**DEPARTMENT OF POLITICAL SCIENCE**

**LESSON PLAN- 1**

**PAPER NAME: POLITICAL PROCESS IN INDIA**

**(Core Course)**

**SEMESTER II**

**JANUARY- MAY 2020**

**TEACHER NAME -RAKHI**

**SYLLABUS**

Unit 1

**Political Parties and the Party System**

A) National Parties and State Parties.

B) Trends in the Party System: From the Congress System to Multi-Party Coalitions.

Unit 2

**Elections and Electoral Processes**

1. Electoral Process.
2. Representation and social determinants of voting behavior.
3. Election Commission and Electoral Reforms.

Unit 3

**Religion and Politics**

1. Debates on Secularism and Communalism.

Unit 4

**Caste and Politics**

1. Caste in Politics and the Politicization of Caste and intersectionality of Caste.
2. Class and Gender, reservation and affirmative action policies.

Unit 5

**Tribes and Politics**

1. Policies and Challenges: Fifth and Sixth Schedules; Forest Rights Act; Development and Issues of Displacement.

Unit 6

**The Changing Nature of the Indian State**

1. Developmental, Welfare and Coercive Dimensions.

**COURSE DESCRIPTION**

The course provides students with a basic understanding of the electoral politics, changing phases of Indian democracy and various factors effecting electoral behavior for representative government in India. This paper intersects with the different aspects of political and social life in post independent period.

Electoral processes and democratic structure of India and its influence over the world politics is now become important to understand different models of democracy. A developing country like India and its party system with heterogeneous structure of society sets an example of governance for other countries of the world. For this purpose this course equips students with the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.

With this course students will gain insights into the interconnections between social and economic relations and the political process in India. It will help to understand the challenges arising due to caste, class, gender and religious diversities and also analyses the changing nature of the Indian state in the light of these diversities. The paper course make sense of the specificities of the political processes in India in the light of changes of the state practices, electoral system, representational forms and electoral behavior.

**TEACHING TIME**

12 Weeks approximately

**CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT I (Week 1- 2)**

This unit will explore the party system in India from initial years of independence to till today. This will also covers major trends like congress system to multiparty system in recent general elections with the role of regional parties.

**Political Parties and the Party System**

A) National Parties and State Parties.

B) Trends in the Party System: From the Congress System to Multi-Party Coalitions.

**Unit II (Week 3- 4)**

This unit will cover major electoral changes in Indian politics. Various issues like representation and voting behavior and its relation with institutional structure will be explained

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**Elections and Electoral Processes**

1. Electoral Process.
2. Representation and social determinants of voting behavior.
3. Election Commission and Electoral Reforms.

**Unit III (Week5-6)**

Various issues and view of thinkers around the nature of secularism in India will be covered under this unit.

**Religion and Politics**

1. Debates on Secularism and Communalism.

**Unit IV (Week7-8)**

This unit will cover different factors affecting like Indian political system like caste, class and gender. This will also covers government policies for implementing and ensuring the social security for these groups.

**Caste and Politics**

1. Caste in Politics and the Politicization of Caste and intersectionality of Caste.
2. Class and Gender, reservation and affirmative action policies.

**Unit V (Week9-10)**

This unit will explain development process for different sections in India by defining various policies enacting time to time for these groups and their impact on people.

**Tribes and Politics**

1. Policies and Challenges: Fifth and Sixth Schedules; Forest Rights Act; Development and Issues of Displacement.

**Unit VI (Week11-12)**

This unit will coverdifferent perspectives for studding the nature of Indian state. In this unit various dimensions reflects characteristics of Indian state will be discussed.

**The Changing Nature of the Indian State**

1. Developmental, Welfare and Coercive Dimensions.

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Students will have to write one essay based assignment inclusive of bibliographies. In this assignment students will justify the theme with suitable literature. For this purpose reading material provided for the paper course and other sources like internet sites, journals and books will be used.

2) They will have to prepare a presentation using power point presentation on a specific topic assign to them in class by the end of the first week of May.

3) There will be a Class Test of 5 marks. It will take place tentatively in the third week of June. Quizzes on specific topics will be organized time to time after discussion with students.

