

As Per NEP 2020

University of Mumbai



Title of the program

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| A- P.G. Diploma in Ambedkar Studies | } | 2023-24 |
| B- M.A. (Ambedkar Studies) (Two Year) | | |
| C- M.A. (Ambedkar Studies) (One Year) - 2027-28 | | |

Syllabus for

Semester – Sem I & II

Ref: GR dated 16th May, 2023 for Credit Structure of PG

Preamble

1) Introduction

The M.A. Ambedkar Studies will be a full-time two years programme. The Centre wants to emerge as the foremost Research Centre to focus on policy and developments for social justice and humanities studies. Hence, this programme provides as apt opportunity to those who aspire to work in this area.

2) Aims and Objectives

1. It mainly focuses on the areas related to the Dr. Ambedkar's thoughts and vision of modern India.
2. To understand philosophical basis of Dr. Ambedkar's ideas on equality and social justice
3. To understand the rationale and evolution of Federal structure in India and the implications of it for Independent India.
4. To understand the policy framework and implementation issues related to public policies and schemes for the marginalized sections from Ambedkarite perspective
5. To understand the original works of Dr. Ambedkar and the literature contributed on his life and work by other scholars in different forms.

3) Learning Outcomes

Students will achieve the following outcomes

Acquire domain knowledge. Study and analyze different concepts of Ambedkar Studies from critical and constructive prospective. Have a better understanding of the working of Democratic institutions and relate there functioning to the greater cause of nation building. To gain critical thinking and develop the ability to make logical inferences about creating inclusive society and polity. Ability to understand and analyse the relevance of Dr. Ambedkar's perspective on diverse areas such as origin of caste, socioeconomic and anthropological evolution of the Indian society. Ability to understand to evolution of Indian federal structure and its functioning in the light of constitution of India. Ability to assess the different acts and policy recommendations for the benefit of marginalised sections of the population.

4) Any other Points:

Graduate of any discipline in eligible to apply for this course. A part from lecture method, class discussion, interaction and presentation will be used in teaching.

5) Baskets of Electives: See Annexure I

5) Credit Structure of the Program (Sem I, II, III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)

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Post Graduate Programs in University

Parishishta - 1

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		R M	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives Any one					
I	6.0	Sem I	Course 1 History of Social and Political Movements in India (Credits 4) Course 2 Biography and Survey of Dr Ambedkar's Writings (Credits 4) Course 3 Contextualization, Methodologies, Interpretative frameworks and Critical Discourses in Modern India and Dr Ambedkar (Credits 4) Course 4 Social Justice Discourse (Paper I) (Credits 2)	Credits 4 Course 1: Education and Institutions <u>OR</u> Course 2: Annihilation of Caste: Critical Explorations <u>OR</u> Course 3: Constitutional Protection and its Implications	4			22	PG Diploma (after 3 Year Degree)
		Sem II	Course 1 Economic Development and Planning Studies (Credits 4) Course 2 Indian Society; Critical Interpretations and Analytical Methods (Credits 4) Course 3 Modern Indian Politics: Representation to Constitutionalism (Credits 4) Course 4 Social Justice Discourse (Paper II) (Credits 2)	Credits 4 Course 1: Dr. Ambedkar and Indian Constitution <u>OR</u> Course 2: Dr. Ambedkar and His Organizations <u>OR</u> Course 3: Feminist Movement in India		4		22	
		Cum. Cr. For PG Diploma	28	8	4	4	-	44	

Exit option: PG Diploma (44 Credits) after Three Year UG Degree									
II	6.5	Sem III	Course 1: Dr.Ambedkar's Historicism and Analytical Inquiries (Credits 4) Course 2: Religion, Culture and Dr. Ambedkar (Credits 4) Course 3: Philosophical Interventions of Dr Ambedkar:Contexts and Comparison (Credits 4) Course 4: Buddha and Karl Marx: Critical Explorations (Credits 2)	Credits 4 Course 1: Ambedkarian Visual Culture <u>OR</u> Course 2: Locating Minorities in Social Science Research <u>OR</u> Course 3: Dr. Ambedkar's Views on Human Rights			4	22	PG Degree After 3-Yr UG
		Sem IV	Course 1: Dr. Ambedkar and Buddhism in Modern India (Credits 4) Course 2: India's Foreign and Defence Policies: Role of Dr. Ambedkar (Credits 4) Course 3: Dr. Ambedkar and Literature (Credits 4)	Credits 4 Course 1: Cultural Matrix: Ambedkarian Poetry and Songs <u>OR</u> Course 2: Dr. Ambedkar's approach to International Relations <u>OR</u> Course 3: Dalit Panther Movement in Maharashtra			6	22	
		Cum. Cr. for 1 Yr PG Degree	26	8			10	44	
		Cum. Cr. for 2 Yr PG Degree	54	16	4	4	10	88	

Note: * The number of courses can vary for totaling 14 Credits for Major Mandatory Courses in a semester as illustrated.

