

**Curriculum and Credit Framework
As per NEP 2020**

For

**MA Integrated Development Studies
(To be effective from the Academic Session 2024-25)**



**Department of Development Studies
Gurugram University, Gurugram**

(A State Govt. University Established Under Haryana Act 17 Of 2017)

Keepella

242/DSI/CC401

**MA Integrated Development Studies
SEMESTER - 4**

Name of Subject: Macroeconomics for Development											
Subject Code: CC-A07						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2*7=14 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Objective: This course provides an introduction to the core principles of macroeconomics and explores how national economies function as a whole. It focuses on key aggregates such as national income, employment, inflation, and government policy, with special attention to their role in the context of economic development. Students will gain insight into macroeconomic variables, policy tools, and the challenges faced by developing countries in achieving economic stability and growth. The course emphasizes the practical relevance of macroeconomic theory in addressing issues like unemployment, poverty, and inflation through appropriate policy interventions.

Course Outcomes: Students will able to:

1. Understand key macroeconomic variables and methods for measuring national income in an economy.
2. Analyze the causes and types of unemployment and poverty, particularly in developing countries.
3. Examine the role of money, banking, and inflation in the macroeconomic development process.
4. Evaluate the impact of fiscal and monetary policy on economic development and macroeconomic stability.

(Course Content)

Unit 1: Introduction to Macroeconomics and National Income

- 1.1 Meaning, Scope of Macroeconomics and its role in Development Studies
- 1.2 Basic Macroeconomic Variables (GDP, GNP, NNP, Personal Income and Disposable Income)
- 1.3 Circular Flow of Income (Two, Three & Four Sector Models)
- 1.4 Measurement of National Income (Product, Income and Expenditure Methods)

Unit 2: Employment, Unemployment, and Poverty

- 2.1 Concept of Employment and Unemployment (Types: Seasonal, Disguised, Structural, Voluntary Frictional)
- 2.2 Unemployment in Developing Countries – Causes and consequences
- 2.3 Poverty: Meaning, Types and Measurement (Absolute vs. Relative Poverty)

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249/DSI/CC402

**MA Integrated Development Studies
SEMESTER - 4**

Name of Subject: Gender and Development Studies											
Subject Code: CC-A08						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	2	0	2	2	0	4	15	35	15	35	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to provide students with a foundational understanding of gender as a social construct and its intersections with development processes. It critically examines theoretical approaches to gender and development, such as WID, WAD, and GAD, and highlights how social institutions like the family, state, and economy shape gender roles and inequalities. The course also explores policy frameworks, development programs, and contemporary challenges, including gender-based violence, LGBTQI+ rights, and digital inequality. Through both theoretical and sectoral lenses, the course equips students to analyze gendered impacts of policies and engage with grassroots movements and global development agendas.

Course Outcomes: Students will able to:

- 1 Gain conceptual clarity on the relationship between gender and development.
- 2 Explore key theoretical perspectives on gender in development discourse.
- 3 Critically analyze development policies and their gendered implications.
- 4 Engage with case studies and empirical material to understand lived realities of gendered experiences in development contexts.

(Course Content)

Unit 1: Conceptual Foundations of Gender and Development

- 1.1 Introduction to Gender: Biological Determination vs Social Construction
- 1.2 Approaches to the Study of Gender and Feminist Movements (First Wave, Second Wave, Third Wave)
- 1.3 Introduction to Gender and Development Theories: WID, WAD, GAD
- 1.4 Social Reproduction and Gendered Division of Labour

Unit 2: Gendered Institutions and Policy Frameworks

- 2.1 Family and Household
- 2.2 Gender and the State
- 2.3 Gender Budgeting and Development Planning in India
- 2.4 International Frameworks: CEDAW, SDGs, Beijing Platform for Action

Unit 3: Sectoral Perspectives and Development Programs

- 3.1 Gender and Education: Access, Retention, and Curriculum

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242/DST/CC403

**MA Integrated Development Studies
SEMESTER - 4**

Name of Subject: Development Theories and Approaches											
Subject Code: CC-A09						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to critically engage students with the evolution of development theories, from classical modernization paradigms to contemporary and post-development alternatives. It encourages an understanding of communication's role in development while exploring indigenous, participatory, rights-based, and culturally rooted perspectives. The course fosters critical thinking about global inequalities, power structures, and the possibilities of alternative, locally grounded development practices.

Course Outcomes: Students will able to:

1. Understand foundational and alternative paradigms of development.
2. Critically analyze various theories of development.
3. Evaluate various approaches and framework to development.
4. Examine contemporary models and its implications in shaping current development discourse.

(Course Content)

Unit 1: Classical and Neoclassical Theories

- 1.1. Introduction to the Dominant Paradigm: Traditional vs. Modern Societies
— Talcott Parsons, Max Weber, Emile Durkheim and W.W. Rostow
- 1.2. Modernization Theory
— Daniel Lerner, Everett Rogers, Wilbur Schramm and W.W. Rostow
- 1.3. Indigenous Perspectives on Modernity
— M.N. Srinivas, Yogendra Singh and **Dipankar Gupta**
- 1.4. Deconstruction of the Dominant Paradigm
— Introductory critiques from Ashis Nandy, Arturo Escobar, and Partha Chatterjee
Note: (the stage for Dependency Theory and Post-colonialism to be covered in Unit 2)

Unit 2: Dependency and Opposing Approaches

- 2.1 Dependency Theory
— Paul A. Baran, Andre Gunder Frank, Samir Amin and Fernando Henrique Cardoso
- 2.2. World Systems Theory
— Immanuel Wallerstein
- 2.3. Post-development Critique
— Arturo Escobar and Gustavo Esteva

