

Course Code	Course Name	Credits
26HS511	INDIAN RENAISSANCE AND REFORM MOVEMENT	04

Course Objectives

- To understand the concept, meaning, and debates on the Indian Renaissance, including the impact of colonial rule, Western education, and socio-religious reform movements.
- To examine the major reform movements across India and analyze the contributions of key reformers in promoting social and religious change.
- To assess the role of social legislation and reform initiatives in addressing issues such as caste, gender inequality, and social justice in modern India.
- To evaluate different historiographical perspectives and critically analyze the legacy, limitations, and continuing relevance of the Indian Renaissance in contemporary India.
- To critically examine diverse historiographical interpretations of socio-religious reform movements in India and assess their limitations, contradictions, and continuing relevance in shaping the legacy of the Indian Renaissance in contemporary India.

Learning Outcomes

Upon successful completion of this course it is intended that a student will be able to:

- To understand the concept of the Indian Renaissance, key socio-religious reform movements, major reformers such as Raja Ram Mohan Roy, Jyotirao Phule, and Swami Vivekananda, and important social legislations of the 19th and early 20th centuries.
- Analyze the causes, nature, and regional variations of reform movements in Bengal, North India, Western, and South India, and examine their role in social transformation.
- Critically assess different historiographical perspectives, including nationalist, Marxist, subaltern, and Dalit viewpoints, drawing on thinkers like B. R. Ambedkar and Ranajit Guha.
- Evaluate the impact, limitations, and legacy of reform movements and construct informed arguments about their relevance in contemporary Indian society.

Unit 1 - Concept of the Renaissance (12 Hrs.)

Introduction: Meaning and concept of Indian Renaissance, Debate on "Renaissance" in Indian context, Nature and scope of socio-religious reform movements, Impact of colonial rule and Western education, Role of Christian missionaries and print culture.

Unit 2 – Early Reform Movements in Bengal and North India (12 Hrs.)

Brahmo Samaj: ideology and contributions Raja Ram Mohan Roy and social reforms, Young Bengal Movement and Henry Louis Vivian Derozio, Prarthana Samaj, Arya Samaj and Swami Dayananda Saraswati, Aligarh Movement and Sir Syed Ahmad Khan.

Unit 3 - The Reform movement in Western and South India (12 Hrs.)

Satyashodhak Samaj and Jyotirao Phule, Savitribai Phule and women's education, Ramakrishna Mission and Swami Vivekananda, Theosophical Society and Annie Besant, Reform movements in South India (Veeresalingam, Narayana Guru), Anti-caste and social equality movements.

Unit 4 – Social Legislation in the 19th and early 20th centuries (12 Hrs.)

Bengal Sati Regulation (1829); Caste Disabilities Removal Act (1850); Hindu Widows' & Remarriage Act (1856); Female Infanticide Prevention Act (1870); Special Marriage Act (1872); Age of Consent Act (1891); Child Marriage Restraint Act (1929); Hindu Women Right to Property Act (1937); Lower castes movements in modern India: Congress and the Harijan Movement; the Depressed class movement.

Unit 5 - Historiography and Critical Perspectives (12 Hrs.)

Nationalist interpretation of reform movements, Marxist perspectives (Bipan Chandra), Subaltern and feminist critiques (Ranajit Guha), Dalit perspective (B R Ambedkar), Post-colonial perspective (Partha Chatterjee), Revisionist/Modern Critiques (Sumit Sarkar), Limitations and contradictions of reform movements, Legacy of Indian Renaissance in contemporary India.

Reference Books:

- Ambedkar, B. R. (1936). Annihilation of caste. Self-published.
- Chandra, B. (1999). Nationalism and colonialism in modern India. Orient Longman.
- Chandra, B. (2009). History of modern India. Orient Blackswan.
- Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2016). India's struggle for independence. Penguin.
- Chatterjee, P. (1993). The nation and its fragments. Princeton University Press.
- Chaube, S. K. (1996). Colonialism, freedom struggle and nationalism. Book Land.
- Chatterji, B. C. (1977). Renaissance and reaction in nineteenth century Bengal. Minerva Associates.
- Desai, A. R. (2005). Social background of Indian nationalism. Popular Prakashan.

9. Forbes, G. (1996). Women in modern India. Cambridge University Press.
10. Ghosh, A. (1946). The Renaissance in India. Calcutta.
11. Grover, B. L., & Grover, S. (2000). A new look at modern Indian history. S. Chand & Company.
12. Guha, R. (1982). Subaltern studies I. Oxford University Press.
13. Heimsath, C. H. (1964). Indian nationalism and Hindu social reform. Princeton University Press.
14. Ingham, K. (1956). Reformers in India 1793–1833. Cambridge University Press.
15. Jha, K. N. (2006). Studies on Indian history: Modern India. Cosmos Bookhive.
16. John, B. (2004). Christian contribution to nation building. ISPCK.
17. Jones, K. W. (1989). Socio-religious reform movements in British India. Cambridge University Press.
18. Metcalf, B. D., & Metcalf, T. R. (2012). A concise history of modern India. Cambridge University Press.
19. O'Hanlon, R. (2003). Caste, conflict and ideology: Mahatma Jotirao Phule and low caste protest in nineteenth century western India. Cambridge University Press.
20. Sarkar, S. (1983). Modern India: 1885–1947. Macmillan.

COs and Bloom's Taxonomy Mapping – 26HS511		
Course Outcomes	On successful completion of this course, students will be able to:	BTL
CO1	Recall and explain basic ideas and concepts to understand the concept and debate of the Indian Renaissance, analyze the nature of socio-religious reform movements, and evaluate the impact of colonial rule, Western education, missionaries, and print culture on Indian society.	K1, K2
CO2	Apply and understand the important personalities and phases of transformation, and applying this knowledge in the preparation of competitive examination.	K3
CO3	Analyze different anti-caste and social reform movements in promoting social equality and reform in the Indian Society	K4
CO4	Evaluate key social reform legislation and how each reform movements has differently impacted the society and its roles in shaping the nation.	K5
CO5	Design and critically evaluate multiple historiographical interpretations of reform movement while assessing their limitations, contradictions, and legacy in contemporary India.	K6

BTL (Bloom's Taxonomy Level) - K1 – Remembering, K2 – Understanding, K3- Applying, K4 – Analyse, K5- Evaluate and K6 - Create

Relationship Matrix – 26HS511													
Course Outcomes	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)						Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	1	1	1	1	3	2	1	2	2	2	2	2	1.66
CO2	1	2	2	2	3	2	2	2	3	3	2	3	2.5
CO3	1	2	3	2	2	2	2	2	3	3	2	2	2.41
CO4	2	3	2	2	3	3	2	2	3	3	3	2	2.58
CO5	3	3	3	2	3	2	2	3	3	3	2	3	2.66
Total													2.36

Mean Score: 3- High, 2- Medium/Moderate, 1-Low