Department of Social Work

**Syllabus
MSc.Development Studies**

2015-17

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Choice Based Course –MSc. Development Studies

Choice Based MSc. Development Programme

Department Overview

The Department of Social Work at Christ University has been in pursuit of excellence in academic as well as professional training of aspiring social work professionals. The department strives to engage in service of the society through interventions at individual, family, group, institution and community levels involving various strategies such as case work, group work, community organization, campaigns, researches, educational programs, field services, camps training and publications. Value of learning through service is significantly inculcated in all the academic programmes. Inspired by the ever changing social situations and needs of people, the department is regularly initiating programmes that cater to the emerging needs of the society. Social work curriculum provides opportunities for the holistic development of the students. The course design has a balanced blend of classroom teaching and service learning with field experience. The department works in close alignment with the Centre for Social Action to sensitize students towards issues of social concern in the University campus.

Vision

Excellence in Social Work education through service and research.

Mission

Fostering growth of social work professionals with global perspectives.

Objectives

- To position the Department of social work as a "thought-leader" and dynamic actor in Social Work education.
- To develop and impart service based, innovative and research oriented curriculum
- To inculcate accountable and ethical standards
- To develop personal and professional competences through integration of knowledge and practice
- To develop indigenous knowledge and intervention strategies in social work
- To develop as a resource centre for research, consultancy, training and skill development.

Programme Introduction

The Master of Science in Developmental Studies (MSc Developmental Studies) seeks to address critical developmental gaps in India and South Asia and thereby create capacity and resources to meet the emerging needs for sustainable development. Development that is sustainable is of central importance in the agendas of numerous organizations ranging from corporates to Non Government organizations, UN agencies, Bi-lateral organizations, political parties, local government and International funding agencies. Students who opt for this programme will gain firsthand knowledge and skills to engage with rising issues such as global warming, limited energy resources, population growth and the rise of newer economies. Students will interact with international experts on themes that are of relevance world over. The program will employ pedagogies such as problem based and project based learning, case studies and field visits.

Programme Structure

The programme will offer twelve core courses of four credits each and six open electives of four credits each.A total of 18 courses (72 credits) have to be completed to secure the degree. The core courses under the parent programme will be offered in a staggered manner trimester-wise: with three in the first trimester, two each in the second to fifth trimester and a dissertation in the final trimester. The open electives will be offered from the second to the fifth trimester: one each in trimester two to five and two in the final trimester.

Candidates can take electives offered by any of the five Choice Based Credit programmes offered by the university. However they are not permitted to take more than two electives offered by one programme including their parent programme.

A candidate may take a minimum of two years to complete the program and a maximum of four years. An additional year extension may be granted with an additional fee.A student will be deemed to have completed the programme if he/she has passed minimum 18 courses amounting to 72 credits inclusive of the mandatory core courses of the programme.

Programme objectives

1. To nurture values of social responsibility, professionalism in delivery of services and capacities in integrating knowledge, attitude and practice
2. To developrequiredcompetency and skillsfor managing the development

programmes and projects.

3. To empower students and make them capable of applying what has been learned in a wider context of development aspects
4. To acquire the ability to work effectively with others in a multi-cultural environment
5. Make students capable of conducting evaluations and research in the development sector
6. To preparethe studentsfor demonstrating innovative practices in the development sector.
7. To enhance employability of students in the development, research and welfare sectors.
8. To provide a platform that enhances the creative, entrepreneurial and critical mind of the professionals.

Evaluation

Evaluation methods are decided by the respective course instructors offering the course and made known to the candidate at the commencement of the course. Continuous assessment will be conducted by the course instructors as per the University guidelines and final the competency exam will be conducted by the Office of Examinations. Results and grades will be made available to the students within two weeks of completion of the course. Candidates who fail a course have to re-register for the same course offered later by paying requisite fee.

COURSE STRUCTURE, CHOICE-BASED MSc DEVELOPMENTAL STUDIES,

TRIMESTER I

Course	Title	Hours/W	Marks	Credits
MSD131	Introduction to Developmental Studies	4	100	4
MSD132	Environmental Economy, Energy and Susta Development	4	100	4
MSD133	Integrated Approaches to Sustainable Deve Practice	4	100	4
	TOTAL	12		12

TRIMESTER II

Course	Title	Hours/W	Marks	Credits
MSD231	Social Hazards and Development	4	100	4
MSD232	Economics of growth and Development	4	100	4
ELECTIVES				
MSD243	Research Methodology	3	100	4
	TOTAL	11		12

TRIMESTER III

Course	Title	Hours/W	Marks	Credits
MSD331	Public Law and Policies for Development	4	100	4
MSD332	Economic Development, Gender and Susta	4	100	4
ELECTIVES				
MSD343	Consumer Behavior	3	100	4
	TOTAL	12		12

TRIMESTER IV

Course	Title	Hours/W	Marks	Credits
MSD431	Education for sustainable Development	4	100	4
MSD432	Advanced Quantitative techniques	4	100	4
ELECTIVES				
MSD443	Corporate Governance and Development	3	100	4
	TOTAL	12		12

TRIMESTER V

Course	Title	Hours/W	Marks	Credits
MSD531	Management of Social Welfare and Non Governmental organizations	4	100	4
MSD532	Project planning and management	4	100	4
ELECTIVES				
MSD543	Population and Development	3	100	4
	TOTAL	12		12

TRIMESTER VI

Course	Title	Hours/W	Marks	Credits

MSD651	Dissertation / project	4	100	4
ELECTIVES				
MSD642	Corporate Social Responsibility (Elective)	3	100	4
MSD643	Organizational Behavior (Elective)	3		
	TOTAL	12		12

Department of Social Work
MSc. Development Studies

Syllabus

Trimester – I

Course Code   : MSD 131

Course Title   : Introduction to Development Studies

Duration   : 60 hours

Course description: The Interdisciplinary course will engage students in developing critical understanding of the concept of development and its ramifications on all sectors of society including the marginalised. It examines in depth the consequences of development on the individual and society besides creating linkages between development and contemporary social issues. It enables students to understand the features of the emerging Indian state with dynamic concepts such as decentralisation, role of institutions and people's participation It helps students to appreciate the theoretical perspective in the field of human development across the life span and the social cultural factors that influence development.

Course objectives:

☐   Prepare students to handle the various facets envisaged in the entire course.
☐   To make students appreciate the interdisciplinary nature of the concept of development.
☐   Bring together a holistic perspective in students to function successfully in the development sector.

Course Learning Outcome:

The student is prepared to study the different dimensions of development across this course. Foundational concepts and application models. The student will understand the differences between economic and social development as well as the different development needs across the life span.

Unit 1	Module 1- Introduction to development studies Concept of Underdevelopment, development including sustainable development. Globalisation and Economic growth. Economic development: Economic inequalities, Income and growth. Social development: Poverty, conceptual issues and measures, impact of poverty..	**08**
Unit 2	Module 2- Social Development Diversity and social exclusion: Concept and implications, human development of the socio-cultural and other ethinic groups of the society. Contemporary Issues of Development — Bottom of the pyramid approach; understanding the importance of social capital and social mobilisation. Social security: Systems and role in development. People's participatory processes in development. Millenium development goals	**12**
Unit 3	Module 2 Individual, change and development Human development across the life span: Context and impact of deprivation. Conception and birth: issues of genetics and environment; birth processes; socio-cultural influences. Infancy, childhood, school years and middle childhood: Milestones of development, childhood deprivation and children at risk. Adolescence and adulthood: cultural construction and development deprivations. Old age: needs and impact of deprivation.	**10**
Unit 4	**Module 3 Society, change and development** Government to governance: Democracy and development; decentralisation policies in India; local governance; shifting forms of governance in urban and rural regions, linkages between decentralisation, power and poverty.	**10**
Unit 5	Emerging of role of CBOs and NGO and human rights institutions. Role of law, education, media and international	**10**

	organisations.	
Unit 6	**Models of development** Rostow's stages of growth, Structural change approaches, Models of community development, Model of sustainable livelihood.	10

The syllabus is for 60 hours of class room interactions and library based self learning exercises.

References

- Agrawal, A N (1995). *Indian Economy: Problems of development and planning*. pune: Wishwa Prakashan.
- Baldev Raj Nayar, *Globalization And Nationalism: The Changing Balance Of India's Economic Policy*, 1950–2000 (New Delhi: Sage, 2001)
- Beckman, M. (1968), *Location Theory*, Random House, London.
- Bidyut Mohanty (1993) *Urbanization in Developing Countries Basic Services and community Participation*, Institute of Social Science, Concept Publishing House .
- Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), *Development Experience in the Indian Economy: Inter-State Perspectives*, Bookwell, Delhi.
- Dholakia, R.H. (1985), *Regional Disparity in Economic Growth in India*, Himalaya Publishing House, Bombay.
- Friedman, J. and W. Alonso (Eds.) (1975), *Regional Policy, Readings in Theory and Application*, MIT Press, Cambridge, Mass.
- Glasson, J. (1975), *An Introduction to Regional Planning:Concepts,Theory and Practice,*Hutchison, London.
- Hoover, E.M. (1974), *An Introduction to Regional Economics*, Alfred A. Knopf, New York
- Kaul, V. &Sankar, D. (2009).*Early Childhood Care and Education in India*. New Delhi: NUEPA. Kumar, V. (2009).
- *Encyclopedia of Child Welfare and Protection.*Anmol Publications Pvt. Ltd. New Delhi.
- Lekhi R K (2013), *The Economics of development and Planning*, Kalyani Publishers
- Mukherji, Rahul (Eds).(2007), *India's Economic Transition: The Politics of Reforms*, Oxford University Press.
- *National Bureau of Economic Research* (1957), Regional Income, Princeton University Press, Princeton.
- Rao, H. (1984), *Regional Disparities and Development in India*, Ashish Publishing

House, New Delhi.

