

GE1 - Nationalism in India
(B.1)
Generic Elective - (GE) Credit:6

Course Objective

The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently on the events leading to the Partition and independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

Course Learning Outcomes

On successful completion of the course, students would be able to:

- Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle
- Demonstrate awareness of the history of partition and the moment of independence that followed

Unit 1

Approaches to the Study of Nationalism in India (8 lectures)

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2

Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)

Major Social and Religious Movements in 19th century

Unit 3

Nationalist Politics and Expansion of its Social Base (18 lectures)

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Socialist Alternatives: Congress Socialists, Communists

Unit 4

Social Movements (8 lectures)

- a. The Women's Question: Participation in the National Movement and its Impact
- b. The Caste Question: Anti-Brahmanical Politics
- c. Peasant, Tribals and Workers Movements

Unit 5

Partition and Independence (6 lectures)

- a. Communalism in Indian Politics
- b. The Two-Nation Theory, Negotiations over Partition

References

I. Approaches to the Study of Nationalism in India

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

II. Reformism and Anti-Reformism in the Nineteenth Century

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

III. Nationalist Politics and Expansion of its Social Base

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan.

P. Chatterjee, (1993) 'The Nation and its Past', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

V. Partition and Independence

A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. [The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.]

Additional Resources:

B. Chakrabarty and R. Pandey, (2010) Modern Indian Political Thought, New Delhi: Sage Publications.

P. Chatterjee, (1993) The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi: Oxford University Press.

R. Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) Bharat Mein Algaavaad aur Dharm, New Delhi: Vani Prakashan.

Teaching Learning Process

Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the students engage with detailed discussion on various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, class presentations and viva-voce. Students will be assessed on the basis of their ability to think critically. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Caste, Communalism, Colonialism, Dominance, Gender, Partition, Peasants Nationalism, Struggle, Workers

GE2 - Contemporary Political Economy (B.2) Generic Elective - (GE) Credit:6

Course Objective

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

- To familiarize the students with the different theoretical approaches
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

Unit 1

Approaches to Political Economy (15 Lectures)

- a) Classical Liberalism
- b) Marxism
- c) Welfarism
- d) Neo-liberalism
- e) Gandhian approach

Unit 2

Capitalist Transformation (14 Lectures)

- a) European Feudalism and Transition to Capitalism
- b) Globalization: Transnational Corporations, World Trade Organization, International Non-governmental Organizations (their role in development)

Unit 3

Issues in Development (15 Lectures)

- a) Culture
- b) Environment
- c) Knowledge Economy

Unit 4

Globalization and Development Dilemmas (16 Lectures)

- a) Artificial Intelligence
- b) Gender
- c) Racial and Ethnic Problems
- d) Migration

References

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

- Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.
- Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295
- Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D. *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563.
- Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press.
- Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.
- Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, pp. 420- 440.
- Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, pp. 278- 304.
- Kennedy, P. (1993) *Preparing for the Twenty – First Century*. UK: Vintage, Ch. 3
- Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.
- Fisher, J. (2003) *Non-governments – NGOs and the Political Development in the Third World*. Jaipur: Rawat, ch. 1, 4, 6.81
- Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) *A Globalizing World? Culture, Economics and Politics*. London: Routledge, pp. 47- 84.
- Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, pp. 303- 311.
- Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 361- 376 and 398- 404.
- Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 374- 386.
- Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.
- Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp. 330- 339.
- Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A. (eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1- 28.
- L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211- 244.
- Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.

Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell.

Glen, J. (2007) Globalization: North-South Perspectives. London: Routledge, ch.6.

Sen, A. (2006) Identity and Violence: Illusion and Destiny. London: Penguin/Allen Lane, pp. 130-148.

Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, ch.31, pp. 251- 257.

Steans, J. (2000) 'The Gender Dimension' in Held, D. and McCreew, A. (eds.), The Global Transformations Reader. Cambridge: Polity Press, ch.35, pp. 366- 373.

Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J., Smith, S. & Owens, P. (eds.) Globalization of World Politics, 4th edn., New Delhi: Oxford University Press, ch.15.

Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1.

Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 450- 462.

Nayyar, D. (ed.) (2002) Governing Globalization. Delhi: OUP, pp. 144- 176.

Additional Resources:

Classic Readings

Robert Gilpin, (1987) The Political Economy of International Relations, Princeton: Princeton University Press.

Susan Strange (1989), Paths to International Political Economy, London: Routledge.

Additional Readings

Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalization.

Halifax, Fernwood. Available from: www.globalpolicy.org

Teaching Learning Process

The course aims to familiarize the students with the various dimensions involved in the contemporary global economy. The teaching learning process will go beyond the classroom lectures and presentation by engaging internet sources to follow the market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

Assessment Methods

The students will be assessed according to their performance in their internal assessment exam and end semester exam. However, the students will be also assessed according to their performance in group discussions. Weekly quiz and tests will be also the mode of assessment.

