

# History and Civics

Standard Eight



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

**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 and 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 achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
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# History and Civics

## Standard Eight



**Maharashtra State Bureau of Textbook Production and  
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the relevant lesson will be available through the  
Q.R Code given in each lesson of this textbook.

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## The Constitution of India

### Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## 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.

## Preface

Dear Students,

From standard III to standard V you have studied the subjects of history and civics in 'Environmental Studies'. In the syllabus of standard VI onwards history and civics are independent subjects. From standard VI onwards both these subjects are included in one textbook. We are happy to place this textbook of standard VIII in your hands.

The structure of the textbook is designed with the objective that the subject should be properly understood, felt interesting and get inspired by the work done by our ancestors. By studying this textbook we hope that along with knowledge your learning will also become meaningful. For this purpose coloured pictures, maps are given in the textbook. Every chapter of the textbook should be studied attentively. Those parts which are difficult to understand can be explained by your teachers and parents. The content given in the table will increase your curiosity. If you want to know more, then through the medium of App using the QR code useful audio visual material related to the chapter will be available to you. It will definitely be useful for your study. An attempt is made to make history interesting and it will surely develop within you a liking for the subject.

The history part deals with Modern Indian History. The textbook is written by combining new trends in history and core values of national education. By studying the textbook it will be clear as to how the principles of liberty, equality, fraternity, and justice evolved in the history of Modern India. There is an introduction to sources of history of Modern India in the textbook. Similarly an overview of the expansion of British rule in India is taken. Information about the unforgettable fight given by the Indian people to free India from the chains of British rule is given in the part of history.

In the part of civics an introduction to Parliamentary Government System is given. It tells that the working of our country is based on constitution, laws and rules. Indian Parliament, Central Legislative Assembly, Judicial system of India, working of State government, Bureaucratic structure and their role in the process of democracy is made clear in this textbook.



**Dr. Sunil Magar**

Director

Pune

Date : 18 April 2018, Akshaya Tritiya  
Indian Solar Date : 28 Chaitra 1940

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune

## For the Teachers

We have studied ancient and mediaeval history of India in the syllabus of Standard VI and VII respectively. History syllabus of Standard VIII includes the process of colonialisation and decolonialisation in India as well as the Samyukta Maharashtra Movement in post independence period. Due to the study of intellectual inspiration behind the freedom struggle, rise and development of Nationalism in India and the contribution of freedom fighters, the sense of responsibility towards Nation and patriotism among students will increase.

History is a scientific subject in which sources of history are exceptionally important. While considering the changing nature of sources of history as per the time period, the sources of history are included in the first unit. There was growth of imperialism in Europe due to the age of Renaissance and revolution which led to the growth of the process of colonialisation in Asian and African continents. We are going to think about how India fell prey to the western imperialist ambition, what were the effects of British rule over India, later how did the Indians develop a sense of Identity and attained inspiration of independence.

While teaching the Indian freedom struggle a complete information of events such as freedom struggle of 1857, establishment of Indian National Congress, work of Indian National Congress in the moderate and extremist phase, the Satyagrahi movements during Gandhi era, armed revolutionary movement, struggle of Indian National Army, independence of India, integration of princely states, liberation of French and Portuguese colonies can be provided to the students through the medium of audio visual sources (films, documentaries, recordings etc.), field visits, exhibitions, newspapers etc.

While thinking about the political events, the students can be introduced to how the changes in social and economic fields of India took place, how the thought of social and economic equality was inculcated among the Indians. While studying the background of Indian history we have to consider the events in the formation of state of Maharashtra and the Samyukta Maharashtra Movement.

In the part of Civics of Standard VII we have studied the philosophy, values expressed through the Constitution. In standard VIII the system of government created by constitution, administrative system, judicial machinery and judicial system is thought about. The relevant content should be taught with the help of contemporary events. It should be associated with the philosophy of constitution and the values and ideals reflected through it.

The students should be made aware that Constitution is a living document through which democracy and rule of law comes into reality. It will help the students to be more mature in social and economic consciousness. It will be possible for the students to find the relation between democratic Institutions and various political processes. On basis of the contents given in the textbook, activities like discussions, group discussions, projects, posters, understanding different political facets based on a single subject can be done from the students.

While designing the textbook constructive education and activity based teaching is given specific importance. For this purpose additional and interesting information related to the chapter is given in tabular format. Along with it through let us discuss, do it etc. how the student will remain active in the learning process is thought about. With a view to give scope to the action, thought and self expression, the self study and project is designed. For providing additional sufficient information regarding the chapter the QR code is included in the textbook, by using it effective teaching will be easier for you.



# History

## (History of Modern India)

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**S.O.I. Note :** The following foot notes are applicable : (1) © Government of India, Copyright : 2018. (2) The responsibility for the correctness of internal details rests with the publisher. (3) The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. (4) The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. (5) The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the "North-Eastern Areas (Reorganisation) Act. 1971," but have yet to be verified. (6) The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India. (7) The state boundaries between Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chattisgarh & Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in this map, have been taken from various sources.

## Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p><b>To give opportunities to study Individually or in the group of two or more and to motivate the students in undertaking following activities</b></p> <ul style="list-style-type: none"> <li>• Raise questions on different issues and events like ‘Why the British East India Company felt it necessary to involve itself in the internal hereditary feuds amongst the Indian rulers?’</li> <li>• Visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement.</li> <li>• Gandhiji’s idea of non violence and its impact on India’s national movement,</li> <li>• Drawing up a timeline on significant events of India’s national movement,</li> <li>• Enacting a role play on the Chauri Chaura incident,</li> <li>• Locating on an outline map of India, ‘the regions most affected by commercial crop cultivation during the colonial period’, undertaking of such such projects and activities.</li> <li>• Familiarise with the sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements.</li> <li>• Expose to pedagogically innovative and criterion-referenced questions for self assessment like ‘What are the causes of Battle of Plassey?’</li> </ul>	<p><b>Students</b></p> <p>08.73H.01 Understand various sources of History and clarify its use in rewriting the history of this period.</p> <p>08.73H.02 Distinguishes ‘the modern period’ from the ‘mediaeval’ and the ‘ancient’ periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the historical events that took place in the particular period.</p> <p>08.73H.03 Explains how the East India Company became the most dominant power.</p> <p>08.73H.04 Explains the differences in the impact of colonial agrarian policies in different regions of the country like the ‘Indigo rebellion’.</p> <p>08.73H.05 Describes the forms of different tribal societies in the 19th century and their relationship with the environment.</p> <p>08.73H.06 Explains the policies of British administration towards the tribal communities.</p> <p>08.73H.07 Explains the origin, nature and spread of the freedom struggle of 1857 and the lessons learned from it.</p> <p>08.73H.08 Analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban trade centres and industries in India during the British rule.</p> <p>08.73H.09 Explains the institutionalisation of the new education system in India.</p> <p>08.73H.10 Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of British administration towards these issues.</p> <p>08.73H.11 Outlines major developments that occurred during the modern period in the field of arts.</p> <p>08.73H.12 Outlines the course of the Indian national movement from the 1870 till independence.</p> <p>08.73H.13 Analyses the significant developments in the process of nation building.</p>

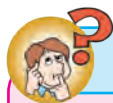
# 1. Sources of History

We have studied the sources of ancient and mediaeval Indian history. This year we are going to study the sources of Modern Indian History. Historical sources include material, written and oral sources. Similarly sources based on modern technology such as audio, video and audio-visual are included.

**Material Sources :** Various objects, monuments, places, coins, sculptures etc. can be included in the material sources of history.

**Buildings and Places :** The period of Modern Indian History is believed as period of European, especially the British rulers, and governance of Princely States. In this period various buildings, bridges, roads, water supply system, fountains etc. were built. These buildings include government offices, residences of officers, leaders and revolutionaries; palaces of rulers of princely states, forts, prisons etc. Among these monuments many buildings are intact even today. Some are declared as national monuments, where as some are converted into museum. For eg. Cellular Jail in Andaman.

While visiting these sites we get information about contemporary history, architecture, nature of the monument and also the economic condition of that particular period. Just as during the visit to Cellular jail in Andaman we get information about the revolutionary work of V.D.Savarkar; by visiting Manibhavan in Mumbai or Sevagram Ashram at Wardha we get information about the history of Gandhian era.



**Do you know ?**

**Museums and History :** For the study of History various objects, paintings, photographs and such other things are preserved in a museum. At the Aga Khan Palace in Pune, we can see different objects, documents giving information about the life of Mahatma Gandhi.



**Aga Khan Palace, Pune**

**Statues and Memorials :** During the Pre Independence and Post Independence period, memorials of many personalities were erected in the form of statues. These statues are also important for the study of modern Indian history. The various statues provide information about the contemporary rulers and eminent personalities. The display plaque on the statues gives us information about the full name of the concerned person, birth and death details, brief information about their contribution and a biographical sketch of the person. Just as the statues of Mahatma Jyotirao Phule, Lokmanya Tilak, Dr. Babasaheb Ambedkar, there are memorials which are erected in the memory of various events which give information

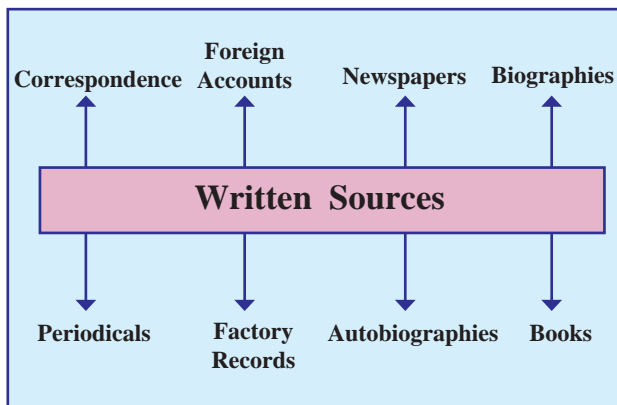
about the concerned event, period, people related to the event etc. For e.g. Hutatma Smarak at various places.



**Do it.**

Trace out the statues and memorials in your neighbouring areas. Note down the information, of an event or personality, that you obtain through it.

**Written Sources :** The following aspects are included in the written sources of Modern Indian History.



**Newspapers and Periodicals :** Newspapers provide us information about the contemporary events. Along with it, detail analysis of a particular event, views of eminent people, editorials are also published. We get information about the political, social, economic and cultural happenings of that period. In the pre independence period, newspapers like Dnyanoday, Dnyanprakash, Amrit Bazaar Patrika, Deenbandhu, Kesari acted as important source of awakening the minds of the people. Through the newspapers we can study the British policies regarding India and their effects on India. During the British period, newspapers were not only the source of political events but also acted as a source of social reformation. The 'Nibandhmala' by

Vishnushastri Chiplunkar and Shatapatre written by Lokahitawadi alias Gopal Hari Deshmukh in the weekly 'Prabhakar' comments on various social and cultural issues.

**Let us know :**

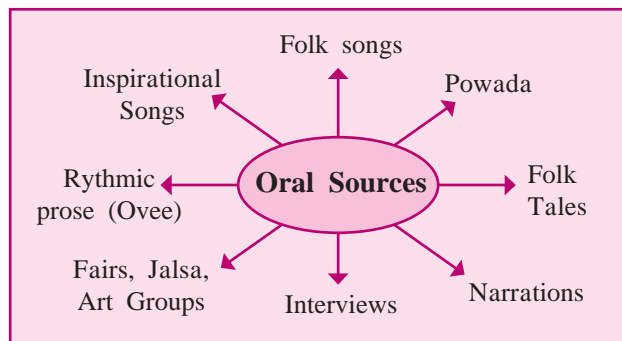
**Dr Babasaheb Ambedkar and newspapers :** In January 1920, Dr. Babasaheb Ambedkar started the fortnightly 'Mooknayak'. But later, Dr. Ambedkar had to leave for higher studies to England and hence he handed over this paper to his colleagues. In April 1927, Dr. Ambedkar started the newspaper 'Bahishkrut Bharat'. Through the medium of Bahishkrut Bharat he wrote for the reformation of common people and bringing unity among them. Apart from this he also started two more newspapers, namely, 'Janata' and 'Prabuddha Bharat'.



**Maps and Drawings :** Map is also regarded as an important source of history. The changing nature of a city or a particular location can be traced through maps. The Survey of India was an independent department established during the British period. Through scientific methods of survey, they have created maps of India, various provinces of India, cities etc. Similarly, the plans designed by the architects prove important from the view of study of architecture of a building as well as phases of development process

of a particular area. For example, the Department of Mumbai Port Trust has the original plan of the Bombay Port. Information about development of Bombay city can be understood through the plans drafted by architects and engineers.

**Oral Sources :** The following sources are included in the oral sources of Modern Indian history.



**Inspirational Songs :** During the period of freedom movement various inspirational songs were composed. At present some of these songs are available in written form, but there are many other unpublished inspirational songs memorised by freedom fighters. Through these inspirational song we can get information about the conditions during pre independence period and also the spirit behind the freedom struggle could be understood.

**Powada :** Powada is a source for getting information about a historical event or the work of a person. There are various Powadas composed on freedom struggle of 1857, valour of revolutionaries during British rule etc. These Powadas were used to create motivation and spirit



**Do it.**

Collect and present the inspirational songs and Powadas related to the period of Indian freedom movement.

among the people. Apart from freedom movement, the Powadas were composed based on the work of Satyashodhak Samaj for awakening among the oppressed classes, the Samyukta Maharashtra movement and such other events.

**Video, Audio and Audio-Visual Sources :** During the modern period, due to the development of Technology there was a development in the art of photography, recording, Films etc. Obviously, these photographs, records or films can be used as a source of history.

**Photographs :** Photographs are visual source of modern Indian history. With the discovery of art of photography, photograph of various persons, events, objects, structure, places were clicked. Through these photographs we get information of the person or an event in a visual format. In case of mediaeval period there are paintings available that depict the physical features of a person or visual description of a particular event, but the authenticity of these paintings is doubtful. Comparatively photographs are considered to be more reliable. The photograph of a person gives information about the physical features, dressing style etc. Photograph of an event give a visual image of the event whereas photograph of an object or a structure helps in understanding its nature.

**Recordings :** The discovery of technique of recording was also as important as photography. Recording is a form of audio source of history. During modern period, the speeches of leaders or important personalities, songs etc are available in the form of recordings. They can be used as a source of history. For example. National anthem 'Jana Gana Mana' sung by Rabindranath Tagore

himself or the speeches of Subhash Chandra Bose can be used as an audio source for the study of history of Modern India.

**Films :** Films are considered as a unique discovery of modern technology. In the 20th century, there was a great development in the technique of filmmaking. Dada Saheb Phalke, in the year 1913, laid the foundation of Indian film industry. Audio visual recording of Dandi Yatra, Salt Satyagraha, Quit India Movement and such other historical incidents are available. Through these films the events could be seen in reality.

Compared to ancient and mediaeval period, the sources of study of modern Indian history are found in abundance and variety. The archaeological sources of this period are to a great extent found in a better state. There are many written sources preserved in the archives. But while referring the written sources, the ideology and opinions of the author regarding the particular event needs to be examined. There is a great need of preserving these historical sources through which the rich tradition of history can be handed over to the next generation.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

- (1) Among the historical sources ..... sources are based on Modern technology.  
(a) Written                      (b) Oral  
(c) Material                      (d) Audio-visual
- (2) The ..... is a museum in Pune which gives information about the history of Mahatma Gandhi.  
(a) Aga Khan Palace  
(b) Sabarmati Ashram  
(c) Cellular Jail  
(d) Lakshmi Vilas Palace
- (3) A unique discovery of modern technology in 20th century is .....  
(a) Powada                      (b) Photograph  
(c) Interviews                      (d) Films

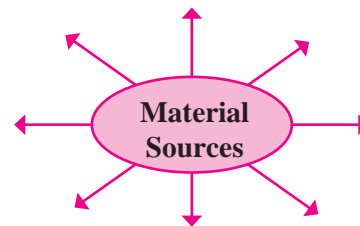
#### 2. Explain the following statements with reasons.

- (1) During the British period newspapers also acted as source of social reformation.
- (2) Audio Visual Recordings are considered as the most trustworthy source for the study of Modern Indian History.

#### 3. Write short notes.

- (1) Photographs
- (2) Museums and History
- (3) Audio sources

#### 4. Complete the following diagram.



#### Project

- (1) Collect the photographs related to Indian Freedom movement with the help of internet.
- (2) Gather information about the important leaders of Indian freedom movement and their biographies and read aloud.



## 2. Europe and India

During the modern period, the various happenings in Europe had its impact on India. Therefore, while studying the period of modern Indian history, we have to study the events happening in Europe during this period.

**Period of Renaissance :** In history of Europe, the last phase of mediaeval period i.e. 13th to 16th century is known as the period of renaissance. During this period reformation, religious reform movement and geographical discoveries laid the foundation of the modern era. Hence this period is also known as the 'Age of Renaissance'.

During this period, in the field of art, architecture, philosophy etc. there was a revival of Greek and Roman tradition which gave momentum to an overall development. During the Renaissance humanitarianism was given great impetus. There was a change in the outlook of treating each other as a human being. Instead of religion, man became centre

point of all ideologies.

The reform movement spread throughout all sectors of human life. Through knowledge, science as well as different sections of art, we can observe the discoveries of reform movement.

The art and literature of renaissance period depict sentiments and emotions of human being. Literature was produced in local language for better understanding to the common people. During 1450 AD, Johannes Gutenberg, from Germany discovered the printing press. Due to this discovery new ideas, concepts and knowledge reached to all sections of society.

**Religious Reform movement :** The independent intellectuals attacked the old religious ideologies of Roman Catholic Church. The Christian priests were taking advantage of the ignorance of the people and were indulged in unnecessary rituals. They looted the people in the name of religion. The movement that began against it is known as 'Religious Reform Movement'. Due to this movement, human freedom and rationalism gained more importance.

**Geographical discoveries :** In 1453 AD, the Ottoman Turks conquered Constantinople (Istanbul) which was the capital of Byzantine Empire. The overland trade routes joining Asia and Europe went through this city. Since the Turks blocked this route, there was a need of finding alternative trade routes for the European countries to reach Asia. This led to a new phase of geographical discoveries.



**Leonardo da Vinci :** He is recognised as an all round personality of the period of Renaissance. He was well versed in different branches of science and art. He had mastery over varied subjects such as sculpture, architecture, mathematics, engineering, music, astronomy etc. But he became world renowned as a painter. His paintings of 'Monalisa' and 'The Last Supper' became immortal.



## Let us know

### **Geographical discoveries :**

During 15th century, European sailors went on expedition to discover sea route to India.

- In 1487 AD Bartolomeu Dias, a Portuguese sailor, began his expedition in search of India. But reached the tip of African continent, which we now know as the 'Cape of Good Hope'.
- In 1492 AD, Christopher Columbus set on his journey to India by sailing towards west but reached on the eastern coast of the continent of America.
- In 1498 AD, Portuguese sailor Vasco-da-Gama managed to sail past the Cape of Good Hope and reached the Indian coast in Calicut.



## Do it.

- On an outline map of the World show the new sea routes and regions discovered by the sailors.

### **Intellectual Revolution in Europe :**

Due to the changes during the Renaissance period, Europe proceeded from mediaeval to modern age. Intellectual revolution took place in the same period. The society starts stepping out of the past ignorance and blind faith. The pre established customs and traditions came to be seen from a critical point of view. All these changes are addressed as 'Intellectual Revolution' which gave further momentum to scientific discoveries in Europe.

**Revolution in political sphere :** In the early stage of beginning of Modern period in Europe many political changes

took place. Due to the various revolutionary events during 18th as well as 19th century, this period is known as the 'Age of Revolutions'. During this period, there was development of Parliamentary Democracy in England. There was a change in the form of Cabinet System. The Bill of Rights 1689 laid limitations on the power of the King. The sovereignty of Parliament was established.

### **American war of Independence :**

With the background of revolutionary development in Europe, it is equally important to think about the American War of Independence. With the discovery of America, the European countries turned their attention towards this continent. The Imperialist European countries took control of different regions of America and established their colonies. England established thirteen colonies on the East coast of America. Initially England had nominal domination over these colonies, but later English Parliament laid oppressive restrictions and taxes on these American colonies. The people in America revolted against it. England declared war to suppress these colonies. American colonies organised the army under the leadership of George Washington and finally won against England. This event is known as 'American War of Independence'. A new nation known as the United States of America, with a federal government, written constitution and based on the principles of Democracy, was born.

**French Revolution :** In 1789 AD, the people of France revolted against the uncontrolled and unjust monarchy and feudalism and established a Republic. This event is known as 'French Revolution'. The French Revolution gave to the world the three values of Liberty, Equality and Fraternity.



In World history, among the political revolutions, the American war of Independence and French Revolution have a very important place.

