

# Social Science I



## Part-I



**TB/X/2016/900(E);3**



Government of Kerala  
Department of Education

# CONSTITUTION OF INDIA

## Part IV A

### FUNDAMENTAL DUTIES OF CITIZENS

#### ARTICLE 51 A

*Fundamental Duties- It shall be the duty of every citizen of India:*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

TB/X/2016/900 (E); 3

# **SOCIAL SCIENCE I**

**Standard X**

**Part-1**



**Government of Kerala  
Department of Education**

**State Council of Educational Research and Training (SCERT), Kerala  
2016**

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

## PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

**State Council of Educational Research and Training (SCERT)**

Poojappura, Thiruvananthapuram 695 012, Kerala

Website : [www.scertkerala.gov.in](http://www.scertkerala.gov.in)

e-mail : [scertkerala@gmail.com](mailto:scertkerala@gmail.com)

Phone : 0471 - 2341883, Fax : 0471 - 2341869

Typesetting and Layout : SCERT; Printed at : KBPS, Kakkanad, Kochi-30

© Department of Education, Government of Kerala

Dear students,

Social Science is the comprehensive study of society. It discusses the progress of human civilization. Social Science should be able to analyse facts with broad social, political, cultural, and ecological perspectives and provide a vivid picture of multifaceted human progress.

Though evolved as different branches of Social Science, History, Political Science and Sociology have much in common when it comes to their approaches and perspectives. History is an unending dialogue between the present and the past. Though it narrates the past, it sheds light on the present and points to the future. Political Science and Sociology offer ample scope to experience the realities of contemporary life and help develop civic consciousness and social responsibility.

This textbook is based on the vision that the study of Social Science is indispensable to inculcate values like fraternity, universal outlook, secularism, and democracy. The learners will find this textbook simple and attractive, for, it properly blends various themes from History, Political Science, and Sociology.

The Social Science textbook and the learning activities incorporated in it will help you evaluate social facts in a creative and critical manner. It will definitely inspire you to make the study of Social Science a fascinating experience and guide you throughout life.

With regards,

**Dr. P. A. Fathima**  
Director  
SCERT

## Textbook Development Team

|                         |   |
|-------------------------|---|
| Abdul Azees V P.        | VPKMM HSS, Puthoorpallikkal, Malappuram                     |
| Abdul Samad K C.        | GHSS Vadakara, Kozhikkode                                   |
| Chithra Madhavan        | Research Officer, SCERT                                     |
| Haripradeep S.          | SVHSS Pulladu, Thiruvalla, Pathanmthitta                    |
| Husain P V.             | OHSS Thirurangadi, Malappuram                               |
| Jamal K.                | RAC HSS Kadameri, Kozhikkode                                |
| Jayakrishnan O K.       | KPC HSS Pattannur, Kannur                                   |
| Jyothishkumar B.        | MG HSS Idathara, Pathanapuram, Kollam                       |
| Muraleedharan Nair P N. | NSS HSS Anickad, Kottayam                                   |
| Nijo Joseph             | SHO HS Mukkannur, Thrissur                                  |
| Pradeepan T.            | GHSS Kallachi, Kozhikkode                                   |
| Ratnakaran T.           | GB HSS Malappuram   |
| Dr. P T Sreekumar.      | KKM HSS, Vandithavalam, Palakkad                            |
| Vinod                   | Kozhikkode (illustration)                                   |
| Yusufkumar S M.         | Govt. Model Boys HSS Attingal, Thiruvananthapuram           |
| Yahiya P.               | GGMGHSS Chalappuram, Kozhikkode (Proof reading - Malayalam) |

### English Version

|                         |   |
|-------------------------|---|
| Dr. N. Muhammedali      | Head of the Department of Journalism, Calicut University  |
| Dr. C Saidalavi.        | Malayalam University, Tirur, Malappuram                   |
| I. P. Joseph            | Assistant Professor (Rtd.), SCERT, Kerala                 |
| Dr. Lalitha. M          | Librarian (Rtd.), SCERT, Kerala                           |
| Jabeena, A              | Headmistress (Rtd.), GHSS Sreekariyam, Thiruvananthapuram |
| Abdul Azees. V. P       | HSST History, VPKMM HSS, Puthoorpallikkal                 |
| Muraleedharan Nair P N. | NSS HSS Anickad, Kottayam                                 |
| Dr. P T Sreekumar.      | MNKM HSS, Vandithavalam Palakkad                          |

### Experts

|                         |  |
|-------------------------|--|
| Dr. Abdul Razak P P.    | Associate Professor, Department of History, PSMO College, Thirurangadi                   |
| Dr. B Shobhanan.        | Head, Department of History (Rtd.), Kerala University                                    |
| Dr. P N Hafiz Muhammad. | Co-ordinator, Department of Sociology, Calicut University                                |
| Dr. Vijayalekshmi.      | Head, Department of History (Rtd.), NSS College, Manjeri, Malappuram                     |
| Dr. V Kunhalil.         | Head, Department of History (Rtd.), Calicut University                                   |
| Dr. C Saidalavi.        | Malayalam University, Tirur, Malappuram  |
| Dr. Stani Thomas.       | Associate Professor, Department of Political Science, St. Thomas College, Pala, Kottayam |

### Academic Co-ordinator

Manoj K V, Research Officer, SCERT



State Council of Educational Research and Training (SCERT)  
Poojappura, Thiruvananthapuram 695 012, Kerala

# *Contents*

|   |         |
|---|---------|
| 01. Revolutions that Influenced the World | 09-30   |
| 02. World in the Twentieth Century        | 31-54   |
| 03. Public Administration                 | 55-68   |
| 04. British Exploitation and Resistance   | 69-86   |
| 05. Culture and Nationalism               | 87-104  |
| 06. Struggle and Freedom                  | 105-120 |

## Icons used for the convenience of the learners



For further reading (Need not be subjected to assessment)



Questions for assessing the progress



Learning activities



Significant learning outcomes



Let us assess



Extended activities



Scope of ICT

## **About the book**

*The Part I of Social Science Textbook consists of eleven chapters related to History, Political Science, and Sociology. Among them, seven chapters deal with History. The first two chapters are related to world history and the subsequent four chapters discuss themes from Indian history. One chapter is related to Kerala history. Incorporating maximum historical sources, these chapters are designed widely, utilizing the scope of thematic presentation. They are the extension of lessons presented in the seventh standard. The entire chapters have been planned ensuring continuity and extension of the contents discussed in the previous classes. The seventh standard textbook emphasises on chronological presentation of personalities, movements, facts, etc. On the other hand the textbook for standard X introduces the historical process by giving prominence to the analysis of concepts rather than presenting mere facts and events.*

*The ideals like liberty, democracy, secularism, and nationalism-inevitable for the human life in modern era-were evolved as part of freedom struggles and revolutions that took place in various continents. The development and progress of such modern ideologies are introduced and analysed in the first chapter, 'The revolutions that influenced the world'. The major events in the world during the twentieth century and its impact are discussed in the second chapter, 'World in the twentieth century'. It focuses on the impacts rather than the mere description of facts and events. Wars evolve from human mind, hence naturally the resistance against war should also come from within. This is the underlying theme of this chapter. This is followed by chapters on history of modern India, dealing with the nationalist movement as a reaction to the imperialistic exploitation of the British.*

**'British exploitation and resistance'** discusses how the British exploitation led different sections of people to develop anti-colonial sentiment and economic nationalism.

*The impact of nationalism on Indian cultural life is described in the chapter, 'Culture and Nationalism'. The chapter, 'Struggle and Freedom' discusses how the national movement, initially limited to the upper class and the educated, became a mass movement. The challenges faced by the post-independent India and its journey towards progress are discussed in the chapter, 'India after Independence'.*

*The subject matter of '**Kerala Towards modernity**' is various socio-political movements that led to the formation of kerala, and its march towards modernity.*

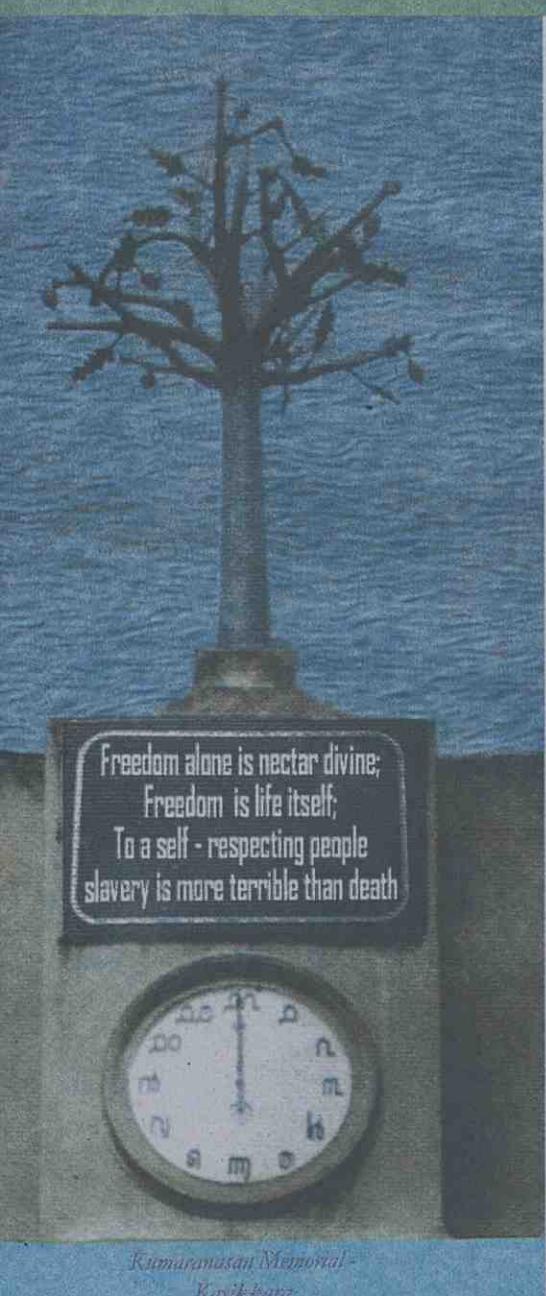
*As a part of Political Science, the features and structure of public administrative system, and the administrative reforms in India are introduced in the chapter, 'Public administration'. The chapter, '**The State and Political science**' describes the elements of a state, and the rights and duties of a citizen. It points towards the relevance of Political Science as a discipline.*

*The chapter, '**Civic Consciousness**', discusses the significance of civic consciousness in a democratic society. The last chapter '**Sociology: What? Why?**' discusses the importance of Sociology as a discipline and introduces various sociological methods to study social phenomena.*

*The themes, learning activities, reflective questions, questions for self evaluation, and extended activities that facilitate the knowledge construction process are included in all the chapters. We hope you would be able to extend the scope of the contents in this textbook by proper exploration of these avenues and make construction of knowledge more effective and activity-based.*



## REVOLUTIONS THAT INFLUENCED THE WORLD



A few lines from the poem '*Oru Udbodhanam*' by Kumaranasan can be seen on the plate in the picture. These lines remind us of the importance of freedom in human life. Think about the freedom that we enjoy in day-to-day life. Did the people everywhere enjoy freedom like this?

In several places the common people did not have as much freedom as we have today. The people who were deprived of freedom had to fight for it. Some adopted peaceful means, whereas others preferred armed rebellion. All these struggles tried to change the system that denied freedom and rights and to establish a new one. Therefore they are known as revolutions.

The major factor that stimulated earlier revolutions was the Renaissance. Do you remember the Renaissance discussed in the previous classes? Renaissance made significant changes in human thought, views, and life. Let us examine them.

- Humanism
- Scientific temper
- 
-

These novel ideas motivated people to question irrational beliefs and traditions. The progress in the field of science brought about by the Renaissance gave birth to 'Enlightenment' in the eighteenth century. Thinkers of this movement propagated the ideas like freedom, democracy, equality, and nationalism. It encouraged the people in different parts of the world to protest against the autocratic system prevailing then. These protests developed into revolutions in many places. Let's discuss some of these revolutions and their impact.



## Enlightenment

It was the scientific invention in Europe that moulded Enlightenment, an intellectual and cultural movement. The thinkers of this movement gave importance to reasoning and opined that society is always progressing.

*No taxation without representation*

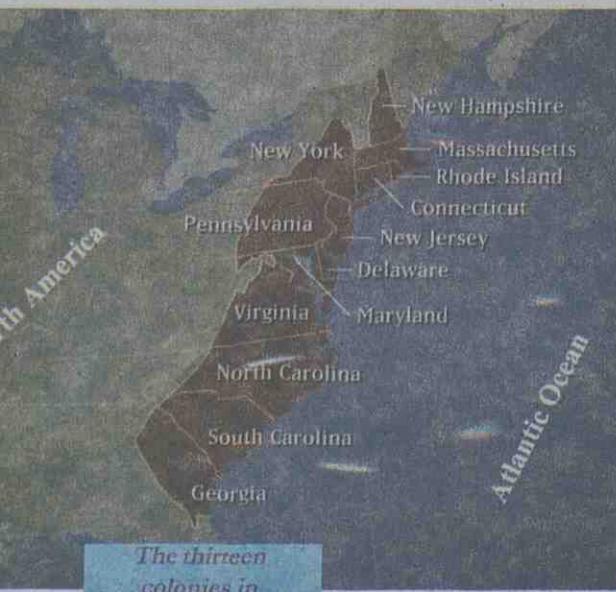
This was a slogan that thundered along different parts of North America in the eighteenth century. What did people demand through this

slogan, framed by James Ottis?

- Representation in government

This slogan was raised by the people of America as part of a powerful agitation. Let us discuss the circumstances that led to the agitation.

From the sixteenth century onwards the Europeans began to migrate to North America. The major aim of the migration was to exploit the resources. By the eighteenth century, England had established thirteen colonies in the eastern coast of North America. Can you locate them in the map?



Observe the map and list out the thirteen British colonies in North America.



**Colony**

The country over which another country establishes its administrative, economic, and military powers is known as a colony. The country that exercises control over the colonies is called a colonial power.

**Migration to America**

Christopher Columbus, a sailor of the Spanish Government, reached North America in 1492. He called the indigenous people as 'Indians'. He thought that the place he reached was India. Later, they were known as the 'Red Indians'. The earlier colonies in America were established by a group of people, who exiled to America from the religious persecution of the King of England in the seventeenth century on a ship called 'Mayflower'. They were known as the 'Pilgrim Fathers'. With the increase in European migration, the Red Indians were displaced to the interiors. The Europeans seized their land and flock of sheep.

The British treated these colonies as centers for collecting raw materials for their industry and as market for selling their products. This policy implemented by the British merchants with the help of their motherland in the American colonies, is known as Mercantilism. As part of Mercantilism, several laws were implemented in the British colonies. Let's discuss a few of them.

**Mercantilist Laws**

The goods to and from the colonies must be carried only in British ships or ships built in the British colonies.

Products of the colonies like sugar, wool, cotton, tobacco, etc. could only be exported to England.

British stamp must be affixed on all the legal documents, newspapers, pamphlets, license, etc.

Colonies must provide food and quarters for the British troops which were maintained in the colonies.

Import tax must be paid for the import of tea, glass, paper, etc.



## Boston Tea Party

The high tax levied by the British government on tea fired up strong protest in America. On 16 December 1773, a group of people disguised as the Red Indians, boarded the ships at night in the Boston Harbour and threw 342 chests of tea into the sea. This protest is known as the Boston Tea Party.



How did the laws implemented by the British affect the people of the colonies?  
Conduct a discussion based on the following hints.

- Domestic trade in colonies
- Exploitation
- Inflation
- Denial of rights
- Autocracy



*"The Revolution had been effected even before the war commenced. It was in the minds and hearts of the people." Evaluate the relevance of this remark made by John Adams, one of the leaders of the American War of Independence.*

The ideologies of some thinkers also stimulated the people of the colonies to fight against the exploitative laws of the British. Let's familiarize with those thinkers and their ideologies.

### John Locke

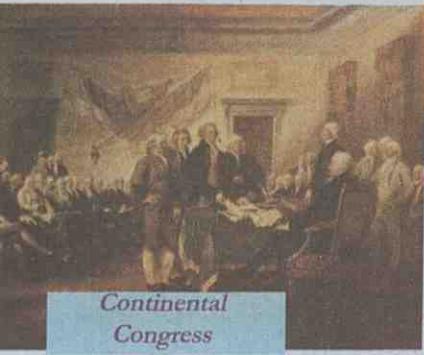
Everyone has some fundamental rights. No government has the right to suspend them.

### Thomas Paine

There is something absurd, in supposing a continent (North America) be perpetually governed by a foreign power (England).



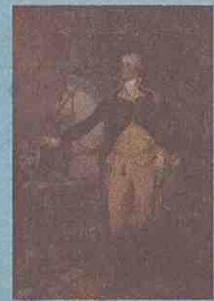
Prepare a short note on the thinkers and their ideologies that inspired the American War of Independence.



Continental Congress

## The entire continent assembles

The delegates of all the colonies except Virginia met at Philadelphia in 1774 to protest against the policies and rules imposed by England. It is known as the First Continental Congress. Subsequently, people of the colonies submitted a petition to the King of England. They demanded the revocation of the regulations enforced on industry and commerce and not to impose tax without the approval of the people. But the king sent a military force



George Washington

to suppress the people. This led to the war between England and the colonies. The Second Continental Congress held at Philadelphia in 1775 elected George Washington as the commander-in-chief of the Continental Army. During this time, through the pamphlet titled 'Common Sense', Thomas Paine declared that it was wise for the

Americans to break the ties with Britain. The American Continental Congress issued the famous Declaration of Independence on 4 July 1776. The declaration was prepared by Thomas Jefferson, and Benjamin Franklin. An extract from it is given.

Regarding human rights and freedom, what all can you find in this declaration?

- All are equal
- Everyone has certain rights
- 
- 

The war between England and the colonies in North America that began with the Declaration of Freedom, ended in 1781. According to the Treaty of Paris in 1783, England ratified the freedom of thirteen colonies. The Constitution Convention held at Philadelphia under the leadership of James Madison, framed the American Constitution. George Washington became the first president of the United States of America, formed in accordance with the new constitution.

Prepare a flow chart illustrating the various events that led to the formation of the United States of America.

Since the American War of Independence transformed the system existed there, it is known as the American Revolution. It greatly influenced the later history of the world in different ways. Let's see them.



The Pamphlet 'Common Sense' of Thomas Paine

IN CONGRESS, JULY 4, 1776.  
A DECLARATION  
BY THE REPRESENTATIVES OF THE  
UNITED STATES OF AMERICA,  
IN GENERAL CONGRESS ASSEMBLED.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it.

JOHN HANCOCK, PRESIDENT.

Declaration of American Independence



Prepare a digital timeline on the various events related to the American War of Independence



- Gave direction and motivation to the later freedom struggles and revolutions all over the world
- Guided human rights activities
- Put forward the concept of republican form of government
- Prepared the first written constitution.
- Contributed to the concept of federal system that ensured freedom and authority of states in the union.



Prepare a note on the ideologies of the American War of Independence that are reflected in the Constitution of India.

## THE FRENCH REVOLUTION

"I am the state."

God has given absolute power to the King over his subjects and only god has the authority to question him.

Louis XIV

"After me, the deluge."

Louis XV

The Palace of Versailles

"If they can't eat bread, let them eat cake."

Mary Antoinette

The statements made by the rulers of France in the seventeenth and the eighteenth centuries and the picture of Versailles Palace, which was the centre of their power, are given. What all information do you gather from these statements on the system of rule that existed in France then?

- Autocratic rule
- Rulers were squanders
- 

What could be the plight of the people under such rule? The following lines point towards it.

"In France, nine-tenths of the population died of hunger and one tenth of indigestion".

It is clear from this that while the majority in France lived in misery a minority, including the rulers, led a life of luxury and extravagance. This situation was the result of the social and economic inequality that existed in France. The French society was divided into three strata and they were known as the Estates. You can find more information on the French society from the chart given.

## French society

- Held vast land
- Collected the tax called 'Tithe' from farmers

- Engaged in military service
- Collected various taxes from farmers
- Made farmers work without wages

- No role in the administration
- Paid land tax namely 'Taille' to the government

### FIRST ESTATE

#### Clergy

- Exempted from all taxes

- Controlled higher positions in administrative and military service

### SECOND ESTATE

#### Nobility

- Exempted from taxes

- Led luxurious life
- Held vast lands

### THIRD ESTATE

- The middle class including traders, writers, lawyers, officials, teachers, and bankers.
- Farmers and craftsmen

- Low social status
- Paid taxes to clergy and nobles

Analyze the chart and give answers for the following questions.



- Which estate enjoyed higher social privilege and status, and led a luxurious life in France?
- To which estate did the majority of the people belong?
- Which estate exploited the common people and accumulated wealth?
- Which estate desired a change in the system? Why?

## Ideologies inspire

Various thinkers and streams of thought in France played an important role in making the people aware of the inequalities and exploitation. Let's learn more about these thinkers and their ideologies.

**Voltaire**

- Ridiculed the exploitation of clergy.
- Promoted rational thinking, ideals of equality and humanism.

**Rousseau**

- Spelled out the importance of freedom with the statement, 'Man is born free, but everywhere he is in chains'.
- Declared that the people are the sovereign.

**Montesquieu**

- Encouraged democracy and the Republic.

- Suggested division of powers of the government into legislature, executive, and judiciary

**Physiocrats**

- The economists who advocated for the freedom of everyone to own and manage property
- Promoted the interests of the middle class

**Philosophes**

- The thinkers, scientists and writers who gave primacy to reasoning
- Compiled encyclopedia and made scientific thought popular



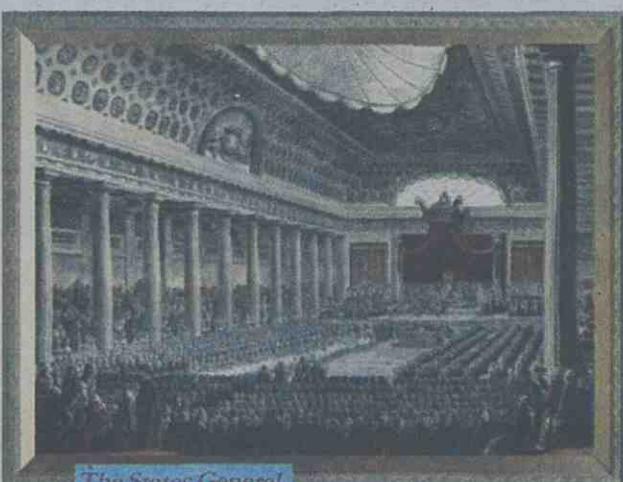
Compare the ideologies that led to the French Revolution with those of the American War of Independence.

**The Third Estate takes the lead**

The luxurious life and squander of the Bourbon kings, clergy and lords and the frequent wars they waged, along with the frequent spells

of drought and crop failure, brought France to the brink of bankruptcy. The financial and military assistance given to American colonies in the American War of Independence also aggravated the financial crisis in France. To levy new taxes upon commoners, Louis XVI summoned the States General, the legislative assembly of the representatives from all the three estates, in 1789. Similar to the French society, the States General also had three estates. Traditionally, each Estate would vote as a group and had one vote. As a result, the nobility and the clergy could always

overrule the Third Estate. The first two Estates argued for Estate-



The States General

wise single voting system, while the Third Estate (the Commons) demanded individual vote for each member of all the three estates.

Examine the membership strength of each Estate given in the table below. Relate it with their demand regarding the voting system.



| States General    |     |
|-------------------|-----|
| The First Estate  | 285 |
| The Second Estate | 308 |
| The Third Estate  | 621 |

While the arguments went on, the members of the Third Estate declared themselves as the National Assembly of France. They assembled in the tennis court nearby, and swore not to leave until they had framed a constitution of France. This event is known as the 'Tennis Court Oath'. Let's discuss the subsequent events with the help of the chart below.



Destruction of the Bastille Prison - An illustration

**14 July 1789** Revolutionaries stormed with the slogan 'liberty, equality, and fraternity', demolished the Bastille prison, the symbol of Bourbon monarchy. This event is considered as the commencement of the French Revolution.

**12 August 1789** The National Assembly passed the Declaration of the Rights of Man and of the Citizen.

**October, 1789** Thousands of women marched from Paris to the Palace of Versailles with the slogan 'Give us bread'.

**September, 1792** The National Convention, formed as per the new constitution, proclaimed France as a republic.



### Reign of Terror

In July, 1793 a Committee of Public Safety was constituted to control the internal affairs of France. Robespierre led the committee in which leaders like Mirabeau, Danton, etc. were members. Using guillotine they did mass executions of suspected enemies of the revolution. A lot of nobles and clergy, including Louis XVI and his wife Marie Antoinette, were killed. At last Robespierre was also executed. The reign lasted until July 1794 and is known as the Reign of Terror.



Guillotine



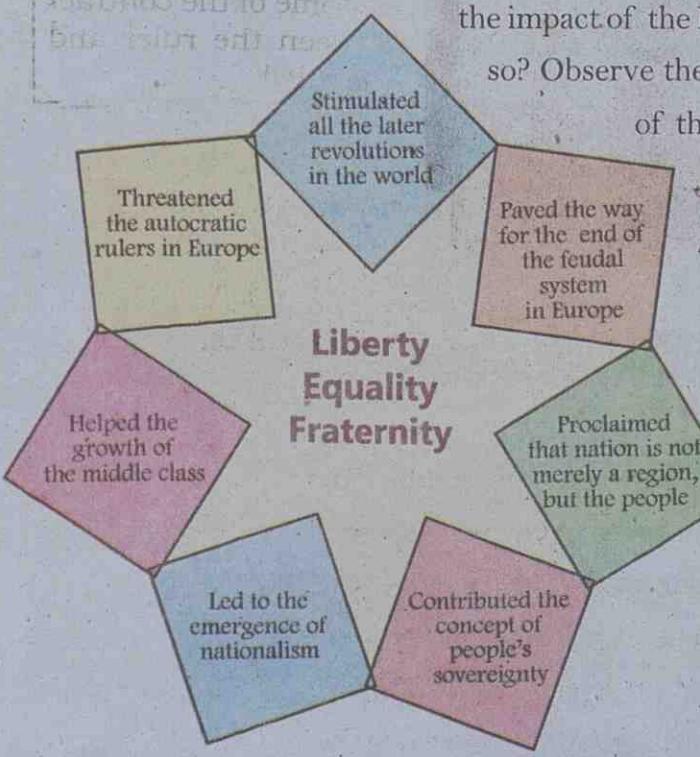
Analyze the events related to the French Revolution and evaluate how far it could attain the goals of liberty, equality and fraternity.