- Ray, D. (1998) *Development Economics*, OUP.
- Ray, D., *Development Economics*, 1998, Chapters 2, 9, 10, 12, and 16.
- Seth, V.K. (1987), *Industrialization in India: A Spatial Perspective*, Commonwealth Publishers, New Delhi
- Shukla, V. (1996) *Urbanization and Economic Growth*, Himalaya Publishers Pvt. Ltd.
- Thirlwall, A.P. (2003) Growth and Development with Special Reference to Developing Economies, Palgrave.
- Todaro, M.P. and S.C. Smith (2003) Economic Development, Pearson Education.
- Veeraraghavan, Singh, Khandelwal (Eds.). (2002). *The Child in the New Millennium*. New Delhi: Mosaic

Trimester I
Course code: MSD132
Course Title: Environmental Economics, Energy and Sustainable Development
Total Hrs: 60

Course Description

This course focuses on the linkages between environment and economics. It aims at enabling the students to develop a holistic and a critical understanding of sustainability around issues related to the environment. The concept of sustainable development is given a thorough treatment at the interface of environment, ecology and economy. The discussion covers a range of issues including critical analysis of the definition of sustainable development, indicators of sustainable development, environmental valuation methods, bioenergy and global climate change.

Course learning outcome

The course will equip the students with economic methods and tools to analyse and value environmental goods and services. The course will also provide insights into some of the approaches to address energy related environmental problems and also on the options available to policy makers to cope with issues of global warming and climate change for a sustainable world.

Unit 1	Unit-1 Introduction	15
	Environment, ecology and economy; Economics of natural resources; Resource taxonomy, Resource scarcity; Managing exhaustible and renewable resources; Natural environment as a natural resource;Irreversibility and uncertainty in environmental processes; Concept of sustainable development and intergenerational justice; Indicators of sustainability;Sustainable development – a critical assessment of past and present views; Is sustainable development a flawed concept? Unresolved questions on sustainable development.	
Unit 2	Unit-2 Environmental Valuation and Methodologies	20
	Environmental economics versus Ecological economics; Concept of value; Measuring values; Willingness to pay versus willingness to accept compensation; Total economic value; Use and non-use value of goods and services, ecosystem services; Revealed preference approaches – hedonic pricing method; travel cost method; Stated preference approaches – Contingent valuation method, Biases, Experimental markets; Choice experiment method.	
Unit 3	Unit-3 Environment and Development	10
	Trade-off between environmental stress and economic growth; Environmental Kuznet's Curve hypothesis - theory and empirical evidence; Environmental accounting; Externalities; Different types of goods, Common property resource and Tragedy of the Commons; Poverty and environment; Climate change debates – developed and developing countries, Stock and flow concepts; Choice of discount rates; Climate change and the Stern Review	

Unit 4	Unit-4 Energy Economics and Climate Change	15
	Introduction to energy economics; Energy- environment interactions;Options to address energy related environmental problems – Regulatory approach to environmental management, economic instruments for pollution control, Assessment and selection of instruments, Nuclear energy and climate change; Promises and limits of bioenergy; Economics of climate change; Alternative options to cope with global warmings - Generic options, National policy options, Emissions trading scheme (ETS) of the EU; International climate change agreements – UNFCCC, The Kyoto Protocol	

Essential readings

1. Bhattacharya R.N., (2002). *Environmental Economics.* Oxford University Press
2. Bhattacharya, S.C. (2011). *Energy Economics.* Springer, London
3. Biswas, A.K. Anand Tortajada, Cecilia, (2005). *Appraising Sustainable Development.* Oxford University Press
4. Zaleski C.P and Meritet Sophie, (2011). "Nuclear energy and climate change" in Sunjoy Joshi and Marlies Linke (eds), *Sustainable Development and Climate Change*. Academic Foundation
5. Joachim H and Spangenberg, (2011). "Climate protection without biofuels?" in Sunjoy Joshi and Marlies Linke (eds), *Sustainable Development and Climate Change*. Academic Foundation

Recommended Readings

1. Sengupta Ramprasad., (2002). *Ecology and Economics: An Approach to Sustainable Development.*Oxford University Press: New Delhi
2. Kolstad, Charles, D., (2010). *Environmental Economics.* Oxford University Press

Trimester I
Course code: MSD132
Course Title: Environmental Economics, Energy and Sustainable Development
Total Hrs: 60

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Course Description

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Course learning outcome

The course will equip the students with economic methods and tools to analyse and value environmental goods and services. The course will also provide insights into some of the approaches to address energy related environmental problems and also on the options available to policy makers to cope with issues of global warming and climate change for a sustainable world.

Unit 1	**Unit-1 Introduction** Environment, ecology and economy; Economics of natural resources; Resource taxonomy, Resource scarcity; Managing exhaustible and renewable resources; Natural environment as a natural resource;Irreversibility and uncertainty in environmental processes; Concept of sustainable development and intergenerational justice; Indicators of sustainability;Sustainable development – a critical assessment of past and present views; Is sustainable development a flawed concept? Unresolved questions on sustainable development.	15
Unit 2	**Unit-2 Environmental Valuation and Methodologies** Environmental economics versus Ecological economics; Concept of value; Measuring values; Willingness to pay versus willingness to accept compensation; Total economic value; Use and non-use value of goods and services, ecosystem services; Revealed preference approaches – hedonic pricing method; travel cost method; Stated preference approaches – Contingent	20

	valuation method, Biases, Experimental markets; Choice experiment method.	
Unit 3	**Unit-3 Environment and Development** Trade-off between environmental stress and economic growth; Environmental Kuznet's Curve hypothesis - theory and empirical evidence; Environmental accounting; Externalities; Different types of goods, Common property resource and Tragedy of the Commons; Poverty and environment; Climate change debates – developed and developing countries, Stock and flow concepts; Choice of discount rates; Climate change and the Stern Review	10
Unit 4	**Unit-4 Energy Economics and Climate Change** Introduction to energy economics; Energy- environment interactions;Options to address energy related environmental problems – Regulatory approach to environmental management, economic instruments for pollution control, Assessment and selection of instruments, Nuclear energy and climate change; Promises and limits of bioenergy; Economics of climate change; Alternative options to cope with global warmings - Generic options, National policy options, Emissions trading scheme (ETS) of the EU; International climate change agreements – UNFCCC, The Kyoto Protocol	15

Essential readings

6. Bhattacharya R.N., (2002). *Environmental Economics.* Oxford University Press
7. Bhattacharya, S.C. (2011). *Energy Economics.* Springer, London
8. Biswas, A.K. Anand Tortajada, Cecilia, (2005). *Appraising Sustainable Development.* Oxford University Press

9. Zaleski C.P and Meritet Sophie, (2011). "Nuclear energy and climate change" in Sunjoy Joshi and Marlies Linke (eds), *Sustainable Development and Climate Change*. Academic Foundation
10. Joachim H and Spangenberg, (2011). "Climate protection without biofuels?" in Sunjoy Joshi and Marlies Linke (eds), *Sustainable Development and Climate Change*. Academic Foundation

Recommended Readings

3. Sengupta Ramprasad., (2002). *Ecology and Economics: An Approach to Sustainable Development.*Oxford University Press: New Delhi
4. Kolstad, Charles, D., (2010). *Environmental Economics.* Oxford University Press

Trimester – II

Course Code: MSD 231
Course Title: Social Hazards and Development
Duration: 60 hours

Course Description:

This course is a critical engagement with the concept of development, its histories and its various contexts with regard to specific sets of issues. Our understanding of any phenomenon is, for a large part, determined by what perspective we adopt in order to understand them. In the case of development this acquires special significance as the implications of the various development initiatives are substantially determined by the subjective/objective contexts where they are actually implemented. Development, in a nutshell, signifies transforming the material conditions of a society; this even substantially touching upon and altering the social, cultural and political surroundings prevailing within a society apart from its economic base.Thismakes it pertinent for us to develop an understanding of *development* with regard to the contexts and realities it seeks to transform. Is development an innocuously progressive concept as it is always projected by its aspirants and stalwarts which include nation states and global agencies like World Bank, IMF etc.? How has development invoked a different set of social issues which are contextually and globally relevant? Does development signify a blind faith in scientific knowledge and a total discarding of all traditional and local systems? While seeking to answer these questions the course will make a survey of definite issues that have emerged from different parts of the globe. It will help the student to have a deeper insight regarding the nuances involved in initiating and implementing development projects.

