**TEACHING PLAN**

**Department of History**

**ACADEMIC SESSION: 2021-2022**

**SEMESTER – JAN -JUNE 2022**

**Name of the Teacher: Dr Ritu Bhagat**

**Name of the Paper: DSE IV Making of Contemporary India (c. 1950-1990s)**

**Course and Semester: BA Hons III YEAR Semester VI**

**No. . Of classes per week L+T: 5+2**

**Complete/Sharing: Complete**

Objectives:

This course introduces the students to various perspectives on India’s evolving political, econom- ic and cultural situations from the 1950s to the 1990s. The course intends to familiarise the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Learning Outcomes:

On completion of this course the student shall be able to Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states. Examine critically issues of economic development in the early years of Independence, particularly the problems of development Summarize critical issues pertaining to the history of Non-Alignment and Panchsheel Trace the significant developments in the history of India, since 1947, including the history of the Congress party, the Naxalbari and the JP Movement, as well as politic- al developments in the regional context. Examine issues of critical relevance in the history of India from 1970s to 1990s, with special emphasis on caste assertion and mobilisation in politics and right-wing na tionalism.

Outline and examine the major developments in the history of social reform around

the question of ‘Women and law’

Evaluate the history of Environmental movements in India since Independence

Examine the formation of a ‘civil society’ and the emergence of popular movements in North East India

Trace the history of Judiciary in Independent India with special focus on Public Interest Litigation.

Construct a history of Media in modern India, a history of Modern Indian Art and one of Sports as well as evaluate the significance of these in the making of a Modern Nation

## Course Content:

Unit I: Laying the foundation of independent India

Making of the Constitution

Linguistic re-organisation

## Unit II: Envisioning a New Order

Economic Development: The Five Year Plans; problems of development - Punjab and Bihar

Indian Foreign Policy till 1964: Non -Alignment and Panchsheel

## Unit III: Indian Politics: National and regional aspirations

Congress Party till 1977

The Emergency, Naxalbari; J.P. Movement

Regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland

## Unit IV: Indian Politics and Society: 1970s, 1980s and 1990s

The Political Voice of Caste: Non Brahmin and Dalit Assertions, the Mandal Commis- sion

Women, Social Reform and the Law

Right-Wing Nationalist Politics: The Jan Sangh and the rise of the BJP

## Unit V: Development, Environment and Peoples Rights

Environmental movements in India

Civil Society and Popular Movements in North East India

The Judiciary: Public Interest Litigation

## Unit VI: The New Publics

[a] Media in Modern India: Press, Cinema and Television

Modern Indian Art: The Progressive Artist Group

Sports and the Modern Nation

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit-I:** This unit deals with making of the constitution. The history and politics of the early years of Independence have been discussed. It also deals with the linguistic re-organisation of states. **(Teaching time: 2 weeks Approx.**

Chakrabarty, D., Rochona Majumdar & Andrew Sartori. (2007). *From the Colonial to the Post- Colonial: India and Pakistan in Transition*. New Delhi: Oxford University Press.

Basu, B.D. (2011). *Introduction to the Constitution ofIndia*. Delhi: Lexis Nexis. (20th Edition)

Austin, Granville. (1999). *Working a Democratic Constitution: the Indian Experience*. New Delhi: Oxford University Press.

De, Rohit. (2018). *A People’s Constitution*, Delhi: Penguin.

Ramaswamy, Sumathi. (1997). *Passions of the Tongue: Language Devotion in Tamil India, 1890-1970*. Berkeley: University of California Press.

King, Robert D. (1997) *Nehru and the language politics in India.* Delhi: Oxford University Press

**Unit-II:** This unit deals with the history of economic developments in the early years of Inde- pendent India. It also deals with the problems of development with the case study of Punjab and Bihar. It also deals with the history of Non-Alignment and Panchsheel.**(Teaching time: 2 weeks Approx.)**

Balakrishnan, P. (2005). *Economic Growth and its Distribution in India.* Hyderabad: Orient BlackSwan.

Frankel, Francine R. (2005). *India’s Political Economy*. New Delhi: Oxford University Press.

Frankel, Francine R., (ed.). (2000). *Transforming India: Social and Political Dynamics of Democracy*. Oxford: Oxford University Press.