**References**

**I. Political Parties and the Party System**

R. Kothari, (2002) ‘The Congress System’, in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) ‘Introduction: Theorizing Democratic Consolidation, Parties and

Coalitions’, in *Coalition Politics and Democratic Consolidation in Asia,* New Delhi: Oxford

University Press.

Y. Yadav and S. Palshikar, (2006) ‘Party System and Electoral Politics in the Indian States,

1952-2002: From Hegemony to Convergence’, in P.R. DeSouza and E. Sridharan (eds.) *India’s Political Parties*, New Delhi: Sage Publications, pp. 73-115.

**II. Election and Electoral Process**

N. G. Jayal (2006), *Representing India: Ethnic Diversity and the Governance of Public Institutions*, Palgrave Macmillan, London.

Y. Yadav (2010), ‘Representation’, in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds), *The*

*Oxford Companion to Politics in India*, New Delhi: Oxford University Press, 347-360.

E. Sridharan and M. Vaishnav (2017), ‘Election Commission of India’, in D. Kapur, P.B. Mehta and M. Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 417-463.

U.K. Singh and A. Roy (2018), ‘Regulating the Electoral Domain: The Election Commission of India’, *Indian Journal of Public Administration*, 17 August 2018.

**III. Religion and Politics**

A. Bilgrami, (1999) ‘Two Concepts of Secularism’, in Sudipta Kaviraj (ed.), Politics in India,

New Delhi: Oxford University Press, pp.349-361.

T. Pantham, (2004) ‘Understanding Indian Secularism: Learning from its Recent Critics’, in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices,* New Delhi: Sage, pp. 235-256.

P.R. Brass, (2003) ‘Introduction: Explaining Communal Violence’, in The Production of Hindu- Muslim Violence in Contemporary India, New Delhi: Oxford University Press, pp.5-39.

B. Chandra, (1999) ‘Communalism as False Consciousness’, in Sudipta Kaviraj (ed.), Politics in India, New Delhi: Oxford University Press, pp.299-304.

**IV. Caste and Politics**

R. Kothari, (1970) ‘Introduction’, in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3- 25.

M. Weiner, (2001) ‘The Struggle for Equality: Caste in Indian Politics’, in Atul Kohli (ed.) *The Success of India’s Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) ‘Ambedkar and After: The Dalit Movement in India’, in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

M. Galanter, (2002) ‘The Long Half-Life of Reservations’, in Z. Hasan, E. Sridharan (eds),

*India’s Living Constitution*, Permanent Black, pp. 306- 318.10

S. Deshpande (2016), ‘Caste in and as Indian Democracy’, New Delhi: *Seminar*, No.677, pp. 54- 58.

S. Deshpande (2013), ‘Caste and Castelessness: Towards a Biography of the General Category’,*Economic and Political Weekly*, Vol. No. XIVII (15), pp.32-39.

A. Deshpande (2013), Affirmative Action, *OUP Short Introduction Series*, New Delhi: Oxford University Press.

Sudarshan (eds.) *India’s Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) ‘The Politics of the OBCs’, in *Seminar,* Issue 549, pp. 41-45.

U. Chakravarti. (2003)’Caste and Gender in Contemporary India’, in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.

M. John, (2011) ‘The Politics of Quotas and the Women’s Reservation Bill in India’, in M.

Tsujimura and J. Steele (eds.) *Gender Equality in Asia,* Japan: Tohoku University Press, pp. 169-195.

**V. Tribes and Politics**

B. Sharma (2010), ‘The 1990s: Great Expectations’; ‘The 2000s: Disillusionment

Unfathomable’, in *Unbroken History of Broken Promises: Indian State and Tribal People,* Delhi:

Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

V. Xaxa. (2012), ‘Tribes and Development: Retrospect and Prospect’ in Dev Nathan and

Virginius Xaxa (eds), *Social Exclusion and Adverse Inclusion*. New Delhi: Oxford University

Press. pp. 23–35.

V. Xaxa, (2018) ‘Isolation, Inclusion and Exclusion: the case of Adivasis in India’ in V.S. Rao, *Adivasi Rights and Exclusion in India,* Oxon and New York: Routledge, pp. 27-40.

A Kothari, N. Pathak and A. Bose, (2011) ‘Forests, Rights and Conservation: FRA Act 2006,

India’, in Henry Scheyvens (ed.) *Critical Review of Selected Forest-Related Regulatory Initiatives: Applying a Rights Based Perspective*, Institute for Global Environmental Strategies,pp. 19–50.