**Industrial revolution :** In the latter period of 18th century, there were many technological innovations in Europe. There was production with the help of machines running on steam. The cottage industries were replaced by big factories. Machines came to be used instead of handlooms. Railway and steamer became the mode of transportation. The age of Machines began and that is known as 'Industrial Revolution'.

Industrial Revolution began in England and then spread in other parts of West. During this period England enjoyed industrial prosperity and came to be described as 'World Factory'.

**Rise of Capitalism :** With the discovery of new sea routes, began a new era of trade between Europe and Asia. Many traders came forward to trade with Eastern countries through the sea route. It was not easy to carry out trade single handedly and hence many traders came together and started trade. Thus there was rise of many Trading Companies. Trade with Oriental countries was very profitable and responsible for economic prosperity. Hence European rulers started giving military protection and trade concessions to these trading companies. This led to accumulation of wealth in Europe. This property was used in the form of capital for trade and Commerce which led to rise of capitalist economic system in Europe.

**Colonialism :** Colonialism means one country exploiting another country by making it into a colony. A powerful country on the basis of economic and military strength occupies another region and establishes its political Supremacy.

This is known as 'Colonialism'. This tendency of Colonialism led to rise of imperialism among the Europeans.

**Imperialism :** Imperialism means a system in which a powerful country controls other countries by establishing its overall domination and establishing many colonies. Many countries from Asian and African continent fell prey to this imperialist aspiration of the European Nations.

**Imperialism of British East India Company in India :** There was competition among European countries for acquiring trade Monopoly in India. The British established British East India Company in 1600 AD to carry out trade in India. This company took permission from Emperor Jahangir and established its factory in Surat. The trade between India and England was carried out through this company.

**The British - French Conflict :** England and France were rivals in the competition for trade in India. Due to this there were three Wars fought between them which are known as 'Carnatic Wars'. In the third Carnatic War England finally defeated France. Therefore, now there was no strong European competitor for British East India Company in India

**Foundation of rule of British East India Company in Bengal :** The Bengal province was one of the most prosperous province in India. In 1756 AD Siraj-ud-Daulah became the Nawab of Bengal. East India Company officers misused the trade concessions obtained from Mughal Emperor in Bengal province. The English built fortification around the factory at Kolkata without the permission of the Nawab. Hence Siraj-ud-Daulah captured the factory at Kolkata. This created

discontent in England. Robert Clive diplomatically bribed Mir Jafar, the Commander in chief of the Nawab's army and also promised to make him the Nawab of Bengal. Nawab Siraj-ud-Daulah and the British Troops met at Plassey in 1757 AD. But under the leadership of Mir Jafar the Nawab's army made no move to actually join the battle and hence Siraj-ud-Daulah was defeated.

Mir Jafar became the Nawab of Bengal with the support of British but later he started protesting against the British and hence, his son-in-law, Mir Kasim was made the Nawab. Mir Kasim tried to put restrictions on the illegal trade of British and hence once again Mir Jafar was made the Nawab of Bengal.

To restrict the activities of British in Bengal, Mir Kasim, Shuja-ud-Daulah, the Nawab of Ayodhya and Mughal Emperor Shah Alam formed an alliance and ran a campaign. In 1764 AD battle of Buxar was fought in Bihar. After this battle, British East India Company got the right to collect the revenue from Bengal province as per the Treaty of Allahabad. In this manner, the foundation of British rule in India was laid in Bengal.

**British-Mysore struggle :** Hyder Ali from Mysore State rebelled and took control of Mysore. After the death of Haider Ali, his son Tipu Sultan became the ruler of Mysore. He tried his best to fight against the British. At the end, Tipu Sultan died in the battle at Srirangapatna in 1799. In this manner the British took control of the Mysore territory.



**Tipu Sultan**

**British control over Sindh :** To strengthen the British power in India, the English turned their attention towards North West frontier. They feared that Russia might attack India through Afghanistan and hence the English started establishing their influence over Afghanistan. The route towards Afghanistan went through Sindh. The British understood the importance of Sindh and hence captured it in 1843.

**Fall of Sikh power :** In the beginning of 19th century the power in Punjab was in the hands of Ranjit Singh. After the death of Ranjit Singh, his minor son, Duleep Singh came to the throne. On his behalf, his mother Queen Jindan looked after the state affairs, but could not keep control over the officers.



**Ranjit Singh**

Taking advantage of this situation the British bribed some of the Sikh Sardar. The Sikh community thought that the British will attack Punjab and hence they launched an attack on the British. In this first Anglo Sikh war the Sikhs were defeated. But still Duleep Singh remained on the throne. But the growing impact of British over Punjab was not acceptable to the Sikhs. Mulraj, officer of Multan, revolted against the English. Thousands of Sikh soldiers participated in the war against the British. In the second war the Sikhs had to face defeat again. In 1849 the British finally captured the entire region of Punjab.

The Marathas were important strong rulers in India. How did the British strengthen their foundation of rule in India by defeating the Marathas will be studied in the next chapter.

## Exercise

### 1. Rewrite the statements by choosing the appropriate options

- (1) In 1453 the city of ..... was conquered by Ottoman Turks.  
(a) Venice (b) Constantinople  
(c) Rome (d) Paris
- (2) The Industrial Revolution began in .....  
(a) England (b) France  
(c) Italy (d) Portugal
- (3) ..... tried to put restrictions on the illegal trade of British.  
(a) Siraj-ud-Daulah (b) Mir Kasim  
(c) Mir Jafar (d) Shah Alam

### 2. Explain the following concepts.

- (1) Colonialism (2) Imperialism  
(3) Age of Renaissance (4) Capitalism

### 3. Explain the following statements with reasons.

- (1) Siraj-ud-Daulah was defeated in the Battle of Plassey.

- (2) The European countries felt the necessity of finding new trade routes to Asia.
- (3) European rulers started giving military protection and trade concessions to the trading companies.

### 4. Complete the following table.

Sailor	Contribution
.....	Reached to the tip of South Africa.
Christopher Columbus	..... .....
.....	Reached the West coast of India at Calicut port.

### Project

Collect information and pictures about the work of famous painters, writers, scientists during renaissance period with the help of reference books and internet. Present a project on it in the classroom.



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### 3. Effects of British Rule

In this chapter, we are going to study the effects of British rule over India.

**Establishment of East India Company :** We have seen that due to geographical discoveries, the European powers reached the Indian coast. All the European including Portuguese, Dutch, French and British entered the race for capturing the Indian market. When the British came to India for trade purpose, the Portuguese had already settled here and they gave a bitter resistance. Later friendly relations developed between them. But, to establish the domination over India, the British had to face opposition from French, Dutch and local rulers.

**The British and The Marathas :** Mumbai was the main centre of British in western India. They were trying to acquire the nearby territories but the Marathas had strong hold over it. After the death of Peshwa Madhavrao, his uncle, Raghunathrao approached for help from the British due to his greed for Peshwaship. This led to the entrance of the British in Maratha politics.

During 1774 to 1818, three wars were fought between the Marathas and the British. During the first war the Marathas unitedly faced the British and hence proved superior. In 1782, with the Treaty of Salbai, the first Anglo-Maratha war came to an end.

**The Subsidiary Alliance :** In 1798, Lord Wellesley arrived in India as Governor General. His objective was to establish the British Dominion all over India. For this he signed the Subsidiary Alliance with many Indian rulers. According to this Alliance the Indian rulers were assured of British military

help. There were some terms laid on them. The Indian rulers have to maintain British army in their court and have to pay cash or part of their territory to the company for its maintenance. The ruler would not have any alliance with any other power or declare war against any power without the intervention of the British. The ruler would accept a British resident in his state. Some Indian rulers accepted the system and lost their freedom.

In 1802, Bajirao II signed the Subsidiary Alliance treaty with the British. This alliance is well known as the Treaty of Vasai. But this treaty was not acceptable to some Maratha sardars. This led to the second Anglo Maratha war. After the victory of the British, there was increased interference of British into the Maratha state. This became intolerable and Bajirao II waged a war against the British. He was defeated in this battle and in 1818 he surrendered to the British. In the mean time, the capital of Mughals was under the control of Daulatrao Shinde. By defeating the troop of Shinde, General Lake captured the Mughal emperor and gained victory over Hindustan.

**Chhatrapati Pratapsingh :** Although the Peshwaship came to an end, Chhatrapati Pratapsingh of Satara was still ruling. Britishers signed a treaty with Chhatrapati Pratapsingh and appointed Grant Duff as an officer to assist him in the state affairs. But later, the



**Chhatrapati  
Pratapsingh**

Chhatrapati was dethroned and exiled to Kashi. He died there in 1847.

Rango Bapuji Gupte, a loyal officer of the Chhatrapati fought the legal battle and went up to England but his efforts were unsuccessful. Later Lord Dalhousie rejected the adoption policy and in 1848 annexed the state of Satara.



### Do you know ?

Chhatrapati Pratapsingh made provision of water to the city by building a water tank on the back side of Yevteshwar temple and Mahadara in Satara. Roads were built in the city. Trees were planted on both sides of the road. Schools were built for boys and girls for teaching Sanskrit, Marathi and English. Printing press was set up and many useful books were published. In 1827, 'Sabhaniti', a book on polity, was printed. He built road from Satara to Mahabaleshwar to Pratapgad. The same road further extended to Mahad. Chhatrapati Pratapsingh used to write personal daily diary.

### Effect of British rule on India

**Dual Government :** Robert Clive, in 1765, introduced the dual government system in Bengal. The company undertook the work of revenue collection whereas the Nawab of Bengal had to maintain law and order. This was known as Dual Government system.

The ill effects of dual government system could be seen after certain time period. Money in the form of taxes went into the pockets of the company officers. The Monopoly of Trade in India was given to East India Company and hence many trading companies in England

envied them. The working system of the company in India received criticism in England and British Parliament introduced some important laws to keep control over the company.

### Acts passed by Parliament :

According to Regulating Act of 1773, the Bengal Governor came to be known as the Governor General. According to this act, Lord Warren Hastings became the Governor General of India. He got the right to control the policies of Mumbai and Madras provinces. A committee of four members was set up to assist him.

In 1784, Pitt's India Act was passed. The Act provided for appointment of a permanent Board of Control for better regulation and management of affairs of the East India Company in India. In 1813, 1833 and 1853 new laws were passed by the Parliament to make certain changes in the working of the company. In this way there evolved an indirect control of the British Government on the administration of East India Company.

With the emergence of British rule, a new administrative system got developed in India. Civil Services, military, police force and judicial system became the main pillars of British administration in India.

**The Civil Service :** To strengthen the British rule in India there was a need of bureaucrats. Lord Cornwallis introduced bureaucracy. Civil services became an important part of British government. He restricted the private trade carried out by the company officers and for this purpose he increased their salary.

For the convenience of administration he divided the British occupied territories into districts. The District Collector was the chief of district administration. He was responsible for collection of revenue,

giving justice, maintaining law and order. The officers were appointed through competitive examinations known as Indian Civil Services (ICS).

**The Military and Police force :** The duty of military was to safeguard the British occupied regions in India, acquire new territories and break down any revolt against the British in India. To maintain law and order in the country was the duty of the police force.

**Judicial system :** The British established a new judicial system in India on the basis of judicial system in England. Every district had a Civil and Criminal Court to solve the local cases. For reconsideration of their judgements a High Court was established.

**Equality before law :** In early times, law in India differed from place to place. There was difference in judgement on the basis of casteism. Under the leadership of Lord Macaulay, a committee was setup to create the code of law. The Indian Penal Code was enforced all over British India with British principle of equality before law.

But there were some defects in it. There were separate courts and different laws for the Europeans. New laws were difficult to be understood by common people. Legal cases became an expensive affair for the community and the cases remained pending for years together.

**Economic policies of the British :** Since ancient times there were invasions in India. Many invaders settled in India and were absorbed in the Indian culture. Even though they ruled here, they never made any changes in the basic Indian economic system. The Britishers were an exception.

England was a modern nation. Due to industrial revolution, capitalist economy

prevailed. Hence they inculcated an economic system in India which was conducive to economic system in England. Due to this Britishers gained economic benefit, but India started facing economic exploitation.

**Land revenue policy :** Before the British rule, the village economic system was self sufficient. Through agriculture and related services the needs of the village were fulfilled in the village itself. Land revenue was the main source of income of the state. During the Pre British period, revenue was based on the type of cultivated crop. The farmer was exempted from taxation in case of loss of crops. Revenue was mainly collected in the form of grains. Even in case of late payment of tax, the farmer's land was not confiscated.

To increase income, the British made important changes in the revenue system. Land was measured and as per the area of the land, the tax was fixed. Payment of tax was made compulsory in the form of cash. If the farmer failed to pay tax in time, then his land would be confiscated. The British system of land revenue collection differed from place to place which led to exploitation of all farmers.

**Consequences of new Land revenue system :** There were undesirable effects of the new land revenue system on the rural life. For payment of taxes, Indian farmers started selling the crops at whatever price it received. The merchants and brokers started purchasing their goods at minimum rate. At certain times the farmer had to mortgage his land to the money lender for arrangement of money to pay the tax. Farmer became bankrupt. In case of non repayment of loan, the farmer had to sell his land. The farmer was exploited by the government, zamindar, money lenders and merchants.

### **Commercialisation of agriculture :**

Initially food grains were cultivated by the farmers. It used to fulfill their domestic needs as well as the needs of the village. The British Government started giving more encouragement to cash crops like cotton, indigo, tobacco, tea etc. The process of giving stress on cultivation of profit giving cash crops instead of food grains is known as the commercialisation of agriculture.

**Famine :** From 1860 to 1900, India faced great famine but the British rulers did not take much efforts to overcome it. Similarly not much expenditure was made on provision of water supply.

**Development in transport and communication system :** For increase in trade and convenience of administration, the British developed modern facilities like transport and communication in India. In 1853, first Railway ran on the route of Mumbai to Thane. In the same year British started Telegraph system in India. Due to it all cities and military stations got connected to one another. Similarly the British also started the Postal System.



**Mumbai-Thane Railway (1853)**

Due to all these developments, there was a long term impact on the social life of the Indians. Due to this there was increasing sense of unity among them.

### **Decline of traditional industries in**

**India :** The British government obtained huge taxes on goods exported from India to England. On the other hand very less tax was imposed on goods imported from England to India. Also the goods manufactured in England were machine made and hence there was maximum production at minimum cost. To compete with such cheap products was difficult for the Indian artisans. Eventually it led to closing down of traditional industries and many artisans became unemployed.

### **Development of new industries in**

**India :** Due to the lack of British support, experience of management and capital, the Indian businessmen could not come forward in large numbers. Yet some of them built up their business by overcoming these problems.

In 1854, Kawasjee Nanabhoy Davar, started the first textile mill in Mumbai. In 1855 the first Jute mill was started at Rishra in Bengal. In 1907 Jamshedji



**Jamshedji Tata**

Tata established the Tata Iron and Steel company at Jamshedpur.

In India coal, metals, sugar, cement and chemical Industries came to be started.

**Social and cultural effects :** In the 19th Century Europe, a new era took shape on basis of values like humanitarianism, democracy, nationalism, liberalism etc. This change in west led to obvious repercussions on India. For carrying out administration the British had to understand the Indian society. For this purpose they started studying the

tradition, history, literature, as well as music, flora-fauna of India. In 1784, Sir William Jones, an English officer established the 'Asiatic Society of Bengal' at Kolkata. Max Mueller, a German thinker was a devout scholar of Indian religion, language and history. Due to these examples, there aroused feelings among newly educated Indians to study Indian religion, history and tradition.

The British introduced many laws in India. In 1829, Lord William Bentinck passed the Sati Prohibition Act. In 1856 Lord Dalhousie passed the widow

remarriage act. These acts were responsible for social reforms.

For carrying out administration in India, the British required English educated Indians. According to recommendation of Lord Macaulay, in 1835, English education started being imparted in India. Through new education Indians were introduced to western thoughts, modern reforms, science and technology. In 1857, universities were established at Kolkata, Mumbai and Madras (Chennai). The Western educated middle class Indians led the social reform movement in India.

## Exercise

### 1. Rewrite the statements by choosing the appropriate options.

- (1) Portuguese, ....., French, British participated in the competition of capturing Indian market.
  - (a) Austrian                      (b) Dutch
  - (c) German                        (d) Swedish
- (2) In 1802 Peshwa ..... signed the Subsidiary Alliance with the British.
  - (a) Bajirao I    (b) Sawai Madhavrao
  - (c) Peshwa Nanasaheb    (d) Bajirao II
- (3) Jamshedjee Tata started the manufacturing of steel at Tata Iron and Steel industry established in ..... .
  - (a) Mumbai                      (b) Kolkata
  - (c) Jamshedpur                  (d) Delhi

### 2. Explain the following concepts.

- (1) Civil Services
- (2) Commercialisation of Agriculture
- (3) Economic policies of British

### 3. Explain the following statements with reasons.

- (1) Farmers in India became bankrupt.
- (2) There was decline of traditional industries in India.

### 4. Complete the following table.

Person	Work
Lord Cornwallis	.....
.....	Passed Sati Prohibition Act
Lord Dalhousie	.....
.....	Established 'Asiatic Society of Bengal'

### Project

Prepare detailed information with pictures about the development by British in administration, education, transport and communication in India.





## 4. The Freedom Struggle of 1857

In 1857, a great struggle took place in India which completely shook the British Government. This struggle did not arise all of a sudden. Earlier as well many such struggles took place in India against the British. The scope of the struggle of 1857 and its background was taken into consideration by V.D.Savarkar in his book 'The Indian War of Independence 1857'. Later many revolutionaries got inspiration from it to fight against the British.

**Struggle before 1857 :** At every place where the British rule was established in India, the local people had to bear the ill effects of British government. The Indians started feeling that they are

exploited in every strata due to the company's rule. This resulted in increase of discontent against their rule.

Farmers and common people became bankrupt during the company rule. In 1770, there was major famine in the Bengal province. But the British rulers were



**Umaji Naik**

indifferent and insensitive towards Indian people. From 1763 to 1857 the peasants of Bengal participated in the rebellion led by Sanyasi-Fakir. Similar revolts took place

in Gujrat, Rajasthan, Maharashtra and South India. Umaji Naik also gave a strong fight. He organised the Ramoshis and the local youth to revolt against the British. They drew a declaration and appealed to fight against the British and overthrow the government. They inspired people in Pune, Satara, Ahmednagar, Solapur, Nasik, Bhor etc. In 1832, Umaji Naik was arrested and hanged to death in Pune.

The Indian tribes and forest communities also challenged the British rule. Their livelihood was dependent on forest resources. The British laws put restrictions on it. Consequently, Bihar, Kolam area of Chota Nagpur, Gonds of Orissa, Santhals of Bihar fought against the British. The Gadkaris from Kolhapur and Fond-Sawant from Konkan also challenged the British. Before 1857, some zamindars and royal class from different territories rebelled against the British.

In the army of East India Company there were many Indian sepoys. They



### Do you know ?

**Paika Rebellion :** From mediaeval times, there was a system of Paikas existing in Odisha. The standing army of various independent kings were known as 'Paika'. Rent free lands were granted to them for cultivation by the king. The Paikas earned their livelihood through it. In return, they were supposed to stand by the king's side in case of eruption of war.

In 1803, the English conquered Odisha. They took over the hereditary rent free lands granted to the Paikas. This made the Paikas angry. Similarly, common man's life had also become miserable because of rise in salt price due to tax imposed on it by the British. This resulted in an armed rebellion of Paikas against the British in 1817. Bakshi Jaganbandhu Bidyadhar led this revolt.

were ill treated by the company. Their salary and allowances were very less compared to the British soldiers. In 1806 at Vellore and in 1824 at Barrackpore the revolt took up a fierce form.

All these rebellions took place in their respective territories. They were local in nature and single handed. The British forcibly broke down the revolts. Public unhappiness was suppressed but it did not vanish. This anger burst out in the freedom struggle of 1857. At various places the rebellion took place against the British. The discontent in the minds of diverse classes showed out in the form of this struggle and its outbreak was in the form of an armed rebellion.

**Causes for the struggle of 1857 :** During Pre British period there were many kingdoms in India. Whatever changes took place at the centre never affected the village system. The village system continued as it is. But the British changed the prevalent system and tried to set up a new system. Looking at the changing nature of village system created a feeling of instability and insecurity in the minds of the people.

**Economic causes :** The British introduced new revenue system to increase their income. Taxes were forcibly extracted from the farmers. As a result of it the agriculture system collapsed. To sell the British goods in India and enjoy profit was the policy of the British. They imposed heavy taxes on the local industries. The handicraft and textile industry of India were ruined. Many Indian artisans became unemployed. They had growing discontent in their mind against the British.

**Social causes :** The Indians felt that the Britishers were interfering in the culture, tradition and customs of India.