Sign of HOD

Name of the Head of the Department: -

Prof. Manisha Karne

Name of the Department: - Dr. Babasaheb Ambedkar International research Centre

I/c. Director
Dr. Babasaheb Ambedkar
International Research Centre

Sign of Dean,

Name of the Dean: Dr. A. K. Singh

Name of the Faculty: Faculty of Interdisciplinary Board

Post graduate Programs in University M. A. Ambedkar Studies

Annexure I: Basket of Electives

Semester - I (Credits - 4)

1. Education and Institutions
OR
2. Caste, Race and The Idea of Development
OR
3. Buddha and His Dhamma: A Critical Reading

Semester - II (Credits - 4)

1. Dr. Ambedkar and Indian Constitution
OR
2. Nationalism and State Formation
OR
3. Feminist Movement in India

Semester - III (Credits - 4)

1. Ambedkarian Visual Culture
OR
2. Locating Minorities in Social Science Research
3. Dr. Ambedkar's Views on Human Rights

Semester - IV (Credits - 4)

1. Cultural Matrix: Ambedkarian Poetry and Songs
OR
2. Dr. Ambedkar's Approach to International Relations
3. Dalit Panther Movement in Maharashtra

SEM - I

Syllabus M.A. (Ambedkar Studies) (Sem. I & II)

Syllabus for Core/Elective Courses

Semester I

Paper I: History of Social and Political Movements in India (4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: To understand the interplay between theoretical perspectives and methodological approaches.

CO2: To focus on major social movements and political movements in India as well as across the world related to issue of Caste, Class, Gender, Race, Tribes, Ethnicity, Nation, Environment, Labour, Farmer, etc.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Social Movements: Theory and relevance

Meaning and Characteristics of Social Movements - Social Movements and Social Change - Theories of Social Change - Social transformation - Theories of Social Movements

Module 2: History of Social Movements

Major social movements in the world and their impact on social movements in India - Role of organization, leadership, agenda and ideology

Module 3: Social Movements in India

Dalit movements - Tribal movements - Peasant/Farmer's movements - Labour movements - Women's movements

Module 4: Major Economic and Political movements in India and World

Nationalist movements, Nationalism and Citizenship - Movements against Globalization and Development - Environmental movements and Geopolitics - Human Rights Movements - Contemporary social movements and their politics

References:

Banerjee, Sumanta. 2002. 'Naxalbari and the Left Movement' in ed. Ghanshyam Shah, Social Movements and the State 2002. pp. 125-192. Sage.

New Delhi.

Bhowmick, Sharit K. 2004. 'The Working-Class Movement in India: Trade

*Unions and the State' in Manoranjan Mohanti Class, Caste and Gender. Sage.
New Delhi.*

*Chaudhuri, Maitrayee. 1993. The Indian Women's Movement: Reform and
Revival. Radiant. New Delhi.*

*Fuchs, Martin and Antje, Linkenbach. 2003. 'Social Movements' in ed. Veena
Das, The Oxford India Companion to Sociology and Social Anthropology. pp. 1524-
1563. Oxford University Press. New Delhi.*

*Deshpande, Satish. 2003. Contemporary India: A Sociological View. Viking.
New Delhi*

Paper II: Bibliography and Survey of Dr. Ambedkar's Writings
(4 Credits)
15 hours of teaching per module.

Course Outcomes:

CO1: Understand Dr. Ambedkar's writings to understand the various concepts throughout India.

CO2: Understand topics on economic ideas, ideas on caste system in India and persistence of caste and discrimination based on caste, religion and the future of Buddhism in India.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Writing on Economy

- Monetary Economics and Public Finance
- Water and Power Policy
- Agriculture and Industry
- Strategies for Economic Development

Module 2: The Caste System

- Caste in India
- Who were the Shudras?
- Who were the Untouchables?
- Annihilation of Caste

Module 3: Nation, State and Democracy

- Ideas on Nationalism
- Political Philosophy
- Constitutionalism
- Radical Democracy and Social Justice

Module 4: Religion

- Critique of Brahmanism
- The Buddha and his Dhamma
- Buddha and the future of his Religion
- Religion of Principles

References:

• *Das, Prafulla Chandra. Dr Bhimrao Ramji Ambedkar: A Visionary of India. Manak Publications, 2019.*

• *Deva, Shanthi and C. M. Wagh. Dr Ambedkar and Conversion. Dr Ambedkar*

Publications Society, 1965.

- *Dhaktode, S. S. Human Rights and Indian Constitution: Dr B R Ambedkar's Enduring Legacies.* Bhashya Prakashan, 2013.

- *Dharmalingam, A. M. B R Ambedkar and Secularism.* Dalit Sahitya Akademy, 1985.

- *Gore, M. S. The Social Context of an Ideology: Ambedkar's Political and Social Thought.* Sage, 1993.

- *Gupta, Dauji. Gandhi and Ambedkar: Great Emancipators.* Inter-Globe Publications, 1993.

- *Heggade, Odeyar D. Economic Thought of Dr B R Ambedkar.* Mohit Publications, 1998.

- *Iyer, V. R. Krishna. Dr Ambedkar and the Dalit Future.* B. R. Pub. Corp., 1990.