Keywords

GE3 - Women, Power and Politics
(B.3)
Generic Elective - (GE) Credit:6

Course Objective

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy.

Course Learning Outcomes

After completing this course, the students will be able to:

- Understand the concept of patriarchy, feminism, family, community and state.
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

Unit 1

Groundings (6 weeks)

1. Patriarchy (2weeks)

- a. Sex-Gender Debates
- b. Public and Private
- c. Power

2. Feminism (2 weeks)

3. Family, Community, State (2weeks)

- a. Family
- b. Community
- c. State

Unit 2

Movements and Issues (6 weeks)

1. History of the Women's Movement in India (2 weeks)

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)

- a. Visible and Invisible work
- b. Reproductive and care work
- c. Sex work

References

I. Groundings

- T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234
- U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7
- V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20.
- M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.
- N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157
- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.
- R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37
- R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423
- U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.
- C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

II. Movements and Issues

- I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.
- R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165
- P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17
- J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.
- Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262
- N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Resources:

- K. Millet, (1968) Sexual Politics, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>, Accessed: 19.04.2013.
- S. de Beauvoir (1997) Second Sex, London: Vintage.
- F. Engels, Family, Private Property and State, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.
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- C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.
- J. Ghosh, (2009) Never Done and Poorly Paid: Women's Work in Globalising India, Delhi: Women Unlimited
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- V. Bryson, (1992) Feminist Political Theory, London: Palgrave-MacMillan, pp. 175-180; 196-200
- M. Mies, (1986) 'Colonisation and Housewifisation', in Patriarchy and Accumulation on a World Scale London: Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/>.
- R. Ghadially, (2007) Urban Women in Contemporary India, Delhi: Sage Publications.
- Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), Nariwadi Rajneeti, Delhi, pp. 284-306
- V. Bryson (2007) Gender and the Politics of Time, Bristol: Polity Press

Readings in Hindi:

- D. Mehrotra, (2001) Bhartiya Mahila Andolan: Kal, Aaj aur Kal, Delhi: Books for Change
- G. Joshi, (2004) Bharat Mein Stree Asmaanta: Ek Vimarsh, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) Aaj ka Stree Andolan, Delhi: Shabd Sandhan.

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

patriarchy, feminism, family, community, power, state, movement

GE4 - Gandhi and the Contemporary World

(B.4)

Generic Elective - (GE) Credit:6

Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Learning Outcomes

This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit 1

Gandhi on Modern Civilization and Ethics of Development (2 weeks)

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

- a. Theory of Satyagraha
- b. Satyagraha in Action
 - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
 - ii. Temple Entry and Critique of Caste
 - iii. Social Harmony: 1947 and Communal Unity

Unit 3

Gandhi's Legacy (4 weeks)

- a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b) The Pacifist Movement
- c) Women's Movements
- d) Gandhigiri: Perceptions in Popular Culture

Unit 4

Gandhi and the Idea of Political (2 weeks)

- a) Swaraj
- b) Swadeshi

References

I. Gandhi on Modern Civilization and Ethics of Development

B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp.202-228.

R. Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action*, Master Thesis in History, University of Oslo, Available at:
<https://www.duo.uio.no/bitstream/handle/10852/23275/IngfridKnudegaardmasteroppgavexixhistorie.pdf?sequence=1&isAllowed=y>, Accessed: 14.05.2019, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *Social Scientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.

III. Gandhi's Legacy

D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voices from Manushi*, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', *The Hindu*, Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm>, Accessed: 14.05.2019.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', *Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) *Cambridge Companion to Gandhi*, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

P. Chatterjee, (1986) 'The Moment of Maneuver', in Nationalist Thought and the Colonial World: A derivative discourse?, Delhi: Zed Books.

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D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in Mahatma Gandhi: Selected Political Writings, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) 'Editor's Introduction', in Gandhi, Hind Swaraj and Other Writings Cambridge: Cambridge University Press.

Additional Resources:

Classics

M K Gandhi "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910,
https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

M. K. Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107

M.K. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.

M.K. Gandhi's India of My Dreams (Compiled R.K. Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66). Available at:
https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf

Additional Readings:

A. Baviskar, (1995) 'National Development, Poverty and the environment', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company.

R. Iyer, (1993) The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) Modern India 1885-1947, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 41-66.

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Teaching Learning Process

The mainstay of this paper is to make students understanding the contemporary relevance of Gandhi. This will thereby involve use of Gandhi's Original works and how Gandhian ideas are been used by practitioners.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amul and/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

Assessment Methods

Film/Documentary review and group discussions will be used to understand the critical mindset of individual students. Field work can be undertaken in areas where Gandhian methods are being used to attain justice. These visits can be translated to working paper of group under the guidance of course instructors.

Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

GE5 - Understanding Ambedkar
(B.5)
Generic Elective - (GE) Credit:6

Course Objective

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues of the society.

Course Learning Outcomes

The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity. At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally, the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution. The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

Unit 1

Introducing Ambedkar (1 week)

Approach to Study Polity, History, Economy, Religion and Society

Unit 2

Caste and Religion (3 weeks)

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

Unit 3

Women's Question (2 weeks)

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

Unit 4

Political Vision (2 weeks)

- a. Nation and Nationalism
- b. Democracy and Citizenship

Unit 5

Constitutionalism (2 weeks)

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

Unit 6

Economy and Class Question (2 weeks)

- a. Planning and Development
- b. Land and Labour

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A. Gajendran, (2007) 'Representation', in S. Thorat and Aryama (eds.), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 184-194.

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B. Ambedkar, (2003) 'Trade Union must Enter Politics to Protect their Interests', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp.174-192.

B. Ambedkar, (1991) 'Why Indian Labour determined to War', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10, Education Deptt, Government of Maharashtra, Mumbai, pp. 36-43.

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Teaching Learning Process

This will involve acquainting the students with excerpts of Ambedkar's original writing collected in various volumes. The focus of class lecture would be on one hand to locate Ambedkar's Thought in the context of his times and on the other hand to understand the influences on him that had made him dream of a equitable world. Serial Samvidhan could be used as an audio-visual aid to understand Ambedkar and his contemporary vision on important issues especially his speech that was delivered during adoption of constitution. Filed visit to Ambedkar memorial or Mumbai to celebrate Mahaparnivaran diwas can further augment students understanding of continuing relevance of Ambedkar in present times.

Format for Student Presentations

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

- 1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (URL: www.ambedkar.org)
- 2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes
- 3) Any other related audio-visual source

Assessment Methods

Reflective and critical test will form the mainstay of assessment for this paper. Quiz and group presentations will further be used to analysis students Understanding of Ambedkar's views.

Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

GE6 - Governance: Issues and Challenges
(B.6)
Generic Elective - (GE) Credit:6

Course Objective

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Course Learning Outcomes

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.
- The students become familiar with a rigorous introduction to the best practices in India on good governance.

Unit 1

Government and Governance: Concepts [12 lectures]

- a) Role of State in The Era of Globalisation
- b) State, Market and Civil Society

Unit 2

Governance and Development [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3

Environmental Governance [12 lectures]

- a) Human-Environment Interaction
- b) Green Governance: Sustainable Human Development

Unit 4

Local Governance [12 lectures]

- a) Democratic Decentralisation
- b) People's Participation in Governance

Unit 5

Good Governance Initiatives in India: Best Practices [20 lectures]

- a) Public Service Delivery
- b) Electronic Governance
- c) Citizens Charter & Right to Information
- d) Corporate Social Responsibility

References

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J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992

B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.

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Neera Chandhoke, State and Civil Society Explorations in Political Theory, Sage Publishers, 1995

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Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999

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Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

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D. Crowther, Corporate Social Responsibility, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008

Pushpa Sundar, Business & Community: The Story of Corporate Social Responsibility in India, New Delhi: Sage Publications, 2013.

Teaching Learning Process

The General Elective course titled, Governance: Issues and Challenges in CBCS programme aim to engage the students in the classroom by following the 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) strategy. The lesson plan is designed to continually engage students to add/ construct new knowledge in combination with the existing knowledge. Teachers give the lecture to introduce the concepts, process and incorporate the skills in students to probe the 'essential question' which every unit comes with forming the basis of enquiry. Critical thinking and cooperative learning is another teaching learning tool used in this course to engage students to learn together in a group promoting a climate of deliberation, discussion, and knowledge sharing. This is crucial since this paper deals with a topic like sustainable development, green governance which requires active participation from civil society, academia, students, bureaucracy, politics, etc. Power Point Presentation, audio visual methods like documentary screening are significant in this course to engage the students with real life globalized scenarios.

Assessment Methods

This course has a scope of undertaking field studies to understand the globalized discourse using contextual, theoretical, grounded, mixed method approach. The students will be evaluated on the written semester examination. Internal examination can be assessed on various parameters like project/ article/ term paper/ group presentation/ field work. Additionally, students reflective and cognitive thinking will be assessed by the contribution they make in classroom discussions and group projects.

