Course Objectives

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.

2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.

3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development’s diverse manifestations across locations and moments.

Course Learning Outcomes

1. Understand different ideas of, and approaches to, development.

2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.

3. Critically analyse the key features of developmental processes in postcolonial India.

4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.
Course Outline

1. Unpacking Development (3 Weeks)
2. Theorizing Development (5 Weeks)
3. Developmental Regimes in India (3 Weeks)
4. Practices and Experiences of Development (3 Weeks)

Course Content

Unit 1. Unpacking Development (Weeks 1-3)


Unit 2. Theorizing Development (Weeks 4-8)


Unit 3. Developmental Regimes in India (Weeks 9-11)


Unit 4. Practices and Experiences of Development (Weeks 12-14)


References

Compulsory Readings


Additional Resources


Harvey, David. 2007. ‘Neoliberalism as Creative Destruction,’ *The ANNALS of the American Academy of Political and Social Science* 610 (1), pp. 21-44.


**Teaching Learning Process**

The teaching learning for this course shall involve classroom lectures and student presentations of case studies, and critical evaluation of developmental epochs, initiatives, and projects. It shall also utilise diverse documents and visual material such as promotional literature, institutional and media reports, and feature and documentary films. This process shall help concretise the conceptual and theoretical debates and facilitate a tactile knowledge of the themes explored in this course.

**Assessment Methods**

Course assessment could involve an essay-based examination that evaluates students’ conceptual and theoretical grasp and a take-home assignment in which students critically analyse development practices, consequences, or resistance as these unfold in and through specific themes, moments, locations, policies, or programmes.

**Key Words**

Backwardness, progress, colonialism, development, economy, environment, freedom, gender, modernity, modernization, neoliberalism, poverty, progress, tradition, underdevelopment