Paper III: Contextualization, Methodologies, Interpretative Frameworks and Critical Discourses in Modern India and Dr. Ambedkar

(4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: This course is designed to understand the principles of social structure.

CO2: To gain Knowledge about India with reference to Dr. Babasaheb Ambedkar.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Discourses on Modernity

- Approaches to tradition and modernity
- Critique of religious orthodoxy
- Modern interpretations of Religion
- Theorising the Nation State

Module 2: Social Democracy

- Fraternity, Equality, Liberty
- Constitutional Liberalism
- Rights and entitlement
- The State, minorities and reservations

Module 3: Radical Humanism

- Buddha as Political Philosopher
- Religion as emancipatory identity
- Religion for civil society
- Reconstructing the world

Module 4: Projects of Emancipation

- Broken men, Buddha and Brahmanism
- Gender Justice
- Buddha versus Karl Marx
- The Project of Annihilating Caste

References:

Jaffrelot.C & Kumar.N:2018, Dr Ambedkar and Democracy, OUP, New Delhi, P-XXVII

Jaffrelot & Kumar, N: 2018. Dr Ambedkar and Democracy, OUP, New Delhi, P-xxvii

Teltumbde, A, 2018: Republic of Caste, Navayana Publishing Pvt. Limited, New Delhi, p-15

Thorat. S: 2018 in Jaffrelot.C & Kumar.N:2018, *Dr Ambedkar and Democracy*, OUP, New Delhi, P-xix

Zelliot, E: 2013, *Ambedkar's World*, Navayana Publishing Pvt. Limited, New Delhi, p-9

Dr. Babasaheb Ambedkar's Writings and Speeches), 1994, vol.13 Education Department, Govt. of Maharashtra, India PP-6-7

Dr. Babasaheb Ambedkar's Writings and Speeches), 1991, vol.10 Education Department, Govt. of Maharashtra, India PP-107-9

Dr. Babasaheb Ambedkar's Writings and Speeches), 2003, vol.17, part III, Education Department, Govt. of Maharashtra, India PP-256-58

Paper IV: Social Justice Discourse
(2 Credits)
15 hours of teaching per module.

Course Outcomes:

CO1: Understand the principles of social structure.

CO2: Gain knowledge about Social Justice India with reference to Dr. Babasaheb Ambedkar.

CO3: Understanding the theories and concepts on social justice discourse.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Concept & Theoretical Expositions

The Theory of Individualists (known as the Proprietarian Theory of Justice) – The Utilitarian Theory of Justice – The Theory of Justice (propounded by John Rawls) – Dworkin Ronald

Module 2: Human Rights Discourse

Social Justice: An Integrated Coherence of Equality, Liberty and Fraternity – Dr. Ambedkar's Philosophy

References:

- | | | |
|-----------------|---|--|
| Rao Subba K. | - | Social Justice and Law, National Pub. House, 1974. |
| Barry, Brian | - | Theories of Justice, University of California Press, Berkley, 1989. |
| Hans Kelsen | - | What is Justice ? University of California Press. |
| Purohit & Joshi | - | (eds) Social Justice in India Rawat Publication, N. Delhi/Jaipur; 2003. |
| Chandra Bharil | - | Social & Political Ideas of Dr. B. R. Ambedkar, Aalekh Publishers, Jaipur, 1977. |
| Jatav, D. R | - | Social Philosophy of Ambedkar, Phoenix, Publishing Agency, Agra, 1965. |
| Jatav, D. R. | - | Social Justice in India, INA Shree Publishers, 1998. |
| Jatav, D.R. | - | Politics of Ambedkar in National Movement, 2000. |

Paper I: Education and Institutions (Elective)

(4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: Understand the salient features of education in India and make the students acquainted with the development of education in Independent India and its current issues and trends in education.

CO2: Understand the concept of Economic transformation and Education as education is an institution of change.

CO3: Enhance their understanding of educational Reforms of the 21st Century and to get acquainted with the trends in Higher Education in India.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1:

Changing Demography and Education - Population Growth - Growth in the rate of Education - 1st Generation learners, School and college going population - Access, Equity and quality. Teacher Education - Status and Need. Aging Population - Status and Need. Immigration and Emigration - Argumentation of Educational Infrastructure - Teachers and Teacher Education, Multiculturalism and Pluralism - Dalit initiative in Education, Missionaries and Indian Nation - Curriculum for change

Module 2:

Constitutional provision for Education in India - Brief outline of the recommendations made by different Education Commission - University Education Commission (1948-49) - (Aims of Higher Education & Rural University) - Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education) Indian Education Commission (1965-66)

Module 3:

National Policy on Education (1986) Current issues in Education - Equalization of Education Opportunities - Programmes on Universal Elementary Education (DPEP & SSA) - Non-formal education and alternative schooling. Education of women

Module 4:

Educational Reforms - Education in International Contexts. Decentralization and Autonomy - Self supportive courses. Autonomous Bodies and Deemed Universities. Establishing Linkages between institutions of Learning with industry and other establishments. Education as a service industry - Privatization of education. Collaborative networks and partnership in Higher Education - Factors affecting Availability, access and affordability - Creating a Learning Society - Trends in shaping students affairs - Higher Education Institutions (HRI) - Increased reliance on Technology and Administrative support services

References:

Bhattacharya, Sabyasachi. 1998. *The Contested Terrain of Education*. In Bhattacharya 1998a.