Course Objectives:

1. To inculcate critical thinking in students towards development related issues.

2. To help them have a wider knowledge about the social, cultural and political issues in the context of development projects across the world.

3. To help students have a practical knowledge in this area through field visits, direct conversations and participation in discussions, and exposure to literature and narratives on these issues from people living in different parts of the globe.

Course Learning Outcome:

By the end of this course

1. the student can critically evaluate state policies and measurements adopted in specific development issues.

2. the student is expected to have acquired a good knowledge about

    a. The set of issues triggered off as a result of development initiatives in different contexts.

    b. The global challenges in this context.

3. the student will have developed a foundational idea as to how a rethinking of *development*is possible by exploring through some of the alternative and contextually specific frames.

Unit 1	σ Whose development is it anyway? Reconceptualising development. σ Ordering of the world into hierarchies of economy. σ Historical debates on development. σ The different perspectives, including those emerging from other social science disciplines like Sociology and Anthropology. σ Emergence of sustainable development	σ 10

Unit 2	σ Climate change and development σ The real menace, its symptoms (including global warming, the gas house effect etc.,) and sources. σ Its consequences for development discourses. σ Who will bear the responsibility? The historical and contemporary discourses and dis/agreements.	σ 10
Unit 3	σ Forced Migration, Development Induced Displacement σ Capturing the enormousness of the problem and the historical negligence σ The impact on disadvantaged groups and tribal population. σ Engagements with specific instances from Third world and related to Infrastructure projects, Dams and irrigation projects, Mining etc.	σ 10
Unit 4	**Water Scarcity** σ A new global challenge that is more serious than war σ Globalisation, development and the impact on traditional water resources: Discussions of specific instances σ Water scarcity and sanitation: An incomplete paradigm in public health.	10
Unit 5	**Poverty** σ Conceptualising poverty – Social, political, economic and cultural forms of deprivations. σ The obscene inequalities between the rich and the poor and its reproduction. σ Ill health and diseases, random urbanization and slums, human trafficking etc.	10
Unit 6	**Gender** σ Social construction of gender and its public and private life. σ Gender specific impacts of both development and underdevelopment.	10

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	σ Self-Help Groups, Women Empowerment programmes: A radical alternative?	

Readings:

Dreze, Jean, Amartya Sen and Athar Hussain. 1993. *Political Economy of Hunger*, New Delhi: Oxford University Press.

Bogumil, Terminski. 2015. *Development Induced Displacement and Resettlement: causes, consequences and socio-legal context*, Stuttgart, Germany: Ibidem Press.

Das, Madhuparna. 2011. *Water Scarcity and Gender Dynamics in a Slum in Delhi*, in *Indian Anthropologist*, Vol. 41, No. 2, pp. 91-98.

Downing, Theodore E. 2002. *Avoiding New Poverty: Mining-Induced Displacement and Resettlement*, International Institute for Environment and Development.

Falenda, Sudan K. 2009. *Encyclopedia of Environment and Development*, Serials Publication: New Delhi.

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Held, David, Charles Roger and Eva-Maria Nag. 2013. *Climate Governance in the Developing World*, Cambridge: Polity.

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Jindra, Michael. 2014. "The Dilemma of Equality and Diversity", in *Current Anthropology,* Vol. 55, No. 3. 316-334.

Liping, Sun. 2009. "Societal Transition New Issues in the Field of the Sociology of Development", in *Polish Sociological Review,* No. 167, 329-349.

Mehta, Lyla. 2003. "Contexts and Constructions of Water Scarcity", *Economic and Political Weekly*, Vol. 38, No. 48, pp. 5066-5072.

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Pieterse, Jan Nederveen. 1996. "The Development of Development Theory: Towards Critical Globalism", in *Review of International Political Economy*, Vol. 3, No. 4, pp. 541-564.

Shearer, Allan W. and David A. Mouat. 2009. "The Uncertainties of Regional Development and Their Possible Effects on Natural Resources Management", in Shearer et al. (ed), *Land Scenarios: The Environmental Consequences of* Development. London: CRC Press, 17-27.

Sinha, D. Sureshwar. 1999. "Parched earth and dying cities", *India International Centre Quarterly*, Vol. 26, No. 2, pp. 65-74.

Stein, M. 1998. "The Three Gorges: The unexamined toll of development-induced displacement". *Forced Migration Review*, Vol. 1:7-9.

Stillwaggon, Eileen. 1998. *Stunted Lives, Stagnant Economies: Poverty, Disease and Underdevelopment*, Rutgers University Press.

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Tanner, Tom and Leo Horn-Phathanothai. 2013. *Climate change and development*, London: Routledge.

Thanawala, Kishor. 1992. "Poverty and Development: Economics and Reality", *Review of Social Economy*, Vol. 50, No. 3. 258-268.

Yunus, Muhammad. 2008. *Creating a World without Poverty*, New York: Public Affairs.

Course code: MSD232
Course Title: ECONOMICS OF GROWTH AND DEVELOPMENT
Total Hrs: 60

Objectives: **60 Hrs**
The course is intended to impart a practical orientation to understanding the developmental issues in developing countries based on theoretical foundations; the course helps to create the skills in identifying issues of underdevelopment and generate practical solutions to them

Learning Outcomes:

The students will acquire

1. a sound conceptual knowledge base necessary to fulfill the role of expert in economics conscious of the broad issues of society
2. the capability to understand the nature of social and economic issues confronted in developing societies
3. the skills and techniques to find solutions to the problems of development and growth

UNIT 1: Theories of Growth and Development
     12 Hrs
a) Economic Growth Theories
Neoclassical economic theory: Slow-Swan growth model and its extension; Ramsey growth model; Empirics of neoclassical theory: Conditional and unconditional convergence; Endogenous growth theory: AK model; Romer model with knowledge spillovers and increasing returns to scale; Uzawa-Lucas model with human capital Endogenous growth theory: Models with endogenous technological change, R&D based growth theory; Empirics of endogenous growth theory and technological change

b) Contemporary Theories of Economic Development
Dualistic development and structuralism – Lewis model, Chenery model; The balanced-growth Nurske model; Hirschman's unbalanced growth model with backward and forward linkages

c) New frontiers in Theories of Economic Development
The imperfect information paradigm (Stiglitz); the new institutional economic paradigm (Williamson); the international dependence models

UNIT 2: Poverty, Risk and Inequality   **09 Hrs**

Measurement of development and poverty- vulnerability and of chronic and inter-temporal poverty; concepts of welfare and well-being – contrast to Sen's approach; microeconomic approaches on how economic processes lead to poverty increases or poverty reduction: poverty traps - the theory and evidence - credit market failures, risk, social norms and attitudes, and spatial externalities.

UNIT 3: Financial Flows to Developing Countries   **09 Hrs**

The determinants of private capital flows (FDI, bank lending, bonds and equity); and the institutional and policy issues arising from their impact on macroeconomic stability and growth; the positive economics of aid (from whom, to whom and with what effects) and the normative economics of aid (how to allocate and deliver aid better); the relationships between these two sorts of financial flows.

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UNIT 4: Rural Development   08 Hrs

Land (tenancy, shareholding, and property rights); Labour (labour markets, shadow wages, wage determination); Migration (equilibrium models, causes and consequences, risk); Credit and micro-finance (credit rationing, household credit, lending to the poor)

UNIT 5: Industrial Policy and Technological Upgrading
        09 Hrs

Industrialization, economic growth and the industrial policy debate; The experience of the East Asian NICs: lessons and debates; Transfer of technology and role of multinational companies; Industrialisation and catch-up in the emerging economies: the BRICS and beyond; Opportunities and constraints for industrial policy in the 21st century: internal and external dimensions

UNIT 6: Openness and Development   09 Hrs

The impact of trade and foreign investment on growth, inequality and poverty; variation in impact among countries with differing factor endowments and institutions; policy and non-policy barriers to external economic linkages; criteria and constraints in choice of external (and related internal) economic policies; industrial policy; market access, international and private rules governing trade; and regional integration.

UNIT 7: Education and Development through Community Participation   04 Hrs

The concept of service/experiential Learning; A study of the causes, consequences and risk associated with migration for the rural illiterates; A study of the household finances of the rural Bangalore – lending to the rural poor, rural indebtedness, role of micro-finance.

