



## NABAKRUSHNA CHOUDHURY CENTRE FOR DEVELOPMENT STUDIES

(An Indian Council of Social Science Research institute in collaboration with Government of Odisha)

### Ph.D. Coursework in Development Studies at NCDS under affiliation to Utkal University

#### SYLLABUS

A Ph.D. student has to complete the compulsory courses.

The student has to complete additional courses related to the thesis, as suggested by the supervisor/advisory committee.

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For the scholars currently doing their coursework during April-September 2016 and July-December 2016, "DS01: Research Methodology", "DS02: Computer Application in Development Studies", "DS03: Review of Literature" and "DS04: Seminar Presentation" are compulsory. DS01 and DS02 will have five modules each and eight hours of teaching or student-contact sessions for each module. The student has to be evaluated and pass for each module. DS03 will have a presentation and a write-up that would be separately evaluated and the student has to pass each of these. DS04 will have two submissions: each will have a presentation to be followed-up with a write-up and the student will be evaluated and have to pass for each submission. The four compulsory course titles and their requirements are as per the current guidelines of Utkal University. The title and the broad structure cannot be altered. Only the content can be changed within the broader structure of the University guidelines.



## DS01: Research Methodology

**Learning Objectives:** The objectives of this paper are: to introduce scholars with the aspects of social science research, to imbibe in scholars logical concerns, to expose the scholars to the relevance of research design in addressing a research problem, to make the scholars aware of appropriate ethical issues relevant for conducting research, to inculcate in scholars the importance of existing literature in contextualizing a research problem, to introduce scholars to some methodological concerns.

### 1: Introduction to Social Science Research

1.1: Meaning, types and characteristics of research; Research: its scope, limitation and application to the society. 1.2: Research methods v/s methodology. 1.3: Factors and importance of social science research. 1.4: Relevance of creativity, innovation, originality and advancement of knowledge in research; Inter-disciplinary/multi-disciplinary research approaches.

### 2: Logical Concerns

2.1: Basic scientific principles: principle of falsification. 2.2: Logical fallacies. 2.3: Causality in social science. 2.4: Structure of scientific revolution.

### 3: Research Design

3.1: What is research design? Types of research design. Need of a good research design. 3.2 Design Flaws to avoid. 3.3: Formulating a research problem. 3.4: Developing a research plan/proposal.

### 4: Ethics in Research

4.1: Why care about ethics? Ethical principles and guidelines for social science research. 4.2: Risk and Benefit Evaluation. 4.3: Research integrity, Plagiarism. 4.4: Informed Consent, Confidentiality.

### 5: Methodological Concerns

5.1: Subjectivity versus Objectivity in Research. 5.2: Methodological Individualism. 5.3: Historical Method. 5.4: Mixed Method (assumes the knowledge of Quantitative and Qualitative methods through the course DSO2).

**Learning Outcomes:** In the context of social science research, the scholar will learn logical and ethical concerns, be familiar with research design and be introduced to some methodological concerns.

**Requirement/Evaluation:** This paper will be evaluated on the basis of the scholars applications of the methods learnt. The scholar will be evaluated on the following heads: an open review of a movie/poem/painting/song/dance selected by the researcher with the approval of the instructor, and at least one books review. There will be regular assignments, as decided by the instructor(s). They will also be evaluated on the basis of their participation in the classroom as also through social media for this as also other papers of their coursework. Each module will carry 20 marks and the scholar has to pass in each of the five modules.

**Readings** (\* indicates essential readings, # related readings, others could be tangential)

- 1.1a: \*Flick, Uwe (2012) *Introducing Research Methodology*, New Delhi: Sage, pp.1-16
- 1.1b: Chandel S.S et.al (2014) *Research Methodology: Tools and Techniques*, New Delhi: S.K. Book, pp.19-21
- 1.2: Kothari, C.R. (2004) *Research Methodology: Methods and Techniques*, New Delhi: New Age, pp.1-29.
- 1.3&.4: #Shiu, Eric (2014) *Creativity Research*, London and New York: Routledge, pp.1-86
- 1.4a: \*Hossein, Rokheya Shekhawat (1905) [Sultana's Dream](#), UPenn Digital Library, (accessed 28 August 2016).