Sati prohibition, widow remarriage act were correct from social point of view, but the Indians thought that it is an interference in their lifestyle and hence they were dissatisfied.

**Political causes :** After 1757 the British took charge of many Indian states. Later Lord Dalhousie annexed many princely states on various causes. The Nawab of Ayodhya was dethroned on grounds of maladministration whereas the princely states of Satara, Nagpur and Jhansi were annexed through the doctrine of lapse. Due to the policies of Dalhousie the Indians did not consider the British as trustworthy.

**Discontent among Indian soldiers :** The Indian soldiers were given low status by the British officers. They could not gain any post higher than the Subedar. They were paid less compared to the British soldiers. The allowances were also gradually decreased. Due to these reasons there was growing discontent among the Indian soldiers.

**Immediate cause :** In 1856, the British provided long range enfield rifles to the Indian sepoys. The sepoys were required to bite the end of the cartridges. The news spread out that these cartridges were smeared in the fats of cow and pig. Due to this the religious sentiments of Hindu and Muslim sepoys were hurt and made them unhappy.

**The outburst :** Disciplinary action was taken on those sepoys who refused to use the smeared cartridges and were given severe punishment. Mangal Pandey from Barrackpore cantonment shot an English officer as a reaction to unjust nature of British officers.

Mangal Pandey was arrested and hanged to death. This news spread like



**Mangal Pandey**

fire. The entire regiment of Indian sepoys at Meerut took part in the freedom struggle and marched towards Delhi. Thousands of Indians voluntarily joined them on the way. They handed

over the leadership of the freedom struggle to Mughal Emperor Bahadur Shah and proclaimed him as the Emperor of India.

**Scope of the struggle :** The self confidence of the sepoys increased with the capture of Delhi. It also gave inspiration to other soldiers. The revolt soon spread in North India. The Indian soldiers revolted in cantonments from Bihar to Rajputana. The revolt spread in Lucknow, Allahabad, Kanpur, Banaras, Bareilly, and Jhansi. Later it spread to South India. In the revolt, Chhatrapati Pratapsingh of Satara and his officer Rango Bapuji, Chimasahab of Kolhapur, Babasaheb Bhave of Nargund, Bhagoji Naik of Ahmednagar were in the forefront. Royal queen of Peth, Surgana from Nasik district also participated in the struggle. In 1857, under the leadership of Kajarsingh, the Bhills revolted, whereas Shankarshah led the revolt in Satpura region. 400 Bhill women participated in the revolt at Khandesh.

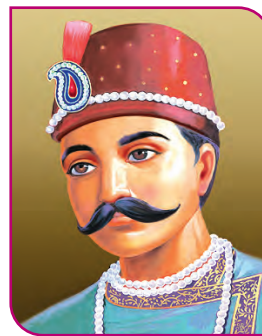
**Leadership of the struggle :** During the 18th C.A., after the weakening of Mughal Empire, invaders like Nadirshah, Abdali attacked India. The Marathas understood that Mughal Empire cannot react to these foreign invasions and took up the responsibility of safeguarding India. The Marathas fought against Abdali at Panipat for the same reason. In the

freedom struggle of 1857 the descendant of Mughals, Bahadur Shah, was incapable of fighting against the British. Understanding the condition, Nanasahab Peshwa, Rani Laxmibai of Jhansi and Tatyasaheb Tope took up the charge of the freedom struggle of 1857. Its effect could be seen on the Hindu-Muslim unity in this struggle. Maulavi Ahmed Allah, Kunwar Singh, Mughal commander Bakht Khan, Begum Hazrat Mahal led the revolt in various regions. The nature of revolt in Delhi, Kanpur, Lucknow, Jhansi, West Bihar was more fierce.



**Nanasahab Peshwa**

**Crushing of the struggle :** The Indians whole heartedly fought against the British, including soldiers, zamindars, kings, commanders and common people. The Indian sepoys started the freedom struggle before the fixed time. Initially they succeeded but military strength and



**Tatyasaheb Tope**



**Rani Laxmibai**



**Begum Hazrat Mahal**



**Kunwar Singh**



administration of British rule was vast. The British crushed down the struggle by all means. The British made quick recovery and within next six months regained the lost territories. Rani Laxmibai, Kunwar Singh, Ahmedullah laid their lives.

Bahadur Shah was imprisoned at Rangoon. Nansahab and Begum Hazrat Mahal took shelter in Nepal, Taty Tope fought for next ten months against the

British but due to betrayal he was caught and hanged to death. In this way, by the end of 1858, the British ruthlessly crushed down the struggle.

Even though the struggle began with the discontent among Indian soldiers, but later the peasants, artisans, common people, tribes came together to fight against the British. In this rebellion, Hindus, Muslims stood up with a great force. Their common aim was



**Bahadur Shah**

overthrowing the British from India. There was an inspiration of gaining independence behind this struggle and therefore this freedom struggle gained a national form.

**Causes of failure of the struggle :**

The struggle of 1857 became unsuccessful due to the following reasons-

**The struggle was not comprehensive :**

The struggle did not take place simultaneously all over India. Its intensity was more severe in North India, but Rajputana, Punjab, some parts of Bengal and North west India remained aloof.

**Lack of central leadership :**

There was no commonly accepted leader to fight against the British. Due to this there was no uniformity in the struggle against British.

**Most of the feudatory princes remained aloof :** Just as the common people suffered due to British rule, similarly the princes also were suffering. But except a few others remained faithful to the British.

**Lack of military tactics :** Indian soldiers were brave but did not use tactics. They captured Delhi but could not retain it. Similarly, the Indian rebels had limited armed supply. The British had economic strength, disciplined army, enough stock of latest arms and experienced army generals. Since transport and communication was in the hands of British, their movements were swift. Due to this the Indian sepoys could not succeed. Wars are fought not only based on bravery but also through military strategies.

**International situation was favourable to the British :** The Crimean war with Russia was just over. The British won the war. They had trade relations with different countries in the world. The naval strength of British was vast. Whereas the Indian rebels were isolated.

**Consequences of the Freedom Struggle- End of rule of East India Company**

Due to the Company rule there was growing dissatisfaction among the Indians and the British rule had to face the struggle of 1857. It forced the British Parliament to end the rule of the Company and instead take over the responsibility of ruling over the people of India through the Government of India Act 1858. The Governor General was now designated as the Viceroy of India. Lord Canning happened to be the last Governor General and the first Viceroy of India. A new post called Secretary of State was created in the British Government to look after the affairs of India.

**Queen's Proclamation :** Queen Victoria of England issued a Declaration addressing the people of India. All Indians are our progeny. Henceforth they will not be discriminated on basis of race, religion, caste or birth place. Government services will be given on merit. There will be no interference in religious affairs. It was made clear that the British crown will honour all treaties and agreements made by the company with the rulers of princely states and no princely state will be annexed henceforth.

**Change in composition of army :** The proportion of British soldiers was increased in the army. English officers were placed at strategic locations. Artillery was kept exclusively in the hands of the British. There was division of military on basis of caste. Proper care was taken to

avoid Indians to unite and rebel again against the British.

**Change in Policy :** The British accepted the policy of non interference in social and religious aspects of Indians. They also started taking care that the Indian society will not be united on social grounds. They saw to it that there will be constant conflicts on grounds of caste,

religion, race, territory etc. They adopted the policy of polluting the minds of Indians by following the ‘Divide and Rule policy’.

Due to the freedom struggle of 1857, the Indians felt of giving a united fight against the British rule. The freedom struggle of 1857 became an inspiration of Indian freedom movement.

## Exercise

### 1. Rewrite the statements by choosing the appropriate options.

(Umaji Naik, War of Independence, Lord Dalhousie, Secretary of State, Tatya Tope)

- (1) V.D.Savarkar named the struggle of 1857 as .....
- (2) ..... united the Ramoshis to rebel against the British.
- (3) After the struggle of 1857 the post of ..... was created in the British Government to look after the affairs of India.
- (4) ..... was the Governor General who annexed the princely states.

### 2. Explain the following statements with reasons.

- (1) The Paikas made armed rebellion against the British.
- (2) There was discontent among the Hindu and Muslim sepoys.
- (3) The Indian sepoys could not keep stand in front of the British army.

- (4) After the struggle, Indian army was divided on the basis of caste
- (5) The British imposed heavy taxes on Indian industries.

### 3. Answer the following question in brief.

- (1) What were the social causes behind the struggle of 1857?
- (2) Why did the Indians fail in the struggle of 1857?
- (3) Write down the consequences of struggle of 1857.
- (4) What were the changes in British policy after the struggle of 1857?

### Project

- (1) Search for the book written by V. D. Savarkar entitled ‘The Indian War of Independence 1857’ and read it.
- (2) On an outline map of India indicate the regions where the freedom struggle of 1857 took place.



## 5. Social and Religious Reforms

Along with spread of English education, there was spread of new thoughts, new ideas, new philosophy. Indians were also introduced to western thoughts and culture. Due to it, there were changes in social, religious, economic and cultural aspects of Indian society.

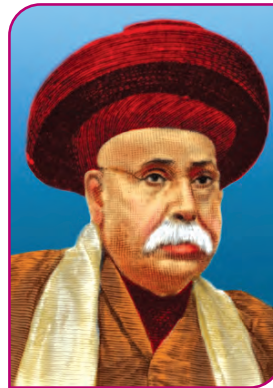
The modern educated Indians became aware that the backwardness of India was due to superstitions, casteism, old customs, class system and lack of critical outlook. It was necessary to eradicate the flaws and undesirable tendency for progress of the country. And to create a new society based on the principles of Humanity, Equality, and Fraternity. The educated thinkers started social awareness through writings to solve the various problems in the society. The intellectual awakening in the contemporary society is called 'Indian Renaissance'.

### Era of Religious and Social Reforms



**Raja Rammohan Roy** In 1828, Raja Rammohan Roy established the Brahmo Samaj in Bengal. He had studied many languages and religions. Through his ideology of Advaita philosophy was developed. Monotheism, caste and class equality, protest against rituals and following the way of prayers were the principles of Brahmo Samaj. He opposed Sati practice, child marriage, Purdah system. He promoted widow remarriage and female education. He founded Hindu College in Kolkata. He created public

awareness through the newspaper 'Samvad Kaumudi'.



**Dadoba P. Tarkhadkar**

### Prarthana Samaj :

Dadoba Pandurang Tarkhadkar established Paramhansa Sabha in Mumbai in 1848. Later Paramhansa Sabha was dissolved and some of its members founded the Prarthana Samaj. Dadoba's brother, Dr. Atmaram Pandurang,

was the first President of Prarthana Samaj. The prestige of the institution increased due to the enrollment of young graduates from Mumbai University.

Justice Ranade, Dr. R. G. Bhandarkar carried forward the work of Prarthana Samaj. The opposition to idol worship, monotheism, opposition to rituals were the principles of Prarthana Samaj. They stressed on devotion and prayers. For reforming the society, Prarthana Samaj started orphanage, women's education institutes, night schools for workers and society for dalits. Maharshi Vitthal Ramji Shinde, a member of Prarthana Samaj, established 'Depressed Classes Mission'. Through the mission an attempt was made to solve the social problems.

**Satyashodhak Samaj :** Mahatma Jyotirao Phule started the Satyashodhak Samaj in 1873. Satyashodhak Samaj worked on the principle of formation of society on basis of equality. They protested against untouchability. They advocated education among the depressed classes and women. Mahatma Phule reformed the society through the medium of books like 'Brahmananche Kasab', 'Gulamgiri',



**Mahatma Jyotirao Phule**

‘Shetkaryacha Asud’ and ‘Sarvajanic Satya Dharma’. He severely criticised the traditions and customs that made discrimination between man and woman, or rather human being himself.

an excellent orator. He attended the Parliament of Religions at Chicago in 1893 as representative of Hinduism.

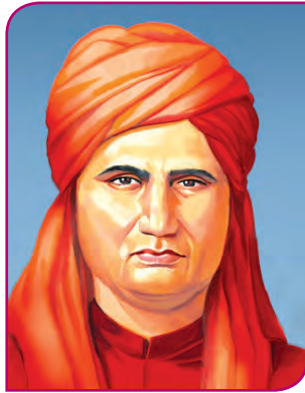
‘Arise, Awake and stop not till the goal is achieved’ was the message given by him to the Indian youth.

**Social reforms among the Sikhs :**

The Singh Sabha was established at Amritsar to achieve reforms in Sikh religion. This institute worked for spread of education among the Sikh community and bring in modernisation among them. Later the Akali movement continued their tradition of reformation.

**Arya Samaj :**

Arya Samaj was founded by Swami Dayanand Saraswati in 1875. He wrote the book ‘Satyarth Prakash’ as a commentary on Vedas. Ancient vedic religion is true religion which had no place for casteism and there existed gender equality. ‘Go Back to the Vedas’ was the slogan of Arya Samaj. The branches of Arya Samaj were opened all over India. Many education institutions were established through the medium of Arya Samaj.



**Swami Dayanand Saraswati**

**Emancipation of Women :**

During the expansion of British rule in India, the position of women was very miserable. They had no right of education. They were not treated equally. Child marriage, dowry system, sati, keshavapan, opposition to widow remarriage such customs prevailed in the society. The then Governor Lord Bentinck took help of social reformers like Raja Rammohan Roy to pass the Sati Prohibition Act. Gopal Hari Deshmukh, popularly known as ‘Lokhitwadi’ advocated gender equality through his writings in ‘Shatapatre’.



**Gopal Hari Deshmukh**

**Ramkrishna Mission :**

Ramkrishna Mission was established by Swami Vivekananda, a close disciple of Ramkrishna Paramhansa, in 1897. Ramkrishna Mission worked for service to the society. The mission worked for providing help to the famine stricken people, patients, medical help to the poor, female education and spiritual growth. Swami Vivekananda was



**Swami Vivekananda**

In 1848, Mahatma Phule started the



**Savitribai Phule**

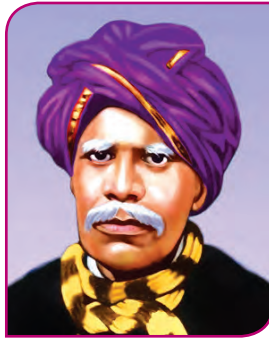
first school for girls at Bhide Wada in Pune. His wife Savitribai Phule supported him. Savitribai Phule had to face great criticism from the Society but she continued to work in education. Mahatma Phule established the



‘Bal Hatya Pratibandhak Gruha’ in his own house. He conducted a strike of barbers against the custom of shaving the heads of the widows.

For gaining permission to widow remarriage, Pandit Ishwarchandra Vidyasagar, Vishnushastri Pandit, and Vireshalingam took up special efforts.

In his newspaper, Sudharak, Gopal Ganesh Agarkar gave his staunch opinion about child marriage, law of consent. Maharshi Vitthal Ramji Shinde organised a conference against the practice of



**Vireshlingam Pantulu**

Devdasi. In her book, ‘Stri Purush Tulana’, Tarabai Shinde very fiercely put up her views about women’s rights. Maharshi Dhondo Karve started the ‘Anath Balikashram’ an orphanage for girls.



**Maharshi Karve**

His intention was to give education to all women and make them stand on their own feet. Through his efforts, the first women’s university was set up in the 20th century. Pandita Ramabai founded the Sharada Sadan and took up the responsibility of taking care of disabled children and women. Ramabai Ranade, through the medium of Seva Sadan Institute, started the Nursing course for women. She demanded the right to vote for women. Through articles, Dr. Ambedkar spoke about the injustice towards women. Mahatma Gandhi also advocated education of women. Women have given valuable contribution during the freedom movement.

Women’s reform movement helped in

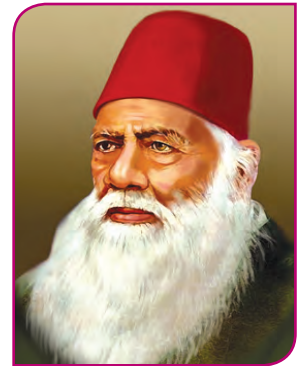
closing down many unjust practices in the society. The voice for problems against the women broke out. Women started putting up their own thoughts through their writings. Their performance in every sectors of life flourished due to education.

#### **Just think about it?**

- \* If the social reformers had not started the education of women?
- \* At present, what kind of transformation is seen in the life of women due to education?
- \* Do you think there is a need for taking further efforts regarding education of women? If yes, then what efforts need to be taken?

**Religious reforms among the Muslims :** Abdul Latif started the social reform among the muslim community. He established ‘The Mohammedan Literary Society’ in Bengal.

Sir Sayyad Ahmad Khan founded ‘The Mohammedan Anglo Oriental College’. It later developed into the ‘Aligarh Muslim University’. He advocated western science and technology. He firmly believed that Muslims could make progress only by studying modern education and science.



**Sir Sayyad Ahmad Khan**

**Movement in Hindu Society :** In 1915, ‘Hindu Mahasabha’ was established to give a respectable position to the Hindu community. Pandit Madan Mohan Malviya laid the foundation of ‘Banaras Hindu University’. Dr. Keshav Baliram Hedgewar, in 1925, established Rashtriya Swayamsevak Sangh at Nagpur. Its aim was to set up a disciplinary and virtuous



**Dr. Keshav  
Baliram Hedgewar**

organisation of Hindu youth. V.D.Savarkar built the 'Patit Pawan Temple' at Ratnagiri, open to all castes of Hindu religion. Common dining programmes were also arranged.

up Modern India. Stories, novels gave inspiration to gain independence. They also expressed thoughts on social reforms.

During this period, women also took up writing. New newspapers and magazines became a source of social reform and political awakening.

There was development in the field of art as well. Music became more popular. Indian style and western techniques were combined and a new school of painting came forward.

Many books were written based on Science. People started realising that experimentation and scientific attitude were important for the progress of the Country.

In the history of Modern India, the movement of renaissance is very important. On the principles of Liberty, Equality and Nationalism, the Indian social reformers set up a nation wide political movement. The study of this movement will be dealt in the next chapter.



**Do you know ?**

**Manifestation of Renaissance in other areas :** Just as the reform movement, the development in various fields of literature, art and science during the renaissance period is also important. In the field of literature, Rabindranath Tagore and in the field of Science C.V.Raman received the Nobel prize. This gives us an idea of the progress in India. This progress was responsible for building

**Exercise**

**1. Rewrite the statements by choosing the appropriate options.**

(Sir Sayyad Ahmad Khan, Swami Vivekanada, Maharshi Vitthal Ramji Shinde)

- (1) ..... established the Ramkrishna Mission.
- (2) The Anglo-Mohammedan Oriental College was established by .....
- (3) The Depressed Classes Mission was founded by .....

**3. Explain the following statements with reasons.**

- (1) The Social and religious reform movement began in India.
- (2) Mahatma Phule conducted a strike of barbers.

**4. Write Short notes.**

- (1) Ramkrishna Mission
- (2) Reforms for women by Savitribai Phule

**2. Complete the following table.**

Name of social reformer	Organisation	Newspaper / Book	Work of the organisation
Raja Rammohan Roy	.....	Samvad Kaumudi	.....
.....	Arya Samaj	.....	.....
Mahatma Phule	.....	Gulamgiri	.....

**Project**

- (1) Organise an essay competition on the topic 'Education of women'.
- (2) Collect the photographs of social reformers.



## 6. Beginning of Freedom Movement

English education made mixed effects on the Indian society. The seeds of nationalism were sown by the reforms of newly educated society. Due to various movements in different parts of India a favourable situation was created to build a political organisation on an all India level which will bring together the various provincial political organisations, different groups of politically aware people and to express the aspiration of the nation by diverting the public attention towards the questions of the nation.

**Centralisation of administration during British rule :** Due to the British administration, its implementation on India brought the nation under one roof in its true sense. Due to identical reforms all over the country and equality before law, the feeling of nationalism developed among the people. For the convenience of administration and swift movement of the army the British built network of roads and railways. But these facilities benefited the Indians as well. People from different parts of India came in contact of each other, there was increase in communication and the feeling of nationalism grew up.

**Economic exploitation :** The Indian wealth was flowing towards England by all means. Due to the imperialist policy of England there was beginning of economic exploitation of India. Farmers were compelled to take cash crops, burden of land taxes, continuous famines all this broke down the backbone of Indian agriculture. Traditional industries declined which led to rise in unemployment. The Capitalists exploited the worker class. Various new taxes were imposed on the middle class. This led to growth of discontent among the people.

**Western Education :** Due to spread

of western education, new ideas such as Justice, Liberty, Equality, Democracy etc. were introduced to the Indians. Rationalism, Scientific attitude, humanity, nationalism these principles were accepted by the Indians. Therefore there inculcated a feeling that we are capable of carrying out the work of the country and its progress is possible by following these principles. India is a country of diverse languages but with the introduction of English language India got a new medium of communication.