### From France to other nations

*When France sneezes,  
the rest of Europe catches cold*

... a... ill... to...  
... to...  
... ill... of...  
... ill... from...  
... ill... to...  
... ill... to...  
... ill... to...

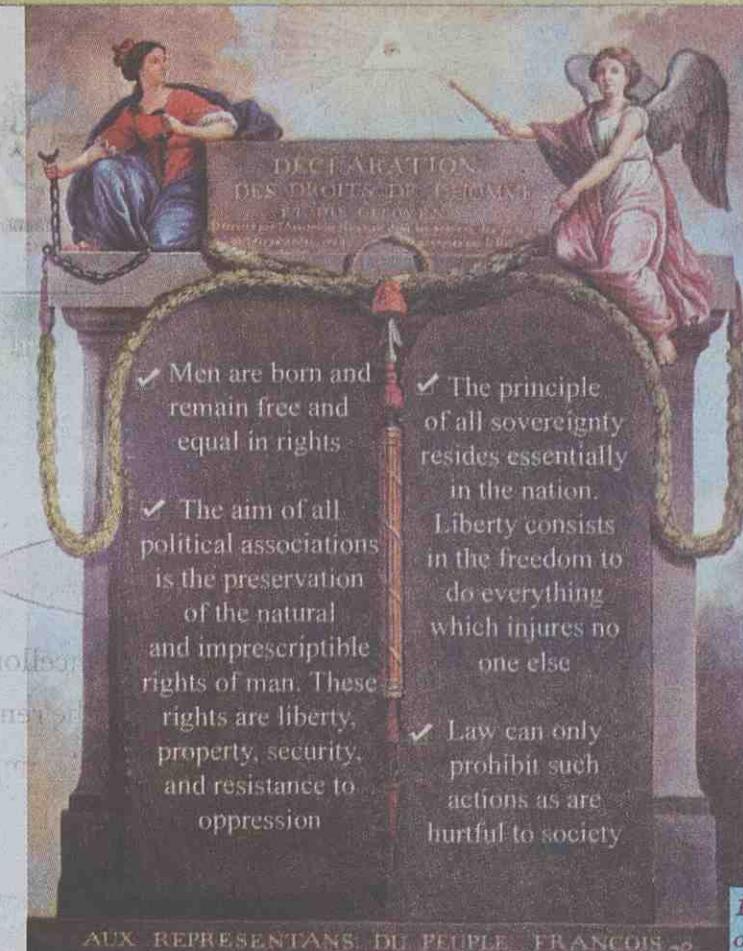
This is the remark made by Metternich, the Austrian Chancellor, on the impact of the French Revolution. Why did he remark so? Observe the chart below that describes the impact of the French Revolution.



### French Revolution and India

The French Revolution influenced Tipu Sultan, the ruler of Mysore. He treated the alliance with the French as a strategy to fight against the British rule in India. He adopted the name Citizen Tipu and planted the Tree of Liberty at Sreerangapattanam, his capital. He also took membership in the French Club, Jacobin.

A part of the Declaration of the Rights of Man and of the Citizen passed by the French National Assembly is given below. Discuss how far the aims and slogans of the French Revolution are reflected in it.



### Rousseau and the Declaration of the Human Rights

It is the ideology of Rousseau that is reflected in the Declaration of the Rights of Man and of the Citizen prepared by the French National Assembly. 'Social Contract' is the famous work of Rousseau. According to him the government is the outcome of the contract between the ruler and the ruled.

*Declaration of the Rights of Man and of the Citizen*



Analyze the aims and influence of the French Revolution.

## Napoleon and the French Revolution

The French who revolted for noble aims had to survive under the autocratic rule of Napoleon Bonaparte for a short period. Napoleon played a crucial role in defeating the European alliance which was formed under the leadership of Britain against France in the post-revolution period. He seized the power in France in 1799. Though an autocrat, he instituted several reforms in France. Those reforms

were stimulated by the ideas and aims of the French Revolution. Let's take a look at them.

**Farmers were made the owners of land**

**Formed 'sinking fund' with the aim to avoid public debt**

**Constructed several roads for transportation**

**Exercised state's control over the clergy**

**Established Bank of France to centralize finance**

**Prepared a new code of law by codifying the existing laws**



Napoleon



### Justinian of Modern France

Napoleon prepared a simple and uniform code of law for France. Later, it guided the framing of laws in many countries. He opined that he will be remembered by the coming generations for his code of law. Considering his contributions for law, Napoleon is compared with Justinian, the prolific law giver of Rome.

In France, nationalism strengthened during the reign of Napoleon. One by one, he invaded the other European countries. The European countries feared that the reforms of Napoleon would spread all over Europe. They organized themselves under the leadership of England. It was the ideals of the French Revolution and not Napoleon that they were afraid of. Napoleon was defeated by the European Alliance in the battle of Waterloo and lost his power in 1815.



Examine the reforms and policies of Napoleon and identify the ideologies of French Revolution reflected in them. Complete the following table based on your conclusions.

*Prepare a digital album including the information on the thinkers who motivated the French Revolution, and the Declaration of the Rights of Man and of the Citizen.*

#### The concepts of French Revolution

- Rise of the middle class
- End of feudalism
- Nationalism

#### Policies and reforms of Napoleon

- 
- 
- 



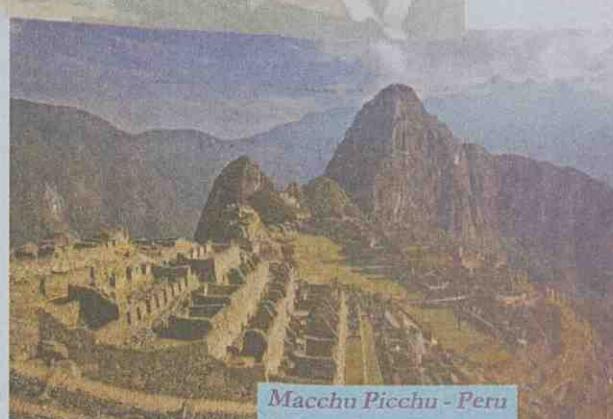
## THE LATIN AMERICAN REVOLUTION

*"This was the dwelling, this is the place:  
here the broad grains of maize rose up  
and fell again like red hail.  
Here gold thread came off the vicuña  
to clothe lovers, tombs, and mothers,  
King and prayers and warriors....  
Give me back the slave you buried!"*

Pablo Neruda

'Heights of Macchu Picchu'

Pablo Neruda, the Latin American poet, portrays the sights of Macchu Picchu, one of the centres of the ancient South American civilization. The poem points to the impact of colonial rule on Macchu Picchu, one of the Spanish colonies. What all can you find out from the poem?



- Looted the resources of the people
- 

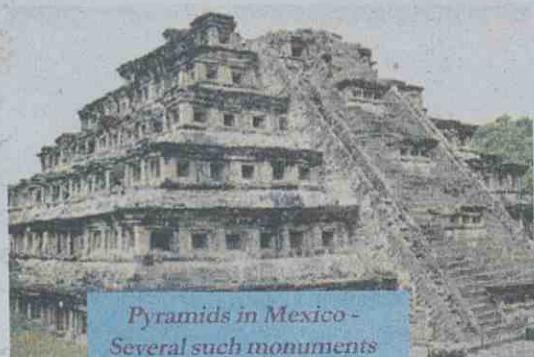
The Europeans looted the wealth and resources of Latin American countries and even erased their traditional culture. The official language of most of the Latin American countries is Spanish. Why was a European language widely spread in Latin America?

After colonizing the entire Latin America, the Spanish and the Portuguese propagated their language, religion, and customs there. They built houses and churches in Spanish style.

### Latin America



Latin America consists of South and Middle America, and the West Indies Islands. In the sixteenth and seventeenth centuries, Spain and Portugal established their colonies throughout this region. The Spanish and the Portuguese belong to the Latin language family and have close proximity with Latin. So this region is known as Latin America.



*Pyramids in Mexico -  
Several such monuments  
were destroyed during  
colonial period*



*The objects made of gold during the  
period of ancient civilization in  
Latin America. They were  
widely looted during colonial period.*

Several schools were established for imparting Spanish system of education. The Spanish farming methods and crops were adopted. New diseases spread from the Europeans to the Latin American people. Racial discrimination towards the people of the colonies was enforced in all walks of life.

- Took away gold, silver etc. from the Latin American mines
- Never allowed the people of the colonies to engage in trade with countries other than Spain
- The things produced in Spain were not permitted to be produced in the colonies
- People had to work in hazardous environment in mines without any safety measures
- Enslaved the natives to work in plantations



Discuss the discriminations faced by the Latin American people.

## Leaders of liberation



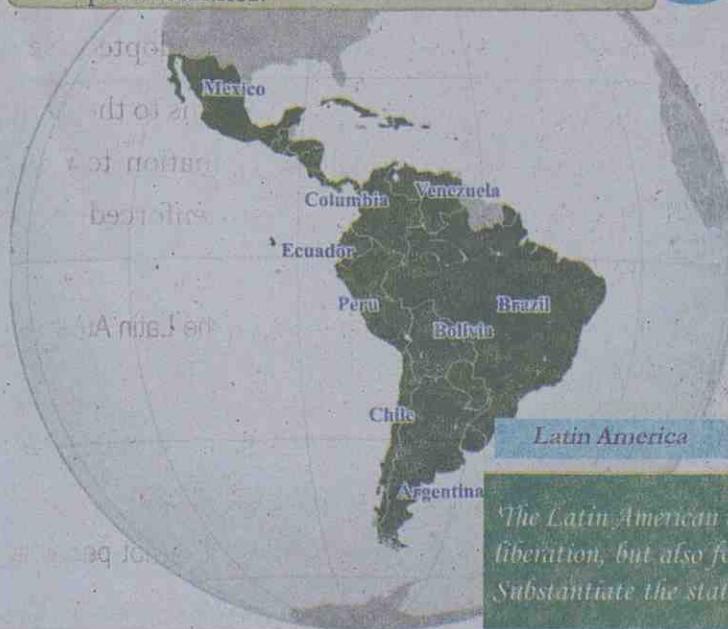
### Simon Bolivar

Simon Bolivar was born in Venezuela. He liberated the Latin American countries like Venezuela, Ecuador, Columbia, and Peru. He is reverently called the 'Liberator' in these countries. He is also known as the 'George Washington of South America'.



The success of the American War of Independence and the French Revolution inspired the Latin American people to fight against the European domination. One by one, the Latin American colonies were liberated under the leaders like Francisco Miranda, Simon Bolivar, and Jose De San Martin. By 1825, almost all the Latin American colonies became free. Let's find them with the help of the map given.

Observe the map given below and enlist the countries liberated from the colonial rule of the European countries.



### Jose De San Martin



Jose De San Martin was born in Argentina. It was under his leadership that countries like Argentina, and Chile were liberated. The intrusion of his military troop through the Mount Andes is remarkable. He is known as the 'Protector' in the Latin American countries.



*'The Latin American revolution was not only for political liberation, but also for the life and culture of the people. Substantiate the statement'*



## THE RUSSIAN REVOLUTION

*"We are workers, people by whose labour all things are made, from children's toys to massive machines, yet we are people deprived of the right to defend our human dignity. Anyone can exploit us for their interest. At present we want to achieve a degree of freedom which will eventually enable us to take all power into our own hands. Our slogans are simple. 'Down with private property! All means of production in the hands of people! All power in the hands of the people! No one exempt from work! Now you can understand that we are not just rioters! "We are revolutionaries and will go on being revolutionaries as long as some people do nothing but give orders and the others do nothing but work"*

**The Mother - Maxim Gorky**

These are the words of one of the characters in 'The Mother', the novel written by the famous Russian writer Maxim Gorky. The plight of workers, and farmers in Russia during the beginning of the twentieth century and their aims are reflected in them. What else can



### Battleship Potemkin

A famous film of Sergei Eisenstein, a Russian director. It is a silent movie based on an event during the Tsarist regime in Russia. It depicts the political rebellion of the dissatisfied navigators in the battleship Potemkin. He also directed a film based on 'The Ten Days that Shook the World', the famous work of John Reed.

you make out from these words about the then Russian society? What were the demands of the workers?

- Abolish the private property system
- Everyone has to work
- .

Let's find the circumstances that led them to demand so.

- Farmers and factory workers in Russia led a tragic life under the autocracy of the Tsarist emperors, who ruled Russia.

- The low agricultural production affected the farmer's income. Moreover, the landless farmers had to pay huge tax.
- Though Russia was rich in natural resources, their industrial production

was meagre. It was the foreigners who controlled majority of the industries that existed there.

Writers like Maxim Gorky, Leo Tolstoy, Ivan Turgenev, and Anton Chekov depicted the plight of the workers and farmers in their works. The Marxist ideologies formulated by Karl Marx and Frederick Engels stirred the workers. They called for establishing the supremacy of the workers instead of that by the capitalists. Trade unions were formed to find remedies for the plight of the workers. Based on the Marxist ideologies, the Social Democratic Workers Party was formed. Later, this party was split into the Mensheviks (minority) and the Bolsheviks (majority). The main leaders of the Bolsheviks were

Lenin and Trotsky. Alexander Kerensky led the Mensheviks.

The crisis reached its worst when Russia was defeated in the Russia-Japan war in 1905. The workers organized a huge march at Petrograd on 9 January 1905 demanding political rights and economic reforms. The march was fired at by the soldiers and hundreds of demonstrators



Maxim Gorky



Leo Tolstoy



Karl Marx



Frederick Engels

were massacred. This event is known as the Bloody Sunday. Workers' organizations called "the Soviets" were formed all over Russia to conduct strikes. When the strikes gained massive strength, the emperor was compelled to form a legislative assembly called Duma. Ignoring the protest from Duma, Nicholas II, the then Tsar decided to participate in the First World War that started in 1914. A lot of Russian soldiers were killed in this war. Food shortage became severe by 1917. Thousands of women marched along the streets of Petrograd on 8 March 1917 clamouring for bread. The workers organized protest march in Petrograd. Though the soldiers clashed with the demonstrators in the beginning, later they joined the workers. It was the tragic experience during the First World War that induced them to do so.

The workers captured Petrograd and Nicholas II was thrown out of power. A provisional government was formed under Alexander Kerensky, the Menshevik leader. Since the Russian calendar was a few days behind the international calendar, this revolution that took place in March came to be known as the February Revolution.

### Marxism



Marxism is an ideology founded by Karl Marx and Frederick Engels. The core of this ideology is that the changes in society are based on the prevailing mode of production. They exhorted that the dictatorship of the proletariat should be established, for labour is the most important factor of production.

Analyze the circumstances that led to form a provisional government in Russia



A group of soviets did not approve of the provisional government. Vladimir Lenin, who had been in Switzerland, came to Russia and strongly opposed the provisional government. He argued that the entire power should be transferred to the Soviets

if they were to realize the aims of the revolution. The Bolsheviks and the Soviets supported him. They propagated that only proletarians' (workers) government could eradicate centuries old economic backwardness and inequality. They put forward several demands like:



Lenin

- Withdraw Russia from the First World War
- Seize the lands owned by the lords and distribute them among the farmers
- Make factories public property

In October 1917, the Bolsheviks organized an armed rebellion against the provisional government. Kerensky fled from the country and Russia came under the control of the Bolsheviks. This event, through which the Bolsheviks attained power, is known as the October Revolution (as per Russian Calendar). Subsequently, a convention of the Soviets was held and a cabinet was formed with Lenin as its head. The cabinet took some revolutionary measures. They are as follows:

- Withdrew from the First World War
- Seized out the land owned by the lords and distributed it among the farmers
- Factories, banks, transportation facilities, and foreign trade were brought under public ownership.



*A news appeared in a Russian paper on the order making the farmers as owners of the land, signed by Lenin*

The Russian Revolution could greatly influence the subsequent history of Russia and the world. It was this revolution that transformed Russia from centuries old backwardness and helped her to attain economic, scientific and technological progress. In 1924, a new constitution came into force and the Union of Soviet Socialist Republics (USSR) was formed by consolidating different Soviet republics. The Russian Revolution was instrumental in the spread of socialist ideology all over the world.



**Discuss the role of the October Revolution in establishing the proletariat government in Russia.**

## THE CHINESE REVOLUTION

In the twentieth century China witnessed revolutions against the foreign rule and monarchy. The colonial powers of Europe and America adopted policies in China, different from the ones they had implemented in the colonies of other parts of the world. They were opium trade and open door policy. Let's discuss them.

**OPIUM TRADE**

Chinese silk, tea, and earthenware were in great demand all over Europe. China gained huge profit through the export of these items. There was nothing to import to China from Europe. As a result the European traders suffered a great loss. As a remedy for this loss, the British traders imported opium, an intoxicant to China. This affected the Chinese trade and its consumption made the Chinese people mentally imbalanced. It resulted in economic and mental subjugation of the Chinese.

**Open Door Policy**

By the end of the nineteenth century several European countries acquired trade privileges in China. America could not acquire the privilege as it was not concerned about China at that time. To acquire the privilege, John Hey, the then State Secretary of the USA proclaimed 'the open door policy'. As per this policy, America argued for equal rights and opportunities for all countries in Chinese market. China was divided into different regions to be controlled by various countries. The aim of this policy was to create an opportunity for the USA to interfere in China.

*Compare the strategies of colonial powers in China with the strategies that they adopted in other colonies.*



The Manchu dynasty in China favoured the foreign interference and domination. Some secret organizations in China revolted against it in 1900. The emblem of these organizations was the Boxer's fist. So this is known as the Boxer Rebellion. Though this rebellion was a failure, it stimulated the revolutions that came up later.

In 1911, another revolution took place under the leadership of Dr. Sun Yat-Sen. against the Manchu Dynasty. This ended monarchy in China. After the revolution, Kuomintang party established a republican government in Southern China under the leadership of Sun Yat-Sen. He gave importance to ideologies like nationalism, democracy, and socialism.



Dr. Sun Yat-Sen

**Ideologies of Sun Yat-Sen**

|                    |   |
|--------------------|---|
| <b>Nationalism</b> | - To expel the Manchu dynasty and the imperial powers |
| <b>Democracy</b>   | - To establish democratic rule                        |
| <b>Socialism</b>   | - To control capital and distribute land equally      |

He decided to nullify the unjust treaties signed with the foreign countries and wanted to maintain equality with western countries. The Kuomintang republic adopted measures for the progress of agriculture and industry. China received assistance from Russia in various fields and the Chinese Communist Party was formed. In the beginning, the Kuomintang and the communists co-operated with each other. But this co-operation was disturbed when Chiang Kai-Shek became the head of the republic following the death of Sun Yat-Sen.



*Examine the role of the Chinese government led by Sun Yat-Sen in ending the foreign domination.*

### Republic becomes popular

Chiang Kai-Shek ascertained military autocracy in China. He gave opportunity for foreign powers including America to freely interfere in China and did not co-operate with the Communists. Coal and iron industries, banking, and foreign trade were all controlled by foreign countries. The Communists protested against the policy of Chiang Kai-Shek. They were brutally suppressed. At that time Mao Zedong rose to the leadership of the Communist party. In 1934, under the leadership of Mao Zedong, a journey started from Kiangsi in South China. The adventurous trip ended at Yanan in North Western China. Throughout the journey they seized out agricultural land and villages from lords and distributed them among the farmers. The journey covered around 12000 kms. So it is known as the 'Long March'. Hence Mao Zedong and the Communist Party became the symbol of struggle of the Chinese against foreign power. Chiang Kai-Shek had to seek political asylum in Taiwan, when the Red Army of Mao Zedong captured the centre of Kuomintang rule. China became the People's Republic of China on 1 October 1949 under the leadership of Mao Zedong.



Mao Zedong



Prepare a seminar paper on the liberation of China from foreign powers and monarchy and the formation of a republic.

We discussed the revolutions carried out by the people in different parts of the world, who were deprived of freedom. The ideologies put forward by these revolutions were significant in moulding the modern world. The declarations made by the revolutionaries still exist as a record of human progress.

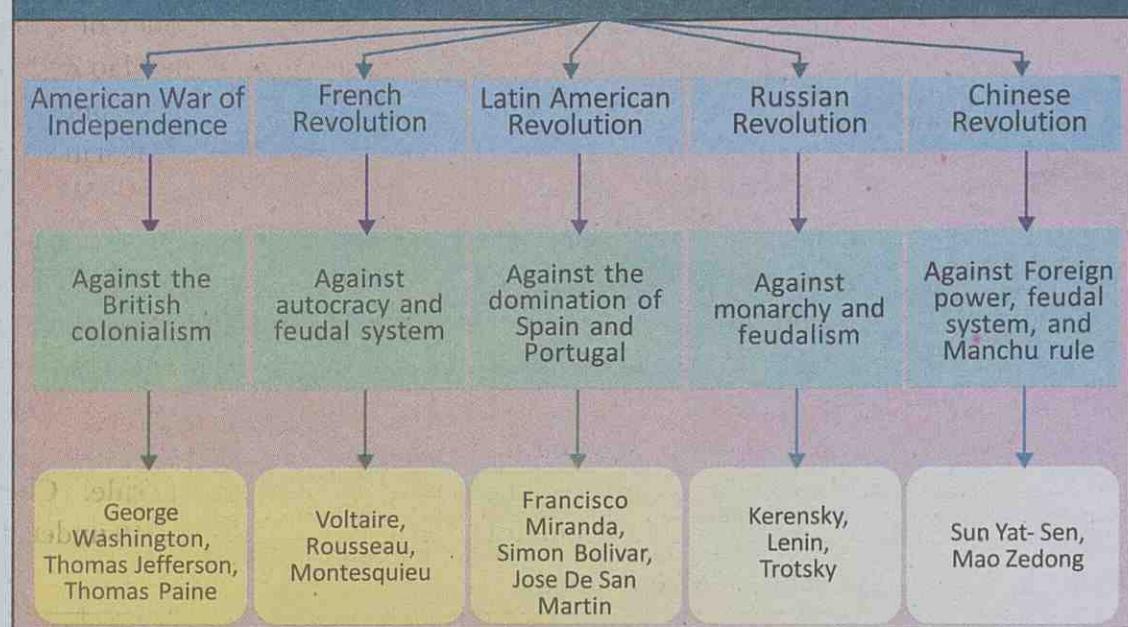
Collect information on important revolutions of the world and prepare a magazine.



Compare the revolutions that took place in America, Europe, and Asia and complete the table below.

| Revolutions          | The American War of Independence | The French Revolution | The Latin American Revolution | The Russian Revolution | The Chinese Revolution |
|----------------------|----------------------------------|-----------------------|-------------------------------|------------------------|------------------------|
| Period               |                                  |                       |                               |                        |                        |
| Leaders              |                                  |                       |                               |                        |                        |
| Major aims           |                                  |                       |                               |                        |                        |
| Ideologies/ Thinkers |                                  |                       |                               |                        |                        |
| Major impact         |                                  |                       |                               |                        |                        |

### Revolutions that Influenced the World



### Significant learning outcomes

The learner:

- Analyzes the background of the American War of Independence
- Evaluates the importance of the American War of Independence in world history

- Analyzes the background of the French Revolution
- Lists out the different stages of the French Revolution
- Evaluates the impact of the French Revolution
- Explains the reforms of Napoleon
- Analyses the background and importance of the Latin American National Movement.
- Analyzes the factors that led to the Russian Revolution
- Recognizes the impact of the Russian Revolution in the later history of world
- Explains the different stages of the Chinese Revolution
- Compares the different revolutions of the world.



### Let's assess

- 'American War of Independence was a movement of the English against England'. Substantiate the statement
- How did the resentment of the middle class lead to the French Revolution?
- Arrange the following events in chronological order.
  - i. February revolution
  - ii. Long March
  - iii. American Declaration of Independence
  - iv. Tennis Court Oath
- Compare the Latin American Revolution with the French Revolution
- How did the French Revolution influence the reforms of Napoleon?
- How did the colonial rule influence the Latin American countries?
- 'Russian Revolution helped the progress of the working class'. Do you agree with this statement? Why?
- How did China become a people's republic? Analyse

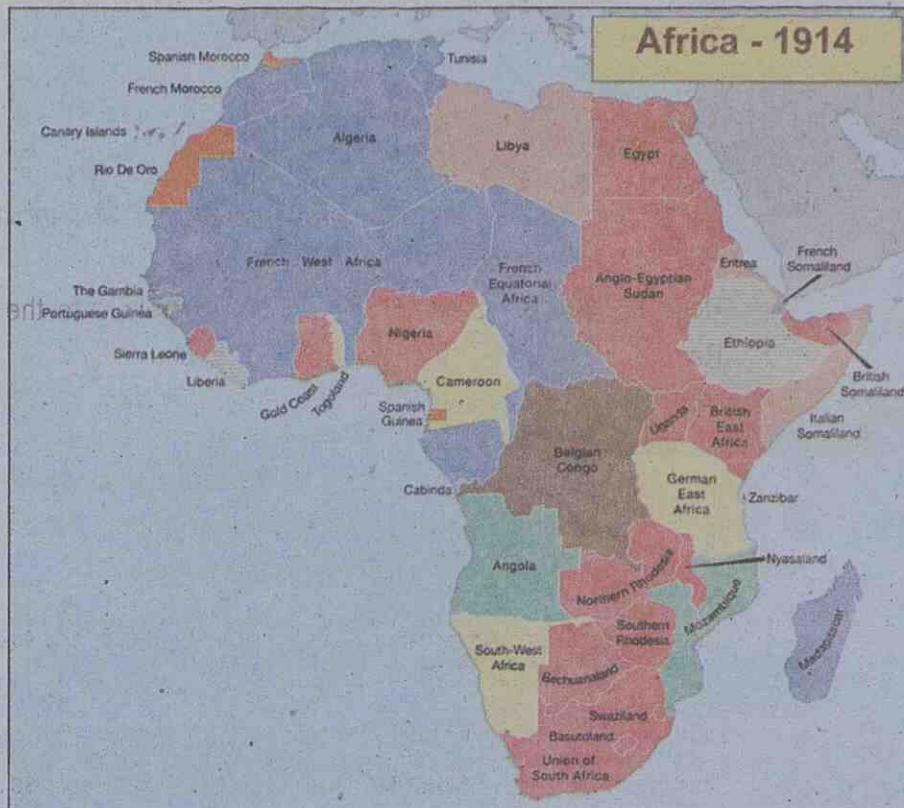


### Extended Activities

- Collect the works of the thinkers and writers who influenced various revolutions and prepare a note.
- Collect information on important revolutions in the world and prepare a magazine.



