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| CUSB (@CUSBofficial) | Twitter**MADVS4006E04 UNNAT BHARAT:** **BRINGING DEVELOPMENT THROUGH PARTICIPATORY LEARNING** |
| **Course Credits 4 Course Instructor: Aditya Mohanty**[Contact Details: **E-mail: amohanty@cub.ac.in**/ What’s App 6299108705 (only in dire circumstances) **Please prefer E-mail to contact me in normal conditions**.] |

**Instructions for the Course**

1. *Unnat Bharat Abhiyan (UBA), is a flagship programme of Ministry of Human Resource Development (MHRD), Govt. of India, which gives opportunity to faculty and students of higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth of villages.*
2. *This course aims at attaining three key objectives:*
* *To understand India’s Development Challenges by adopting a comparative perspective*
* *To critically evaluate the Government of India’s key initiatives in four Development verticals – Education, Gender, Health and Agricultural Livelihoods*
* *To learn the skill sets required to conduct Village Survey and Adoption*
1. *All efforts shall be made to supplement each unit with an optimal amount of field-work, keeping in mind the Standard Operating Procedures (SoPs) of COVID-19, which would be in place from time to time.*

**Course Outline & Reading List**

**Topic 1: What ails Development in India?**

**Reading(s)**

* Subramanian A. (2020) Some Reflections on Development Challenges of India. In: Mishra N.K. (eds) *Development Challenges of India After Twenty-Five Years of Economic Reforms*. India Studies in Business and Economics. Springer, Singapore, pp. 27-32
* GoI (2019) *Localising SDGs: Early Lessons from India*, Delhi: NITI Aayog. pp. 03-38

**Topic 2: What are the key challenges to the Universalization of Primary Education in India?**

**Reading(s)**

* Ramachandran, V and T Naorem (2013) What it means to be a dalit or tribal child in our schools: A Synthesis of a Six-State Qualitative Study, *Economic and Political Weekly 48(44)*, pp. 43-52
* GoI (2020) *National Educational Policy 2020*, Delhi: Government of India, pp. 06-23

**Topic 3: Can *Beti Bachao, Beti Padhao* at all end gender inequality?**

**Reading(s)**

* GoI (2019) *Beti Bachao Beti Padhao*: Implementation Guidelines, Delhi: Ministry of Women and Child Dev., pp. 06-19
* GoI (2021) Review of *Beti Bachao Beti Padhao* Scheme, Delhi: PIB

**Topic 4: How can we insure Basic Health care services for all?**

**Reading(s)**

* Chilermane, G and Oommen C. Kurian (2018) *Can PMJAY fix India’s Healthcare System?* Delhi: ORF
* Choudhury, M, S Tripathi and JD Dubey (2019) *Experiences with Government Sponsored Health Insurance Schemes in Indian States: A Fiscal Perspective*, Delhi: NIPFP Working Paper Series

**Topic 5: Can innovative ideas really promote Development?**

**Reading(s)**

* Yadav, V and P Goyal (2015) User Innovation and Entrepreneurship: Case Studies from rural India, *Journal of Innovation and Entrepreneurship Vol. 4(5)*, pp. 01-20

**Topic 6: How can we Survey/ Adopt a Village in a scientific manner?**

**Reading(s)**

* Ramesh, R (2020) *Capacity Building for Community Engagement*, Hyderabad: NIRDPR

**Mode of Evaluation**

* One Mid-Term Exam (10 marks) in early March 2022
* Village Survey Report (if we resort to Offline Teaching) to be submitted by mid-April 2022

**OR**

Two Reflective Essays (20 marks) to be submitted in mid-March 2022 and mid-April 2022

* End-Semester Examination (70 marks) tentatively in early May 2022