

# Teaching Lesson Plan

VAC (2 +2 Credits)

Understanding India (2 Credits)

Lecture hours: 30

**OBJECTIVES:** To enable the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective

SN	Subject and Objectives	Lectures Hrs	Methodology	Evaluation Mode
Unit-I	<b>Introducing India</b>	8Hrs		
	<ol style="list-style-type: none"> <li><b>The Land of India:</b> Geographical Setting; Physical and Natural Environment</li> <li>The People of India: The migration of people into India, such as Indo-Aryans speaking people, the Persians, the Greeks, the Kushanas, the Shakas, the Arabs, the Turks, the Mughals, etc., and their contribution to the making of Indian History and Culture</li> <li><b>The Name of our Country:</b> Jambudvipa, Bharat, Sindhu (Indus), Inde, Hind, Hindustan, India.</li> <li><b>Historical Background of India:</b> Historical Background of India through the ages: Culture, Literature, Science and Technology in pre-modern days.</li> </ol>	8	PPT, Illustrations	Q & A, Assignments
Unit-II	<b>The Knowledge System of India</b>	5Hrs		
	<ol style="list-style-type: none"> <li><b>Traditional Knowledge System:</b> Gurukuls, Pathshalas, Tols, Maktabas, Madarsas</li> <li><b>Beginnings of Modern Education:</b> The British Government's Educational Policies</li> <li>Expansion of Higher and Technical Education in India</li> <li>Role and obligations of Teachers in National Development.</li> <li>Education Policy of government. 1986 and 2020.</li> </ol>	5	PPT, Illustrations	CIA
Unit-III	<b>The Indian Economy</b>	7Hrs		
	<ol style="list-style-type: none"> <li><b>Goals and Policies:</b> Post Independent Goals and Policies of National Development.</li> <li>Features of National Dev:               <ol style="list-style-type: none"> <li>Social Justice and Economic Equality.</li> <li>Goals and Policies and National Development during 21st Century.</li> </ol> </li> <li>Indian Economy through the Ages (Agriculture, Industry and Trade)</li> </ol>	7	PPT, Illustrations	Q & A, Assignments

	4. Directive Principles and Fundamental Rights and Duties.			
<b>Unit-IV</b>	<b>The Making of Contemporary India</b>	<b>10Hrs</b>		
	1. National Movements, Social and religious aspects (1750-1950) 2. The Struggle for Independence (1885-1947) 3. The Making of the Indian Constitution; Concept of Fundamental Rights and Duties 4. India's Foreign Policy: Main Elements (Non Alignment, Panchsheel) 5. Secular- Constitutional role of a citizen in Democratic India. 6. Formation of Jharkhand: Challenges 7. Panchayati Raj in India with special reference to PESA in Jharkhand	10	PPT, Illustrations	Q & A, Assignments

**Reference Books:**

1. A.L. Basham, A Cultural History of India, Oxford University Press, 1997
2. A.L. Basham, A Wonder that was India, Rupa, New Delhi, 1994
3. N. R. Ray, An Approach to Indian Art, Publication Bureau, Chandigarh, 1974
4. S Abid Hussain: The National Culture of India
5. Jawaharlal Nehru: Discovery of India, Delhi
6. Namavar Singh: Dusari Parampara ki khoj, Rajkamal, Delhi
7. Kanjiv Lochan: Medicines of Early India, Delhi
8. Hitendra Patel: Adhunik Bharat ka Aitihāsik Yatharth, Rajkamal, Delhi
9. Nayanjot Lahiri, Marshaling the Past: Ancient India and its Modern Histories, Permanent Black, 2012
10. R.C. Majumdar (ed.), History and Culture of Indian People (Relevant Volumes and Chapters),
11. Bhartiya Vidya Bhawan, Bombay.
12. S. C. Ghosh, History of Education in Modern India, 1758-1986, Orient Longman, Hyderabad, 1995
13. Tirthankar Ray, The Economic History of India 1857-1947, OUP, 2006
14. Vijay Joshi and I.M.D. Little, India's Economic Reforms, 1991-2001, OUP, 1996

Prepared by: Department

**Lesson Plan (Ishan Tiru) Department of Political Science (NEP) – Common Course**  
**Lesson Plan: 01      Sem.: I (B.A.)      Name of the Teacher: Asst. Prof. Ishan Tiru**  
**COMMON COURSE      Subject: Understanding India      Credits: Theory-02, Tutorial-01**  
**Allotted: 45 Lectures and 7 Tutorials**

**Course Objectives:**

1. To enable the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective
2. To demonstrate the basic framework of the goals and policies of national development
3. To demonstrate the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties.
4. To develop the understanding of Indian knowledge systems, Indian education system and the roles and obligations of teachers to the nation in general and to the society.
5. To deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented.
6. To prepare the learners for their roles and responsibilities as effective citizens of a democratic society.
7. A unit in the context of Jharkhand with enable the students to know about the history and Jharkhand and the circumstances leading to the formation of Jharkhand.

