



MPPSC

State Civil Services

Prelims

Madhya Pradesh Public Service Commission

Volume - 4

Modern History



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1 CHAPTER

Revolt of 1857

Causes of Revolt of 1857

1. Political Causes

- The British policy of Annexation through the **Doctrine of Lapse** and **direct annexation**. Rani Lakshmi Bai's adopted son was not permitted to sit on the throne of Jhansi.
- In 1849, Dalhousie announced that the successor of Bahadur Shah II would have to leave the Red Fort.
- The annexation of Awadh by Lord Dalhousie on the pretext of maladministration left thousands of nobles, officials, retainers and soldiers jobless.

NOTE: Doctrine of Lapse

- British policy of annexation where Adopted son was not allowed to ascend the throne. Following states were annexed under this policy-Satara (1848), Sambalpur (1850), Udaipur (1852), Jhansi (1853), Nagpur (1854).
- Berar and Awadh were annexed due to mis governance.

2. Economic Causes

- **Heavy Taxation:** Excessive land revenue demands burdened farmers under the Land revenue settlements like Permanent settlement, Ryotwari and Mahalwari.
- **Land Reforms:** Abolition of traditional zamindari rights disrupted rural society.
- **Commercialization of Agriculture:** Shift to cash crops affected food supply and livelihoods.
- **Industrial Decline:** British policies led to the collapse of traditional handicrafts and industries.
- **Trade Policies:** Exploitative trade practices benefited British manufacturers at the expense of Indian artisans.
- **Famine and Poverty:** Frequent famines and economic hardship fueled discontent among the masses.

3. Administrative Causes

- Rampant corruption in the Company's administration, especially among the police, petty officials and lower law courts, was a major cause of discontent among the masses.
- Indians were excluded from all superior and high paying posts.

4. Socio-Religious Causes

- *The rapidly spreading Western Civilization in India with Lex Loci Act, 1850 changed the Hindu law of inheritance enabling a Hindu who had converted into Christianity to inherit his ancestral properties.*
- *The increased activities of the Christian missionaries were seen with suspicion and mistrust.*
- *Abolition of Sati {1829, Governor-William Bentick}, Legalizing widow remarriage {1856, Lord Dalhousie} were considered undue interference in their social customs.*
- *Introducing western methods of education was directly challenging the orthodoxy for Hindus as well as Muslims*
- *The sepoys also had religious or caste grievances of their own. The activities of Christian missionaries who followed the British flag in India were looked upon with suspicion by Indians.*

5. Military Causes

- *Immediate cause: The use of the greased cartridge.*
- *General Service Enlistment Act, 1856 {by Lord Canning}, it compulsory for the sepoys to cross the seas, whenever required.*
- *Discrimination between Indian and European soldiers in terms of salary, pension & promotion. They could never rise above the rank of a Subedar.*

6. Influence of Outside Events

- *The revolt of 1857 coincided with certain outside events in which the British suffered serious losses—the First Afghan War (1838-42), Punjab Wars (1845-49), and the Crimean Wars (1854-56). These had obvious psychological repercussions.*

7. The Immediate Cause

- *Episode of greased cartridges- Cartridges of the new Enfield rifle had a greased paper cover whose end had to be bitten off before the cartridge was loaded into the rifle. The grease was in some instances made of beef and pig fat.*
- *This completely enraged the Hindu and Muslim sepoys and made them believe that the government was deliberately trying to destroy their religion.*

The Course of Revolt

1. Sepoy Mutiny

- 29th March, 1857: Mangal Pandey, stationed at Barrackpore, revolted single-handedly attacking his British officers. He was hanged (8th April) to death at Barrackpore.
- 24th April: 90 men of the 3rd Native Cavalry, stationed at Meerut, refused to use the greased cartridges.



- 10 May: The entire Indian garrison revolted and decided to march on to Delhi. They reached Delhi and proclaimed the old Bahadur Shah, as the Emperor of India.
- The entire Bengal Army soon rose in revolt which spread quickly. The whole of North and North West India was up in arms against the British. In central India also, where the rulers remained loyal to the British, the army revolted and joined the rebels. e.g. The troops of Indore joined the revolt despite the reluctance of their ruler Maharaja Holkar.

