

Department : Political Science
Course: B.A(H)III
Paper: Development Process and Social Movements
in Contemporary India
Semester: III
Teacher: Shubha Sinha

Week	Dates	Days	List of Holidays	Lecture Schedule
1st	26/08/2022	1	09/08/22-Muharram	Total Days -81
2 nd	29/09/22-02/09/22	5	15/08.22-Independence Day	Total Holidays -6
3 ^r	05/09/22 -09/09/22	5	19/08/22-Janmashtami	Total teaching days 75
4 th	12/09/22-16/9/22	5	05/10/22-Dussehra	
5th	19/09/22-23/09/22	5	24/10/22-DeepawaliI	
6th	26/9/22-30/09/22	5	08/11/22-Guru nanak's Birthday	
7th	03//10/22-07/10/22	5	Semester Break	
8th	10/10/22-14/10/22	5		
9th	17/10/22-21/10/22	5		
10th	24/10/22-28/10/22	5		
11th	31/10/22-04/11/22	5		
12th	07/11/22-11/11/22	5		
13th	14/11/22-18/11/22	5		
14th	21/11/22-25/11/22	5		
15th	28/11/22-02/12/22	5		
16th	05/12/22-09/12/22	5		
17th	12/12/22-13/12/22	5		
18th	13/12/22		Dispersal of classes	

Teaching Plan

Number of Classes per week: 5 Lectures + 2 Tutorials

The Teaching plan is divided into four units. Each unit begins with an introduction to the topic followed by an outline of the unit objectives. The content will be presented to the students in a simple and easy to-understand manner. It proposes to introduce The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

Tutorials will be based on discussion, problem-solving, question and answer, and review. Numerous teaching aspects will be involved in making tutorials productive learning events: planning, communicating, delivery, question strategies, activities, and motivation. Movies and documentaries will be screened relating to the curriculum. Relevant examples from everyday life will be given for a better understanding. Eye contact is important for a better rapport with the students which is possible in tutorial classes. Student's feedback will be solicited so as to ensure that the students have mastered the concepts There are lot of visual research inputs from internet, YouTube, Netflix that we ensure students watch it mandatory as part of classroom and homework learning..

The **Pedagogies** to be adopted will be following:

1. Gaining the students' attention and establishing expectations.
2. Reviewing relevant, previously-learned material.
3. Presenting the new information by linking it to previous learning.
4. Providing learning guidance or elaboration.
5. Providing time for practice and feedback.
6. Providing for spaced practice to enhance retention

While teaching it will be kept in mind that some students have the capability of grabbing fast and memorize for long and others have less picking capacity. As a faculty member, focus is on ensuring due concern of each and every student. Yet we cannot ignore that Weak students or slow learners require extra attention. Personal training, mock tests, copy checks, setting

timeline for concept revising, are undertaken for them They will be dealt accordingly as per their specific needs.. Bright students are encouraged to few extra problems and examples and impressed for the need for additional practice. Giving extra readings, compiling resources from suggested research inputs of every literature are emphasised.

The detail of the course is sketched in five topics. These are on:

I. Development Process since Independence (2 weeks)

a. State and planning

b. Liberalization and reforms

II. Industrial Development Strategy and its Impact on the Social Structure (2 weeks)

a. Mixed economy, privatization, the impact on organized and unorganized labour

b. Emergence of the new middle class

III. Agrarian Development Strategy and its Impact on the Social Structure (2weeks)

a. Land Reforms, Green Revolution

b. Agrarian crisis since the 1990s and its impact on farmers

IV. Social Movements (6 weeks)

a. Tribal, Peasant, Dalit and Women's movements

b. Maoist challenge

c. Civil rights movements

The total numbers of lectures are assigned 10,10,12,15and 20 consecutively topic wise. These are planned over the following weeks which can be worked out in details as given below. This teaching plan is elaborative only and is subject to the potency and margins of instructive methods useful and followed in the classroom teaching method