Bhalla, G.S. (1995). “Agricultural Growth and Industrial Development in Punjab” in *Agricul-*

*ture on the road to Industrialisation*. John, W. Mellor (ed.). Baltimore: International Food Policy Research Institute, pp. 67-112.

GolamRasul and Eklabya Sharma, (2014). “Understanding the Poor Performance of Bihar

and Uttar Pradesh in India: A Macro Perspective”. *Regional Studies, Regional Science*.vol. 1:1, 221-239.

**Unit-III:** This unit deals with history of Indian Politics since 1947 with special reference to his- tory of congress party till 1977. It also deals with history of Naxalbari, J P Movement. This unit also deals with regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland.**(Teaching time: 3 weeks Approx.)**

Misra, Udayon (2014). India’s North -East: Identity movements, state and civil Society.Delhi: Oxford University Press.

Oinam,Bhagat and Dhiren A. Sadokpam (Ed.). (2018). *Northeast India: A Reader.*London*:*Routledge.

Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India,* New Jersey: Princeton.

Ray, Rabindra. (1992). *The Naxalites and their Ideology*. Delhi: Oxford University Press

Stanley, Kochanek. (1968). The Congress Party of India: The Dynamics of One-Party Demo- cracy. Princeton: Princeton University Press.

Chandra, Bipan (2017). In the Name of Democracy: JP Movement and Emergency. Delhi:Penguin Random House India.

Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Berkeley: University of California Press.

Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of

Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming In- dia: Social and Political Dynamics of Democracy.* New Delhi: Oxford University Press

**Unit-IV:** This unit examines history of Indian Politics and Society from 1970s to 1990s with special reference to political mobilisation of caste. It also deals with history of Right-wing Na- tionalist politics and history of social reform with reference to Women and Law. **(Teaching time: 3 weeks Approx.)**

Pandian, M.S.S. (2008). Brahmin and Non Brahmin: Genealogies of the Tamil Political Present. Delhi: Permanent Black.

Kumar, Radha. (1993). The History of Doing: An illustrated account of movements or women

rights and feminism in India, 1800-1990, New Delhi: Kali for Women.

Menon, Nivedita. (2001). *Gender and Politics in India.* Delhi: Oxford University Press.

Flavia Agnes. (2001). Law and Gender Equality: The Politics of Women’s Rights in India.

Delhi: Oxford University Press.

Jaffrelot, Christophe. (1999). The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin.

Jaffrelot, Christophe (2003). India’s Silent Revolution: The Rise of the Lower Castes in North

*India*. London: Hurst.

Hansen, Thomas Blum. (1999). *The Saffron Wave: Democracy and Hindu Nationalism in In- dia*. Princeton: Princeton University Press.

Das, Veena: (1996). Critical Events: An Anthropological Perspective on Contemporary India.

Delhi: Oxford University Press.

**Unit-V:** This unit deals with the history of Environmental movements in India since Independ- ence. It also deals with history of civil society and popular movements in North East India. It also deals with the history of Judiciary in Independent India with special reference to Public In- terest litigation.**(Teaching time: 2 weeks Approx.)**

Middleton Townsend and Sara Shneiderman (ed.) (2018). *Darjeeling Reconsidered: Histor- ies, Politics, Environments,* Delhi: Oxford University Press

Pachuau, Joy L. K. (2014). *Being Mizo: Identity and Belonging in Northeast India.* Delhi: Oxford University Press.

Bhuwania, Anuj. (2017). Courting the People: Public Interest Litigation in Post Emergency

*India.* Delhi: Cambridge University Press.

Baviskar, Amita. (2004). In the Belly of the River: Tribal Conflicts Over Developments in the Narmada Valley. Delhi: Oxford University Press.

Guha, Ramachandra. (1989). The Unquiet Woods: Ecological Change and Peasant Resist-

*ance*. Delhi: Oxford University Press.

Sabharwal, Vasant & Mahesh Rangarajan (eds.). *Battles Over Nature: Science and the Polit- ics of Conservation*. Delhi: Permanent Black.

**Unit- VI:** This unit deals with the history of Media in modern India along with an analysis of Modern Indian Art. It also examines history of Sports and making of a Modern Nation. **(Teach- ing time: 2 weeks Approx.)**

Sen, Ronojoy (2015). *Nation at Play: History of Sport in India*, New York: Columbia University Press.

Jeffrey, Robin. (200). India’s Newspaper Revolution: Capitalism, Politics and the Indian

Language Press, 1977-1999. London: Hurst.

