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)	SSH
Course title	Democracy and Development in India
Course code	SUS1PO735
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	Winter Semester 2014
Course coordinator and team	Dr. Ishita Mehrotra

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

   The course deals with the concept of democracy as it has evolved over time and how it is related to development institutions and processes. As such it does relate to other courses being offered in Political Science and other programmes in AUD.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

   No specific requirements

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

   As per SUS and AUD policy

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

   Semester long

5. How does the course link with the vision of AUD?

   AUD is a university envisioned on the principles of equality and social justice – values very central to democracy. This course will introduce students to the political, economic, social institutional arrangements in Indian democracy that promote/limit the pursuit of these ideals.

6. How does the course link with the specific programme(s) where it is being offered?

   SSH is an interdisciplinary programme which allows students to acquire basic skills in a combination of disciplines, including Political Science. This course will be offered as a Political Science elective. It will introduce students to the concepts of democracy and development, how the two are connected and what has their journey been in post-independent India. Considering that the course discusses India's democratic structures and processes and development programmes – for example, panchayats, planning, models of development, idea of governance, and challenges to development etc-- it would undoubtedly feed into other courses/disciplines.

7. **Course Details:**

    a. Summary:

The course aims to understand the Indian road to development and its complex relationship with democracy. On the one hand, it is a historical journey into the evolution of 'Indian Development Model', on the other hand, it is an exploratory venture into the economics and politics of development in India today. It briefly discusses the transformations occurring in the development process under the influence of globalization which are creating new power dynamics as well as of the response to these transformations in the form of protest movements.

    b. Objectives:

The course tries to unpack the Indian model of development and its relationship with democracy through situating the process of economic development in the wider context of political democracy in postcolonial India.

    c. Expected learning outcomes:

At the end of the course, it is expected that the students will be familiar with how the meaning of democracy and development and how the relationship between these two concepts has evolved over time. Students should be able to demonstrate critical understanding of contemporary political circumstances and development strategy and the challenges and alternatives to them.

    d. Overall structure (course organisation, rationale of organisation; outline of each module): see point e below

    e. Contents (week wise plan with readings):

Module	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	**Interaction of Democracy and Development in India**	Indian democracy is curious case- it is too large to ignore and has challenged almost all theories formulated regarding conditions for sustaining democracy. This module looks at one of the two historical preconditions Atul Kohli mentions for success of Indian democracy- the legacy of centralized state control under colonial India and its transformation in the post colonial state and how it shapes the Indian model of	Bose, Sugata, (1997), *Instruments and Idioms of Colonial and National Development,* in Cooper,Frederick and Packard, Randall (ed.) *International Development and the Social Sciences,* PP.	Menon, Krishna (2011), *Democracy and Development in India.* Available at: http://socialsciences.in/article/democracy-and-development-india Bardhan, Pranab: *Democracy and Development in India: A Comparative Perspective*	

		development. Starting from 1947 it tries to understand the impact of politics on development.	45-63 Sengupta, C (2010), Burden of exception? Deficits and deepening of democratic development in India in Chandan Sengupta and Stuart Corbridge (ed.) Democracy, Development and Decentralisation in India: Continuing Debates, Routledge, New Delhi Mukherjee, R (2010), The Political Economy of Development in India, in Sumit Ganguly and Rahul Mukherji, *India since 1980*, Cambridge University Press, New York Kohli, Atul (2001), *The State and Poverty in India.* Cambridge: CUP/ Introduction and chapters 1 & 2		
2	**Deepening Democracy: Decentralization Model (Panchayati Raj Institutions)**	The module looks at the question whether democratic deepening is a matter of political	Jayal, N (2007 Introduction, in Niraja Gopal Jayal, Amit	Panchayati Raj and Traditional Institutions of Governance in Niraja	Mid-sem exam based on modules 1 and 2. 40% weightage. Schedule as per