(2 to 3 days rural stay where the students will understand the dimensions of rural poverty, study the developmental projects underway in the area, propose strategies to strengthen the ongoing programmes of development or suggest remedies for the problems)

References:

1. Murphy, K.M., A. Scheifer and R. Vishny, 'Income Distribution, Market Size and Industrialization', Quarterly Journal of Economics 104(3) 1989, pp. 537–564.
2. Aghion, P. and S. Durlauf, eds. (2005) Handbook of Economic Growth, Vol. 1A. North Holland [AD, HD75.5 .H35 2005, available at Science Direct].
3. Banerjee, A., R. Benabou, and D. Mookherjee (2006) Understanding Poverty. Oxford University Press. [BBM, HC79.P6 U534 2006]
4. Barro, R. and X. Sala-i-Martin (2004) Economic Growth. Second edition. MIT Press. BSM]

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5. Rodrik, D. editor (2003) In Search of Prosperity: Analytic Narratives on Economic Growth Princeton University Press. [HD73 .I52 2003]

D. Mookherjee and D. Ray (2001) Readings in the Theory of Economic Development. Blackwell Readings for Contemporary Economics, Blackwell Publishers [HD75 .R423

Research Methodology (MSD 243)
Course Duration: 60 Hours

Course Objective

This course is designed to equip students for conducting independent research. Students will get basic understanding of different types of research, tools and techniques for conducting research. Literature review helps students to understand the previous research studies and helps to identify the gap in the research. Students will get hands-on experiences in Excel, SPSS and NVivo softwares to analyse and interpret various data sets in the class. The knowledge gained through this course can be used for carrying out various research initiatives for decision making.

Learning Outcome

- Students will understand how to conduct a research in a systematic manner.
- Students will be familiarized with the research tools, techniques and instruments used for research, statistical analysis and interpretations.
- Students will get exposure on Excel, SPSS and NVivo softwares for analysing data.
- Students will learn how to write research reports and develop the skills for writing them.

Module 1	6 Hours
Research –Introduction to research, Concept and theory, Induction and deduction; Objectives of research. Types of research – Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical and case based research. Ethical aspects in research.	
Module 2	6 Hours
Research process, Research Formulation – Defining and formulating the research problem - Selecting the problem - Necessity of defining the problem. Importance of literature review in defining problem – Literature review, Critical literature review – Identify research gaps - Development of working hypothesis.Type 1 and Type II errors.	

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Module 3	6 Hours
Research design and methods –Basic Principles- Need of research design. Features of good design Develop a research plan - Exploration, Description, Diagnosis and Experimentation. Sampling Methods; Tools and Techniques of Data collection- Questionnaire Construction, Measurement Scales- Basic Scales, Validity Analysis, and Reliability Analysis. Data Collection	
Module 4	10 Hours
Construct Distinction: Exploratory Factor Analysis and Confirmatory Factor Analysis	
Module 5	18 Hours
Data Processing and Analysis strategies - Data Analysis using SPSS, NVIvo and Excel - Hypothesis-testing, Generalization and Interpretation.	
Module 6	14 Hours
Reporting and thesis writing: Types of report – Technical reports and thesis. Structure and components of scientific reports.Different steps in the preparing report – Layout, structure and Language of typical reports – Illustrations and tables - Bibliography, referencing and footnotes. Significance, limitation and future scope for the study.	

Essential Reading

Aron, A., Aron, E. N., & Coups, E. J. (2006).*Statistics for Psychology (*4TH Ed.). NewDelhi: Pearson Education Inc.

Garrett, H.E. (1966). *Statistics in Psychology and Education*(10th Ed.).Bombay: VakilsFeffer and Simons Ltd.

George, D. &Mallery, P. (2006).*SPSS for Windows Step by Step: A simple Guide and Reference* (Sixth Edition). New Delhi: Pearson Education Inc.

NargundkarRajendra (2003).*Marketing Research-Text and Cases*(2nd Ed.).New Delhi: Tata McGraw-Hill Education

Cooper, D and Schindler, P. (2007).*Business Research Methods*, New Delhi: Tata McGraw Hill, (9th Ed.)

Taylor,B., Sinha, G. and Ghoshal, T. (2006). *Research Methodology*, New Delhi: Prentice Hall India

Levin,R and Reuben, D. (2008). *Statistics for Management (7th Ed.)*.New Delhi: Prentice Hall India

Byrne, B. M. (2001). *Structural equation modeling with AMOS: Basic concepts, applications,and programming*. Mahwah, NJ: Lawrence-Erlbaum. (Book A)

Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis*.New York: Guilford Press. (Book B)

Hoyle, R. H., Harris, M. J., &Judd, C. M. (2002).*Researchmethods in socialrelations* (7thEd.). Pacific Grove, CA: Wadsworth.(Book C)

Reis, H. T., & Judd, C. M. (2000).*Handbook of research methods in social and personality psychology.*New York:Cambridge University Press. (Book E)

Recommended reading

Albright, S., & Winston, W. (1999).Data analysis and decision making with Microsoft Excel. Pacific Grove, CA: Duxbury Press.
Bradley, J., & Schaefer, K. (1998). The uses and misuses of data and models: The mathematization of the human sciences. Thousand Oaks, Calif.: Sage Publications.
Elifson, K., & Runyon, R. (1990).Fundamentals of social statistics (2nd Ed.). New York: McGraw-Hill.
Gupta, C.B. (1995): Introduction to Statistical Methods. New Delhi: Vikas Pub. House.
Gupta, S.P. (1997): *Statistical Methods*. New Delhi: Sultan Chand and Sons.
Welkowitz, J., Ewey, R. B., & Cohen, J. (1991).*Introductory Statistics for the Behavioral Science*s.NewYork: Harcourt Brace Jovanovich Publications.

Trimester – III
Public Law and Policies for Development

MSD 331

Unit –I   **10hrs**

Objective

A general classification of law concerned with the political and sovereign capacity of a state.

Ideological Bases of Constitution of India - The Preamble - Basic Structure of the Constitution - Territory and Citizenship - Fundamental Rights and Fundamental Duties of Citizens - Directive Principles of State Policy. Independence of the Judiciary and Judicial Review - Amendment Procedures of the Constitution of India.

Learning outcome

On successful completion of the course, the student will be able to: Comprehend the basic structure and features of Indian constitution and understand the fundamental rights and duties of citizens.

List out the powers and functions different levels of government and will also understand the importance of centre state relations.

Unit-II   **10hrs**

Objective

Historical Legacy of Indian Administration: Ancient, Medieval, Colonial Period and Since Independence.

Issues in Administration- Political and Permanent Executive: Relationship between Minister and Secretary, Generalist and Specialists in Administration, Integrity in Public Administration: Anti -Corruption measures and Machinery: Vigilance Organizations in Ministries, Lok Pal and Lok Ayuktas, Redress of Citizens. Local Governance -Concepts, Theories and Models.

Learning outcome

The student will be able to explain the administrative structure analyse functions of institutions like National development Council,planning Commission and NITI AYOGH.

Unit –III   **10hrs**

Objective

The unit will focus on Imperatives, perspectives and give an overview of organization, management & capability

Development Administration: Concepts, Definitions and Elements - Development of Administration - Nature, scope and Characteristics of Development Administration - Need of Development of Administration

Development-Some Basic Considerations, Characteristics & Problems of DevelopingCountries. Organization and Management Development, Development Planning. Sustainable Development, Development Administration: Imperative & Perspective.

Learning Outcome

The attempt is to explain the general activity of the Government and its growing concerns and the ways and means to develop new the activities of government especially in the economic, political and social fields.

Unit-IV   **10hrs**

Objective

To present and analyse the role of bureaucracy especially senior administrators and their role in shaping public policy

Bureaucracy and Development, Bureaucracy and Public Policy. Environment and Development.Citizen Participation in Development.New Public Management.

Learning Outcome

The attempt will be to explain the challengesand the methods and approaches in policy formulation, implementation,Political dimension to the role and constraints faced in bureaucracy.

Unit-V   **20 hrs**

Objective

The students will be trained through internship to develop the role of future public policy framer.

Practical training- Reporting of Development cases, Writing policy documents to develop Analytical thinking and clear and cogent writing. Internship with Governmental and Non Governmental Agencies

Learning Outcome

Conceptualize and operationalize the of Research problem
Design quantitative and qualitative studies with appropriate methodology
Prepare research reports

Essential Readings
Andre Gunder Frank.The Underdevelopment of Development.
Gunar Myrdal.Asian Drama
Datta, Arvind. (2010). Commentary On Constitution Of India (3 Vols.), LexisNexis
Butterworths Wadhwa Nagpur, 2010.
Basu, Durga Das. (2002). Introduction to the Constitution of India, Wadhwa and
Company Law Publishers, New Delhi.
Basu, Durga Das. (2008). Commentary on the Constitution of India, Wadhwa and
Company Law Publishers, New Delhi.
Jayal, Neeraj Jayal and Sudha Pai. (2001). Democratic Governance in India, Sage, New
Delhi.
Seervai,H.M. (1996). Constitutional Law of India, N.M.Tripathy, Bombay.
Shukla,V.N. (2006). Constitution of India, Eastern Book Company, Lucknow.
Arora, RK. (2007). Indian Administration, Sumity Enterprises, New Delhi.
Arora, Ramesh and Rajni Goyal. (2009). Indian Public Administration- Institutions and
Issues, Viswa Prakashan.
Maheswari, S.R. (2004), Indian Administration Sixth Edition, Orient Blackswan, New
Delhi.
Singh, Hoshiar and Pankaj Singh. Indian Administration, Dorling Kindersley (India)
Pvt.Ltd.,
Pearson Education India.
Laxmikanth, M. (2011). Governance In India, Tata McGraw-Hill Education.Delhi.

