



FIRST SEMESTER, 2016-17
Course Handout (Part - II)

Last updated: 02/10/2016

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
Course Title : Gandhian Thoughts
Class hours : T-Th-Sat 0900-0950 hrs, Room No. 6164
Instructor-in-charge : Hari Nair
Chamber consultation hours : Tue 1130-1230 hrs in 6168-U & otherwise by prior appointment via E-mail harinair@bits-pilani.ac.in; gn_hari_1999@yahoo.com
(Please dial 01596-51-5703 to check over phone if the instructor is available in the chamber before you come over.)

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,¹ 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

¹ “Thought came to have no meaning for him unless it was lived out, and life was shallow unless it reflected a carefully thought-out vision of life.” Parekh, Bhikhu, *Gandhi: A very short introduction*, Delhi: OUP, p. 6.





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: 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".² If we pay heed to Saran, any university course on Gandhi has to necessarily be transgressive/subversive.

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.

² Saran, A.K., "On the promotion of Gandhian Studies at the university level" *Gandhi Marg*, 7 October 1979, pp. 363-81.





Course Plan

Session 1	
Themes	Elements of the process of teaching-learning and evaluation
Instructor's Inputs	Elaboration of the course hand-out; why study Gandhi?
Learning Outcome(s)	To understand the nature of the course of study
Student's tasks & Sources	Peruse the course hand-out; Lal, "Why everyone loves to hate Gandhi"; Contemporary commemorations of Gandhi: International Day of Non-violence; Swachh Bharat; Munnabhai's Gandhigiri (from pop to political culture)

Session 2-4	
Themes	Gandhi's early life; Indianization of autobiography
Instructor's Inputs	Brief lectures introducing the life of Gandhi based the "Introduction" to <i>The story of my experiments with truth</i> and Parekh's "Indianization ..."
Learning Outcome(s)	To gain an overview of Gandhi's life
Student's tasks & Sources	Read the first 35 chapters of Gandhi's autobiography (Entire Part I and first 10 chapters from Part II); http://www.mkgandhi.org/ebks/AbridgedAutobiography.pdf Watch the first 30 mins of the abridged English version (two-and-half hours) of the b/w documentary <i>Mahatma</i> . Full version available on youtube.





Session 5-10	
Themes	History of South Africa in 19 th century; Conditions of Indians in South Africa; Questions of race and empire; Racism and dignity; Satyagraha in South Africa; Gandhi's printing press and ashram life
Instructor's Inputs	Worksheets and lectures based <i>Gandhi and the non-conformists</i> – Hunt; Hyslop, "The transnational emergence of a public figure" in <i>Cambridge Companion to Gandhi</i> ; Curtin et al., <i>African history</i>
Learning Outcome(s)	To gain an overview of the "Making of the Mahatma in South Africa"
Student's tasks & Sources	Map work; Read <i>Satyagraha in South Africa</i> with the aid of worksheets

4

Session 11-16	
Themes	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
Instructor's Inputs	Lecture discussions on individual chapters of the <i>Hind Swaraj</i>
Learning Outcome(s)	To appreciate the significance of the seminal text <i>Hind Swaraj</i> - arguably Gandhi's single-most important written work
Student's tasks & Sources	Read and discuss the <i>Hind Swaraj</i> ; TB, ch. 5, "Dialogue with the terrorists"





Session 17-22	
Themes	Satyagraha campaigns Champaran (1917); Ahmedabad (1918); Against the Rowlatt Acts (1919), Swadeshi/Khadi The Great Trial (1922)
Instructor's Inputs	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"
Learning Outcome(s)	To understand the evolution of the idea and practice of satyagraha – from passive resistance of satyagraha
Student's tasks & Sources	Sharp, <i>Gandhi wields the weapon of moral power</i> ; Bondurant, <i>Conquest of violence</i> , TB, ch.4 "Theory of non-violence" http://www.kvic.org.in/index.php?option=com_content&view=article&id=318&Itemid=160

Session 23-25	
Themes	Gandhi and Ambedkar; Caste system
Instructor's Inputs	Class discussion based on "Relevance of Gandhi" - panel discussion with Kancha Ilaiah, Sitaram Yechury, Aruna Roy et al. (youtube rajya sabha tv); Ambedkar on Gandhi: Audio interview and text
Learning Outcome(s)	To understand the Dalit critique of Gandhi
Student's tasks & Sources	TB, ch.7, "Discourse on untouchability"

Session 26-29	
Themes	Women and Gandhi, Gandhi and the feminine; Care of the self; Sex and





	celibacy, contraception
Instructor's Inputs	Lecture-discussion based on the readings
Learning Outcome(s)	To appreciate the role of Gandhi in the history of the women's movement in India (early 20 th century); to critically examine Gandhi's complex relationships with women as well as his views on sexuality
Student's tasks & Sources	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> ; Gandhi, <i>Key to health</i> ; TB, ch. 6, "Sex, energy and politics"; Lal, "Nakedness, non-violence and brahmacharya"; Lal, "Sexuality of a celibate life" http://vinaylal.wordpress.com/2011/05/05/the-sexuality-of-a-celibate-life/

Session 30-31	
Themes	Village industries and gram swaraj; <i>Sarvodaya</i> ; Trusteeship
Instructor's Inputs	Examination of the Gandhi-Birla relationship
Learning Outcome(s)	To understand Gandhi's economic thought and his relationship with the bourgeoisie
Student's tasks & Sources	Weber "Gandhi's moral economics" in <i>Cambridge Companion to Gandhi</i> ; TB, ch., 9, "Gandhi and the bourgeoisie"

Session 32-34	
Themes	Gandhi's death
Instructor's Inputs	Various perspectives on Gandhi's death/assassination/martyrdom





