

<b>Course title: Society, Development and Social Policy</b>				
<b>Course code:</b> PPS 106	<b>No. of credits:</b> 4	<b>L-T-P:</b> 42-14-0	<b>Learning hours:</b> 56	
<b>Pre-requisite course code and title (if any):</b> none				
<b>Department:</b> Department of Policy Studies				
<b>Course coordinator:</b>		<b>Course instructor:</b>		
<b>Contact details:</b>				
<b>Course type:</b> Core		<b>Course offered in:</b> Semester 2		
<b>Course description:</b>				
<p>This course is designed to give the students an overview of some of the major areas where sociological and anthropological 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.</p> <p>The course would highlight a range of issues covered by social policies, such as marginalization of women, health, population, access to resources, reservations and equal opportunity, and rights of tribal people. These issues would be discussed from the help of sociological and anthropological 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.</p>				
<b>Course objectives:</b>				
<ul style="list-style-type: none"> <li>• Develop an understanding of structure of human society and key social institutions</li> <li>• Be able to look at current public policy issues with an anthropological-sociological perspective</li> <li>• Appreciate the significance of sociological-anthropological 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 needs, rights and responsibilities</li> <li>• Be aware of how social inequalities impact the outcomes of development processes</li> <li>• To appreciate the need based policy frameworks that aim at bringing social equality</li> </ul>				
<b>Course contents</b>				
<b>Module</b>	<b>Topic</b>	<b>L</b>	<b>T</b>	<b>P</b>
<b>1</b>	<b>Module 1: Understanding Society and Culture</b> The sociological and anthropological perspective; Significance of Diversity; Development of Sociological and Anthropological Theory; Socialization; Social Structure; Community; Institutions; Social Stratification	10		
<b>2</b>	<b>Module 2: Concept of Development</b> <ul style="list-style-type: none"> <li>▪ Changing notion of development (Classical theories (from modernization to globalization); Actors in development: state, market, civil society, media</li> <li>▪ Issues in welfare and public services; drivers for change in welfare and public services in recent years and in historical and comparative perspective; theoretical and ideological basis of welfare and public services reform (changes and processes of change in key public services)</li> <li>▪ Capability approach to development</li> </ul> <i>Policy Case: India's five year plans</i>	6	2	
<b>3</b>	<b>Module 3: Social Inequality and Marginalisation</b> Discrimination on the basis of race, ethnicity, region, religion, gender, caste, age, disability; Impact on certain communities' social prospects, access to services and ability to mobilize in defense of their rights; Role of Institutions; Policy frameworks to address marginalisation.	6	2	