Pruthi, R.K. (Ed.) (2005). Administrative Organisations,Discovery Publishing
House,New Delhi.
Sarkar, Siuli. (2010). Administration in India, Prentice Hall of India Pvt. Limited, New
Delhi.
Maheswari, S.R. (2005). Public Administration in India – The Higher Civil Services,
OUP.Delhi

M.Venkatarangaiya andM.Pattabhiram-Local Government in India, Allied Publishers-
1969

SR Maheswari, Local Government in India, Lakshmi Narain Agarwal, 2008.
Bidyut Chakraborty and Rajendra Kumar Pandey, Modern Indian Political Thought –
Text and Context, Sage, New Delhi, 2009.
Niraja Gopal Jayal and others, Local Governance in India –Decentralisation and
Beyond, Oxford University Press, 2006.

Choice Based Course –MSc. Development Studies

Subrata K. Mitra. 2001. Making local government work: Local elites, panchayati raj and governance in India, in: Atul Kohli (Ed.). The Success of India's Democracy. Cambridge: Cambridge University Press.

Ghosh , Buddhadeb & Girish Kumar-State Politics andPanchayats In India New Delhi: Manohar Publishers, 2003

Sudhakar , V. New Panchayati Raj System: Local Self-Government Community Development -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R.-Decentralisation: an Indian experience, Jaipur: NationalPub., 2007

Recomended Reading

Bevir, Mark(Ed.), The Sage Handbook of Governance, Sage, 2011.

Miller, William L, et.al., Models of Local Governance, Palgrave Macmillan.n.d.

Chakraborty, Bidyutand Mohit Bhattacharya (Eds.), The Governance Discourse, Oxford University Press, 2008.

B.C.Smith, Good Governance and Development, Palgrave Macmillan, 2007.

SL Goel, Good Governance –An Integral Approach, New Delhi: Deep and Deep Publications Pvt. Limited, 2007.

Torfing, Jacob, et.al., Interactive Governance –Advancing the Paradigm, New York: Oxford University Press, 2012.

Palekar, S. A, Development Administration, New Delhi: PHI Learning Private limited, 2012.

S.L.Goel, Development Administration: Potentialities and Prospects, New Delhi: Deep and Deep, 2010.

Pardeep Sahni and Etakula Vayunandan, Administrative Theory, New Delhi: PHI Learning Private Limited, 2010.

Hazary, Development Administration: Quest for Identity, New Delhi: APH Publishing, 2006.

Sapru, R.K. Development Administration, New Delhi: Sterling

Course code: MSD332
Course Title: Economic Development, Gender and Sustainability
Total Hrs: 60

Course Description:
The course will critically examine how development processes affect women and men and gender relations. It will also provide theoretical understanding of gender and development and also the sustainability issues.

Learning outcome:

The students will know and understand the different dimensions of development, gender and sustainability. The students will be able to develop critical awareness on the different concepts of economic development, gender and sustainability.

Unit-1 Economic Development **(15 hrs)**

Defining Development, Dimensions of development-Economic development, Human development, Sustainable development and Territorial development. Development Paradigms and Development Ingredients.

Unit-2 Social Inclusion and Exclusion **(15 hrs)**

Definitions, Concepts, and Themes; Historical background of the concept of Social Exclusion and Inclusion. Social exclusion- Religion, Race, Caste, Ethnicity; Gender; and Disability.

Unit-3 Gender **(15 hrs)**

Defining Gender. Social Constructions of Gender: Natural and Social Inequalities. Femininity and Masculinity. Gender and Social Institutions. Gender and the Economy. Gender and Development - Constraints in Development Polices. Gender on the International agenda. Gender and Law

Unit-4 Sustainable Development **(15 hrs)**

Introduction: Meaning, definitions and dilemmas. Evolving conceptions - causes and consequences. Communication tools and Sustainability Indicators**.** Case studies.

References

1. *Human Development Report*. (2011-2013) Govt. of India, New Delhi: New Concept Information Systems Ltd.
2. Joseph H. Hulse. (2007), Sustainable Development at Risk: Ignoring the Past, International Development Research Centre.
3. Kimmel, M S. (2010). The Gendered Society, (4th ed.), Oxford University Press.
4. Pal.M, P. B. (2011). *Gender and Discrimination*. New Delhi: Oxford University Press.

5. Ray, R. (2012). *Handbook of Gender*. New Delhi : Oxford University.

6. Schumacher E. F., 91973), Small is Beautiful: A Study of Economics As If People Mattered, Blond & Briggs Publishers
7. Sisay Asefa (2005) The Economics of Sustainable Development, W.E. Upjohn Institute for Employment Researc.
8. Tatyana P. Soubbotina (2004). Beyond Economic Growth: An Introduction to Sustainable Development,(2nd edition), World Bank, Washington, DC
9. UNDP, 2010. Human Development Report 2010. The Real Wealth of Nations: Pathways to Human Development

Trimester – III

Course Code : MSD 343
Course Title : Consumer Behaviour
Duration   : 60 hours

Course Description:

The core objective of this course is to acquaint students the behavioral dynamics of consumers and equip them necessary skills to carry out detail consumer analyses which could be used for understanding markets and developing marketing strategies.

Course Learning Outcome:
Upon completing this programme the students should be able to:
  ➢ Understand the basic dynamics of consumers' mind.
  ➢ Factors influencing consumer behavior.
  ➢ Critically analyze general marketing trends from a consumer behavior point of view.
  ➢ Develop consumer oriented marketing strategies and techniques

Unit 1	**Introduction** Definition of Consumer Behavior, scope, marketing concepts, customer value, customer satisfaction and retention - Market segmentation: meaning of market segmentation, bases for segmentation.	10
Unit 2	**Consumer as an individual** Consumer Perception Consumer motivation: needs, goals, arousal. Personality and consumer behavior.	10

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Unit 3	Consumer learning, attitude and communication process	10
	Consumer learning	
	Attitudes: meaning, attitude formation, strategies of attitude change.	
	Marketing communication: components of communication, communication process, designing and persuasive communication.	
Unit 4	Consumer in their social and cultural settings	10
	Reference Groups: meaning and power of reference group, types of reference groups, family, life-cycle, consumption rules- Social class: nature, social class categories: affluent consumer, middle class, techno class and applications of social class.	
Unit 5	Influence of Culture on Consumer Behavior	10
	Characteristics of culture, measurement of culture, Subcultures and consumer behavior, Definition of sub-culture, Types of sub- cultures (religious, national, geographic, racial, age) , Sub-culture interactions, Cross cultural consumer analysis, Cross cultural psychographic segmentation.	
Unit 6	Consumer Decision making	10
	Consumer Decision: meaning, levels of consumer decision, views and models of consumer decision making- Consumer Influence and diffusion of innovation: opinion leadership, dynamics of opinion leadership, diffusion of innovation, diffusion process, adoption process and profile of consumer innovator.	

Essential reading:

Schiffman Leon G and Kanuk Leslie Lazar (2004), Consumer Behavior, 8th edition, PrenticeHall of India Pvt Ltd, New Delhi, India.

Batra Satish K and S.H.H. Kazmi (2004), Consumer Behavior – Text and Cases, Excel Books A-45, Naraina, Phase I, New Delhi, India.

Majumdar Ramanuj (2010) Consumer Behavior: Insights from Indian Market, PHI Learning Private Limited, New Delhi, India.

Choice Based Course –MSc. Development Studies

Recommended readings:

Hoyer Wayne D and MacInnis J Deborah (2010) Consumer Behavior, All India Publishers & Distributors, Chennai.

Hawkins (2007) Consumer Behavior, Tata McGraw Hill Pvt Ltd, New Delhi, India.

Trimester – III

Course Code : MSD 431
Course Title : **EDUCATION FOR SUSTAINABLE DEVELOPMENT**
Duration : 60 hours

Course Description

This course helps students to understand the education system in India and its importance to sustainable development.

Course learning outcome

Students will gain a basic understanding on the role of Education in promoting sustainable development. Through this course students will learn about the historical background, techniques Universalisation of Education in India and how Education promotes sustainable development.

