

SUMMARY SHEET

Pedagogical Approach: Student – led

Learner Previous Knowledge

N.A.

Target Knowledge

Before the British rule; Why there developed a need to change the policies;
 Permanent Settlement: Terms and conditions; How it benefitted the British; How it disrupted the lives of the zamindars and the peasants; Where it happened; Creation of classes- zamindars, landless labourers, moneylenders;
 Mahalwari System: Terms and Conditions; Where it happened;
 Ryotwari system: Terms and Conditions; Where it happened;
 Mapping the three systems; Difference between the three systems;
 Cash Crop Cultivation: Which crops; Why they were cultivated;
 Indigo- case study and the Indigo rebellion
 Before the British rule;
 Textiles: Decline of the textiles; Reasons for this decline; What was happening in England at this point of time; Impact of British influence- impact, de-urbanization, increased pressure on land;
 Growth of Modern Industries: Cotton textiles mills (their situation today); Iron and steel; Other industries; Rise of big businessmen and their situation today - project based;
 How industries and industrialization was done in India;
 Industrialization and de-industrialization; Urbanization and de-urbanization;
 Need for communication and transportation by the British;
 Steps taken; First railway line, who benefitted among the Indians

Learning Goals

More Complex Learning Goal- Students will be able to compare the situation in India before and after the British rule

Target Learning Goal- Students will be able to explain the impact of British rule in India

Simpler Learning Goal- Students will be able to state the changes in India which were brought about by the British rule

Period No.

Lesson Objectives

Teaching Learning Materials Required

1 and 2

- Explain the impact of British rule on agriculture
- Analyse the impact of different land introduced by the British in India.

- Resource Card 1 (for 2 groups): (Annexure 1A)
- Resource Card (for 2 groups): (Annexure 1B)
- Resource Card (for 2 groups):

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	Differentiate between the different agro-policies	(Annexure 1C)
3	- Describe why cash crops were cultivated in India during the colonial period - Know what is Indigo rebellion and explain its significance	Handout (for each group): (Reference: Annexure 3A)
4	Explain the situation of the tribals with the onset of the British rule.	Handout (for the group): (Annexure 4A)
5	Develop a sense of understanding of the policies related towards tribals as adopted by the British colonial rulers.	- A4 sheet (one for each student) - Handout: Annexure 5A
6	Develop an understanding of the British impact on Indian cotton textiles and indigenous industries	- Handout (for each group): (Annexure 6A) - Worksheet Annexure 6B

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Lesson Plan 1 and 2

Lesson Objectives

At the end of this lesson students will be able to:

- Explain the impact of British rule on agriculture
- Analyse the impact of different land revenue systems introduced by the British in India.
- Differentiate between the different agro-policies

Teaching Learning Materials required

- Data Sheet 1 (for all students of 2 groups): (Annexure 1A)
- Data Sheet 2 (for all students of 2 groups): (Annexure 1B)
- Data Sheet 3 (for all students of 2 groups): (Annexure 1C)

Please note that lesson periods 1 and 2 are to be combined and conducted in the computer lab

Details of Teaching Learning Experience

Seating Arrangement: - In 6 groups in computer lab

Lesson Beginning <u>Time:</u> 15 minutes <u>Purpose:</u> Introduce the topic	<u>Recall Movie "LAGAAN"</u> • Begin the class with discussion on "Lagaan" • Based on students' response, arrive at the effect of British rule on Indian agriculture.
Lesson Middle <u>Time:</u> 40 minutes <u>Purpose:</u> Develop conceptual understanding	<u>Research in groups</u> • Distribute data sheet to each group such that 2 groups get the same resource card. (Reference: Annexure 1A, Annexure 1B and Annexure 1C) <i>Please note that the data sheet contains suggested web links and resource books on a specific agro-policy (land revenue systems.)</i> • Students in Group 1 and 2 will research on a particular agro-based policy and fill in the data sheet relevant to their system. This will be repeated with the rest of the sub-groups as well. • Let the 2 groups researching on the same system arrive at a common understanding of that particular system. • Ask groups to select a group representative who will present the groups finding to the class

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Lesson End <u>Time</u>: 25 minutes <u>Purpose</u>: Recap students' learning	<u>Presentation in larger groups</u> • Let the 2 groups (who researched on the same systems) present their findings in front of the class. • Conduct a brainstorming session on the 3 land revenue systems. • Build on student response and arrive at the fact that all the 3 agro-based policies had a severe impact on Indian economy in the long-run. <u>Home Work Assignment</u> • Ask students to make a comparative analysis of the 3 agro-based policies introduced during the colonial period and submit it in the next class.
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Annexure 1A

