

## History UG

<b>Semester: 5</b>				
<b>Programme : History</b>				
<b>Course : HISTORY OF INDIA (1707-1857)</b>				
<b>Paper code: C3HS230521T</b>			<b>Credits: 4</b>	
<b>Hours/week : 4</b>				
<b>Category: Core/MDC/SEC/VAC : Core (Major)</b>				
<b>Theory / Practical / Composite : Theory</b>				
<b>No of Modules : 2</b>				
<p><b>Course Overview:</b> This course examines the pivotal transition of India from the twilight of the Mughal Empire in 1707 to the watershed Revolt of 1857. It explores the rise of regional powers, the intensifying Anglo-French rivalry, and the subsequent British expansion through strategic alliances and annexation policies. Students will analyze the mechanics of colonial governance, focusing on administrative reforms, land revenue systems like <i>Ryotwari</i>, and the socio-economic impacts of the "Drain of Wealth." The curriculum further investigates the intellectual landscape, from the introduction of English education to the vibrant reformist and revivalist movements led by figures like Raja Rammohan Roy. Finally, the course traces the trajectory of indigenous resistance, culminating in the widespread uprisings of peasants, tribes, and the transformative events of 1857</p>				
<b>Course Outcome:</b>				
1. <b>Remember (Knowledge):</b> List the key administrative reforms introduced by Hastings, Cornwallis, and Dalhousie, including specific land revenue systems and annexation policies.				
2. <b>Understand (Comprehension):</b> Explain the central arguments of the "18th Century Debate" regarding whether the period was one of dark chaos or regional vibrant growth.				
3. <b>Apply (Application):</b> Illustrate how colonial ideologies (Orientalist, Utilitarian, and Evangelical) influenced the implementation of English education and the modern legal framework.				
4. <b>Analyze (Analysis):</b> Categorize the diverse motivations and structural causes behind various peasant and tribal uprisings, such as the Santhal and Munda revolts.				
5. <b>Evaluate (Evaluation):</b> Appraise the economic impact of British rule, specifically how infrastructure like railways and the telegraph facilitated both modernization and resource extraction.				
6. <b>Create (Synthesis):</b> Formulate a comprehensive argument on how the 1857 Revolt served as a culmination of political, social, and economic grievances against the British East India Company.				
<b>Prerequisites: Basic knowledge about any prior course</b>				
<b>SYLLABUS</b>				
<b>UNIT/Module</b>	<b>CONTENT</b>	<b>HOURS or NUMBER OF CLASSES</b>	<b>CO Mapping</b>	<b>COGNITIVE LEVEL</b>
I.	UNIT- I: Crisis of the Empire a. Aurangzeb's death (1707) and succession crisis: Internal	18	CO1 CO2	K1,K2,K3,K4.K5,K6

	<p>conflicts and court intrigues; Rise of Regional States; External Threats</p> <p>b. The 18th Century Debate</p>		<p><b>CO3</b></p> <p><b>CO4</b></p> <p><b>CO5</b></p> <p><b>CO6</b></p>	
	<p>UNIT-II: European Expansion &amp; British Conquest</p> <p>a. Early European Settlements and Trading Companies; Anglo-French Rivalry and Carnatic Wars</p> <p>b. Expansion of British Rule: Bengal, Maratha, Mysore and Sikhs; Doctrine of Lapse &amp; Annexation Policy (Dalhousie); Subsidiary Alliance (Wellesley).</p>			
	<p>UNIT -III: British Administration &amp; Economic Policies</p> <p>a. Administrative, Civil, Judicial, and Military administration: Hastings, Cornwallis, Wellesley, Dalhousie</p> <p>b. Colonial Ideologies: Orientalists, Utilitarians and Evangelicals</p> <p>c. Railways, Telegraph, Postal system</p> <p>d. Revenue policies: Permanent Settlement, Ryotwari, Mahalwari System</p> <p>e. Impact of the British Rule on economy</p>			
<b>II.</b>	<p>UNIT- I: Education- European and Indigenous Endeavours</p> <p>a. Macaulay's Minute (1835) – English Education Policy; Woods Despatch (1854) – Modern education framework</p> <p>b. Role of the Christian Missionaries.</p> <p>c. Indigenous education- Tols, Pathshalas, Makhtabs and Madrasahs; Socio-Cultural Implications</p>	<b>18</b>	<p><b>CO1</b></p> <p><b>CO2</b></p> <p><b>CO3</b></p> <p><b>CO4</b></p> <p><b>CO5</b></p> <p><b>CO6</b></p>	<b>K1,K2,K3,K4.K5,K6</b>
	<p>UNIT- II: Society, Culture &amp; Religion</p> <p>a. Evolution of Indian Print Culture in Eighteenth and Early Nineteenth centuries; From</p>			

