

Course title: Themes and Perspectives of Development				
Course code: MPD-116		No. of credits: 3	L-T-P: 45-0-0	Learning hours: 45
Pre-requisite course code and title (if any):				
Department: Department of Policy and Management Studies				
Course coordinator(s): Dr Swarup Dutta			Course instructor(s): Dr Swarup Dutta	
Contact details: swarup.dutta@terisas.ac.in				
Course type: Core			Course offered in 1 st Semester	
Course description: This is a foundation course for any development practitioner. The course provides a base for other subjects in MA-SDP Programme in TERI SAS. Hence, basic social science lexicons of Development will be introduced to the students. Examples from diverse global and regional contexts will be used to facilitate discussions in the classroom.				
Course objectives: This course introduces the conceptual foundations of Development and demonstrates the complexities of 'development' and 'development theories'. The course enables the students –				
<ul style="list-style-type: none"> • to develop a critical understanding on both historical and contemporary perspectives of development - both mainstream and alternative • to understand theoretical and empirical notions of development. • to engage the students in various discourses of development practice through debate and discussion 				
Course content				
Module	Topic	L	T	P
1	Understanding Development: This module introduces the notion of 'development' conceptualized by various development thinkers and practitioners. The following topics will be covered in this module: <ul style="list-style-type: none"> • Basic concepts of Change and development • Development as dominant discourse of western modernity • Growth versus Development debate • Agencies of development (state and non-state actors) 	8	0	0
2	Models of Development: Through this module, the students will be able to understand two dominant models of development – capitalist and socialist model. In the socialist model both the utopian and the scientific socialism will be discussed along with various types of socialist models like social democratic model (Keynesianism and Nordic Model); Centrally planned or Command Economy; Socialist Market economy. Hence, two major topics will be covered – <ul style="list-style-type: none"> • Capitalism • Socialism 	12	0	0
3	Perspectives of Development (mainstream) The module will be dedicated to the debate and discussion on the emergence of the Post-war growth-centric development theories like modernization, underdevelopment and neoliberalism and post development which shapes contemporary perspectives of Development. <ul style="list-style-type: none"> • Modernization (Traditional vs. Modern; Stages of Growth) • Theories of Underdevelopment (Dependency, and world system) • Neoliberalism • Theories of Globalization (Theories of Liberalism, Political Realism, Marxism, Constructivism, Postmodernism, Feminism, Transformationalism, Eclectism) 	18	0	0

	<ul style="list-style-type: none"> • Post development 			
4	<p>Alternative Perspectives of Development The alternative approaches and their methodologies have emerged as development paradigm indicating a theoretical break from the mainstream development approaches with the emergence of an idea of Regional Development. The following topics will be covered.</p> <ul style="list-style-type: none"> • Human development (Definitions and indices and various approaches of human development) • Social development (definitions and parameters of social development) • Sustainable development (evolution of the concept, definition and concept of capital assets) • Gender and development (WID, WAD and Gender development approaches) • Participatory Development (definition and types of participation) 	7	0	0
		45	0	0
<p>Evaluation criteria</p> <ul style="list-style-type: none"> ▪ Class participation [10%]: based on active participation (like debate, discussion and presentation and attentiveness. [Learning outcomes-1-2] ▪ Minor-2: Assignment submission and Presentation [40%]: the students will submit an assignment by taking any developmental challenges as a case for the assignment. [Learning outcomes 1-3] ▪ Major test: written exam [50%] [Learning outcomes 1-3] 				
<p>Learning outcomes: Upon successful completion of the course students should be able to –</p> <ul style="list-style-type: none"> • understand the basic concepts of development and its necessity as a process in social change. (Module-1-2) • critically reflect on the diverse discourses of development. (module-2 and 3) • undertake research and formulate arguments on various contemporary development challenges to and exclusion and be able to present a substantiated opinion. (module-1-4) 				
<p>Pedagogical approach: The course will be taught through discussion-centric lectures augmented through relevant academic readings. In addition, contemporary issues will be conceptualized as a practical component to deconstruct the complexities of Development. Various documentary movies on history of Development and emergence of development theories will be shown for debate and discussion on contemporary development challenges</p>				
<p>Essential Readings</p> <ul style="list-style-type: none"> • Amartya Sen (n.d.) Concept of Development. Harvard University • Agarwal, B. (2018). Gender equality, food security and the sustainable development goals. Current Opinion in Environmental Sustainability. https://doi.org/10.1016/j.cosust.2018.07.002 • Beteille, Andre (1996), “Sociology and Common Sense”, <i>Economic and Political Weekly</i>, Vol. 31, No. 35/37, (pp. 2361-2365). • Baden, H. R. (2000). Gender and Development: Concepts and Definitions. UK: BRIDGE. • Boellstorff, D. L. (1995). Women in Development: The need for a Grassroots Gender Planning Approach. Nebraska Anthropologist, pp. 45-55. • Burgess, G. (2008). Planning and the Gender Equality Duty- Why does gender matter? People, Place and Policy Online, 112-121. 				

