

Lesson Plan/ Learning Plan Grade: XII	
Topic :	Colonialism and the countryside
Concept (If Applicable)	
Mapping of skills/competencies/attitudes:	
<u>Competencies:</u> Critical Thinking (reasons effectively, makes judgements and decisions, uses systems thinking) Communication (communicates clearly, uses and manages information) Collaboration (collaborates with others) Creativity (Generates ideas) Citizenship	<u>Life Skills:</u> • Critical thinking and problem-solving • Appreciation of different lifestyles • Collaboration • Effective oral communication <u>Core values:</u> • Curiosity • Respect for all
<u>Assessment of skills and values:</u> Opinion of peer group and people around, Grading by facilitator for projects , Survey sheet, Collection and interpretation of data, Observing the spontaneous action of learners in and outside school, Writing reviews, paraphrasing	
Lesson Plan Duration:	5 Days (50 minutes each)
Learning Engagements for Active Learning:	Debate, Discussion, Think Pair Share, Picture Study, PPTs, Group Discussions, creating graphic organisers, Brainstorming
Questioning Technique/s to be Used:	Intermittent questions, Probing Questions, open ended questions
Learning objectives: By the end of the topic, the learners will be able to:	

- Discuss how colonialism affected zamindars, peasants and artisans.
- Comprehend the problems and limits of using official sources for understanding the lives of people.

Connecting Prior Knowledge

Day 1 : Learning Engagement 1– (Brainstorming)

Before starting the lesson, review with students the status of the British Empire and the Indian Subcontinent. How was India being weakened by European influence? What massive loss had Britain just experienced?

Write a reaction to Rudyard Kipling's "The White Man's Burden" from the Indian perspective that reflects the Indian perception of the British East India Company, the Great Rebellion of 1867, or the British methods of domination.

Resources Required:

NCERT history book, Colored A4 sheets, chart paper, Smart Boards, Textbook

DPSG Spiral, DPSG Study Material

Video Links

<https://study.com/academy/lesson/british-rule-nationalism-in-india.html>

Implementation of lesson plan - Stage 1

Day 1: Learning Engagement 2- Picture Story analysis

A picture story depicts that how britishers had established their ruling in villages of india.

The Company Becomes Diwan

On 12 August 1795, the Mughal emperor appointed the East India Company as the Diwan of Bengal. The actual event most probably took place in Robert Clive's tent, with a few Englishmen and Indians as witnesses. But in the painting above, the event is shown as a majestic occasion, taking place in a grand setting. The painter was paid by Clive to record the 'memorable' events in Clive's life, and the grant of Diwani was, in his imagination, one such mega event of his life.

As Diwan, the Company became the chief financial administrator of Bengal, and it had to now think of managing its land, people, and other revenue sources. This had to be done to meet the growing expenses of the company's wars against other European powers. And as a trading company, it had also to ensure that it could buy the products it needed and sell what it wanted.



An artist's imagination of Robert Clive accepting the Diwani of Bengal, Bihar, and Orissa from Nawab Miran

Over the years, the Company also learnt that it had to move with some caution. Being an alien power, it needed to pacify those who in the past had ruled the countryside, and enjoyed authority and prestige among the locals. These local rulers could not be entirely eliminated, but had to be controlled.

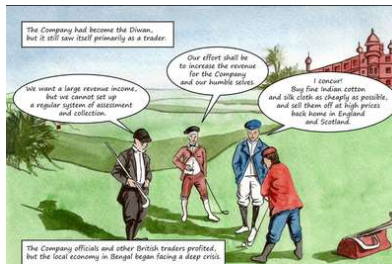
And how was the company to do this? Let's find out how the Company came to colonise the Indian countryside, organise its revenue resources, redefine the rights of the people, and produce the crops it wanted for exports to Europe and other parts of the world.



Distribution of land among British officials and soldiers in Bengal, Bihar, and Orissa



A cow-ploughed (with) initiated by the East India Company in 1833



The Need to Improve Agriculture

If the Indian economy was to revive, Company officials had to see if it was possible to increase revenue. So most Company officials suggested there had to be more investment in land, and agriculture had to be improved.