Rajagopal, Arvind. (2001). Politics After Television: Hindu Nationalism and the Reshap- ing of the Public in India. Cambridge: Cambridge University Press.

Kapur, Geeta. (2000). When was Modernism: Essays on Contemporary Cultural Practice

*in India.* New Delhi: Tulika.

Velayutham, Selvaraj, (2008). Tamil Cinema: The Cultural Politics of India’s Other Film Industry, New York: Routledge.

Dwyer, Rachel. (2002). Cinema India: The Visual Culture of Hindu Film. New Jersey:

Rutgers University Press.

Ranganathan Maya & Usha M Rodrigues. (2010). *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd.

Sinhaed, Gayatri. (2003). *Indian Art: An Overview.* Delhi: Rupa

Dalmia,Yashodhara (2001). *The Making of Modern Indian Art: The Progressives*, Delhi: Oxford University Press

## SUGGESTED READINGS:

Beteille, A. (2012)*Democracy and Its Institutions*. New Delhi: Oxford University Press.

Bhargava, Rajeev and VanaikAchin (eds.). (2010). *Understanding Contemporary India*. Orient Black- swan

Brass, Paul. (1997). *Politics of India since Independence*. Cambridge: Cambridge University Press.

Chandra, Bipan. (2008). *India Since Independence.* Delhi: Penguin

Chatterjee Partha (ed.). (1997). S*tate and Politics in India.* Delhi:Oxford University Press

Damodaran, H. (2008). India's New Capitalists: Caste, Business, and Industry in a Modern Nation. Basingstoke: Palgrave Macmillan.

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

Dhawan, Rajeev, (ed.). (1997). *Law and Society in Modern India*. New Delhi: Oxford University Press.

Guha, Ramachandra. (2008). *India After Gandhi*. Delhi: Picador

Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press.

Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). *The Oxford Companion to Politics in India*. Delhi: Oxford University Press.

Kothari, Rajni. (1970). *Caste in Indian Politics*. New Delhi: Orient Longman.

**Additional resources & Documentaries shown in class:**

<https://www.youtube.com/watch?v=0U9KDQnIsNk> Samvidhan series

<https://www.youtube.com/watch?v=xzPzgBovstc&t=13s> Pradhanmantri Series

<https://www.youtube.com/watch?v=S_3i0Hf8KMI&t=227s> Unification of Princely states

<https://www.youtube.com/watch?v=tUJPsKDYimg> Hyderabad and Junagarh

<https://www.youtube.com/watch?v=SBKn6TFDVxQ&t=2064s> Kashmir Story

<https://www.youtube.com/watch?v=-DJsaujUs3w> Emergency

Bina Aggarwal, ‘Bargaining’ and legal change: toward gender equality in India’s inheritance laws, Oct 2002

Bipan Chandra, Loktantra, Aapatkaal aur Jayprakash Narayan, 2016 edition

Stephen Sherlock , Railway Workers and Their Unions: Origins of 1974 Indian Railways Strike, *Economic and Political Weekly, Vol. 24, No. 41 (Oct. 14, 1989),*

Jayprakash Narayan: An idealist betrayed**.** [**https://www.thehinducentre.com/the-arena/current-issues/article25188707.ece**](https://www.thehinducentre.com/the-arena/current-issues/article25188707.ece)

**Teaching Learning Process**:

**Online teaching Through** Google meet and Google classroom etc

**ICT**- Documentaries, Movies, maps, Photos and images etc

**Research based tutorial activities** (presentation and write-up in groups or individually)

**Remedial classes** during Tutorial period (as and when required or individual teacher can decide on their own) Regular contact with the class is maintained through **WhatsApp** teacher-student group. Study material is provided through emails as well as posted in **Google Classroom.**

Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, sup porting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

## Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Assessment: Submitted in Google Classroom/ Email

Internal assessment is out of 25 marks. Total: 25

Test for 15 marks and one Assignment of 10 marks.