S.K. Chaube. (2012) (third edition). Ch.6, ‘The Sixth Schedule’ in *Hill Politics in Northeast*

*India*, New Dellhi: Orient Black Swan, pp.97-113

**VII. Changing Nature of the Indian State**

P. Chatterjee (2011), The State, in N G Jayal and P Mehta (eds) *The Oxford Companion to*

*Politics in India*, OUP, New Delhi. pp. 3-14.

R. Kothari (1983). ‘The Crisis of the Modern State and the Decline of Democracy’ in in N G

Jayal (ed.), *Democracy in India*, New Delhi, Oxford University Press. Pp.2001 (sixth impression 2012). pp.101-127.

A. Sinha. (2010) ‘An Institutional Perspective on the post-liberalization state in India’ in Akhil Gupta and K. Sivarama Krishnan (ed.), *The State in India after Liberalization, An*

*Interdisciplinary Perspective*. London: Routledge. pp.49-86.

N.G Jayal,(2001) ‘The State and Democracy in India or What Happened to Welfare, Secularism, and Development’ in N G Jayal (ed.), *Democracy in India*, New Delhi, Oxford University Press. Pp.2001 (sixth impression 2012). Pp.193-224.

S. Palshikar, (2008) ‘The Indian State: Constitution and Beyond’, in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution,* New Delhi: Oxford University Press, pp. 143-163.

R. Deshpande, (2005) ‘State and Democracy in India: Strategies of Accommodation and

Manipulation’, Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

M. Mohanty, (1989) ‘Duality of the State Process in India: A Hypothesis’, *Bhartiya Samajik*

*Chintan*, Vol. XII (1-2)

**Additional Resources:**

**Classics:**

Rajini Kothari (1970), Politics in India, Orient Longman, Hyderabad.

Rajni Kothari (1973), Caste in Indian Politics, Orient Longman, New Delhi.

B.R. Ambedkar (1936), The Annihilation of Caste

**Additional Readings:**

**I. Political Parties and the Party System**

P. Chibber and R. Verma (2018). Ideology and Identity: The Changing Party Systems of India, New Delhi: Oxford University Press.

**II. Election and Electoral Process**

Y. Yadav, (2000) ‘Understanding the Second Democratic Upsurge’, in F. Frankel, Z. Hasan, and R. Bhargava (eds.) Transforming India: Social and Political Dynamics in Democracy, New Delhi: Oxford University Press, pp. 120-145.

**III. Religion and Politics**

A. Nandy. (1999) ‘A Critique of Modernist Secularism’ in Sudipta Kaviraj (ed.), Politics in

India, New Delhi: Oxford University Press, pp.329-341.

N. Chandhoke, (2010) ‘Secularism’, in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 333-346.

N. Menon and A. Nigam, (2007) ‘Politics of Hindutva and the Minorities’, in Power and

Contestation: India since 1989, London: Fernwood Publishing, Halifax and Zed Books, pp.36- 60.

R. Bhargava (ed). (1998), Secularism and Its Critics, New Delhi: Oxford University Press.

V. Tribes and Politics

N. Sundar (2016), ‘Security or Development?’ in The Burning Forest, Juggernaut books, New Delhi, pp. 219-237.

V. Xaxa (2018), Coercive ‘Development’, Economic and Political Weekly, Vol. 53, Issue No. 45.

K.N. Chaubey (2017), Turning the Tide in Forest Rights?, Economic and Political Weekly, Vol. 52, Issue No. 1

**VII. Changing Nature of the Indian State**

S. Kaviraj, (2010), The Trajectories of the Indian State. New Delhi: Oxford University Press.

Zoya Hasan (ed) (2000), Politics and the State in India, New Delhi: Sage.

T. Byres, (1994) ‘Introduction: Development Planning and the Interventionist State Versus

Liberalization and the Neo-Liberal State: India, 1989-1996’, in T. Byres (ed.) The State,

Development Planning and Liberalization in India, New Delhi: Oxford University Press, 1994,

pp.1-35.

A. Verma, (2007) ‘Police Agencies and Coercive Power’, in S. Ganguly, L. Diamond and M.

Plattner (eds.) The State of India’s Democracy, Baltimore: John Hopkins University Press, pp.130-139.