- 1.4 b: Bajpai, S.R. (1989) *Methods of Social Survey and Research*, Kitab Ghar, pp.136-143.
- 2.1a: \*Popper, Karl (1963) [Conjectures and Refutations](#), Routledge, (accessed 26 August 2016).
- 2.1b: \*Popper, Karl (2005) [The Logic of Scientific Discovery](#), London and New York: Routledge, Ch 1,4, (accessed 2 September 2016)
- 2.2: \*Hansen, Hans, (2015) [Fallacies](#), in Edward N. Zalta (ed.) *The Stanford Encyclopedia of Philosophy*, (accessed 26 August 2016).
- 2.3a: \*Hicks, John (1979) *Causality in Economics*, Basic Books, New York. (Ch 1, 2)
- 2.3b: #Mackie, JL (1965) [Causes and Conditions](#), *American Philosophical Quarterly*, 2(4), pp 245-264.
- 2.3c: Anderson, T, Burton, J and Torrance, T (1984) [Causation, Social Science and Sir John Hicks](#), *Oxford Economic Papers*, 36(1): 1-11.
- 2.4: \*Kuhn, Thomas (1970) [The Structure of Scientific Revolutions](#), University of Chicago Press (accessed 2 September 2016).
- 3.1a: \*de Vaus, D.A. (2001) *Research Design in Social Research* London: Sage, Ch.1: [What is Research Design?](#) (accessed 2 September 2016).
- 3.1b: #Latour, Bruno (2004) [A Prologue in the Form of a Dialog between a Student and his \(somewhat\) Socratic Professor](#), (Accessed 26 August 2016).
- 3.1c: Gupta, Santosh (2007) *Research Methodology and Statistical Techniques*, New Delhi: Deep and Deep, pp.75-81.
- 3.1d: \*Labaree, Robert V. Research Guides: Organizing Your Social Sciences Research Paper (particularly, [Types of Research Designs](#), [Design Flaws to Avoid](#), [The Research Problem/Question](#), and [Writing a Research Proposal](#)). University of Southern California (accessed 28 August 2016).
- 3.2: Trochim, William M. [The Research Methods Knowledge Base](#), 2nd edition (Version: 20 October 2006; accessed 2 September 2016).
- 3.3: Kothari, C.R. (2004) *Research Methodology: Methods and Techniques*, New Delhi: New Age, pp. 40-44.
- 3.4: 3.4: Kumar, Ranjit (2011) *Research Methodology*, 3rd edition, New Delhi: Sage, pp. 43-58,91-101, 217-236.
- 4.1a: \*Israel, Mark and Hay, Iain (2006) *Research ethics for social scientist: Between ethical conduct and regulatory compliance*, London: Sage, Ch 1-3, 5-6.
- 4.1b: \*Emanuel, EJ; Wendler, D; Killen, J and Grady, C (2004) What Makes Clinical Research in Developing Countries Ethical? The Benchmarks of Ethical Research, *Journal of Infectious Diseases*, Vol.189, No.5, pp.930-937.
- 4.1c: Jesani, Amar and Barai-Jaitley, Tejal (ed.) (2005) [Ethics in health research: A social science perspective](#), Mumbai: Centre for Studies in Ethics and Rights, (accessed 28 August 2016)
- 4.1d: \*Johnson, Craig E (2006) *Organizational Ethics: A Practical Approach*, Thousand Oaks, Sage, Ch.1: [Ethical Perspectives](#) (accessed 28 August 2016).
- 4.1e: Petrini, Carlo; Gainotti, Sabina (2008) [A personalist approach to public-health ethics](#), *Bulletin of the World Health Organization*, Vol.86, pp.624–629.
- 4.1f: #Weber, Max (1949) *The Method of Social Sciences*, Glencoe, IL: The Free Press.
- 4.2a: \*Campbell, Richard T. (2003) [Risk and Harm Issues in Social Science Research](#), Position Paper Prepared for Human Subjects Policy Conference, University of Illinois at Urbana-Champaign, (accessed 28 August 2016)
- 4.2b: \*Singer, Eleanor (2004) Risk, Benefit and Informed Consent in Survey Research, *Survey Research*, Vol.35, No.2-3, pp.1-6.
- 4.3a: \*Cahn, Steven M (2011) *Saints and Scamps: Ethics in Academia* (25<sup>th</sup> Anniversary Edition), Chapter 3: Scholarship and Service, Plymouth: Rowman & Littlefield.
- 4.3b: \*COPE council (2011) How should editors respond to plagiarism? COPE Discussion Document. Available at [publicationethics.org](#).
- 4.3c: \*COPE council (2014) What constitutes authorship? COPE Discussion Document. Available at [publicationethics.org](#).
- 4.3d: Koreman, Stanley G (undated) Teaching the responsible conduct of research in humans. Available online at [ori.hhs.gov](#).
- 4.4a: Carrel, Margaret & Rennie, Stuart (2008) [Demographic and health surveillance: longitudinal ethical considerations](#), *Bulletin of the World Health Organization*, Vol.86, pp.612–616.



