

**M.Phil. Development Studies  
And  
Pre PhD Course Work Outline**

**G B Pant Social Science Institute  
University of Allahabad  
Allahabad**

2013

**University of Allahabad  
Regulations for M.Phil.**

Regulations for the Master of Philosophy Programme in pursuance of Ordinance LVII:  
The Master of Philosophy Programme (under Clause (a) of Sub-section (1) of Section 29.

**1. Definitions**

- 1.1 "Course" means a Semester Course.
- 1.2 "Credit" (c) is the weightage assigned to a course in terms of contact hours.
- 1.3 "Grade" means letter grade assigned to a student on the basis of evaluation of a course on ten-point scale.
- 1.4 "Grade Point" (g) means the numerical equivalent of a letter grade assigned to student in the ten-point scale.
- 1.5 "Cumulative Grade Point Average" (CGPA) means a cumulative index grade point average of a student calculated in the following manner:

$$\text{CGPA} = \frac{g_1 \cdot c_1 + g_2 \cdot c_2 \dots}{\text{Total number of credits offered by the student upto and including the semester for which cumulative index is required.}}$$

1.6 “Academic Units” shall mean such Departments under the Faculties of the University, such Institutions maintained by or admitted to the privileges of the University and such schools, eligible to offer research degree programmes.

1.7 Besides, the definitions given above, all other words shall carry the same meaning as defined in the Ordinances of The University of Allahabad.

## **2. General**

2.1 These Regulations shall be called University of Allahabad Regulations of M.Phil Programme, 2012.

2.2 These Regulations shall apply to all M.Phil Courses as approved by the Academic Council.

2.3 They shall come into force with effect from the date of approval by the Executive Council.

## **3. Eligibility for Admission to the Course**

3.1 A candidate shall be eligible for admission to the course leading to the degree of Master of Philosophy (M. Phil) hereinafter called the Course, if/she had taken the Master's degree of the University or a degree recognized by the University for this purpose as equivalent thereto.

3.2 No candidate shall be eligible to register for the programme/ course if he/she is already registered for any full time programme of study in this University or in any other University/Institution.

3.3 No candidate admitted to a course of research for the M. Phil degree shall:

(a) undertake any employment:

(i) Provided that those engaged in teaching and research in recognized institution located in Allahabad may be exempted from the limitation of this sub-clause;

(ii) Provided further that in this category the number of candidates shall not exceed 12% of the number enrolled for M. Phil/D. Phil in the Institute

(b) join any other course of study; or

(c) appear in any examination other than those prescribed by the University without the prior permission of the RDC.

#### **4. Procedures for Admission**

- 4.1 The procedure for admission shall be the same as for admissions to doctoral programme in the University.
- 4.2 Only a pre-determined number of students shall be admitted to the M.Phil Programme.

#### **5. Eligibility Criteria for M.Phil Supervisor and Allocation of Supervisor**

- 5.1. The Rules on Qualifications and Appointment of Supervisors shall be the same as provided for the Schedule I to Ordinance LVI:

Provided that in a Constituent Institute a Lecturer/Assistant Professor shall also be recommended for appointment as Supervisor for M.Phil dissertations.

- 5.2 A Supervisor shall not have, at any given point of time, more than Five M.Phil Scholars.
- 5.3 The allocation of the supervisor for a selected student shall be decided by the Department/Constituent Institute in a formal manner depending on the number of student per faculty member, the available specialization among the faculty supervisors, and the research interest of the student as indicated during interview by the student. The allotment/allocation of supervisor shall not be left to the individual student or teacher.

#### **6. Course Work**

- 6.1 The M.Phil course work shall be as approved by the Academic Council and spread over two semesters in such a way that at least 50% of the total course work shall be completed in the first semester. The entire M.Phil programme including M.Phil dissertation shall be completed within four consecutive semesters. No registration shall be permissible beyond the period of four semesters, from the date of admission to the programme.
- 6.2 The academic unit shall prescribe the course (s) and specify the methodology and instructional device to be used. Every such course shall carry such credits as may be approved by the Academic Council:

Provided, however, that a student may with the permission of the academic unit be allowed to add, drop or substitute courses within a period of three weeks from the commencement.

## 7. Credit Requirements

- 7.1 No student admitted to the course shall be eligible for the award of M. Phil degree unless he/she secures a minimum of 24 credits or a maximum of 36 credits in each of the first two semesters. The dissertation shall carry 24 credits.

## 8. Topics of Dissertations

- 8.1 The topics of dissertation shall be approved by the DPC of the concerned academic unit on a proposal submitted by the student through his/her Adviser.

## 9. Evaluation System

- 9.1 The assessment would be done by several methods such as day to day performance in class rooms, home assignment, tutorials, seminars, term papers, and mid-semester tests, besides the end semester examinations. The ratio of internal assessment to end semester examination for each course work shall be in the ratio of 40:60 or as decided by each academic unit and approved by the Academic Council.
- 9.2 The courses and the dissertation of the student shall be graded on a ten point scale, that is:

Letter Grade	Grade Point	Classification
AA	10	Outstanding
AB	9	Excellent
BB	8	Very Good
BC	7	Good
CC	6	Fair
CD	5	Average
DD	4	Below Average
FR	Below 4	Failed Repeat

- 9.3 Those students with CGPA between 3 and 5 in a semester may reappear in not more than two courses in an additional examination.
- 9.4 The Student must secure a CGPA of 5.0 in order to be eligible to submit the M. Phil dissertation.

- 9.5 The DPC may at its discretion strike off from the rolls of the University, the name of any Student:
- a. who scores CGPA of less than 3 in any of the first two semesters.
  - b. who fails to secure CGPA of 5.0 in the total course work; or
  - c. for lack of interest and motivation for research after completion of course work.
- 9.6 Prior to submission of the thesis, the student shall make a pre-M.Phil presentation in the academic unit that may be open to all faculty members and research students, for getting feedback and comments, which may be suitably incorporated into the draft thesis under the advice of the supervisor.
- 9.7 The dissertation shall be examined by two examiners at least one of whom shall be a person not on staff of the University and/or the Institute to be appointed by the RDC.

Provided that in case of difference of opinion between the two examiners with regard to the evaluation of dissertations, may recommend the appointment of a third examiner (not connected with the University) in the manner laid down above for the evaluation of the dissertation.

Provided further that if the recommendation of the third examiner is in the negative, the student concerned shall not be awarded the degree of M. Phil.

- 9.8 The examiner, while recommending the approval of the dissertation for the award of M. Phil degree, shall also award grade for the dissertation according to the grading system in clause 9.2 above.
- 9.9 The First examiner and internal supervisor will conduct the viva-voce examination of the student. The final grade for the dissertation shall be determined at the time of viva-voce examination, taking into account the grades awarded by the examiners.
- 9.10 A student in order to be eligible for the award of Master of Philosophy degree of the University must have minimum CGPA of 5.5 (inclusive of dissertations and course work).

## **10. Relaxation**

- 10.1 Notwithstanding what is contained in the Ordinance, the Academic Council may, in exceptional circumstance and on the recommendations of the RDC concerned or DPC as well as on the merits of each individual case, consider relaxation of any of the provisions at its discretion and for the reasons to be recorded.

## **11. Enrolment in doctoral programme**

- 11.1 A student who earns CGPA of 6.0 in the course work and has considerable research experience and publication to his/ her credit would be considered for direct admission in D. Phil programme.
- 11.2 Students after submission of M.Phil dissertation may be directly enrolled in D.Phil Programme.

# **M.Phil. Development Studies**

## **Introduction**

‘Development in the sense of social, economic and political change is happening all the time, everywhere’. It concerns all peoples in the world with diverse beliefs, value systems, cultures and practices and calls for ensuring basic capabilities and freedoms that people need to lead satisfying lives. Billions of people have been left behind in the development process over the last 50 or 60 years, the period when development was capitalized and turned into something more intentional than change alone. Consequently, for many, development is something that governments and private companies direct, perhaps, on their own or in combination with leading international agencies. Development is thus both an immanent, evolutionary process as well as a process with intentionality. Questions arise about the historicity of development - who directed development, under what circumstances and in whose interest? And how intentionality of the state is conditioned by history and affects development in the contemporary world? These and several other related questions are the subject matter of Development Studies.

This course shall trace the critical genealogy of development and critique the unilinear periodizations of the evolution of the discipline. The mainstream macroeconomic discourse on development shall include determinants of growth, growth models, human capital accumulation, globalization, trade policy, debt, corruption, environment and growth. Microeconomic issues shall include health and education, land contracts, intra-household resource allocation, labour markets and child labour, credit rationing and micro finance, risk and insurance, agricultural innovation and marketing. Simultaneously, the Development Studies shall also include discourses of the margin: narratives, concepts, ideologies and signifying practices; critiquing modes of representations, identities, and culture. Specifically, origins of post colonialism, postcolonial theory and development, discourses of development and the power of representation, knowledge and power and agency in development, Marxism and feminism shall also be studied. Development Studies shall thus explore the multi-disciplinary debates structured around different readings of the roles played by markets, empire, nature and difference in the organization of world affairs as well as the non dominant knowledge perspectives of development and community and society based indigenous paradigms.

Students will learn about development processes around the world from a multidisciplinary perspective. We shall analyse the Indian experience of development in greater details. The course will provide an opportunity for students to relate the international experience to the Indian context.

## **Objectives of the Course**

The main objective of the MPhil Development Studies Programme is to develop a critical understanding of development history and theory.

The Programme shall enable students:

to critically analyse the dominant mainstream view of development and alternate theoretical foundations of development from interdisciplinary / multidisciplinary perspectives;

to relate to the real life situation of the Third World with special reference to Indian development experience;

to train rigorously in quantitative and qualitative methods to test development theories and experiences as well as explore new paradigms; and

to engage with new paradigms in social sciences, undertake further research and create knowledge of development, as well as contribute to policy.

The MPhil programme is spread over four semesters. The course work is spread over the first two semesters. Students are expected to complete six compulsory papers and two optional papers during this period. In the third semester, students shall begin working on the dissertation topic in consultation with a supervisor and submit the same by the end of the fourth semester.



## Course Outline

### Semester I

Number	Course Title	Credits
DS1	History of Development Thought	4
DS2	Development Economics	4
DS3	Development: Social and Cultural Perspectives	4
DS4	Research Methods I	4

### Semester II

Number	Course Title	Credits
DS5	Research Methods II	4
DS6	India's Development Experience	4
DS7-13	Optional Course	4
DS7-13	Optional Course	4

### Semester III & IV

Number	Course Title	Credits
DSD1	Dissertation	24

### Optional Courses (4 credits each)

- DS7 Globalization and Development
- DS8 Environment and Development
- DS9 Poverty
- DS10 Tribe and Development
- DS11 Identity, Dissent and Exclusion: A Discourse on Dalits
- DS12 Sociology of Dalit Literature and Culture
- DS13 Development as Post Colonial Development
- DS 14 Uttar Pradesh Economy and Society

## **DS1. History of Development Thought**

The discourse on development theory and history shall engage the students in a historical evolution of paradigms of development thinking as well as development theories and strategies from a range of disciplines including contemporary social theory. The course shall examine growth and regulation of market economies, empire and geopolitics, transformations of nature and questions of cultural difference.