**LESSON PLAN -2**

**PAPER NAME: MODERN POLITICAL PHILOSPHY**

**Core Course**

**B.A (Hons,) SEMESTER-VI**

**April - July 2020**

**Teacher Name – Ms. RAKHI**

**SYLLABUS**

**Unit I**

**Modernity and its discourses**

**Unit II**

**Romantics**

1. Jean Jacques Rousseau: Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
2. Mary Wollstonecraft: Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights.

**Unit III**

**Liberal socialist**

1. John Stuart Mill: Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

**Unit IV**

**Radicals**

1. Karl Marx: Presentation themes: Alienation; difference with other kinds of materialism; class struggle.
2. Alexandra Kollontai: Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin.

**COURSE DESCRIPTION**

Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence. Study of institutions is possible but institutional arrangements vary from society to society because they are based on divergent sets of ideas. This realization takes us to the heart of the matter as to what is more important- reality or ideas, facts and concepts. It may be difficult to find satisfactory answers to these perennial questions that would satisfy everybody. However, in trying to define them, one comes across categorization and labels that become useful took in analysis. For instance Romantic thinks like Jean Jacques Rousseau, Mary Wollstonecraft that promotes concepts and issues related with women equality, rights and democracy interpreted norms in society norms and its structures differently from radical thinkers, whose main focus was capital and division of powers at different level in society. Thinkers like John Locke defined it from liberal stand point.

**TEACHING TIME**

12 Weeks approximately

**CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT I (Week 1-2)**

**Modernity and its discourses**

This section will introduce to students the idea of modernity and the discourses around modernity. In other words, it frees thinking from age-old constraints that provides political concepts from a different strand point.

**UNIT II**

**Romantics (Week 3-6)**

This unit will explain how the age of enlightenment produced some solid justification by prioritising reason in philosophical endeavors but very foundation was put forward and questioned Rousseau. This will also covers how Mary Wollstonecraft argues that inferiority to men is not natural and the reasons for this inferiority are different.

1. Jean Jacques Rousseau: Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
2. Mary Wollstonecraft: Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights.

**UNIT III (Week 7-9)**

**Liberal socialist**

This unit will covers liberal thought under modern political traditions. This will also define how the idea of rights becomes central issue for thinkers to define these themes with sections like women, and minority.

1. John Stuart Mill: Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

**UNIT IV (10-12)**

**Radicals**

This unit will discuss two philosopher’s thoughts on segments of societies and their representations within the society. These thinkers and their ideas will covers themes like class struggle with division of labor.

1. Karl Marx: Presentation themes: Alienation; difference with other kinds of materialism; class struggle.
2. Alexandra Kollontai : Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin.

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Students will have to write one essay based assignment inclusive of bibliographies. In this assignment students will justify the theme with suitable literature. For this purpose reading material provided for the paper course and other sources like internet sites, journals and books will be used.

2) They will have to prepare a presentation using power point presentation on a specific topic assign to them in class by the end of the first week of May.

3) There will be a Class Test of 5 marks. It will take place tentatively in the third week of June. Quizzes on specific topics will be organized time to time after discussion with students.

**ReadingList**

**I. Modernity and its discourses**

**Essential Readings:**

* Kant. (1784) ‘What is Enlightenment?,’ available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013
* S. Hall (1992) ‘Introduction’, in *Formations of Modernity* UK: Polity Press pages 1 16

**II. Romantics**

**Essential Readings:**

* B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.
* M. Keens- Soper, (2003) ‘Jean Jacques Rousseau: The Social Contract’, in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau.* New York: Oxford University Press, pp. 171-202.
* C. Jones, (2002) ‘Mary Wollstonecraft’s *Vindications* and their Political Tradition’ in C.

Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft,* Cambridge: Cambridge University Press, pp. 42-58.

* S. Ferguson, (1999) ‘The Radical Ideas of Mary Wollstonecraft’, in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at http://digitalcommons.ryerson.ca/politics, Accessed: 19.04.2013.

