuberance of the Tropics. Scientific American, New York.

**Background Reading:**

None

**Organisation of Group Work and any other matter (such as how to study the reading package):**

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There will be a class discussion comparing and contrasting the three ecosystems: tropical dry forest, tropical rainforest, and floodplain grasslands. Each paper will be presented by a student. Discuss the questions: *What are the inherent differences in the adaptations of plants and animals in the three ecosystems? What are the dominant formative forces (biotic and abiotic) in these ecosystems? Compare basic characteristics of the three ecosystems in terms of community structure and function.*

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## **Module 12: Humans and the Natural World**

### **Description:**

The first part of this module aims at examining the competing notions of equilibrium and disequilibrium in relation to ecosystems, communities and populations within the ecological literature. In this context, the role of disturbances such as fragmentation, grazing and fire in maintaining biodiversity and ecological functioning will be studied. The second part of this module connects equilibrium theory to the role of humans within ecosystems and the varying viewpoints from which this has been explored, thus connecting it to the literature of political ecology and anthropology.

### **Required Reading:**

- Terborgh, J. 1992. Maintenance of diversity in tropical forests. *Biotropica* 24:283-292.
- Condit, R., S.P. Hubbell, and R.B. Foster. 1992. Short-term dynamics of a neotropical forest: change within limits. *Bioscience* 42: 822-828.
- Saberwal, V., M. Rangarajan & A. Kothari. 2000. Humans and Protected Areas. Pp 44-70 in *Parks, People and Wildlife, Towards Coexistence*. Orient Longman, New Delhi.
- Connell, J. 1978. Diversity in tropical rainforests and coral reefs. *Science* 199: 1302-1310.
- Taghioff, D. & A. Menon. 2010. Can a Tiger Change its Stripes? The politics of Conservation as Translated in Mudumalai. *Economic & Political Weekly*, July 10, 2010. (Read Pp. 69-71).
- Savyasaachi. 1994. The Tiger and the Honey-bee. *Seminar* 423: 30-35.
- Karant, K.U. 2006. Sacred Groves for the Twenty-first Century. Pp. 121-139 In *A View from the Machan: How Science can Save the Fragile Predator*. Permanent Black, Delhi

### **Background Reading:**

None

### **Organisation of Group Work and any other matter (such as how to study the reading package):**

This is a module primarily based on class discussions which will revolve around two principal questions : (a) Is it possible to reconcile the opposite viewpoints on equilibrium vs. disequilibrium in the ecological literature? (b) to what extent and under what circumstances can humans and nature co-exist? Students will present the papers and engender discussion in class with help from the tutor.

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# Development and Social Change

**Credits: 4**

**Core/Elective: Core**

**Semester: 1<sup>st</sup> Semester**

## **Content**

This course aims to provide students with a rounded understanding of key theories that inform thinking about development, knowledge of the historical experience of development, and an understanding of some of the most significant policy debates about international development today. In doing so, it aims to integrate the concepts and perspectives of a range of social science disciplines to demonstrate how they can usefully be combined to further understanding of problems of development and change.

The course will aim to place different analytical perspectives on development within historical context and seek answers to some key questions about the world we live in: Why are some countries or regions so rich, and others so poor? What is 'development', and how can it be measured? What is 'underdevelopment'? Are poverty and inequality signs of underdevelopment? Who will bring about social change and help eradicate poverty - the state, or the market, or both? How have different scholars thought about these issues, and how have their theories changed over time? How has the end of the Cold War affected development thinking? What are the challenges of development in the 21<sup>st</sup> century?

## **Course Outline**

<b>S. No.</b>	<b>Module name</b>	<b>Tutor</b>
	<b>A. Conceptualizing Development</b>	
1	What is development – Issues of Definition and measurement	Kopal Chaube
2	Colonial, capitalism and development	Kopal Chaube
	<b>B. The Development Project</b>	
3	Industrialization and Nationalist growth	Asmita Kabra
4	International Relations and the Development project	Asmita Kabra
	<b>C. The Globalization Project</b>	
5	Global economic governance : From Bretton Woods to the International Debt Crisis	Asmita Kabra
6	Structural adjustment and the Washington Consensus	Asmita Kabra
	<b>D. Rethinking Development in the 21<sup>st</sup> Century</b>	
7	Development and displacement	Asmita Kabra

8	Poverty and Development – Old wine in a new bottle?	Asmita Kabra
9	Gender and development	Rohit Negi
10	Development in the new world order	Rohit Negi
11	Development, liberalization and agriculture	Asmita Kabra
12	Seminar – 21 <sup>st</sup> century challenges of development	Asmita Kabra

### Required Readings

1. Philip McMichael (2007) *Development and Social Change* Pine Forge Press.
2. H-J. Chang (ed) *Rethinking Development Economics* London: Anthem Press.
3. Todaro, M. P and S.C. Smith. *Economic Development (8<sup>th</sup> Edition)*. New Delhi, Pearson Education Asia.
4. Norberg-Hodge, Helena (2009) *Ancient Futures: Learning from Ladakh*. California, Sierra Club Books.

### Course Organization and Teaching

In this course you attend a **weekly lecture** (a two hour session taken by the course faculty) and participate in a **weekly student seminar** (which will be a graded activity led by one student each week). Lecture periods will be interactive, and will allow for some questions and discussion following the lecture. Outline notes for each lecture will be posted to students by email after the lecture has been given.

In the student seminar, you are required, once in each term, to make a short presentation and lead a discussion based on the readings of the week. It is important that readings selected for class discussion are read by everyone in preparation for the weekly seminar. To best achieve the learning outcomes for the week, it is advisable that all members of the seminar group prepare a few questions or points to contribute to the seminar discussions. The course faculty will help the students to prepare for their seminar in the time allotted for tutorials.

### Assessment

There will be 4 assessments during the course.

Assessment No.	Weight	Date	Description
1	20%	Aug 29 (Monday)	Take home essay (Kopal Modules 1 and 2)
2	35% (10+10+15)	October 17	Mid-term Test (Asmita modules 3 to 6)
3	25%	November 4	Take-home assignment (Asmita-Modules 7-8, Rohit-Modules 9-10)
4	20%	Through the semester	Seminar presentation (Kopal/Asmita/Rohit)

## Module Descriptions

### Module 1: What is development – Issues of Definition and Measurement

#### Content/Learning Objectives/Description

This module will introduce students to changing ideas around the concept of development. It will trace the evolution of the idea of development from economic growth to basic needs, and then to the capability approach. It will expose students to varied measures of development like income, human development index, human poverty index etc. It will also emphasize the changing notions of development among international organizations like the UN and the World Bank, in particular tracing the evolution of currently popular ideas like the UN's Millennium Development Goals and the World Bank's Poverty Reduction Strategy Papers).

#### Required Readings

1. Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.1

### Module 2: Colonial, capitalism and development

#### Content/Learning Objectives/Description

##### Session Description:

The module delves into the concepts of Colonialism and Capitalism and its relationship to the notion of 'Development' and locates the discourse within the political as well as economic framework. Through the journey in to the concepts of colonialism, its history and relation to capitalism the module situates the concept of Development into the post colonial discourse - the post 1945 period. The transition from the pre-colonial to postcolonial notion of development is aimed at preparing the class to graduate to the concept of 'Development Project'.

The module is divided into 2 sessions. Session 1 opens up with a commonplace understanding of Capitalism and how it had led to development of colonialism. The session objective is to understand colonialism - its various stages (Bipin Chandra) and Structure. The 2<sup>nd</sup> session unravels history and journey of colonialism- the transformation from 'God, Glory and Gold' to Bipolar world. The session objective is to understand a) how the concept of Development – 'The White Man's Burden' justified colonization and b) how the measures of development like HDI arose.

#### Essential Reading:

1. Chandra Bipin (1999). *Essays on Colonialism*, Orient Longman
2. Philip McMichael (2007). *Development and Social Change* Pine, Forge Press. Ch.2
3. Roy Tirthankar (2008). *The Economic History of India 1857-1947*, OUP. Ch 1,2

#### Suggested Readings:

1. Loomba Ania(1999). *Colonialism/Postcolonialism, The New Critical Idiom*, Routledge London.
2. McEwan Cheryl (2009). *Postcolonialism and Development*, Routledge London.

Follow the readings in the order listed above

### Module 3: Industrialization and Nationalist growth

#### Content/Learning Objectives/Description

In this module, students will be introduced to post-colonial ideas of modernization and industrialization in newly independent developing countries in the post-war period. They will be introduced to a variety of models of economic growth based on ideas like primitive accumulation, rural-urban linkages and migration (eg: the Lewis and Harris-Todaro models) and various economic theories of state-led development (like balanced growth and import substituting industrialization). The evolution of the post-war 'development project' will be traced, with emphasis on the continuities and variations in the model across different parts of the world.

#### **Required Readings**

1. Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.3
2. Toye, John. 2003. *Changing Perspectives in Development Economics*. Chapter 1 (p.21-40) in Ha Joon Chang (ed.) "Rethinking Development Economics". London, Anthem Press.

#### **Additional Readings/Resources**

1. Film: Commanding Heights (episode 1)
2. Ha Joon Chang. 2003. The markets, the state and institutions in economic development. Chapter 2 in Chang (ed.) "Rethinking Development Economics". London, Anthem Press.

#### **Module 4: International Relations and the Development project Content/Learning Objectives/Description**

This module will focus on the international aspects of the Development Project and set them out in the context of the Cold War. It will trace the importance of ideas like Food Aid and the international division of labour brought about by the development project as it played out in different parts of the world. The role of Bretton Woods institutions and their role in establishing the hegemony of the US will be outlined.

#### **Required Readings**

1. Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.4
2. Rodrik, Dani. *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton, New York and London, 2011. Chapter 3.

#### **Additional Readings/Resources**

1. Film: Commanding Heights (episode 2 and 3)

#### **Module 5: From Bretton Woods to the International Debt Crisis - Global Governance Content/Learning Objectives/Description**

This module will focus on the decade of the 1970s and the changes in the world order brought about by internal dissatisfaction with import substituting industrialization and the oil-shock

induced Third World Debt Crisis. The changing role of Bretton Woods institutions and the conditions that led to the collapse of the Bretton Woods system will be traced. It will highlight the importance of reforms of the IMF and the World Bank in the light of the experienced reality of globalization. The module will end with a discussion of the long term effects of the debt crisis on different parts of the developing world, with special reference to the Fund-Bank promoted Structural Adjustment Programs in developing countries.

#### **Required Readings**

1. Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Chapter 5
2. Jong-Il You. 2002. *The Bretton Woods Institutions: Evolution, Reform and Change*. Chapter 8 in Deepak Nayyar (ed.) "Governing Globalization". New Delhi, Oxford University Press.

#### **Additional Readings**

1. Anne O. Krueger, "Government Failures in Development." *Journal of Economic Perspectives*. Vol. 4, No. 3, Summer 1990, pp. 9-23.
2. Film: Commanding Heights (episode 4)

### **Module 6: Structural adjustment and the Washington Consensus**

#### **Content/Learning Objectives/Description**

This module will trace the rise of neo-liberalism in the post-debt crisis world. The strategies of liberalization, globalization and privatization and their underlying rationale will be discussed at length, with focus on political economy, governance and institutional aspects. This module will also familiarize students with global institutions like the IMF, World Bank, GATT and the WTO in the context of the rise of neo-liberalism. It will then take students through the recent literature questioning the Washington Consensus, and familiarize them with the debates of reforming global institutions like the IMF and the World Bank in the light of the global financial crisis of 2008.

#### **Required Readings**

1. Nayyar, Deepak. 2003. *Globalization and Development*. Chapter 3 in Chang (ed.) "Rethinking Development Economics". London, Anthem Press.
2. Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's *Economic Growth in the 1990s: Learning from a Decade of Reform*". *Journal of Economic Literature*, Vol. XLIV (December 2006), pp. 973-987.
3. Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Chapter 6

### **Module 7: Development and Displacement**

#### **Content/Learning Objectives/Description**

The module will introduce students to the importance of displacement in the context of development projects, and discuss concepts like voluntary and involuntary displacement. It will familiarize students with the relationship between land acquisition, displacement and

compensation, and outline alternative theoretical frameworks to study displacement, including the IRR and rights based approaches. The students will be asked to read up at least one case study of displacement to motivate a discussion on the legal, policy and implementation issues in displacement.

### **Required Readings**

1. Cernea, Michael. 2000. *Risks, Safeguards and Reconstruction: A Model for Population Displacement and Resettlement* in Cernea, M. and C. McDowell (eds.) *Risks and Reconstruction: Experiences of Resettlers and Refugees*. Washington D.C., The World Bank.
2. Dwivedi, Ranjit. 2002. *Models and methods in development-induced displacement (Review Article)*. *Development and Change* 33(4); 709-732 (2002)
3. Das, V. "Dislocation and Rehabilitation: Defining a Field." *Economic and Political Weekly* 31(24), 1996: 1509-14.
4. Roy, Dunu. "Large Projects: For Whose Benefit?" *Economic and Political Weekly*, Vo. 23, No.50, 1994.

## **Module 8: Poverty and Development – Old wine in a new bottle?**

### **Content/Learning Objectives/Description**

In this module, we will focus on the formation of "global development policy" ("global" meaning the policy paradigm advocated by organizations which claim to "think for the world" and command real resources, including the multilateral organizations but also the US Treasury. The new trends in donor priorities (Millennium Development Goals and Poverty Reduction Strategy Papers in particular) will be discussed. We will try to answer the question of whether these priorities mark a real break from the earlier 'growth-first' paradigm or are they really just a re-formulation of the well-known goals of the Washington Consensus.

### **Required Readings**

1. **Abramsen, Rita. 2004.** Poverty Reduction or Adjustment by Another Name?. Review of African Political Economy, Vol. 31, No. 99, ICTs 'Virtual Colonisation' & Political Economy (Mar., 2004), pp. 184-187.
2. **Shaffer, Paul. 2008.** *New Thinking on Poverty: Implications for Globalisation and Poverty Reduction Strategies*. DESA Working Paper No. 65. New York, United Nations Department of Economic and Social Affairs (downloadable from <http://www.un.org/csa/desa/papers>)
3. Vandemoortele, Jan. 2010. *The MDG Story: Intention Denied*. Development and Change, no. doi: 10.1111/j.1467-7660.2010.01678.x

## **Module 9: Gender and development**

### **Content/Learning Objectives/Description**

Development thought has long grappled with the question of gender: how is the division of societies around gender reflected in women's access to resource? How can they be included within the fold of development practices? And what may be the causes for their relative



marginalization? In this module the shifting place of gender in development will be studied through case studies of particular policies, programmes and processes of social change.

### **Required Readings**

1. Lourdes Beneria and Gita Sen (1981), 'Accumulation, Reproduction, and 'Women's Role in Economic Development': Boserup Revisited'. *Signs* 7(2): 279-298.
2. Carolyn Hsu (2005), 'A taste of modernity: Working in a western restaurant in market socialist China', *Ethnography* 6(4): 543-565.
3. Kate Crehan (2003). *The Fractured Community: Landscapes of Power and Gender in Rural Zambia*. Berkeley: University of California Press. Ch. 3 and 5.

### **Module 10: Development in the new world order**

#### **Content/Learning Objectives/Description**

As would have been discussed during the preceding weeks, the global economy has undergone tremendous changes during the last thirty-odd years. Several places have multiplied their incomes and joined the club of the so-called developed nations even though the world still remains deeply uneven. The neat and useful division of the world into the developed North and the developing South has been thrown into disarray with the rise of East Asian, South East Asian, and to a more limited extent the Indian economy. How then can we understand the emergent patterns of global economy, of imperialism, aid and international trade?

#### **Required Readings**

1. James Ferguson (2006), 'Decomposing Modernity', in *Global Shadows: Africa in the Neoliberal World Order*.
2. James Ferguson (2005), 'Seeing like an Oil Company: Space, Security and Global Capital in Neoliberal Africa', *American Anthropologist* 107(3): 277-382.
3. Brian Larkin (2004), 'Degraded Images, Distorted Sounds: Nigerian Video and the Infrastructure of Piracy', *Public Culture* 16(2): 289-314.
4. Adriana Petryna (2007), 'Clinical Trials Offshored: On Private Sector Science and Public Health', *Biosocieties* 2007 (2): 21-40.

### **Module 11: Development, liberalization and agriculture**

#### **Content/Learning Objectives/Description**

This module will focus on the debates about trade in agricultural commodities, and the globalization of world agriculture in the era of neoliberalism. In what sense are agricultural markets becoming more 'globalized'? How are international agricultural markets structured, and what are the implications for producers and workers in developing countries? How are producers incorporated into global agricultural value chains? How does agricultural trade liberalization affect this incorporation? How do these processes affect agrarian change and agrarian relations of production and exchange? These and other questions will be surveyed during the lecture and tutorials.

### Required Readings

1. Akram-Lodhi and C. Kay (eds.) *Peasants and Globalization: Political economy, rural transformation and the agrarian question*. London: Routledge. Introduction.
2. Journal of Agrarian Change (2010), *Symposium on 2007/8 World Food Crisis*, vol 10, issue 1.
3. Ghosh, J. (2010), 'The Unnatural Coupling: Food and Global Finance', *Journal of Agrarian Change*, 10 (1): 76-91.

### Module 12: Seminar – 21<sup>st</sup> century challenges of development Content/Learning Objectives/Description

This module will focus on emerging challenges of development in the 21<sup>st</sup> century, including terrorism and the questions thrown up by the global financial crisis and the emergence of new growth centres like India, China and Brazil. The module will be delivered in Seminar mode, with external speakers being invited to talk about these issues and provide a wrap-up of the issues discussed during this course in the context of the current world situation.

### Required Readings:

1. Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.8,9.  
(Further readings to be notified by the guest speakers)

## Social and Political Ecology

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**Credits:** 4

**Core/Elective:** Core

**Semester:** 1<sup>st</sup> semester

### Course Description

Nature is conventionally considered outside of human thought and activity, despite the fact that it is a highly contested category with multiple competing stakes. This course builds on the premise that society and nature are intertwined in historically contingent and context specific ways. It uses tools from the sub-disciplines of cultural ecology and political ecology to understand how inequality, power, and identity are social-environmental concerns. It will build students' capacity to disentangle various interests in environmental debates and issues, and to situate specific cases within wider historical, political and conceptual contexts.

## Learning Objectives

- To build a social science perspective on the environment.
- To introduce the intellectual history and key debates in cultural ecology and political ecology.
- To develop capacities for critical thinking, reading and writing.

## Broad Topics

- Social Construction of Nature
- Modernism, Capitalism and Nature
- Cultural Ecology
- Environment and Hunter/Gatherer, Horticultural, and Agricultural Societies
- Knowledge, Power and Nature
- Gender and Environment
- State, Developmentalism and Nature
- Power, Caste and Discrimination
- Environmental Justice
- Environmental Identities and Movements
- Agency of the Non-Human

## Indicative Reading List

- A.Chhatre and V. Saberwal (2005), 'Political Incentives for Biodiversity Conservation', *Conservation Biology* 19(2): 310-317.
- P. Robbins et al (2009), 'Conservation as it is: Illicit Resource Use in a Wildlife Reserve in India', *Human Ecology* 39: 559-575.
- P. Robbins et al (2010), *Environment and Society: A Critical Introduction*, Blackwell. Chapter 8, 'Social Construction of Nature'.
- N. Castree (2005), *Nature (Key Ideas in Geography)*, Routledge. Chapter 1, 'Strange Natures'
- Jalais (2008). 'Unmasking the Cosmopolitan Tiger', *Nature and Culture* 3(1): 25-40.
- L. Mehta (2008), 'Contexts and Constructions of Scarcity', in A. Baviskar (ed), *Contested Grounds: Essays on Nature, Culture and Power*, OUP.
- M. Harris (1966), 'The Cultural Ecology of India's Sacred Cow', *Current Anthropology* 9(1): 51-66.
- J. Steward (1955), 'The Concept and Method of Cultural Ecology', in *Environmental Anthropology*: Blackwell.
- M. Sahlins, 'Hunter-Gatherers: Insights from a golden affluent age', *Pacific Ecologist* Winter 2009.
- L. Grossman (1981), 'The Cultural Ecology of Economic Development', *Annals of the Association of American Geographers* 71(2).
- Anna Tsing, 'Becoming a tribal elder, and other Green Development fantasies', in *Environmental Anthropology*.
- Guha, R. (1983) 'Forestry in British and Post-British India: A Historical Analysis', *Economic and Political Weekly*, Vols. 44 and 45-46.

- Sivaramakrishnan, K. (1997) 'A Limited Forest Conservancy in Southwest Bengal 1864-1912', *The Journal of Asian Studies*, Vol. 56, No.1.
- Forsyth, T. and A. Walker (2008) 'Environmental Knowledge and the Crisis of Knowledge' (Ch. 1) and 'Forests and Water' (Ch. 4), *Forest Guardians, Forest Destroyers: The Politics of Environmental Knowledge in Northern Thailand*, University of Washington Press, Seattle.
- D'Souza, Rohan (2002), 'Colonialism, Capitalism and Nature: Debating the Origins of Mahanadi Delta's Hydraulic Crisis (1803-1928)', *Economic and Political Weekly*, March 30, 2002.
- David Schlosberg, *Defining Environmental Justice: Theories, Movements, and Nature*, OUP, 2007 (Chap 1, 2, 3 & 5)
- James K Boyce, 'From Natural Resources to Natural Assets', PERI, 2001
- Melissa Leach et al., 'Environmental Entitlement: Dynamics and Institutions in Community-Based Natural Resource Management', **World Development**, 27 (2), 1999.
- Stephen B. Brush, 'The Lighthouse and the Potato: Internalising the Value of Crop Genetic Diversity', **PERI**, 2002.
- James K Boyce, 'Inequality and Environmental Protection', **PERI**, 2003.
- Satyajit Singh, 'Environment and Justice: The 'Public' Purpose of Water' in Rajeev Bhargava et al. (eds.), **Justice: Political and Juridical**, SAGE, New Delhi, 2008.
- Andre Beteille, *Caste, Class and Power: Changing Pattern of Stratification in a Tanjore Villare*, 1965 [Intro and Chap II]
- Timothy Mitchell, *Rule of Experts: Egypt, Techno-politics, Modernity*, University of California Press, 2002.
- Pellow, D.N. & R.J. Brulle eds., *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, MIT, 2005.
- Arun Agrawal, *Environmentality: Technologies of Government and the making of Subjects*, Duke University Press, 2005

### Course Assessment

- Weekly Memos: 30% (Weekly)
- Tutorial: 30% (mid-Sept)
- End-sem exam: 40% (end-November)

# Introduction to Research Methodology and Basic Research Skills

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**Credits: 4**

**Core/Elective: Core**

**Semester: 1**

**Description:** This course consists of two sections. The first section on Basic Research Skills will help the students consolidate their basic academic and research skills through formal activity-centered, hands-on training. There are no prescribed readings for the course. Worksheets and some reading material will be distributed during the classroom interaction.

The second section provides an introduction to research methodology consisting of the formulation of a research problem, research questions, and objectives for a research design to understand the general definitions, process and types of research.

This course will have continuous assessment in the form of classroom and take-home assignments to be done individually, in pairs and in groups. The repertoire of skills included will hold the students in good stead for the remainder of the Master's programme and will also constitute the foundation for qualitative and quantitative research methods training that they are required to undertake.

## **Objectives:**

- To train the students the basic elements of research.
- To know the basic tenets of research as a creative and strategic process
- To train students to think logically and scientifically in a multi-disciplinary framework.

## **Section I: Basic Research Skills --- (HD& KC)**

### **1. Making the library your best friend!**

- **Tuesday, July 31, 11.30-13.30 (1hr)**
- **Students are requested to gather at the Library for this session**
  1. How to access, borrow and return library resources with the help of the librarian?
  2. How to identify books/ book chapters/ journal publications/ newspaper articles relevant to the topic of study?
  3. What purpose do reference books serve?

4. How can wandering in the library become purposeful?
5. How to choose the best search words and read call numbers?
6. How to use Delnet to order books from other libraries?

## II. Web Quests

- **Tuesday, July 31, 11.30-13.30 (1hr)**
- **Students are requested to gather in the Computer Lab for this session**
  1. How to use Google for identifying references and reading material online on the topic of study?
  2. How to use JSTOR for identifying, reading and downloading journal publications?
  3. How to use free online libraries and reference sites?
  4. How to access, read and download from regional, national and international newspapers, news services and magazines online?
  5. How to use the Internet to access dictionaries and encyclopedias?
- **Taking stock: discussing worksheets**
- **Friday, August 3, 09.30-11.30 (2hrs)**
- **Students are requested to gather in Room no. (305) for this session.**

## III. Making the reading experience worthwhile (2hrs x 4)

- **Tuesday, August 7, 11.30-13.30 (hr)**
- **Tuesday, August 21, 11.30-13.30 (hr) ,Friday, August 24, 09.30-11.30 (hr) & Tuesday, August 28, 11.30-13.30 (hr)**
- **Students are requested to gather in Room ( 305) for this session**
  1. How to do readings quickly but efficiently?
  2. How to classify readings and know in which order to read?
  3. Why to read the introduction? What does one get to know from it?
  4. Why to read the conclusion?
  5. How to identify important points, main ideas, and themes from the reading?
  6. What to do with difficult terms and/or concepts?
  7. How to make sense of the topic?
  8. How to take notes in order to make inferences and imply to the main idea?
  9. How to relate one reading with other readings or with the real world context?
  10. How to retain the important points from a reading? (keywords, notes, timelines, flowcharts, concept/mind maps)
  11. How to summarise and discuss of what is in the text?
  12. How to draw on the readings in class interactions?

## IV. Bibliographia or the science of listing books (2+2 hrs)

- **Tuesday, August 14, 11.30-13.30 (hr) & Friday, August 17, 09.30-11.30 (hr)**
- **Students are requested to gather in the Computer Room for this session**
  1. How to write references/ citations in short and in full?
  2. How to prepare a bibliography using citation and style guides (APA, MLA, Chicago Manual of Style)?
- **Taking stock: discussing worksheets/modules 3 and 4 (2hrs)**
- **Friday, August 31, 09.30-11.30 (hr) (2hrs)**
- **Students are requested to gather in Room no. (305 ) for this session.**

V. **Into the breach: avoiding plagiarism (4hrs)**

- **Tuesday, September 4, 11.30-13.30 (hr) & Friday, September 7, 09.30-11.30 (hr).**
- **Students are requested to gather in Room (305) for this session:-**
  1. What is plagiarism?
  2. How not to 'cut and paste'? How to paraphrase and/ or summarize effectively?
  3. How to quote verbatim text from another author?
  4. How to cite ethically?
  5. How to avoid self-plagiarism?

VI. **Writing to communicate (6hrs)**

- **Tuesday, September 11, 11.30-13.30 (hr), Friday, September 14, 09.30-11.30(hr) & Tuesday, September 18, 11.30-13.30 (hr),**
- **Students are requested to gather in Room (305) for these sessions**
  1. How to identify a topic/theme/research question to explore in writing?
  2. How to organize one's thoughts before writing?
  3. How to prepare a skeletal outline?
  4. What all must be included in the introduction, body paragraphs and conclusion of a piece of writing?
  5. How to write an answer in an exam?
  6. How to write a book review?
  7. How to write a literature review?
  8. How to write a term paper?
- **Taking stock: discussing the previous worksheets (2hrs)**
  - **Friday, September 21, 09.30-11.30(hr)**
  - **Students are requested to gather in Room for this session**

VII. **Presenting to convince (2hrs)**

- **Tuesday, September 15, 11.30-13.30 (hr)**
- **Students are requested to gather in the Computer Room for this session**
  1. How are oral presentations different from written assignments?
  2. How to prepare 5-10 minute oral presentations on a specific topic/ theme/ research question?
  3. How to use slides and power point for making presentations?
- **Taking stock: discussing previous worksheets, teaching and course evaluation (2hrs)**
  - **Friday, September 28, 09.30-11.30(hr)**
  - **All students are requested to gather in Room (305) for this session**

**Section II—Introduction to Research (HD& KC)**

VIII **Formulation of a research problem (6hrs)**

- **Friday, October 5, 09.30-11.30(hr); Tuesday, October 9, 11.30-13.30 (hr) & Friday, October 12, 09.30-11.30(hr)**
- **All students are requested to gather in Room (305) for this session**
  - Start putting down ideas and interest areas

- Think, Discuss, relate and select issues
- Narrow and clarify the problem
- Analyse the topic to deal with your interest in a researchable manner
- Questioning ourself

#### **IX Framing Research Questions and objectives (6hrs)**

- **Tuesday, October 16, 11.30-13.30 (hr), Friday, October 19, 09.30-11.30(hr) & Tuesday, October 23, 11.30-13.30 (hr)**
- **All students are requested to gather in Room ( 305) for this session**
  - Deep thought
  - Analysis of the Characteristics of research questions
  - Process of Selecting the questions
  - Understand and relate the variables

#### **X Understanding Methods and Research as a process (2hrs)**

- **Friday, October 26, 09.30-11.30(hr) & Tuesday, October 30, 11.30-13.30 (hr)**
- **All students are requested to gather in Room ( 305) for this session**
  - Which: Quantitative, Qualitative or participatory?
  - For what?
  - When to use?
  - How to use?

**Weightage:** equal weightages to all the modules

**Assessment:** There will be a continuous assessment of the classroom activities (for both sections I & II) and end-term examination. The Classroom activities are the learning process which should be flexible enough to provide the students time and scope for improvement. The students have to perform well in both the examinations.



# Environmental and Ecological Economics

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**Credits: 4**

**Core/Elective: Core**

**Semester: 3rd semester**

## **Course description:**

This course will be aimed at familiarizing students with the existing methodology and techniques used in Environmental Economics and Ecological Economics. Environmental Economics focus on market solutions for environmental problems, mainly through crafting techniques for valuation. The Ecological Economics, on the other hand, attempt to displace the centrality of the market in sorting out environmental issues. They tend to concentrate on ethical and non-market based solutions. The course focuses on interdisciplinary approaches between economics and physical and biological sciences to develop a conceptual framework for human ecology.

## **Learning Objectives**

Students learn how ecology and environment was conceptualised in various paradigms of economics and how ideas derived from biological and physical sciences were integrated into them. This approach helps to form an interdisciplinary framework to understand ecological and environmental impact of economic activities. In doing so it develops a strong critique of the market based paradigm and develops a case for institutional and non market based solutions to environmental problems. The course also familiarises students with market based solution to environmental problems like pollution, including welfare implication of externalities in provision of public goods. Techniques of valuation and integrating natural resources to national income accounting for developing macroeconomic approaches to environmental problems are also taught. Finally, students are familiarised with techniques of modelling a village economy that integrate ecology and economy to conceptualise options that are described by objective functions.

## **Topics**

- Development and Ecological Thought in Different Paradigms of Economics
- Environmental and Ecological Economics
- Interdisciplinary in ecological economics
- Use of entropy concept and laws of thermodynamics in ecological economics
- Sustainable development: the role of science, ethics and institutions
- Market failure
- Environmental policy instruments
- Theory of non-market valuation and methods of valuing environmental costs and benefits
- Valuation techniques of ecological resources and biodiversity
- Macroeconomics and income accounting
- Natural resource accounting

- Linear and non linear models of natural resource use
- Ecological - economic modeling of a village economy

### Indicative Reading List

- **Arrow, K.J. and Fisher, A.C. (1974):** *Preservation, Uncertainty and irreversibility.* Oxford Journal of Econ., 88: 312-319
- **Barbier, E.B. (1989):** *Economics, Natural Resource Scarcity and Development: Conventional and Alternative Views.* Earthscan, London
- **Baumol, W.J. and Oates, W.E. (1979):** *Economics Environmental Policy and the Quality of Life.* Prentice Hall, Englewood cliffs, NJ.
- **Boulding, K.E. (1966):** *The economics of the coming spaceship earth.* In Fl. Jarret (editor). *Environmental Quality in Growing Economy*, John Hopkins University press. Baltimore, MD, pp.3-14.
- **Boulding, K.E. (1978):** *Ecodynamics.* Sage Publications, Beverly Hills, CA.
- **Ciriacy-Wantrup, S.V. (1952):** *Resource Conservation;* Berkeley, University of California press.
- **Clark, C.W. (1976):** *Mathematical Bio-economics;* Wiley, New York.
- **Conrad, J.M. and Clark, C.W. (1987):** *Natural Resource Economics, Notes and Problems;* Cambridge University Press Cambridge. UK.
- **Costanza, R. (1989):** *What is ecological economics?* Ecol. Econm., 1: 1-7.
- **Costanza, R. and Daly, H. (1991):** *Natural capital and sustainable development;* Conserv. Biol.
- **Cropper, M.L. and Oates, W.E. (1990):** *Environmental economics: a survey.* Discussion Paper QE 90-12. Resources for the Future. Washington. DC.
- **Daly, H. (1991):** *Sustainable Development: from Concept and Theory Towards operational Principles.* In *Steady-State Economics (2nd Edition).* Island Press, Washington, DC.
- **Daly, H.E. (1990):** *Carrying Capacity as a Tool of Development Policy: the Ecuadoran Amazon and the Paraguayan chaco;* Ecological Economics 2(3), 187-195.
- **Daly, H. (1984):** *The Steady State Economy: Alternative to Growth Maina.* Paper Conf. Other Economic Summit; CSE. June 1984. London.
- **Daly, H. (1977):** *Steady-State Economics;* Freeman, San Francisco, CA.
- **Daly, H. (1978b):** *Thermodynamic and Economic Concepts as Related to Resource-use Policies: Comments;* Land Econ., 62:317-322.
- **Daly, H. (1987a):** *The Economic Growth Debate: What Some Economists May Have Learned but many Have Not.* Journal of Environment Econ. Manage., 14:323-336.
- **Dasgupta, P. and Heal, D. (1979):** *Economic Theory and Exhaustible Resources;* Cambridge University Press, London.
- **Dasgupta, P.S. (1982):** *The Control of Resources;* Blackwell, Oxford
- **Georgescu-Roegen, N. (1975):** *Energy and Economic Myths;* South. Econ. J., 41: 347-381.
- **Georgescu-Roegen, N. (1971):** *The Entropy Law and the Economic Process;* Harvard University Press, Cambridge, MA.