Bhattacharya, Sabyasachi. 2011. *Indian Science Today: An Indigenously Crafted Crisis*. *Social Research* 78 (1): 255–280.

Bhokta, Naresh Prasad. 1998. *Marginalisation of Popular Languages and Growth of Sectarian Education in Colonial India*. In Bhattacharya 1998a.

Bourdieu, Pierre, and Jean-Claude Passeron. 1990. *Reproduction in Education, Society and Culture*. London: Sage Publications.

Broadfoot, Patricia, et al. (eds.). 1981. *Politics and Educational Change: An International Survey*. London: Croom Helm.

Chari, Mridula. 2016. *Over 50 years ago, Bengal's chief engineer predicted that the Farakka dam would flood Bihar*. Scroll <https://scroll.in/a/827254>.

Chatterjee, Partha. 2016. *Freedom of Speech in the University*. *Economic and Political Weekly* 51 (11): 35–37.

Paper II: Annihilation of Caste: Critical Explorations (Elective)

(4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: Understand the caste and origin of untouchability in India in India

CO2: Understands the Dr, Ambedkar's perspectives on caste mobility and honour , social and political rights of the marginalized groups

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Caste in India

Caste – Historical outline- -, hierarchy and difference, caste practices-origin of untouchability in India- race and caste comparison-caste system in contemporary times -occupation mobility, caste and labor

Module 2: Resistance and Assertion

Annihilation of Caste - Mahad satyagraha -Temple Entry- counter arguments of social reformers on caste in India-inter caste marriages- Honour Killing in contemporary period- struggle and movements for equal rights, equal status and protection

Module 3: The political economy of Caste:

Hierarchy and difference. caste practices- Identity politics- rise of new leadership among marginalised castes- caste politics at the state levels- Dalit political dismemberment- caste and vocation – caste as social capital-reservation and – caste atrocities

Module 4: Caste in contemporary times

Caste in rural India and urban India- being a Dalit in contemporary times- the Dalit middle class- Dalit capitalism- Dalit social networks- Evaluation of affirmative measures in India

Yengde. S. (2019) Caste Matters, Penguin Random House, India

- | | | |
|------------------|---|--|
| Narsu, P. Laksmi | - | The Essence of Buddhism, Buddha Bhumi Prakashan, Nagpur, II Edition, 2002. |
| Gail Omvedt | - | Buddhism in India, Sage, 2003 |
| Gail Omvedt | - | Dalit Vision, Orient Longman, 1996. |
| Gail Omvedt | - | Dalits and the Democratic Revolution, Sage Publication, 1994 |
| Ketkar S.V. | - | B. R. Ambedkar, Penguin Publishers, 2004. |

(1998)

History of Caste in India

Paper III: Constitutional Protection and its Implications (Elective)
(4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: Understand the correlation between the constitution and society.

CO2: Learn various amendments regarding backward communities.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module1:

Scheduled Castes And Scheduled Tribes - Fundamental Rights - Directive Principles of the State Policy. Union and State Legislature. Important Acts. Local - Self Government. Union and State Public Service Commissions, National Commission for Scheduled Castes and Scheduled Tribes

Module 2:

Other Backward Communities and Minorities - Fundamental Rights - Directive Principles of the State Policy. Union and State Legislature. Important Acts. Local - Self Government. Union and State Public Service Commissions, National and State Commissions for Backward Classes

Module 3:

Women. Fundamental Rights - Directive Principles of the State Policy. Union and State Legislature. Important Acts. Local - Self Government, Union and State Public Service Commissions, National and State Women Commissions

Module 4:

Recent amendments in acts having implications for SC, ST and Minorities – reservation policy in the context of privatization- Education policy- health policy- Forest rights act- its implications- PESA act

References

Dr. Babasaheb Ambedkar writings and Speeches: Vol.13, Constituent Assembly Debates - Vol. 1 to 8

Basu D.D. - 'An Introduction to the Indian Constitution'

Shukla.V.N. - 'Constitutional Remedies'

Granville Austin – 'Indian Constitution – A Corner stone of Nation

Pylee .M.V. – 'Indian Constitution'.

B.N. Goswami- Constitutional Safeguards for Scheduled Castes and Scheduled Tribes.

Judith A. Baer- The Constitutional and Legal Rights Of Women: Cases in Law and Social Chang

Research Methodology
(4 Credits)
15 hours of teaching per module.

Course Outcomes:

CO1: Understand analytical skills and sufficient knowledge of quantitative methods as well as qualitative methods

CO2: Develop research acumen among students.

