

**Curriculum**  
**M.A. Programme in Development Studies**

**and**

**Minor Degree in Development Studies**



**Department of Humanities and Social Sciences**  
**National Institute of Technology, Rourkela**  
**Rourkela- 769008, India**

## **1. Vision and Mission of the Department:**

### **Vision**

To be recognized among premier centers of advanced studies in Humanities and Social Sciences, and to emerge as an intellectual hub through innovations in teaching, research, and service to the community.

### **Mission**

To develop and impart holistic and interdisciplinary education in Humanities and Social Sciences with the objective of promoting critical inquiry and creativity among student groups for fruitful realization of advances in Science and Technology.

## **2. Programme Educational Objectives (PEOs)**

- To prepare students to excel in higher studies and/or to succeed in profession through global, rigorous education.
- To provide students with a solid foundation of fundamentals required to solve socio-economic problems and also to pursue higher studies.
- To cultivate in students an appreciation of the dimensions of contemporary development issues, to generate sensitivity to problems concerning ethics and human values to develop orientation towards effective communication and critical analysis, and to appreciate the interrelationships among disciplines as they relate to everyday realities.
- To inculcate in students professional and ethical attitude, effective Communication skills, teamwork skills, multidisciplinary approach, and to facilitate an advanced understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.
- To provide student with an academic environment aware of excellence, leadership, written ethical codes and guidelines, and the life-long learning needed for a successful professional career.

## **3. Programme Outcomes (POs)**

- a) Graduates will demonstrate knowledge of the principles, methodologies, value systems, and thought processes employed in human inquiries.
- b) Graduates will demonstrate an ability to identify, formulate and solve problems related to global and local socio-economic development.
- c) Graduates will demonstrate an ability to design and conduct Social and Behavioural Science experiments, and analyze and interpret data.
- d) Graduates will demonstrate an ability to design Questionnaires and other Survey tools.
- e) Graduates will demonstrate an ability to visualize and work on laboratory and multidisciplinary tasks.
- f) Graduate will demonstrate skills to use modern statistical tools, software and equipment to analyze problems.
- g) Graduates will demonstrate knowledge of professional and ethical responsibilities.
- h) Graduate will be able to communicate effectively in both verbal and written form.
- i) Graduates will show the understanding of impact of engineering solutions on the society and also will be aware of contemporary issues.
- j) Graduates will develop confidence for self-education and ability for life-long learning.
- k) Graduates who can participate and succeed in competitive examinations like UGC-JRF/NET, Civil Services etc

## Curriculum Review Meeting

A curriculum review meeting was held at the Department of Humanities and Social Sciences during 25<sup>th</sup> and 26<sup>th</sup> March 2017. **Prof. B. K. Pattnaik**, IIT Kanpur and **Prof. Umakant Dash**, IIT Madras served as experts for the curriculum review. The Head of the Department of Humanities and Social Sciences presided over the meeting.

### Following faculty members were present in the meeting:

Prof. S. Mohanty  
Prof. N.R. Mishra (HoD)  
Prof. J. Pradhan  
Prof. N.Sethi  
Prof. A.K. Rath  
Prof. S.P. Ray  
Prof. B. R. Mishra (PIC – Curriculum)  
Prof. M.K. Mahalik  
Prof. V. K. Reddy  
Prof. Apparao Thamminaina  
Prof. S. Verma

### Following decisions were taken in the curriculum review meeting.

- Experts recommended to convert two Open Electives of the existing curriculum of MA as core courses. The following are the courses.
  - **Financial System and Development**
  - **Urban Governance and Development**
- Experts recommended “**Economics for Development Studies**” as a core course.
- Two other open electives in the 1<sup>st</sup> Semester and 2<sup>nd</sup> Semester converted as Professional Electives. Experts recommended that these two courses could be opted from the School of Management.
- Experts recommended introduction of “**Sociology of Science and Technology**” as a Professional Elective.
- Experts recommended to include **Social Exclusion and Inclusive Development** into the curriculum.
- Based on the feedback from the students and focus of the degree, the experts suggested to remove Computing Laboratory from the curriculum and recommended to introduce **Advanced Language Laboratory** in the 1<sup>st</sup> Semester.
- HS 500 - Research Methodology in Social Sciences should cover all qualitative aspects and the quantitative methodology should be dealt in Statistical Labs.
- Experts recommended to merge the content of Data Management Lab with Statistical Lab – II.
- The nomenclature of the field study changed to **Rural Engagement Lab**.
- Experts recommended to reformulate the core course “**Psychological Perspectives on Development**” in tune with Development Studies programme.

- Experts recommended to remove “**Behavioural Science Laboratory**” from the curriculum.
- Few courses were interchanged to accommodate the newly introduced courses and maintain the continuity among the semesters.
- Overall credit load in the MA programme reduced from 91 to 81.
- The revised list of courses is attached with this document for the ready reference.
- The Department must have collaborations with NGOs and INGOs to facilitate internships and placement for the students.
- Academic/research institutions located in US and Europe devoted to Development Studies should be negotiated for collaborations regarding inter-institutional academic exchange of faculty and students.

## Minor Degree

- The experts recommended that the Minor Degree should be awarded in **Development Studies**. Six core courses from Development Studies programme are recommended as mandatory core courses and one course as a choice based core course.

### Courses recommended:

Sl. No	Sub. Code	Subjects	L-T-P	Credits
1.	HS 5001	Research Methodology in Social Sciences	3-0-0	3
2.	HS 5301	Social Institutions and Development	3-0-0	3
3.	HS 5312	Ecology and Sustainable Development	3-0-0	3
4.	HS 5322	Social Exclusion and Inclusive Development	3-0-0	3
5.	HS 5401	Economics for Development Studies	3-0-0	3
6.	HS 5412	Development Theories and Practices	3-0-0	3
7.		Choice Based Core Course of Development Studies	3-0-0	3

## Curriculum: MA (DEVELOPMENT STUDIES)

### FIRST SEMESTER

Sl. No	Sub. Code	Subjects	L-T-P	Credits
1.	HS 5001	Research Methodology in Social Sciences	3-0-0	3
2.	HS 5201	Psychological Perspectives on Development	3-0-0	3
3.	HS 5301	Social Institutions and Development	3-0-0	3
4.	HS 5401	Economics for Development Studies	3-0-0	3
5.		Professional Elective - I	3-0-0	3
6.	HS 5471	Statistical Laboratory-I	0-0-3	2
7.	HS 5171	Advanced Language laboratory	0-0-3	2
<b>TOTAL</b>				<b>19</b>

### SECOND SEMESTER

Sl. No	Sub. Code	Subject	L-T-P	Credits
1.	HS 5412	Development Theories and Practices	3-0-0	3
2.	HS 5312	Ecology and Sustainable Development	3-0-0	3
3.	HS5322	Social Exclusion and Inclusive Development	3-0-0	3
4.	HS 5112	Business Communication	3-0-0	3
5.		Professional Elective – II	3-0-0	3
6.	HS 5472	Statistical Laboratory -II	0-0-3	2
7.	HS 5372	Rural Engagement Lab	0-0-3	2
8.	HS 5072	Research Practice	0-0-3	2
<b>TOTAL</b>				<b>21</b>

### THIRD SEMESTER

Sl. No	Sub. Code	Subject	L-T-P	Credits
1.	HS 5313	Gender and Development	3-0-0	3
2.	HS 5323	Rural Development	3-0-0	3
3.	HS 5413	Financial System and Development	3-0-0	3
4.	HS 5423	Contemporary Policy Issues and Development	3-0-0	3
5.		Professional Elective – III	3-0-0	3
6.	HS 5973	Research Project – I	0-0-6	4
7.	HS 5873	Seminar & Technical Writing – I	0-0-3	2
8.	HS 5073	Short Term Industrial/Research Experience	0-0-0	0
<b>TOTAL</b>				<b>21</b>

### FOURTH SEMESTER

Sl. No	Sub. Code	Subject	L-T-P	Credits
1.	HS 5324	Urban Governance and Development	3-0-0	3
2.	HS 5414	Environmental Economics	3-0-0	3
3.	HS 5424	Poverty, Inequality and Human Development	3-0-0	3
4.		Professional Elective – IV	3-0-0	3
5.	HS 5974	Research Project – II	0-0-9	4
6.	HS 5874	Seminar & Technical Writing – II	0-0-3	2
7.	HS 5074	Comprehensive Viva -Voce	0-0-0	2
<b>Total</b>				<b>20</b>
<b>TOTAL PROG CREDITS</b>				<b>81</b>

#### LIST OF PROFESSIONAL ELECTIVES

Sl. No	Sub. Code	Subject	L-T-P	Credits
1.	HS 5011	Introduction to Qualitative Research Methodology	3-0-0	3
2.	HS 5131	Application of Kautilya's Arthashastra in Modern India	3-0-0	3
3.	HS 5132	Science of Self Realization for Holistic Humane Development	3-0-0	3
4.	HS 5151	History of Ideas: The Modern Period	3-0-0	3
5.	HS 5163	Introduction to Critical Theories	3-0-0	3
6.	HS 5232	Educational Psychology	3-0-0	3
7.	HS 5244	Cognitive Development and Assessment	3-0-0	3
8.	HS 5254	Psychometrics: Theory and Applications	3-0-0	3
9.	HS 5263	Corporate Social Responsibility	3-0-0	3
10.	HS 5362	Trends and Issues in Tribal Studies	3-0-0	3
11.	HS 5433	Globalization and Development Issues	3-0-0	3
12.	HS 5334	Sociological Perspectives on Development	3-0-0	3
13.	HS 5432	Industry and Development	3-0-0	3
14.	HS 5431	Theory of Money, Output and Employment	3-0-0	3
15.	HS5434	Development Issues in Odisha	3-0-0	3
16.	HS 5441	International Trade and Development	3-0-0	3
17.	HS 5442	Global Health and Health Inequalities	3-0-0	3
18.	HS 5444	Public Economics	3-0-0	3
19.	HS 5462	Population Dynamics and Development	3-0-0	3
20.	HS 5464	Demographic Transition and Health Policies in Developing World	3-0-0	3

### MA (Development Studies) DETAILED SYLLABI OF COURSES

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5001	Research Methodology in Social Sciences	3-0-0	3	Dr. Nihar Ranjan Mishra

**Prerequisite:** None

**Course outcomes:**

1. This paper will orient the beginners relating to social science research
2. It will help in processing and interpretation of the data.
3. It will give an exposure to field.

**Modules:**

Unit I: What is Science? Various Scientific Approaches. Introduction to Research Methodology in Social Science: Meaning, Objectives, Types of Research, Criteria of Good Research, Research Problem

Unit II: Research Design, Hypothesis

Unit III: Methods in Social Science Research.

Unit IV: Art of field Work.