## WORLD IN THE TWENTIETH CENTURY



The map of the continent of Africa is given. Find out the speciality of the boundaries of African countries. You will see that most of the borderlines are straight.

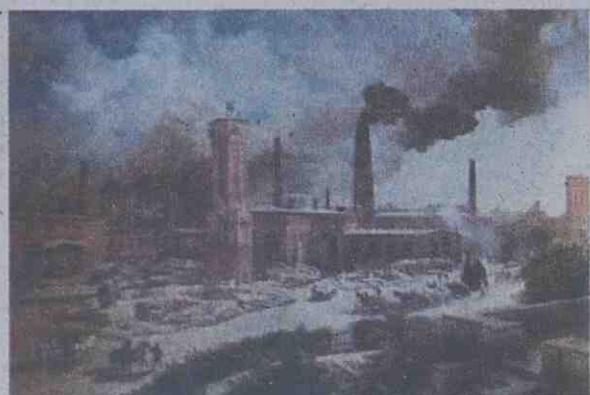
Why do the African countries share straight borderlines?

The Europeans, who reached Africa in search of natural resources, partitioned the continent at the beginning of the 20th century. On the basis of some agreements among the European countries, they divided the African nations amongst themselves by just drawing straight lines on the map.

- Why did the European nations partition Africa?
- Did similar process occur in other parts of the world?
- How would they have influenced the later history of world?

## From Capitalism to Imperialism

In the previous classes, we have discussed the Industrial Revolution that began in the eighteenth century. It gradually spread from England to other countries of Europe. Capitalists invested in factories and production was increased. This increased their profit.



A factory in  
England of the 1800s

The economic system in which production and distribution are controlled by the capitalists with the aim to increase profit is known as Capitalism. The advent of large-scale industries enhanced capital investment. Many nations produced more than they needed and more than they could accommodate in their domestic markets. This over-production forced them to search for markets. The search for markets by the

industrialized countries in Europe led to competition among them. The Europeans had already established trade relationship with Asian, African and Latin American nations. Using political power and military forces, the European countries economically exploited these nations. Later, they became the colonies of European countries. This process is called Colonization.



How did Industrial Revolution cause colonization? Prepare a flow chart and explain.

Trade unions were formed to protest against capitalist exploitation. Constant agitations of trade unions and the resultant increase in their wages diminished the profit of the capitalists. European countries had considered the colonies as the source of raw materials and the market for their industrial products. Later on, colonial masters started to invest capital in the colonies. Let's find the factors that induced them to do so.



- Cheap labour
- Availability of raw materials
- Low cost involved in manufacturing and selling goods in colonies

The distinctive phase of flow of finance capital to colonies is known as Imperialism. Imposing a nation's political, economic and cultural dominance on another nation is a fundamental feature of imperialism. Colonialists imposed their dominance using legal system, administrative measures, military force, etc.

*How does imperialism differ from colonization?*



How did imperialism affect the colonies?

- Traditional economic system of the colonies was destroyed
- Administrative and judicial systems were replaced.
- People in colonies were forced to cultivate cash crops in lieu of traditional food crops.
- Poverty and unemployment increased
- Natural resources were widely exploited
- Indigenous arts, literature, language, culture and education system were destroyed.

Competition and conflict among imperialist nations for colonies and markets led to the outbreak of wars.

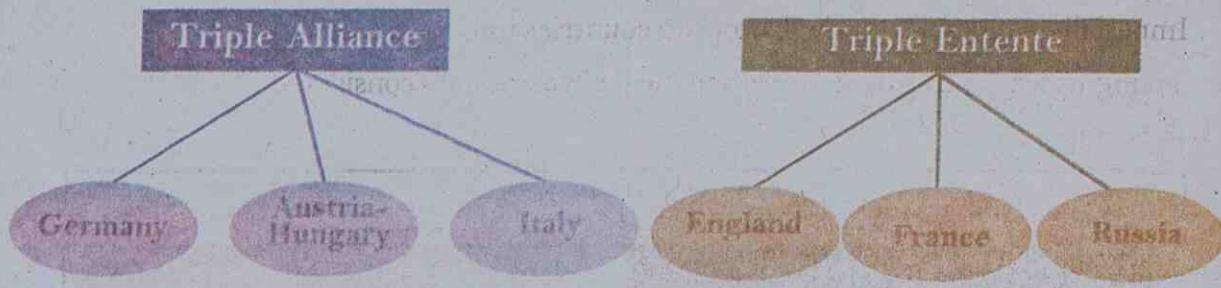
*How did Industrial Revolution cause conflicts among nations?*



## The First World War

The conflicts among the imperialist powers ultimately led the entire world to a war. Let's find out the reason behind this.

The European nations vied with each other in establishing colonies. This competition led to conflicts among them and caused mutual distrust and enmity. This further drove the nations to the signing of military alliances. The Triple Alliance and the Triple Entente were examples of such military alliances.



The formation of such alliances created a war atmosphere in Europe. They started manufacturing and buying lethal weapons.

The European nations resorted to various strategies to succeed in their imperialistic competitions. Aggressive nationalism was one among them. The European nations used aggressive nationalism to invade other countries. Aggressive nationalists considered their own nations as the supreme and justified whatever be the actions of their nations. Various movements in Europe were an offshoot of aggressive nationalism.

#### **Movements based on Aggressive Nationalism**

##### **Pan-Slav Movement**

Russia wanted to unite the Slavic people of Serbia, Bulgaria, Greece, etc. in Eastern Europe under her leadership. For this the Pan-Slav Movement was formed with the help of Russia.

##### **Pan-German Movement**

To establish its dominance in Central Europe and Balkan Provinces, Germany planned to unite the Teutonic people. This Pan-German movement came into being under the leadership of Germany.

##### **Revenge Movement**

In 1871, Germany occupied Alsace-Lorraine, the territories that were under the control of France. To regain these territories, the Revenge Movement was formed under the leadership of France.

Imperialist rivalry drove the European countries into several crisis, among which the Moroccan crisis and the Balkan crisis are considered to be important.

### Imperialist Crisis

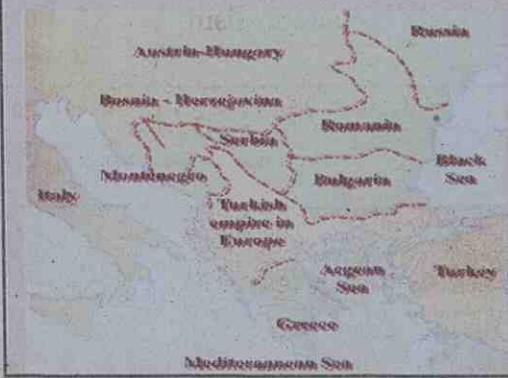
#### Moroccan Crisis

A secret treaty was signed between Britain and France in 1904. According to this Britain recognized the claim of France over Morocco. The French claim over Morocco was opposed by Germany which sent battleships to the Moroccan port, Agadir. France agreed to transfer a part of French Congo to Germany and Germany agreed to concede Morocco to France in return. Thus the problem was solved temporarily. However, their rivalry continued.



#### Balkan Crisis

The Balkan region is situated in Europe, close to the Aegean Sea and the Black Sea. It was a part of the Ottoman Empire. In 1912, Balkan League (Greece, Bulgaria, Serbia and Montenegro) defeated Turkey. However, the conflict among the allied nations in sharing the benefits of war led to the break-up of the League and resulted in wars among them.



When Austria laid its claim over the Balkan region with the support of Germany, Serbia claimed this region with the support of Russia. During this time, a Serbian youth Gavrilo Prinsep, assassinated Francis Ferdinand, the heir to the throne of Austria at the Bosnian capital Sarajevo in June 1914. Austria held Serbia responsible for it and declared war on Serbia on 28 July 1914. The allied nations rushed to help their allies. Almost all the nations of the world directly or indirectly were involved in it. Therefore this war is known as the First World War.



First World War Front



How did the competitions among the imperialist nations lead the world to a war? Discuss

## Aftermath of the war



### War on Celluloid

'Grand Illusion', one of the best war films directed by Jean Renoir tells the story of French prisoners during first World War. The prints of 'Grand Illusion' were destroyed by the Nazis but were discovered later. 'All Quiet on the Western Front' directed by Lewis Milestone and Stanley Kubrick's 'Paths of Glory' are visual manifestations of the First World War.



The First World War ended in 1918. It produced far reaching impact across the world.

- Over 10 million people lost their lives or were injured in the war.
- Economic dominance of Europe diminished.
- Poverty, unemployment and inflation increased.
- Liberation movements in Asia and Africa strengthened.
- Agriculture, industry and communication system were destroyed.
- In a bid to bring about peace in the world, the League of Nations was formed.

## Peace Efforts



Discussion on Versailles Treaty

A peace conference was convened at Paris in 1919 to discuss post-war situation, under the leadership of the winning allies, Britain and France. They signed different treaties with the defeated nations. Among these treaties, the Versailles Treaty signed with Germany in 1919 was the most important one. According to this treaty,

German colonies were divided among the victorious powers and Germany was forced to pay a huge amount as war indemnity. The allies occupied the rich mines of Germany. Above all war guilt was imposed on Germany and was disarmed.



'The Treaty of Versailles was an example of the vengeance against the defeated nations' - Discuss.

Good news keep it in your heart

## Period of Depression



The protest of the jobless in London



A farmer family fleeing from Britain



The protesting jobless in France

The pictures given are some glimpses of the sufferings of the people of different nations, who met with economic depression after the First World War.

Europe was the focal point of the First World War and it had to bear the major brunt. Hence, economically and politically, the European nations suffered serious setbacks. Ruling dynasties like the Romanov in Russia, the Hohenzollern in Germany and the Habsburg in Austria-Hungary lost power.

The United States of America was not affected by the war. Hence, the European nations managed to get loans from the USA. Consequently, American dollar overtook British pound as the basis of foreign exchange holding. As a result, the United States of America emerged as a new economic power outside Europe.

The economic growth of the USA did not last long. The world was thrown into economic crisis in 1929, which originated in the USA.

Let's look at the impacts of this economic depression.

- People who became pauper because of the war, couldn't afford the commodities.
- Goods were kept unsold in factories

### Black Thursday



The Stock market crash in New York Stock Exchange on 24 October 1929 is known as the 'Black Thursday'. The crash wiped out in a single day the entire economic growth till then. In panic, investors rushed to sell their stocks, which led to a massive volume of stock trade. Ultimately, this led to abrupt and dramatic price decline. The Great Depression that left disastrous impact on both America and European nations followed the crash. Many lost their wealth and those who couldn't bear the loss, committed suicide. The production rate plunged; unemployment became grave and world trade completely collapsed.

- European nations failed to repay their debts to the USA
- Banks collapsed
- Inflation became uncontrollable
- Acute unemployment and poverty

To overcome this crisis, the European nations adopted a strategy of imposing heavy taxes on the colonies. Therefore, the economic crisis of imperialist nations became a burden to the colonies.



Find out how the economic depression in the United States of America affected the economy of other nations and prepare a short note.

## Fascism and Nazism

*To those who can hear me, I say - do not despair. The misery that is now upon us is but the passing of greed - the bitterness of men who fear the way of human progress. The hate of men will pass, and dictators die, and the power they took from the people will return to the people. And so long as men live, liberty will never perish.*

From Charlie Chaplin's film 'The Great Dictator'

This was Charlie Chaplin's view on the dictatorship that became prevalent in some European nations after the First World War. Let's see the circumstances which led to the formation of such governments.

The First World War devastated both the allies. Many European governments lost their power. People were in misery. Unemployment, poverty and inflation gnawed their entire system. Fascism in Italy and Nazism in Germany rose to power, capitalizing on the political and economic chaos prevailing then. Economic destruction, rivalry against the victors, aimlessness etc. facilitated these forces to grab power.



### Fascism

The term 'fascism' is derived from the Latin word 'faces' which means 'a tied bundle of rods, with a protruding axe'. It was the symbol of collectivism and power in ancient Rome.

Here are the characteristics of Fascism.



"Fascism was a product of the First World War"- Discuss.



## Mussolini and Fascism

*"War is to man what maternity is to woman."*

Mussolini

These are the words of Benito Mussolini, who led Fascist reign in Italy. Let's discuss the circumstances under which the Fascist party came to power in Italy.



Benito Mussolini

- Italy got nothing, though she was with the victors in the First World War.
- Post-war destruction of industries, unemployment, increase in tax, inflation etc. kept people away from the government.
- Industrialists, in fear of Italy moving to socialism, were prompted to support fascism.

Mussolini resorted to despotic measures in the political and economic fields of Italy. Violence and ferocity were the strategies of the Fascists.



### Victorious Italy

When the First World War broke out, Italy withdrew from the Triple Alliance and joined the British-French Alliance. Hence by the end of the war, Italy was with the victors.



### Matteotti

Matteotti was an eminent socialist thinker of Italy. He elucidated fascist activities to common people and openly spoke out against Mussolini and Fascism. This provoked the fascists, which ultimately led to his murder on the street.

Socialists and leaders of peasants and workers were proclaimed as enemies of the nation. Those who opposed the Fascist Party were executed. The aim of Mussolini was to restore ancient Roman Empire. As part of this, he adopted several symbols of ancient Roman administration. Using his military force the 'Black Shirts', Mussolini suppressed the opponents through Fascist policies. His aggressive foreign policy led him to conquer nations like Ethiopia, Albania etc. Italy's run for dictatorship paved the way for the outbreak of another war.

## Hitler and Nazism

*First they came for the Socialists, and I did not speak out-  
Because I was not a Socialist.*

*Then they came for the Trade Unionists, and I did not speak out-  
Because I was not a Trade Unionist.*

*Then they came for the Jews, and I did not speak out-  
Because I was not a Jew.*

*Then they came for me-and there was no one left to speak for me."*

**Pastor Martin Niemoller**

These are the words of the German pastor Martin Niemoller.

Through these lines he ridiculed the cowardice of the German intellectuals who were indifferent to the cruelty of the Nazis.

Nazism is the German version of Fascism. Germans felt humiliated when the Treaty of Versailles was imposed on them after the First World War. They were agitated and yearned for a leader who could avenge this unfair treatment. The Germans sought someone who could restore the lost grandeur of Germany. It was under these



Adolf Hitler



*Painting depicting the refugees including Einstein from Germany to New York.*  
Benshah

circumstances that the Nazi party under Adolf Hitler gained popular support and came into power. Hitler believed that the Jews were responsible for Germany's ruin.

Let's look at the factors that helped Hitler come to power.

- The Treaty of Versailles imposed by the victorious allies on Germany.
- Economic destruction and inflation.
- Failure of German government and the resultant political uncertainty.

With his oratory skills and organizational abilities, Hitler easily succeeded in gaining popular support. He dismissed the government and captured power. Socialists, Communists, Jews and Democrats were executed. Hitler held the Jews responsible for Germany's ruin and humiliation. Jews were massacred en masse in specially built concentration camps. This is known as the Holocaust. A military force 'Brown Shirts' and a secret police troop 'Gestapo' were in charge of assaulting and massacring the Jews.

Hitler projected the purity of the Aryan race and argued that Aryans should rule the world. He deified the Aryans ancestry of the Germans. All other political parties, except the Nazi Party, were banned. Trade unions also were banned.

Military service was made compulsory. Hitler incited a spirit of revenge among the Germans against the terms of the Treaty of Versailles. He used newspapers, radio, cinema, and education systems widely to propagate the ideologies of Nazism. Taking advantage of the feeling of revenge among Germans, Hitler adopted an aggressive foreign policy. He attacked Austria and Czechoslovakia. Germany formed alliance with Italy and Japan. It was

### Anne Frank's Diary



Anne Frank's diary entries are the testament of the assault and cruelty of Nazi rule. Anne Frank, along with her family, went into hiding during the war, but, were caught later. Anne Frank and her sister were detained in the Auschwitz concentration camp. Both of them died in the same camp.

### Chempakaraman Pillai and the Nazis

Chempakaraman Pillai was a Malayali activist and revolutionary, who fought for the freedom of India until his death. He was the foreign minister of the Provisional Government of India set up in Kabul under Raja Mahendra Pratap. He had the privilege of being the only foreign member in Pan German Nationalist party. As he raised his views against Hitler and Nazi party, he became their enemy. His assets were confiscated. It is reported that the Nazis, under orders from Hitler, killed Chempakaraman Pillai.



Pictures of the concentration camp where Jews and Communists were massacred

opposed by other countries. Ultimately this led to the outbreak of another world war.



The ideologies put forth by both Fascists and Nazis had several similarities. Find some examples from the textbook and complete the table.

| Ideology  | Fascism  | Nazism   |
|---|--|--|
| <ul style="list-style-type: none"> <li>Purity of race</li> <li>Annihilation of enemies</li> <li>Military dictatorship</li> <li>Aggressive foreign policy</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> |



How did Fascism in Italy and Nazism in Germany defy world peace? Conduct a seminar on this topic.

## The Second World War

*"The war to end all wars"*

### Woodrow Wilson

This phrase about First World War was coined by the then American president Woodrow Wilson. However, twenty years after the end of the First World War, the world witnessed another war. Let's look at the backdrop of the Second World War that lasted from 1939 to 1945.

Following the Peace Treaty at Paris in 1919, the victorious nations shared the colonies of the defeated nations. Neither Germany nor Italy had any colony or market. Therefore, for enhancing their political-economic stability, Italy and Germany planned to conquer colonies and attack weak nations. In an effort to extend this policy of aggression, Italy and Germany along with Japan formed an alliance called the Axis Powers. Countering this alliance, Britain, France and China formed the Allied Powers.

#### Axis Powers

Germany

Italy

Japan

#### Allied Powers

England

France

China

Later America and Soviet Union also joined the anti-fascist alliance.

The League of Nations failed to stall the attacks of the Axis Powers. When Germany, Italy and Japan attacked other nations, capitalist countries like Britain and France did not prevent the attacks. They considered Soviet Union, being a socialist country, as their chief enemy. This policy which encouraged Fascist attacks is known as the Policy of Appeasement. On 1 September 1939, Germany attacked Poland. This prompted the allied nations to declare war against Germany that ultimately resulted in the outbreak of the Second World War.

*The reasons behind the outbreak of First World War and Second World War had several similarities. Analyze the statement.*



Given below are some of the outcomes of the First World War. Discuss how they resulted in the Second World War.

- The Treaty of Versailles
- Formation of the League of Nations
- The emergence of Fascism and Nazism



## Effects of the War

The entry of Soviet Union and America changed the complexion of the Second World War. Italy and Germany could not withstand the attack and surrendered immediately. Mussolini was killed by the local partisans. Hitler committed suicide. The Soviet army moved towards Japan through trans-Siberia. But before it could reach Japan, the United States of America dropped two atom bombs in Japan- 'Little Boy' in Hiroshima on 6 August 1945 and 'Fat Man' in Nagasaki on 9 August. Soon, Japan surrendered.



## Munich Pact

Munich Pact can be cited as the best example of the Policy of Appeasement. Hitler put forth the claims over the prosperous Sudetenland region of Czechoslovakia. To discuss the issue, the representatives of Britain, France, Germany and Italy met in the German city of Munich. They approved the claim of Germany over Sudetenland without consulting Czechoslovakia.



## Non-Aggression Pact

In 1939, Germany signed a Non-Aggression Pact with Soviet Union. According to this pact, both the countries agreed not to attack each other and to partition Poland. However, the pact came to an end when Hitler attacked Soviet Union in 1941.



## Pearl Harbour Attack

In 1941, Japan attacked Pearl Harbour, the American naval base in the islands of Hawaii. What prompted Japan was the economic interest of these countries in the Pacific region. This directly resulted in the American entry into the Second World War.

Prepare a digital album on Japan's miseries followed by America's atomic bombings.



Atom bomb explosion



A clock that stopped at the moment of bombing



Hiroshima after bombing

### Hibakusha

'Hibakusha' is the Japanese word for the surviving victims of the atomic bombings of Hiroshima and Nagasaki. The word literally translates as "explosion-affected people". There are many of them in Japan, battling against the terrible after-effects of the radiation from bombings.

### War in Artworks

Pablo Picasso's famous painting 'Guernica' and Ernest Hemingway's novel 'For Whom the Bell Tolls' are considered as the artistic outburst towards the Second World War. Polish director Andrzej Wajda's trilogy of war films 'A Generation', 'Canal' and 'Ashes and Diamonds', David Lean's 'The Bridge on the River Kwai', Charlie Chaplin's 'The Great Dictator', Alain Resnais' 'Hiroshima Mon Amour' and Steven Spielberg's 'Schindler's List' are noteworthy films on the Second World War.

Given are the pictures related to the atomic bombings in Japan. The Second World War had many far-reaching consequences for the whole humanity. Let's see what they are:

- Over 10 million people died
- Economic system of European countries was destroyed
- European dominance in world diminished
  - Freedom movements in Asia and Africa intensified
  - America and Soviet Union emerged as global powers
- In a bid to preserve and maintain world peace, the United Nations Organization (UNO) was formed.



### Sadaco

Sadako Sasuki, a Japanese girl, was a victim of the radiation from atomic bombing at Hiroshima. The paper cranes she made when bed-ridden became the symbol of anti-war feeling.



War affects both innocents and culprits. Prepare a note on the lessons that we can imbibe from the First and Second World Wars.

## On the Wings of Peace

Do you observe this day in your school? What is the significance of the day?

October 24 is observed as United Nations (UN) Day.

Although the League of Nations was established following the First World War, it failed to maintain world peace.

After the Second World War, efforts were taken to set up an organization for preserving global peace. This resulted in the establishment of the United Nations Organization on 24 October 1945. The headquarters of the UN is in New York, United States of America. Some of its objectives are to save the succeeding generations from the scourge of war to protect international treaties and laws and to foster social and economic development of countries.



U.N. Flag



U.N. Emblem

Make a short film including the pictures and news of the catastrophes of two World Wars.

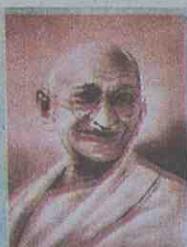
Every day for the activities of UNO has succeeded in maintaining peace around the world.



## Colonies become free

Post- Second World War, dominance of imperial powers was questioned. European countries could not suppress the intensified nationalist movements in colonies. The USA and the USSR, which emerged as super powers after the Second World War, supported freedom movements in various colonies. Gradually, colonies started to secure freedom from the imperialist control. This process is called Decolonization.

Look at the pictures given below. These are the pictures of the leaders who fought for freedom for their countries.



Mahatma Gandhi : India



Nelson Mandela : South Africa



Kwame Nkrumah : Ghana



Jomo Kenyatta : Kenya



Prepare a magazine on the liberated nations and their leaders in Asia and Africa.

## Cold War

The USA and the USSR that formed anti-fascist alliance during the Second World War parted from each other after the war. The USA floated a new alliance of capitalist countries while the USSR led socialist nations. These two blocs- capitalist bloc and socialist bloc



### Cold War

American economist Bernard Baruch first used the word 'Cold war'. Walter Lippmann gave the term wide currency with his book 'The Cold War'.



### Bipolar Politics

Though the USA and the USSR were in the same ally during the Second World War, differences among the countries led them to lead the Capitalist Bloc and Socialist Bloc respectively. Historian Arnold Toynbee had described this ideological division as 'bipolar politics'.

that represented contradictory ideas- continued their political and diplomatic wars. This enmity based on ideological conflict and diplomatic confrontations was called the cold war. Cold war became intense when the two blocs started new military alliances and regional coalitions. Each bloc initiated various plans to assist its satellite countries.



### Military Facts during Cold War

- North Atlantic Treaty Organization (NATO)- America and allies
- South East Asia Treaty Organization (SEATO)- America and allies
- Central Treaty Organization (CENTO)- America and allies
- WARSAW PACT- Soviet Union and allies



Was the Cold war a threat to world peace? Evaluate

## Non-Aligned Movement: An Alternative to Bipolar Blocs

These are the pictures of the leaders who introduced the concept of Non-alignment in lieu of the Capitalist Bloc and the Socialist Bloc.



Jawaharlal Nehru  
India



Gamal Abdul Nasser  
Egypt



Marshal Tito  
Yugoslavia



Ahmed Sukarno  
Indonesia

Following the Second World War, many Asian, African and Latin American countries became independent. They realized that the Cold War was yet another face of imperialism and that it would threaten world peace. The liberated nations decided not to join any of the blocs and formed the Non-Aligned Movement. They understood that the race of super powers for weapons and a stronger military force would pose harm to them. They realized that only a world sans wars and conflicts accelerates economic and social development.

The idea of the Non-Aligned Movement was mooted at a meeting held in Bandung in Indonesia in 1955. The first conference of the non-aligned countries was held in Belgrade in 1961. "Non alignment doesn't mean to keep aloof from world affairs. Rather, it is to face many issues we confront," Jawaharlal Nehru said, indicating the objectives of the movement.

*How did decolonization and cold war lead to the formation of Non-Aligned Movement?*



Conduct a seminar on the topic "The impacts of the Second World War on World History". Areas to be considered:

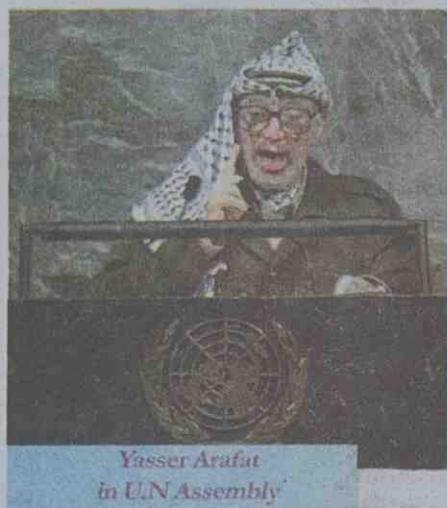
- Liberation of Asian and African countries
- Non-Aligned Movement
- Cold war



## West Asia

*"Today I came bearing an olive branch in one hand, and the freedom fighter's gun in the other. Don't let the olive leaves fall from my hand."*

Non-aligned movement in the Cold War: The Non-Aligned Movement



Yasser Arafat  
in U.N Assembly



Images of the conflict in West Asia

This is an extract from the speech delivered by the Chairman of the Palestine Liberation Organization (PLO), Yasser Arafat in the UN Assembly, 1974. What would be the circumstances that prompted him to deliver such a speech?