CO3: understand and become proficient in the qualitative research methods.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Introduction

Introduction to quantitative and qualitative research- types of Data- Nominal, Ordinal & Ratio-Scale Data, Qualitative and Quantitative Data, Individual, Discrete and Continuous Data- Cross Section, Time Series and Pooled Data- Sources of Data- Population and Samples- Descriptive Statistics and Inferential Statistics

Module2: The Special Nature of Qualitative Research

Introduction to qualitative -Fundamental issues in research design - The phases of qualitative studies –The sample in qualitative designs – The nature of data in qualitative research – Ethical issues in research design – Research-Procedures for designing and setting up a qualitative research study. Conceptual Frameworks-Research questions, validity in data gathering –role of the researcher; confidentiality; collecting background information, sampling and validity in data gathering. The core of the mixed approach- Mixed Methods.

Module 3: Data Collection Procedures

Sampling and Sampling techniques- Survey method- Key techniques for data collections in qualitative research, including observation, interview, and visual data methods and ways that mobile and online data collection methods are extending these fundamental modes – types of interviews (structured too unstructured). Designing of interview question; how to conduct interviews- Types of observation procedures. Focus groups- Design, conduct and analysis of focus group interviews- Documents and archival data- Definition, review of sources and types of data methods of collection and analysis- Integrating and synthesizing data, reflexivity.

Module 4: Representation, Writing, and Presentation

Basic principles of qualitative analysis – Computer-assisted content analysis – The role of theory in qualitative data analysis- Working out the meaning of a text- Analytic induction and grounded theory- Other ways of analysing qualitative data- A concrete example- Completing a qualitative analysis Writing a report- the importance of originality- Literature Survey –writing an outline of the research- Transparent

presentation: A case study – Analysing and interpreting the data. The importance of Originality- Plagiarism and ethics in writing -Citations and referencing

References:

1. Wooldridge, J., *Introductory Econometrics: A Modern Approach*, Cengage Learning, 2009.
2. Damodar Gujarati, *Basic Econometrics* (McGraw-Hill, USA)
3. Warne, R. (2020). *Correlation*. In *Statistics for the Social Sciences: A General Linear Model Approach* (pp. 334-374). Cambridge: Cambridge University Press. doi:10.1017/9781108894319.013
4. Spanos, A. (2019). *Hypothesis Testing*. In *Probability Theory and Statistical Inference: Empirical Modeling with Observational Data* (pp. 553-624). Cambridge: Cambridge University Press. doi:10.1017/9781316882825.014.
5. Bogdan, R.C. and Taylor, S.J. *Introduction to qualitative research methods: A phenomenological approach to the social sciences*, Boston: Allyn& Bacon, 1975.
6. Crotty, M. (1998). *The Foundations of social research: Meaning and perspective in the research process*. London: Sage.
7. Johnson & Christensen. (2004). *Educational Research: Quantitative, qualitative and mixed approaches*, 2nd Ed. Boston: Allyn& Bacon.
8. Neuman, W. L. (2000). *Social research methods. Qualitative and Quantitative approaches* (4th Ed.). Boston: Allyn and Bacon.
9. Strauss, A. & Corbin, J. (1994). "Grounded Theory Methodology." In NK Denzin & YS Lincoln (Eds.) *Handbook of Qualitative Research* (pp. 217-285). Thousand Oaks, Sage Publications

SEM - II

Semester II

Paper I: Economic Development and Planning Studies (4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: Understand the concept of development and its implications on all sectors of society including the marginalized.

CO2: Understand the features of the emerging Indian state with dynamic concepts such as regional planning, decentralization, role of institutions and people's participation.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1:

Concept of Economic Growth and Development-Concept of Underdevelopment, development including sustainable development - Economic development: Economic inequalities and Poverty- Poverty, conceptual issues and measures, impact of poverty

Module 2:

Planning in India: Rationale for Five years plans- Planning Commission in India -Five-year Plans in India- Development strategies in different plans- Evaluation of planning in India- NITI aayog and recent developments

Module 3:

Planning and its Functioning: Democracy and development; decentralization policies in India; local governance; shifting forms of governance in urban and rural regions, linkages between decentralisation, power and poverty.

Module 4:

Review of conventional theories of Development, Planning, and Implementation - Implementation experiences of projects and policies- the organizational constraints which influence implementation outcomes- Case studies on Planning

References:

1. Agrawal, A N (1995). *Indian Economy: Problems of development and planning*. pune: Wishwa Prakashan.
2. Lekhi R K (2013), *The Economics of development and Planning*, Kalyani Publishers
3. Mukherji, Rahul (Eds). (2007), *India's Economic Transition: The Politics of Reforms*, Oxford University Press.
4. National Bureau of Economic Research (1957), *Regional Income*, Princeton University Press, Princeton.

5. Rao, H. (1984), *Regional Disparities and Development in India*, Ashish Publishing
6. Glasson, J. (1975), *An Introduction to Regional Planning: Concepts, Theory and Practice*, Hutchison, London

Paper II: Indian Society: Critical Interpretations and Analytical Methods
(4 Credits)
15 hours of teaching per module.