Lord Clive receiving from the Nawab of Bengal a grant of money by disabled officers and soldiers.

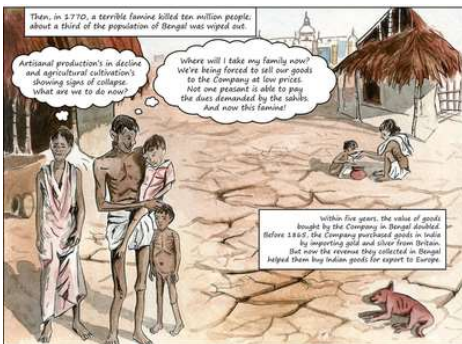


A Company office in Madras



How was this to be done? After debating the question for 20 years, the Company introduced the Permanent Settlement in 1793. By the terms of the settlement, the rajas and taluqdars were recognised as zamindars. They were asked to collect rent from the peasants and pay revenue to the Company. The amount to be paid was fixed permanently, that is, it was never to be increased in the future.

It was felt that this would ensure a regular flow of revenue for the Company. The lawmakers also assumed that the zamindars would start investing in improving the land, because the revenue the zamindars had to pay to the company was fixed, he would benefit from increased production if he improved the land. At least that's what the Company hoped would happen.



Then, in 1770, a terrible famine killed ten million people, about a third of the population of Bengal was wiped out.

Artisanal production's decline and agricultural cultivation's showing signs of collapse. What are we to do now?

Where will I take my family now? We're being forced to sell our goods to the Company at low prices. Not one peasant is able to pay the dues demanded by the nobles. And now this famine!

Within five years, the value of goods bought by the Company in Bengal doubled. Before 1845, the Company purchased goods in India by importing gold and silver from Britain. But now the revenue they collected in Bengal helped them buy Indian goods for export to Europe.

But the Permanent Settlement created problems. Company officials soon discovered that the zamindars weren't investing in the improvement of land. The revenue that had been fixed was so high that the zamindars found it difficult to pay.

The prices in the market have risen and the cultivation has also expanded. This shows that your income has increased and the company cannot increase your revenue as it is fixed permanently. So, why don't you improve the land?

Anyone who failed to pay the revenue lost his zamindari. Numerous zamindars were sold off at auctions organised by the Company. But the 19th century changed the situation.

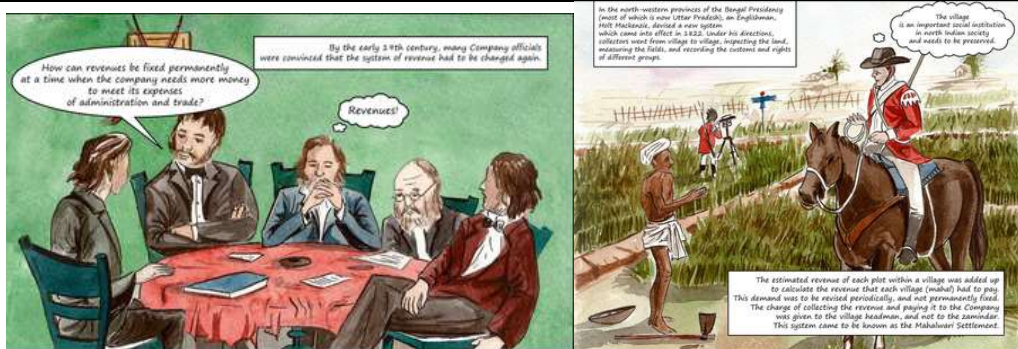


On the other hand, in the villages, the cultivators found the system extremely oppressive. The rent he paid to the zamindar was high and his right on the land was insecure.

You know we can't pay you!

What am I to do now?

To pay the rent, he had to often take a loan from the moneylender, and when he failed to pay the rent he was evicted from the land he had cultivated for generations.



