Paper : (CORE COURSE) - Development processes and social movement

**SEMESTER 5**

**June-November 2021**

**TEACHER NAME: Dr. Bindu Kohli**

SYLLABUS :

1) Development Process since Independence (2 weeks)

a) State and planning

 b) Liberalization and reforms

2) Industrial Development Strategy and its Impact on the Social Structure (2 weeks)

a) Mixed economy, privatization, the impact on organized and unorganized labor

b) The emergence of the new middle class

3) Agrarian Development Strategy and its Impact on the Social Structure (2 weeks)

a) Land Reforms, Green Revolution

b) Agrarian crisis since the 1990s and its impact on farmers

4) Social Movements (6 weeks)

a)Tribal, Peasant, Dalit, and Women's movements

b) Maoist challenge

c) Civil rights movement

COURSE DESCRIPTION

The course is designed to interrogate the modern Indian political system in India. This helps students to know a detailed overview of the political and social understanding of contemporary India especially concerning Development strategies. This paper is divided into four units that incorporated the economic perspective of state policies as well as the societal impact of these strategies. The paper deals with changing development perspectives in the context of agriculture and industrial framework.

This paper is an interesting initiative that highlights the social, economic, and political conditions of Indian society. The Paper begins with the historical development of the economic situation in the post-independence -era. After analyses of history, emerging effects were discussed. The course also includes major developmental ideas of the Indian economy.

The paper provides a detailed overview of different religious cultural and political structures in Ancient India. Socio and economic understanding certainly was an important aspect of the Indian economy, in many ways the approach to study Indian politics in comprehensive ways related to society as well as politics. This diversity of various models and their discussion is certainly competing in many ways. In course of studying, different structures and processes were highlighted that shaped the Indian political systems over time. The paper seeks to identify the different strands that allow for a more integral contextualization of its evolving society and politics in India.

TEACHING TIME :

12 Weeks approximately five days of a week

The course is organized around daily lectures as per the timetable. Students will be provide reading assignments each week to help them follow the course content. Readings will be discussed in class in detail. There are 5 marks for attendance as part of the Internal assessment.

UNIT WISE BREAKUP OF SYLLABUS :

UNIT I (Week 1-2)

The first week is based upon some basic information of course and its requirement of discussion elaborated in the class. While discussing the unit three models of development will be introduced in the class. Students will be informed of different categories of references of sources existing in Hindi and English language. The unit first is the theory part of institutional and policy perspective of an initial period, periods of crisis, and an era of new economic reforms. It also enlightens us on a situation of the pre-1990s and posts 1990 era of the Indian political economy.

Survey of sources

Development Process since Independence

State and planning

Liberalization and reforms

UNIT-II (Week 3)

Impact of political economy on social context

This unit explores the ground realities of the economic plan which changes societal relations and new emerging classes in Indian politics. It discusses the role of economic sectors in individual lives. It deals with philosophical knowledge about new emerging sectors and their challenges in India.

ii Industrial Development Strategy and its Impact on the Social Structure

A mixed economy, privatization, the impact on organized and unorganized labor

The emergence of the new middle class

UNIT III (Week 4)

This unit will examine the sociological aspect of economic reforms in India. Primarily it is partly based on economic strategies and how it leads to a situation of crisis in Indian society. it discusses the role of government policies and their problems.

iii) Agrarian Development Strategy and its Impact on the Social Structure

a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers

UNIT-IV (Week 5-10)

This is essentially the most important part of the syllabus which debated around the voice of citizens in India with regards to political-economic plans. Although many movements emerged in that period the course includes five emerging challenges in front of the state.

Social Movements (6 weeks)

a. Tribal, Peasant, Dalit, and Women's movement b. Maoist challenge the Civil rights movement

 Revision and Queries regarding different topics (Week 11- 12)

ASSESSMENT

Internal Assessment: 25Marks

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

1) Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5marks each. Students will have to write one essay-based assignment inclusive of bibliographies, and for the second assignment, they will have to prepare a presentation on a topic related to their syllabus. The topics for the first assignment will be shared in the class by the end of the first week of August.

 For certain topics which need extra concerns as per student's demand, group discussions are organized occasionally.

2) There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid-semester break.

Additionally, there are 5marks for Attendance.

READING LIST

I. The Development Process since Independence

Essential Readings:

A. Mozoomdar, (1994) ‘The Rise and Decline of Development Planning in India’, in T. Byres (ed.) The State and Development Planning in India. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) ‘Mass Politics or Elite Politics? Understanding the Politics of India’s Economic Reforms’ in R. Mukherji (ed.) India’s Economic Transition: The Politics of Reforms, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) ‘Development Planning and the Indian State’, in Zoya Hasan (ed.),

Politics and the State in India, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) ‘India: Dirigisme, Structural Adjustment, and the Radical Alternative’, in B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) ‘Epilogue on the Political Economy of Reform in India’, in The Political Economy of Development in India. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) ‘The Planning Process and Public Process: a Reassessment’, R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

Essential Readings:

A. Aggarwal, (2006) ‘Special Economic Zones: Revisiting the Policy Debate’, in Economic and Political Weekly, XLI (43-44), pp.4533-36.