	<p>European endeavours to the Vernacular Literature.</p> <p>b. Response to the West: Reformists and Revivalists; Raja Rammohan Roy; Ishwarchandra Vidyasagar, Young Bengal, Shah Waliullah and His Reformist Movement; The Tariqah-i Muhammadiya; Wahabi and Faraizi Movements</p>			
	<p>UNIT- III: Uprisings &amp; Revolt of 1857</p> <p>a. Peasant &amp; Tribal Uprisings; Santhal Rebellion; Kol, Bhil, and Munda Revolts; Indigo Revolt</p> <p>b. Revolt of 1857: Causes &amp; Course; Consequences</p>			

#### **Text Books**

- Chandra, Bipan - History of Modern India, Orient Blackswan, 2014.
- Bandopadhyay Sekhar -From Plassey to Partition and after, Orient Blackswan, 2014.
- Acharya, Paramesh, Banglar Deshojo Shikshadhara, Anustup, 2009
- Subramanian, Laxmi -History of India (1707-1857), Orient Blackswan, January, 2010.
- Fisher, M.H (ed)- The Policies of British Annexation in India,1757-1857, OUP India, 1997.
- Metcalfe, Thomas, Ideologies of the Raj, Cambridge University Press, 1995
- Kopf, David, British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization 1773-1835, University of California Press, 1969
- Dube, Ishita Banerjee, A History of Modern India, Cambridge University Press, 2014
- Sarkar, Sumit, Modern India, Pearson Education India, 2014
- Sarkar, Susovan, On the Bengal Renaissance, Papyrus
- Sen, Ashok, Iswar Chandra Vidyasagar and His Illusive Milestones, Riddhi-India, 1977

#### **Suggested readings**

- Biswas, Dilip Kumar, Rammohan Samiksha, Saraswat Library, 1373 B.S
- Majumder, R.C.- British Paramountacy and Indian Renaissance. Bharatiya Vidya Bhaban,1945.
- Hatcher, Brian A., Vidyasagar: The Life and After – Life of An Eminent Indian, Routledge India, 2013.
- Stokes, Eric, English Utilitarians in India, Oxford University Press, 1989
- Bose, Sugata, Peasant Labour and Colonial Capital: Rural Bengal Since 1770, Cambridge University Press, 2007
- Sarkar, Sumit, A Critique on Colonial India, Papyrus Publishing House, 2000
- Bharadwaj, Tapati, A Beginners Guide to the Early Realm of Colonial Print Culture in India (1780-1820), Lies and Big Feet, 2013

#### **Web Resources**

1.
2.
3.
4.
<b>Evaluation : Theory</b> <b>CIA: 5 + Mid Sem: 20 + Attendance:5 =30</b> <b>Semester Exam: 70</b>
<b>Paper Structure for Theory Semester Exam:</b> <b>Total Marks: 70</b> <b>Two modules of 35 marks each.</b> <b>(3 questions of 5 marks from 5 options: 3X5=15</b> <b>2 questions of 10 marks from 3 options: 2X10=20</b>

#### Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	<b>Remember (Knowledge): List the key administrative reforms introduced by Hastings, Cornwallis, and Dalhousie, including specific land revenue systems and annexation policies.</b>	K1
CO2	<b>Understand (Comprehension): Explain the central arguments of the "18th Century Debate" regarding whether the period was one of dark chaos or regional vibrant growth.</b>	K2
CO3	<b>Apply (Application): Illustrate how colonial ideologies (Orientalist, Utilitarian, and Evangelical) influenced the implementation of English education and the modern legal framework.</b>	K3
CO4	<b>Analyze (Analysis): Categorize the diverse motivations and structural causes behind various peasant and tribal uprisings, such as the Santhal and Munda revolts.</b>	K4
CO5	<b>Evaluate (Evaluation): Appraise the economic impact of British rule, specifically how infrastructure like railways and the telegraph facilitated both modernization and resource extraction.</b>	K5
CO6	<b>Create (Synthesis): Formulate a comprehensive argument on how the 1857 Revolt served as a culmination of political, social, and economic grievances against the British East India Company.</b>	K6