Skill – Analytical thinking

Name: _____

PERMANENT SETTLEMENT

Use the resources given below to research on Permanent Settlement system and answer the questions

Resources:

- **Resource Book**
 - Our Past III (Part 1), NCERT- Page 26-30

Questions:

1. What was the permanent settlement system all about?

2. What was its impact on the farmers?

3. What was its impact on the British?

4. Do you think permanent settlement was really permanent in nature? Justify your statement.

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Annexure 1B

Skill – Analytical thinking

Name: _____

RYOTWARI SYSTEM

Use the resources given below to research on Ryotwari system and answer the questions

Resources:

- Resource book
 - Our Past III (Part 1), NCERT- 26-30

Questions:

1. What was the ryotwari system all about?

2. What was its impact on the farmers?

3. What was its impact on the British?

4. If you were a ryot, do you think that the ryotwari system would be beneficial for you?

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Annexure 1C

Skill – Analytical thinking

Name: _____

MAHALWARI SYSTEM

Use the resources given below to research on Mahalwari system and answer the questions

Resources:

- Resource book
 - Our Past III (Part 1), NCERT- Page 26-30

Questions:

- What was the Mahalwari system all about?

- What was its impact on the farmers?

- What was its impact on the British?

- What problems do you think you will face if you were a village headman under the Mahalwari system?

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Lesson Plan 3

Lesson Objectives

At the end of this lesson students will be able to:

- Describe why cash crops were cultivated in India during the British rule
- Know what is Indigo rebellion and explain its significance

Teaching Learning Materials required

- Handout (for each group): Reference Annexure 3A

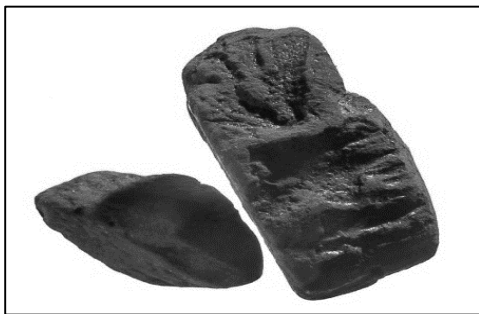
Details of Teaching Learning Experience

Seating Arrangement: - In groups of 4

Lesson Beginning <u>Time:</u> 20 minutes <u>Purpose:</u> Introduce the topic	<u>Handout</u> • Distribute handouts among the students. (Reference: Annexure 3A) • Let students discuss in groups and complete all answers. • Let students select a group representative who will share the groups learning with the class.
Lesson Middle <u>Time:</u> 10 minutes <u>Purpose:</u> Develop conceptual understanding	<u>Discussion</u> • Ask each group representative to share their learning about Indigo rebellion. • Based on the answers written by students, initiate a discussion on indigo cultivation, indigo rebellion and other cash crops that were cultivated during the British rule
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Recap students learning	<u>Recap</u> • Ask students to answer the following question in their notebook If you were a spectator of the Indigo rebellion, how would you describe it?

Annexure 3A**Skill – Analytical thinking****Name:** _____

Indigo is an attractive natural dye found in India. There are at least 50 different species of indigo found in India. By the end of 16th century, Vasco Da Gama invented a sea route to India, thereby allowing indigo to be imported directly. Large scale cultivation of indigo started in India and in the 1600s large quantities of indigo were exported to Europe. Since indigo was an ideal trading commodity, it was often referred to as Blue Gold!



Pictures of cloth dyed using Indigo



Fig. 5 – A kalamkari print, twentieth-century India

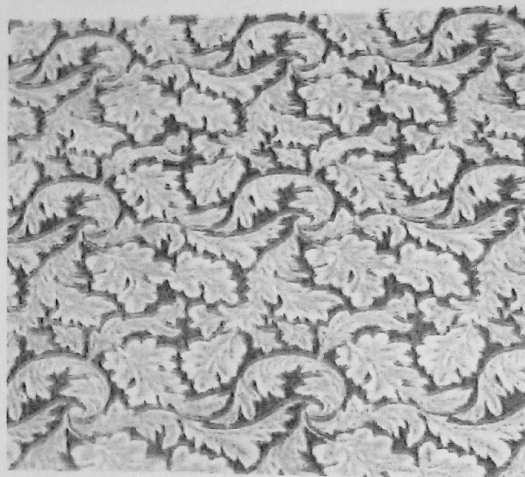


Fig. 6 – A Morris cotton print, late-nineteenth-century England

Refer to the links given below and answer the questions

1. Why was Indigo thought an ideal trading commodity by the British?

- 2.

