

(102) Contemporary Indian Society

Maximum Marks: 100

External: 70

Internal: 30

Design of the Course

Each unit has a set of readings and these must be linked with other units.

The last unit of study has field-based engagement and is to be related with the other four units

Specific readings are suggested for discussion and essential readings should be used for a deeper and closer understanding of each unit of study.

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 gain an understanding of the socio- political and 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 visions of Tagore, Gandhi, Nehru and Bhagat Singh about independent India

Institutional structures of the Indian nation state (the Judiciary, Legislature and Executive):
Continuities and Breaks with the colonial apparatus

Unit 2: Constitution of India and Education

Constitutional vision of independent India as described in the Preamble
Constitution and Education: Concurrent status of education

Policies, Acts and Provisions related to education and children with special reference to their contexts (social and economic class, caste, tribe, religion, language and gender)
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

Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)

Grass root social and political movements(Vinobha Bhave's bhoo daan, chipko andolan, JP movement etc.) and Indian democracy

Unit 4: Indian Economy

Issues and Debates on Globalization, Liberalization and Privatization of economy
Development and Environmental concerns

Unorganised 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, Displacement, Land, Human Rights, Communal mobilisation

Displacement and Development

Educational debates and movements
First generation learners in school Children with disability and inclusive education
Role of Media in Democracy

Understanding childhood in India

Analysis of contemporary debates in media

Education for Peace

Construct of the child and school in RTE act

Language within school

Tracing any farm/industrial product to its origin

Role of state and international political economy in producing and addressing marginalization

Linguistic and religious diversity of India

Significance of minority rights

Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India

Marginalization and education of children from slums and distress migration

Challenges of pluralist education in the context of conflict

Impact of electronic media on children

Understanding youth culture in the present times and the impact of internet and other visual mediums

Voter's education and electoral participation

Mode of Transaction

Teachers should incorporate discussions, projects, documentaries, movies and fields based projects

Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed

In a group, student-teacher should conduct field based projects, and be able to analytically document their findings

Dialogue and discussions has to be the key for the transaction of this course

Essential Readings

Unit 1

1. Guha, Ramchandra (2007) *India After Gandhi: the history of the world's largest democracy*. Macmillon: 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) (1966) *National Education Commission (1964-66)*,
2. Ministry of Education: New Delhi.

3. Government of India (GoI) (1986/92) *New Education Policy*, MHRD: New Delhi.
4. Kashyap, S C (2009) *The Constitution of India*, National Book Trust: New Delhi. latest edition
NCERT Class VIII 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. Unit 1,2,
- 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.mkgandhi.org/speeches/speechMain.htm>

3. Jain, L 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). *Muft 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 pre-partition Punjab - a culture, language and a way of life. Captures the film-maker'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