

The Making of Contemporary India
Aniket Alam

Academic Program : B.Tech In Computer Science And M.S. In Computing And Human Sciences By Research

Course Code : HS4.102

L-T-P : 3-1-0

Credits : 4

Prerequisite : Admission to CHD programme

Course Outcomes (COs):

On successful completion of this course, students will be able to

CO-1: Identify and Explain major political, social, and economic trends and milestones that have made India what it is today;

CO-2: Understand and Describe major frameworks and methods that scholars have used to study India;

CO-3: Compare and Assess the potential as well as limitations of these frameworks and methods;

CO-4: Apply the essential conceptual foundations taught in this course to other courses that offer in-depth study of related topics and themes; and

CO-5: Develop a critical vocabulary and perspective that will contribute to the growth of their individual research voice and expertise at the confluence of computing and human sciences.

Detailed Syllabus:

1. Colonial Background: This part of the course will give an overview of the main features of colonial rule and of India's independence movement. It will also cover some of the more important social and economic trends which started in the late 19th and early 20th century.

2. Independence, Partition, Constitution of the new Nation-State: This part will focus on moment of independence and the making of the Constitution.

3. Overview of 1950s to 2000s: This part of the course will bring out how India's polity and society passed through transition and faced new challenges. Each decade will be studied to identify the major landmarks of independent India's political, social, economic, and development journey.

4. Cross-cutting themes: In the last part of the course, a select few long term processes like literacy and education, infant mortality and sex-ratios, migration and urbanization, foreign policy, etc. would be taken up for study.

Text Books:

1. Sugata Bose and Ayesha Jalal, *Modern South Asia* (Second Edition, 2004)
2. Michael Mann, *South Asia's Modern History: Thematic Perspectives* (2014)
3. Paul Brass, *The Politics of India since Independence* (Second Edition, 2001)
4. Pranab Bardhan, *The Political Economy of Development in India* (Expanded Edition, 1998)

Reference Books:

1. Sumit Sarkar: *Modern Times*
2. Stuart Corbridge, John Harris, Craig Jeffrey: *India Today – Economy, Politics, Society*
3. Rajeev Bhargava: *Politics and Ethics of the Indian Constitution*
4. Francine R. Frankel: *India's Political Economy 1947-2004*
5. Niraja Gopal Jayal, Pratap Bhanu Mehta: *The Oxford Companion to Politics in India*
6. Satish Deshpande: *Contemporary India: A Sociological View*
7. Jean Dreze, Amartya Sen: *An Uncertain Glory: India and Its Contradictions*
8. Devesh Kapur, Pratap Bhanu Mehta: *Public Institutions in India: Performance and Design*
9. Amartya Sen: *The Country of First Boys, and other essays*
10. Kanti P. Bajpai, Harsh V. Pant: *India's Foreign Policy: A Reader*
11. M. N. Srinivas: *Social Change in Modern India*
12. Ravi Agrawal: *India Connected: How the Smartphone is Transforming the World's Largest Democracy*

Grading Plan:

Type of Evaluation	Weightage (in %)
Mid Sem Exam	20
End Sem Exam	30
Project	25
Class Participation (including surprise tests)	25

3. Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs) – Course Articulation Matrix

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	1	1	1	1	1	2	3	1	1	1	1	3	1	3	2	3
CO 2	1	2	1	2	1	1	3	2	1	3	1	3	1	3	3	3
CO 3	1	2	1	2	1	1	3	2	1	3	1	3	1	3	3	3
CO 4	1	3	1	2	1	2	3	2	1	3	1	3	1	3	3	3
CO 5	1	3	1	3	1	2	3	2	2	3	1	3	1	3	3	3

Teaching-Learning Strategies in brief:

The teaching-learning strategy in this course will consist of lectures, which will incorporate prompts for classroom discussion and activities to enable active learning and critical thinking. Class discussions will be structured to enable students to undertake small in-class assignments related to assigned readings. This learning will be further consolidated through assessments that will be designed to test and develop students' knowledge and skills in conducting research and writing. Students will be expected to read about 1000 to 1500 pages of academic literature and write about six to eight thousand words of project essays and exam answers over the semester.