**Bharati College**

**(University of Delhi)**

Janak Puri, Delhi- 110058

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Lesson Plan (CORE, Semester 6, January-April 2023)

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| **Name of Teacher** | Ms. Looke Kumari | | **Department** | | Political Science |
| **Course** | Semester 6, BA (Hons) Political Science, DSE (Discipline Specific Elective) | | **Semester** | | VI |
| **Paper** | Colonialism and Nationalism in India | | **Academic Year** | | Jan-April 2023 |
| **Learning Objectives** | | | | | |
| The purpose of this course is to help students understand historically the imposition of colonialism in India and nationalism as an ideology and movement of resistance against colonial rule. The aim is to study the different theoretical perspectives and historical explanations for colonialism and nationalism in India, the social, political and institutional practices that comprised colonial rule, and the ways in which different kinds of movements, paved the way f or independence and democracy in India. The purpose of this course is to help students understand historically the imposition of colonialism in India and nationalism as an ideology and movement of resistance against colonial rule. The aim is to study the different theoretical perspectives and historical explanations for colonialism and nationalism in India, the social, political and institutional practices that comprised colonial rule, and the ways in which different kinds of movements, paved the way f or independence and democracy in India. | | | | | |
| **Learning Outcomes** | | | | | |
| * Understand and engage with the different ways in which colonialism and nationalism have been understood Understand of the nature of colonial rule and the way in which it consolidated itself in India * Demonstrate awareness of the impact of colonialism on Indian economy and society * Show knowledge of the gradual emergence of anti-colonial nationalist movement in India * Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases * Show awareness of the various social movements, the kind of questions they raised and their contributions to the nationalist movement. | | | | | |
| **Lesson Plan** | | | | | |
| **Week No.** | | **Theme/Curriculum** | | **Any Additional Information** | |
| Week1-3  Week 4 | | **Unit I**  **Colonialism and Nationalism: a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism, b. Approaches to the study of nationalism in India: Nationalist, Imperialist,Marxist, and Subaltern interpretations**  This topic will be introduced with the objective to enhance students’ knowledge regarding the paper, in general, and the importance of approaches, in particular. First this unit will be initiated with a deep and extensive analysis of different approaches of Colonialism, in which three major perspectives- liberalism, Marxism and post- colonialism will be examined along with their merits and demerits. In connection with that a comprehensive analysis will be done for the nationalist approach in which the focus will be on Nationalist, Marxist, Imperialist and subaltern explanation. Overall comparison and discussion on these topics will be done so that students will develop deep and extensive understanding on the subject.  **Unit-2**  **Colonial Rule in India and its impact: a. Constitutional developments and the colonial state**  **b. Colonial ideology of civilizing mission: Utilitarians and Missionaries**  **c. Impact on agriculture, land relations, industry and ecology**  The concepts of colonialism and nationalism could not be understood unless it is dealt in the context of constitutional development during colonial time and more specifically the colonial ideology of Brtishers. Keeping this in view the main objective of this unit is to explain the process of colonialism, its impact on different social, political and economic spheres of life and also the ideological background through which the whole colonial rule was justified in British India. In this connection the idea of civilizing mission will be dealt from Utilitarians and Missionaries point of view. Apart from that A deep and comprehensive analysis of colonial rule will also be discussed in way that students will be come to know that how colonial policy ruined all the sectors from agriculture to ecology. After studying this unit, students will be able to develop their own analytical viewpoint on the subject | | Allocation of Assignment I(Last Date 20th September 2023) | |
