

*TD 638:*  
Development Perspectives

Topic A: Introduction to the Course

Prof. Subodh Wagle, IIT Bombay

# Dr. Subodh Wagle: Brief Introduction

B. Tech from IIT Bombay (1977-1982) [Mech. Engg.] {Hostel 5}

Ten years of work at the grass-roots level in rural areas for application of science and technology in rural development

Ph.D. in Energy and Environmental Policy (Social Science Faculty) from University of Delaware, USA (1992-96)

Co-Founder, President, Lead Member, PRAYAS, Pune (Independent Policy Analysis and Advocacy Organization) <[w3.prayaspune.org](http://w3.prayaspune.org)>

Adjunct Faculty, CTARA, IIT Bombay, [Role in designing and establishing M Tech (Technology & Development) Program]

Founding Dean, School of Habitat Studies, Tata Institute of Social Sciences (TISS), Mumbai [Started 4 new master's public policy programs]

Faculty, Center for Energy & Environmental Policy, University of Delaware, USA

Professor, CTARA, IIT Bombay (Teaching course in Public Policy since 2007)

Associate Faculty, Centre for Policy Studies [Led efforts to design MPP Program and Supported designing of PhD Program]

# Course Rationale and Key Features . . . 1

- The *main focus* of the program of M Tech in Technology and Development (MTD) is on
  - the *interface of technology and development*.
- In other words,
  - how does *technology interact with* the *society* in creating *developmental outputs*.
- This requires good *academic* as well as *practical understanding* of what *development* is and means.
- The program contain many courses and components that provide inputs to students
  - on the *practice* of *development* (e.g., TD 609).

## Course Rationale and Key Features . . . 2

- This **course** [TD 638: **Development Perspectives: Ideas, Approaches, and Theories**]
- is aimed at
  - providing basic academic understanding of **concepts, models, approaches, and theories of *development***.
- By doing this, it aims at instilling among students of MTD program a ***development perspective***.

# Course Rationale and Key Features . . . 3

Understanding What **Perspective** means?

- **(Your) Location**: Where you **are placed**? Your Geographic, Economic-Financial, Socio-Cultural, Political, Gender, Demographic **LOCATION**
- **(Your) Standpoint/ View-Point**: While standing on your **LOCATION**:
  - What **part of reality** you **GET to SEE**? What **part of reality** you **don' GET to SEE**?
- **(Your) Perspective**: HOW do you **UNDERSTAND/ INTERPRET** from your **Standpoint**  
the **reality** you are **ABLE and NOT ABLE to SEE** from your **Standpoint**?

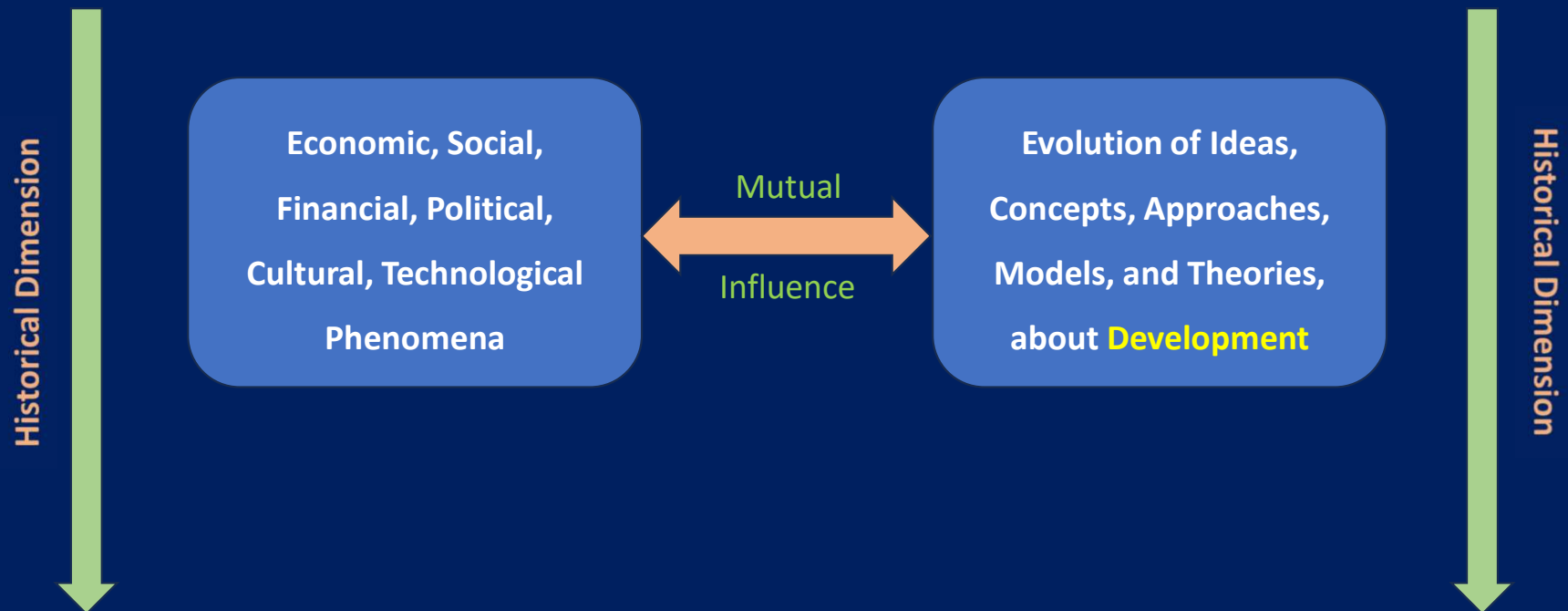
# Course Rationale and Key Features . . . 4

