

DEPARTMENT OF ECONOMICS
DELHI SCHOOL OF ECONOMICS
UNIVERSITY OF DELHI

Minutes of Meeting

Subject	:	B.A (Hons.) Economics, 2016
Course	:	GE I (b) – Economic History of India
Date of Meeting	:	Monday 1 st August, 2016, 03.00 P.M
Venue	:	Department of Economics, Delhi School of Economics University of Delhi, Delhi –110007
Chair	:	Prof. Ashwini Deshpande

Attended by:

- | | |
|--------------------|-------------------|
| 1. N. Kalithasamal | SVC |
| 2. Kh. Pou | KNC |
| 3. Abhash Kumar | Rajdhani College |
| 4. D.Appala Naidu | SVC |
| 5. S. Bhattacharya | KMC |
| 6. Shantanu Sarkar | Miranda House |
| 7. Kartikeya Kohli | Aryabhata College |

ECONOMIC HISTORY OF INDIA 1857-1947

Note:

1. The maximum marks for the final examination would be 75, remaining 25 marks are allocated for internal assessment (2 tests of 10 marks each and 5 marks for attendance).
2. In the end semester examination, students will be asked to answer 5 questions out of 8 questions. The questions should cut across topics.

Topic Wise Reading List 2016

1. Colonial India: Background

- P. Parthasarathy, *Why Europe Grew Rich and Asia did not: Global Economic Divergence, 1600-1850*, Cambridge, 2011, Ch2, pp21-27, 46-50, Ch8, pp 224-226, 239-244, 251-262.

2. Macro Trends

- Population:
 - Sumit Guha: 'Mortality decline in early 20th century India', IESHR 1991 [Particularly pp 371-74 and 383-87; the pages in between, which involve

Guha's critique of Klein, are to be de-emphasised for detailed reading and examination]

- Labour force and Occupational structure
 - J. Krishnamurty, "Occupational Structure" in Cambridge Economic History of India (Vol.II) ed. By Dharma Kumar Chapter [Henceforth CEHI]
 - National Income
 - Tirthankar Roy, *The Economic History of India 1857-1947* (3rd edition, 2011). Chapter 3 pp.80-89
3. **Agriculture** (land, labour, capital, technology, commercialization, famines and environment)
- Irfan Habib, *Indian Economy 1858-1914* (A People's History of India, Vol.28, Tulika 2006. Chapter 3 pp.51-74 (Sections 3.1, 3.2 and 3.3)
 - Tirthankar Roy, *The Economic History of India 1857-1947* (3rd edition, 2011). Chapter 4, pp. 104-148
 - Ira Klein, 'When Rains Fail: Famine relief and mortality in British India', IESHR 21- 2-1984
4. **Railways and Industry** (Railways; The deindustrialization hypothesis; The rise of the modern industrial sector and the growth of entrepreneurship; Traditional industries; Supply of industrial labor)
- John Hurd, "Railways", CEHI pp.737-761
 - P. Parthasarathy, 'Historical Issues of Deindustrialization in Nineteenth Century South India', in T Roy and Giorgio Riello (eds) *How India Clothed the World: The World of South Asian Textiles, 1500-1850* (Leiden: Brill, 2009), pp 415-435.
 - Rajat Ray (ed.) *Entrepreneurship and Industry in India*, Introduction pp.1-69, OUP, 1994
 - Tirthankar Roy (3rd edition, 2011) Chapter 6, pp 158-171
 - MD Morris, *Emergence of an Industrial Labour Force in India*, OUP 1965, Chapter 11, Summary and Conclusions pp.198-210
5. **Economy and State in the Imperial context** (The imperial priorities and the Indian economy; Drain of wealth; International trade, Capital flows and the colonial economy - changes and continuities; Government and fiscal policy)
- KN Chaudhuri, CEHI Chapter 10. *Foreign Trade and Balance of Payments* pp. 826-865, 869-877
 - David Washbrook, 2012, *The Indian Economy and the British Empire* in Douglas M Peers and Nandini Gooptu (ed.) *India and the British Empire*, Delhi, Oxford University Press, Ch. 3, pp. 44-74

Recommended Background Readings:

1. L. Subramaniam, *History of India 1707-1857*, Ch. 4, pp 129-179.
2. C. A. Bayly, *Indian Society and the Making of the British Empire*, *The New Cambridge Eco History of India*. Orient Longman, 1987, Conclusion, pp 200-206.
3. A.K. Bagchi, "Deindustrialisation in India in the Nineteenth Century: Some theoretical implications", *Journal of Development Studies*, 1976 (pp. 135-145) [This reading should be used as an essential background to P. Parthasarathy's article in Section 4.]

The Background Readings are essential for teachers. Students are encouraged to read them for better comprehension though questions will not be set on these.