“I would rather beg than sow indigo”

Hadji Mulla, an indigo cultivator of Chandpore, Thana Hardi, was interviewed by the members of the Indigo Commission on Tuesday, 5 June 1860. This is what he said in answer to some of the questions:

W.S. Seton Karr, President of the Indigo Commission: Are you now willing to sow indigo; and if not on what fresh terms would you be willing to do it?

Hadji Mulla: I am not willing to sow, and I don't know that any fresh terms would satisfy me.

Mr Sale: Would you not be willing to sow at a rupee a bundle?

Hadji Mulla: No I would not; rather than sow indigo I will go to another country; I would rather beg than sow indigo.

Indigo Commission Report, Vol. II, Minutes of Evidence, p. 67

What do you think was the reason behind Hadji Mulla's reply?

What was the main cause behind the Blue Rebellion?

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3. What steps did farmers take to stop indigo cultivation?

4. Were there any more crops that the British cultivated for their benefit?

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Lesson Plan 4

Lesson Objectives

At the end of this lesson students will be able to:

- Explain the situation of the tribals with the onset of the British rule

Teaching Learning Materials required

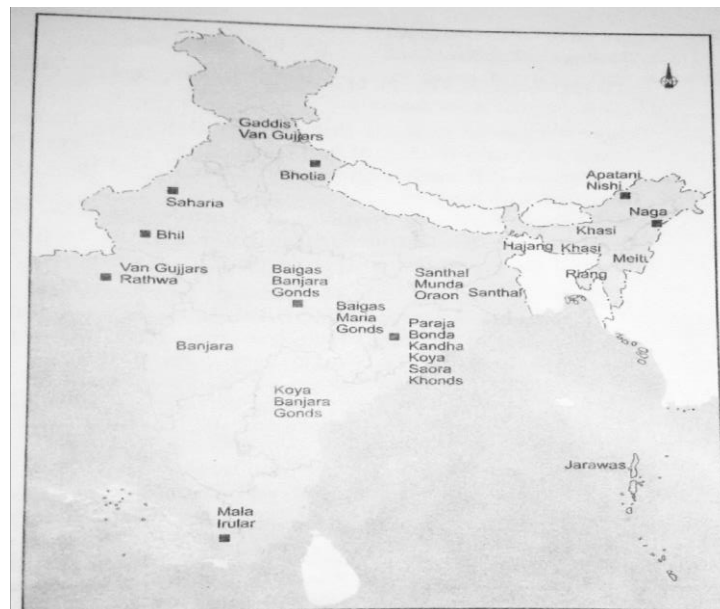
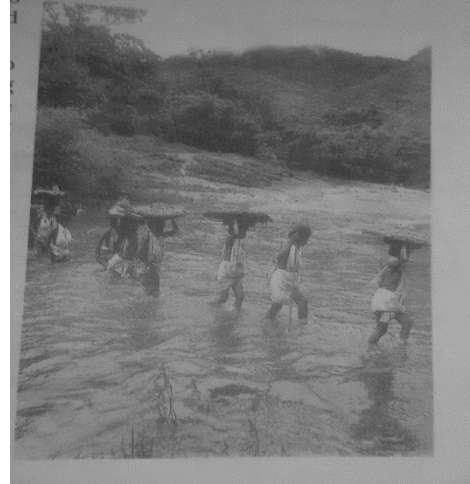
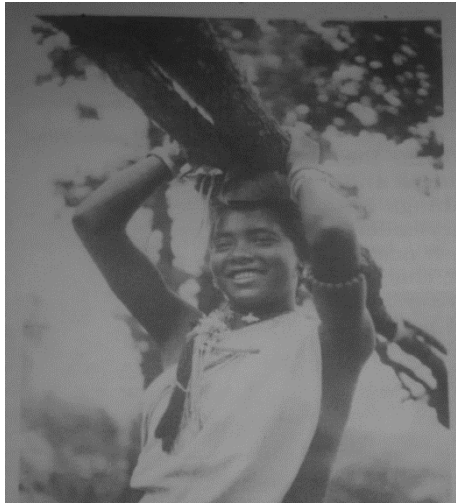
- Handout (for the group): Annexure 4A
- **Details of Teaching Learning Experience**