Until the First World War, the territory including Palestine was part of the Turkish Empire. As Turkey was defeated in the war, Britain took over the region. Since the Jews helped Britain in the war, the then British foreign secretary Arthur Balfour declared the

establishment of a Jewish nation in West Asia as a reward. It is known as Balfour Declaration.

Zionism is an international movement with an objective of the establishment of a homeland for the Jews. We have already discussed the assault and cruelty of Hitler towards

the Jews. This intensified the demand for a separate Jewish state. In 1948, the nation Israel was formed. Consequently, many wars broke out between Israel and the Arab nations. Israel seized Palestine, expelling the Palestinians from their homeland. The Palestinian refugees migrated to various Arab countries. In this context, with an objective of establishing a nation for the Palestinians, a movement called Palestine Liberation Organization (PLO) was founded with Yasser Arafat as the President. After a series of bloodsheds and massacres, Israel agreed in principle to recognize Palestine as a free nation. This agreement mediated by the US is called the Oslo Pact. But, the provisions in the pact are yet to be implemented.

### Oil as a Political Weapon



West Asia holds half of the world's total oil reserves. Following the Arab-Israeli war, an organization (Organization of Petroleum Exporting Countries- OPEC) of oil exporting countries was formed. Arab nations used oil export as a strategy to resolve Palestine issue. They executed this strategy by reducing oil production and hiking the price.

### Zionism



The idea of establishing a Jewish homeland was first mooted by the writer Theodor Herzl. He proposed his idea of Jewish homeland in his book 'The Jewish State'.

*Examine how imperialist interests caused the unrest in West Asia.*



Prepare a news bulletin incorporating news on current events in West Asia.



Gorbachev

### Disintegration of the Soviet Union

The disintegration of the Soviet Union is one of the significant events in the last decade of the 20th century.

Let's see what led to the disintegration of Soviet Union:

- Deviation from the basic principles of socialism
- Failure in bringing about changes in economic sector
- Over importance to defence
- Regulation on freedom of expression and opinion
- Corruption and inefficiency of the bureaucracy.
- The administrative measures of Mikhail Gorbachev (Glasnost and Perestroika)

With the resignation of Gorbachev as President in 1991, Soviet Union formally ceased to exist. Naturally, this ended cold war. In the absence of a socialist bloc, policies and programmes of the capitalist

### Glasnost and Perestroika



Glasnost and Perestroika were Mikhail Gorbachev's two administrative reforms in Soviet Union. Glasnost was to implement openness in political processes. Accordingly, regulation on media and civil rights was taken off. Perestroika was implemented to restructure the economic system of Soviet Union. Perestroika called for ending the price controls on production sector established by the government and abating centralization.

countries remained unquestioned. The disintegration of the Soviet Union had a wide impact on international relations. A unipolar world has emerged under the leadership of the USA in the place of a bipolar one.

## Unipolar World- American Dominance



### Gulf War

Gulf wars of 1991 and 2003 were two important events that post-World War II period witnessed. The War broke out following the invasion of Saddam Hussein, ruler of Iraq, on Kuwait. The military alliance of America and Britain attacked Iraq and emancipated Kuwait. The war was the outbreak of the disputes over dominance on regulating petroleum products.

America emerged as a global power and centre of world politics following the disintegration of Soviet Union. This is called unipolar world order.

Several strategies were adopted by America to establish its dominance over the world. Let's see what they are:

- Utilizing international agencies, America provided financial and military aids to countries of the world.
- Extended military alliances
- Media were used to promote America's vested interests

It was America's imperialist policy that paved the way for the Gulf War. America utilized their military facilities and technological progress in these wars. However, movements have taken roots in different parts of the world to protest against the supremacy of America.

## New Imperialism

In the post-war period, a new kind of imperialism emerged. Multinational companies, which are registered in a country and functioning in many countries, began to interfere in the economic, social and cultural sectors of the latter for serving the interests of the capitalist countries. It is known as new imperialism.

The multinational companies competed with one another to control the resources and assets of the third world countries. They promoted consumerism in third world countries to sell their products. Developing nations were considered as the markets for the multinational companies. In fact, the products of developed nations

started reaching even the villages of developing nations. Due to the pressure from multinational products and marketing strategies, the economy of many countries started to collapse.

*How does new imperialism affect the economy of Third World countries?*



## Globalisation

Liberalisation, privatisation and globalisation were the concepts of new imperialism.

Let's look at the features of these concepts.

### Liberalisation

- Adoption of liberal regulations and taxation systems to facilitate the import of multinational products to domestic markets.

### Privatisation

- Privatisation of public sector undertakings in an attempt to promote private sector.

### Globalisation

- Economic system of the country linked to global economy.
- The interests and motives of the multinational companies protected.
- Competition driven market came into existence.
- Trans-border flow of products, services, raw materials, capital, latest technology and human resources facilitated.

International organizations such as the World Bank, International Monetary Fund, World Trade Organization, etc. are devising and executing various policies in favour of globalization. Globalization opened up many opportunities and possibilities around the world. The transfer of goods, products and services beyond boundaries and the dissemination of information technology shaped the concept of Global Village. However, globalization posed some challenges to the developing countries.

- The intervention of multinational companies challenged the concept of nation state.
- Led to the destruction of indigenous culture.

### Globalisation

The concept of globalization was more popularized during the 1980s. The term globalization was first used in the 'Harvard Economic Review' of 1983.



- Price of agricultural products plunged
- Public sector undertakings were destroyed
- Government withdrew from social service sectors
- Natural resources were looted



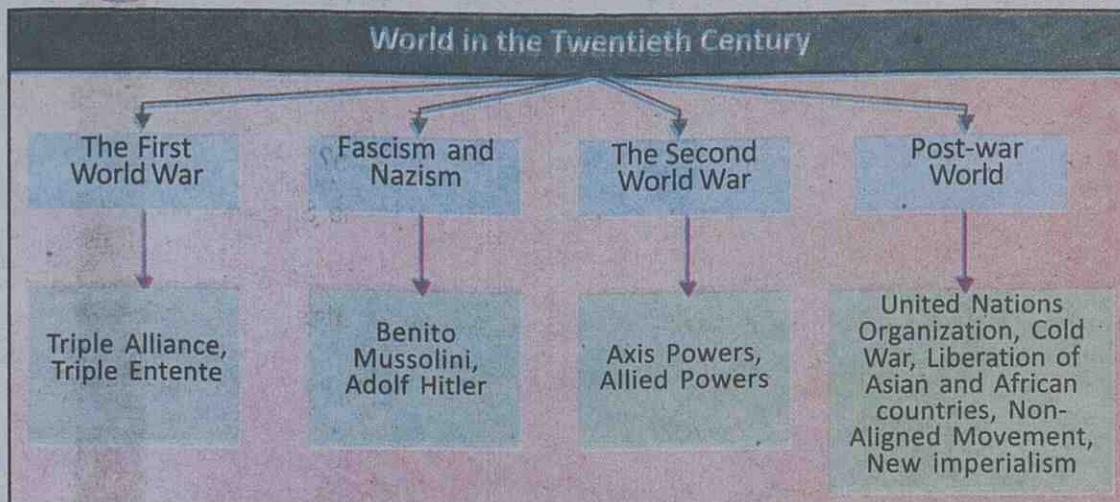
How far does globalization influence our everyday life? Discuss.

Prepare a digital collage of events of the 20th century



We have discussed how various incidents and events during the 20th century in different parts of the world influenced the history of the world. The circumstances that led to the beginning of imperialism, the challenges faced by imperialism and the impact of imperialism had a crucial role in shaping the history of the 20th century.

### World in the Twentieth Century



### Significant learning outcomes

*The learner:*

- Understands the different phases of development of imperialism
- Critically evaluates the industrial growth in European countries
- Analyzes the factors that led to the First World War
- Explains the effects of the First World War
- Recognizes how America became the new economic-political power
- Explains how Fascism and Nazism became threats to the world

- Finds out the causes of the Second World War
- Analyzes the effects of the Second World War
- Describes how the rise of new power blocs led to the Cold War.
- Identifies that Non-alignment was established in lieu of the power blocs
- Examines the changes that the disintegration of Soviet Union brought in the world
- Analyzes America's dominance in the present world
- Finds out how the neo imperialism is affecting nations including India.



### Let's assess

- What is meant by imperialism?
- How does colonization differ from imperialism?
- What are the factors that led to aggressive nationalism?
- "Paris Peace Conference led to the outbreak of the Second World War." Do you agree with this comment? Why?
- What are the factors that led America into economic crisis?
- List the features of Fascism.
- Match column A with column B

| A                                    | B                   |
|--------------------------------------|---------------------|
| • Adolf Hitler                       | • World War I       |
| • Treaty of Versailles               | • Gestapo           |
| • Disintegration of the Soviet Union | • Italy             |
| • Benito Mussolini                   | • Mikhail Gorbachev |

- Elucidate the political circumstances that resulted in Palestine-Israel conflict.

- Examine the relevance of Non-alignment,
- What are the changes that the disintegration of the Soviet Union brought to the world?



### Extended Activities

- Prepare an essay on 'the Impact of multinational companies on our daily life.'
- Prepare a seminar paper on the effective utilization of globalisation.
- Organize an exhibition collecting anti-war pictures, photos, news, poems, quotes, etc.
- Conduct a 'UN Day quiz programme' on the occasion of UN day observance.



## PUBLIC ADMINISTRATION

From

Sureshkumar  
Anaswara, Vazhuthacadu  
Thiruvananthapuram

To

The Public Information Officer  
Government Higher Secondary School  
Karamana, Thiruvananthapuram

Sir,

I request you to furnish information regarding the following questions about the school library functioning in your school under Right to Information Act 2005.

1. Does a school library function in your school? If yes, specify the working hours.
2. Is there a librarian in charge of the library?
3. How many books are there in the school library as per the stock register?
4. What are the periodicals subscribed in the school library?

Thiruvananthapuram

25/08/15

(Sd-)

Sureshkumar

2015  
Dubai  
1985



You have familiarised with an application submitted under the Right to Information Act. The main function of the school is to provide learning opportunities to students. School libraries play a prominent role in this.

Like the school there are a number of government institutions around us related to our day to day life. Some of these institutions and their functions are given below. Expand the table by writing more.

| Institutions  | Functions   |
|---|---|
| <ul style="list-style-type: none"> <li>Primary health centre</li> <li>Krishi Bhavan</li> <li>Police station</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>Provides treatment facilities</li> <li>Promotes agriculture</li> <li>Maintains law and order</li> <li>•</li> </ul> |

From the table we can understand that every institution performs distinct functions. We can see such institutions all over the country. In all countries, there exist administrative institutions to implement the laws and developmental projects formed by government. The governmental functions are properly executed and implemented by these institutions.

## Public Administration

*Public Administration is concerned with the administration of the government.*

Gladden

The definition of a western administrative thinker, Gladden who analysed public administration, is given above. From this definition we can understand that the important area of public administration is governmental administration. Public administration is the effective utilization of men and materials for the implementation of existing laws, governmental policies, programmes and developmental projects.

We have discussed that the government has constituted a number of institutions for this purpose. All these governmental institutions are part of public administration. They function for the welfare of the people.

An administrative system is needed for governments to exist and function.

The history of public administration begins with the formation of state. Based on differences in the form of government we can find differences in public administration also. During monarchy, the interests of the monarch was the basis of public administration. But in democratic system, importance is given to the interests of the people. Democratic administration becomes more effective and efficient through public administration.

Discuss and list out the changes in the objectives of public administration in monarchy and democracy.

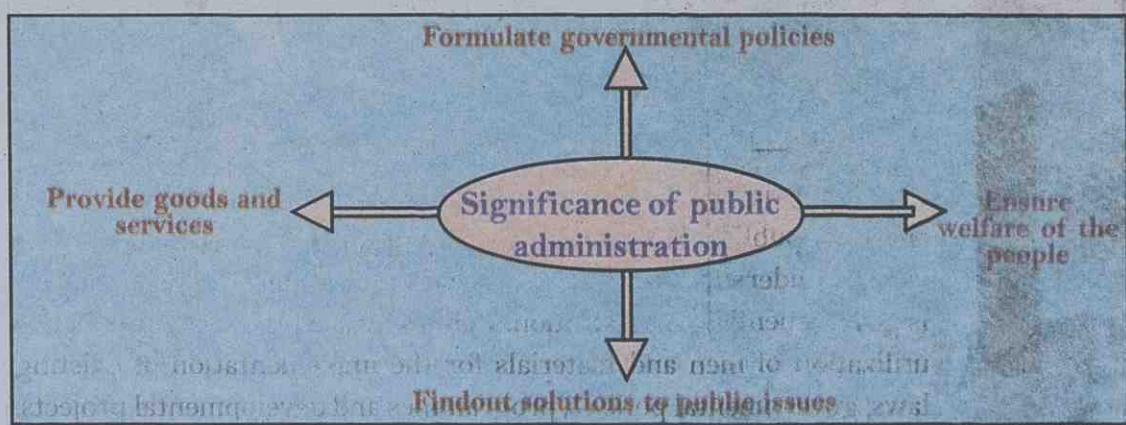


The word administration is derived from two Latin words ad and ministrare meaning 'to serve' or 'to manage.'

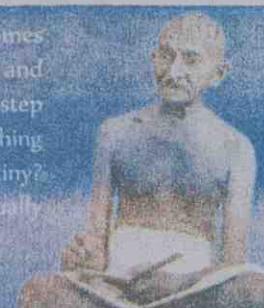


## Importance of Public Administration

Observe the news titles given. Some services that people receive through government institutions are stated in them. Governments try to find solutions to various problems and ensure the welfare of the people through public administration. Find out the significance of public administration from the chart given below.



I will give you a talisman. Whenever you are in doubt, or when the self becomes too much with you, apply the following test. Recall the face of the poorest and the weakest man [woman] whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to him [her]. Will he [she] gain anything by it? Will it restore him [her] to a control over his [her] own life and destiny? In other words, will it lead to swaraj [freedom] for the hungry and spiritually starving millions? Then you will find your doubts and your self-mistrust away.



Mahatma Gandhi's Talisman

What is the message of Gandhiji's words? According to him, who should get the benefits of administration?

Gandhiji expected the protection of the interests of all through public administration. But there are a number of persons in our society who require special consideration and protection. He opined that public administration should consider them specially and protect them.



Whom do you wish to get the services of public administration? Discuss in your class and write your conclusion.



## Private Administration

A number of private institutions are functioning around us. The appointment and service conditions of those who work in these institutions are controlled by private companies or individuals. This is called private administration.

Gandhiji's concept of Grama Swaraj influenced India's outlook of public administration to a great extent. Local government institutions were constituted on this basis. We have discussed local self governments in previous classes.

## Bureaucracy

The news titles refer to the decisions of the government for public welfare. Who provide these services to people?

Representatives people and ministers alone cannot implement these programmes. Bureaucracy is constituted to help and advise them and to execute the programmes. A



public administrative system from the local to the national level is constituted for this. Several employees have been appointed for the day-to-day functioning of these institutions. The bureaucrats make

the public administration system dynamic. All the services of government reach the people through them. The employees who work under public administrative system and administer the country are together known as 'bureaucracy'.

A country develops when human and material resources are utilised to the maximum. It is the bureaucracy which prepares plans for their scientific utilisation and implements them effectively. Bureaucracy has certain basic features. Let's examine them.

## Features of Bureaucracy

### Hierarchical organisation

Bureaucracy is organised in such a way that there is one employee at the top and the number increases when it reaches the lower levels. This is known as hierarchical organisation.

### Permanence

Persons appointed will continue in service till the age of retirement.

### Appointment on the basis of Qualification

Employees are recruited and appointed on the basis of educational qualification.

### Political Neutrality

Bureaucrats are liable to implement the policies of whichever party comes to power. Party interests should not reflect in their work. They should act neutrally.

### Professionalism

Every government employee must be skilled in their work.

Visit a nearby government office and prepare a report on the features of bureaucracy there.



The above mentioned features of bureaucracy makes administration easy and effective. In all democratic countries bureaucracies will have these features.

## Bureaucracy in India

160 കൗൺസിൽ ഓഫ് പബ്ലിക് സർവ്വീസ്, കേരള പ്രസംഗ



Observe the news headline. It is the notification of the Kerala Public Service Commission for recruitment to the government service. This is the initial step for the recruitment of employees to various departments of the government. Then persons are

selected on the basis of merit after screening test/interview and appointed in different government offices. All those who are appointed in this way are part of the civil service of India.

Public administration system existed in India from ancient times. But the modern administrative system came into existence during the British period. They constituted the Civil Service for selecting the employees they required from India itself. It became the Civil Service of India after independence. The aim of it is to bring welfare programmes speedily to all. Now there are specific services at the central and the state levels. All the employees who work under the central and the state governments and the employees under the public sector undertakings are part of India's civil service. Observe the chart showing the classification of India's civil service.

### Indian Civil Service

| All India Services   | Central Services  | State Services   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Recruits at national level</li> <li>• Appoints in central or state service</li> </ul> <p>Eg: Indian Administrative Service, Indian Police</p> | <ul style="list-style-type: none"> <li>• Recruits at national level</li> <li>• Appoints in central government departments only</li> </ul> <p>Eg: Indian Foreign Service, Indian Railway Service</p> | <ul style="list-style-type: none"> <li>• Recruits at state level</li> <li>• Appoints in state government departments only</li> </ul> <p>Eg: Sales tax officer.</p> |

## You can become collector



The highest administrative officer of the district is the Collector. Persons in IAS cadre are appointed as Collectors. The examination conducted by UPSC for this is known as the Civil Service Examination. The basic qualification for submitting application is a degree in any subject from a university. Candidates having the highest ranks are placed in IAS cadre and is given training. Candidates to IPS are also recruited from the same examination.

Candidates to all India services and central services are recruited by the Union Public Service Commission (UPSC). The chairman and the members of this commission are appointed by the President of India. The UPSC has elaborate mechanisms for the recruitment of candidates based on qualification.

At the state level, candidates are recruited by the Public Service Commission (PSC) of the State. The Governor appoints the Chairman and the members of the State Public Service Commission. UPSC and State PSC's are constituted on the basis of constitutional provisions. So they are called constitutional institutions.

You have understood that hierarchical organisation is an important feature of bureaucracy. This often intercepts quick decisions. Can you identify other factors which adversely affect the efficiency of public administration?

To solve this and provide better service easily, the government has taken certain steps. Let us examine them.

## Administrative Reforms

A number of steps are taken by the government for increasing the efficiency of the services and to provide service to people in a time bound manner. They are known as administrative reforms. The intention is to make administration people friendly and efficient. For this government constitutes administrative reform commissions at national and state levels.

Let's familiarise with some steps taken for administrative reforms in our country.



Kerala PSC



UPSC



Discuss and prepare a note on the changes to be made in the administrative system.

## E-Governance

Transparent and vibrant government project. Safe and speedy information that reaches to all without red tapism. Project that is available to all citizens without any discrimination.

A P J Abdul Kalam



The observation of APJ Abdul Kalam, former President of India, about e-governance is given above. Thoughts about reforming administrative system in a transparent, speedy and impartial manner led us to E-governance.

Developments attained in the field of science and technology should be utilised in the administrative sector also. E-governance is the use of electronic technology in administration. This helped to obtain

government services easily in a speedy manner. The single window system for admission to Higher Secondary courses, online applications for various scholarships, etc. are examples for E-governance. Let's examine the benefits of E-governance:

- Need not to wait in government offices for services.
- Can receive service with the help of information technology.
- Government services offered speedily and with less expense.
- Efficiency of the offices and quality of the service get enhanced.

### Akshaya Centre

For the benefit of people Akshaya centres have been constituted to make use of Government service delivered through E-governance. It also aims at making people E-literate. E-literacy is the awareness about basic information about Internet technology.



These facilities are now available in all government offices. The basic facilities are ensured to all through the Akshaya Centres in Kerala. People can receive the services of E-governance at home with the spread of E-literacy.

## Right to Information

### Reply to application for right to Information

From

Public Information Officer  
Government Higher Secondary School  
Karamana, Thiruvananthapuram.

To

Sri. Sureshkumar  
Anaswara, Vazhuthacaud, Thiruvananthapuram.

Sir

Sub : The right to information Act 2005 - Information - reg  
Ref : Your application dated 25/08/2015.

The information you demanded through the application under Right to Information is furnished below. Answers are given in order of questions.

Answer 1 : Yes, 10 am to 4 pm

Answer 2 : No special librarian. One teacher of this school is given charge.

Answer 3 : As per the stock register there are, 6216 books in the library.

Answer 4 : Newspapers, Weeklies, Monthlies.

If you have any complaint about the reply you can approach the Appellate Authority within 3 days.

Address of the Appeal authority

Name :

Appeal Authority, DEO, Thiruvananthapuram

Yours faithfully

Thiruvananthapuram

Date : 08/09/2015

(Sd/-)  
Public Information Officer.

The reply to the application you have saw at the beginning of the chapter is given above. You can collect information from any government office about its working. People got this opportunity under the Right to Information Act 2005.

The efforts of Mazdoor Kisan Shakti Samghathan of Rajasthan has led to the legislation of Right to Information Act. The interventions of several organisations and social activists also helped the passing of the Right to Information Act 2005. This ensures the right of all citizens of India to receive information.



Analyse the working of various organisations which helped the legislation of the Right to Information Act.

The main objectives of this Act are to prevent corruption, create responsibility and make the functioning of the government transparent. The citizens will get copies of public documents if they apply for them.



### Public Information

Files, documents, circulars, memos, advice, orders, agreements, statistics, reports, log books, press notes, samples, models, information in the form of electronic data, e-mail, etc in government offices and information on private institutions under the custody of public offices are considered as public information. The Right to Information is the right to examine and demand copies of the above information under the disposal of government institutions and institutions which receive government funds.

But information relating to the security and integrity of the nation, matters under the consideration of court, and those which endanger the life and liberty of individuals should not be released.

### Information Commission

To perform the functions under the Right to Information Act, Information Commissions are constituted at the national and state levels. There will be a Chief Information Commissioner and not more than ten members in the Information Commission.

If the authorities do not give, or refused to give the information or gave wrong and unsatisfactory replies, one can approach the Information Commission and can file an appeal. If the commission is convinced, a fine of Rs. 250 per day can be imposed on the employee concerned till the information is given.



What are the situations in our society where the Right to Information Act can be positively used? Discuss and prepare a note.

## Right to Service

A board exhibited in a government office is given. From this we can identify the services given from the government office. Right to Service Act is a law which ensures services to the people. This law determines the time limit for every service given by a government office. If the deserved service is not given within this time limit, the responsible employee should pay a fine. As per the Right to Service Act, an officer is appointed in every government office to give guidance and proper help to the applicants. Due to the continued interventions of the civil society, the governments have also taken some other steps to make administration more efficient. Let's look at some of them.

Discuss whether the Right to Service Act is helpful for the people to get the service they should obtain from government offices.

## Lokpal and Lokayuktha

Observe the news clippings. They refer to information preventing corruption.

Lokpal and Lokayukta are institutions constituted to prevent corruption at administrative, bureaucratic and political levels. The institution constituted at the national level to

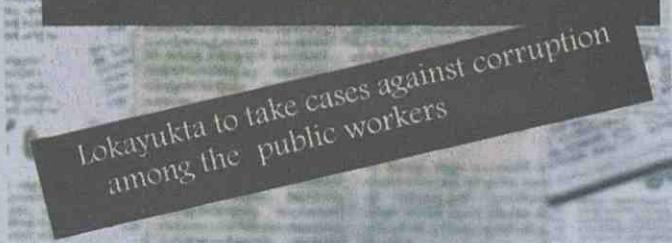
ஸெவாவுக்காண்டியூ

பரிசீலனையில் வெடுப்பாண்டில் மதுகும் ஸெவாஸ்

- ▶ விரிய பலிக்கலுட நகலை.
- ▶ பயங்கர பார்வையை கட்டில்லூட அரசாங்கத் திடுவதை. (30 மாதம்)
- ▶ முன். முன். முன். விவரங்களை நாட்டிலிருந்து முடிவு/திடுவதை விவரங்கள் விவரங்கள் பகுதி நிகழ்ந்து, மாப்பாய் தீவிரமாக நாட்டிலிருந்து விவரங்கள் விவரங்கள். (மாப்பாய் 3 மாதம்)
- ▶ தேவை, தயவு, தூய்க்காரிக்கு பலிக்கையை நாட்டிலிருந்து விடுவதை. (30 மின்சால்)
- ▶ பரிசீலனையில் நினை விவரங்களை விவரங்களை நாட்டிலிருந்து விவரங்களை விடுவதை பலிக்கை விவரங்கள் பார்த்து, பார்த்து 2, பார்த்து 3 மாதங்களில் விவரங்கள்.
- ▶ முனிக்கலையைக்கும் நடுக்கப்பள்ளையால் பிரதிவிதிகளைப் போட்டுக்காலி விவரங்கள், முன். முன். முன். விவரிக்கும் புதுத்தியுள்ளதைப் போட்டுக்காலி விவரங்கள் விவரிக்கும்போதும் புதுத்தியுள்ளதைப் போட்டுக்காலி விவரங்கள். (ஒரு மாதம்)
- ▶ முனிமுகத் துணையாணி கவுன் நிகழ்ந்து. (ஒரெந்த மாதம்)
- ▶ முனிவிவரங்களை நாட்டிலிருந்து விடுவதை.
- ▶ பிரதானிக்கலுட முன். முன். முன். விவரங்களை மாப்பாய்க்காண்டில் நிகழ்ந்து பிரதிவிதிகளைப் போட்டுக்காலி விவரங்கள். (ஒரு மாதம்)



Parliament passed Lokpal Bill





## Administrative Tribunal

Actions are taken by various government departments against government officials. The Administrative Tribunal is the institution where the employees can lodge their complaints against such actions.



Logo of the  
Central Vigilance  
Commission



*Prepare a powerpoint presentation on the services provided by various public administrative institutions in India.*



prevent corruption is Lokpal. Lokpal has the power to register cases on issues of corruption against employees and public workers and can suggest necessary actions. Lokayukta is the institution constituted at the state level to hear the corruption cases. Both of them follow judicial procedures.

