**Dr. Chayanika Uniyal**

**Academic Year- 2021-22 (Jan- April)**

**Total- 12 Weeks**

**Hist Hons Semester VI**

**CC-XIII- History of India VIII (c.1857 - 1950)**

**Course Objective:**

This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state. The aim is to develop interdisciplinary analytical skills at the undergraduate level.

**Learning Outcomes:** After successful completion of the course, the students will be able to:

* Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
* Outline the social and economic facets of colonial India and their influence on the national movement.
* Explain the various trends of anti-colonial struggles in colonial India.
* Analyse the complex developments leading to communal violence and Partition.
* Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

**Course Content:**

**Unit 1: Caste, Community and Nation**

1. Regional, religious and linguistic identities
2. Assertions of gender and caste identity: Sanskritizing trends and lower caste movements, re­ gional variations

The unit seeks to identify the developments in post- 1857 India in terms of the shaping of different regional, caste, religious, linguistic and gender identities in the late 19th and early 20th centuries and the role of reform and debates in this.

**Time Duration**: 1 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Metcalfe, Barbara D and Thomas R. (2002). A Concise History of India. Cambridge: Cambridge University Press, pp.91 – 160.
* Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press, pp.73-101.
* Blackburn, Stuart & Dalmia, Vasudha ed. (2004). India's Literary History. Essays on the Nine­ teenth Century. Delhi: Permanent Black, Introduction; pp. 1-22.
* Oberoi, Hatjot. (1994). The Construction of Religious Boundaries: Culture, Identity and Diver­ sity, in the Sikh Tradition. University of Chicago Press, Chapter 4, 5, 6
* Forbes, Geraldine. (1999). "Women in Modem India". The New Cambridge History of India Volume 4. Cambridge: Cambridge University Press (Chapters 3, 4 & 5).
* Sarkar, Sumit and Tanika Sarkar. (Eds.). Caste in Modern India, Vols. 1 & 2. Delhi: Permanent Black (Vol. I-Chapters 2 & 3, pp. 24-87; Vol. 2-Chapter 8, pp. 200-233).
* O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black, pp. 3-11.
* Hardgrave, R.L. (1968). "The Breast-Cloth Controversy: Caste consciousness and Social Change in Southern Travancore", Indian Economic and Social History Review (IESHR), June 1, Vol. 5 (2), pp. 171-87.

**Other important readings**

* Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition.
* Bane1jee-Dube, I. (2015). A Histo1y of Modern India. Delhi: Cambridge University Press.
* O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2 pp. 432-461

**ICT-Documentaries Videos/ Movies**

**Unit 2: Economy and social classes**

1. Economic critique of colonial rule with special reference to Drain of Wealth
2. Rise of modern industry: emergence of capitalists and the working class
3. Famines and their impact

This unit studies aspects of the colonial economy and its critique particularly with refer­ ence to the phenomenon of 'Drain of Wealth; the emergence of capitalists and the working class and the recurrence of famines and agrarian distress.

**Time Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, I 880-1905. New Delhi: People's Publishing House (In­ troduction).
* Bagchi, Amiya Kumar. (2002). "The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies", Economic and Political Weekly, Vol. 37 (23), pp. 2229 - 2238.
* Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cam- bridge University Press, pp. 3-25.
* Mukhe1jee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage (Introduction).
* Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press, pp.1-69.
* Arnold, David. (1988). Famines. Social Crisis and Historical Change. New Perspectives on the Past. Oxford: Basil Blackwell (Introduction; Chapters 1, 3, 4, 6).

**Other important readings**

* Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition.
* Bane1jee-Dube, I. (2015). A Histo1y of Modern India. Delhi: Cambridge University Press.
* Kumar, Dharma. (1983). The Cambridge Economic History of India. Vol. 2: c. 1757-1970. Delhi: Orient Longman in association with Cambridge University Press.

**Unit 3: Early Nationalism**

1. Emergence of Indian National Congress (INC)
2. Moderates and Extremists
3. Swadeshi and Revolutionary Movements

After the successful completion of this unit, students will be able to understand various aspects of early nationalism and nationalist resistance.