Seating Arrangement: - In groups of 4

Lesson Beginning <u>Time:</u> 20 minutes <u>Purpose:</u> Introduce the topic	<u>Handout</u> • Inform students that they will be learning about the life of tribes before and after British rule • Distribute handouts among the students. (Reference: Annexure 3A) • Let students discuss in groups and complete the handout
Lesson Middle <u>Time:</u> 15 minutes <u>Purpose:</u> Develop conceptual understanding	<u>Discussion and critical reasoning</u> • Initiate a discussion by asking the following questions: ○ How was the life of tribal community before British rule? ○ Why did the use of forest change under British rule? ○ Did this change affect the tribal community? How? ○ The tribal people believed they had a right over the jungle. The forest authority believed that it had a right over the jungle. In your opinion whose claim was more justified?
Lesson End <u>Time:</u> 5 minutes <u>Purpose:</u> Finish Up	<u>Finish up</u> • Ask one or two students to summarize the impact of British on tribal community. • Finish Up <u>Homework</u> • Nowadays people face obstacles in obtaining things from the jungle. What are these obstacles and how does it compare with the situation during British rule?

Annexure 4A**Skill – Critical thinking****Name:** _____

Adivasis or tribes were the most ancient communities who did not depend on anyone to earn their livelihood. They used different forest produce for their daily needs. Some of the tribes were hunters, some gathered fruits, etc. while some others grazed cattle. In the nineteenth century, tribes were found all across the country. Some of the tribes were Bhils, Gujjars, Banjaras, Santhals, Mundas, etc.



However, the lives of tribal communities changed during the British rule.

1. Notice the picture below and try to explain how the British affected the life of the tribals?



_2. Here are a few concerns which the forest officers had, when the British government set up a Forest department in 1864:

Rajesh Nayar (an employee of the Forest Department) says, "When we plant new saplings in the forest, cattles from the villages feed on them and destroy them."

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A co-employee Mayank Singh also adds, “The village people burn grass in the forest in summer so that the grass for grazing can grow after the monsoon. This fire does not affect the big trees, but the saplings we plant are burnt. There should be a ban on burning grass like this.”

A third employee Rishab Mukherjee complained, “The villagers cut valuable trees like teak by chopping off their branches and twigs. Because of this we do not get a good price for timber. The village people must be stopped from cutting down trees.”

Question: Why did the forest department feel the need to plant new trees?

Question: Why did the forest department put restriction on villagers?

Question: What impact did the rules of the forest department have on the Adivasis?

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Lesson Plan 5

Lesson Objectives

At the end of this lesson students will be able to:

- Develop a sense of understanding of the policies related to tribals as adopted by the British colonial rulers.

Teaching Learning Materials required

- Handout (for each student): Annexure 5A
- A4 sheet (one for each student)

Details of Teaching Learning Experience

Seating Arrangement: - In 2 large groups

Lesson Beginning <u>Time:</u> 15 minutes <u>Purpose:</u> Introduce the topic	<u>Group Activity</u> • Inform students that their class will be a tribal community for today • Divide the entire class into two tribal groups and provide with A4 sheets to individual students. • Let the students choose the names of their tribes and their leaders. • Pose some problems that the tribes faced during the British period. • Ask students to jot down the important points in the A4 sheets provided to them.
Lesson Middle <u>Time:</u> 15 minutes <u>Purpose:</u> Develop conceptual understanding	<u>Group Discussion</u> • Instruct students to discuss in their tribal group about how they would react to the problems faced by the tribe under British rule and what would they do.
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Recap students' learning	<u>Presentation</u> • Call the tribal leaders of both groups to present their views and ideas one after the other. • The other members of this group could add points after the presentation, if required • Based on presentations, arrive at the fact that tribal communities in those times revolted because their basic rights were curtailed. <u>Home Work Assignment</u> • Distribute handouts among the students so that students get an idea about tribal revolts. (Reference: Annexure 5A)

Annexure 5A**Skill – Critical thinking****Name:** _____**TRIBAL REVOLTS**

The British administration encroached into the territory of the tribals. The condition of the 'adivasis' or tribals worsened with time. The tribals were either becoming labourers of the Forest department or bonded labourers in the fields of money lenders or farmers who had come from outside. As the power of the Forest department increased, fining and beating, assault on women, taking bribes-all became common.

Against such adversities, the adivasis in different parts of the country revolted against the British power. During the protests, the tribals burnt down police stations and the houses of the moneylenders. In many places they would set fire to the entire forest. Let us look at some of the significant tribal groups who protested against the British.

The Santhal Revolt (1855-56)

From the beginning, the Santhals of Bihar had been resisting the British rule. In 1855-56, there was a massive revolt in which the Santhals began robbing and killing the zamindars and moneylenders. At the end of a severe battle, about 15000 Santhals were killed and the revolt was finally suppressed.