Unit V: Phenomenology, Emic and Etic, Ethnology

**Essential Readings:**

1. Kothari, C.R. (2010). Research Methodology: Methods and Techniques. New Age International Publishers
2. Bryman, A. (2012). Social Research Methods. Oxford University Press

**Suggested Readings:**

1. Gupta, S. C. and Kapoor, V. K., *Fundamentals of Mathematical Statistics*, Sultan Chand and Sons, New Delhi.
2. Bruce E. Wampold and Difford J. Drew, *Theory and Application of Statistics*, McGraw-Hill International Editions.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5301	Social Institutions and	3-0-0	3	Dr. Apparao Thamminaina

	Development			
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**Prerequisites:** None

**Course Outcomes:**

1. Basic understanding of the rural society and social institutions.
2. Understanding connections between social institutions and development.
3. Enables to understand the dynamics in rural society.
4. Help students to deal with the idea of inclusive development.

**Modules:**

Unit-I: Institutions and Social Development: Evolution of Indian society and Culture, Institutions, Community, Organization and Society.

Unit-II: Caste, Class and Power, Social Stratification

Unit-III: Family, Marriage, Kinship and Decent

Unit-IV: Religion, Rituals, Magic, Religion and its' Changing perspectives

Unit-V: Agrarian Social Structure and Jajmani Relation

Unit-VI: Technology and Rural Institutions

**Essential Readings:**

Gupta, Dipankar. (Ed.). 1991. Social Stratification. Oxford University Press, Oxford.

Rao, Vijayendra and Michael Walton. (Ed.) 2004, Culture and Public Action. Stanford University Press, Stanford.

Srinivas, M. N. 2004. Collected Essays. Oxford University Press, New Delhi.

Uberoi, P. 1999. Family, Kinship, and Marriage in India. Oxford University Press, New Delhi.

**Suggested Readings:**

Kapadia, K.M. 1982, Marriage and Family in India, Oxford University Press, New Delhi.

Majumdar, D.N. & T. N. Madan, 1994, An Introduction to Social Anthropology, Mayoer Paperbacks.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5401	Economics for Development Studies	3-0-0	3	Dr. Bikash Ranjan Mishra

**Pre-requisites:** None

**Course Outcomes:** On successful completion of the course, students will be able to:

- Describe and explain how microeconomic models can be used to consider fundamental economic choices of households and firms.

- Describe and explain how macroeconomic models can be used to analyse the economy as a whole.
- Interpret and use economic models, diagrams and tables and use them to analyse economic situations

## **Modules:**

### **Unit I Basic Concepts of Economics**

- Scope and Method of Economics: What is Economics, Why study Economics, Scope and Fields of Economics, The methods of Economics, The Economic Policy.
- Demand, Supply and Market Equilibrium: Firms and Household; input markets and output markets: The Circular Flow; Demand and supply, individual and market demand and supply and their determinants, Market Equilibrium, Price Elasticity and its determinants.
- Household Behaviour and Consumer Choice: The consumption decisions – Choices made by Households; budget constraints, Basis of Choice: Utility; Diminishing MU, allocating income to maximise utility, income and substitution effects, Consumer and Producer Surplus.

### **Unit II Firm Behaviour and Market:**

- Production: Production, Behaviour of profit maximizing firms, Production Functions with one variable factor of production, TP, MP, AP, Production Functions with Two variables factor of production, Isoquant and Iso-cost lines, Cost minimizing equilibrium Condition
- Cost and Revenue Functions: Accounting and Economic costs, Costs in the short run, Fixed costs, variable costs, Marginal costs, Long run AC and MC, TR,MR,AR.
- Markets, Perfect and Imperfect, Features of Perfect Competition, Monopoly, Oligopoly and Monopolistic Competition
- Input Markets: Labour, Land and Capital Markets (Basic concepts), Demand for inputs, Diminishing Returns, Marginal Revenue Product, Input demand curve; Labour Market and demand for labour; shifts in input demand curves; Land markets and rent, Capital Market, Capital Income-Interest and profit

### **Unit III Public Goods and Externalities**

- Public Goods - pure and partial public goods, private goods and merit goods, characteristics of public goods, rationale of public provision of public goods, free rider problem and externality, the role of government – taxes vs. regulation;
- Public finance vs. Private finance, fiscal functions and role of government: allocation, distribution and stabilisation.

### **Unit IV Introduction to Macroeconomics**

- The roots of macroeconomics, Difference between micro- and macro-economics, macroeconomic concerns, the role of government in the macro economy, the components of the macro economy, the methodology of macroeconomics.

- ii) Introduction to National Income Accounting: Concepts of GDP, GNP and national income, approaches to calculating GDP, personal income, Nominal and real GDP, Limitations of the GDP concept, GDP and the black economy.

**Unit V Money in the Modern Economy:**

- i) Characteristics of a monetary economy; The demand for money
- ii) The supply of money and overall liquidity position; credit creation.
- iii) Inflation: The causes of inflation, level of prices and the value of money, the Fisher effect, the cost of inflation.

**Unit VI The International Economy:**

- i) Trade surpluses and deficits, the economic basis for trade—absolute advantage and comparative advantage, terms of trade, exchange rates
- ii) Trade Barriers--tariffs, subsidies and quotas; The cases for free trade or protection.
- iii) Balance of Payments--The current and capital account.

**Essential Readings:**

- Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia, 2014.

**Suggested Readings:**

- Mankiw N. Gregory. Principles of Economics, Thomson, 2013.
- Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton & Co, New York, 2011.

Course Code	Name of the Subject	L-T-P	Credits	Coordinator Name
HS 5201	Psychological Perspectives on Development	3-0-0	3	Prof. Ramakrishna Biswal

**Prerequisite (s):** None

**Course Outcomes:**

1. Define human behavior theoretically and operationally
2. Understand how human behavior is influencing the process of development across the globe
3. Develop an insight on how psychological theories impact sustainable human development
4. Understand the psychological barriers to development

**Modules:**

**Unit 1: Human Behavior and Development**

What is Behavior; Nature versus Nurture Controversy, Genetic Influences, Socio-Economic Influences, Influence of the Physical Development, Psychological Influences, Interaction of Human Behavior and Development

**Unit 2: Theories of Human Development**

Biological, Psychodynamic, Behavioral, Social Learning, Humanistic, and Constructivist Perspectives of Human Development

**Unit 3: Application of Theories to Health, Education, Social Care and Early Years Settings**

Bandura’s Social Learning Theory, Maslow’s Humanistic Approach, Eysenck’s Personality Theory, Skinner’s Behaviorist Approach, Vygotsky’s Constructivist Approach, Erikson’s Psychodynamic Approach to Health, Care and Early Years Settings

**Unit 4: Social-Psychological Perspectives of Development**

Attitude, Stereotypes, Prejudice and Discrimination, Person Perception, Attribution Psychology of the disadvantaged group, Emotion-Attachment-Relationship Triad

**Unit 5: Psychological Barriers to Development**

Cognitive-Affective and Behavioral Barriers to Development, Psychology in Practice across organizations to overcome Barriers, Role of Psychologists for a sustainable Development

**Essential Readings:**

- Schmuck, P., & Schultz, W.P. (Eds.) (2002). Psychology of Sustainable Development. Kluwer Academic Publishers, USA.
- Hoehl, T. (2016). The Relationship of New Technologies, Human Behavior and Sustainable Development, GRIN Publishing, Germany.

**Supplementary Readings:**

- Geldart, P. (2016). Experiential Learning: Changing Behaviour to Improve Performance. Eagle’s Flight, Canada
- Tiwari, M. & Ibrahim, S. (Eds.) (2014). The Capability Approach: From Theory to Practice. Palgrave Macmillan, Hampshire
- Skiffington, S. & Zeus, P. (2003). Behavioural Coaching: Building Sustainable Personal and Organizational Strengths. McGrawHill Professional

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5471	Statistical Lab – I	0-0-3	2	Dr. Narayan Sethi

**Prerequisite:** None

### Course outcomes:

1. The student will have a firm understanding of the fundamentals of Descriptive Statistics.
2. He/she will be able to understand different applications of statistics in Industry, Economics, Agriculture, Demography, Education and Psychology.
3. He/she will be able to solve the problems using simple computer-oriented programme.
4. Emphasis is placed not only on solving the problems in various fields but also on drawing inferences from the problems.

### Modules:

**Statistical Data:** Frequency Distribution; Graphic and Diagrammatic presentation of Data; Techniques of data Collection; Sampling versus population; Primary and Secondary data.

**Measures of Central Tendency:** Arithmetic Mean, Median and Mode (for both Grouped and Ungrouped Data), Properties of Arithmetic Mean, Graphical Location of Median and Mode, Comparison of Mean Median and Mode; Geometric and Harmonic Mean.

**Index Numbers:** Their Concept as Weighted Averages, Problems in the Construction of Index Numbers, Chain Index, Cost of Living Index Number (Different Formulae), Wholesale Price Index and Cost of Living Index in India, Base Shifting, Uses of Index Numbers.

**Dispersion:** Range, Quartile Deviation, Mean Deviation and Standard Deviation, Properties of Standard Deviation, Comparison of Different Measures of Dispersion, Measures of Relative Dispersion–Curve of Concentration, Measurement of Economic Inequality- Gini Coefficient and Coefficient of Variation/Lorenz Curve.

#### **Measures of Skewness and Kurtosis. The Concept of Moments**

**Correlation Analysis:** Elementary Analysis of Linear Correlation: Covariance, Scatter Diagram, Coefficient of Simple Correlation–Properties and the Method of Calculation, Concept of Spearman’s Rank Correlation.

**Regression Analysis:** The Concept of Regression, Regression Lines and their Estimation in a Bivariate series, Least Squares Method, The Concept of  $r^2$  and Standard Error of Estimate.

### Essential readings:

- Goon A. M, Gupta M. K. and Dasgupta B. *Fundamentals of Statistics*, Vol-I World Press, Kolkata
- Nagar and Das, *Basic Statistics*, OUP.
- Gupta, S.C. *Fundamentals of Statistics*, Himalaya Publishing House, Delhi Publications, New Delhi

### Supplementary readings:

- Mood. A. M, Graybill, F A. and Boes D. C. *Introduction to the Theory of Statistics*, McGraw Hill.

- Murray R. Spiegel *Theory & Problems of Statistics*, Schaum's publishing Series.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5171	Advanced Language Laboratory	0-0-3	2	Prof. Seemita Mohanty

**Pre-requisites: None**

**Course Outcomes:**

1. The Digital Language Lab provides resources and facilities for language instruction and learning.
2. It is an interactive, software-based, multimedia learning system that is used for imparting effective language learning skills, with the potential for learning independently at required pace and convenience.
3. The course would help in developing communication skills and overall personality development of students.