- **Georgescu-Roegen, N. (1979):** *Comments on the papers by Daly and Stiglitz In : V.K. Smith (Edited), Scarcity and Growth Reconsidered; Johns Hopkins University Press, Baltimore/London.*
- **Herfindahl, O. and Kneese, A.V. (1974):** *Natural Theory of Natural Resources. Charles E. Merrill, Columbus, O.H.*
- **Klaassen, G.A. and Opschoor (1990):** *Economic of Subtainability or the Subtainability of Economics :different Paradigms; Ecological Economics.*
- **Kneese, A.V., Ayres, R.U. and D'Arge, R. (1970):** *Economics and the Environment: A materials Balance Approach. Resources for the Future. Washington, DC.*
- **Maler, K.G. (1974):** *Environmental Economics: A theoretical Inquiry. Johns Hopkins University Press, Baltimore, MD.*
- **Maler, K.G. (1991):** "Natural accounts and environmental resources", Environmental and Resource Economics, vol.1, No.1, pp.1-15.
- **Marshall, A. (1920):** *Principles of Economics (8th Edition). Selected Excerpts, MacMillan: London.*
- **Norgaard, R.B. (1986):** *Thermodynamic and Economic Concepts as Related to resource-use policies: synthesis. Land Econ., 62: 325-327.*
- **Odum, E.P. (1971):** *Fundamentals of Ecology, Philadelphia: Saunders*
- **Pearce, D. and Turner, R. (1990):** *Economics of Natural Resources and the Environment; Harvester Wheatsheaf, New York.*
- **Pearce David (1993):** *Economic Value and the natural world; MIT Press.*
- **Pearce, D. (1976):** *Environmental Economics; Longman, London.*
- **Pearce, D. (1986):** *Foundations of an ecological economics. Paper for International ScienceCouncil Conference on Economics and Ecology. May 1986. Stockholm.*
- **Pearce, D. (1989):** *Sustainable development: an economic perspective, Gatekeeper Ser. LEEC 89-01, London Environmental Economics Centre. London.*
- **Pearce, D. Barbier, E.B. and Markandya, A. (1988):** *Sustainable development and cost benefit analysis. LEEC 88-03, London Environmental Economics Centre, London.*
- **Perrings, C. (1989):** *Environmental bonds and environmental research in innovative activities; Ecological Economics 1(1), 95-110.*

#### **Assessment design:**

The students will be assessed through term papers, presentations on topics from field work, tests and exams.

- Linear and non linear models of natural resource use
- Ecological - economic modeling of a village economy

### Indicative Reading List

- **Arrow, K.J. and Fisher, A.C. (1974):** *Preservation, Uncertainty and irreversibility.* Oxford Journal of Econ., 88: 312-319
- **Barbier, E.B. (1989):** *Economics, Natural Resource Scarcity and Development: Conventional and Alternative Views.* Earthscan, London
- **Baumol, W.J. and Oates, W.E. (1979):** *Economics Environmental Policy and the Quality of Life.* Prentice Hall, Englewood cliffs, NJ.
- **Boulding, K.E. (1966):** *The economics of the coming spaceship earth.* In Fl. Jarret (editor). *Environmental Quality in Growing Economy*, John Hopkins University press. Baltimore, MD, pp.3-14.
- **Boulding, K.E. (1978):** *Ecodynamics.* Sage Publications, Beverly Hills, CA.
- **Ciriacy-Wantrup, S.V. (1952):** *Resource Conservation;* Berkeley, University of California press.
- **Clark, C.W. (1976):** *Mathematical Bio-economics;* Wiley, New York.
- **Conrad, J.M. and Clark, C.W. (1987):** *Natural Resource Economics, Notes and Problems;* Cambridge University Press Cambridge, UK.
- **Costanza, R. (1989):** *What is ecological economics?* Ecol. Econm., 1: 1-7.
- **Costanza, R. and Daly, H. (1991):** *Natural capital and sustainable development;* Conserv. Biol.
- **Cropper, M.L. and Oates, W.E. (1990):** *Environmental economics: a survey.* Discussion Paper OE 90-12. Resources for the Future. Washington, DC.
- **Daly, H. (1991):** *Sustainable Development: from Concept and Theory Towards operational Principles.* In *Steady-State Economics (2nd Edition).* Island Press, Washington, DC.
- **Daly, H.E. (1990):** *Carrying Capacity as a Tool of Development Policy: the Ecuadoran Amazon and the Paraguayan chaco;* Ecological Economics 2(3), 187-195.
- **Daly, H. (1984):** *The Steady State Economy: Alternative to Growth Maina.* Paper Conf. Other Economic Summit; CSE, June 1984, London.
- **Daly, H. (1977):** *Steady-State Economics;* Freeman, San Francisco, CA.
- **Daly, H. (1978b):** *Thermodynamic and Economic Concepts as Related to Resource-use Policies: Comments;* Land Econ., 62:317-322.
- **Daly, H. (1987a):** *The Economic Growth Debate: What Some Economists May Have Learned but many Have Not.* Journal of Environment Econ. Manage., 14:323-336.
- **Dasgupta, P. and Heal, D. (1979):** *Economic Theory and Exhaustible Resources;* Cambridge University Press, London.
- **Dasgupta, P.S. (1982):** *The Control of Resources;* Blackwell, Oxford
- **Georgescu-Roegen, N. (1975):** *Energy and Economic Myths;* South. Econ. J., 41: 347-381.
- **Georgescu-Roegen, N. (1971):** *The Entropy Law and the Economic Process;* Harvard University Press, Cambridge, MA.

# Environmental Law, Policies and Governance

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**Credits: 4**

**Core/Elective: Elective**

**Semester: 2<sup>nd</sup> semester**

## **Course Description**

This course reviews environmental policies that are currently being debated. It explores the role of various stakeholders in shaping environmental governance. It analyses regulatory and policy instruments and explores how blends of the two are increasingly employed in major areas of environmental policy. The course will provide an introduction to policy, law and governance; and approaches to making policies in India. It will emphasize rights-based approaches and the role of law in environment-development debates. It will also explore the importance of institutions in local governance as well as institutions at the provincial, national and international level.

## **Learning Objectives**

The students will get an in-depth understanding of law and policy-making, and also its implementation on ground.

### **Broad Topics:**

- Indian Constitution & Environment
- Statutory laws
- International environmental law
- Environmental Law & its role in infrastructural Project
- Law & Decentralised Natural Resource Management
- Traditional and non-formal form of institutions and Forest Policies
- Locating NGOs in the decentralization debate
- PRIs, User Groups and the politics of decentralization
- Local knowledge and customary law
- Local knowledge and participation
- Decentralisation of NRM in India: Policies and Programmes
- Environmental Policies/Issues in the North East

## **Indicative Reading List**

- Singh, Satyajit, 'Introduction' in Singh & Sharma (eds.), *Decentralisation: Institutions and Politics in Rural India*, OUP, 2007, New Delhi.

- Menon, Ajit, et. al, *Community-Based Natural Resource Management in South Asia: Issues and Cases from South Asia*, New Delhi/ London/California/Singapore, SAGE, 2007 (Introduction).
- Lélé, Sharachchandra, 'Decentralising Governance of Natural Resources in India: A review', CISED, Bangalore, 2004.
- Lélé, Sharachchandra, 'Beyond State-community Polarizations and Bogus "Joint"ness: Crafting Institutional Solutions for Resource Management', in Max Spoor (ed.), **Globalisation, Poverty and Conflict**, Kluwer Academic Publishers, 2004.
- Shakleton, S, B. Campbell, E. Wollenberg & D. Edmunds, 'Devolution and Community Based Natural Resource Management: Creating Space for Local People to Participate and Benefit?', *ODI Natural Resource Perspectives*: No. 76, March 2002.
- Larson, Anne M. & Jesse C. Ribot, 'Democratic Decentralisation through a Natural Resource Lens: An Introduction', *European Journal of Development Research*, Vol.16, No.1, Spring 2004.
- Agrawal, A & J. Ribot, 'Accountability in Decentralisation: A Framework with South Asian and West African Cases', *The Journal of Developing Areas*, 33 (4), 1999.
- James Manor, 'User Committees: A Potentially Damaging Second Wave of Decentralisation?', *EJDR*, 16(1), 2004.
- Mosse, David, 'The Making and Marketing of Participatory Development',
- Baumann, P., 'Panchayati Raj and watershed management in India: Constraints and opportunities', Working Paper no. 114, Overseas Development Institute, London, 1998.
- Chhotray, Vasudha, 'The Negation of Politics in Participatory Development Projects, Kurnool, Andhra Pradesh', *Development and Change*, 32 (2), 2004.
- Johnson, Nancy et.al., 'User Participation in Watershed Management and Research', *CAPRI Working Paper No. 19*, September 2001.
- Bavinck, M., 'A History of Nets and Proscriptions in Artisanal Fishing: Restrictions on Technical Innovation along the Coromandal Coast', *South Indian Studies*, 3.
- D'Cruz & Avinash V. Raikar, 'Democratic Management of Common Property in Goa: From 'Gaonkarias' and 'Comunidades' to Gram Sabhas', *EPW*, February 4, 2006.
- Ananthpur, K., 'Dynamics of Local Governance in Karnataka', *EPW*, February 24, 2007.
- Videh Upadhyay, 'Beyond the Buzz: Panchayats, Water User Groups and Law in India', *CSLG Working Paper Series-05*,
- Mollinga, Peter P., 'The Inevitability of Reform: Towards Alternative Approaches for Canal Irrigation Development in India' in L. K. Joshi and R. Hooja (Eds.), 2000,

- Participatory Irrigation Management: Paradigm for the 21st Century*, vol. 1, Rawat Publications, Jaipur (67-98).
- Mollinga, Peter P., 'Power in Motion: A Critical Assessment of Canal Irrigation Reform in India' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  - Parthasarathy, R., 'Comparing Gujarat with Andhra Pradesh: Reforms in Irrigation Management and People's Participation' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  - Jairath, Jasveen, 'Contradictions of a Supply Side Approach: PIM in Andhra Pradesh', in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  - Pangare, Ganesh, 'Scaling-up PIM in India: Lessons Learnt from the AP Model and Future Strategies' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  - Venkateswarlu, D., 'Politics of Irrigation Management Reforms in AP', in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  - Reddy, D.N., 'Designer Participation: Politics of Irrigation Management in AP' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  - Raju, K.V. et. al, 'Policy Trends in Participatory Irrigation Management in India', in Joshi & Hooja (eds.), *Participatory Irrigation Management: Paradigm for the 21st Century*, 2000 (172-213).
  - Niranjana Pant, 'Some Issues in Participatory Irrigation Management', *EPW*, January 5, 2008.
  - V Ratna Reddy and P.P. Reddy, 'How Participatory Is Participatory Irrigation Management? Water Users' Associations in Andhra Pradesh', *EPW*, December 31, 2005.
  - Mamata Swain and Deepak Kumar Das, 'Participatory Irrigation Management in India: Implementations and Gaps', *Journal of Developments in Sustainable Agriculture*, 3, 2008
  - Sen, Arnab & Esther Lalhrietpui, 'Scheduled Tribes (Recognition of Forest Rights) Bill: A View from Anthropology and Call for Dialogue', *EPW*, September 30, 2006.
  - Upadhyay, Sanjay, *From Joint Management to Community Ownership of Forest in India- The Legal Challenge*, ENVIRO-LEGAL DEFENCE FIRM, New Delhi, 2002.

- Upadhyay, Sanjay. 'Tribal Self-Rule Law and Common Property Resources in Scheduled Areas of India- A New Paradigm Shift or another Ineffective Sop?', Tenth Biennial Conference of the International Association for the Study of Common Property (IASCP) "The Commons in an Age of Global Transition Challenges, Risks and Opportunities" Hosted by the Instituto de Investigaciones Sociales, Universidad Nacional Autónoma de México Oaxaca, México, 9 – 13 August 2004.
- Edmunds, David & Eva Wollenberg, *Local Forest Management: The Impact of Devolution Policies*, Earthscan, London, 2003 (Chapter 3).
- Springate-Baginsky, Oliver & Piers Blaikie (eds.), *Forests, People and Power: The Political Ecology of Reform in South Asia*, Earthscan, London, 2007 (Chapter 1, 7, 8, 9 & 11).

### Assessment

Two short essays (Take home): 15% each  
One Tutorial: 30%  
End-sem exam: 40%



# Environmental History

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**Credits: 4**

**Core/Elective: Core**

**Semester: 1<sup>st</sup> Semester**

## **Course Description**

It will discuss the environmental thoughts and ideas that emerged from other parts of the world, and also those that were developed in India. The discussion on India's environmental history will broadly focus on four themes- forests, water, conservation and environmental movements. Though environmental history of the subcontinent is largely focused on the colonial encounter, the course will look at the history of environmental change over a longer historical frame.

## **Learning Objectives**

The course introduces the students to the early influences in the field of environmental history in India, and also the various changes that have emerged in the last twenty years to make this field into a rich area of scholarship. The course will help the students get a nuanced and historically contextualized understanding of the roots of some of the current environmental concerns.

## **Broad Topics**

- Four Ideal Types in the Environment Debate
- Environments and Histories
- Colonialism and India's Environment
- Conservation and Crisis in India's Environment
- Colonization of Forests and Shifting Frontiers
- Canals, Irrigation and Environmental Change
- Floodplains and their (mis)management
- Colonial state, pastures and herders
- The Changing face of Agrarian Environments
- Environmental movements and Third World Environmentalism

## **Indicative Reading List**

- Grove, Damodaran & Sangwan, *Nature And The Orient: The Environmental History Of South And Southeast Asia*, OUP, 2000.

- MacKenzie, J., *The Empire of Nature: Hunting, Conservation and British Imperialism*, Manchester Univ Press, 1997.
- Ravirajan, S., *Modernizing Nature*, Orient Longman, 2008.
- Rangarajan, M., *Fencing The Forest*, OUP, 1991.
- Skaria, A., *Hybrid Histories: Forests, Frontiers And Wildness In Western India*, OUP, 2001.
- Rangan, H., *Of Myths And Movements*, OUP, 2001.
- Sivaramakrishnan & Cederlof, *Ecological Nationalisms*, Orient Longman, 2006.
- Guha, S., *Environment & Ethnicity In India: 1200-1991*, CUP, 1999.
- Worsters, D., *Rivers Of Empire: Water, Aridity, And The Growth Of The American West*, OUP, 1991.
- Richards, J.F., *The Unending Frontier: An Environmental History of the Early Modern World*, Univ of California Press, 2006.
- Williams, Michael, *Deforesting the Earth: From Prehistory to Global Crisis*, University of Chicago Press, 2006.
- Pratap, Ajay, *The Hoe and the Axe: An Echnohistory of Shifting Cultivation in Eastern India*, OUP, 2001.
- Mosse, D., *Rule of Water: Statecraft, Ecology and Collective Action in South India*, OUP, 2003.
- Worster, D., *Nature's Economy: A History of Ecological Ideas, 2nd Ed.*, CUP, 1994.
- Grove, R., *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1800*, CUP, 1995.
- Grove, R., *Ecology, Climate and Empire: Colonialism and Global Environmental History*, CUP, 1997.
- Saberwal, V., *Pastoral Politics: Shepards, Bureaucrats and Conservation in the Western Himalaya*, OUP, 1998.
- Sivaramakrishnan and Agrawal, *Regional Modernities: The Cultural Politics Of Development In India*, OUP, 2003.
- Lewis, M., *Inventing Global Ecology: Tracking the Biodiversity Ideal in India, 1945-97*, Orient Longman, 2003.
- Saberwal & Rangarajan, *Battles over Nature: Science and the Politics of Conservation*, Permanent Black, 2009.
- D'Souza, R., *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*, New Delhi: Oxford University Press, 2006.
- Kumar, D., V. Damodaran & Rohan D'Souza (eds.), *The British Empire and the Natural World: Environmental Encounters in South Asia*, OUP, 2010.

### **Assessment Design**

Two tutorials (30% each): Submission and Presentation

End Semester Exam (40%)

# Qualitative and Quantitative Methods

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**Credits: 4**

**Core/Elective: Core**

## **Course Description**

The module on Qualitative Methods deals with the fundamentals of field research, the planning and logistics of various types of field research and the research process. Specific data collection methods and techniques will include observation, interview, questionnaire, case study, life history, documentary, ethnography, RRA/PRA/PLA. Hands-on training in qualitative data analysis, writing up research reports and proposals will be the backbone of the course. Students are required to undertake field studies based on one area or population for understanding the applicability of methods and techniques.

The module on Quantitative Methods has the standard structure of a course on basic statistics (a first course) covering descriptive statistics, probability, bivariate analysis and inference. The distinctiveness of the course is in its orientation. The relative emphasis is on *finding out* with (or making sense of) data rather than on formal model testing and estimation. As an approach to statistics it aims to learn from data by visualizing them and, hence, it relies mainly on graphical methods to assist thinking with data. It is less formal than the theory and practice of statistical inference (hypothesis testing), more playful perhaps, and more focused on conceptualising with data foreshadowed by theory on the subject of enquiry. The objective is to provide practical guidance to use data description as a tool for discovery, i.e. getting ideas from the data (hypotheses seeking). The mathematical threshold is kept fairly modest – familiarity with high school mathematics is the minimum requirement.

## **Learning Objectives:**

- To understand the methods and techniques of various research interest in a holistic approach.
- Will give the students a very comprehensive understanding of it so that they can incorporate it in other theoretical aspects of understanding an issue.

## **Indicative Reading list:**

- Bailey Kenneth, D. (1978). *Methods of Social Research*. New York: Free Press.
- Goode, William J, and Hatt, Paul K.(1981). *Methods in social research*. London: McGraw-Hill Book Company.
- Kothari, C.R. (2007). *Research Methodology*: New Delhi: New Age International Publishers.
- Pelto, Pertti J. & Pelto, Gretel H. (1978). *Anthropological Research: the structure of inquiry*. New York: Cambridge University Press.

- Srivastava, V.K. (2005). Methodology and Fieldwork. New Delhi: Oxford University Press.

### **Assessment Design:**

This course will have continuous assessment in the form of classroom, take-home assignments, and field work to be done individually, in pairs and in groups along with end-term examination.

### **Quantitative research**

#### **Course Description:**

Quantitative Methods is a basic first course in inferential statistics. Understanding the complexities of the modern world and solving real-life problems related to environment and development, requires an understanding of how quantitative data is collected and analysed to answer particular questions. The aim of this course is to teach students the basics of applying parametric statistics in real-life that will build a foundation for learning more advanced statistics. Throughout the course, real data sets dealing with environment and development will be used.

#### **Learning Objectives:**

At the end of the course, students should be able to independently develop and test simple hypotheses based on real-life primary or secondary data relevant to environment/development. Software that can be used for preliminary data graphing and analysis will be introduced to the students such as Microsoft Excel and R.

#### **Topics Covered:**

The content of the course includes studying the types of data available, sampling, understanding degree of variability in data, probability distributions and hypothesis testing (inferring population mean, difference between two or more groups, testing independence and association between two variables). The most widely used statistical tests will be taught, namely t-tests, Analysis of Variance (ANOVA), chi-square tests, correlation and bivariate regression, including the procedures and assumptions.

#### **Indicative Reading List**

- Neil A. Weiss. 1993. Elementary Statistics. Addison-Wesley Publishing Company.
- Edmondson, A. & D. Druve. 1996. Advanced Biology Statistics. Oxford University Press.

#### **Assessments:**

Assessments will be a combination of in-class tests and a final project in which students will be asked to develop and test a hypothesis related to a real-life environment/development issue.

# **ELECTIVES**

## **SCHOOL OF HUMAN ECOLOGY**

# Urban Development and Environment (UDE)

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**Credits:** 4

**Core/Elective:** Elective

**Semester:**

## **Course Description**

We recently witnessed a unique moment of world historical importance—for the first time in human history, the number of people living in cities passed those in villages globally. The implications of this shift are many: urban areas present different forms and challenges related to living, production, and social organization than do rural spaces. Urbanization also has significant ecological imbrications. Among others, residential buildings, industries, offices, and transportation networks predominate urban space and each in turn, impacts the environment. This course will delve into the ecology of cities with a perspective that considers the intertwined social and ecological processes that constitute urban development. As a case study, we will make use of our presence in Delhi to analyze the city's ecological past and present and its lively contemporary environmental politics.

## **Learning Objectives:**

- To appreciate environmental issues related to rapid urbanization, particularly in the Third World.
- To critically analyze programmes, policies and politics related to urban service provision.
- To develop the capacity to understand and intervene in concrete situations.
- To sharpen field research, writing and presentation skills

## **Broad Topics**

- (Third World) Urbanization
- Peri-Urban Dynamics
- Land and Water
- Pollution and Health
- Urban Planning and Law
- Conceptualizing Informality: housing, land use, work
- Slums and State Policy
- Public Space: concept and practice
- Recent Urban Transformations (74<sup>th</sup> Amendment; National Urban Renewal Mission)

## **Field-based Project**

Topics include: 'Connaught Place as Public Space', 'Networks of Waste in the INA Market', 'Strategies of Hawkers and Vendors in SN Market', 'Ecological Restoration of the Defence Colony Nullah', 'Peri-urban transformations in Goyla Dairy area'.

### Indicative Reading List

- Mike Davis, 'Planet of Slums', *New Left Review*
- K. Lynch, Excerpts from 'Image of the City'
- N. Dubash (2000), 'Ecologically and Socially Embedded Exchange: Gujarat 'Model' of Water Markets, *EPW*.
- V. Narain (2009), 'Growing city, shrinking hinterland: land acquisition, transition and conflict in peri-urban Gurgaon, India', *Environment and Urbanization* 21(2): 501-512.
- Seinfeld, J. 'Urban Air Pollution: State of the Science', *Science* 243(4892): 745-752
- Veena Das, 'Urban health and pharmaceutical consumption in Delhi'. *Journal of Biosocial Science*, 38: 69-82.
- de Hollander, A., and B. Staatson. 2003. Health, environment and quality of life: an epidemiological perspective on urban development, *Landscape and Urban Planning* 65:53-62.
- E. Preteceille (1976), 'Urban Planning: The Contradictions of Capitalist Urbanization', *Antipode* 8(1).
- R. Negi (2010) 'Neoliberalism, Environmentalism and Urban Politics in Delhi', in *New Economic Policy in India: A Critical Analysis*, New York: Routledge.
- A. Sharan (2006), 'In the city, out of place: environment and modernity, Delhi 1860s to 1960s', *EPW*.
- K. Gill (2009), *Of Poverty and Plastic: Scavenging and Scrap-trading Entrepreneurs in India's Urban Informal Economy*, OUP.
- S. Dickey (2008), 'Permeable Homes: Domestic Service, Household Space, and the Vulnerability of Class Boundaries in Urban India', *American Ethnologist* 27(2): 462-489.
- Roy et al (2003), *Urban Informality: Transnational Perspectives*.
- V. Dupont, 'Slum demolitions in Delhi since the 1990s: an appraisal', *EPW*
- Kundu, 'Provision of tenurial security for the urban poor in Delhi: recent trends and future perspectives', *Habitat International*.
- GD Verma, 'Slumming India', *Penguin*. Chs 1 and 5.
- E. Tarlo (2003), *Unsettling Memories: Narratives of the Emergency in Delhi*, chapter 4.
- JNNURM briefing paper, Central Government.
- City Development Reports of various urban areas across India.

### Assessment

Weekly Memo

Field Project

Final Exam

# Environnemental Impact Assessment

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**Credits: 2.**

**Core/Elective: Elective**

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### **Course Description**

The course will begin with ethics in practice and action, in assessment of environmental impact. Students will be taught various types of assessment technique, stages of assessment, data gathering, data and information analysis and inference, environmental cost benefit analysis and investment decisions, ecological risk analysis, issues of time and geographical space. The course includes ongoing debates on assessment methods and assessment of alternatives. The course gives an overview of environmental impact assessment across nations and discusses its role in law and governance of environment in India. The course will discuss the importance of domain knowledge and legal principles, access to information, public participation, institutions and access to justice along with case studies of landmark cases and analysis of the role of environmental impact assessment. The course will discuss stakeholder perspective and its implication. Students will be taught to prepare environmental impact assessment reports on assigned projects.

### **Learning Objectives**

The aim of this course is to give students the conceptual basis and the necessary tools for understanding environmental impact in qualitative and quantitative terms and putting them to practice in environmental impact assessment. The emphasis is on understanding concepts and principles underlying the theory, and applying them to formulating parameters and indicators relating to the environment for decision-making in development projects. Students will learn law, governance, institutions and stakeholder issues related to EIA in India to be able to connect it with the trends of development and its impact on the ecological and social context. They will learn to use environmental impact assessment as a tool for assessing trajectories of alternate development. Students will be taught to prepare environmental impact assessment reports through practical knowledge on allocated projects.

### **Broad Topics**

- Introduction and Perspectives on Environmental Impact Assessment
- Science and Art of Assessments
- Overview of EIA Governance across Nations
- Environment and the Law in India
- Stakeholder Perspectives and Implications

### **Indicative Readings (to be announced)**

#### **Assessment**

- Each Student will submit 2000 Word Article (10 percent wt)
- Developing Methodology for Assigned Situation and Assessment Schedules- Group Discussion and Presentation(20 percent wt)
- Project Assignment: Preparing assessment report on assigned project (30 percent wt)
- End semester Exam (40 percent wt)

# Statistics and Data Exploration: A Second Course in Applied Statistics

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Credits: 2

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**Core/Elective: Elective**

**Course Description**

This course aims to train students in application of statistical methods for data analysis. It will primarily focus on empirical investigation of relationships by means of regression analysis and other related methods.

This is a second level course in Statistics. Students are expected to have done a first level course in Statistics covering Descriptive Statistics, Probability, Basics of Estimation, Tests of Significance based on Normal Distribution, and Simple Regression.

The course deals with data analysis in both exploratory and confirmatory framework though the relative emphasis will be on the former. Classical courses on Statistics sought to train students and practitioners in the art of 'testing ideas with data' based upon the theory of probability and statistical inference. This is the confirmatory framework. The exploratory framework, on the other hand, constitutes a different paradigm of learning from data in a theory guided process i.e 'getting ideas from data' given the knowledge of the subject matter. Confirmatory analysis is about summarising data for testing of hypotheses, while exploratory analysis is about visualising data for discovery of hypotheses.

The pedagogic approach is that of 'learning by doing', and to enable students to 'think with data' in order to argue with evidence.

**Learning Objectives**

The course seeks to equip students with quantitative skills for analysis of both primary and secondary data. The emphasis is on understanding concepts and principles underlying the methods, and how to apply them to real world data. The course also equips students with the necessary computer skills for using a software called R<sup>1</sup>.

It particularly prepares students (a) to get more mileage out of their data through hypothesis searching, and (b) to enable them to have a fruitful dialogue with statisticians whenever the need arises to go beyond exploration and test their ideas more formally. Upon completion of the course, students should be versatile with the techniques of univariate, bivariate and multivariate analysis by means of regression, including handling of categorical data, in investigation of relationships.

**Description/Topics**

Classroom sessions : 10 (2 hrs each)

Workshop sessions : 10 (2 hrs each)

The instruction will alternate between classroom sessions where theory and methods are discussed with illustrations, and workshop sessions which are used for hands-on real-world data

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<sup>1</sup> R is a free open source software which has become popular standard in both the academic and business worlds for data analysis. Students can easily acquire the software from the internet. There is a vast resource freely available on the internet put up by the R users community of researchers and practitioners.

analysis using Excel and R. Data sets will be selected based on the composition of the batch in respect of subject of interest. In general, it will cover a broad range of socio-economic data.

1. Visualising and summarising univariate data: distribution and the shape of data  
Picking up the threads from a first level course, elaboration of the conceptual ideas around the theme of 'the rule and the exceptions' – the centre and the tails, from classical to the modern graphical techniques – histogram to box & whisker plot, mean-based based and order-based numerical summaries.
2. Comparing Distributions: transformation and shape of distribution
3. Exploring categorical data: heterogeneity in variability, analysis of variance
4. The idea of regression: from fundamental meaning to curve fitting
5. The classical simple linear regression model
6. Woes of Regression: Influential points and other diagnostic analysis
7. Exploring non-linearity: Lowess regression
8. Changing the scatter: transformation, non-linearity and heteroscedasticity
9. From simple to multiple regression: interpreting co-efficients
10. Diagnostic Analysis: a revisit
11. Assessing uncertainty: confidence intervals and tests of significance (from Normal distribution based theory)
12. Assessing Uncertainty: the non-parametric approach and the bootstrapping approach
13. Exploring change over time: analysing trend and summarising growth
14. Broadening the scope of Regression: Quantile regression
15. Categorical response data: Probit and Logit regression models

#### **Indicative Readings**

- Hamilton, L.C. (1992), Regression with Graphics: A Second Course in Applied Statistics, Brooks/Cole.
- Mukherjee, C.M. et. al. (1998), Econometrics and Data Analysis for Developing Countries, Routledge.
- Lecture notes

#### **Supplementary Readings**

To be announced time to time depending on the progress of the classroom discussions and specific interests of the students.

#### **Assessment**

Overall grade will be based on four assignments – weightage 10%, 20%, 30%, and 40% respectively. The first two assignments will take place in the workshop - students will be given a data set and an online question paper. The third and the fourth ones will be take-home assignments. This will be based on analysis of a data set to make an argument given a question or a set of questions.

# Biodiversity Conservation in the Developing World I (BCDW I)

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**Credits:** 4

**Core/Elective:** Elective

## **Course Description**

Many of the international and national policies relating to biodiversity conservation in developing economies are made and implemented without adequate knowledge of the structure and functioning of natural ecosystems and without a sufficient understanding of socio-political and historical variables. The aim of this course is to help students of environment and development effectively integrate ecological concerns with sustainable development policy as is articulated by donor agencies, scientific organizations, governments and civil society. The course will begin with giving a scientific understanding of the processes underlying the loss of biodiversity and ecosystem degradation as well as its consequences for ecosystem function. Species extinction will be analysed from the biological point of view and its consequences for human society will be discussed. The essentials of conservation planning and design as currently practiced based on ecological principles will then be studied.

The course will then turn to exploring inter- and intra-country conflicts over ecosystem use and biodiversity conservation strategies (both existing and emerging). Prevalent and emerging paradigms in biodiversity conservation such as community-based conservation, ecodevelopment and strict nature protection will be introduced and discussed critically with the aid of landmark case studies. Over-arching themes such as science-policy linkages and human-wildlife conflict will also be covered. The overall aim of this course is to use contrasting perspectives from a variety of disciplines, including ecology, history, political science, economics and sociology, to develop a holistic view of the causes and solutions of today's biodiversity crisis with the essential ingredients of scientific rigour and social equity.

*A basic course in ecology/environmental science at Master's/undergraduate level (such as EEB) is a prerequisite for this course.*

## **Course Objectives:**

The students will learn to critically integrate knowledge from different disciplinary areas to understand real-life biodiversity conservation in terms of design and implementation.

## **Module 1: Causes of Biodiversity Loss**

The causes of biodiversity loss will be studied in detail, specifically, habitat loss, land-use change, habitat fragmentation, climate change, pollution and overkill (hunting). The historical and political dimensions of biodiversity loss will be explored using both biologists' and social scientist's perspectives.

### **Essential Reading**

Diamond, J. 2005. *Twilight at Easter*. Pp. 79-119. In *Collapse: How societies choose to fail or succeed*. Viking Penguin.

Gold, A.G. 2003. *Foreign trees: Lives and landscapes in Rajasthan*. In Paul Greenough and Anna Lowenhaupt Tsing (eds.) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Durham and London: Duke University Press: pp. 170-200.

### **Background Reading**

Wilson, E.O. 1988. *The Diversity of Life*. Chapter 11:215-242.

Terborgh, J. 1999. *Preserving Biodiversity for Posterity*. Pp. 102-120 In. J. Terborgh. *Requiem for Nature*. Island Press, Washington, DC

### **Organisation of Group Work and any other matter (such as how to study the reading package):**

Students will discuss varying points of view on the primary causes of biodiversity loss, through juxtaposing arguments from Diamond(2005) and Gold (2003).

### **Module 2: Understanding Extinction**

What are the biological and human-caused processes leading to extinction? What makes a species particularly prone to extinction? Such understandings can help avoid circumstances that lead to species extinctions. Concepts of environmental and demographic stochasticity, extinction vulnerability and extinction vortex will be discussed using two well-documented cases: passenger pigeon in N. America and the Kea of New Zealand.

### **Essential Reading**

Bucher, E.H. 1992. *The Causes of Extinction of the Passenger Pigeon*. Pp. 1-36 In. *Current Ornithology Vol. 9*: 1-36. Plenum Press, New York & London.

Schaller, G. 1993. *The Last Panda*. University of Chicago Press, London.

Adams, D. & M. Carwardine, 1990. *Last Chance to See*. Pp. 105-142. Ballantine Books, New York.

### **Background Reading**

R. Primack. 2008. Chapter 5. *A Primer of Conservation Biology (4<sup>th</sup> Edition)*. Sinauer Associates, Massachusetts, USA.

### **Organisation of Group Work and any other matter (such as how to study the reading package):**

Two case studies will be discussed: passenger pigeon in North America and Kea in New Zealand, with respect to the concepts learnt.

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### **Module 3: Ecological and Social Consequences of Biodiversity Loss**

How does species extinction and ecosystem degradation influence human enterprise and well-being? Are there any consequences for ecosystem functioning? This module introduces students to the concept of ecosystem services and the role of species diversity in maintaining these services. Recent scientific research is used to explain the effects of species losses on

ecosystem structure, function, diversity and dynamics. Documented case studies of cascading effects on ecosystems due to extinctions will also be studied. Finally the students will be introduced to the economic valuation of ecosystem services to understand the losses caused by biological extinction to human societies.

### **Essential Reading**

Tilman, D., J. Knops, D. Wedin, P. Reich, M. Ritchie, E. Siemann. 1996. Productivity and sustainability influenced by biodiversity in grassland ecosystems. *Nature* 379: 718-720.

Tilman, D. & J.A. Downing. 1994. Biodiversity and stability in grasslands. *Nature* 367: 363-365.

### **Background Reading**

Baskin, Y. 1994. Ecosystem function of biodiversity. *Bioscience* 44(10): 657-660.

Chapin, F.S. et al. 2000. Consequences of changing biodiversity. *Nature* 405: 234-242.

### **Organisation of Group Work and any other matter (such as how to study the reading package):**

Focus on the concepts of ecosystem stability and resilience, the scientific evidence thereof and the applications to human society, given rapid biodiversity loss.

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## **Module 4: Conservation Goals, Planning and Design**

How has biodiversity conservation traditionally been conceived and implemented globally? The concept of protected areas (PAs) is introduced. What goes into designing and planning a Protected Area network? The concepts of biodiversity hotspots, flagship species, indicator species, umbrella species and other relevant concepts are explored.

Considerations in the shape, size and continuity of Protected Areas are discussed. Case studies from developing countries are used to understand how these considerations have been taken into account historically.

### **Essential Reading**

Myers, N., R.A. Mittermeier, C.G. Mittermeier, G.A.B. da Fonseca, J. Kent. 2000. Biodiversity hotspots for conservation priorities. *Nature* 403: 853-858.

Kareiva, P. & M. Marvier. 2003. Conserving biodiversity coldspots. *Scientific American*, July-August, Pp.345-351.

Caro, T.M. & G.O'Doherty. 1999. On the use of surrogate species in conservation biology. *Conservation Biology* 13(4): 805-814.

### **Background Reading**

Borges, R. 2003. The anatomy of ignorance or ecology in a fragmented landscape: Do we know what really counts? Chapter 2: 56-85 In Saberwal, V.K. and M. Rangarajan (eds.) 2003. *Battles over Nature: Science and Politics of Wildlife Conservation*. Permanent Black, New Delhi.

Janzen, D.H. 1986. The Eternal External Threat. Pp. 286-303 In. M. Soule (ed.) *Conservation Biology: The Science of Scarcity and Diversity*, Sinauer Press, Massachusetts.

**Organisation of Group Work and any other matter (such as how to study the reading package):**

Study the readings with a view to understanding how biological principles can be applied to conservation, both theoretically and in real-life.

