Course title: Introduction to Contemporary Development			
Course code: UPS-101	**No. of credits:** 3	**L-T-P:** 36-9-0	**Learning hours:** 45
Pre-requisite course code and title (if any):None			
Department: Department of Policy 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:** Semester 1	

Course description

This is a foundation course for students in policy, development and sustainability studies. The course introduces the students to the concept of development. It offers an evolutionary perspective on development, highlighting how the concept has evolved over time. It analyses socioeconomic, environmental, and structural obstacles to development, focusing on issues like poverty, food insecurity, inequality, health, education, biodiversity loss, land degradation, weak institutional infrastructure, and governance. Examples from diverse global and regional contexts will be used to facilitate classroom discussions. The course also highlights technology governance, focusing on the technology-governance framework and the role of ICT. Hence, through this course, basic social science lexicons of Development will be introduced to the students.

Course objectives

The main objectives of the course are to make the students –

- To understand the concept of development
- To impart foundational knowledge related to development

Course content

Module	Topic	L	T	P
1	**Module 1: Understanding Development** • Concepts of development • Historical and evolutionary perspectives of development • Comprehending development challenges • Long and short-term development	6	0	0
2	**Module 2: Economic and Social Development** • Economic growth versus economic development • Conceptualising economic and social development (Human capital, Infrastructure, Technological Innovation and Institutional Development) • Factors hindering economic and social development (Poverty and unemployment, Social and economic inequality, Access to health and education) • *Case studies* - socio-economic challenges in India	10	3	0
3	**Module 3: Environment and Development** • Understanding the environment and development nexus • Impact of Development on the Environment and Triple Planetary crisis – 1) **Climate change**: greenhouse gas emissions, extreme weather events, and sea level rise 2) **Pollution and waste management:** Air Contamination, water pollution, plastic and solid waste 3) **Biodiversity loss and ecosystem degradation:** habitat loss, ocean acidification and deforestation • Resource depletion and land degradation: water scarcity and soil degradation • *Case study:* Case on Cyclone Amphan in the Bay of Bengal, Impact of the Green Revolution on India	12	3	0

4	**Technology, Governance and Development** • Understanding Technological wave – Kondratiev Curve • Concept of governance and understanding the technology-governance nexus • Importance of Technology-governance framework (blockchain, artificial intelligence, Internet of Things, bioengineering, digital platform, etc.) • Role of ICT in development • Rise of Artificial Intelligence and Machine Learning (AIML) in the sphere of Development • *Case study: E-governance in India: Transformation of governance in India through emerging technology*	**8**		
	Total	36	9	0

Evaluation criteria

- **Minor-1** (Module-1 and 2) – 20% (understand the concept of development)
- **Assignment Submission** -(30%) - Essay writing (Module 2, 3 and 4)
- **Active class participation** (10%): Debate and discussion
- **Major test** (40%) (Module1-4)

Learning outcomes

Upon successful completion of the course, students should be able to –

- understand the basic concepts of development and its necessity as a process in social change. (Module-1-2)
- undertake research and formulate arguments on various contemporary development challenges to be able to present a substantiated opinion. (module-1-4)
- Critically analyse the structural causes of underdevelopment.
- Understand the interaction between economic, social, and environmental systems
- Understand the technology governance interface and approaches

Pedagogical approach: The course will be taught through discussion-centric lectures augmented by relevant academic readings. In addition, contemporary issues will be conceptualised as a practical component to deconstruct the complexities of Development. Various documentary films on the history of Development will be shown, and a debate and discussion on contemporary development challenges will be conducted.

Course Reading Materials:

(Recommended Textbooks)

- Introduction to Development Studies by B.K. Pattanaik:2016, SAGE Publication
- Webster, Andrew. (1984). Introduction to Sociology of Development, McMillan Publishers: UK

(Additional readings)

- Roberts, J.T. and Hite, A. (eds) (2000) From modernisation to globalisation: Perspectives on Development and Social Change. Blackwell Publishing: US
- Rapley, J.2007. Understanding development: theory and Practice in the Third World. Boulder: Lynne Reinner Publishers.
- Chambers R. Idea of Development: Reflecting forward, IDS working paper. Institute of Development Studies: England
- Willis, Katie (2005). Theories and Practices of Development. Routledge: UK

	Module-1 • Patnaik, Utsa (2013) Poverty Trends in India 2004 to 2010, EPW, vol XLVIII, No. 40 • Patnaik, Utsa (2007) Neoliberalism and Rural Poverty in India, EPW, July • Sengupta, Arjun, K P Kannan and G Raveendran (2008) India's Common people: Who are they, how many are they and how do they live, EPW, March, 15 • Hills, John, J. Le Grand and D. Piachaud, eds. Understanding Social Exclusion, Oxford: Oxford University Press, 2002. • Sachs, J. D. (2005). The end of poverty: Economic possibilities for our time. Penguin Books, New York **Module-2** • Vashistha, A. and Johari, S. (2020). Contemporary Environmental Issues and Challenges, Bloomsbury Prime **Module-3** • B.K. Pattanaik (2016), Introduction to Development Studies, SAGE Publications • Kakodkar, A. (2020) Harnessing Science and Technology for Development: A Governance Challenge in Indian Context (doi: 10.1007/978-981-15-1330-5_1)
	Course prepared by Dr Swarup Dutta
	Student responsibilities 1. As the University has a policy of a minimum 75% of physical presence, the students are expected to plan their academic activities considering the learning goals and evaluation criteria of the Course. 2. Lastly, any sort of academic dishonesty, including cheating, copying, inappropriate collaboration and plagiarism, will NOT be acceptable.
	Course reviewers: • Dr Basarat Hassan, Assistant Professor, HSS Epistemology, Jian University, Kanakpora Campus, Bangalore • Dr Navin Kumar, Deputy Director, Child fund India