### Study of Ancient Indian History :



**Dr. Bhau Daji Lad**

The 'Asiatic Society' was established at Kolkata by the British. Many Indian and western scholars started study of Indian culture. The manuscripts in Sanskrit, Persian and other languages were examined and research was published.

Indian scholars like Dr. Bhau Daji Lad, Dr. R. G. Bhandarkar made intensive study of ancient Indian culture. After understanding that we are blessed with glorious ancient tradition, the Indians were awakened with a sense of Identity. The 'Bhandarkar Oriental Research Institute' is working since last 100 years in Pune.



**Dr. R. G. Bhandarkar**

**Contribution of Newspapers :** During this period, English and Vernacular newspapers and periodicals came to be published. Through these newspapers, political and social awakening took place.

Newspapers like Darpan, Prabhakar, Hindu, Amrit Bazar Patrika, Kesari, Mahratta started criticising the Government.



### **Establishment of Indian National Congress :**

On 28 December 1885, the first session of Indian National Congress was held at Gokuldas Tejpal Sanskrit School in Mumbai. 72 delegates from different provinces of India participated in this session. Wymesh Chandra Banerjee, a renowned lawyer from Kolkata, was the President of this session. In this session they established the Indian National Congress. Allan Octavian Hume, a British officer, took lead in the establishment of the Indian National Congress. Increased proportion of Indians in the administration, reduction of military expenses by the British government such statements were sent to the British.

**Objectives of the Indian National Congress :** To make the people from different parts of India forget the differences in religion, race, caste, language, geographical territories and bring them on a common platform, to understand each others problems and views, to increase the feeling of oneness among the people, to take efforts for the development of the country were the objectives of the Indian National Congress.

**Moderate Phase (1885-1905) :** The early ten years after establishment of Indian National Congress their contribution was very slow but consistent. The leaders of Indian National Congress were realistic and highly educated. They were aware that through organised work a strong foundation needs to be built up. Western thinker's, philosophy of liberalism, freedom, equality, fraternity these values had an impact on them. They believed in constitutional

methods. They had a hope that if we demand through constitutional methods then the British will give justice to our demands. Gopal Krishna Gokhale, Ferozshah Mehta, Surendranath Banerjee were all moderate leaders.

In the session of Indian National Congress different resolutions were put forward by them such as, to get representation in provincial legislature, jobs for educated Indians, cutting down the increasing expenses on military, Legislature and Judiciary should be separated for safeguarding legal rights of Indians etc.

To cause a split in the national movement the British implemented the policy of 'Divide and rule'.



**Lokmanya Tilak**

### **Extremist Phase (1905-1920) :**

All Indian leaders who were politically aware kept aside their differences of caste, religion, language, province and gathered on a single platform of Indian National Congress. There were unanimous decisions regarding the objectives of the Congress and taking forward the movement by constitutional means, but there were differences regarding the working system. These were ideological differences. From these differences two main political groups were formed. The Moderates who advocated peaceful and constitutional manners and the Extremist who believed in severe struggle for attainment of freedom. Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal were believed to be extremist leaders.

In the early period, the Extremist leaders, for bringing political awakening among the Indians used methods like newspapers, national festivals and national education. 'Kesari' and 'Maratha' were

the newspapers through which Lokmanya Tilak made severe criticism on the suppressive policy of the British. In Bengal province, 'Amrit Bazar Patrika' was a mouthpiece of extremist ideology. By forgetting the internal differences people should come together and exchange their ideas, common people should get inspiration from contribution of national personalities, with these objectives Tilak started organising of Shiv Jayanti and Ganesh Utsav. For political reasons if people come together then government will ban them, but for religious reasons if people come together the government will not ban them was his opinion. In the Mandalay prison, Tilak wrote 'Geeta-rahasya'. Its core was philosophy of karmayoga and stressed that people should always be in action. The extremist leaders established education institutions for creating a generation concerned about own language and tradition. The extremist leaders were of the opinion that if lakhs of people take part in the freedom movement and challenge the British government by struggling against them only then success will be achieved. They unanimously believed that the movement should be made more severe. But they did not adopt the means of armed revolution rather insisted for an extensive public agitation. The moderates laid the foundation of freedom movement and the extremists carried forward the movement.

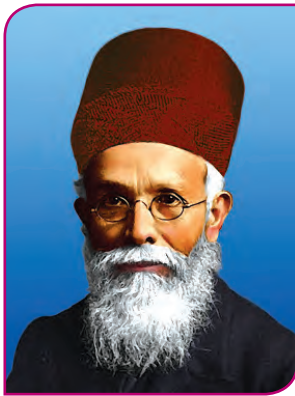
In 1897, in Pune, the epidemic of Plague had spread on a large scale. Hundreds of people died due to it. An officer named Rand was appointed. The plague patients were searched out and oppressive measures were adopted. As a revenge, the Chapekar brothers assassinated Rand. The government tried to connect relation of Lokmanya Tilak with this conspiracy. After being unsuccessful the government imprisoned Tilak with revenge.

**Partition of Bengal :** The British decided to use the policy of 'Divide and Rule' to create a rift between Hindu-Muslim community. The then Viceroy Lord Curzon contributed to it. Bengal was a very large province. To carry out the work of this province was difficult from administrative point of view. By putting up this reason, in 1905, he declared the partition of Bengal province. With this partition, arrangement was made such that majority Muslims will remain in East Bengal and West Bengal for majority of Hindus. The hidden strategy of the British was, if the Hindu-Muslims were divided, due to partition, then the freedom movement will be weakened.

**Anti Partition Movement :** There was public awakening against partition not only in Bengal but all over India. 16 October, the day of partition was observed as National Mourning Day. All over India there were protest meetings to condemn the Government's decision. 'Vande Mataram' came to be sung everywhere. As a symbol of unity, 'Raksha Bandhan' programmes were held. Students in large number boycotted government schools and colleges and participated in the movement. The leadership of this movement was in the hands of Surendranath Banerjee, Anand Mohan Bose, Rabindranath Tagore and such other leaders. The extent of Indian National Congress increased due to the anti partition movement. It became a national movement. Owing to the severity of dissatisfaction, the British annulled the partition of Bengal.

**Four point programme of Indian National Congress :** Gopal Krishna Gokhale was the President of Indian National Congress session of 1905. He supported the anti partition movement. Dadabhai Nowrojee was the President of 1906 session. For first time he pronounced the word 'Swaraj' from the stage. In his Presidential speech he gave the message that remain united, try sincerely and fulfill

the aim of Swaraj, so that today we will be able to save lakhs of people suffering from poverty, hunger, diseases and India will get a respectable position among developed countries. In the same session Swaraj, Swadeshi, National Education and Boycott, this 4 point programme was unanimously accepted by the Indian National Congress. Due to Swadeshi movement we will be self sufficient. To follow the path of Swadeshi we need to bring together capital, resources, manpower and such other forces and from this the benefit of the country could be achieved. It was decided that boycotting of foreign goods is the first step and boycott of foreign rule will be the next step. Due to boycott we will be able to attack the roots of British imperialism, was the opinion of some of the leaders.



**Dadabhai Nowrojee**

extremist trying that this opposition should not be successful. Gopal Krishna Gokhale, Surendranath Banerjee, Ferozshah Mehta such moderate leaders blamed that the extremist leaders are trying to capture the Indian National Congress. Lala Lajpat Rai tried to act as a mediator. As per Tilak's opinion, Indian National Congress was a national platform, hence it should not be divided. During the session the tension increased and since no compromise was possible finally there was a split in the Indian National Congress.

**Suppression of the British :** After anti partition movement, the government was disturbed looking at the influential public protest. To control this movement, the Government used the policy of suppression. Holding of public meetings was legally banned. Strict punishments were given to those who broke the law. School children were also beaten up. Many restrictions were imposed on newspapers. Many printing press were confiscated on grounds of blame of criticising the government. Writers and editors were imprisoned. Strict actions were taken against the extremist leaders. This led to a severe reaction in Bengal. The revolutionaries adopted, the means of firing, bomb blasts etc. These bomb attacks were advocated through Kesari newspaper by Lokmanya Tilak. The charge of sedition was put on



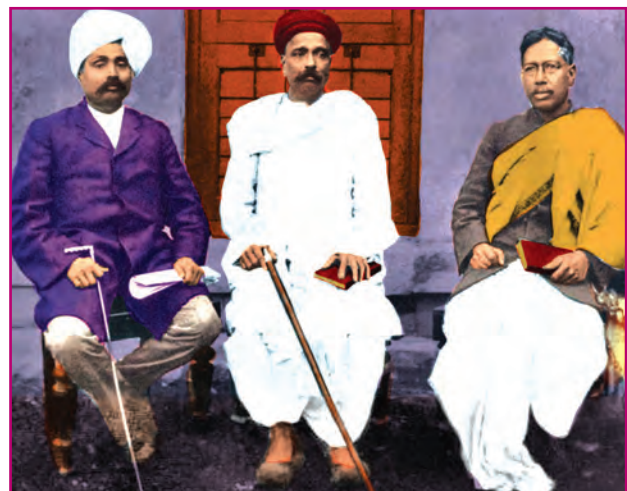
**Do you know ?**

Gopal Krishna Gokhale founded the 'Servants of India Society' in 1905. To create love for the country, teach them sacrifice of self interest, differences between religion and caste should be destroyed and to create social harmony, spread of education were the main objectives of the servants of India society.



**Gopal Krishna Gokhale**

**Differences between Moderates and Extremists :** The differences between the ideologies of Indian National Congress rose to great extent in the Surat session in 1907. The moderates were trying to keep aside the resolution of swadeshi and boycott. The



**Lal-Bal-Pal**

Lokmanya Tilak for which he was sent to Mandalay jail at Myanmar for 6 years imprisonment. Bipin Chandra Pal was sentenced to jail and Lala Lajpat Rai was deported from Punjab.

### **Establishment of Muslim League :**

The British became very disturbed looking at the overwhelming response to the Indian National Congress in the anti partition movement. The British once again followed the policy of 'divide and rule'. They started using the propaganda that for safeguarding the interest of Muslims they should have a separate political organisation. Due to the motivation of the British government a committee of upper class Muslims under the leadership of Aga Khan met Governor General Lord Minto. Due to the motivation from Lord Minto and other British officers, the Muslim League was established in 1906.

**Morley-Minto Act :** There was dissatisfaction among the Indians regarding the work of British government. The Indians felt that the reason of poverty in India was the economic policy of the British. Oppressive policy of Lord Curzon, exclusion of educated Indians in government services, unjust behaviour towards Indians in Africa, all this added to the dissatisfaction of the Indian people. As a temporary remedy on the discontent among Indians, the Morley Minto Reform Act of 1909 was passed. According to this act, it increased the number of Indian members in the Legislative Assembly and provision of inclusion of some elected Indian representatives in Legislative Assembly was made. In the same act separate electorates were provided to the Indian Muslims. Due to this conspiracy of the British the seeds of division in India were sown.

**Lucknow Pact :** In the Lucknow session of Indian National Congress in

1916, under the leadership of Lokmanya Tilak, an attempt was made to resolve the dispute in the Indian National Congress. In the same year there was an agreement between Indian National Congress and Muslim League known as the 'Lucknow Pact'. According to this pact, the Indian National Congress agreed to separate electorates to Muslims and Muslim League agreed to support the Indian National Congress in its work for getting political rights to India.



**Dr. Annie Besant**

**Home Rule Movement :** In 1914, when Lokmanya Tilak was released from the Mandalay Jail, the first world war had begun in Europe. The direct consequences of this war had to be borne by India as well. The rates of basic necessary commodities increased.

Many restrictions were put up on the Indians by the British government. This led to increased dissatisfaction in the minds of Indians. In these circumstances, Dr. Annie Besant and Lokmanya Tilak started the Home Rule movement. Home Rule means self government. Such movement also began in Ireland against Colonialism. On similar lines, Home Rule movement demanded right of self government in India. Annie Besant and Lokmanya Tilak made extensive tour in different parts of the country and the demand for self government reached the common people. Tilak firmly stated that, 'Swaraj is my birthright and I shall have it'.

**First World War and India :** The war atmosphere in Europe, growing dissatisfaction in the minds of Indians, popularity of Home Rule movement; in such conditions it was necessary for the British to get cooperation from the Indians.

The British government decided to provide some political rights to the Indians. In 1917, Montague, Secretary of State for India, declared that step by step Indians will be given the right to self government and responsible political system. Tilak also declared that if the government is going to show sympathy and considerable attitude towards the demands of the Indians, only then Indian public is ready to co-operate the British. This policy of Lokmanya Tilak is known as 'Responsive Cooperation'.

### Montague Chelmsford Reform Act :

In 1919, the British Parliament passed another act to bring constitutional reforms in India. This act is known as 'Montague

Chelmsford Reform Act'. According to this Act, less important departments were transferred to the Indian ministers, whereas the important departments like Finance, Home affairs and Revenue were under the control of the Governor. The 1919 Act did not give much exposure to the demand for Responsible Government of Indians. Everybody was disappointed due to this act. Tilak criticised the act in following words, 'This is neither Swaraj nor its foundation'. The Indians understood that if they have to subdue the British government then the agitation needs to be more rigorous. India got prepared for a new movement.

## Exercise

### 1. (A) Rewrite the statements by choosing the appropriate options.

- (1) The Servants of India Society was founded by ..... .
  - (a) Ganesh Vasudev Joshi
  - (b) Bhau Daji Lad
  - (c) M.G.Ranade
  - (d) Gopal Krishna Gokhale
- (2) The first session of Indian National Congress was held at ..... .
  - (a) Pune
  - (b) Mumbai
  - (c) Kolkata
  - (d) Lucknow
- (3) ..... wrote the Geeta Rahasya.
  - (a) Lokmanya Tilak
  - (b) Dadabhai Nowrojee
  - (c) Lala Lajpat Rai
  - (d) Bipinchandra Pal

### (B) Write the names

- (1) Moderate leaders \_\_\_\_\_
- (2) Extremist leaders \_\_\_\_\_

### 2. Explain the following statements with reasons.

- (1) In the struggle for independence, a sense of identity was awakened among the Indians.
- (2) Two groups were formed in the Indian National Congress.
- (3) Lord Curzon decided to partition Bengal.

### 3. Write Short Notes.

- (1) Objectives of Indian National Congress
- (2) Anti Partition Movement
- (3) Four point program of Indian National Congress

### 4. Explain the background behind the establishment of Indian National Congress with the help of following points.

- Centralisation of administration
- Economic exploitation
- Western education
- Study of Ancient Indian History
- Role of newspapers

### Project

Collect additional information about the leaders of early phase of Indian National Congress with the help of internet.





## 7. Non-co-operation Movement

In the Indian national movement the period from 1920 to 1947 is known as the 'Gandhian era'. After the death of Lokmanya Tilak in 1920, the reigns of national movement went into the hands of Mahatma Gandhi. He gave a new direction to the freedom movement with the principles of Truth, Non violence and Satyagraha. Due to the influential leadership of Mahatma Gandhi the national movement became more comprehensive. This led to the beginning of a new era in the freedom movement of India.

### Role of Gandhiji in South Africa :

Mahatma Gandhi went to South Africa for some legal work in 1893. South Africa was a colony of the British. Many Indians had settled there for business, trade and such other work. The Indians in South Africa were treated as criminals and humiliated at all times. In 1906, the Government declared that it was compulsory for the blacks to carry an identity card and their freedom was restricted as well. Gandhiji followed the path of Satyagraha against the injustice and gained justice for the people.



**Mahatma Gandhi**

**Gandhiji arrives in India :** On 9th January 1915, Gandhiji returned to India from South Africa. As suggested by Gopal Krishna Gokhale, he made a tour of the entire nation. He became sad looking at the misery and poverty of the people. He took up the vow of service to the nation. He stayed at the Sabarmati Ashram in Ahmedabad. He followed a new technique

of Satyagraha to gain justice for common people.

**Philosophy of Satyagraha :** Gandhiji brought in a novel technique of Satyagraha in the popular movement. Satyagraha means insistence of truth. The main objective of Satyagraha is through patience and Satyagraha an unjust person is made aware of truth and justice and also bring transformation in his views. A person following satyagraha should never use violence and untruth means, was the teachings of Gandhiji.

Later, not only in India but in many parts of world people adopted the path of Satyagraha to fight against injustice. Gandhiji's path of Satyagraha made an impact on Martin Luther King who was struggling for the rights of the Blacks in America, as well as on Nelson Mandela in South Africa.

**Champaran Satyagraha :** In Bihar, the farmers of Champaran region were forced to cultivate indigo. The cultivators suffered economically since they received fixed amount from the planters. Gandhiji went to Champaran in 1917. He organised the farmers in Champaran and launched agitation by following the way of Satyagraha. Gandhiji's first war of independence in India became successful and the farmers were given justice.

**Kheda Satyagraha :** Due to constant famines in Kheda district, Gujrat, the crop had failed. Still land tax was forcibly collected by the Government. Gandhiji suggested that the farmers should refuse to pay the tax. The farmers began the movement for scrapping of tax at Kheda in 1918. Gandhiji accepted the leadership of this movement. Within a short period of

time, the Government suspended the tax.

### **Workers movement at Ahmedabad :**

During the first world war there was great inflation. Mill workers demanded for rise in salary. But the mill owners rejected this demand. As per Gandhiji's advice, the workers went on hunger strike. Finally, the mill owners had to back off and the salary of workers was increased.

### **Satyagraha against Rowlatt Act :**

In the first world war, the Indians had helped the British. The Indians felt that after the world war is over there will be a system of governance for taking decisions for well being of the Indians. There was growing unrest among the Indians regarding the increasing prices, taxes etc.

To suppress this discontent and to suggest measures about it, a Committee was appointed under Sir Sydney Rowlatt. According to recommendations of this committee a new law was passed without considering the opposition of Indian members in Central Legislative Assembly on 17 March 1919. This law came to be known as 'Rowlatt Act'. This Act gave the right to the government to arrest anybody without any warrant or imprison without any trial. Appeal was prohibited against the punishment given through this act. The Indians called this act as 'Black Act' and a tide of anger arose all over India against this act. Gandhiji launched a Satyagraha against it. On 6th April 1919, he appealed to the Indians to follow Hartal all over India against the Act. Indians responded to this appeal on a large scale.

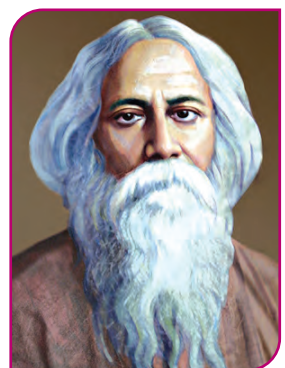
**Jallianwala Baug Massacre :** The movement that aroused against the Rowlatt Act took over a fierce form in the province of Punjab. Amritsar became the main centre of this movement. The Government had started the spate of suppression. Gandhiji was prohibited from

entering the province of Punjab. General Dyer issued orders of ban on public meetings in Amritsar. Important leaders like Dr.Satyapal and Dr.Kitchelu were arrested for their involvement in Amritsar Hartal case.

As a protest against this, on 13th April 1919, on a Baisakhi day, the people of Amritsar assembled at a place named Jallianwala Baug. General Dyer arrived with armed force. The place was enclosed from all sides and had only one small gate. General Dyer positioned his army and closed down the only gate. Without giving any prior notification to the disarmed innocent people, he ordered his soldiers to fire. 1660 rounds, had been fired. The army continued firing until the ammunition was over. In this massacre about 400 people including men and women were killed. Many people were wounded. After firing curfew was announced and hence immediate treatment to the injured could not be made available. In entire Punjab, military law was enforced and many were sent to jail by the government.

General Michael O'Dwyer, Governor of Punjab, was responsible for this massacre. All over India there was protest against this act. As a protest against this

massacre, Rabindranath Tagore gave away the title of 'Sir' bestowed on him by the British Government. Later



Indians demanded for enquiry of this **Rabindranath Tagore** massacre, hence the British government appointed the Hunter Commission.

**Khilafat Movement :** Muslims all over the world regarded the ruler of Turkey

as their religious leader. During the first world war Turkey fought against the British. To get the support of the Indian Muslims in the war, the British had assured that after the end of the war, Khalifa's empire will not be harmed. But after the end of First World War England did not stick to its assurance. A tide of great discontent aroused among the Muslims. The movement started by Indian Muslims to support the Khalifa was called 'Khilafat Movement'. Gandhiji thought that on this problem if the Hindus and Muslims come together and start a national movement then the government can surely be brought to its senses. Therefore Gandhiji supported the Khilafat Movement. The Khilafat Committee accepted Gandhiji's proposal of following non-co-operation to the government. Hindu-Muslim unity was seen especially during this period.

**Non-co-operation Movement :** The concept behind the Non-co-operation movement was that, the British government in India is dependent only on the co-operation of the Indians. If the Indians adopted complete non-co-operation then the British government will completely collapse. With this intention he evoked the people of India to take part in this movement.