- **(Your) Perspective** depends on/ shaped by the **intellectual equipment** you have.
- This **intellectual equipment** *expands* your **HORIZON** (**Broaden** what you are **ABLE to VIEW**) and
  - *develops* your **VISION** (= Ability to **understand** and **interpret** what you are **ABLE to VIEW**)
- **Building Perspective** = **Expanding** your **HORIZON** by Knowing **HISTORY** and **CURRENT STATE**
  - + **Developing VISION** by gaining **KNOWLEDGE** (in the form of **Concepts & Theories**)

# Course Contents: Main Topics in the Syllabus (Planned)

- What is Development?
  - Colonial Legacy and Development
  - Brief Review of Classical Political Economy
  - Early Economistic Theories and Models: Conventional/ Mainstream and Critical Theories and Models
  - Late 'Economistic' Theories and Models: Neo-liberalism, Washington Consensus, New Institutional Economics
  - Development and Social Equity
  - Gender and Development
- Post-Development and Cultural Turn in Development Thinking
  - Environmental Turn in Development Thinking: Sustainable Development and Its Critiques
  - Depoliticization and Development:
  - Development Thinking in the Indian Context: Gandhian Perspective, Caste and Development
  - Recent Ideas, Approaches, and Frameworks: MDGs and SDGs, Corporate Social Responsibility, Social Entrepreneurship

# Course Structure





# Course Proceedings . . . 1

- As mentioned before, the two main components (having mutual influence) of the course are:
  1. **Ideas** (Concepts, Models, Approaches, and Theories) and Their **Conceptual Structures** and **Contents**
  2. **Histories**: Historical **Events** and **Phenomena** (social, economic, financial, political, cultural, technological)
- **Class Readings** are important component of the course as they help understand the nuances of the ideas and histories.
- Prescribed **Class Readings** will be made available to students via the **Moodle** before the class.
- Students are **expected to study readings** before the **class** and come prepared with **their queries** and **comments**.
- **Presentations** by the **instructor** meant **to explain SOME KEY ideas** and **historical phenomena**.
- **ALL** the assessments, exams will cover the **class discussions** and **content in the readings**.
- The **main** mode of communication will be **Moodle**.
- For **urgent** and **minor** communication, a separate **WhatsApp Group** will be set up by TAs.
- Students are encouraged to **use the 'Forum'** feature on the Moodle for **raising queries** and **initiate discussions**.

# Readings and Text Books

## Main Text Books

- Potter, B. and Smith, E. (2008) Geographies of Development: An Introduction to Development Studies. Pearson Education Limited. (Selected Chapters and Excerpts)
- Haslam, P.A., Schafer, J. and Beaudet, P. (eds.) (2012). Introduction to International Development: Approaches, Actors and Issues. Oxford: Oxford University Press. (Selected Chapters and Excerpts)

## Other Optional Books

- Clark, D. (ed.) (2006). The Elgar Companion to Development Studies. Northampton, Mass.: Edward Elgar. (Selected Chapters and Excerpts)
- Currie-Alder, B., Kanbur, R., Malone, D.M., and Medhora, R. (eds.) (2014). International Development: Ideas, Experience, and Prospects. Oxford: Oxford University Press. (Selected Chapters and Excerpts)
- Desai, V. and Potter, R. B. (eds.) (2014). The Companion to Development Studies. Third edition. Abingdon, Oxon: Routledge. (Selected Chapters and Excerpts)
- Peet, R. and Hartwick, E. (2015). Theories of development: Contentions, arguments, alternatives. Guilford Publications. (Selected Chapters and Excerpts)

# Class Prep Note : Reflections on “Development and Me” . . . 1

**Answer the following questions:** (Using the points mentioned in the bracket, but not limited to these points; you may use your additional points if any.)