The course shall begin with a study of historical evolution of the paradigm of development emerging through contrasting visions of Adam Smith, Karl Marx, Herbert Spencer, Edward Said, Gandhi, Keynes and Polanyi. It would help the student establish relation between geography, power, biology, markets, monopolies, sociology and differential development. The course unravels the evolution of notions of single route to modernity and the invention of Third World and Developmentalism as they emerged as dominant discourse during the early post colonial period. This is contrasted with the experiences of Soviet socialism and Chinese communism. It then reviews the Third World Development perspective that emerged during 1970s on development of underdevelopment, ecological and gender issues. The Course continues with the discourse on development theory and history beginning with a critique of counter revolution in development theory and policy challenging the state *dirigiste* and celebration of Washington Consensus, and the global economic and financial crisis of 2008. The Course next focuses on institutional changes in Latin America, China, East Asia and Africa; globalisation, poverty, environment, well being and security; and issues of citizenship, technologies of governmentalities, and participation. The last part of the course comprises development concerns of the 21<sup>st</sup> century including rise of Asia economy, failing states of Sub-Saharan Africa, the New Imperialism, the global Public Goods and Bads, silencing the dissent, cultural intermingling and hybridization, rights based advocacy, climate changes and its consequences.

### **Course Content**

- (i) **Concept of Development, Historical Evolution to the Paradigm of Development:** Geography, power, violence and differential development. Empires, colonial legacies, path dependencies, markets and institutions. Colonisation, development and culture. Making of the Third World. Linking Race, Gender, Sexuality with Imperialism and Capitalism.
- (ii) **Markets, Empire, Nature and Difference:** From Industrial Revolution to the First World War: Capitalism and rise of monopolistic characteristics, and corruption (Adam Smith). Limited protectionism (Friedrich List). Nature of capitalism and British rule in India (Karl Marx). Biology, physical geography and sociology (Herbert Spencer). Creation of the Other (Edward Said). Challenging materialism and civilisational supremacy (Gandhi)

- (iii) **Evolution of Development Ideas during the Period 1910-1950:** Taming of capitalism (Keynes). Commodification of land and labour through the myth of self regulating market, 'double movement', development as interplay between 'immanent process' and 'intentional enterprise'(Polanyi). Critique of development seen as a single route to modernity (Furnivall, Gerschenkron).
- (iv) **Development in early post-colonial period:** Invention of Third World and Developmentalism. Stages of economic growth. Economic development, authoritarian and democratic regimes, culture, clash of civilization. Development and Demographic transition, Growth of an urban-industrial economy, Critique of American dominated economic system (Arthur Lewis). Critique of the static comparative advantage theory, Import Substitution. Soviet experience of socialism. Man against nature: the Chinese experience.
- (v) **Development Third World Perspective:** Reproduction of capitalism and Third World, Unequal integration of periphery into a global system, Development of underdevelopment, Path Dependencies, Unequal Exchange and its Critique, Reproduction of capitalism and apartheid in South Africa, Ecological Critique of Development, Introduction to Women and Development and Gender and Development, Development and Urban Bias, Role of state in building capacities of poor as a development strategy.
- (vi) **Counter-Revolution in Development Theory and Policy:** State *Dirigiste* and damaging effects of Keynesianism (Deepak Lal). Washington Consensus. Critique of Planning. Challenges of Ending Poverty in Africa. Local solutions for local problems. Role of Civil Society. Male bias in the development process.
- (vii) **Institutions, Governance and Participation:** Washington Consensus. Growth and Institutions in Latin America and East Asia. Institutional Change in China, Citizenship, technologies of Governmentality (Partha Chatterjee). Limits of civil-society institutions and multi-party elections to ensure democratization in Africa. Politics of depoliticization and emergence of centralized despotism. Participatory Aid Projects; Formal and Local Institutions.
- (viii) **Globalization, Security and Well Being:** Political Economy of Globalization, Poverty, Environment. Gendered Effect of Growth. Spread of HIV-AIDS and the Security Concerns. Colonial Curse and the Contemporary Resource Curse in Africa: unregulated arms trade, money laundering and fight for region's natural resources. Emergence of non-state Protectors: the talibans and the politics of counter insurgency.
- (ix) **Development Concerns in Twenty First Century:** The Global Public Goods and Bads: Global public goods and bads: international migration, climate change, disease transmission, money laundering, trade negotiation, arms trade, terrorism,

planet of slums. Rise of Asia economy, shifts in the distribution of political power and architectures of international governance. Indigenous voices and the dissent. Poor geography, poor institutions, and the failing states of Sub-saharan Africa. The New Imperialism. Globalization as unrestrained economic growth: silencing the dissent, cultural intermingling and hybridization as incentive for cultural purification, ethnic cleansing, counter upsurge of grassroots globalization and rights based development advocacy. Human Induced Climate Changes and crises of food production, water scarcity, distress migration, greater urbanization of poverty.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

## **Readings**

**Main Reading :** S.Chari and S.Corbridge (eds.) *The Development Reader* (Routledge, 2008).

**Additional Readings:** A Sen, *Development as Freedom*, (Anchor, 1999). A. Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery*, (Cambridge, 2004). H De Soto, *The Mystery of Capital*, (Black Swan, 2001) ; HJ Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002).; J. Sachs, *The End of Poverty: Economic Possibilities for Our Time*, (Penguin, 2005); P.Collier, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, (Oxford, 2007); W. Easterly, *The White Man's Burden: Why The West's Efforts to Aid the Rest Have Done so Much Ill and So Little Good*, (Oxford 2006) Chakravarty, S. *Development of Development Thinking*, OUP

## **DS2: Development Economics**

The Course would provide an advanced treatment of Development Economics to build theoretical perspectives and abilities to apply this to real world situations, to empirical testing and drawing policy conclusions. It would enable the student to answer the question as to why some countries have achieved high levels of affluence, while the majority remain poor and grow slow. The Course also covers theoretical perspectives of structural features of developing economy.

### **Course content**

- (i) Patterns of growth. Historical experience. Neo classical growth theories. Patterns and sources of technical progress. Human capital and Growth. Inequality and Growth. Human development Trade and globalisation.
- (ii) State, Market, Institutions and Growth. Infant Industry Protection. Developmentalist Model. New Industrialising Economies. Washington and Post-Washington Consensus.

- (iii) Historical trajectories of development in the post colonial era: country economic structures, institutions, politics and socio-cultural factors. East Asian, Latin American, African, Indian and Chinese Development Experience. Comparative perspective of development in the states of India.
- (iv) Rural Urban Resource Flow: Dual Economy Models, Terms of Trade, Migration; Agrarian structure: Ownership and tenancy, formal and informal risk sharing institutions, land size and productivity, land, labour and credit markets, agrarian change in Indian states.
- (v) Population Growth and economic development; Breaking the natural resource constraint: Green Revolution and Induced Innovations;
- (vi) Rural and Urban Poverty. Undernutrition. Rural and Urban employment. Growth and employment. Informal sector: growth of microenterprises, clusters.
- (vii) Household allocation of resources. Gender and development. Social Exclusion.
- (viii) New Institutional Economics and Development

## Readings

Introductory references would include *Handbook of Development Economics*, Volumes I and II edited by Chenery and Srinivasan, Volume III and IV edited by Behrman and Srinivasan, Amsterdam: North-Holland, 1994; D Ray, *Development Economics*, Princeton UP, 1998; Y. Hayami and Y. Godo *ed. Development Economics: From the Poverty to the Wealth of Nations*, Oxford University Press, 2009; and Ha-Joon Chang (ed.), *Rethinking Development Economics*, Anthem Press. Amartya Sen. *Development as Freedom*. Oxford University Press 1999. Introduction - Ch. 4 (Pages 1-110). Todaro and Smith, 2008. *Economic Development*

Other Readings shall include Journal articles. National Commission for Enterprises in the Unorganised Sector, *The Challenges of Employment in India: An Informal Economy Perspective*, 2009. Other readings shall be from Journal articles.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

## **DS3: Development: Social and Cultural Perspectives**

The aim of this course is to understand socio-cultural dynamics involved in development processes. The course would try to sensitise students about the functions of various agencies like people, state, market and other forces engaged in development works in specific social and cultural time and space and determine the shape of development. It

will also facilitate discussions on the questions like how societies constantly negotiate tradition, modernity and post modernity in the context of development discourse.

## Course content

- (i) **Defining development in socio-cultural context:** local societies and developmental initiatives, caste and communities, peasants, sects and religious spheres, role of values and ethics in development, Indigenous knowledge, poverty, migrations, new forms of urbanizations.
- (ii) **Tradition and modernity:** mass culture, new forms of public cultures, new formations of identities, cultural and public actions, civil society, interventions and advocacy, gendering development.
- (iii) **Dissent, resistance and movements:** agrarian, labour, ecological, conflicts, insurgencies, naxal and other forms of movements.
- (iv) **Politics and development:** state, MNCs and markets in development process, democracy and development, the making of public policy.
- (v) Introduction to post colonial studies

## Readings

Dube, S.C., *Indian Village*, Routledge, 2003; Guha R., *Elementary aspects of peasant insurgency in colonial India*, Duke University Press, 1999; Kaviraj S, Khilnani S,(ed.) *Civil Society: History and Possibilities*, Cambridge University Press,2001; Kothari, R., *Politics in India*, Orient Blackswan, 1994; Ong, Walter J., *Orality and Culture: The Technologizing of the Word*. London, Methuen, 1982; Shah , Baviskar B.S., Ramaswamy E. A., Srinivas M.N., *Development and ethnicity, Social Structure and Change*, Vol. 4, Sage Publications, 1997; Vijayendra Rao and Michael Walton, *Culture and Public Action*, Permanent Black, 2004; Chatterjee, P., *Critique of Popular Culture*, *Public Culture*, Vol. 20, No. 2, Duke University Press, 2006; Lewis, O., *Village Life in Northern India: Studies in a Delhi village*, New York: Random House, 1958; Wisner, W.H., and C. Wisner, *Behind Mud Walls, 1930-1960*. Berkeley: University of California Press,1971 (1963); GK Lietaen and Ravi Srivastava, *Unequal Partners: Power Relations, Devolution and Development in Uttar Pradesh*, New Delhi: Sage Publications, 1999; Cohn, B.S., *An Anthropologist among the Historians and other Essays*, Oxford University Press, 1987; Dreze, J., Sen, A., *India: Development and Participation*, Oxford University Press, 1996. McEwan,Cheril, *Post colonialism and Development*, Newyork, Routledge 2009

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

## **DS4: Research Methods I**

This paper will expose the students to use of quantitative methods in the development discourse. It will cover elementary probability, statistical methods and basic econometrics.

### **Course content**

- (i) **Elements of research process:** Nature of Science; Characteristics of the Scientific method; Objectives of Social Science; Research - Knowledge and Social Action; Types of Research Designs. Formulation of Research Problems; Framing of Hypotheses; Criteria of good research.
- (ii) **Statistical inquiries and their limitations:** Collection and tabulation of statistical data. Measures of central tendency. Discrete and continuous frequency distributions. Measures of dispersion and elementary probability theory. Range, standard deviation, variance, Lorenz Curve, Gini Concentration coefficient, Binomial, Poisson and Normal distribution. Tests of significance. Correlation Analysis.
- (iii) **Sampling:** Goals; Sampling error; Techniques of Probability Sampling; Non-probability Sampling. Scaling: Purpose; Types of Scales. Reliability: Reducing error of measurement; Types of Reliability. Validity: Meaning; Types of Validity; Cross Validation.
- (iv) **Survey methods:** Purpose; Designs: Cross Sectional; Panel; Questionnaire; Interviewing: structured, unstructured. Experimental methods: Laboratory Experiment; Quasi-experimented designs; Field experiment. Field observation: Development of observation schedules.
- (v) **Qualitative Methods:** Participant Observation, Case Studies/Life Histories and Content Analysis. Methods in historical research and cultural analysis: modes of reading documents, ranging from personal papers, autobiographies, memories, newspapers or case law, archival research based on official documents; realms of unconventional archival material and non-written sources such as architecture, photography or popular prints.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Internal tests (50 per cent), A 3 hour written examination (50 per cent)

### **Readings**

Alan Bryman (2004), *Social Research Methods*, 2<sup>nd</sup> ed., OUP, New York.; Andy Field, *Exploring Statistics Using SPSS*; Graham Romp, *Game Theory: Introduction and Applications*, OUP.; Field, S., (2007). *Oral History Methodology*. Amsterdam: Saphis. [This lecture was presented by Dr. Sean Field, Centre for Popular Memory, Historical Studies Department, University of Cape Town, South Africa during a lecture tour in Vietnam and the Philippines in January 2007 organized by SEPHIS and the University of the Philippines.]

