**Teaching Plan for Academic Year 2020-21**

**PAPER: History of India, c. 1750-1857**

**SEMESTER: IV**

**SESSION: JAN- May 2021**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

**SYLLABUS**

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

[a] Issues and Debates

[b] Continuity and change

**Unit II: Dynamics of colonial expansion: indigenous states and Company power**

[a] Regional kingdoms: economic and military and political dimensions of colonial expansion: Bengal, Mysore, Marathas, Awadh, Punjab and the North- East.

[b] Economic Developments, Culture and Society

**Unit III: Colonial state and ideology: emergence of the Company State**

[a] Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of

Race

[b] The colonial army: military culture and recruitment

**Unit IV: Law and education**

[a] Evolution of law and colonial courts

[b] Indigenous and colonial education: institutions and medium of instruction

**Unit V: Economy and society**

[a] Land revenue systems and agrarian relations

[b]Commercialization, indebtedness and famines

[c] Forests and pastoral economy

[d] Question of de-industrialization and foreign trade

**Unit VI: Early 19th Century: Reforms and Revival**

[a] Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis

[b] Debating Gender: Traditions and Reform in the 19th Century

**Unit VII: Popular resistance**

[a] The Uprising of 1857

[b] Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion (1860);

Pabna Agrarian Leagues (1873); Deccan Riots (1875).

* **Course Description:**

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 transformed 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.

* **TEACHING TIME(No. Of Weeks)**

**15 Weeks Approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Presentation shall focus either on important themes covered in the class lectures, or on specific readings. 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.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit-I:** This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidences used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit- II:** This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state. **(Teaching Time: 3 weeks/ 15 Classes approx. and Tutorials.)**

**Unit-III:** The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse, the changing military requirements and military culture of the expanding colonial state. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-IV:** This Unit shall equip students to identify and explain the peculiarities of evolving colonial institutions and their impact. The discussion shall focus largely on the evolving legal apparatus and education structure and policy of the Company state. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-V:** This Unit shall familiarise students with the key debates on the economic impact of

Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, forest policy, handicraft production and trade patterns. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-VI:** This Unit shall acquaint students with the social churning on questions of tradition,

modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of ‘ideal womanhood’, the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-VII:** This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

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. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

* **ESSENTIA READINGS**

•Alavi, Seema(ed.). (2002). *The Eighteenth Century in* India. New Delhi: OUP

(Introduction).

• Roy,Tirthankar. (2013). “Rethinking the Origins of British India: State Formation and Military- fiscal Undertakings in an Eighteenth Century World Region”. *Modern Asian Studies*, 47 (4), 1125-1156.

• Bayly, C.A. 1988. *Indian Society and the making of the British Empire*. Cambridge: CUP

(Chapter1, pp. 7- 44).

Parthasarathi, Prasannan. 2011. *Why Europe Grew Rich and Asia Did Not: Global Economic*

*Divergence, 1600- 1850*. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp.

185- 269).

• Vries, Peer. (September 2012). “Review: Challenges, (Non-) Responses, and Politics: A review of Prasannan Parthasarathi, ‘Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850’.”*Journal of World History*, 23(3), 639- 664.

• Faruqui, Munis D. 2013. “At Empire’s End: The Nizam, Hyderabad and Eighteenth Century

India,” In Richard M. Eaton, Munis D. Faruqui, David Gilmartin and Sunil Kumar (Eds.),

*Expanding Frontiers in South Asian and World History: Essays in Honour of John F.*

*Richards* (pp. 1- 38).

•Bandyopadhyay, Sekhar .(2004). *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Blackswan (Chapter 1, ‘Transition to the Eighteenth Century’, pp. 37-62).

• Bayly, C. A. (2008). *Indian Society and the making of the British Empire*. Cambridge: CUP

(Chapter 2, ‘Indian Capital and the Emergence of Colonial Society’ pp. 45- 78; Chapter 3,

‘The Crisis of the Indian State’, pp. 79- 105).

• Fisher, Michael H. (1996).*The Politics of British Annexation of India 1757- 1857*. Oxford:

OUP (Introduction).

• Marshall, P.J. (1990). *Bengal: The British Bridgehead*. Cambridge: CUP.

• Marshall, P. J. (1975). “Economic and Political Expansion: The Case of Awadh”. *Modern*

*Asian Studies*, 9 (4), pp. 465- 82.

• Cederlof, Gunnel. (2014). *Founding an Empire on India’s North- Eastern Frontiers 1790-*

*1840: Climate, Commerce, Polity*. OUP.

• Mukherjee, Rudrangshu. (February 1982). “Trade and Empire in Awadh, 1765- 1804”. *Past*

*and Present*, 94, pp. 85- 102.

• Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757.* New Delhi:

Manohar.

• Bryant, G. J. (April 2004). “Asymmetric Warfare: The British Experience in Eighteenth-

Century India”. *The Journal of Military History,* 68 (2), April 2004, pp. 431- 469.

• Marshall, P.J. (ed.). *The Eighteenth Century In Indian History: Evolution or Revolution?* (Introduction, pp. 1- 49).