In 1920, the Indian National Congress session was held at Nagpur. The resolution of Non-co-operation movement put forth by Chittaranjan Das was accepted. All reigns of the movement were given in the hands of Mahatma Gandhi. According to this resolution, a programme was framed to boycott Government offices, courts, foreign goods, Government schools and colleges.

**Progress of Non-co-operation Movement :** On the background of Non-co-operation movement, many eminent lawyers like Motilal Nehru, Chittaranjan

Das etc. boycotted the court by giving up their practice. During this period, with the boycott of schools and colleges, the scheme of national education was run. Many National schools, colleges and universities were established. There was boycott of coming elections, boycott and bonfire of foreign clothes. Due to this the import of foreign clothes decreased.

In 1921, during the visit of Prince of Wales, he was welcomed by organising hartal. Lonely roads and closed shops welcomed the Prince. The movement spread from the planters in Assam to rail workers in Bengal. To bring the movement under control the British government undertook suppressive measures.

In February 1922, the Police opened fire on a peaceful procession at Chauri Chaura in Gorakhpur district of Uttar Pradesh. The people were angry and set fire to the police station in which along with one officer, 22 policemen were killed. Due to this incident, Gandhiji was hurt. On 12 February 1922, Gandhiji suspended the Non-co-operation Movement.



### Do you know ?

**Mulshi Satyagraha :** During the non-co-operation movement, the farmers of Mulshi Taluka in Pune district launched satyagraha against the government. Senapati Pandurang Mahadev Bapat led the Mulshi satyagraha, for which he was punished with six years of imprisonment.

Gandhiji was arrested in March 1922 for writing three anti-national articles in 'Young India'. Special court was set up at Ahmedabad and Gandhiji was sentenced six years of imprisonment.

Later, on grounds of ill health, Gandhiji was released from the jail. Gandhiji, along with non-co-operation movement, took up constructive programmes which mainly

included spread of Swadeshi, Hindu-Muslim unity, prohibition of alcohol, removal of untouchability, popularise use of Khadi, national education etc. Due to these constructive programmes, the national movement became more comprehensive in rural areas.

**Swaraj Party :** The members of Indian National Congress such as Chittaranjan Das, Motilal Nehru put up the idea of contesting elections and obstructing the work of the British government. In 1922, the Swaraj Party was established. In 1923, many members of Swaraj Party were elected in the Central Legislative Assembly and Provincial Legislative Council, mainly including Motilal Nehru, Madan Mohan Malviya, Lala Lajpat Rai and N.C.Kelkar. When the political movement in the country calmed down, then the fight in the Legislative Assembly was strengthened by the Swaraj Party. They severely opposed the unjust policies of British. They demanded that Responsible Government should be given to India in future. They made a resolution to be passed in the Legislative Assembly for the release of political leaders from prison, to call for the Round Table Conference. The government rejected most of the resolutions.

**Simon Commission :** The reforms introduced by the Montague Chelmsford Act of 1919 were unsatisfactory. Hence there was discontent among the Indian people. On this background, the British appointed a commission under the chairmanship of Sir John Simon. In this commission, none of the Indian member was included. Hence the Congress decided to boycott the commission.

In 1928, the commission arrived in India. Wherever it travelled, the people made demonstrations against them, by



**Simon Go Back**

shouting the slogans like ‘Simon Go Back’.

There was lathi charge on the demonstrators. At Lahore, Lala Lajpat Rai was leading the demonstration against the Simon Commission. The police lathi charged the demonstrators. Saunders, a police officer, attacked Lalaji with a lathi. After the attack, in a protest meeting, Lalaji said, “Every blow on my body will prove a nail in the coffin of the British Empire”. Within few days of the attack Lalaji died.



**Lala Lajpat Rai**

**Nehru Report :** Berkenhead, Secretary of State of India, criticised that the Indian leaders cannot draft a unanimously accepted constitution. This challenge was accepted and an all party Committee was formed. Pandit Motilal Nehru was the Chairman of this Committee.

To establish self government in the colonies of India, implement Adult Franchise system, linguistic division of provinces such proposals were put up in this report. This report was known as ‘Nehru Report’.

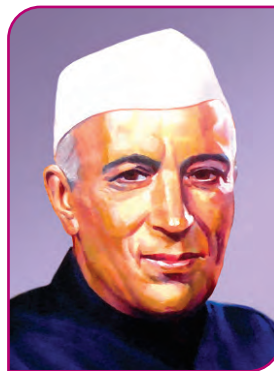
By the end of 1929, an indication was given that if the Nehru report is not accepted

by the government then the civil disobedience movement will be started. On this background, in December 1929, the Lahore session presided by Pandit Jawaharlal Nehru became memorable in history.

**Demand for Poorna Swaraj :** The objective of Indian National Congress of Dominion status was not acceptable to many young members. Young leaders like Pandit Nehru and Subhash Chandra Bose were demanding complete independence. i.e. poorna swaraj. Due to the influence of this young group, in the Lahore session of Indian National Congress, resolution of attainment of complete independence was passed. Through this resolution Indian national Congress gave up the objective of dominion status. From here onwards, the

objective of National movement was complete independence of India.

On 31st December 1929, Pandit Nehru unfurled the tri colour flag and a resolution was passed in which 26 January was



**Pandit Nehru**

declared to be celebrated as Independence Day. On 26 January 1930, people all over the country took pledge for carrying out the freedom movement with non violent means

for attainment of independence of India. Everywhere in the country, the atmosphere was charged with a new spirit.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

- (1) Gandhiji began his career from the country of ..... .  
(a) India (b) England  
(c) South Africa (d) Myanmar
- (2) The farmers started the no-tax movement in the district of ..... .  
(a) Gorakhpur (b) Kheda  
(c) Solapur (d) Amravati
- (3) As a protest to Jallianwala Baug massacre, Rabindranath Tagore returned the title of ..... bestowed upon him by the British Government.  
(a) Lord (b) Sir  
(c) Raobahadur (d) Raosaheb

#### 2. Answer the following questions in one sentence.

- (1) Which restriction were put up on the Blacks in South Africa according to the declaration of 1906?
- (2) Where did Gandhiji launch the first satyagraha in India?
- (3) Which officer gave orders of firing in the Jallianwala Baug?

#### 3. Answer the following questions in 25-30 words.

- (1) Explain the philosophy of Satyagraha.
- (2) Why was the Swaraj Party established?

#### 4. Explain the following statements with reasons.

- (1) Rowlatt Act was opposed by the people of India.
- (2) Gandhiji suspended the Non-co-operation Movement.
- (3) The Indians boycotted the Simon Commission.
- (4) Khilafat Movement was started in India.

#### Project

Trace out the pledge of independence that was taken on 26th January 1930 and read it aloud collectively in the classroom.



## 8. Civil Disobedience Movement

After the resolution of Complete Independence was passed in the Lahore session, Mahatma Gandhi decided to launch the Civil Disobedience Movement. Before beginning this movement, Gandhiji put up various demands in front of the British Government. One of the important demand was to cancel the salt tax and monopoly of British Government for manufacture of salt. But because the demands of Gandhiji were rejected by the Government he decided to launch Satyagraha all over India by breaking the salt act.



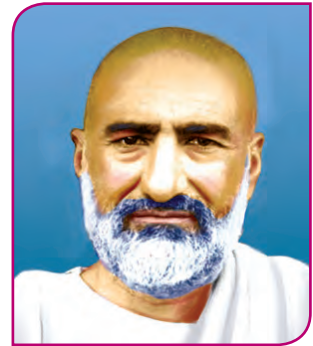
**Dandi March**

Salt is an important ingredient in the food of common people. Hence it was unjust to impose tax on an essential commodity like salt. Therefore Gandhiji started the Salt Satyagraha. Salt Satyagraha was symbolic. The extensive objective behind it was to break the oppressive and unjust laws of the British Government through peace and Satyagraha.

Gandhiji chose Dandi, a seashore, in Gujarat to begin the Salt Satyagraha. On 12 March 1930 Gandhiji set out from Sabarmati Ashram with 78 followers for launching the Salt Satyagraha. A distance of approximately 385 km was covered on foot and Gandhiji delivered speeches in the villages on the way. Through the speeches Gandhiji appealed to the people to be

fearless and join the Civil Disobedience Movement. Due to Gandhiji's speeches message of Civil Disobedience Movement spread everywhere and a favourable atmosphere was created. On 5 April 1930, Gandhiji reached Dandi. On 6 April Gandhiji broke the salt act by picking up the salt laying on the sea shore of Dandi and the Civil Disobedience Movement started all over the country.

**The Peshawar Satyagraha :** In the North West Frontier, Khan Abdul Gafar Khan was the most loyal follower of Mahatma Gandhi. He was also known as 'Frontier Gandhi'. He had founded the organisation called 'Khuda-i-Khidmatgar'. On 23 April 1930, he started satyagraha at Peshawar. The town was in the hands of the satyagrahis nearly for a week. The British Government gave orders to the Garhwal regiment to carry out open firing on the Satyagrahis, but Chandrasing Thakur, an officer of Garhwal Regiment, refused to open fire. He was court martialled and was given a severe punishment.



**Khan Abdul Gafar Khan**

The British Government found itself in a difficult situation due to the satyagraha launched by Mahatma Gandhi. On 4 May 1930 Gandhiji was arrested. Suppressive measures were undertaken all over the country. There was protest all over the country due to the arrest of Mahatma Gandhi.

**Solapur Satyagraha :** The mill workers were on the forefront in the Solapur satyagraha. On 6 May 1930, hartal was observed in Solapur. A huge procession

was organised in Solapur. The District Collector gave orders of firing on the procession.

Many volunteers along with Shankar Shivdare died in the firing. As a result, people started attacking police stations, railway station, courts, municipal buildings etc. The Government declared Martial Law and the agitation was suppressed. Those who took lead in this movement, such as Mallappa Dhanshetti, Shrikrishna Sarada, Qurban Hussain and Jagannath Shinde were hanged to death.



**Mallappa Dhanshetti**



**Shrikrishna Sarada**



**Qurban Hussain**



**Jagannath Shinde**

**Dharasana Satyagraha :** The satyagraha at Dharasana in Gujarat was led by Sarojini Naidu. The police lathi charged on the satyagrahis who came forward to break the Salt Act. The satyagrahis silently tolerated the blows of the lathi. When they were taken away for medical aid, another batch of satyagrahis came forward to replace them. This

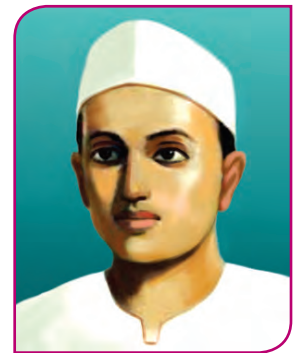


**Sarojini Naidu**

continued endlessly. In Maharashtra, salt satyagraha took place at Wadala, Malvan and Shiroda.

Where there were no salt-pans, the forest laws were broken. There were jungle satyagrahas at Bilashi, Sangamner, Kalavan, Chirner and Pusad in Maharashtra. The tribal people also took part in the satyagraha in large numbers.

**Sacrifice of Babu Genu :** In Mumbai, there was agitation against foreign goods. The vehicles transporting foreign goods were obstructed. Babu Genu Said, a mill worker, from Mumbai was in the forefront in this movement. A truck carrying foreign goods, safeguarded by the police, came in front of Babu Genu. To stop the truck he lied down on the road. Police threatened him, but he did not move from his place. Finally he was crushed under the truck. Babu Genu gained martyrdom. This



**Babu Genu**



**Do you know ?**

**Features of Civil Disobedience Movement :**

- All the movements, till now, were limited only to urban areas. But this movement became a nationwide movement. People from rural areas registered their participation.
- Women also took part in large numbers. Kasturba Gandhi, Kamladevi Chattopadhyay, Avantikabai Gokhale, Lilavati Munshi, Hansaben Mehta led the satyagraha.
- This movement was based on complete non violence. The British Government was trying to greatly suppress the movement, but the people protested unarmed. Due to this the Indian people became fearless.

sacrifice of Babu Genu gave inspiration to the national movement.

**Round Table Conference :** In the opinion of British Prime Minister Ramsay Mac Donald, while the Civil Disobedience Movement was going on, the constitutional issues regarding India should be thought over. For this purpose he organised a conference at London. This conference is known as 'Round Table Conference'. In the period between 1930 to 1932, three round table conferences were organised.

**First Round Table Conference :** Ramsay MacDonald was the chairman of the Round Table Conference. Representatives of England and India participated in the Conference. These included Dr. Babasaheb Ambedkar, Sir Tej Bahadur Sapru, Barrister Jinnah etc. In the conference there were discussions on various topics such as Responsible Government at central level, establishment of federal State in India etc. Representatives of different political parties in India and rulers of Princely states participated in the conference. However, the Indian National Congress did not participate in it. The Indian National Congress was a body that represented the country. Without its participation, the deliberations in the Round Table Conference were indeed meaningless.

**Gandhi-Irwin Pact :** The British Prime Minister expressed his hope of participation of Indian National Congress in the Second Round Table Conference. In view of the appeal made by the Prime Minister, the Viceroy released Mahatma Gandhi and other leaders from prison. Thus, a conducive atmosphere was created for the Congress to discuss the issues freely. A pact was signed between Mahatma Gandhi and Viceroy Irwin which is known as the 'Gandhi-Irwin Pact'. According to this pact, the British Government assured that the system of Responsible Government would be added in the proposed constitution

of India. Consequently Indian National Congress withdrew the Civil Disobedience Movement and agreed to attend the Round Table Conference.

**Second Round Table Conference :** In 1931, the second round table conference was organised. Mahatma Gandhi attended this conference as a representative of the Indian National Congress. Along with the Indian National Congress, representatives of various castes and communities, political parties as well as princely states were invited. The Government put forth the issue of minorities in the Round Table Conference. There were differences regarding this issue and also regarding the nature of the prospective Federal constitution. Gandhiji tried to bring unanimity in the opinion but was unsuccessful. Finally Gandhiji became disappointed and returned back to India.

**Poona Pact :** Dr. Babasaheb Ambedkar



represented the Dalits in the Round Table Conference. He demanded separate electorates for the Dalits. After the Second Round Table Conference the British Prime Minister Ramsay MacDonald declared 'Communal Awards'. According to it, Dalits were given separate electorates. Gandhiji went on fast unto death at Yerwada jail protesting against the granting of separate electorate on the basis of caste. The leaders of Indian National Congress requested Dr. Babasaheb Ambedkar to reconsider the demand for separate electorates. Keeping in mind the interest of the nation Dr. Ambedkar was ready to accept this request. In 1932 Mahatma Gandhi and Dr. Babasaheb Ambedkar signed the famous Poona Pact. According to this pact separate electorates for the Dalits was



cancelled and a provision for reserved seats was made.

**Third Round Table Conference :** In November 1932 the Third Round Table Conference was organised in England. The Indian National Congress boycotted the conference. Thus this conference proved to be futile.

**Second Phase of Civil Disobedience Movement :** Gandhiji returned to India from the Second Round Table Conference with a dejected mind. He decided to restart the Civil Disobedience Movement. Gandhiji

was immediately arrested. Hence there was discontent among the people.

Government responded to this movement by using inhuman oppressive methods. There was strangling of civic rights everywhere. The Indian National Congress and its associated institutions were declared illegal. Restrictions were levied on national newspaper and literature. Finally in April 1934 Gandhiji withdrew the movement and the historic phase of Civil Disobedience Movement came to an end.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

(Mahatma Gandhi, Khuda-i-Khidmatgar, Ramsay Mac Donald, Sarojini Naidu)

- (1) ..... organised the Round Table Conference in London.
- (2) Khan Abdul Gafar Khan established the organisation named \_\_\_\_\_.
- (3) ..... led the Dharasana Satyagraha.
- (4) In the Second Round Table Conference ..... participated as a representative of Indian National Congress.

#### 2. Explain the following statements with reasons.

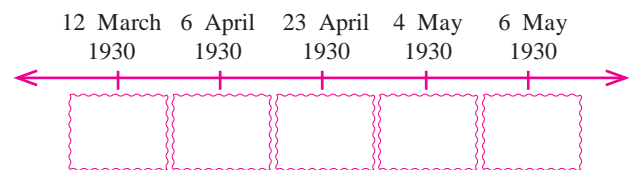
- (1) Chandrasingh Thakur was court martialled and severely punished.
- (2) The Government declared Martial Law at Solapur.
- (3) The deliberations in the First Round Table Conference proved to be meaningless.
- (4) Gandhiji began fast unto death in the Yerwada jail.

#### 3. Answer the following questions in 25 to 30 words.

- (1) Why did Gandhiji decide to break the Salt Act to begin the satyagraha all over the country?
- (2) Why did the Indian National Congress

withdraw the Civil Disobedience Movement?

#### 4. Complete the following timeline of Civil Disobedience Movement.



#### Project

- (1) Gather additional information along with photographs about the work of following personalities in the Civil Disobedience Movement and exhibit it in the class. (a) Sarojini Naidu (b) Khan Abdul Gafar Khan (c) Babu Genu Said.
- (2) Plot on an outline map of India ,the places mentioned in the chapter where the Civil Disobedience Movement took place.



## 9. Last Phase of Struggle for Independence

In this chapter we are going to study the Quit India Movement, underground movement and the contribution of Indian National Army.

**Act of 1935 :** This Act made a provision for the British governed Indian provinces and Princely States to form a federation. According to this act, the working of British governed provinces will be handed over to the Indian representatives. If the princely states join the federation then they would lose their autonomy, hence they refused to join. Therefore the proposal of federal state in the Act was not brought into practice.

**Provincial Cabinets :** The Indian National Congress was not satisfied with the Act of 1935, but still decided to take part in the elections of Provincial legislature provided by the Act. In 1937, elections were held in eleven provinces in the country. Among these, Indian National Congress gained majority over eight provinces and came to power. In other three provinces none of the party could achieve majority and therefore mixed cabinet was formed.

The Cabinet ministers of Indian National Congress did useful work for the people such as release of political prisoners from jail, introduction of basic education, prohibition of liquor, measures undertaken to improve condition of the Dalits, passing of Act giving debt relief to the farmers etc.

**Cripps Mission :** During the second world war, England supported America against Japan. The Japanese army reached the eastern borders of India. The British realised that if Japan attacks India, then they will need co-operation from the Indians. Hence the British Prime Minister Winston Churchill sent Sir Stafford Cripps to India. In March 1942, he put up a

proposal of India in front of the Indians. But none of the political party was satisfied with this proposal. The Indian National Congress rejected the proposal since there was no clear mention of complete independence. Since there was no mention of creation of Pakistan, the Muslim League also rejected the Cripps Mission.

**Second World War and Indian National Congress :** The Second World War began in Europe in 1939. The then Viceroy Lord Linlithgo declared that India has joined the war on the side of the British. England claimed that it is fighting to save Democracy in Europe. The Indian National Congress demanded that if the claim was true then England should immediately grant freedom to India. England refused to fulfill this demand and therefore the provincial ministers of Indian National Congress resigned in November 1939.

**Quit India Movement :** After the Cripps mission, the Indian National Congress decided to start an intense movement for attaining independence. The Working Committee of the Congress passed a resolution on 14 July 1942 at Wardha. The resolution demanded that the British rule in India be ended immediately and India should be given independence. If this demand was not fulfilled then the Indian National Congress warned to start a non violent movement for freedom of India.

**Quit India Resolution :** On 7 August 1942, the session of Indian National Congress was held at Gowalia Tank (Kranti Maidan) in Mumbai. Maulana Abul Kalam Azad was the President of this session. The British should leave India, this resolution passed by Congress Working Committee at Wardha was to be finally approved in the Mumbai session. On



**Maulana Azad**

8 August the resolution of 'Quit India' put forth by Jawaharlal Nehru got passed with great majority. It was also decided to start a nation wide non violent agitation under the leadership of Mahatma Gandhi. Gandhiji said, "Every one of you should,

from this moment onwards, consider yourself a free man or woman and behave like a citizen of free India.... we shall either free India or die in the attempt." Gandhiji made an inspirational appeal to the public to be ready to sacrifice with the feeling of 'Do or Die'.

**Beginning of People's Movement :**

The news of arrest of important leaders of Indian National Congress spread out all over the country. The angry mob took out processions at various places. Even though police lathi charged and opened firing on the public but still people were not afraid. The agitators attacked some places jails, police stations, railway stations etc. which symbolised the suppressive policy of the

**Let us know...**

**Individual Satyagraha :** The British Government was constantly neglecting the demands, hence the Indian National Congress decided to start anti war propoganda. For this it was decided that instead of a collective movement, every single person should disobey the laws. This was known as



**Acharya Vinobha Bhave**

'Individual Satyagraha'. Acharya Vinoba Bhave was the first satyagrahi of individual satyagraha. He was followed by nearly 25,000 satyagrahis who accepted imprisonment for their participation.