**III. Liberal Socialist**

**Essential Readings:**

* H. Magid, (1987) ‘John Stuart Mill’, in L. Strauss and J. Cropsey, (eds), *History of Political.*
* *Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.
* P. Kelly, (2003) ‘J.S. Mill on Liberty’, in D. Boucher, and P. Kelly, (eds.) *Political Thinkers:*
* *From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

**IV. Radicals**

**Essential Readings:**

* J. Cropsey, (1987) ‘Karl Marx’, in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.
* L. Wilde, (2003) ‘Early Marx’, in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present.* New York: Oxford University Press, pp. 404-435.
* V. Bryson, (1992) ‘Marxist Feminism in Russia’ in *Feminist Political Theory,* London: Palgrave Macmillan, pp. 114-122
* C. Sypnowich, (1993) ‘Alexandra Kollontai and the Fate of Bolshevik Feminism’ *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-29555
* Kollontai (1909), *The Social Basis of the Woman Question*, Available at http://www.marxists.org/archive/kollonta/1909/social-basis.htm, Accessed: 19.04.2013 Additional Readings:
* Bloom, (1987) ‘Jean-Jacques Rousseau’, in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.
* Selections from *A Vindication of the Rights of Woman*, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana>. html#CHAPTER%20II, Accessed: 19.04.2013.
* Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi:

Pearson Education, pp. 328-354.

* Ollman (1991) *Marxism: An Uncommon Introduction,* New Delhi: Sterling Publishers.
* G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words,* London: Pluto Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.
* Kollontai, (1977) ‘Social Democracy and the Women’s Question’, in *Selected Writings of Alexandra Kollontai,* London: Allison & Busby, pp. 29-74.
* Kollontai, (1977) ‘Make Way for Winged Eros: A Letter to the Youth’, in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.
* Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin,* New York: Dutton Children’s Books.

**LESSON PLAN: 3**

**PAPER NAME: GANDHI AND THE CONTEMPORARY WORLD**

**GENERIC PAPER**

**B.A. (Hons.) SEMESTER II**

**JANUARY- MAY 2020 (Sharing)**

**TEACHER NAME- Ms. RAKHI**

**SYLLABUS**

**UNIT – 1**

**Gandhi on Modern Civilization and Ethics of Development**

a. Conception of Modern Civilisation and Alternative Modernity

b. Critique of Development: Narmada Bachao Andolan

**UNIT – 2**

**Gandhian Thought: Theory and Action**

a. Theory of Satyagraha

b. Satyagraha in Action

1.Peasant Satyagraha: Kheda and the Idea of Trusteeship

2.Temple Entry and Critique of Caste

3.Social Harmony: 1947and Communal Unity

**UNIT – 3**

**Gandhi’s Legacy**

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**

a. Swaraj

b. Swadeshi

**COURSE DESCRIPTION**

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. This course will enable students to understand the idea of tolerance and Gandhigiri. With the introduction of this course students will be able to implement various concepts like swaraj and swadeshi in their personal life. Lectures are organized in a manner to learn basic objectives. The course is organized around daily lectures as per the time table. I extensively use interactive method to make the class more lively and engaging. Students will be given reading materials according to the course content.

**TEACHING TIME – 12 WEEKS APPROXIMATELY**

**CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT- I (Weeks 1-2)**

**UNIT – 1**

**Gandhi on Modern Civilization and Ethics of Development**

a. Conception of Modern Civilisation and Alternative Modernity.

b. Critique of Development: Narmada Bachao Andolan.

This unit will cover Gandhi an ideology and its relevance on modern civilization with its impact on daily life of the people with its critique of various development programmes.

**UNIT – 2**

**Gandhian Thought: Theory and Action**

a. Theory of Satyagraha

b. Satyagraha in Action

1.Peasant Satyagraha: Kheda and the Idea of Trusteeship

2.Temple Entry and Critique of Caste

3.Social Harmony: 1947and Communal Unity

**UNIT – 3**

**Gandhi’s Legacy**

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**

a. Swaraj

b. Swadeshi

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Students will have to write one essay based assignment inclusive of bibliographies. In this assignment students will justify the theme with suitable literature. For this purpose reading material provided for the paper course and other sources like internet sites, journals and books will be used.

2) They will have to prepare a presentation using power point presentation on a specific topic assign to them in class by the end of the first week of May.

3) There will be a Class Test of 5 marks. It will take place tentatively in the third week of June. Quizzes on specific topics will be organized time to time after discussion with students.