- 4.4b: Osrin, David; Azad, Kishwar; Fernandez, Armida; Manandhar, Dharma S; Mwansambo, Charles W; Tripathy, Prasanta & Costello, Anthony M (2009) [Ethical challenges in cluster randomized controlled trials: experiences from public health interventions in Africa and Asia](#), *Bulletin of the World Health Organization*, Vol.87, pp.772–779.
- 4.4c: \*Wiles R, Health S, Crow G, and Charles V (2005) [Informed consent in social research: A literature review](#), ESRC National Centre for Research Methods, NCRM Methods Review Paper/001 .
- 4.4d: \*Easter, Michele M.; Davis, Arlene M. & Henderson, Gail E. (2004) [Confidentiality: More than a linkage file and a locked drawer](#), *IRB: Ethics & Human Research*, Vol.16, No.2, pp 13-17, (accessed 28 August 2016).
- 4.4e: \*Molyneux, C.S.; Wassenaar, D.R.; Peshu, N.; & Mars, K. (2005) 'Even if they ask you to stand by a tree all day, you will have to do it (laughter)...!': Community voices on the notion and practice of informed consent for biomedical research in developing countries, *Social Science & Medicine*, Vol. 61, pp.443–454.
- 5.1a: Kalzema, April (2014) [Objective vs. Subjective Writing: Understanding the Difference](#), Udem Blog (accessed 3 September 2016)
- 5.1b: Mulder, Dwayne H. (undated), [Objectivity](#), The Internet Encyclopedia of Philosophy, (accessed 3 September 2016).
- 5.1c: Ratner, Carl (2002) [Subjectivity and Objectivity in Qualitative Methodology](#), *Forum: Qualitative Social Research*, 3(3), Art. 16 (accessed 3 September 2016)
- 5.2a: Heath, Joseph (2015) [Methodological Individualism](#), in Edward N. Zalta (ed.) *The Stanford Encyclopedia of Philosophy* (accessed 3 September 2016)
- 5.2b: Hodgson, Geoffrey M. (2007) Meanings of Methodological Individualism, *Journal of Economic Methodology*, 14(2): 211-226, see pre-print [version](#).
- 5.2c: Little, Daniel (2008) [Methodological Individualism](#) in Understanding Society Blogpost (accessed 3 September 2016)
- 5.3a: Carr, E.H. (1961) [What is History?](#), Cambridge University Press; also see related [write-up](#) in Wikipedia. In addition, an useful resource is [Writing on History](#) from the History Department at Queens College New York (in particular the Critical Reading on [Historiography](#)).
- 5.3b: Hicks, John (1969) [A Theory of Economic History](#), Oxford: Clarendon Press.
- 5.3c: Kosambi, D.D. (1975) An Introduction to the Study of Indian History, Bombay: Popular Prakashan (particularly, Chapter 1), see open source [archive](#).
- 5.4a: Mertens, Donna M. (2015) [Mixed Methods and Wicked Problems](#), *Journal of Mixed Methods Research*, 9(1): 3-6.
- 5.4b: Mertens, Donna M.; Bazeley, Pat; Bowleg, Lisa; Fielding, Surrey, Nigel; Maxwell, Joseph; Molina-Azorin, Jose F.; & Niglas, Katrin (2016) [The Future of Mixed Methods: A Five Year Projection to 2020](#), MMIRA Task Force Report.
- 5.4c: Mishra, Srijit (2014) [Farmers' suicides in Maharashtra, India: A mixed method study leading to policy suggestions](#), Sage Research Methods Cases.
- 5.4d: International Institute for Qualitative Methodology (2016) [Mixed Methods Webinar Schedule 2016](#).



## DS02: Computer Application in Development Studies

**Learning Objectives:** The objectives of this paper are: to acquaint the scholars about the methods of sampling and data collection, to make scholars familiar with various statistical tools and techniques, to introduce the scholar to various databases, to train the scholars with some basic applications of spreadsheet with an approach to 'Learning by Doing', to familiarize scholars with some of the social science software packages, and to expose scholars to the method of content analysis.

### 1: Methods and techniques of data collection

1.1: Types of data: cross section, time series, panel and pooled data; sources of data: primary and secondary. 1.2: Qualitative methods: ethnography, participant observation, case study, focus group discussions (FGD), key Informants; PRA (Participatory Rural Appraisal). 1.3: Quantitative methods: survey, Delphi method, experiment, questionnaire, interview schedule, archival method. 1.4: Sampling techniques, sampling and non-sampling errors.

### 2: Use of Statistics in research

2.1: Measures of central tendency, measures of dispersion, correlation, regression. 2.2: Probability and probability distribution functions, testing of hypothesis, 2.3: Econometrics and its applications 2.4: Multivariate methods - factor analysis, cluster analysis, conjoint analysis, multi-dimensional scaling, and attitudinal scale.

### 3: Application of spreadsheet

3.1: Fundamentals of spreadsheet. 3.2: Formatting and workbook application. 3.3: Data entry, analysis and interpretation. 3.4: Creating tables, charts, and graphs.

### 4: Statistical packages - at least one from the four given below

4.1: SPSS. 4.2: EViews. 4.3: STATA. 4.4: R package.

### 5: Content analysis

5.1: Fundamentals of content analysis. 5.2: Methods of content analysis: counting frequencies, arrangement, or locating and usage of words and phrases. 5.3: Scope and limitations of content analysis. 5.4: Computer application

**Learning Outcomes:** scholars will have a first-hand experience in quantitative and qualitative methods of data collection, will be able to use statistical tools and techniques, will know the use of spreadsheet and some suitable statistical packages for data analysis and be able to analyze actual text contents through the content analysis method.

**Evaluation:** The scholars will work in a team to identify a research problem to which they will apply both quantitative and qualitative methods of data collection and submit a report. The scholar will make a presentation and submit a write-up by applying statistical tools and techniques through a statistical package and/or spreadsheet to a data set. There will be regular assignments, as decided by the instructor(s). Each module will carry 20 marks and the scholar has to pass in each of the five modules.

