**Teaching Plan** **Jan 2022 to April 2022**

**DEPARTMENT OF HISTORY**

**Shyama Prasad Mukherji College for Women**

**University of Delhi**

**Teacher Name: Mrs. Anita Kumari**

**Paper Name : History of India (1700-1950)**

**Course and Semester: B.A. Prog. (IV Semester)**

**Section: A& B**

**Course code:**

**Complete / sharing : Complete**

**Course objective :**

This paper provides a thematically arranged overview of the history of India from the beginning of the eighteenth-century to the making of the republic in 1950. The first two units examine the British colonial expansion in the eighteenth-century and proceed to discuss the consolidation of the colonial state power in the political settings of nineteenth-century India. The third unit critically situates the links between land revenue administration, export-oriented commercialisation of agricultural production and deindustrialisation and the rampant famine in colonial India. With a long-term perspective on the ideological, institutional and political formations, the last four units introduce the major tendencies in the anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

**Learning Outcomes:** After the successful completion of this Course, the students will be able to: • Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century. • Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation. • Delineate and explain the ideological, institutional, and political formations of the anticolonial nationalist movement. • Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.

**Course Content:** **Unit I.**  **India in the 18th century**- Background and Debates

**Unit II.**  **Expansion and consolidation of British power:** Special reference to

Bengal, Mysore, Maratha and Punjab

**Unit III.**  **Making of the British Colonial Economy**:

[a] Land revenue settlements;

[b] Commercialisation of agriculture;

[c] Deindustrialisation;

[d] Drain of wealth

**Unit IV**. **The Revolt of 1857:** Causes, nature and consequences

**Unit V** **Social and Religious Reform Movements in Colonial India**:

[a] Overview of reformist and revivalist movements in the 19th century;

[b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);

[c] Peasant and tribal movements: an overview

**Unit VI. Growth of the National Movement**, 1858-1947:

[a] Early nationalism and foundation of the Indian National Congress;

[b] A critique of colonialism (moderates, extremists and militant nationalists);

[c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

**Unit VII. Development of Communalism and the Partition of India**:

[a] An overview of the growth of communalism;

[b] Towards Freedom and Partition;

**Unit VIII. Independent India: Making of the Constitution**: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

**ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:**

Unit I **India in the 18th century**- Background and Debates. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century.

**(Teaching Time: 2 weeks approx.)**

**Essential Readings**

• Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient

Longman, pp. 1-138.

• Bayly, C.A. (1990). An Illustrated History of Modern India 1600-1947. London: National Portrait Gallery.

• Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi:

OUP, pp. 38-69.

• Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan, pp. 1-98.

• Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press, pp. 2-79. •. सेखर ,बं)ोपा=याय. (2012).आधुिनकभारतकाइितहास :kलासीसेिवभाजनतक. Hyderabad: Orient Longman.

• आर॰एल ,शुYल . ( E d ) . ( 1 9 8 7 ) . आधुिनकभारतका इत हास , Delhi: िह>दीमा=यमकाया7नवयिनदेशालय, pp. 1-44.

**Other important reading**

• Bhattacharya, S. *Aadhunik Bharat Ka Aarthik Itihaas*, Delhi: Rajkamal, 2008.

• Chandra, B. *India After Independence*. Delhi: Penguin Books, 2000

**Unit II. Expansion and consolidation of British power:** Special reference to Bengal, Mysore, Maratha and PunjabThis unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. (Teaching Time: 2 weeks approx.) Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies.

**(Teaching Time: 2 weeks approx.)**

**Essential Readings**

• Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman, pp. 1-65

• Mann, Michael. (2015). South Asia’s Modern History: Thematic Perspectives. London: Routledge, pp. 20-53.

• Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge, pp. 33-51.

• Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman, pp. 39-125.

• एल .बी ,gोवर. (1995). आधुिनकभारतकाइितहास. New Delhi: S. Chand & Co.

• सेखर ,बं)ोपा=याय. (2012).आधुिनकभारतकाइितहास :kलासीसेिवभाजनतक. Hyderabad: Orient Longman.