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**Module 5: Strictly Protected Areas: History and Management**

The concept of strictly protected areas (SPA) is discussed. SPAs are an important manifestation of the exclusionary mode of conservation as practised globally. Due to the way they are designed and implemented, they have led to widespread alienation of local residents due to displacement, curtailment of access to natural resources and human-wildlife conflict. At the same time, their long-term effectiveness in protecting biodiversity has come under question. Poor application of science, financial shortages, poor governance and administration, and lack of specific management objectives have led to a situation where in many cases ecosystem degradation is as high inside PAs as outside. In this module we explore the history, management and effectiveness of PAs with an emphasis on the importance of ecosystem management for preserving biodiversity.

**Essential Reading:**

Guha, R. 2003. The authoritarian biologist and the arrogance of anti-humanism: Wildlife conservation in the Third World-Chapter 5: 139-157. In Saberwal, V.K. and M. Rangarajan (eds.) 2003. *Battles over Nature: Science and Politics of Wildlife Conservation*. Permanent Black, New Delhi

Greenough, Paul. 2003. Pathogens, Pugmarks and Political 'Emergency': The 1970s South Asian Debate on Nature. In P. Greenough and A.L. Tsing (eds.) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Durham and London: Duke University Press: pp. 201-230

**Background Reading:**

Bruner, A.G., Gullison, R.E., Rice, R.E. & da Fonseca, G.A.B. 2001. Effectiveness of Parks in Protecting Tropical Biodiversity. *Science* 291: 125-128.

Liu, J., M. Linderman, Z. Ouyang, L. An, J. Yang, H. Zhang. 2001. Ecological Degradation in Protected Areas: The Case of Wolong Nature Reserve for Giant Pandas. *Science* 292: 98-101

**Organisation of Group Work and any other matter (such as how to study the reading package):**

There will be a class discussion on the reasons for poor conservation outcome of the PA network in most developing countries.

**Module 6: Human-Wildlife Conflicts**

This module explores the many dimensions of human-wildlife conflict- that is responsible for considerable damage to human lives and livelihoods in developing countries. Wild animals damage crops, kill livestock and injure and kill humans, many of whom already belong to marginalised sections of society. The behavioural, historical, ecological and political factors that determine extent and intensity of conflict are discussed. Mitigative strategies including insurance



schemes, compensatory schemes, creation of corridors and village relocation are also discussed through case studies.

**Essential Reading:**

Hussain, S. 2000. Protecting the Snow Leopard and Enhancing Farmers' Livelihoods: A Pilot Insurance Scheme in Baltistan. *Mountain Research and Development* 20(3): 226-231.

Hazzah, L. & S. Dolrenry. 1007. Coexisting with Predators. *Seminar*, September 2007.

**Background Reading:**

Madhusudan, M.D. & C. Mishra. 2003. Why Big, Fierce Animals are Threatened: Conserving Large Mammals in Densely Populated Landscapes. Pp. 31-55 In: V.K. Saberwal & M. Rangarajan (eds.) *Battles Over Nature: Science and the Politics of Conservation*. New Delhi: Permanent Black.

**Organisation of Group Work and any other matter (such as how to study the reading package):**

There will be a class discussion on the best possible means of reducing damage due to human-wildlife conflict and also mitigating the damage to human livelihoods caused by it. The reasons for the success of the compensatory and insurance schemes for damage caused by snow leopard in two case studies (Baltistan and Mongolia) will be explored.

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**Module 7**

**Session Title: The Integrated Conservation & Development (ICDP) Model**

The Integrated Conservation & Development (ICDP) Model came about as a reaction to the dominant exclusionary mode of conservation practices in most developing countries. It aims to reduce the adverse impact of PA on people's livelihoods while at the same time, reducing the anthropogenic impact on nature. To what extent can this win-win situation be realised? Is ICDP basically an inherently flawed model or are there conditions and circumstances under which ICDP can be successful in a developing economy? These are some of the questions being explored in this module.

**Essential Reading:**

Uniyal, V.K. & Zacharias, J. 2001. Periyar Tiger Reserve - building bridges with local communities for biodiversity conservation. *Parks*. Vol (11) 2: 14-23.

Gubbi, S. & D.C. MacMillan. 2008. Can non-timber forest products solve livelihood problems? A case study from Periyar Tiger Reserve, India. *Oryx* 42(2): 222-228.

Gubbi, S., M. Linkie & N. Leader-Williams. 2009. Evaluating the legacy of an integrated conservation and development project around a tiger reserve in India. *Environmental Conservation* 35(4): 331-339.

Baviskar, A. 2003. States, communities and conservation: The practice of ecodevelopment in the Great Himalayan National Park. Chapter 7 in Saberwal, V.K. and M. Rangarajan (eds.) 2003. *Battles over Nature: Science and the Politics of Wildlife Conservation*. Permanent Black, New Delhi.

**Background Reading:**

Van Schaik, C. & H.D. Rijksen. 2002. Integrated Conservation and Development Projects: Problems and Potential. Pp. 15-27 In J. Terborgh, C. van Schaik, L. Davenport & M. Rao, eds. *Making Parks Work: Strategies for Preserving Tropical Nature*, pp. 156-171. USA, Island Press.

Wilshusen, P.R., S.R. Brechin, C.L. Fortwangler & P.C. West. 2002. Reinventing a square wheel: Critique of a Resurgent 'Protection Paradigm' in International Biodiversity Conservation. *Society & Natural Resources* 15: 17-40

**Organisation of Group Work and any other matter (such as how to study the reading package):**

There will be a class discussion based on the ecodevelopment project in Periyar Tiger Reserve, Kerala-the projections, possibilities and causes for apparent failure.

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**Module 8: Financial Instruments for Conservation****Session Description:**

Several ways to induce conservation behaviour based on financial benefits have been experimented with during the last few decades such as debt-for-nature swaps, direct payments, payments for environmental services, timber certification and conservation easements. Payment for Environmental Services (PES) has recently emerged as an important financial tool for encouraging biodiversity conservation, particularly in developing countries. Local residents are paid for abstaining from specific landuses seen as detrimental to biodiversity. In essence they are paid for maintaining certain ecosystem services. In this module, PES is examined from the ecological, political and historical perspectives and evaluated for its effectiveness as a conservation tool in developing countries.

**Essential Reading:**

Pagiola, S., A. Arcenas & G. Platais. 2005. Can payments for Environmental Services Help Reduce Poverty? An Exploration of the Issues and the Evidence to Date from Latin America. *World Development* 33(2): 237-253.

Pagiola, S. 2008. Payments for Environmental Services in Costa Rica. *Ecological Economics* 65 : 712-724.

Sanchez-Azofeifa, G.A., A. Pfaff, J.A. Robalino & J.P. Boomhower. 2007. Costa Rica's Payment for Environmental Services Program: Intention, Implementation and Impact. *Conservation Biology* 21(5): 1165-1173.

**Background Reading:**

Wunder, S. 2006. Are direct payments for environmental services spelling doom for sustainable forest management in the tropics? *Ecology and Society* 11(2): 23

Ferraro, P.J. & A. Kiss. Direct payments to conserve biodiversity. *Science* 298: 1718-1719

**Organisation of Group Work and any other matter (such as how to study the reading package):**

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During the class discussion, PES programmes in four different countries will be compared in terms of the problems, pitfalls and effectiveness.

### **Module 9: Community-Based Conservation**

**Tutor: Ghazala Shahabuddin**

The view that wild areas largely managed by local residents, lately named community conserved areas or CCAs, can be effective in saving species and ecosystems from extinction, is rapidly gaining ground. The reasoning is that once people are conferred charge of ecosystem resources from which they can legitimately benefit, they will have far stronger stakes in conservation than they currently have. Today, instances of community conservation can be witnessed globally, ranging from the extractive reserves in Brazil forests under Joint Forest Management in India. The literature from the ecological, sociological and developmental perspectives will be studied to understand the usefulness, management and effectiveness of CCAs.

#### **Essential Reading:**

Chhatre, A. & V.K. Saberwal. 2006. Local Practices: The Sacred and the Profane. Pgs 116 to 146. In : *Democratizing Nature- Politics, Conservation and Development in India*. Oxford University Press, India.

Nagendra, H. 2007. Drivers of reforestation in human-dominated forests. Proceedings of the National Academy of Sciences 104(39): 15218-15223

#### **Background Reading:**

Shahabuddin, G. 2010. Crafting the Commons: India's Joint Forest Management Experience Pgs 141-165 In *Conservation at the Crossroads, Science, Society and the Future of India's Wildlife*. Permanent Black, Delhi.

Garcia, C.A. & J.P. Pascal. 2005. Sacred forests of Kodagu: Ecological value and social role. Pages 199-232 in G. Cederlof & K. Sivaramakrishna (Eds.) *Ecological Nationalisms, nature, livelihoods and identities in South Asia*. New Delhi: Permanent Black.

Barret, C.B., K Brandon, C Gibson and H. Gjertsen (2001). Conserving tropical biodiversity amid weak institutions *BioScience* 51: 497-502

#### **Organisation of Group Work and any other matter (such as how to study the reading package):**

There will be a class discussion to compare and contrast various case studies to understand the underlying reasons for success/failure of CCAs.

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### **Module 10: Ecotourism as a Conservation Tool**

This module explores the use and abuse of the concept of ecotourism as also its definition and perceived utility as a tool for biodiversity conservation. Ecotourism is perceived to be a form of tourism that is beneficial to the economy of the local population, least detrimental to the local environment and sensitive to local cultures. The students will study how the ecotourism concept has been applied globally in various contexts. The effectiveness of ecotourism as a conservation strategy will be explored using the lens of ecological impact, social equity and sustainability.

**Essential Reading:**

Adams, W.M. & M. Infield. 2003. Who is on the Gorilla's Payroll? Claims on Tourist Revenue from a Ugandan National Park. *World Development* 31(1): 177-190.

**Background Reading:**

Brockington, D., R. Duffy and J. Igoe. 2008. The Spread of Tourist Habitat. Pp. 131-148 In *Nature Unbound: Conservation, Capitalism and the Future of Protected Areas*. Earthscan, USA & UK.

Kiss, A. 2004. Is Ecotourism a good use of biodiversity conservation funds? *Trends in Ecology & Evolution* 19(5): 232-237.

**Organisation of Group Work and any other matter (such as how to study the reading package):**

Based on the readings, there will be a class discussion on the advantages and pitfalls of using ecotourism as a conservation tool in the developing country context.

**Module 11: Linking Science and Policy for Conservation**

How is scientific knowledge created and how is it applied to policy-making globally and internationally? The case study of using non-timber forest product marketing for conservation is studied in detail using landmark studies on Amazonian NTFP markets.

**Essential Readings**

Sheil, D. & S. Wunder. 2002. The value of tropical forest to local communities: Complications, caveats and cautions. *Conservation Ecology* 6(2). Online URL <http://www.consecol.org/vol6/iss2/art9>.

Godoy, R.A. & K.S. Bawa. 1993. The economic value of sustainable harvest of plants and animals from the tropical forest: Assumptions, hypotheses and methods. *Economic Botany* 47: 215-219.

Peters, C.M., A.H. Gentry and R.O. Mendelsohn. 1989. Valuation of an Amazonian rainforest. *Nature* 339: 655-656.

Godoy et al. 2000. Valuation of consumption and sale of forest goods from a Central American rainforest. *Nature* 406:62-63.

**Background Readings**

None

**Organisation of Group Work and any other matter (such as how to study the reading package):**

The case studies around Amazonian conservation will be discussed focusing on the problems and pitfalls of using snapshot studies for conservation policy-making.

**Module 12: Case Study in Biodiversity Conservation**

This module is designed as a discussion on an important book that documents conservation history of Amboseli National Park, Kenya. The protagonist is a Kenyan-born English scientist who took up the challenge of conserving Amboseli in a situation of rapidly increasing demands from governments and people on its savannah ecosystem. He demonstrates that a participatory

approach that include local demands on natural resources and traditional ecosystem knowledge blended with rigorous scientific study, can be effective in biodiversity conservation.

**Essential Reading:**

Western, D. 2002. In the Dust of Kilimanjaro. Shearwater Books, USA.

**Background Reading:**

None.

**Organisation of Group Work and any other matter (such as how to study the reading package):**

There will be a class discussion on the book and its lessons for biodiversity conservation. The two questions around which the discussion will take place: (a) What has been the role of science and scientists in international conservation? How can scientists play a positive role in planning and implementing conservation strategies? And (b) Can people and wildlife co-exist? If so, what are the circumstances under which coexistence is possible?

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**Assessment:**

The successful completion of this course (running 2 hours a week for 16 weeks) will depend on intensive reading, and participation in class discussions. Upto 50 pages of reading will be assigned each week. The distribution of weightage of marks in this course will be as follows:

Participation in class discussions: 20%;

Mid-term Exam: 40%

Final Exam/Term Paper: 40 %

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## Geographic Information System 1&2

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**Credits: 2+2**

**Core/Elective: Elective**

**Course description**

Course entails basic concept of Geographic Information systems & Remote sensing techniques and their application in various fields. In this students acquire a base of geographic knowledge and data collection methods used in subsequent GIS application. Introductory raster GIS operations are discussed and reinforced in computer lab work. Subjects include the acquisition and compilation of data from maps, field surveys and satellite images. An introduction to the linkage between a map and a database. Students learn to create and manipulate attribute tables, to create and manipulate graphic objects and to link attribute tables to graphic objects (using QGIS). Students are introduced to: layer structures to organize data and maintain data integrity, projection, thematic mapping concepts, selection sets and SQL queries, summary statistics and geocoding.

Introduction in vector GIS, with an emphasis on GIS as a spatial data base for information management. Basic relational database management concepts are introduced and reinforced. Using GIS software (QGIS), students create spatial databases, edit and manipulate data, query databases. Students explore topics including data organization, file structures, topology, and the linkage between graphic and non-graphic elements of a spatial database. The analytical capabilities of vector GIS, including thematic, Buffer, Area calculation are introduced.

Introduction to GPS and their application with a field work experience will be provided to students. They will be introduced to: the differences between and the capabilities of raster and vector data structures, the structure and organization of raster data, issues associated with display palettes and image resolution, data capture and manipulation, data transformation and processing, and data analysis and output.

Image processing techniques and classification techniques will be key focus in the second Section . Image georectification, unsupervised, supervised classification of the satellite image will be taught to the students.

**Learning objectives**

To understand functional basis of a GIS, appreciate the potential uses of GIS in natural resource management. Creation of quality spatial data involved in using GIS. Develops a strategy to implement an effective GIS. Implement the technology to store and manage large sets of spatial data, effective tool to identify spatial relationships and pattern recognized methodology to assist in decision-making mechanism for the production of high quality maps using the latest technology in natural resource management.

**Broad topics:**

- Introduction to GIS & Remote sensing concepts
- Digitization, Creation of Vector layers,
- Various elements of GIS,
- Editing of Vector layers,

- Creation of Database.
- Introduction & Use of GPS,
- Plotting of GPS data on map
- Conversion of GPS data in to shape file format
- Making map using GPS
- Creating layouts from vector layers.
- Final map representation with all map elements

#### **Broad topics: Sem II**

- Principles of Remote sensing
- Image processing techniques,
- Thematic extraction from Satellite image,
- Area calculation/ Estimation
- Change detection
- Conversion of Raster in to GIS
- Integration of GIS & Remote sensing.

#### **Indicative Reading list:**

- Principles of Geographical Information Systems by P.A. Burrough, & McDonnell,
- Geographic Information Systems and Science. Second edition. By P. A. Longley, M. F. Goodchild, D. J. Maguire and D. W. Rhind. John Wiley, Chichester, 2005.
- Managing Natural Resources with GIS by Laura Lang, Environmental Systems Research Institute.
- Remote Sensing and Image Interpretation by Thomas M. Lillesand, Ralph W. Kiefer.
- GIS: A Visual Approach by Bruce Ellsworth Davis, Bruce Davis

#### **Assessment design:**

Assessment will be carried out in three phase, two take home assignments and one practical assessment in the lab. Assignment will be carrying 50 percent and lab practical will be 50 percent of the total marks.

# Basic Principles of Restoration Ecology

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**Credits:** 2

**Core/Elective:** Elective

## **Course description**

The course will focus on ecological theory and how to extend the theory to restoration practice; debates concerning restoration practice. The course is aimed at providing a broad understanding of Restoration Ecology as a science and as a practice. The course has been developed as a 4-credit package (being offered in two parts, 2-credits each) that provides a strong foundation of ecological principles that can be employed to solve problems of degradation across a range of ecosystems.

## **Learning objectives**

As a science, restoration ecology is about objective interventions that attempt to return an ecosystem to its historic trajectory. As a practice, it is an intentional activity that accelerates the recovery of an ecosystem with respect to its health, integrity and sustainability. The founding ecological principles constitute the initial components of the course. Subsequently, the course deals with problems, intensity and nature of perturbations in ecosystems and with a problem solving-applied ecology approach. The methodology involved in selecting referencing ecosystems and setting of target conditions is discussed. Case studies are taken up on terrestrial, wetland and marine ecosystems and discussed at length and with a view to finding system-based solutions. The learning objectives are:

- Understand fundamental ecological principles that guide restoration
- Determine how to set references, target conditions and follow-through on goals for ecological restoration

## **Broad topics:**

- Introduction to Restoration Ecology
- Ecological Basis of Restoration
  - Disturbance and recovery in ecosystems
  - Reference Ecosystems
  - Assembly Rules in Ecosystems
- Terrestrial Restoration
- Wetland Restoration
- Marine and Coastal Restoration
- Restoration planning
- Implementation, Assessment and Monitoring of Restoration Programmes



### Indicative Readings list:

- Society for Ecological Restoration International Science & Policy Working Group. 2004. **The SER International Primer on Ecological Restoration.** www.ser.org & Tucson: Society for Ecological Restoration International.
- Jelte van Andel and James Aronson (Eds). 2005. **Restoration Ecology: The New Frontier.** Blackwell Publishing.
- Bradshaw, A. D. 1987. Restoration: An acid test for ecology. In *Restoration ecology: A synthetic approach to ecological research*, ed. W. R. Jordan, M. E. Gilpin, and J. D. Aber, 23–30. Cambridge, UK: Cambridge University Press.
- Chapin III, F. S., P. A. Matson, and H. A. Mooney, editors. 2002. *Principles of terrestrial ecosystem ecology.* New York: Springer-Verlag.
- Hooper, D. U., and P. M. Vitousek. 1998. Effects of plant composition and diversity on nutrient cycling. *Ecological Monographs* 68:121–149.
- Palmer, M. A., R. F. Ambrose, and N. L. Poff. 1997. Ecological theory and community restoration ecology. *Restoration Ecology* 5:291–300.
- Michener, W. K. 1997. Quantitatively evaluating restoration experiments: Research design, statistical analysis, and data management considerations. *Restoration Ecology* 5:324–337.
- Chambers, J. C. 1997. Restoring alpine ecosystems in the western United States: Environmental constraints, disturbance characteristics, and restoration success. In *Restoration ecology and sustainable development*, ed. K. M. Urbanska, N. R. Webb, and P. Edwards, 161–187. Cambridge, UK: Cambridge University Press.
- Connell, J. H., and R. O. Slatyer. 1977. Mechanisms of succession in natural communities and their role in community stability and organization. *American Naturalist* 3:1119–1144.
- Suding, K. N., K. L. Gross, and G. R. Houseman. 2004. Alternative states and positive feedbacks in restoration ecology. *Trends in Ecology & Evolution* 19:46–53.
- Roberts, L., R. Stone, and A. Sugden. . 2009. The rise of restoration ecology. *Science* 325:355.

### Assessment design:

There would be three assessments. First would be a Short Quiz (20 Questions of 2 Marks Each), followed by a case study based report on restoration planning or in-class seminar based assessment. There would also be an end semester exam. The credit distribution of the assessments would be:

Quiz: 30%, Seminar/Report: 30%, End Semester Exam: 40%

# Ecological Restoration in Practice

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**Credits:** 2

**Core/Elective:** Elective

**Course description:**

This course would be a continuation of RE (I) to advanced topics. The course would deal with the implementation of restoration programmes. The course will try to develop an understanding and appreciation of the broad scope of societal and ecological issues associated with ecological restoration. The issues covered would include the role of economics and society in restoration decision making; and restoration planning and implementation strategies. The hands-on approach would be central to this course as it would involve several case studies and field visits, with each student developing a restoration project through curriculum.

**Learning objectives:**

The emphasis of this course would be on challenges in implementing restoration programmes, with hands-on approach. Field visits and Case studies would be central to this course with an emphasis on individual attention and encouragement to develop site-specific restoration plans.

- Understand Restoration planning with extensive case studies
- Understand economic and social issues associated with ecological restoration
- Evaluate ethics and reasons for restoring ecosystems

**Broad topics:**

- Restoration education and community involvement
- Economics of restoring ecosystems and sustainability
- Ethics and ecological restoration
- Case Studies on Restoration Experiences

**Indicative Reading list:**

- Botkin, D. B. 1990. *Discordant harmonies. A new ecology for the twenty-first century.* Oxford, UK: Oxford University Press.
- Wallington, T. J., R. J. Hobbs, and S. A. Moore. 2005. Implications of current ecological thinking for biodiversity conservation: A review of the salient issues. *Ecology and Society* 10:15. <http://www.ecologyandsociety.org/vol10/iss1/art15/>
- Clewell, A. F., and J. Aronson. 2007. *Ecological Restoration: Principles, Values, and Structure of an Emerging Profession.* Island Press, Washington, DC.
- Doyle, M., and C. A. Drew (eds). 2008. *Large-Scale Ecosystem Restoration.* Island Press, Washington, DC.

- Davis, M. A., and L. B. Slobodkin. 2004. The science and values of restoration ecology. *Restoration Ecology* 12:1-3.
- Denevan, W. M. 1992. The pristine myth: the landscape of the Americas in 1492. *Annals of the Association of American Geographers* 82:369-385.
- Hilderbrand, R. h., A. C. Watts, and A. M. Randle. 2005. The myths of restoration ecology. *Ecology and Society* 10:19. [online] URL: <http://www.ecologyandsociety.org/vol10/iss1/art19/>
- Palmer, M. A., and S. Filoso. 2009. Restoration of ecosystem services for environmental markets. *Science*: 325-575-576.
- Winterhalder, K., A. F. Clewell, and J. Aronson. 2004b. Values and science in ecological restoration—A response to Davis and Slobodkin. *Restoration Ecology* 12:4-7.
- Young, T. P., D. A. Petersen, and J. J. Clary. 2005. The ecology of restoration: Historical links, emerging issues and unexplored realms. *Ecology Letters* 8:662-673.

**Assessment design:**

There would be three assessments. First would be an Essay Submission based on the first 3 modules. Second would be a Short Quiz and End Semester Report based on a case study. The credit distribution of the assessments would be:

Essay: 30%

Short Quiz: 30%

Case Study Report: 40%

# Adaptation to Climate Change

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description**

In recent years considerable scholarship has emerged on adaptation to climate change, and this course of action has also acquired widespread acceptability in the global stage. This course will introduce the students to early attempts to develop a coherent theory on adaptation, unpack the ideological baggage of the term, trace its history in the UNFCCC, and explore the calculus between adaptation to climate risks and mitigative action to reduce emission. Discussion will then veer around the related ideas of coping, vulnerability, capacity and resilience which have now become closely associated with adaptation. Next we examine the challenge to mesh adaptation policy with development challenges, especially in the developing world. We then discuss the various limits/barriers (ecological, technological, economic, ethics, cultural, etc) for adaptive action and how these influence adaptive action and policies. The course closes with a discussion on governance at different scales of decision-making.

## **Learning Objectives**

The Course intends to develop an understanding in the students to deal with the definitional and practical challenges of adapting to climate change. It will also familiarize them with the politics in the production and dissemination of climate knowledge, and in the international negotiations. They are also familiarized with how adaptation responses in framed by IPCC and its limitations, and how there are alternative ways to adaptation and sustainable development.

## **Broad Topics**

- What is Adaptation?
- Adaptation and its limits
- The challenge of adaptation: development imperatives
- Thresholds, tipping points and implication for adaptation
- Values in adaptation and how they count
- Making adaptation happen for the common good

## **Indicative Reading List**

- Smithers, J. & B. Smit, 'Human Adaptation to climate variability and change' in Schipper & Burton eds., *The Earthscan Reader on Adaptation to Climate Change*, 2009.

- Smit, B. et al, 'An anatomy of adaptation to climate change and variability' in Schipper & Burton eds.
- Klein, R.J.T. et al., 'Inter-relationship between adaptation and mitigation', in M.L. Parry et al., *Climate Change 2007: Contribution of Working Group II to the 4th Assessment of the IPCC, 2007*
- Schipper, Lisa, 'Conceptual History of Adaptation in the UNFCCC process' in Schipper & Burton eds.
- Handmer, J., 'Adaptive Capacity: What does it mean in the context of natural hazards?' in Schipper & Burton eds.
- Davies, S., 'Are coping strategies a cop-out?' in Schipper & Burton eds.
- Ribot, J. et al., 'Climate variation, vulnerability and sustainable development in the semi-arid tropics' in Schipper & Burton eds.
- Kelly, M & N. Adger, 'Theory and practice in assessing vulnerability to climate change and facilitating adaptation' in Schipper & Burton eds.
- Adger, N., 'Adaptation to climate change in the developing world' in Schipper & Burton eds.
- Haq, S. & H. Reid, 'Mainstreaming adaptation in development' in Schipper & Burton eds.
- O'Brien, K & R. Leichenko, 'Double Exposure: Assessing the impacts of climate change within the context of economic globalisation' in Schipper & Burton eds.
- Hulme, M., *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity, 2009* (Chapter 8)
- Peterson, G., 'Ecological limits of adaptation to climate change' Adger, Lorenzoni & O'Brien eds., *Adapting to Climate Change: Thresholds, Values, Governance, 2009*.
- Reeder, T. et al., 'Protecting London from tidal flooding: Limits to engineering adaptation' Adger, Lorenzoni & O'Brien eds.
- Dessai, S et al., 'Climate prediction: a limit to adaptation?' Adger, Lorenzoni & O'Brien eds.
- Patt, A., 'Learning to crawl: How to use seasonal climate forecasts to build adaptive capacity' Adger, Lorenzoni & O'Brien eds.
- Dugmore, A. et al., 'Norse Greenland settlement and limits to adaptation' Adger, Lorenzoni & O'Brien eds.
- O'Brien, K., 'Do values subjectively define the limits to climate change adaptation' Adger, Lorenzoni & O'Brien eds.
- Eakin, H et al., 'Hidden costs and disparate uncertainties: Trade-offs in approaches to climate policy' Adger, Lorenzoni & O'Brien eds.
- Ensor, j & R. Berger, 'Community-based adaptation and culture in theory and practice' Adger, Lorenzoni & O'Brien eds.

- Hulme, M., *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity* (Chapter 4)
- Jennings, T., 'Exploring the invisibility of local knowledge indecision-making: the Boscastle Harbour flood disaster' Adger, Lorenzoni & O'Brien eds.
- Heyd, T & N. Brooks, 'Exploring cultural dimensions of adaptation to climate change' Adger, Lorenzoni & O'Brien eds.
- Hulme, M., *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity* (Chapter 9)
- Moser, S., 'Whether our levers are long enough and the fulcrum strong? Exploring the soft underbelly of adaptation decisions and actions' in Adger, Lorenzoni & O'Brien eds.
- Finan, T & D. Nelson, 'Decentralised planning and climate adaptation: towards transparent governance' Adger, Lorenzoni & O'Brien eds.
- Agrawal, A & N. Perrin, 'Climate adaptation, local institutions and rural livelihoods' Adger, Lorenzoni & O'Brien eds.
- Klein, R & A. Mohner, 'Governance limits to effective global financial support for adaptation' Adger, Lorenzoni & O'Brien eds.
- Drieschova, A. et al., 'Climate change, international cooperation and adaptation in transboundary water management' Adger, Lorenzoni & O'Brien eds.

**Assessment Design**

Weekly Memos:	30%
Seminar paper:	30%
End-semester exam:	40%

# Development and Health (public health)

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**Credits: 2**

**Core/Elective: Elective**

**Course Description:** Focus on health is the key principle of understanding development and well-being of individuals. It concerns with physical, mental, and socio-environmental well-being of individuals providing an in-depth understanding of knowledge of diseases and illnesses, prevention and promotion of health and related issues. It will enable students gaining a wide range of knowledge of health in different ways and settings. This course will cover the general concept of health, development, environment and health, health promotion and services. This will further provide a scope for understanding and analysing the real life issues which will be beneficial at the individual, communities or global level.

**Objectives:** The course will enable the students

- To understand the framework and connections between Development and Health
- To familiarise the rationale of health through past administrative processes and experiences
- To study, analyse, and understand various parameters of health for the well-being of any population

**Nature of teachings:** This course will be 6 units, a 2 credit elective course of 24 hours teachings. It will consist of lectures, debates, group discussions, and film screening along with one field exposé.

## **Module descriptions:**

Module 1: Introduction to Development and Health:

- What do we mean by development? Various definitions, MDGs and its relation to health, reports of health related development activities
- Basic concepts of Health, WHO definition of health, changing perspectives of health, determinants of health, health indicators.

Module 2: Post-Colonial Development and Health

- Colonial medicines and health (selected cases), Health Care Units, demographic consequences, magnitudes of health and transitions, risk of infectious diseases (HIV/AIDS, TB and malaria) and medical pluralism.
- The India experiences

### Module 3: Culture, Health and Lifestyle (case studies)

- Interpretation of Culture: Case studies of different societies (Social structure and circumstances, cultural competence in health care, behaviour patterns and policy implications on health and lifestyle).

### Module 4: Health and Economic Development

- Policies and implications of assistance for economic development with special reference to health, Roles of major agencies (WB/WHO/UN/UNDP), importance of reducing barriers (why/how/who)

### Module 5: Food Security and Health

- Security to food: Food and its importance, meaning of nutrition, nutritional assessments and nutritional problems, dietary habits and lifestyle (causes and impacts); Are the poor secure of food quality and services; public good to development.

### Module 6: Health Promotion and services:

- Health care systems, health programmes and policies, Health Budget in developed and developing countries, changing health through public policy and community health care, Preventive measures and facilities, Health Planning and projects.

### References:

#### **Books:**

1. Park, K. (2002) Preventive and Social medicine, New Delhi: B Jain Publishers.
2. Ember, C.R. & Ember, M. (2004). Encyclopaedia of medical anthropology. New York: Springer.
3. Blaxter, M. (2004). Health and lifestyles. New York, Routledge.
4. Behnassi, M., Draggan, S., & Yaya, S. (2011). Global Food Insecurity: Rethinking agriculture and rural development paradigm and policy. New York: Springer.

#### **Articles:**

1. Schaffler, H.H., & Rodriguez, T. (1994). Availability and Utilization of Health Promotion Programs and Satisfaction with Health. *Medical Care*, 32(12): 1182-1196.
2. Raphael, D., Renwick, R., Brown, I., & Rootman, I. (1996) Quality of life indicators and health: current status and emerging conceptions. *Social Indicators Research*, 39(1) : 65-88.
3. Hare, R.M. (1986). Health. *Journal of Medical Ethics* 12(4):174-181.
4. Back, D. (1991). Paying for Health. *Journal of Medical Ethics*, 17(3): 117-123.

**Assessment Design:** The students will be assessed on the basis of classroom performances such as test, open book examination and one take home assignment.



# Environment and Health

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**Credits: 2**

**Core/Elective: Elective**

**Course Description:** This course will introduce students to the issues of environment and its implications on Health. It will cover some areas of human activities and its effects which are detrimental to environment particularly human health. It will touch upon issues like air and water pollution, hazardous waste (home and occupational), occupational health, and health studies in the changing world. Case studies will use to simplify the whole actions and reactions of man and environment. This will also throw a base for discussion mode in the area concerned.

**Objectives:** The main objective of the study is to understand the critical issues of health hazards and its analysis in order to gain a light for future studies and procedures.

- To study common global environmental issues
- To understand the reasons and efforts made for various issues in developing risks minimisation strategies
- To acknowledge the efforts of people in resolving some issues (case studies)
- To find out the possible measures of tackling certain health hazards

**Rationale:** Growing environmental issues promote infectious chemical and biological agents escalating human health to a crucial situation. Understanding and dealing such issues become a challenging task for world community. So, it is necessary to analyse and review various environmental issues on time from a multidisciplinary approach.

**Course Contents: This will have 6 modules for 24 hours teachings.**

**Module 1: Introduction to Environmental Problems:** This module will introduce the nature of relationships and issues pertaining to development, environment, and health. It will focus on the impact of development on environment and health particularly pollution (air, water and media) related concerns and issues. The issues will be discussed properly based on the developmental debates of Environment and health.

**Module 2: Air pollution:** This module will discuss the major causes of air pollution taking care of history and policy aspects. What are the chemical pollution of environment resulted from development? It will also include a class discussion on greenhouse gases, climate change examining the issues pertaining to the movie "Inconvenient truth". Health impacts of global warming and ozone depletion will also be discussed.

**Module 3: Solid and Hazardous waste:** This module will consist of land and water waste in the environment. It discusses the grim reality of different waste and waste products such as industrial, municipal, or developmental waste. Case studies will be discussed to understand the notion of legality, management of waste and promotion of health.

**Module 4: Toxic chemicals and Water Pollution:**

It will discuss the potential health risks to humans caused by the toxic chemicals in the environment as well as humans. It will highlight the passage and effects of toxic chemicals to human and environment using various case studies. Some of the cases of water pollution and crisis will allow us in understanding the sources of contaminants and its resultant effect on Human and Environment Health. Some of the legal judiciary measures to control such effects of toxic chemicals will be discussed.

**Module 5: Occupational Health:** This module will look critically at the workspaces of various occupations especially focussing on the health hazards of industrial workers by understanding different types of hazards and its effects. Case studies will provide a scope to understand the ground reality of the issues. Discussion will also happen on the measures of health protection of such workers keeping the already existing norms and efforts of government agencies.

**Module 6: Changing Human Health:** Discussions on health in the world health issues and policy will help in understanding the changing nature of environment and health. The term global change connected with various phenomena such as global warming, resource depletion, widespread pollution etc. led to emergence or re-emergence of various diseases where, we will be discussing the mechanisms that individual members or a population started adopting to address some of the health problems.

**Required Readings:**

- Sinha. R.K. (2006). Development and Environment: The 20<sup>th</sup> century debate that continues till 21<sup>st</sup> Century in Development, Environment, Human Health, and Sustainability, pp-3-27. Jaipur: Pointer Publications.
- Johnson, B.J. (1999). Impact of Hazardous Waste on Human Health. New York: Lewis Publishers.
- Colborn, T., Dumanoski, D., & Meyers, J.P. (1997). Our Stolen Future: How we are threatening our fertility, intelligence, and survival. New York: Plume.
- Last, J, M. (1998). Human Health in a changing world In Public Health and Human Ecology, pp.395-425. New Delhi: Prentice Hall International Inc.
- Lodha, R.M. (Ed.). (1993). Environmental Ruin: The crisis of Survival. New Delhi : Indus Publishing Company
- Park, K. (2002). Occupational Health In Preventive and Social medicine, pp.542-556. New Delhi: B Jain Publishers.
- Carson, R. (1982). Silent Spring.

**Required Viewing:**

1. An Inconvenient Truth (Al Gore movie)
2. Erin Brockovich, &
3. A civil Action

**Assessment Design:**The students will be assessed on the basis of class test, one take home assignment, and end-term examination.

