

Unit Plans
BA 2nd (3rd semester)
Subject : History
History of India (1750-1964 A.D)
Session 2024 - 2025
unit-1

Time :3 hour
Max mark :100
Theory : 90
int. Asst : 10

Topics	Teaching Points	Specific objectives	Methods/Approaches Techniques	Resources/links
<p>I. Foundation of British rule: circumstances leading to the Battle of Plassey and Buxar and their significance, reforms of Cornwallis.</p> <p>II. Administrative Reforms of Warren Hastings, William Bentick and Dalhousie.</p> <p>III. The uprising of 1857: political, socio religious, economic and immediate causes, failure, results.</p>	<ul style="list-style-type: none"> ◆ Introduce the modern period of Indian history ◆ Administrative reforms of Cornwallis, Bentick and Dalhousie. ◆ Dalhousie's policy of laps and it became the cause of uprising. ◆ Great uprising and its aftermath causes of its failure and its nature. 	<ul style="list-style-type: none"> ➤ To provide the student a broader aspect of modern India. ➤ Introduction the means of communication and transportation ➤ The policy of economic exploitation of Britishers. ➤ The India's first war of Independence and its causes result and aftermath. 	<ul style="list-style-type: none"> a. Lectures. b. library work. c. use of blackboard. d. Assignments. e. map work. 	<ul style="list-style-type: none"> • from Plassey to partition, history of modern India, Shekhar Bandyopadhyay, Orient black swan. • India's struggle for independence, Bipin Chandra, Penguin books.

Unit-2

Topics	Teaching Points	Specific objectives	Methods/Approaches Techniques	Resources/links
<p>IV Economic changes: British agrarian policies, commercialization of agriculture, rural indebtedness deindustrialization and growth of modern industry.</p> <p>V Socio- religious Reform movement: Brahma Samaj, Aligarh movement, Arya Samaj, RKM.</p> <p>VI Depressed classes movement: contribution of B.R Ambedkar, Jyotiba phule, Mahatma Gandhi.</p>	<ul style="list-style-type: none"> ◆ Aware the student regarding the economic policies of Britishers. ◆ Renaissance in India with the starting of socio religious Reform movements. ◆ Contribution of Jyotiba phule, B.R Ambedkar and Mahatma Gandhi in the upliftment of depressed classes. ◆ Role of Arya Samaj and Aligarh Movement in spread of communal politics. 	<ul style="list-style-type: none"> ➤ To introduce the student to the broader development in modern India. ➤ Aware the student regarding the economic changes occurred in modern India specially the commercialization of agriculture and breakup in the self sufficiency of village economy. ➤ socio religious Reform movement and depressed classes movement. 	<ul style="list-style-type: none"> a. classroom teaching. b. open discussion. c. library work. d. map work. 	<ul style="list-style-type: none"> • communalism in modern india, Bipin Chandra, Vikas publisher, Delhi. • Azadi ki kahani, Abdul Kalam Azad, orient black swan

Unit-3

Topics	Teaching Points	Specific objectives	Methods/Approaches Techniques	Resources/links
<p>VII Growth of political consciousness: growth of political consciousness, nationalism, national movement 1885 to 1919.</p> <p>VIII Indian National Movement: Gandhi's emergence, non cooperation and civil disobedience movement.</p> <p>IX Rise of communal politics: Muslim league, Pakistan resolution.</p>	<ul style="list-style-type: none"> ◆ Political consciousness or the emergence of India National Congress. ◆ was Congress Pro British or anti British in the beginning? ◆ why Gandhi called as the hero of Indian politics? ◆ Mass movements started by Gandhiji and its effect. ◆ Muslim league become the major source of communalism in India or Pakistan resolution 	<ul style="list-style-type: none"> ➤ Rise of nationalism as a source of Unity among the Indians. ➤ political consciousness and foundation of Indian nationalism Congress ➤ Emergence of Gandhi in India politics. ➤ Movements starting by Gandhi as non cooperation, civil disobedience and quit India movement ➤ Muslim league and Pakistan resolution. 	<ul style="list-style-type: none"> a. Lectures. b. PPT(PowerPoint presentation technique.) c. open discussion d. map work or library work. 	<ul style="list-style-type: none"> ● India's struggle for independence 1875 to 1947, Bipin Chandra, Penguin book. ● Communalism in modern india, Bipin Chandra, Vikas publisher, Delhi

Unit-4

Topics	Teaching Points	Specific objectives	Method/Approaches Techniques	Resources/links
<p>X Towards partition and Independence: quit Indian movement, British proposals for independence, Indian Independence Act of 1947.</p> <p>XI Significant development after independence 1947-1966 constitution, integration of Princely States reorganisation of States.</p> <p>XII Map: I) important historical places II) Extent of British Empire in 1856 III) Republic of India in 1950</p>	<ul style="list-style-type: none"> ◆ Aware the student about the last phase of our independence struggle specially the Quit India Movement and Britisher's proposal for independence. ◆ Making of our constitution and difficulties after independence. ◆ Partition and its impact problems of resettlement and rehabilitation. ◆ Reorganisation of princely states and British Indian states. 	<ul style="list-style-type: none"> ➤ Introduce the student our last phase of independence. ➤ Communal politics and circumstances leading to partition. ➤ Independence and its aftermath. ➤ Making of constitution and role of B.R Ambedkar ➤ With the help of map work show the places of historical importance extent of British Empire in 1856 and republics of India in 1950 	<ul style="list-style-type: none"> a. PPT. b. classroom teaching. c. Discussion. d. map work or library work. e. Assignments. 	<ul style="list-style-type: none"> • Making of a nation India's road to Independence, B,R Ananda, Harper Collins, New Delhi. • From Plassey to partition a history of modern India, Shekhar bandyopadhyay, Orient black swan, Delhi