

<b>Course title:</b> Development Theories and Processes				
<b>Course code</b> PPS 132	<b>No. of credits:</b> 3	<b>L-T-P:</b> 31-14-0	<b>Learning outcome:</b> 45	
<b>Department:</b> Department of Policy Studies				
<b>Instructor:</b> Dr.L N Venkataraman				
<b>Contact details:</b> <a href="mailto:venkataraman.ln@terisas.ac.in">venkataraman.ln@terisas.ac.in</a>		<b>Course offered:</b> Semester 3		
<b>Pre-requisite course code and title:</b>				
<b>Course Description :</b> The course intends to provide theoretical perspectives in Development Studies. This will be an advanced course to introduce the interdisciplinary standpoints to consolidate the diverse development discourses.				
<b>Course objectives:</b> The course aims (1) to provide an understanding of development theories (2) in highlighting the complexities of development processes (3) to discuss the nuances of social justice.				
<b>Course content</b>				
<b>Module</b>	<b>Topic</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.	<b>Introduction</b> Overview of development; Theoretical and methodological issues; Globalisation and the structural adjustments; Governance and welfare state; Social institutions, structure; agency and the development triad; Knowledge society and the political-economy of development	8	4	0
2.	<b>Theories of Development</b> Modernization Theory; Dependency Theory; Human Capital Approach; Basic Needs Approach; Entitlement Analyses; Human Development; Capabilities Approach	14	7	0
3.	<b>Development processes and social justice</b> Social inequality as a global challenge; Reservation and Affirmative Action policies Intersectional inferences of inequalities; Narratives of justice Dignity and Development; International dimensions ( <i>Ubuntu and Bildung</i> ).	9	3	0
	<b>TOTAL</b>	<b>31</b>	<b>14</b>	<b>0</b>
<b>Evaluation criteria</b> Evaluation is based on three aspects namely: Assignments (25%); Group Presentations (25%) and the Examination (50%). The weightage of these aspects are inclusive of active learning; critical engagements; and other disposition skills such as academic interactions and discussions.				
<b>Learning outcomes:</b> At the end of the course, the participants would be able to (1) know diverse theories of development; and (2) critically reflect on the development processes and social justice.				
<b>Pedagogical approach:</b> Instructions will be facilitated through lectures, interactive sessions and critical readings. Theories will be dealt in light of relevant thinkers in elaborating the diverse perspectives. As pedagogical tools are interdisciplinary, each module will be followed by an assignment and group presentations by the participants. Thus, the learning expectation is to enhance critical and informed understanding.				

**Readings: (Module 1) Introduction**

- 1) Buch-Hansen, Mogens & Laurids S. Lauridsen (2012), "The Past, Present and the Future of Development Studies", *Forum for Development Studies*, Vol. 39, No. 3, (pp. 293-300).
- 2) Clark, D A (2006), *The Elgar Companion to Development Studies*, Edward Elgar, UK.
- 3) Corbridge, Stuart (2007), "The (im)possibility of development studies", *Economy and Society*, Vol. 36, No. 2, (pp. 172-211).
- 4) Dreze, Jean & Amartya Sen (1997), *Indian Development: Selected Regional Perspectives*, Oxford University Press, Delhi.
- 5) Escobar, Arturo (1995), *Encountering Development: The making and unmaking of the Third World*, Princeton University Press, New Jersey.
- 6) Harriss, John (1998), "Development Studies and the Development of India: An Awkward Case?", *Oxford Development Studies*, Vol. 26, No. 3, (pp. 287-309).
- 7) Jackson, William A. (2009), *Economics, Culture and Social Theory*, Edward Elgar, UK.
- 8) Nkurunziza, Emmanuel (2007), "An Overview of Development Studies: Background Paper", *International Development Department Working Paper 2*, University of Birmingham, UK.
- 9) Pieterse, Jan Nederveen (1996), "The Development of Development Theory: Towards Critical Globalism", *Review of International Political Economy*, Vol. 3, No. 4, (pp. 541-564).
- 10) Woolcock, Michael (2009), "The next 10 years in development studies: From modernization to multiple modernities, in theory and practice", *European Journal of Development Research*, Vol. 21, No. 1, (pp. 4-9).