British. They tried to take control of Government offices. In Maharashtra, the young and old struggled with determination and boundless courage at places like Chimur, Ashti, Yavali, Mahad, Gargoti etc. and made the struggle immortal.



**Do you know ?**

**Inspirational accounts of brave children :**

The school students also contributed in the freedom movement. At Nandurbar, the school children, under the leadership of Shirishkumar, carried out procession holding the tri colour flag. The slogan of 'Vande Mataram' was given. The police became furious and opened firing on small children as well. In this firing Shirishkumar, Laldas, Dhansukhlal, Shashidhar, Ghanashyam, these school children became martyr.



**Shirishkumar**

**Underground Movement :** At the end



of 1942 the public movement got a new turn. The leadership of this movement went into hands of young socialist activists. Jayprakash Narayan, Dr. Ram Manohar Lohia, Chhotubhai Puranik, Achyutrao Patwardhan, Aruna Asaf Ali, Yusuf Meher Ali, Sucheta Kriplani, S.M. Joshi, Shirubhau Limaye, N.G. Gore, Yashwantrao Chavan, Vasantdada Patil, Maganlal Bagdi, Usha Mehta such leaders were in the forefront. The activist disrupted the transport and communication as well as the government machinery by causing the breakdown of Railway routes, cutting of telephone line, blowing up bridges etc. The impact of the movement was seen all over India. Hemu Kalani, in Sindh province,



**Aruna Asaf Ali**



**Achyutrao Patwardhan**

tried to destroy the railway along with his companions when he received the news of passing of a railway carrying British troops and supplies. The court punished him to be hanged to death.

Bhai Kotwal's 'Azad Dasta' in Karjat taluka of modern day Raigad district, General Awari's 'Lal Sena' in Nagpur such groups made the government helpless and witless for months. In Mumbai, Vitthal Zaveri, Usha Mehta and her companions established a secret transmission centre named 'Azad Radio'. Patriotic songs were sung on it. News of agitations in the country were broadcasted on it. Patriotic speeches were telecasted. This gave encouragement to the agitators. Such transmission centres operated at Kolkata, Delhi and Pune for some period of time.

**Establishment of Parallel Government :** At some places in the country, British officers were driven out and the 'People's Government' was established. These are called 'Parallel Government'. Parallel Government were formed in districts of Midnapore in Bengal, Ballia and Azamgarh in Uttar Pradesh and Purnia in Bihar.

In Satara district of Maharashtra, in 1942, Krantisinh Nana Patil brought an end to the British government and established parallel government. At Kundal, under the leadership of Krantiagrani G. D. alias Bapu Lad, 'Toofan Sena' was established. Through its medium, collection of taxes, maintenance of law and order, punishment to criminals, such work was done by the Parallel

Government. People started accepting the verdict passed by the People's Court appointed by the Parallel Government.

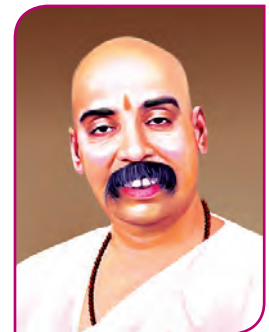


**Krantisinh Nana Patil**

Opposition to money lenders, prohibition on liquor, spread of literacy, opposition to caste distinctions many such constructive work was done by this government. Due to it the Parallel Government became a source of inspiration for the public.

### **Importance of Quit India Movement :**

The 1942 movement took up the form of a nationwide agitation. To fulfill the objectives of gaining independence lakhs of Indians made unlimited sacrifices. Many sacrificed their lives. The number of people participating in the struggle was so huge that even all the prisons in the whole of the country were not enough to contain them. The patriotic songs composed by Sane Guruji, Rashtrasant Tukdoji Maharaj and others increased the enthusiasm of the agitators. This nationwide movement is also called 'August Kranti'.



**Rashtrasant**

**Tukdoji Maharaj**

**Indian National Army (Azad Hind Sena) :** Netaji Subhash Chandra Bose took phenomenal efforts for gaining independence of India. On the eastern borders of India, thousands of Indians stood in readiness to fight against the British. All these soldiers belonged to Azad Hind Sena. Netaji Subhash Chandra Bose was their leader.

Subhash Chandra Bose was an important leader of Indian National Congress. He graced the position of President of Congress twice. As per his opinion, while England was



**Netaji Subhash  
Chandra Bose**

engaged in Second World War, the Indians should take advantage of it and make the movement more intense. If necessary India should seek the help of enemies of England. But there aroused difference of opinion between him and other senior leaders of Congress. As a result, Subhash Chandra Bose resigned from the position of President. To place his views in front of the people he founded a party known as 'Forward Bloc'.

Through his speeches, Netaji appealed to the Indians to revolt against the British rule. Due to it the Government imprisoned him. Subhash Chandra Bose went on fast unto death in the prison due to which the British Government interned him in his residence. From there he escaped in disguise. In April 1941 he reached Germany. There he founded the 'Free India Centre'. From the Berlin Radio station in Germany, he appealed to the Indian people to join in an armed struggle. During this period, Rash Behari Bose invited Subhash Chandra Bose to Japan.



**Rash Behari Bose**

### **Formation of the Indian National Army :**

Rash Behari Bose was staying in Japan since 1915. He had organised the Indian patriots living in countries of South East Asia and established the organisation named 'Indian Independence League'. In the early part of 1942, Japan conquered the territories in South East Asia which were controlled by the British. Thousands of Indian soldiers and officers in British army there, fell into the hands of Japan. Rash Behari Bose, with

the help of Captain Mohan Singh, formed a battalion of these Indian Prisoners of War. It was named as 'Indian National Army' (Azad Hind Sena). Later Netaji Subhash Chandra Bose led the Indian National Army.

In October 1943, Netaji established Azad Hind Government in Singapore. Shah Nawaz Khan, Jagannath Bhosale, Dr. Laxmi Swaminathan, Gurubuksh Sing Dhillon, Prem Kumar Sehgal etc. were his chief associates. Captain Laxmi Swaminathan was the Commander of Rani of Jhansi Regiment. Netaji appealed to the Indian people- 'You give me blood and I will give you independence'.

**Achievements of Indian National Army :** In November 1943, Japan conquered Andaman and Nicobar islands and handed them over to Azad Hind Government. Netaji renamed them as 'Shahid' and 'Swarajya' respectively. In 1944, Indian National Army captured the Aarakan province in Myanmar. Posts on the eastern border of Assam were captured. In the same period the campaign of Imphal remained incomplete because Japan stopped helping the Indian National Army. But in adverse circumstances, soldiers of Indian National Army were dedicatedly fighting. But in the same period, Japan accepted defeat. On 18 August 1945 Subhash Chandra Bose died in a plane accident. On this background the soldiers of Indian National Army had to lay down their arms. Thus ended the thrilling phase of the Indian National Army.

Later, the British Government charged the officers of Indian National Army with treason. Pandit Jawaharlal Nehru, Bhulabhai Desai, Tej Bahadur Sapre these expert lawyers defended them. But the military tribunal held the officers guilty and they were sentenced to life imprisonment. Therefore there was severe unrest against the British Government in the minds of Indian people. Finally the British Government had to suspend the

punishments given by the military tribunal.

### Revolts of Indian Navy and Airforce :

The navy and Air force soldiers, with the inspiration from Indian National Army, caused discontent against the British Government. It burst out on the British warship 'Talwar' in Mumbai on 18 February 1946. The soldiers unfurled the tri colour flag on the British warship. They raised slogans against the British Government. The British Government sent army to open fire on the naval soldiers. The rebels also made counter attack with firing. The workers and common people extended their support to the naval soldiers. Finally with the mediation of Sardar Vallabhbhai Patel, the naval soldiers laid down their arms.

To support the uprising of naval soldiers, the Air force officers from Delhi, Lahore, Karachi, Ambala, Meerut etc. went on strike. These revolts were a clear indication that the sentiments of discontent against the rulers had reached a climax. In this way the period between 1942 to 1946 shook the foundation of British power in India. Through the Quit India Movement the severe discontent of Indian people against the British was expressed. Army, Navy and Air Force was the backbone of British power. They were also now opposing the British. Due to these incidents the British rulers realised that they will not be able to empower India for a long period of time.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options

(Andaman and Nicobar, August Kranti, Vinoba Bhawe)

- ..... was the first stayagrahi of Individual satyagraha.
- The nation wide movement of 1942 is also called .....
- In November 1943, Japan conquered ..... islands and handed them over to Azad Hind Government.

#### 2. Explain the following statements with reasons.

- In November 1939, provincial ministers of Indian National Congress gave their resignations.
- The Indian National Army had to lay down their arms.
- The Parallel Government became a source of inspiration to the people.

#### 3. Complete the following table.

Organisation	Founder
Forward Bloc	
Indian Independence League	
Toofan Sena	

#### 4. Answer the following questions in brief.

- How do you find the contribution of Shirishkumar to be inspirational?
- Why did the British Prime Minister send Sir Stafford Cripps to India?
- What kind of reaction was seen during the spread of news of arrest of main leaders of the Indian National Congress?

#### Project

- Prepare a timeline of the events of the struggle of Indian National Army.
- With the help of internet collect the pictures of Quit India Movement of 1942 and organise an exhibition on occasion of a national day.



## 10. Armed Revolutionary Movement

The agitations against the British imperialism were carried out in various ways in India. In this chapter, we shall get acquainted with it.

We have studied the uprisings before 1857 against the British and the freedom movement of 1857. In the later period, Ramsinh Kuka organised a rebellion against the Government in Punjab.

**Vasudev Balwant Phadke :** In



**Vasudev Balwant Phadke**

Maharashtra, Vasudev Balwant Phadke gave an armed struggle against the British. He assumed that there should be armed struggle to fight against the British. He took the training of arms from Vastad Lahuji Salve. He

organised the Ramoshis and revolted against the British. This rebellion became unsuccessful. The British Government sent him to Eden jail. There he died in 1883. He built up an armed struggle for independence.

**Chafekar Brothers :** In 1897, the Plague Commissioner Rand had resorted to tyranny and force while managing the epidemic of plague in Pune. As a revenge the Chafekar brothers, Damodar and Balkrishna, shot him dead on 22 June 1897. Damodar, Balkrishna and Vasudev these three brothers and their associate Mahadev Ranade were hanged to death. From the same house, three brothers accepted martyrdom for the service of the country. During the same period Munda tribe in Bihar under the leadership of Birsa Munda made great revolt against the Government.

**Abhinav Bharat :** In 1900, Swatantryaveer Vinayak Damodar Savarkar founded 'Mitramela'- a secret organisation of revolutionaries in Nasik. The same organisation was renamed as 'Abhinav Bharat' in 1904. Savarkar went to England for higher education. From there he began sending revolutionary literature, guns etc. to the members of Abhinav Bharat in India. He wrote an inspiring biography of Joseph Mazzini, the famous Italian revolutionary. He wrote a book entitled 'The 1857 War of Independence' wherein he stated that revolt of 1857 was the first war of independence.



**Swatantryaveer V. D. Savarkar**



### Do you know ?

Swatantryaveer Savarkar was sentenced to fifty years of rigorous imprisonment at Andaman. He was there for ten years. In his autobiography 'Majhi Janmathep' he wrote down his experiences of the terrible days in Andaman. Later the Government took him to Ratnagiri and detained there. There Savarkar started many social movements such as removal of caste differences, removal of untouchability, common dining, purification of language etc. He was a great writer. He was the President of Marathi Sahitya Sammelan at Mumbai in 1938.

The Government came to know about the activities of Abhinav Bharat. Therefore the Government arrested Babarao Savarkar. He was sentenced to life imprisonment. As a revenge to this punishment, a youth named Anant Laxman Kanhere killed Jackson, the Collector of Nasik. The Government started arresting all those people who were connected with Abhinav Bharat organisation. The murder of Jackson was linked with Swatantryaveer Savarkar by the Government, he was arrested and put under trial. The court ordered him rigorous punishment for 50 years.

### **Revolutionary Movement in Bengal:**

After the partition of Bengal, the outrage against British became more severe. In place of local rebellions comprehensive revolutionary movements started rising at national level. In various parts of the country the youths inspired by revolutionary thoughts started establishing their secret organisations. To keep control over British officers, to loosen the Government machinery, to wipe out the fear in the minds of Indians regarding the British Government, overthrowing the British rule were some of its main objectives.

In Bengal a revolutionary organisation called 'Anushilan Samiti' was active. The Anushilan Samiti had more than 500 branches. Barindrakumar Ghosh, brother of Aurobindo Ghosh, was the chief of this organisation. This organisation received counsel and guidance from Aurobindo Ghosh. The Anushilan Samiti had a bomb manufacturing centre at Maniktala near Kolkata. In 1908, Khudiram Bose and Prafulla Chaki, members of Anushilan Samiti planned to kill a judge named Kingsford. But the vehicle on which they threw the bomb was not the one carrying Kingsford. Two English women were

killed in this attack. Prafulla Chaki shot himself with a bullet so that he will not fall in the hands of British. Khudiram Bose was caught by the police. During the investigation the police got information about the working of Anushilan Samiti. They started arresting the members of this organisation. Aurobindo Ghosh was also arrested. But the Government was unsuccessful in linking him to manufacturing of bombs and hence the court set him free. Other members were sentenced to long terms of imprisonment.

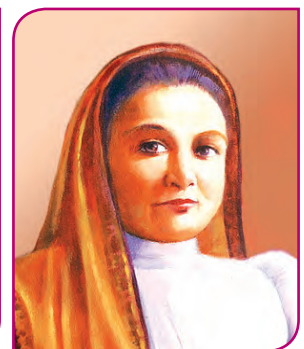
Rash Behari Bose and Sachindra Nath Sanyal spread the network of revolutionary organisations outside Bengal. The centres of revolutionary work were set up at Punjab, Delhi and Uttar Pradesh. Rash Behari Bose and his associate made a daring act of throwing bomb at the Viceroy Lord Hardinge. But he got saved from the attack.

The revolutionary work was carried out in Madras Province as well. Vanchhi Iyyer, a revolutionary, killed a British officer named Ash. Later he shot himself with a bullet and sacrificed his own life.

**India House :** The revolutionary work in India received assistance from Indian revolutionaries staying abroad. India House, in London, was an important centre which provided for such kind of assistance. Pandit Shyamji Krishna Varma, an Indian patriot, had established



**Pt. Shyamji Krishna Varma**



**Madam Cama**



India House. Through this organisation Indian youths were given scholarships for higher education in England. Swatantryaveer Savarkar received such scholarship. Madam Cama raised the issue of India's independence at the World Socialist Conference held at Stuttgart in Germany. In the same conference she unfurled the flag of India. Another revolutionary associated with India House was a youth named Madanlal Dhingra. He killed Curzon Wylie, a British Officer, due to which Dhingra was hanged to death.

**Gadar Movement :** During the period of First World War, the revolutionary work against the British Government got a momentum. The revolutionaries felt that, transfer of power can be brought into India with the help of enemies of the British and in this attempt help of Indian soldiers can also be taken. To take advantage of this opportunity revolutionary organisations were setup. 'Gadar' is one such important organisation.

The Indians living in America and Canada established the Gadar organisation. Lala Hardayal, Bhai Parmanand, Dr. Pandurang Sadashiv Khankhoje etc. these revolutionaries were the important leaders of the organisation. The word 'Gadar' means 'revolt'. 'Gadar' was the journal of this organisation that acted as its mouthpiece. Through this journal, effects of British rule in India were pointed out. It gave information about the daring deeds of the revolutionaries. In this way, love for the nation and armed rebellion was the message given through the journal, Gadar, to the Indians.

The leaders of the Gadar organisation decided to take advantage of this war like situation. They drew out a plan of revolt in Punjab against the British. They

persuaded the Indian soldiers in British army to join in their revolt. It was decided that Rash Behari Bose and Vishnu Ganesh Pingle should lead the revolt. But due to treachery, the British traced out the plan. Pingle fell into the hands of the police. He was hanged to death. But Rash Behari Bose escaped successfully. He went to Japan and continued his revolutionary work.

The revolutionary movement was active in other countries during the period of war. In Berlin, Veerendra Nath Chattopadhyay, Bhupen Dutta and Hardayal prepared anti British plans in cooperation with the German Foreign ministry. In 1915, Mahendra Pratap, Barkatullah and Obaidullah Sindhi established Provisional Government of free India in Kabul.

**Kakori Conspiracy :** The suppressive measures of government could not put an end to the revolutionary movement. After the suspension of Civil Disobedience Movement by Mahatma Gandhi, many youngsters got diverted to revolutionary ways. Chandrashekhhar Azad, Ram Prasad Bismil, Yogesh Chatterjee, Sachindra Nath Sanyal and such other revolutionaries came together. On 9 August



**Chandrashekhhar Azad**

1925, they looted the Government treasury that was carried in a train near Kakori railway station in Uttar Pradesh. This is known as the 'Kakori conspiracy'. By taking immediate action the government arrested the revolutionaries and put them into prison. They were put under trial. Ashfaqulla Khan, Ram Prasad Bismil, Roshan Singh, Rajendra Lahiri were

hanged. But Chandrashekhar Azad managed to escape.

**Hindustan Socialist Republican Association** : The young men influenced by socialist ideas decided to set up a nation wide revolutionary organisation.



**Bhagat Singh**

Prominent among them were Chandrashekhar Azad, Bhagat Singh, Rajguru, Sukhdev etc. All these revolutionaries were secular in their thoughts. In 1928 in the meeting held at

Feroz Shah Kotla ground in Delhi, these young men established the organisation called 'Hindustan Socialist Republican Association'.

The objective behind the establishment of this organisation was to free India from British exploitation. It also wanted to overthrow the unjust socio-economic system which exploited the farmers and workers. Bhagat Singh gave importance to creation of a society based on social justice and equality.

The work of gathering arms and execution of programmes was entrusted to a separate wing of the organisation. This wing was called 'Hindustan Socialist Republican Army' and Chandrashekhar Azad was the chief of this wing.



**Rajguru**



**Sukhdev**

Members of this organisation carried out many revolutionary activities. Bhagat Singh and Rajguru fired bullets and killed an officer named Saunders in order to avenge the death of Lala Lajpat Rai.

The Government had introduced two bills in the Central Legislative Assembly, curtailing civil rights. To protest it, Bhagat Singh and Batukeshwar Dutta threw bombs in the Central Legislative Assembly.

The British Government immediately raided the centres of 'Hindustan Socialist Republican Army'. Through it the police also obtained clues related to the killing of Saunders. The government started arresting the revolutionaries. They were tried under the charge of sedition. On 23 March 1931, Bhagat Singh, Rajguru and Sukhdev were hanged in the Lahore jail. But till the end Chandrashekhar Azad did not fall into the hands of the police. Later he died in an encounter with police at Alfred Park in Allahabad.

### **Attack on Chittagong Armoury**

**Surya Sen** was the chief of the revolutionary group at Chittagong in Bengal. He had gathered around him revolutionaries like Anant Singh, Ganesh



**Surya Sen**

Ghosh, Kalpana Dutta, Pritilata Waddedar. With their assistance, Surya Sen drew up a plan to attack the armoury at Chittagong. As per the plan, on 18 April 1930 the revolutionaries seized the arms from the two armouries in Chittagong. The telephone and telegraph lines were broken and they succeeded in paralysing the communication system. After that they gave a thrilling fight to the British army.

On 16 February 1933, Surya Sen and



Kalpana Dutta



Pritilata Waddedar

some of his associates were captured by the police. Surya Sen and his 12 associates were given death punishment. Kalpana Dutta was sentenced to life imprisonment. Pritilata Waddedar killed herself without falling into the hands of the police.

Due to the Uprising in Chittagong the

revolutionary movement gained pace. Shanti Ghosh and Suniti Choudhary, these two school girls killed the District Judge, where as a young girl Bina Das shot dead the Governor during the convocation ceremony of Kolkata University.

Sardar Udham Singh killed Dyer, the officer responsible for Jallianwala Bagh massacre, in London in 1940. In the freedom struggle of India revolutionary movement made an important contribution. These revolutionaries displayed daring and determination while fighting against the British rule. The love for the nation and attitude of sacrifice was just incomparable. Their sacrifice proved to be an inspiration to the Indians.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

(Pandit Shyamji Krishna Varma, Mitramela, Ramsingh Kuka)

- (1) Swatantryaveer Savarkar started a secret organisation of revolutionaries named .....
- (2) In Punjab, ..... organised an uprising against the Government.
- (3) ..... founded the India House.

- (3) Bhagat Singh and Batukeshwar Dutta threw bombs in the Central Legislative Assembly.

#### 4. Answer the following questions in brief.

- (1) Write a detail description of the attack on Chittagong Armoury.
- (2) Explain the contribution of Swatantryaveer Savarkar in the armed revolutionary movement.