## **DS5: Research Methods II**

This paper will further expose the students to use of quantitative methods in the development discourse.

### **Course content**

- (i) Theory of Multiple Regression. Limitations of Least Square Estimates: Multicollinearity, autocorrelation, heteroscedasticity, errors of measurement, autoregressive and distributed lag models. Analysis of variance. Analysis of Time Series. Production Function Analysis. Consumption Function Analysis.
- (ii) **Postcolonial methods:** Theory as Practice, moral imperatives and ethics in development research, postcolonial practice: hearing, speaking and writing tactics; participatory video; postcolonialism, field research and working in South Asian society.

### **Readings**

Alan Bryman (2004), *Social Research Methods*, 2<sup>nd</sup> ed., OUP, New York.; Andy Field, *Exploring Statistics Using SPSS*; McEwan, C. (2009). *Postcolonialism and Development*. New York: Routledge; Field, S., (2007). *Oral History Methodology*. Amsterdam: Saphis. [This lecture was presented by Dr. Sean Field, Centre for Popular Memory, Historical Studies Department, University of Cape Town, South Africa during a lecture tour in Vietnam and the Philippines in January 2007 organized by SEPHIS and the University of the Philippines.]

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Internal tests (50 per cent), A 3 hour written examination (50 per cent)

## **DS6 India's Development Experience**

The current economic growth in India is on a scale, size and pace that is unprecedented in its own economic history. It is now the world's fourth largest economy in purchasing power parity terms and has emerged as a global player in the service sector: information technology, business process outsourcing, telecommunications, to name a few and also the pharmaceutical industry. At the same time it has emerged as a country with the largest number of poor and malnourished persons in the world whose concerns have been addressed through a number of policies and programmes. Some states in the country have done better than the others both in terms of growth and social inclusion.

The paper will focus on India's history of development: trends in macroeconomic aggregates before independence, the turnaround of the economy in 1991, the experience with globalisation and various policy regimes; current issues in different sectors of the economy; poverty, unemployment and inequality; and the comparison of development across states in India.



## Course content

### (i) India's Macroeconomic Scenario

- (a) **Evolution of the Indian Economy till Independence:** Trends in macroeconomic aggregates until independence, agriculture and famine, deindustrialisation. Economy at the time of independence. Structural constraints.
- (b) **Macroeconomic scenario since independence and the role of planning:** The pre-reforms economy: plan strategy, development experience and payments crisis, policy regime. Sources of 1991 crisis.
- (c) **Macroeconomic performance of the economy since 1991:** Rationale of internal and external reforms; Growth, trade, foreign direct investment, inflationary behaviour. The role of planning.

### (ii) Sectoral Growth and Policies

- (a) **The Agricultural Sector:** Growth performance. Institutional Structure. Technological change in agriculture — pricing of agricultural inputs and output; Terms of trade between agriculture and industry; Issues in food security; Climate change and sustainable agriculture. WTO and Indian agriculture
- (b) **The Industrial Sector:** Industrial policy; Regulatory and promotional institutions; Privatisation and disinvestment debate; Growth and pattern of industrialisation; Small-scale sector; FDI; Productivity in industrial sector; Issues in labour market reforms. ; Case of Pharmaceutical Industry.
- (c) **The Services Sector:** Structure and performance of the tertiary sector in India. The 'drivers' of tertiary sector growth. Retail trade. Tourism. The unorganised sector in services.

### (iii) Employment, Poverty and Inequality

The pattern and trend in employment and unemployment; poverty and inequality; achieving quantity and quality of employment growth. The analytics of poverty reduction.

### (iv) Regional Dimensions in Development

The development experience across states. Macroeconomic growth, demographic and human development.

## Readings

### Module 1A:

A.K. Bagchi (1976), "Deindustrialization in India in the Nineteenth Century: Some theoretical implications", *Journal of Development Studies*. Tirthankar Roy (2000), *The Economic History of India, 1857-1947*, Oxford University Press.

### Module 1B:

Dandekar, V.1994, *The Indian Economy, 1947-92*, Sage Pub., New Delhi. A.K. Bagchi, 1982, *Political Economy of derdevelopment.*; I.J.Ahluwalia, 1985, *Industrial Growth in India*, Oxford Univ. Press, Delhi. Jalan, B. (Ed.), 1993, *The Indian Economy, Problems and Prospects*, Penguin Books, New Delhi. Bose, D.K. (Ed), *Review of Indian Planning Process*, 1986, Stat. Pub. Society, Calcutta.; Rao, V.K.R.V., 1983, *India's National Income 1950-1980*, Sage Pub., New Delhi.; Sen, Amartya, 1975, *Employment, Technology and Development*, Clarendon Press, Oxford. ; Chakravarty, Sukhamoy, 1987, *Development Planning, The Indian Experience*, Clarendon Press, Oxford.; Bardhan, Pranab, 1985, *The Political economy of Underdevelopment*, Oxford Univ. Press, Delhi.; Bagchi, Amiya and Banerjee, Nirmala (Ed.), 1981, *Change and Choice in Indian Industry*, K.P.Bagchi & Co., Calcutta.; Bose, P.K. and Mukherjee (Ed), *Papers on Planning (Collection of P.C.Mahalanobis)*, 1985, Stat. Pub. Society, Calcutta.; KSG Faculty Research Working Paper Series, "[\*From Hindu Growth to Productivity Surge: The Mystery of the Indian Growth Transition\*](#)," by Dani Rodrik and Arvind Subramanian, March 2004

### Module 1C:

Rakshit, Mihir (2009) *Macroeconomics of Post Reform India*, OUP.; Joshi, V. and I.M.D. Little (1999), *India : Macro Economics and Political Economy, 1964-; 1991*, Oxford University Press, New Delhi.; Ahluwalia, I.J. and I.M.D. Little (Eds.) (1999), *India's Economic Reforms and Development; (Essays in honour of Manmohan Singh)*, Oxford University Press, New Delhi.; Chadha, G K, 1994, *Sectoral Issues In The Indian Economy : Policy And Perspectives*, Har-anand Publications; Dantwala, M.L. (1996), *Dilemmas of Growth : The Indian Experience*, Sage Publications, New Delhi. Jalan, B., 2003, *India's Economy in the New Millennium, Selected Essays*, UBSPD, New Delhi. Mookherjee, Dilip (Ed.), 1995, *Indian Industry, Policies and Performance*, Oxford Univ. Press, Delhi.; Bardhan, P.K. (9th Edition) (1999), *The Political Economy of Development in India*, Oxford; University Press, New Delhi.; Bawa, R.S. and P.S. Raikhy (Ed.) (1997), *Structural Changes in Indian Economy*, Guru Nanak Dev University Press, Amritsar; Datt, R. (Ed.) (2001), *Second Generation Economic Reforms in India*, Deep & Deep Publications, New Delhi. Jain, A.K. (1986), *Economic Planning in India*, Ashish Publishing House, New Delhi. Parikh, K.S. (1999), *India Development Report — 1999-2000*, Oxford University Press, New Delhi.; Sandesara, J.C. (1992), *Industrial Policy and Planning, 1947-1991 : Tendencies, Interpretations and Issues*, Sage Publications, New Delhi.; Sen, R.K. and B. Chatterjee (2001), *Indian Economy : Agenda for 21st Century (Essays in honour of Prof. P.R. Brahmananda)*, Deep & Deep Publications, New Delhi. Byres, T.J. (Ed.) (1998), *The Indian Economy : Major Debates Since Independence*, Oxford University Press, New Delhi. Chakravarty, S. (1987), *Development Planning — The Indian Experience*, Oxford University Press, New Delhi.; Chatopadhyaya, M., P. Matiti and M. Rakshit (Eds.) (1996), *Planning and Economic Policy in India — Evaluation and Lessons for the Future*, Sage Publications, New Delhi. Kabra, K.N. (1997), *Development Plannng in India*, Sage Publications, New Delhi. Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (1987), *The Development Process of the Indian Economy*, Himalaya Publishing House, Bombay. Dandekar, V.M. (1996), *The Indian Economy, 1947-92, Vol. II*, Sage Publications, New Delhi. Bhargava, P.K. (1991), *India's Fiscal Crisis*, Ashish Publishing House, New Delhi. Chelliah, Raja J. (1996), *Towards Sustainable Growth — Essays in Fiscal and Financial Sector Reforms in India*, Oxford University Press, New Delhi. Gupta, S.P. (1998), *Post-Reform India : Emerging Trends*, Allied Publishers, New Delhi. Kumar, A. (1999), *The Black Money in India*, Penguin, Harmondsworth. Lucas, R.E.B. and F. Papanek (Eds.) (1988), *The Indian Economy — Recent Development and Future Prospects*, Oxford

University Press, New Delhi. Mundle, S. (1999), *Public Finance : Policy Issues for India*, Oxford University Press, New Delhi. Bhole, L.M. (2000), *Indian Financial System*, Chugh Publications, Allahabad.; Machiraju, H.R. (1998), *Indian Financial System*, Vikas Publishing House Pvt. Ltd., New Delhi. Rangarajan, C. (1998), *Indian Economy : Essays on Money and Finance*, UBS, New Delhi. Reserve Bank of India, *Report on Currency and Finance (Annual)*. Debroy, B. (1992), *Foreign Trade Policy Changes and Devaluation*, B.R. Publishing Corporation, Delhi. Martinussen, J. (1988), *Transnational Corporations in a Developing Country — The Indian Experience*, Sage Publications, New Delhi. Mukherjee, N. (1988), *India's International Payments Imbalances*, Mayur Offset, Calcutta. Nayyar, D. (Ed.) (1997), *Trade and Industrialization*, Oxford University Press, New Delhi.; Nayyar, D. (1976), *India's Exports and Export Policies in the 1960s*, Cambridge University Press, Cambridge. Sen, S. (2000), *Trade and Dependence : Essays on the Indian Economy*, Sage Publications, New Delhi. Verma, M.L. (1995), *International Trade*, Vikas Publishing House Private Ltd., Delhi. Basu, K. et. al (1995), *Capital Investment and Development : Essays in memory of Sukhamoy Chakravarty*, Oxford University Press, New Delhi. Byres, T.J. (Ed.) (1997), *The State, Development Planning and Liberalization in India*, Oxford University Press, New Delhi. Chelliah, Raja J. and R. Sudarshan (1999), *Income, Poverty and Beyond : Human Development in India*, Social Science Press, New Delhi. Dhameeja, N and K.S. Sastry (1998), *Privatisation : Theory and Practice*, A.H. Wheeler, New Delhi.; Dubey, M. (1996), *An Unequal Treaty : World Trading Order After GATT*, New Age International Ltd., Delhi. Gupta, S.P. (1998), *Post-Reform India : Emerging Trends*, Allied Publishers, New Delhi. Srinivasan, T.N. (Ed.) (2000), *Eight Lectures on India's Economic Reforms*, Oxford University Press, Oxford. GOI, Planning Commission, *Five-Year Plans*, New Delhi. GOI, Ministry of Finance, *Economic Survey*. GOI, Public Sector Enterprises, *Annual Survey of Industries*. Government of India, *Economic Survey, (Annual)*, Ministry of Finance, New Delhi. Reserve Bank of India, *Report on Currency and Finance, (Annual)*. Government of India, Planning Commission (1999), *Ninth Five Year Plan, 1997-2002, Vol. I & II*, New Delhi. Government of India, *Economic Survey (annual)*. United Nations Development Programme, (1997), *Human Development Report*, Oxford University Press, New Delhi.