**Readings** (\* indicates essential readings, # related readings, others could be tangential)

1.1 & 2.2: Gujarati, D.N. (2003) *Basic Econometrics*, 4th edn, New Delhi: Mc-Graw Hill

1.1, 1.4 & 2.2: Gupta, S.C. (2014) *Fundamentals of Statistics*, 7th edn, New Delhi: Himalaya

1.2a: Flick, Uwe (2010) *An Introduction to Qualitative Research*, 4th edn, New Delhi: Sage, Ch.26; Using computers in qualitative analysis, pp.358-369

1.2b: Silverman, D (2012) *Qualitative Research*, 3rd edn, New Delhi: Sage, pp.15-31 (for Ethnography)

1.2c: Cavestro, Luygi (2003) [\*P.R.A. - Participatory Rural Appraisal Concepts Methodologies and Techniques\*](#), pp.3-16 (accessed 26 August 2016).



- 1.3a: Helmer, Olaf (1967) [Analysis of the Future: The Delphi Method](#), (accessed 30 August 2016)
- 1.3b: Linstone, Harold A & Turoff, Murray (eds.) (2002) [The Delphi Method: Techniques and Applications](#) (accessed 30 August 2016)
- 2.1a: Gupta, S.P. (2014) *Statistical Methods*, 43rd edn, New Delhi: Sultan Chand and Sons
- 2.1b: NCERT (2006) *Statistics for Economics*, New Delhi: NCERT, Ch.2, 5-7, 9, <http://epathshala.nic.in/> (Class XI, accessed 30 August 2016)
- 2.3: Hair, J.E.Jr.; Anderson, R.E.; Tatham, R.L.; Black, W.C. (1998) *Multivariate data analysis* (5th ed.), Upper Saddle River, NJ: Prentice-Hall.
- 2.4a: Likert, (1932) [A Technique for the Measurement of Attitudes](#), *Archives of Psychology*, Vol.22, p.5-55, (accessed 30 August 2016)
- 2.4b: University of Kansas (undated) *The Community Tool Box* (Ch 37, Sec 7: [Collecting and using Archival Data](#)), (accessed 30 August 2016)
- 3.1a: Yanusauskas, Vincent J. (2015) [Introduction to Microsoft excel 2010: Creating a basic spreadsheet](#) (accessed 24 August 2016)
- 3.1b: [Microsoft excel 2007 to 2016 course](#) (accessed 24 August 2016)
- 3.2-3.4: [Tips and tutorial on excel](#) (accessed 24 August 2016)
- [Excel 2013 videos and tutorials](#) (accessed 24 August 2016)
- 4.1a: Field, Andy (2009) [Discovering Statistics Using SPSS](#), 3rd edn, London: Sage (accessed 24 August 2016)
- 4.1b: [SPSS statistics base 17.0 User's guide](#) (accessed 24 August 2016)
- 4.1b: [SPSS basic tutorials](#) (accessed 24 August 2016)
- 4.2a: [EViews 7 User's Guide I](#) (accessed 24 August 2016)
- 4.2b: [EViews 7 User's Guide II](#) (accessed 24 August 2016)
- 4.2c: [EViews Illustrated for Version 8](#) (accessed 24 August 2016)
- 4.3a: [Stata user's guide release 13](#) (accessed 24 August 2016)
- 4.3b: [Stata tutorial](#) (accessed 24 August 2016)
- 4.4a: [The R manuals](#) (accessed 24 August)
- 4.4b: [Books related to R](#) (accessed 24 August 2016)
- 5.1-5.3a: Franzosi, Roberto (2014) [Content Analysis: Objective, Systematic, and Quantitative Description of Content](#) (accessed 24 August 2016)
- 5.1-5.3b: Flick, Uwe (2012) *Introducing Research Methodology*, New Delhi: Sage, pp 133-140
- 5.1-5.3c: Anonymous (2012) *Know Your Audience: Chapter 16* [Content analysis](#) (accessed 3 August 2016)
- 5.4: Lowe, Will (2001) [Software for Content Analysis – A Review](#), Harvard (accessed 26 August 2016)



## DS03: Review of Literature (Sources and Reviewing)

**Learning Objectives:** The objectives of this paper are to inculcate in scholars the importance of existing literature in contextualizing a research problem, and train them in referencing literature.

### Course Content

- 1: Meaning and objectives of literature review
- 2: Strategies and issues in conducting a review; Scope and limitation of literature review
- 3: Locating literature (Books, journal articles, newspapers, internet sources, thesis, conference papers, working paper, government reports, movies, poems and other relevant resources).
- 4: Critical analysis of literature
- 5: Methods of preparing a reference list, bibliography and citation style

**Learning Outcomes:** The scholar would know the importance of contextualizing literature.

**Requirement/Evaluation:** Each scholar would be required to prepare a review article on his/her broad area of research and also make a presentation. Both presentation and write-up will be evaluated for 50 marks each. The presentation has to be in front of the Subject Research Committee (SRC) who may direct the student to amend the review and ask a second or third presentation. The write-up is to be evaluated by a faculty or a member of SRC to be allotted by the Chairperson, SRC.

**Readings** (\* indicates essential readings, # related readings, others could be tangential)

- 1&2.2: Flick, U. (2012) *Introducing Research Methodology*, 2nd edn, New Delhi: Sage, Ch.5
- 2.1&4: Jesson, J. et al. (2011) *Doing Your Literature Review: Traditional and Systematic Techniques*, 1st edn, London: Sage.
- 3: KKumar, R. (2011) *Research Methodology*, 3rd edn, New Delhi: Sage publication, pp. 34-37
- 4: Booth, A. et al. (2011) *Systematic Approaches to a Successful Literature Review*, 1st edn, London: Sage
- 5: \*Mott-Smith, Jennifer, A. (2011) [Establishing Textual Authority and Separating Voices: A New Approach to Teaching Referencing](#), *English Teaching Forum*, 49(2): 16-33.