**Teaching Aids:**

Sl.	Unit	Topics	Teaching Methodology	Assessment	Outcome
1	<b>Unit 1</b> <b>12 Lectures</b> <b>2 hr. Tutorials</b>	<ol style="list-style-type: none"> <li>1. The Land of India: Geographical Setting; Physical and Natural Environment</li> <li>2. The People of India: The migration of people into India, such as Indo-Aryans speaking people, the Persians, the Greeks, the Kushans, the Shakas, the Arabs, the Turks, the Mongols, etc., and their contribution to the making of Indian History and Culture</li> <li>3. The Name of our Country: Jambudvipa, Sindhu (Indus), Inde, Hind, Hindustan, India, Bharat.</li> <li>4. Historical Background of India: Historical Background of India through the ages. India's Freedom Struggle: Brief History, Values and Ideals</li> </ol>	<ul style="list-style-type: none"> <li>— Lecture</li> <li>— Group Discussion</li> <li>— Debates</li> <li>— Peer Teaching</li> </ul>	<ul style="list-style-type: none"> <li>— Quiz on basic concepts</li> <li>— Class Test</li> <li>— Open Book Test</li> <li>— Assignments</li> </ul>	<ol style="list-style-type: none"> <li>1. This unit will enable the students to know the geographical setting of India.</li> <li>2. The students will be able to know diverse people of India and their migration story.</li> <li>3. The student will know the various names of the Indian subcontinent</li> <li>4. The students will know about the historical background of India, freedom struggle.</li> </ol>
2	<b>Unit 2</b> <b>12 Lectures</b> <b>2 hrs. Tutorials</b>	<ol style="list-style-type: none"> <li>1. Traditional Knowledge System: Gurukuls, Pathshalas, Tols, Makhtabs, Madrasas</li> <li>2. Beginnings of Modern Education: The British Government's Educational Policies</li> <li>3. Expansion of Higher and Technical Education in India</li> <li>4. Role and obligations of Teachers in National Development.</li> <li>5. Education Policy of government. 1986 and 2020.</li> </ol>	<ul style="list-style-type: none"> <li>— Lecture</li> <li>— Group Discussion</li> <li>— Debates</li> <li>— Peer Teaching</li> </ul>	<ul style="list-style-type: none"> <li>— Quiz on basic concepts</li> <li>— Class Test</li> <li>— Open Book Test</li> <li>— Assignments</li> </ul>	<ol style="list-style-type: none"> <li>1. The students will know about the traditional knowledge system of India.</li> <li>2. The students will know the modern education and the government policies regarding it.</li> <li>3. The student will know about the various education policies brought by the government.</li> </ol>
3	<b>Unit 3</b>	<ol style="list-style-type: none"> <li>1. Goals and Policies: Post Independent Goals and</li> </ol>	<ul style="list-style-type: none"> <li>— Lecture</li> </ul>	<ul style="list-style-type: none"> <li>— Quiz on basic</li> </ul>	<ol style="list-style-type: none"> <li>1. The students will know the</li> </ol>

	<b>9 Lectures</b> <b>1 hr. Tutorials</b>	Policies of National Development. 2. Features of National Development a. Social Justice and Economic Equality. b. Goals and Policies and National Development during 21 <sup>st</sup> century. 3. Indian Economy through the Ages (Agriculture, Industry and Trade) 4. Directive Principles and Fundamental Rights and Duties.	— Group Discussion — Debates — Peer Teaching	concepts — Class Test — Open Book Test — Assignments	economic goals and policies of India for national development post-independence. 2. The students know about the background of Indian economy.
4	<b>Unit 4</b> <b>12 Lectures</b> <b>2 hrs. Tutorials</b>	1. The Struggle for Independence (1885-1947) 2. The Making of the Indian Constitution; Concept of Fundamental Rights and Duties 3. India's Foreign Policy: Main Elements (Non-Alignment, Panchsheel) 4. Secular- Constitutional role of a citizen in Democratic India. 5. Formation of Jharkhand: Challenges 6. Panchayati Raj in India with special reference to PESA in Jharkhand	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students will know the freedom struggle of India. 2. The students will know the making of the Indian Constitution and the concept of fundamental rights and duties. 3. The students will know the basic principles of the Indian foreign policy. 4. The students will know the secular aspect of the Indian Constitution. 5. The students will know the challenges for the formation of Jharkhand and the functioning of PESA in Jharkhand.

### Suggested Readings:

1. L. Basham, A Cultural History of India, Oxford University Press, 1997
2. L. Basham, A Wonder that was India, Rupa, New Delhi, 1994
3. N. R. Ray, An Approach to Indian Art, Publication Bureau, Chandigarh, 1974
4. Kanjiv Lochan: Medicines of Early India, Delhi
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8. Bhartiya Vidya Bhawan, Bombay.
9. S. C. Ghosh, History of Education in Modern India, 1758-1986, Orient Longman, Hyderabad, 1995
10. Tirthankar Ray, The Economic History of India 1857-1947, OUP, 2006
11. Vijay Joshi and I.M.D. Little, India's Economic Reforms, 1991-2001, OUP, 1996