- Chambers R. Idea of Development: Reflecting forward, IDS working paper. Institute of Development Studies: England
- Chaudhary A. (2013). Modernization: Impact, Theory, Advantages and Disadvantages. *International Journal for Research in Education*. Vol. 2 (2).
- Christine Saulnier, S. B. (1999). *Gender Planning: Developing an Operational Framework for En- Gendering Healthy Public Policy*. Canada: MCEWH.
- Engelhard, Karl (1983) Theories of Development and Underdevelopment and Chances of their Practical Application. *Journal of Geography*. Vol. 10 (12) pp. 383-89
- Escobar, Arturo (1995), *Encountering development: the making and unmaking of the Third World*, Princeton, N.J.: Princeton University Press. Harvard
- Frank, A.G. (1966) The Development of Underdevelopment, *Monthly Review* Monthly review. Vol.41(2), p.37-51
- Patnaik U. and Patnaik P. (2021) *Capital and Imperialism: Theory History and Present*. Monthly Review Press: New York
- Perry, John A & Erna K Perry (2016), *Contemporary Society: An Introduction to Social Science*, Routledge, New York.
- Pieterse, J. N. (1998). My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development. *Development and Change*. Vol. 29. pp. 343-73.
- Pieterse, Jan Nederveen, (2010) *Development Theory* (2nd edition). Sage.
- Przeworski Adam and Papaterra Fernando - Modernization: Theories and Facts (1997 *World Politics* 49.2 (1997) 155-183
- Reyes, G. E. (2001). Four main theories of Development: Modernization, Dependency, World system and Globalization. *Nómadas. Revista Crítica de Ciencias Sociales y Jurídicas*. Vol.4 (2)
- Rapley, J.2007. *Understanding development: theory and Practice in the Third World*. Boulder: lynee Reinner Publishers.
- Roberts, J.T. and Hite A. (eds) (2000) *From modernization to globalization Perspective on Development and Social Change*. Blackwell Publishing: US
- Schuurman, F.J. (2000) Paradigms Lost, Paradigms Regained? *Development Studies in 21st century. Third World Quarterly*, Vol 21, No 1, pp 7- 20.
- Summer, Andy and Tribe, Michael (2008). *International Developmental Studies: Theories and Methods in Research and Practice*. Sage Publication
- Taylor, V. (1999). *Gender Mainstreaming in Development Planning*. United Kingdom: Commonwealth Secretariat
- Webster, Andrew. (1984). *Introduction to Sociology of Development* McMillan Publishers: UK
- Venugopal, R. (2015). Neoliberalism as Concept. *Economy and Society*. Vol.44 (2)
- Willis, Katie (2005). *Theories and Practices of Development*. Routledge: UK

Recommended journals [for reference]

- Economic and Political Weekly / Journal of Human Development and Capabilities
- Indian Journal of Human Development

- World Development / Journal of Development Studies
- Oxford Development Studies/ Third World Quarterly

Student responsibilities

1. As the University has the policy of minimum 75% of physical presence, the students are expected to plan their academic activities considering the learning goals and evaluation criterion of the Course.
2. Lastly, any sort of academic dishonesty including cheating, copying, inappropriate collaboration and plagiarism will NOT be acceptable.

Course reviewers:

1. Prof. Abhijit Guha, Former Professor of Anthropology, Vidyasagar University, and Senior ICSSR Fellow, Government of India
2. Prof Manasi Mishra, Head of Research Division, Center for Social Research, New Delhi
3. Dr Snigdha Bishnoi, Asst. Professor, School of Liberal Studies, Ambedkar University, Delhi

This Course outline was prepared by Dr Swarup Dutta and approved by the 60th Academic Council Meeting on 24 December 2024 at TERI School of Advanced Studies, New Delhi.

