

Category II
BA (Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE– 1 (DSC): History of India 1700 – 1857

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1700 – 1857	4	3	1	0	12 th Pass	Should have studied History of India 1550 – 1700

Learning Objectives

The paper introduces the students to the key features of the 18th century, and contextualise the establishment of the early colonial state. The paper will focus on colonial policies and their impact on the socio-economic life of the people of India as well as the discontent caused by such policies. While introducing reform measures, colonial rule created a sense of self-consciousness and assertion which manifested itself in various uprisings against the colonial rule.

Learning outcomes

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

- Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.
- Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.
- Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.

SYLLABUS OF DSC

Unit I: India in the 18th century: Background, Debate

Unit II: Expansion and consolidation of British power:

1. Bengal, Mysore, Maratha, Punjab
2. Ideologies/Strategies of Raj

Unit III: Making of a colonial Economy:

1. Land Revenue Settlements
2. Commercialisation of Agriculture
3. De-Industrialisation

Unit IV: Social and Religious Reform Movements:

1. An overview of the reformist movements of the 19th century

2. Indigenous and Modern education

Unit V: The Revolt of 1857: Causes, Nature, and Consequences

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- 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.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- सम्पूर्ण, लाम्बी, (2013), भारत का इतिहास (1700-1857), नूतन, और एंजलैकतवान
- बंधोपाध्याय, शेखर. (2012). प्लासी के वैश्वभारत: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, द्वितीय माध्यम कक्षा के अन्वयन के लिए। नूतन, नूतनी

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: 9 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman.
- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP
- 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
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- बंधोपाध्याय, शेखर. (2012). प्लासी के वैश्वभारत: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- चक्रवर्ती, बी. एल. (1995). आधुनिक भारत का इतिहास, New Delhi: S. Chand & Co.

Unit III. 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: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
- Chaudhary, Latika (et. al. Eds.). (2016). A New Economic History of Colonial India. London: Routledge
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- भट्टाचार्य, सब्यसाची (2008). आधुनिक भारत का आर्थिक इतिहास, (1850-1947)
नूतनी, रा. कमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वभाषिन्क: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम
कारण व अन्वत्तन्त्रालय, नूतनी विश्वविद्यालय, नूतनी

Unit IV. This unit examines social and religious reform movements, the state of education in India, and the influence of various policies designed to serve the interests of the Empire. **(Teaching Time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- 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.
- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika.
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वभाषिन्क: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम
कारण व अन्वत्तन्त्रालय, नूतनी विश्वविद्यालय, नूतनी

Unit-V: 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: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay, OUP
- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press
- Chandra, Bipan. (et.al Eds.) (1989). *India's Struggle for Independence*. Delhi: Penguin
- सरकार, सुर्मर् (2009). *आधुनिक भारत, नल्ल्ी, राि कमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से वर्भािन र्क: आधुनिक भारत का इर्हास*. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). *आधुनिक भारत का इर्हास, हँिी माध्यमकार ा ान्वनत र्ननशे ालर, नल्ल्ी र्वश्वर्वद्यालर, नल्ल्ी*

Suggestive readings

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman.
- Bayly, Susan. (1999). *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late

Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439- 78.

- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press .
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (1984) *Awadh in Revolt 1857-1858*. New Delhi: Oxford University Press.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770- 1900*. Delhi: Oxford University Press.
- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (Ed.). New Delhi: Oxford University Press.
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of Europe: 1789-1870

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Europe: 1789-1870	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of the development stemming from the French revolution and the subsequent period of revolutionary upheavals in Europe during the first half the nineteenth century. It traces the different trajectories of industrialization in various parts of Europe, the accompanying transformations in social life and the world of work, as well as the development of new ideologies that accompanied the formation of new social classes in the industrial era. Students will also be familiarized with the factors that fuelled the emergence of nationalism and nation-states in the given period.

Learning outcomes

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

- Trace the key repercussions of the French revolution and Empire-building by France.
- Distinguish the patterns of industrialization in Europe and assess the widespread impact of the industrial revolution.
- Highlight the growth of labour movements and new ideologies in the industrial era.
- Comprehend the broad varieties of nationalist aspirations that emerged in the nineteenth century, and the processes by which new nation-states were carved out in Italy and Germany.