**Modules:**

Spellings, Grammar and Sentence Structures (as individually needed); Conversation Practice and Role Playing Vocabulary Building and Vocabulary usage in specific contexts; Jargon/Register related to Economics and Business and its usage; Word exercises and Word games to enhance self-expression of the participants; Advanced Reading Skills: Increase ability to negotiate through texts of a complex or technical nature; Summarization /forming a gist. Aspects of Phonology: pronunciation practice; Group Discussion. Group & Individual Presentations – prepared and extempore; Interview Techniques; Written Communication – Formal letters, Report and Minutes writing; Business Communication games and activities; Group Project.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5412	Development Theories and Practices	3-0-0	3	Dr. Narayan Sethi

**Prerequisite: None**

**Course outcomes:**

1. The objective of this course is to provide an in-depth knowledge of economic growth and development with primary focus on the growth model and its applicability in India.

### **Modules:**

#### **Unit-1: Basic Concepts of Economic Development**

- (a) Meaning of Economic growth and development- definition, features, measurement, obstacles to Economic Development, relation between economic growth and development.
- (b) Factors of Economic Growth- Economic and non-economic factors.

#### **Unit-2: Theories of Development**

- (a) Classical Theories of Growth- Adam Smith, David Ricardo, Karl Marx, Joseph A. Schumpeter Theory, Keynesian Theory of Growth, Rostow Growth Theory
- (b) Balanced and Unbalanced Growth theories, Big Push Theory, Theory of Critical Minimum effort, Lewis theory, Low level of equilibrium trap and Harris-Todaro Model (Rural Urban Migration)
- (c) Dualistic Theories- Benjamin Higgins, Boeke
- (d) Strategic Theories- Robert Lewis, Rosenstien Rodan, Albert Hirschman, Leibenstien
- (e) Population Vs. Technological Progress- Malthus, A.K. Sen, Gunnar Myrdal, J.R. Hicks, Nelson
- (f) Mahalanobis Indian Model

#### **Unit-3: Growth Models**

- (a) Post Keynesian/Neo-Classical Theories of Growth- Hansen, Harrod & Domar, Joan Robinson, Passinetti, Nikolai Kaldor, R.L Solow and Joan Robinson

#### **Unit-4: Domestic and International Measures for Economic Development**

- (a) Capital formation and Economic Development- Role of Agriculture and Industry, Monetary and fiscal policy in economic development, deficit financing as an instrument, Price Policy, Population growth, Role of entrepreneurship and role of state on economic development
- (b) Role of foreign trade and foreign capital-commercial policy, foreign capital and aid, and private foreign investment and MNCs.

### **Essential readings:**

1. Taneja Mayer, Economic Growth and Development, Indian Publisher (common shop having this book), Reprint Edition, 2014
2. Benjamin Higgins, Economic Development: Problems, Principles and Policies, UBS Publishers, W. W. Norton (January 1, 1968)
3. Debraj Ray, Development Economics, Oxford India Paperbacks, 1998

### **Supplementary readings:**

1. Brown, M.: On the Theory and Measurement of Technical Change.

2. Chenery, H.B. et. al. (Eds.): Redistribution with Growth.
3. C.P. Kindleberger, Economic Development, W.W. Norton & Co.; Second Edition edition
4. Maurice Dobb, Some Aspect of Economic Development

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5312	Ecology and Sustainable Development	3-0-0	3	Dr. Nihar Ranjan Mishra

**Prerequisite:** None

**Course outcomes:**

1. It will give an insight on emerging issues on environmental management in light of climate change.
2. Issues relating to disaster and displacement and rehabilitation mechanism will enrich students while dealing with day to day activities after completion of this course.
3. Various methodological approaches that will be thought in this course will give a practical knowledge to students.

**Modules:**

Concepts of Ecology, Sustainability, NRM, CPR, Livelihood, Culture and Sustainable Development; Cultural ecology and Ethno-ecology; Theoretical and Methodological Approaches in NRM; Climate Change, Natural Calamity and Social Adaptation; Disaster issues; Indigenous Knowledge and Natural Resource Management; Depletion of Natural Resources and Livelihood; Policy and Natural Resource Management: Water, Forest, Mining and Land; Gender and Livelihood and Displacement and Rehabilitation.

**Essential Reading:**

1. Kartar Singh, *Managing Common Pool Resources: Principles and Case Studies*, Oxford, New Delhi, 1994.
2. G.P. Mishra & B.K. Bajpai, *Community Participation in Natural Resource Management*, Rawat publication, Jaipur, 2001.

**Suggested Reading:**

1. Ram Prasad Panda, *Eco-conservation and Tribal development*, Sonali Publication, New Delhi, 2005.
2. S.K Agarwal & P.S. Dubey, *Environmental Controversies*, APH Publishing Corporation, New Delhi, 2002.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5322	Social Exclusion and Inclusive Development	3-0-0	3	Dr. Apparao Thamminaina

**Pre-requisites: None**

**Course Outcomes:**

1. Understanding of basic issues and themes concerning the concepts of social exclusion and inclusive development.
2. Help to explore processes of exclusion in India.
3. Develop knowledge with regard to institutional mechanisms, programmes and policies designed for inclusive development.
4. Enables student to critically assess exclusion and to develop alternate strategies.

**Modules:**

Unit 1: Understanding Social Exclusion and Inclusion

Unit 2: Tribe, Caste, Class, Religion, Race and Ethnicity

Unit 3: Gender: Exclusion and Policies of Inclusion

Unit 4: Disability: Exclusion and Policies for Inclusion

Unit 5: Transgenders: Exclusion and Policies of Inclusion

Unit 6: New forms of Exclusion: Emerging Issues and Challenges

**Essential Readings:**

Byrne, D. (2005). *Social Exclusion*, 2<sup>nd</sup> Edition. New York: Open University Press.

Balakrishnan, Rajiv and Muchkund Dubey. (2008). *Social Development in India: Paths, Tread and the Road Ahead*. New Delhi: Pearson Longman.

Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K.Lal (ed.) *Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak*. New Delhi: Concept Publishing Company. Pages 11- 23.

Percy-Smith, J. (Ed.). (2002). *Policy Responses to Social Exclusion: Towards Inclusion?* Maidenhead: Open University Press.

Sen, Amartya. (1997). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi: Critical Quest.

**Suggested Readings:**

Haan, Arjan de. (2001). *Social Exclusion: Enriching the Understanding of Deprivation*. Sussex: Institute of Development Studies, University of Sussex.

Hills, John, J. Le Grand and D. Piachaud (eds.). (2002). *Understanding Social Exclusion*. Oxford: Oxford University Press.

Parodi, G. and Sciulli, D. (Eds.). (2012). *Social Exclusion: Short and Long Term Causes and Consequences*. Heidelberg: Springer.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5112	Business Communication	3-0-0	3	Prof. Seemita Mohanty

**Prerequisite:** None

**Course outcomes:**

1. Expose the students to various aspects of organizational communication.
2. Help the learners acquire the necessary skills essential for successful communication in day-to-day interactions.
3. Help the learners in improving their vocabulary and technical English writing skills.
4. Assist the students in becoming familiar with the intricacies of organisational communication.

**Modules:**

Introduction to Business Environment and Communication, Verbal and Non-verbal Communication, Formal & Informal Communication in Organizations, Corporate communication, Legal and ethical issues in communication, Communicating across cultures, Working and communicating in Teams, Essentials of grammar, tricky grammatical choices; Effective Pronunciation, Loan Words, Foreign Words, Word-Formation, Neologisms, Vocabulary Building Exercises, Varieties of English, English Idioms and idiomatic expressions, the Job Process, Focus of Job Interviews; Guidelines for Preparing a Good CV, Drafting a Job Application Letter, Proposal Writing, Improving Writing skills.

**Essential readings:**

1. Mukerjee, H. S. (2013). *Business Communication: Connecting at Work*. New Delhi: OUP.
2. Kumar Sanjay and Pushp Lata (2011), *Communication Skills*, New Delhi: OUP.

**Supplementary readings:**

1. Ober, Scot. (2004). *Contemporary Business Communication*, Biztantra, 5th Edition, Indian Adaptation
2. Clark, S and G. Pointon (2004). *Word for Word*, New Delhi: OUP.
3. Nurnberg, M and M. Rosenblum (2000). *All about Words: An Adult Approach to Vocabulary Building*, New Delhi: W.R. Goyal Publishers & Distributors.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5472	Statistical Lab – II	3-0-0	2	Dr. Bikash Ranjan Mishra

**Pre-requisites: None**

**Course Outcomes:**

1. Upon successful completion of the course a student will have a firm understanding of the fundamentals of Inferential Statistics.
2. He/she will be able to understand different applications of statistics in Industry, Economics, Agriculture, Demography, Education and Psychology. Attempts have been made to demonstrate how a user can solve the problems using simple computer-oriented programme.
3. Emphasis is placed not only on solving the problems in various fields but also on drawing inferences from the problems.

**Modules:**

**Sampling Theory:** Principal steps in a sample survey; methods of sampling: random-simple and stratified random sampling, types of SRS and STRS, properties of random samples; non-random sampling, sampling vs. non-sampling errors.

**Probability:** Concepts of Sample Space and Events, Probability of an Event, Addition and Multiplication Theorems; Conditional Probability and Independence of Events; Bayes theorem.

**Probability Distributions:** Concept of a Random Variable, Discrete and Continuous Random Variable, Probability Density Function, Mathematical Expectation and Its Properties, Sampling Distribution of Sample Mean and Sample Variance.

**Theoretical Distributions:** Binomial distribution- its properties, Poission distribution and its properties, poission distribution as a limiting case of binomial distribution, normal distribution-its properties, nomal distribution as a limiting case of binomial distribution, Central Limit Theorem.

**Estimation:** parameter and statistic, estimates and estimators, point estimators and its properties (small sample and asymptotic properties), confidence intervals for population parameters.

**Hypothesis Testing:**Defining statistical hypotheses; null vs alternative hypotheses, Type I and Type II errors; power of a test; the concept of degrees of freedom; testing hypotheses related to population parameters based on Z, t,  $\chi^2$  and F-tests.

**Essential Readings**

- Goon A. M, Gupta M. K. and Dasgupta B. *Fundamentals of Statistics*, Vol-I World Press, Kolkata
- Nagar and Das, *Basic Statistics*, OUP.
- Gupta, S.C. *Fundamentals of Statistics*, Himalaya Publishing House, Delhi Publications, New Delhi

### Suggested Readings

- Mood. A. M, Graybill, F A. and Boes D. C. *Introduction to the Theory of Statistics*, McGraw Hill.
- Murray R. Spiegel *Theory & Problems of Statistics*, Schaum's publishing Series.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5372	Rural Engagement Lab	0-0-3	2	HOD-HS

**Prerequisite:** None

### Course outcomes:

1. Field Study is designed to provide students with the opportunity to examine social problems and evaluate the merit of ideas presented in the classroom.
2. It enables them to practice methods of naturalistic field research, data collection, theory testing, program evaluation and social intervention.
3. It also helps to develop their interpersonal and professional skills, and technical competencies in terms of participation in the ongoing activities of an organization.

### Modules:

Art of Field Work, Case Study, Interviewing skills, Microplan, PRA, Household survey

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5423	Contemporary Policy Issues and Development	3-0-0	3	Dr. Jalandhar Pradhan

**Prerequisite:** None

### Course outcomes:

1. Learn the basic features of Indian economy and also understand the practices and policies related to Indian economic Development.

2. To study the major challenges and opportunities in the major sectors of the Indian Economy like Agriculture, Industry and foreign sectors.

### **Modules:**

#### **Unit 1: Structure of Indian Economy**

Indian Economy in the Pre-British Period; Trend and Pattern of Economic Development after Independence: National Income, Human Resources and Development, Occupational Structure, Natural Resources and Environmental Quality, Infrastructure

#### **Unit 2: Planning and Economic Development**

Economic Planning – Types of Planning, Market Mechanism and State Intervention, Goal and Strategies of Indian Planning; Public Sector and Disinvestment Policy; Planning Experience in India

#### **Unit 3: Primary Sector and Development**

Indian Agriculture since Independence; Food Security in India; Irrigation and other agricultural inputs; Land reforms; Size of farm and productive efficiencies; Rural Credit and Agricultural Marketing; Indian Agricultural Policies

#### **Unit 4: Secondary Sector and Development**

Industrial Pattern; Large – Medium - Small – Micro Enterprises; Unorganized Sector and Informalization of Indian Economy; Indian Industrial Policies

#### **Unit 5: Tertiary Sector and Development**

Foreign Trade of India; India's Balance of Payments; Special Economic Zone (SEZ); GATT, WTO and India's Foreign Trade; Indian Currency and Financial System; Indian Trade Policies.

### **Essential Readings:**

- Misra, S.K. and V.K. Puri (71<sup>st</sup> Revised Edition, 2015) “Indian Economy — Its Development Experience”, Himalaya Publishing House, Mumbai.
- Datt, R. and K.P.M. Sundharam, “Indian Economy”, S. Chand & Co Ltd., New Delhi. 2015

### **Supplementary readings:**

- Kapila U, “Indian Economy since Independence”, Academic Foundation, New Delhi. 2014.
- Ahluwalia, I.J. and I.M.D. Little (eds.) (1999), India's Economic Reforms and Development (Essays in honour of Manmohan Singh), OUP, New Delhi
- Government of India, Economic Surveys (Annual), Economic Division, Ministry of Finance, New Delhi.

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS5413	Financial System and Development	3-0-0	3	Dr. Mantu Kumar Mahalik

**Prerequisite:** None

**Course outcomes:**

1. It enhances students' knowledge in the field of financial economics.
2. It brings students' interest towards functioning of financial markets and banking system.
3. It enables students to improve conceptual understanding on micro-finance.
4. It increases students' understanding on rural credit and women empowerment.

**Modules:**

### **I. Financial Market & Development**

Functions of Financial System; Nature and Types of Indian Financial System, Reforms in the Financial System; Financial System Activity-Economy Linkage, Financial Markets-Types of Financial Markets; Development of Financial Institution and Instrument; Financial Regulation; Regulatory and Promotional Institutions- RBI, SEBI, the purpose of regulation, levels of regulations; Banking and Non-Banking Financial Intermediaries and Statutory Financial Organization- Small Savings, Provident Funds, and Pension Funds.

### **II. Rural Credit System**

Rural Credit System; Rural Credit-Economy Linkage; Types of Rural Credit Financing; Regulatory Mechanism; Multi-Agency Approach in Rural Credit; Rural Financial Reforms, Recent Innovations in Rural Banking Finance.

### **III. Microfinance Institutions (MFIs)**

Microfinance; MFIs financial products & Other products (MFI Savings and Savings Products, Remittances, Micro-insurance, Mobile Telephony – Internet and other Technology solution for Distributing MFI Products); Funding and Financing of MFIs.

### **IV. Role of Self Help Groups (SHGs) for Rural Development**

An Evolution of SHGs in India; Objectives and Functions of SHGs, Types of Skills needed for Managing Successful SHGs; Linking of SHGs to Rural Bank, Role of SHGs in Sustainable Rural Development and Poverty Reduction; The Concept and Components of Women Empowerment; Role of SHGs for Women Empowerment.

**Essential readings:**

1. L.M. Bhole, *Financial Institutions and Markets: Structure, Growth and Innovation*, Tata McGraw Hill Publishing Company Limited, New Delhi, 2009.
2. Daniel Lazar (2008). *Micro Finance and poverty eradication*, New Century Publications, New Delhi.

**Supplementary readings:**

1. Vijayakumar, A. (2009). *Banking, Micro Finance and Self Help Group in India*. New Century Publications, New Delhi
2. P. Chandra, *Financial Management: Theory and Practice*, Tata McGraw Hill Publishing Company Limited, New Delhi, 2005.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5313	Gender and Development	3-0-0	3	Dr. Akshaya K. Rath

**Pre-requisites: None****Course Outcomes:**

- It introduces students to concepts such as gender and sexuality, both historical and contemporary.
- Practice of concepts such as gender-equality or gender-neutrality is achieved in everyday work.

**Modules**

- Feminist Perspectives on Gender (gender and participatory development)
- Patriarchy and Power Relations (Men, Masculinity and ‘Gender in Development’)
- Marxist/Liberalist Perspective of Feminism
- Feminist Movement (women and social movement of the 1960s)
- Feminine Mistake
- Violence Against Women/ sexual harassment (narratives of gender violence)
- Globalization/Post-modernism and Feminism
- Gender Equality and Women’s Empowerment
- Development Theory and Gendered Approach to Development

**Essential Readings:**

1. Butler, Judith. *Gender Trouble*, 1990.
2. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*, New York, Penguin Books, 2004 revised edition, (1792).

3. de Beauvoir, Simone. *The Second Sex*, Vintage, 1989.

**Suggested Readings:**

1. Bernheimer, Charles and Claire Kahane, eds. *In Dora's Case: Freud -Hysteria-Feminism*, Columbia University Press, 1985.
2. Bland, Lucy and Laura Doan, eds. *Sexology in Culture: Labeling Bodies and Desires*. Chicago: University of Chicago Press, 1998.
3. Dreger, Alice. *Hermaphrodites and the Medical Invention of Sex*. Cambridge: Harvard University Press, 1998.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5323	Rural Development	3-0-0	3	Dr. Nihar Ranjan Mishra

**Prerequisite:** None

**Course outcomes:**

1. This paper aims to provide interdisciplinary and comprehensive view of the concept of development.
2. An understanding of this course will help students while they will be exposed to their working life.
3. It will give an understanding on rural development Policies and Acts.

**Modules:**

**Unit-I:** Basic Concepts and Methodological Approaches in Rural Development

**Unit-II:** Rural development and its Stakeholders; Role of NGOs, CBOs and Civil Society.

**Unit-III:** Agrarian Issues, Land tenure system and land reforms, Farmer organization, Co-operative Movement, Credit and Micro finance, Migration and Rural livelihoods, Farmer's Suicide.

**Unit-IV:** Decentralization and Rural Administration; Politics of Rural Development.

**Unit-V:** Rural Development Acts, Policies, Schemes and Projects.

**Essential Readings:**

1. C.K., Sigelman, and E.A. Rider: *Life-Span Human Development*, Thomson and Wardsworth Publishers, 4th Ed, 2003
2. Ram Ahuja, *Social Problems in India*, Rawat, Jaipur, 1992.

**Suggested Readings:**

1. T.S. Saraswathi and Baljit Kaur: *Human Development and Family Studies in India: an Agenda for Research and Policy*, Sage Publications, 1993
2. Mahendra Dev, *Inclusive Growth in India: Agriculture, Poverty, and Human development*, Oxford, New Delhi, 2008.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS5414	Environmental Economics	3-0-0	3	Dr. Mantu Kumar Mahalik

**Prerequisite:** None

**Course outcomes:**

1. It enhances students' knowledge in the field of environmental economics.
2. It brings students' interest towards modern body of environmental literature.
3. It enables students to improve conceptual understanding on numerous developmental issues.
4. It increases ethical value of students towards protection of environmental quality.

**Modules:**

**I.** Economic development: a semantic history; socio-political and economic dimensions of development; economic and non-economic barriers to economic development; Environment-Economy Linkage; Environment and development conflicts; a developing country perspective on environment and development.

**II.** Define sustainable development; multiple dimensions and principles of sustainable development; institutionalization of sustainable development; sustainable development in the context of environmental perspectives; problems and possibilities; ethics towards sustainable development.

**III.** Cost-benefit analysis of public goods; Environmental Kuznets Curve (EKC) analysis.

**IV.** Culture of policy-making towards economic development; role of numerous macroeconomic policies (investment policy, exchange rate policy, fiscal and monetary policies) on growth and development.

**V.** Current issues on the impacts of globalization, urbanization, financial development, income distribution on energy demand and carbon emissions.

**Essential readings:**

3. Bojo, J., Maler, K-G., & Unemo, L. (2011). *Environment and development: an economic approach*. Pages 175 pages, Published by Springer, ISBN (13): 9789401067676.
4. Sen, A. (2000). *Development as freedom*. First Anchor Books Edition, New York.

**Supplementary readings:**

3. Arndt, H.W. (1981). Economic Development: A Semantic History. *Economic Development and Cultural Change*, Vol.29, No.3, Pages 457-466.
4. Goodland, R.J.A. (1990). Environment and Development: Progress of the World Bank. *The Geographical Journal*, Vol.156, No.2, Pages 149-157.

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5424	Poverty, Inequality and Human Development	3-0-0	3	Dr. Jalandhar Pradhan

**Pre-requisites:** None

**Course Outcomes:**

1. At the end of this course students will equip with the technical and substantive dimensions of various measures of poverty, inequality and human development.

**Modules:**

Conceptual dimensions of poverty; deprivation and human development; absolute and relative poverty measures; notions of chronic poverty and socio-economic vulnerability with particular emphasis given to the role of health functioning and capability deprivation; Economic inequalities in India; Measurement of Human Development Index (HDI), Gender-related Development Index (GDI), Gender Empowerment Measure (GEM), Human Poverty Index (HPI) .

**Essential Readings:**

1. Anand, S. and Sen, A. 'Concepts of human development and poverty: A multidimensional perspective', Human Development Papers, UNDP, New York
2. Gary S. Fields. "Poverty, Inequality, and Development": Cambridge University Press.
3. D. Jayaraj and Dr. S. Subramanian. "Poverty, Inequality, and Population: Essays in Development and Applied Management": Oxford University Press.