## DS04: Seminar Presentation (Research Communication)

**Learning Objectives:** The objectives of this paper are: to train scholars in research communication, to improve the scholars presentation skills, to introduce the scholars to nuances of academic writing.

### Course Content

- 1: Techniques of effective oral communication, listening skills, participating in conversation and group discussion.
- 2: Communication ways: one-to-one communication (student-student or student-teacher), small-group or team-based oral work, full-class discussions (teacher- or student-led), in-class debates.
- 3: Speech and Presentations,
- 4: Written communication: assignment, proposal, report, and review.
- 5: Use of social media and blogs to debate, discuss and share ideas.

**Requirement/Evaluation:** Each candidate would prepare two submissions: each will have a write-up and a presentation/seminar before the Subject Research Committee (SRC). Each submission would carry 50 marks. The SRC would evaluate this. The SRC can direct the scholar to revise the write-up and make a fresh presentation. A research proposal chosen by the scholar that is likely to lead to a PhD thesis will be one of the submissions.

**Readings** (\* indicates essential readings, # related readings, others could be tangential)

- 1,2&3: Woodcock, Bruce (undated) [Communication Skills: Speaking and Listening](#), and [Communication Skills: Writing](#) (accessed 29 August 2016).
- 1: Government of Canada (undated), [Oral Communication tip sheet](#), (accessed 29 August 2016).
- 2a: University of Pittsburg (undated) [Six Types of Oral and Communication Activities](#), (accessed 29 August 2016).
- 2b: University of the Sciences (undated) [Student Participation/Active Learning](#), (accessed 29 August 2016).
- 3a: Adams, K. (2004) Modelling success: enhancing international postgraduate research students' self-efficacy for research seminar presentations, *Higher Education Research & Development*, Vol.23, No.2, pp.115-130.
- 3b: \*BBC (2014) [Key Skills: Effective Presentations](#), (accessed 29 August 2016).
- 3c: Plymouth University (2010), [Presentations](#), Learning Development with Plymouth University, (accessed 29 August 2016).
- 4a: \*Murray, Rowena & Moore, Sarah (2006) [The Handbook of Academic Writing: A Fresh Approach](#), Maidenhead: Open University Press, (accessed 29 August 2016).
- 4b: \*Story, Geraint W. (c. 2006) [Writing Your First Year Report, Researcher Development Programme](#), University of Cambridge, (accessed 29 August 2016).
- 4c: \*The Centre for Writing Studies (undated) [Writers Workshop: Writer Resources](#), University of Illinois at Urbana-Champaign, (accessed 29 August 2016).
- 5a: Powell, J. (2015) [How good are you at Research uptake? New tool helps assess Capacity](#), Research to Action
- 5b: Constant, L. (2015) [Visual Note taking at Conferences](#), Research to Action





## DS05: Human Development, Capability and Justice

**Instructor:** Srijit Mishra

### Course Objective

The objective of the course is to introduce students to philosophical and/or conceptual issues, and to discuss with students the notions of freedom, capability, and justice among others.

### Course Description

The conceptual or philosophical issues will be as follows. Freedom, or development as freedom, would largely draw from Sen. The discussions on capability will be on the notions by Sen and Nussbaum among others. On justice, we will discuss Rawls' and juxtapose it to that of Sen. Attempts will be made to bring in examples from the Indian context wherever feasible and also examples that raise concerns of gender, education and health among others would be dealt with.

### Course Content

- 1: Introduction and overview; What is Human Development?
- 2: Ends and Means of Development (Development as Freedom), Nehru's tryst with destiny speech, Ambedkar's last speech to the constituent assembly and other Indian thinkers.
- 3: Capability: Beings and Doings (Sen, Pattanaik)
- 4: Capability: Endorsing a List for a Normative Conception (Nussbaum, Charusheela). This will also raise concerns of gender, culture and human rights.
- 5: Justice as Fairness (Rawls); Transcendental vs Comparative (Sen), Gandhi's Talisman

### Course outcome

At the end of the course the students are expected to be familiar with the conceptual issues discussed and will also be able to apply them in their own work.

### Teaching Methods

The lectures would be interactive. For this, a prerequisite is that students are to go through the essential readings before class. Independently, the students will also have to make presentations for some of the assignments. Broadly speaking, the classes will be divided into three parts, lectures, assignment related presentations and discussions.

### Evaluation

Students are required to submit a group assignment applying one or more of the conceptual issues discussed (preferably to the Indian context). This will have a presentation and a write-up. This will have 40% weight out of 100. Free riders will be penalized. Class participation including assignments and discussions will account for 60% out of 100.