**Unit III.** **Making of the British Colonial Economy**:

[a] Land revenue settlements;

[b] Commercialisation of agriculture;

[c] Deindustrialisation;

[d] Drain of wealth

This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule.

**(Teaching Time: 2 weeks approx.)**

**Essential Readings**

Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman, pp. 82-138. • Dutt, R.P. (1986). India Today. Calcutta: Manisha, pp. 21-96.

• Mann, Michael. (2015). South Asia’s Modern History: Thematic Perspectives. London: Routledge, pp. 264-314.

• Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press, pp. 53-69.

• Chaudhary, Latika (et. al. eds.). (2016). A New Economic History of Colonial India. London: Routledge, pp. 52-66.

• Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black, pp. 106-216.

• सGयसाची ,भmाचाय7 (2008).राजकमल :!द#ली .आधुिनकभारतकाआNथकइितहास.

• सेखर ,बं)ोपा=याय. (2012).आधुिनकभारतकाइितहास :kलासीसेिवभाजनतक. Hyderabad: Orient Longman. • आर॰एल ,शुYल, (ed.). (1987). आधुिनकभारतकाइितहास Delhi: िह>दीमा=यमकाया7नवयिनदेशालय, pp. 92-95 and 104-178.

**Unit IV**. **The Revolt of 1857:** Causes, nature and consequences This unit elaborates the various aspects of the Revolt of 1857 and understand its impact on colonial rule and the Indian society.

**(Teaching Time: 1 week approx.)**

**Essential Readings**

• Bandyopadhyay, Sekhar (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman, pp. 169-183. 43

• Mann, Michael. (2015). South Asia’s Modern History: Thematic Perspectives. London: Routledge, pp. 264-314, 55-62.

• Pati, Biswamoy. (Ed.). (2007). The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities. London: Routledge, pp. 1-15; 111-128.

• Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press, pp. 70-77.

• Taneja, Nalini. (2012). “The 1857 rebellion.” in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History. Mumbai: Popular Prakashan, pp. 93-126.

• सेखर ,बं)ोपा=याय. (2012). आधुिनकभारतकाइितहास :kलासीसेिवभाजनतक. Hyderabad: Orient Longman.

• आर॰एल ,शुYल, (Ed). (1987) आधुिनकभारतकाइितहास.Delhi: िह>दीमा=यमकाया7नवयिनदेशालय, pp. 238-280

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**Unit V** **Social and Religious Reform Movements in Colonial India**:

[a] Overview of reformist and revivalist movements in the 19th century;

[b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);

[c] Peasant and tribal movements: an overview

This unit discusses the social and religious reform movements and early rural insurgency in colonial India as a response to British colonialism.

**(Teaching Time: 2 weeks approx.)**

**Essential Readings**

• Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman, pp. 139-168; 342-47; 353-356.

• Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas. relevant chapters. •

O’Hanlon, Rosalind. (2012). Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press, pp. 3-14; 105-134.

• Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press, pp. 346-360. • सेखर ,बं)ोपा=याय. (2012). आधुिनकभारतकाइितहास :kलासी सेिवभाजनतक. Delhi: Orient Longman, relevant chapters.

• आर॰एल ,शुYल. (Ed.). (1987). िह>दीमा=यमकाया7नवयिनदेशालय) आधुिनकभारतकाइित हास. Delhi: Delhi University, pp. 190-212.

**Unit VI. Growth of the National Movement**, 1858-1947:

[a] Early nationalism and foundation of the Indian National Congress;

[b] A critique of colonialism (moderates, extremists and militant nationalists);

[c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

This unit explores the long-term development of institutions, ideologies and different groups and individuals that shaped the political fields of the anti-colonial nationalist movement in the nineteenth and twentieth centuries.

• Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan, pp. 37-298.

• Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman, pp. 279-404.

• Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, pp. 170-310. 44

• Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition). (“Introduction” and Ch.4).

• Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press, pp. 86-101.

• Amin, Shahid. (1984). “Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-22.” in Ranajit Guha, (Ed.). Subaltern Studies III. Delhi: OUP, pp. 1-61.

• Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press, pp. 260-302. • सुिमत ,सरकार (2009). आधुिनकभारत. Delhi: राजकमल, relevant chapters. • सेखर ,बं)ोपा=याय (2012). आधुिनकभारतकाइितहास : kलासी सेिवभाजनतक. Delhi: Orient Longman, relevant chapters.

**Unit VII. Development of Communalism and the Partition of India**:

[a] An overview of the growth of communalism;

[b] Towards Freedom and Partition;

This unit critically situates the political and social contexts that led to communal mobilization and its impact on the sub-continent’s social and political fabric. (Teaching Time: 2 weeks approx.)

• Sarkar, Sumit. (1983). Modern India 1885-1947, Delhi: Macmillan, pp. 355-390 (relevant sections)

• Pandey, Gyanendra. (1990). The Construction of Communalism in Colonial North India. Delhi: Oxford University Press, pp. 1-22.

• Chandra, Bipan.(2008). Communalism in Modern India. New Delhi: Har Anand, pp. 50-96; 238-324 (all other chapters and relevant as suggested reading).

• Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP, pp. 135-156.

• Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman, pp. 257-302.

• Misra, Salil. (2012). “Emergence of Communalism in India.” in K. N. Panikkar (Ed.), Perspectives of Modern Indian History. Mumbai: Popular Prakashan, pp. 223-258.

• सुिमत ,सरकार (2009) आधुिनकभारत. Delhi: राजकमल, relevant chapters.

**Unit VIII**. **Independent India: Making of the Constitution**: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

This unit situates the process of making the constitution as an attempt to decolonize Indian society and its political practices.

(Teaching Time: 2 weeks approx.)

• Chandra, Bipan. (2000). IndiaSince Independence. Delhi: Penguin Books, pp. 38-85.

• Guha, Ramachandra. (2007). India after Gandhi: The History of the World’s Largest Democracy. Delhi: Macmillan, pp. xi-126

• Austin, Granville. (1966). The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press, pp. 1-144. 45

• Hasan, Mushirul. (2012). “India’s Partition: Unresolved Issues.” in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History. Mumbai: Popular Prakashan, pp. 313-339.

• Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press, pp. 436-465. **SUGGESTED READINGS:**

• Bahl, Vinay. (1988). “Attitudes of the Indian National Congress towards the working class struggle in India.” in K. Kumar, (Ed.). Congress and Classes: Nationalism, Workers, and Peasants. New Delhi: Manohar, pp.1-33.

• Bandyopadhyay, Sekhar. (Ed.). (2009). National Movement in India: A Reader. New Delhi: Oxford University Press.

• Bhargava, Rajeev. (Ed.). (2009). Politics and Ethics of the Indian Constitution. New Delhi: OUP.

• Brown, Judith. (1972). Gandhi’s Rise to Power, Cambridge: Cambridge University Press.

• Chandra, Bipan. (1996). Nationalism and Colonialism in Modern India, Delhi: Orient Longman.

• Chandra, Bipan. (1966, Reprint 2004). The Rise and Growth of Economic Nationalism in India. New Delhi:

Anamika Publishers.

• Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.

• Gopinath, Ravindran. (2012). “The British Imperium and the Agrarian Economy”, in K. N. Panikkar, (Ed.).

• Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62-90

. • Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books.

• Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books.

• Hasan, Mushirul, (1993). India’s Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.

• Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar. • Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.

• Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.

• Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.

• Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press. • Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press. • Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press. 46 • Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black. • Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black. • Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar. • Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239-366. • च>L, िबपन. (2009). आधुिनकभारतकाइितहास. Delhi: Oriental BlackSwan.

**Teaching Learning Process**: Classroom teaching supported by group discussions or group presentations on specific themes/ readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/ phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary. Assessment Methods: Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

**Internal Assessment:**

25 Marks Written Exam: 75 Marks Total: 100 Marks

**Keywords:** Colonialism, Land Revenue Settlement, deindustrialisation, Drain of wealth, commercialisation, nationalism, Gandhi, anti-colonial movement, caste question, Phule, Ambedkar, Partition, Constitution