### **Journals:**

Indian Economic Journal, Indian Journal of Economics, Indian Journal of Agricultural Economics, Indian Journal of Labour Economics, Economic & Political Weekly, Journal of Indian School of Political Economy; Artha Vijyan; Indian Economic Review; Review of Development & Change; Journal of Social and Economic Development

### **Reports/Documents**

1. World Bank, World Development Report.
2. UNDP, Human Development Report.

### **Module2**

Appu, P.S. (1996), *Land Reforms in India*, Vikas, New Delhi.; Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (1987), *The Development Process of the Indian Economy*, Himalaya Publishing House, New Delhi.; Joshi P.C. (1975), *Land Reforms in India*, Allied Publishers Pvt. Ltd., New Delhi.; Narain, D. (1988), *Studies on Indian Agriculture*, Oxford University Press, New Delhi.; Chadha, G K, 2008, *WTO And The Indian Economy*, Deep & Deep Publications Pvt. Ltd.; *Reforming Indian Agriculture: Towards Employment Generation And Poverty Reduction Essays In Honour Of G K Chadha*; Ahluwalia, I.J. (1985), *Industrial Growth in India*, Oxford University Press, New Delhi.; Bhagwati, J.N. and P. Desai (1970), *India : Planning for Industrialization*, Oxford University Press, London.; Datta, B. (1978), *Economics of Industrialization*, The Bookland, Calcutta.; Mookherjee, D. (Ed.) (1997), *Indian Industry : Policies and Performance*, Oxford University Press, New Delhi.; Swamy, D.S. (1994), *The Political Economy of Industrialization : From Self-reliance to Globalization*, Sage Publications, New Delhi.; World Bank Report.

[“Innovating with Infrastructure: How India's Largest Carmaker Copes with Poor Electricity Supply,”](#)  
1999

### **Module 3:**

Dreze, J.P., and Sen, A.K. (2002), India: Development and Participation (New Delhi: OUP).; Cassen, R., and Joshi, V. (eds) (1995), India: The Future of Economic Reform (New Delhi: OUP).; Sen, A.K. (1999), Development as Freedom (Oxford: Oxford University Press).; Sachs, J.D., Varshney, A., and Bajpai, N. (eds.) (1999), India in the Era of Economic Reforms (New Delhi: OUP).; Dreze, J. and Sen, A., 1995, India, Economic Development and Social Opportunity.  
Dandekar V. and N. Rath, 1971, Poverty in India.

### **Poverty**

Chadha, G K, 1997-05, Growth Employment & Poverty, Vikas Publishing House Pvt. Ltd.; Datt, G., and Ravallion, M. (2002), “Is India’s Economic Growth Leaving the Poor Behind?”, Journal of Economic Perspectives.; Deaton, A., and Dreze, J.P. (2002), “Poverty and Inequality in India: A Reexamination”, Economic and Political Weekly, 7 September.; Deaton, A., and Kozel, V. (2005), The Great Indian Poverty Debate (New Delhi: Macmillan).; Srinivasan, T.N., and Bardhan, P. (eds) (1988), Rural Poverty in South Asia (New York: Columbia University Press).; Hanumantha Rao, C.H. and H. Linnemann (Eds.) (1996), Economic Reforms and Poverty Alleviation in India, Sage Publications, New Delhi.; Subramanian, S. (Ed.) (1997), Measurement of Inequality and Poverty, Oxford University Press, Calcutta.; World Bank (2000), India : Reducing Poverty, Accelerating Economic Development, Oxford University Press, New Delhi.

### **Rural Employment**

Dreze, J.P., and Khera, R. (2009), “The Battle for Employment Guarantee”, Frontline, January 2009.; Ravallion, Martin (1991), “Reaching the Rural Poor through Public Employment: Arguments, Evidence and Lessons from South Asia”, World Bank Research Observer.; Sen, Abhijit (1996), “Economic Reforms, Employment and Poverty: Trends and Options”, Economic and Political Weekly.; Chadha, G K and A. S. Oberai (eds.), 2001, Job Creation In Urban Informal Sector In India: Issues And Policy Options, International Labour Office; Chadha, G K, 2003, Rural Industry In India. Policy Perspectives, Past Performance And Future Options, International Labour Office

### **Elementary Education**

PROBE Team (1999), Public Report on Basic Education (New Delhi: OUP).; Dreze, J.P., and Kingdon, Geeta (), “School Participation in Rural India”, Review of Development Economics, 5(1).; Jha, J., and Jhingran, D. (2005), Elementary Education for the Poorest and Other Deprived Groups (New Delhi: Manohar).; Jha, J. The Economics of Elementary Education in India; Frederick, H. and A.M. Charles (1970), Education, Manpower and Economic Growth, New Delhi.; Tilak, J.B.C. (1993), Costs and Financing of Education in India : A Review of Issues, Problems and Prospects (Mimeo), National Institute of Educational Planning and Administration, New Delhi.; Chelliah, Raja J. and R. Sudarshan (1999), Income, Poverty and Beyond : Human Development in India, Social Science Press, New Delhi.

### **Population Policy**

Caldwell, J.C. (1986), “Routes to Low Mortality in Poor Countries”, Population and Development Review.; Dreze, J.P., and Murthi, M. (2001), “Fertility, Education and Development: Evidence from India”, Population and Development Review, 27(1).; Kirk, D. (1996), “Demographic Transition Theory”, Population Studies, 50(3).; Murthi, M., Guio, A.C., and Dreze, J.P. (1995), “Mortality, Fertility and Gender Bias in India: A District Level Analysis”, Population and Development Review, 21(4).

## **Food and Nutrition**

Citizens' Initiative for Children Under Six (2006), Focus on Children Under Six (New Delhi).; Deaton and Dreze (2009), "Food and Nutrition in India: Facts and Interpretations", Economic and Political Weekly, 14 February.; Dreze, Jean (2004), "Democracy and the Right to Food", Economic and Political Weekly, 24 April.; Khera, Reetika (2006), "Mid-day Meals in Primary Schools: Achievements and Challenges", Economic and Political Weekly.

## **Environmental Protection**

Agarwal, Bina (1992), "The Gender and Environment Debate: Lessons from India", Feminist Studies.; Dyson, T., and Cassen, R., and Visaria, L. (eds) (2004), Twenty-First Century India: Population, Economy, Human Development and the Environment.; Centre for Science and Environment (2008), State of India's Environment, 6<sup>th</sup> report (New Delhi: CS).

## **Gender Issues**

Agarwal, Bina (1994), A Field of One's Own: Gender and Land Rights in South Asia (Cambridge: Cambridge University Press).; Kishor, S. (1993), "May God Give Sons to All: Gender and Child Mortality in India", American Sociological Review.; Sudha, S., and Rajan, S.I. (1999), "Female Demographic Disadvantage in India 1981-1991", Development and Change.

## **Social Exclusion**

Deshpande, Ashwini (2001), "Caste at Birth? Redefining Disparity in India", Review of Development Economics.; Borooah, V.K. (2005), "Caste, Inequality, and Poverty in India", Review of Development Economics.

## **Module 4:**

Datt, G., and Ravallion, M. (1998), "Why Have Some Indian States Done Better than Others at Reducing Rural Poverty", Economica.; Dreze, J.P., and Sen, A.K. (eds) (1996), India: Selected Regional Perspectives (New Delhi: OUP).; Sopher, D. (ed) (1980), An Exploration of India: Geographical Perspectives on Society and Culture (Ithaca: Cornell University Press).; Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy : Inter-State Perspectives, Bookwell, Delhi.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

## **DS7 Globalization and Development**

### **Course content**

- (i) Globalization in Historical Perspective- Pre-1945, 1945-1991, 1991 onwards. International Economic Order, New International Economic Order, Geography and Development, Third World in Globalization.

- (ii) International Production System- Fordism to Global Division of Labour  
International Political Economy- Role and Functions of Development-Trade-  
Finance Agencies and Institutions (World Bank, IMF, GATT/WTO, UNCTAD)  
States in Globalization- Unequal States.
- (iii) Regional Groups and Globalization- Power-Differential inter and intra- groups.  
(OPEC, ASEAN, NAFTA, SAARC, APEC etc)  
Emerging Economic Power - BRIC Countries (Brazil-Russia-India-China), CIBS  
Countries (China-India-Brazil-South Africa).
- (iv) Global Governance, UN System, Cross-border Migration, Civil Society in  
Globalization, Global Governance by Policy Institutions, Global Environment
- (v) India in Globalization, Large and Small Economies from Third World in  
Globalization.

### Specific Issues

Food Security, Physical Infrastructure, Aid, Debt, Technology Transfer, Land Acquisition, SEZ, Ethnic Conflicts, Terrorism, War and Security, corporate sector and local economy, local resources, local community, advertisement and local culture, issues specific to decolonized countries in Africa, Asia and Latin America.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

### Readings

Adams, Nassau A. 1993, "*Worlds Apart, The North- South Divide and International System*", London and New Jersey: Zed Books.; Anell, L. and B. Nygren, 1980, *The Developing Countries and The World Economic Order*. Londong : Methuen.; Bhagwati, Jagdish, 2004, . *In Defence Of Globalization*. New Delhi: Oxford University Press.; Brown, Lester R. 1973 , *World without Borders*. New Delhi: Affiliated East-West Press Pvt.Ltd.; Burbach, R. Nenez, O. and Kagarlitsky, B. 1997, *Globalization and its Discontents*, London: Pluto Press.; Castro, Fidel. 1984, *The World Crisis, its Economic and Social Impact on the Underdeveloped Countries*. London: Zed Books Ltd.; Deshpande , Ashwini. 2008, *Globalization and Development, A Handbook of New Perspectives* (ed) . New Delhi: Oxford University Press.; Elsenhans, Hartmut, 1991, ' *Development and Underdevelopment The History, Economis and Politics of North- South Relations*', New Delhi, Sage Pub.; Faria, C. R., 1991, ' *The Origin of Economic Inequality between Nations*', Unwin Hyman, London; Frobel, F., Heinrichs. J. and Kreye, O., 1980. *The New International Division of Labour*, The Cambridge University Press. Cambridge.; Hoogvelt, Ankei. 1982, *The Third World in Global Development* . London : Macmillan.; Huntington, Samuel P. , 1997, ' *The Clash of Civilizations and the Remaking of World Order*' , Viking. India : Penguin.; Majumder, Bhaskar. 2007, *Globalized Indian Economy : Selected Essays*. Allahabad: Laburnum Press.; Majumder, Bhaskar. 2006, *Political Economy of Globalisation: Selected Essays*. Allahabad: Laburnum Press.; Stiglitz, Joseph, 2002. *Globalizationand its Discontents*. New Delhi, Penguin Books .; Vital, David, 1972. *The Inequality of States*, Oxford: Clarendon Press .

## **DS8 Environment and Development**

The course analyses debates on environment and development. It reviews the interaction between humans and the natural environment and the institutions that regulate such interaction.

Explanatory part contains sustainable development, common property resources, environmental movements, gender and environment. Various policy instruments are taken up and global governance issues are focused.