## Central Vigilance Commission

Observe the board given below. You can see such boards in all government offices. It states what you should do if you find corruption.

The Central Vigilance Commission is the institution constituted at the national level to prevent corruption. It came into effect in 1964. It is formed to prevent corruption in the central government offices. The Central Vigilance Commissioner is the head of the Central

Vigilance Commission. In every department there will be a Chief Vigilance Officer. The duty of the commission is to enquire into vigilance cases and take necessary actions.

Based on the model of the Central Vigilance Commission state vigilance commissions have been constituted at state level. The State Vigilance Commission inquires into corruption in the state government offices. Vigilance courts are also constituted to track vigilance cases.

## Ombudsman

Elected representatives and bureaucrats are part of public administration. Complaints can be filed against their corruption, nepotism or financial misappropriation or negligence of duties. Ombudsman is constituted for this purpose.

A retired Judge of the High Court is appointed as the Ombudsman. People can directly approach the Ombudsman with complaints. On receiving complaints, the Ombudsman has the power to summon anyone and can order enquiry and recommend actions. Ombudsman has its beginning in banking sector to hear the complaints of clients and rectify them.



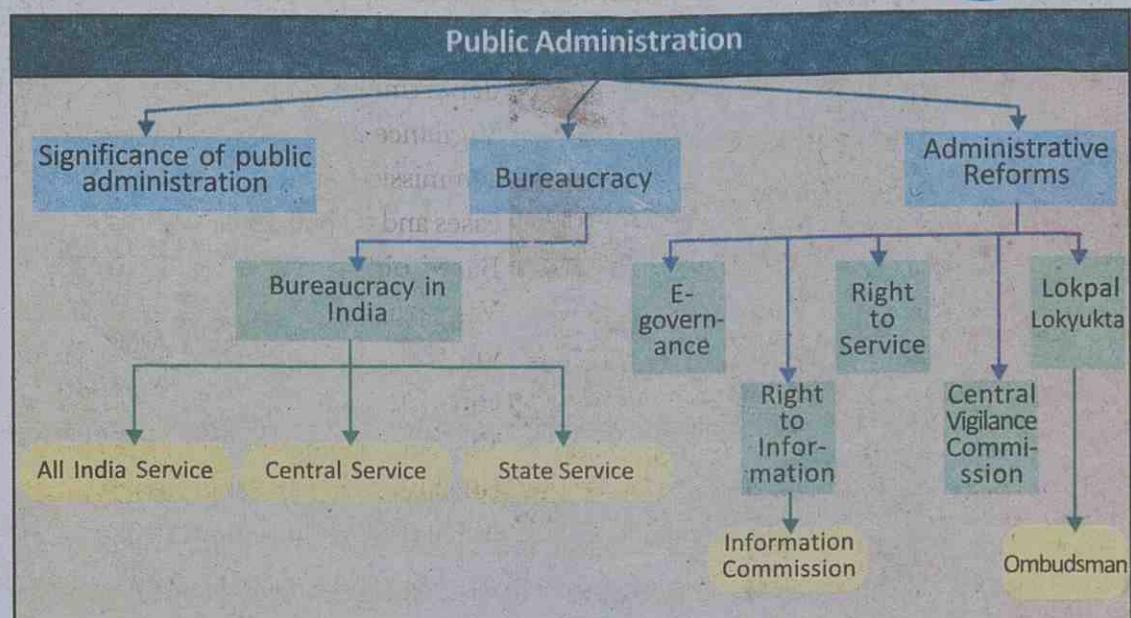
What is the use of Ombudsman to the public? Prepare a note.

Delayed service, denial of right to service or making service as favour is considered as corruption. In modern society, Our public administration tries to implement the outlook that government service is not a favour, but right of the people.

Prepare a digital assignment clearly highlighting the relevance and the importance of public administration



Can we make government services transparent and corruption-free through the above mentioned systems? Conduct a debate.



### Significant learning outcomes

*The learner:*

- Defines public administration
- Describes the importance of public administration

- Evaluates the features of bureaucracy
- Explains the structure and features of bureaucracy in India
- Analyses the measures for increasing the efficiency of public administration
- Evaluates of the role of e-governance in providing government services.
- Utilizes the possibilities of Right to Information Act.
- Evaluates the scope of Right to Service Act.
- Evaluates the systems constituted in the country for preventing corruption in various fields.



### Let's assess

- Explain the need for of public administration in a country.
- How are employees selected in a public administrative system?
- What are the features of bureaucracy?
- Classify the bureaucracy in India and explain.
- What are the measures taken for administrative reforms in India? Prepare a note.
- How is E-governance helpful to the public?
- Right to Information and Right to Service helps to make public administration popular. Substantiate this statement.
- List out the steps taken to prevent corruption in administration in India?



### Extended Activities

- Prepare an application for getting information from an office under the Right to Information Act.
- Collect the news and pictures related to anti-corruption activities and prepare a collage. Exhibit it in the class.
- Prepare a chart on the importance of the All India Services.
- Prepare a questionnaire to conduct an interview with your district collector.

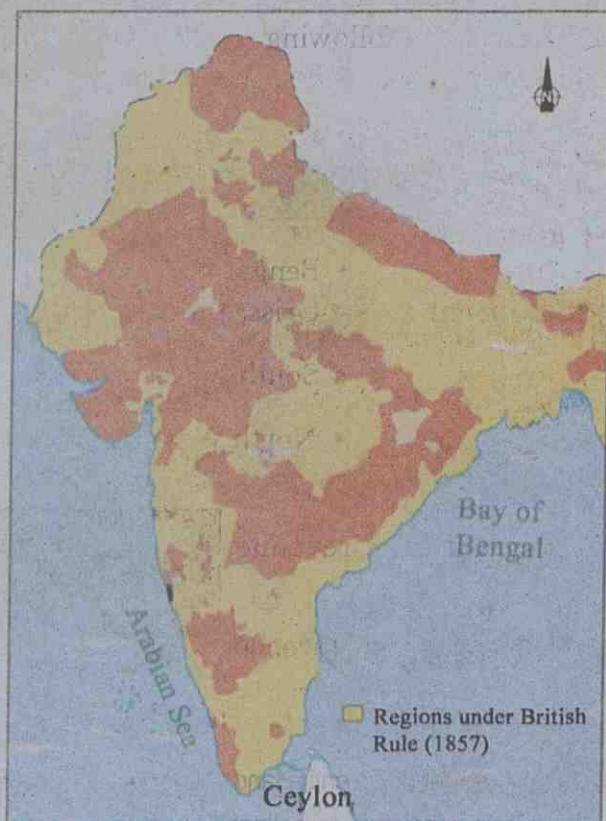


## BRITISH EXPLOITATION AND RESISTANCE

*A day in January, 1907: It was on that day the wedding of Gangul's daughter was solemnized. Gangul was a farmer from a village near Calcutta. A lot of guests gathered in the marquee. They all were received by offering sweets. But the sweets were without sugar! Instead, it contained jaggery. When someone asked about it, Gangul responded with pride, "The British are responsible for all our miseries. Hadn't we decided to boycott their products? So I preferred Indian jaggery to British sugar".*

What could be the reason for the people to boycott the British products? In what ways did the British rule affect the Indians? How did they respond to the British rule? Let's examine them.

In the previous classes we have discussed the establishment of the British rule by subjugating princely states. The British conquered princely states using military forces, and diplomatic strategies. It was during the span of one hundred years, between the battle of Plassey in 1757 and the First War of Indian Independence in 1857, that a major part of India came under the British rule (see the map). By 1857, around 63% of the regions in the Indian subcontinent had come under the direct control of the British. The rest of the regions were ruled by the native kings who had been subjugated to the British.



## Impact of the British policies

*Prior to the British domination the Bengal region was the granary of the nation, and the repository of commerce, wealth and manufacture in the east... But within the short space of time many parts of these countries have been reduced to the appearance of a desert. The fields are no longer cultivated; extensive tracts are already over grown with thickets; the farmers are being plundered..."*

The given description by William Fullerton, a member of the British Parliament, is about the situation of Bengal in 1784 under the British rule. The situation in all regions under the British was similar to that of Bengal. Let's discuss how the British policies affected different sections of people. Farmers were one of the immediate

victims of the British rule. It was the land revenue system implemented by the British that destroyed the backbone of the farmers. The aim of their tax policy was to maximize the income. The land revenue system implemented in various regions under the

British rule was different. The following table shows the British land revenue systems in India.

| Land Revenue System                 | regions                            |
|-------------------------------------|------------------------------------|
| • Permanent land revenue settlement | • Bengal, Bihar and Orissa regions |
| • Ryotwari system                   | • South Indian regions             |
| • Mahalwari system                  | • North West regions               |

Features of permanent land revenue settlement:

- In the permanent land revenue settlement the tax was collected by zamindars.
- Zamindar was the owner of the entire land where he had the jurisdiction to collect tax.
- While the zamindars became the owners of the land, the actual farmers became tenants.
- Farmers were to pay up to 60% of the yield as tax.
- Tax was to be paid even at the time of poor yield.
- The tax was to be paid in cash strictly before the cut-off date. (Before introducing this system, tax could be paid in kind).

In the Ryotwari system introduced in South India, the land revenue was collected directly from the farmers (Ryots). Though ownership of land was vested with the farmers, excessive tax impoverished them. Furthermore, the tax rates were frequently increased. In the Mahalwari system, the village headman was assigned the responsibility to collect tax. The tax rate was excessive in this system too. The entire village (Mahal) was considered as a single unit for tax collection.

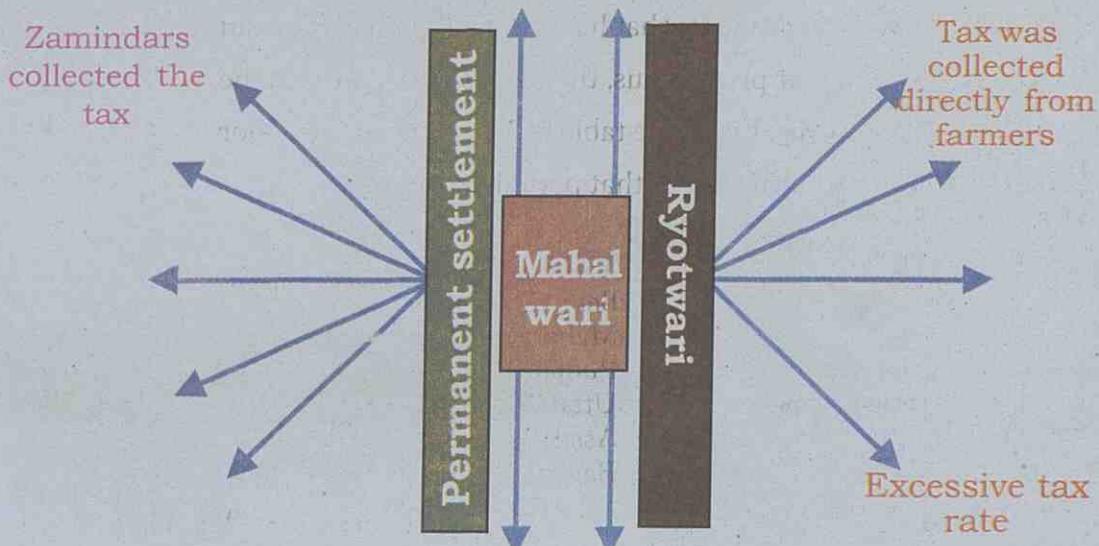
### Permanent land settlement or Zamindari System



The Permanent Settlement was introduced by Lord Cornwallis, the Governor General of British India. This system is also known as the zamindari system. In this system the zamindars collected tax from farmers. They received  $\frac{1}{11}$ th of the total tax collected as commission. John Shore was the British officer who played a major role in framing the permanent settlement. He estimated that the company and the zamindars would get 45%, and 15% of the total agricultural products respectively, while the farmers would get only 40%.



Complete the diagram that depicts the features of the Permanent settlement, the Ryotwari, and the Mahalwari land revenue systems.



The land revenue policies implemented by the British affected the agricultural sector. When they were unable to pay tax in the form of money before the deadline, they had to take loan from moneylenders at a high rate of interest. The loans were obtained by mortgaging agricultural land. The agricultural land of the farmers, who could not pay back the loan and interest, was seized by the money lenders.



*How did the British land revenue policy make the peasantry fall easy prey to the exploitation of moneylenders? Explain*

## Commercialization of agriculture

We have seen how the British land revenue policy impoverished the Indian peasants. Traditionally the peasants in India were engaged in agriculture mainly to produce things only to meet the needs of their family and the village. During the British rule they were compelled to cultivate crops according to the market needs. As a result, commercial crops were largely cultivated instead of food crops. This

transformation is termed as commercialization of agriculture. We have seen that farmers had to pay high rate of tax in the form of cash before the deadline. To meet this, they cultivated the crops that had higher market price. The products that had demand in the European markets were given higher price. Thus, the Indian lands became the cultivating field of Europe. From the table below, identify the major crops that were widely cultivated in that period.

| Crops        | Region                |
|--------------|-----------------------|
| • Indigo     | • Bengal, Bihar       |
| • Cotton     | • Maharashtra, Punjab |
| • Sugar cane | • Uttar Pradesh       |
| • Tea        | • Assam, Kerala       |
| • Jute       | • Bengal              |
| • Wheat      | • Punjab              |

Conduct a discussion on 'British policies and commercialization of agriculture'



### Turbulent indigo fields

Indigo had high price in the market during that period. It was used for dyeing, for, no artificial colours were used then. With the industrial revolution in the 18th century in England, textile industry gathered much momentum and the demand for indigo further increased. In 1780, India contributed only 30% of the indigo imported by Britain. It rose to 95% by 1810. It was necessary for the British industrialists to get indigo plantation spread to more regions in India. They gave the farmers a good amount as advance for the cultivation of indigo. The farmers succumbed to the temptation of the British and widely planted indigo as they were in trouble with no other means to pay the heavy land tax. Each farmer who accepted the advance amount from the British



Harvesting indigo



Collecting indigo - an illustration



Indigo factory - an illustration

was liable to plant indigo in a fixed portion of his land. The farmers were also compelled to cultivate it at the most fertile part of the agricultural land. So the land used for the cultivation of food grains was to be reserved for indigo plantation. Due to the interference of the British agents in the harvesting season, the farmers received only a lower price for indigo. Later when artificial colours were invented, indigo became obsolete. This made the plight of the farmers more miserable, for they had used much of their land for indigo cultivation.



Imagine yourself as a journalist. Prepare a news report on the plight of the indigo farmers of the nineteenth century.

## The Indigo Revolt

*Not a chest of Indigo reached England without being stained with human blood.*

Quoted by D G Tendulkar

This quote from the work of D G Tendulkar, a historian, reveals the sufferings of the indigo farmers who were trapped by the British. The indigo farmers resorted to revolt owing to the severe exploitation and endless miseries. In 1859 the farmers of Bengal organized themselves and declared that they were giving up indigo cultivation. They attacked indigo factories with bows, arrows, swords and spears. Several women also participated in the revolt. The rioters excommunicated the British supporters and those who worked for the British. Hearing the news, several educated people from Calcutta reached the revolt areas and extended their support. The revolt had a strong effect on the government. The government immediately appointed a commission to study the problems of the indigo farmers.

The commission found that the indigo farming was uneconomic and proposed to stop it.

*Analyse the circumstances that led to the Indigo Revolt.*



## Peasant Revolts in Kerala

British Malabar witnessed many peasant struggles. It was the exploitation and suppression of the landlords and the British that led to the revolt in Malabar. The British treated the *Janmis* (landlords) as owners of the land. The revolt was against the atrocities of the landlords including eviction of tenants. Such atrocities were carried out with the support of the British. Farmers of South Malabar were tenants who cultivated the land obtained on lease from landlords. Most of these tenants were *Mappilas* (Muslims in Malabar are known as *Mappilas*). So these struggles that happened in the nineteenth century are known as the Mappila Rebellions.

Around twenty two peasant revolts took place in Malabar. To suppress these revolts the British raised a special armed police battalion named Malabar Special Police (MSP). To enquire about the frequent revolts, the British government appointed William Logan Commission. The Commission pointed out that the cause of the struggle was the unfair land revenue system of the British.

## Struggles storms jungles

*The Santhal is a tribe inhabiting the valleys of Rajmahal Hills, stretching across the present Bengal, Jharkhand, and Bihar. They lived closely with nature and earned a living*

### Lord Conolly



During Mappila riots, the insurgents murdered lord Conolly, the then District Magistrate of Malabar, at his residence in West hill, Calicut.



The Postal stamp issued by Govt of India to honour Sido and Kanhu, who led the Santhal Rebellion

by farming and collecting forest produce. They were sturdy and hardworking, and had their own unique culture. The rhythm of their life was disturbed with the establishment of the British rule.

Zamindars and moneylenders captured their land. The British officers made them work as slaves in laying railway lines. When their life became unbearable, they decided to take up arms against the British under the leadership of Sido and Kanhu. The Rajmahal Hills became a battle field against the British. The British were shocked at their fighting spirit. But the Santhals could not keep it going for long. Thousands of Santhals were killed in the struggle.

The above description is about the resistance of the Santhals against the British in 1855.

The tribes became the victims of the British rule. Gathering forest produce, cattle rearing, shifting cultivation, and hunting were their major means of livelihood. The Forest Acts imposed by the British made their life miserable. They were prohibited to enter forest when the British declared forests as protected. The forests that were abundant with trees required by the British were declared as protected forests. The British widely felled trees from forests to lay railway lines and build ships, and for plantation. The British levied tax at higher rates on the forest produce collected by the tribes. These situations led the tribes to fight against the British.

### Kurichya Revolt

Kurichiya Revolt was another tribal insurgency against the British. It was organized by the Kurichya and the Kurumba tribes of Wayanad in 1812.

Let's examine the reasons of this revolt.

- Imposition of excessive tax by the British
- Compulsion for paying tax in cash
- Seizing of agricultural land for nonpayment of tax

The revolt was led by the Kurichya leader Rama Nambi. Several people other than the tribes also joined the struggle. The British government suppressed the struggle and killed Rama Nambi. T H Baber, the then sub collector of Thalssery recorded: "If the rioters could resist one

Santhal  
Village - an  
illustration

more month, they could control the entire state".

Besides the Santhal and the Kurichya revolts, several other tribal insurrections broke out in different parts of India. The important among them are:

- Pahariya Rebellion
- Kol Rebellion
- Khasi Rebellion
- Bhil Rebellion
- Munda Rebellion

Listen to the words of K Suresh Singh, a historian, about the tribal struggles in India. " The anti-British struggles of illiterate tribal communities were more aggressive, intense and continuous than any other sects including peasants."

Present a skit based on the tribal rebellion in Wayanad



## Decline of traditional industries

*"The misery hardly finds a parallel in the history of commerce. The bones of the cotton weavers are bleaching the plains of India"*

William Bentinck (1834-35)

The extract given above is the observation made by William Bentinck, the Governor General of India, on the decline of textile industry that was world famous once. The British policies completely ruined not only the agricultural sector, but also the handicrafts in India.

Let's examine the causes for their decline.

Large scale import of machine-made British textiles was the major reason for the ruin of Indian textile industry.



| Year | Textiles imported to India (in Yards) | Textiles exported to Britain (in Yards)* |
|------|---------------------------------------|--|
| 1814 | 818208                                | 1266608                                  |
| 1821 | 19138726                              | 534495                                   |
| 1828 | 42822077                              | 422504                                   |
| 1835 | 51777277                              | 306066                                   |

*(One Yard = 91.44 cm)*



*The train during the British period*

The machine-made textiles imported from Britain could be sold easily, for they were cheap.

The expansion of railway was also responsible for the decline of the Indian textile industry. It helped the British to carry the imported fabrics from port towns to interior villages and the cotton collected from villages to the ports for exporting to Britain.

Thus Indian weavers lost their business in village market too. The following is the observation of D H Buchanan, an American traveller on the impact of the advent of railways on Indian economy: "The armour of the isolated self sufficient village was pierced by the steel rail, and its life blood ebbed away".

Due to the higher tax levied, the price of Indian textiles exported to Britain increased. So it lost the British market too.

The British officers forced the weavers to work at meagre wages and to exchange the products to them at cheaper rate. Weavers gave up their work massively due to the exploitation and torture of the British officers. So they searched for other jobs.

### Miseries of the weavers

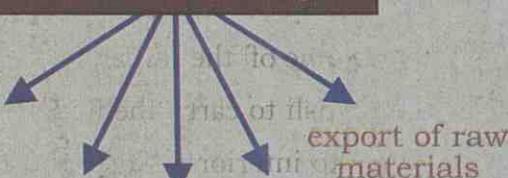
The assent of the poor weaver is in general not deemed necessary ; for, the Gomastahs, when employed on the Company's investment, frequently make them sign what they please ; and upon the weavers refusing to take the money offered, it has been known they have had it tied in their girdles, and they have been sent away with a flogging. . . . A number of these weavers are generally also registered in the books of the Company's Gomastahs, and not permitted to work for any others, being transferred from one to another as so many slaves, subject to the tyranny and roguery of each succeeding Gomastah. . . .

**William Bolts ( a British officer in the 18th Century)**

Analyse the reasons for the decline of the Indian textile industry and complete the diagram below.



### Decline of Indian textile industry



The immediate reflection of the decline of the textile industry was found in urban areas. The textile centers like Murshidabad and Dhaka that were thickly populated once, became least inhabited. The people, who had been working in textile industry, migrated to villages and engaged in agriculture related works. As a result the number of people, who engaged in agriculture to earn a living, increased. It fragmented the agricultural fields and the production fell to be stagnant. The state of handicrafts in villages was no different.

Observe the following table.

| Village Industries | Cause of decline                  |
|--------------------|-----------------------------------|
| • Pottery          | • Import of aluminum vessels      |
| • Tanning          | • Export of raw leather to Europe |
| • Carpentry        | • Use of machines made of metals  |

The ruins of agriculture sector and handicraft industry led India to famine and deaths due to starvation. Lakhs of people died of famine.

### The advent of modern industries and the plight of the workers

British industrialists started modern industries in India in the nineteenth century. But their number was limited. The plantation industry was the first among them. Later, industries like textile, jute, steel, and paper were established. The labourers in these industries were exploited. Their condition was extremely pathetic. The following were the major problems faced by them.



### Life of the working class

The Indian working class who does not have enough food to sustain and who lead a beastly life in a totally unhygienic surroundings is someone who is exploited to the maximum in the industrial capital world.

Jürgen Kuczynski  
(German economic historian)

Prepare a digital magazine by collecting the news clippings and pictures of resistance of different sections of people against the British rule in India.

- Prolonged working hours
- Meagre wages
- Unhealthy accommodation

There was no trade union in India at that time. However, the workers agitated whenever they suffered extreme exploitation. Great Bombay Textile Strike and Calcutta Jute Mill strike are examples for such agitations.

We have discussed the suffering of different sections of people and their agitations against the British rule as a result of the economic exploitation of the British.

These agitations were limited to the respective regions and were not well organised. But in the second half of the nineteenth century, different sections of oppressed people mobilized against the British and launched organized agitations.



Prepare an article on the problems faced by different sections of people due to the British policies in India.

## First War of Indian Independence, 1857

*Dawn of 11 May 1857*

*People of Delhi woke up to a tumult.*

*Thousands of armed rioters were reaching Delhi from Meerut crossing the River Yamuna. The rioters included Sepoys (Indian soldiers) and common people. In the previous night, they had assassinated some British officers and set fire to their offices. They declared the Mughal Emperor Bahadur Shah II as the Emperor of India. Soon the riot spread to other parts of North India.*

The above description is about the Revolt of 1857. Historians termed the revolt as India's First War of Independence. The rebellion was started by the sepoys of Meerut. What led them to the riot?

Poor salary and abuse by the British officers were the major reasons for their resentment. The rumour that the cartridge in the newly supplied Enfield rifles were greased with the fat of cows and pigs provoked them. It wounded the religious sentiments of the Hindu and Muslim soldiers. The soldiers who were unwilling to use the new



Mangal Pandey

cartridges were punished by the officers. In Barrackpore in Bengal, Mangal Pandey, an Indian soldier, shot at a British officer, who forced him to use the new cartridge. He was arrested and hanged to death. People from all walks of life including kings, farmers, craftsmen, etc took part in the rebellion.

The British rule had adversely affected the kings too. In addition to the Doctrine of Lapse, the princely states were convicted of inefficient rule and were annexed by the British. This made the kings to lead the rebellion.

Discuss the causes of the Revolt of 1857 based on the hints below.

- miseries of farmers
- poverty of the craftsmen
- dissatisfaction of kings
- miseries of the sepoys

Along with the kings and the sepoys, common people also took part in the revolt.

They attacked the British and moneylenders and set fire to their account books, deeds and documents of transactions. The salient feature of this rebellion was the active participation of the common people like farmers and craftsmen. Out of one and a half lakhs of people who were killed in the riots at Awadh, a princely state, one lakh were the common people.

The real strength of the rebellion was the Hindu-Muslim unity. A spirit of co-operation existed among the soldiers, common people and the leaders. The rioters captured Delhi and declared Bahadur Shah II as the emperor of India. The table below shows the major centers of the revolt and the leaders.

Prepare and present the profiles of the leaders of the First War of Indian Independence.



Bahadur Shah II



Thantia Thoppi



Rani Lakshmi Bai



Begum Hazret Mahal



Nana Sahib

### Centres of Revolt

- Delhi
- Jhansi
- Lucknow
- Kanpur
- Faizabad

### Leaders

- Bahadur Shah II
- Rani Lakshmi Bai
- Begum Hazret Mahal
- Nana Sahib, Thantia Thoppi
- Maulavi Ahammedullah



*The picture of famine victims in Bengal*

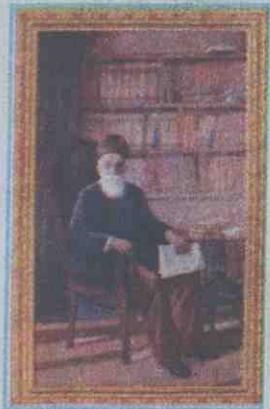
The rioters could not overcome the superior military power of the British and the rebellion was completely suppressed. Though the revolt could not succeed completely, it was marked as the foremost massive resistance of the Indians against the British. It brought about several changes in the policies and administration of the British. The British Parliament took over India from the British East India Company. However, the economic exploitation of the British reached its extreme level in the post-1857 phase. It is evident in the starvation deaths at that time. In the second half of the nineteenth century, around two crores of people died spread over twenty four great famines.