### Readings (\* indicates essential readings, # related readings, others could be tangential)

- 1a: \*Sen, A (2000) [A Decade of Human Development](#), *Journal of Human Development*, 1(1): 17-23.
- 1b: #Alkire, S (2002) [Dimensions of Human Development](#), *World Development*, 30 (2): 181-205.
- 1c: #HDRO Outreach (2015) [What is Human Development?](#).
- 1d: UNDP (1990), 'Overview', [Human Development Report 1990](#), Oxford University Press.
- 1e: UNDP (2010), 'Overview', [Human Development Report 2010 - The Real Wealth of Nations: Pathways to Human Development](#), Palgrave Macmillan.
- 1f: UNDP (2014), 'Overview', [Human Development Report 2014 – Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience](#).
- 2a: \*Sen, Amartya (1999), *Development as Freedom*, Oxford University Press, Delhi. pp. 1-53 (particularly, introduction and chapter 2, pp.1-11, 35-53).
- 2b: #Streeter, Paul (1994), [Human Development: Means and Ends](#), *American Economic Review*, 84 (2): 232-237.
- 2c: Government of India (1947) [Constituent Assembly of India, Vol. V,p1](#), 14 August, (in particular, see Jawaharlal Nehru's Tryst with Destiny speech).
- 2d: Government of India (1949) [Constituent Assembly of India, Vol. XI,p.11](#), 25 November, (in particular, see the last response of BR Ambedkar where he raises three concerns).



- 3a: \*Sen, Amartya (1985) *Commodities and Capabilities*, Chapter 1-4 (primarily chapter 2).
- 3b: #Kuklys, Wiebke (2005), *Amartya Sen's Capability Approach: Theoretical insights and empirical applications*, Springer-Verlag, Berlin.
- 3c: #Pattanaik, Prasanta K, and Xu, Yongsheng (2007), [Minimal relativism, dominance, and standard of living comparisons based on functionings](#), Oxford Economic Papers, 59, 354-374.
- 3d: #Pattanaik, Prasanta K, and Xu, Yongsheng (2012) Some foundational issues in the functioning and capability approach to the concept of well-being, in UNESCO-EOLSS Joint Committee (eds.), *Social and Cultural Development of Human Resources*, in Encyclopedia of Life Support Systems (EOLSS), Developed under the Auspices of the UNESCO, EOLSS Publishers, Oxford ,UK, [<http://www.eolss.net>].
- 3e: #Robeyns, I (2005) [The Capability Approach: A Theoretical Survey](#) *Journal of Human Development*, 6 (1): 93-117.
- 3f: #Sen, Amartya (1989) Development as Capability Expansion, Chapter 1 in S Fukuda-Parr and AK Shiva Kumar (eds) *Readings in Human Development*, Oxford University Press.
- 3g: Alkire, S (2005) [Why the Capability Approach?](#), *Journal of Human Development*, 6(1):115-135.
- 3h: Biggeri, Mario, Renato Libanora, Stefano Mariani and Leonardo Menchini (2006), [Children Conceptualizing their Capabilities: Results of a Survey Conducted during the First Children's World Congress on Child Labour](#), *Journal of Human Development*, 7(1): 59-83.
- 4a: \*Nussbaum, Martha (2003) [Capabilities as Fundamental Entitlements: Sen and Social Justice](#), *Feminist Economics*, 9 (2-3): 33-59.
- 4b: #Charusheela, S (2009), [Social analysis and the capabilities approach: a limit to Martha Nussbaum's universalist ethics](#), *Cambridge Journal of Economics* 33 (6): 1135-1152.
- 4c: Nussbaum, Martha C (2006) [Education and Democratic Citizenship: Capabilities and Quality Education](#), *Journal of Human Development*, 7 (3): 385-395.
- 4d: Nzegwu, N. 1995. [Recovering Igbo traditions: a case for indigenous women's organizations in development](#), in Nussbaum, M. C. and Glover, J. (eds), *Women, Culture, and Development*, Oxford: Clarendon Press.
- 5a: \*Rawls, J (2000) *Justice as Fairness: A Restatement*, The Belknap Press, §1-8,13.1,18.
- 5b: #Rawls, J (1971) *A Theory of Justice*, The Belknap Press.
- 5c: #Rawls, J (1957) [Justice as Fairness](#), *Journal of Philosophy*, 54 (22): 653-662.
- 5d: #Rawls, J (1958) [Justice as Fairness](#), *Philosophical Review*, 67 (2): 164-194.
- 5e: #Rawls, J (1985) [Justice as Fairness: Political not Metaphysical](#), *Philosophy and Public Affairs*, 14 (3): 223-251.
- 5f: \*Sen, A. (2006) [What do we want from a theory of justice](#), *Journal of Philosophy*, 103 (5): 215-238.
- 5g: \*Mishra, Srijit (2014), A Possible Defence of Rawls: A Note, Presented at 'Global Justice and the Global South', University of Delhi, 25-27 April 2014.
- 5h: #Sen, Amartya (2009) *The Idea of Justice*, Penguin Books, London.
- 5i: Also see 11 papers in the [January-June 2011 issue](#) of the *Indian Journal of Human Development*, and four papers in the November 2010 ([Volume 11, Issue 4](#)) issue of the *Journal of Human Development and Capabilities*.