### **Course Content**

- (i) **Natural Resource Accounting:** Concept of Sustainable development; Indicators of Sustainability; Approaches for Environmental Accounting.
- (ii) **Access to Resources:** Political Ecology; Population and Access to Resources; Gender, Environment and Development; Common Property Resources; Community based Natural Resource Management; Environment and Social Movements.
- (iii) **Policy Instruments:** Pigouvian Taxes and Subsidies; Tradable Permits; Price vs. Quantity Instruments; Mixed Instruments; Other instruments; Enforcement issues; Case studies; Evolution of Environmental Policy in India; Enforcement and Implementation issues.
- (iv) **International Environmental Issues:** Global Environmental Facility; Trade and Environment in the WTO regime; Eco-labeling; Causes and Consequences of Ozone Depletion, Climate Change and Biodiversity, Rio conference (Agenda 21);

### **Readings**

Adams W.M.: Green Development, Routledge, 2000; Baumol, W. J. and Oates, W. E. The theory of environmental policy. Cambridge: Cambridge University Press, 1988. ; Dixon, J. Economic Analysis of Environmental Impacts. London: Earthscan Publications, 1994.; Forsyth, T.: Critical Political Ecology: The Politics of Environmental Science, Routledge, 2003. ; Freeman III, A. M. The Economic Approach to Environmental Policy. Cheltenham, U.K.: Edward Elgar, 1998. ; Jasanoff, S and Martello M Long (eds): Earthly Politics: Local and Global in Environmental Governance, Cambridge Mass, MIT Press, 2004. Mehta, S.; Mundle, S. and Sankar, U. Incentives and regulation for pollution control. Sage Publishers, 1997. ; United Nations. Accounting and Valuation of Environment, Vol. II and I: A primer for developing countries, New York: ESCAP, 1997. ; Sankar, U. (ed.). Environmental Economics (Readers in Economics), 2000. ; Georgiou, S., Whittington, D., and Pearce, D. Economic Values and the Environment in Developing World. Cheltenham, U.K.: Edward Elgar, 1997. Bohm, P. and Russell, C. "Comparative analysis of alternative policy instruments", in Allen Kneese, V. and Sweeney, J.L. (eds.) Handbook of natural resource and energy economics. North Holland, 1985. Maler, K. G. "International environmental problems", in Markandya, A. and Richardson, J. (eds.) Earthscan reader in environmental economics. London: Earthscan Publications, 1993. Government of India. Policy statement for abatement of pollution. New Delhi: Ministry of Environment and Forests, Government of India, 1992.; Opschoor, J. B. and Vos, H. B. Economic instruments for environmental protection. OECD and OCDE, 1989.; Ostrom, E (et al): The Drama of the Commons: Understanding Common Pool Resources Management, National Academy Press, 2002. Peet, R & Watts, M (eds): Liberation Ecologies: Environment, Development, Social Movements, Routledge, 2004.; Sachs, W (ed): Global Ecology: Conflicts and Contradictions, Zed Books, 1999.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

## **DS9 Poverty**

This course shall undertake an interdisciplinary analysis of conceptual dimension of poverty, vulnerability deprivation and human development.

### **Course Content**

poverty measures, self-perception of the poor themselves, capability deprivation, social exclusion and gender concerns, modes of policy intervention and strategies for poverty reduction: micro and macro approaches.

### **Readings**

Chambers, R., 'Poverty and Livelihoods: Whose Reality Counts?', *Environment and Urbanization*, Volume 7, Number 1, 1 April 1995, pp. 173-204; Chant, S. (2007), *Gender, Generation and Poverty: exploring the 'Feminisation of Poverty' in Africa, Asia and Latin America*. Cheltenham: Edgar Elgar; Cooke B, and U. Kothari (eds), *Participation: The New Tyranny*, London, Zed Press, 2001; Datt, G., and Ravallion, M. (2002), "Is India's Economic Growth Leaving the Poor Behind?", *Journal of Economic Perspectives*.; Deaton, A., and Dreze, J.P. (2002), "Poverty and Inequality in India: A Reexamination", *Economic and Political Weekly*, 7 September.; Deaton, A., and Kozel, V. (2005), *The Great Indian Poverty Debate* (New Delhi: Macmillan).; Ghai, D., 'Decent work: concepts, models and indicators', Education and outreach programme. Geneva: International Institute for Labour Studies, 2002; Gore, C, and J. B. Figueiredo, eds. (1997), *Social exclusion and anti-poverty policy: A debate*. Geneva: International Institute for Labour Studies, ILO publications; Hills, J., J Le Grand and D Piachaud (eds), *Understanding Social Exclusion*, Oxford University Press, 2002; Indira, H., (2003) 'Identification of BPL households for poverty alleviation programmes', *Economic and Political Weekly*, November 8, 2003, pp: 4803-4808; Laderchi, C. R., R. Saith and F. Stewart (2003), 'Does it Matter that we do not agree on the Definition of Poverty? A Comparison of Four Approaches', *Oxford Development Studies*, 31(3): 243-274; Ravallion, M., *Poverty Comparisons: A Guide to Concepts and Methods*, LSMS Working Paper 88, Washington DC, World Bank, 1992; Reddy, Sanjay G. and Thomas W. Pogge (2002) How not to count the poor. [www.socialanalysis.org](http://www.socialanalysis.org). 15 August 2002; Saith, A., 'Social Protection, Decent Work, and Development', Discussion Paper 152/2004, Education and Outreach Programme. Geneva: International Institute for Labour Studies, 2004; Srinivasan, T.N., and Bardhan, P. (eds) (1988), *Rural Poverty in South Asia* (New York: Columbia University Press).; Townsend, P. and Gordon D. (eds.), *World Poverty: New policies to defeat an old enemy*. Bristol: The Policy Press; Verso, 1994;

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)



## **DS10 Tribe and Development**

This optional course paper will introduce social, political and developmental aspects of tribes in India, their engagement in socio-political and religious movements in colonial period; their resistance to uneven development in recent times and their assertion for a commendable identity and power.

### **Course Content**

- (i) **Social Existence of Tribe: A Theoretical Understanding:** Discourses on Primitivism: Structure, Function and Political System of Tribe. Colonial and Subaltern Discourses of Tribe
- (ii) **Tribal Identity in Multiple Contexts:** Tribe vs. 'Indigenous Group': An International Perspective. Primitivism vs. Hinduism: A Religious Dualism. Tribal Territory vs. Hindu Kingdom: The Politics of State Formation. Peasantization vs. Hinduization: A Combined Influence of Economy and Culture. Tribe vs. Indian Constitution: A Legal Interpretation
- (iii) **Tradition and Change in Tribal Movements:** Tribal Movements in Colonial Periods. Post-Colonial and Post-Development Resistance: Issues of Displacement, Globalization and Marginalization Movements with Rights-based-Approach: Self-Governance; Food Security and Rights to Forest Land .
- (iv) **Development Intervention and Tribe:** Structure of Tribal Economy: A Theoretical Understanding. Tribal Economy in India: Types and its Geographical Distribution. Growth Indicators: Literacy, MPCE, Mortality etc. Types of Development Intervention: Welfare Model and Empowerment Strategy. Enquiry of the Ethno-Development Model. Development and Naxalism: Negative and Positive Constructions
- (v) **Tribe, State and Political Process:** Tribe and Ethno-Regionalism. Tribal Representation in Three-tier, Assembly and Parliamentarian Systems: Political Leadership. Delimitation Commission and Rearrangement of Tribal Constituencies: Understanding its Implications; Defining Electoral Choices: Congress Legacy and Hindutva Politics among the Tribes. Communal Violence and Tribe: Understanding the Trend

### **Readings**

Radcliff-Brown A.R., *Structure and Function in Primitive Society* (Cohen and West: 1971) Chapters 9,10; Levi Strauss, Claude, *Totemism*, (Penguin:1978); Sinha, Surajit, (ed.) *Tribal Politics in and State System in Pre-colonial Eastern and North Eastern India* (K.P.Bagchi & Company:1996); Singh, K.S, *Tribal Situation in India* (Indian Institute of Advance Studies;1972) ; Singh, K.S, *Tribal Movements in India* Vol. 1&2 (Manohar:1982); Devalle, Susan B.C., *Discourses of Ethnicity: Culture and Protest in Jharkhand* (Sage:

1992); Corbridge, Stuart, Jewitt and Sanjay Kumar, Jharkhand: Environment, Development, Ethnicity, (Oxford University Press:2004); Rath, G.C., (ed.) *Tribal Development in India: The Contemporary Debate*, (Sage:2006); Bailey, F.G. *Tribe, Caste and Nation*, (Oxford University Press:1960); Furer-Haimendorf, C.V., *Tribes of India: The Struggle for Survival*, (Oxford University Press:1991); “ “ *Tribal Populations and Cultures of the Indian Subcontinent* (E.J.Brill-Leiden:1985); Mehta,P.L., *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*, (H.K.:1991); Ghurye, G.S. *The Scheduled Tribes of India*. New Brunswick, N.J.: Transaction Books. 1980 (1959); Evans, Peter. *Embedded Autonomy: States and Industrial Transformation*, (Princeton University Press:1995); Connor, Walker. *Ethnonationalism: The Quest for Understanding*. (Princeton University Press:1994); Guha, Ramachandra. *Savaging the Civilized*, (Oxford University Press:2001); Singh, B.P. *The Problem of Change: A Study of Northeast India*(Oxford University Press:1987); Baruah, Sanjib. *Durable Disorder: Understanding the Politics of Northeast India* (Oxford University Press:2005); Baviskar, Amita. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*(Oxford University Press:1995); Kelkar, Govind and Dev Nathan, *Gender and Tribe: Women, Land and Forests*, (Kali for Women:1991); Ratnagar, Shereen, *The Other Indians: Essays on Pastoralists and Prehistoric Tribal Groups*, (Three Essays:2004); Gisbert, P, *Tribal India*, (Rawat:1978); Duyker, Edward, *Tribal Guerrillas: The Santals of West Bengal and the Naxalite Movement* (Oxford University Press:1987); Fuchs, Stephen, *The Aboriginal Tribes of India* (Macmillan:1973); Thapar, Romesh (ed.), *Tribe, Caste and Religion in India* (Macmillan:1977); Chakrabarty, Dipesh, ‘Invitation to a Dialogue’, *Subaltern Studies*, Vol..V. (Oxford University Press:1985); Chatterjee, Partha, ‘Caste and Subaltern Consciousness’ *Subaltern Studies*, Vol..VI. (Oxford University Press:1989); Das, Veena, ‘Subaltern as Perspective’, *Subaltern Studies*, Vol..VI. (Oxford University Press:1989); Chatterjee, Sunit, *Kirat Jat Kriti: Beteille*, Andre, ‘Indigenous Groups’, *Current Anthropologist*

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

### **DS11 Identity, Dissent and Exclusion: A Discourse on Dalits**

The course develops critical consciousness among students against social exclusion of Dalit communities in Indian society. It will impart analytical tools to understand hierarchical social, cultural and political framing of Indian social system, which has led to social inequality and disability to a significant section of Indian society. It investigate the Varna vyavastha, caste system, and legitimization of social untouchability through the ages. It will initiate discussions among students about the dissenting movements such as bhakti movement, Aadi Hindu movement, Jyotiba Phule’s campaign, Gandhian approach against untouchability, Ambedkarites and Neo-Buddhists, Dalit Panthers, Bahujan Movements and various Constitutional provisions towards emancipation of Dalits and marginalised communities.. The understanding of various processes of dalit struggles for emancipation, identity assertions, cultural politics, articulation of dalit resistance in film, literatures and folk cultural productions in terms of assesing new visions of Dalit assertions.

### **Course Content**

- (i) **Concept and Meaning of the term dalit:** Varna and caste in Indian society. Culture, Tradition, religion. Forms of social exclusion in everyday life.

Untouchability, atrocities and violence.

- (ii) **Dalit Critique of History and Culture:** The rise of Dalit movement, Dalit Literary and Cultural Movement. Dissent against Caste System. Buddhism and Buddhist traditions, Bhakti movement. Campaigns of Phule, Achhutanand, Ambedkar. Dalit renaissance in North India. Nationalism and dalit participation.
- (iii) **Dalit Identity:** Dalit Feminism. Dalit Culture and Rise of New Dalit Politics. Relationships between Dalit mobilisations and cultural politics, History of Dalit Politics, Emergence of Dalit Politics in North and Central India.
- (iv) **Reservation, Representation and Public Space:** Social Justice and Equality, Issues of Socio-Economic Development of Marginalized Communities Issues related with Dalit women and Children, Environmental resources and Traditional knowledge in the contexts of Dalit communities.