		democracy or is it also about deepening of development. The essence of democratic decentralization is local governance with inputs from the local people about political institution and the development process. In about a little more than 20 years of institutionalization of panchayati raj in India, local self governance has met with limited success (Manor) and the politics of inclusion and exclusion has kept the basic tenets of the Gandhi- Ambedkar debate relevant in the present context. The module tries to cover these issues along with a discussion on evolution and trajectory of PRIs in India.	Prakash, and Pradeep K. Sharma (eds.) *Local Governance in India: Decentralization and Beyond*, Oxford university Press, New Delhi Manor, J (2011), Perspectives on Decentralization , working paper no 3, ICLD Swedish international centre for local democracy Kabeer, Naila (2005). Gender Equality and Women's Empowerment in *Gender and Development,* Vol.13, No.1	Gopal Jayal, Amit Prakash, and Pradeep K. Sharma (eds.) *Local Governance in India: Decentralization and Beyond,* Oxford university Press, New Delhi	AES calendar.
3	**Development Debates in India**	Picking up the thread from module 1, this module looks at the debates around development in India through discussion on Bombay Plan, Gandhi – Nehru debate, Nehru - Mahalanobis approach to development, Economic Liberalization Model and Neo Liberal Reforms. This module also looks at	Chatterjee, Partha, (2000) 'Development *Planning and the Indian State'* in Hasan, Zoya (ed) Politics and the State in India, pp. 115-141, Sage Publications Nanda, B.R., (1995), *JawaharLal Nehru: Rebel & Statesman,*	Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part I: The 1980s'. *EPW,* Vol.41, No.13 Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond'. *EPW,* April 8. https://www.youtube.com/watch?v=NvccWbzHdZA.	

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		the role of planning in development.	Chapter 3 (Gandhi and JawaharLal), PP. 22-55, Oxford University Press Kaviraj, Sudipta,(1996), *'Dilemmas of Democratic Development in India'* in Adrian Leftwich edited *Democracy and Development: Theory and Practice,* Cambridge, Polity Press	Lecture delivered on Rights Based Approach to Development by Jairam Ramesh at Brown.	
4	**Governance and its Crisis in India**	Within the disciplinary boundaries of political science governance is understood as a direction to polity and economy. The concept of governance was first problematized by the World Bank in 1989. This module looks at the new definition of governance and its relationship with democracy and development. It critiques the managerial/technical definition of the concept as it precludes both-substantive	Jayal, N, The governance agenda: Making democratic development dispensable, *Economic and Political Weekly,* vol 32(8), February 22, 1997 Mathur, K. (2011), *From Government to Governance,* New Delhi: National Book Trust	Chidambaram, P (2018). Across the aisle: Minimum government, maximum damage. Available at: https://indianexpress.com/article/opinion/columns/minimum-government-maximum-damage-arun-jaitley-bjp-5085043/ Ruparelia, Sanjay (2015). 'Minimum Government, Maximum Governance': The Restructuring of Power in Modi's India. *Journal of South Asian Studies,* Vol.38, Issue 4	Term paper based on modules 3 and 4: 30%

		democracy and development.	Stoker, G (1998) Governance as theory: five propositions, *International Social Science Journal*, Volume 50, Issue 155, pages 17–28, March 1998		
5	**Critique of Development & Forms of Political Contestation over Development Paradigms**	The module draws from the writings of Aditya Nigam, Amit Bhaduri and Amartya Sen to question the deficits of the existing model of development and propose an alternative thinking about it. tries to understand how people have responded to democratic deficits of development and how the State has labelled them undemocratic and violet threats to national security. For example, the State-tribal conflict in Chhattisgarh on the issues of forest rights, livelihood, mining and women's right.	Bhaduri, Amit (2005), *Development with Dignity*, National Book Trust, New Delhi Dreze,J., and Sen,A (2013) A new India, in Jean Dreze and Amartya Sen (eds.) *An uncertain glory: India and its contradictions*, Princeton University press, UK Ray, Raka and Katzenstein, Mary Fainsod. (2005) Social Movements in India. New Delhi: Oxford University Press. Baviskar, Amita (1995). *In the Belly of the River: Tribal*	Roy, A (2010), Walking with the comrades, *Outlook*, March 29 Nigam, Aditya (2011), *Desire named Development*, Penguin Books, New Delhi	Student presentations. 30% weightage. Schedule as per AES calendar.

				Conflicts over Development in the Narmada Valley, Delhi: OUP		

8. **Pedagogy:**
   a. Instructional strategies:

Lectures, student led presentations and discussions, use of films and documentaries such as Newton will also be used.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Library, classrooms equipped with projector facility

   c. Expertise in AUD faculty or outside

The course will draw on in-house faculty.

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

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.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ....13th...........meeting held on.....25/09/2018..........and has been approved in the present form.

Signature of the Dean of the School