

Ambedkar University, Delhi  
 Proposal for Launch of a Course  
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA History
Course title	Contemporary India 1947-92
Course code	SUS1HS436
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2012
Course coordinator and team	Dr. Salil Misra

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 BA History course Modern India 1857-1947
2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)** None
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**  
 As per SUS norms
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Winter Semester
5. **How does the course link with the vision of AUD?** The course focuses on the structures – both inherited and created - that have produced inequality in contemporary India. It also talks of the various efforts that have tried to overcome different social obstacles.
6. **How does the course link with the specific programme(s) where it is being offered?** The major economic and political developments during the period 1947-92 constitute an important part of the Indian history. The BA (History) Hons programme aims to familiarise students with broad historical processes. The course attempts to demonstrate these processes for an extremely important period of Indian history.
7. **Course Details: All headings to be filled**
  1. **Summary:** This is an overview course and proceeds like a narrative of some of the major developments in independent India. It enables students to make sense of the economic and political process and structures. The underlying assumption is that the first four decades of independent India were crucially significant in the project of India's social transformation. The course provides necessary background information and conceptual tools for a more specialized engagement with the economic political and social trajectories of independent India. The course will be transacted with the help of available social science textbooks. It is expected that the students will be able to use the knowledge gained in the course to make an independent assessment of the existing world around them.

**Objectives:** The course aims to provide an overview of the major political and economic changes during the first four decades of independent India. It is essentially a story of the trajectory of India's social transformation after becoming an independent nation-state. The course examines the nature of India's social transformation and the enormous complexities involved in this process. The course deals with the period starting with 1947 and goes on till 1992. However not all the decades have been treated in an even uniform manner. The Nehru period (1947-64) has been given much greater importance, the assumption being that the major consolidation of the new nation-state, both economic and political, happened under the leadership of Nehru. The course has a bias towards the economic and political. The assumption is that a discussion of the economic processes and structures of power will provide a better understanding of the major changes during the period under discussion. The course will also try to introduce the students of history to some of the major writings and ideas from other social science disciplines such as Sociology, Political Science and Economics.

**Expected learning outcomes:** It is expected that after doing this course, the student will become sufficiently curious about the current social and political developments and will also be equipped conceptually to attempt a rational scrutiny of the world around us.

**Overall structure** (course organisation, rationale of organisation; outline of each module): Following is a break-up of the various modules:

- a. **Consolidation and Integration I:** Legacy of two centuries of colonial rule; Integration of princely states; zaminadari abolition; major institutional and technological reforms in Indian agriculture (Ceiling, Cooperativization, Green Revolution).
- b. **Consolidation and Integration II:** Making of Indian Constitution; Redrawing the administrative boundaries; Polity under Nehru; The language question; DMK movement.
- c. **Economy:** From Command Economy to Liberalization.
- d. **The Indian Nation:** General discussion of nation and nationalism; Strategies of nation-making by Nehru and his followers; major challenges faced by the Nation-in-Making – Kashmir, Punjab, North-East; the state of Indian nation today.
- e. **Democracy in India:** General discussion on Democracy; the nature of Indian democracy; mass participation; role of elections and political parties; major challenges confronted by Indian democracy – JP movement and the Emergency.
- f. **Secularism in India:** General discussion on secularism – its meaning and definitions; nature of Indian secularism; major challenges faced by Indian secularism – Ramjanm Bhumi (Ayodhya) movement.
- g. **The Caste Question:** General discussion on caste and casteism; Historical treatment of caste in India; Caste as identity assertion; major caste movements – rise of OBCs and Dalit assertion.
- h. **India and the World:** India's Foreign Policy; Non-Alignment under Nehru; Wars with China and Pakistan, 1962, 1965 and 1971.

## Reading List:

### Essential Readings

Bipan Chandra et.al, *India After Independence*  
Paul R.Brass, *The Politics of India Since Independence*  
Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*  
Hiranmay Karlekar (ed.), *Independent India: The First Fifty Years*  
Shashi Tharoor, *India from Midnight to Millennium*

### Supplementary Readings

1. Achin Vanaik and Rajeev Bhargava (ed.), *Understanding Contemporary India.*
2. Andre Betteille, *Society and Politics in India*
3. B.R.Nanda (ed.), *India's Foreign Policy*
4. Bimal Jalan (ed.), *The Indian Economy: Problems and Prospects*
5. Bipan Chandra et.al, *India After Independence*
6. Eleanore Zelliott, *From Untouchable to Dalit: Essays on the Ambedkar Movement*
7. Francine R. Frankel, *India's Political Economy: 1947-2004.*
8. Granville Austin, *The Indian Constitution: The Cornerstone of a Nation*
9. Granville Austin, *Working a Democratic Constitution: the Indian Experience.*
10. Hiranmay Karlekar (ed.), *Independent India: The First Fifty Years*
11. Lloyd I.Rudolf and Susanne Hoeber Rudolf, *The Modernity of Tradition: Political Development in India.*
12. M.N.Srinivas (ed.), *Caste: Its Twentieth Century Avatar*
13. Myron Weiner, *The Indian Paradox: Essays in Indian Politics*
14. Niraja Gopal Jayal (ed.), *Democracy in India*
15. Niraja Gopal Jayal and Pratap Bhanu Mehta (ed.), *The Oxford Companion to Politics in India.*
16. Partha Chatterjee (ed.), *Wages of Freedom: Fifty Years of the Indian Nation-State*
17. Rajni Kothari, *Politics in India*
18. Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*
19. S.Gopal, *Jawaharlal Nehru, Volumes 2 and 3*
20. Sunil Khilnani, *The Idea of India*

### Tentative Assessment Scheme:

Sr. No.	Assessment	Timing of the Assessment	Weightage
1.	Take Home Essay	Early Semester	30%
2.	Mid-Term Test	Mid-Semester	30%
3.	End Semester examination	End Semester	40%

### 8. Pedagogy:

- a. Instructional strategies: How it is taught?: Mainly classroom interaction.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

- c. Expertise in AUD faculty or outside: AUD expertise available
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

**Signature of Course Coordinator(s)**

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.