## Readings

### Module 1: Concept and Meaning of the term dalit

#### Essential Readings

Lynch, Owen M. (1969). *The Politics of Untouchability*. New York: Columbia University Press.;  
Murugkar, L. (1991). *Dalit Panther movement in Maharashtra: a sociological appraisal*. Mumbai: Popular Prakashan.; Prasad, M. (2007). ; *Dalit Jaatyon Ka Dastavej*. New Delhi: Samyak Prakashan.; Haan, A.D., Kabeer, N. (2008). *Social Exclusion: Two Essays*. New Delhi: Critical Quest.

#### Recommended Readings

Ambedkar, B.R. (2005). *Hindu Dharma Ki Riddle*. Delhi: Gautam Book Centre.; Gupta, D. (2000). *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society*. New Delhi: Penguin publication.; Ambedkar, B.R. (1999). *Selections from the Broken People*. Human Rights Watch.; Dangle, A. (1992). *Poisoned Bread: translations from modern Marathi Dalit literature*, Hyderabad: Orient Longman Limited. ; Prasad, C. (2004). 'Untouchability and its Hidden Agenda, in *Dalit Diary: 1999-2003, Reflections on Apartheid in India*. Pondicherry: Navayana Thorat, S. (2006). *Untouchability in Rural India*. New Delhi: Sage Publication. Ayyangar, A.A. (1951). *Criminal Tribes Act Enquiry Committee Report (1949-50)*. Dirks, N. B. (2003). *Castes of mind: colonialism and the making of modern India*. Hyderabad: Orient Blackswan.; Fuehs, S. (1981). *At the Bottom of Indian Society: The Harijans and Other Low Castes*. Delhi: Munshilal and Mohanlal.; Jaffrelot, C. (2003). *India's Silent Revolution: The Rise of the Low Castes in North Indian Politics*. Delhi: Permanent Black.; Rao, A. (ed.). (2003). *Gender and Caste*. New Delhi: Kali for women.; Gudavarthy, A. (Dec 17-23, 2005). Dalit and Naxalite Movements in AP: Solidarity or Hegemony?. *Economic and Political Weekly*. 40(51). p.5410-5418.; Sukumar, N. (Nov. 15-21, 2008). Living a Concept: Semiotics of Everyday Exclusion. *Economic and Political Weekly*. Vol. 43. No. 46.; Gorringe, H. (September 2006). Which is Violence? Reflections on Collective Violence and Dalit Movements in South India. *Social Movement Studies*. Vol. 5. No.2, pp. 117-136.; Chakravorty, M. Chakraborty, D. Babu, S. (June 17, 2006). Atrocities on Dalits. *Economic and Political Weekly*. Vol. 41,

No. 24.; Singh, Y. (1978). The Changing Power Structure of Village Community: A Case Study of Six Villages in Eastern U.P. in A.R. Desai (ed.) *Rural Sociology in India*. Bombay: Popular Prakashan.

## **Module 2: Dalit Critique of History and Culture**

### **Readings**

#### **Essential Readings**

Zelliot, E. (1992). *From Untouchable to Dalit*. Delhi: Manohar.; Chakrabarty, D. (2006). *Habitations of Modernity*. New Delhi: Permanent Black.; Chatterjee, P. & Aquil, R. (eds) (2008). *History in the Vernacular*. New Delhi: Permanent Black; Badri Narayan, B. (2006). *Women Heroes and Dalit Assertion in North India*. New Delhi: Sage

#### **Recommended Readings**

Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.; Guha, R. (ed.) (1997). *A Subaltern studies reader, 1986-1995*. University of Minnesota Press; Rawat, R.N. (2003). Making Claims for Power: A New Agenda in Dalit Politics of Uttar Pradesh 1946–48. *Modern Asian Studies*. 37, no. 3: 585–612. ; Narayan, B., Mohapatra, B., Mishra, A.R. (eds). (2006). *Upekshit Samudayon Ka Atm Itihas*. New Delhi: Vani Prakashan.; Murugkar, L. (1991). *Dalit Panther movement in Maharashtra: a sociological appraisal*. Mumbai: Popular Prakashan.; Gupta, D (ed). (2004). *Caste in Question: Identity or Hierarchy*. New Delhi: Sage; Ambedkar, B.R. (2001). *Annihilation of caste*. New Delhi: Bluemoon books.; Cusicanqui, S.R. (2005). *Invisible Realities: Internal Markets and Subaltern Identities in Contemporary Bolivia*. Amsterdam: SEPHIS and the SEASREP council.; Hardgrave, R.L. (1969). *The Nadars of Tamil Nadu: The Political Culture of a Community in Change*. Berkeley.; Khare, R.S. (ed.). (2009). *Caste, Hierarchy, and Individualism: Indian Critiques of Louis Dumont's Contributions*. Oxford University Press.; Dahiwal, S.M. (2006). *Understanding Indian Society: The Non-brahmanic Perspective*. Jaipur: Rawat Publication.; Gokhale, J. (March 1979). The Dalit Panthers and the Racialisation of Untouchables. *Journal of Commonwealth and Comparative Politics*. 28(1); Jha, V. (July 1975). Stages in History of Untouchability. *Indian Historical Review*. vol. 2. no. 1.; Prasad, V. (2000). *Untouchable Freedom: A Social History of a Dalit Community*. New Delhi: Oxford University Press; Tambiah, S.J. (1997). *Down Trodden: The Struggle of Indian Dalits for Identity, Solidarity and Liberation*. Delhi: Manohar.

## **Module 3: Dalit Identity**

### **Readings**

#### **Essential Readings**

Pai, S. (2002). *Dalit Assertion and the Unfinished Democratic Agenda*. New Delhi: Sage; Narayan, B. (2006). *Women Heroes and Dalit Assertion in North India*. New Delhi: Sage.; Petras, J. & Veltmeyer, H. (2005). *Social Movements and State Power*. Kolkata: Update Publications.; Guru, G. (Nov. 1998). The politics of naming, *Seminar (Dalit ...)*. 14-18 [G].

#### **Recommended Readings**

Narayan, B. (2009). *Fascinating Hindutva: Saffron Politics and Dalit Mobilisation*. New Delhi: Sage.; Lynch, Owen M. (1969). *The Politics of Untouchability*. New York: Columbia University Press.; Harshe, R. (2006). Culture, Identity and International Relations. *Economic and Political Weekly*. 41(37), pp. 3945-3951.; Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement*

in *Colonial India*. New Delhi: Sage.; Shah, G. (2000). *Social Movements in India: A Review of Literature*. New Delhi: Sage.; Mendelsohn, O., Viczianye, M. (1998). *Untouchables: Subordination, Poverty and the State in Modern India*. Cambridge: Cambridge University Press.; Jeffrey, R. (1974). *The Social Origins of a Caste Association 1874-1905: The Founding of the SNDP Yogam*. South Asia. 4(1).; Hanlon, R.O. (1985). *Caste Conflict and Ideology: Mahatma Phule and Low Caste Protest in the 19<sup>th</sup> Century*. Cambridge: Cambridge University Press.; Gupta, S.K. (1985). *The SCs in Modern Indian Politics: Their Emergence as a Political Power*. New Delhi: Manoharlal.; Pai, S. (2000). New Social and Political Movements of Dalits: A Study of Meerut District. *Contributions to Indian Sociology*. No. 2, 34: 189-220.; Shetty Rajshekhar, V.T. (1988). *Dalit Movements in Karnataka*. Madras: Christian Literature Society.; Jeffrey, R. (March 1976). The Temple entry movement in Travancore 1860-1940. *Social Scientist*. Vol. 4, no. 44, p.3; James, M. (1994). *Towards Dalit Hermeneutics*. Delhi: ISPCK.

## **Module 4: Reservation, Representation and Public space**

### **Readings**

#### **Essential Readings**

Thorat, S. (2008). *Dalits in India: Search for a common destiny*. Delhi: Sage Publication; Haan, A.D., Kabeer, N. (2008). *Social Exclusion: Two Essays*. New Delhi: Critical Quest.; Oommen, T.K. (1990). *Protest and Change Studies in Social Movements*. New Delhi: Sage; Still, C. (June 2008). Dalit Women in the Social Justice Revolution in India. *Public Policy Research*. Vol. 15, No. 2, pp. 93-96.

#### **Recommended Readings**

Pai, S. Singh, J. (June 7, 1997). Politicisation of Dalits and Most Backward Castes: Study of Social Conflict and Political Preferences in Four Villages of Meerut District. *Economic and Political weekly*. Vol. 32, no. 23, pp. 1358-1361.; Cannan, C. (April 1997). The Struggle against Social Exclusion. Urban Social Development in France. *IDS Bulletin*. pp. 77-85.; Chambers, R. (April 1989). *Vulnerability: How the Poor Cope*. Editorial IDS Bulletin.; De Haan, A. (1997). Poverty and Social Exclusion: A Comparison of Debates. *PRUS Working Paper No.2*. Brighton: University of Sussex.; Powell, F. (1995). Citizenship and Social Exclusion. *Administration*. Vol.43, No. 3, pp. 23-35.; Ambrose, Pinto S.J. (1998). Dalits in Higher Education- Need for Establishing a Counter Culture. *Journal of Higher Education*. Vol. 21, Issue 3.; Barik, R.K. (1998). Education for Dalits- No Separate Colleges and Universities for Dalits. *Journal of Higher Education*. Vol. 21, Issue 3.; Gallanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. Delhi: Oxford University Press.; Shah, A.M. (2005). Higher Education and Research: Roots of Mediocrity. *Economic and Political Weekly*. Vol. XL, nos 22 and 23.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), a 3 hour written examination (40 per cent)

## **DS12 Sociology of Dalit Literature and Culture**

### **Course Content**

Dalit counter cultural traditions. Folksongs, Theatre and Dance traditions in marginal castes Dalit Folk proverbs. Rise of Dalit Literature. Dalit Autobiography. Aesthetical and Linguistic questions in the context of Dalit Literature Dalit Popular Literature.

Dalit popular Histories. Inventions of Contesting Histories. Myth, Memories and Heroes. Dalits in Films and Dalit Films.

### **Essential Readings**

Limbale, S.(2000). *Dalit Sahitya Ka Saundaryashastra*. New Delhi: Vani Prakashan. Valmiki, O.P. (2001). *Dalit Sahitya ka Saundaryashastra*. Delhi: Radhakrishna. Illaiah, K. (1996). *Why I am not a Hindu: a Sudra critique of Hindutva, philosophy, culture, and political economy*. Samya. Rege, S. (Nov. 1998). A Dalit Feminist Stand Point. *Seminar*. Vol. no. 471.

### **Recommended Readings**

#### ***Dalit Biographies:***

Valmiki, O.P. (2003). *Jhoothan*. New Delhi: Radhakrishna Prakashan. Pawar, D. (1998). *Achhoot*. New Delhi: Radhakrishna Prakashan. Naimisharay, M.D. (1995) *Apne- apne Pinjare*. New Delhi: Vani Prakashan.

#### ***Dalit Popular Writings:***

Madan, G.P. (1987). *Jhoothi Aazadi*. Delhi: Bhartiya Baudha Parishad. Nath, K. (2007). *1857- Dalits sacrifice-in-gadar*. Kanpur: Baudha Upasak Sangh Sahitya Prakashan and Dr. Ambedkar Dalit Sahitya Academy.