Dipankar Gupta

8. Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton, NJ: Princeton University Press, 1993.
9. Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press, 1995.
10. Esteva, Gustavo. "Development." In *The Development Dictionary: A Guide to Knowledge as Power*, edited by Wolfgang Sachs, 6–25. London: Zed Books, 1992.
11. Frank, Andre Gunder. "The Development of Underdevelopment." *Monthly Review* 18, no. 4 (1966): 17–31.
12. Freire, Paulo. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Herder and Herder, 1970.
13. Gupta, Dipankar. *Mistaken Modernity: India Between Worlds*. New Delhi: HarperCollins, 2000.
14. Lerner, Daniel. *The Passing of Traditional Society: Modernizing the Middle East*. Glencoe, IL: Free Press, 1958.
15. Maslow, Abraham H. *Motivation and Personality*. New York: Harper & Row, 1954.
16. Mill, John Stuart. *On Liberty*. London: John W. Parker and Son, 1859.
17. Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi: Oxford University Press, 1983.
18. Nussbaum, Martha C. *Creating Capabilities: The Human Development Approach*. Cambridge, MA: Belknap Press of Harvard University Press, 2011.
19. Parsons, Talcott. *The Social System*. Glencoe, IL: Free Press, 1951.
20. Rogers, Everett M. *Diffusion of Innovations*. 5th ed. New York: Free Press, 2003.
21. Rostow, W. W. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press, 1960.
22. Rousseau, Jean-Jacques. *The Social Contract*. Translated by Maurice Cranston. London: Penguin Books, 1968. (Original work published 1762.)
23. Schramm, Wilbur. *Mass Media and National Development: The Role of Information in the Developing Countries*. Stanford, CA: Stanford University Press, 1964.
24. Sen, Amartya. *Development as Freedom*. New Delhi: Oxford University Press, 1999.
25. Servaes, Jan. *Communication for Development and Social Change*. New Delhi: SAGE Publications, 2008.
26. Singh, Yogendra. *Modernization of Indian Tradition: A Systemic Study of Social Change*. New Delhi: Thomson Press, 1973.
27. Singhal, Arvind, and Everett M. Rogers. *Entertainment-Education: A Communication Strategy for Social Change*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002.
28. Srinivas, M. N. *Social Change in Modern India*. Berkeley: University of California Press, 1966.
29. Streeten, Paul. *First Things First: Meeting Basic Human Needs in Developing Countries*. New York: Oxford University Press, 1981.
30. Thengadi, Dattopant. *Third Way: Swadeshi – An Ideology for National Reconstruction*. New Delhi: Sahitya Sindhu Prakashana, 1995.
31. UNESCO. *Many Voices, One World: Communication and Society Today*. Report by the International Commission for the Study of Communication Problems (MacBride Report). Paris: UNESCO, 1980.
32. United Nations. *Sustainable Development Goals (SDGs) Report*. New York: United Nations, 2015–2030.
33. Wallerstein, Immanuel. *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press, 1974.

B. Srinivas

MA Integrated Development Studies
SEMESTER - 4

Name of Subject: Public Health System and Management											
Subject Code: CC-A10						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: The course aims to provide a comprehensive understanding of public health systems, including their components and functions, health policy and planning, operational management, and contemporary challenges. It covers health service delivery models, policy frameworks, resource management, and emerging issues in public health.

Course Outcomes:

1. Describe the overview, components, functions, and organizational structure of public health systems, including health service delivery models and governance.
2. Develop and analyze health policy frameworks, strategic planning processes, implementation, and evaluation, and understand the role of stakeholders in health policy.
3. Apply principles of operational management in public health, including resource allocation, quality assurance, performance monitoring, and human resource management.
4. Assess contemporary challenges in public health management, such as emerging health issues, crisis management, system resilience, and innovations for future advancements.

Unit 1: Introduction to Public Health Systems

- 1.1 Overview of Public Health Systems (Primary, Secondary, and Tertiary Healthcare Networks in India).
- 1.2 Components and Functions of Health Systems (National Health Mission (NHM) and Ayushman Bharat).
- 1.3 Health Service Delivery Models
 - (Rural health delivery models: ASHA workers, Anganwadi centers, Primary Health Centers (PHCs).
 - Urban health service delivery: Urban Health Mission and Urban Primary Health Centers (UPHCs)
- 1.4 Health System Organization and Governance (Role of state governments in public health management and function of district health authorities)

Unit 2: Health Policy and Planning

Deepika

4. Bhatia, J. C., and R. K. Bansal. *Public Health in India: Issues and Challenges*. New Delhi: Academic Foundation, 2011.
5. Bhandari, Laveesh, ed. *Health Infrastructure in India: Critical Analysis and Policy Recommendations*. New Delhi: India Infrastructure Report, 2010.

Official Reports, Guidelines, and Policy Documents

6. Ministry of Health and Family Welfare (MoHFW). *Indian Public Health Standards (IPHS) Guidelines*. Accessed August 2025. <https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=450&lid=226>.
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18. UNICEF India. *Annual Reports*. Accessed August 2025. <https://www.unicef.org/india/reports>.
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21. NITI Aayog. *Health Expenditure Landscape in India*. Accessed August 2025. https://niti.gov.in/sites/default/files/2021-10/Health_Expenditure_Report.pdf.
22. NABH. *Accreditation Standards for Primary and Secondary Health Centres*. Accessed August 2025. <https://nabh.co/Standards>.
23. MoHFW. *Health Management Information System (HMIS) User Manual*. Accessed August 2025. <https://hmis.nhp.gov.in/#/>.

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