2. Civil Uprising

- The Revolt was immediately followed by a rebellion in the city and countryside, the government treasury was plundered, the magazine was sacked, barracks and court houses were burnt and prison gates flung open.
- The revolt witnessed a wide range of participation by the peasants, artisans, shopkeepers, day labourers, zamindars, religious mendicants, priests etc.
- The peasants and petty zamindars attacked the money-lenders and zamindars who had displaced them from the land. They destroyed the money-lenders account books and debt records.
- One of the most remarkable things about the rebellion was its solid Hindu-Muslim unity.
- All the sepoys accepted the suzerainty of the Emperor Bahadur Shah Zafar and gave the call "Chalo Delhi" (onward to Delhi).

Regional Leaders during 1857 Revolt

Leader Name	Place of Revolt	Role Played in 1857 Revolt
Nana Saheb and Tantya Tope	Kanpur	<ul style="list-style-type: none"> ➤ Nana Saheb, the adopted son of Peshwa Baji Rao II with the help of Tantya Tope expelled the British from Kanpur and declared Nana Saheb as Peshwa who acknowledged Bahadur Shah as the Emperor of India. ➤ Tatyta Tope was the great fighter who helped Rani Laxmi Bai to capture Gwalior.
Begum Hazrat Mahal and Birjis Qadir	Lucknow	<ul style="list-style-type: none"> ➤ Begum of Awadh provided the leadership and proclaimed her son, Birjis Qadir, as the Nawab of Awadh.
Rani Lakshmi Bai	Jhansi	<ul style="list-style-type: none"> ➤ She was against the Policy of Doctrine of Lapse and fought for her adopted son to the throne of Jhansi. ➤ March 1858: British forces attacked Jhansi; Laxmibai escaped from the fort with her son. She fled to Kalpi, where she joined Tatyta Tope. Together, they captured Gwalior.
Kunwar Singh	Arrah, Bihar	<ul style="list-style-type: none"> ➤ Under his leadership the military and civil rebellion were so completely fused that the British dreaded him most. ➤ March 1858: Kunwar Singh occupied Azamgarh.
Shah Mal	Baghpat, Uttar Pradesh	<ul style="list-style-type: none"> ➤ Organized the headmen and peasants of 84 villages (referred to Chaurasi Desh), marching at night from village to village, urging people to rebel against the British hegemony. ➤ He established a "hall of justice", resolving disputes and dispensing judgments.
Maulvi Ahmadullah	Faizabad	<ul style="list-style-type: none"> ➤ He emerged as one of the revolt's acknowledged leaders once it broke out in Awadh.

The Unknown Martyrs

Place	Leader/s
Barrackpore	Mangal Pandey
Delhi	Bahadur Shah II, General Bakht Khan, Hakim Ahsanullah (Chief advisor to Bahadur Shah II)
Allahabad and Banaras	Maulvi Liyakat Ali
Faizabad	Maulvi Ahmadullah (He declared the Revolt as Jihad against the English)
Bareilly	Khan Bahadur Khan
Gwalior/Kanpur	Tantia Tope (His real name was Ramachandra Pandurang Rao. He was from Yeola, Maharashtra, and came in contact with Nana Saheb and Moropant Tambe in Bithur.)

Suppression of the Revolt

- British captured Delhi on 20 September 1857 after prolonged and bitter fighting. The aged Emperor Bahadur Shah was taken prisoner and exiled to Rangoon where he died in 1862.
- By the end of 1859, British authority over India was fully re-established.
- The Revolt failed but had not been in vain. It was the first great struggle of the Indian people for freedom from British imperialism. It paved the way for the rise of the modern national movement.

British Army Officials Associated with Revolt

General John Nicholson, William Hudson, James Outram	Delhi
General Neil	Banaras, Allahabad and Kanpur
Sir Colin Campbell	Kanpur and Lucknow
Henry Lawrence	Chief Commissioner of Awadh - died during the seizure of British residency by rebels at Lucknow on 2nd July, 1857.
Major General Havelock	Defeated the rebels (Nana Sahib's force) on 17th July, 1857. Died at Lucknow.
William Taylor and Eye	Suppressed the revolt at Arrah
Hugh Rose	Suppressed the revolt at Jhansi

Causes of failure of Revolt

1. Lack of a Planning and Resources

- They had no forward-looking plan in mind.
- British had access to advance system of communication-post, telegram and railways on the other hand rebellion due to lack of resources could not avail such services.