Written Exam: 75 Marks Total: 100 Marks

Tentative schedule:

Test 1-January end

Test II-February end

Assignment/Project/ Presentations - April end

Criterion of Assessment: Clarity and understanding of concepts are tested through class tests

Keywords:

Constitution, Nation, Linguistic Reorganisation, Development, Five Year Plans, Foreign Policy, Congress Party, Left Parties, Naxalbari, JP Movement, Regional Politics, Mandal Commission, Women, Jan Sangh, BJP, Popular Movements, Northeast, Judiciary, Media, Progressive Artist Group, Sports

**Name of the Teacher: Dr Ritu Bhagat**

**Name of the Paper: SEC-IV Understanding Popular Culture**

**Course and Semester: BA Hons II YEAR Semester IV**

**No. . of classes per week L: 2**

**Complete/Sharing: Sharing with Amrita Singh**

## Course Objective:

The course aims to provide an overview of the various forms of the subcontinent’s popular cul- tural practices, expressed through oral, visual and other mediums. Exploring the interface between various forms of popular culture and their historical evolution, the objective wouldbe to sensitize learners to the rapidly evolving domain of popular culture.The course will enable stu- dents to grasp significant differences in cultural types as well as assess the impact of different types of cultural expressions on society.

## Learning Outcomes:

Upon completion of this course the student shall be able to:

Discuss the range of theoretical perspectives that define popular culture,

Describe the methodological issues involved in a historical study of popular culture,

Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond them

Interpret these theoretical concerns through a case study,

Examine the role of orality and memory in popular literary traditions,

Demonstrate the evolution of theatre and dance within the popular performative traditions,

Analyse the role of technology in the transformation of music from elite to popular forms,

Examine the relationship between recipes/recipe books and the construction of national/re- gional identities,

Discuss the history of the cultures of food consumption and its relationship with the constitu- tion of a modern bourgeoisie.

With specific reference to art, media and cinema, eExamine the processes through which a pattern of 'public cultural consumption' emerged in contemporary times

## Course Content:

**Unit 1: Defining Popular Culture:** Popular Culture as Folk Culture, Mass Culture- High Culture, People’s culture

**Unit 2: Visual expressions:** folk art, calendar art, photography, advertisements

**Unit 3: Oral culture/ performances:** folktales, folk theatre with social messages and themes-

*swang* and *nautanki*; music- folksongs and folkdances

Unit 4: The audio-visual medium: cinema, television and internet

Indian cinema: major themes and trends like freedom struggle and nation building

Television: Case study of televised serials, Ramayana, Women and Family

**Unit 5: Fairs, festivals and rituals, pilgrimage:** disentangling mythological stories; patronage; religion as culture

**Unit 6: Food Cultures:** Regional cuisines and the National Project

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit I:** This unit will introduce students to the ways popular culture has been defined and also make them understand different sub-categories of popular culture.**(Teaching Time: 3 weeks Ap- prox.)**

Storey, J. (2001). *Cultural Theory and Popular Culture.* London: Routledge. (Chap. 1, ‘What is Popular Culture’, pp. 1-17)

Burke Peter, (1978). *Popular Culture in Early Modern Europe.*New York: New York Uni-

versity Press.pp. 3-88. (Chap. 1, ‘The Discovery of the People’; Chap. 2, ‘Unity and Variety in Popular Culture’ Chap. 3, ‘An Elusive Quarry’)

**Unit II:** This unit will explore the Visual expressions with specific reference to folk art, calendar art, photography, and advertisements to explain the manifestations of popular culture. **(Teaching Time: 3 weeks Approx.)**

Princy C. (1998). *Camera Indica: The Social Life of Indian Photographs*. Chicago: Uni- versity pg Chicago Press. (Introductions and Conclusion)

Uberoi Patricia. (2006). ‘Unity in Diversity? Dilemmas of Nationhood in Indian Calendar

Art’, in Dilip M. Menon (ed), *Readings in History: Cultural History of Modern India.*Delhi: Social Science Press, pp.113-153

ओबेरॉय,पेट्रीिशया. (2010). ‘अनेकतामेंएकता?भारतीयकै लेंडरआटर्मेंराष्ट्रीयताकीदिवधा’ inिदलीप. एम. मेनन,

आधुिनकभारतकासांस्कृ ितकइितहास, देहली:ओिरयंटNेकस्वान.

Jayakar, Pupul.(1980). The Earthen Drum : an Introduction to the Ritual Arts of Rural India,

Delhi: National Museum of India.