**Supplementary Readings:**

1. Atkinson, A. B. and Bourguignon, F. (2001) 'Poverty and inclusion from a world perspective', in Joseph Stiglitz and Pierre-Alain Muet (eds) Governance, Equity and Global Markets, Oxford: Oxford University Press.
2. Stiglitz, Joseph E. and Muet, Pierre-Alain, (2001), Governance, Equity, and Global Markets: The Annual Bank Conference on Development Economics - Europe, Oxford University Press.
3. Foster, J. E. (2006) 'Inequality Measurement', in D. Clark (ed.) Edward Elgar, The Elgar Companion to Development Studies, Cheltenham.

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5324	Urban Governance and Development	3-0-0	3	Dr. Apparao Thamminaina

**Pre-requisites:** None

**Course Outcomes:**

1. It helps to understand the evolution and development of cities, suburb and metropolitan areas.
2. It enriches the understanding on governance and development
3. It helps to understand the policies and programmes of urban development.
4. It enable the students to solve the problems pertaining to urban development and develop better strategies for the same.

**Modules:**

**Unit 1: Definitional and Theoretical Aspects:**

City, Urban, Urbanization, Urban in India, Governance, Development, and Classical and Contemporary Theoretical Ideas of City, Governance and Development.

**Unit 2: Historical and Processual Aspects**

History of urbanization, Urbanization processes, Patterns of Urbanization, Settlement Systems, Indian Metropolis, and Rural-urban Fringe.

**Unit 3: Cultural Dimensions**

Urban culture – Urbanism as a way of life, Small Town Cultures, New Urban Middle Class.

**Unit 4: Institutional Frameworks for Governance and Development**

Decentralization, Participatory Governance, 74th Constitutional Amendment Act and Urban Local Institutions, Urban Governance Mechanisms (Case Studies: Delhi and Mumbai).

**Unit 5: Plans, Policies and Laws**

Urbanization Policy and Planning, Land and Infrastructure, SEZs and Urban Governance and Laws (Case studies: Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013 and The Real Estate (Regulation and Development) Act, 2016).

**Unit 6: Pertinent Issues**

Population Dynamics, Urban Basic Amenities, Slums and Urban Poor.

**Unit 7: Emerging Dimensions**

Emerging Megacities, Smart Cities, Good Governance, Digital Governance, Globalization and New Dimensions of Development

**Essential Readings:**

Ahluwalia, Isher Judge, Ravi Kanbur and P. K. Mohanty. (Eds.). 2014. *Urbanization in India: Challenges, Opportunities and the Way Forward*. New Delhi: SAGE.

Baud, I.S.A. and de Wit, J. 2009. *New Forms of Urban Governance in India: Shifts, Models, Networks and Contestations*, New Delhi: SAGE.

Mohanty, P. K. 2014. *Cities and Public Policy: An Urban Agenda for India*. New Delhi: SAGE.

Patel, Sujata & Kushal Deb (Eds.). 2009. *Urban Studies*. Oxford University Press, New Delhi.

**Supplementary Readings:**

Ghosh, A., Kennedy, L., Ruet, J., Lama Rewal, S.T. and Zérah, M. H., 2009. A comparative overview of urban governance in Delhi, Hyderabad, Kolkata, and Mumbai.

Kennedy, L., 2009. New patterns of participation shaping urban governance. In Joel Ruet and S. T. Lama-Rewal (eds.), *Governing India's Metropolises: Case Studies of Four Cities*, New Delhi: Routledge. Pp. 55-80.

Spodek, Howard. 1980. Studying the History of Urbanization in India, *Journal of Urban History*, 6: 251-295

Wirth, Louis. 1938. Urbanism as a Way of Life, *The American Journal of Sociology*, 44 (1): 1-24.

## List of Professional Electives

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5031	Introduction to Qualitative Research Methodology	3-0-0	3	Dr. Nihar Ranjan Mishra

**Prerequisite:** None

**Course outcomes:**

1. By the end of the course participants will have an understanding of different methodological approaches to qualitative research.
2. They will understand the key issues around recruitment and sampling in qualitative research and will developed skills to write an interview schedule.
3. They will have practical experience of conducting in-depth interviews, ethnographic observation, and organising and running focus groups.
4. They will be able to discuss some of the ethical issues associated with conducting qualitative research.

**Modules:**

**Unit- I:** Introduction to Qualitative research, research design, Action Research.

**Unit-II:** Steps of writing various proposals.

**Unit-III:** Methods in social science research

**Unit-IV:** Ethnography, Ethnology, Phenomenology, Field notes.

**Unit-V:** Quantification of Qualitative data, data analysis and report writing

**Essential Readings:**

1. Das, D.K.Lal , Design of Social Research, Rawat, Jaipur,2008
2. Carol Taylor Fitz-Gibbon & Lynn Lyons Morris, How to Design a Programme Evaluation, Sage, New Delhi, 1987.

**Suggested Readings:**

1. Bernard, H.Russell, Research Methods in Anthropology, Rawat, 18ipur, 2008.
2. Wilkinson & Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai, 1999

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5151	History of Ideas: The Modern Period	3-0-0	3	Dr. Akshaya K. Rath

**Pre-requisites: None**

**Course Outcomes:**

1. This introductory course surveys the most important intellectual themes of the modern period.
2. From Freud's 'oedipal complex' to Nietzsche's 'death of God', there are discussions on concepts such as 'modernism', 'empire', 'imperialism', 'nation' and 'development' as expressed in some of the major cultural texts of the modern period.
3. Comparative element from the Indian subcontinent.

**Modules:**

Psychoanalysis

Marxism

Existentialism

Postcolonialism

Poststructuralism

**Essential Readings:**

1. Beauvoir, Simone de. "Introduction: Woman as Other" in *The Second Sex* (1989).
2. Foucault, Michel. "We Other Victorians" in *The History of Sexuality* (1990).
3. Freud, Sigmund. 'Selections' from *Totem and Taboo* (1913) and *Civilization and Its Discontents* (1930).
4. Jacques Derrida, "Difference" from *Margins of Philosophy* (1972).
5. Marx, Karl. 'Selection' on India and from *The Portable Karl Marx*. Ed. by E. Kamenka (1983).
6. Nietzsche, Friedrich. "An Attempt at Self-Criticism" from *The Birth of Tragedy* (1886).
7. Said, Edward W. "Introduction." *Orientalism* (1977).
8. Sartre, Jean Paul. 'Selections' from *Being and Nothingness* (1943).
9. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" in *Marxism and the Interpretation of Culture*. Eds. Cary Nelson and Lawrence Grossberg (1988).

**Suggested Readings:**

1. Guha, Ranjit. "On Some Aspects of the Historiography of Colonial India" in *Subaltern Studies I*. 1999.
2. Millet, Kate. *Sexual Politics* (1968).

3. Pollock, Sheldon. "Is There an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'" in *Journal of Indian Philosophy*. Volume 36, Numbers 5-6, 533-542.
4. Stromberg, Roland N. *European Intellectual History since 1789*, 6th Edition, 1994.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5163	Introduction to Critical Theories	3-0-0	3	Dr. Akshaya K. Rath

**Pre-requisites: None**

**Course Outcomes:**

1. This course introduces students to basic critical theories of the humanities and the social sciences.
2. Students see the development of theories historically, sample original texts pertaining to different ancient and modern theories, and use them in the context of their area of research.

**Modules:**

Psychoanalytic Criticism  
 Postmodern Criticism  
 New Historicism  
 Cultural Studies  
 Postcolonial Criticism  
 Gender Studies and Queer Theory

**Essential Readings:**

1. Aristotle, Selections. *The Poetics*.
2. Edward Said. *Orientalism*, 1978; *Culture and Imperialism*, 1994.
3. Hayden White. *Metahistory*, 1974.

**Suggested Readings:**

1. Homi Bhabha. *The Location of Culture*, 1994
2. Jacques Lacan. *The Ego in Freud's Theory and in the Technique of Psychoanalysis*, 1988; "The Agency of the Letter in the Unconscious or Reason since Freud" (from *Écrits: A Selection*, 1957)
3. Michel Foucault, *The History of Sexuality, Volume I*, 1980.
4. Plato, Selections. *The Republic*.
5. Richter, David, ed. *The Critical Tradition*, 3rd ed. Boston: Bedford-St. Martin's, 2006.

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credits</b>	<b>Coordinator Name</b>
HS 5232	Educational Psychology	3-0-0	3	Prof. Ramakrishna Biswal

**Prerequisites: Must have completed the course in HS 5201(Psychological Perspectives on Development)**

**Course Outcomes:**

1. Understand of the interface between education and psychology
2. Appreciate various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
3. Enable learners to deal with various problems and issues related to student diversity in a classroom
4. Use critical thinking skills to compare and contrast text-book applications of theories to real-life situations

**Modules:**

**Unit 1: Education and Psychology: An Introduction**

Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centered’ and ‘progressive’ education

**Unit 2: Human Diversity and Education**

Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity.

**Unit 3: Effective Teaching and Classroom Management**

Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Discipline and Control; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

**Unit 4: Exceptionality and Special Education**

Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs and Inclusive Education with a special focus on Individualized Education Plan (IEP); Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling

**Unit 5: Educational Psychology in Practice**

Application of theories of development, learning, memory processes, motivation, intelligence and personality to teaching-learning process.

**Essential Reading:**

1. A.Woolfolk: *Educational Psychology*. Pearson Education, 2013

**Supplementary Readings:**

1. N.L.Gage and D.C. Berliner: *Educational Psychology* (6<sup>th</sup> Eds.), New York: Houghton Mifflin, 1998
2. Lahey R.B. Graham J. E.,: *An Introduction to Educational Psychology*, 6th Ed., Tata McGraw Hill Publishers, New Delhi, 2000

Course Code	Name of the Subject	L-T-P	Credits	Coordinator Name
HS 5244	Cognitive Development and Assessment	3-0-0	3	Prof. Ramakrishna Biswal

**Prerequisites: Must have completed the course in HS 5201(Psychological Perspectives on Development)**

**Course Outcomes:**

1. Acquire a primary level understanding of cognitive developmental milestones achieved by the individual starting from prenatal stage to old age, the methods to assess them, typical and atypical developments, delays in development.
2. Develop in depth knowledge of how people think about various domains at different ages.
3. Draw connections between developmental research and real-world experience.
4. Acquire the ability to critically evaluate theories of cognitive development based on available evidence.

**Modules:**

**Unit-1: Cognition and Cognitive Development**

Introduction to Cognition and Cognitive Development, Methods for Studying Cognitive Development across life-span

**Unit-2: Theories of Cognitive Development**

Pre-natal Development, Perceptual Development, Piaget’s Theory of Cognitive Development, Number Cognition, Reasoning and Problem Solving, Memory Development, Cognitive Development and Culture, Conceptual Development, Biological Reasoning, Psychological Reasoning

**Unit-3: Language Development**

Language Acquisition: Bilingualism, Critical Periods, The Whorfian Hypothesis, Theory of Mind Development

#### **Unit-4: Delays in Cognitive Development**

Developmental Delay and Disability, High-risk babies and Early Sensory Stimulation, Multi-modal developmental screening and assessment.