2. Lack of Unity Among Indians

- Revolt of 1857 was more localized as different Indian leaders fought for their own personal problems.
- While sepoy of the Bengal army were revolting, some soldiers in Punjab and south India fought on the side of the British to crush these rebellions.
- Some sections of society supported the British during the revolt.
- The revolt was limited only to northern India.

3. Lack of Support from the Educated Indians

- The modern educated Indians also did not support the revolt since they thought that the revolt was backward-looking.
- The educated middle class believed mistakenly that the British would lead the country towards modernization.

4. Lack of unity among the Leaders

- The main problem was lack of unity in the ranks of rebels themselves.
- The leaders were suspicious and jealous of each other and often indulged in petty quarrels.

5. Military Superiority of the British

- Another major factor for the defeat of the rebels was the British superiority in arms.
- The rebels lacked discipline and a central command whereas the British continued to have a constant supply of disciplined soldiers, war materials and money from the British.

Impact of the Revolt

Despite the fact that the revolt of 1857 failed, it gave a severe jolt to the British administration in India. The structure and policies of the re-established British rule were, in many respects, drastically changed.

1. The British Crown took over the Company through an Act of 1858 (known as an Act for Betterment of India).

2. Changes in Military Organisation

- The number of European soldiers was increased and fixed at one European to two Indian soldiers in the Bengal Army and two to five in Bombay and Madras armies.

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- The crucial branches of the army like artillery were put exclusively in European hands.
 - Regiments were created on the basis of caste, community, religion and region (Concept of Martial Races) to prevent the development of any nationalistic feeling among the soldiers.

3. Divide and Rule

- The policy of "divide and rule" was also introduced in the civilian population. Muslims were severely punished and discriminated in public appointments and in other areas.
- The policy was later reversed and a belated appeasement of Muslims began.
- Policy of Divide and Rule contributed to the growth of communalism in India.

4. New Policy towards the Prince

- The policy of annexation was now abandoned and the rulers were authorized to adopt heirs.
- This was done as a reward to those native rulers who had remained loyal to the British during the revolt.

5. Search for New Friends

- The British smoothen their relations with zamindars, princes and landlords, for strengthening their fortune in the country.

6. White Mutiny

- Transfer of power from the British EIC to the British Crown, resented a section of European forces employed under the Company. This resentment resulted in some unrest termed as White Mutiny.

Nature of the Revolt

- Dr K. Datta considers the revolt of 1857 as the movement marked by the absence of cohesion and unity of purpose among the various sections of the rebels.
- V.D. Savarkar in his book, *The Indian War of Independence, 1857* interpreted it as a "planned war of national independence" and called it the first war of Independence.
- Dr S.N. Sen said that it was more than a sepoy mutiny but less than a National Movement.
- Dr R.C. Majumdar, considers it as neither the first, nor national, nor a war of independence.
- Jawaharlal Nehru considered the Revolt of 1857 as essentially a feudal uprising though there were some nationalistic elements in it (*Discovery of India*).
- T.R. Holmes- Conflict between civilisation and barbarism.
- James Outram and W. Taylor described the outbreak as a result of Hindu Muslim conspiracy. It was a great symbol of communal unity.

2 CHAPTER

Development of Education and Press

Development of Education in India

Initially, the British EIC was not concerned with the development of the education system because their prime motive was trading and profit-making. To establish control in India, they aimed to educate a small group of upper and middle-class Indians. Their aim was to create a class of people who were "Indian in blood and color, but English in taste." These individuals would act as links between the British government and the wider Indian population. This strategy, called the "downward filtration theory," was meant to spread Western ideas and values from this small educated group to the larger society.

Exceptions made by individuals to develop educational system -

- The Calcutta Madrasah was established by Warren Hastings in 1781 for the study of Muslim law and related subjects.
- The Sanskrit College was established by Jonathan Duncan at Benaras in 1791 for study of Hindu law and philosophy.
- Fort William College was set up by Wellesley in 1800 for training of civil servants of the Company in languages and customs of Indians (closed in 1802).

Education before 1857

- **Charter Act of 1813 -**
 - ✓ Provided the initial push for the promotion of education in India. It directed the English EIC to spend one lakh rupees annually for promotion education in India.
- The government also set up three Sanskrit Colleges at Agra, Calcutta & Delhi.

NOTE: General Committee on Public Instruction- Chaired by Lord Macaulay, the committee was formed in 1823 to guide the Company on matters of education in India. The committee had representation from both Anglicists and Orientalists to decide on the medium and content of education.