Unit 1	Recent techniques in education. Team Teaching-Meaning, Definition ,Objectives, Principles, Types Collaborative Learning-Video Conferencing-Meaning ,Types ,Educational Advantages	10
Unit 2	Education and Human Resource Development Ways of Developing Human Resources;Indicators of Human Development;Education and Mobilization of Human Resources;Problems in Human Resource Development;Education for Twenty First century	10
Unit 3	Historical Background of Education History of Indian Education-Education in Ancient India-Vedic System of Education-Salient Features of Buddhist Education-Education in Medieval India.Growth of Modern System of Education-National Policy on Education-Right to Education	10

	Act(RTE)	
Unit 4	Status of School Education in India Nature and Objectives of Primary and ,Secondary and Higher Education in India. National Curriculum Frame work for School Education	10
Unit 5	Universalization of Education Meaning of Universalization of Education and its differentaspects-Access,Enrolment,Participation,Learning and Achievement-Challenges and problems in achieving UEE.-Non enrolment of Girl child ,working children and other disadvantaged groups.Government plans in retention and prevention of Dropouts-Incentive schemes ,Middaymeals,Dealing with the learning problems of Disadvantaged child.-Sarva Shiksha Abhyan	10
Unit 6	Education for Sustainable Development Sustainable Development:Meaning,Nature,Scope,Approaches and strategies ,Integration in Curriculum,Role of Teacher in promoting sustainable development	10

Recommended reading:

Chaube, S.P. (2008). A Historical Review of Development of Modern Indian Education. Hyderabad: Neelkamal Publishers.

Pathak, R. (2012). Development and problems of Indian education. (1st ed., pp. 1-364). Pearson. Retrieved from http://www.amazon.in/Development-Problems-Indian-Education-Pathak-ebook/dp/B00G4YDROCSatija, B.K. (2003). Trends in Education. New Delhi: Anmol Publications.

Terry,& Franklin.(1997). Principles of Management. (8th ed.). AITB Publishers & Distributors.

Udai, V. (2004).Modern School Organisation. New Delhi: Anmol Publications Pvt. Ltd.

MHRD Documents-Report of Education and NPE 1986.

Nieto, S. (1992). Affirming Diversity- The socio-political Context of Multicultural Education. New York: Longman. Journal of Education for Sustainable Development http://www.sagepub.in/journals/Journal201843

Education for Sustainable Development (ESD) http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/

Trimester – IV

Course Code : MSD 432
Course Title : Advanced Quantitative Techniques
 Duration   : 60 hours

Course Objective

This course is designed to equip students for becoming a researcher and introduces different types of quantitative research. It also helps students in learning advanced techniques for analysing the data. It covers parametric and non-parametric tests. Students learn various statistical analysis such as Hypothesis Testing, Factor analysis, Exploratory Analysis, Confirmatory Analysis,Correlation,Regression, ANOVA, Chi-Square test,, Rank-Sum tests- M-W (U-test), K-W (H-test). The course will be a continuation of the second semester and will focus on the analysis of the data collected from the field by the students. The course also focuses on how the learnings can be applied for Publications.

Learning Outcome

- Students will understand various types of quantitative techniques used in research
- Students will understand how to do various statistical analysesin a systematic manner.
- Students will learn how to conduct statistical analyses using Excel, SPSS and AMOS.

Module 1   **9Hours**

Quantitative Techniques: Introduction, Basic Concepts of advanced quantitative Techniques,
Descriptive Study, Causal Analysis, Case Survey Method, Meta-Analysis.

Module 2   **12 Hours**

Data Analysis: Editing, Coding, Classification, Tabulation, Analysis & Interpretation. Statistics in Research: Measures of Central Tendency, Measures of Dispersion,Skewnessand Kurtosis.

Module 3   **14 Hours**

Hypothesis: Meaning, types, formulation of Hypothesis, Steps in Hypothesis Testing, Errors in hypothesis testing,

Parametric and Nonparametric test: T-test, Z-test, ANOVA, Chi Square test, Rank-Sum tests- M-W (U-test), K-W (H-test).

Practical session: Analysis will be done with the given set of data

Module 4   **14 Hours**

Factor Analysis: Introduction, Process of Factor analysis.Confirmatory Factor Analysis: Testing the measurement model; Fit indices.

Practical session: Analysis will be done with the given set of data.

Module 5   **6 Hours**

Correlation and Regression: Explaining Association and Causation: Introduction, Correlation, Regression, Multiple regressions, Logistic Regression.

Practical session: Analysis will be done with the given set of data

Module 6   **5 Hours**

How to Publish in Good Journals. Basic understanding of writing research article.Limitation, Ethics and Contributions of the study.

Recommended Readings

Hair, F. J. Jr., Black, C. W., Babin, J. B., Anderson, E.R. (2013). *Multivariate data analysis* (7th Ed.).New Delhi: Pearson

Anderson,R.D., Sweeney, J.D., Williams, A.T. (2007).*Statistics for Business and Economics (India Ed.).* New Delhi: Thomson South- Western.

Black, K.(2009). *Business Statistics* (5th Ed.).New Delhi: Wiley India vt. Ltd

Cooper, D and Schindler, P. (2007).*Business Research Methods*(9thEd.). New Delhi: Tata McGraw Hill,

NargundkarRajendra (2003).*Marketing Research-Text and Cases*(2nd Ed.).New Delhi: Tata McGraw-Hill Education

Taylor,B., Sinha, G. and Ghoshal, T. (2006). *Research Methodology,* New Delhi: Prentice Hall India

Aron, A., Aron, E. N., & Coups, E. J. (2006).*Statistics for Psychology (4TH Ed.).*New Delhi: Pearson Education Inc.

Garrett, H.E. (1966). *Statistics in Psychology and Education*(10th Ed.).Bombay: VakilsFeffer and Simons Ltd.

George, D. &Mallery, P. (2006).*SPSS for Windows Step by Step: A simple Guide and Reference* (Sixth Edition). New Delhi: Pearson Education Inc.

Byrne, B. M. (2001). *Structural equation modelling with AMOS: Basic concepts, Applications, and programming.* Mahwah, NJ: Lawrence-Erlbaum. (Book A)

Suggested Reading:

Kothari, R.C. (2002). *Research Methodology*, VishwaPrakashan

Zikmund,G.W. (2003). *Business Research Methods*(7th Ed.).Cengage LearningThomson/South-Western

Popper, K. R. (1959). *The logic of scientific discovery.*New York: Harper & Row.

Hoyle, **R**. **H.**, **Harris**, **M**. **J.**, &**Judd**, **C**. **M**. (2002).*Researchmethods in socialrelations* (7th. Ed.). Pacific Grove, CA: **Wadsworth**.(Book C)

Reis, H. T., & Judd, C. M. (2000, Eds.), *Handbook of research methods in social and personality psychology.*New York:Cambridge University Press. (Book E).

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002*).Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin. (Book F).

Choice Based Course –MSc. Development Studies

MSD 443 Corporate governance and development

Course description: This course will help the student understand the forces in business, government and society are related. The historical events that shaped this relation as well as the current events are discussed. The models, policies and practices which have been developed this field is brought into focus.

Learning outcomes: The objective is to prepare the students to understand the nuances of corporate governance as the subject matter plays out its role in development issues. The issues concerned with the relation between corporations and societies are made clear. Similarly issues of environment, ethics and diversities become clear to the student.

Unit 1 Introduction to corporate governance   15 hours

Interlinkage between business, government and society. Models of Business, government and society relationship- The market capitalism model, The dominance model, The countervailing forces model, The stakeholder model. Historic forces changing the business environment - industrial revolution, inequality, population growth, technology and globalization.

Unit 2 Business environment   15 hours

Key environments for business- economic environment, technological environment, cultural environment, the government environment, legal environment, natural environment, internal environment. Emergence of corporate governance- Corporate governance committees, OECD principles, Indian committees and guidelines, CII initiatives, SEBI initiatives. Board of directors as an instrument of governance.

Unit 3 Business ethics   10 hours

Introduction to business ethics. Major sources of ethical values in business. Factors influencing managerial ethics- leadership, strategies and policies, corporate culture and individual characteristics. Principles of ethical conduct.

Unit 4 Environment concerns   **10 hours**

Natural environment and business, Industrial pollution, Industrial environment performance. India's environment policy and the process of managing environment.

Unit 5 Rights in work places   **10 hours**

Discrimination in workplaces, Affirmative action, Women at workplaces-gender attitudes and harassments. Promotion of diversities

References

- Colley, J. (2003). *Corporate governance*. New York: McGraw-Hill.
- Hirschey, M. (2004). *Corporate governance*. Amsterdam: Elsevier JAI.
- Kim, K., & Nofsinger, J. (2007). *Corporate governance* (2nd ed.). Upper Saddle River, N.J.: Pearson/Prentice Hall.
- Mallin, C. (2004). *Corporate governance*. Oxford: Oxford University Press.
- Monks, R., & Minow, N. (2004). *Corporate governance* (3rd ed.). Malden, Mass.: Blackwell Pub.
- Solomon, J., & Solomon, A. (2004). *Corporate governance and accountability*. New York: John Wiley.
- Subhash Das (2010) Corporate governance, PHI, New delhi.