#### ***Articles:***

Guru, G. (Nov. 1998). The politics of naming, *Seminar*. Murugkar, L. (1991). *Dalit Panther Movement in Maharashtra: a sociological appraisal*. Mumbai: Popular Prakashan. Rege, S. (2006). *Writing Caste, Writing Gender: Reading Dalit Women Testimonies*. New Delhi: Zubaan. Viramma, Josiane Racine, Jean-Luc Racine. (2000). *Viramma: Life of a Dalit*. Social Science Press.

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), a 3 hour written examination (40 per cent)

### **DS13: Development as Post Colonial Development**

This course extends the discourse “Development: Theory and History” in the specific context of postcolonial development. The course explores relationship between power and knowledge, the processes of colonisation of mind, ideas and notions that reshape contemporary understanding of development; role of bio-politics to manage and control processes of development; governmentalities and relation between state, population and development. Students shall be able to explore the intersections of post-colonialism with other contemporary re-workings of development theory and practice, such as grassroots and participatory development, indigenous movements.

## Course content

- (i) Colonialism. Empire. Cultural Imperialism. Nationalism. History of world connections. Colonial Production of Migration and World wide Diaspora. Globalisation. De-globalisation. Recolonisation.
- (ii) Development as by product of Colonial Experience. Decolonising Development theories. Power and knowledge. Euro centrism and Orientalism. Subaltern and representation. Hegemony and consent.
- (iii) Formation of race, ethnicity, marginality, centre, periphery in post colonial space. Cultural politics and Identity: A Post colonial reading. Multiculturalism. Transnationalism. Liminality. Notion of Hybridity, ambivalence and Interface
- (iv) Post colonial paths of Development. Notion of 'Post Development'

## Readings

Appadurai, A. "The Capacity to Aspire: Culture and Terms of Recognition" in V.Rao and M.Walton ed. *Culture and Public Action*, Stanford. CA, Stanford University Press, 2004; Bhabha,H.K. *The Location of Culture*,London, Routledge, 1990; Carter,M. *Voices from Indenture: Experience of Indian Migrants in British Empire*, New York, Leicester University Press ,1996; Chakravarty , Dipesh, *Provincialising Europe: Post colonial Thought and Historical Difference*, Princeton, New Jersey, Princeton University Press 2000; Chatterji, Partha, *The Politics of Governance*, New Delhi, Oxford University Press; Cohen, Bernard, *Colonialism and its Forms of knowledge*, OUP, 1997; Gramsci,A, *A Gramsci Reader, Selected Writings,1916-1935*,ed. By David Forgacs, London, Lawrence & Wishart 1988; Said, Edward, *Orientalism: Western Conception of the Orient*, London, Penguin, 1978; McEwan,Cheril, *Post colonialism and Development*, Newyork, Routledge 2009

**Teaching:** Twenty Lectures, two hours each

**Assessment:** Two term papers (30 per cent each), A 3 hour written examination (40 per cent)

## DS 14: Uttar Pradesh: Economy and Society

This MPhil Course provides the wherewithal to students to comprehend economic, social and cultural developmental issues and understanding the processes of development in the world with special focus on India. This paper is designed to enable those students who wish to further explore the Uttar Pradesh economy and society to critically examine issues specific to Uttar Pradesh.

The course provides an interface of people's consciousness, politics, state and democracy with development in Uttar Pradesh. The Course shall unfold the structure and economy of the state, the development processes from disparate perspectives beginning from the renaissance and peasant movement of 1857, explore economic and social history of the

state, agrarian structure – land reforms – caste linkages, caste – communalism – democracy linkages, poverty and governance.

## Course content

- (i) **Historicizing Development in Uttar Pradesh (pre 1947):** Land, People and Resources: colonial and post colonial periods; Changes and continuity in Agrarian Structure till 1947; Rural handicraft, artisan, deindustrialization.; Small and medium enterprises, Process of industrialization.; Labour and Migration: indentured, internal and overseas migration; Peasant, workers and political consciousness; Rural society in Gangetic region, peasant movement 1857.; Debates on Renaissance in Hindi region.; Rise and growth of socio-political consciousness
- (ii) **Agrarian Structure and Agricultural Development:** Land reforms, green revolution, agricultural growth, constraints on agricultural development, land degradation, technological change, issues related to marginal and small farmers.
- (iii) **Economic and Industrial Development:** Trends in Sectoral growth in the economy: problems and prospects.; Industrial growth, small scale industry, rural industrialization; Economic infrastructure including roads, irrigation and power.
- (iv) **Contemporary Political and Social Developments in the Post -Nehruvian Era:** Coalition politics, decline of congress, emergence of intermediate caste, communalism dalit mobilization and politics.
- (v) **Human Development:** Human Development: Education, Health, Livelihoods, Gender concerns, Poverty.; Informal sector, labour, child labour.
- (vi) **Planning, Decentralisation and Governance:** Development plans, investment, fiscal situation, transfer of resources from centre, development priorities, public policy, Development programmes and the poor, social security schemes; State and development: positive discrimination; Decentralisation, Civil Society, People's initiative and movements

## Readings (Essential readings are marked in asterisk)

### (i) **Historicizing Development in Uttar Pradesh (pre 1947)**

Amin, S. (1984). *Sugarcane and sugar in Gorakhpur -- An inquiry into peasant production for capitalist enterprise in colonial India*. New Delhi: Oxford University Press. Bailey, F.G. (1957). *Caste and Economic Frontier*. Manchester: Manchester University Press. Beteille, A. (1969). *Caste, Old and New: Essays in Social Structure and Social Stratification*. Bombay: Asia Publishing House. Dube, S.C. (1955). *Indian Village*. London: Routledge and Kegan Paul. \*Dube, S.C. (1958). *India's Changing Villages*. Bombay: Allied Publishers Ltd. \*Frykenberg, P. E. (1979). *Land Control and Social Structure in Indian History*.



New Delhi: Manohar. Hasan, Z. (1989). *Dominance and Mobilisation: Rural Politics in Western Uttar Pradesh, 1930-1980*. New Delhi: Sage Publications. Kolf, Derk H.A. (1990). *Naukar, Rajput and Sepoy: The ethnohistory of the Military Labour Market in Hindustan, 1450-1850*. New York: Cambridge University Press. \*Kumar, K. (1984). *Peasants in Revolt: Tenants, Landlords, Congress and the Raj in Oudh, 1886-192*. New Delhi: Manohar. Kumar, N. (1988). *The Artisans of Banaras :Popular Culture and Identity, 1880-1986*. Princeton: Princeton University Press. Sharma, R.V. (2008). *Bhartendu Harishchandra Aur Hindi Navjagran ki Samasyaein*. New Delhi: Rajkamal Prakashan. Sharma, R.V. (2000). *Bhartiya Sanskriti aur Hindi Pradesh*. New Delhi: Sahitya Academy. \*Sharma, R.V. *Mahavir Prasad Dwivedi aur Hindi Navjagrana* (1977). New Delhi: Rajkamal Prakashan. Singh, A.P. (1977). *Bharat ka Mukti Sangram*. Macmillan Publishers India Ltd

## (ii) Agrarian Structure and Agricultural Development

\*Ansari, N. (1991). *Agrarian Structure, Land Reforms and Agricultural Growth in India*. New Delhi: Tata McGraw-Hill Publishing Company Limited. Daniel and Thorner, A. (2005). *Land and Labour in India*. New Delhi: Chronicle Books. Dreze, J. (1997). 'Palampur, 1957 to 1993: Occupational Change, Land Ownership and Social Inequality', in J. Breman, P. Kloos and A. Saith (eds), *Village in Asia Revisited*. New Delhi: Oxford University Press. Frankel, Francine (1971). *India's Green revolution: Economic Gains and Political Costs* Princeton University Press. Frankel, Francine (1978) *India's Political Economy, 1947-1977: The Gradual Revolution*. Princeton University Press. \*Frankel, Francine (2005). *India's Political Economy 1947-2004: The Gradual Revolution, 2nd Edition*. Oxford University Press.. Gough, K.E. (1989). *Rural Change in South East India 1950s to 1980s*. New Delhi: Oxford University Press. Gupta, D. (1997). *Rivalry and brotherhood: Politics in the life of farmers in Northern India*. New Delhi: Oxford University Press. \*Joshi, P.C. (1975). *Land reforms in India: Trends and Perspectives*. Bombay: Allied Publishers. \*Kripa Shankar. (1986). *Patterns of Land Ownership and Backwardness : A study of Four Villages in Jaunpur District of Eastern U.P.* New Delhi: Ashish Publishing House. Kripa Shankar. (1980). *Concealed Tenancy and its Implications for Equity and Economic Growth: A Study of Eastern Uttar Pradesh*. New Delhi: Concept Publishing Company. \*Lanjouw, P. & Stern, N. (1998). *Economic Development in Palampur Over Five Decades*. Delhi: Oxford University Press. Madan, V. (2005). *The Village in India*. USA: Oxford University Press. Shrimali, P.D. (2004). *Agrarian Structure, Movements and Peasant Organisations in India* (Volume III, Uttar Pradesh). New Delhi: Manak Publications P. Ltd. Powell B. (1972). *Land Marks in Indian Anthropology*. New Delhi: Cosmo Publications . Singh, Ajit Kumar (2003). *Socio-Economic Status of Farming Communities in Northern India*. Lucknow: New Royal Book Company

## (iii) Economic and Industrial Development

Bliss, C.J. & Stern, N.H. (1982). *Palampur: the Economy of an Indian Village*. Delhi: Oxford University Press. Diwakar, D. M. & Nayak, S. (eds.) (2007). *Development Challenges: Afflicting Uttar Pradesh*. Manak Publications Pvt. Ltd. Dreze, J. and A. Sen (1995). *India's Economic Development and Social Opportunities*. New Delhi: Oxford University Press. \*Dreze, J. and A. Sen (1995): *Indian Development: Selected Regional Perspectives*. Delhi: Oxford University Press. Joshi, B.M. (1990). *Infrastructure and Economic Development in India*. New Delhi: Ashish Publishing House. \*Kripa Shankar. (1970). *Economic Development of Uttar Pradesh*. Allahabad: Arthik Anusandhan Kendra. Kumar, B. and S. Singh (2000). *Uttar Pradesh Arthik Samiksha 1999-2000*. Allahabad: Gobind Ballabh Pant Samajik Vigyan Sansthan.; Mishra, G.P and A. Joshi ed. (1984). *Regional Structure of Development and Growth: An Inter-state Analysis*. Vol. (1). New Delhi: Ashish Publishing House. \*Papola, T.S. (1979). *Studies on Development of Uttar Pradesh*. Universal Book Distributing Company. Papola, T.S. (1981). *Rural Industrialisation: Approaches and Potentials*. Bombay: T.S. Himalaya Publishing House. Papola, T.S. B.K. Joshi, H.S. Verma and R.C. Sinha eds. (1984). *Development of Hill Areas: Issues and Approaches*. Bombay: Himalaya Publishing House. Tewari, R.T. and A. Joshi eds. (1988). *Development and Change in India*. New Delhi: Ashish Publishing House. Uttar Pradesh Development Report (2007). Planning Commission.; Singh, Ajit Kumar (1981). *Patterns of Regional Development : A Comparative Study*. New Delhi: Sterling Publishers. Singh, Ajit Kumar (1987). *Rural Poverty and Agricultural Development*. New Delhi: Ashish

Publishing House. Singh, Ajit Kumar. Ed. (1990). *Planning Strategy for a Development Region*. Lucknow: Print House. Singh, Ajit Kumar (1997). *Land Use, Environment and Economic Growth in India*. New Delhi: M.D. Publications. Singh, Ajit Kumar (2001). *Uttar Pradesh Development Report 2000* Lucknow: New Royal Book Co.