**ESSENTIAL READINGS**

**1. 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.

**2. 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/IngfridxKnudegaardxmasteroppgavexi](http://www.duo.uio.no/bitstream/handle/10852/23275/IngfridxKnudegaardxmasteroppgavexi) xhistorie.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.

**3. Gandhi’s Legacy**

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

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**ADDITIONAL RESOURCES:**

**Classics**

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**LESSON PLAN-4**

**WOMEN POWER AND POLITICS**

**(GENERIC PAPER )**

**B.A (Hons.) SEMESTER- IV (Sharing)**

**JANUARY - MAY 2020**

**TEACHER NAME: Ms. RAKHI**

**SYLLABUS**

Unit 1

Groundings (6 weeks)

1.Patriarchy (2weeks)

a. Sex-Gender Debates

b. Public and Private

c. Power

2. Feminism (2 weeks)

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

**Course Description**

The course inaugurates with the question of women’s mechanism, putting up with it women’s empowerment, politics, and historical movements. It also points to women as radical/revolutionary social representatives. The session is intricately connected with the questions regarding the social structures, community, marginalized groups, and relations in gender inequality. This is also figurative to the new forms and structures of precarious work and labour under the new economy. The central attempt will be paid to feminism as an approach and opinion to women empowerment. The course is divided into broad units, each of which is divided into three sub-units.

**TEACHING TIME** – 12 weeks approximately, five days of a week

**CLASSES**

Lectures are organized in a manner to learn basic objectives. The course is organized around daily lectures as per the time table. I extensively use interactive method to make the class more lively and engaging . Students will be given reading materials according to the course content. This reading material will be used for giving lecture in the classroom. Internal Assessment of 25 marks will be given to the students based on activities like assignment , presentation or test ect. Some quiz competition are also conducted through classroom application.

**UNIT WISE BREAK UP OF SYLLABUS**

**Unit- I (Weeks 1-6)**

1. Patriarchy:

The introduction of the concept of patriarchy has been made to explain the cause of this hierarchical relationship of domination and unequal subordination relation between men and women. To radical feminists gender inequalities are an outcome of the system of patriarchy, a system of male dominance.

1. Sex-Gender Debates

This unit will familiarize us with the commonsensical perception of sex and gender as a system, roles of gender and criticism of sex-gender as a binary division. This also points out how gender is constructed as a paradox and how sexing of the body takes place. Therefore, the social and cultural basis of the distinction between men and women, their relationship of inequality and the subordination and oppression of women must be examined.

b. Public and Private

The discussion on private/public dichotomy has been central to the western liberal political thought and so also forms an important part of feminism and women’s struggle for suffrage and equal political participation. Private denotes the activities which take place within the sphere of domestic, and public comprises the activities related to business, politics, law, and governance.

c. Power

The feminist theory is devoted to the tasks of critiquing women’s subordination, analyzing the intersections between sexism and other forms of subordination such as racism, heterosexism, and class oppression, and envisioning the possibilities for both individual and collective resistance to such subordination.

However, a significant strand of feminist theorizing of power starts with the contention that the conception of power as power-over, domination, or control is implicitly masculinist. In order to avoid such masculinist connotations, many feminists from a variety of theoretical backgrounds have argued for a reconceptualization of power as a capacity or ability, specifically, the capacity to empower or transform oneself and others.

2. Feminism:

The very fact that a notion to highlight the condition of women evolved in the 19th century, and came to be known as feminism. Firstly, it appeared that women were gradually asserting themselves to get the right to be treated like human beings. Secondly, they were also by now convinced that this change in their position was possible thanks to the liberalizing and equalizing forces unleashed in the world by the capitalist-socialist combine. And this combine had become a major force to reckon with by the end of the 9th century and start of the 20th century.

1. Family, Community and State

This unit deals with three different perspectives to engage with the subject of family as a form of social institution. It examines the role and position of women within family, community and state.

The first unit of this block distinguishes between family and household, and discusses various forms of family.

The second unit of this block is concerned with the mainstream sociological theories of family, community and state and its feminist critique.

