**Lesson/ Teaching Plan for the April 2022 to August 2022**

**Department of History**

**SPM College, University of Delhi**

**Name of the Teacher: Dr. Sonu Kumar Gupta**

**Name of the Paper: GE III- Delhi through the Ages: From Colonial to Contemporary Times**

**Course: B.A (Hons.)- GE**

**Semester: Second**

**Paper Code:**

**Complete/ Sharing: Complete**

**Course Objective:**

This course examines the physical and social transformation of Delhi from the colonial to the contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital’s contemporary dilemmas.

**Learning Outcomes:**

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

* Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.
* Analyse the political developments and their legacy for the shaping of the city.
* Discern importance of ‘local’ social, ecological and cultural processes that shape and reshape the city
* Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.

**Unit I: Delhi before 1857: Company Raj, Mughal Court and Literary Culture**

Unit-1.This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city.

**Teaching Duration**: 3 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Gupta, Narayani. (1999).Delhi between the Empires: 1803-1931. Delhi: OUP, pp. 1-20
* Farooqui, Amar. (2013). Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850, Delhi: Primus Books, pp.106-133, (chap. 6: “The Palace and the City”)
* C. M. Naim.(2004). “Ghalib’s Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,” in Urdu Texts and Contexts: The Selected Essays of C. M. Naim, Delhi: Permanent Black, pp. 250-279.
* Gail Minault.(2003). “Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary,” Annual of Urdu Studies, vol. 18, pp. 95-104

**Other important Readings**

Russell, Ralph. (1998). “Ghalib: A Self Portrait”, in Ralph Russell, Ghalib: The Poet and His Age. Delhi: Oxford University Press. Also available at: http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt\_ralphrussell\_19

72.pdf

**ICT-Documentary Videos/Movies**:

Talking History |13| Delhi: The City between the Eras

<https://www.youtube.com/watch?v=RGHY5EKK_yQ>

**Unit II: 1857 in Delhi: Rebel violence and British re-conquest**

The unit examines political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution.

**Teaching Duration**: 3 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Gupta, Narayani. (1999). Delhi between the Empires: 1803-1931. Delhi: Oxford

University Press, pp. 20-31, 50-66

* Lahiri, Nayanjot. (2003). “Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,’ World Archaeology, vol. 35, no.1, pp. 35-60
* Dalrymple, William, (2006). The Last Mughal: The Fall of A Dynasty, Delhi Penguin/Viking, pp. 193-229, 346-392.(Chap 6 “The Day of Ruin and Riot” and Chap. 10 “To Shoot Every Soul”.

**Other important Readings**

* Farooqui, Mahmood. (2013). Besieged: Voices from Delhi, 1857. Delhi: Penguin. (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)

**ICT-Documentary Videos/Movies**:

William Dalrymple on how Delhi changed after the 1857 mutiny

<https://www.youtube.com/watch?v=lJiPLyyuvK8>

**Unit III: Making of New Delhi: Imperial ideology and Urban Morphology**

This unit enquires into the historical antecedents of some of the capital’s contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regards to Delhi.

**Teaching Duration**: 2weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Metcalf, Thomas. (1989). Imperial Visions. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 ‘New Delhi: The Beginning of the End’).
* Johnson, David A. (2015). New Delhi: The Last Imperial City. Basingstoke: Palgrave 2015. (Chap. 8, “Land Acquisition, Landlessness and the Building of New Delhi”).
* Mann, Michael. (2007). “Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century,” Studies in History, Vol. 23:1, pp. 1-30.

**Other important Readings**

* Mann, Michael and Samiksha Sehrawat. (2009). “A City with a View: The Afforestation of the Delhi Ridge, 1883-1913”, Modern Asian Studies, Vol. 43, No. 2, pp. 543-570.

**ICT-Documentary Videos/Movies**:

Talking History |14| New Delhi: The Capital City

<https://www.youtube.com/watch?v=axD6pVOWzD4>

**Unit IV: Delhi in 1947: Partition and its Aftermath**

Unit-4.This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times.

**Teaching Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Pandey, Gyan. (2001). Remembering Partition, Cambridge: Cambridge University Press.(Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)
* Datta, V N.(1986). “Punjabi Refugees and the Urban Development of Greater Delhi,’ in Robert Frykenberg(ed), Delhi Through the Ages: Essays in Urban History Culture and Society. Delhi: OUP, pp 442-462.
* Tan, Tai Yong and Gyanesh Kudaisya. (2000).The Aftermath of Partition in South Asia. New York: Routledge, pp 193-200, (Chap. 7, “Capitol Landscapes”)

**Other important Readings**

* Vazira, Fazila Yacoobali Zamindar. (2007). The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

**ICT-Documentary Videos/Movies**:

Partition and its Impact on Delhi - Sohail Hashmi

<https://www.youtube.com/watch?v=BNBzuHlm1x4>

**Unit V: Making of Contemporary Delhi: Displacement and Resettlement**

The unit examines and locate ‘local’ social, ecological and cultural processes that shape and reshape the city.

**Teaching Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Emma. Tarlo. (2000). “Welcome to History: A Resettlement Colony in the Making,’ in Veronique Dupont et al (Ed.). Delhi: Urban Spaces and Human Destinies. Delhi: Manohar, pp. 75-94.
* Soni, Anita. (2000). “Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims”, in Veronique Dupont et al (Ed.). Delhi: Urban Spaces and Human Destinies, Delhi: Manohar, pp. 75-94.
* Ghosh, Amitav. (1985). ‘The Ghosts of Mrs Gandhi,’ The New Yorker, (Available

online: https://www.amitavghosh.com/essays/ghost.html

**Other important Readings**

Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, (2017). Rethinking, Reinterpreting and Restructuring Composite Cities edited by Cambridge: Cambridge Scholars Publishing.

**ICT-Documentary Videos/Movies**:

**Unit-IV: Capital Culture: Public Spaces and Socialities**

The aim of this unit is to explore the historical antecedents of some of the capital’s contemporary dilemmas.

**Teaching Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Beg, Mirza Farhatullah. (2012). Bahadur Shah and the Festival of Flower-Sellers, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
* Basu, Aparna.(1986). “The Foundations and Early History of Delhi University,” in Robert Frykenberg ed, Delhi Through the Ages: Essays in Urban History Culture and Society, Delhi: Oxford University Press, pp 401-430.
* Gupta, Narayani. (1994). ‘From Kingsway to Rajpath – the Democratization of Lutyens’ New Delhi,’ in C. Asher and T.R. Metcalf, eds. Perceptions of South Asia’s Visual Past. Delhi: Oxford University Press.
* Sharma, Ravikant. (2016).“Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi,” City, Culture and Society, vol.7, pp. 275-28.

**Other important Readings**

* Veronique Dupont (Ed.) (2020). Delhi: Urban Spaces and Human Destinies, Delhi: Manohar.

**ICT-Documentary Videos/Movies**:

**Teaching Learning Process**

**Teaching Mode**- Offline and Online Mode

**ICT**- Documentaries, Google Classroom

**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)

**Assessment method/ Evaluation Plan:**

**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)