SYLLABUS OF DSC

Unit- 1: The French revolution

1. Causes, phases, and legacy
2. Napoleonic reforms and their impacts: authoritarian state, stirrings of nationalism in the First French Empire

Unit- 2: Restoration and revolutions, 1815-1848

1. Congress of Vienna and Concert of Europe
2. Revolutions of 1830 and 1848

Unit-3: Socio-economic transformations in the early 19th century

1. Industrialization: patterns, changing nature of work, transformations in society, life in the industrial city
2. Social ferment: labour movements; rise of liberalism and early socialism

Unit-4: Nations and nationalism

1. Patterns of nationalism
2. Unification of Italy and Germany

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: At the end of this rubric students would have developed an understanding of the conditions that paved the way for a revolution in late eighteenth century France, and the subsequent transformations in French society since 1789. They will be familiarized with the larger legacy of the French revolution, as well as the impact of Napoleonic rule on monarchies and socio-economic structures outside France. **(Teaching time: 12 hrs. approx.)**

- Hunt, Jocelyn. (1998). The French Revolution. Questions and Analysis in History Series. London and New York: Routledge.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London: Routledge. [Chapter 1, 2, 3 and 4]
- Rude, George. (1964). Revolutionary Europe, 1783-1815. London and Glasgow: Collins. [chapters 4 to 9; chapter 13]
- लालबहादुर शास्त्री (संपादक)। रोप का इतिहास: फ्रांस से लेकर रूस तक।
DU.
- पण्डित सत्यनारायण (संपादक)। रोप का इतिहास। Hindi Madhyam Karyanvaya
DU.

Unit-II: At the end of this rubric students would have developed an understanding of the significant developments post the Congress of Vienna (1814–1815) which settled the boundaries of post- Napoleonic Europe and restored monarchs to power. Despite the conservative reaction, political revolts broke out which culminated in cycle of revolutions in 1830 and 1848. **(Teaching time: 9 hrs. approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [Chapter 1 to 3; Chapter-5].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapter 5 & 7].

- Seaman, L.C.B. (2003). From Vienna to Versailles. London and New York:Routledge, Taylor & Francis. [Chapter-2].
- लालबहादुर शास्त्री द्वारा 'रोप का इतिहास: फ्रांस से सैनोबर्ग तक' का
का।
- पाठ्याभिसारविद्युत् (संपादिक)। रNideshalaya, रोप का इतिहास। Hindi Madhyam Karyanvaya
DU.

Unit-III: In this Unit the student would learn about the social and economic dimensions of the Industrial revolution. The response of labour and middle-class liberals to unfolding capitalist industrialization will be examined by tracing key forms of labour protests and the development of early socialist and liberal ideologies. **(Teaching time: 15 hrs. approx.)**

- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers. [Chapters 2 and 3].
- Perry, Marvin et al (ed.). (2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21; Chapter-22: pp. 534– 541].
- Stearns, Peter. (2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapters 2 to 4].
- Lang, Sean. (1999). Parliamentary Reform, 1785–1928. London and New York: Routledge. [Chapter-3]

- लालबहादुर शास्त्री द्वारा 'रोप का इतिहास: फ्रांस से सैनोबर्ग तक' का
का।

- पाठ्याभिसारविद्युत् (संपादिक)। रNideshalaya, रोप का इतिहास। Hindi Madhyam Karyanvaya
DU.

- वि. ए. स्मिथ द्वारा 'रोप 1870 से अनवरत काल तक' का इतिहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

Unit-IV: In this rubric the student will be expected to demonstrate an understanding of the making of modern nation-states. In this regard, the students will be exposed to a close analysis of the complex political and economic factors associated with the unification of Germany and Italy, as well as the processes by which nation-states strengthened themselves. **(Teaching time: 9 hrs. approx.)**

- Cowie, L.W. (1985). Years of Nationalism: European History, 1818-1890. Hodder & Stoughton. [Parts 3 & 4].
- Craig, Gordon. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 9 & 10].
- Seaman, L.C.B. (2003). From Vienna to Versailles. London and New York: Routledge, Taylor & Francis. [Chapters 10 and 11].

- लालबहादुर शास्त्री (संपादक) का उपनिषद्: फ्रांसीसी क्रांति का इतिहास
- पण्डित जगन्नाथ (संपादक) का उपनिषद्: हिन्दी Madhyam Karyanvaya Nideshalaya, DU.
- विवेकानंद के 1870 से अनवरत: तन्त्रमहाविद्यालय हिन्दी Madhyam Karyanvayan Nideshalaya, DU.

Suggestive readings

- Edmund Burke: reflections on the French Revolution.
- Blanning, T.C.W. (ed.). (2000). The Oxford History of Modern Europe. Oxford:OUP. [Chapters 2 and 4].
- Hobsbawm, E. J. (1996). The Age of Revolution, 1789–1848. New York: Vintage Books.
- Merriman, John. (2002). A History of Modern Europe: From Renaissance to the Present. Vol. II. London and New York: W.W. Norton [Chapters 12 and 14].
- नवलक्ष्मी, मीनाक्षरिणी, विनायक (संपादक)। आधुनिक उपनिषद्
- स: आर म और शास्त्री। हिन्दी Madhyam Karyanvaya Nideshalaya, DU
- तन्त्रमहाविद्यालय का उपनिषद्: 1870-1914 प्रकाशन।
- ए.के. तन्त्रमहाविद्यालय का उपनिषद्: 1789 से 1945 का इतिहास प्रकाशन

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.