<http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>

https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/

<http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-> taken-in-india/

**Unit III:** This unit will introduce students to the world of Oral culture and performances. Multi- ple mediums like folktales, folk theatre; *swang* and *nautanki,* along with folksongs and folk- dances will be examined.**(Teaching Time: 2 weeks Approx.)**

शुक्लध्रुव. (2015). ‘लोक - आख्यान : यशकीघोषणा’, तानाबाना, प्रवेशांक, pp. 19-26

Islam, Mazharul. (1985). Folklore, “The Pulse of the People (in the context of Indic Folklore)”, *Ranchi Anthropology Series* – 7, New Delhi: Concept Publishing Company.

Bharucha, Rustam. (2003). Rajasthan: An Oral History, Conversations with Komal Kothari,

Delhi: Penguin, chap 1, ‘The Past in the Present: Women’s Songs’, pp. 16-35

<http://ccrtindia.gov.in/performingart.php>

**Unit IV:** This unit will explore the audio-visual medium: cinema, television and internet. In what ways has the audio-visual medium shaped the popular?**(Teaching Time: 3 weeks Approx.)**

Raghavendra, M.K. (2016). Bollywood, Oxford India Short Introductions, Delhi: OUP.

श्रीवास्तव, संजीव. (2013).‘समय,िसनेमाऔरइितहा स: िहं दीिसनेमाके सौसाल’, नईिदल्ली:प्रकाशनिवभाग, सूचनाऔरप्रसारणमंत्रालय, भारतसरकार.

Chakravarty Sumita S. (2006). ‘National Identity and the Realist Aesthetic’ in Dilip M. Men-

on ed, Readings in History: Cultural History of Modern India, Delhi: Social Science Press, pp. 81-112.

चक्रवतीर्, सुिमता. एस. (2010). ‘राष्ट्रीयपहचानऔरयथाथर्वा दीसौन्दयर्बोध’ in िदलीप. एम. मेनन,

आधुिनकभारतकासांस्कृ ितकइितहास, देहली: ओिरयंटNेकस्वान, pp. 101-29.

Dissanayake W. and K.M. Gokul Singh, (1998). *Indian Popular Cinema*, A Narrative of Cul- tural Change. New Delhi : Orient Longman,

Fiske, John. (2001). Television Culture: Popular Pleasures and Politics. London: Routledge.

( This edition published in the Taylor & Francis e-Library, 2001) Chap. 1, pp. 1-20

Spracklen, Karl. (2015). Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age. London: Palgrave Macmillan, pp. 1-52.

**Unit V:** This unit will explain the complex relationship between religion, myth and popular cul- ture and discuss how fairs, festivals, rituals and pilgrimage have shaped popular culture.**(Teach- ing Time: 2 weeks Approx.)**

Jha, Makhan.Dimensions of Pilgrimage, An Anthropological Appraisal. New Delhi: Inter – India Publications.

Bharadwaj, R.M. (2015).Vratas and Utsavas in North and Central India, New Delhi: Eastern

Book Linkers.

Visual Pilgrim Project: Mapping Popular Visuality with Devotional Media at Sufi Shrines and other Islamic Institutions in South Asia

**Unit VI:** This unit will examine the multiple ways in which regional cuisines have marked cul- tural and social diversity and the ways in which these have been appropriated in the process of nation making**.(Teaching Time: 1 week Approx.)**

Appadurai, Arjun. (1988). ‘How to Make a National Cuisine: Cookbooks in Contemporary India’, *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24

Ray, Utsa. (2014). Culinary Culture in Colonial India: A Cosmopolitan Platter and the

*Middle Class*, Cambridge: Cambridge University Press.

## SUGGESTED READINGS:

Ahmed, Omar. (2015). *Studying Indian Cinema,* UK: Auteur.

Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha*, 1967-2007, Delhi: Yoda Press.

Gujral, Diva and Nathanial Gaskell. (2019). Photography in India: A Visual History from the

1850s to the Present. London: Prestel

Henderson, Carol. E. (1954).*Culture and Customs of India*. Westport: Greenwood Press, South Asian edition.

Kasbekar, Asha. (2006). Popular Culture India!: Media, Arts and Lifestyle.Santa Barbara:

ABC-CLIO, 2006

Oberoi, Patricia. (2009). Freedom and Destiny: Gender, Family and Popular Culture in In- dia. Delhi: Oxford University Press.

Storey, John. (1996). Cultural Studies and the Study of Popular Culture: Theories and Meth-

*ods*, Edinburgh: Edinburgh University Press.