#### 2. Complete the following table.

Revolutionary	Organisation
.....	Abhinav Bharat
Barindrakumar Ghosh	.....
Chandrashekhar Azad	.....

#### Project

- (1) Watch a movie or drama based on the life of revolutionaries and enact any of your favourite incident in the class.
- (2) Prepare a manual based on the saga of revolutionaries



#### 3. Explain the following statements with reasons.

- (1) Chafekar brothers killed Rand.
- (2) Khudiram Bose was hanged to death.

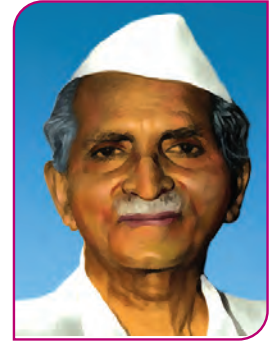


## 11. Struggle for Equality

In the progress of Modern India, struggle for political freedom was important. This struggle was based on broad philosophy of man's emancipation. Therefore in the course of this struggle along with political dependence there was opposition to things like feudalism, social inequality, economic exploitation. Like freedom the principle of equality is very important. From that point of view the contribution of movements built up by various social groups such as farmers, workers, women, dalits etc as well as the stream of socialism giving importance to equality, proves to be significant. Without realising its contribution we will not be able to understand the developmental process of Modern India. Therefore let us study some of these movements.

**Peasant Movement :** The Indian farmers had to suffer due to the ill effects of British economic policy. The British Government used to protect the landlords and money lenders. They gave unjust treatment to the farmers. On many occasions the farmers rose against this injustice. The peasants in Bengal formed their union and revolted against the compulsion of cultivating indigo. The play 'Neel Darpan' written by Deenbandhu Mitra brought to the notice of the society the wretched conditions of the peasants producing indigo. In 1875, farmers from Maharashtra rose in revolt against the atrocities of the landlords and money lenders. The farmers in Uttar Pradesh formed 'Kisan Sabha' in 1918 under the leadership of Baba Ramchandra. The Mopla peasants rose in a great revolt in Kerala. But the British government crushed it down.

In 1936, with the initiative of Prof. N.G.Ranga, the 'Akhil Bharatiya Kisan Sabha' was established. Swami Sahajananda Saraswati was the President of this organisation. This Sabha presented a declaration of peasants' rights to the Indian National Congress. The session of the Congress was held in the rural part of Faizpur in Maharashtra. Thousands of peasants attended this session.



Prof. N.G.Ranga



Sane Guruji

In 1938, the crops in eastern Khandesh were destroyed due to heavy rains. The condition of the farmers was miserable. In order to get the land revenue waived, Sane Guruji organised meetings and processions at many places. He took out marches on the Collector office. The peasants participated in large numbers in the revolutionary period of 1942.



### Do you know?

Sane Guruji built up unity of the workers. He tried to create strong centre of workers union at Dhule-Ammalner. He was the President of Mill Workers Union of Ammalner.

He went on fast unto death to open the doors of Vithal temple at Pandharpur for the Dalits.



**Narayan Meghaji Lokhande**

### **Workers Union :**

In the latter half of 19th century, textile mills, railway companies and such industries were started in India. The workers group had not aroused on large scale but in this period efforts were made to solve the

problems of the workers. Sashipada Banerjee and Narayan Meghaji Lokhande organised the workers at local level. Lokhande's contribution to the working class movement was so valuable that he is described as 'Father of Indian Workers Movement'.



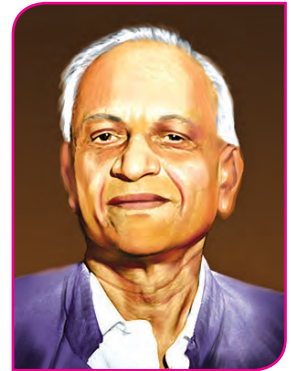
### **Do you know ?**

The native place of Narayan Meghaji Lokhande was Kanhesar near Saswad in Pune district. He formed the mill workers union known as 'Bombay Mill Hands Association' in 1890. This workers union is believed to be the beginning of organised movement in India. He was also the chairman of Mumbai branch of Satyashodhak Samaj founded by Mahatma Phule. Due to his efforts, from 10 June 1890, the workers started getting weekly holiday on Sunday.

At the same time an agitation was launched against the wretched condition of the tea plantation workers in Assam. In 1899, the Great Indian Peninsular (GIP) Railway workers called for a strike for their demands. During the anti partition movement workers carried out strikes from time to time in support of Swadeshi. After the First World War, due to industrialisation,

there was rise of worker class in India, and then a necessity for nation wide worker union was felt. With this necessity, in 1920, All India Trade Union Congress (AITUC) was established. N.M.Joshi had a major role in the working of AITUC. Lala Lajpat Rai was the President of the first session of AITUC. He told the workers to actively participate in the national movement.

Shripad Amrut Dange, Muzaffar Ahmed such socialist leaders, by spreading the socialist ideology among the workers, worked to form militant organisations. In 1928, the Mumbai Mill Workers Union went on strike for six months. Many such strikes were made by the Railway workers, jute mill workers etc. The government was

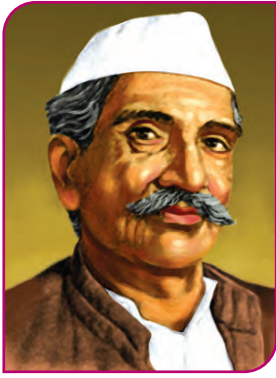


**Shripad Amrut Dange**

disturbed to see the growing strength of the workers movement. To suppress this movement legislations were made. The workers struggle proved to be supportive to the national movement.

**Socialist Movement :** Many of the young activists in the Indian National Congress felt that for protecting the interest of the people it is necessary to overthrow the British Government. Similarly, they started realising that the society should be restructured on the principle of economic and social equality. Through this realisation, there was rise and growth of Socialist ideology.

The Socialist youths, while they were in prison at Nasik, decided to form the Socialist Party within the Indian National Congress. According to this decision, in 1934, the Congress Socialist Party was formed which included leaders like



**Acharya Narendra Dev**



**Dr. Ram Manohar Lohia**

Acharya Narendra Dev, Jayprakash Narayan, Minu Masani, Dr. Ram Manohar Lohia etc. In Quit India movement of 1942, these young socialists were in the forefront.

Indians got introduced to Karl Marx and his ideology of Communism. Lokmanya Tilak had already written an article on Marx in 1881. After First World War the influence of Communism was felt in India. Manavendranath Roy played active role in the International Communist Movement.

In 1925, the Communist Party was formed in India. The work of building militant organisations of workers and peasants was done by the young Communists. The British Government started feeling the danger of communist movement. Shripad Amrut Dange, Muzaffar Ahmed, Keshav Neelkanth Joglekar etc. were arrested. They were charged with planning of a conspiracy to overthrow the British rule. They were given different punishments. The trial took place at Meerut and is therefore known as the 'Meerut Conspiracy Case'. Even after the Meerut trial, the influence of Communist workers movement remained constant.

**Feminist Movement :** In the Indian social system, women were given secondary position. Due to many evil

practices, they were subjected to injustice. But during the modern period there was an awakening against it. Some of the male reformers took initiative in the reform movement related to women, in the course



**Pandita Ramabai**

of time women leaders started coming forward. Their independent institutes-organisations came to be established. Pandita Ramabai established the 'Arya Mahila Samaj' and 'Sharda Sadan', similarly 'Seva Sadan' founded by Ramabai Ranade are examples of this. 'Bharat Mahila Parishad' (1904) and 'All India Women's Conference' (1927) were founded as well. Therefore this institutional work reached at the national level. For the issues such as right to inheritance, right to vote etc. women had to struggle through the medium of these organisations.



**Ramabai Ranade**

Rakhmabai Janardan Save was the first practicing woman doctor in India. She delivered series of lectures related to health issues of women. She also opened a branch of Red Cross Society at Rajkot.



**Dr. Rakhmabai Save**

During the 20th century, participation of women in public life began to increase. Women's participation in the national movement and revolutionary work was significant. After the Act of 1935, women



### Do you know ?



**Dr. Anandibai Joshi**

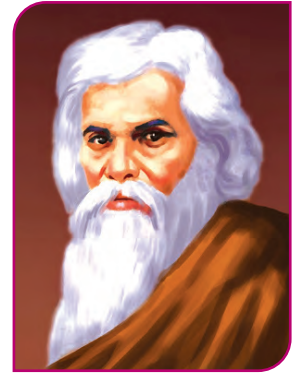
**Dr. Anandibai Joshi** : First Indian Female Doctor. Her son lived a life of only ten days and then died. This sorrow became responsible for inspiring her to study medicine. She acquired M.D. degree in 1886. While returning to India Anandibai contracted tuberculosis. Later on 16 February 1887 she died in Pune.

were included in the Provincial Ministries as well. After independence, the principle of equality of men and women has been clearly stated in the constitution of India.

**Dalit Movement** : The Indian social structure was based on inequality. Social reformers like Mahatma Jyotirao Phule, Narayan Guru brought about awakening of the people against the unjust treatment given to Dalits in the society. Following the teachings of Mahatma Phule, Gopal Baba Walangkar and Shivram Janba Kamble worked for the eradication of untouchability. In 1888, Gopal Baba Walangkar, in his book 'Vitaal Vidhwansan' condemned untouchability. Shivram Janba Kamble started the magazine 'Somavanshiya Mitra' on 1 July 1908. He raised voice regarding issues of Muralis and Jogtins. He also took initiative for marriages of Devadasis. In Tamil Nadu, Perriyar Ramaswamy started a movement for eradication of untouchability.

In 1906, Maharshi Vitthal Ramji Shinde started the 'Depressed Classes Mission' for the progress of the Dalits. The important part of their work was to make the Dalits self respectful, well educated and engaged in work, while the second part of their work was to destroy

the delusive ideas regarding dalits in the minds of the upper castes. For this purpose he founded marathi schools, work schools in parts of Parel, Deonar in Mumbai. He actively took part for the benefit of Dalit class regarding satyagraha for entry in Parvati temple at Pune, Shetkari Parishad of Dalits, federal electorate etc.



**Maharshi Vitthal Ramji Shinde**

Rajarshi Shahu gave support to the leadership of Dr. Babasaheb Ambedkar. During his period, he led the Non Brahmin movement. Rajarshi Shahu Maharaj made revolutionary declaration for reservation in



**Rajarshi Shahu Maharaj**

state of Kolhapur. He made a law for free and compulsory primary education. He did substantial work for abolition of caste discrimination. There were three restrictions put up in the caste system. Prohibition of inter dining with certain castes (Rotibandi), prohibition of intercaste marriages (Betibandi), prohibition of pursuing certain occupation (Vyavasaybandi). In this regards, during meetings and conferences Shahu Maharaj ate food from the hands of Dalit people and overthrew the restriction on inter dining. Shahu Maharaj believed that till the restriction on inter marriage is followed till then the caste distinction will not be uprooted. He passed the Act of inter caste marriage and gave it a legal acceptance in his State. On 22 February 1918, he abolished the 'Balutedari System' by

publishing a declaration in the Government Gazette of the state of Kolhapur. Permission was granted to practice any occupation by anyone. By giving freedom of occupation, by Shahu Maharaj, the people were freed from a type of social slavery.

The Justice Party did valuable work for social equality in South India. Mahatma



**Thakkar Bappa**

Gandhi took up the issue of eradication of untouchability in his hands and put it up on the platform of Indian National Congress. While at Yerwada prison, he debated with the rigid Hindu Pandits stating that the religious texts

of Hindus do not support untouchability. He gave inspiration to Harijan Sevak Sangh. By taking inspiration from him Amrutlal Vitthaldas Thakkar alias Thakkar Bappa, Appasaheb Patwardhan etc. these activists dedicatedly worked for equality.

The struggle of the Dalits began under

the leadership of Dr. Babasaheb Ambedkar. He aimed at establishing a society based on principles of Liberty, Equality and Fraternity. He was convinced that the injustice to the Dalits and inequality would not end unless the caste system was completely uprooted. According to him, social equality was the right of the Dalits. He intended to carry out a movement based on self respect. From this point of view he established the 'Bahishkrut Hitkarini Sabha' in July 1924. 'Be Educated, Be Organised and Be Agitated', was the inspirational message given by him to his followers.

Babasaheb Bole got a bill passed in the Bombay Provincial Assembly for the public water reservoirs to be opened to the untouchables. However, in reality, the water reservoirs were not accessible to the Dalits and hence Dr. Babasaheb Ambedkar and his followers started Satyagraha at Chavdar lake in Mahad. He also burned the Manusmriti which advocated inequality. In 1930, he started Satyagraha for the entry of Dalits in the Kalaram temple at Nasik. This Satyagraha



**Satyagraha at the Chavdar Lake in Mahad**



was led by Karmaveer Dadasaheb Gaikwad.

Newspaper was an integral part of Dr. Babasaheb Ambedkar's movement. To create awakening in the society and to voice out their grief, Dr. Babasaheb Ambedkar started newspapers like 'Muknayak', 'Bahishkrut Bharat', 'Janata', 'Samata' etc.

Dr. Babasaheb Ambedkar established the 'Independent Labour Party'. He opposed the laws that went against the interest of the workers. In 1942, he established 'All India Scheduled

Castes Federation', to put forth the issues of Dalits in an effective manner. Through the Constitution of India, Dr. Babasaheb Ambedkar made a significant contribution to the creation of a social structure based on equality in Modern India. In 1956, along with his innumerable followers, he embraced Buddhism that advocated humanity and equality.

The struggle for equality has a prominent position in the making of Modern India.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

(Lala Lajpat Rai, Sane Guruji, Rakhmabai Janardan Save)

- (1) ..... founded the Red Cross Society at Rajkot.
- (2) ..... was the President of mill workers union at Ammalner.
- (3) The President of the first session of AITUC was .....

#### 2. Write short notes.

- (1) Social work of Vitthal Ramji Shinde
- (2) Reforms of Rajarshi Shahu Maharaj in the state of Kolhapur.

#### 3. Explain the following statements with reasons.

- (1) The Government decided to crush down the communist movement.
- (2) Dr. Babasaheb Ambedkar started newspapers like 'Muknayak' Bahishkrut Bharat etc.
- (3) There aroused a need of nation wide workers union.

#### 4. Answer the following questions in brief.

- (1) Why was the struggle for equality important in the making of Modern India?
- (2) Write about the work of Sane Guruji in eastern Khandesh.
- (3) How was the struggle built up by workers decisive for the national movement?
- (4) Discuss the nature of reform movement related to women.

#### Project

- (1) Read the biography of Dr. Anandibai Joshi.
- (2) Read the biography of Rajarshi Shahu Maharaj.



## 12. India gains Independence

During the period of Second World War, Indian freedom struggle had become more extensive. The demand for independence of India was gaining its strength. The British rulers realised that it was necessary to take a serious note of it. Accordingly, the British government started preparing various plans for granting Independence to India.

The Indian National Congress was founded on the principle of secularism. People of all caste and religion had taken part in the national struggle. To weaken this movement the British adopted the policy of 'divide and rule'. Its consequence was the establishment of 'Muslim League'.

In 1930, Dr. Muhammad Iqbal, a well known poet, put forth the thought of an independent Muslim state. Later Chaudhary Rahmat Ali put up the idea of Pakistan. Barrister Muhammad Ali Jinnah put forth the two Nation theory and demanded a separate Muslim nation named Pakistan. Indian National Congress was only a Hindu organisation, the muslims have no benefit of it; such kind of propoganda was started by Barrister Jinnah and the Muslim League.

**Wavell Plan :** In June 1945, Lord Wavell, the Viceroy of India drew up a plan. There were different provisions in this plan. Accordingly some of its provisions were that in central and provincial legislatures Muslims, Dalits and minorities should be given proper representation and there will be equal number of Hindu and Muslim members in Viceroy's Executive Council. A meeting of all major political parties in India was organised at Simla to consider the Wavell Plan. Barrister Jinnah insisted that only the Muslim League should have the right to suggest the names

of muslim representatives to the Viceroy's Executive Council. But the Congress opposed it. Therefore the Wavell plan could not be successful.

**Cabinet Mission :** After the end of Second World War the British rulers were in favour of granting freedom to India. In the Parliament, British Prime Minister Attlee clarified the British policy regarding India. According to it, the right of Indian people to draft their own Constitution was recognised. It was also made clear that the issue of minorities will not come in the way of India's Independence. In March 1946, a delegation of British ministers namely Pethick Lawrence, Stafford Cripps and A.V. Alexander put forth England's plan regarding India in front of the Indian leaders. This is called 'Cabinet Mission'.

Some of the provision in the plan were not acceptable to the Congress. Similarly, there was no provision of independent state for the muslims, so the Muslim League was unsatisfied. Therefore Cabinet Mission was not fully accepted.

**Direct Action Day :** Since the demand fo Pakistan was not being fulfilled, the Muslim League decided for direct action. Accordingly, 16 August 1946, was declared to be observed as 'Direct Action Day' by the Muslim League. The followers of Muslim League resorted to violent ways. There were Hindu-Muslim riots in various parts of the country. There were massacres in the Noakhali region in the province of Bengal. To stop this violence Gandhiji went there without giving any thought to his own life. He tried his best to establish peace there.

**Establishment of Interim Government :** While the blaze of violence had arisen in the country, Viceroy Wavell

established the Interim Government. Pandit Jawaharlal Nehru was the head of this government. The Muslim League initially denied to participate in the Interim Government, but later, participated in it. But since the leaders of Muslim League adopted the policy of obstruction, hence the Interim Government could not work smoothly.

**Mountbatten Plan :** England's Prime Minister Atlee had announced that England would leave its dominion on India before June 1948. On the background of transfer of power in India, Lord Mountbatten was

appointed as Viceroy of India. Mountbatten held discussions with prominent leaders of India. Thereafter, he prepared a plan of creation of India and Pakistan as two independent nations. Indian National Congress opposed the plan of partition. Unity of the nation, was the basic stand of Indian National Congress, but the Muslim League remained adamant on the creation of Pakistan. National Congress was left with no option but to accept the decision of partition with complete helplessness.



**Indian Independence Act :** On 18 July 1947, on the basis of Mountbatten Plan, the Indian Independence Act was passed in British Parliament. On 15 August 1947, the two independent nations India and Pakistan will come into existence. Thereafter the British Parliament will not have any control over them. The British supremacy over the princely states will also come to an end. The Act provided them the right to either join India or Pakistan or remain independent.

**India gains Independence :** As per the Indian Independence Act, India was granted independence on 15 August 1947. A meeting of the Constituent Assembly was going on in the hall of Parliament House in Delhi in the midnight of 14

August 1947. At the stroke of midnight hour, India's dependence came to an end. The Union Jack of Britain was lowered and in its place the Indian tricolour flag was unfurled. India attained Independence from the 150 years of slavery.

The joy of attainment of freedom was not untinted. Indian people were grieved due to the partition of the country and the terrible violence during that period. Instead of joining the celebration of Independence, Gandhiji was striving hard in Bengal. Within six months of attainment of freedom of India, Gandhiji was brutally assassinated by Nathuram Godse on 30 January 1948. Gandhiji strove day and night to preserve Hindu Muslim unity and laid down his life for the same.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

- ..... was the head of the Interim Government.
  - Vallabhbhai Patel
  - Mahatma Gandhi
  - Pandit Jawaharlal Nehru
  - Barrister Jinnah
- The plan of creation of two independent nations, India and Pakistan, was made by .....
  - Lord Wavell
  - Stafford Cripps
  - Lord Mountbatten
  - Pethick Lawrence

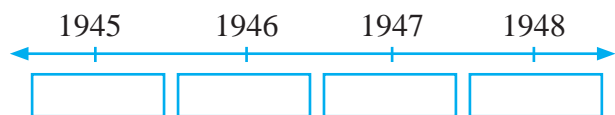
#### 2. Answer the following questions in one sentence.

- Which demand was advocated by Barrister Jinnah?
- Write the name of the ministers participating in Cabinet Mission.

#### 3. Explain the following statements with reasons.

- The Indian National Congress approved the partition.
- The working of Interim government could not run smoothly.
- The Wavell Plan could not become successful.

#### 4. Write the events on the following timeline.



#### 5. Answer the following questions in brief.

- Why did the British took steps towards granting freedom to India?
- Write information about Mountbatten Plan.
- Why did Muslim League declare to observe 16 August as Direct Action Day? What were its effects?

#### Project

Collect information about the response of common people after gaining independence, with the help of various reference books as well as internet.



## 13. Fulfillment of Struggle for Independence

India became independent but the struggle for independence was not yet over. There were many princely states in India. These princely states had the right to either merge with India or remain independent. Therefore the Congress dream of undivided India remained incomplete. Due to independent princely states, India was going to be fragmented into many parts. The Portuguese and French powers had not withdrawn their control over some parts of India, but the country solved these problems very firmly. This chapter will deal with the information on it.