### Realising the exploitation

The economic exploitation of the British created an anti-British feeling among different sections of people. This attitude was a major factor that led to the emergence of Indian nationalism in the nineteenth century.

Nationalism is the sense of unity among the people of a country irrespective of caste, creed, religion and region. Indian National Congress was an example for such an organised form of nationalism. Indian National Congress was formed in December, 1885 in Bombay. Seventy two delegates from different parts of India attended its first session. The Indian National Congress led the anti-British struggle from 1885 till India attained independence in 1947.

The earlier leaders of Congress were much conscious of the economic exploitation of the British and the resultant poverty faced by the Indians. They unveiled the British attempts to convert India as a market for selling British products, and a mere centre for collecting raw material for the British industries. They pointed out that life had become a burden when the production and distribution of consumer items like salt came under the control of the British government. Dadabai Naoroji was at the lead in pointing out such discrimination. Through his studies, he publicized the facts on the deterioration of



*Dadabai Naoroji*

Indian economy under the British rule. His studies were based on empirical data. He established the fact that a huge amount of money was flowing to Britain every year. He proved that the drain of wealth was the root cause of poverty and starvation in India. His finding known as 'Drain Theory' is included in his work 'Poverty and UnBritish rule in India'. How did the Indian wealth flow to Britain?

- Export of Indian raw materials
- Salary and pension to the British officers in India
- Profit gained through the sale of the British products in India
- Tax from India

The earlier leaders like Dadabai Naoroji, Romesh Chandra Dutt and Gopal Krishna Gokhale had a pivotal role in making the common people aware of the economic policy of the British that impoverished India. The common people realized that the poverty and exploitation they faced had been the creation of the British. It reinforced their anti-British attitude. The nationalism, grown out of such awareness, is termed by some historians, as 'Economic Nationalism'.



Romesh Chandra Dutt



Gopal Krishna Gokhale

Prepare a note on Drain Theory.



## Swadeshi Movement: New method of resistance

To check economic drain, the early national leaders pleaded with the people to boycott foreign goods and strengthen Indian industry by consuming Indian products. The major strategy adopted for the anti-partition movement in Bengal in 1905 was the boycott of foreign goods and consumption of indigenous products. As part of the agitation, foreign goods were collected and burnt publicly. The extensive use of indigenous products by discarding foreign items rejuvenated Indian industry. As a result, a number of textile mills, soap factories, matchbox

### Nursery of Indian National Movement

Majority of the earlier leaders of Indian National movement were Bengalis. So Bengal was called the Nursery of Indian National Movement. Lord Curzon divided Bengal in 1905 to weaken the Indian National Movement.





### The Tamil Helmsman

V. O. Chidambaran Pillai who led the Swadeshi movement in TamilNadu established Swadeshi Steam Navigation Company in Tuticorin in 1906. So he is called the 'Helmsman of Tamilnadu' (*Kapplottiya Tamizhan*). The initial capital of six lakh rupees to start the company was collected from local traders.



companies, national banks, and insurance companies were established. It was during the Swadeshi Movement, that the Bengal Chemical Store in Bengal, the Tata Steel Plant in Maharashtra and the Swadeshi Steam Navigation Company in Tamil Nadu, were established. Import of British goods to India steadily went down during this period.

Massive participation of women, labourers, and students were another remarkable feature of this movement. Washermen

took a vow that they would not wash foreign

clothes. The priests swore that they would not perform rituals and prayers using foreign items. Women boycotted foreign bangles and utensils. Students quit schools to take part in the movement.



Bala Gangadara Tilak



Lala Lajpat Ray



Bipin Chandra Pal

### The Father of Indian Unrest

'Indian Unrest' is the work of Valentine Chirol, a British historian and journalist, described Bala Gangadhara Tilak as the father of Indian unrest. Bala Gangadhara Tilak who declared 'Swaraj is my birth right, I shall have it'. With reverence, people called him 'Lok Manya'.

Indian nationalism attained further strength from Swadeshi Movement. The leaders like Bala Gangadara Tilak, Lala Lajpat Ray, and Bipin Chandra Pal emphasized the necessity of overthrowing the foreign rule. These leaders were together known as Lal-Bal-Pal. "Swaraj is better than the best form of foreign rule" - This proclamation of Bal Gangadhar Tilak inspired the national movement.

We have seen how the protest of people against the British policy that exploited and impoverished Indians attained an organised form. It was these protests that were transformed as India nationalism.

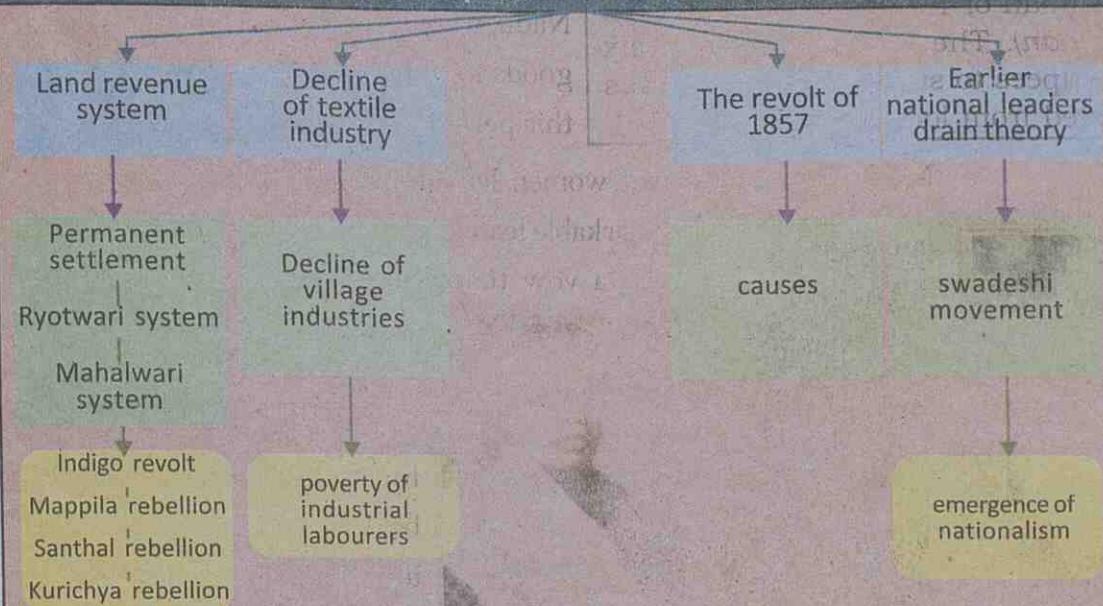
Boycott of foreign goods and consumption of indigenous goods acted as a powerful weapon in the anti-British movement. Later Gandhiji made this movement strong and popular.

Prepare a blog on the theme 'British exploitation and resistance'

Conduct a seminar on 'How the economic exploitation of the British caused the emergence of nationalism.'



### British exploitation and Resistance



### Significant learning outcomes

The learner:

- Analyses the way by which the British land revenue system impoverished Indian farmers
- Recognizes how the British land revenue system led to the commercialization of agriculture.
- Explains the impact of the British policy on tribal life
- Analyses the factors responsible for the deterioration of handicraft industry
- Analyses the drain theory and explains how it stimulated anti-British attitude among Indians
- Recognizes the importance of the Swadeshi movement
- Recognizes the causes of the revolt of 1857
- Analyses the resistances during the Swadeshi Movement



### Let's assess

- 'The revenue policy of the British was the major cause for the decline of agricultural sector in India'. Examine this statement by analysing the features of the permanent settlement.
- Match column A with column B

| A                    | B                  |
|----------------------|--------------------|
| • Santhal rebellion  | • Malabar          |
| • Mappila rebellion  | • Dadabhai Naoroji |
| • Kurichya rebellion | • Rajmahal Hills   |
| • Drain Theory       | • Wayanad          |

- What were the circumstances that led to the commercialization of agriculture during the British period?
- Analyze the causes of the Indigo Revolt
- 'Kurichya rebellion was a resistance by the tribes against the British exploitation'. What were the circumstances that led to the Kurichya rebellion?
- What were the causes of the decline of the Indian textile industry?
- Do you think that the famines in India were the creation of the British? Why?
- Evaluate the role of Drain Theory by Dadabhai Naoroji in stimulating national feeling among the Indian masses.
- Analyzes the causes of the Revolt of 1857
- What were the sources of economic drain from India to Britain?
- Do you think that the Swadeshi Movement was a mass movement? Why?



### Extended Activities

- Collect news and pictures on peasant and tribal rebellions that took place in different parts of India during the British rule and prepare an album.
- Prepare a magazine featuring the centres and leaders of the First War of Indian Independence in 1857.



## CULTURE AND NATIONALISM

The diversity of India is tremendous; it is obvious; it lies on the surface and anybody can see it... They differ in face and figure, food and clothing, and of course, language... The Bengalis, the Marathas, the Gujaratis, the Tamils, the Andhras, the Oriyas, the Assamese, the Canarese, the Malayalis, the Sindhis, the Punjabis, the Pathans, the Kashmiris, the Rajputs and the great central block comprising the Hindustani-speaking people, have retained their peculiar characteristics for hundreds of years, have still more or less the same virtues and failings of which old tradition or record tells us, and yet have been throughout these ages distinctively Indian, with the same national heritage and the same set of

moral and mental qualities. There was something living and dynamic about this heritage which showed itself in ways of living and a philosophical attitude to life and its problems... The unity of India was no longer merely an intellectual conception for me : it was an emotional experience which overpowered me. That essential unity had been so powerful that no political division, no disaster or catastrophe, had been able to overcome it.

Jawaharlal Nehru  
“The Discovery of India”

The observations of Jawaharlal Nehru clearly reflect the unity in diversity existing in India. As a nation, unity in diversity is the solid foundation of India. Several factors contributed to the formation of Indian nationalism.

Nationalism is the sense of unity that exists among the people of a nation irrespective of caste, creed, region and religion. The realization of British colonial exploitation fuelled Indian nationalism and strengthened the freedom movement. We have already discussed how economic exploitation of the British aroused nationalism among the Indians. Similarly, radical changes in social and cultural spheres helped cherish nationalism among the people. In this unit, we discuss the various socio-cultural factors that reinforced nationalism in India.

The nineteenth century India witnessed two types of protests in ideological and cultural spheres.

- ① Protest against inequality, violations of rights and social evils which existed in the Indian society.
- ② Protest against the economic exploitations of the colonial forces

Socio-cultural activities and agitations at various levels positively influenced social life, the press, education, literature, art, etc. The consequent changes in these fields paved the way for national unity in India.

## Colonial Rule and Nationalism

The British colonialists realized the fact that an in-depth understanding of the socio-cultural life of the Indians was essential to strengthen their rule. They learned about Indian society from the works in Sanskrit and Persian and by translating them. They established several institutions to study more about India, to interfere in Indian education system, and to train their own officers. Some of these institutions are:

| Institution                 | Founder           |
|-----------------------------|-------------------|
| • Asiatic Society of Bengal | • William Jones   |
| • Calcutta Madrasah         | • Warren Hastings |
| • Banaras Sanskrit College  | • Jonathan Duncan |

Later, the British rulers realised that it was not possible to know India well through these efforts alone. To ensure commercial growth, the British thinkers who favoured free trade argued for strong British intervention in Indian society. But, it was not possible to bring about reforms without popular support. Hence, they started English education to nurture a fraction of Indian society that would support Britain.

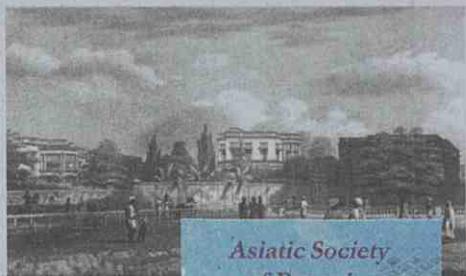
"Our aim is to create a class of persons, Indians in blood and colour, but English in taste, in opinions, in morals and in intellect"

— Lord Macaulay

This is the statement made by Lord Macaulay when English education was introduced in India in 1835. Can you find out the objectives of English education in India from his statement?

- To prepare a generation that favours English life styles
- 
- 

By the 19th century, English culture and ideologies began to intrude into Indian society. Some Indian leaders found it necessary to resist this cultural invasion. Most of them were English educated Indians who internalized the concepts like democracy, liberty, rationalism, equality, scientific temper, socialism, civil rights, etc. They ventured to reform the social customs and rituals prevailed in the country, thereby to defend the invasion of English culture. They tried to reform Indian society, language, art and literature. It motivated to protest against inequalities and violation of rights and created a sense of unity among the people.



Asiatic Society of Bengal - an illustration

### Scientific Societies



In the nineteenth century, many scientific societies were formed in India for translating science books, holding discussions and popularizing scientific temper.

- 1825 - Calcutta - Society for translating European sciences
- 1838 - Calcutta - Society for acquiring general knowledge
- 1876 - Indian Association, Bengal, founded by Mahendra Lal Sarkar
- 1861 : Banaras - Banaras Samvad Club
- 1864 : Aligarh : Aligarh Scientific Society founded by Sir Syed Ahmad Khan
- 1868 : Bihar: Bihar Scientific Society

Did the British rule lead to the growth of Indian nationalism? Evaluate.



## Social Reforms

Liberal outlook, passion for modernization and rationalism nurtured in Indian society in the 19th century paved the way for the emergence of various social reform movements. They had two main objectives:

- To eradicate evils and superstitions that existed in the Indian society.
- To ensure equal civil rights to education, travel and dress code

The socio-economic situation in India was not favourable to achieve these goals. So the reformers aimed at bringing about fundamental changes in the society. For this, they advanced the following proposals:

- Eradicate caste system
- Protect the rights of all
- Eliminate discrimination against women
- Provide education to all
- Promote widow remarriage
- Abolish child marriage and eliminate the supremacy of the clergy

Raja Rammohun Roy was the pioneer among the social reformers who strived for the modernisation of Indian society. He opposed caste

system and 'Sati', social evils prevailed in the Indian society and established the Brahma Samaj in Bengal. He propagated the idea of a unified Indian society in the place of a society fragmented over caste lines. This idea prompted patriotism among the people. Thus, the concept of a unified nation became one of the objectives of social reform. To improve the status of women, he advocated for the right of women to own property. Taking cue from his ideologies, many leaders from various parts of India ventured to reform the society. In Bengal, Ishwar Chandra Vidyasagar argued for remarriage of widows. As a result, the British government passed the Hindu Widow Remarriage Act in 1856. He established educational institutions for women education. Such centres for women education



Raja Rammohun Roy



Ishwar Chandra  
Vidyasagar

were founded in other parts of the country. Sarada Sadan in Bombay established by Pandita Ramabai was one of the important institutions among them. The major social reform movements in this period and their leaders are given in the table below.



Pandita Ramabai

| Movements                              | Reformers                  | Ideologies  |
|--|----------------------------|---|
| • Arya Samaj                           | • Swami Dayanand Saraswati | • Campaigned against idol worship and child marriage.   |
| • Ramakrishna Mission                  | • Swami Vivekananda        | • Opposed caste system and social evils.  |
| • Aligarh Movement                     | • Sir Syed Ahmad Khan      | • Propagated the concepts of liberty, equality and freedom of thought.  |
| • Prarthana Samaj                      | • Atmaram Pandurang        | • Advocated for social and educational uplift of Indian Muslims.  |
| • Theosophical Society                 | • Annie Besant             | • Campaigned for inter dining, inter caste marriage, widow remarriage and the uplift of women and backward classes. |
| • Hitakarini Samaj                     | • Vireshalingam            | • Resurgence of Hindu religion.   |
| • Satya Shodak Samaj                   | • Jyotiba Phule            | • Campaigned for widow remarriage and women education.  |
| • Self Respect Movement                | • E.V.Ramaswami Naicker    | • Opposed social evils and domination of priests.   |
| • Sree Narayana Dharma ParipalanaYogam | • Sree Narayana Guru       | • Started educational institutions for backward classes.  |
|  |                            | • Opposed Brahmanical supremacy and caste system.   |
|  |                            | • Opposed caste system and evil practices.  |
|  |                            | • Advocated for social and economic progress of the backward classes.   |

Prepare a table listing the social reform movements that existed in various parts of India.





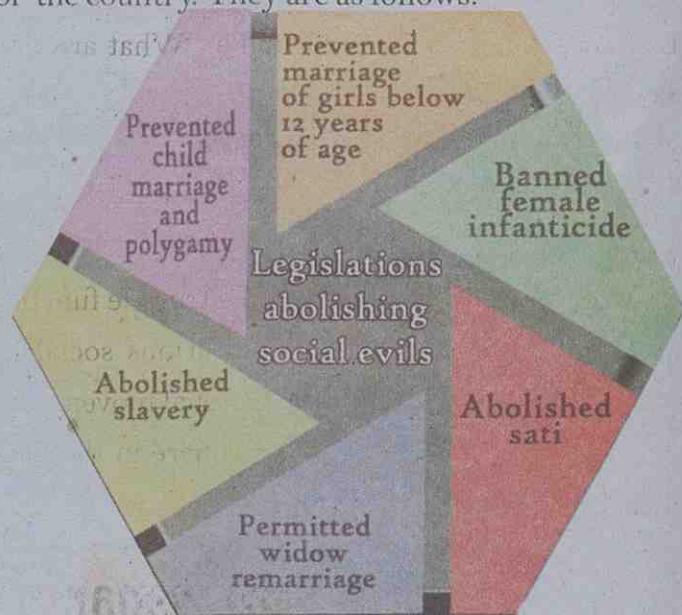
### Derozians

The first social movement in India influenced by western ideologies was the Young Bengal Movement. It was started by Henry Vivian Derozio, an Anglo-Indian, who was a teacher in the Calcutta Hindu College. His followers were known as Derozians. Rather than modernization they gave importance to westernisation of Indian society. Hence, it could not influence the mass.

*Prepare a digital poster including the table depicting Indian social reformers and their movements.*



As a result of the activities of the social reformers and their movements, the British were forced to abolish many social evils that existed in various parts of the country. They are as follows:



How did the ideologies put forward by Indian reform movements create nationalism among Indians? Discuss on the basis of the hints given:

- Opposition to caste system
- Advocating for equal rights
- Defending the intrusion of foreign ideas and culture
- Protest against social evils
- Educational development
- Protest against the discriminations imposed upon women.

### The Press and Unity of India

"An Indian citizen has lost his naturalness. His lifeblood has dried up. He is half starved and half dressed. No delicious food

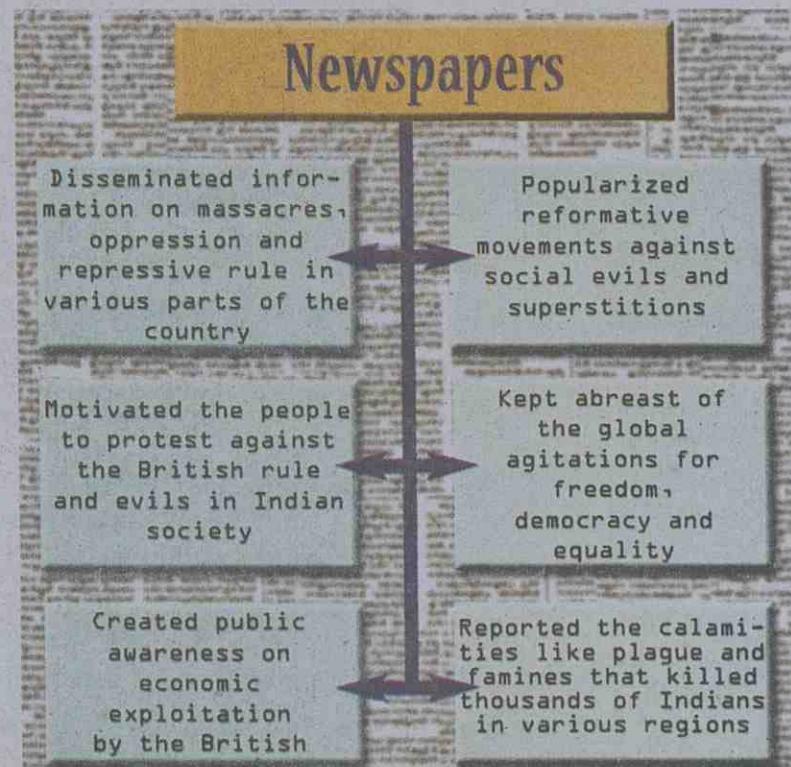
is available to him. His dress is ragged and torn. His condition is very pathetic".

This is a news item that appeared in Sulabh Samachar, an earlier newspaper from Bengal. This news covers the plight of the Indians under the British rule. The newspapers in that period reported many such issues in the society.

Don't you read newspapers daily? What are the functions of the Press today?

- Covering news around the globe
- 
- 

The newspapers during freedom struggle functioned with the aims to create public awareness of various social issues, to motivate everyone to participate in the national movement and to prompt the people to treat the problem anywhere in the country as a national problem. Find out how they accomplished this mission.



Examine the role of newspapers in making people aware of exploitation and violation of rights they faced.





## Major newspapers during the freedom struggle and their Leaders

| Newspapers   | Leaders   |
|--|---|
| <ul style="list-style-type: none"> <li>• The Hindu, Swadeshi Mitram</li> <li>• Amrit Bazar Patrika</li> <li>• Bombay Samachar</li> <li>• Kesari, Maratha</li> <li>• Bengal</li> <li>• Voice of India</li> <li>• Shome Prakash</li> <li>• New India, Common Wheel</li> <li>• Young India, Harijan</li> <li>• Al Hilal</li> <li>• Vandematharam</li> <li>• Nation</li> </ul> | <ul style="list-style-type: none"> <li>• G. Subrahmanya Iyer</li> <li>• Sisir Kumar Ghosh, Motilal Ghosh</li> <li>• Fardourji Marsban</li> <li>• Bal Gangadhar Tilak</li> <li>• Surendranath Banerji</li> <li>• Dadabhai Naoroji</li> <li>• Ishwar Chandra Vidyasagar</li> <li>• Annie Besant</li> <li>• Mahatma Gandhi</li> <li>• Maulana Abul Kalam Azad</li> <li>• Lala Lajpat Rai</li> <li>• Gopalakrishna Gokhale</li> </ul> |



Find out the names of Malayalam newspapers published during the time of independence movement and list them.



### Liberator of the Indian Press

In 1823, the British government controlled the licensing of newspapers in Indian languages. But, this controlling measures withdrawn by the Act implemented by Charles Metcalf in 1835. Since it helped the growth of Indian Press, Metcalf is called the liberator of the Indian Press.

Indian leaders mostly depended on newspapers to propagate their nationalistic ideologies. They considered journalism as a social service. Their newspapers criticized the British policies and motivated national movement. Raja Rammohan Roy was the first to start newspaper with a national perspective. His Sambath Kaumudi in Bengali and Mirat-ul-Akbar in Persian focused on social reformation, democracy and nationalism. Following his path, many reformers and national leaders published newspapers in regional languages.

Realising the power of the Press, the British imposed stringent measures to control them. The Vernacular Press Act enacted by Lord Lytton in 1878 was one of them. It curbed freedom of press in regional languages. The British withdrew the Act after a massive protest. During those days, protection, circulation and reading newspapers were considered to be a part of freedom struggle.

**Prepare a speech on the role of the Press in fostering national unity and social reformation in India.**



## Education for the Nation

If the Indians get proper education  
they will gain due respect from everyone.

Raj Rammohun Roy

If both the rich and the poor get enough education,  
they will be able to fight unitedly against all types of  
atrocities and cruelties meted out to them.

Keshub Chandra Sen

The educated are the spokesmen of change

Viresalingam

These are the visions of various social reformers on the importance and necessity of education. Identify the role of education from these observations.

- To bring about changes in society.
- To maintain unity.
- 

The social environment formed during the 19th century India paved the way for Indian nationalism. This period witnessed the conflict of two diverse interests.

The British interest to gain political, economic and cultural hegemony over India.

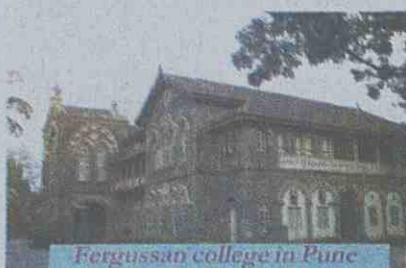


The Indian interest to free the country from political, economic and cultural domination of the British.

Education was the major field which witnessed this conflict of interests. Education helped Indians fight against the British colonial hegemony over India as well as the social inequality that existed in India. Thus, education created a nationalist perspective among the Indians. Let's see how it happened.

We have already discussed how the British tried to dominate Indians through English education. Now let's discuss how Indian leaders utilized education as a tool to nurture the concept of unity and for liberation from the British domination.

Establishing national educational institutions was the main means adopted for inculcating nationalism. They imparted secular education to all sections of the society. The Deccan Education Society founded in 1884 in Pune by G.G. Agarkar, Bal Gangadhar Tilak and Mahadev



Fergusson college in Pune established by Deccan Education Society.



Emblem of Deccan Education Society



Statue of D.K. Karve

Govinda Ranade was one of such educational institutions established with a nationalistic perspective. The founders were well aware that education was inevitable in the socio-economic and cultural progress of the country.

The Swadeshi Movement which started after the partition of Bengal in 1905 founded many educational institutions for the propagation of national education. D.K. Karve started the first Indian Women University in Maharashtra in 1916. He was motivated by the concept that education had a pivotal role in women empowerment. Following this many educational institutions were founded in various parts of

India. Their major objectives were promotion of nationalism, opposition to social evils, and rejection of western education.

Visva Bharati, the university founded by Rabindranath Tagore in Bengal, focused on universal brotherhood. With this university, Tagore aimed at a system of education that would bridge western and eastern cultures.

Similarly, when the national movement became strong under the leadership of Mahatma Gandhi, a team led by Maulana Mohamed Ali, Shoukath Ali, Dr. Zakir Husain and M.A. Ansari founded the Jamia Millia Islamia in Aligarh. Its objective was to strengthen national movement through secular education.

Intrusion of western arts and education ruined Indian traditional arts. Many initiatives were taken to defend the cultural invasion and promote traditional art. Kerala Kalamandalam in the Cheruthuruthy village of Thrissur, founded by *Mahakavi* Vallathol Narayana Menon was one of such initiatives.

