

Course Title: Society and Development Policy				
Course code: PPS 133	No. of credits: 2	L-T-P: 30-0-0	Learning hours: 30	
Pre-requisite course code and title (if any): None				
Department: Policy and Management Studies				
Course Coordinator: Dr L N Venkataraman		Course Instructor: Dr L N Venkataraman		
Contact Details: venkataraman.ln@terisas.ac.in				
Course Type: Core		Course offered in: Semester 1		
Course description: 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.				
Course objectives:				
<ul style="list-style-type: none"> ▪ Develop an understanding of structure of human society and key social institutions namely caste, religion, class and patriarchy with a focus on Indian society. ▪ Be able to look at current public policy issues with an Sociological perspective on the social institutions ▪ Appreciate the significance of Sociological concepts as contributing to a critical and informed understanding of the contemporary world ▪ 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. ▪ Be aware of how social inequalities and the development processes get entangled in a complex web of factors. ▪ To appreciate the need based policy frameworks that aim at bringing social equality through equitable provisions such as reservation and so on 				
Course contents				
Module	Topic	L	T	P
1	Society and Development Sociology and the Common-sense Socialization; Social Structure; Community; & Institutions Perspectives on Development; Political-economy of Development; Welfare State & Development Case analysis: India's Five Year Plans (FYPs)	8	0	0
2	Social Inequalities Individuals and Institutions; Social Stratification & Exclusion; Dignity in Development Case analysis: Reservation in India	7	0	0
3	Social Movements and Public Policy Social movements & change; Public action; Participation & Decentralization Case analysis: Right to Food campaign (RtF)	8	0	0
4	Development Policy Governance and Welfare State; Social Justice and rights-based approaches	7	0	0

	Case analysis: Right to Education (RtE); Right to Information (RtI)			
	Total	30	0	0
<p>Evaluation criteria: Evaluation is based on four criteria namely:</p> <ul style="list-style-type: none"> ▪ Discussion Leads (25%); ▪ Article reviews (25%); ▪ Book / Report Review (25%) ▪ Case-Presentation (25%). <p>The weightage of these aspects is inclusive of active learning; critical engagements; and other disposition skills such as academic interactions and discussions.</p>				
<p>Learning outcomes: Having studied the unit, the students will be able to:</p> <ul style="list-style-type: none"> ▪ Show a critical understanding of key social issues associated with the processes of Development; ▪ Recognise the different macro, meso and micro forces in the making of Development policies; ▪ Show a critical understanding of the relationship between social forces and Development; 				
<p>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.</p>				
<p>Compulsory readings</p> <p>Module 1</p> <ol style="list-style-type: none"> 1. Berger & Luckmann (1966), "The Reality of Everyday Life" In <i>The Social Construction of Reality</i>, Peter L. Berger and Thomas Luckmann, (pp.33-42). 2. Rist, Gilbert (2008) <i>The History of Development: From Western Origins to Global Faith</i>, Zed Books, New York. (pp. 8-24). 3. Corbridge, Stuart (2010), "2010 The political economy of development in India since Independence", In Paul R. Brass (Ed) <i>Routledge Handbook of South Asian Politics</i>, Routledge, New York. (pp. 305-320). <p>Module 2</p> <ol style="list-style-type: none"> 1) Gupta, Dipankar (2006-2007), Towards Affirmative Action, India International Centre Quarterly, Vol. 33, No. 3/4, (pp. 150-161). 2) Wolff, Jonathan & Avner De-Shalit (2007), <i>Disadvantage</i>, Oxford University Press, New York <p>Module 3</p> <ol style="list-style-type: none"> 1) Dreze, Jean & Amartya Sen (1997), <i>Indian Development: Selected Regional Perspectives</i>, Oxford University Press, Delhi. 2) T. Oommen "(1996), "State, Civil Society, and Market in India: The Context of Mobilization", <i>Mobilization: An International Quarterly</i>, Vol. 1, No. 2, (pp. 191-202). 3) Chandhoke, Neera (2011), "Civil Society in India", In Michael Edwards (Ed.) <i>The Oxford Handbook of Civil Society</i>, Oxford University Press, New York. (pp.171-182). <p>Module 4</p> <ol style="list-style-type: none"> 1) Beteille, Andre (1991), "Distributive Justice and Institutional Well-being", <i>Economic and Political Weekly</i>, Vol. 26, No. 11/12, (pp. 591-600). 2) Chandhoke, Neera (2008), "Quest for Justice: The Gandhian Perspective", <i>Economic and Political Weekly</i>, Vol. 43, Issue 8, (pp. 37-46). 3) Follesdal, Andreas & Thomas Pogge (Ed). (2005), <i>Real World Justice: Grounds, Principles, Human Rights and Social Institutions</i>, Springer, The Netherlands. 4) Fraser, Nancy (2010), <i>Scales of Justice: Reimagining Political Space in a Globalising World</i>, Columbia University Press, New York. 				

- 5) Diedhiou, Alpha (2007), “Governance for Development: Understanding the Concept/Reality Linkages”, *Journal of Human Development*, Vol. 8, No. 1, (pp. 23-38).

Journals (1) Oxford Development Studies; (2) Journal of Human Development and Capabilities; (3) Journal of Development Studies; (4) Forum for Development Studies; (5) European Journal of Development Research; (6) Economy and Society

Additional information (If any):

Learning responsibilities

1. As the University has the policy of minimum 75% of physical presence, the students are expected to plan their academic activities considering the learning goals and evaluation criterion of the Course [The Course Evaluation will be correlated in terms of all the academic factors including the class participation and punctuality and sincerity in learning];
2. Students are expected to prepare for the classes. In case, they are unprepared, the same should be informed in advance. However, only one-time exemption is allowed; In addition, we shall follow closed laptop, no mobile phone policy during the class hours;
3. All the submissions shall be done one-day before the deadline; Lastly, any sorts of academic dishonesty including cheating, copying, inappropriate collaboration and plagiarism will not be acceptable.

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