### Other general readings

- Deneulin, S with Shahani, L (eds.) (2009) [An Introduction to the Human Development and Capability Approach: Freedom and Agency](#), Earthscan, London and Sterling, VA and International Development Research Centre, Ottawa,.
- Fukuda-Parr, S; Shiva Kumar, A.K., (eds) (2005) *Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm*, Oxford University Press, New Delhi.
- Shiva Kumar, A.K., Fukuda-Parr, Sakiko (eds.) (2009) *Handbook of Human Development: Concepts, Measures, and Policies*, Oxford University Press, New Delhi.
- [Journal of Human Development and Capability](#) and [Indian Journal of Human Development](#).
- *Human Development Reports*: <http://hdr.undp.org/en> or search using <http://hdr.undp.org/en/reports>. The focus could be on the reports in 2000 ([human development and human rights](#)), 2004 ([human development and cultural liberty](#)), and 2011 ([sustainability and equity](#)) or other reports.

(There could be some further additions or changes as the course progresses.)



## DS06: Measurement of Poverty, Inequality, Human Development and Group Disparity

**Instructor:** Srijit Mishra

### Course Objective

The objective of this course is to inculcate in students a critical take on the measurement of poverty, disparity and human development index among others.

### Course description

On measurement issues we will begin with Rowntree's classic work on poverty and the Gini index, extend that discussion to decomposition of poverty change (on account of growth, inequality and population effects), and then get into the discussion of measuring multidimensional poverty. Other measurement aspects covered will be secluded and proximate illiteracy, health-related measures of inequality, a critical take on the human development index, group differential measure, and group-disparity adjusted measure of deprivation.

### Course Content

1. Poverty; Inequality
2. Decomposing Poverty Change; Multidimensional Poverty
3. Secluded and Proximate Illiteracy; Health Inequality
4. Human Development Index (HDI); Alternative Measures of HDI
5. Group Differential Measure; Deprivation adjusted for Group Disparities

### Course outcome

At the end of the course the students are expected to be familiar with the measurement issues discussed and will also be able to apply them in their own work.

### Teaching Methods

The lectures would be learning-by-doing. For this, a prerequisite is that students are to go through the essential readings before class.

### Evaluation

Students are required to submit a term paper, applying one of the measures. This will have 40% weight out of 100. Class participation, including in-class 'learning-by-doing' assignments will account for 60% out of 100.

### Readings (\* indicates essential readings, # related readings, others could be tangential)

- 1.1a #Rowntree, BS (1908) [Poverty: A Study of Town Life](#), Macmillan, (particularly chapter 4).
- 1.1b Foster, J., Greer, J., Thorbecke, E. (1984) [A class of decomposable poverty measures](#), *Econometrica* 52 (3): 761-766.
- 1.2a #Bellù, Lorenzo Giovanni; Liberati, Paolo (2006) [Inequality Analysis: The Gini Index](#), EasyPol Module 040, Food and Agriculture Organization.
- 1.2b #Bellù, Lorenzo Giovanni; Liberati, Paolo (2006) [Policy Impacts on Inequality, Inequality and Axioms for its Measurement](#), EasyPol Module 054, Food and Agriculture Organization.
- 2.1a \*Mishra, Srijit (2015), [Decomposing Poverty Change: Deciphering Change in Total Population and Beyond](#), *Review of Income and Wealth*, 61(4): 799-811.
- 2.1b #Mishra, Srijit (2016), [Decomposing Poverty Change in India: Within- and Between-group Effects across Regions, 2004-05 and 2009-10](#), Working Paper No.65, Bhubaneswar: Nabakrushna Choudhury Centre for Development Studies.
- 2.1c #Heshmati, A. (2004), [A review of decomposition of income inequality](#). IZA Discussion Paper No. 1221. Institute for the Study of Labor, Bonn.
- 2.1d #Son, H.H. (2003) [A new poverty decomposition](#), *Journal of Economic Inequality* 1(2): 181-187.
- 2.1e Jain, L. R., Tendulkar, S. D. (1990) Role of growth and distribution in the observed change in headcount ratio measure of poverty: a decomposition exercise for India, *Indian Economic Review* 25 (2): 165-205.
- 2.1f Kakwani, N (2000) On measuring growth and inequality components of poverty with application to Thailand, *Journal of Quantitative Economics* 16(1): 67-78. See Working Paper [version](#).