The Munro System

There was a similar move away from the idea of Permanent Settlement in the British territories in the south. The system that was devised there came to be known as the ryotwari (ryotwari). It was tried on a small scale by Captain Alexander Read in some of the areas that were taken over by the Company after the wars with Tipu Sultan. Later developed by Thomas Munro, the ryotwari system was gradually extended all over south India.



People waiting for famine relief in Bangalore

Because there were no traditional zamindars in the south, Read and Munro argued that the settlement should be made directly with the ryots (farmers) who had tilled the land for generations by carefully and separately surveying their fields before taxing them. Munro also felt that the British should act as "father figures" and protect the ryots under their charge.

All was not well

Within a few years after the new systems were imposed it was clear that all was not well with them. British officials demanded high revenues to increase the income from land. But the ryots (peasants) were



Theodolite, 1790



Theodolite - a surveyor's tool made of brass, late 18th century

unable to pay, so they fled the countryside and villages became deserted in many places. Optimistic officials had imagined that the new systems would transform the peasants into rich enterprising farmers, but evidently what happened was just the opposite.

Crops for Europe

The British realised that the countryside could not only yield cash revenues, but also grow the crops that could be exported to Europe. After 1750, the Company tried its best to expand the cultivation of opium and indigo. In the 19 years that followed, the British persuaded or forced cultivators in various parts of India to produce other crops: jute in Bengal, tea in Assam, sugarcane in the United Provinces (now Uttar Pradesh), wheat in Punjab, cotton in Maharashtra and Punjab, and rice in Madras.



Indians working in the Company's opium warehouse

How was this done? The British used a variety of methods to expand the cultivation of crops that they needed. Let us take a closer look at the story of one such crop, and its method of production.



Silk merchants in the 19th century



Opium poppy



Cotton



Indigo flowers



A woman in Assam hand-picking tea

Why the Demand for Indian Indigo?

The indigo plant grows mostly in tropical climates, and by the 18th century, Indian indigo was used by cloth manufacturers in Italy, France, and Britain to dye textiles. However, only small amounts of Indian indigo reached Europe, as its quality and price were very high. European cloth manufacturers, therefore, had to depend on another plant called woad to make violet and blue dyes, being a plant of the temperate zones, woad was more easily available in Europe, and it was grown in northern Italy, northern France, and in parts of Germany and Britain. But worried by the competition from indigo, woad producers in Europe persuaded their governments to ban the import of indigo.



Bengal women working indigo



Indigenous labourers working in America

St Domingue in the Caribbean islands, the Portuguese in Brazil, the English in Jamaica, and the Spanish in Venezuela. Indigo plantations also came up in many parts of North America.



Indigo in Brazil and a Portuguese "brownskin"

But by 1800, the demand for Indian indigo grew even more. Britain began to industrialise, and its cotton production expanded dramatically, creating a lot of new demand for cloth dyes. But while the demand for indigo increased, its existing supplies from the West Indies and America collapsed for many reasons. Between 1783 and 1795, the production of indigo in the world fell by half, and cloth dyers in Britain desperately needed new sources of indigo. But where could a lot of new indigo be found or grown?

The History of the Colour of Indigo

There is one thing common in these printed garments: the use of a rich blue colour or dye commonly called indigo. Did you know that this blue dye is produced from a plant called indigo? It is likely that the blue dye used in the Morris prints in 19th-century Britain was manufactured from indigo plants cultivated in India, for India was the world's largest supplier of indigo at that time.



A Morris print, 19th-century England

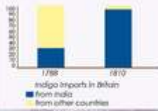
A 20th-century indigo print

Britain Turns to India, Again

Faced with the rising demand for indigo in Europe, the East India Company looked for ways to grow indigo on more farms. After 1790, indigo cultivation in Bengal expanded rapidly and Bengal indigo came to dominate the world market. In 1818, only about 50% of the indigo imported into Britain was from India; in 20 years, this went up to 95%.

How was indigo cultivated?