Learning Outcome(s)	To examine Gandhi from the perspective of the Mahatma's fiercest critics – his assassins
Student's tasks & Sources	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 ; Nathuram Godse, "Why I killed Gandhi"; Gopal Godse' interview https://www.youtube.com/watch?v=IxczJnMjlc8&list=RDJnn3LYDOF18&index=6

Session 35-37	
Themes	Mahatma's after lives: At home and abroad
Instructor's Inputs	Latin American and the African American engagement with Gandhi
Learning Outcome(s)	Towards a discussion on the legacy of Gandhi
Student's tasks & Sources	David Hardiman, "Gandhi's global legacy" in <i>Cambridge Companion to Gandhi</i>





Evaluation Scheme

Evaluation components and its nature: There would be three evaluation components. These are the Mid-Semester and Comprehensive Exams and a Self-Study Assignment divided into three parts, which is continuous and cumulative, and has to be performed all through the semester. The details of the exams would be as per the schedule of the Instruction Division.

Self-study Assignment (SSA): The Self Study Assignment is broken down into three parts: one, a prelim written draft; two, a final written draft; and three, an oral presentation based on the final written draft of the self-study assignment. This evaluation component is in accordance with *Academic Regulations* 4.01 & 4.05 (Open Book). The prelim draft is a plan document, and hence, synoptic. The final written draft of the SSA will be based on your cumulative work through the semester. It will be followed by a brief oral presentation of ten minutes usually in the form of a panel discussion.

SSA prelim draft details concerning submission: Length - 1-2 pages max; please number the pages on the top right corner; print on both sides to save paper; use staples, if require; folders not required; include word count at the end. **Expected contents and break-up of marks:** Problematic - 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). You might have to run through originality check/anti-plagiarism software TURNITIN, if necessary. In that case, please attach a print copy of the software report along with your assignment. **The evaluated SSA prelim draft with the instructor's comments must be attached when you make the final draft submission of the SSA.**

SSA final draft details concerning submission: 2500 words max; include word count at the end of your draft; please number the pages on the top right corner; print on both sides to save paper; use staples, if require; folders not required. **Break-up of marks:** Problematic and use of sources (5); Structure (5); Critical assessment (5).

Synoptic style sheet (generic guidelines): 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 with date of submission; stapled on the left top corner; 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 for easy reading. You might have to run by originality check/anti-plagiarism software TURNITIN as may be required. In such cases, please attach a print copy of the software report along with your assignment.





Oral presentation (5 marks): You are expected to make a brief **oral presentation** in class (**10 mins**) based on your writing and respond to queries, for which you need to schedule the presentation in consultation with the instructor. It is usually in the form of panel discussions and is scheduled after Institute hours.

You are expected to answer the following questions during the oral presentation: 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 particular 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? How did your assignment evolve over the duration of the semester?

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 as the former demonstrates clarity of thought of the speaker and because it may also encourage a discussion amongst the listeners.

Evaluation component	Duration and mode	% of total marks	Time & venue
SSA prelim draft	Open book (Printed or manuscript) Please do not slip the assignment under the door of the instructor's chamber.	10	30 Aug 2016 in the class room and in person. ³
MS Exam	Closed book (Hand written); 90 mins	30	Please confirm with the ID schedule

³ The deadline must be adhered to. Any extension will be deemed equivalent to rules governing make-up in accordance with *Academic Regulations* 4.07.





SSA final draft	Open book (Printed or manuscript) Please do not slip the assignment under the door of the instructor's chamber.	15	01 Nov 16 in the class room and in person. ⁴
Oral presentation based on the final SSA	Oral (SSA final draft / slides, if required)	5	To be announced in class or via E-mail
Comprehensive Exam	Closed book (Hand written); 3 hrs	40	13 Dec 16 FN Please confirm with the ID schedule

10

Non-evaluative learning activities: Class participation is highly encouraged but is 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 challenges the instructor and the class. Class participation is encouraged for purposes of creating the necessary conditions in the class room for critical engagement with the subject matter under study. 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 attendance for students.

Learning activities *in situ* like a visit to a site of importance for Gandhi Studies and trying one's hand at spinning the Charkha are part of the course. In so far as *in situ* learning outside the classroom is concerned, the instructor would expect the students to initiate work on the logistics in close cooperation with him.

Specific guidelines for 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, the creation of free software (a

⁴ The deadline must be adhered to. Any extension will be deemed equivalent to rules governing make-up in accordance with *Academic Regulations* 4.07.





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.**

General guidelines for your self-study assignment

Your **written 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 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. You might have to run your assignment on the originality check/anti-plagiarism software. In such cases, please do so sufficiently ahead of the due date of submission. As the deadlines approach, the traffic on the server might turn heavy.**

For information on documentation, 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.

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.

Your **self-study assignment** could also take the form of a **report (written or compose a short video)** based on your visit to and study of a site of importance for Gandhi Studies. However, it should contain more than a mere narrative. It should respond to a question or problem that you are trying to resolve. If it is a video, the script and detailed screenplay would be evaluated as your prelim draft.

You are expected to make a brief **oral presentation** of your self-study assignment in class for which you need to schedule it in consultation with the instructor. The purpose of the oral presentation is to develop your oral skills; share the outcome of your self-study assignment with your classmates, who may not have read your assignment; and generate a discussion. You are encouraged to use images, if required.

All your assignments should be presented in class, 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. To avoid losing your e-copy stored in a computer, please ensure that you progressively save your draft written work on the e-mail/dropbox as well.**

Reading, studying, thinking, as well as composing a video and redacting a text 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 aims. 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 shared via Google drive/ e-mailed. **Please be alert to the possibility of change of dates according to the academic calendar. Therefore, confront and verify the dates of the evaluation components with the Instructor/Time-table provided by ID.**