- 2.1g Kakwani, N., Subbarao, K. (1990) [Rural poverty and its alleviation in India](#), *Economic and Political Weekly* 25 (13): A2-A16.
- 2.2a \*Alkire, S and Foster, J (2011) Counting and Multidimensional Poverty Measurement, *Journal of Public Economics*, 2011, 95 (8-9): 46-487. See the OPHI Working Paper [version](#).
- 2.2b #A number of resources on the application of this method are available at OPHI [website](#).
- 2.2c Kumar, Rishi (2015), Issues in poverty in Rural India, Indira Gandhi Institute of Development Research, Mumbai. Particularly chapter 3 (Different approaches to identify the poor: do they converge?).
- 3.1a \*Mishra, S (2005) [Secluded and Proximate Illiteracy: Comparing Situations](#), *Social Indicators Research*, 70: 231-240.
- 3.1b #Basu, K. and Foster, J.E. (1998) [On measuring literacy](#), *Economic Journal* 108(6):1733–1749.
- 3.1c #Basu, Kaushik, and Lee, Travis (2009) [A new and easy-to-use measure of literacy, its axiomatic properties and an application](#), *Social Choice and Welfare* 32(2): 181-196.
- 3.1d #Mishra, Srijit (2001) [Isolated and proximate illiteracy](#), *Economic and Political Weekly* 36(22): 2003-2008.
- 3.1e Basu, K., Foster, J.E., and Subramanian, S. (2000) [Isolated and proximate illiteracy and why these concepts matter in measuring literacy and designing education programmes](#), *Economic and Political Weekly* 35(1 and 2): 35-39.
- 3.1f Basu, K., Narayan, A, and Ravallion, M. (2001) [Is literacy shared within households? Theory and evidence for Bangladesh](#), *Labour Economics* 8(6): 649-665.
- 3.1g Gibson, J (2001) [Literacy and intrahousehold externalities](#), *World Development* 29(1): 155-166.
- 3.1h Lee, T (2008) [Benchmarking the effective literacy rate](#), *Mathematical Social Sciences* 56(2):233-239.
- 3.1i Maddox, B. and Esposito, L. (2011) [Sufficiency Re-examined: A Capabilities Perspective on the Assessment of Functional Adult Literacy](#), *Journal of Development Studies*, 47 (9): 1315-1331.
- 3.1j Mishra, S., and Mishra, U.S. (2004) [Secluded and proximate illiterates among couples: implications for health of women and children](#), *Economic and Political Weekly* 39(7): 745-749.
- 3.1k Subramanian, S (2004) [Measuring literacy: some extensions of the Basu-Foster framework](#), *Journal of Development Economics*, 73 (1): 453-463.
- 3.2 Gakidou, Emmanuela E.; Murray, Christopher J.L.; Frenk, Julio (c.1999) [A Framework for Measuring Health Inequality](#), World Health Organisation.
- 4.1a \*Mishra, Srijit and Nathan, HSK (2014), [Measuring HDI - The Old, the New and the Elegant: Implications for Multidimensional Development and Social Inclusiveness](#), Working Paper No 63, Asia Research Centre, London School of Economics and Political Science.
- 4.1b #Anand, S and Sen, A (1994) [Human Development Index: Methodology and Measurement](#), Human Development Report 1994.
- 4.1c #Klugman, J, Rodriguez, F, Choi, H-J (2011) [The HDI 2010: new controversies, old critiques](#), *Journal of Economic Inequality*, 9: 249-288.
- 4.1d #Nathan, Hippy Salk Kristle, Mishra, Srijit (2010) Progress in Human Development: Are we on the Right Path? *International Journal of Economic Policy in Emerging Economies*, 3(3): 199-221. See Working Paper [version](#).
- 4.1e #Raworth, Kate Stewart, David (2005) [Critiques of the Human Development Index: A Review](#). In Sakiko Fukuda-Parr and A.K. Shiva Kumar, *Readings in Human Development*, Oxford University Press, New Delhi.
- 4.1f Anand, S and Sen, A (1995) [Gender Inequality in Human Development: Theories and Measurement](#), Human Development Report 1995. Also in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds) *Readings in Human Development*.
- 5.1a \*Nathan, HSK and Mishra, S (2013) [Group Differential for Attainment and Failure Indicators](#), *Journal of International Development*, DOI: 10.1002/jid.2898.
- 5.1b #Mishra, S (2008) [On Measuring Group-differentials Displayed by Socio-economic Indicators: An Extension](#), *Applied Economics Letters*, 15 (12): 935-938.
- 5.1c #Mishra, U. S. and S. Subramanian (2006) [On Measuring Group-differentials Displayed by Socio-economic Indicators](#), *Applied Economics Letters*, 13 (8): 519-521.
- 5.1d #Hippy Salk Kristle Nathan and Srijit Mishra (2009) On Measuring Group Differential: Some Further Results, in Himanshu Sekhar Rout and Prasant Kumar Panda (eds.), *Human Development: Dimensions and Strategies*, New Century Publications, New Delhi, pp.53-60, see working paper [version](#).
- 5.1e Kakwani, N (1993) [Performance in Living Standards: An International Comparison](#), *Journal of Development Economics*, 41(2): 307-336.



- 5.2a \*Subramanian, S and Majumdar, M (2002) [On measuring deprivation adjusted for group disparities](#), *Social Choice and Welfare*, 19 (2), 265-280.
- 5.2b #Majumdar, M and Subramanian, S (2001) [Capability Failure and Group Disparities: Some Evidence from India for the 1980s](#), *Journal of Development Studies*, 37 (5), 104-140.
- 5.2c #Subramanian, S (2011) [Inter-Group Disparities in the Distributional Analysis of Human Development: Concepts, Measurement, and Illustrative Applications](#), *Review of Black Political Economy*, 38(1): 27-52.

#### General Readings

- World Bank Poverty and Inequality [Data and Tools](#)
- UNDP's link to a note on [HDI](#)
- OECD (2008) [Handbook on constructing composite indicators: methodology and user guide](#), Paris: OECD and Ispra: Joint Research Centre, European Commission.
- Saisana, Michaela; Tarantola, Stefano (2002) [State-of-the-art Report on Current Methodologies and Practices for Composite Indicator Development](#), Ispra: Joint Research Centre, European Commission.

(There could be some further additions or changes as the courses progress.)