Vatuk,Ved Prakash. (1979). *Studies in Indian Folk Traditions*, New Delhi: Manohar, 1979.

Vidyarthi, L. P. ed. (1973). *Essays in Folklore* (Papers presented at the Centenary Festival of Rai Bahadur S. C. Roy). Calcutta: Indian Publications.

कु मार, इला(2015). ‘संस्कृ ितकामूल्यबोध’, तानाबाना, प्रवेशांक, pp. 102-104.

## Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards pointing out the advantages of an interdisciplinary approach as students come in contact with field work and step into the shoes of critical observers of the remnants of the past and com- plex present conditions.

## Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project should be a professionally written and refer- enced one, as well as creatively put together. The project has to be based on active field and li- brary work and should reflect an analysis of primary source material and an engagement with secondary material.

Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

## Keywords:

Folk Culture, High Culture, Folk Art, Photography, Cinema, Television, Regional and National Cuisine

*Visual Expressions*- <http://ccrtindia.gov.in/visualarts.php> <http://ccrtindia.gov.in/performingart.php> <http://ccrtindia.gov.in/literaryarts.php>

<http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html> <https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>

<http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/>

Link of film on theatres

<https://youtube/65bpMCtLhm8>

**Name of the Teacher: Dr Ritu Bhagat**

**Name of the Paper: Core Course X History of India- VI (c. 1750-1857)**

**Course and Semester: BA Hons II YEAR Semester IV**

**No. . of classes per week L +T = 5+ 2**

**Complete/Sharing: Complete**

## Course Objectives:

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company trans- formed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

## Learning Outcomes:

On completion of this paper, the students will be able to:

Outline key developments of the 18th century in the Indian subcontinent.

Explain the establishment of Company rule and important features of the early colonial regime.

Explain the peculiarities of evolving colonial institutions and their impact.

Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.

Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

## Course Content:

India in the mid-18th Century: society, economy, polity and culture

Issues and Debates

Continuity and change

Dynamics of colonial expansion: indigenous states and Company power

[a]Regional kingdoms: economic and military dimensions of colonial expansion: Bengal, Mysore, Marathas, Awadh and Punjab

[b]Variations in development of agriculture, trade and technology

[c] Culture and society

Colonial state and ideology: emergence of the Company State

Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of race

The colonial army: military culture and recruitment

Law and education

Evolution of law and colonial courts

Indigenous and colonial education: institutions and medium of instruction

Economy and society

Land revenue systems and agrarian relations [b] Commercialization, indebtedness and famines

Forests and pastoral economy

Question of de-industrialization and foreign trade

Cultural changes, social and religious reform movements:

Reform and revival: Brahmo Samaj, Prathna Samaj, Ramakrishna and Vivekananda, Jyotiba Phule, Arya Samaj, Wahabi, De oband, Aligarh.

Debates around gender, caste and community

Popular resistance

The Uprising of 1857

Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion (1860); Pabna Agrarian Leagues (1873); Dec- can Riots (1875).

## ESSENTIAL READINGS

Bandhopadhyay, Shekhar. From Plassey to Partition: A History of Modern India. Delhi: Orient Blackswan, 2004

बंदोपाध्या , शखर. .पलासीसेिावभाजनतक: आधिु ानकभारतकािइतहास.

Bayly, C. A. Indian Society and the Making of the British Empire.

Habib, Irfan. Indian Economy Under Early British Rule 1757-1857, Delhi: Tulika, 2013

The British Bridgehead: The New Cambridge History of India. Volume II.1.Cambridge: Cambridge University Press, 1990.

Roy, Tirthankar. *An Economic History of Early Modern India.* London and New York: Routledge, 2013.

Subramanian, Lakshmi. *History of India, 1707-1857.* Delhi: Orient Blackswan, 2010.

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Additional resources:

IGNOU 18 Century Debate. https://www.youtube.com/watch?v=gHbBoCveEgo&t=122s

## Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently under- line how various macro and micro-level developments/phenomena can be historicised.

## Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable cor- pus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing histori ography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:18th century Debates, Bengal, Mysore, Awadh, Marathas, Colonial Expansion, Utilitarianism, Evangalicalism, race, Colonial Army, Law and Courts, Colonial Education, Land Revenue, Forests, de-Industrialization, Reformist and Revivalist Movements, Gender, Caste, 1857