# Poverty and Development

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**Credits: 2**

**Core/Elective: Elective**

## **Course description**

The aim of this course is to examine the key issues, debates and approaches within the international poverty agenda. This course will help the student to obtain an introduction to the competing perspectives on poverty and vulnerability. It will take the students through debates on how poverty can be understood, measured and explained. It will then take a critical look at the current international poverty agenda and associated strategies and mechanisms for reducing poverty and of potential ways forward.

## **Learning objectives**

On completion of this course, successful students will

- Have a critical understanding of the different analytical approaches to understanding, measuring and analyzing poverty and vulnerability
- Be able to apply analytical approaches to understanding, explaining and measuring poverty and poverty reduction
- Have a critical understanding of how the international poverty agenda emerged and its future direction and prospects
- Have a critical understanding of the key strategies and mechanisms for poverty reduction

## **Broad topics**

- Defining and Contesting Poverty: a critical and historical overview
- Measuring Poverty: key approaches
- Critical debates on poverty measurement in India
- Poverty, Vulnerability and Social Protection
- The International Poverty Agenda: HDI, MDGs and PRSP
- Poverty and the environment/poverty and food security/poverty and health

## **Reading list:**

- Banerjee, A. V.; R. Bénabou and D. Mookherjee (eds) (2006). *Understanding Poverty*, London: Oxford University Press.
- Sen, A. (1979). 'Issues in the Measurement of Poverty', *Scandinavian Journal of Economics*, 81(2): 285-307.

- Maxwell, S. (1999). 'The Meaning and Measurement of Poverty'. ODI Poverty Briefing No.3: February. <http://www.odi.org.uk/publications/poverty.html>
- Sen, A. (1999). *Development as Freedom*, Oxford: Oxford University Press.
- Stewart, F., R. Saith and B. Harriss-White (eds) (2007) *Defining Poverty in the Developing World*. Blackwell.
- Hulme, D. (2010) *Global Poverty*. Routledge.
- Houghton, J and Shahidur R. Khandker. 2009. *Handbook on Poverty and Inequality*. The International Bank for Reconstruction and Development/The World Bank
- World Bank (2000) *World Development Report 2000/1 (World Bank)*  
<http://www.worldbank.org/poverty/wdrpoverty/report/index.htm>
- UNDP. *Human Poverty Reports*. [www.undp.org/poverty](http://www.undp.org/poverty)
- CPRC. *The International Chronic Poverty Reports I & II*. [www.chronicpoverty.org](http://www.chronicpoverty.org)  
Also see the CPRC & BWPI Working Paper series.
- Sen, Amartya. *Poor, relatively speaking*. *Oxford Economic Papers, New Series, Vol. 35, No. 2 (Jul., 1983)*, pp. 153-169.
- Sen, Amartya. 1985. *A Sociological Approach to the Measurement of Poverty: A Reply to Professor Peter Townsend*. *Oxford Economic Papers, New Series, Vol. 37, No. 4 (Dec., 1985)*, pp. 669-676
- Deaton, Angus. 2006. *Measuring Poverty*. in Abhijit Banerjee, Roland Benabou and Dilip Mookerjee ed. *Understanding Poverty*, New Delhi, Oxford University Press. 2006.
- Saith, Ashwani. 2005. *Poverty Lines versus the Poor: Method versus Meaning*. *Economic and Political Weekly* October 22, 2005.
- Sen, Pronab. 2005. *Of Calories and Things: Reflections on Nutritional Norms, Poverty Lines and Consumption Behaviour in India*. *Economic and Political Weekly* October 22, 2005.
- Guruswamy, M. and R.J. Abraham. 2006. *Redefining Poverty: A new poverty line for a new India*. *Economic and Political Weekly* June 24, 2006.
- Patnaik, Utsa. 2006. *The Republic of Hunger*. New Delhi, Three Essays Collective.
- Sumner, Andrew. 2006. *In Search of the Post-Washington (Dis)Consensus: The 'Missing' Content of PRSPs*. *Third World Quarterly*, Vol. 27, No. 8 (2006), pp. 1401-1412.
- Adams, W.M. and Jon Hutton. 2007. *People, Parks and Poverty: Political Ecology and Biodiversity Conservation*. *Conservation and Society* Volume 5 No.2, 2007 pages 147-183.
- William. M. Adams, *et al.* 2004. *Biodiversity Conservation and the Eradication of Poverty*. *Science* 306, 1146 (2004).
- Jodha, N.S. 1990. *Rural Common Property Resources: Contributions and Crisis*. *Economic and Political Weekly*, Vol. 25, No. 26 (Jun. 30, 1990), pp. A65-A78

- Cernea, Michael M. 2000. *Risks, Safeguards and Reconstruction: A Model for Population Displacement and Resettlement*. Economic and Political Weekly, Vol. 35, No. 41 (Oct. 7-13, 2000), pp. 3659-3678.
- de Wet, Chris. 2001. *Economic Development and Population Displacement: Can Everybody Win?* Economic and Political Weekly, Vol. 36, No. 50 (Dec. 15-21, 2001), pp. 4637-4646.
- Parasuraman, S. 1996. *Development Projects, Displacement and Outcomes for Displaced: Two Case Studies*. Economic and Political Weekly, Vol. 31, No. 24 (Jun. 15, 1996), pp. 1529-1532.
- Robbins, Paul. 2000. The Rotten Institution: Corruption in Natural Resource Management. Political Geography 19 (2000) 423–443.
- Shah, Alpa. 2009. Morality, Corruption and the State: Insights from Jharkhand, Eastern India. Journal of Development Studies, 45: 3, 295 — 313.
- Kochar, Anjini. 2008. The Effectiveness of India's Anti-Poverty Programmes. Journal of Development Studies, 44: 9, 1289 — 1308.
- Abramsen, Rita. 2004. Poverty Reduction or Adjustment by Another Name?. Review of African Political Economy, Vol. 31, No. 99, ICTs 'Virtual Colonisation' & Political Economy (Mar., 2004), pp. 184-187.
- Shaffer, Paul. 2008. *New Thinking on Poverty: Implications for Globalisation and Poverty Reduction Strategies*. DESA Working Paper No. 65. New York, United Nations Department of Economic and Social Affairs (downloadable from <http://www.un.org/esa/desa/papers>)
- Vandemoortele, Jan. 2010. *The MDG Story: Intention Denied*. Development and Change, no. doi: 10.1111/j.1467-7660.2010.01678.x

**Assessment design:**

Assessment No.	Weight	Description
1	35%	Take-home assignment – essay
2	35%	Take-home assignment – book review
3	30%	Seminar presentation made by the student

# Agrarian Change and Rural Development

**Credits: 4**

**Core/Elective: Elective**

## **Course description**

This course aims to provide a theoretical and practical understanding of agrarian change and rural development related issues to students interested in the broad areas of development, poverty, social justice and sustainability. The course touches upon themes like agrarian transformation; agriculture-industry linkages; famines, droughts and food security; technological change and innovation in agriculture; rural markets; globalization and agriculture; agriculture and poverty; dryland agriculture; agrarian environments and biodiversity conservation. During this course, students will be exposed to interdisciplinary approaches to these topics from different theoretical and disciplinary perspectives, and will also be exposed to extensive case study material from countries of the global South.

## **Learning objectives**

This course aims to enable students to make sense of rural reality in the global South, and also to understand major theoretical and policy debates on the role of agriculture in rural and overall development. It will introduce students to mainstream as well as heterodox approaches to the subject, and will try to do this through course material that is not just theoretical but also historical, site specific and methodologically robust. The attempt will be to problematise the dichotomization between categories like urban versus rural, local versus global, indigenous versus Western/scientific, and community versus state/market. By the end of the course, students should be in a position to apply both theory and methodology to critically analyze agrarian change and rural development issues for countries in the global South.

## **-Course Structure**

<b>Module Number</b>	<b>Title</b>	<b>Instructor</b>
1.	Agrarian transformation and agriculture-industry linkages	
2.	Agriculture, poverty and rural development	
3.	Agriculture and rural markets Part 1	
4.	Agriculture and rural markets Part 2	
5.	Drought, famines and food security	
6.	Dryland agriculture: risk, vulnerability and coping strategies	
7.	Agriculture, environmental change and population growth	
8.	Agrarian environments and biodiversity conservation	
9.	Globalization and agriculture	
10.	Agricultural innovation and technical change	

### Assessment design

In this course students attend two **weekly lectures** (each lecture is a two hour session taken by the course faculty). Lecture periods will be interactive, and will allow for some questions and discussion following the lecture. Outline notes for each lecture will be posted to students by email after the lecture. Lectures will be supplemented by regular tutorials. Students are also required, once in each term, to write a paper, make a presentation on it, and lead a classroom discussion based on a topic of their choice.

There will be 3 assessments during the course:

Assessment No.	Weight	Description
1	25%	First Test
2	35%	Mid-term Test
3	40%	Take-home essay and seminar presentation

### Module-wise Details

#### Module 1: Agrarian transformation and agriculture-industry linkages

This module will look at traditional issues in agriculture agrarian transformation, for instance the question of primitive accumulation, the agrarian surplus, terms of trade and rural-urban migration in a labour surplus economy.

### Readings

1. Akram-Lodhi and C. Kay (eds.) *Peasants and Globalization: Political economy, rural transformation and the agrarian question*. London: Routledge. Introduction
2. Bernstein H. (2008). 'Agrarian questions from transition to globalization'. In A. H. Akram-Lodhi and C. Kay (eds.) *Peasants and Globalization: Political economy, rural transformation and the agrarian question*. London: Routledge, 239-261.
3. Bernstein, H. (2009). 'V.I. Lenin and A.V. Chayanov: looking back, looking forward', *Journal of Peasant Studies*, 36(1): 55-81.
4. Byres, T. (2003) 'Paths of Capitalist Agrarian Transition in the Past and in the Contemporary World', in V.K. Ramachandran and M. Swaminathan (eds.) *Agrarian Studies: Essays on Agrarian Relations in Less-Developed Countries*. London: Zed Books.
5. Diao, X., P. Hazell, D. Resnick and J. Thurlow. 2006. The Role of Agriculture in Development: Implications for Sub-Saharan Africa (**Chapter 2**). Discussion Paper No. 29, Development Strategy and Governance Division, International Food Policy Research Institute, Washington D.C.
6. Kay, C. (2009). 'Development strategies and rural development: exploring synergies, eradicating poverty', *Journal of Peasant Studies*, 36 (1): 103-137.
7. Sunil Ray: Farm - Non-Farm Interaction in a Labour Surplus Economy, *Economic and Political Weekly*, Vol. 29, No. 53 (Dec. 31, 1994)



## Module 2: Agriculture, poverty and rural development

This module will consider the changing role of the agricultural sector in the context of overall rural livelihoods and poverty alleviation. It will examine the traditional debates between the 'industrializers' and the 'agrarianists' on the relative role of the two sectors in economic development in the global South. It will use new literature in the field, especially case studies from Africa, to argue for a revised understanding of rural-urban linkages with a focus on synergies and the growing importance of the rural non-farm sector. The section will end with a discussion of 2 case studies (from Asia and Africa) which stress the changing nature of rural-urban linkages and their relevance for rural development and poverty alleviation.

### Readings

1. Ashley, Caroline & Simon Maxwell, 2001, 'Rethinking Rural Development'. *Development Policy Review*, 19(4):395-425.
2. Bahiigwa, Godfrey, Ntengua Mdoe and Frank Ellis (2005) 'Livelihoods research findings and agriculture-led growth'. *IDS Bulletin* Vol 36 No 2 June 2005 © Institute of Development Studies
3. Dorward, A., J. Kydd, J. Morrison and I. Urey (2004). 'A Policy Agenda for Pro-Poor Agricultural Growth' *World Development* 32 (1): pp. 73-89.
4. Ellis, Frank. 2000. *Rural Livelihoods and Diversity in Developing Countries*. London: Oxford University Press. Introduction.
5. Kohli, Atul (1988). *The State and Poverty in India*. Appendix 2 "Does agriculture income really trickle down in India?" Cambridge University Press
6. Lipton, M. (2006). 'Can Small Farmers Survive, Prosper, or be the Key Channel to Cut Mass Poverty?' *electronic Journal of Agricultural and Development Economics*, Vol. 3, No. 1, pp. 58-85.
7. Rigg, Jonathan (2006). 'Land, Farming, Livelihoods, and Poverty: Rethinking the Links in the Rural South' *World Development*, 34 (1): 180-202.
8. Scoones, I. (2009), 'Livelihoods perspectives and rural development', *Journal of Peasant Studies*, 36(1): 171-96.
9. World Bank (2008). 'Agriculture for Development', World Development Report.
10. Karshenas, Massoud (2001) 'Agriculture and Economic Development in Sub-Saharan Africa and Asia.' *Cambridge Journal of Economics*, 25 (3). pp. 315-342.

## Module 3 and 4: Agriculture and rural markets Parts 1 and 2

This module will begin by introducing students to various agrarian institutions prevalent in the global south. Students will then be familiarized with different theories that attempt to explain traditional agrarian institutions, with special emphasis on transactions costs, information asymmetry and the nature of rural markets as understood in New Institutional Economics. The module ends with alternative theories that underscore the centrality of power and historical factors that condition rural labour, credit and land markets, with case studies from Africa and Asia.

### Readings

1. Ayele, Gezahegn, Jordan Chamberlin, Lisa Moorman, Kassu Wamisho and Xiaobo Zhang (2009) 'Infrastructure and Cluster Development: A case study of Handloom weavers in Ethiopia', ESSP-II Discussion Paper 1, IFPRI, Washington D.C.
2. Bardhan, Pranab (1989) "The Economic Theory of Agrarian Institutions" Chapter 1: *Alternative Approaches to the Theory of Institutions in Economic Development*, New York, Oxford University Press.
3. Cramer C., C. Oya and J. Sender (2008). 'Lifting the blinkers: a new view of power, diversity and poverty in Mozambican rural labour markets'. *Journal of Modern African Studies*, 46, 3: 361-39
4. Ray, Debraj (2005) *Development Economics*, Chapter 11, 12 and 14. New Delhi, Oxford University Press.
5. Reardon, T. (1997). 'Using evidence of household income diversification to inform study of the rural non-farm labour market in Africa', *World Development*, 25 (5): 735-747.
6. Thanh, Hoang Xuan, Dang Nguyen Anh and Cecilia Tacoli (2005) 'Livelihood Diversification and Rural-Urban Linkages in Vietnam's Red River Delta' FCND Discussion Paper 193, IFPRI, Washington D.C.

#### **Module 5: Drought, famines and food security**

This module looks at the traditional and recent approaches to famines, including the food availability decline hypothesis and the entitlements approach. It uses case studies across space and time to understand the links between food production, rural income distribution, famine policy and overall agricultural policies in South Asia and Africa.

#### **Readings**

1. Attwood, Donald W. (2005), 'Big is ugly? How large-scale institutions prevent famines in Western India', *World Development*, Volume 33, Issue 12, December, 2067-2083.
2. Devereux S., 2001, "Sen's Entitlement Approach: Critiques and Counter-critiques", *Oxford Development Studies*, Vol. 29, No. 3 pp.245-263,
3. Fine B., (1997), "Entitlement Failure?", *Development and Change*, 28, 4, pp. 617-647.
4. Food and Agriculture Organization, 2009, 'How to Feed the World in 2050', FAO report
5. Göran Djurfeldt, Hans Holmén and Magnus Jirström, 2006, "Addressing food Crisis in Africa: What can sub-Saharan Africa learn from Asian experiences in addressing its food crisis?" SIDA
6. Mortimore, Michael
7. P. Svedberg, "841 Million undernourished?" *World Development*, 27 (12) (1999) pp. 2081-2098.
8. Sen, A. K. *Poverty and Famines: An Essay in Entitlement and Deprivation*, Oxford, Clarendon Press, 1981.

#### **Module 6: Dryland agriculture: risk, vulnerability and coping strategies**

The focus of these two modules will be on problems and issues relating to dryland agriculture, especially in the semi-arid tropics. The module will focus on issues like risk, vulnerability, food insecurity and the use of livelihood diversification as a risk mitigation strategy deployed by dryland farmers, in response to challenges like resource scarcity and low rainfall. The module

will familiarize students with the vital linkages between agriculture, forestry and livestock based livelihoods through the study of risk mitigation and coping strategies of dryland farmers. In this context, the module will look critically at some agriculture policy initiatives like compulsory villagization and large scale technologies to explore the possibilities and limits of these policies, given the complex nature of dryland farming livelihoods.

### Readings

1. Scoones, Ian et al. *Hazards and Opportunities: Farming livelihoods in dryland Africa - Lessons from Zimbabwe*. London and New Jersey: Zed Books Ltd., 1996.
2. MCS, Bantilan, P, Anand Babu, GV, Anupama, H, Deepthi and R, Padmaja. 2006. *Dryland Agriculture: Dynamics, Challenges and Priorities*. International Crops Research Institute for the Semi-Arid Tropics (ICRISAT); MPRA Paper no.16423, downloadable from <http://mpira.ub.uni-muenchen.de/16423/>
3. James C. Scott, *Compulsory Villagization in Tanzania: Aesthetics and Miniaturization*, pp. 223-261 in James C. Scott. "Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed". Yale University Press, New Haven and London.
4. Bonny Ibhawoh and J. I. Dibia. 2003. *Deconstructing Ujamaa: The Legacy of Julius Nyerere in the Quest for Social and Economic Development in Africa*. African Journal of Political Science. (2003), Vol 8 No.1.
5. Atwood, D.J. *Big Is Ugly? How Large-scale Institutions Prevent Famines in Western India*. World Development Vol.33, No.12, pp.2067-2083, 2005.

### Module 7: Agriculture, environmental change and population growth

This module looks at the relationship between population growth, agricultural performance, innovation and intensification of agriculture, and environmental change. It critically examines the narrative of population growth, desertification and environmental degradation in the context of Africa to draw lessons for the dryland regions of India and South Asia.

### Readings

1. Bernstein, Henry & Philip Woodhouse (2001), 'Telling Environmental change like it is? Reflections on a study in sub-Saharan Africa', *Journal of Agrarian Change*, 1 (2): 283-324.
2. Leach M & R.Mearns (1996), 'Environmental Change and Policy: Challenging Received Wisdom in Africa', in Leach M & R.Mearns (eds), *The Lie of the Land: Challenging Received Wisdom on the African Environment*, Oxford: James Currey & Portsmouth (NH): Heinemann with The International African Institute.
3. Leach, M. and James Fairhead (2009), *Challenging Neo-Malthusian Deforestation Analyses in West Africa's Dynamic Forest Landscapes*, *Population and Development Review*, Vol. 26, No. 1; 17-43
4. Mortimore, Michael (2003) 'Long-term change in African drylands: can recent history point towards development pathways?', *Oxford Development Studies*, 31: 4, 503 — 518

### **Module 8: Agrarian environments and biodiversity conservation**

This module looks at the complex relationship between field and forests, especially in the poorest arid and semi-arid regions of the world. It will attempt to bridge the traditional division between agrarian studies and environmental studies, to expose the students to the complexity of agrarian environments and their role in the fluid and diverse livelihoods of the rural poor. It examines in particular the emerging debate in conservation and ecology about 'sharing versus sparing', and the interface of conservation with agriculture, especially in the context of biodiversity in cultivated areas and landscapes.

#### **Readings**

1. Adams, W.M. (2012), "Feeding the next billion: hunger and conservation", *Oryx*, 46(2), 157-158
2. Fischer et al, "Conservation policy in traditional farming landscapes" *Conservation Letters* 00(2012) 1-9
3. Phalan et al "Reconciling food production and biodiversity conservation: Land sharing and land sparing compared," *Science*. 2011 Sep 2;333(6047):1289-91.
4. Agarwal, A. and K. Sivaramakrishnan. 2001. Introduction: Agrarian environments. In: *Social nature: Resources; representations and rule in India* (eds. Agarwal, A. and K. Sivaramakrishnan). Pp. 1-22. Delhi: Oxford University Press.

### **Module 9: Globalization and agriculture**

This module will expose students to debates on the role of globalization, trade and commercialization in the neoliberal era. It will focus on issues like the structure of global agricultural markets and its implications for poverty and food security in the global South. It will expose students to concepts like global value chains, contract farming, and the debates on agricultural trade liberalization.

#### **Readings**

1. Ghosh, J. (2010), 'The Unnatural Coupling: Food and Global Finance', *Journal of Agrarian Change*, 10 (1): 76-91.
2. McMichael, P. Development and Social Change. Chapter \*\*\*
3. McMichael, P. (2009), 'A food regime genealogy', *Journal of Peasant Studies*, 36 (1): 139-170.
4. World Bank. 2007. *World Development Report 2008: Agriculture for Development*, Washington D. C., the World Bank (see especially chap. 4, 5, 6).

### **Module 10: Agricultural innovation and technical change**

What is agricultural innovation and how does it occur? This module will investigate the debate on the role of factors that lead to improved agricultural performance. It will include a discussion of new technology and productivity and profitability change; price signals and neoliberal policy reform in the agricultural sector; institutional and structural change; and the political economy of

policy decisions. As part of this the two paradigmatic cases of innovation and change: a) the green revolution and b) GM crops will be scrutinized.

### Readings

1. FAO, (2009), 'How to Feed the World in 2050', FAO report
2. Göran Djurfeldt, Hans Holmén and Magnus Jirström, 2006. "*Addressing food Crisis in Africa: What can Sub-Saharan Africa learn from Asian experiences in addressing its food crisis?*", Chapter 1: Executive Summary. SIDA, Stockholm.
3. ActionAid, 2003, GM crops –going against the grain. Report. ActionAid
4. Harriss, John 1992, 'Does the 'depressor' still work? Agrarian structure and development in India: A review of evidence and argument', *Journal of Peasant Studies*, 19:2, 189 -227
5. Herring, Ronald J., 2007, 'Stealth Seeds: Bioproperty, Biosafety, Biopolitics', *Journal of Development Studies* 43(1): 130-57.
6. James Fairhead, Melissa Leach & Ian Scoones (2012): Green Grabbing: a new appropriation of nature?, *Journal of Peasant Studies*, 39:2, 237-261
7. Scoones, Ian, 2008, 'Mobilizing Against GM Crops in India, South Africa and Brazil', *Journal of Agrarian Change*, 8(2/3): 315-44.
8. Spoor, Max 2002, 'Policy Regimes and Performance of the Agricultural Sector in Latin America and the Caribbean During the Last Three Decades', *Journal of Agrarian Change*, 2(3): 381-400.
9. World Bank, 2007, 'Supporting smallholder competitiveness through institutional innovations', in *World Development Report 2008: Agriculture for Development*. Washington DC: The World Bank, ch. 6, pp. 138-157.

# Displacement, Resettlement and Rehabilitation

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description**

This is a 2-credit elective course, which aims to provide students with a holistic view of issues relating to involuntary displacement caused by the processes of industrialization, modernization and economic development. Given AUD's commitment to engaged scholarship, and given the fact that involuntary displacement is a vital issue affecting development and conservation projects in the global south, this course provides a comprehensive overview of the theories, laws and policies around issues of land acquisition, involuntary displacement, resettlement and rehabilitation

It will delve into the problems and challenges of post-displacement resettlement and rehabilitation in the national and international context. The course will expose students to laws, policies and experiences of land acquisition, population displacement, resettlement and rehabilitation. The questions of voluntary versus involuntary displacement, special concerns relating to indigenous communities, and the challenges of post-displacement reconstruction of livelihoods will be discussed in depth. The course will use a host of case studies from India and elsewhere to illustrate core concepts.

## **Learning Objective**

On completion of the work covered in this course, students will have a basic knowledge of the main theoretical approaches through which we seek to understand and improve involuntary displacement and resettlement (IDR). They will have a knowledge and understanding of different kinds of IDR, and of the way they have taken shape in Africa and Asia. They will understand some of the complexities involved in trying to formulate and implement sound resettlement policy

## **Course Content**

<b>S. No.</b>	<b>Module name</b>
1	Development and displacement: An overview
2	Theorizing displacement – IRR model and Rights based approaches
3	Land Acquisition and displacement
4	Displacement laws and policies in international perspective
5	Resettlement, rehabilitation and livelihood reconstruction – issues and

	challenges
6	Movements against involuntary displacement – Theoretical issues and Case Studies

### Indicative Reading List:

- Baviskar, A. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: Oxford University Press, 1995.
- Cernea, M. and C. McDowell. *Risks and Reconstruction: Experience of resettlers and refugees*. Washington D.C.: The World Bank, 2000.
- Cernea, Michael M. and Scott Guggenheim (eds.). *Anthropological Approaches to Resettlement: Theory, Policy and Practice*. Boulder, Colorado: Westview Press, 1993
- Dreze, J., M. Sampson and S. Singh. *The Dam and the Nation: Displacement and Resettlement in the Narmada Valley*. New Delhi: Oxford University Press, 1997.
- WCD. *Dams and Development, A New Framework for Decision-Making - Report of the World Commission on Dams*. London and Sterling, VA: Earthscan Publications, 2000.
- Das, V. "Dislocation and Rehabilitation: Defining a Field." *Economic and Political Weekly* 31(24), 1996: 1509-14.
- Parasuraman, S. *The Development Dilemma: Displacement in India*. The Hague: Basingstoke: Macmillan, in assoc. with the Institute of Social Studies, 1999.
- Roy, Dunu. "Large Projects: For Whose Benefit?" *Economic and Political Weekly*, Vol. 23, No.50, 1994.
- Thukral, Enakshi.Ganguly. *Big Dams, Displaced People: Rivers of Sorrow, Rivers of Change*. New Delhi: Sage Publications, 1992.
- Hakim, Roxanne P. "Identity, Resettlement and Perceptions of Change: The Vasava Bhils of Gujarat, India." *Goldsmiths Anthropology Research Papers, University of London*, 2000.
- World Bank. *Resettlement and Development: The Bankwide Review of Projects Involving Involuntary Resettlement 1986-1993*. Washington D.C.: Environment Department, International Bank for Reconstruction and Development, 1994.
- Dwivedi, Ranjeet. "Models and Methods in Development-induced Displacement." *Development and Change* 33(4), 2002: 709-732.
- Cernea, Michael M. "The Risks and Reconstruction Model for Resettling Displaced Populations." *World Development* October 25, 1997: 1569-87
- de Wet, C. (2001). *Economic Development and Population Displacement: Can Everybody Win?* *Economic and Political Weekly*, Vol. 36, No. 50 , 4637-4646.
- Penz, Peter, Jay Drydyk and Pablo S. Bose. (2011). *Displacement by development: ethics, rights and responsibilities*. Edinburgh: Cambridge University Press. Introduction and Chapter 1.

- Cernea, M. and Kanbur, R. 2002. *An Exchange on the Compensation Principle in Resettlement*. Working Paper, Department of Applied Economics and Management, Cornell University, Ithaca.
- Pearce, D.W. 1999. Methodological Issues in the Economic Analysis for Involuntary Resettlement Operations. IN vol: Cernea, M.M., ed., *The Economics of Involuntary Resettlement*. Washington: The World Bank.
- Draft Land Acquisition and R&R Bill, Government of India, 2011
- Iyer, Ramaswamy. 2011. *A good bill that disappoints*. Opinion piece in *The Hindu*, August 18, 2011.
- Iyer, Ramaswamy R. "Towards a Just Displacement and Rehabilitation Policy." *Economic and Political Weekly Volume 42, No.30, 2007*
- Vaswani, Kalpana. 1992. *Rehabilitation laws and policies: A critical look*. In Thukral, E.G. (Ed.) *Big Dams, Displaced People: Rivers of Sorrow, Rivers of Change*. New Delhi: Sage Publications, 1992.
- Mathur, H.M. (ed). *Managing Resettlement in India: Approaches, Issues, Experiences*. New Delhi, Oxford University Press. 2006. Chapters 4, 5 and 6.
- World Bank Operational Manual, Operational Policies. 2001. Involuntary Resettlement. Washington DC.
- Asian Development Bank, 1995, Involuntary Resettlement (Policy Statement), Manila
- OECD Development Assistance Committee, 1992 Guidelines for Aid Agencies on Involuntary Displacement and Resettlement in Development Projects.
- Mathur, Hari Mohan. *Managing Resettlement in India: Approaches, Issues, Experiences*. New Delhi: Oxford University Press, 2006
- de Wet, Chris. "A Spatial Analysis of Involuntary Community Relocation: A South African Case Study." In *Anthropological Approaches to Resettlement: Policy, Practice and Theory*, by Michael M. and Scott Guggenheim Cernea. Boulder, CO: Westview Press, 1993.
- Hakim, Roxanne P. "From Corn to Cotton: Changing indicators of food security amongst resettled Vasavas." In *Risks and Reconstruction: Experience of resettlers and refugees*, by M. and C. McDowell Cernea, 229-252. Washington D.C.: The World Bank, 2000.
- Nayak, Ranjit. "Risks Associated with Landlessness: An Exploration Toward Socially Friendly Displacement and Resettlement." In *Risks and Resettlement: Experiences of Resettlers and Refugees*, by M. and C. McDowell Cernea, 79-107. Washington D.C.: The World Bank, 2000
- Kabra, A. (forthcoming). *Forced to Move: Adivasi displacement and the challenges of agrarian livelihood reconstruction*.
- Eriksen, J. H. 1999. Comparing the Economic Planning for Voluntary and Involuntary Resettlement. In Cernea, M.M., ed., *The Economics of Involuntary Resettlement*. Washington: The World Bank.
- Dwivedi, R. "Displacement, Risks and Resistance: Local Perceptions and Actions in the Sardar Sarovar." *Development and Change 30(1)*, 1999: 43-78.



- Hakim, Roxanne P. "Identity, Resettlement and Perceptions of Change: The Vasava Bhils of Gujarat, India." *Goldsmiths Anthropology Research Papers, University of London*, 2000.
- Guha, Ramchandra. "Adivasis, Naxalites and Indian Democracy." *Economic and Political Weekly*, 11 August 2007, 2007: 3305-3312.
- Pandey, Balaji, 1998. *Depriving the Under-privileged for Development*
- Oliver-Smith, A. 1994. "Resistance to Resettlement: The Formation and Evolution of Movement" In Kreisberg, ed., *Research in Social Movements: Conflicts and Change*. Greenwich: JAI Press.
- Patkar, Medha 1995. "The Struggle for Participation and Justice: A Historical Narrative". In W. Fisher, ed. *Toward Sustainable Development?* Armonk, New York: M.E. Sharpe.

**Assessment Methodology:** There will be 3 assessments during the course.

Assessment No.	Weight	Description
1	35%	Take-home assignment – essay
2	35%	Take-home assignment – book review
3	30%	Seminar presentation made by the student, which will be scheduled once a week during the lecture slots throughout the semester

1. No. of students to be admitted: **Up to 25 (combined class strength, selected out of the MA Development Studies and MA Environment and Development batches)**
2. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:
  - Classroom with overhead projector and audio speaker system
  - Field visit once during the semester

# Africa: Environment and Development

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description**

This course will introduce students to issues in African society and environment, including those at the interface. There is a profound neglect of Africa in the Indian social sciences scene, even though the relationship between the two places has been particularly crucial to their postcolonial trajectories, and has taken a significant new shape in the era of globalization. Moreover, the learnings from African experiences with certain themes (ethnicity and extraction, for instance) are productive in conceptualizing similar processes in India.

## **Learning Objectives**

- To familiarize students with African history and geography.
- To develop an understanding of social and environmental issues in Africa.
- To encourage a critical understanding of India in the world.
- To expand knowledge of global concerns.

## **Broad Topics**

- Pre-colonial Africa and the Colonial Interface
- Postcolonial Developmentalism and Neoliberal Shifts
- Identities and Conflicts [Rwandan Genocide, Darfur]
- Environmental Concerns [Wildlife, Conservation, Forests]
- Cultural Economy [Nigerian movies, Congolese music]
- The Resource Curse? [Oil and mineral dependence]
- The New Geopolitics [eg. China-India-Africa]

## **Indicative Reading List**

- Abrahamsen, Rita. *Disciplining Democracy: Development Discourse and Good Governance in Africa*. London: Zed Books, 2000.
- Adams, William M and John Hutton (2007). 'People, Parks and Poverty: Political Ecology and Biodiversity Conservation.' *Conservation and Society* 5(2): 147-183.
- Bayart, J-F. *The State in Africa: the Politics of the Belly*. London, Longman, 1993.
- Bernstein, H. (2004). "Considering Africa's Agrarian Question." *Historical Materialism* 12(4): 115-144.
- Carmody, Padraig. 'Neoliberalism, Civil Society and Security in Africa'. New York: Palgrave MacMillan, 2007.

- Chabal, P. and J.-P. Daloz (1999). *Africa Works: Disorder as Political Instrument*. Bloomington, Indiana University Press.
- Fassin, D. (2007). *When Bodies Remember: Experiences and Politics of AIDS in South Africa*. Berkeley: University of California Press.
- Ferguson, James. *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt*. Berkeley: University of California Press, 1999.
- Ferguson, James. "Seeing Like an Oil Company: Space, Security, and Global Capitalism in Neoliberal Africa." *American Anthropologist* 107, no. 3 (2005), pp. 377-382.
- Fraser, Alastair and Miles Larmer (eds). *Zambia, Mining and Neoliberalism: Boom and Bust on the Globalized Copperbelt*. New York: Palgrave Macmillan, forthcoming.
- Hochschild, A. (1998). *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston, Houghton Mifflin.
- Mamdani, M. (1996). *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton, N.J., Princeton University Press.
- Mamdani, M. (2002). "Beyond Settler and Native as Political Entities: Overcoming the Political Legacy of Colonialism" *Comparative Studies in Society and History* 43(4): 651-664.
- Mbembe, A. (2000). "At the Edge of the World: Boundaries, Territoriality, and Sovereignty in Africa." *Public Culture* 12(1): 250-275.
- Moore, D.S. (1993). "Contesting Terrain in Zimbabwe's Eastern Highlands: Political Ecology, Ethnography, and Peasant Resource Struggles" *Economic Geography* 69(4): 380-401.
- Reno, W. (1997). "African Weak States and Commercial Alliances" *African Affairs* 383: 165-186.
- Watts, Michael (1983), 'Hazards and Crisis: A Political Economy of Drought and Famine in Northern Nigeria', *Antipode*

### Assessment

Weekly memos, Presentations, Term Paper

# Course Title: Geopolitics, Resources, Political Ecology

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description**

Even a cursory glance at the news these days is enough to surmise the contentious nature of debates and conflicts related to the exploitation of resources. It is in this context that a political ecology perspective on the matter becomes especially productive. It helps to unravel, among other things, the claims and counterclaims of stakeholders about the impacts of extraction on development. It brings into focus questions at multiple scales: the displacement of local populations to clear ground for capitalist appropriation of minerals; loopholes in the national mining law; and the so-called 'new scramble' for African resources by states and non-state actors from places like China and India.

## **Learning objectives**

- To develop a political ecology perspective on natural resources.
- To examine current issues around the social, economic and political impacts of extraction.
- To build an understanding of geopolitics as a sub-discipline, with a focus on oil.
- To comparatively evaluate the various strategies of resource governance.