TRIMESTER V

Course Code : MSD531
Course Title : Management of Social Welfare and Non Governmental organizations
Duration : 60 hours (4 hours in a week /100 marks /4credits)

Course Description:

The NGO's (Non-Government Organizations) since the last two decades, due to their unique vision and perspectives of a just, equitable and sustainable society have gained prominence as agents of social and economic change. Social welfare symbolizes the organized activities of voluntary and governmental agencies that seek to prevent, alleviate, or contribute to the solution of social problems and improve the well-being of individuals, groups, or communities. This increasing recognition has also heightened the demand for increased professionalism.   This must be understood and addressed while building the managerial traits in its human resources. Importing the required managerial competence from the developing economies may not be a feasible strategy. This programme, being in the developing country makes an attempt to address this uniqueness. It is, therefore, a unique cause to attend fort those interested in working on the social and economic agenda, with NGO's.

Course Learning Outcome:
The aim of the course is to impart knowledge, develop skills and create suitable attitudes and behavior patterns required for effective management of social and welfare services.

Unit 1	The concept of Social Welfare and Non -Governmental organizations	10
	Social Welfare: Concept, need and objectives; Philosophy of Social Welfare and Social work; Changing concepts and practices of social welfare in relation to social, economic and industrial development; Changing political philosophy and its impact on social welfare	
	NGO's: Definition, Concept, Objectives, Types and Present Status of NGO's; Role of NGO's; History of NGO's in India and NGO's Movements in Other Countries.	

Choice Based Course –MSc. Development Studies

Unit 2	**NGOs, Co-ordinating agencies, Funding agencies and Schemes**	10
	National organizations and Schemes for NGOs	
	Major Schemes of the Government of India in Various Sectors Role of NGO's and Criteria for NGO's Support	
	International organizations and Schemes for NGOs	
	FCRA : Foreign Contribution Regulatory Act Income tax Act 1961: Nature and scope of Section 10 Income Tax Exemption: Under Sections 11 and 12. Rebate under Sections 80G and 35AC of Income Tax Act.	
	UN Agencies, Bi-lateral agencies, International NGOs (INGOs) , Donor Agencies Other International Agencies, World Bank, IMF and Asian Development Bank.	
	Challenges of NGO Management, Development issues, Development indicators, Poverty (Exploitation, Vulnerability and Powerlessness) and Development.	
Unit 3	**Management of Social Welfare and Non -Governmental organizations – Part 1**	10
	Legal procedures for establishment of Social Welfare and Non - Governmental organizations – Trust and Society and their differences. Formation of Trust, Society and Not-for profit Company U/s 25 of Companies Act. Registration procedure. Tax Reliefs under various Acts.	
	Office Procedure and Documentation – Documents of trust , society and Company. Contents of Memorandum of Association (MOA), Importance of by-laws, Registration under Company's Act. Difference between public and private trust.	
	Basics of Accounting, Budgeting and Resource Mobilization. Basic principles of accounting, steps in accounting, Book of Accounts, Terms used in Journal, ledger and Trial – Balance. Financial year closing Accounts for Audit – Capital Fund, Fixed Assets, Resource Mobilization, Rules regarding receipt of funds from foreign countries.	

Unit 4	**Management of Social Welfare and Non -Governmental organizations – Part 2**	10
	Social Marketing – Principles and Concepts of Marketing, difference between selling and marketing, Concepts of Marketing Mix, Concept of Social Marketing. Distinguish between social and commercial marketing. Fundamental Component of Social Marketing. Behavioral Change, Challenges for NGO Community in Social Marketing.	
	Corporate Social Responsibility and Social Marketing.	
	Project Management – Basic Concepts of Project Management, Project identification, Project life cycles and success factors	
	Managerial role in problem solving, Governance and leadership in NGOs.	
Unit 5	**Management Strategies and planning for NGOs**	10
	Elements of Strategy, SWOT analysis, Process of Management – Planning, Organization, Delegation, Co-ordination, Core-Competency and Capacity Building	
	Team Building: Concept & Significance Role of Effective Team Building in Management of NGO's	
	People's Participation: Concept, Meaning and Objectives Role of People's Participation in Community Development	
	Understanding Self: Formulation of Self Concept, Dimension, Component, Self Assessment Analysis & Action Plan.	
Unit 6	**Managerial Communication, skill and development**	10
	Official Documentation and Communication. Principles of Good Writing, Format and types of official Letter. Procedure of Filing and File Movements, E-filing.	
	Managerial communication : Official Letters, Memos, Notice, Circular, Letter Relating to employee, Correspondence with Banks, E-mails, Fax, Correspondence with Media, Drafting of Advertisements, Report Writing.	
	Etiquette in Office, Meetings, Seminars and Conferences, How to	

	dress up according to the occasion, Dress Code, Table manners, Dining etiquettes, Elevator etiquettes, Electronics etiquettes. Coordination of Job Interviews, Group discussions and Meetings in the organization.	

Essential reading:

David Lewis and N. Ravichandran (Eds.) 2008, NGOs and Social welfare : New Research Approaches., Rawat publications, New Delhi

Smillie, Ian; Hailey, John (2001) Managing for Change - Leadership, Strategy and Management in Asian NGOs, London Eearthscan.

Pruthi, Rajkumar (2000) Manual of Ngo`s - How to Manage, New Delhi Crest.

Ovasdi, J. M (2006) Management of Non-Governmental Organisations : towards a developed civil society., New Delhi : Macmillan

Recommended readings:

Siddiqui, H. Y. (Ed.) 1983. Social Work Administration, Dynamic Management and Human Relationship, New Jersey: Prentice –Hall

Chaudhari, D. Paul (1983) – Social Welfare Administration, Delhi: Atma Ram & Sons.

Goel, B.B. – Project Management: A Development Perspective, New Delhi: Deep & Deep Publication.

Goel, S.L. & Jain R. K. (1988) – Social Welfare Administration: Theory and Practice, Vol.-I & II, New Delhi: Deep and Deep Publications.

Trimester – V

Course Code : **MSD 532**
Course Title : **Project Planning and Management**
Duration : **60 hours**

Course Description:

With increasing technological and scientific advances, the efficient and effective planning and implementation of major projects is becoming increasingly complex and critical. This course is aimed at providing both basic and some advanced exposure to project planning and Management, so as to enable the manager of tomorrow to successfully complete sophisticated projects within the constraints of capital, time, and other resources. The focus of the course is to enable the students to develop a thorough understanding of key concepts, skills and tools of project planning and management. The focus is also to sharpen their practical skills so that they can immediately use such knowledge and skills in their work.

Course Learning Outcome:
Students will improve understanding of the key concepts in community need analysis, base line surveys, project planning and management (planning, implementation, monitoring and evaluation) of development projects. The course further will enable students to understand and use some important nationally and internationally recognized tools for community need analysis, base line surveys, project planning, implementation, monitoring and evaluation. Students will be in a position to undertake community need analysis and baseline surveys with the help of tools mentioned above. Students will develop skills in writing project proposals, by using the logical planning tools such as Results Based Management (RBM) including Logical Frame Work Analysis (LFA). The students will further be enabled to detail out a project proposal: Action plans, monitoring mechanisms, evaluation mechanisms and budgeting with the help of logical planning tools. At last the students will understand the techniques of project proposal presentation, fund raising for the project, human resource management and finance management.

Unit 1	**Project Planning and Management: Some key concepts**	10
	Concept, importance and process of: PRA for community need analysis, base line surveys, Results Based	

	Management/Logical Framework Analysis, Project Cycle	
Unit 2	**Project Planning and Management: Introduction to some tools and their usage:** Participatory Rural Appraisal tools for community need analysis including problem tree (cause & effect) analysis, stakeholder analysis, SWOT analysis, survey tools for base line surveys, Results Based Management/Logical Framework Analysis tools for project planning, implementation, monitoring and evaluation.	10
Unit 3	**Conducting Community Need Analysis:** Usage of standard PRA tools for community need analysis including problem tree (cause & effect) analysis, stakeholder analysis, SWOT analysis, usage of survey tools for baseline surveys *(Practical: the students are required to conduct community need analysis using the PRA Tools studied in the previous Unit and its presentation in the class)*	10
Unit 4	**Design of Project Proposals (the Framework) for Community Development:** Designing a project proposal framework using the Results Based Management/Logical Framework Analysis; Describing and prioritizing community needs, setting the roles of the community and the NGO, setting Project Goal, setting Specific Objectives, Deciding and listing out outputs and project success indicators and deciding and listing out project activities. Usage of the data available from community need analysis including problem tree (cause & effect) analysis, stakeholder analysis, SWOT analysis and the base line survey in the design of a project proposal.	10
Unit 5	**Development of detailed Project Proposal** Development of project action plan (entire project and yearly break ups), setting monitoring mechanisms, setting evaluation mechanisms, developing detailed activity based budget (entire project and yearly break ups), with the help of Results Based Management/Logical Framework Analysis Framework	10
Unit 6	**Project Proposal Presentation, Funding/Resource Raising, Human Resource & Financial Management** Effective presentation of project proposal, fund raising/resource raising for the project, human resource	10

	planning, management and retention and effective project finance management (including statutory requirements)	

Essential reading:

Ghosh, A.S.(1990), *Project Management*. Anmol Publishers. New Delhi. McGraw Hill Pub. Co. Ltd.

