**Shyama Prasad Mukherji College**

**Teaching Plan**

**(2019)**

**Course and Year: GE, Political Science, 2nd Year**

**Semester: 3rd**

**Taught individually or shared: Individually**

**Paper: Understanding Ambedkar**

**Faculty: Sanjeev Kumar**

**No. of Classes** (per week)**: 5**

**Teaching Plan**

This course is broadly intended to introduce Ambedkar’s ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar’s philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

**Name of the Unit:**

I. Introducing Ambedkar (1 week)

a. Approach to Study Polity, History, Economy, Religion and Society

II. Caste and Religion (3 weeks)

a. Caste, Untouchability and Critique of Hindu Social Order

b. Religion and Conversion

III. Women’s Question (2 weeks)

a. Rise and Fall of Hindu Women

b. Hindu Code Bill

IV. Political Vision (2 weeks)

a. Nation and Nationalism

b. Democracy and Citizenship

V. Constitutionalism (2 weeks)

a. Rights and Representations

b. Constitution as an Instrument of Social Transformation

VI. Economy and Class Question (2 weeks)

a. Planning and Development

b. Land and Labor

**Readings (in APA format)**

**Readings prescribed in the syllabus for each unit**

**Unit I: Introducing Ambedkar**

**Essential Readings**:

Omvedt, G. (2008) ‘Phule-Remembering The Kingdom of Bali’, Seeking Begumpura Navyana, pp. 159-184. 77

Gore, M. S. (1993) The Social Context of an Ideology: Ambedkar’s Political and Social Thought, Delhi: Sage Publication, pp. 73-122 ; 196-225.

Ambedkar, B. R. (1989) ‘Annihilation of Caste with a Reply to Mahatma Gandhi’, in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-96.

**Additional Readings**:

Zelliot, E. (1996) ‘From Untouchable to Dalit: Essays on the Ambedkar Movement’, in The Leadership of Babasaheb Ambedkar, Delhi: Manohar, pp. 53-78.

Omvedt, G. Liberty Equality and Community: Dr. Ambedkar’s Vision of New Social Order, Available at http://www.ambedkar.org/research/LibertyEquality.htm, Accessed: 19.04.2013.

**Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit**

[**www.Ambedkar.org**](http://www.Ambedkar.org)

[**www.veliwada.com**](http://www.veliwada.com)

**Unit II: Caste and Religion**

**Essential Readings**:

Ambedkar, B. R. (1987). The Untouchables Who were they and why they become Untouchables?, accessed fromhttp://www.ambedkar.org/ambcd/39A.Untouchables%20who%20were%20they\_why%20th ey%20became%20PART%20I.htm, Accessed: 18.04.2013.

Ambedkar, B. R. (1989)‘The Hindu Social Order: Its Essential Principles’, in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3, Education Dptt., Government of Maharashtra, pp. 95-129.

Ambedkar, B. R. (2003) ‘What way Emancipation?’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp-175-201.

**Additional Readings:**

Ambedkar, B. R. (1987) ‘Philosophy of Hinduism’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Deptt., Government of Maharashtra, Mumbai, pp-3-92.

Zelliot, E. (2013) ‘Ambedkar’s World: The Making of Babasaheb and the Dalit Movement’, in The Religious Conversion Movement-1935-1956, Delhi, pp. 143-173.

**Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit**

[**www.Ambedkar.org**](http://www.Ambedkar.org)

[**www.veliwada.com**](http://www.veliwada.com)

**Unit III: Women’s Question**

**Essential Readings:**

Rege, S. (2013) ‘Against the Madness of Manu’, in B. R. Ambedkar’s Writings on Brahmanical Patriarchy, Navyana Publication, pp. 13-59 ; 191-232.

Ambedkar, B. R. (2003) ‘The Rise and Fall of Hindu Woman: Who was Responsible for It?’, in Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17- II, Education Deptt., Government of Maharashtra, Mumbai, pp. 109-129.

**Additional Readings:**

Ambedkar, B. R. (1987) ‘The Women and the Counter-Revolution’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Deptt., Government of Maharashtra, Mumbai, pp. 427-437.

Ramabai, P. (2013), The High Caste Hindu Woman, Critical Quest, Delhi.

**Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit**

[**www.Ambedkar.org**](http://www.Ambedkar.org)

[**www.veliwada.com**](http://www.veliwada.com)

**Unit IV: Political Vision**

**Essential Readings**:

B. Ambedkar, (1991) ‘What Gandhi and Congress have done to the Untouchables’, in Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.

B. Ambedkar, (2003) ‘Conditions Precedent for the successful working of Democracy’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp. 472-486.

G. Aloysius, (2009). Ambedkar on Nation and Nationalism, Critical Quest, Delhi. B. R. Ambedkar, (2003), ‘I have no Homeland’, in Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17, Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.

**Additional Readings:**

Ambedkar, B. R. (2003), ‘Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon of India and Lying A Foundation of Indian Democracy’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I, Education Deptt., Government of Maharashtra, Mumbai, pp-63-178.

Ambedkar, B. R. (2003) ‘Buddhism paved way for Democracy and Socialistic Pattern of Society’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 406-409.

Ambedkar, B. R. (2003) ‘Failure of Parliamentary Democracy will Result in Rebellion, Anarchy and Communism’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 423-437.

Ambedkar, B. R. (2003) ‘Prospects of Democracy in India’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 519-523.

Ambedkar, B. R. (2003) ‘People cemented by feeling of one country, One Constitution and One Destiny, Take the Risk of Being Independent’, in Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp. 13-59.

**Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit**

[**www.Ambedkar.org**](http://www.Ambedkar.org)

[**www.veliwada.com**](http://www.veliwada.com)

**Unit V: Constitutionalism**

**Essential Readings**: Ambedkar, Evidence before South Borough committee on Franchise, Available at http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%2 0Committee.htm, Accessed: 19.04.2013. 79

Constituent Assembly Debates, (1948) Ambedkar’s speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41. B.

Ambedkar, B. R. (2013), States and Minorities, Delhi: Critical Quest.

**Additional Readings:**

Gajendran, A (2007) ‘Representation’, in S. Thorat and Aryama (eds.), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 184-194.

Ambedkar, B. R. (2003), ‘Depressed Classes against Second Chamber: Dr. Ambedkar on Joint Parliamentary Committee Report Provision for Better Representation Demanded’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I, Education Deptt, Government of Maharashtra, Mumbai, pp. 231-243.

Unit VI: Economy and Class Question

**Essential Readings:**

Ambedkar, B. R. (1987) ‘Buddha or Karl Marx’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Deptt., Government of Maharashtra, Mumbai, pp-442-462.

Thorat, S. (2007) ‘Economic System, Development and Economic Planning’, in S. Thorat and Aryama (eds), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 25-48.

Ambedkar, B. R. (1991) ‘Labor and Parliamentary Democracy and Welfare’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10, Education Deptt., Government of Maharashtra, Mumbai, pp. 106-112; 139-143; 243-252.

Mungekar, B. (2007) ‘Labour Policy’ in S. Thorat and Aryama (eds), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 76-92.

**Additional Readings**:

Ram, R. (2010) ‘Dr, Ambedkar, Neo Liberal Market-Economy and Social Democracy in India’, in Human Rights Global Focus, Vol. V (384), pp. 12-38, Available at www.roundtableindia.co.in, Accessed: 19.04.2013.

Ambedkar, B. R. (2003) ‘Trade Union must Enter Politics to Protect their Interests’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp.174-192.

Ambedkar, B. R. (1991) ‘Why Indian Labour determined to War’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10, Education Deptt, Government of Maharashtra, Mumbai, pp. 36-43.

Teltumbde, A. and Sen, S. (eds), ‘Caste Question in India’, in Scripting the Change, Selected Writings of Anuradha Ghandi, pp. 62- 91. 80

**Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit**

[**www.Ambedkar.org**](http://www.Ambedkar.org)

[**www.veliwada.com**](http://www.veliwada.com)

**Format for Student Presentations** (12)

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar’s works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar’s Ideas. References for Students’ Presentations:

1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on [www.ambedkar.org](http://www.ambedkar.org))

2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes

3) Any other related audio-visual source

**No of classes required to complete the unit (approx.):**

I. Introducing Ambedkar (5 classes)

a. Approach to Study Polity, History, Economy, Religion and Society

II. Caste and Religion (15 classes)

a. Caste, Untouchability and Critique of Hindu Social Order

b. Religion and Conversion

III. Women’s Question (10 classes)

a. Rise and Fall of Hindu Women

b. Hindu Code Bill

IV. Political Vision (10 classes)

a. Nation and Nationalism

b. Democracy and Citizenship

V. Constitutionalism (10 classes)

a. Rights and Representations

b. Constitution as an Instrument of Social Transformation

VI. Economy and Class Question (10 classes)

a. Planning and Development

b. Land and Labor

**Methodology of Teaching**

1. Close readings of Texts/articles
2. Movie screening related to the topic
3. Debate and presentation
4. Use of power point, and projector
5. Discussion based participatory teaching
6. Discussion on the Indian political thought and the renaissance period and how Ambedkar stands in the political discourse of the world in general and in India in particular.
7. Students are assigned one individual topics to prepare brief assignment in their own languages and present in the class.
8. Translation of English readings whose Hindi version is not available is also encouraged and mentored.
9. Students are provided with additional readings and question answer sessions to discuss conceptual and factual knowledge.
10. Film screening on the ideas pertaining to Ambedkar’s thought is also forms the part of teaching this course.
11. Classroom examination is also held to examine and monitor and emphasise on the learning and reflective mode of the students.

**Criteria of Assessment:**

**ASSESSMENT**

**Tentative date of assessments/ assignments (time frame):**

One month teaching followed by assignment, test and presentation in the interval of every 20 days. For each assignment, test and presentation 10 days are given to the students for preparation. Final results are submitted at the end of the semester.

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| **Assignments/assessment 2015** | | | |
| S. No. | Assessment | Topic | Marks |
| 1 | Assignment-1 | Ambedkar on History and Society | 4 |
| 2 | Assignment-2 | Constitution | 4 |
| 3 | Test-1 | Rise and Fall of High Caste women | 3 |
| 4 | Test-2 | Economy | 3 |
| 5 | Presentation-1 | Origin of Caste | 3 |
| 6 | Presentation-2 | Nationalism | 3 |

**Criteria of Assessment:**

Following criteria are used for assessment:

1. conceptual clarity
2. language skill to present the work
3. form of presentation or writing
4. Participation in the classroom.
5. Attendance in the classroom

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| **Learning and Evaluation** | | |
| S. No. | Activities | Action |
|  | Use of ICT | Screened movie on “Ambedkar”, PPT on Individual topics |
|  | Teaching Plan | Shared and discussed |
|  | Various Pedagogies | * Group discussion and group assignments given on ‘Understanding Ambedkar’s method’ |
|  | Investigative Projects | Students are given the topic individual topics to write assignment and present in the class. (Copy Attached) |
|  | Mentorship and Tutorial | Tutorial as a space used for diverse learning, political issues and course related query. Target has been to improve the cognitive faculty of the students. |
|  | Any other | Students are encouraged for mentorship and tutorials pertaining to any issue of their concerns |