In 1937, Mahatma Gandhi proposed a special education plan. This is called Wardha Education Plan. Its major objective was vocational education. He thought that vocational training during education would help build up a good future. Gandhiji believed that such a generation could defend the British.



Gandhiji and Tagore  
at Visva Bharati



Jamia Millia Islamia



Kerala Kalamandalam



Gandhiji in Wardha educational  
conference

### Nai Talim

Gandhiji proposed that education should be related to some productive occupation. He recommended free and compulsory education in mother tongue for all children between 8 and 14 years. This perspective of education is known as Nai Talim (New education). In 1937, the Wardha conference of the Indian National Congress appointed a committee headed by Dr. Zakir Husain to study this system of education.



*How did the advancement in education help nurture Indian nationalism?*



Following are some ideas envisioned in national education. Read carefully. List the institutions that worked for materializing these ideas.

| Ideas of National Education  | Institutions   |
|--|--|
| <ul style="list-style-type: none"> <li>• Secularism</li> <li>• Nationalism</li> <li>• Women empowerment</li> <li>• Internationalism</li> <li>• Revival of traditional arts</li> <li>• Protest against foreign rule and caste system</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> |

## Literature and Nationalism

**"Let them seal my lips  
And detain me in a prison  
But my views  
can't be chained".**

**Brij Narayan Chakbast**

These are the lines written by the Urdu poet Brij Narayan Chakbast protesting the British rule and the violation of rights of the people. Like this, many writers in different languages protested against the foreign forces on Indian soil in the 19th and the 20th centuries. Let's discuss the context of this anticolonial literature and their implications. The protest against the British rule as well as social evils existed in the Indian society reflected in Indian literature. Writers in various parts of India illustrated the agonies and atrocities faced by the people

The readers in other parts experienced these sorrows as theirs and ventured to fight them collectively. Writers shared their resentments with the people through poetry, novel, drama, etc. This developed among the people a sense of patriotism and dissent towards the foreign dominance. Patriotic songs in regional languages bridged the gap between the upper class literates and the illiterate mass.

The concept of Bharat Mata was first presented in public through a play written by Sisir Kumar Ghosh, and Satyendranath Tagore. Bankim Chandra Chatterji, a famous Bengali writer adopted novel, a western form of literature, as a medium to portray the plight of Indian society. Of his novels, the most notable is *Anandamath*, based on the Sanyasi Revolt of Bengali peasants. He could well illustrate the agonies of Bengali farmers and disparity between rich and poor in the Bengali society. Thus, Indian society came to know about the predicaments of the Bengalis. The song 'Bandemataram' is taken from this novel.

*Nil Darpan*, a play written by the Bengali writer Dinabandhu Mitra, depicted the severe exploitation suffered by the indigo farmers in Bengal. It was staged in many places and greatly influenced the people. Indian Association, a political movement floated by Surendranath Banerjee, campaigned for the welfare of the Bengali farmers taking cue from the issues depicted in *Nil Darpan*. This play triggered farmers' unrests in various parts of the country.

### Indian Association and the Indian National Congress

The first national conference of Indian Association was held in Calcutta in 1883 under the chairmanship of Surendranath Banerjee. It was when its second national conference was held in Calcutta in 1885, a section of the Association and the Indian National Union founded by A O Hume formed the Indian National Congress in Bombay.



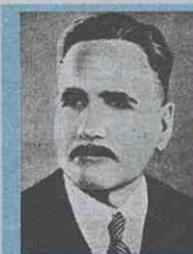
Bankim Chandra Chatterji



Dinabandhu Mitra



Nil Darpan



Muhammad Iqbal

Urdu poet Allama Muhammad Iqbal, who penned the famous patriotic song 'Sare Jahan Se Accha, Hindustan Hamara' praised the beauty of India's nature and unity of its people. Creative expressions of Indian writers helped to inculcate the concept of a unified India among the public. Many writers from different languages of India contributed patriotic and nationalistic works to Indian literature.

Let's take a look at some of them.

| Works  | Authors   | Languages   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Ghora</li> <li>• Gitanjali</li> </ul>   | <ul style="list-style-type: none"> <li>• Rabindranath Tagore</li> </ul>          | <ul style="list-style-type: none"> <li>• Bengali</li> </ul> |
| <ul style="list-style-type: none"> <li>• Sevasadan</li> <li>• Premasram</li> <li>• Rangabhumi</li> <li>• Godan</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prem Chand</li> </ul>                 | <ul style="list-style-type: none"> <li>• Hindi</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Panchalisapadham</li> <li>• Kali paattu</li> <li>• Kannan paattu</li> <li>• Kuyil paattu</li> </ul> | <ul style="list-style-type: none"> <li>• Subrahmanya Bharati</li> </ul>        | <ul style="list-style-type: none"> <li>• Tamil</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Hayat-e-Sahi</li> <li>• Hayat-e-Javeed</li> </ul>   | <ul style="list-style-type: none"> <li>• Altaf Husain Hali</li> </ul>          | <ul style="list-style-type: none"> <li>• Urdu</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Nibandha Mala</li> </ul>  | <ul style="list-style-type: none"> <li>• Vishnu Krishna Chiplunkar</li> </ul>  | <ul style="list-style-type: none"> <li>• Marathi</li> </ul> |

- Ente Gurunathan
- Bappuji
- Indiayude Karachil

- Vallathol Narayana Menon



- Malayalam

### Come.. friend.. Come Forward



Many poems and songs which strengthened the nationalist movement were written in Malayalam. The most famous among them is "Varika Varika Sahachare" written by Amshi Narayana Pillai.

*Varika varika sahajare - valiya sahana samaramai  
 Karalurachu kaikal korthu kalnadayku pokanaam!  
 Kanthurannu nokuvin - kaikal korthiranguvin  
 Kapadakudila bharanakoodamikshanam thakarka naam!  
 Britaine virattuvin - chattamokke mattuvin  
 Dhushthaneethivishtapathilottume nilachida!  
 Vijayamenkil vijayavum - maranamenkil maranavum  
 Bhayaviheenamakhilajanavum aagrahichiranganam.*

How did literature in various languages motivate Indian nationalism?  
Discuss.



### Nationalism in Art



Bharat Mata

This is a water colour painting by Abanindranath Tagore. It depicts Bharat Mata giving food, cloth and knowledge to Indian masses. This painting helped to inculcate patriotism in Indian minds. Under the influence of this painting artists from various parts of the country pictured Bharat Mata in various fashions, embedded with the map of India. Abanindranath Tagore tried to free Indian painting from

western style and to promote oriental painting based on Indian culture and tradition. For this, he started Indian Society of Oriental Arts in Calcutta.



Painting of Raja Ravi Varma - A scene from *Sakuntalam* of *Kalidasa*



Sati - a painting of  
Nandalal Bose

Following the western style, Raja Ravi Varma from Kerala visualized various scenes from Indian epics and literature. Nandalal Bose, another artist portrayed scenes from Indian literature and events in history. His famous painting is 'Sati', which visualized the dilemma of a woman who was forced to commit Sati, a social evil prevailed in India. This painting touched Indian hearts and stimulated protest against this social evil. His another painting 'Village Drummer' was exhibited in the Haripura session of the Indian



Village Drummer -  
a painting of  
Nandalal Bose

National Congress in 1938 and was adopted as the picture for the poster of the Congress.

Amrita Sher-Gil, a famous woman artist of India, painted the sufferings of Indian villagers in dark shades ably reflecting their predicaments. Her paintings also motivated people to think about a unified India.



Village life - a painting of  
Amrita Sher-Gil



Painters played a vital role in the emergence of Indian nationalism. Discuss the statement.



National flag and national emblem

Did you notice the pictures? These are the national symbols that helped to nurture nationalism in Indian minds. Along with these, the national anthem written by Rabindranath Tagore also helped to create national consciousness. The tricolour flag was first designed during the time of the Swadeshi movement. The earlier version of

the flag contained eight lotuses representing eight provinces in British India and a crescent representing Hindu-Muslim fraternity. The team led by Gandhiji designed the national flag with Charkha, a domestic cotton spinning wheel used in Indian



### Madame Cama and Tricolour Flag

Madame Bhikaji Cama is one of the bold women fighters of Indian freedom struggle. She was the first person to hoist Indian tricolour flag in an international forum. She hoisted the flag in the conference of the Second International held in Stuttgart, Germany, in 1907.

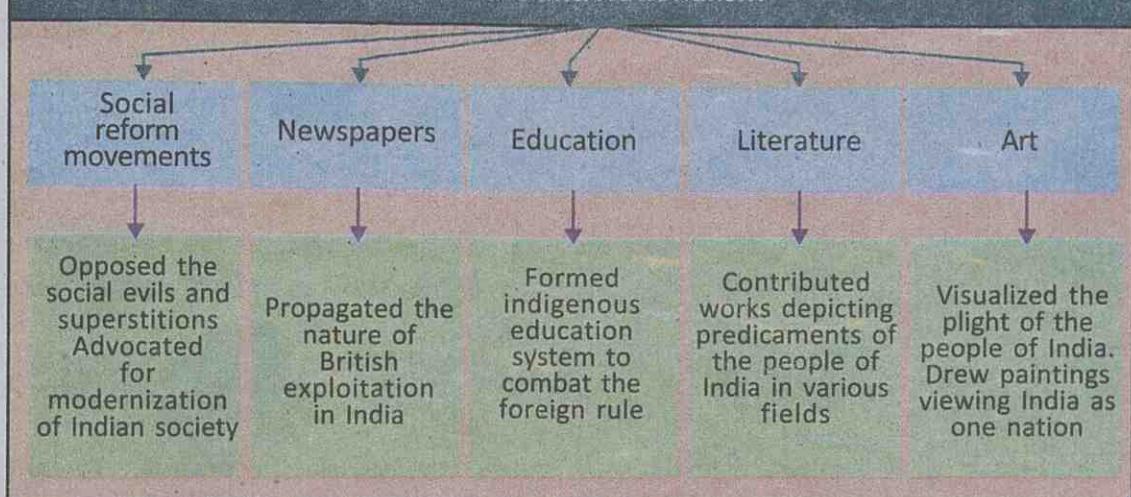
villages. Charkha resembled the self dependence of Indians and their defiance to colonial rule. The present tricolour flag of India was officially adopted in 1947. You have studied about the National emblem adopted from the lion capital of Asoka at Saranath. Patriotic songs, symbols and pictures were used throughout our freedom struggle. They played a crucial role in developing nationalist spirit among Indians.

Though Indian nationalism emerged in the 19th century, Indians had the concept of a nation even before the beginning of the national movement. They wished to implement their visions of modernization on the soil under their sovereignty. The passion of Indian society for freedom, equality and sovereignty were reflected in the art, literature, education, journalism and social reform and it motivated Indian nationalism.

Prepare a project on the factors that contributed to the emergence of Indian nationalism.



### Culture and Nationalism



### Significant learning outcomes

#### The learner:

- Identifies the factors that contributed to the emergence of Indian nationalism
- Evaluates how the British reign led to the rise of Indian nationalism
- Analyzes how Indian social reform movements contributed to the growth of Indian nationalism

- Describes the role of Indian Press in the growth of Indian nationalism
- Analyzes the role of education, literature and art in the emergence of Indian nationalism



### Let's assess

- 'Indian nationalism was a form of protest against and dissent to the British colonialism'. Substantiate
- The newspapers have a major role in unifying the people of a country. Examine the significance of this statement in Indian context.
- Evaluate how changes in education influenced the emergence of Indian nationalism.
- Examine whether social reformation is essential for national unity
- Identify the correlation between the items in section A and complete section B in the same way.

|      |    |                          |   |                           |
|------|----|--------------------------|---|---------------------------|
| i.   | A) | Vallathol Narayana Menon | : | Malayalam                 |
|      | B) | Altaf Husain Hali        | : | .....                     |
| ii.  | A) | Bharath Mata             | : | Abanindranath Tagore      |
|      | B) | Sati                     | : | .....                     |
| iii. | A) | Anandamath               | : | Novel                     |
|      | B) | Nil Darpan               | : | .....                     |
| iv.  | A) | Arya Samaj               | : | Swami Dayananda Saraswati |
|      | B) | Rama Krishna Mission     | : | .....                     |



### Extended Activities

- Prepare a magazine collecting literary works and newspapers and pictures that contributed to the national unity of India.
- Prepare a magazine collecting Malayalam poems that ignited nationalism.



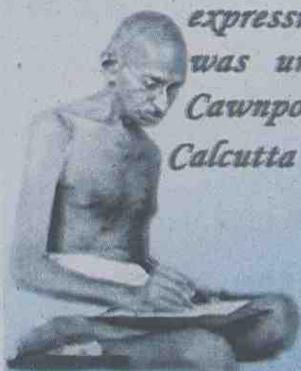
## STRUGGLE AND FREEDOM

### *The stain of Indigo*

*I must confess that I did not then know even the name, much less the geographical position, of Champaran and I had hardly any notion of indigo plantations. I had seen packets of indigo, but little dreamed that it was grown and manufactured in Champaran at great hardship to thousands of agriculturists. Rajkumar Shukla was one of the agriculturists who had been under this harrow and he was filled with a passion to wash away the stain of indigo for the thousands who were suffering as he had suffered. This man caught hold of me at Lucknow where I had gone for the Congress of 1916.... Brij Babu Kishore Prasad moved a resolution expressing sympathy for the people of Champaran and it was unanimously passed... Rajkumar followed me to Cawnpore and Ashram. Finally I told him I have to be in Calcutta and from there take me to Champaran.*

**My Experiments with Truth**

**Mahatma Gandhi**



Through these words in his autobiography, Gandhiji details the circumstances that made him participate in the indigo farmers' protest at Champaran in Bihar in 1917. He started his social activities in India intervening in the problems faced by the indigo farmers in Champaran. Soon he could gain the trust and recognition of the common people of India. Let's find the reasons for this.



### Gandhiji and South Africa

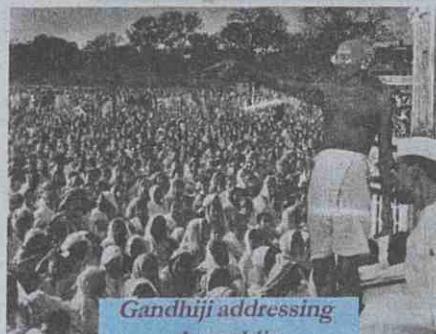
Gandhiji reached South Africa as an advocate of an industrialist named Dada Abdulla from Gujarat. As he was travelling from Durban to Pritoria, he was pushed out of the first class compartment saying that he had no right to travel along with the British. Within no time he came to know the intensity of the racial discrimination experienced by the Indians in South Africa. He stayed for 21 years in South Africa and all this time he was trying to solve the problems of the non-Europeans in South Africa.

- Gandhiji became familiar to the Indians after his involvement in addressing the problems of the Indian expatriates in South Africa
- His protests in South Africa made him famous
- Gandhiji was very popular because he lived among the common people and his food and clothing was similar to that of the common man in India and he spoke in their language
- Common people found in Mahatma Gandhi a saviour who could solve their problems

### Early Struggles of Mahatma Gandhi

Given below are some of the regional struggles in which Gandhiji was involved after returning to India from South Africa:

| Struggle                                      | Area      | Year   |
|---|-----------|--------|
| • The Struggle of indigo farmers in Champaran | • Bihar   | • 1917 |
| • Ahmedabad cotton mill strike                | • Gujarat | • 1918 |
| • Peasant struggle in Kheda                   | • Gujarat | • 1918 |



Gandhiji addressing the public

All the three struggles were regional and based on economic issues. In Champaran, Gandhiji resorted to disobedience of the British rules and Satyagraha and his involvement compelled the authorities to pass laws in favour of the indigo farmers. After his struggle in Champaran, Gandhiji worked for the progress of Champaran region by establishing primary schools, initiating medical aids and involving in cleaning activities.

Cotton mill workers in Ahmedabad started their strike in 1918 when they were denied 'Plague Bonus'. Gandhiji got involved in this strike and adopted the same method of protest that he used in Champaran. Following his Satyagraha, the authorities agreed to hike the wages of the employees and the strike came to an end.

Due to drought and crop failure farmers in Kheda were living in utter misery. The rulers decided to collect tax from these poor villagers. Starting Satyagraha Gandhiji protested against the decision. He advised people not to pay tax. Consequently, the authorities were forced to reduce tax rates. His early struggles based on Satyagraha and Ahimsa made Gandhiji a popular leader.

### Plague Bonus

Plague outbreak of 1917 in Ahmedabad killed 10% of the city population. During this time, the labourers were given a bonus upto 80% of their wages to prevent labourers from quitting the job for fear of Plague. This system was helpful for the labourers to survive the inflation due to the First World War. When the plague threat was over, this bonus was withdrawn and the labourers started agitation against it.



*How did Gandhiji become the leader of Indian society?*

Let's find the results of the early struggles that Gandhiji took up in India.

- The struggles he took up popularised his ideologies and method of protest.
- Till his entry into the political scenario, national movement was confined to the educated section of the society. His methods of protest attracted the laymen to the movement.
- The city centric national movement spread to rural areas.
- Gandhiji became a national leader acceptable to all strata of the society.



### Gandhiji on the Screen



Eight Oscar award-winning film 'Gandhi' directed by Richard Attenborough is a visual depiction of the Gandhian period in our freedom struggle. Similarly, the movie 'Making of Mahatma' by Shyam Benegal visualises the South African life of Gandhiji. Apart from these, a number of documentaries and films related to Gandhiji had been produced.

Examine the early struggles led by Gandhiji and discuss his method of protest.



## Towards the National Movement

Gandhiji entered Indian national movement with his rich experience and knowledge of regional struggles in various parts of the country. His protest against the Rowlatt Act enacted by the British paved the way for it. In the pretext of preventing extremist activities, the British Parliament passed the Rowlatt Act in 1919 limiting the civil rights. The committee which recommended this Act was led by Sir Sydney Rowlatt. Hence, the Act was known as Rowlatt Act. As per this Act any person could be arrested and imprisoned without trial.

When the protests against this Act failed, Gandhiji suggested starting Satyagraha. Vigorously reacting to his proposal, people in various part of the country went to the streets and started demonstration and strikes. But, the government resorted to oppressive measures towards the public protest. The worst example of the British approach to public protest was the massacre at Jallianwala Bagh in 1919.

### Jallianwala Bagh Massacre

People gathered at Jallianwala Bagh in Amritsar on 13 April, 1919 to protest against the arrest of Saifuddin Kitchlew and Satyapal who led the anti-Rowlatt Act agitations in Punjab. The city was under the control of the army. Accusing that the protesters violated his instructions, the army chief General Dyer ordered to shoot without warning. The innocent armless people were trapped as the ground was surrounded by buildings and the only entrance was blocked by the armed British soldiers. As per the British records, the shooting of ten minutes killed 379 protesters. In fact, the death toll was actually double this.

#### THE AMRITSAR MASSACRE.

'Darkest Stain on British Rule.'

#### GREAT SENSATION IN ENGLAND.

Dismissal and Impeachment of Gen. Dyer and  
Sir Michael Demanded.  
(ASSOCIATED PRESS.)

BOMBAY, Dec. 24.

The *Bombay Chronicle* publishes a cable from Mr. B. G. Horniman which *inter alia* says:—  
The *Westminster Gazette* says:—The amazing narrative recalls the early German occupation of Belgium and the Peterloo massacre. General Dyer must be recalled and dealt with in such a way that the Amritsar massacre is solemnly repudiated by the Imperial Government. If he is not condemned by the nation he will be condemned by the world.

The *Star* says:—It is the darkest stain on British rule in India and asks how shall we redeem our humanity.

Eight large Labour meetings in Glasgow demand the dismissal and impeachment of General Dyer and Sir Michael O'Dwyer. Scottish Liberals are also taking action.



Jallianwala Bagh - an illustration

The massacre at Jallianwala Bagh intensified the protests at the national level. Gandhiji said: "If the Battle of Plassey laid the foundation for the British rule, Jallianwala Bagh shook the foundation."

How did the Jallianwala Bagh massacre influence Indian national movement? Discuss.



## Non-cooperation and the Khilafat Movements

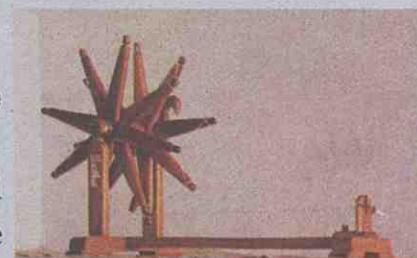
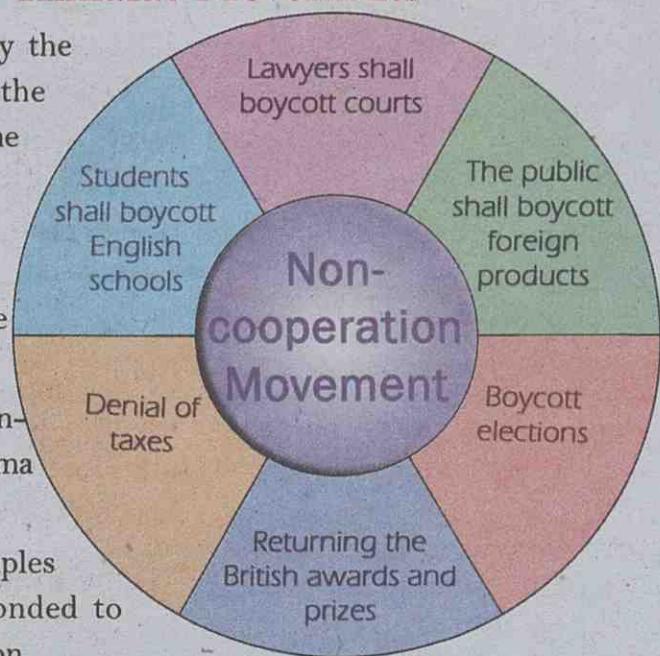
The first national level struggle by the Indian National Congress under the leadership of Mahatma Gandhi was the non-cooperation movement. The confidence gained from the anti-Rowlatt protest motivated Gandhiji to declare non-cooperation against the British.

Let's see the characteristics of non-cooperation policy adopted by Mahatma Gandhi.

Given below are some of the examples of how the Indian society responded to Gandhiji's appeal for non-cooperation.

- Farmers in Awadh refused to pay taxes.
- The tribal groups in northern Andhra entered the forests and collected the forest produces violating the forest laws.
- Farmers in Uttar Pradesh refused to carry the luggage of the colonial officials
- Workers struck work.
- Lawyers boycotted courts.
- Students quitted colleges and schools run by the British.
- The public, including women, burnt foreign clothes on the streets.

In addition to his appeal for non-cooperation, Gandhiji motivated the people to participate in constructive programmes. Inspired by this, people began to make indigenous products, spin khadi cloth using charka, establish national schools and popularise Hindi. Kashi Vidya Pith, Gujarat Vidya pith, Jamia Millia, etc. are some of the national



Charka used by Gandhiji - from a collection of Sabarmati Ashram



Ali Brothers  
Mohamad Ali,  
Shaukath Ali



### The Khilafat Movement

After the First World War, Britain tried to limit the power of Khalifa, the ruler of Turkey and the spiritual leader of world Muslims. The world wide protest against this is called the Khilafat Movement.

educational institutions started during this time. Students who boycotted English education were attracted to national educational institutions. Along with these activities, Gandhiji inspired people to participate actively in eradicating untouchability.

During the same period Maulana Mohamad Ali and Maulana Shoukath Ali intensified the activities of the Khilafat Movement. By declaring the Khilafat Movement as a part of Indian national movement, Gandhiji ensured active participation of Muslims in the freedom struggle. He travelled across India with Khilafat leaders and propagated his ideologies. As a result :

- Anti-British feeling spread to the nook and corner of the nation.
- Hindu-Muslim unity was intensified



*Explain the circumstance that led Gandhiji to support the Khilafat Movement*

Non-cooperation movement had a major role in making the national movement, which was till then confined to the elite of the society, a grass root mass movement. However, Gandhiji withdrew the non-cooperation movement due to a untoward incident in Chauri Chaura village in Uttar Pradesh. In response to the police firing at a mob, the villagers set ablaze the police station and 22 policemen died. This incident disappointed Gandhiji and he realised that the people could not fully understand the essence of the principle of Ahimsa. So, he called for stopping the non-cooperation movement.



*Examine the circumstances which led Gandhiji to suspend the non-cooperation movement.*



*Prepare some slogans supporting the non-cooperation movement, assuming that you were a student who lived during the time of the movement.*

## Poorna Swaraj and Civil Disobedience

The Lahore session of the Indian National Congress held in 1929 under the chairmanship of Jawaharlal Nehru was a turning point in the history of freedom movement in India.

- The session declared that the ultimate aim of Indian freedom struggle was to attain complete freedom (Poorna Swaraj) for the country
- It also resolved to start the civil disobedience movement under the leadership of Mahatma Gandhi.



With the civil disobedience

movement, Gandhiji meant to disobey all anti-popular and anti-democratic civil laws made by the British government. As a part of this movement, Gandhiji proposed the following:

Proposals put forward by Gandhiji

- To lift salt tax
- To declare 50% tax relaxation for farmers
- To increase the tax on imported foreign clothes
- To release political prisoners
- To cut short military budget and high salary of top officials
- To dissolve the secret surveillance wing formed to watch Indians
- To start coastal shipping service
- To implement prohibition of liquor

How far the demands of Gandhiji are appropriate to attain the freedom of India?



Gandhiji gave top priority to reducing salt tax due to a variety of reasons. Let's examine the reasons why Gandhiji selected salt as a powerful weapon against the British.

- Salt tax constituted two fifth portion of the income collected by the British through taxes.



## Round Table Conferences

The British government convened at James Palace in London three Round Table conferences in 1930, 1931 and 1932 to discuss the administrative reforms to be implemented in India. Representing Indian National Congress Gandhiji attended the Second Round Table Conference.



Gandhiji in London



Sarojini Naidu

- This tax was a heavy burden for the poor people.
- The British government banned small scale indigenous salt production.
- There was three fold hike on salt price.
- The demand for lifting salt tax was a slogan suitable to inspire all segments of the society.