1. **Who Am I?** [Answer should be in between 300 and 500 Words]

(My locations: **Demographic** [Age, Gender], **Social** [Family, Community], **Education and Training**, **Geographic** [Location, Region, Resource-Endowment] **Physical** [Health, Food/ Diet, Sports], **Economic** [Class, Income, Wealth, Security], **Cultural** [Beliefs, Values, Preferences, Hobbies, Recreation], **Political** [Beliefs, Values, Preferences]) [Minimum 300 Words]

2. **What Shaped Me?** [Answer should be in between 300 and 500 Words]

(Age, Gender, Family, Community, Education and Training, Geographic Location, Region, Resource-Endowments, Physical Health, Food/ Diet, Sports, Class, Income, Wealth, Economic Security, Cultural Beliefs, Values, Preferences, Hobbies, Recreation, Political Beliefs, Values, Preferences) [Minimum 300 Words]

## Class Prep Note : Reflections on “Development and Me” . . . 2

**Answer the following questions:** (Using the points mentioned in the bracket, but not limited to these points; you may use your additional points if any.)

3. Write about **FIVE YOUR OWN** most-important (according to you) ideas or concerns about **DEVELOPMENT**? [Write between 500 to 1000 Words, at least 100 words for each idea/ emotion/ etc.]
4. Where does each of these **FIVE** come from? How it is **connected** with your answers to the questions of “Who am I? What shaped me?” [Write between 500 to 1000 Words, at least 100 words for each idea/ emotion/ etc.]

# Initial Assignment: Reflective Note: Development and Me . . . 3

## 1. Who Am I? [300 and 500 Words]

(My locations: Demographic, Social, Education and Training, Geographic, Physical, Economic, Cultural, Political) [300]

## 2. What Shaped Me? [300 and 500 Words]

(My Age, Gender, Family, Community, Education and Training, Geographic Location, Region, Resource-Endowments, Physical Health, Food/ Diet, Sports, Class, Income, Wealth, Economic Security, Cultural Beliefs, Values, Preferences, Hobbies, Recreation, Political Beliefs, Values, Preferences)



In the light of answers  
to Question 1 and 2

## 3. What are MY OWN five most-important ideas or concerns about DEVELOPMENT?

## 4. Where does each of these five come from? How it is connected with me or Who am I & What shaped me?

[Both answers between 500 to 1000 Words, at least 100 words for each idea/ emotion/ etc.]

# Class Prep Note : Reflections on “Development and Me” . . . 4

## Other Instructions

- You rely on **your understanding** of “what does Development mean **(TO YOU)?**”
- You may discuss your points with other students.
- **Think** a lot. Make multiple drafts/ versions. This will help you write your **other assignments**.
- You may write in **bullet format** or in **short paragraphs**. But write **full sentences**, **not** words or phrases.
- Try to find a perfect word for the idea that you have in mind. Check the dictionary and Thesaurus repeatedly.
- Type in Font: Calibri or Helvetica, Font Size: 11, Spacing: 1.5

# Class Prep Note : Reflections on “Development and Me” . . . 5

## Submission and Deadline

- Please send a pdf file with the **file name**: <Your Role No\_Short\_Name\_TD 638\_Reflection Note 1>
- Submission by email sent to one of the two TAs. **Subject Line**: Your Role No\_Short\_Name\_TD 638\_Reflection Note 1.
- Please confirm the receipt of the email by contacting TA by phone or WhatsApp message.
- **Deadline**: Monday 5th August 2024 at 10 am . **Penalty for late submission**.

## Assessment Scheme (Tentative)

Assessment Type and Items	Grade Weightage
Reaction/ Reflection Papers/ Class Assignments (Short, 2 to 4 numbers)	20%
Mid-Sem (Short Answer Questions, Reflection Questions)	30%
Assignment (On Development Controversy or Government Scheme)	20%
End-Sem (Short Answer Questions, Reflection Questions)	30%
<b>Total</b>	<b>100%</b>

- You will write **TWO Assignments** in a semester based on **class discussion**.
- All Assignments will be explained in separate detailed Concept Notes.
- All **deadlines** will be informed at least two weeks in advance and will be strictly adhered to.
- Late submissions/ late reporting for chats will attract **penalties**. There will be **no second chances** of any kind.
- **Plagiarism** of any type and **Use of Chat-GPT/ Bard** type instruments is prohibited and will be severely punished.



Thank You