

## CONTEMPORARY INDIAN SOCIETY

Maximum Marks: 100

External : 70

Internal : 30

### Design of the Course

- At least one unit of study must be field-based and to be understood in linkage with each other.
- The last unit of study to have field based engagement and to be related with the other four units.
- Specific readings as suggested for discussion and essential readings should be used for a deeper and closer understanding of each unit.

### Rationale and aim

This course involves an understanding of the events and issues that have influenced and continue to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectories of Indian society. Through the study of polity, institutions, economy, society and policies within India, this course exposes students to significant issues in the contemporary Indian setting. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences and to understand the implications of education within political, economic and social structures. This course, therefore, has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion. The course should enable students and teachers to think critically and to be able to situate their personal and general assumptions within a broader sociological framework.

### Specific Objectives

- To be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- To be familiar with the socio-political economic dimensions of Indian Society and appreciating its diversity
- To develop an understanding of the trends, issues and challenges facing contemporary Indian Society
- To arrive at a critical understanding of the achievements and persisting problems of the contemporary Indian context and the challenges facing it.

### UNITS OF STUDY

#### UNIT 1: India: The Freedom Struggle and Independence

- Impact of colonialism on Indian society, economy and polity.

- Anti - colonial struggle and different visions about independent India.
- Institutional structures of the Indian nation state: Continuities and Breaks with the colonial apparatus.

### **UNIT 2: Constitution of India and Education**

- Constitution and Education: Concurrent status of education.
- Policies, Acts and Provisions related to education and children with special reference to their contexts ( class, caste, tribe, religion, language and gender )
- Reservation as an egalitarian policy.
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighborhood school.
- Right to Education Act, 2009.

### **UNIT 3: Democracy in India**

- Democratic Systems and Institutional Structures: Party System and Electoral Politics, The Centre and the State, the Judiciary, Legislature and Executive.
- Decentralization and Panchayati Raj (specifically through 73rd and 74th Amendment).
- Grass root social and political movements and Indian democracy.
- Inequities of caste, class, gender and religious and linguistic identities.

### **UNIT 4: Indian Economy**

- Issues and Debates on Globalization, Liberalization and Privatization of economy.
- Development and Environmental concerns.
- Unorganized sector and migrant labor ( to be studied with the help of a project based on locally done field work)

### **UNIT 5: Some Suggested Projects on Contemporary Indian issues (Any two projects)**

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacements, Land, Human Rights, Communal mobilization
- Displacement and Development
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

### **Mode of Transaction**

- Teachers should incorporate discussions, projects and field-based projects.
- Close and critical reading, as well as analysis of various articles and texts should be developed.
- In a group, student-teacher should conduct field-based projects, and be able to analytically document their findings.
- Dialogue and discussions have to be the key for the transaction of this course.

### **Essential Readings**

#### **Unit 1**

1. Guha, Ranendra (2007) *India After Gandhi: the history of the world's largest democracy*. Macmillan: Delhi. Select Chapters.
2. IGNOU: FHS 01 Block 3 *Emergence of Independent India*. IGNOU: New Delhi. Unit 10: Indian National Movement I.
3. NCERT Class XII History Textbook (2006) *Themes in Indian History II. Theme 3* NCERT: New Delhi.
4. NCERT Class XII History Textbook (2006) *Themes in Indian History III. Theme 3* NCERT: New Delhi.

#### **Unit 2**

1. Government of India (GoI) (1996) *National Education Commission (1964-66)*, Ministry of Education: New Delhi.
2. Government of India (GoI) (1986/92) *New Education Policy*. MHRD: New Delhi.
3. Kashyap, S C (2009) *The Constitution of India*. National Book trust: New Delhi. Latest edition
4. NCERT Class VII Textbook (2006-2008) *Social and Political Life III* NCERT: New Delhi Unit 1, 2, 3, 4 & 5
5. NCERT Textbook (2006) *Democratic Politics I*, NCERT: New Delhi Chapter 3, 4 & 5
6. NCERT textbook (2006) *Social and Political Life I*. NCERT: New Delhi. Unit 3.
7. Raina, Vinod (2009) Right to Education. *Seminar* 593

#### **Unit 3**

1. Dubey, S. C (2001) *Indian Society*. National Book Trust: New Delhi.
2. Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master of Arts (Political Sciences) > Democratisation and changing nature of Indian Society, Diversity and pluralism. UNIT 4
3. Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master of Arts (Political Sciences) > MPS003 India: Democracy and Development > Book I
4. Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master's Degree in Sociology > MPS003 India: UNIT 17 Identity politics in

- India (Caste, religion, language and ethnicity)
5. Indira Gandhi National Open University (IGNOU) School of Social Sciences - Master of Arts (Political Sciences) > MPS003
  6. NCERT textbook (2006) *Social and Political Life II*. NCERT: New Delhi. Unit.3.
  7. NCERT textbook (2006) *Social and Political Life I*, NCERT: New Delhi. Unit1.2.
  8. NCERT textbook (2006) *Democratic Politics I*, NCERT: New Delhi. Chapters 1, 2, 5, 6.