| Week5– 6  Week 7-8  Week 9-10 | | **Unit 3**  **Reform and Resistance: a. The 1857 rebellion**  **b. Major social and religious movements**  **c. Education and the rise of the new middle**  This Unit will be introduced with the objective to make students understand the historical importance of 1857 rebellion and its social political, economic and military impact and more particular the overall strategy of Colonial rule which got change after this incident. Along with that major social and religious movements will also be explained by focusing more on the importance of the movements that how these movements played vital role in changing the attitude as well as bringing the social and political awareness amongst the common people. In the unit the most central topic which will be dealt analytically is education that how colonial education policy changed the societal structure and gave rise to the new class and that was middle class.  **Unit 4**  **Nationalist Politics and Expansion of its Social Base: Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League b. Gandhi and mass mobilization: Non-cooperation, Civil Disobedience, and Quit India Movements**    In this unit lectures will be based on the study of classics to understand Gandhian ideology, his philosophy and how he converted freedom struggle into mass movement or national movement, for this theoretical explanation and views of different political thinkers on Gandhian ideology will be discussed. In addition to that,different political movements from non- cooperation to Quit India and their impact more particularly different political changes after each movement will also be critically evaluated | | Test Scheduled : in the end of October | |
| Week 11  Week 12-13  Week 14-15 | | **Unit 4**  **Nationalist Politics and Expansion of its Social Base: c. Socialist alternatives: Congress socialists, Communists, d. Communalism in Indian Politics, e. The two-nation theory, negotiations over partition**  Further the different phases of congress especially the emergence of Congress Socialist party and Communist parties will be also taken into account. And lastly, the most important sub-topic on which the whole paper is based on is Two Nation theory. In that the narrative of two nation theory and how it ultimately came up with partition of India will be dealt deeply so that students will be able to construct their analytical point on the partition of India.  **Unit 5**  **Social Movements:** 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**    To understand this topic, an explanation of different social and political uprisings along with their importance for colonial India will be done in this unit. By analyzing Women movement and others such as caste, peasant, tribals and workers movement, students will get to know that how these movements brought social awareness and exploitative nature of colonial rule altogether amongst the common masses. Peasant movement played very important role in spreading out the nationalist sentiments during colonial period.Finallythis paper will help students to develop analytical skills in respect to political and institutional practices prior to Indian independence. It will provide insight into the process of evolution of nation freedom struggle in the context of post-colonial societies such as India. | | Presentation Scheduled: in the mid of November | |
| **References**  Chandra, B. (1999) *Essays on Colonialism*, Hyderabad. Orient Longman, pp.1-22.  Chandra, B. (1988) *India’s Struggle for Independence*, New Delhi. Penguin, pp.13-30.  Fulcher, J. (2004) *Capitalism: A Very Short Introduction*. Oxford: Oxford University Press.  Datta, G. Sobhanlal. (2007) ‘Imperialism and Colonialism: Towards a Postcolonial  Understanding’, in Dasgupta, Jyoti Bhusan (ed.) *Science, Technology, Imperialism and*  *War.* New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.  Guha, Ranajit. (1982). Subaltern Studies, I. Oxford University Press. Delhi. pp.1-8.  Metcalf, T. (1995) ‘Liberalism and Empire’ in Metcalf, Thomas. *Ideologies of the Raj.*  Cambridge: Cambridge University Press, pp.28-65.  Young, R. (2003) *Postcolonialism : A Very Short Introduction*. Oxford: Oxford University  Press, pp. 9-68.  Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of*  *Modern India.* New Delhi: Orient Longman, pp. 37-65; 66-138.  Sarkar, S. (1983) *Modern India (1885-1847).* New Delhi: Macmillan.  Sen, A.P. (2007), ‘The idea of Social reform and its critique among Hindus of Nineteenth  Century India’, in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian*  *Thought and the Social Sciences* . Vol X. New Delhi: Oxford University Press.  Guha, R. and Gadgil, M. (1989) ‘State Forestry and Social Conflict in British India’, in  Guha, R. and Gadgil, M. *Past and Present: A Journal of Historical Studies.* May: 123,  pp. 141-177.  **Additional Resources**  Desai, A.R. (1987 reprint) Social Background of Indian Nationalism, Bombay, Popular. (Hindi version available as देसाई, ए.आर. (2018) भारतीय राष्ट्रवाद की सामाजजक पृष्ट्ठभूर्म, सेज भाषा, नई ददल्ली)  Chandra, B. (1988) India’s Struggle for Independence, New Delhi. Penguin.  Chatterjee, P. (2010) ‘A Brief History of Subaltern Studies’, in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black.  Metcalf, T. (1995) Ideologies of the Raj. Cambridge: Cambridge University Press, pp. 132- 148.  Islam, S. (2004) ‘The Origins of Indian Nationalism’, in Religious Dimensions of Indian Nationalism. New Delhi: Media House, pp. 71-103. | | | | | |
| **Online Resources (If Any)** | | NA | | | |
| **Assignment and Class Test Schedule for Semester** | | Assignment Marks: 5  Test Marks: 5  Presentation Marks: 10 | | | |