## **Broad Topics**

- Mining in Question [current politics; concepts, e.g. the Dutch Disease]
- Resource Governance in India [national laws and shifting policy framework; privatization]
- Conflicts: History and Structure [labor; environment; sustainable use]
- Geopolitics [states and control of resources; oil]
- Extraction and Authority [Role of extra-legal actors; resources as 'governable spaces']
- Corporate Social Responsibility [New concerns in resource management; The Kimberley Process]

## **Indicative Reading List**

- Tusha Mittal, 'Whose Steel? Who's Stealing?' (TheHerald, Dec 11 2010)
- Gavin Bridge, 'Contested Terrain: Mining and the Environment'
- G. Sahu, 'Mining in the Niyamgiri Hills and Tribal Rights'

- M. Ross, 'The political economy of the resource curse'
- Govt of India, 'Mines and Minerals (Development and Regulation) Act, 1957'
- Vijay Simha, 'The Hell Diggers' (Tehelka, April 3 2010)
- Michael Watts, 'Human Rights, Violence, and the Oil Companies'
- Walter Fernandes, 'Mines, Mining and Displacement in India'
- Gavin Hilson, 'An overview of land use conflicts in mining communities'
- S Dalby, 'Environmental Insecurities: Geopolitics, Resources and Conflict'
- H. Broadman, 'China and India go to Africa'
- Anna Tsing, 'Inside the Economy of Appearances'
- James Ferguson, 'Seeing like an Oil Company'
- R. Negi, 'Mining Boom, Capital and Chiefs in the New Copperbelt'
- M. Watts, 'The Sinister Political Life of Community'
- William Reno, 'Clandestine Economies, Violence and States in Africa'
- V. Rajaram , S. Dutta and K. Parameswaram, 'Sustainable mining practices: a global perspective'
- R. Negi, 'The Micropolitics of Mining and Development in Zambia: Insights from the Northwestern Province'
- M. Tracey, 'The Kimberley Process, Conflict Diamonds, WTO Obligations, and the Universality Debate'

#### Assessment

1. **Class Discussion:** The class will be divided into six teams. Each team will choose one module and make short presentations at the beginning of the class and lead the discussion during that module, for instance, by suggesting themes that should be covered during that class.
2. **Two Questions:** Each student will submit two questions related to that day's readings/topic prior to the start of class. These could be clarifications on a concept or phrase/ sentences in the material, or opinion-based questions on the broader themes. Grades will be assigned based on the quality of these questions.
3. **In-Class Review:** This involves answering certain questions posed by the instructor based on the readings. These will be administered at various points during the term.
4. **Term Paper/ Literature Review:** : You could either write a term paper (9-10 pages) on a specific issue related to the modules covered in class, or if your dissertation concerns a similar theme (mining, resources, geopolitics, political ecology, land use conflicts, environmental/developmental identities) then you can use the opportunity to work on a literature review. This should take the form of 1) an annotated bibliography and 2) tying the literature together and discussing main emphases, patterns, strengths, oversights etc.

**School of Development Studies courses  
open to SHE students**

# Peace, Conflict and Development

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description**

Development is relevant in the context of peace and conflict, because the former draws in and the later draws out resources for development. The presence of peace-building efforts along with presence of conflict has both, historic and contemporary, significance and with commitments in the New Millennium to uphold human rights, dignity, equality, equity and security, special emphasis is laid to establish peace for development. The course aims at developing an understanding of multifaceted and interrelated themes of peace, conflict and development. These terms in itself has very wide conceptualization and needs assortment of several disciplines. The course shall familiarize students with different approaches to peace, dimensions of conflict, structural and cultural violence, conflict resolution and post-conflict reconstruction.

The nexus between peace and conflict is largely dominated by threat to security. The course shall discuss the changing notion of security that evolved from territorial security to an emphasis on human security covering social, economic, cultural and political aspects. Developing societies structured by inequalities, social exclusion and power structure is vulnerable towards conflict of resources and thus the course will cover case-studies of conflict arising out of resource exploitation and control. The analysis of gender issues must also be considered, focusing on gender mainstreaming in peace, it shall discuss women's role in peacebuilding mission. Drawing analogy to the above dimensions, this course shall rely largely on empirical understanding, analysing cases from India and other parts of the world.

## **Learning Objectives**

The course will enable students understand framework and inter-linkages between concepts of peace, conflict and development. They can elucidate meanings, approaches and mechanism of peace-building and conflict resolution and connect it with policy approaches on development. This course will be helpful for students to understand interplay of macro and micro conflicts and they will be also able to familiarise with concepts of human rights and security.

## **Topics Covered**

Topics that will be covered in the course are the following:

- **Introduction to Peace, Conflict and Development:** The past interventions have changed and peace is relooked through angles of development and resolution of conflicts at structural and cultural levels. The module shall introduce the course and discuss the

concepts of peace, conflict and development, understanding of which is very much layered in the current debates.

- **Conflicts and Under-development:** Conflicts involve interactions between economic, political, historical and cultural factors. The module shall focus on the theories of conflict and discuss how conflicts are generated by a situation of underdevelopment taking case studies of movements.
- **Conflict, Resources and Development:** The reasons for scarcity and competition over resources are numerous, including elite control over resources, growing demand and changing composition of development needs. There are also various examples of conflicts between uses and users of resources at different levels. The module shall consider taking certain areas to contemplate understanding on the macro and micro levels of resource conflicts.
- **New Security Concerns:** The threat agenda that is faced today is not just limited to international terrorism and to the proliferation of weapons of mass destruction but a much wider one, including a whole range of issues of poverty, environmental degradation, and pandemic diseases that have not traditionally been considered as part of the peace and security nexus at all. The module shall discuss the human security concerns along with the global development agendas.
- **Conflict Resolutions and Peace Building:** The module shall discuss the peace building strategies operational at the global level. It shall also discuss debates that put across dilemma of developing countries on coming to the terms of peace reforms and the institutional role.
- **Gender Perspectives of Peace:** The module puts together gendered face of protest against violence, conflict and call for demands on peace. The module shall study cases where women in society have made contributions towards rebuilding peace.
- **Politics and Peace Process in South Asia:** The module shall specifically focus on the South Asian region that has been very volatile as there are several issues of inter-state conflict and in several cases internal strife or intra-state conflict goes along. It shall draw attention to the peace agenda of the region.

#### **Indicative Reading List:**

- Charlotte Bunch, "Peace, Human Rights and Women's Peace Activism" in Radhika Coomaraswamy and Dilrukshi Foneska ed. *Peace Work: Women, Armed Conflict and Negotiation* (New Delhi: Women Unlimited, 2004); pp.28-53



- Edda Kirleis, "Rethinking Gender, Violent Conflict and Development from Local Perspectives" in Dubravka Zarkov ed., *Gender, Violent Conflict and Development* (New Delhi: Zubaan, 2008) pp.45-59
- Jan Pronk, "Globalisation, Poverty and Security" in Felix Dodds and Tim Pippard, *Human & Environmental Security: An Agenda for Change* (UK: First South Asian Edition, 2007); pp.71-91
- Jayadev Uyangoda, "Nation-State, Security Studies and the Questions of Margins in South Asia" in Dipankar Baneerjee ed. *Security Studies in South Asia: Changes and Challenges* (Delhi: Manohar, 2000); pp.15-23
- Jonathan Goodhand ed. *Aiding Peace: The Role of NGOs in Armed Conflict* [selected chapters] (Warwickshire: Intermediate Centre for Technology and Development, 2006)
- Joy J.J. Joy and Suhas Paranjape ed., *Water Conflicts in India* [selected chapters] (New Delhi: Routledge, 2007)
- Mala Khullar ed., *Writing the Women's Movement: A Reader* [Section 5] (New Delhi: Zubaan, 2005)
- Mary E. John ed., *Women Studies in India: A Reader* [chapters on Violence] (New Delhi: Penguin Books, 2008)
- Meenakshi Gopinath and Sumona Dasgupta, "Gender and Conflict resolution in South Asia" in Moonis Ahmar ed. *Paradigms of Conflict Resolution in South Asia* (Dhaka: The University Press Limited, 2003)
- P R Chari and Sonika Gupta, *Human Security in South Asia* [selected chapters] (New Delhi: Social Science Press, 2003)
- Paula Banerjee, *Borders, Histories, Existencies: Gender and Beyond*, [selected chapters] (New Delhi: Sage Publications, 2010)
- Pranab Bardhan, *Scarcity, Conflicts and Cooperation: Essays in the Political and Institutional Economics of Development* [selected chapters] (MIT Press, 2004)
- Rakesh Tiwary, "States Conflicting over Transboundary Waters" in N.C.Narayanan ed. *States, Natural Resource Conflicts and Challenges to Governance* (New Delhi: Academic Foundation, 2008); pp.117-141
- Ranabir Samaddar ed. *Peace Studies: An Introduction to Concepts, Scopes and Themes* [selected chapters] (New Delhi: Sage Publications, 2004)
- Sundeep Weslekar, "Track II Diplomacy and the Process of Conflict Resolution in South Asia: An Institutional Survey" in Moonis Ahmar ed. *Paradigms of Conflict Resolution in South Asia* (Dhaka: The University Press Limited, 2003); pp. 93-106
- Ujjwal Kumar Singh, *Human Rights and Peace: Ideas, Laws, Institutions and Movement* [selected chapters] (New Delhi: Sage Publications, 2009)
- Upendra Baxi, *The Future of Human Rights* [selected chapters] (New Delhi: OUP, 2002)
- Urvashi Butalia ed., *Speaking Peace: Women's Voices from Kashmir* [selected chapters] (New Delhi: Kali for Women, 2002)

- Vincent Chetail ed., Post-Conflict Peacebuilding [selected chapters] (New Delhi: OUP, 2009)

**Assessment Design**

The students shall be asked to submit reviews on books to be followed by group discussion and write term papers based on secondary literature including media sources to be followed by class presentation. The assessment weightage shall be distributed between the written content and student's class presentations/discussions.

# Gender, Work and Development

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**Credits: 2**

**Core/ Elective: Elective**

**Course Objective**

This course explores the field of Gender and Work, relating to sexual division of labour and women's work in the development process. It looks at work from a gender perspective, particularly with a focus on analytical frameworks and contemporary experiences. The course also focuses on issues relating to definitional categories and measurement of women's work and offers a survey and critique of the policy framework regarding work and gender. The course examines trends and implications of the globalisation process for gender, particularly in the context of the global production structure, service labour and the experiences of the Structural Adjustment Programmes.

**Topics Covered**

Unit I: Division of labour by gender in the context of social evolution.

- a) The impact of transition from peasant to industrial society on sexual division of labour and women's social status.
- b) The impact of economic development on women's work.

Unit II: Core issues and concepts in women's work

- a) Categories of women's work: "Productive work"; paid and unpaid work; formal and informal work; visibility & invisibility in work.
- b) Gender based discrimination in work: Nature and basis for discrimination in labour markets: Labour force participation rates, gender-based wage differentials and workplace discriminations.

Discrimination within the family and in the sphere of domestic work: Intra-household relations, cooperative conflict and bargaining; Entitlements and women's work; Property rights, land and discrimination.

Gender and work in a larger discrimination framework (intersectionality - race, class, caste).

- c) Gender Stereotypes in work and division of labour: Gendered segregation of professions. Deconstructing gender stereotypes at work; The factory as the male workplace; Masculinity of hard labour; Women as part-timers, Women and 'nimble fingers', Women and care work; Perceptions about women's abilities, skill and efficiency.
- d) Work, freedom and empowerment

Unit III: Policy framework for women's work:

- a) Methods of computing women's work, Classification of women's work in National Income Accounting systems, Gender issues in Labour Statistics.
- b) Gender blindness and gender biases in development policy thinking.

WID,WAD,GAD approaches-Critiques of 'add and stir' approach and its policy implications.

Empirical Evidence from India: Women in organised and unorganised sectors, factors affecting women's participation rates – differences across regions, sectors, rural-urban areas.

Unit IV: Gender and work in the context of Globalisation and Structural Adjustment Programmes

- a) Contemporary forms of women's work under globalisation: Feminisation and its dimensions – informal, flexible, casual and transitory work; Women's employment and work in the context of global commodity chains; Self employment in the context of micro-credit and home-based work; Women as primary breadwinners; Women in Management.
- b) Women and Structural Adjustment Programmes: Issues and Analysis.
- c) Women, Migration and work. The case of the international Care economy.

**Readings:**

- Abel, E.K. and Nelson M.K. (Ed). (1990). *Circles of Care: Work and Identity in Women's Lives*. New York: State University of New York Press.
- Adler, N.J. and Izraeli D.N. (Ed). (1994). *Competitive Frontiers: Women managers in a global economy*. Cambridge, MA: Blackwell.
- Adriana, M.G. *Incorporating Gender issues in Labour Statistics*, Working Paper, ILO Bureau of Statistics, Geneva.
- Agarwal, B. (1994). *A Field of One's Own: Gender and land Rights in South Asia*. Cambridge: The Press Syndicate of the University of Cambridge.
- Anker, R. (1998). *Gender and Jobs: Sex segregation of occupations in the world*. ILO, Geneva.
- Arya, S. (2008). "Gender and Public Policy in India: Invisibilising Socially Reproductive Labour". *The Indian Historical Review*, Vol. XXV. No. 2.
- Banerjee, N. (1999). 'Analysing Women's Work under Patriarchy'. In Sangari, K. and Chakravarti, U. (Ed). *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
- Banerjee, N. (2004). "Globalization and women's work". In Bhattacharya, M (Ed). *Globalization: Perspectives in Women's Studies*. New Delhi: Tulika Books.
- Becker, G. (1991). *A Treatise on the Family*. Cambridge, MA: Harvard University Press.

- Beneria, L. (1992). "Accounting for Women's Work: The Progress of Two Decades". *World Development*, Vol.20, No.11, pp.1547-1560.
- Beneria, L. (1995). "Toward a Greater Integration of Gender in Economics". *World Development*, Vol.23, No.11, pp.1839-1850.
- Beneria, L. and Feldman, S. (1992). *Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work*. Boulder, CO: Westview Press.
- Boserup, E. (1970). *Women's Role in Economic Development*. New York: St. Martin's Press.
- Buvinic, M. and Gupta, G.R. (1997). 'Female headed households and female-maintained families: are they worth targeting to reduce poverty in developing countries'. *Economic Development and Cultural Change*, Vol. 45 No 2.
- Cagatay, N. (1998). *Gender and Poverty, Working Paper Series, Social Development and Poverty Elimination Division, UNDP*.
- Chant, S. (2003). *Dangerous Equations? How Female-headed Households Became the Poorest of the Poor: Causes, Consequences and Cautions*. Paper prepared for the International Workshop Feminist Fables and Gender Myths: Repositioning Gender in Development Policy and Practice, Institute of Development Studies, Sussex, 2-4 July.
- Damodaran, S. and Menon. K. (2007). "Migrant women and wage employment: exploring issues of work and identity among health care professionals". NLI research studies series no. 073/2007, V.V. Giri National Labour Institute, Noida.
- Desai, N. (2004). *Papers of National Seminar on Globalisation and Women's Work, March 25-26. V.V. Giri National Labour Institute, Vol. 1*.
- Desai, N. and Krishnaraj, M. (2004). "An Overview of the Status of Women in India". In Mohanty, M. (Ed). *Class, Caste, Gender*. New Delhi: Sage.
- Elson, D. (Ed). (1991). *Male Bias in the Development Process*. Manchester University Press.
- Floro, M. S. (1995). *Women's Well-Being, Poverty and Work Intensity*.
- *Feminist Economics*, Vol. 1, No. 3, pp- 1-25.
- Floro, M.S. (1995). "Economic Restructuring, Gender and the Allocation of Time". *World Development*, Vol.23, No.11, pp.1913-1929.
- Folbre, N. (1995). "Holding Hands at Midnight: The Paradox of Caring Labour". *Feminist Economics*, Vol.1 No.1, pp 73-92.
- Ghosh, J. (1994). "Gender Concerns in Macro-Economic Policy". *Review of Women Studies*. *Economic and Political Weekly*, 30 April.
- Gothoskar, S. (2000). "Teleworking and Gender: Emerging Issues". *Economic and Political Weekly*, 35(26), pp.2293- 2298.
- Himmelwit, S. (1995). "The Discovery of Unpaid Work: The Social Consequences of Expansion of Work". *Feminist Economics*. Vol.1, No.2, pp 1-19.

- Jackson, C. (Ed.). *Men at Work: labour, masculinities and development*. London: Frank Cass.
- Jenson, J., Hagen, E. and Reddy, C. (Eds.). (1988). *Feminization of the Labour Force – Paradoxes and Promises*. UK: Polity Press.
- Kabeer, N . (1994). *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso.
- Kapadia, K. (Ed). (2002). *The Violence of Development. Kali for Women*.
- Loutfi, M.F. (Ed.). (2002). *Women, Gender and Work – What is equality and how do we get there?*. ILO, Geneva. New Delhi: Rawat Publications.
- Mazumdar, V. and Sharma, K. (1990). “Sexual Division of labour and the Subordination of Women: A Reappraisal from India?”. In Irene Tinker (Ed). *Persistent Inequalities: Women and World Development*. Oxford University Press.
- Mitter, S., Fernandez, G. and Varghese, S. (2004). *On the Threshold of Informalization: Women Call Centre Workers in India*. In Carr, M. (Ed.). *Chains of Fortune: Linking Women Producers and Workers with Global Markets*. London: Commonwealth Secretariat.
- Moghadam, V. (1997). *The Feminisation of Poverty: Notes on a Concept and Trend*. Illinois State University, Women’s Studies Occasional Paper No.2.
- NCEUS (2007): *Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector*, National Commission for Enterprises in the Unorganised Sector, Government of India, New Delhi.
- Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach*. New York: Cambridge University Press.
- Papanek, H. (1990). *To each less than she needs, from each more than she can do: allocations, entitlements and value*. In Tinker, I. (Ed.). *Persistent Inequalities: Women and World Development*. New York: Oxford University Press.
- Papola, T.S. and Sharma, A. (Ed). (1999). *Gender and Employment in India*. Vikas Publishing House.
- Patnaik, U. (2004). *The new colonialism: impact of economic reforms on employment and food security in India*. In Bhattacharya, M. (Ed.). *Globalization : Perspectives in Women's Studies*. New Delhi: Tulika-Books.
- Pineda, J. (2001). *Partners in Women-headed Households: Emerging Masculinities?*. In Redclift, N. and Sinclair, M.T. (Eds.). (1991). *Working Women – International perspectives on labour and gender ideology*. London: Routledge.
- Rao, N., Rurup, L., Sudarshan, R. (Ed). (1996). *Sites of Change: The Structural Context of Empowering Women in India*. Tulika.
- Report of the National Commission on Self employed Women and Women in the Informal Sector (Shram Shakti Report), 1988
- Smith, J.P. and Ward, M.P. (1989). *Women in the Labour Market and in the Family*. *Journal of Economic Perspectives*, Vol.3 No.1 pp 9-23.

- Swaminathan, P. (2005). Proceedings of the Seminar on Globalisation and the Women's Movement in India. CWDS.
- Towards Equality Report: Report of the Committee on the Status of Women in India, Government of India, 1974
- Unni, J. (2001). Gender and Informality in Labour Market in South Asia, Economic and Political Weekly, June 30.
- Vishwanahan, N. et.al. (Ed). (1997). The Women, Gender and Development Reader. Zubaan.
- Women Work and Development Series: ILO, Geneva.

# Labour Movements, Social Movements and Development

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description and Learning Objectives**

In the last couple of decades, with massive changes in international and national industrial organisation patterns, in the world of work and with rapid spatial reconfigurations in urban and rural areas, there have been vigorous debates on inequalities that have been created and the movements that have attempted to address and confront the sources of such inequalities. The role of labour movements, the rise of other movements and the relationships between them have been a significant aspect of the debates that have happened. This course introduces students to the changes in work and spaces that have occurred as well as the role of, the transformations in and the relevance of labour movements in the changed context. It will enable them to engage with older as well as contemporary debates on labour, labour processes and their relationship to labour and social movements. It will also address questions of whether the posited separation and, often, opposition between 'labour movements' and 'social movements'

## **Broad Topics:**

Topics that will be covered in the course are the following:

- Labour and the World of Work
- Recent Changes in the world of Work and Alternative Theoretical Conceptualisations
- Labour Movements and Labour Reforms
- 'Social Movements' vs 'Labour Movements'?

## **Indicative Reading List**

- Andrew Herod (2003): Workers, Space, and Labor Geography, *International Labor and Working-Class History*, No. 64, pp. 112-138
- Alain Lipietz (1993): The Local and the Global: Regional Individuality or Interregionalism? *Transactions of the Institute of British Geographers, New Series*, Vol. 18, No. 1 pp. 8-18
- Manuel Castells (2000): Toward a Sociology of the Network Society, *Contemporary Sociology*, Vol. 29, No. 5 pp. 693-699



- Celik, Ercument (2010): Street Traders – A Bridge Between Trade Unions and Social Movements in Contemporary South Africa
- Standing, Guy (2009): Work After Globalization: Building Occupational Citizenship (Cheltenham, UK, and Northampton, MA, Edward Elgar)
- Bhattacharya, S (2007): Vicissitudes of the Relationship between State, Capital and Labour: an Appraisal of Neoliberal Labour reforms in India and Beyond' in Labour, Capital and Society, Vol 40, 1 and 2.
- Bieler, Andreas and Devan Pillai (2009): Labour and the Challenges of Globalisation
- Moody, K (1997): Workers in a Lean World, London, Verso

### **Assessment Design**

The assessment will be done at two points in time and will consist of one long term paper and a presentation that will focus on empirical experiences that the students will be expected to research and prepare themselves. The assessment weightage will be distributed between the written content and student's class presentations/discussions.

# Enterprise and Society

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description**

This course aims to explore various spaces where domains of enterprise and society intersect. Such spaces exist within organizational context as well as outside. At the same time such spaces gets continuously redefined depending on the way we understand the word enterprise. Therefore, the course would begin with an attempt to understand the diverse ways in which enterprise can be understood. Then onwards the course would engage in discussions about varied intersecting spaces like community and enterprise, policy and enterprise, corporate social responsibility, and social entrepreneurship.

## **Learning Objectives**

The course is meant for students who have an academic interest in understanding enterprise and its intersections with society. On completion of this course a student should have an understanding of the concept of enterprise, processes of development of enterprise, and developmental implication of enterprise. This course should enable the students develop a clear understanding about the relationship between business and society.

## **Pedagogy**

The course is going to involve both lecture-based and hands on learning. The idea is to introduce and analyse relevant cases for understanding diverse theoretical inputs.

## **Assessment**

This course would involve assessments oriented towards honing the ability of a student to empathetically understand an entrepreneur and conduct research on enterprise.

## **Indicative Reading List (Subject to revision)**

- Basant, Rakesh (2000): "Corporate Response to Economic Reforms", Economic and Political Weekly, March 4-10, Vol. 35, No. 10.
- Bhagwati, Jagdish (1993) India in Transition: Freeing the Economy, Oxford: Clarendon Press.
- Bielefeld, W. (2009). Issues in Social Enterprise and Social Entrepreneurship. Journal of Public Affairs Education, 15(1), pp. 69-86.
- Bygrave, W.D. and Hofer, C.W. (1991). Theorizing about entrepreneurship. Entrepreneurship Theory and Practice, 16(2): 13-22. [Soft Copy]
- Carland, J.W., Hoy, F., and Carland, J.A.C. (1988). "Who is an entrepreneur?" is a question worth asking. American Journal of Small Business, 33-39. [Soft Copy]
- Carland, J.W., Hoy, F., Boulton, W.R., and Carland, J.A.C. (1984). Differentiating entrepreneurs from small business owners: A conceptualization. Academy of Management Review, 9(2): 354-359. [Soft Copy]

- Carroll. A.B. (1999). Corporate social responsibility: Evolution of a definitional construct. *Business & Society*, 38(3): 268-295. [Soft Copy]
- Chandrasekhar. C.P. (1999) "Firms, Markets and the State. An Analysis of Indian Oligopoly". in Amiya Kumar Bagchi ed.. *Economy and Organization: Indian Institutions under the Neoliberal Regime*, New Delhi: Sage Publications. pp. 230-245 and 261-266. (22)
- Chibber, Vivek (2004) *Locked in Place: State Building and Late Industrialization in India*. New Delhi: Tulika Books.
- Damodaran. H. (2008). In *India's new capitalists: Caste, business, and industry in a modern nation* (Chapter 2: The old merchant communities, pp. 8-47). Ranikhet: Permanent Black. [Hard Copy]
- Damodaran, Harish (2008) *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*, Ranikhet: Permanent Black.
- De Neve, G. (2009). Power, inequality and corporate social responsibility: The politics of ethical compliance in the South Indian garment industry, *Economic & Political Weekly*. xlv(22), 63-71. [Soft Copy]
- Dyer Jr., W.G. and Handler, W. (1994). Entrepreneurship and family business: Exploring the connections. *Entrepreneurship Theory and Practice*, 19(1): 71-83. [Soft Copy]
- Fowler, A. (2000). NGDOs as a moment in history: Beyond aid to social entrepreneurship or civic innovation? *Third World Quarterly*, 21(4), pp.637-654.
- Garriga, E. and Melé, D. (2004). Corporate social responsibility theories: Mapping the territory, *Journal of Business Ethics*, 53(1/2), 51-71. [Soft Copy]
- Harriss, J. (2006). Power matters: Essays on institutions, politics, and society in India (Chapter 6: 'Widening the radius of trust': Ethnographic explorations of trust and Indian business, pp. 169-190). New Delhi: Oxford University Press. [Hard Copy]
- Industrial Policy Resolution, 1948
- Industrial Policy Resolution, 1956
- Jodhka, S.S. (2010). Dalits in business: Self-employed scheduled castes in north-west India. *Economic and Political Weekly*, XLV(11), 41-48. [Hard and Soft Copy]
- Kohli, Atul (2006) 'Politics of Economic Growth in India, 1980-2005, Part I: The 1980s' *Economic and Political Weekly*, April 1, Vol. 41, No. 13.
- Kohli, Atul (2009b). 'Politics of Economic Growth in India, 1980-2005, Part II: The 1990s and Beyond', *Economic and Political Weekly*, April 8, Vol. 41, No. 14.
- Marsden, C. (2006). In defence of corporate responsibility In *Corporate social responsibility: Reconciling aspiration with application* Edited by A. Kakabadse and M. Morsing. New York: Palgrave Macmillan. [Hard Copy]
- Mazumdar, Surajit (2008) 'The Corporate Sector and Indian Industrialization: A Historical Perspective', in S. R. Hashim, K. S. Chalapati Rao, K. V. K. Ranganathan and M.R. Murthy (eds.), *Industrial Development and Globalisation* New Delhi: Academic Foundation, pp. 179-200.
- Pedersen, Jorgen Dige (2007) 'The transformation of Indian business: from passive resisters to active promoters of globalization'. Paper prepared for Sixth Pan-European Conference on International Relations, University of Turin, Italy, 12.-15. September 2007. (27)

- Peneder, M. (2006). The meaning of entrepreneurship: Towards a modular concept. [working paper]. [Soft Copy]
- Peredo, A. M., and McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), pp. 56-65.
- Portney, P.R. (2008). The (not so) new corporate social responsibility: An empirical perspective, *Review of Environmental Economics and Policy*, 2(2), 261-275. [Soft Copy]
- Ray, Rajat Kanta (1994b): "Introduction", in Ray, Rajat Kanta (ed.) (1994a): *Entrepreneurship and Industry in India, 1800-1947*, Oxford University Press, Delhi
- Schein, E.H. (1994). Commentary: What is an entrepreneur? *Entrepreneurship Theory and Practice*, 19(2): 87-88. [Soft Copy]
- Sengupta, A. (2005). Rationality and Economic Action: Max Weber's Notion of Entrepreneurship [Unpublished Research Note].
- Sheth, N.R. (1984). Theoretical framework for the study of Indian business communities. In *Business communities in India: A historical perspective* (pp. 9-25) Edited by D. Tripathi. New Delhi: Manohar Publications. [Hard Copy]
- Sobhan, Rehman (1989): "The State and Development of Capitalism: The Third World Perspective", in Krishna Bharadwaj and Sudipta Kaviraj (ed.), *Perspectives on Capitalism: Marx, Keynes, Schumpeter and Weber*, Sage Publications, New Delhi, 247-258.
- Statement on Industrial Policy, 1991
- Tripathi, Dwijendra (2004): *The Oxford History of Indian Business*, Oxford University Press, Delhi, pp. 282-325.
- Tyabji, Nasir (2000) *Industrialisation and Innovation: The Indian Experience*, New Delhi: Sage Publications.
- Weber, M. (1964). *Theory of social and economic organization*. New York: Free Press. [Hard Copy]
- Weber, M. (2004). The Protestant ethic and the spirit of capitalism (Chapter 15, pp. 188-205). In *Classical sociological theory* Edited by C. Calhoun et.al. Malden, USA: Blackwell Publishing. [Hard Copy]

# International Trade and Political Economy of Development

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**Credits: 2**

**Core/Elective: Elective**

## **Course Description**

It will deal with the historical evolution of trade and finance patterns, the important international institutions and major processes in the current international economy and the issues of policy concern for developing countries such as India.

Trade theories would include notion and sources of comparative advantage with respect to technology, resource endowments etc, and analysis of gains from free trade. Trade theories would include neoclassical theories like Heckscher-Ohlin, Stolper-Samuelson, Rybczynski and Factor Price Equalization Theorems; and the Leontief Paradox. Trade theories would also include intra-industry trade, Linder's Hypothesis; Product-Cycle and Technology-Gap Models; and The Diamond Model of Michael Porter. Issues related to free trade and protection would be addressed. Tariff and non-tariff instruments of trade policy, the optimum tariff, Metzler's Paradox, trade distorting effects of tariffs, and trade promotion strategies would be discussed.

Balance of payment and trade policies, foreign exchange policies, international money and capital markets, strategic foreign trade management and international financial management, world trade and international finance and international financial institutions would be discussed.

Political economy of international trade and financial flows, global economics, global financial flows and global power shifts, and research methodology in social sciences on global trade and finance flows will be discussed.

## **Learning Objectives:**

The aim of this course is to give students the conceptual basis and the necessary tools for understanding trade theories, balance of payments adjustment and capital flows at the post graduate level.

The emphasis is on understanding concepts and principles underlying the theory, and applying them to interpret trade patterns and capital flows in open economies. The course would familiarize students with trade policy options and managing balance of payments. It would also discuss political economy of capital flows and the role of international financial institutions.

## **Module: Classical and Neo-Classical Trade Theories**

### **Description/Topics**

Classical Model (Smith, Ricardo, and Haberler): Assumptions, Implications and Limitations; Extension of Ricardian Model: The Specific Factor Model.- Standard Model: Analysis of Gains from Free Trade. - Neo-Classical Model: Assumptions and Their Implications, Factor Substitution, One-to-One Relationship between Factor-Prices, Commodity-Prices and Factor-Intensities; Heckscher-Ohlin, Stolper-Samuelson, Rybczynski and Factor Price Equalization Theorems; Empirical Evidence - the Leontief Paradox.

### **Required Readings**

- Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7<sup>th</sup> and 8<sup>th</sup> Editions (2001 and 2004) John Wiley & Sons.
- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

### **Supplementary Readings**

- Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd
- Samuelson, P .A. (1948), "International Trade and the Equalization of Factor Prices, "Economic Journal, Pp 165-184.
- Johnson H.G. (1985), "The Gains from Free Trade With Europe: An Estimate". Manchester School of Economics and Social Studies. Pp. 247-255.

### **Assessment**

Assignments, Mid Semester Exam and End semester Exam.

### **Module: Modern Trade Theories**

#### **Description/Topics**

Intra-Industry Trade - Trade Under The Assumptions of Imperfect Competition and Economies of Scale, Linder's Hypothesis; Dynamic Explanations (Change of Technologies) - Product-Cycle and Technology-Gap Models; Strategic Trade Policy (Management) - The Diamond Model (Michael Porter).

#### **Required Readings**

- Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7<sup>th</sup> and 8<sup>th</sup> Editions (2001 and 2004) John Wiley & Sons.
- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

#### **Supplementary Readings**

- Posner, M. V. (1961) "International Trade and Technical Change: Oxford Economic Paper PP. 323-341.
- Vernon. R. (1966) "International Investment and International Trade in the Product Cycle'. Quarterly Journal of Economics. Pp. 197-207.
- Lancaster, K (1980) "Intra-Industry Trade Under Perfect Monopolistic Competition, Journal of International Economics PP. 151-175.
- Krugman P .R. (1980), "Scale Economics, Product Differentiation and Pattern of Trade." American Economic Review. PP 950-175.

#### **Assessment**

Assignments, Mid Semester Exam and End semester Exam  
**Module: Trade Policy**

**Description/Topics**

Free Trade Versus Protection - Need for Protection, Tariff and Non-Tariff instruments of Trade Policy, Comparison of Tariff and Quota, Learner's Symmetry, Aggregate Measures of Protection, Nominal and Effective Rate of Protection. - Effects of Tariff for Small and Large Countries (Partial Equilibrium Analysis), Effects of Tariff on Distribution of Gains from Trade (General Equilibrium Analysis), the Optimum Tariff, Metzler's Paradox, Domestic Distortions, Trade Distorting Tariffs.

**Required Readings**

- Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7<sup>th</sup> and 8<sup>th</sup> Editions (2001 and 2004) John Wiley & Sons.
- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.
- Krugman P.R. and Obstfeld D. (1994), International Economics: Theory and Policy. Third Edition. Harper Collins. New York

**Supplementary Readings**

- Baldwin, R.E. (1960), "The Effects of Tariffs on International and Domestic Prices", Quarterly Journal of Economics, 74(1) 65-70.
- Metzler L.A. (1949) 'Tariff: the Terms of Trade and the Distribution of National Income', Journal of Political Economy, Pp. 1-29.
- De Graft V.J. (1949) ".On Optimum Tariff Structure: Review of Economic Studies No. 1 Pp. 47 -59
- Baldwin, R. (1952), "The New Welfare Economics and Gains in International Trade", Quarterly Journal of Economics, 91-101.
- Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd.

**Assessment**

Assignments, Mid Semester Exam and End semester Exam

**Module: Open Economy Macroeconomics**

**Description/Topics**

The focus is on the theoretical and empirical modeling of the open macro-economy. Modeling strategies are examined in relation to topics of policy interest, including exchange-rate dynamics, macroeconomic adjustments, financial stability, and regional monetary integration. Technical issues associated with empirical implementation of theoretical models are investigated.

### **Required Readings**

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

### **Supplementary Readings**

- Suranovic Steven M. (2005), International Trade Theory & Policy Analysis, [Http://internationalecon.Com](http://internationalecon.com)
- Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd.

### **Assessment**

Assignments, Mid Semester Exam and End semester Exam

## **Module: International Finance and Economic Development**

### **Description/Topics**

Balance of payments theory and policy, exchange rates, fixed and floating exchange rates, exchange rate system and policy coordination, financial globalization, private capital flows, foreign aid, alternative ways of financing economic development, and external debt.

### **Required Readings**

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

### **Supplementary Readings**

- Bhagwati, J. (2002), Free Trade Today, Oxford University Press
- Bhagwati, J. (1958), "Immiserizing Growth: A Geometric Note", Review of Economic Studies, 25, 201-205.