Anglicist and Orientalists

- ✓ *The controversy regarding the content and medium for imparting education in India gave rise to the Anglicist-Orientalist Controversy.*
- ✓ *The Anglicist: Group of scholars who felt that western Education should be imparted using the English language. A leading scholar of this group was Thomas Babington Macaulay.*
- ✓ *The Orientalists: A group of scholars who advocated for the study of traditional Indian learning through vernacular languages. A leading scholar of this group was H T Princep.*
- ✓ *The controversy was finally resolved by Thomas Babington Macaulay who chose English as the official language of courts replacing Persian and as the medium of instruction in all schools.*

Lord Macaulay's Minute of 1835

- *Lord Macaulay's Minute settled the row in favor of Anglicists – teaching Western Sciences and Literature through the medium of English language alone.*
- *He promoted the downward filtration theory in which a small number of educated Indians would transfer their knowledge of western education to the masses.*

Wood's Dispatch on Education (1854)

- *Popularly known as the Magna Carta of Indian Education.*
- *Recommendations -*
 - a. *It asked the government of India to assume responsibility for education of the masses, thus rejecting the 'downward filtration' theory.*
 - b. *Vernacular or local language to be the medium of instruction at primary school, followed by Anglo-Vernacular High Schools, and English at higher education level (college).*
 - c. *It laid stress on female and vocational education, and on teachers' training.*
 - d. *The Government would provide funding to private schools and colleges in form of grants.*
 - e. *Education to be imparted in government institutions should be secular.*
- *Based on the recommendations of Wood's Despatch -*
 - ✓ *1857: Universities were set up at Calcutta, Bombay, and Madras.*
 - ✓ *The educational departments were established in all the major provinces.*
 - ✓ *Agriculture Institute at Pusa (Bihar) and an Engineering Institute at Roorkee were established.*

Education after 1857

Hunter Education Commission (1882-83)

- 1882: The commission was appointed under the chairmanship of W.W. Hunter
- Objective: To review the progress of education in India since Wood's Despatch of 1854.
- Recommendations confined to primary and secondary education -
 - a. Use of vernacular language for the spread of primary education.
 - b. Empowering the district and municipal boards to regulate and control primary education.
 - c. Laid stress on women's education especially in rural areas
 - d. Suggested that secondary education should have two divisions - literary division and vocational division.
- Punjab University (1882) and Allahabad University (1887) were established as per the commission's recommendations.

Indian Universities Act, 1904

- 1902: **Raleigh Commission** was appointed to look into the progress of university education in India. Based on the recommendations the Indian Universities Act of 1904 was passed.
- As per the act -
 - a. Universities were to give more attention to study and research.
 - b. Number of fellows of a university and their period in office were reduced and most fellows were to be nominated by the government.
 - c. The Government was to have powers to veto universities' senate regulations and could amend these regulations.
 - d. Conditions were to be made stricter for affiliation of private colleges.
 - e. A sum of five lakh rupees was to be sanctioned per annum for five years for the improvement of higher education and universities.

Saddler University Commission (Calcutta University Commission) (1917-19)

- Chairman - Micheal Sadler.
- Objective: To study and report on problems of Calcutta University but it reviewed the entire field of education starting from school to university level.
- It emphasized improving the quality of education at the secondary level, advocating for 12 years of schooling, as this is a prerequisite for university admission. It also called for more flexibility in framing university regulations.

Hartog Committee (1929)

- To check the deteriorating quality of education due to an increase in the number of schools and colleges.
- Recommendations -
 - a. Emphasis to be placed on primary education for curing illiteracy and the Government should focus on improving quality rather than quantity.
 - b. Only deserving students should go in for high school and intermediate stage, while average students should be diverted to join vocational courses after VIII standard.

Sergeant Plan of Education (1944)

- Sergeant was educational advisor to the Government and presented a comprehensive education plan.
- Recommendations -
 - a. Pre-primary education for 3-6 years age group; Free and compulsory education for 6-11 years age group; high school education for 11-17 years age group for selected children & after this 3 years of university course.
 - b. Recommended abolition of the intermediate course.
 - c. High schools to be divided into two categories – Academic; Technical and Vocational
 - d. End of adult illiteracy in the next 20 years.
 - e. Emphasis on teachers' training, physical education, education for the physically and mentally handicapped.

