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Colonialism and Urban Change

Lesson Plan

Contents

- ▶ An overview of the manner in which urbanisation grew in modern India
- ▶ Understanding the reasons and steps by which there was a wave of de-urbanisation and then urbanisation

Objectives

- ▶ To understand how urbanisation in Indian the modern period
- ▶ To learn about the influences that shaped India's urban structures and centres
- ▶ To know about the waves of development in India through the ages to the current times
- ▶ To appreciate the growth of towns and cities in India

Teacher's Aids

- ▶ Globe
- ▶ Pictures, charts, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

Tips for Teacher

- ▶ Explain how the movement of people from town to village and then from village to town occurred and the reasons for it.
- ▶ The changes that take place when an area becomes urbanised—the infrastructure, civic facilities, the administration, the connectivity, etc.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.

Particularly focus on Deurbanisation

- ▶ Many changes in lives—external pressures or due to environment—history not only study of kings and kingdoms but of changing societies—due to economic, social, political and cultural influences—towns and cities emerged as trading and pilgrim centres.
- ▶ Urbanisation—due to new kingdoms rising and invasions of traders and invaders—East India Company's rule over Indian territories—primary concern trading—gradually became rulers—weakened native industries by imposing heavy duties and tariffs on local products and restricting Indian exports.
- ▶ After Revolt of 1857—control taken over by the British crown and Queen Victoria became Empress of India.
- ▶ Tariffs increased—Indian farmlands seized—essential goods exported to Britain—Indian farmers suffered.
- ▶ Famines in Bengal [1943]—claimed lakhs of lives—industries collapsed—artisans lost jobs because market flooded with cheap British goods—steep increase in price of foodstuffs—local textile industry ruined—towns like Dhaka and Murshidabad declined—led to deurbanisation—Indian economy became agrarian with focus on peasants.

Growth of Cities

- ▶ Delhi sultans and the Mughals brought about urbanisation—trade, manufacturing and pilgrim centres—Agra, Hissar, Ferozabad, Fatehpur Sikri.
- ▶ 18th century—after decline of Mughal empire—many independent states—like Bengal, Awadh, Hyderabad, Musore—some cities given a blow by invasions of Nadir Shah and Ahmad Shah Abdali, like Delhi and Lahore—small towns like Lucknow and Murshidabad emerged.
- ▶ Coming of Europeans—rise of colonies—Goa, Diu, Daman [Portuguese]—Pondicherry, Chandernagore [French]—British concentrated on urban areas needed by them—rest of the country left to traditional economy and neglected—handicrafts badly affected—cities like Agra, Surat and Bombay declined.

Bombay [Mumbai]

- ▶ Bombay an island—presented to King Charles II of England as dowry by the Portuguese—gained importance as one of East India Company's headquarters.

Calcutta [Kolkata]

- ▶ Fort William established by British—wanted to fortify their position—after Battle of Plassey Calcutta the administrative headquarters of the East India Company—1773 Regulating Act made Governor of Calcutta the Governor General of India—until 1911 the capital of British Raj in India.

Madras [Chennai]

- ▶ Local raja gave permission—British entered India through Madras—Initially settled at Masulipatnam—later moved to Madras—constructed Fort St. George—1865 became Presidency—all factories on Coromandel Coast came under Madras.

- ▶ Hill stations–developed by British in order to work in cool places–Mussoorie, Shimla, Darjeeling, Ooty, etc.– due to their growth, tea and coffee plantations developed.
- ▶ Cantonments–centres to house the British army grew and developed.
- ▶ Infrastructure – developed during British period – availability of easy and cheap transport–enabled flow of British goods into the market–built link roads to join cities, ports and markets–railway line first in 1853 from Bombay to Thane–by 1900 network covered all major cities–efficient Postal and Telegraph system also introduced–first telegraph line opened in 1853 from Calcutta to Agra–postage stamps introduced by Lord Dalhousie–civic facilities set up–streetlights, piped water supply, parks, playgrounds, sewerage in big cities.
- ▶ Administrative bodies–in urban areas–functions: To collect taxes, maintain roads, parks, provide drinking water, maintain public health–also responsible for primary education.

Police

- ▶ Lord Cornwallis–established regular police department to maintain law and order–Indian Penal Code drawn up in 1860 under Lord Macaulay–Indian Police Act of 1861 marked final change from Mughal to British rule–uniform and effective administration set up in India–Inspector General’s post created for the first time in India–police administration extended to all districts.

Delhi–A Case Study

- ▶ British shifted capital from Calcutta to Delhi in 1911–architects Herbert Baker and Edward Lutyens entrusted to design New Delhi.
- ▶ Earlier called Indraprastha, capital of the Pandavas–Sultanate seat of power–many dynasties: Slave, Khalji, Tughlaq, Sayyid, Lodhi and Mughal–built forts, developed townships–invasion of Timur in 1398 spoilt Delhi’s beauty–Shah Jahan built Red Fort, the city of Shahjahanabad including Chandni Chowk and Jama Masjid.
- ▶ Coronation Durbar Memorial–where King George V held a durbar as Emperor of India in 1911.
- ▶ India Gate–built in memory of soldiers who died in World War I; Amar Jawan Jyoti in memory of soldiers who died in Indo-Pakistan wars; Rashtrapati Bhavan with 340 rooms–architecture combines Indian and Roman influences and also has Mughal Gardens.
- ▶ Parliament–a huge circular building with three chambers: Lok Sabha, Rajya Sabha and the Central Library–Delhi buildings unique constructions blending the old and new architecture harmoniously.

Assessment Corner

Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

Written Assignment

- B–F. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers to the students and they can ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

Think Tank

- G. **HOTS questions:** Discuss the questions in the class and let the students write the answers to G and H as homework. Teacher should assess individual work.