B. Nayar (1989) India’s Mixed Economy: The Role of Ideology and its Development, Bombay: Popular Prakashan.

F. Frankel, (2005) ‘Crisis of National Economic Planning’, in India’s Political Economy (1947-2004): The Gradual Revolution, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) India’s New Middle Class: Democratic Politics in an Era of Economic Reform, Delhi: Oxford University Press.

S. Shyam, (2003) ‘Organizing the Unorganized’, in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) ‘Globalization and Labour’, in B. Nayar (ed.) Globalization and Politics in India, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) ‘From Class Compromise to Class Accommodation: Labor’s Incorporation into the Indian Political Economy’ in R. Ray, and M.F. Katzenstein (eds.) SocialMovements in India, Delhi: Oxford University Press, pp 32-60.

III. Agrarian development strategy and its impact on social structure

Essential Readings:

A. Desai, (ed.), (1986) Agrarian Struggles in India After Independence, Delhi: Oxford University Press, pp. xi-xxxvi

F. Frankel, (1971) India’s Green Revolution: Economic Gains and Political Costs, Princeton and New Jersey: Princeton University Press.

F. Frankel, (2009) Harvesting Despair: Agrarian Crisis in India, Delhi: Perspectives, pp. 161-169.

J. Harriss, (2006) ‘Local Power and the Agrarian Political Economy’ in Harriss, J. (ed) Power Matters: Essays on Institutions, Politics, and Society in India, Delhi. Oxford University Press, pp. 29-32.

K. Suri, (2006) ‘Political economy of Agrarian Distress’, in Economic and Political Weekly, XLI(16) pp. 1523-1529.

P. Joshi, (1979) Land Reforms in India: Trends and Perspectives, New Delhi: Allied publishers.

P. Appu, (1974) ‘Agrarian Structure and Rural Development’, in Economic and Political Weekly, IX (39), pp.70 – 75.

P. Sainath, (2010) ‘Agrarian Crisis and Farmers’, Suicide’, Occasional Publication22, New Delhi: India International Centre (IIC).

M. Sidhu, (2010) ‘Globalisation vis-à-vis Agrarian Crisis in India’, in R. Deshpande and S. Arora, (eds.) Agrarian Crises and Farmer Suicides (Land Reforms in India Series), New Delhi: Sage, pp. 149-174.

V. Sridhar, (2006) ‘Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh’, in

Economic and Political Weekly, XLI (16).

IV. Social Movements

Essential Readings:

G. Haragopal, and K. Balagopal, (1998) ‘Civil Liberties Movement and the State in India’, in

M. Mohanty, P. Mukherji and O. Tornquist, (eds.) People’s Rights: Social Movements and the State in the Third World New Delhi: Sage, pp. 353-371.

M. Mohanty, (2002) ‘The Changing Definition of Rights in India’, in S. Patel, J. Bagchi, and

K. Raj (eds.) Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel, New Delhi: Sage.

G. Omvedt, (2012) ‘The Anti-caste Movement and the Discourse of Power’, in N. Jayal (ed.)

Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

P. Ramana, (2011) ‘India’s Maoist Insurgency: Evolution, Current Trends and Responses’, in M. Kugelman (ed.) India’s Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.

A. Ray, (1996) ‘Civil Rights Movement and Social Struggle in India’, in Economic and Political Weekly, XXI (28). pp. 1202-1205.

A. Roy, (2010) ‘The Women’s Movement’, in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.

N. Sundar, (2011) ‘At War with Oneself: Constructing Naxalism as India’s Biggest Security Threat’, in M. Kugelman (ed.) India’s Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.

M. Weiner, (2001) ‘The Struggle for Equality: Caste in Indian Politics’, in A.Kohli. (ed.)

The Success of India’s Democracy, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) ‘Tribal Solidarity Movements in India: A Review’, in G. Shah. (ed.)

Social Movements and the State, New Delhi: Sage, pp. 251-266.

 **LESSON – PLAN**

 **DEPARTMENT OF POLITICAL SCIENCE**

**DEMOCRACY AND GOVERNANCE -VI SEM**

(DSE PAPER ) –B.A(Prog)

January-April 2022

TEACHER NAME: Dr.Bindu Kohli

1. Structure and Process of Governance:

 Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy) Political Communication ‐Nature,Forms and Importance Lectures 15

 2. Ideas, Interests and Institutions in Public Policy:

a. Contextual Orientation of Policy Design

 b. Institutions of Policy Making

 Regulatory Institution – SEBI, TRAI, Competition Commission Of India,Corporate Affairs.

 Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

3.Contemporary Political Economy of Development in India: Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E‐governance.

 4. Dynamics of Civil Society: New Social Movements and Various interests, Role of NGO’s, Understanding the political significance of Media and Popular Culture.

Course Description-

This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

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-1

Structure and process of governance :- This unit deals with the Indian model of democracy , emphasizing on parliamentary democracy and federalism also includes party politics and electoral behavior. Then about the role of supreme court as the final interpreter of the constitution & judicial activism , then the democracy at the grass root level example Panchayati raj & Municipal institutions.

Unit-2

Ideas , Interests and Institutions in Public Policy :- This unit explains what is public policy , how institutions affect public policies and its impact on social ,justice, role of experts in policy making , how public policy is developed , planning commission , regulatory institutions like SEBI,TRAI’S function and powers .Also includes lobbying institutions like trade unions , farmers association, ect.

Unit-3

Contemporary Political Economy of Development in India :- This unit includes the policy debates over models of development in India , recent trends of liberalization of Indian economy in different sector and E- governance .

Unit-4

Dynamics of Civil Society :- This unit explains what is civil society & its dynamics and the new social movements like environmental movement , women’s right movement, ect and its various interests ,Role of NGO’S , The role of media in strengthening civil society and popular culture.

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-

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India’s Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55‐95.

 Atul Kohli (ed.), The Success of India’s Democracy, Cambridge University Press, 2001. Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.

 J.Dreze and A.Sen, India: Economic Development and Social Opportunity,Clarendon, 1995

Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013

 Nick Stevenson, Understanding Media Cultures, 2002 Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997 Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.

Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.

 Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003. Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.

 Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India’s Operation Flood Project Touted as the World’s Largest Dairy Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.

Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993.

 Qah, John S.T., Curbing Corruption in Asia: A C Comparative Study of Six Countries, Eastern University Press, 2003.

 Vasu Deva, E‐Governance In India : A Reality, Commonwealth Publishers,2005

M.J.Moon, The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E‐Governance: The New Age Governance, APH Publishers,2004

 Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

 Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002

Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation , Rawat Publishers, 2010

 S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011

 Richard Cox, Production, Power and World Order, New York, Columbia University Press,1987

Additional Readings

Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.

Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.

 Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003

 Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.

 Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.

Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.

Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.

Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.

**TEACHING PLAN for Academic Year 2021-2022**

**DEPARTMENT OF POLITICAL SCIENCE**

PAPER: Colonialism and Nationalism in India

Discipline Specific Elective’ (DSE)

SEMESTER- 6

January-April 2022

TEACHER NAME – Dr. Bindu Kohli

SYLLABUS:

Unit 1 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

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

Unit 3 Reform and Resistance:

a. The 1857 rebellion

b. Major social and religious movements

c. Education and the rise of the new middle class

Unit 4 Nationalist Politics and Expansion of its Social Base

a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi

 and the Radicals, Formation of the Muslim League

b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience,

 and Quit India Movements

c. Socialist alternatives: Congress socialists, Communists

d. Communalism in Indian Politics

e. The two-nation theory, negotiations over partition

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

COURSE DESCRIPTION

The purpose of this course is to help students understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India. This 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.

TEACHING TIME:

12 Weeks approximately five days of a week

Classes

The course is organized around daily lectures and tutorials as per the time table. The nature of lectures is discussion on the Western and Indian traditions. Students are encouraged to make theoretical arguments of their own to enable them to appreciate the development of political theory characterized by continuity and change..Students will be provided with reading assignments each to help them follow the course content. The lecture will be given according to reading material. Internal Assessment of 25 marks will be given to the students based on activities like assignment, presentation and class test. Some quiz competitions are also conducted through classroom application. There are 5 marks for attendance as part of internal assessment.

UNIT WISE BREAKUP OF SYLLABUS and LEARNING OUTCOME

Unit 1 Colonialism and Nationalism: (16 lectures)

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: (10 lectures)

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

Unit 3 Reform and Resistance: (10 lectures)

a. The 1857 rebellion

b. Major social and religious movements

c. Education and the rise of the new middle class

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 (20 lectures)

a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals,

Formation of the Muslim League

b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience,

 and Quit India Movements

c. Socialist alternatives: Congress socialists, Communists

d. Communalism in Indian Politics

e. The two-nation theory, negotiations over partition

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. Further the different phases of congress especially the emergence of Congress Socialist party and Communist parties will be lso 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 partion 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 (5 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

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. Finally this 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.

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. Quizzes on specific topics will be organized time to time after discussion with students.