Wardha Scheme of Basic Education (1937)

- October 1937 (Wardha): Congress organized a National Conference on Education. In light of the resolution passed, Zakir Hussain committee formulated a scheme for basic education based on the principle of "learning through activity". The scheme was based on Gandhi's ideas published in the weekly Harijan.
- The scheme had the following provisions -
 - a. Inclusion of basic handicrafts and manual skills in the syllabus.
 - b. Free and compulsory education to all for the first seven years of schooling.
 - c. Teaching to be in Hindi from class II to VII and in English only after class VIII.
 - d. Establishing contacts with the community around schools through service.

Indigenous Efforts in Education

- Raja Ram Mohan Roy: First Indian to promote education on modern lines & helped in passing the Charter Act of 1813.
 - National Council of Education, 1906: Used as a hotbed for revolutionary activities during the Swadeshi movement.
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- Establishment of Visva Bharati University at Shantiniketan in Bengal by Rabindranath Tagore.
 - Establishment of Kashi Vidyapith at Benares, Gujarat Vidyapith at Ahmedabad, and Jamia Millia Islamia.
 - The Nai-Talim (or Basic education) scheme of Gandhiji focused on providing self-reliance to the students.

Development of Press in India

- Press in India dates back to the arrival of the Portuguese in India, who established the first printing press in Goa.
- The first newspaper of India, The Bengal Gazette / Calcutta General Advertiser (English weekly) was published by James Augustus Hickey in 1780 (seized in 1772 as it criticized the government).
- Gradually more newspapers came up like The Bengal Journal, The Calcutta Chronicle, The Madras Courier, The Bombay Herald, etc.

Censorship of Press Act, 1799

- Enacted by Lord Wellesley.
- The act imposed almost wartime press restrictions (anticipating French invasion of India) including pre-censorship as it required the publisher to submit all material before printing and to print the name of the printer, editor, and proprietor.

Licensing Regulations of 1823

- Enacted by John Adams on the recommendations of Sir Thomas Munro
- No press could be established without obtaining a license.
- Magistrates were given the power to seal the presses that violated the rules and the Governor-General could cancel the license in case of violation.
- These restrictions were directed against vernacular newspapers.
- Rammohan Roy's Mirat-ul-Akbar had to stop publication.

NOTE:

- The Press Act of 1835 or the Metcalfe Act removed the Licensing regulations, 1823.
- Bentinck revised the press laws in 1835, responding to petitions from English and vernacular newspaper editors. He removed the Licensing Regulations of 1823, which had imposed strict controls on the press.
- While this allowed more freedom, it did not grant complete freedom, a measure that was furthered by Metcalfe after Bentinck's tenure. Thus, he was called the "Liberator of Indian Press"

Licensing Act of 1857

- *Imposed Licensing restrictions.*
- *Government reserved the right to stop publication and circulation of any printed matter.*

The Registration Act of 1867

- *Replaced Metcalfe's Act of 1835.*
- *The newspaper was required to include the name of the printer, the publisher, and the place of publication. Publisher also had to submit a copy to the local government within one month of its release.*

Vernacular Press Act of 1878

- *Introduced by Lord Lytton as a reactionary response to curb the seditious writings in Vernacular and oriental languages.*
- *Also called the Gagging Act, as it empowered the District Magistrates to call upon the printer and publisher of any vernacular newspaper not to publish anything that would invite a feeling of disaffection against the government.*
- *The decision of the magistrate was final and no appeal could be made in a court of law.*
- *Amrita Bazar Patrika turned overnight into an English newspaper to escape the provisions of this act.*
- *1882: Lord Ripon finally repealed the controversial act.*
- *1883: Surendranath Banerjea became the first Indian journalist to be imprisoned for an editorial in the newspaper Bengalee criticizing a judge of Calcutta High Court.*

Newspaper (Incitement to Offences) Act, 1908

- *Under the act, the government could confiscate any printing press if it printed anything that the government found objectionable and offensive and caused incitement to murder or acts of violence.*

Indian Press (Emergency Powers) Act, 1931

- *This Act aimed at curbing the Civil Disobedience Movement as it empowered police officers to arrest leaders and lathi-charge on masses for supporting the nationalist leaders.*

The Nationalist and Literary Developments

Paper/ Journal	Founder/Editor
<i>Bengal Gazette 1780</i>	<i>James Augustus Hicky</i>
<i>India Gazette 1787</i>	<i>Henry Louis Vivian Derozio</i>