#### **(iv) Contemporary Political and Social Developments in the Post -Nehruvian Era**

\*Brass, P. R. (2005). *Language, Religion and Politics in North India*. Cambridge University Press. Hasan, Z. (1989). *Dominance and Mobilisation: Rural Politics in Western Uttar Pradesh, 1930-1980*. New Delhi: Sage Publications. \*Narayan, B. (2010). *Fascinating Hindutva: Saffron Politics and Dalit Mobilisation*. New Delhi: Sage Publications. \*Narayan, B. (2006). *Women Heroes and Dalit Assertion in North India*. New Delhi: Sage Publications. Pandey, Gyanendra (rev. ed. 2002) *The Ascendancy of the Congress in Uttar Pradesh: Class, Community and Nation in Northern India, 1920- 1940*. Anthem Press. \*Pai, S. (2002). *Dalit Assertion and the Unfinished Democratic Revolution*. New Delhi: Sage Publications. Pai, S. (1993). *Uttar Pradesh: Agrarian Change, Electoral Politics*. New Delhi: Shipra Publishers. Pradhan, M.C. (1966). *The Political Systems of the Jats in Northern India*. London: Oxford University Press.

#### **(v) Human Development**

Byres. T.J, K. Kapadia and J. Lerche eds (1999). *Rural Labour Relations in India*. London: Frank Cass. \*Dreze, J. and A. Sen (1995). *India's Economic Development and Social Opportunities*, New Delhi: Oxford University Press. Gooptu, N. (2003). *The Politics of the Urban Poor in Early Twentieth-Century India*. Cambridge University Press. Government of Uttar Pradesh (2003). *Human Development Report 2003*. Lucknow: Planning Department, Government of Uttar Pradesh. \*Government of Uttar Pradesh (2008). *Human Development Report 2008*. Lucknow: Planning Department, Government of Uttar Pradesh. \*Kalpagam, U. (1994). *Labour and Gender: Survival in Urban India*. New Delhi: Sage Publications. Kalpagam, U, D. M. Diwakar and Nisha Srivastava (2004). *Labour and Poverty: Studies on Uttar Pradesh*. New Delhi: Segment Book. Majumder, Bhasker (2007). *Technology and Labour, Selected Essays*. New Delhi: Kalpaz Publications \*World Bank (2002). *Poverty in India: The Challenge of Uttar Pradesh*.

#### **(vi) Planning, Decentralisation and Governance**

Frankel, Francine (2006). *India's Political Economy*. Oxford University Press. Frankel, Francine and M. S. A. Rao (1990). *Dominance and State Power in Modern India: Decline of a Social Order*, Volume 1, II. Oxford University Press. \*Frankel, Francine, Zoya Hasan, Rajeev Bhargava and Balveer Arora (2002). *Transforming India: Social and Political Dynamics of Democracy*. Oxford University Press. Fuller, C.J. and Veronique Benei eds (2001). *The Everyday State and Society in Modern India*. London: Hurst and Company. Kohli, Atul (1991). *Democracy and Discontent: India's Growing Crisis of Governability*, Cambridge University Press. \*Lieten, G.K., Srivastava, R. (2002). *Unequal Partners. Power Relations, Devolution and Development in Uttar Pradesh*. New Delhi: Sage. Majumder, B. (2009). *Political Economy of Public Distribution System in India*. Concept Pub. Co., New Delhi. Muzammil, M. and Geeta Kingdon (2003). *Political Economy of Education in India*. Oxford University Press. Shukla, S. (1968). *Raag Darbari*. New Delhi: Rajkamal Prakashan. Majumder, Bhasker Poverty (2004). *Food Security and Sustainability: The Public Distribution System in India*. Jaipur: Rawat Publications. Majumder, Bhasker (2007). *Rural Housing, Policies and Practices*. Jaipur: Rawat Publications.. Majumder, Bhasker (2007). *Rural Non-Farm Employment in Uttar Pradesh: A Focus on Food for Work*. New Delhi: Kanishka Publishers. \*Majumder, Bhasker (2009). *Political Economy of Public Distribution System in India*. New Delhi: Concept Publishers. Majumder, Bhasker (2011). *Housing on the Hills in India*. New Delhi: Concept Publishers. \*Pai, Sudha ed (2007). *Political Process in Uttar Pradesh: Identity, Economic Reforms and Governance*. Delhi: Pearson Longman. \*Sathyamurthy T.V. ed (1995). *Industry and Agriculture in India since Independence: Social Change and Political Discourse in India, Structures of Power, Dominance and Resistance*. Vol 2, Delhi: Oxford University Press.

Reports and studies published by the G B Pant Social Science Institute, Allahabad, the Giri Institute of Development Studies, Lucknow, and elsewhere may be recommended from time to time. Articles in journals and edited books, and various reports, particularly those included in the Human Development Reports on Uttar Pradesh shall be referred to from time to time by the Course Instructor.

### **DSD1: Dissertation**

In the third semester the student shall develop a research proposal and identify a key problem for investigation, the theoretical and methodological problem framework, and the importance and relevance of the problem. A Research Proposal of not more than 2000 words is expected. By the end of the semester, the student is expected to give a 5000 words Review of Literature on the theme of her research. The student is expected to complete her field work and write a 15,000 word dissertation including the Review of Literature. The student will be expected to defend his/ her thesis.

**Teaching: Students will attend individual tutorial sessions with supervisors**

## **G B Pant Social Science Institute Pre PhD Course Work Outline**

**The Course Work is for a semester.**

**The programme consists of three courses forming a set of Foundation Courses as preparatory to engaging in research and thesis writing.**

**The four courses are as follows:-**

- i) Writing research proposal and term paper on review of literature.**
- ii) Research Methodology I: Techniques of Research**
- iii) Research Methodology II: Perspectives of Social Science Research and Qualitative Methods**
- iv) Research Methodology III: Computer based statistical training and quantitative methods**

**The broad course outline for each of the course is indicated below. Faculty members will give further details of their lecture topics.**

### **1. Writing research proposal and term paper on review of literature**

**This course will be a self study course under the guidance of the supervisor. At the end of the semester the student is expected to submit (i) the research proposal and (ii) a term paper consisting of a preliminary review of literature to the supervisor and assessed. The review of literature should be a standard 20 page (8000-10,000 words) paper showing evidence of having read through at least 3-5 books and 20-25 articles in the chosen field of research. The student shall make a presentation of a draft review of literature.**

**As it is highly unlikely that any student would be flagged off for field work and data collection before the end of 12-18 months, it is expected that the preliminary survey of literature would be followed by a much more in depth review in the following semester that would lead both to problem formulation and field work preparation subsequently.**

### **Assessment for the course.**

**The preliminary review of literature and the research proposal shall be assessed by the Supervisor.**

## **2. Research Methodology I : Research Techniques**

### **Week 1**

**Session 1: Initiation into a Doctoral Programme What is research? What is Scholarly life? (UK)**

**Session 2: How do you choose a research problem? What is a hypothesis? (UK)**

### **Week 2**

**Session 1: Techniques of Reading an Article. ) (BM)**

**Session 2: Techniques of Reading a Book. (BM)**

### **Week 3**

**Session 1: Bibliographic search and Preparing a Bibliography (KNB)**

**Session 2: What is a Thesis? ( )**

### **Week 4**

**Session 1: Training in Writing (Review of Literature tips) (BK)**

**Session 2: Training in Writing (contd) (Making a persuasive argument and analysis) (BK)**

### **Week 5**

**Session 1: Writing Styles (APA, Chicago, Harvard, MLA) (UK)**

**Session 2: Writing Styles (contd) (APA, Chicago, Harvard, MLA) (UK)**

## **2. Research Methodology II : Perspectives of Social Science Research and Qualitative Methods**

### **Week 6**

**Session 1&2: Perspectives on Social Science Research and the nature of evidence (BK)**

### **Week 7**

**Session 1: Fundamentals of Qualitative techniques- The Interview Method (BN)**

**Session 2: Narrative Analysis (ARM)**

### **Week 8 & Week 9**

**Fieldwork and ethnographic methods in sociology and anthropology Week 8: (UK)/ Week 9: (GCR)**

### **Week 10**

**Session 1: Qualitative methods in urban/ media/ political studies (BNT)**

**Session 2: Qualitative methods in Cultural studies (BNT)**

### **Week 11**

**Session 1 : Historiography and historical methods. (BNT)**

**Session 2 : Historiography or historical methods of political theory (ARM)**

### **Weeks 12**

**Session 1: Qualitative Methods in Development Studies Studying Agrarian political economy. (BM)**

**Session 2 Qualitative Methods in Rural Development PRA, FGD, strategic transformative approaches, working with stakeholders. (KNB)**

### **Week 13**

**Session 1: Qualitative methods in study of labour and urban economy (UK)**

**Session 2: Qualitative methods in industrial/environmental/ legal studies (KNB)**

### **Week 14**

**Session 1: Gender studies and gender sensitivity in research methods (UK)**

**Session 2: Grounded theory techniques, Mixed methods and triangulation.( )**

### **Week 15**

**Session 1: Qualitative methods in social sector research- Education (SS)**

**Session 2: Qualitative methods in social sector research- Health (UK)**

**Week 16**

- Session 1: Discourse Analysis I (GCR)**  
**Session 2: Discourse Analysis II (GCR)**

**Week 17**

**Limitations of quantitative and qualitative techniques and their complementarity. ( )**

*Depending on the student composition every year one or two weeks of this course may be dropped.*

**Assessment for the course.**

- 1) A Book review for graded assessment after Week 4.
- 2) A term paper wherein students will discuss how they will use some of these techniques for a problem of their choice, preferably the thesis topic.
- 3) A three hour spot examination at the end.

### **3. Research Methodology III : Computer based statistical training and advance quantitative methods**

**Weeks 1-2**

**Word, Internet, Email, Computer-based Statistical Analysis- Excel, spread sheet, Data entry, coding, SPSS, basics of correlation, regression, variance analysis.**

**Week 3**

**Session 1: Primary data collection- Sampling and survey techniques. (SKP)  
Session 2: Preparation of survey schedule (KNB)**

**Week 4**

**Session 1: Data coding and tabulation. (SS)  
Session 2: contd. (SS)**

**Week 5**

**Session 1: Sampling techniques (random and non-random), types of data (qualitative and quantitative), types of variables (discrete and continuous), graphic techniques (bar charts, histograms, pie charts, frequency curves, etc), (SKP)  
Session 2: Central tendencies (mean, mode, median, quartiles, deciles, percentiles, etc), measures of dispersion (variance and standard deviation, coefficient of variation, Gini coefficient, Lorenz curve, etc), coefficient of correlation. (SKP)**

**Week 6**

**Session 1: Probability Theory and Theoretical Distributions (Binomial, Poission and normal) (SKP)  
Session 2: Some Useful Results (Chebyshev's Theorem, Law of large numbers, Central Limit Theorem) (SKP)**

**Week 7**

**Session 1: Introduction to Sampling distributions (z, t , chi-square and F) (SKP)  
Session 2: Introduction to Statistical Inference (Estimation and Testing of Hypothesis) (SKP)**

**Week 8 & 9**

**Introduction to Econometrics of cross-section (panel) data (BK)**

**Week 10 & 11**

**Introduction to Time series Econometrics (UK)**

**Week 12 & 13**

**Introduction to Optimisation techniques and Applications and Data base of Indian Economy. (UK)**

**Week 14 & 15**

**Introduction to Game Theory and applications**



### **Assessment for the course.**

- 1) Graded assessment of all students as per usual practice after Week 5.**
- 2) Two hour written test after Week 6 & 7.**
- 3) Two graded take home assignments for Weeks 8-14 for Economics students.**
- 4) It is mandatory for Non-economics students to attend the lecture sessions for Weeks 8-14 but they are not expected to take the same assignments as economics students. Instead they will have to show evidence of a broad understanding of the logic and rationale of these techniques. Their two assignments are to be one on how they think they could use any of these techniques for chosen problem areas in their disciplines and secondly what are the limitations of these techniques from their disciplinary vantage point.**