REFRENCES

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.

Mann, M. (2004) ‘Torchbearers Upon the Path of Progress: Britain's Ideology of a Moral

and

Material Progress in India’, in Mann, M. and Fischer-Tine, H. (eds.) Colonialism as

Civilizing Mission: Cultural Ideology in British India. London: Anthem, pp. 1-26.

**TEACHING PLAN for Academic Year 2021-2022**

**DEPARTMENT OF POLITICAL SCIENCE**

PAPER: Themes in Comparative Political Theory

Discipline Specific Elective - (DSE) B. A (Prog)

SEMESTER: V

SESSION: June-November 2021

TEACHER NAME: Dr.Bindu Kohli

SYLLABUS:

Unit 1

 Distinctive features of Indian and Western political thought

Unit 2

Western Thought: Thinkers and Themes

a. Aristotle on Citizenship

 b. Locke on Rights

 c. Rousseau on inequality

d. J. S. Mill on liberty and democracy

e. Marx and Bakunin on State

Unit 3

 Indian Thought: Thinkers and Themes

 a. Kautilya on State

b. Tilak and Gandhi on Swaraj

c. Ambedkar and Lohia on Social Justice

 d. Nehru and Jayaprakash Narayan on Democracy

e. Pandita Ramabai on Patriarchy

COURSE DESCRIPTION

This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective of this course is to present before the students the value and distinctiveness of comparative political theory. The course focuses on the historical context in which political theorists have developed their thinking. There are distinctive features attached with the Indian and Western political thought and they are influenced by their political, social and economic contextual setting of their own times.

There are different themes in Comparative Political Theory, the course while confining to political theory focuses on developing students’ abilities, to appreciate the depth and complexity of the Western tradition in political theory and their abilities to analyze and to make theoretical arguments of their own, along with appreciating the traditions of Indian Political thought in different periods.

TEACHING TIME:

12 Weeks approximately five days of a week

Classes

The course is organized around daily lectures and tutorials as per the time table. The nature of lectures is discussion on the Western and Indian traditions. Students are encouraged to make theoretical arguments of their own to enable them to appreciate the development of political theory characterized by continuity and change. Students will be provided with reading assignments each to help them follow the course content. The lecture will be given according to reading material. Internal Assessment of 25 marks will be given to the students based on activities like assignment, presentation and class test. Some quiz competitions are also conducted through classroom application. There are 5 marks for attendance as part of internal assessment.

UNIT WISE BREAKUP OF SYLLABUS:

Unit 1

 Distinctive features of Indian and Western political thought (8 lectures)

The topic is initiated with a discussion on the difference between political theory and political thought followed by an understanding of the genesis of political ideas, features of Western and Indian Political Thought.

Unit 2

Western Thought: Thinkers and Themes (26 lectures)

a. Aristotle on Citizenship

b. Locke on Rights

c. Rousseau on inequality

d. J. S. Mill on liberty and democracy

e. Marx and Bakunin on State

The objective of the unit is to conceptualize resources drawn from some of the prominent Western political thinkers. An analysis of Aristotle views on Citizenship is extensively made by examining justification of slavery, qualities required to qualify as a citizen and its validity in contemporary times. Defining the concept of rights, Locke’s claim that rights are natural to man, discussion on property rights and the universality of his views in all societies at all times. Discussion on our understanding of equality and as understood in the philosophies of thinkers; origin of inequality according to Rousseau and his conception of General Will. Mill’s view on liberty particularly freedom of thought and expression and critical appraisal of Mill’s definition of Liberty. Discussion on as to why Mill considered Democracy as essential form of government and the problems of representative democracy. Marx’s theory of state entails a discussion of Dialectical and Historical Materialism, Bakunin identification of the flaws of the state and his views on alternative method of social organization.

Unit 3

Indian Thought: Thinkers and Themes (26 lectures)

a. Kautilya on State

 b. Tilak and Gandhi on Swaraj

 c. Ambedkar and Lohia on Social Justice

d. Nehru and Jayaprakash Narayan on Democracy

e. Pandita Ramabai on Patriarchy

The unit includes discussion on selective themes of different Indian political theorists. Kautilya’s concept of state with an emphasis on the elements of state and the mandala theory of state, the concept of Swaraj for Gandhi and as discussed by Tilak unfolds their understanding. Ambedkar as a champion of civil rights of the deprived sections of the society made a strong plea for social justice, Lohia’s elaboration of equality in the Indian context. An interesting comparison between Jawaharlal Nehru and Jayaprakash Narayan outlines the characteristics of democracy. Pandita Ramabai views on Patriarchy and how she went ahead and talked on extreme subjects of her times are discussed.

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. Quizzes on specific topics will be organized time to time after discussion with students.

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