There were two main systems of indigo cultivation - *nij* and *ryoti*. With *nij* cultivation, the planter produced indigo on lands that he directly controlled. He either bought the land or rented it from other landowners and produced indigo by directly employing hired labourers.



Colonial indigo planter



As the large-scale agricultural agents and even officials of the Company began to turn to indigo production, many Company officials left their jobs to look after their personal Indian households, and attracted by the promise of high profits, numerous Europeans and Britishmen came to India to become indigo planters. Those who had no money to purchase indigo would petition the Company and the lucky few were granted loans to start their own indigo plantations.



The Problem with Nij Cultivation

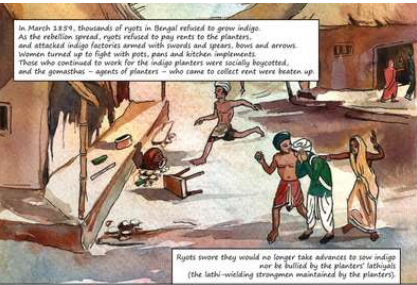
Indigo could be cultivated only on fertile lands, and they were all already densely populated. Only small plots scattered over the landscape were available, but planters needed large areas in compact blocks for indigo plantations. Where could they get such land from? They attempted to lease the land around indigo factories and then evict the peasants from the area, but this always led to conflicts and tensions.

Labour was also difficult to mobilise; a large indigo plantation needs many people to operate, and labour for indigo was needed at the same time of the year when peasants were busy cultivating rice.

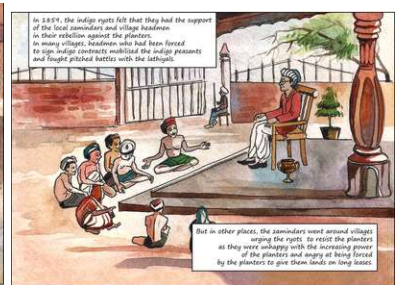
Nij cultivation on a large scale also required many ploughs and bullocks; one bigha of indigo cultivation required two ploughs, and a planter with 1,000 bighas would need 2,000 ploughs. Investing on purchase and maintenance of so many ploughs was a big problem, and supplies could not be easily got from the peasants because their ploughs and bullocks were busy on their rice fields, again in the same season when the indigo planters needed them.

Till 1800, planters were therefore neither happy nor ready to expand the area under *nij* indigo cultivation; less than 25% of the land was under this system, and the rest was under an alternative mode of cultivation called the *ryoti* system.

After harvest, the indigo plant was taken to the vats in the indigo factory. Three or four vats were needed to manufacture the dye, and each had a different use. The leaves from the plant were first soaked in warm water in a vat (known as the fermenting or steeper vat) for several hours. The rotten leaves were then taken out and the liquid drained into another vat that was placed just below the first one. In the second vat, known as the beat vat, the solution was continuously stirred and beaten with paddles. When the liquid gradually turned green and then blue, lime water was added to the vat. A muddy sediment then settled at the bottom of the vat and a clear liquid rose to the surface. The liquid was drained off and the sediment - the indigo pulp - usually had to be washed off (known as the settling vat) and then pressed and dried, ready for sale abroad the world.

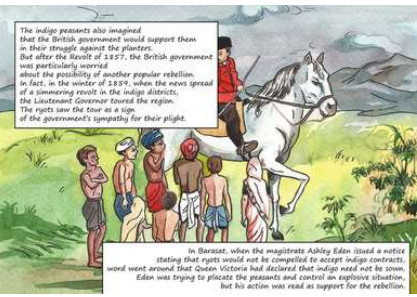


In March 1819, thousands of ryots in Bengal refused to grow indigo. As the rebellion spread, ryots refused to pay taxes to the planters, and attacked indigo factories armed with swords and spears, bows and arrows. Women turned up to fight with pots, pans and kitchen implements. Those who continued to work for the indigo planters were socially boycotted, and the government - agents of planters - who came to collect rent were beaten up.