The Munda revolt (1874-1901)

The Munda tribes were organized under the leadership by Birsa Munda. The Munda adivasis were particularly known for their fight for a free state. However, in the end, their fight with bows and arrows were no match to the gun power of the British. Although most of the leaders were imprisoned, the British government was compelled to make laws to protect the rights of the *adivasis*.

Sitarama Raju and the Koya Adivasis (1924)

In Andhra Pradesh, the forest department forcibly wanted the *adivasis* to make roads. The Koya adivasis organized their own army and combatted the British. Their leader was Alluri Sitarama Raju.

The importance of all these movements lies in the fact that it led the British government to change the forest policies and make the laws less strict. In some of the areas, they made new laws emphasizing that the outsider simply could not purchase the land of the tribals.

Lesson Plan 6

Lesson Objectives

At the end of this lesson students will be able to:

- Develop an understanding of the British impact on Indian cotton textiles and indigenous industries

Teaching Learning Materials required

- Reading_Handout (for each student): Annexure 6A
- A4 sheet (one for each student)
- Worksheet (for each student): Annexure 6B

Details of Teaching Learning Experience

Seating Arrangement: - In groups of 4 in computer Lab

Lesson Beginning <u>Time:</u> 15 minutes <u>Purpose:</u> Introduce the topic	<u>Research</u> • Distribute reading handout and A4 sheet to all students. (Annexure 6A) • Ask students to take notes on the A4 sheets provided to them • Ask students to reflect on the letter and discuss in groups about the possible reasons for this suffering.
Lesson Middle <u>Time:</u> 15 minutes <u>Purpose:</u> Develop conceptual understanding	<u>Discussion</u> • Ask question on the economic impact of British rule such as ○ What can you infer from the situation between India and England at that time? ○ In what ways were the Indian weavers and spinners affected during the British rule? • Based on students' response, arrive at the fact that weavers and people associated with cotton textiles as well as other major industries lost their jobs during the British rule after industrial revolution.
Lesson End <u>Time:</u> 10 minutes <u>Purpose:</u> Recap students' learning	<u>Handout and discussion</u> • Ask each group to present their views on the questions in the handout. • Based on students' response, arrive at the fact that the indigenous industries and cotton textiles deteriorated during the British period. <u>Homework</u> • Ask students to read information in the following web links for the next class ➤ http://www.nios.ac.in/media/documents/secsocscicour/english/lesson-05.pdf ➤ http://www.historydiscussion.net/british-india/social-and-economic-impact-of-british-rule-in-india/1595

Annexure 6A**Skill – Critical thinking****Name:** _____**ECONOMIC IMPACT OF BRITISH RULE****Read the letter and the link given below**

1. One widowed spinner in 1828 wrote to a Bengali newspaper, Samachar Darpan:

To the Editor, Samachar Darpan,

I am a spinner. After having suffered a great deal, I am writing this letter. Please publish this in your paper ... When my age was 22, I became a widow with three daughters. My husband left nothing at the time of his death ... I sold my jewellery for his shraddha ceremony.

When we were on the verge of starvation, God showed me a way by which we could save ourselves. I began to spin on takli and charkha. The weavers used to visit our houses and buy the charkha yarn at three tolas per rupee. Whatever amount I wanted as advance from the weavers, I could get for the asking. This saved us from cares about food and cloth. In a few years' time I got together Rs. 28. With this I married one daughter. And in the same way all three daughters were married.

Now for 3 years, we two women, mother-in-law and me, are in want of food. The weavers do not call at the house for buying yarn.

Not only this, if the yarn is sent to market it is still not sold even at one-fourth the old prices.

I do not know how it happened. I asked many about it. They say that Bilati 2 yarn is being imported on a large scale. The weavers buy that yarn and weave.

A representation from a suffering

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Annexure 6B
Critical thinking

Skill –

Name: _____

Answer the questions given below

1. British rule destroyed the traditional economy of India and drained India's wealth to Britain. Do you agree? Give reasons.

2. Case Study of Behriyar-Gareriya nomads:

This community of 75 sheep wool weavers in Jharkhand from the Gaya district in Bihar has almost given up weaving blankets due to lack of funds as reported in the news (The Sunday Tribune-Spectrum, March 11, 2012). One weaver says, 'we cannot compete with the blankets being sold in the markets'. Another says, 'we are forced to sell our products in villages because of limited access to urban markets'.

Compare the situation of weavers in British India and in the present times. Is it same or different? What steps would you take to improve their condition?