#### **Unit-5: Cognitive Decline and Neuroplasticity Research**

Dementia and Alzheimer's Disorders, Assessment of Cognitive Decline, Standardized tools of assessment of Cognitive Decline, Insights from Neuroplasticity Research and Neurogym on reversing cognitive decline

#### **Essential Readings:**

1. Flavell, J.H., Patricia, H. M. & Miller, S.A. (2001). *Cognitive Development* (4<sup>th</sup> Edn.). Prentice Hall.
2. McClelland, J.L., Siegler, R.S. (2001). *Mechanisms of Cognitive Development: Behavioral and Neural Perspectives*. Lawrence Erlbaum Associates

#### **Supplementary Readings:**

1. Berk, L.E. (2007). *Child Development*. Dorling Kindersley (India) Pvt. Ltd.

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credits</b>	<b>Coordinator Name</b>
HS 5254	Psychometrics: Theory and Applications	3-0-0	3	Prof. Ramakrishna Biswal

**Pre-requisites: Must have completed the course in HS 5201(Psychological Perspectives on Development)**

#### **Course Outcomes:**

1. Acquire knowledge on designing and developing psychological tests
2. Understand psychological theories of test construction and standardization
3. Develop critical and analytical thinking on applying psychological tests under various conditions
4. Administer and interpret general psychological tests

#### **Modules:**

##### **Unit-1: Introduction to Psychometrics**

Basic Concepts of Psychometrics and Psychological Assessment, Relevant History and “Why Test”? Social, Legal and Ethical Issues in Testing.

##### **Unit-2: Theories in Psychological Testing and Measurement**

Reliability and Classical Test Theory, Validity and Generalizability Theory, Factor Analysis and Item Response Theory

##### **Unit-3: Measurement and Assessment Across the Globe**

Human Performance Assessment, Clinical Assessment, Recruitment and Selection, Talent Assessment, Assessment in the Organizations, Recent Advances in Psychological Testing

#### **Unit-4: Test Construction, Administration and Interpretation**

Item Writing, Item Analysis, Reliability, Validity, Norms and Test Scales and Interpretation of the Test Results

#### **Unit-5: Test Biases and Cross-Cultural Issues in Measurement**

Measurement of Intelligence, Aptitude and Achievement, Personality, Cross-cultural issues in Measurement

#### **Essential Readings:**

1. Furr, R.M. & Bacharach, V.R. (2014). *Psychometrics: An Introduction* (2<sup>nd</sup> ed.), Thousand Oaks, CA: Sage Publications
2. Anastasi A. & Urbina S. (2009). *Psychological Testing* (7<sup>th</sup> ed.). PHI Learning.

#### **Supplementary Readings:**

1. Singh, A.K. (1998). *Tests, Measurements and Research Methods in Behavioral Sciences*. Bharti Bhawan P&D.
2. Murphy, K.R., & Davidshofer, C.O. (2004). *Psychological Testing: Principles and Applications* (6<sup>th</sup> Ed.). Prentice Hall

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credits</b>	<b>Coordinator Name</b>
HS 5263	Corporate Social Responsibility	3-0-0	3	Prof. Ramakrishna Biswal

**Pre-requisites: Must have completed the course in HS 5201(Psychological Perspectives on Development)**

#### **Course Outcomes:**

1. Understand the key characteristics of Corporate Social Responsibility (CSR) in the context of present-day management
2. Apprise regarding business decision-making which is informed by ethical values and respect for people communities and the environment
3. Become aware of creating a strategic plan that enables an organization to reach out to its internal and external stakeholders with consistent messages
4. Understand critical issues of Corporate Social Responsibility (CSR) in a cross-cultural setting

#### **Modules:**

##### **Unit-1: Introduction to CSR**

Meaning and Definition, History of CSR, Concepts of Charity, Corporate philanthropy, Corporate Citizenship, Sustainability and Stakeholder Management. Environmental aspect of

CSR; Chronological evolution and Models of CSR in India; Carroll's model; Major codes on CSR; Initiatives in India.

### **Unit-2: International framework for Corporate Social Responsibility**

Millennium Development Goals, Sustainable Development Goals, Relationship between CSR and MDGs. United Nations (UN) Global Compact 2011. UN guiding principles on business and human rights. OECD CSR policy tool, ILO tri-partite declaration of principles on multinational enterprises and social policy.

### **Unit-3: CSR-Legislation in India and the World**

Section 135 of Companies Act 2013. Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India.

### **Unit-4: The Drivers of CSR in India**

Market based pressure and incentives, civil society pressure, the regulatory environment in India Counter trends, Review of current trends and opportunities in CSR, Review of successful corporate initiatives and challenges of CSR. Case Studies of Major CSR Initiatives

### **Unit-5: Identifying key stakeholders of CSR**

Role of Public Sector in Corporate, government programs, Nonprofit and Local Self Governance in implementing CSR, Global Compact Self-Assessment Tool, National Voluntary Guidelines by Govt. of India, Roles and responsibilities of corporate foundations.

### **Essential Reading:**

1. William B. Werther Jr. and David Chandler, *Strategic Corporate Social Responsibility: Stakeholders in a Global Environment*, Second Edition, Sage Publications, 2011
2. Sanjay K Agarwal, *Corporate Social Responsibility in India*, Sage Publications, 2008

### **Supplementary Reading:**

1. Mark S. Schwartz, *Corporate Social Responsibility: An Ethical Approach*, Broadview Press, 2011
2. George Pohle and Jeff Hittner, *Attaining Sustainable Growth through Corporate Social Responsibility*, IBA Global Business Services, 2008

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5362	Trends and Issues in Tribal Studies	3-0-0	3	Dr. S. P. Ray

**Pre-requisites: None**

**Course Outcomes:**

1. The study of the complex relations among human beings, their culture and nature is an enduring concern.
2. It has considerable significance in understanding development -particularly tribal development.
3. This course will focus on both theoretical approaches and empirical issues facing tribals in India.
4. This course will help students in tackling both policy and operational challenges when dealing with tribals and their development in India.

**Module:**

Unit-1: Concept of Tribe: Tribe and Caste. Classification of Tribe, Distribution and Concentration of Tribal People in India

Unit-II: Socio-Cultural and Politico-economic Organisation of Tribal Life: Religious Beliefs and Practices, Magic, Status of Women, Tribal Economy, Property, Tribal Political Structure and Change, Law and Justice

Unit-III Social Change, Social Stratification and Mobility: Hinduisation and Sanskritization among tribes, Colonial rule and tribals, Social Stratification among tribes in India

Unit-IV: Challenges facing tribes in India: Alienation of land and forest, Money lending and indebtedness, Development, Displacement and Rehabilitation

Unit-V: Tribal Administration and Constitutional Safeguards for tribes in Independent India; Colonial and Post-colonial Approaches to tribal development - Isolation, Assimilation and Integration, Policies and Programmes for Tribal Development in Independent India, Constitutional Measures

Unit-VI: Tribal integration and identity, Tribal movements

**Essential Readings:**

1. Bose, N. K. 1967. Culture and Society in India, Asia Publishing House
2. Dube, S.C. 1977 : Tribal Heritage of India. New Delhi, Vikas.
3. Haimendorf, Christoph von.1982. Tribes of India; The Struggle for Survival, Oxford University Press.
4. Majumdar D.N. and Madan, T.N. 1956. An Introduction to Social Anthropology, Asia Publishing House, New Delhi.
5. Mandelbaum, D.G. 1970, Society in India, Bombay, Popular Prakashan

**Supplementary Reading:**

1. Rao, M.S.A. 1979. Social Movements in India. Manohar. Delhi.
2. Sharma, Suresh, 1994. Tribal Identity and Modern World. Sage, New Delhi
3. Singh, K.S. 1983. Tribal movements in India (Vol. I &II), Manohar Publisher, New Delhi.
4. Singh, K.S. 1985. Tribal Society. Manohar, Delhi.
5. Singh, K.S. 1995. The Scheduled Tribes, Oxford University Press, New Delhi
6. Vidyarthi, L. P and Rai, B. K. Tribal Cultures of India. Concept Publishing Company, New Delhi, 1976.

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5433	Globalization and Development Issues	3-0-0	3	Dr. Jalandhar Pradhan

**Pre-requisites: None**

**Course Outcomes:**

1. To provide an introduction to the global issues in development confronting by both developed and developing countries.
2. To study the Core approach of interdisciplinary and thematic, with special attention to cultural, economic, political, and social conflicts and patterns and their effect on development and inequality.

**Modules:**

Major political, economic, social, and environmental issues confronting the global community, Evaluation of demographic, economic, and ethno-national dimensions of development, interdisciplinary major with a focus on social justice, sustainable economic development, public health, global interconnection, and public service, Millennium Development Goals, Climate change and adaption policies, Demographic transition and Health policies.

**Essential Readings:**

1. Stiglitz, Joseph E. 2003. Globalization and Its Discontents. New York: Norton
2. Sachs, Jeffrey D. 2005. The End of Poverty: Economic Possibilities of Our Time. New York: Penguin Press
3. Bhalla, Surjit. 2002. Imagine there's No Country: Poverty, Inequality, and Growth in the Era of Globalization. Washington, DC: Institute for International Economics.
4. Milanovic, Branko. 2006. Global Inequality: What It Is and Why It Matters. Washington, DC: World Bank.

**Suggested Readings:**

1. Collier, Paul, and Jan Dehn. 2001. Aid, Shocks, and Growth. Policy Research Paper 2688, World Bank, Washington, DC.
2. Rajan, Raghuram, and Arvind Subramanian. 2005. What Undermines Aid's Impact on Growth? Working Paper WP/05/126, International Monetary Fund, Washington, DC.
3. Meyer, Aubrey. 2000. Contraction and Convergence: The Global Solution to Climate Change. Totnes. United Kingdom: Green Books.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5434	Development Issue in Odisha	3-0-0	3	Dr. Narayan Sethi

**Prerequisite:** None

**Course outcomes:**

1. This course will provide a clear picture about the various issues in Orissa such are development policies, its economy, culture, health status, natural resources.
2. It will help students to have a better understanding about the development scenario of a state and its vision in development.

**Modules:**

**Unit-1: Agrarian Structure of Odisha**

Agrarian economy, productivity and land tenurial systems

Land Reform, Trade in Industrial productivity in Orissa

**Unit-2: Poverty**

- i) Demographic Issues
- ii) Displacement
- iii) R&R
- iv) Migration
- v) Micro-finance and SHG

**Unit-3: A Macro Economy Glance of Orissa's Economy**

Income, Employment, Consumption expenditure and cost of living, Agriculture and Allied Sectors-the industrial sector, service sector, Infrastructure, poverty, social sector and public finance, Federal Finance-centre and state relationship, Culture and festivals, Displacement issues, Government policies on natural resource management, disaster mitigation, mining, forest and water resources.