### **Assessment**

Assignments, Mid Semester Exam and End semester Exam

## **Module: Political Economy of Capital Flows**

### **Description/Topics**



Political economy aspects of international monetary relations, international capital flows, behavioral finance, currency and financial crises, and applications of optimal currency area analysis to exchange rate issues, global power shifts, globalization and business cycles

#### **Required Readings**

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

#### **Assessment**

Assignments, Mid Semester Exam and End semester Exam

#### **Module: Development Policies of International Financial Institutions**

##### **Description/Topics**

The Bretton Woods system, The International Monetary Fund - WTO: Uruguay Round, Highlights of Ministerial Meetings: Singapore to Hong Kong, Concerns of Advanced Countries and Developing Countries, the Doha Development Agenda (DDA).

#### **Required Readings**

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.
- Hoekman, Mattoo and English (Ed.) (2002), Development, Trade and the WTO – a Handbook, The World Bank, Washington, D.C.

#### **Assessment**

Assignments, Mid Semester Exam and End semester Exam

# Development Economics

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**Credits: 2**

**Core/ Elective: Elective**

**Course description:**

The course aims to promote understanding of the concept of development, the various explanations of the causes of different levels of development and the potential contribution of development economics to the furtherance of economic development and poverty reduction and improvement in quality of life in a national and global context. The course will explore growth, trade, fiscal and financial issues for developing countries. The course will explore development economics at the village level and the tools for formulating economic policies for a village economy, which would be useful for development practitioners. The course will discuss frontier issues of development economics to develop a future perspective in students to understand development as freedom, well being and happiness.

## **Learning Objectives**

The students will learn economic aspects of the development process in low-income countries. Its focus is not only on methods of promoting economic growth and structural change but also on improving the potential for the mass of the population, for example, through health and education and workplace conditions, whether through public or private channels.

Students will learn theories and methods that aid in the determination of policies and practices and can be implemented at either the domestic or international level. This includes methods for restructuring market incentives, using mathematical methods for project analysis, or it may involve a mixture of quantitative and qualitative methods.

Students will be familiarized with approaches in development economics that may incorporate social and political factors to devise particular plans. Different approaches may consider the factors that contribute to economic convergence or non-convergence across households, regions, and countries. The students will learn concepts and tools that are required for development practitioners with focus in rural economics.

## **Topics**

The topics would include - evolution of Development Economics; the concept of development; development indicators, theories of under-development, and structural change in the economy with economic development. The course will go into issues of technology, endogenous growth, income distribution, poverty and wealth of nations. It will discuss food security, energy security, right to livelihood, development and justice, and elite capture. It will discuss food and entitlement, human development, decentralisation and local governance, role of state, market and

institutions. The students will be familiarised with the concept of development as freedom, well being and happiness.

The course will explore growth, trade and macroeconomic issues for developing countries. Topics include: fiscal and financial policy options; foreign exchange controls; dual labour markets; structural adjustment; stabilisation and external debt; and the growth and equity impact of macroeconomic adjustment programmes and trade policy options, influence of trade and capital flows on development, and global political economy.

The course will try to create capacity to understand village economies and build up development plans at village levels through activity mapping and coining indicators for monitoring and evaluation of development projects. The students will be equipped with computing techniques using input output model, social accounting matrix, linear programming, computable general equilibrium models and carry out social and economic cost benefit analysis of development projects.

### Indicative Reading List

- Adelman, I., J.E. Taylor and S. Vogel (1989) "Life in a Mexican Village: A SAM Perspective" *The Journal of Development studies*
- Alain de Janvry & Frederico Finan & Elisabeth Sadoulet, 2010. "Local Electoral Incentives and Decentralized Program Performance," *NBER Working Papers* 16635, National Bureau of Economic Research, Inc. *velopment Studies*, pp. 5-24.
- Chakarvarti, S (1981 ): *Development Planning: the Indian Experience*. Oxford University Press, New Delhi.
- Chakarvarti, S. (1982): *Alternative Approaches to a Theory of Economic Growth*, Oxford University Press, New Delhi.
- Chenery, H. Et-Ai(1987): *Handbook of Development Economic V 01.1 and II*. North-Holland.
- Gerald M. Meier and James E. Rauch (eds.), *Leading Issues in Economic Development*, 8th ed., Oxford Univ. Press, 2005.
- Haq, M.: *Reflection on Human Development*, Oxford University Press. New Delhi.
- Harris. John: (1982), *Rural Development - Theories of Peasant Economy and Agrarian Change*
- Hayami Y. and Godo Y. (2005) *Development Economics: From the Poverty to the Wealth of Nations*, (3rd edition) Oxford University Press: Oxford
- Ingham, B, (1995) *Economics and Development*; McGraw-Hill, New York
- Joseph Stiglitz, *Globalisation and Its Discontents*, Penguin, 2002
- Meier, G.M. (1971): *Leading Issues in Economic Development* Oxford University Press, New Delhi.
- Meier G. and Stiglitz J. (eds) (2001) *Frontiers of Development Economics: The Future in Perspective*, Oxford University Press. New York.
- Myrdal. G ( 1968): *Asian-Drama: an Enquiry Into The Poverty of Nations*, Pelican, London.
- Krugman, Paul (1995) "Dutch Tulips and Emerging Markets"

- Lewis, B. D. and E. Thorbecke (1992), District-Level Economic Linkages in Kenya: Evidence Based on a Small Regional Social Accounting Matrix, *World Development*, vol. 20, no. 6, pp. 881-97.
- Perkins, D, Radelet, S, Snodgrass, D, Gillis, M and Roemer, M, (2001) *Economics of Development* (5th ed); Norton, New York,
- Subramanian, S. and E. Sadoulet, (1990), 'The Transmission of Production Fluctuations and Technical Change in a Village Economy: A Social Accounting Approach', *Economic Development and Cultural Change*, vol. 39, no. 1, pp. 131-73.
- Ravenhill J. (ed) (2005) *Global Political Economy*; Oxford University Press: Oxford.
- Sen A (1999) *Development as Freedom* Oxford University Press, New York
- Sen, A.K. (1981): *Poverty and Famines*, Allied Publishers, New Delhi.
- Sen, S.K. (1984): *Resources, Values & Development*, Basil Blackwell. London.
- Thirawall, A. (1978): *Growth and Development*, Macmillan, London.
- Todaro, M. and Smith S. (2009); *Economic Development* (10<sup>th</sup> ed) Addison-Wesley: London

**Assessment design:**

The students will be assessed through term papers, presentations, tests and exams.

APPENDIX - X

Ph.D programme in Human Ecology offered by  
School of Human Ecology

**MINUTES: Standing Committee Research meeting, 12 November 2012**

An SCR meeting was held on 12 November 2012 at the Kashmere Gate campus (VC Committee Room) between 2:30 and 4:45 p.m. Attending were the Vice-Chancellor, the SCR Convenor, Profs. Geetha Venkataraman, Chandan Mukherjee, Honey Oberoi Vaheli, Salil Misra, Shivaji Panikkar and Jatin Bhat. Professor Honey Oberoi Vaheli joined the SCR as Dean, School of Human Studies, replacing Prof. Ashok Nagpal. Professor Jatin Bhat joined the SCR as Dean, School of Design. Prof. Venita Kaul, Dean of School of Education Studies, has also been added to the SCR but was unable to attend the present meeting. Prof. Kuriakose Mamkoottam was also unable to attend. Special invitees attending were Drs. Ghazala Shahabuddin, Asmita Kabra, Praveen Singh and Suresh Babu (all faculty of School of Human Ecology).

An agenda had been circulated by email more than 7 days before the SCR meeting that included (1) a proposed PhD programme document (PhD in Human Ecology, School of Human Ecology) and a (2) note on teaching assistantships for MPhil and PhD scholars of AUD. The latter item was removed from the agenda at the urging of the VC and with agreement of the Convenor, in order to ensure complete discussion of the first agenda item. The second (withdrawn) item would instead be put before the SCR at a later meeting (November or early December).

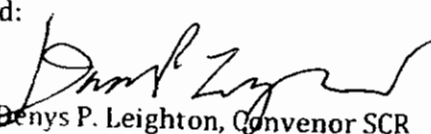
The Convenor requested Dr. Ghazala Shahabuddin, Convenor of the Research Studies Committee, SHE, to lead the discussion of the PhD programme document. The discussion focused on the following issues:

- (1) Duration of the doctoral scholar enrollment period (to make it consistent with the general research studies regulations of AUD).
- (2) Possibility of co-supervision of scholars by supervisors who are not nominally ('appointed') members of SHE.
- (3) Related to (2): whether scholars can be admitted without a designated supervisor: i.e., whether RSC can deny admission to an applicant whose proposed research topic is not similar enough to the research conducted by AUD faculty members, whether in SHE or any other School.
- (4) Precise number of compulsory course credits and how they are to be earned.
- (5) Minimum passing course grades and programme (coursework) grades.
- (6) Modalities for repeating failed courses and completing coursework phase of the programme.

**Agreed that the programme document with changes to be added by Dr. Shahabuddin was accepted by the SCR and could be forwarded to the AC. The edited document was to be sent to the SCR Convenor as soon as possible.**

The Convenor noted that in light of the recent appointment of Prof. Honey Oberoi as Dean, SHS, and her accession to the SCR and to chairmanship of the Research Studies Committee of SHS, a new convenor of the latter (RSC) be appointed by the School forthwith. This was acknowledged by the SCR.

Signed:

  
Prof. Denys P. Leighton, Convenor SCR  
19 November 2012

**Ph. D. in Human Ecology:  
Programme Structure**

**School of Human Ecology**

**Ambedkar University, Delhi  
(November 2012)**

## **Ph. D. Programme Structure School of Human Ecology**

### **Vision and Aims of the PhD Programme**

The School of Human Ecology (SHE) at Ambedkar University aims to foster interdisciplinary research and learning in the areas at the intersection of human society, non-human beings and the biophysical environment. The research programme at SHE is guided by the idea that environmental concerns and challenges such as resource depletion, ecological degradation and conflicts result from complex interactions of social and environmental factors, and therefore meaningful intervention in these debates should be informed by knowledge and skills on a wide range of subjects. The uniqueness of the PhD programme in Human Ecology at AUD, and its distinctiveness from other programmes in India, comes from its proposal to synergistically link the sciences and humanities to explore and understand environmental issues as well as its emphasis on field-based learning and research.

The aim of PhD coursework and the dissertation is as much to create multi-disciplinary range of knowledge as it is to create depth in a core discipline. A successful PhD candidate at SHE is thus expected to develop understanding of a core/specialised subject area which is enriched, strengthened and informed by other disciplines that may have a bearing on the research question.

Since there is already an MA program in Environment and Development at SHE, the doctoral research programme would have a jump start in drawing from an internal source of applicants as well as an institutional infrastructure vis-à-vis existing faculty and administrative support. Furthermore, the MA programme courses could serve as a bridge for those incoming PhD candidates from outside AUD (or other Schools of AUD) who feel that they require some refresher courses in their proposed research areas.

Given areas of expertise and research amongst faculty at SHE, it is expected that students from several different disciplinary and educational backgrounds, and possibly with work experience, will enter the PhD programme. It is also anticipated that older and non-traditional students may seek admission to the PhD program after a break in their academic careers after some years of working in research institutions, NGOs and the government.

With a gradually expanding research agenda, SHE will provide PhD students with a rich resource of running projects with which to affiliate, and a diverse faculty who can serve as advisors. Interactions and synergisms among the MA student community, PhD scholars and SHE faculty are envisioned to be a major source of strength and vibrancy in the research programme. Incoming PhD candidates will not simply be students/supervisees, but can also contribute as research/teaching assistants with the faculty and as active mentors for the MA students. They will also contribute to extra-classroom learning and cultural life at the AUD campus. The expected diversity in student backgrounds among the community of research scholars will additionally enrich the academic experience of both MA and PhD students at SHE.

### **Research Themes**

The thematic areas in which research is carried out at the School of Human Ecology and with which PhD candidates can affiliate include:

- social transitions and environmental change
- livelihood-environment linkages
- applied ecology and ecosystem management
- policy and politics of natural resource management
- health research from ecological perspective



- - historical understandings of ecological transformations
- natural resource economics

### **Enrolment Period**

The period of enrolment or duration of a doctoral candidate is normally 3-4 years, as described in the University research studies regulations. Any extension of that period will be in accordance with the same regulations.

### **Mentorship and Monitoring**

A candidate is admitted given satisfactory performance in admission activities. *There must be a satisfactory correspondence between the research interests of the candidate and the ongoing research activities of the prospective AUD faculty supervisor (not limited to faculty of SHE).* No matter how excellent her/his previous academic career, an applicant should not expect to be admitted to the programme if AUD faculty members are unable to supervise the proposed research. A supervisor for every PhD student should be appointed soon after admission, subject to University regulations. An external co-supervisor may also be appointed.

A School-level **PhD Advisory Committee (PAC)**, consisting of the supervisor and two other members, will be set up for each admitted PhD candidate within the first semester of a candidate's enrolment for the purposes of close mentoring and monitoring of his/her progress. Apart from the supervisor, at least one other member of the Committee should be from within permanent AUD faculty (not necessarily from within SHE). It is desirable that one member of the PAC should be from outside AUD. (This could be the student's external co-supervisor.)

The PAC will initially advise the incoming candidate on coursework. Coursework for each student will be recommended by the PAC for each student and subsequently approved by the **SHE Research Studies Committee (RSC)**. The PAC will play an important role in helping the PhD student define and hone his/her research proposal right from the time of admission through subsequent discussions. The PAC will also be responsible for preparing the six-monthly progress/assessment report for the candidate based on bi-annual meetings with the candidate. Overall, the PAC will be the instrumental body in determining the preparedness of the student for undertaking PhD research which will be decided at the time of presentation and defense of his/her research proposal (see below).

### **Coursework Requirement**

The PhD programme has two distinct components: course work and dissertation.

The course work of PhD programme shall normally consist of several courses of two or four credits each, totalling 16 credits.

A minimum of 16 credits of coursework is mandatory for students entering with an MA/MSc degree. However, the coursework requirement for PhD students entering with an MPhil (or equivalent) degree can be waived partially or fully by the SHE RSC depending on his/her educational background and the specific skills required for his/her research topic. A PhD candidate already having MA/MSc/M.Phil degree, could also be directed by the SHE RSC to take coursework additional to the recommended 16 credits, depending on his/her educational background and specific skills required for his/her research topic.

The decision about the set of specific courses to be taken by each PhD student will be made by the RSC based on consultations with the students and the recommendation of the PAC of the student (refer to previous section on 'Mentoring and Monitoring'). Coursework will be decided based on specific requirements of the student's proposed research, her/his prior research experience, and the academic courses completed by the candidate prior to joining the PhD programme. The candidate's

choices or preferences shall be respected, but the course work is ultimately approved by the RSC SHE.

### Categories of Courses Available to PhD Students

Given the multidisciplinary nature of the field of Human Ecology, PhD candidates entering SHE are expected to be from a variety of subject areas including those from sciences and humanities. A PhD student at SHE is expected to develop knowledge in and awareness of a wide variety of subjects to inform his/her research even if the core of his/her research belongs to a specific disciplinary area. For instance, even if a PhD research scholar works in the area of environmental governance, he/she is expected to have a reasonable knowledge of the area of ecological science. The coursework for PhD students at SHE is therefore designed, keeping in mind the diversity of needs of students.

Again, given the diversity of educational backgrounds and levels of PhD candidates in SHE, a course in Research Methodology (see section on PhD-level courses below) is compulsory for all students entering with an MA/MSc. Apart from this course in Research Methodology, all other courses can be considered optional for PhD students.

To summarise the coursework requirements:

*A PhD student entering with MA/MSc is required to take 16 credits out of the basket of PhD-level courses (Table 1), of which the course on Research Methodology is compulsory. In addition, he/she can take any number of credits from the other two baskets, namely 'Bridge Courses (Table 2)' and 'Independent Study' (see section below).*

*A PhD student entering with an MPhil can take courses of any number of credits out of any of the three course baskets. Generally, he/she will be recommended by his/her PAC to take courses to cover the areas within Human Ecology that he/she has not been previously exposed to in education or work experience.*

#### PhD-level Courses

A basket of seven courses are offered at SHE at the PhD level in areas ranging from ecological sciences to environmental law and environmental economics (refer to Table 1 below). The Appendix details each of these proposed courses for PhD candidates. As mentioned earlier, students entering with an MA/MSc are required to take 16 credits out of the basket of PhD-level courses with *Research Methodology as a compulsory course*. The transaction of the Research Methodology course will be decided by the PAC, based on its assessment of the specific methods to be utilised by the student during his/her PhD. It is best to think of this as a Research Methodology *requirement* for rather than a specific course to be undertaken by all PhD candidates. The PAC shall decide for each student whether the requirement is to be fulfilled through a specific course or courses, a special workshop, or a series of specified learning exercises.

**Table 1. Courses Offered for PhD Candidates**

S.No.	Course Name	Credits
1.	Introduction to Ecological Theory and Applications	4
2.	Development and Social Change	4
3.	Environmental History of South Asia	4
4.	Research Methodology	4
5.	Social and Political Nature	4
6.	Environmental Law, Policy-Making and Governance	4
7.	Environmental and Ecological Economics	4

### **Bridge Courses**

PhD candidates may also take elective or core courses being offered through the MA (Environment and Development) programme of SHE in order to bridge specific gap areas in their education given their specific research topic. These 'bridge courses' will be additional to the required 16 credits for PhD students entering with an MSc/MA degree. They may also be taken by PhD students entering with MPhil degree who have no prior exposure to the subject. The additional courses would carry the same weightage as SHE courses in calculating the student's cumulative (coursework) grade point average.

The list of MA-level core and elective courses available to PhD students is given in Table 2.

**Table 2: Bridge Courses (MA-level Core & Elective Courses)**

S. No.	List of Bridge Courses	No. of Credits
1.	Ecology, Ecosystems and Biodiversity	4
2.	Development and Social Change	4
3.	Social and Political Ecology	4
4.	Research Methodology I	4
5.	Environmental and Ecological Economics	4
6.	Environmental Policy, Law and Governance	4
7.	Environmental History	4
8.	Research Methodology II	4
9.	Urban Development and Environment	4
10.	Environmental Impact Assessment	4
11.	Statistics and Data Exploration	4
12.	Biodiversity and Conservation in the Developing World	4
13.	Advanced Topics in Ecology	4
14.	Agrarian Change and Rural Development	4
15.	Displacement, Resettlement & Rehabilitation	4
16.	Geographic Information Systems I	2
17.	Geographic Information Systems II	2
18.	Basic Principles of Restoration Ecology	2
19.	Ecological Restoration in Practice	2
20.	Adaptation to Climate Change	2
21.	Development and Public Health	2
22.	Environment and Health	2
23.	Poverty and Development	2
24.	Africa: Environment and Development	2
25.	Geopolitics, Resources and Political Ecology	2

### **Independent Study/Seminar Courses**

A seminar course/independent study can be designed by the PhD supervisor and PAC keeping in mind the special requirements of the supervisee; it can be a 2-credit or 4-credit course.

The aim of independent studies/ seminar course is to enable the PhD student to carry out analytical explorations or intensive literature review on his/her research topic or to obtain certain required

methodological skills not available elsewhere within AUD. An independent study may also be an area study depending on the field site of the student, in the case of PhD students carrying out field research. For instance, a student studying forest governance in Mizoram, may undertake a seminar course to holistically study the ecology, history and politics of the state or region, even though his/her dissertation may involve a purely political study.

An independent study will be based on a series of one-on-one tutorials and discussions between the instructor and the student. An independent study can be instructed by the supervisor or any other SHE faculty. The basis of the course will be intensive reading on the topic. During the teaching sessions, the student will be required to present the research that he/she has been reading, and to draw out the issues that can be used to improve/modify his/her research synopsis.

As in other lecture-based courses, the number of hours spent in directly teaching the PhD student will be commensurate with the course credits. For instance, a two-credit course will require two hours of direct instruction time with a PhD student per week for a semester in addition to assessment time. The PhD student will be required to write a substantial essay or undertake other assignments on the topic during the semester. At the end of the semester, the student may also be asked to make a presentation, and evaluation will be based on the submitted paper and presentation. In the case of an independent study on methodology, a term project based on that research technique, may be completed by the student.

#### ***Course Credits Outside School of Human Ecology***

While 16 credits is the required quantum of course work for all PhD scholars entering with an MA/MSc, the research scholar may, with permission of the RSC, undertake *additional credited courses* (totalling between 2 and 8 credits) from other programmes of the University. This would be justified by the special circumstances of the research proposed by the scholar. The additional courses would carry the same weightage as SHE courses in calculating the student's cumulative (coursework) grade point average (CGA).

#### **Pedagogic Approach at SHE**

Apart from traditional lecture mode of teaching at the PhD level, there will be a strong emphasis on one-on-one tutorials and discussions between the course coordinator and the student, revolving around key readings on the topics covered in the course. During these teaching/discussion sessions with the course coordinator, the student will be required to present and discuss the papers and books that he/she has read.

Assessments for PhD students will necessarily include long analytical essays based on such guided reading and discussion. Often, a single paper, worthy of publication, that requires sustained independent research, may be the only assessment required from a PhD student during a semester. Other interactive modes of instruction and assessment will be used such as hands-on field projects and analytical quantitative assignments which can be based on field data collected by the student for his/her PhD. Such a variety of pedagogical approaches are necessary because the backgrounds of incoming PhD students are likely to be more diverse than that of the traditional student who has an uninterrupted academic career in his/her subject area from their undergraduate through their post-graduate training.

#### **Grading System**

AUD has a Letter Grading system of evaluation (A+ carrying 10 grade points, down to AB/F carrying 0 grade points). The *passing course grade* for any individual course will be B MINUS (B-). The minimum overall coursework grade--required for PhD candidates to pass to the dissertation-writing stage--is B. The grades obtained in all courses taken additional to the 16-credit requirement (in SHE

or in other Schools of AUD) will be taken into account while calculating the overall PhD coursework grade for the student.

If a PhD student fails any course, he/she may be allowed to repeat the course during the time-frame given for completion of coursework (as per the research studies regulations).

The Standing Committee Research of the Academic Council (SCR) and statutory bodies of the University shall prescribe formulas for calculating the total grade (or category of distinction) of every research scholar completing the programme. Whatever the specific ratio of course grades to dissertation viva grade in calculating the research scholar's overall programme performance, this relation/ratio remains fixed, regardless of the *number* of credits earned through course work.

### **Period of Coursework**

The coursework of a PhD student should be completed within three semesters. Extension of the period of coursework from the prescribed three semesters shall be allowed only with special permission of the RSC. Extension may be allowed taking into account medical problems, need for leave and any modification of research topic or field site, if allowed by the RSC.

### **Pre-Dissertation Requirements**

In terms of pre-dissertation requirements, the SHE RSC requires the presentation and defense of the PhD research proposal at a meeting of the RSC within three full semesters of enrolment (but see section above on extension of coursework period). The number of semesters required for defense of the PhD research proposal may be extended to five semesters if recommended by PAC and approved by the RSC. The basis for extension may be valid problems and delays in planning, funding and implementing preliminary field-data collection essential for writing a viable research proposal (in the case of field-based dissertations). There may be other issues such as modification in research topic or medical problems/leave that can be considered for granting extensions.

On failing the proposal defense, a PhD student may be given one additional chance. However, no PhD candidate may officially pass to the research/dissertation phase of the programme without approval of a dissertation proposal by the SHE RSC or be allowed to defend the research proposal later than five semesters after enrolment.

### **Pre-Submission Viva**

Doctoral students shall be required to present and discuss their research findings, prior to dissertation submission, in one or more formal meetings (e.g., 'confirmation viva', 'pre-submission viva') as stipulated by the RSC. At least one of these events must be a public function open to members of the University. The purpose of such exercises is to elicit comments and feedback on the research project that may be incorporated into the dissertation with the help of the Supervisor(s). The timing of the pre-submission viva shall be decided by the PAC and the RSC as per the research studies regulations.

### **Milestones Before Dissertation Stage**

In summary, there will be three milestones in the PhD process before dissertation stage, that will be monitored by the PAC for each PhD candidate:

1. Successful completion of coursework (within three semesters of enrolment, extendable on recommendation of PAC)
2. Presentation and successful defense of research synopsis (no sooner than 2 semesters after enrolment, extendable as per regulations)
3. Pre-Submission Viva (to be decided by PAC and RSC)

### **Dissertation:**

Completion and successful defense of a doctoral dissertation is the ultimate requirement of the programme. The SCR and statutory bodies of the University shall announce criteria with respect to length and format of doctoral theses, to stylistic matters and citation of research materials. The candidate is expected to follow the advice of the doctoral supervisor/co-supervisors in such matters as accumulation, analysis and writing up of research material, as well as communication and publication of results.

### **Dissertation Examination**

Requirements for PhD relating to examination of dissertation, have been stated in the University regulations in detail and shall apply to all PhD scholars enrolled at SHE.

### **Name of Degree**

The degree awarded in this programme shall be called 'Doctor of Philosophy in Human Ecology'.

### **Dispute Settlement**

'Any dispute between supervisor(s), research scholar and RSC shall be referred to the SCR for resolution. Any issues concerning procedure or interpretation of provisions contained within these regulations [i.e., the AUD research studies regulations but including the present programme document] shall be referred to the Vice-Chancellor, whose decision shall be final. All such cases involving the Vice-Chancellor's intervention shall be reported to the Academic Council.' (Article 29 of the AUD research studies regulations.)

**Appendix**  
**Course Outlines for PhD Courses**

**Course Title: Ecological Theory and Applications**  
**Course Coordinator: Ghazala Shahabuddin**  
**Credits: 4**

**Course Description:**

This course is an introduction to the scientific principles that govern the natural world around us and their applications to contemporary ecological concerns. The course will cover basic ecological theory related to biogeography, biogeochemical cycles, energy flow, productivity, population growth and regulation, inter-species interactions, ecosystems and evolutionary ecology. Throughout these modules, the relevance and applications of the concepts to human society issues will be discussed in the form of case studies. A field component will introduce the students to basic methods for measuring ecological variables in real-life field situations and the applications thereof. The last module is an induction into thinking about human-nature interactions at local, landscape and global scales keeping in view contemporary debates on equilibrium, biodiversity and disturbance. The readings used will be both from the scientific and semi-popular literature. The course will build a working knowledge of ecological theories, concepts and terminology that are necessary for analysis of environmental problems in today's world. The students will learn to apply theory to environmental/ecological problem solving. The field skills module will teach them to measure ecological variables that are relevant to natural resource management and human ecology.

**Broad Topics:**

- Abiotic (physical) environment
- productivity and energy models
- nutrient cycling
- population growth and regulation
- community ecology including competition, predation, mutualisms, niche theory, diversity
- foodchains and foodwebs
- ecological succession introduction to evolutionary ecology
- ecological field skills
- Indian and global ecosystems
- human-nature interactions
- equilibrium and disequilibrium theories.

**Representative Readings:**

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1. Adams, D. & M. Carwardine, 1990. Last Chance to See. Pp. 143-178. Ballantine Books, New York
  2. Condit, R., S.P. Hubbell, and R.B. Foster. 1992. Short-term dynamics of a neotropical forest: change within limits. *Bioscience* 42: 822-828.
  3. Connell, J. 1978. Diversity in tropical rainforests and coral reefs. *Science* 199: 1302-1310.
  4. Darwin, C. A Naturalist's Voyage Round the World.
  5. Denslow, J.S. 1980. Gap partitioning among tropical rainforests trees. *Biotropica* 12: 47 - 55.
  6. Dharmakumarsinhji, R.S. 1998. Reminiscences of Indian wildlife. Chapter 3: Falconry Flights. Pp. 23- 44. Oxford University Press, Delhi.
  6. Dinerstein, E. 2003. The Return of the Unicorns, The Natural History and Conservation of the Greater One-Horned Rhinoceros. Chapter 5: The Biology of an Extinction-prone Species:

- Facing Demographic, Genetic and Environmental Threats. Columbia University Press, New York.
7. Dobzhansky, T. 1973. Nothing in Biology Makes Sense Except in the Light of Evolution. *The American Biology Teacher*, 35:125-129.
  8. Dobzhansky, Theodosius (1964) Biology, Molecular and Organismic. *American Zoologist*, Vol. 4, No. 4, (Nov., 1964), pp. 443-452
  9. Gadgil, M. 2001. Ecological Journeys, The Science and Politics of Conservation in India. Chapters 13: Development for Destruction, Chapter 14: The Grass Used to be Greener. Pp. 101-120. Permanent Black, Delhi.
  10. Gaston, K.J. 2001. Global patterns in biodiversity. *Nature* 405: 220-227.
  11. Johnsingh, A.J. T. 2006. Field Days, A Naturalist's Journey through South and South Asia. Chapter 24: Conservation Lessons learnt in Uttaranchal; Chapter 25: Twenty Years in Rajaji National Park. Pp. 185-215. Universities Press, Hyderabad.
  12. Karanth, K.U. 2006. Sacred Groves for the Twenty-first Century. Pp. 121-139 In *A View from the Machan: How Science can Save the Fragile Predator*. Permanent Black, Delhi
  13. Karanth, K.U. 2006. View from the Machan, How Science Can Save the Fragile Predator. Chapter 11: The Many Ways to Count a Cat. *Permanent Black, New Delhi*.
  14. Karanth, Ullas, K. & Melvin E. Sunquist. 2000. Behavioural correlates of predation by tiger (*Panthera tigris*), leopard (*Panthera pardus*) and dhole (*Cuon alpinus*) in Nagarhole, India. *J. Zool., Lond.* 250, 255 – 265
  15. Kareiva, P. & M. Marvier. 2003. Conserving biodiversity coldspots. *American Scientist* 91: 344-351
  16. Kormondey, E.J. Concepts of Ecology (4<sup>th</sup> Edn). Chapter 3: The Abiotic Environment; Chapter 5: Soils, nutrients and other factors; Chapter 6: Energy fixation by Autotrophs; Chapter 8: Gaseous and sedimentary nutrient cycles. Prentice-Hall, New Jersey, USA.
  17. Krebs, C.J. 2009. Ecology (6<sup>th</sup> Edition). The Experimental Analysis of Distribution and Abundance. Chapter 18: Community Structure in Time: Succession. Pearson Education Publishing, California, USA.
  18. Pianka, E.R. Evolutionary Ecology. 4<sup>th</sup> Edition. Chapters 3 Pp. 31-47 & Chapter 5 (Pp. 60-84)
  19. Pimm, S. L. & Lawton, J. H. (1978). On feeding on more than one trophic level. *Nature*, 275, 542-544.
  20. Pimm, S., Lawton, J. H. and Cohen, J. E. 1991. Food web patterns and their consequences. *Nature* 350, 669-674.
  21. Ricklefs, R.E. & G. Miller. 2000. Ecology (Fourth Edition). Chapter 26 (The Concept of the Community), pp. 521 - 532, and Chapter 27 (The Structure of the Community) pp. 545 – 551.
  22. Ricklefs, R.E. & G. Miller. 2000. Ecology (Fourth Edition). Chapter 29 (Biodiversity) pp. 591 – 602, 608 – 612.
  23. Ricklefs, R.E. and Miller, G. 2000 Ecology 4<sup>th</sup> Edn.; Chapter 15: Population growth, Chapter 16 : Population regulation. W.H. Freeman & Co., USA.
  24. Ricklefs, R.E. and Miller, G. 2000. Ecology (4<sup>th</sup> Edn). Chapter 28: Community Development. W.H. Freeman & Co., USA.
  25. Ricklefs, Robert E. and Miller, Gary L. 2000. Ecology. Freeman & Company. Chapter 27 (Structure of the Community); pages 551-563.
  26. Rodgers, W.A. 1991. *Techniques for Wildlife Census in India, A Field Manual*. Chapter 1: 1-6, Chapter 2: Pg. 7-19 & 31-49. Wildlife Institute of India
  27. Saberwal, V., M. Rangarajan & A. Kothari. 2000. Humans and Protected Areas. Pp 44-70 in *Parks, People and Wildlife, Towards Coexistence*. Orient Longman, New Delhi.
  28. Sankhala, K. Tiger, The Story of the Indian Tiger. Natraj Publishers, Dehradun. Chapter 4: Tiger land and its Inhabitants, pp. 80-93.
  29. Savyasaachi. 1994. The Tiger and the Honey-bee. *Seminar* 423: 30-35.
  30. Schluter, Dolph (2001) Ecology and the origin of species. *Trends in Ecology and Evolution*, Vol.16 No.7, p 372-380
  31. Shankar Raman, T.R. 2001. Effect of Slash and Burn Shifting Cultivation on Rainforest Birds in Mizoram, Northeast India. *Conservation Biology* 15(3): 685-698.



32. Smirnov, E.N. & D. G. Miquelle. 1999. Population dynamics of the Amur tiger in Sikhote-Alin Zapovednik, Russia. Pp. 61-70 In Seidensticker, J., S. Christie & P. Jackson (Eds.) *Riding the Tiger, Tiger Conservation in Human-Dominated Landscapes*. Cambridge University Press, UK.
33. Sutherland, W.J. 1996. *Ecological Census Techniques, A Handbook*. Chapters 1: Pg.1-9; Chapter 2: Pg. 54-109; Chapter 3: Pg. 111-157.
34. Taghioff, D. & A. Menon. 2010. Can a Tiger Change its Stripes? The politics of Conservation as Translated in Mudumalai. *Economic & Political Weekly*, July 10, 2010. (Read Pp. 69-71).
35. Terborgh, J. 1992. Maintenance of diversity in tropical forests. *Biotropica* 24:283-292.
36. Terborgh, J.W. 1992. Diversity and the tropical rain forest. *Scientific American*, New York.
37. Vitousek, P.M., H.A. Mooney, J. Lubchenco & J.M. Melilo. 1997. Human domination of the earth's ecosystems. *Science* 277: 494-499.

**Course Title: Exploring South Asia's Environmental History**  
**Coordinator: Praveen Singh**  
**Credits: 4**

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The course exposes the students to the important themes and issues in South Asia's environmental past. It will situate these developments within the major theoretical developments in the field of environmental history of the world. Though environmental history of the subcontinent is largely focused on the colonial encounter, the course will look at the history of environmental change over a longer historical frame. The course will help the students get a nuanced and historically contextualized understanding of the roots of some of the current environmental concerns. It will encourage the research scholars to take up few themes and/or regions and carry out a detailed literature survey.

**Broad Topics**

- Environments and History: Defining a new field of study
- The pre-Colonial and pre-Industrial
- Science, Technology, Religion and Nature
- Colonialism as Watershed
- Disease, Ecology and the Inner Frontier
- Colonization of Forests and a new Management Regime
- Conservation and Wildlife
- Imperial Science and the colonial Laboratory: Canal Irrigation
- Floodplains and their (mis)management
- State and Pastoralism
- Environmental Movements and Third World Environmentalism
- Nature, Nationalism and Development

**Representative Readings:**

1. Adas, Michael, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance*, Ithaca, 1989.
2. Agnihotri, Indu, 'Ecology, land use and colonisation: The canal colonies of Punjab'. *IESHR*, 33(1), 1996.
3. Agrawal, Arun, 'Mobility and Control among Nomadic Shepherds: The Case of the Raikas II', *Human Ecology*, 22(2), 1994.
4. Agrawal, Arun, 'Mobility and Cooperation among Nomadic Shepherds: The Case of the Raikas', *Human Ecology*, 21(3), 1993

5. Agrawal, Arun, *Environmentality: Technologies of Government and the Making of Subjects*. (New Ecologies for the Twenty-First Century.), Duke University Press, 2005. [Chap 6]
6. Arnold, D. & R. Guha eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, OUP, 1995.
7. Arnold, David, *Tropics and the Travelling Gaze: India, Landscape and Science, 1800-1856*, Delhi, 2006.
8. Attfield, Robin, 'Christian Attitudes to Nature', *Journal of the History of Ideas*, Vol. 44, No. 3 (Jul. - Sep., 1983).
9. Baviskar, A., *In the Belly of the River*, Delhi, 1995.
10. Baviskar, Amita (2006), 'Red in Tooth and Claw? Looking for Class in Struggles over Nature' in Raka Ray & Mary F. Katzenstein (eds.), *Social Movements in India: Poverty, Power and Politics*, OUP, 2006.
11. Braudel, Fernand, *The Mediterranean and the Mediterranean World in the in the Age of Philip II*, London, 1972.
12. Cohn, Bernard S., *An Anthropologist Among the Historians and Other Essays*, Delhi, 1987.
13. Cronon, William, 'Modes of Prophecy and Production: Placing Nature in History', *The Journal of American History*, Vol. 76, No. 4 (Mar., 1990).
14. Cronon, William, *Changes in the Land: Indians, Colonists, and the Ecology of New England*, New York, 1983.
15. Crosby, Alfred, 'An Enthusiastic Second', *The Journal of American History*, Vol. 76, No. 4 (Mar., 1990).
16. Crosby, Alfred, *Ecological Imperialism, 900-1900: The Biological Expansion of Europe, 900-1900*, Cambridge, 1986.
17. D'Souza, R., *Drowned and Dammed*, Delhi, 2006.
18. Daniel Klingensmith, *A Valley and a Thousand*, OUP, 2007.
19. Divyabhanusinh, 'Junagarh State and its Lions: Conservation in Princely India, 1879-1947', *Conservation and Society*, 4(4), 2006, pp. 522-40.
20. Gadgil, M. & R. Guha, *The Use and Abuse of Nature*, Delhi.
21. Gillmor, Desmond A., 'The Ecological Crisis and Judaeo-Christian Religion', *An Irish Quarterly Review*, Vol. 85, No. 339 (Autumn, 1996).
22. Gilmartin, David, 'Scientific Empire and Imperial Science: Colonialism and Irrigation Technology in the Indus Basin', *The Journal of Asian Studies*, 53(4), Nov. 1994.
23. Glacken, Clarence J., *Traces on the Rhodian Shore: Nature and Culture in Western Thought from Ancient Times to the End of the Eighteenth Century*, Berkeley, 1967.
24. Grove, R., *Green Imperialism*, Delhi, 1995.
25. Grove, R., S. Sangwan & V. Damodaran eds., *Nature and the Orient*, Delhi, 1998.
26. Grove, Richard, 'Environmental History' in Peter Burke ed., *New Perspectives on Historical Writing*, Polity Press, 2001.
27. Guha, R., *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalayas*, Delhi, 1989.
28. Guha, Ramchandra (1993), 'Mahatma Gandhi and the Environmental Movement', Parisar Lecture, 1 October, 1993. Later published in Mahesh Rangarajan (ed.) (2007), *Environmental Issues in India: A Reader*, Pearson Longman, Delhi.
29. Guha, Ramchandra, 'Writing Environmental History', *Studies in History*
30. Guha, Sumit, *Environment and Ethnicity in India, 1200-1991*, Delhi, 1999.
31. Guha, Sumit, *Health and Population in South Asia*, Delhi, 2001.
32. Hardiman, D., 'Well Irrigation in Gujarat: Systems of Use, Hierarchies of Control', *Economic and Political Weekly*, 33/25 (1998).
33. Kaika, Maria, 'Dams as Symbols of Modernization: The Urbanisation of Nature Between Geographical Imagination and Materiality', *Annals of the Association of American Geographers*, 96(2), 2006.
34. Kavoori, P.S., *Pastoralism in Expansion*, Delhi, 1999.
35. Kumar, Mayank, 'Ecology and Traditional Systems of Water Management: Revisiting Medieval Rajasthan' in Rangarajan ed., Delhi. 2007.

36. Ladurie, Emmanuel Le Roy, *Times of Feast, Times of Famine: A history of Climate Since the Year 1000*, London, 1972.
37. Lal, M., 'Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains' in Rangarajan ed., Delhi, 2007.
38. Lewis, M., *Inventing Global Ecology*, Delhi, 2003.
39. Mackenzie, J., *The Empire of Nature: Hunting, Conservation and British Imperialism*, Manchester, 1997.
40. McNeill, J.R., *Something New Under the Sun: An Environmental History of the Twentieth Century*, London, 2000.
41. Mishra, Dinesh K., 'The Bihar Flood Story', *EPW*, 32(35), 1997.
42. Misra, V.N., 'Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond' in Rangarajan, M. Ed., *Environmental Issues in India: A Reader*, Delhi, 2007.
43. Mosse, D., *Rule of Water: Statecraft, Ecology and Collective Action in South India*, Delhi, 2003.
44. Nandy, Ashish, 'Dams and Dissent'
45. Parasher-Sen, Aloka, 'Of Tribes, Hunters, and Barbarians: Forest Dwellers in the Mauryan Period', *Studies in History*, 14, 1998.
46. Pouchepadass, Jacques, 'Colonialism and Environment in India: A Comparative Perspective' in Alice Thorne red., *Land, Labour and Rights: Daniel Thorner Memorial Lectures*, Tulika, 2001.
47. Rangan, Haripriya, *Of Myths and Movements: Rewriting Chipko into Himalayan History*, 2001.
48. Rangarajan, M & K. Sivaramakrishnan eds., 'Introduction' in *India's Environmental History: From Ancient Times to the Colonial Period: A Reader*, Permanent Black, 2012.
49. Rangarajan, M., *Fencing the Forest*, Delhi, 1996.
50. Rangarajan, Mahesh (2010), 'Of Nature and Nationalism: Rethinking India's Nehru' in John R. McNeill et al (eds.), *Environmental History: As if Nature Existed*, OUP, Delhi.
51. Rangarajan, Mahesh, 'Battles for nature? Contesting Wildlife conservation in 20th century India,' in Nathan Stoltzfus, Christoph Mauch and Douglas Weiner ed., *Shades of Green, Movements to save the planet*, Rowman and Littlefield, 2006, pp. 161-182.
52. Rangarajan, Mahesh, *India's Wildlife History: An Introduction*, Permanent Black & The Ranthambhore Foundation, 2001.
53. Ravirajan, S., *Modernizing Nature*, Delhi, 2008.
54. Richards, J.F., *The Unending Frontier: An Environmental History of the Early Modern World*, Berkeley, 2006.
55. Rosin, R. Thomas, 'The Tradition of Groundwater Irrigation in Northwestern India'. *Human Ecology*, 21(1), 1993.
56. Saberval, V.K., *Pastoral Politics: Shepards, Bureaucrats and Conservation in the Western Himalaya*, Delhi, 1998.
57. Sengupta, Nirmal, 'Technology, Management and Control' in Ramchandra Guha (Ed), *Social Ecology*, OUP, 1994. [AUD Lib]
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59. Singh, Praveen, 'The colonial state, zamindars and the politics of flood control in north Bihar (1850-1945)', *IESHR*, 45(2), 2008
60. Sivaramakrishnan, K., 'Thin nationalism: Nature and public intellectualism in India', *Contributions to Indian Sociology*, 45(1), 2011.
61. Sivaramakrishnan, K., *Modern Forests: Statemaking and Environmental Change in Colonial Eastern India*, Delhi, 1999.
62. Skaria, A., *Hybrid Histories: Forests, Frontiers And Wildness In Western India*, Delhi, 2001.
63. Stone, Ian, *Canal Irrigation in British India: Perspectives on technological change in a peasant economy*, CUP, 1984.
64. Thapar, Romila, 'Perceiving the Forests', *Studies in History*, 17(1), 2001.
65. Weil, Benjamin, 'The Rivers Come', *Environment and History*,

66. Whitcombe, Elizabeth, 'Canal irrigation and Ecological Change in Colonial North India' in Ramchandra Guha (Ed), *Social Ecology*, OUP, 1994.
67. White Jr., Lynn, 'The Historical Roots of Our Ecologic Crisis', *Science*, New Series, Vol. 155, No. 3767 (Mar. 10, 1967).
68. Williams, M., *Deforesting the Earth, From Pre-history to Global Crisis*, Chicago, 2000.
69. Worster, Donald ed., *Ends of the Earth: Perspectives on Modern Environmental History*, CUP, 1988.
70. Worster, Donald, 'Transformations of the Earth: Toward an Agroecological Perspective in History', *The Journal of American History*, Vol. 76, No. 4 (Mar., 1990).
71. Worster, Donald, *Dust Bowl: The Southern Plains in the 1930s*, New York
72. Worster, Donald, *Nature's Economy: A History of Ecological Ideas*, CUP, 1985.

**Course Title: Development & Social Change**

**Course Coordinator: Asmita Kabra**

**Credits: 4**

This course aims to provide students with a rounded understanding of key theories that inform thinking about development, knowledge of the historical experience of development, and an understanding of some of the most significant policy debates about international development today. In doing so, it aims to integrate the concepts and perspectives of a range of social science disciplines to demonstrate how they can usefully be combined to further understanding of problems of development and social change.

The course will take students through varied historical contexts that generated different paradigms of development thinking as well as different conditions for initiating development processes, focusing on the post-Second World War period. In doing this, it will engage with different debates around states and markets and experiences of the developmental state. Beginning from the post-Second World War period, it will introduce students to the Bretton Woods system, the International Debt Crisis, and the initiation of Washington Consensus induced reforms from the 1980s. It will also analyze the genesis of the present world financial crisis and examine the post-Washington Consensus developments. It will also expose students to concrete experiences of attempts at overcoming underdevelopment, such as the Latin American, South Asian, East Asian, and African cases.

The course will aim to place different analytical perspectives on development within a historical context and seek answers to some key questions about the world we live in: Why are some countries or regions so rich, and others so poor? What is 'development', and how can it be measured? What is 'underdevelopment'? Are poverty and inequality signs of underdevelopment? Who will bring about social change and help eradicate poverty - the state, or the market, or both? How has the end of the Cold War affected development thinking? What are the challenges of development in the 21st century? How have different scholars thought about these issues, and how have their theories changed over time?

**Broad Topics**

**1. Conceptualizing Development**

- (a) What is development – Issues of Definition and measurement
- (b) Colonial, capitalism and development

**2. The Development Project**

- (a) Industrialization and Nationalist growth
- (b) International Relations and the Development project
- (c) States and Markets: A Review of the Debates
- (d) Alternative Development Experiences: East Asia, South Asia, Latin America and Africa

**3. The Globalization Project**

- (a) Global economic governance : From Bretton Woods to the International Debt Crisis
- (b) Structural adjustment and the Washington Consensus
- (c) Post Washington Consensus – global financial crises and the debates on trade and finance

**Representative Readings:**

1. Abramsen, Rita. 2004. Poverty Reduction or Adjustment by Another Name?. Review of African Political Economy, Vol. 31, No. 99, ICTs 'Virtual Colonisation' & Political Economy (Mar., 2004), pp. 184-187.
2. Amsden, Alice H. (1990), "East Asia's Challenge--To Standard Economics." *American Prospect*, Summer 1990, Pp. 71-77.
3. Amsden, Alice H. (1991), "Diffusion of Development: The late-industrializing Model and Greater East Asia". *The American Economic Review* 81(2), 282-86.
1. Amsden, Alice H. (1992), *Asia's Next Giant: South Korea and Late Industrialization*.
2. Baviskar, A. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: Oxford University Press, 1995.
4. Beneria, Lourdes and Gita Sen (1981), 'Accumulation, Reproduction, and 'Women's Role in Economic Development': Boserup Revisited', *Signs* 7(2): 279-298.
5. Chang, Ha-Joon :The East Asian Development Experience the Miracle, the crisis and the Future"
3. Chang, H-J. (ed) (2002), "Rethinking Development Economics", London: Anthem Press.
4. Chirot, Daniel (2000) *How Societies Change*, Thousand Oaks CA: Pine Forge Press.
5. Crehan, Kate (2003). *The Fractured Community: Landscapes of Power and Gender in Rural Zambia*. Berkeley: University of California Press.
6. Diamond, Jared (2005), "Guns, Germs and Steel: A short history of everybody for the last 13,000 years", London, Vintage Books.
6. Evans, B. Peter 'Predatory, Development, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State', *Sociological Forum*, Vol. 4, 1989, Plenum Publishing Corporation.
7. Evans, Peter (1998), "Transferable Lessons: Re-Examining the Institutional Prerequisites of East Asian Economic Policies." *The Journal of Development Studies*, Aug 1998, 34, 6, 66-85.
8. Ferguson, James (2005), 'Seeing like an Oil Company: Space, Security and Global Capital in Neoliberal Africa', *American Anthropologist* 107(3): 277-382.
7. Ferguson, James (2006), 'Decomposing Modernity', in *Global Shadows: Africa in the Neoliberal World Order*.
9. Fine, Ben (2010) 'Global Economic Crisis: Some Questions and Alternative.' *South African - Labour Bulletin*, 34 (1). pp. 41-43.
8. Fine, Ben and Jomo, KS, eds. (2006) *The New Development Economics: After the Washington Consensus*. Delhi: Tulika; London: Zed Press.
9. Fine, Ben and Lapavitsas, Costas and Pincus, Jonathan, eds. (2001) *Development policy in the 21st century: beyond the post-Washington consensus*. London: Routledge.
10. Gereffi, Gary and Stephanie Fonda (1992), "Regional Paths of Development", *Annual Review of Sociology*, Vol. 18 pp. 419-448.
11. Hsu, Carolyn (2005), 'A taste of modernity: Working in a western restaurant in market socialist China', *Ethnography* 6(4): 543-565.
10. Hulme, D. (2010) *Global Poverty*. Routledge.
11. Johnson, Chalmers (1987), "Political Institutions and economic performance: the government-business relationship in Japan, South Korea and Taiwan." In Frederic C. Deyo, ed., *The Political Economy of the New Asian Industrialism*. Cornell University Press, pp. 147-162
12. Kohli, A. (2006a). Politics of economic growth in India, 1980-2005: Part I: The 1980s. *Economic and Political Weekly*, 41(13), 1251-1259.
13. Kohli, A. (2006b). Politics of economic growth in India, 1980-2005: Part II: The 1990s and Beyond. *Economic and Political Weekly*, 41(14), 1361-1370.

12. Kohli, Atul (2004), *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press.
14. Krueger, Anne O 'Government Failures in Development'. *The Journal of Economic Perspectives*, Vol. 4, No.3 (Summer, 1990), p. 9-23, American Economic Association.
15. Krueger, Anne O. (1990), "Government Failures in Development." *Journal of Economic Perspectives*, Vol. 4, No. 3 pp. 9-23.
16. Larkin, Brian (2004), 'Degraded Images, Distorted Sounds: Nigerian Video and the Infrastructure of Piracy', *Public Culture* 16(2): 289-314.
13. McMichael, Philip (2007) *Development and Social Change* Pine Forge Press.
14. Nayyar, Deepak and Amit Bhaduri (1996), "An Intelligent Person Guide to Liberalization", New Delhi, Penguin.
15. Nayyar, Deepak (2002), "Governing Globalization: Issues and Institutions", UNU-WIDER.
16. Norberg-Hodge, Helena (2009) *Ancient Futures: Learning from Ladakh*. California, Sierra Club Books.
17. Peter Evans, "The State as Problem and Solution: Predation, Embedded Autonomy and Structural Change." In Stephan Haggard and Robert R. Kaufman, eds., *The Politics of Economic Adjustment* Princeton University Press, 1992, pp. 139-81
17. Porter, PW and ES Sheppard (198), "A World of Difference: Society, nature, development", New York: The Guilford Press.
18. Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's *Economic Growth in the 1990s: Learning from a Decade of Reform*". *Journal of Economic Literature*, Vol. XLIV (December 2006), pp. 973-987.
18. Rodrik, Dani. *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton, New York and London, 2011.
19. Saith, Ashwani. Goals set for the Poor, Goalposts set by the Rich. I I A S Newsletter. Autumn 2007.
19. Sen, A. (1999). *Development as Freedom*, Oxford: Oxford University Press.
20. Stewart, F., R. Saith and B. Harriss-White (eds) (2007) *Defining Poverty in the Developing World*. Blackwell.
21. Stiglitz, Joseph (2003) *Globalization and Its Discontents*, Norton.
22. Todaro, M. P and S.C. Smith. *Economic Development (8th Edition)*. New Delhi, Pearson Education Asia.
20. Vandemoortele, Jan. 2010. *The MDG Story: Intention Denied*. *Development and Change*, no. doi: 10.1111/j.1467-7660.2010.01678.x
23. Wade, Robert 'Economic Theory and the Role of Government in East Asian Industrialization', Princeton University Press, Princeton, New Jersey.

**Course Title: Environmental Law, Policy-Making and Governance**  
**Course Coordinator: Praveen Singh**  
**Credits: 4**

**Course Description:**

The course will provide an introduction to policy, law and governance; and approaches to making policies in India. It will emphasize rights-based approaches and the role of law in environment-development debates. This course reviews environmental policies that are currently being debated. It explores the role of various stakeholders in shaping environmental governance. It analyses regulatory and policy instruments and explores how blends of the two are increasingly employed in major areas of environmental policy. It will also explore the importance of institutions in local governance as well as institutions at the provincial, national and international level. The students will get an in-depth understanding of law and policy-making, and also its implementation on ground.

### Broad Topics:

- Indian Constitution & Environment
- Statutory laws
- International environmental law
- Environmental Law & its role in infrastructural Project
- Law & Decentralised Natural Resource Management
- CPRs and Institutions
- Civil Society. Decentralisation and policy making
- Risk, Vulnerability and Policy Making
- PRIs, User Groups and the politics of decentralization
- Local knowledge, customary law and participation
- Decentralisation of NRM in India: Policies and Programmes
- Environmental Policies/Issues in the North East

### Representative Readings:

24. Agrawal, A & J. Ribot. 'Accountability in Decentralisation: A Framework with South Asian and West African Cases', *The Journal of Developing Areas*, 33 (4), 1999.
25. Ajit Menon et al. (2008), *Community Based Natural Resource Management: Issues and Cases from South Asia*, SAGE, New Delhi (Chapter 2)
26. Alagappa, M. (ed.), *Civil Society and Political Change in Asia: Expanding and Contracting Democratic Space*, Stanford University Press, Stanford, California, 2004. [Chap 1]
27. Amita Baviskar (2004), 'Between Micro-Politics and Administrative Imperatives: Decentralisation and the Watershed Mission in Madhya Pradesh, India', *European Journal of Development Research*, 16 (1).
28. Ananthpur, K., 'Dynamics of Local Governance in Karnataka', *EPW*, February 24, 2007.
29. Baumann, P., 'Panchayati Raj and watershed management in India: Constraints and opportunities', Working Paper no. 114, Overseas Development Institute, London, 1998.
30. Bavinck, M., 'A History of Nets and Proscriptions in Artisanal Fishing: Restrictions on Technical Innovation along the Coromandal Coast', *South Indian Studies*, 3.
31. Chhotray, Vasudha, 'The Negation of Politics in Participatory Development Projects, Kurnool, Andhra Pradesh', *Development and Change*, 32 (2), 2004.
32. D'Cruz & Avinash V. Raikar, 'Democratic Management of Common Property in Goa: From 'Gaonkarias' and 'Comunidades' to Gram Sabhas', *EPW*, February 4, 2006.
33. Edmunds, David & Eva Wollenberg, *Local Forest Management: The Impact of Devolution Policies*, Earthscan, London, 2003 (Chapter 3).
34. J. Ribot, 'Vulnerability does not fall from the sky: Toward multiscale, pro-poor climate policy' in R. Mearns and A. Norton (eds) *Social Dimensions of Climate Change: Equity and Vulnerability in a Warming World* (Washington DC: The World Bank), 2010.
35. Jairath, Jasveen, 'Contradictions of a Supply Side Approach: PIM in Andhra Pradesh', in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
36. James Manor, 'User Committees: A Potentially Damaging Second Wave of Decentralisation?', *EJDR*, 16(1), 2004.
37. John Kerr (2000), 'Watershed Development, Environmental Services, and Poverty Alleviation in India', *World Development*, 30 (8).
38. Johnson, Nancy et.al., 'User Participation in Watershed Management and Research'. *CAPRI Working Paper No. 19*, September 2001.
39. K. Fortun, 'From Bhopal to the Informing of Environmental Health: Risk Communication in Historical Perspective' *OSIRIS* (Special issue: Landscapes of Exposure: Knowledge and

- Illness in Modern Environments, edited by Gregg Mitman, Michelle Murphy and Christopher Sellers), 2004, Vol 19: 283-296.
40. Kaviraj, S. & S. Khilnani, *Civil Society: History and Possibilities*, Cambridge, 2001.
  41. Larson, Anne M. & Jesse C. Ribot, 'Democratic Decentralisation through a Natural Resource Lens: An Introduction', *European Journal of Development Research*, Vol.16, No.1, Spring 2004.
  42. Lélé, Sharachchandra, 'Beyond State-community Polarizations and Bogus "Joint"ness: Crafting Institutional Solutions for Resource Management', in Max Spoor (ed.), **Globalisation, Poverty and Conflict**, Kluwer Academic Publishers, 2004.
  43. Lélé, Sharachchandra, 'Decentralising Governance of Natural Resources in India: A review', CISED, Bangalore, 2004.
  44. Mamata Swain and Deepak Kumar Das, 'Participatory Irrigation Management in India: Implementations and Gaps', *Journal of Developments in Sustainable Agriculture*, 3, 2008
  45. Menon, Ajit, et. al, *Community-Based Natural Resource Management in South Asia: Issues and Cases from South Asia*, New Delhi/ London/California/Singapore, SAGE, 2007 (Introduction).
  46. Mollinga, Peter P., 'Power in Motion: A Critical Assessment of Canal Irrigation Reform in India' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  47. Mollinga, Peter P., 'The Inevitability of Reform: Towards Alternative Approaches for Canal Irrigation Development in India' in L. K. Joshi and R. Hooja (Eds.), 2000, *Participatory Irrigation Management: Paradigm for the 21st Century*, vol. 1, Rawat Publications, Jaipur (67-98).
  48. Mosse, David, 'The Making and Marketing of Participatory Development',
  49. Niranjana Pant, 'Some Issues in Participatory Irrigation Management', *EPW*, January 5, 2008.
  50. Pangare, Ganesh, 'Scaling-up PIM in India: Lessons Learnt from the AP Model and Future Strategies' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  51. Parthasarathy, R., 'Comparing Gujarat with Andhra Pradesh: Reforms in Irrigation Management and People's Participation' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  52. Petryna, 'Biological Citizenship: The Science and Politics of Chernobyl-Exposed Populations', *Osiris*, 2004, Vol 19: 250-265.
  53. Priya Sangameswaran (2006), 'Equity in Watershed Development: A Case Study in Western Maharashtra', *Economic and Political Weekly*; May 27.
  54. Priya Sangameswaran, 'Rural Drinking Water Reforms in Maharashtra: The Role of Neoliberalism', *EPW*, 45 (4), January 23, 2010.
  55. Raju, K.V. et. al, 'Policy Trends in Participatory Irrigation Management in India', in Joshi & Hooja (eds.), *Participatory Irrigation Management: Paradigm for the 21st Century*, 2000 (172-213).
  56. Reddy, D.N., 'Designer Participation: Politics of Irrigation Management in AP' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
  57. Satyajit Singh, 'Water and Local Governments: Institutional Design, Politics, and Implementation' in Singh and Sharma (eds.), *Decentralization: Institutions and Politics in Rural India*, OUP, 2007.
  58. Sen, Arnab & Esther Lalhrietpui, 'Scheduled Tribes (Recognition of Forest Rights) Bill: A View from Anthropology and Call for Dialogue', *EPW*, September 30, 2006.
  59. Shakleton, S. B. Campbell, E. Wollenberg & D. Edmunds, 'Devolution and Community Based Natural Resource Management: Creating Space for Local People to Participate and Benefit?', *ODI Natural Resource Perspectives*: No. 76, March 2002.
  60. Singh, Satyajit, 'Introduction' in Singh & Sharma (eds.), *Decentralisation: Institutions and Politics in Rural India*, OUP, 2007, New Delhi.



61. Springate-Baginsky, Oliver & Piers Blaikie (eds.), *Forests, People and Power: The Political Ecology of Reform in South Asia*, Earthscan, London, 2007 (Chapter 1, 7, 8, 9 & 11).
62. Upadhyay, Sanjay, 'Tribal Self-Rule Law and Common Property Resources in Scheduled Areas of India- A New Paradigm Shift or another Ineffective Sop?'. Tenth Biennial Conference of the International Association for the Study of Common Property (IASCP) "The Commons in an Age of Global Transition Challenges, Risks and Opportunities" Hosted by the Instituto de Investigaciones Sociales, Universidad Nacional Autónoma de México Oaxaca, México, 9 – 13 August 2004.
63. Upadhyay, Sanjay, *From Joint Management to Community Ownership of Forest in India— The Legal Challenge*, ENVIRO-LEGAL DEFENCE FIRM, New Delhi, 2002.
64. V Ratna Reddy and P.P. Reddy, 'How Participatory Is Participatory Irrigation Management? Water Users' Associations in Andhra Pradesh', *EPW*, December 31, 2005.
65. Venkateswarlu, D., 'Politics of Irrigation Management Reforms in AP', in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
66. Videh Upadhyay, 'Beyond the Buzz: Panchayats, Water User Groups and Law in India'. CSLG Working Paper Series-05,

**Course Title: Social and Political Nature**

**Course Coordinator: Rohit Negi**

**Credits: Four**

As environmentalism has gained momentum in the last four or so decades, the very construction of nature as an asocial entity has come into question. It is in this context that the interdisciplinary field of social and political ecology has made its presence felt across the world. It originates from two basic critiques of the technocratic, ahistoric and asocial understandings of nature. The first is the recognition that the environment has long been abstracted from society (or society from the environment) with grievous consequences, and therefore it is necessary to tie together humans, non-humans, and the biophysical world in a holistic interpretive framework. The second critique builds on the assumption that if environment and society are intricately linked, then environmental issues are simultaneously technical, social and political. This course will build the conceptual-theoretical base for a political ecological perspective on concerns around nature/society, analyze politics and movements related to the understanding, control and governance of nature, and finally, consider the constitution of knowledges and technologies through which nature is constantly (re)moulded. The Course will be conducted in four parts.

**Broad Topics**

- Colonialism, Capitalism and Nature
- Political Ecology as critique
- Environmental conflicts and movements
- Science and Technology Studies

**Representative Readings:**

**Part I: Colonialism, Capitalism and Nature**

1. Comaroff, John and Jean Comaroff (2000). 'Nurturing the Nation: Aliens, Apocalypse, and the Postcolonial State', *HAGAR: International Social Science Review*, 1 (1): 7–40.
2. Dubash, Navroz K. 2001. "Overheard at a bar at the Earth Summit ...". In *Academic Communities/Disciplinary Conventions*, edited by B. Beedles and M. Petracca. New Jersey: Prentice Hall.
3. Guha, Ramachandra, and Juan Martinez-Alier. 1997. *Varieties of Environmentalism: Essays North and South*: Earthscan.

4. Guha, Ramachandra. 2000. *Environmentalism: A Global History*, Chapters 5 and 6, pp. 69-124 New York: Longman.
5. Gupta, Akhil. 1998. Chapter 5: Peasants and Global Environmentalism: A New Form of Governmentality? In *Postcolonial Developments*, Durham, NC: Duke University Press.
6. Kaika, M (2006). 'Dams as Symbols of Modernization: The Urbanization of Nature Between Geographical Imagination and Materiality', *Annals, Association of American Geographers* 96(2): 276-301.
7. M. Goldman 'Constructing an Environmental State: Eco-governmentality and other transnational practices of a 'Green' World Bank'
8. Schmidheiny, S. (1992). *Changing Course: A Global Business Perspective on Development and the Environment*. Cambridge, MA, MIT Press. pp. xi to xiii and 1-12.
9. Sivaramakrishnan, K (2011), 'Tbin nationalism: Nature and public intellectualism in India', *Contributions to Indian Sociology*, 45(1): 85-111.

### **Part II: Political Ecology as Critique**

10. Benedick, R (1998), *Ozone diplomacy: new directions in safeguarding the planet*. Harvard University Press.
11. Bryant, Raymond L., and Sinead Bailey. 1997. *Third World Political Ecology*, Chapter 2. London: Routledge.
12. Haripriya Rangan, "From Chipko to Uttaranchal," in Richard Peet and Michael Watts (eds.) 2004. *Liberation Ecologies: Environment, Development, Social Movements*. London: Routledge. pp. 371-393.
13. Luke, Timothy W. 1995. Sustainable Development as a Power/Knowledge System: The Problem of 'Governmentality'. In *Greening Environmental Policy: The Politics of a Sustainable Future*, edited by F. Fischer and M. Black. New York: St. Martin's Press.
14. Paul Robbins, *Political Ecology: A Critical Introduction*, Blackwell, Ch 1.
15. Richard Peet and Michael Watts (eds.) 2004. *Liberation Ecologies: Environment, Development, Social Movements*. London: Routledge, Ch 1, pp. 3-29.
16. Shearman, D and Smith, JW (2007), *The climate change challenge and the failure of democracy*. Greenwood Press: Westport, USA.

### **Part III: Environmental Conflicts and Movements**

17. Agrawal, Arun, (2005), *Environmentality: Technologies of Government and the Making of Subjects*. (New Ecologies for the Twenty-First Century.), Duke University Press, [Chap 6]
18. Baviskar, Amita (2006), 'Red in Tooth and Claw? Looking for Class in Struggles over Nature' in Raka Ray & Mary F. Katzenstein (eds.), *Social Movements in India: Poverty, Power and Politics*, OUP, 2006.
19. Castree, N. "A post-environmental ethics?" *Ethics, Place and Environment* 6(1)(2003) : 3 - 12.
20. David Schlosberg, *Defining Environmental Justice: Theories, Movements, and Nature*, OUP, 2007 (Chap 1, 2, 3)
21. Giovanna DiChiro, 'Nature as Community: The Convergence of Environment and Social Justice' in Michael Goldman, *Privatizing Nature: Political Struggles for the Global Commons*
22. Rangan, Haripriya, *Of Myths and Movements: Rewriting Chipko into Himalayan History*, 2001
23. Sanjeev Khagram, 2004. *Dams and Development: Transnational Struggles for Water and Power*. Cornell: Cornell University Press.

### **Part IV: Science and Technology Studies**

24. A. Petryna (2010), *When Experiments Travel: Clinical Trials and the Global Search for Human Subjects*. University of Princeton Press.
25. Collins, H and Evans, R (2007), *Rethinking Expertise*. University of Chicago Press. Ch 1.
26. Grove, K. (2010). 'Insuring "Our Common Future?" Dangerous Climate Change and the Biopolitics of Environmental Security', *Geopolitics*, Vol. 15, Iss. 3, 2010.
27. Grove, R. (1989), 'Scottish Missionaries, Evangelical Discourses and the Origins of Conservation Thinking in Southern Africa 1820-1900', *Journal of Southern African Studies*, 15(2): 163-87.

28. Grove, R. (1993), 'Conserving Eden: The (European) East India Companies and Their Environmental Policies on St. Helena, Mauritius and in Western India, 1660 to 1854', *Comparative Studies in Society and History*, 35(2): 318-351.
29. Kaushik S. Rajan (2006), *Biocapital: The Constitution of Postgenomic Life*.
30. Killingsworth, MJ and Palmer, JS (1996), 'Millennial Ecology: the apocalyptic narrative from Silent Spring to global warming. In Herndl, CG and Brown, SC (eds), *Green Culture: environmental rhetoric in contemporary America*. University of Wisconsin Press: Madison WI, pp 21-45.
31. Kim Fortun (2001), *Advocacy after Bhopal: Environmentalism, Disaster, and New Global Orders*. University of Chicago Press.
32. N. Brooks, Vulnerability, Risk and Adaptation: A Conceptual Framework.

**Course Title: Research Methodology**  
**Course Coordinators: Dr. Hemlata Oinam & Prof. Chandan Mukherjee**  
**Credits: 4**

**Course Description:**


This course has two parts: Qualitative and Quantitative Research Methods. The first part of the course on Qualitative Methods deals with the fundamentals of research, the principles and types of research, the planning and logistics of various types of field research and the research process, the use and significance of the process in critical thinking, the relationships between facts and theory, the philosophy of positivism and post-positivism, the criticisms of triangulation, & the ethics and politics of research. Specific data collection methods, tools and techniques will include observation, interview, questionnaire, focus group discussions, case study, life history, genealogy, narratives, documentary, ethnography, RRA/PRA/PLA. Hands-on training in qualitative data analysis, writing up research reports and proposals will be the backbone of the course. Students are required to undertake field studies based on one area or population for understanding the applicability of methods and techniques.

The second part of the course on Quantitative Methods has the standard structure of a course on basic statistics (a first course) covering descriptive statistics, probability, bivariate analysis and inference. The distinctiveness of the course is in its orientation. The relative emphasis is on *finding out* with (or making sense of) data rather than on formal model testing and estimation. As an approach to statistics it aims to learn from data by visualizing them and, hence, it relies mainly on graphical methods to assist thinking with data. It is less formal than the theory and practice of statistical inference (hypothesis testing), more playful perhaps, and more focused on conceptualising with data foreshadowed by theory on the subject of enquiry. The objective is to provide practical guidance to use data description as a tool for discovery, i.e. getting ideas from the data (hypotheses seeking). At the end of the course, the student should understand the various methods and techniques and be well-trained to think logically and scientifically in a multi-disciplinary framework.

**Representative Readings:**

1. Adrian, H.(2007). *Doing and writing qualitative research* (2<sup>nd</sup> ed.). London: Sage Publications
2. Atkinson, P., & Delamont, S. (Eds.). (2006) *Narrative methods*. Vol. 1 – 4.
3. Bailey Kenneth, D. (1978). *Methods of social research*. New York: Free Press.
4. Barter, C., & Renold, E. (1999). 'The Use of Vignettes in Qualitative Research' *Social Research Update*, retrieved from <http://sru.soc.surrey.ac.uk/SRU25.html>
5. Bryman, A.(2006). 'Integrating quantitative and qualitative research: how is it done?' *Qualitative research*, 6(1): 97 – 113.
6. Catherine, K.R. (2008) *Narrative methods for Human Sciences*. California: Sage Publications.
7. Coffey, A., & Atkinson, P. (1996) *Making Sense of Qualitative Data*. London: Sage Publications.