Number of Classes per week: 5 Lectures + 2 Tutorials

WEEK	TOPICS	REMARKS
1 st Week	Introductory Class. In this class efforts will be made to create friendly atmosphere which will give the students an ease with the teacher. Rapport will be established with the students to create learning environment. The introduction of the unit I of concerned subject will be discussed	Engagement with the tutorials Attempt will be made to engage the students in the tutorials. Group discussion about the lecture topic will be worked out
2 nd Week	In the second week Meaning of development objectives of development and different models of development and development debate will be highlighted	Study material and difficulties of the students will be discussed in the tutorial class and the students will be advised to go through the study material , journals and share their difficulties
3 rd Week	In the third week role of state and planning reforms and liberalization will be discussed. in addition to this development planning nature and objectives of planning role of state will be the topic of discussion	In the tutorial class Assignment on the First Topic will be given to the students and discussions on the same will be made in it. The students will be informed about the test and pattern of questions will be discussed
4 th Week	Second Unit Restart with Industrial Development strategy and its impact on social structure full stop impact on industry, phases of industrial growth industrial policy will be discussed and idea about the development of industry and its impact on industry will be given	In the tutorial class the students will be engaged in clearing their doubts
5 th Week	Lecture will be given On the emergence of middle class. Expansion of middle class will be discussed emergence of Indian middle class political dominance of middle class changes in urban life with the formation of middle class expansion of the middle class and mid and democracy will be the major area of discussion	Guidance will be given for answer relating tips
6 th Week	In this week Mixed economy privatization and special economic zones and organised and unorganised labour will be the discussion point.	Analysis of the questions will be done and the

		Assignment on the Second topic will be given
7 th Week	Semester Break	
8 th Week	Lecture will be given on and organised and unorganised labour	Assignment will be submitted in this week and their submission will be monitored
9 th Week	Unit 3 on Agrarian development strategy and its impact on social structure will start full stop Land Reforms community development programme will be the area of discussion in this week	Internal Assessment Exams
10 th Week	In this week lecture will be given on Green Revolution and Agrarian crisis since the 1990s and its impact on farmers	Suggested Readings Review will be done
11 th Week	Unit IV will start on Social Movement. In this week lecture will be given on what is social movement , various theories on social movement and why and how it emerged	Guidelines for answer writings on the topics covered will be taken up
12 th Week	Lecture will be delivered on Tribal, Peasant, Dalt Movement	Assignment will be given on the Third Unit
13 th Week	Lecture will be given on Women's movements	Discussion on important questions
14 th Week	Lecture on Good Governance to continue in this week	Internal Assessment Exam
15 th Week	Lectures to be Maoist challenge	Guidelines for Answer writing
16 th Week	Lecture on Dalt Movement	Students will be asked to clarify their doubts
17 th Week	Lecture on Civil Rights Movement	Discussion on important questions

18 th Week	Revision of Important Chapters and Dispersal of Classes	Discussion on important questions
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READINGS

I. The Development Process since Independence

Essential Readings:

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

98

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

Essential Readings:

A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.

B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.

III. Agrarian development strategy and its impact on social structure

Essential Readings:

A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.

99

- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.
- K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.
- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.
- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', Occasional Publication22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
- IV. Social Movements
- Essential Readings:
- G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.
- M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
- P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.
- A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.
- 100
- N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.
- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.
- S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.
- Additional Readings:
- S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.
- B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University

Press. S. Roy and K. Debal, (2004) Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity, Delhi: Sage.

G. Omvedt, (1983) Reinventing Revolution, New Social Movements and the Socialist Tradition in India, New York: Sharpe.

G. Shah, (ed.), (2002) Social Movements and the State. New Delhi: Sage Publications.

G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.

G. Rath, (ed.), (2006) Tribal development in India: The Contemporary Debate, New Delhi: Sage Publications.

J. Harris, (2009) Power Matters: Essays on Institutions, Politics, and Society in India. Delhi: Oxford University press.

K. Suresh, (ed.), (1982) Tribal Movements in India, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherji and O. Tornquist, (1998) People's Rights: Social Movements and the State in the Third World. New Delhi: Sage Publications.

M. Rao, (ed.), (1978) Social Movements in India, Vol. 2, Delhi: Manohar.

N. Jayal, and P. Mehta, (eds.), (2010) The Oxford Companion to Politics in India, Delhi: Oxford University Press.

P. Bardhan, (2005) The Political Economy of Development in India, 6th impression, Delhi: Oxford University Press.

101

R. Mukherji, (ed.), (2007) India's Economic Transition: The Politics of Reforms, Delhi: Oxford University Press.

R. Ray and M. Katzenstein, (eds.), (2005) Social Movements in India, Delhi: Oxford University Press.

S. Chakravarty, (1987) Development Planning: The Indian Experience, Delhi: Oxford University Press.