

<b>Course Title: Society and Development Policy</b>				
<b>Course code:</b> PPS 133	<b>No. of credits:</b> 2	<b>L-T-P:</b> 16-12-0	<b>Learning hours:</b> 28	
<b>Pre-requisite course code and title (if any):</b> None				
<b>Department:</b> Policy Studies				
<b>Course Coordinator:</b> Dr L N Venkataraman		<b>Course Instructor:</b> Dr L N Venkataraman		
<b>Contact Details:</b> <a href="mailto:venkataraman.ln@terisas.ac.in">venkataraman.ln@terisas.ac.in</a>				
<b>Course Type:</b> Core		<b>Course offered in:</b> Semester 1		
<b>Course description:</b> This course is designed to give the students an overview of some of the major areas where sociological concepts, theory and practice have enabled better understanding of socio-cultural processes, and have influenced / are influencing public policy. The course will focus primarily on Indian examples in order to give the students a sense of the ways that their own experiences relate public policy. The course would highlight a range of issues covered by social policies, such as marginalization of women, access to resources, reservations and equal opportunity, and human rights. These issues would be discussed from the help of sociological concepts like functionalism and holism, social stratification, gender and status, identity, social change and social movements. A thorough understanding of social phenomena and various social forces that influence government decision-making will enable students to reflect on the intended outcomes and consequences of various government policies on the society.				
<b>Course objectives:</b>				
<ul style="list-style-type: none"> <li>▪ Develop an understanding of structure of human society and key social institutions namely caste, religion, class and patriarchy with a focus on Indian society.</li> <li>▪ Be able to look at current public policy issues with an Sociological perspective on the social institutions</li> <li>▪ Appreciate the significance of Sociological concepts as contributing to a critical and informed understanding of the contemporary world</li> <li>▪ Have an understanding of some key concepts in social policy debates, such as mobility, economic and social aspirations, equality as a goal of the Constitution and equity as a guiding principle of policy framework, opportunities needs, rights and responsibilities vis-à-vis socialization, westernization and sanskritization.</li> <li>▪ Be aware of how social inequalities and the development processes get entangled in a complex web of factors.</li> <li>▪ To appreciate the need based policy frameworks that aim at bringing social equality through equitable provisions such as reservation and so on</li> </ul>				
<b>Course contents</b>				
<b>Module</b>	<b>Topic</b>	<b>L</b>	<b>T</b>	<b>P</b>
1	<b>Society and Development</b> Sociology and the Common-sense [Socialization; Social Structure; Community; & Institutions] Political-economy of Development; (Perspectives on Development; Welfare State & Development Ethics] <b>Case analysis:</b> India's Five Year Plans (FYPs)	4	3	0
2	<b>Social Inequalities</b> Individuals and Institutions; Social Stratification; Social Exclusion; Dignity in Development <b>Case analysis:</b> Reservation in India	4	3	0
3	<b>Social Movements and Public Policy</b> Social change; Social movements; Public action; Participation & Decentralization <b>Case analysis:</b> Right to Food campaign (RtF)	4	3	0
4	<b>Rights Based Approaches to Development Policy</b> Governance and Welfare State; Social Justice and rights-based approaches <b>Case analysis:</b> Right to Education (RtE); Right to Information (RtI)	4	3	0
	<b>Total</b>	16	12	0
<b>Evaluation criteria:</b>		<b>Weightage (%)</b>		
▪ Discussions & Critiques		25		
▪ Article Review		25		
▪ Course-works (Individual & Group presentations)		25		
▪ Book Review		25		
<b>Learning outcomes:</b>				

At the end of the course, the participants would be able to (1) know the sociology of development; and (2) critically reflect on the development policies.

**Pedagogical approach:**

Instructions will be facilitated through lectures, interactive sessions and critical readings. The sessions will be dealt in light of relevant Sociological perspectives where each module will be followed by an assignment and group presentations by the participants. Thus, the learning expectation is to enhance critical and informed understanding.

**Materials:**

**Required text**

**Suggested readings**

1. Aggarwal, B. (1998), "Widows versus Daughters or Widows as Daughters? Property, Land, and Economic Security in Rural India", *Modern Asian Studies*, Vol 32, No. 1. (pp. 1-48).
2. Agrawal, A. & Gibson, C.C. (1999), "Enchantment and disenchantment: the role of the community in natural resource conservation", *World Development*, Vol. 27, No. 4, (pp. 629-649).
3. Barnard, Allan (2000), *History and theory of anthropology*, Cambridge University Press, Cambridge.
4. Beteille, A. (2002), *Sociology: Essays on Approach and Method*, Oxford University Press, New Delhi.
5. Beteille, A. (1983), *Equality and Inequality: Theory and Practice*, Oxford University Press, New Delhi.
6. Campbell, Dave (2011), "Anthropology's Contribution to Public Health Policy Development", *McGill Journal of Medicine*, Vol. 13, Issue 1, (pp. 76-83). Published online.
7. Chakravarti, U, (1995), "Gender, Caste, and Labour", *Economic and Political Weekly*, Vol. 30, No. 36, (pp. 2248-56).
8. Deshpande, Satish (2003), *Contemporary India: A Sociological View*, Penguin Books, New Delhi.
9. Drèze, J. (2004), "Democracy and the right to food", *Economic and Political Weekly*, Vol. 39, Issue 17 (pp. 1723-1731).
10. Drèze, J., and A. Sen (1989), *Hunger and public action*, Oxford University Press, Oxford.
11. Dube. S.C (1993), *Indian Society*, National Book Trust, New Delhi
12. Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton, NJ (selected chapters).
13. Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum. (2003), *Introduction to Sociology*, W W Norton & Company Incorporated
14. Moore, Henrietta L. (1988), *Feminism and Anthropology*, Polity Press, Cambridge.
15. Leach, M., Mearns, R. & Scoones, I. (1997), "Challenges to community-based sustainable development: dynamics, entitlements and institutions", *IDS Bulletin*, 28(4), (pp. 4-14).
16. Nussbaum, M (1999), "Women and equality: The capabilities approach", *International Labour Review*, 138 (3): (pp. 227-245).
17. Sen, A. (2000) *Development as Freedom*, Oxford University Press, New Delhi.
18. Srinivas, M.N. (1987), *The Dominant Caste and Other Essays*, Oxford University Press, Delhi.
19. Srinivas, M N (1966), *Social Change in Modern India*, University of California Press, Berkeley
20. Thorat, S and Chittaranjan Senapati. (2006), *Reservation Policy in India – Dimensions and Issues*, *Working Paper Series*, Vol.1.No.2. Indian Institute of Dalit Studies, New Delhi.

**Case Studies**

**Websites**

**Journals**

**Other readings**

**Additional information (If any):**

<b>Student Responsibilities:</b>
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| <ol style="list-style-type: none"><li>1. Active participation in the processes of Learning;</li><li>2. Critical reflections for discourse creation;</li><li>3. Punctuality (according to the Course criterion).</li></ol> |
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**Course reviewers:**

1. Dr. Latika Gupta, Central Institute of Education, *University of Delhi*, New Delhi
2. Dr. Suresh Babu, Zakir Husain Centre for Educational Studies, *Jawaharlal Nehru University*, New Delhi