#### Unit 4

1. Amartya Sen, and Jean Dreze (1997) *India: Economic development and social Opportunity*, Oxford India: Delhi. Select Chapters.
2. Chakravarty, Sukhamoy (1987) *Development Planning: The Indian Experience* Oxford University press: New Delhi.
3. Vaidyanathan, A. (1995) *The Indian Economy: Crisis, Response and Prospects*, Tracts of the Times. Orient Longman Publications: New Delhi.

#### Readings for Discussion

1. Famous Speeches of Gandhi ji: Speech On The Eve of The Last Fast January 12, 1948.
2. Government of India (GoI) *Right to Education Act 2009*, MHRD: New Delhi.  
<http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>  
<http://www.mk gandhi.org/speeches/speechMain.htm>
3. Jain, I. C (2010) *Civil Disobedience*. Book Review Literary Trust: New Delhi. Select chapters.
4. Kashyap, Subhash C. (1992). *Our Parliament*. National Book Trust: New Delhi
5. Sadgopal, Anil (2000). *Shiksha Main Badlav ka Sawal: Samajik Anubhavo se Niti Tak*. Granth Shilpi : Delhi
6. Sadgopal, Anil (2009). *Mulī aur Anivarya Shiksha Adhikaar Vidheyak 2008. Vimarsh*, Vol. 1.
7. *The leaflet thrown in the Central Assembly*, New Delhi-8th April, 1929  
<http://www.shahidbhagatsingh.org/index.asp?link=april8>

#### Documentaries/ DVDs for Discussion

1. Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes/
2. Bharadwaj Ajay (2007) *Rabba hum kee kariye*. This film traces a shared history of prepartition Punjab - a culture, language and a way of life. Captures the filmmaker's encounters with feelings of guilt and remorse about the genocidal violence of partition.
3. Bhardwaj, Ajay (2007) *So Shall You Reap*: a film on genetically engineered (GE) seeds with specific reference to India for environment and development. 35 min.

4. Bose, Krishnendu (2001) *Cry of the Forest*. A film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals, 30 min.
5. Mehta Deepa (1999) 1947 *Earth*.
6. Mishra, Samina (2001) *Stories of Girlhood*. The film explores the lives of girl children in three different parts of India to understand what awaits girl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.
7. P. Baburaj and C. Saratchandran. *The Bitter Drink*: Chronicles of the struggle of a tribal community, against a mighty global multinational company; also discusses the issue of the ownership of natural resources, mainly water, 27 min.
8. Vohra, Paromita (2002) *Unlimited Girls*: a feminist tale told through conversations with cabdrivers, activists, yuppies, cop scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chatroom, 94 min.

## Advanced Readings

### Unit 1

1. Chandra, Bipin (1997) *Nationalism and Colonialism*, Orient Longman: Hyderabad. Chapter 1.
2. Lal Chaman (2007) *Bhagat Singh. The Jail Notebook and other Writings*, Leftword Publication: Delhi.
3. Valerian Rodrigues (ed) (2004) *The Essential Writings of B. R. Ambedkar*, Oxford University Press: Oxford.
4. Khilnani, Sunil (1999) *The Idea Of India*. Introduction, Penguin: New Delhi. Chapter 1 & 4

### Unit 3

1. Deshpande, Satish. (2004). *Contemporary India: A Sociological View*. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
2. Maharajan, Gurpreet (1998) *Identities and Rights: Aspects of Literal Democracy in India*. Oxford University Press: Delhi. Select Chapters
3. Thapar, Romila (2000). *India another millennium*. Penguin: New Delhi. Select Chapters

### Unit 4

1. Deaton A and Jean Dreze (2008-2009) *Poverty and Inequality in India* in Raj Kapila and Uma Kapila (Ed) in *Indian Economy since Independence*. Oxford University Press: New Delhi.
2. Jalan, Bimal. (1992) *The Indian Economy, Role and Prospects*. Viking: New Delhi. Select Chapters
3. Patnaik, Prabhat (2004) *Retreat to Unfreedom*. Tulika: New Delhi