**Time Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* McLane, J.R. (1977). Indian Nationalism and the Early Congress. Princeton: Princeton Univer­ sity Press, pp.3-21; 89-178
* Tripathi, Amales. (1967). The Extremist Challenge. India between 1890 and I 9 I 0. Bombay, Calcutta, Madras, New Delhi: Orient Longmans, Chapters 1-5.
* Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate National­ ism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, pp.30 – 48.
* Sarkar, Sumit. (1973). Swadeshi Movement in Bengal, 1903 - 08. New Delhi, People's Publishing House. (Also in Hindi), Chapter 1 and 2.
* Sarkar, Sumit. (1983). Modern India: 1885-1947, Delhi, Macmillan. Chapters III & IV.
* Seal, Anil. (1973). 'Imperialism and Nationalism in India,' Modern Asian Studies, Vol. 7, No. 3, pp. 321-347
* **Other important readings**

**Unit 4: Emergence and social base of Gandhian Nationalism**a. Industrial Agriculture

1. Intellectual foundations of Gandhian Nationalism; Early Interventions: Champaran, Kheda, Alrn1edabad; INC
2. Rowlatt, Khilafat and Non-Cooperation Movements
3. Civil Disobedience Movement d) Quit India Movement.

This unit deals with how Gandhi's politics represented a new model for mobilizing dif­ ferent social groups in the national movement

**Time Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Parel, Anthony J. ed. (2009 edition). 'Hind Swarey•' and Other Writings. Cambridge: Cambridge University Press (Editor's Introduction, pp. xiv - xxxviii).
* Hardiman, David. (2005). Gandhi in his time and ours. Delhi, Orient Blackswan, pp.1-81; 109-184.
* Baker, Chris. (1976). Politics of South India: 1920-1937. Cambridge, Cambridge University Press.
* Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi:

Oxford University Press, pp. 55-155.

* Pouchepadass, Jacques. (1974). "Local leaders and the intelligentsia in the Champaran satya­ graha (1917): a study in peasant mobilization", Contributions to Indian Sociology, Vol. 8 (1), Jan 1, pp. 67-87.
* Brown, Judith. (1972). Gandhi's Rise to Power. Indian Politics 1915-1922. New York: Cam­

bridge University Press (Chapters 3,4,5,6,7,9).

* Kumar, Ravinder. (1971). Essays on Gandhian Politics, Rowlatt Satyagraha 1919. Oxford: Cla­ rendon Press, pp. 1-30.
* Minault, Gail. (1982). The Khilafat Movement: Religious Symbolism and Political Mobilisation in India. Delhi: Oxford University Press (Introduction, Chapters II, III, IV).
* Sarkar, Tanika. (2011). "Gandhi and Social Relations", in Judith Brown and Anthony Pare! (Eds.). The Cambridge Companion to Gandhi. Cambridge, Cambridge University Press, pp. 173- 179.
* Amin, Shahid. (1996). Event, Metaphor, Memory: Chauri Chaura, 1922 - 1992. Delhi: Pen-guin. Reprint, 2006, pp. 9-19, 45-56, 69-93.
* Sarkar, Sumit. (1985) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gand­ hi-Irwin Pact (1930-31)', in Sumit Sarkar, A Critique of Colonial India. Calcutta: Papyrus, pp. 86 – 115.
* Pandey, Gyanendra. (1988). The Indian Nation in 1942. Calcutta: K.P. Bagchi and Company

(Chapters 1,2,3, 4, 8).

**Other important readings**

* Brown, Judith.(1977). Gandhi and Civil Disobedience. The Mahatma in Indian Politics 1928-34. Cambridge: Cambridge University'Press.
* Chandra, Bipan, Mridula Mukhe1jee, Aditya Mukherjee, K.N. Panikkar, Sucheta Mahajan, (1989). India's Struggle for Independence. Delhi: Penguin Books.
* Kumar, Ravinder. (1969). 'Class, Community or Nation? Gandhi's Quest for a Popular Consen­ sus in India' Modern Asian Studies, Vol. 3, Issue. 4, pp. 357-376

**ICT-Documentaries Videos/ Movies**

Gandhi Movie by Richard Attenborough

**Unit 5: Interfaces: Nationalism and Socio-Political Movements**

1. Ambedkar and the Dalit Movement
2. Bhagat Singh and H.S.R.A
3. Singh Sabha and the Akali Movement; Dravidian movements
4. Left movements: peasants and workers' movements
5. Tribal Movements

It enabies students to understand the way in which the national movement gave a new meaning to social and political movements and to diverse range of local struggles.