**Readings: (Module 2) Theories of Development**

- 1) Becker, Gary S. (Oct., 1962), "Investment in Human Capital: A Theoretical Analysis", *The Journal of Political Economy*, Vol. 70, No. 5, (pp. 9-49).
- 2) Bernstein, Henry (1971), "Modernization Theory and the Sociology of Development", *Journal of Development Studies*, Vol. 7, Issue 2, (pp. 141-160).
- 3) Frank, André Gunder (1966), "The development of underdevelopment", *Monthly Review*, Vol. 41(2), (pp. 4-17).
- 4) Fukuda-Parr, Sakiko and A. K. Shiva Kumar (ed.), (2003), *Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm*, Oxford University Press, New Delhi.
- 5) Gasper, Des (1996), "Needs and Basic Needs: A Clarification of Meanings, Levels, and different streams of work", Working Paper Series 210, *Institute of Social Studies*, The Hague.
- 6) Haq, Mahbubul (1999), *Reflections on Human Development*, Oxford University Press, New Delhi.
- 7) Robeyns, Ingrid (2005), "The Capability Approach: a theoretical survey", *Journal of Human Development*, Vol. 6, No. 1, (pp. 93-114).
- 8) Schultz, Theodore W. (Mar., 1961), "Investment in Human Capital", *The American Economic Review*, Vol. 51, No. 1 (pp. 1-17).
- 9) Sen, A K (1983), *Poverty and Famines: An Essay on Entitlement and Deprivation*, Oxford University Press, UK.
- 10) Sen, A K (1999), *Development as freedom*, Oxford University Press, New Delhi

**Readings: (Module 3) Development processes and social justice**

- 1) Beteille, Andre (1991), "Distributive Justice and Institutional Well-being", *Economic and Political Weekly*, Vol. 26, No. 11/12, (pp. 591-600).
- 2) Chandhoke, Neera (2008), "Quest for Justice: The Gandhian Perspective", *Economic and Political Weekly*, Vol. 43, Issue 8, (pp. 37-46).
- 3) Follesdal, Andreas & Thomas Pogge (Ed). (2005), *Real World Justice: Grounds, Principles, Human Rights and Social Institutions*, Springer, The Netherlands.
- 4) Fraser, Nancy (2010), *Scales of Justice: Reimagining Political Space in a Globalising World*, Columbia University Press, New York.
- 5) Gupta, Dipankar (2006-2007), Towards Affirmative Action, *India International Centre Quarterly*, Vol. 33, No. 3/4, (pp. 150-161).
- 6) Morvaridi, Behrooz (2008), *Social Justice and Development*, Palgrave Macmillan, New York.
- 7) Nussbaum, Martha C. (2006), *Frontiers of Justice: Disability, Nationality, Species membership*, The Belknap Press of Harvard University Press, Cambridge, Massachusetts
- 8) Rawls, John (2001), *Justice as fairness: A Restatement*, The Belknap Press of Harvard University Press, Cambridge, Massachusetts.

- 9) Sen, A K (2009), *Idea of Justice*, TheBelknap Press of Harvard University Press, Cambridge, Massachusetts.
- 10) Wolff, Jonathan & Avner De-Shalit (2007), *Disadvantage*, Oxford University Press, New York.

**Journals** (1)Oxford Development Studies; (2) Journal of Human Development and Capabilities; (3) Journal of Development Studies; (4) Forum for Development Studies; (5) European Journal of Development Research; (6) Economy and Society

**Learning 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 [The Course Evaluation will be correlated in terms of all the academic factors including the class participation and punctuality and sincerity in learning];
2. Students are expected to prepare for the classes. In case, they are unprepared, the same should be informed in advance. However, only one-time exemption is allowed; In addition, we shall follow closed laptop, no mobile phone policy during the class hours;
3. All the submissions shall be done one-day before the deadline; Lastly, any sorts of academic dishonesty including cheating, copying, inappropriate collaboration and plagiarism will not acceptable.

**Course Reviewers:**

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2. Prof. William Jackson, *University of York*, UK [william.jackson@york.ac.uk]