<i>Calcutta Journal 1818</i>	<i>J.S. Buckingham</i>
<i>Bengal Gazette (First Bengali paper)</i>	<i>Harishchandra Ray</i>
<i>Sambad Kaumudi (Bengali weekly)</i>	<i>Raja Rammohan Roy</i>
<i>Mirat-ul-Akhbar (first Persian journal)</i>	<i>Raja Rammohan Roy</i>
<i>Banga-Dutta 1822</i>	<i>Rammohan Roy, Dwarkanath Tagore, and others</i>
<i>East Indian (daily) 1831</i>	<i>Henry Vivian Derozio</i>
<i>Rast Goftar (A Gujarati fortnightly) 1851</i>	<i>Dadabhai Naoroji</i>
<i>Hindu Patriot 1853</i>	<i>Girish Chandra Ghosh (later, Harishchandra Mukerji became owner-cum-editor)</i>
<i>Somaprakasha</i>	<i>Dwarkanath Vidyabhusan.</i>
<i>Indian Mirror</i>	<i>Devendranath Tagore</i>
<i>Bengalee</i>	<i>Girish Chandra Ghosh (taken over by S.N. Banerjea in 1879)</i>
<i>Amrita Bazar Patrika (started in Bengali later turned to English, a daily) 1868</i>	<i>Sisir kumar Ghosh and Motilal Ghosh</i>
<i>Bangadarshana (in Bengali) 1873</i>	<i>Bankimchandra Chatterji</i>
<i>The Hindu (a weekly in English) 1878</i>	<i>G.S. Aiyar, Viraraghavachari</i>
<i>Kesari (Marathi daily) and Maratha (English weekly) 1881</i>	<i>Bal Gangadhar Tilak</i>
<i>Swadeshmitram (Tamil paper) 1882</i>	<i>G.S. Aiyar</i>
<i>Yugantar</i>	<i>Barindra Kumar Ghosh and Bhupendranath Datta</i>
<i>Sandhya</i>	<i>Brahmabandhab Upadhyay</i>
<i>Kal</i>	<i>Bal gangadhar tilak and Pranjpay</i>
<i>Indian Sociologist</i>	<i>Shyamji Krishnavarma</i>
<i>Bande Mataram</i>	<i>Madam Bhikaji Cama</i>
<i>Talvar</i>	<i>Virendranath Chattopadhyay</i>
<i>Free Hindustan</i>	<i>Tarakanath Das</i>
<i>Comrade (English) and Hamdard (Urdu)</i>	<i>Mohammad Ali Jinnah</i>
<i>Ghadr 1913</i>	<i>Ghadr Party</i>
<i>Bombay Chronicle</i>	<i>Started by Pherozeshah Mehta, Editor—B.G. Horniman (Englishman)</i>
<i>New India and Commonwealth</i>	<i>Annie Besant</i>
<i>The Independent</i>	<i>Motilal Nehru</i>

<i>The Hindustan Times</i>	<i>K.M. Panikkar</i>
<i>Leader (in English)</i>	<i>Madan Mohan Malaviya</i>
<i>Bahishkrit Bharat (Marathi fortnightly) 1927</i>	<i>B.R. Ambedkar</i>
<i>Bandi Jivan 1922</i>	<i>Sachindranath Sanyal</i>
<i>National Herald (daily) 1938</i>	<i>Jawaharlal Nehru</i>
<i>Punjabee, Vande Mataram, People, Quami Awaj</i>	<i>Lala Lajpat Rai</i>

Authors	Books
1. Bankim Chandra Chatterjee	<ul style="list-style-type: none"> ➤ <i>Rajmohan's Wife</i> ➤ <i>Durgesh Nandini</i> ➤ <i>Kapalkundala</i> ➤ <i>Anandamath</i> (Introduced "Vande Mataram" and inspired early Indian nationalism.)
2. James Mill	➤ <i>History of British India</i> (criticized Indian religion, culture, and society, describing them as backward and inferior).
3. Dadabhai Naoroji	➤ <i>Poverty and Un-British Rule in India</i> (Highlighted the economic drain of India's wealth under British rule, pioneering Indian economic nationalism.)
4. R.C. Dutt	➤ <i>Economic History of India</i>
5. Bal Gangadhar Tilak	➤ <i>The Arctic Home in the Vedas</i>