• Chakravarti, Uma. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. New

Delhi: Kali for Women (Chapter, ‘Caste, Gender and the State in Eighteenth Century Maharashtra’, pp. 3-42).

•Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1,2 &

3).

• Wagoner, Phillip B. (October 2003). “Pre- colonial Intellectuals and the Production of Colonial Knowledge”.*Comparative Studies in Society and History*, 45 (4), pp. 783- 814.

• Cohn, Bernard. (1996). “The Command of Language and the Language of Command” In B.

Cohn, *Colonialism and its Forms of Knowledge: The British in India*, Princeton: Princeton

University Press.

• Stokes, Eric. (1982 reprint). *The English Utilitarians and India*. Oxford: OUP (Chapter ‘Doctrine and its Setting’)

• Alavi, Seema. (1995).*The Sepoys and the Company: Tradition and Transition in Northern*

*India 1770- 1830*. New Delhi: OUP (Introduction and Chapters 1-3, pp. 1- 154).

• Roy, Kaushik (ed.). (2010). *War and Society in Colonial India*. New Delhi: OUP (Introduction, pp. 1- 20).

• Rocher, Rosanne. (1993). “British Orientalism in the Eighteenth Century: The Dialectics of

Knowledge and Government”, in Peter van der Veer and Carol Breckenridge eds. *rientalism*

*and the Post- colonial Predicament: Perspectives on South Asia. University of Pennsylvania Press*, pp. 215-250.

•Stokes, Eric. *The English Utilitarians and India*(Chapter, ‘Law and Government’).

• Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1 &2).

• Cohn, Bernard. “Law and the Colonial State” In Cohn, *Colonialism and its Forms of Knowledge.*

• Singha, Radhika. (2000). *A Despotism of Law: Crime and Justice in Early Colonial India*.

New Delhi: OUP(Preface; Chapter 1 (pp.1- 35); Chapter 4 (pp.121- 167); Chapter 5 (pp. 168-

228); Epilogue (pp. 285- 301)).

• Viswanathan, Gauri. (2014 reprint). *Masks of Conquest: Literary Study and British Rule in*

*India*. New York: Columbia University Press (Introduction and Chapters 1 to 4).

• Copland, Ian. (2007). “The Limits of Hegemony: Elite Responses to Nineteenth- Century

Imperial and Missionary Acculturation Strategies in India”. *Comparative Studies in Society*

*and History*. Vol. 49. No. 3. (637- 665).

Seth, Sanjay. (2007). “Changing the Subject: Western Knowledge and the Question of Difference”. *Comparative Studies in Society and History*. Vol. 49. No. 3. (666- 688).

• Kopf, David. (1969). *British Orientalism and the Bengal Renaissance: The Dynamics of*

*Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).

• Panikkar, K.N. (1995). *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial* India. New Delhi: Tulika(pp. 1-26 & pp. 47-53).

• Bhattacharya, Sabyasachi (ed.). (1998).*The Contested Terrain: Perspectives on Education in India. New Delhi:* Orient Blackswan (“Introduction”).

•Stein, Burton. (ed.). (1992).*The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).

• Tomlinson, B.R. (2005).*The Economy of Modern India 1860-1970*. Cambridge: CUP

(Chapter 2, pp.47- 67)

• Bose, Sugata. (Ed.). (1994).*Credit, Markets and the Agrarian Economy of Colonial India*.

New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57- 79)).

• Guha, Ramachandra. (1990). “An Early Environmental Debate”. *Indian Economic and Social History Review* (*IESHR*).

• Bhattacharya, Neeladri. (1995). “Pastoralists in a Colonial World”, In David Arnold and

Ramachandra Guha (Eds.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*,NewDelhi: Oxford University Press.(49-85).

• Damodaran, Vinita. (June 1995). “Famine in a Forest Tract: Ecological Change and the

Causes of the 1897 Famine in Chotanagpur”, *Environment and History*, 1(2), pp. 129-158.

• Chandra, Bipan. (1999). “Colonialism, Stages of Colonialism and the Colonial State”, in-

Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.

• Ray, Indrajit. (2016). “The Myth and Reality of Deindustrialization in Early Modern India”,

in LatikaChaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York:

Routledge. (52- 66).

• Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India* (pp. 15- 47; pp.

122- 131).

• Joshi, V.C. (ed.). (1975).*Rammohun Roy and the Process of Modernization in India*. Vikas

Publishing House (essays by A.K. Majumdar and Sumit Sarkar).

• Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*.

Taylor and Francis (pp. 1- 197).

• Sarkar, Sumit and Tanika Sarkar (eds.).(2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).

• Loomba, Ania. (Autumn 1993). “Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India”.*History Workshop*, 36, pp.209–227.

•Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. ClarendonPress (Introduction).

• Mukherjee, Rudrangshu. (1993). “The Sepoy Mutinies Revisited”, in Mushirul Hasan and

Narayani Gupta (Eds.), *India’s Colonial Encounter,* New Delhi: Manohar

• David, Saul. (2010). “Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel

or the Final Straw”, In Kaushik Roy (ed.)*War and Society in Colonial India*(82-113).

• Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP. Introduction & pp. 1-125.

• Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay: UP.(136- 158)

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