**Time duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Zelliot, Eleanor. (1996). From Untouchable to Dali!: Essays on the Ambedkar Movement. New Delhi: Manohar Publications, pp. 53 – 177
* Grewal, J.S. (1990) The New Cambridge history. II.3. The Sikhs of the Punjab, Chapter 8,pp. 157-180
* Moffat, Chris. (2019). Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114. India's Revolutionary.
* Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays Collective, pp. 29 – 141.
* Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern In­ dia, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, "Many Voices of a Nation").
* Nagaraj, D.R. (2011). Flaming Feet, Delhi, Seagull Books. (Chapter 1).
* Fay, Peter Ward. (1993). The Forgotten Army: India's Armed Struggle for Independence, 1942- 45. Ann Arbor: University of Michigan Press. Chapters 5,6,8,9,12,13
* Sarkar, Sumit. (1983). Popular Movements and Middle Class Leadership in Late Colonial In­ dia. S.G. Deuskar Lectures on Indian History. Centre for Studies in Social Sciences, Calcutta.
* Geetha, V. (1998). Towards a Non-Brahmin Millenium, Delhi, Popular Prakashan Limited.
* Habib, Irfan. (1998). "The Left and the National Movement", Social Scientist, Vol. 26 (5/6), May-June, pp. 3-33.
* Chandra, Bipan. (1983) The Indian Left: Critical Appraisal. New Delhi: Vik.as.
* •Dhanagare, D.N. (1991). in Peasant Movements India 1920-1950.
* Amin, Shahid. (1988). "Agrarian Bases of Nationalist Agitation in India: A Historiographical Survey," in D.A. Low (Ed.), The Indian National Congress: Centenary Highlights, New Delhi: Oxford University Press, pp. 54-97.
* Pandey, Gyan. (1982). 'Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919-1922' in Ranajit Guba ed. Subaltern Studies I Writings on South Asian History and Society. Delhi: Oxford University Press, pp. 143 - 197
* Arnold, David. (1982). 'Rebellious Hillmen: the Gudem-Rampa Risings, 1839-1924', in Ranajit Guha ed. Subaltern Studies I. Writings on South Asian History and Society. Delhi: Oxford Uni­ versity Press, pp. 88 - 142
* Bahl, Vinay. (2009). "Attitude of the Indian National Congress Towards the Working Class

Struggle in India, 1918-1947", in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, pp. 294-313.

* Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan, pp. 153-155, 198-203, 239-243, 266-278, 339-342.

**Other important readings**

* Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition.
* Bane1jee-Dube, I. (2015). A Histo1y of Modern India. Delhi: Cambridge University Press.
* Dutta, Vishwa Nath. (2000). Gandhi and Bhagat Singh. New Delhi: Rupa and Company
* O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern

Asian Studies 51, 2 pp. 432-461

**ICT-Documentaries Videos/ Movies**

* Inqilab - A Documentary Film on Saheed Bhagat Singh - Directed by Gauhar Raza

<https://www.youtube.com/watch?v=H9v9SbyLqcU>

Special documentary on Dr. B.R Ambedkar by DD News

<https://www.youtube.com/watch?v=JrEjcNI60tk>

**Unit 6: Communalism: ideologies and practices**

1. Trends in Communalism
2. Patiition

This unit will enable students to analyse the complex developments leading to com­ munal violence and partition.

**Time duration**: 1 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Pandey, Gyanendra. (1992). The Construction of Comm;nalism in Colonial North India. Delhi: Oxford University Press (Chapters 1, 2&7).
* Chandra, Bipan. (2008). Communalism in Modern India. New Delhi: Har-Anand Publications.
* Hasan, Mushirul. (1991). Nationalism and Communal Politics in India 1885 -1930. Delhi: Ma­ nohar Publications.
* Page, David. (1987). Prelude to Partition: the Indian Muslims and the Imperial System of Control. Karachi: Oxford University Press, pp. 1-29, 73-140 (Introduction and Chapter 2).
* Jaffrelot, Christophe. (1996). The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s. London: C. Hurst & Company Publishers, pp. 1-45
* Chatte1jee, Joya. (19950. Bengal Divided: Hindu Communalism and Partition 1932 - 1947. Cambridge, Cambridge University Press (Introduction and Chapters 3,5 & 6)
* Jalal, Ayesha. (1985). The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan. Cambridge, Cambridge University Press (Introduction, Chapters 1, 2& 5).
* Dhulipala, Venkat. (2015). Creating a New Medina: State Power, Islam, and the Quest for Pa­ kistan in Late Colonial North India. New York: Cambridge University Press (Chapters 5,6,9).
* Zamindar, Vazira Fazila-Yacoobali. (2007). The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories. New York, Columbia University Press. (Chapter I)
* Lelyveld, David. (2005). 'The Colonial Context of Muslim Separatism: from Sayyid Ahmad Barelvi to Sayyid Ahmad Khan,' in Mushirul Hasan and Asim Roy (Eds.). Living Together Sep­ arately: Cultural India in Histo,y and Politics. Delhi, Oxford University Press.
* Metcalf, Barbara D. (2017). 'Maulana Ahmad Madani and the Jami'at 'Ulama-i-Hind: Against Pakistan, against the Muslim League' in Qasmi, Ali Usman,(Ed.),Muslims against the Muslim League: Critiques of the Idea of Pakistan, Cambridge, Cambridge University Press, pp. 1-34 and pp. 220-254.
* Arbab, Safoora. (2017). 'Nonviolence, Pukhtunwali and Decolonization: Abdul Ghaffar Khan and the Khuda' i Khidmatgar Politics of Friendship', in Qasmi, Ali Usman. ed., Muslims against the Muslim League: Critiques of the Idea of Pakistan, Cambridge, Cambridge University Press, pp. 220-254.