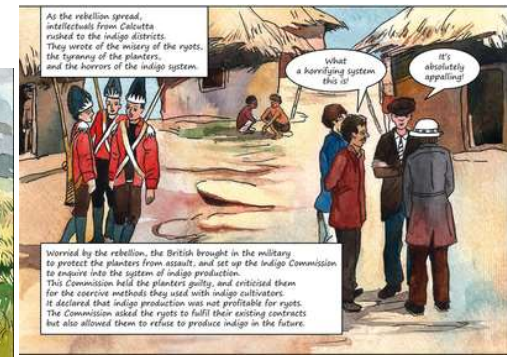
In 1819, the indigo ryots felt that they had the support of the local zamindars and village headmen. In their rebellion against the planters, in many villages, headmen who had been forced to sign indigo contracts mobilised the indigo peasants and fought pitched battles with the latifwads.

But in other places, the zamindars moved around villages, urging the ryots to resist the planters as they were unhappy with the increasing power of the planters and angry at being forced by the planters to give them lands on long leases.



The indigo peasants also imagined that the British government would support them in their struggle against the planters. But after the Revolt of 1857, the British government was particularly worried about the possibility of another popular rebellion. In fact, in the winter of 1819, when the news spread of a simmering revolt in the indigo districts, the Lieutenant Governor toured the region. The ryots saw the tour as a sign of the government's sympathy for their plight.

In Baraset, when the magistrate Ashley Eden issued a notice stating that ryots would not be compelled to accept indigo contracts, word went around that Queen Victoria had declared that indigo need not be sown. Eden was trying to placate the peasants and control an explosive situation, but his action was read as support for the rebellion.



As the rebellion spread, intellectuals from Calcutta rushed to the indigo districts. They wrote of the misery of the ryots, the tyranny of the planters, and the horrors of the indigo system.

What a horrendous system this is!

It's absolutely appalling.

Worried by the rebellion, the British brought in the military to protect the planters from assault, and set up the Indigo Commission to enquire into the system of indigo production. This Commission held the planters guilty, and criticised them for the coercive methods they used with indigo cultivators. It declared that indigo production was not profitable for ryots. The Commission asked the ryots to fulfil their existing contracts but also allowed them to refuse to produce indigo in the future.

This will be an AHAA moment for them.

Day 2: Learning Engagement 3- Group Discussion

The learners will be divided into groups to discuss the three land revenue settlements.

Day 3: Learning Engagement 4- Discussion

The learners will discuss the rise of jotedar class and their importance in the society and the resistance of zamindars.

Day 4: Learning Engagement 5- graphic organiser

The learners will then make graphic organisers to identify the salient features of the fifth report.

Day 4: Learning Engagement 6- Group Discussion

The learners will discuss in groups about the tribal societies, especially the santhals and the paharias.

Day 5: Learning Engagement 7- Debate, source interpretation

Learners will critically analyse the sources from the Buchannan's account and discuss and debate.

Day 5: Learning Engagement 8- Brainstorming

The learners will brainstorm the idea of revolt in the deccan and how it was different from the countryside and the formation of deccan riots commission.

Proceeding further

Day 1: Learning Engagement 2- Discussion

Student led discussion.

Day 5: Learning Engagement 6- Discussion

Students will research on the given topics and present in the class.

Learning Logs

Notebooks, charts, graphic organisers, PPTs, Spirals

Lesson Plan: Stage 2

Formatives/Unit test

Notebook assignments

Presentation

	Timeline
Teacher Interventions	The teacher will intervene meaningfully by: • Asking relevant probing questions driving learners towards the desired outcome. • PCC/ extra class • Observations
Extending the Lesson Further	In the region where you live, talk to the older people within a rural community and visit the fields they now cultivate. Find out what they produce, how they earn their livelihoods, what their parents did, what their sons and daughters do now, and how their lives have changed over the last 75 years. Write a report based on your findings.
Summative Assessment	
3 UNIT TESTS	30+35+35 Marks each
HALF YEARLY EXAMINATION	80 Marks
PRACTICAL	20 Marks