# Dr. Kavita Gaur Assistant Professor History Department

**Teaching Plan January- May 2022**

# Paper: Inequality and Difference Course: B.A. (hons.) II Year (GE) Semester: IV (L+T: 5+2)

**Taught: Individually**

# Course Objective

Even as India evolved a composite culture within a notion of civilizational unity, differences persisted and were maintained. Using a variety of primary and secondary texts, key issues in ancient Indian social history such as varna, jati, class caste, gender, and perceptions of cultural difference are explored. This course looks at the idea of inequality and differences being understood through various social categories and processes. It also looks at the process in which inequality and differences were created in colonial times. This paper makes a conscious attempt to convey historical process through which ‘categories’ emerge and thereby emphasis the fluid character of categories. Paper critically engages with the political mobilization on the basis of inequalities/‘identity politics’ in an era of participatory form of government.

# Learning Outcomes:

After completing this course, students should be able to:

* Critique the prevalent dominant understanding of Caste, Gender, and Tribe
* Discuss the complex relations between differences and inequalities
* Examine the inherent politics in the creation of inequalities and differences
* Outline various initiatives taken by government to prohibit caste-gender atrocities and uplift of deprived sections of society and its limitations

# Course Content:

**Unit I: Structure of Inequalities: Caste; Normative and historical experiences Unit II: Race, Tribe and colonial knowledge**

# Unit III: Gender, household and Public Sphere

**Unit IV:Forms of bondage: Ganikas, slavery and servitude**

# Unit V: Social distancing and exclusion; Forest dwellers and untouchables Unit VI: Indian Constitution and questions of Equality

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit-1:** This unit introduce students to structures of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities. **(TeachingTime:3 weeks Approx.)**

* Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar.

pp. 1-25.

* जायसवाल, सुबीरा. (२००४), वणर*-*् जाि तव्यवस्था*:* उद्भव*,* प्रकायर् और रूपाांतरण (अनुवादक:

ििदत्य नारायण

ि सांह). नई ि दल्ली: ग्रांथथशल्पी. पष्ृ ठ१५-४३.

* Singh, Upinder. (2014). “Varna and Jati in Ancient India” in Veluthat, Keshvan and D R Davis,

EDS., *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205-214.

* Singh, Yogender. (1977). “Sociology of Social Stratification”, in Yogender Singh, *Social Stratification and Change in India*. Delhi: Manohar. pp.1-90
* Documentary film by V Stalin, “India Untouched”.

**Unit-2**: In their efforts to govern Colonial power tried to map the social relations and social systems in India. Furthermore, relying on understanding of their own society, often they used categories which were alien to the region. This colonial knowledge needs to be unpacked. **(Teaching Time: 3 weeks Approx.)**

* Metcalf, Thomas. (2005). *Ideology of the Raj*, *The New Cambridge History of India*, Vol.-

III. 4. Cambridge: Cambridge University Press, pp.66-112 & 113-159.

* नांदी, ििशस. (२०१९). ि जगरी दश्मन*:* उपपनवेशवाद के साये में ित्म*-*छय और ित्मोद्धार.

(अनुवादक: अभय कु मार दबे). नई ि दल्ली: वाणी प्रकाशन. पष्ृ ठ, ९५-१५६.

* Singh, Chetan. (1988), Conformity and Conflict: Tribes and the ‘agrarian system’ of Mughal

India. *Indian Economic and Social History Review*, Vol. 23, No.2, pp. 319-340.

* Xaxa, V. (2014). Sociology of Tribes, in Y Singh, *Indian Sociology: Identity,*

*Communication*

*and Culture*. New Delhi: Oxford University Press. pp. 53-105.

* रममणकागुप्ता, (सांपादक), (२००८). ििदवासीकौन. निईदल्ली: राधाकृ ष्णप्रकाशन, पष्ृ ठ, १३-२४,

२५-२८एवां२९-४०.

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**Unit-3:** This unit will exemplify how gender identities constitute one of the most prevalent forms

of inequalities. These are most fervently enforced and reinforced in the household. **(Teaching Time: 2 weeks Approx.)**

* Chakravarti, Uma. (2006). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State”, in Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika. pp. 138-55.
* चक्रवतीर,

उमा. (२०११). जाि तसमाजमेंि पतस

त्ता*:* नारीवादीनिजरयेसे, (अनुवादक:

ि वजयकु मारझा). निईदल्ली:

ग्रिथथशल्पी. पष्ृ ठ, ४३-६६.

* Gupta, Charu. (2001). “Mapping the Domestic Domain”, in Charu Gupta, *Sexuality, Obscenity,*

*Community: Women, Muslims and the Hindu Public in Colonial India*, Delhi: Permanent Black. pp.123-195.

**Unit-4:** Differences have often constituted the basis on which inequalities are created, but inequalities

are not absolute. Inequalities are defined in terms of socio-politico context which by character is dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and

slavery in medieval India. **(Teaching Time:2 weeks Approx.)**

* Kumar, Sunil. (2019). “Theorising Service with Honour: Medieval and Early Modern

(1300-1700) responses to Servile labour”, in Nitin Verma, Nitin Sinha and Pankaj Jha (Eds.),

*Serants’*

*Pasts*. Delhi: Orient Blackswan, pp. 227-253.

* Saxena, Monika. (2006). “Ganikas in Early India: Its genesis and dimensions”. *Social Scientist*,

Vol. 34(No. 11-12), pp. 2-17.