**Other important readings**

* Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition.
* Bane1jee-Dube, I. (2015). A Histo1y of Modern India. Delhi: Cambridge University Press.
* Basra, Amrit Kaur. (2015). Communal Riots in the Punjab, 1923 - 28. Delhi: Shree Kala Prakashan.
* **ICT-Documentaries Videos/ Movies**

India Pakistan Partition Documentary BBC

<https://www.youtube.com/watch?v=0ZS40U5yFpc>

**Unit 7: Independence and the New State**

1. World War II and the Post-War crisis
2. Negotiations for Independence
3. Integration of the Princely States
4. The Making of the Constitution

This unit studies the political developments during and after World War II; the negoti­ ations and discussions for Independence, the question of integration of the Princely States and the key debates on the making of the Constitution.

**Time duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Brown, Judith. (1984). Modern India. The Origins of an Asian Democracy. Oxford: Oxford University Press, pp. 307 – 350.
* Mukherjee, Rudrangshu. (2015). Nehru and Bose: Parallel Lives. Delhi, Penguin.
* Menon, V.P. (2014). Integration of the Indian States. New Delhi: Orient Blackswan. Chapter III,IV,V.
* Pati, Biswamoy and Waltraud Ernst ed. (2007). India's Princely States India's Princely States: People, Princes and Colonialism, Delhi, Routledge. (Chapters 1&2), pp. 1-29.
* Ramusack, Barbara. (2003). The Indian Princes and their States, Cambridge, Cambridge Uni­ versity Press. (Chapters 1 & 2).
* Guba, Ramachandra. (2007). India After Gandhi. The History of the World's Largest Democra­ cy. New Delhi: Picador India, pp. 35 – 82.
* Kamtekar, Indivar. (2002). "A Different War Dance: State and Class in India 1939-1945," Past & Present, Vol. 176, pp. 187-221.
* Granville, Austin. (1966). The Indian Constitution: Cornerstone of a Nation. Oxford: Claren­ don Press.
* Chaube, S.K. (2009). The Making and Working of the Indian Constitution, Delhi, National Book Trust.

**Other important readings**

* Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition.
* Bhargava, Rajeev (ed). (2008). Politics and Ethics of the Indian Constitution. New Delhi, Oxford University Press.

**ICT-Documentaries Videos/ Movies**

Samvidhaan: The Making of the Constitution of India is a ten-part television mini-series based on the making of the Constitution of India, directed by Shyam Benegal Created by Rajya Sabha TV <https://www.youtube.com/watch?v=atSSN6ZLzXQ>

**Teaching Learning Process**

**Teaching Mode**- Offline and Online (Google Meet, Google Classroom etc)

**ICT**- PPT, Documentaries, Movies, Map, Photos and Image etc

**Research based activities** – An exhibition prepared by students, depicting the iconic moments of India's freedom struggle. The exhibition showcases significant events of India's historical Saga. The aim was to give opportunity to the students and to see the history from their perspective, to enrich national movement’s historical account with students’ participation and to develop a sense of responsibility towards democracy and freedom.

**Remedial Classes** during tutorial period (as and when required or individual teacher can decide on their own) even took online extra classes.

**Tutorial Assessment:** Tutorials have planned to provide remedial help for the students and to develop their deeper understanding of the topics by group discussions, group assignments, debates and presentations.

**Internal Assessment:** Three tests, 3 presentations & group assignments and one individual assignment.

**Internal Assessment**: 25 marks

10 Marks assignment

15 marks test. (Each semester 2 tests will be conducted of which the best marks will be considered)