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Lesson Plan (Core, Semester VI, Jan to May 2023)

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| **Name of Teacher** | Ms. Looke Kumari | | **Department** | | Political Science |
| **Course** | B.A.(Hons) | | **Semester** | | VI |
| **Paper** | Modern Political Philosophy | | **Academic Year** | | Jan-April 2023 |
| **Learning Objectives** | | | | | |
| This course aims to expose the students to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence in society and is being solved. By introducing the philosophers from different traditions students will be able to answer few fundamental political questions: Why do we live in political communities? What is the ‘best’ form of government? How human nature influences political decision making? How and in what circumstances we need to resist bad rulers? | | | | | |
| **Learning Outcomes** | | | | | |
| By the end of the course students would be able to:  • Understand the idea of modernity and establish a connection between societal changes posed through modernity and its prescribed political suggestions.  • Identify various tendencies in political philosophical discourse and manage to answer various fundamental questions through problem-solving aptitude. | | | | | |
| **Lesson Plan** | | | | | |
| **Week No.** | | **Theme/Curriculum** | | **Any Additional Information** | |
| Week 1-2 | | **Unit I**  **Modernity and its discourses**  Kant on Modernity, Faith on Reason, Understanding Nature’s nature. | |  | |
| Week 3-6 | | **Unit II**  **Romantics**   1. Jean Jacques Rousseau   Critique of Modernity; State of Nature (evolution of Nobel savage, what corrupts the society?), Origin of inequality, General Will; direct democracy; self-government;   1. Mary Wollstonecraft   Women and paternalism; critique of Rousseau’s idea of education and proposed educational reforms; legal rights and representation | | Allocation of Assignment (Feb) | |
| Week 6-9 | | **Unit III**  **Liberal socialist** (2 weeks)  John Stuart Mill Mill’s hedonistic principle of utility; difference with other utilitarian, Liberty, suffrage and change in democracy; rights of minorities; subjection of women | | Test on J.J. Rousseau/Mary Wollstonnecraft (March 2022) | |
| Week 10-13 | | **Unit IV**  **Radicals**  a. Hegel Ethical life: family, civil society and state  b. Karl Marx Difference with other kinds of materialism; Concepts of values; critique of Capitalism; inevitability of class struggle; establishment of utopian society | | Presentation Schedule (April 2023) | |
| References:  A. 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.  A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education, pp. 328-354.  B. Ollman (1991) Marxism: An Uncommon Introduction, New Delhi: Sterling Publishers.  G. Blakely and V. Bryson (2005) Marx and Other Four Letter Words, London:  Pluto. A. Skoble, and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education, pp. 286-327.  Hannah Arendt (1958), The Origins of Totalitarianism, New York: The World Publishing Company.  Readings in Hindi  सी. एल. वेपर (1954), राज दशरन का साधयन, इलाहबाद: िकताब महल.  जे. पी. सूद (1969), पाशात राजनीितक िचं तन , जय पकाश नाथ और कं पनी | | | | | |
| **Online Resources (If Any)** | |  | | | |
| **Assignment and Class Test Schedule for Semester** | | Link the assignment and Test (optional) | | | |