**Unit-5:** This unit examines, in what ways dominant mode of social structure has used/uses social

distancing and exclusion to reinforce their hegemony through the case study of forest dwellers

and untouchables.**(Teaching Time: 2 weeks Approx.)**

* Jha, Vivekanand. (1973). Stages in the History of Untouchables. *Indian Historical Review*, Vol.2 (No.1), pp 14-31.
* Punalekar, S P. ‘Dalit Consciousness and Sociology’ in *Social Sciences: Communications, anthropology and sociology*, Ed. Y Singh, Project of History of Indian Science, Philosophy and Culture, Centre for studies in Civilisation, Longman, Pearson, Delhi 2010, pp.491-518.
* Rodrigues, V. Ed. (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University

Press. pp. 1-44.

* िांबेडकर, भीमराव. (२००६). अछू त*:* कौनऔरकै से (अनुवादक:जुगमलकशोरबौद्ध). निईदल्ली: सम्यकप्रकाशन. पष्ृ ठ३१-४६एवां११७-१२४.

**Unit-6:** Indian Constitution envisaged a society based on social and political equality and

enacted several acts to achieve this objective. Present unit evaluates the functioning of constitutional provision through the prism of their stated objectives.

# (Teaching Time: 2 weeks Approx.)

* Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. (Introduction).
* Chaube, ShibaniKinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust. pp. 1-67.

# SUGGESTED READINGS:

* Banerjee-Dube, Ishita. (Ed.). (2008). “Introduction: Questions of Caste”. in Ishita Banerjee- Dube. (Ed.).*Caste in History*. New Delhi: Oxford University Press. pp. xv- lxii.
* Basu, Swaraj. (2016). “Contested History of Dalits”, in Swaraj Basu, (Ed.).*Readings on Dalit Identity*. Hyderabad: Orient BlackSwan. pp. 134-150.
* Beteille, Andre. (1966). *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village*. Bombay: Oxford University Press, pp. 1-18, 185-225(“Introduction”, and

“Conclusion”)

* Buckler, F.W. (1927). “The Oriental Despot”,*Anglican Theological Review*, vol. 10, 11-22, reprinted in M.N. Pearson (1985). *Legitimacy and Symbols: the South Asian Writings of F.W. Buckler*, Ann Arbor: Michigan Papers on South and South East Asian Studies, pp. 176-188.
* Chanana, Dev Raj. (2007). *Slavery in Ancient India: As Depicted in Pali and Sanskrit Texts*.” in AlokaParasher Sen. (Ed.).*Subordinate and Marginalized groups in early India*, New Delhi:sssssssssssssOxford University Press, pp. 96-124.
* Cohn, Bernard. (2008). “The Census, Social Structure and Objectification in South Asia”, in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press. pp.

28-38.

* Dirks, Nicholas. (2004). “The Ethnographic State”, in Saurabh Dube, (Ed.). *Postcolonial Passages*. New Delhi: Oxford University Press, pp 70-88.
* Ghure, G S. (2008). Caste and British Rule, in Ishita Banerjee-Dube, (Ed.). *Caste in History*.

New Delhi: Oxford University Press, pp. 39-45.

* Hardiman, David. (2011). “Introduction”, in *Histories for the Subordinated*. Ranikhet: Permanent

Black, pp. 1-17.

* Kumar, Dharma. (2015). “Caste and Landlessness in South India”, in Sumit Sarkar and Tanika

Sarkar, (Eds.). *Caste in Modern India*, Ranikhet: Permanent Black, vol.2, pp 30-63.

* Narain, Badri. (2016). Inventing Caste History: Dalit Mobilisation and Nationalists Past, in Swaraj Basu, (Ed.). *Readings on Dalit Identity*, Hyderabad: Orient BlackSwan. pp. 81-110.
* Parasher-Sen, Aloka. (2007). Naming and Social Exclusion: The Outcaste and the Outsider, in Patrick Olivelle, (Ed.). *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press. 415-455.

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* Risley, H H. (2008). Caste and Nationality, in Ishita Banerjee-Dube, ed., *Caste in History*. New Delhi: Oxford University Press, pp. 70-75.
* Sharma, K L. (2014). Caste: Continuity and Change, in Y Singh, eds., *Indian Sociology: Emerging concepts, structural and change*. New Delhi: Oxford University Press. pp 197-262.
* शमार, रामशरण. (१९९०), प्राचीनभारतमभौें ि तकप्रथगतएवांसामाि जकसांरचनाएां(अनुवादक:

प नचांदपांत).

निईदल्ली: राजकमलप्रकाशन. पष्ृ ठ, २९-५२.

* सरकार, सुि मत. (२००१). सामाि जकिितहासलेखनकीचुनौ ती (अनुवादक: एन. ए. खाां'शाि हद').निईदल्ली:

ग्रांथथशल्पी. पष्ृ ठ, ३७७-४०९.

# Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/

readings. Given that the students enrolled in the course are from a non-history background, adequate

emphasis shall be given during the lectures to what is broadly meant by the historical approach

and the importance of historicising various macro and micro-level developments/phenomena.

Interactive sessions through group discussions or group presentations shall be used to

enable un-learning of prevailing misconceptions about historical developments and time periods,

as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like

documentaries and power point presentations, and an appropriate field-visit will be used where

necessary.

# Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class.

Two written submissions; one of which could be a short project, will be used for final grading of

the students. Students will be assessed on their ability to explain important historical trends and

thereby engage with the historical approach. Internal Assessment: 25 Marks

Written Exam: 75 Marks Total: 100 Marks **Keywords:**

Inequalities, Race, Gender, Bondage, Untouchables, Constitution

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