Prasanna C.,(1995), *Projects: Planning, Analysis, Selection, Implementation*, and Review, Tata

Roy, M. S, *Project Planning and Management* – Focusing on Proposal Writing, CHAI, Secunderabad.

Narayanasamy, N., (2008), *Participatory Rural Appraisal*: *Principles, Methods and Application*, Sage Publishers.

Recommended readings:

Chandra, P. (1995). *Projects: Planning, analysis, selection, implementation, and review*. New Delhi: Tata McGraw Hill Pub. Co. Ltd.

Coninck, John De; Chaturvedi, Hilesh; Haagsma, Ben.(2008), *Planning, Monitoring and Evaluation in Development Organisations: Sharing Training and Facilitation Experiences*, Sage Publications, New Delhi

Coninck, John; Chaturvedi, Hilesh; Haagsma, Ben (2008), Planning *Monitoring and Evaluation in development Organisations: Sharing Traing and Facilitation*, Sage Publications Pvt Ltd, New Delhi.

Desai, V., (1997), *Project Management Preparation Appraisal*, Himalaya Publications.

Görgens-Albino, Marelize; Kusek, Jody Zall (2009), *Making monitoring and evaluation systems work: a capacity development toolkit*, World Bank, Washington, DC

Kusek, Jody Zall; Rist, C Ray (2004), *Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioner*, Washington D C, The World bank.

Lamhauge, N., E. Lanzi and S. Agrawala (2012), "Monitoring and Evaluation for Adaptation: Lessons from Development Co-operation Agencies", *OECD Environment Working Papers*, No. 38, OECD Publishing. DOI: 10.1787/5kg20mj6c2bw-en

Lock, D. (1997), *Handbook of project Management*, Jaico Publishing House, Delhi.

Mohsin M, (1997), *Project Planning and Control*, Vikas Publishing House Pvt. Ltd.

Puttaswamaiah.K. (1978), Aspects *of Evaluation and Project Appraisal*, Popular Parkashan.

Samuel, M. J. (2006). *Project management: Core textbook*. New Delhi: Wiley India.

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United Nations development programme evaluation office - *Handbook on Monitoring and Evaluating for Results*. http://web.undp.org/evaluation/documents/handbook/me-han

MSD 643 Corporate Social Responsibility   **Duration: 60 hours**

Course description: This course will familiarize the students with the concept of corporate social responsibility. The evolution of CSR has far reaching consequences on the development sector in India. The collaboration of companies and NGOs with the community has initiated a new paradigm of change in the country. The students will have an overview of the theories and the frameworks developed in the area of CSR. The paper will discuss a few prominent case studies of CSR.

Course learning outcome: The student will understand the different dimensions of the concept of CSR. They will understand the theoretical framework of CSR and the legal guidelines developed to undertake CSR.

Unit 1 Corporate social responsibility   15 hours

Defining CSR. Components of CSR, Key drivers, History and Evolution of CSR in the Indian and international context, CSR policies and Governance, Laws and Regulations

Unit 2 Theories of CSR   15 hours

Theories of CSR; A.B Carroll; Wood; and stake holders Theories, The triple bottom line approach. Stakeholder engagement. Standards and Codes – SA 8000, the Global Compact, GRI, etc as well as international standards including ISO 26000

Unit 3 Stakeholder engagement   10 hours

Role of NGOs in developing CSR ; interaction in a multi-stakeholder context, Community involvement, investment and evaluation, Human Resource management – labor security and human rights.

Unit 4   Implementation of CSR   10 hours

Managing the responsive corporation; Model for CSR implementation. CSR strategy-organizational structure, Action planning, performance goals, timelines and targets, Performance accountatibility, alignment of strategy and culture.   CSR reporting

Unit 5 CSR and development   10 hours

 CSR solutions to poverty; creating livelihoods through skilling persons in the community; Health care under CSR; Creating health care infrastructure; Sustainable sanitation solutions; Delivering better education through CSR partnerships; Case studies from different companies.

References

Agarwal, S. (2008). *Corporate social responsibility in India*. Los Angeles: Response.

Baxi, C. (2005). *Corporate social responsibility: Concepts and cases : The Indian experience*. New Delhi, India: Excel Books.

Bhattacharya, D. *Corporate social development: A Paradign shift.* New Delhi: Concept publishing company

Crane, A. (2008). *Corporate social responsibility: Readings and cases in a global context*. London: Routledge.

Visser, W. (2011). *The age of responsibility CSR 2.0 and the new DNA of business*. Chichester, West Sussex: John Wiley & Sons.

Visser, W. (2007). *The A to Z of corporate social responsibility a complete reference guide to concepts, codes and organisations*. Chichester, England: John Wiley & Sons.

Werther, W., & Chandler, D. (2006). *Strategic corporate social responsibility: Stakeholders in a global environment*. Thousand Oaks: SAGE Publications

Course code: MSD643
Course Title: Organizational Behaviour
Total Hrs: 60

Course Description:

Sociologists often call modern societies "organizational societies" because of the predominant role organizations play in modern society. It is imperative that employees

understand organizations and learn to lead and motivate their fellow workers. This paper gives them the necessary background for performing these functions.

Learning outcome:

Students will get introduced to human behavior at work places. It will enable the student to understand organizational dynamics and its consequences on the performance of the employees. The paper will also help students to use the knowledge about organizational behavior to attain personal and organizational goals.

Unit-1 Introduction to Organizational Behaviour   (15 hrs)

Historical Development, Behavioural sciences and Organizational behaviour, Meaning, Importance, Basic concepts, Methods and tools for understanding behaviour, Challenges and Opportunities, OB model, ethical issues in organizational Behaviour .

Unit-2 Motivation   (15 hrs)

Meaning, process and significance of motivation, Early Theories of motivation: Hierarchy of Needs, Theory X Theory Y, Two Factor theory, McClelland Theory of Needs, Contemporary Theories of Motivation: Goal Setting theory, Self Efficacy theory, Equity theory/Organizational justice, Expectancy theories, Motivation theories applied in organizations: Job design, employee involvement, rewards and global implications.

Unit-3 Leadership   (10 hrs)

Leadership-Definition and characteristics of leadership- Classification of leadership-positive and negative leaders- Qualities of a leader- Leadership styles- Theories of Leadership- Leaders and followers-attribution approach, leaders explanation to follower's behaviour- Transformational Leadership.

Unit-4 Organizational Change and Innovations   (10 hrs)

Organizational change, forces of change; Resistance to change; Managing planned change, approaches to organizational change. Innovation- Managing the innovation process- Creating a culture for innovation

Unit-5   Organizational Culture and Climate   (10 hrs)

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Nature of culture- Cultural dimensions [Mechanistic & organic, Authoritarian, participative, sub-culture, dominant culture, strong & weak culture]- National Culture Vs Organisational culture- Key cultures[Power culture, people/person culture. Task culture, role culture]- How culture is created- How culture is sustained- steps of socialization- How culture is learnt by an employee – cultural web- Impact on organizational effectiveness- Organizational Climate- methods to study organizational climate.

References

- Chatterji N. R. (1969), *Industrial Psychology*, Sudha Publication, New Delhi.
- Rao. G, M., and Rao, VSP, and Narayana, P.S. (1987), *Organizational Behaviour*, Konark
- Publishing Pvt. Ltd., New Delhi.
- Gosh & Ghorpadhe (1985), *Industrial Psychology*, Himalaya Publishing House, Bombay.
- Hersey, Paul and Kenneth Blanchard (1988), *Management of Organizational Behavior:*
  Utilizing Human Resources, Prentice-Hall, Englewood Cliffs, New Jersey.
- Newstrom J. W. and Keith D, *Organizational Behaviour, (Human behaviour at work)* Tata McGraw – Hill.
- Fred. L (1990), *Organizational Behaviour*, Tata McGraw Hill, New York.
- Maslow, A (1943), *A Theory of Human Motivation*, Harper & Row Publication, New York.
- Maslow, A (1943), *Motivation & Personality*, Harper & Row Publication, New York.
- McCormick, Ernest J., and Tiffin J (1974), *Industrial Psychology*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
- Munn L. Norman and Fernald, Jr. L. Dodge and Fornald S. Peter. (1972), *Introduction to Psychology*, Oxford and IBH, New Delhi.
- Robbins, Stephen P. et al (2001), *Organizational Behaviour*, Prentice-Hall, New Jersey.

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COURSE NO : MSD 651

DISSERTATION AND VIVA VOCE

Sixth Trimester

The dissertation shall be a core paper for all the subjects. Each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of School of Education, Christ University. Evaluation of students in this paper will be done by internal and external examinations.

1. Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of the faculty of education. Three copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination.

2. The dissertation shall be a record of original work. Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him by the University or any other university / institution.

3. The dissertation shall be examined by two examiners- internal and external, and each shall receive a copy of the dissertation. They shall conduct the viva voce test jointly.

4. Each faculty member can guide a maximum of Three Students.

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Christ University, Bengaluru
Karnataka, India
www.christuniversity.in