	Policy Case: Caste and Gender Based Reservation in India; Evolution of Tribal Policy in India			
4	<b>Module 4: Gender</b> Gender and Status; Kinship, Labour and Household; Women and the State; Emergence of the 'Women in Development' / 'Gender and Development' fields and the various feminist perspectives; Gendered dimensions of different development sectors (education, livelihoods, reproductive health and rights, environment and identity); Gender mainstreaming (Key policy and conceptual debates on specified modules will be examined in conjunction with how development policies and interventions impact differently on men and women and how gendered identities are formed and re-shaped as a result of the development process) Policy Cases: Ownership of Property Rights; National policy for the empowerment of women, 2001; Gender Jurisprudence in India:	6	2	
5	<b>Module 5: Health</b> Key theories and empirical evidence to demonstrate a range of issues such as the relationship between social inequalities and health and the social construction of medical power; different medical systems and their interaction; health policy issues including the ageing society, childhood nutrition, food and drug policy. Policy Case: Population Policy; National Rural Health Mission; National Health Policy; National Nutrition Policy	6		
6	<b>Module 6: Social Movements and Public Policy</b> <ul style="list-style-type: none"> <li>▪ Theories of social change and social movements; relationship between social movements and social change; role of public opinion, political alliances, protest and pressure groups; impact of movements on public policy.</li> <li>▪ Local institutions, decentralization and participation</li> </ul> <i>Policy Cases</i> –Forest Rights Act; Right to Food campaign	4	1	
7	<b>Module 7: Rights Based Approaches to Public Policy</b> From welfare state to liberalization, equity, social justice and rights-based approaches; different kinds of rights; re-emergence of the state and governance as a central element in development; interrelation between the state and its citizens in terms of duties and rights soft state, issues of corruption and criminalization of Politics <i>Policy Cases: Right to Education; Right to Information</i>	4	1	
	<b>Final Presentations</b>		6	
	<b>Total</b>	<b>42</b>	<b>14</b>	<b>0</b>
<b>Evaluation criteria:</b>				
	<b>Weightage (%)</b>			
Assignment	50			
End Term Exam	50			
<b>Learning outcomes:</b>				
<b>By the end of the course, the students will be able to:</b>				
<ul style="list-style-type: none"> <li>• develop an understanding of structure of human society and key social institutions (Evaluation: All components)</li> <li>• assess the current public policy issues with an anthropological-sociological perspective (Evaluation: All components)</li> <li>• understand some key concepts in social policy debates (Evaluation: All components)</li> <li>• comprehend the impact of social inequalities in development processes (Evaluation: All components)</li> <li>• observe the need based policy frameworks (Evaluation: All components)</li> </ul>				
<b>Materials: Suggested Readings</b>				

1. Aggarwal, B. 1998. Widows versus Daughters or Widows as Daughters? Property, Land, and Economic Security in Rural India. *Modern Asian Studies*. 32.1. pp. 1-48.
2. Agrawal, A. & Gibson, C.C. .1999. Enchantment and disenchantment: the role of the community in natural resource conservation. *World Development*, 27(4): pp. 629-649.
3. Barnard, Allan. 2000. *History and theory of anthropology*. Cambridge: Cambridge University Press
4. Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice* (1-27). Oxford University Press. Delhi.
5. Campbell, Dave. 2011. Anthropology's Contribution to Public Health Policy Development. *Mcgill J Med*. 13(1):76-83. Published online.
6. Chakravarti, U. 1995. 'Gender, Caste, and Labour', *Economic and Political Weekly*, 30(36): 2248-56.
7. Drèze, J. 2004. Democracy and the right to food. *Economic and Political Weekly*, April 24. Drèze, J., and A. Sen. 1989. *Hunger and public action*. Oxford: Oxford University Press.
8. Dube. S.C.1993. *Indian Society*. National Book Trust, New Delhi
9. Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press. (selected chapters).
- Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum. 2003. *Introduction to Sociology*. W W Norton & Company Incorporated
11. Moore, Henrietta L. 1988. *Feminism and Anthropology*. Polity Press:Cambridge.
12. Leach, M., Mearns, R. & Scoones, I. 1997. Challenges to community-based sustainable development: dynamics, entitlements and institutions. *IDS Bulletin*, 28(4): pp. 4-14.
13. Locke, C. (1999). Constructing a gender policy for joint forest management in India. *Development and Change*, 30: pp. 265-285.
14. Nussbaum, M. 1999. Women and equality: The capabilities approach. *International Labour Review* 138 (3): 227–245.
15. Sen, A. 2000. *Development as Freedom*. New Delhi: Oxford University Press.
16. Srinivas, M.N. 1987. *The Dominant Caste and Other Essays*. Delhi: Oxford University Press.
17. Rochon, Thomas R. and Daniel A. Mazmanian. 1993. Social Movements and the Policy Process. *Annals of the American Academy of Political and Social Science*, Vol. 528, Citizens, Protest, and Democracy, pp. 75-87
18. 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.

**Additional information (if any):NA**

**Student responsibilities:**

Attendance, feedback, discipline as per university rules.

**Course reviewers:**

- 1 . Prof. Vinak Kumar Srivastava, Department of Anthropology, Delhi University
2. Dr. Sukant K Chaudhury, Department of Sociology, Lucknow University