Course Outcomes:

CO1: Introduce students about long history of Indian Society ideologically.

CO2: Understand the foundations of society with reference to India.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: The Context of Critical Thinking and the Progress of the world

- Core components of critical thinking
- Elimination of prejudices: Progress of the world
- Honing critical thinking skills: Transforming the world

Module 2: Dimensions of Indian Society: Diversity and Discrimination

- Dimensions of Indian society
- Dynamics of diversity in India
- Discrimination and disharmony in Indian society

Module 3: Analysis of Indian society: Dr. B. R. Ambedkar

- Indian society and its important features
- The caste system in India
- The dynamics of social transformation

Module 4: Social transformation: philosophical perspective

- Dr. Ambedkar and his egalitarian revolution struggle for human rights
- Philosophical layers of social transformation
- Difficulties in the process of social transformation: Dr. B.R. Ambedkar's approach

References:

- Bumiller, Elisabeth. *May You Be the mother of a Hundred Sons: A Journey among the Women of India*. New York: Fawcett Columbine, 1990.
- Deliege, Robert. *The Untouchables of India*. Oxford: Berg Press, 1999.
- Dugger, Celia W. "Modern Asia's Anomaly: The Girls Who Don't Get Born." *The New York Times*, 6 May 2001.
- Roland, Alan. *In Search of Self in India and Japan: Toward a Cross-Cultural Psychology*. Princeton: Princeton University Press, 1988.
- Sharma, Miriam. *The Politics of Inequality: Competition and Control in an Indian Village*, 2nd ed.

Honolulu: University of Hawaii Press, 1984.

• Sharma, Ursula. *Caste. Concepts in the Social Sciences*. Buckingham & Philadelphia: Open University Press, 1999.

• Zelliott, Eleanor. *From Untouchable to Dalit*. Delhi: Manohar Publishers, 1996.

• Miller, Barbara D. *The Endangered Sex: Neglect of Female children in Rural North India*. Ithaca: Cornell University Press, 1981.

Paper III: Modern Indian Politics: Representation to Constitutionalism (4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: Understand the political foundations of equality and justice.

CO2: Learn the correlation between Democracy and Politics.

CO3: Examine the implications of social and economic exclusion in India.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1

- Nationalist Movement – Socio-economic and philosophical foundation of Indian Constitution
- Fundamental Rights – Directive Principle of State Policy
- Federalism and Centre – State Relations

Module 2

- Prime Minister – Cabinet and Parliament
- Judiciary and Judicial Review
- Role of Civil Services – Role of Caste

Module 3

- Party Systems in India
- National and Regional parties; Ideology
- Elections, political participation and Voting behaviour

Module 4

- National Integration and Problem of National Building
- Political Economy of Development: Planning Commission
- Five-year plans – Liberalization

References:

• Bakshi PM. *The Constitution of India with selective comments*, New Delhi: Universal Law Publishing Co. Pvt. Ltd, 1999.

• Beteille Andre. *Democracy and its Institutions*, New Delhi: Oxford University, 2012.

• Biju MR. (ed.), *Dynamics of Modern Democracy: Indian Experience*, New Delhi; Kaniska Publishers, 2009.

• Corry JA. *Elements of Democratic Government*, New York: Oxford University, 1947.

• Fadia BL. *Indian Government and Politics*, Agra: Satyabhawan Publications, 2007.

• Gehlot NS. *New Challenges to Indian Politics*, New Delhi: Deep and Deep Publications, 2002

- Gould Caril C. *Rethinking Democracy: Freedom and Social Cooperation in Politics, economics, society*, Cambridge University Press, 1988.
- Guapta UN. *Indian Parliamentary Democracy*, New Delhi: Atlantic Publishers, 2003.

Paper IV: Social Justice Discourse

(2 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: Understand the significance of the justice in human life.

CO2: Focus on constitutional structure to run the society.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module1:

Social Justice and the Indian Constitution – Provisions in the Constitutions (State Action) Justice, Social, economic and political, Liberty of thought, expression and belief, faith and worship, Equality of Status and opportunity, Fraternity assuring the dignity of the individual and the Unity and integrity of the nation

Module 2:

Fundamental Rights and Directive Principles of State Policy (Legal Aspects) Dr. B. R. Ambedkar on Social Justice – Architect of Indian Constitution

- Different Protests (Satyagraha's) & their consequences concerning movements (Social, Political and Cultural)
- Social Justice
- Gender Justice (Hindu Code Bill debate)

References:

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| Rao Subba K. | - Social Justice and Law, National Pub. House, 1974. |
| Barry, Brian | - Theories of Justice, University of California Press, Berkley, 1989. |
| Hans Kelsen | - What is Justice? University of California Press. |
| Purohit & Joshi | - (eds) Social Justice in India Rawat Publication, N. Delhi/Jaipur; 2003. |
| Chandra Bharil | - Social & Political Ideas of Dr. B. R. Ambedkar, Aalekh Publishers, Jaipur, 1977. |
| Jatav, D. R | - Social Philosophy of Ambedkar, Phoenix, Publishing Agency, Agra, 1965. |
| - do | - Social Justice in India, INA Shree Publishers, 1998. |
| - do | - Politics of Ambedkar in National Movement, 2000. |

Paper I: Ambedkar and Indian Constitution (Elective)
(4 Credits)
15 hours of teaching per module.