**Unit- II (Weeks 6-12)**

1. History of the Women’s Movement in India:

This unit deals with the issues concerning women and the evolution of the women’s movement in India from the early nineteenth century. The whole range of protests in which women have been at the center, either as subjects or as participants, either to conserve women’s position or to change it. Women’s movements are those movements that specifically acknowledge women’s oppression in relation to men separately from and beyond the unequal caste or class relationships that exist in society. In other words, feminism in India refers to the efforts and movements aimed at defining, establishing, and defending equal political, economic, and social rights and equal opportunities for women.

2. Violence against Women:

Violence against women affects women everywhere. It impacts women’s health, hampers their ability to participate fully in society, affects their enjoyment of sexual and reproductive health and rights, and is a source of tremendous physical and psychological suffering for both women and their families. The key issues which states it more worse in every forms are-

● Violence against Women is a form of discrimination and a human rights violation

● Violence against Women is not a private matter, but a human rights violation that generates state responsibility

● The gender-related killing of women and girl

3. Work and Labour:

In this Unit of the Course ‘Women in the Economy’, you will get a holistic understanding of what constitutes work for women both in public and private spaces and how the two interface in the lives of women. In the beginning you will read about how the concept of ‘work’ has been defined by international agencies and what have been the definitions of work in Indian system of accounting, what kind of changes the concept has undergone to reach its present understanding. The next section focuses on facets of work women perform in society, how it is always undervalued, remains under- enumerated in the national economy and by women themselves. In the last section of the Unit you will read about why it is important for work done by women to be duly valued and made visible in the national economy by redefining the whole concept of work vis-a-vis women. The unit also discusses on feminist debates on the issue of women and work.

1. Visible and Invisible Work

To account for visibility of women’s work is important from the perspective of their rights and also for actuality and correctness of estimation. The invisibility, unproductivity and unpaid nature of women’s work push them to a marginalized position in a capitalist society and accord lower status. Thus, on one hand, invisibility of women’s work leads to lapse in policy implications where their contribution is marginalized, making her a ‘dependent’ economic entity. On the other hand, women face oppression as a result of performing work that is not directly adding to family income. Thus, women face ‘double whammy’ as a consequence of her invisibility of work due to conceptual as well as operational biases.

1. Reproductive and Care Work

Women’s productive and reproductive roles are often described as being ‘in conflict’, as women’s increasing labour force participation has not automatically resulted in fundamental change in their childcare and domestic responsibilities. Gender stereotypes regarding women’s roles both at work and at home constrain their work opportunities and perpetuate the socio-economic model of a male breadwinner– a model which is no longer the reality in many developing and developed countries. Whilst maternity leave and part time work policies have allowed mothers to retain their participation in the workforce, they have also contributed to occupational gender segregation and discrimination, rather than triggering the labour force to adapt to working mothers’ unique needs and constraints.

1. Sex Work

Sex work is the exchange of sexual services or performances for financial or material compensation, including activities of direct physical contact between buyers and sellers as well as indirect sexual stimulation. Because of the agency associated with the term, ‘sex work’ generally refers to voluntary sexual transactions; thus, it does not refer to sex trafficking and other coerced or non-consensual sexual transactions. By ‘migrant sex worker’, we refer to anyone who has left their country of origin to go to another place, either through formal or informal ways, and works in the sex industry. Finally, when we talk about ‘migration for sex work’, we refer to a migration project whose purpose is to enter into a globalised sex work market. In many cases, these migrants were already working in the sex industry in their home country and wished to migrate to richer areas in order to increase their income.

**ASSESSMENT**

Internal Assessment: 25 Marks

Internal assessment will be conducted on three different modes

1) Written assignment

2) Presentation

3) Class Test

1) 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. this assignment will be in the form of essay writing in which students will also mention references. The topic for the first assignment will be shared in class by the end of the first week of February and presentation will be given in the month of March after the mid semester break.

2) There will be a Class Test of 10 marks. which will take place tentatively in the fourth week of April.

Additionally there are 5 marks for Attendance

**ESSENTIAL READINGS**

I. Groundings

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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.

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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

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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. Engles, Family, Private Property and State, Available at http://readingfromtheleft.com/PDF/EngelsOrigin.pdf, Accessed: 19.04.2013. S. Brownmiller, (1975) Against our Wills, New York: Ballantine.

N. Menon (2008) ‘Gender’, in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) ‘Sultana’s Dream’, in Sultana’s Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press.

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