**Unit-4: Health Sector**

State of Maternal and Child Health in Orissa, Trends in infant and Child Mortality, Causes of Infant and Child Mortality, Causes of Malaria, Demand and Access factor for Health Care Services, Health Infrastructure, Health expenditure, regional inequality in maternal and child health in Orissa, Interrelationship between socio-economic inequality and health status, Programmatic improvement achieved under the umbrella cover of NRHM, ICDS, and various state and national health programs

**Essential readings:**

1. Mishra, P.K. (ed). 1997. *Comprehensive History and Culture of Orissa*, Vol.2, Part 2, New Delhi: Kaveri Books.
2. Das, K. 1991. *Folklore of Orissa*, Bhubaneswar: Orissa Sahitya Academy.

**Supplementary readings:**

1. International Institute for Population Sciences (IIPS). 2007–08. DLHS 3, Orissa. Mumbai: IIPS.
2. International Institute for Population Sciences (IIPS) and Macro International. 2008. National Family Health Survey (NFHS-3), India, 2005–06: Orissa. Mumbai: IIPS.
3. Patnaik, D. 1982. *Festivals of Orissa*, Bhubaneswar: Orissa Sahitya Academy.
3. Das, K and L. K. Mahapatra. 1993. *Folklore of Orissa*, New Delhi: National Book Trust of India.
4. Directorate of Economics and Statistics, Government of Orissa. 2005–06 to 2008–09. Economic Survey. Planning and Coordination Department, Government of Orissa.
5. Finance Department, Government of Orissa. 1996–2008. Demand for Grants of Health and Family Welfare Housing and Urban Development, Rural Development, Labour and Employment and Women and Child Development Departments. Government of Orissa.
6. Health and Family Welfare Department. 2002. Orissa State Integrated Health Policy-2002, Government of Orissa.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5462	Population Dynamics and Development	3-0-0	3	Dr. Jalandhar Pradhan

**Pre-requisites: None**

**Course Outcomes:**

1. To examine critically different analytical approaches of population studies.
2. To explore interrelationships between population changes and socio-economic development

**Modules:**

Introduction to Population Studies, Sources of population data, Evaluation of quality of Demographic data; Differentials in age and sex composition; Measures of fertility, Mortality and Migration, Variations in rates and pattern of Fertility, Mortality, and Population growth, Level and trend of Urbanization, Economic interrelationship between Fertility, Mortality and Development; Socio-economic Implications of Population Ageing.

**Essential Readings:**

1. Bhende, Asha and Kanitkar T., Principles of Population Studies, Himalaya Publishing House, Bombay.
2. Srinivasan, K. Basic Demographic Techniques and Applications. London: Sage Publications.
3. Pathak, K.B. and F. Ram. Technique of Demographic Analysis. Bombay: Himalaya Publishing House.
4. Drèze, J and A Sen. India: Economic Development and Social Opportunity, Oxford: Oxford University Press.

**Suggested Readings:**

1. Bulatao, R A and R D Lee. An Overview of Fertility Determinants in Developing Countries, in Bulatao and Lee (eds.) (1983) Determinants of Fertility in Developing Countries (New York: Academic Press).
2. Heerink, Nico. Population Growth, Income Distribution, and Economic Development: Theory, Methodology, and Empirical Results, Springer.

<b>Course Code</b>	<b>Name of the Subject:</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5464	Demographic Transition and Health Policies in Developing World	3-0-0	3	Dr. Jalandhar Pradhan

**Pre-requisites: None**

**Course Outcomes:**

1. The aim of this course is to familiarize students with the main issues in health, population and society in developing and transitional societies.

**Modules:**

Overview of the world’s current demographic situation at both global and regional level; Stages of demographic transition; Demographic transition theories and their relationships to theories of socio-economic development; Major threats to health, Mortality and burden of disease; Poverty and inequalities in health; Health consequences of HIV/AIDS epidemic in developing world; Child and maternal mortality; Health issues among ageing population; Achieving good health at low cost in developing countries; Health policies to reduce mortality and diseases.

**Essential Readings:**

1. Alan C. Swedlund, George J. Armelagos. Disease in Populations in Transition: Anthropological and Epidemiological Perspectives, Greenwood Publishing Group.
2. David E. Bloom, David Canning, Jaypee Sevilla. The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change, Rand
3. Dyson, Tim. Population and Development: The Demographic Transition, Zed Books, London, UK.

**Supplementary Readings:**

1. Nancy Birds all, Allen C. Kelley, Steven Sinding. Population Matters: Demographic Change, Economic Growth, and Poverty in the Developing World, Oxford University Press.
2. Richard Leete. Dynamics of Values in Fertility Change, Oxford University.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5444	Public Economics	3-0-0	3	Dr. Narayan Sethi

**Prerequisite:** None

**Course outcomes:**

1. Public economics is concerned with issues, objectives and policies that affect the mass level of citizen of any nation state.
2. Inherently, this study involves the analysis of government taxation and expenditures.
3. This subject encompasses a host of topics including market failures, externalities, and the creation and implementation of government policy.
4. Public economics builds on the theory of welfare economics and is ultimately used as a tool to improve social welfare.

**Modules:****Unit-1**

1. Role of Government in Economy
2. Theory of Social goods
3. Theory of Public Choice

**Unit-2****Public Expenditure**

Growth and structure of Public Expenditure, Public expenditure management, cost benefit analysis of public expenditure, evaluation of public expenditure-principle and problems, subsidies

**Unit-3****Public Revenue**

Issues in individual income taxation, corporate taxation, income tax integration, principle of taxation, indirect taxation-principle and issues, value added tax (VAT)-principle and issues, and Non-tax revenue

**Unit-4****Federal Finance**

Principle of federal finance, centre-state relationship.

**Essential readings:**

1. Harvey, Rosen, Public Finance (Second Edition), IRWIN, Homewood, 1988.

2. Atkinson, A. B. and Stiglitz, J.E., Lecturer in Public Economics, McGraw-Hill, New York 1980.
3. Myles, Gareth D, Public Economics, Cambridge University Press, 1995.

**Supplementary readings:**

1. Boadway Robin W Wildasin David E., Public Sector Economics, (2<sup>nd</sup> Edition), Little Brown, Boston, 1984.
2. Musgrave, Richard A & Shoup, Carl S (ed), Classics of the Theory of Public Finance, Macmillan, 1962.
3. Musgrave Richard A, Fiscal System, Yale University Press, New Haven and London, 1969.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5431	Theory of Money, Output and Employment	3-0-0	3	Dr. Narayan Sethi

**Prerequisite:** None

**Course outcomes:**

1. Macroeconomics is concerned with issues, objectives and policies that affect the whole economy.
2. The four major objectives are: Full employment, Price stability, sustainable rate of economic growth and Keeping the balance of payments in equilibrium.
3. In this Learn-It, we will look at the way in which these objectives are measured.
4. In the next, we shall look at why these objectives are important, their relative importance and how successful recent governments have been in achieving these goals.
5. Finally, we will look at the difficulties that governments have in trying to achieve all the objectives at once.

**Modules:**

**1. National Income Accounting**

- i) Meaning and Significance of Macro Economics, Difference between Micro and Macro Economics/Analysis.
- ii) National Income- Accounting: Concepts-GDP, GNP, NDP, NNP, Income at market price, and income at factor cost, Income at Constant Price, Capital Income
- iii) Methods of Measurement of National Income and problem associated with measurement of national income.
- iv) Circular flow of income and expenditure, two, three and four sectors model

- v) National Income as indicator of national welfare
- 2. Classical Theory**
    - i) Classical Ideas on determination of output and employment in the short run: Say's law of Markets; classical dichotomy, quantity theory of money; Self-regulation of markets and full employment and classical theory of rate of interest.
  - 3. Keynesian Theory**
    - i) Keynes' critique of classical theories; attack on self-regulation of markets; classical dichotomy and full-employment equilibrium. Keynes theory of Effective Demand; consumption function, multiplier; Keynes theory of rate of interest- liquidity preference; theory of investment- marginal efficiency of capital. Keynes theory of prices and wages, Pigou effect and its critique.
  - 4. Consumption Behaviour**
    - i) Fundamental Psychological law of consumption and its implication.
    - ii) Determination of consumption function.
    - iii) Theories of aggregate consumption- life cycle hypothesis, Absolute, relative and permanent income hypothesis.
  - 5. Demand for Money and Supply of Money**
    - i) Definition of money; Motives for holding money; Keynesian and Friedman formulations of demand for money; transaction and portfolio balance approaches; wealth effect on demand for money
    - ii) Determinants of money supply; money multiplier model; instruments of monetary policy; transmission mechanism of monetary policy.
  - 6. Theories of Inflation**
    - i) Excess demand theories-keynsian, Inflationary Gap; Cost Push inflation-Phillips Curve

**Essential readings:**

1. W.H. Branson, Macroeconomic Theory and Policy, Harper and Row Publisher, New York
2. N.G. Mankiw, Macroeconomics, Worth Publishers, Sixth Edition
3. Rudiger Dornbusch and Stanley Fisher, Macro Economics, Sixth Edition, McGraw-Hills Publishers

**Supplementary readings:**

1. David Romer, Advanced Macro Economics, Third Edition, McGraw- Hills
2. J.M Keynes, The General Theory of Employment, Interest and Money, Macmillan Press ltd.
3. Amit Bhadury, Macroeconomics
4. R.D. Gupta, General Theory of Money, Output and Employment

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5442	Global Health and Health Inequalities	3-0-0	3	Dr. Jalandhar Pradhan

**Pre-requisites: None**

**Course Outcomes:**

1. To acquire a better understanding of the global distribution of health and disease and of the underlying determinants and trends.

**Modules:**

Global Health: Past, Present and Future; The Global Burden of Diseases; The spread of infectious diseases; Globalization and emerging infectious diseases; Maternal and child health; Recent trend in TB and HIV/AIDS; Health effect of environmental change; Ageing Population and Chronic Illness; Health equity and inequality; Trends and patterns of health inequalities in both developed and developing countries; Socio-economic, demographic and environmental determinants of health; Equity and efficiency in health care.

**Essential Readings:**

1. Jacobsen KH. 2013. Introduction to Global health, 2nd Ed. Jones & Bartlett Learning, Burlington MA. ISBN-13: 978-1449648251
2. William Markle, Melanie Fisher and Jr., Ray Smego. Understanding Global Health, McGraw Hill, ISBN-13: 978-0071487849.

**Supplementary Readings:**

1. Mel Bartley. Health Inequality: An Introduction to Concepts, Theories and Methods, John Wiley & Sons
2. World Health Organizations. The Global Burden of Disease: 2004 Update, WHO
3. Marjorie A. Koblinsky. The Health of Women: A Global Perspective, Westview Press

<b>Course Code</b>	<b>Name of the Subject</b>	<b>L-T-P</b>	<b>Credit</b>	<b>Coordinator</b>
HS 5334	Sociological Perspectives on Development	3-0-0	3	Dr. Nihar Ranjan Mishra

**Prerequisite:** None

**Course outcomes:**

1. This paper tries to provide a theoretical background regarding development.
2. It highlights various sociological conceptions of development that emerged in contemporary world.
3. It also explains some of the important paths and agencies of development that have been followed in different countries throughout the Globe.
4. It will help students in using various sociological development theories in present day research and in understanding the emerging issues.

**Modules:**

**Unit- I:** Basic Conceptions of Development: Economic Growth, Modernisation as Development, Social Development, Human Development, Sustainable Development, Multiple Sustainability- Ecological and Social.

**Unit-II:** Perspectives on Development: Ecological, Liberal- Max Weber, Gunnar Myrdal, Marxian, Dependency- Centre Periphery Theory of A.G. Frank, Uneven Development Theory of Samir Amin, and World System Theory of Immanuel Wallerstein.

**Unit-III:** Paths and agencies of Development: Capitalist, Socialist, Gandhian: Sarvodaya, Mixed Economy, Globalisation. State, Market, Civil Society.

**Unit-IV:** Social Consequences of Modernisation and Development, Social and Cultural consequences of Globalisation, Development and Implication of ICT (Information and Communication Technology) on Society.

**Essential Readings:**

1. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
2. Sharma, SL 1986. Development: Socio-Cultural Dimensions. Jaipur: Rawat.

**Suggested Readings:**

1. Samir, Amin. 1979. Unequal Development. New Delhi. Oxford University Press.
2. Giddens, Anthony. 1990. The Consequences of Modernity. Cambridge. Polity Press.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5441	International Trade and Development	3-0-0	3	Dr. Bikash Ranjan Mishra

**Pre-requisites:** None

**Course Outcomes:**

1. Identify and analyse different theoretical models of international trade and development in light of 'real world' situations.

2. Assess the impact of the economies of regional integration and multilateral arrangements.
3. Have knowledge of key institutions and important trade policy issues in the international economy.

**Modules:**

1. **Prelude to International Trade Theories:** Supply and Production Possibility; Preferences, Demand and Welfare; General Equilibrium in Open and Closed Economies; The Gains from trade
2. **Causes and Consequences of International Trade:**  
Trade Based on Absolute Advantage, Comparative Advantage and Opportunity Costs, The Standard Trade Model, Factor Endowments and the Heckscher-Ohlin Model, Intra-Industry Trade, Imperfect Competition and Increasing Returns to Scale as determinants of Trade and gains from trade, Effect of changes in tastes, per capita income and technology on Trade and gains from trade.
3. **Trade Restrictions:** Partial and General Equilibrium Analysis of a Tariff in a Small and a Large Country, The Theory of Tariff Structure; Non-Tariff Trade Barriers and Protectionism: Import Quotas, Voluntary Export Restraints, Technical, Administrative, and Other Regulations, International Cartels, Dumping, Export Subsidies, The Political Economy of Protectionism.
4. **International Trade and Economic Development:** The Importance of Trade to Development, The Terms of Trade and Economic Development, Export Instability and Economic Development, Import Substitution versus Export Orientation, Current Problems Facing Developing Countries.
5. **Economic Integration:** Preferential Trade Agreements, Free Trade Agreements, Customs Union (Trade-Creating and Trade-Diverting), Common Market and Economic Union; The EU, NAFTA, Mercosur and the FTAA, ASEAN and AFTA, Regionalism and Multilateralism.
6. **International Market Institution**  
The Gold Standard and the Interwar Experience. The Bretton Woods System, The GATT and WTO; International Monetary Fund, Crises and Responses; The World Bank; Structural Change and Adjustments.

**Essential Readings:**

- Markusen, Melvin, Kaempfer and Maskus, *International Trade: Theory and Evidence*, McGraw Hill
- Kenneth A. Reinert, *An Introduction to International Economics: New Perspectives On The World Economy*, Cambridge University Press.

**Suggested Readings:**

- Krugman Paul R. and Obstfeld Maurice. *International Economics*, Pearson Education
- Salvatore Dominick. *International Economics*, Wiley India.

- Gandolfo Giancarlo, *International Trade Theory and Policy*, Springer.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5432	Industry and Development	3-0-0	3	Dr. Bikash Ranjan Mishra

**Pre-requisites:** None

**Course Outcomes:**

1. Identify and analyze the behavior of a firm under different market situations in a systematic way (with the help of diagrams and mathematical derivations).
2. Understand and assimilate the issues related to locational determinants and industrial efficiency.
3. Have a comprehensive coverage of various issues related to industrialization with special emphasis on industrial planning.

**Modules:**

- Industry and Economic Development
- The Market: Structure – Conduct – Performance
- Industrial Organization and Ownership Pattern
- Size of Optimum Unit and Economies of Scale
- Industrial Location
- Industrial Productivity
- Cost – Benefit Analysis
- Industrial Policy and Indian Planning
- Industrial Development during Planning Period

**Essential Readings:**

- Barthwal R.R. (1985), *Industrial Economics*, Wiley Eastern Ltd., New Delhi.
- Seth Ranjana (2010), *Industrial Economics*, Ane Books Pvt Ltd., New Delhi.
- Singh, A and A.N. Sandhu (1988), *Industrial Economics*, Himalaya Publishing House, Bombay.

**Suggested Readings:**

- Hay D. and D. J. Morris (1979), *Industrial Economics Theory and Evidence*. Oxford University Press, New Delhi.
- Stephen Martin (2002), *Advanced Industrial Economics*, Oxford, UK Blackwell Publisher.

Oz Shy (1995), *Industrial Organization: Theory and Applications*, Cambridge, MA: The MIT Press.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5131	Application of Kautilya Arthashastra in Modern India	3-0-0	3-0-0	Dr. Surabhi Verma

**Prerequisite:** None

**Course outcomes:**

1. This course will enlighten the students about the ancient fundamentals about political and economic constituents, which will frame out a basic land of understanding the modern trends. This will help them to understand the upcoming needs in the area of policy making for states at national and international level.
2. This treatise deals with the science of Governance, so it projects out all the dimensions needed to be understood by students about the present socio-economic and political rules and regulations of the state.

**Modules:**

**Unit 1:** Introduction to the Discipline- Introduction to the Arthashastra, various disciplines of Indian Education System, place of Kautilya Arthashastra among one of them, importance of science dealing with governance

**Unit 2:** Introduction to *Tantrayuktis* – The methods of preparing a compendium, tools and techniques of writing a compendium.

**Unit 3:** Governance Procedure- Appointment of the ministers, duties of Government superintendents, treasury, spies, royal writ, punishment- *Vakparushya* and *Dandaparushya*.

**Unit 4:** Laws of Inheritance – Determination of forms of Agreements, determination of legal disputes, Division of inheritance, Special shares in inheritance, Distinction between sons.

**Unit 5:** Economic Dimension- Body of income of the state, collection of revenue, duties of a Chamberlin (*koshadhyksha*), forty ways of embezzlement of the revenue, punishment for the embezzlement of revenue, expenditure, Loss and Profit, Keeping up the Accounts, Recovery of Debts, Deposits of the state, Resumption of the gifts, Remission of Taxes.

**Unit 6:** Political Dimension- Six fold Policy- War, Combination of Powers, Agreement of Peace with or without definite terms, Double Policy, Circle of States, Conduct of Corporations, Secret means, Plan of treatise, planning of different *Vyuh*s in War.

**Essential readings:**

- i. *Arthashastra* of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi, India, 2005.
- ii. *Arthashastra* of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013.

**Supplementary readings:**

- i. *Kautilya, The Arthashastra* by L.N. Rangarajan, Penguin Books Ltd, London.
- ii. *Kautilya's Arthashastra: The Way of Financial Management and Economic Governance*, Jaico Publishing House, Mumbai, India.

Course Code	Name of the Subject	L-T-P	Credit	Coordinator
HS 5132	The Science of Self Realization for Holistic Humane Development	3-0-0	3-0-0	Dr. Surabhi Verma

**Prerequisite:** None

**Course outcomes:**

1. This Course is going to make our students to get information about the way to realize oneself which is the ultimate search and goal of Human life.
2. The standard means for highest development are discovered, discoursed, experimented and verified by Indian Intellectuals a long back and is present in Ancient Sanskrit Scriptures but is not accessible to our students due to Language Constraint.
3. This course will provide them required information for their further advancement in the area of research and also enrich our students with new vision and concept to follow in the methodology of investigation and experimentation towards infinitum from limitation.

**Modules:**

**Unit 1:** Introduction to the Science of Self-Realization- Introduction to the concept of 'Self' (*Ātman*), Manifestation or evolution of Self, *Self* and Consciousness, meaning and significance of the term '*Sciouness*' (*Cit*), Consciousness: Definition and Nature, Consciousness as per *Nyaya - Vaisheshika* and *Samkhya-Yoga* philosophies, The Concept of Pure and Reflected Consciousness as per Yoga philosophy, Consciousness in the creation of universe, Conversion of infinitum to finite, Creation process, Manifestation of Life Forms, Limitation Theory, Binding Constituents,

**Unit 2:** Cognitive Process and Re-cognition - Theory of Reflection, Transitional phases of Consciousness, Cognitive Process, Triad of Cognition, Seven Cognisors,

Cognitive apparatus in the Transitional phases of Consciousness, Recognition, Practices for the Recognition and Realization (*Yoga* etc.), Dissolution of Consciousness, The Concept of Time and Space.

**Unit 3:** Development and its dimensions – Meaning and significance of ‘Development’, dimensions of development, theories of developing the positive psychology (Indian discourse), the theory of Karma, cyclic concept of time, development verses peace, difference between ideology and philosophy, global crisis in leadership, sustainable development.

**Unit 4:** Holistic Humane Development – The central position of ‘self’ in development, means of upgrading the self from delimitations to infinitum, the process of recognition, practices for the Recognition and Realization (*Yoga* etc.).

**Essential readings:**

- i. *Pratyabhijñāhṛdayam* of Kṣemarāja by Jaideva Singh, Motilal Banarasidas, Varanasi, 1963.
- ii. *Yoga Sutra* of Patañjali by M.N. Drivedi, Sri Satagura Publications, India, 1980.

**Supplementary readings:**

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- ii. *Vijñānabhairava* by BapulalAnjna, ChaukhambhaSurbhartiPrakashana, Varanasi, 2011.