Course Outcomes:

- CO1:** Understand the constitutional foundations of the Indian Constitution.
- CO2:** Learn the correlation between Democracy and Politics.
- CO3:** Understand the contribution of Dr. Babasaheb Ambedkar to frame the Indian Constitution.
- CO4:** Examine the implications of social and economic exclusion in India.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1

- Concept and Theoretical Expositions
- Theory of Justice (propounded by John Rawls)
- Social Issues

Module 2

- Dr. Ambedkar's Philosophy (Equality, Liberty & Fraternity)
- Fundamental Rights and Directive Principles of State Policy
- Gender Justice (Hindu Code Bill)

Module 3

- Theories of Democracy
- Reservation (Current debate)
- Constitutional and Political Institutions in India

Module 4

- Dr. Ambedkar's Writings
- State Socialism
- State and Politics in India

References:

- Tiwary, S. K. *B R Ambedkar and Indian Constitution: Configuring the Indian Constitution: Explorations in the Ideas of B R Ambedkar*. Shudhi Publications, 2008.
- Trivedi, Harish. *Against Ambedkar, Against the World*. Leadstart Publishing Pvt. Ltd., 2016.
- Vakil, A. K. *Gandhi-Ambedkar Debate*. Ashsih, 1991.
- Veeramani, K. *Periyar and Ambedkar*. Dravidar Kazhagam, 2016.
- Verma, D. K. *Ambedkar's Vision and Education of the Weaker Sections*. Manak Publishers Pvt. Ltd., 2005.
- Vibhute, K. I. *Dr Ambedkar and Empowerment: Constitutional Vicissitudes*. University of Poona Press, 1993.
- Vundru, Raja Sekhar. *Ambedkar, Gandhi and Patel: The Making of India's Electoral System*.

Bloomsbury Publishing India Pvt. Ltd., 2018.

- *Vyam, Durgabai and Subhash Vyam. Ambedkar: The Fight for Justice. Tate, 2013.*
- *Yadav, K. C. From Periphery to Centre Stage: Ambedkar, Ambedkarism and Dalit Future. Manohar, 2000.*

Paper II: Dr. Ambedkar and His Organizations

(4 Credits)

15 hours of teaching per module.

Course Outcomes:

CO1: Understand the contribution of Dr. Ambedkar towards modern society.

CO2: Focus on Dr. Ambedkar's Contemporary relevance.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1

Ambedkar as a Journalist - Mooknayak, Bahishkrit Bharat, Janata, Samata and Prabuddha Bharata

Module 2:

Ambedkar as an Organizer: Bahishkruth Hitakarini Sabha, People's Education Society- objectives and functions of these organizations

Module 3:

Buddhist Society of India Unit –functions and objectives- Contemporary relevance

Module 4:

Political Parties – Independent Labour Party, All India Scheduled Castes Federation and Republican Party of India

References:

1. Dr. Babasaheb Ambedkar Writings & Speeches – Vol.1, to Vol. 17 Published by Social Justice and

Empowerment, Govt of India and Ambedkar Foundation, New Delhi

2. Dr. Babasaheb Ambedkar Samagra barehagalu matthu bhashanagalu Vol.1 to Vol. 22, Published by

Kuvempu Basha Bharathi and Kannada and Culture Department, Government of Karnataka.

3. W.N.Kuber, Dr. B. R. Ambedkar – Nation Builder

4. Chanchreek (ed) B. R. Ambedkar – A Rebel Dalit Leader. 5. Rodrigues Valerian - The Essential Writings

of B.R. Ambedkar

Paper III: Feminist Movement in India (Elective)
(4 Credits)
15 hours of teaching per module.

Course Outcomes:

CO1: Understand the nature and growth of women's movement in India, covering a range of issues pertinent to women's emancipation, dignity and status of women India.

CO2: Learn the major historical evolution and transition of women's movement in their onward march to freedom, justice and equality.

Pattern of Examination: All the modules will be given equal weightage in evaluation.

Module 1: Women & Socio-Cultural Perspectives

- Gender and Gender Justice
- Women and Cultural Domination of Patriarchy
- Women, Caste Inequality and Oppression
- Women and Communal Violence

Module 2: Feminist Movements

- Feminist Movement in India – Phase I (Liberal Phase)
- Feminist Movement in India – Phase II (Radical Phase)
- Feminist Movement and role of NGOs

Module 3: Feminist Theory of Democracy & Representation

- Women's Franchise Movement
- Political Participation of Women in Legislature and Local Self Government
- The Problem of Representation of Women and Political Reservation

Module 4: Women, Property and State

- Transformation from Matriarchy to Patriarchy
- Feminist Critique of Masculine State
- Women's Property rights and Politics

References:

- *H. Eisenstein, Contemporary Feminist Thought, London, University, 1984*
- *J. Evan's Feminism and Political Theory, London 1986*
- *J. Grant, Fundamental Feminism: Contesting the Core Concepts of Feminist Theory, Routledge, 1993.*
- *Fredrich, E.S., Women in Politics, Forms and Process, Har Anand Publication, 1993.*

- *Khallar Malla (ed), Writing the Women's Movement: A Reader, Zubaan, 2004.*
- *Patil Bharati, Women, Society and Polity, Harmis Publication, 2014.*
- *Sinha Niveja, Women in Indian Politics: Empowerment of women through Political Participation, Gyan, 2000.*
- *Pawar Vaishali, Mahilanchya Sattasangharshacha Alekh, Diamond Publication, Pune, 2012.*
- *Joshi Sharad, Chandwadachi Shidori, Shetkari Publication.*

Letter Grades and Grade Points

Semester GPA/ Program CGPA Semester/Program	% of Marks	Alpha-Sign / Letter Grade Result
9.00-10.00	90.0-100	O (Outstanding)
8.00-<9.00	80.0-<90.0	A+ (Excellent)
7.00-<8.00	70.0-<80.0	A (Very Good)
6.00-<7.00	60.0-<70	B+ (Good)
5.50-<6.00	55.0-<60.0	B (Above Average)
5.00-<5.50	50.0-<55.0	C (Average)
4.00-<5.00	40.0-<50.0	P (Pass)
Below 4.00	Below 40	F (Fail)
Ab (Absent)	-	Absent

Mam
I/c. Director
Dr. Babasaheb Ambedkar
International Research Centre
University of Mumbai
Mumbai - 400 098.

Grading System

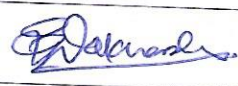
The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned at the completion of all the eight semesters of the programme and the corresponding overall alpha-sign or letter grades as given under NHEQF. If some candidates exit at the completion of first, second or third year of the four years Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified on the basis of the CGPA obtained in the two, four, six or eight semesters, respectively for award of

- Certificate in Arts/ Science/ Commerce
- Diploma in Arts/ Science/ Commerce
- Bachelor's Degree in Arts/ Science/ Commerce
- Bachelor's Degree with Honors in DSC/SSC/FSC.
- Bachelor's Degree with Research in DSC/SSC/FSC

In addition to what is stated above, successful candidates at the end of tenth semester of the integrated Master's Degree Programmes, shall also be classified on the basis of CGPA obtained in the ten semesters of the Programmes. Likewise, the successful candidates of one year or two semesters Master's Degree Programme are also classified on the basis of CGPA of two semesters of the Master's Degree Programme.

Syllabus
M.A. (Ambedkar Studies)
(Sem. I & II)

Team for Creation of Syllabus

Name	College Name	Sign
1. Prof. Manisha Karne	MSEPP, University of Mumbai	
2. Prof. Priya Vaidya	Department of Philosophy, University of Mumbai	
3. Dr. M.T. Joseph	Department of Sociology, University of Mumbai	
4. Dr. Sonali Wakharde	Department of Sociology, University of Mumbai	

Sign of HOD

Name of the Head of the Department: Prof. Manisha Karne
Name of the Department: Dr. Babasaheb Ambedkar International Research Centre


I/c. Director

Dr. Babasaheb Ambedkar
International Research Centre
University of Mumbai
Mumbai - 400 098.

Sign of Dean

Name of the Dean: Dr. A. K. Singh
Name of the Faculty: Faculty of Interdisciplinary Board

Justification for M.A. (Ambedkar Studies)

1.	Necessity for starting the course:	Dr. Ambedkar was a distinguished alumnus of University of Mumbai. This centre is entrusted with teaching and interdisciplinary research in Political Science, Public Policy, Social Policy, Philosophy, Sociology, Economics, Anthropology and Literature. There is need to have collaborative teaching and research with the international universities and institutions on above subjects.
2.	Whether the UGC has recommended the course:	The centre was started with UGC funding in the tenth five-year plan under epoch making social thinkers of India
3.	Whether all the courses have commenced from the academic year 2023-24	Yes, 2023-2024
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Ad-hoc faculty and visiting faculty are employed
5.	To give details regarding the duration of the Course and is it possible to compress the course?	Two-year PG Course – Not possible to compress
6.	The intake capacity of each course and no. of admissions given in the current academic year:	40
7.	Opportunities of Employability / Employment available after undertaking these courses:	Ambedkar studies is highly in demand due to its interdisciplinary and it is being pursued by diverse groups. There are ample opportunities for these students in Social work, teaching, NGOs, trainers in CSR and Public Policy making.

Sign of HOD

Name of the Head of the Department: Prof. Manisha Karne
Name of the Department: Dr. Babasaheb Ambedkar
International Research Centre

I/c. Director

Dr. Babasaheb Ambedkar
International Research Centre
University of Mumbai
Mumbai - 400 098.

Sign of Dean

Name of the Dean: Dr. A. K. Singh
Name of the Faculty: Faculty of
Interdisciplinary Board