8. Collins, Peter. (1998) 'Negotiating Selves: Reflections on 'Unstructured' Interviewing' *Sociological Research*, retrieved from <http://www.socresonline.org.uk/index.html>
9. David, S. (2006). *Interpreting qualitative data: Methods for analysing talk, text and Interaction* (3<sup>rd</sup> ed.). London: Sage Publications.
10. Denzin, N. K. (2001). 'The reflexive interview and a performative social science' *Qualitative research*, 1(1): 23 – 46.
11. Denzin, N.K., & Lincoln, Y. (Eds.). (2008). *Strategies of qualitative inquiry* (3<sup>rd</sup> ed.). London: Sage Publications.
12. Goode, W. J., & Hatt, P.K. (1981). *Methods in social research*. London: McGraw-Hill Book Company.
13. Griffin, L. , & Ragin, C. C. (1994). 'Some Observations on Formal Methods of Qualitative Analysis' *Sociological Methods & Research* 23(2): 4 -21.
14. Hobbs, D., & Wright, R. (Eds.). (2006). *The Sage handbook of fieldwork*.
15. Kothari, C.R. (2007). *Research Methodology*: New Delhi: New Age International Publishers.
16. Morgan, D.L. (1996). *Focus Groups as qualitative research*. London: Sage publications.
17. Pelto, P. J., & Pelto, G. H. (1978). *Anthropological Research: the structure of inquiry*. New York: Cambridge University Press.
18. Rajesh (Ed.). (2008). *Participatory Research: Revisiting the roots*. New Delhi: Mosaic Books.
19. Rapley, T. J. (2001): 'The art (fullness) of open ended-interviewing: some considerations on analysing interviews' *Qualitative research* 1(3): 303 – 323.
20. Srivastava, V.K. (2005). *Methodology and Fieldwork*. New Delhi: Oxford University Press.
21. Wiles, R., Charles, V., Crow, G., & Heath. S. (2004). 'Researching researchers: lessons for research ethics' Paper presented to BSA Medical Sociology Conference, Open online access: [http://www.sociologyandsocialpolicy.soton.ac.uk/Proj/Informed\\_Consent/Resources.htm](http://www.sociologyandsocialpolicy.soton.ac.uk/Proj/Informed_Consent/Resources.htm)
22. Woods, P. (2006). *Successful writing for qualitative researchers* (2<sup>nd</sup> ed.). New York: Routledge.

  
 for SCR (AC)  
 on 19 November 2012

APPENDIX - XI

Recommendations of the Standing Committee  
(Students) of the Academic Council



**The Fifth Meeting of the Standing Committee (Students) of the Academic Council**

August 21, 2012

**MINUTES**

The fifth meeting of the Standing Committee (Students) of the Academic Council was held at 2.30 pm on Tuesday August 21, 2012 in the Committee Room, Ambedkar University, Kashmere Gate.

The following members were present:

1. Professor Honey Oberoi Vahali - Member
2. Dr Praveen Singh - Member
3. Professor Kuriakose Mamkootam - Chairperson
4. Dr Abha Vermani (D.R..D.S.S) - Secretary

Professor Venita Kaul and Dr Sumangala Damodaran regretted their inability to attend the meeting.

**Item No.1: Confirmation of minutes**

The minutes of the earlier meetings held on 23<sup>rd</sup> March 2012, 04<sup>th</sup> April 2012, 16<sup>th</sup> April 2012 and 19<sup>th</sup> April 2012 were confirmed.

**Item No.2: Policy of Fee Refund**

According to the existing policy of AUD, students who withdraw admission from a programme after the Orientation day shall be refunded only the amount paid as Caution Deposit (Rs.2000/-) while the University will retain the remaining amount paid towards Fee, no matter if the student is voluntarily withdrawing or is forced to withdraw for not being able to fulfill the minimum eligibility percentage of marks in the qualifying degree.

The committee examined the existing policy on Refunding of Fees and took the view that a difference should be made in the case of students whose admissions get cancelled for not fulfilling the minimum eligibility marks in the qualifying examination, especially in case of candidates who did not have the final results while taking admission. The committee took note of the fact that all candidates are provisionally admitted on condition that they will fulfill the eligibility requirements including minimum eligibility marks in the qualifying degree. The committee took special note of cases of candidates whose qualifying examination results were awaited, while taking admission.

The committee unanimously agreed and recommends that candidates who took provisional admission to a programme at AUD, while results of qualifying examination were awaited, but could not fulfill the minimum percentage of marks required to be admitted to the said programme when the results of the qualifying examination were declared, and thereby the provisional admission getting cancelled, shall be given full refund of the fees paid, after deducting Rs.1000/- towards admission processing.

In all such cases, candidates will be required to produce original copy of his/her final result of qualifying examination and the receipt of the fee paid to AUD.



Item No.3: Any other item

Under any other item, the Chairperson presented a note submitted by the Admission Committee of the M.A. Sociology programme to bring out a fourth list for admitting students to MA Sociology.

The admission committee of the M.A. programme in Sociology made a written request recommended and forwarded by the Dean of SLS, to bring out a fourth list of candidates offering admission to M.A. in Sociology. The request was made on the following reasons:


- (a) The current strength of admitted students in M.A. Sociology is 28-29 against the sanctioned strength of 42;
- (b) Despite the special drive to attract students from reserved categories, large number of seats remain vacant;
- (c) Eligibility cut off of candidate admitted so far (till the third list) was 47 much above the minimum eligibility cut off of 40 and there are several candidates who could be offered admission from the list of candidates who applied to the programme.

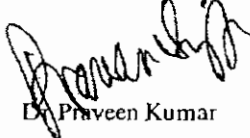
The committee examined the request in detail and appreciated the concern expressed by the admission committee to bring out yet another list to fill the vacant seats. While examining the case, the committee examined the possible implications of bringing out another list of candidates, thereby extending the admission date of the academic year 2012-13. The committee took note of the following issues in particular:

- (i) The last date for admission to all the programmes of AUD had closed in the last week of July;
- (ii) The orientation programme of Sociology (School of Liberal Studies) was held on 1<sup>st</sup> August 2012 and approximately 3 weeks of classes have already been completed;
- (iii) The students who may get admitted through the fourth list, if permitted, may find it difficult to make up for the lost time;
- (iv) Moreover, there is no guarantee that the MA Sociology programme will be able to get sufficient number of candidates who may be willing to take up the offer to join the programme;
- (v) If one programme is allowed to re-open admission at this stage, there may be similar demands from other programmes, which may disturb the entire calendar of admission and academic activities of AUD;
- (vi) The committee also expressed the concern that offering admission at this late stage may send out wrong signals as admission to such programmes in all reputed institutions have closed by now;
- (vii) At this stage in the life of AUD, it may be more important to focus on quality of education than on quantity of (number) students.

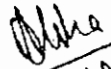
Given the above reasons, the committee did not accede to the request made by the Admission Committee of the M.A. Sociology Programme.

The meeting ended with a Vote of Thanks.

  
Professor Honey Oberoi Vahali

  
Dr. Praveen Kumar

  
Professor Nuriakose Mamkoottam

  
DR ABHAI



<sup>Sixth</sup>  
The ~~Fifth~~ Meeting of the Standing Committee (Students) of the Academic Council

August 28, 2012

**MINUTES**

The sixth (emergent) meeting of the Standing Committee (Students) of the Academic Council was held at 3.00 pm on Tuesday August 28, 2012 in the Committee Room, Ambedkar University, Kashmere Gate.

The following members were present:

1. Professor Honey Oberoi Vahali - Member
2. Dr Sumangala Damodaran - Member
3. Dr Praveen Kumar - Member
4. Professor Kuriakose Mamkoottam - Chairperson
5. Dr Abha Vermani (D.R.,D.S.S) - Secretary

Professor Venita Kaul regretted her inability to attend the meeting.

**Item No.1: Request of Ms. Yagyashree for hostel accommodation**

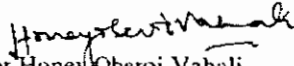
The case of Ms. Yagyashree, a student of 1<sup>st</sup> semester MA Environment and Development, requesting for hostel accommodation in the AUD Women's Hostel, which has been recommended and forwarded by the School of Human Ecology, was presented for consideration of the committee.

The case was presented for special consideration on the basis of the following reasons:

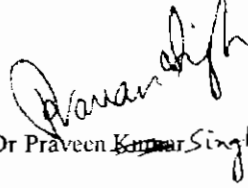
1. The application received from Ms. Yagyashree, student of MA I School of Human Ecology, was discussed in the faculty meeting of SHE held on 22<sup>nd</sup> August 2012, where it was recommended that "SHE will make a strong case for Yagyashree to be given hostel accommodation on special grounds, once the authenticity of her request is ascertained by her faculty mentor, Dr Suresh Babu".
2. Accordingly, Dr Suresh Babu held a meeting with the student and submitted a report endorsing the following facts relating to her application:
  - a. The student is estranged from her family, who are not in favour of her continuing higher studies, for which the student will submit an affidavit affirming the veracity of the claim;
  - b. The student is regular in class and committed to her coursework

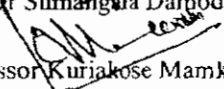
The committee deliberated in detail and sought clarifications on the current rules for hostel admission and the status of availability of accommodation for girls in the AUD hostel at Dwarka. Given the gravity of the case it was recommended that one seat among the three vacant seats may be allocated to Ms. Yagyashree on condition that (i) Ms. Yagyashree will submit an affidavit affirming the veracity of the facts based on which her case was considered favourably and (ii) that her admission to the hostel will be contingent on the fact that she will be regular in attending classes and shall perform well in her studies. In the meantime, it was also recommended that possibility of getting at least two more rooms, if available, from the quota of the sharing institutions may be explored.

The meeting ended with a Vote of Thanks.

  
Professor Honey Oberoi Vahali

  
Dr Sumangala Damodaran

  
Dr Praveen Kumar Singh

  
Professor Kuriakose Mamkoottam



**AMBEDKAR UNIVERSITY, DELHI**  
**MINUTES OF THE 7<sup>th</sup> MEETING OF THE STANDING COMMITTEE**  
**(STUDENT SERVICES)**

The seventh meeting of the Standing Committee (Student Services) was held at 2.30 pm on Tuesday, the 11 September, 2012 in Kashmere Gate campus, Ambedkar University, Delhi.  
The following members were present:

1. Professor Kuriakose Mamkoottam - Chairperson
2. Professor Honey Ohrai Vahali - Member
3. Dr. Praveen Singh - Member
4. Dr. Sumangala Damodaran - Member
5. Ms. Asha Rani Rungta, CoF - Special Invitee

Professor Venita Kaul (Member) regretted her inability to attend the meeting.

**Item 1: Fee for repeat of courses**

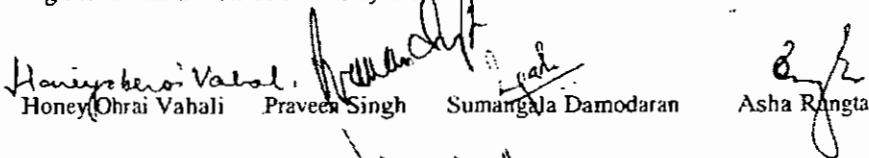
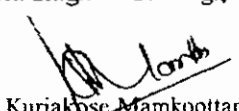
Whether the University should levy additional fee from students who repeat courses voluntarily to improve their grades or compulsorily as they may have not obtained the mandatory minimum grade, was discussed in detail. Considering the fact that students, as a matter of fact, would not want to offer themselves to assessment, unless compelled to do so for some reason or other, the committee decided to recommend that no additional fee may be levied from students who choose to repeat courses either as essential repeats or even voluntarily to improve their (existing) grades.

However, the committee reiterated that additional fee @Rs.1000/- (or as the approved rate of a given programme) per credit may be charged from students who wish to take additional (extra) credits during a given semester.

**Under any other item:**

- Considering the fact that much time has passed since the commencement of the semester and imparting of instruction and other course work, the committee decided NOT to consider favourably the representation submitted by Ms. Mafuja Yasmin, seeking fresh admission to the MA-Sociology, in the School of Liberal Studies.
- Keeping in the view of two notifications that were brought out regarding last dates for submission of semester fee i.e. 13<sup>th</sup> and 29<sup>th</sup> August 2012, it was decided that names of those students of BA and MA programmes who have not submitted their fee latest by 14<sup>th</sup> September 2012 shall be struck out from the rolls of the University, with no further notification.

The meeting ended with a Vote of Thanks by the Chair.

  
Honey Ohrai Vahali    Praveen Singh    Sumangala Damodaran    Asha Rungta  
  
Kuriakose Mamkoottam



20 November 2012

### MINUTES

The eighth meeting of the Standing Committee (Student Services) was held at 3.30 pm on Tuesday, 20 November 2012 in the Vice Chancellor's Committee Room, Kashmere Gate campus, Ambedkar University, Delhi.

The following members were present:

1. Professor Kuriakose Mamkoottam (Dean, SS)
2. Dr. Rachana Johri (Deputy Dean, SS)
3. Professor Honey Oberoi Vahali
4. Dr. Praveen Singh
5. Professor Denys Leighton (Special Invitee)

Professor Venita Kaul and Dr. Sumangala Damodaran regretted their inability to attend the meeting.

#### **Item 1: Late admission of RAPHAELE NG TOCK MINE**

Ms. Raphael NG Tock Mine, a student from France, who was given admission to the MPhil in Development Practice joined the programme 45 days after the commencement of the programme due to delay in procuring suitable visa to travel to India. The Programme Coordinator had requested in writing to the Dean, Student Services, seeking approval for allowing Ms. Mine to join the programme much after the commencement of the programme with an assurance that the student will be given support and opportunity to make up for the lost time and that the student was found capable of making up the lost time with extra effort. The matter was referred to the Vice Chancellor who permitted her provisional admission subject to condition that the matter will be examined and recommended by the Standing Committee (Student Services).

The committee examined the case and was satisfied with the assurance given by the Programme Coordinator of MPhil in Development Practice and has recommended that Ms. Raphael NG Tock Mine may be admitted to the programme and reported to the Academic Council for ratification.

The committee also recommended that applications from foreign students may be invited much before the Indian students through notification of admissions announced on AUD website. It was also suggested that all schools offering various programmes may think of slightly different admission procedure for foreign students so that they will have sufficient time to get all the necessary documents ready to travel to India and join the programme in time.

#### **Item 2: Appeal made by Sanjeev Kumar Chandan**

Admission of Mr. Sanjeev Kumar Chandan to PhD (Hindi) programme was cancelled in February 2012, when it was found that he had submitted a forged Migration Certificate from MGAHV at the time of taking admission. Subsequently, he has written to the Vice Chancellor to revoke the cancellation of his admission on ground that the three member committee of AUD which examined the case of Mr. Chandan did not give him a proper hearing; and the Warddha CJM has issued FIR against the VC and other officials of MGAHV for issuing forged Migration Certificate.



After discussing the case in detail, the standing committee recommended that Mr. Sanjeev Kumar Chandan may be given an opportunity under the principle of Natural Justice to present his position in person to the Standing Committee (Student Services). However, given the complex nature of the case, the committee recommended that legal opinion on the matter may be sought in the meantime.

The meeting ended with a vote of thanks.

Praveen Singh

Honey Cheroi Vahali

Denys Leighton

Rachana Johri

Kuriakose Mamkoottam

**APPENDIX - XII**

**Proposal to award stipends to M.Phil/Ph.D  
students in non professional areas**

**To consider the proposal to award stipends to M.Phil/Ph.D students at par with the UGC scheme for central universities.**

Ambedkar University, Delhi (AUD) runs a number of M.Phil/Ph.D programmes and hopes to attract a good number of bright research scholars in various branches of social sciences. However, there is no provision of a stipend to enable them to devote their full time to their research. Currently AUD offers the M.Phil/Ph.D in three non-professional areas - in History, Hindi and Gender Studies, along with a Ph.D programme in several areas. Very soon other disciplines are likely to start their own M.Phil/Ph.D programmes. AUD places a high premium on its research programmes which are extremely intensive and require rigorous training. The research programmes at AUD are designed to match similar programmes at central universities and follow strict norms of admissions and evaluations as mandated by the UGC. The other conditions and provisions of AUD are at par with the central universities. While all research scholars admitted to central universities are granted scholarships (Rs. 5000/ a month plus a contingency grant for M.Phil students and Rs. 8000/ per month plus a contingency grant for Ph.D students), no such scheme exists at AUD. A scheme of stipends for all the registered M.Phil/Ph.D students would enable AUD to carry out its vision of initiating research that will be both socially relevant and of a high quality. The availability of stipends for all research scholars will keep them fully engaged with their research projects on a long term basis and produce quality research. It will also provide the necessary conditions for AUD to fulfil its vision of carrying out and promoting research that would be globally competitive and maintain high standards of rigour and excellence. It is therefore imperative that a scheme of stipends for all research students at AUD be introduced at par with other central universities. This would enable AUD to attract better research scholars and develop a healthy and robust research programme. It is proposed that our scheme of stipends be linked to the UGC scheme of scholarships to central universities. As and when the amount of UGC scholarship is enhanced, the stipends for AUD should also be enhanced accordingly. It is also proposed that the scheme of stipends for currently registered research students be applicable from the date of the commencement of the programme.

APPENDIX - XIII

Proposal to award stipends to M.Phil/Ph.D  
students in Psychotherapy and Clinical  
Thinking

~~For MPhil/PhD students in Psychotherapy and Clinical Thinking at par with the practice in NIMHANS.~~

The School of Human Studies, AUD, proposes that MPhil trainees enrolled in its Psychotherapy and Clinical Thinking Programme be granted a monthly stipend at par with that offered to MPhil Clinical Psychology trainees at NIMHANS and comparable government sponsored programmes elsewhere in India. As AUD's is an integrated MPhil/PhD (Psy D) programme, it is further proposed that when the trainees enter into the PhD (Psy D) phase, they be given stipend at par with that offered to PhD trainees in Clinical Psychology at NIMHANS and comparable government sponsored programmes in the country.

### **Background**

#### **A glimpse into the Mental Health scenario in India**

Amongst all health related needs, in India, mental health undoubtedly remains the most neglected. In a country as vast and as richly populated as ours, it is shocking to know that even as we have stepped well into the 21<sup>st</sup> century, opportunities for both the treatment of mental patients and the training of mental health professionals is almost non-existent. Data based on recent research in the field point to a glaring and shocking gap- for over a billion people in our country, there are only 3000 psychiatrists, 1200 clinical psychologists and 1000 psychiatric social workers (Ministry of Health and Family Welfare, 2009). Trained psychiatric nurses and ward personnel are even fewer. In spite of changing legislations and innovations in the 1987 Mental Health Act, (concurrently in the process of revision), the inhuman conditions within which mental patients continue to exist are so deplorable that they exceed any attempt to imagine or recount them realistically. Thousands of mental patients languish in Government-run hospitals and institutions. The Erawadi incident that occurred in Tamil Nadu in the year 2000, where as the building caught fire, several mental patients were charred to death as they were chained and tied to their bed, is one amongst a series of tragedies that have befallen on institutionalized patients in the recent past.

To reiterate the above, it may not be out of context to site a few additional facts. In India, mental health disorders account for nearly a sixth of all health-related disorders. Yet we have just 0.4 psychiatrists and 0.02 psychologists per 100,000 people, and 0.25 mental health beds per 10,000 population. It is ironical that while the GDP has shown high growth rate (3.8- 8%), the health care indicators do not indicate improvement anywhere close to that rate. While 65 million Indians suffer from mental illnesses (Ministry of Health and Family Welfare, 2009), India spends just 0.83% of its total health budget on mental health (WHO 2001). It is estimated that in 2000, mental disorders accounted for 12.3% of disability adjusted life years (DALY) and 31% of years lived with disability. Projections suggest that the health burden due to mental disorders will increase to 15% of DALY by 2020 (Murray and Lopez 1996). The enormity of the prevalent situation calls for re-imagining health care system and community-based interventions in India.

The psychiatric morbidity of several mental illnesses is associated with urban population. Hidden in the data on mental health morbidity are two critical points—firstly, that the burden of mental disorders is highest among young adults aged 15-44 years, which is the most economically productive section of the community. Secondly, the analyses from the present trends indicate the most substantial increase in the burden of mental disorder in the next two decades. For instance, India has a high rate of suicides -- 89,000 persons committed suicide in 1995, increasing to 96,000 in 1997 and 104,000 in 1998, which is a 25% increase over the previous year (WHO 2001b). There is a momentous urgency to respond to the mental health concerns at the primary level and community.

While 75 % of the health infrastructure, medical 'humanpower' and other resources are concentrated in urban areas, the needs of the mentally ill (both in the urban as well as rural contexts) remain an unnoticed and invisible minority. The prevalence rate of mental disorders indicates that 65 out of 1000 persons are in need of intensive psychological care at some point of time or the other in their life. Contrary to our hopes, it is the neglect of the mental health concerns that characterize the Indian scenario. What is available is a preponderance of mental health treatments that are dispensed by large scale custodial institutions. A small minority of the large population that is in need of health care for serious mental illnesses is only provided with psychiatric pharmacological help. Not only is there a lacuna of training of professionals to cater to the overwhelming need but also an absence of an engaged thinking about care, recovery and reintegration of those who are affected by it. The limited number of trained professionals, psychotherapists or clinical psychologists who are available find themselves attending to severe clinical categories with focus on symptom management. This model excludes understanding a person's life-history, relational ambit and symptoms through deep listening and a caring inter-personal lens. The glaring lack of trained personnel who understand the complex dynamics— bio-medical, psycho-social and life-historical— affecting the emotional and mental state of those diagnosed to be suffering from mental disturbances exacerbate their tragic reality.

#### **Training of Psychodynamic Psychotherapists and Clinical Psychologists: An urgent need**

Amongst the categories of mental health personnel mentioned above, there exist absolutely no opportunities for the training of psychotherapists with an insight oriented, experiential or psychodynamic orientation within the Indian set-up (as well as in the entire South Asian context). This perspective, drawing as it does, from a self-reflective and insightful plunge, first and foremost into the aspiring clinician's personal world, has a lot to offer to the field of mental health. Its foundational roots in a century long well tested tradition of clinical thinking and practice, has much to contribute to the understanding of psychic suffering and states of mental disorganization. One of the distinctive features that it brings with itself is a deep rooted understanding that most emotional and psychological crises occurring in human life are not to be viewed from an illness perspective alone. Instead, as psychoanalysis and related therapeutic perspectives teach, the symptoms that a person lives through, speak to the inner core of the sufferers' life. Their possible resolution too lies in a prolonged process of emotionally attuned relational engagement provided to the afflicted person by a well trained clinician.



Based on years of personal training and clinical experience we at the School of Human Studies, Ambedkar University Delhi, hold the firm conviction that psychoanalysis and related insight-oriented traditions of psychotherapy (such as existential, humanistic, cognitive-analytical and those based on spiritual understandings) have much to offer to all branches of mental health professionals, be they medically trained doctors, psychiatrists, psychiatric social workers, nurses and those in-charge of psychiatric wards and, of course, especially Clinical Psychologists. The training of the latter, i.e., Clinical Psychologists within the Indian set-up is almost entirely carried out in medically oriented institutes, the best known being the National Institute of Mental Health and Neuro-sciences (NIMHANS), Bangalore. The NIMHANS curriculum is envisioned as a model course design and is followed in all the other training institutes in the country, which by themselves are very few and can accommodate only a limited number of students annually (at NIMHANS, Bangalore or at the Central Institute of Psychiatry, Ranchi, there are twelve seats in all - six of which are open seats and the remaining six are for reserved category students). Even if we put together all universities and training institutes across the length and breadth of India, the total turnover of trained Clinical Psychologists annually is less than a hundred. This is enormously disproportionate to the need for trained psychologists. Moreover all institutions which follow the NIMHANS based curriculum are successful in exposing the future psychologist to a wide range of patient profile, they are however wanting in providing the trainee with an in- depth and sustained understanding of the psychotherapeutic process. It is undoubtedly a great contribution that graduates emerging out of their ambit become adept in psychological testing and brief psychotherapy primarily along the cognitive behavioral lines. The professional skills acquired, help the clinical psychologist to work efficiently within the overall structure of a hospital context and their worth can hardly be undermined. In fact they are critically important to the identity and functionality of a Clinical Psychologist.

However what the NIMHANS and related curricula leave as a gap is a need for self-reflexivity in the psychology trainer, and a thorough going, incisive and deep theoretical understanding of the human psyche and its complex trajectories. It is therefore not surprising that while Clinical psychologists are able to diagnose and assess a patient well enough and also help in a competent manner in case management, yet often enough they do not find themselves capable of carrying through in-depth and long term or sustained psychotherapeutic work .

It is our conviction that training along the psychodynamic and related experiential perspectives is vital as it carries a potential for the future clinician to be better prepared to help his or her patients (and before that, oneself). A thorough and rigorous process of training in psychotherapy and clinical thinking can enable the prospective clinician to not only offer relief to the symptomatic sides but to also access the generative and creative force in their patient's life which often lies in an intimate relationship with the symptomatic parts.

respond to emotional distress in a variety of ways, even as the MPhil programme centrally draws from the psychodynamic tradition; it also uses salient insights from other psychotherapeutic perspectives and incorporate aspects of psychological testing. The aim is to create a professional who is sensitive and competent, open minded and flexible and who understands neurobiology, socio-developmental aspects, culture, history and politics, even as they emerge in the consultation room, i.e., the psychotherapeutic context.

Thus, anchored by the larger values and principles that Ambedkar University stands for, namely, engaged scholarship, praxis based generation of knowledge that seeks to approximate the contours of lived life, an active concern for social justice and equity and regard for those existing at socio-economic margins, the proposed programme for training psychotherapists, hopes to create reflective and involved professionals who will make significant contributions to the field of mental health. We hope our trainees will be eager to grapple with the challenges that face the professional landscape and will be empathically responsive to the emotional crises of human beings across class, gender and caste boundaries.

### **Ehsaas: The Psychotherapy Clinic at AUD**

At AUD, since 2010, we are offering clinical services to members of the University community and the resident population of Delhi through Ehsaas, the university Clinic (family therapy, children's play unit, community based work and a regular psychoanalytical clinic). The Clinics operate on a low fee or free treatment philosophy in order to reach out to those who need help but cannot pay. The AUD Clinic works as a ground for training of socially sensitive psychotherapists who can address a wide range of distressing states that if not engaged with may lead to established clinical disorders (or are an acute manifestation of one). The clinic with its psychoanalytic foundation imagines symptom as a story of unconscious dynamics, inner conflicts of difficult feelings, states of deprivations and an absence of a facilitative environment. By engaging with the suffering parts of an individual we endeavour to offer a space for an engagement with the symptoms of the individual and the family as opposed to the use of medication and symptom suppression. Ehsaas- our university clinic- is a special site of training for the MPhil trainees. They devote regular hours of work here and offer their services to those who approach for help.

The Clinic is one among the sites of clinical internship for the MPhil candidates. During the three years of their stay with us, they are expected to work in a range of clinical settings, spanning from hospitals, to N.G.O.s, socio-economically deprived sections of the Community and special interest clinical spaces.

### **The Present Proposal**

#### **Stipend for MPhil Psychotherapy and Clinical Thinking students**

Training in the area of mental health is a demanding and full time commitment. This is recognized in almost all MPhil and PhD/Psy.D. programmes all over the world, as also within the Indian context. The NIMHANS MPhil Programme in Medical and Social Psychology is a full time two years long engagement. The NIMHANS MPhil trainee receives a monthly stipend of Rupees twelve thousand and a PhD trainee in

Clinical Psychology receives a monthly stipend of rupees sixteen thousand, along with an annual contingency grant of rupees five thousand.<sup>ii</sup> The stipend scheme of NIMHANS for its various programme, namely, Clinical Psychology, Psychiatry, Neurology, Neurosurgery, Psychiatric Nursing and Psychiatric Social Work students have always been funded by the Government of India. Those being trained as Clinical Psychologists at the Central Institute of Psychiatry (C.I.P.) at Ranchi, are also granted the same stipend. C.I.P Ranchi is also funded by the Government of India. The Institute of Human Behaviour and Allied Sciences, Shahadara, Delhi too is offering a similar two years long MPhil Programme. This Institute is affiliated to the University of Delhi. They too have recently been able to pass an Academic Council resolution in 2012 which makes it now possible to offer a stipend to their trainees at par with NIMHANS and CIP, Ranchi. In other government sponsored institutes all across the country, wherever the MPhil Programme in Clinical Psychology is running, the student is being supported financially by the respective State fund/ university.

In comparison to all other MPhil Psychology programmes which are of two years duration, at Ambedkar University Delhi, we are offering a three years long, full time MPhil in Psychotherapy and Clinical Thinking. The length of the programme is justified on the premise that it takes long for one to become adept in understanding the vicissitudes of the human psyche and in then extending the knowledge into actual work with human beings who are in emotional distress or suffering. Another imperative as well as unique stance of our programme is the emphasis on the self-reflexivity of the trainee. This is acquired through a prolonged process of submitting one's life to a trained analyst or psychotherapist in a bid to reach the humility that patienthood is not an external state which belongs to a few "abnormal" but that each human being has patient-like parts which can, to an extent, be transformed by care and the work one does on one's self. Unlike the medical model in which psychological distress is only understood as an illness, in this form of training it is a relationship that heals, first and foremost the clinician, who then learns to give to his or her patients what one has learnt about the self and the experience of care.

The intensive nature of teaching and learning that sustains the MPhil programme and the close need for supervising the ongoing clinical work of each candidate on a one to one basis has made us, at present take the decision, that a fresh cohort of students will be admitted only once the present batch has graduated. With time, as teaching and supervising facilities will become more available, fresh admissions for the MPhil programme could be offered on a yearly basis.

The opportunity cost and the commitment to work which is expected from the MPhil trainee at AUD leaves them with very little time to seek any other source of work to sustain themselves. Moreover, they put in regular hours of work at the University Clinic and offer their services to not only those from within the University community but also to many others who seek help from the entire city of Delhi. The referral of the Clinic is increasing steadily over the last two years. At present the MPhil students and faculty of SHS put together involve themselves in approximately sixty working hours at the clinic on a weekly basis. The demands being made on the clinical trainees is rising at a rapid rate. We are also eager that the MPhil trainees now extend their clinical work in a nearby socio-economically

deprived community and meet the needs of its members for emotional and psychological support.

We propose that the MPhil candidates of Psychotherapy and Clinical Thinking be given a monthly stipend comparable to NIMHANS and other Central or State sponsored universities, elsewhere in India, wherever Clinical Psychology MPhil and PhD programmes are being offered. This will allow us to sustain the foundations of a unique programme in training socially sensitive psychotherapists- the first of its kind, as already mentioned, in the Indian- South Asian Context. We sincerely urge the competent bodies to take a considered position with respect to the need for stipend to MPhil (and PhD/ Psy D, as and when, it is approved by the Academic Council) trainees. The present cohort of trainees had been admitted in Sept 2011. We propose that the Academic Council of the university and its Board of Management approve that the present cohort be given stipend with effect from the time of the commencement of the programme.

The success of the programme and its continuity in the long run is contingent on offering the trainees a sustainable resource. This will also go a long way in strengthening the public health care system. By providing services of quality in mental health care and in making them available to those in need, either free of cost or at an affordable fee; Ambedkar University Delhi will be meeting its own ideals of social justice and a struggle for reaching the social and psychological margins. This is also of critical importance, as the field of health, just like education in India is today divided along two split lines- the private and public sector. On the one hand, the inability of the public health system, just like that of State sponsored government school education, is to provide quality and care. The crisis of the private system, on the other hand, is to make care accessible to those who do not fall into the marginal category of the elite (who can afford it). It is our belief that if trainees in a professional field, such as mental health, can be taken care of during their years of learning by their university, they too will be able to authentically imbibe values of attending to the needs of others once they grow to become professionals in their own right. The roots of such social ethics can be strengthened by granting young people an educational milieu which supports them, so that they too can imbibe the values to extend themselves to the needs of others in a similar manner.

#### THE PROPOSAL AT A GLANCE

Programme	Monthly stipend	Annual contingency
MPhil Psychotherapy and Clinical Thinking	Rs. 12000	
PhD/ Psy D in Psychotherapy and Clinical Thinking	Rs. 16000	Rs. 5000

The stipend indicated above is at par with the stipend being currently offered by NIMHANS. The emolument is subject to revision as per the Government orders from time to time. It is proposed that Ambedkar University Delhi grant a stipend at par with NIMHANS to its MPhil and PhD (Psy D) Psychotherapy and Clinical Thinking trainees.

Further, for the present cohort, it is proposed that the stipend be given with effect from the commencement of the programme.

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<sup>1</sup> This is in fact envisioned as an integrated MPhil PhD (Psy D) programme. In 2011, the three year long MPhil Programme was approved by the Academic Council. The steps leading to PhD (Psy D) are being prepared to be presented to the Academic Council for approval soon.

<sup>ii</sup> The emolument is subject to vary as per the Government revision/order from time to time.

**MPhil in Psychotherapy and Clinical Thinking: An innovative Programme of the School of Human Studies, AUD.**

In line with the above, the School of Human Studies, Ambedkar University Delhi, has introduced in Sept 2011, a three years long MPhil Programme in Psychotherapy and Clinical Thinking.<sup>1</sup> This is the first of its kind being offered in the Indian context, perhaps in the entire South Asia. The present set of courses and internship design that comprise the MPhil Psychotherapy and Clinical Thinking programme were imagined and tested out in a pilot programme of a similar nature at the Centre for Psychoanalytic Studies (CPS), University of Delhi between the years 2006-2009. During those three years the ideas were presented as ongoing clinical workshops with a cohort of twenty aspirant clinicians who had already completed MA in Psychology or an equivalent degree. Almost all of the trainees enrolled at CPS successfully completed the training (to varying degrees) over those three years. Members of the first batch of trainees are working as psychotherapists, teachers of psychotherapy, counselors in the mental health field. Others are making significant contributions to such diverse fields such as art and aesthetics, community health, education, law and judiciary and medicine. (It may not be out of context to mention that one amongst them, a Supreme Court lawyer, is using the knowledge acquired as a psychotherapist to help reduce bias and prejudice in the Indian judicial system. He is regularly conducting workshops for lawyers and judges in order to help them appreciate the hidden emotional and subjective biases which often influence their judgments without their being consciously aware of them). The work of the first cohort of trainees indicates the growing social receptivity towards psychotherapy, self analysis and the application of psychoanalysis and related perspectives in divergent psycho-social spaces.

Some of the faculty members working at the Centre for Psychoanalytic Studies, Delhi University, joined AUD in 2009-2010 and initiated the MPhil in Psychotherapy and Clinical Thinking. This programme draws its support from the Indian Psychoanalytical Society in Kolkata and some hospitals in Delhi, for instance, Lady Hardinge Hospital, AIIMS, VIMHANS, the Max and Fortis Groups amongst others. It has professional linkages which are still developing with the Bombay Psychoanalytical Group and the Antarnad Foundation for training psychodynamic psychotherapists at Ahmedabad. The MPhil Programme is supported by the inputs of some noticeable N.G.O.s working in the area of Mental Health, amongst them being the well known, Bapu Trust in Pune, a Centre for Advocacy and outreach in the Community in the area of Mental Health, Sanjeevani and Savanchetan Foundation in Delhi. Apart from the trained faculty at SHS, the teaching, training and supervision of the MPhil Programme is supported by psychiatrists, psychoanalysts, psychotherapists and Clinical psychologists practicing in Delhi and elsewhere in India. We are also establishing international professional linkages- Prof Neil Altman a training and supervising analyst from the New York Post-doctoral programme in Psychodynamic Psychotherapy is a regular teacher to the MPhil psychotherapy cohort at AUD. So are several other well known psychoanalysts such as Sudhir Kakar, Ashis Nandy, Salman Akhtar and several others of international repute.

Respecting the richness of the plurality of varied psychotherapeutic traditions as well as the need for a psychotherapist to work with a range of human states and to