Many people could not comprehend what Gandhiji meant by violating salt laws as a part of civil disobedience movement. Explaining the strength of the civil disobedience movement he said,

*"Supposing ten persons from each of the seven lakh villages in India come forward to manufacture salt and disobey the Salt Act, what do you think the Government can do? Even the worst autocrat you can imagine would not dare to blow regiments of peaceful civil resisters out of a Canon's mouth. If only you will bestir yourselves just a little, I assure you we shall be able to tire the Government out in a very short time."*

Gandhiji

Inspired by the call of Gandhiji, people in various parts of the country started to produce salt on their own, violating the British regulations. Payyannur in Kerala, Vedaranyam in Tamil Nadu, Bombay

in Maharashtra, Noakhali in Bengal and North West Frontier Province were some of the centres of this protest. As part of the protest, volunteers made salt and distributed it to the public, hoisted national flag and chanted anti-British slogans. The British police severely tortured a team of volunteers led by Sarojini Naidu who had set out to Dharasana salt field in Gujarat. Gandhiji was arrested and the movement was suppressed callously.

However, by making salt as a tool of protest Gandhiji

- Proved that any trivial issue can be snowballed into a popular strategy to trigger public protest and intensify a mass movement.
- Succeeded in securing support of the society at large.
- Sensitised the public in a very simple way to the exploitation of the British.



*The Salt Satyagraha is the best example for bravery based on non-violence - Substantiate.*

## The British Quit India

*'Here is a Mantra, a short one that I give you, you may imprint it on your hearts and let every breath of yours give expression to it. The Mantra is Do or Die' - We shall either free India or die in the attempt. We shall not live to see the perpetuation of our slavery.'*

Gandhiji

This was the call of Gandhiji in the conference of the National Congress held in Bombay in 1942. The Quit India movement was the last popular protest organized by the Indian National Congress under the leadership of Gandhiji.

Quit India was yet another popular movement like the Civil Disobedience Movement. It was a mass movement based on the ideology of non-violence (Ahimsa) meant to force the British to leave the country offering complete freedom to Indians.

Let us examine some factors that caused Quit India Movement.

- Reluctance of the British to implement constitutional reforms in India
- Public disgust with price hike and famine
- The assumption that the British would be defeated in the Second World War

As part of this movement, Gandhiji called for the following:

- Princely states shall recognise the sovereignty of their people
- Farmers shall not pay land tax
- Government officials shall disclose their loyalty to Indian National Congress without resigning their positions
- Without quitting their positions in the army, soldiers shall disobey orders to shoot and kill Indians
- If possible, students shall boycott education till attaining freedom

The British government suppressed the movement very severely and arrested leaders including Mahatma Gandhi. In protest, the uncontrolled mob demolished government offices, electric lines and transportation facilities. At the end of 1942, India was under the fire of popular unrest. The Quit India movement was a clear indication of the people's determination to grab freedom for their country.



*Mahatma Gandhi with Moulana Abul Kalam Azad and J. B. Kripalani at the Quit India Conference.*

Prepare a digital album including the pictures of the various struggles led by Gandhiji in India





- The Quit India movement was a turning point in India's freedom struggle! Discuss.
- Conduct a quiz competition on 'Gandhiji and the freedom struggle of India.'

## Alternative Paths

*'To sound the order of retreat just when public enthusiasm was reaching the boiling point was nothing short of a national calamity. The principal lieutenants of the Mahatma, Deshabandhu Das, Pandit Motilal Nehru and Lala Lajpat Rai, who were all in prison, shared the popular resentment. I was with the Deshabandhu at that time and I could see that he was beside himself with anger and sorrow at the way Mahatma Gandhi was repeatedly bungling.'*

Subhash Chandra Bose

This is how Subhash Chandra Bose responded to Gandhiji's decision to withdraw the non-cooperation movement following the Chauri Chaura incident. Many such movements and persons who had difference of opinion towards the Gandhian approach to the struggle for independence also played crucial roles in attaining freedom for our country. Their objective was also nothing but India's freedom from colonial clutches.

C.R.Das and Motilal Nehru, who opposed Gandhian idea of boycott movement, formed the Swaraj Party in 1923. They argued for making legislative assemblies as platforms for raising our voices instead of boycotting them and they contested elections. Gradually, the opposition to Gandhian method of struggle intensified. Revolutionaries from Punjab, Rajasthan, Uttar Pradesh and Bihar gathered in Delhi and formed the Hindustan Socialist Republican Association in 1928. Bhagat Singh, Chandra Sekhar Azad, Raj Guru and Sukh Dev were at the helm of this movement. They floated a military wing called 'Republican Army' for armed revolution. Their plan was to overthrow the colonial government through military action and establish a federal republic of Indian states. In Lahore Bhagat Singh, Raj Guru and Sukh Dev shot to kill Saunders, the police officer who was responsible for the lathi charge that had led to the death of national leader Lala Lajpat Rai. Bhagat Singh and Batukeshwar Dutt threw bombs at the Central Legislative Assembly to protest against the attempt to pass laws curtailing civil rights. They were arrested and sent to jail.



Chandra Sekhar Azad



Bhagat Singh



Sukh Dev



Raj Guru



Newspaper report on the execution of Bhagat Singh and his comrades

On March 23, 1931, Bhagat Singh, Raj Guru and Sukh Dev were hanged to death by the British government.

Given below are the names of some revolutionary organisations and their leaders who dedicated their life to attaining freedom for India.

Abhinav Bharat Society

**V.D. Savarkar**

Anuseelan Samithi

**Bareender Kumar Ghose,**  
**Pulin Bihari Das**

Ghadar Party

**Lala Hardayal**

Indian Republican Army

**Surya Sen**

### Letter sent to Batukeshwar Dutt by Bhagat Singh

Dear Brother

The judgement has been delivered. I am condemned to death. In these cells, besides myself, there are many other prisoners who are waiting to be hanged. The only prayer of these people is that somehow or other they may escape the noose. Perhaps I am the only man amongst them who is anxiously waiting for the day when I will be fortunate enough to embrace the gallows for my ideals. I will climb the gallows gladly and show to the world as to how bravely the revolutionaries can sacrifice themselves for the cause.

I have been condemned to death, but you have been sentenced to transportation for life. You will live and, while living, you will have to show to the world that the revolutionaries not only die for their ideals but can face every calamity. Death should not be a means to escape the worldly difficulties. Those revolutionaries who have by chance escaped the gallows for the ideal many also bear the worst type of tortures in the dark dingy prison cells.

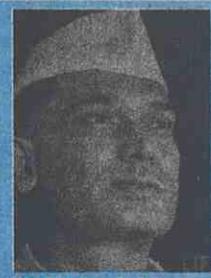
Central Jail, Lahore  
1930 November

Yours Bhagat Singh

Taking cue from the Russian revolution, socialist ideologies started to spread in India in 1930s and these ideas influenced a section

of Congress activists. Jawaharlal Nehru, Subhash Chandra Bose, Jai Prakash Narayan and Aruna Asaf Ali led the Congress Socialist fraction within the Indian National Congress.

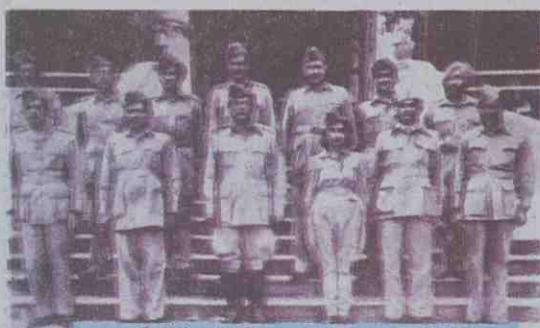
At a meeting held under the chairmanship of Jai Prakash Narayan in Bombay in 1934, the Congress Socialist Party was formed. This new organisation played a decisive role in the Quit India Movement. When Gandhiji and other top leaders of the Congress were arrested, Socialist Party leaders like Jai Prakash Narayan and Aruna Asaf Ali led the movement from their hideouts.



Jai Prakash Narayan



The postal stamp issued by the Government of India honouring Aruna Asaf Ali



Subhash Chandra Bose and his cabinet ministers in Singapore



### Vanchi Iyer

Vanchi Iyer is the first martyr of freedom struggle in south India. He shot Thirunelveli district collector Robert William Descourt Ashe, on 17 July, 1911 in Maniachi railway station in Tamil Nadu in retaliation of the collector's callous torturing of freedom fighters. Iyer committed suicide on the same spot to escape from the British police. Praising Iyer, Madame Cama wrote in her publication

'Vandematharam' of July 1911: The shots that Vanchi fired did help arouse a slave nation from the century - old slumbering".

At various stages of the national movement, Subhash Chandra Bose expressed his difference of opinion on Gandhian ideas of struggle. Quitting the Congress he formed a political party called Forward Bloc. He took the charge of the Indian National Army (INA) formed by Rash Bihari Bose to attain freedom for India. He formed a provisional government for free India in Singapore, with the aim of forcing the

British to quit India. The Indian National Army had a women wing called the Jhansi Regiment. Captain Lekshmi, a Keralite, was in-charge of this regiment. With the support of the Japanese army the Indian National Army marched to the east west border of India and hoisted Indian flag in Imphal.



Conduct a seminar on the organisations which were formed as an alternative to Gandhian way of struggle for the freedom of India.

### Movements of workers and peasants

The socialist ideology spread among the Indians after the Russian revolution led to the formation of various labour and peasant movements in India. Following are the earliest labour unions in India.

- Ahmedabad Textiles Association
- Madras Labour Union

In 1920, the All India Trade Union Congress

(AITUC) was formed under the leadership of M.N. Joshi and Lala Lajpat Rai. The AITUC had three main objectives:

- To organise and act as a working class.
- To facilitate Indian working class to cooperate with the working class outside India
- To participate actively in the Indian freedom struggle

Because of the tax laws of the British, severe exploitation of the zamindars and the low price of agricultural produces, Indian farmers realized the importance of an organised struggle and started peasant movements. The All India Kisan Congress, which was later called the All India Kisan Sabha, was formed in Lahore by the efforts of the leaders like N.G. Ranga. A farmers' manifesto, which included all the basic demands of Indian peasants, was prepared in the All India Kisan Samiti conference held in Bombay. Given below are some of the demands included in the manifesto.

- Reduce 50% of land tax and lease charge
- Write off debts
- Cancel feudal taxes
- Ensure minimum wage for agricultural workers
- Recognise peasant unions

Organisation of labourers and farmers and their subsequent protests energised Indian National Movement. Their policy of equally opposing the imperialist policies of the British government as well as the feudal system that existed in India triggered agitations and revolts in various parts of the country.

| Agitations   | Places   |
|--|--|
| <ul style="list-style-type: none"> <li>• Tebhaga struggle</li> <li>• Telengana struggle</li> <li>• Naval mutiny</li> </ul> | <ul style="list-style-type: none"> <li>• Bengal</li> <li>• Andhra Pradesh</li> <li>• Bombay</li> </ul> |

*Discuss the role of labourers and farmers in the struggle for Indian independence.*



## Towards Independence

The Second World War led to the collapse of imperialism the world over. Consequent to financial crisis Britain lost its capacity to maintain colonies. Intensified freedom struggles in the continents of Asia and Africa on one hand and American and Soviet policy against colonialism on the other, forced the British to free India from their clutches. The new British government that came to power under the Labour party led by Clement Attlee, sympathiser to India, also expedited our



### Khan Abdul Ghaffar Khan

Khan Abdul Gaffar Khan was a national leader who strongly opposed the dual nation theory and partition. The Partition hurt Khan who led countless agitations in the northwest frontiers. This stalwart of Indian freedom struggle, who tried his best for Hindu-Muslim unity, is famously known as Frontier Gandhi. Government of India honored him with Bharat Ratna.



Jawaharlal Nehru  
addressing the public at  
Red Fort

Prepare a project including the details of leaders and organisations that fought for Indian independence.

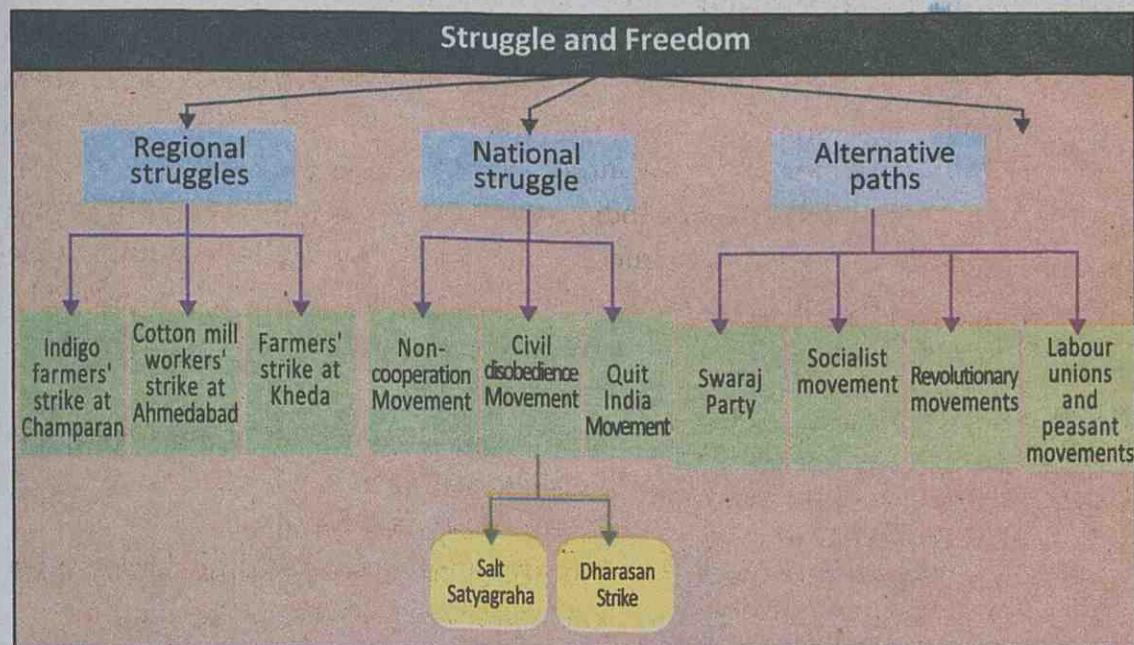


independence from colonial rule. Meanwhile, the All India League under the leadership of Mohammed Ali Jinnah raised claims for a separate country called Pakistan. Following this, Lord Mountbatten was appointed as the Viceroy of India to deliver freedom to India addressing the question of partition. He argued that freedom for India was impossible without partition and to support this argument he prepared a strategy called 'Mountbatten Plan'. His proposals were as follows:

- To form a separate country in Muslim majority area as per the Muslims wish.
- To divide Punjab and Bengal
- To conduct a referendum to determine whether to add North West Frontier province to Pakistan or not
- To appoint a commission to determine the borders in Punjab and Bengal

While the Congress and the All India League approved this plan the nationalists like Khan Abdul Ghaffar Khan vehemently opposed it. In 1947, when the British Parliament passed the Indian Independence Act, two free nations - India and Pakistan- came into existence. Jawaharlal Nehru became the first Prime Minister of independent India.

So far we have discussed how Indian freedom struggle became a popular national movement. Gandhian ideas played a major role in this process. Alternatives to his method of struggle also significantly contributed to our independence. In short, the freedom we attained on 15 August, 1947 is the outcome of Indian National Movement inspired by various streams of ideas and ideologies.



## Significant learning outcomes

*The learner:*

- Evaluates the context of Gandhiji's involvement in regional issues after his return to India.
- Explains the background in which Gandhiji attained the leadership of the national movement.
- Identifies the influence of Jallianwala Bagh incident on Indian National Movement
- Analyzes the features and outcome of the Non-cooperation Movement
- Analyzes the significance of the Salt Satyagraha, a part of the Civil Disobedience Movement
- Explains the context of the Quit India Movement
- Evaluates the role of the INA and Subhash Chandra Bose in the national struggle for freedom

- Evaluates the activities of the revolutionary movements formed during the time of the freedom struggle
- Analyzes the role of labour and peasant movements in the freedom struggle



### Let's assess

- What are the regional agitations in which Gandhiji participated after his arrival in India?
- What are the strategies of strike used in the peasant struggle in Kheda?
- Analyse the outcomes of Ghandhiji's earlier struggles.
- Name the law made by the British in the pretext of preventing extremist activities.
- Write a short note on Jallianwala Bagh massacre.
- List out the outcomes of the Non-cooperation Movement under Gandhiji.
- Which incident forced Gandhiji to withdraw the Non-cooperation Movement?
- Which session of the Congress declared Poorna Swaraj as the ultimate aim of Indian freedom struggle?
- Prepare a seminar paper on the significance of the Civil Disobedience Movement in the freedom struggle.
- Prepare a note on the Quit India Movement.



### Extended Activities

- Prepare a short note on the life of Gandhiji in South Africa.
- Prepare a digital album of the postal stamps brought out by the Government of India or governments of other countries in memory of Gandhiji or their pictures.

# KERALA



Kasaragod

KASARAGOD

KANNUR

Kannur

KARNATAKA

WAYANAD

Kalpetta

KOZHIKODE

Kozhikode

MALAPPURAM

Malappuram

TAMIL NADU

PALAKKAD

Palakkad

Thrissur

THRISSUR

ERNAKULAM

Ernakulam

IDUKKI

Painavu

KOTTAYAM

Kottayam

PATHANAMTHITTA

Pathanamthitta

ALAPPUZHA

Alappuzha

KOLLAM

Kollam

THIRUVANANTHAPURAM

Thiruvananthapuram

## LEGEND

State Boundary ——

District Boundary -----

State Capital ●

District Headquarters ○



# INDIA

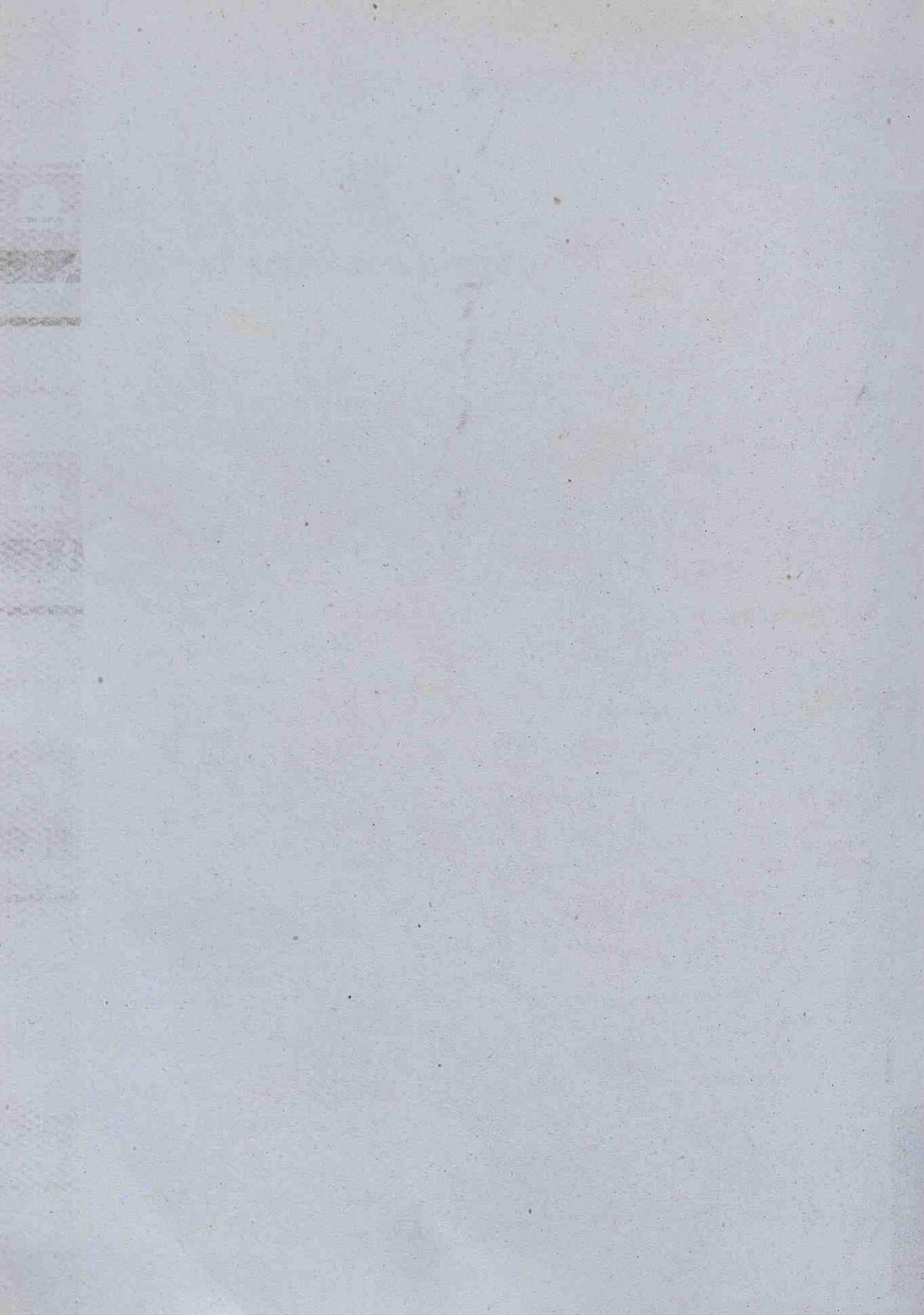
## States and Union Territories



### LEGEND

- International Boundary
- State Boundary
- Country Capital
- State and U.T. Capital

Map not to Scale



# ASIA MAP



Not to Scale



## WORLD MAP



Map not to Scale



## **Preserve Historical Heritage...**

Our country has a rich and varied heritage. It is our prime duty to preserve the monuments and places that carry our rich heritage.

### **What we can do**

- Visit historical monuments, museums and other protected areas as part of activities for learning.
- Collect pictures, information and other details about them and organise discussions and exhibitions.
- Undertake activities that help others know about these places.
- Schools can take up protection of the heritage of their locality. Record and keep the history of your school and the locality.
- Set up a museum and a social science lab in your school.
- Inform the authorities when you notice the misuse of such places or monuments.

### **What we should not do**

- Do not deface the historical monuments and sources making drawings or carvings and pasting posters and notices.
- Do not trespass on such places or posses them.
- Do not engage in any activity that adversely affects the existence of such monuments.

*Preserve rich heritage  
transfer them to the future generation.*

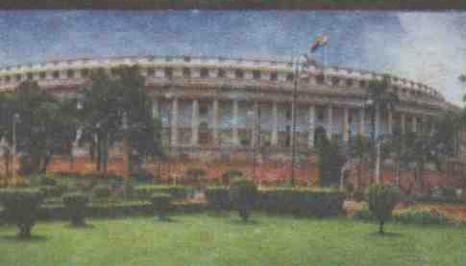
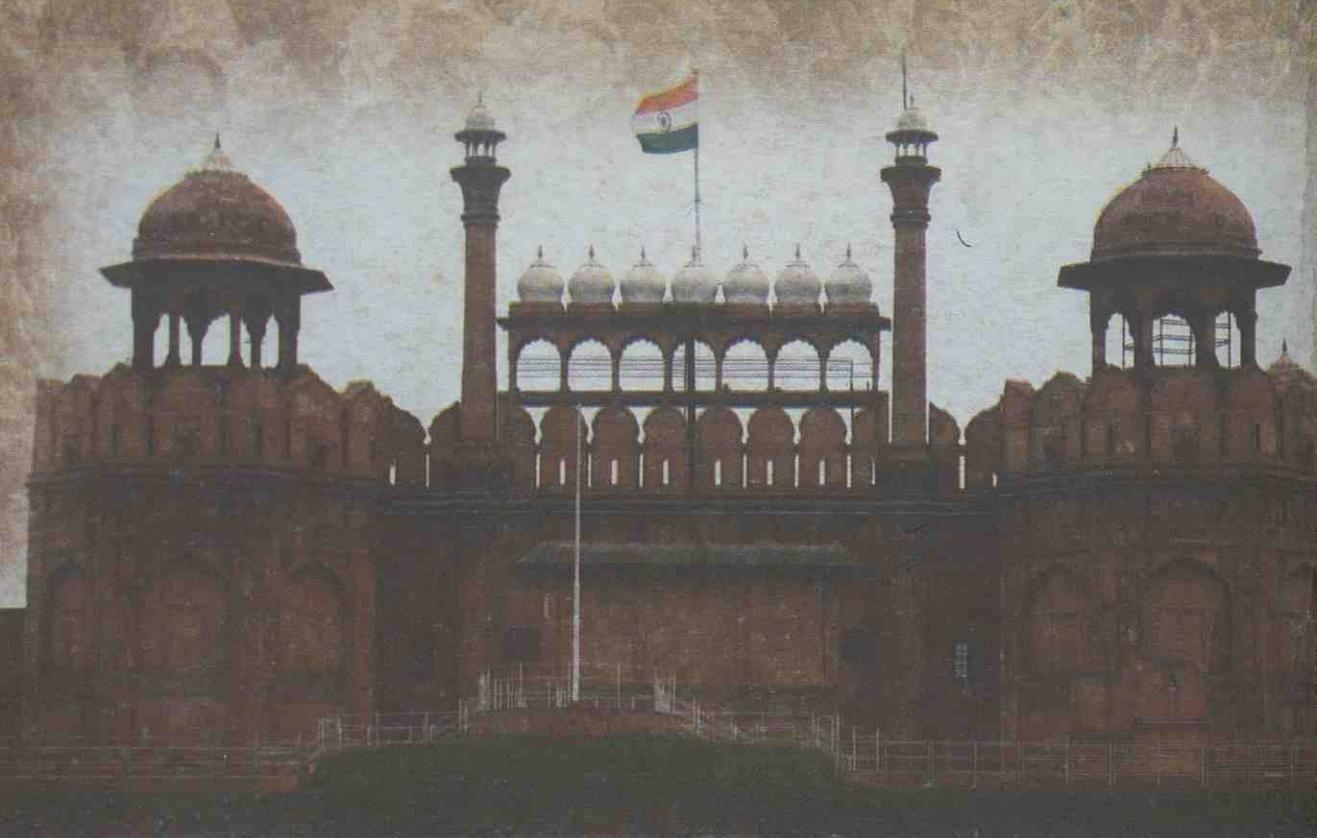


Printed by the Chairman & Managing Director

**Kerala Books and Publications Society**

(An Undertaking of the Government of Kerala)

Kakkanad, Kochi-682 030



**State Council of Educational  
Research and Training (SCERT)**

Vidyabhavan, Poojappura, Thiruvananthapuram