Keywords

Good Governance, Green Governance, Democratic Decentralisation, Public Service Delivery, E-Governance, RTI, Corporate Social Responsibility (CSR)

GE7 - Politics of Globalization
(B.7)
Generic Elective - (GE) Credit:6

Course Objective

The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Course Learning Outcomes

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

- a) Liberal approach
- b) Radical approach

Unit 3

International Institutions/Regimes

- a) World Bank
- b) International Monetary Fund
- c) The World Trade Organization

Unit 4

Issues in Globalization:

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

Unit 5

Globalization and democracy: State, sovereignty and the civil society.

Unit 6

Globalization and Politics in developing countries

- a) Globalization and social movements
- b) Globalization and the demise of Nation State
- c) Globalization and human migration

Unit 7

The inevitability of globalization: Domestic and Global responses

References

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Nye Joseph S and John D. Donanu (ed.) (2000) Governance in a Globalizing World, Washington dc, Brooking Institution Press.

Tyler Cowen, (2000) Creative Destruction: How Globalization is changing the world's culture, New Jersey, Princeton University Press.

Additional Resources:

Classic Readings

David Held and Anthony McGrew, et.al (1999) Global Transformation: Politics, Economy and Culture, Stanford, Stanford University Press.

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Teaching Learning Process

The Course aims to acquaint the students about various nuances of globalization. Therefor the teaching learning process will help students acquaint with the linkages between theory and practice. The students will be engaged in classroom lectures with power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarized with contemporary jargons and issues.

Assessment Methods

The students will be assessed according to their performance in internal exam and end semester exam. Besides, students will also be assessed according to their performance in class discussions. Students will be given take home tests and will be encouraged to make presentations.

Keywords

Globalization, Migration, World Bank, IMF, WTO, Global South

GE8 - United Nations and Global Conflicts

(B.8)

Generic Elective - (GE) Credit:6

Course Objective

This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Learning Outcomes

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

Unit 1

The United Nations (29 Lectures)

- (a) An Historical Overview of the United Nations
- (b) Principles and Objectives
- (c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice, and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Assessment of Secretary General
- (d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- (e) Millennium Development Goals

Unit 2

Major Global Conflicts since the Second World War (20 Lectures)

- (a) Korean War
- (b) Vietnam War
- (c) Afghanistan Wars
- (d) Balkans: Serbia and Bosnia

Unit 3

Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)

References

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Additional Resources:

Classical Readings:

Hanhimäki, Jussi M. (2015) *The United Nations: A Very Short Introduction.*, New York: Oxford University Press

Weiss, Thomas G. and Daws, Sam ed. (2007) *The Oxford Handbook on the United Nations*, Oxford: : Oxford University Press.

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation.* 4th edn. New York: Random House

Hindi Readings:

वर्मा, विजय कुमार (2018) *संयुक्त राष्ट्र और वैश्विक संघर्ष*, New Delhi: Orient Blackswan.

UN India (2019) “सतत् विकास लक्ष्य”, URL: <http://in.one.un.org/sustainable-development-goal/>

UN India (2019) “सुधार के लिए एकजुट”, URL: <http://in.one.un.org/reforms/>

Additional Readings

Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics: An Introduction to International Relations.* 4th edn. Oxford: Oxford University Press, pp. 405-422.

White, B. et al. (eds.) (2005) *Issues in world politics.* 3rd edn. New York: Macmillan, pp. 113-132.

Baxi, U. (1986) ‘Crimes against the right to development’, in Saxena, J.N. et.al. *United Nations for a better world.* New Delhi: Lancers, pp.240-248.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politic: security, economy, identity.* 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations.* 3rd edn. Delhi: Pearson Education, pp 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations.* Delhi: Pearson Education, pp. 24-27.

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation.* 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21.* London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) *The nonaligned and the United Nations.* New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview.* New Delhi: Oxford University Press.

Anan, K. (1997) *Renewing the United Nations: A Programme for Survival.* General Assembly Document: A/51/950; 14 July 1997. Available at: <http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf>

Teaching Learning Process

The course aims to acquaint students about the role and nature of United Nations. Therefore, the teaching learning process will involve classroom lectures with power-point presentation. The students will be engaged in group discussions and debate. To make the students better understand the function and decision-making process of the United Nations, mock sessions of United Nations will be enacted. In addition to this academicians and practitioner of international relations will be engaged to deliver lectures to the students.

Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. Besides this conventional approach, students will be assessed according to their performance in mock sessions. Surprise tests will also be a mode of assessment.

Keywords

United Nations, UNGA, UNSC, UNHCR, Peace Keeping, R2P, MDG, Korean War, Vietnam War

AE1 - Your Laws, Your Rights

(D.1)

AECC (Electives) - (AECCE) Credit:4

Course Objective

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course Learning Outcomes

On the successful completion of the course, students would be able to:

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these values.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons