



FIRST SEMESTER, 2015-6

Course Handout (Part - II)

DATE: 03/08/2015

In addition to part I (General Handout for all courses appended to the TIMETABLE) this portion gives further specific details regarding the course.

Course No. : HSS F345/POL F311
Course Title : Gandhian Thoughts
Class hours : T-Th-Sat 1000-1050 hrs, Room No. 6156
Instructor-in-charge : Hari Nair
Chamber consultation hours : Thu 11-12 hrs in 6168-U & otherwise by prior appointment via E-mail harinair@bits-pilani.ac.in; gn_hari_1999@yahoo.com

Objective(s) of the course: This course aims at providing the necessary conditions so that students may engage with Gandhi: the man, his thought, and actions, as well as with *Gandhiana* first hand. The course seeks neither to praise Gandhi, nor preach 'Gandhism'.

Expected learning outcomes:

- (i) Gain an understanding of Gandhi - the individual, his thought, and actions
- (ii) Upgrade one's skill sets and knowledge base by incorporating the results of rigorous research on Gandhi produced in recent years
- (iii) Examine received assumptions about Gandhi
- (iv) Avoid a hagiography of Gandhi
- (v) Reflect upon radical critiques against Gandhi
- (vi) Facilitate a critical engagement with Gandhi

Course description: Biographical profile of Gandhi; importance of Gandhi's work in South Africa; Reading the *Hind Swaraj*; Gandhi and the care of the self; Ashram life; Gandhian ahimsa; Gandhi and Religion; Constructive programme; Satyagraha – theory and practice; Swadeshi and Sarvodaya; Caste and inter-religious dialogue; Gandhi and women; Gandhi and Ghanshyamdas Birla; and the Gandhian legacy.





Scope: Any university course on Gandhi has to necessarily be transgressive/subversive. AK Saran, a noted Gandhian scholar, had warned of the dangers inherent in teaching Gandhi Studies at the ‘university’ as the “mighty, indomitable forces of co-option and suction will slowly and steadily maim and undermine the spirit, the meaning, and the potential élan of the Gandhian way”.¹ Therefore, in our teaching-learning process, we may have to pay heed to Saran’s caveat.

¹ Saran, A.K., “On the promotion of Gandhian Studies at the university level” *Gandhi Marg*, 7 October 1979, pp. 363-81.





Text Book: Parekh, Bhikhu, *Colonialism, tradition and reform: An analysis of Gandhi's political discourse*, (Delhi: Sage, 1999)

Reference(s), minimal:

Websites

<http://www.gandhiserve.org/e/cwmg/cwmg.htm>

<https://www.gandhiheritageportal.org/>

<http://www.mkgandhi.org/>

Images

<http://www.youtube.com/watch?v=rfHUvW7L5-k> [Mahatma, a documentary by Vithalbhai Jhaveri, approximately over 300 mins]

Texts

Brown, Judith, *Mahatma Gandhi: The Essential Writings*, Delhi: OUP, 2008.

Brown, Judith and Anthony Parel, eds., *The Cambridge Companion to Gandhi*, New Delhi: Cambridge University Press, 2011.

Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*, Delhi: OUP, 1987.

Raghuramaraju, A., ed., *Debating Gandhi: A Reader*, Delhi: OUP, 2011.



Course Plan

| Session | Learning objective(s) & Student's tasks | Theme(s) & Instructor's inputs | Sources & Studies |
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| Week 1 1-3 | <p>To gain an overview of Gandhi's life</p> <p>Respond to the work sheet based on the reading(s) and the documentary screening</p> <p>Introduction to <i>My experiments with truth</i>; Look also at the "contents page" - towards understanding the structure of the work- as well as "author's introduction" - for understanding the aims- Gandhi's autobiography and Parekh's "Indianization ..." for a short discussion in class</p> | <p>Discussion of the course hand out II</p> <p>Brief lectures introducing the life of Gandhi based on Parekh's <i>Gandhi: AVSI...</i> and <i>Story of my experiments with truth</i>; Work-sheet</p> <p>http://www.mkgandhi.org/ebks/AbridgedAutobiography.pdf</p> <p>Gandhi as a son; as a friend; as a husband; as a father (Cfr. <i>Bapu, my mother</i>)</p> | <p>Course Hand Out</p> <p>Screening of <i>Mahatma...</i> "Gandhi's childhood" & "Life in South Africa and Non-violent movements";</p> <p><i>Mahatma...</i> "Life in India", "Life in Sabarmati Ashram" & "Salt Satyagraha"</p> <p><i>Mahatma...</i> "Participation in Congress Conferences", "Gandhi's constructive work" & "Quit India Movement"</p> <p><i>Mahatma...</i> "Fast and peace during communal riots" & "Last phase"</p> <p>Parekh, 2005, <i>Gandhi: AVSI:OUP</i>, ch. 1 "Life and work", pp. 1-34. Reading TB, ch. 8</p> |
| Wk 2 4-6 | <p>To gain an overview of the "Making of the Mahatma in South</p> | <p>"We gave you a saint, but you could not take care of him" –</p> | <p><i>Gandhi and the non-conformists</i> – Hunt; Hyslop, "The</p> |



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| | Africa” Map-work | Mandela. History of South Africa in 19 th century; Indians in South Africa; Racism and dignity; Gandhi’s printing press | transnational emergence of a public figure” in <i>Cambridge Companion to Gandhi</i> Curtin et al., <i>African history</i> TB, ch. 1 “Introduction” |
| Wk 3 7-9 | To appreciate the significance of <i>Hind Swaraj</i> - arguably Gandhi’s single-most important written work Read the <i>Hind Swaraj</i> | Context and text of the <i>Hind Swaraj</i> ; Indian Anarchists; critique of Modern Western Civilization; Sources of the <i>Hind Swaraj</i> Gandhi and the Hindu Right Wing Introductions to <i>HS</i> by Anthony Parel and HK Mehrotra | <i>Hind Swaraj</i> TB, ch. 5, “Dialogue with the terrorists” |
| W 4-5 10-15 | To understand the evolution of the idea and practice of satyagraha – from passive resistance of satyagraha | Advent of Satyagraha in South Africa and its practice in India – Ahmedabad (1918); Bardoli; Champaran (1917); Dandi (1930); Kheda; Vaikom; Against the Rowlatt Acts (1919), Swadeshi/Khadi http://www.kvic.org.i | <i>Satyagraha in South Africa</i> Bondurant, <i>Conquest of violence</i> TB, ch.4 “Theory of non-violence” |



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| | | n/index.php?option=com_content&view=article&id=318&Itemid=160 Rahul Ramagundam, <i>Gandhi's Khadi...</i> Essence of satyagraha; appropriate behaviour of satyagrahis; tactics and dilemmas in satyagraha ("Non-violence as political action in <i>Essential Gandhi</i> "); "Grammar of Anarchy" http://www.democracynow.org/2006/9/8/satyagraha_100_years_later_gandhi_launches The Great Trial (1922) | |
| Wk 6 16-18 | To understand the Dalit critique of Gandhi | Gandhi and Ambedkar; Caste system; Relevance of Gandhi-panel discussion with Kancha Ilaiah, Sitaram Yechury, Aruna Roy et al. (youtube rajya sabha tv) Conversations with a | Nagaraj "Self-purification versus self-respect" Ambedkar on Gandhi: Audio interview and text TB, ch.7, "Discourse on untouchability" |





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| | | Brahmin in <i>Great Soul</i> | |
| Wk 7 19-21 | Why is the life in the ashram/commune so central to understanding Gandhi? | Ashram life – centers of personal and social transformation (Music-Take my life..., Lead Kindly Light); Phoenix, Tolstoy, Kochrab; Satyagraha, Sevagram Ruskin, <i>Unto this last</i> | <i>Ashram observances in action; From Yerawada Mandir; Constructive Programme;</i> |
| Wk 8 22-24 | To understand Gandhi's relationship with religion | Religion and Politics; Ambedkar Hinduism, Jainism, and Islam Christian missions | Bilgrami "Gandhi's religion and its relation to politics" in <i>Cambridge Companion to Gandhi</i> TB ch.3, "Gandhi and Yugadharma" |
| Wk 9 25-27 | To appreciate the nuances of the history of the women's movement in India (early 20 th century) | Women and Gandhi, Gandhi and the feminine; Care of the self; Sex and celibacy, contraception Lal, "Nakedness, non-violence and brahmacharya" Lal, "Sexuality of a celibate life" http://vinaylal.wordpress.com/2011/05/05/ | Manubehn Gandhi, <i>Gandhi, my mother</i> Kishwar "Gandhi on Women"; Sanger and Gandhi; Girja Kumar, <i>Gandhi and his women associates</i> ; Erikson, <i>Gandhi's truth</i> Nandy, <i>Intimate enemy...</i> Gandhi, <i>Key to health</i> TB, ch. 6, "Sex, energy |



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| | | the-sexuality-of-a-celibate-life/ | and politics” |
| Wk 10 28-30 | To understand Gandhi’s economic thought | Village industries and gram swaraj; <i>Sarvodaya</i> ; Trusteeship; Vinobha and JC Kumarappa | <i>Sarvodaya: Its principles and programmes</i> Weber “Gandhi’s moral economics” in <i>Cambridge Companion to Gandhi</i> TB, ch., 9, “Gandhi and the bourgeoisie” |
| Wk 11 31-33 | To understand the role of Gandhi during the Indian national movement 1920-48 | Towards independence: <i>Purna Swaraj</i> , Dandi (1930); Quit India, Partition, Communal Riots | Lohia, <i>Guilty men of India’s partition</i> , Azad, <i>India wins freedom</i> Brown, “Gandhi as nationalist leader” in <i>Cambridge Companion to Gandhi</i> |
| Wk 12 34-36 | Towards a discussion on the legacy of Gandhi | Gandhi: At home and away; Death and after-life Lanza del Vastos; Ivan Illich Lal, “Why everyone loves to hate Gandhi” David Hardiman, “Gandhi’s global legacy” in <i>Cambridge Companion to Gandhi</i> | Nandy, <i>Final Encounter...</i> , Lal, “Hey Ram! Politics of last words” http://www.sscnet.ucla.edu/southasia/History/Gandhi/HeRam_gandhi.html Video of Gandhi’s funeral http://www.youtube.com/watch?v=2KDQhLQUj5w |



Evaluation Scheme

| Component and its nature | Duration/ Suggested Modalities | % of total marks | Time & venue |
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| Self-study assignment in accordance with <i>Academic Regulations</i> 4.01 & 4.05. Open Book | <p>The 1st draft is a plan document, and hence, synoptic. The final written draft of the SSA will be based on your accumulative work through the semester. It will be followed by a brief oral presentation.</p> <p>1-2 pages max. Please number the pages. Contents: Aims and hypotheses of your assignment (2); detailed thematic index (2); method of study (1); list of sources & studies (3) with a timeline of tasks factoring in sources/studies and themes (2).</p> <p>Please don't delay or postpone the final SSA submission as it will provide very little time for evaluation as the end-sem rush hour begins.</p> | 10 | <p>Sat 29 Aug '15; in class, in person and not via e-mail</p> <p>This deadline must be adhered to. Any extension will be deemed equivalent to rules governing make-up in accordance with <i>Academic Regulations</i> 4.07.</p> |
| Mid-Sem Exam Closed Book | 90 mts. | 30 | 05 Oct '15 between 14-15:30hrs (Please reconfirm with ID website) |





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| Final draft of SSA+ oral presentation on the basis of the written assignment + class participation | <p>2500 words max. Please insert page numbers.</p> <p>Synoptic style sheet: Garamond 16 for text, 14 for citations in the body of the text; 12 for footnotes; spacing 1.5; name and roll number on the top right margin; stapled on the left; preferably printed on both sides to avoid wastage of paper with 2 cms side-margins; no plastic folder covering required; if hand-written, please write on alternate lines.</p> <p>Class participation is highly encouraged but not included as an evaluation component. It is characterized as the student's ability to generate and participate in discussions, including listening attentively to opposing points of view, as well by posing a problematic that <u>challenges the instructor</u> and the class. Class participation is encouraged for purposes of creating the necessary conditions in the class room for critical engagement. It is not an evaluation component because it may be misunderstood as a surreptitious mode of ensuring class attendance in the absence of a mandatory Institute policy on class</p> | 15+5 | <p>Sat 07 Nov '15</p> <p>This deadline must be adhered to and any extension will be deemed equivalent to a make-up in accordance to <i>Academic Regulations</i> 4.07.</p> |
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| | attendance for students. | | |
| Compre Exam Closed book | 3 hrs | 40 | 2/12 FN |



Specific guidelines for completing your self-study assignment

Choose a specific topic from a broad theme contained your Course Handout II. You could choose any topic/theme that interests you, including one about which you know very little or nothing at all. **Preferably, the assignment must have a strong practical element as well as a close proximity/affinity to Gandhian thought.** For example, your contribution to the creation of free software (a la Richard Stallman) could be related to Gandhi's idea of swaraj/ autonomy/"no rights reserved". Your **self-study assignment** could also take the form of a **report** based on your visit to a Gandhi site or your contribution to constructive social activity. However, it should contain more than a mere narrative. It should respond to a question or problem that you are trying to resolve. **You are encouraged to think out-of-the-box in a less pedantic manner but without posing serious challenges to conventional course evaluation.**

12





General guidelines for completing your self-study assignment

Self-study assignment (Written text plus oral presentation): Choose a specific topic from a broad theme contained in the Course Handout II. You could choose any topic/theme that interests you, including one about which you know very little or nothing at all. Pose a question to the subject-matter that you have selected. The answer to that question could turn out to be your self-study assignment.

Your assignment could take the form of a book-review, or a revision of select scholarly literature, or a term paper. Whatever form it takes, make sure that you do not include any phrase or sentence, paraphrased or verbatim, text or image, **intentionally or otherwise**, without due acknowledgment of the sources. To do so would amount to **plagiarism** and it is an **extremely serious ethical and legal offence**. You are also cautioned against submitting a work written by someone else, or by you but for a different purpose, or for another course, previously or simultaneously. The discovery of any violation of these guidelines might result in your score being nullified for the corresponding as well as related evaluation component(s). This offence may be reported to the Department of Humanities & Social Sciences for further action. For understanding what amounts to plagiarism, please refer to www.plagiarism.org or similar websites. **If the student still has persisting doubts about what may or may not amount to plagiarism, it is her/his duty to assuage the doubts with the instructor well ahead of deadlines. Ignorance of the norms/rules is not a sufficient cause for justifying plagiarism. Please run your assignment on the originality check/anti-plagiarism software sufficiently ahead of the due date of submission. As the deadlines approach, the traffic on the server might turn heavy.**

13





For information on documentation (style-sheet), you are encouraged to follow the guidelines contained in *The Chicago Manual of Style*, 16th edition (see especially chapters 14 & 15). A copy of the same is available in the BITS Pilani Library with classification 655.25 C533 2010. To see a sample citation online, go to worldcat.org; type an author name or title of a book onto the “search” engine and click enter; from the results choose the book or an edition of your choice; and go to “cite/export citation” on the top right corner of the page below “search” and click, and it will show you various style of citations including the *Chicago Manual*.

A **book-review** ought to contain a summary of the book, an outline of its structure, an explanation of how this book is different from others of its ilk, information regarding the author(s), and a constructive critique of the thesis/argument of the book. The purpose of a book-review is to inform and invite readers to engage with the book. You could consider other reviews of the book that you are reviewing, in case these are available. This would prevent your review from being repetitive.

A revision of scholarly literature (or **literature review**) is a more complex assignment than a book review because you are evidently dealing with more than one study. Its purpose is to highlight the nature of existing knowledge in the corresponding field/subject. A literature review is a preliminary but necessary step towards conducting research (understood here as a serious inquiry) in a chosen field/subject of intense study.

A **term paper** is an academic assignment that normally contains a problematic: a question, one or more hypotheses, an explicit statement of method for the resolution of the question, a study of sources, and a revision of existing scholarly literature. It should contain a thematic index that outlines the structure of your paper.





You are expected to make a brief **oral presentation (10 mins)** based on your writing in class and respond to queries, for which you need to schedule the presentation in consultation with the instructor. **Your oral presentation could answer the following questions:** Why did you choose the topic that you did? What is the question/problematic that you were trying to resolve through the SSA? Respond to this question in as much detail as required. **This forms the core of your presentation.** How did you attempt the resolution of the problematic? Did you know anything about the theme earlier? How did the SSA help you? What are the weaknesses of your SSA? Did you require the assistance of the instructor for your SSA? Did his inputs aid you in anyway? If not, what should he have done? Power point presentations are especially useful if you have images, maps, graphs and the like. Talking to the audience rather than reading from a text is preferred for an oral presentation because the former demonstrates clarity of thought of the speaker and because it may also encourage discussion amongst the listeners.

15

All your assignments should be presented in the classroom on the prescribed dates and personally to the instructor. **You may not submit via E-mail, and you may not slip your assignment under the door of the instructor's chamber. As a precautionary measure against loss of your written assignment by you or the instructor, it is the responsibility of the student to have a back-up copy of the same at least until the final evaluation of the course is completed and grades handed over to ARCD. To avoid losing your e-copy stored in a computer, please ensure that you progressively save your draft written work on the e-mail as well.**

Reading, studying, thinking, and writing are laborious tasks, which improve with methodical practice. For thinking through a subject, for organizing one's thoughts, and for writing in a structured manner require the fullness of time. Rushed writing under the





pressure of deadlines does not often fulfill the aforesaid actions. One could consider this assignment as an exercise in mastering the craft of academic writing in the Humanities and Social Sciences, but above all, for clarifying your thinking process, sharpening your critical skills, and articulating your views persuasively.

Students are encouraged to attend the classes regularly. If you are unable to present an evaluation component for reasons other than a medical condition and you desire to make-up, please inform the I-C in person with a written application, at least a week in advance of the date on which the component is scheduled, wherein the reasons for your absence/inability is appropriately presented; for absence due to ill-health, please provide documentary support from the BITS medical centre if you are requesting a make-up. For make-up, please refer to *Academic regulations* 4.07. Notices concerning the course will be announced in class and/or communicated via e-mail/google drive.