**Integration of princely states in India :** There were more than six hundred small and big princely states in India. Due to the influence of non-cooperation movement, there was beginning of political awakening among the princely states. Praja Mandals came to be formed in the princely states. Praja Mandal means people's organisation that worked for the interest of the people in the princely states and for securing political rights for them. In 1927, such Praja Mandals came together and formed an 'All India States People's Conference'. Due to it, the movement in princely states got an impetus. After the independence of India the then Home Minister Sardar Vallabhbhai Patel very diplomatically found out the way of merging the princely states in India. He took the rulers of the princely states into confidence and prepared an 'Instrument of Accession', acceptable to all.

Sardar Patel convinced the princely rulers the benefit of merging into India.

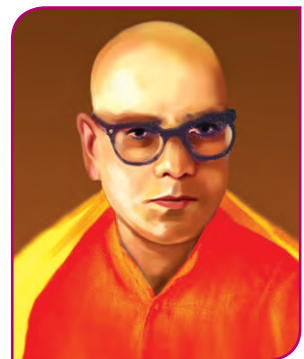


Sardar Vallabhbhai Patel

The rulers gave good response to his appeal. All the princely states merged into India, except the state of Junagad, Hyderabad and Kashmir. Sardar Patel took a firm stand and solved the issue of merger of princely states.

**Merging of Junagad :** Junagad was a princely state in Saurashtra. The people there wanted to be merged with India. But the Nawab of Junagad was thinking of joining Pakistan. The people strongly opposed his decision and the Nawab left for Pakistan. Later in February 1948, Junagad got merged into India.

**Hyderabad Mukti Sangram :** Hyderabad was the largest princely state in India. It included Telegu, Kannada and Marathi speaking regions. There was the autocratic rule of the Nizam over these provinces. There was absence of civil and political rights. To secure these rights, the people formed organisations such as Andhra Parishad in the Telangana region, Maharashtra Parishad in the Marathwada region, Karnataka Parishad in the Karnataka region. In 1938, Swami Ramananda Tirth formed the Hyderabad State Congress. The Nizam banned this organisation. A struggle began for getting recognition to Hyderabad State Congress and democratic rights. This struggle was led by a militant fighter Swami Ramananda Tirth. He was assisted by Narayan Reddy and Siraj-ul-Hasan Tirmiji. P.V.Narsimha Rao and Govindbhai Shroff were the faithful followers of Swamiji.



Swami Ramananda Tirth

In July 1947, Hyderabad State Congress passed a resolution for merger of Hyderabad state into India. The Nizam

however took an anti-India stand.

He started making movements for merging of Hyderabad state with Pakistan. To reject the demand of people of Hyderabad to be merged with India, Kasim Rizvi, an associate of the Nizam, formed an organisation known as 'Razakar'. Kasim Rizvi and his associates not only oppressed the hindus but also the muslims who supported the democratic movement. Due to it, there was inflammation of public opinion. The Government of India tried to negotiate patiently with the Nizam but he refused to respond. At last, the Indian government started the police action against the Nizam on 13 September 1948. It was symbolically named as 'Operation Polo'. Finally, the Nizam surrendered on 17 September 1948 and the state of Hyderabad was merged within India. The struggle of people in the princely state became successful. There was significant contribution of 'Arya Samaj' in this movement.

#### **Contribution of Marathwada in the struggle for liberation of Hyderabad :**

In this struggle Swami Ramananda Tirth, Govindbhai Shroff, Anant Bhalerao, Ashatai Waghmare, Manikchand Pahade etc. made a valuable contribution.

Through the movement of 'Vande Mataram', students participated in the struggle for liberation of Hyderabad. Similarly, in this struggle Ved Prakash, Shyamlal, Govind Pansare, Bahirji Shinde, Shridhar Vartak, Janardan Mama, Shoaib Ullah Khan etc. embraced martyrdom. Their sacrifice proved to be inspirational to the Indians. Thus we can understand that the leaders and the people in Marathwada had a lion's share in the struggle for liberation of Hyderabad.

17 September is celebrated as 'Marathwada Mukti Din' in Marathwada to commemorate the struggle for liberation

of Hyderabad. Marathwada was not included in Free India on 15 August 1947. After the inspiring struggle of the people, this region was included in independent India in 1948.

**Problem of Kashmir :** Hari Singh, the ruler of State of Kashmir, had decided to remain independent. Pakistan had intended to secure the merger of Kashmir with Pakistan. Due to this Pakistan started putting pressure on Hari Singh. At the instigation of Pakistan, armed intruders attacked Kashmir in October 1947. At that time Hari Singh signed the 'Instrument of Accession' with India. In this manner, after merging into India, Indian army was sent for the defense of Kashmir. The army won back a major portion of Kashmir from the possession of intruders. But some part of it remained in the possession of Pakistan.

**Merger of French Colonies :** Even after the independence of India, the regions of Chandranagar, Puduchcheri, Karaikal, Mahe and Yanam were in the possession of the French. The Indian natives there, were eager to get merged with India. The Indian Government demanded that these territories being a part of India should be handed over to it.

In 1949 France held a plebiscite in Chandranagar. The people voted for India. Chandranagar was handed over to India. Thereafter France handed over the rest of the territories to the Government of India.

**Struggle for liberation of Goa :** Portugal denied to hand over the territories under its possession to India. Indians had to struggle for securing these territories. In this struggle, Dr.T.B.Kunha was in the forefront. He worked to bring about an awakening of the people against the Portuguese Government. With the objective of building struggle against the Portuguese, he established the Goa Congress



**Dr. T. B. Cunha**

Committee. Later in 1945, Dr. Cunha founded the organisation 'Goa Youth League' in Mumbai. In 1946, he went to Goa and violated the ban on public speech. For this he was sentenced to eight years of imprisonment. In 1946, Dr. Ram Manohar Lohiya started a Satyagraha for liberation of Goa. Violating the ban, he delivered a public speech at Madgaon in Goa. For this the Portuguese Government deported him.

During the same period, the 'Azad Gomantak Dal' was founded to liberate Portuguese colonies of Dadra and Nagar Haveli in Gujarat. On 2 August 1954, youths of Azad Gomantak Dal by making an armed attack liberated the territories of Dadra and Nagar Haveli from Portuguese rule. Vishwanath Lavande, Rajabhau Wakankar, Sudhir Phadke, Nanasaheb Kajrekar and others took part

in this attack.

In 1954, Goa Mukti Samiti was formed. The Samiti sent many batches of satyagrahis from Maharashtra to Goa. N.G.Gore, Senapati Bapat, Peter Alvares, Mahadevshastri Joshi and his wife Sudhatai and many others participated in the satyagraha. Mohan Ranade was an aggressive leader in this struggle for liberation of Goa. The Portuguese rulers committed unlimited tyranny and atrocities on the satyagrahis. Due to this the public opinion became more infuriated.

The struggle for liberation of Goa took up a fierce form. The Indian Government was patiently holding negotiations with the Portuguese Government but they did not respond. At the end, the Indian Government unwillingly took the decision of using military force. In December 1961, the Indian Army entered Goa. In a short period of time, the Portuguese army surrendered. On 19 December 1961, Goa was liberated from Portuguese dominion. Imperialism was completely rooted out from the Indian soil. India's freedom struggle was truly fulfilled.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

- (1) There were more than six hundred small and big ..... in India.  
(a) States (b) Villages  
(c) Princely States (d) Cities
- (2) All the princely states merged with India except the states of Junagad, ..... and Kashmir.  
(a) Aundh (b) Jhansi  
(c) Vadodara (d) Hyderabad

#### 2. Explain the following statements with reasons.

- (1) Junagad merged within India.
- (2) The Indian Government started police action against the Nizam.
- (3) Hari Singh signed the 'Instrument of Accession' with India.

#### 5. Answer the following questions in brief.

- (1) Explain the contribution of Sardar Vallabhbhai Patel in the integration of Princely States.
- (2) Explain the contribution of Swami Ramananda Tirth in the struggle for liberation of Hyderabad.

#### Project

Gather information and pictures related to the struggle for liberation of Hyderabad. Organise a Poster Exhibition based on it in the history department.



## 14. Formation of State of Maharashtra

After India gained independence, there was demand on large scale for the reconstruction of states on linguistic basis. In Maharashtra also the demand for state of Marathi speaking people led to 'Samyukta Maharashtra Movement' from 1946 onwards. Through various changing circumstances the movement progressed and finally on 1 May 1960 the state of Maharashtra came to be formed.

**Background :** From the beginning of 20th century, many scholars had begun to express the thoughts on unification of Marathi speaking people. In 1911, the British Government had to suspend the partition of Bengal. On this background, N.C.Kelkar wrote that 'the entire Marathi speaking population should be under one dominion'. In 1915, Lokmanya Tilak had demanded the reconstruction of a state based on language. But during that period the issue of independence of India was more important, hence this issue remained aside.

On 12 May 1946, in the Sahitya Sammelan at Belgaon, an important resolution regarding Samyukta Maharashtra was passed.

**Samyukta Maharashtra Parishad :** On 28 July, 'Maharashtra Ekikaran Parishad' was called at Mumbai. Shankarrao Dev was its president. It passed a resolution that all Marathi speaking regions should be included in one state. This should also include Marathi speaking regions of Mumbai, Central provinces as well as Marathwada and Gomantak.

**Dar Commission :** On 17 June 1948, Dr. Rajendra Prasad, the President

of Constituent Assembly established the 'Dar Commission' under the chairmanship of Justice S.K.Dar, for forming linguistic provinces. On 10 December 1948, the report of Dar Commission was published but the issue remained unsolved.

**JVP Committee (Three Ministers Committee) :** To study the conditions of creating linguistic provinces, the Congress appointed a committee on 29 December 1948. It included Jawaharlal Nehru, Vallabhbhai Patel and Pattabhisitaramayya. It is known by the initials of these members as 'JVP Committee'. The report suggested that Congress accepts the concept of linguistic state in principle but the time was not proper for it. Severe response was seen throughout Maharashtra against this report. During that time Senapati Bapat organised rallies for awakening of people.

Acharya Atre got passed the proposal of Samyukta Maharashtra with Mumbai in the Mumbai Municipal Corporation. It got passed by 50 against 35 votes. Due to it, the desire that Mumbai should be included in Maharashtra was proven.

**Commission for Reconstruction of States :** Government of India appointed a 'Commission for Reconstruction of States' on 29 December 1953, under the Chairmanship of Justice Fazal Ali. This commission presented their proposal on 10 October 1955. This proposal advocated for creation of bilingual Mumbai State.

**Nagpur Pact :** Marathi people of all regions should resolve to make one state was the purpose of signing the Nagpur Pact in 1953. According to this pact, Samyukta Maharashtra was formed



including Western Maharashtra and Vidarbha along with Marathwada. In 1956, as per the ammendment of the Constitution, Article 371 (2) was included in it. According to the Nagpur Pact assurance was given regarding equitable financial provision for developmental work, ample finance for technical and vocational education, provision of state government services in particular regions in accordance with the population and Assembly Session once in a year should be held in Nagpur etc.

The struggle of marathi speaking people for formation of Maharashtra with Mumbai had begun. A huge meeting was held on Kamgar Maidan in Mumbai. At that time Shankarrao Dev said, 'We will oppose the seperation of Mumbai from Maharashtra upto our last breath'. The emotions and demands of the people took the form of public agitation. Women also spontaneously started participating in it. Sumatibai Gore, Ismat Chughtai, Durga Bhagwat, Tara Reddi, Charusheela Gupte, Kamalatai More, Sultana Johari and many such women took part in the agitation.

On 7 November 1955, there was meeting of labours. Various Labour Organisations, Communists, Praja Socialists, Socialists, Peasants and workers Party, Janasangh etc. all these political parties participated in it. Comrade Shripad Amrut Dange presided over it. Here S.M.Joshi proposed a resolution that Samyukta Maharashtra, with Mumbai and Vidarbha, should be created.

#### **Beginning of actual conflict :**

Discontent among the Marathi speaking people was growing. A grand march led by Senapati Bapat was taken to Vidhan Sabha. Morarji Desai was the Chief



**P. K. Atre**

Minister at that time. The government declared a ban. The police started lathi charge and used tear gas. On that evening an open meeting was conducted on Kamgar Maidan with a mob of around 50 thousand.

Comrade Dange guided the people. To accelerate the struggle for the Samyukta Maharashtra Movement, on 21 November 1955 decision of one day token strike was taken.

**Establishment of Samyukta Maharashtra Samiti :** The issue of the demand of the Marathi speaking people started becoming complicated. Discontent spread throughout the state. On 6 February 1956, a meeting was conducted under the Chairmanship of Keshavrao Jedhe at Tilak Smarak Mandir in Pune. The Samiti declared its Executive Council. Comrade Shripad Amrut Dange as the President. Dr.T.R.Naravane as Vice President and S.M.Joshi as General Secretary were selected. G.T.Madkholkar, Acharya P.K.Atire, Madhu Dandavate, Prabodhankar Keshav Thackeray, Y.K. Souni played important role in establishing the Samiti. At the same time Senapati Bapat, Krantisinh Nana Patil,



**S.M.Joshi**



**Prabodhankar Thackeray**



Do you know?



Lokshahir Annabhau Sathe



Shahir Amar Sheikh



Shahir D.N.Gavankar

**Contribution of Marathi newspapers and Shahirs :** In this movement the role of newspapers was important. Prabodhan, Kesari, Sakal, Navakal, Navyug, Prabhat many such newspapers worked for awakening of the people. Acharya Atre started the 'Maratha' newspaper which played an important role in Samyukta

Maharashtra Movement. Balasaheb Thackeray took up the pen name 'Mavla' and drew caricatures to make the movement comprehensive.

Lokshahir Annabhau Sathe, Shahir Amar Sheikh and Shahir D.N.Gavankar through their writings aroused public awakening on a large scale.

Lalji Pendse, Ahilyabai Rangnekar contributed immensely to the Samyukta Maharashtra movement. They spread the movement to rural parts of Maharashtra.

When it was clear that Mumbai will not be included in Maharashtra, at that time there arose a huge public agitation. In this movement 106 people became martyrs in the firing opened by the State Government. In memory of the 106 sons of Maharashtra who became martyr for formation of Samyukta Maharashtra, the 'Hutatma Smarak' was erected in Mumbai near Flora Fountain.

On 1 November 1956, Bilingual Mumbai State came into existence. Later in 1957, Loksabha, Vidhan Sabha and Mumbai Municipal Corporation elections were held. Samyukta Maharashtra Samiti got grand success. These results made it clear that the voters were against bilingual state and in favour of Samyukta Maharashtra.

The unveiling of statue of Chhatrapati Shivaji Maharaj mounted on horse on



Uddhavrao Patil

Pratapgad was to be done at the hands of Prime Minister Pandit Jawaharlal Nehru on 30 November 1957. At that time Samyukta Maharashtra Samiti decided to make huge demonstration under the leadership of Bhai Madhavrao Bagal. Leaders like S.M.Joshi, N.G.Gore, Jayantrao Tilak, P.K.Atre, Uddhavrao Patil were present. Severe demonstrations were made at Pasarni Ghat and Poladpur. The Samiti succeeded in making Pandit Nehru aware of the conditions as well as of the sentiments of the Marathi speaking people.

The Central Government favoured

the making of Maharashtra due to the agitation led by Samyukta Maharashtra Samiti. At this instance, Indira Gandhi, President of Congress supported the Samyukta Maharashtra movement. The Central Government consented the two linguistic states- Maharashtra and Gujarat. In April 1960, the Parliament passed the Mumbai Reorganisation Act. According to this Act, Maharashtra State was formed on 1 May 1960.



**Yashwantrao Chavan** Yashwantrao Chavan accepted the responsibility as first Chief Minister of Maharashtra.

At the dawn of 1 May 1960, in the special ceremony at Raj Bhavan, on occasion of Labour Day, Pandit Nehru officially announced the formation of Maharashtra State.

### Exercise

#### 1. Rewrite the statements by choosing the appropriate options.

- (1) The State of ..... was formed on 1 May 1960.
  - (a) Goa
  - (b) Karnataka
  - (c) Andhra Pradesh
  - (d) Maharashtra
- (2) ..... put forth the proposal of Samyukta Maharashtra with Mumbai in the Mumbai Municipal Corporation.
  - (a) G.T.Madkholkar
  - (b) Acharya Atrre
  - (c) D.V.Potdar
  - (d) Shankarrao Dev
- (3) ..... accepted the responsibility as first Chief Minister of Maharashtra.
  - (a) Yashvantrao Chavan
  - (b) Prithviraj Chavan
  - (c) Shankarrao Chavan
  - (d) Vilasrao Deshmukh

#### 2. Explain the following statements with reasons.

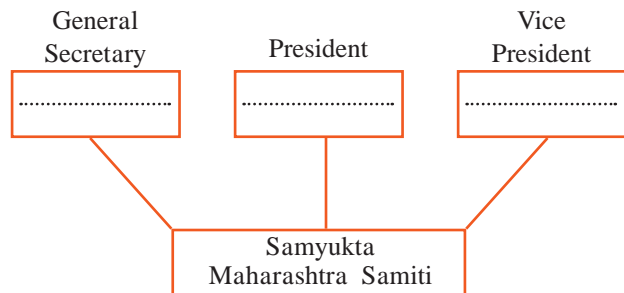
- (1) Samyukta Maharashtra Samiti came to be established.

- (2) The role of newspapers was important in Samyukta Maharashtra Movement.

#### 3. Write short notes.

- (1) Samyukta Maharashtra Parishad
- (2) Contribution of Samyukta Maharashtra Samiti.

#### 4. Complete the following diagram.



#### Project

Collect information about the personalities who greatly contributed to the formation of Maharashtra and prepare a project based on it with the help of your teachers.



# CIVICS

(Parliamentary System)

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## Learning Outcomes

Suggested learning process	Learning outcome
<p><b>To give opportunities to study Individually or in the group of two or more and to motivate the students in undertaking following activities</b></p> <ul style="list-style-type: none"> <li>• To participate in the discussions on the concepts such as Constitution, Parliament, Judiciary, marginalisation</li> <li>• To make oral or written presentation and to prepare posters with sketches, drawings based on themes such as Constitution, Preamble, Parliamentary system, division of powers and federalism</li> <li>• To initiate debates on how principles of liberty, equality and fraternity are implemented in Classroom, School, home and society</li> <li>• To observe the maps of Lok Sabha Constituency of State and Union Territories</li> <li>• To organise model elections with the model code of conduct and youth parliament</li> <li>• To prepare the list of registered voters in our neighbourhood and surrounding</li> <li>• To organise awareness campaign on importance of voting in the surrounding area</li> <li>• To get information about public works undertaken by the representatives of people in our constituency</li> <li>• To examine and understand First Investigation Report</li> <li>• To give opportunity to express oneself through detailed and analytical writing on the role of judges in getting justice to the claimants.</li> <li>• To organise group discussions on the promotion violation and protection of human rights of women, scheduled castes and tribes, nomadic tribes, religious and linguistic minorities, handicapped, children with special needs and the other deprived classes.</li> <li>• Perform a role play about child labour, child rights and the criminal justice system in India.</li> <li>• To give opportunity to share experience with fellow students on inequality in public facilities - water, health facilities and electricity</li> <li>• To organise debates on how Government is responsible for providing public facilities</li> </ul>	<p><b>Students</b></p> <p>08.73H.14 Can interpret the social and political problems in their surrounding in the light of/ with reference to Indian constitution.</p> <p>08.73H.15 Distinguish between union government and the government of the constituent states</p> <p>08.73H.16 Explain/elaborate the election process of Lok Sabha</p> <p>08.73H.17 Can find out/determine one's own constituency in the map of Lok Sabha Constituencies of State and Union Territories and can write the names of local representatives</p> <p>08.73H.18 Can describe the process of law making (for example Law for the protection against domestic violence, Right to Information Act, Right to Education Act etc.)</p> <p>08.73H.19 Can state the important judicial decisions and on the basis of it can explain the working of judicial system.</p> <p>08.73H.20 Can demonstrate how to file first investigation report</p> <p>08.73H.21 Can analyse the causes of why the weaker sections in our society are left out and its effects</p> <p>08.73H.22 They know the role of government in providing public services such as water, public cleanliness, roads, electricity etc. and the availability of these services</p> <p>08.73H.23 Explain the nature of governmental machinery in Maharashtra.</p>

# 1. Introduction to the Parliamentary System

In this chapter, we will learn the machinery or the system of government as given in the Indian Constitution.

## Have you thought of this ?

- What is a parliamentary system of government ?
- In India we have Prime Minister but why is there no Prime Minister in the United States of America ?
- What is the difference between a Parliamentary and a Presidential system of government ?

These questions would lead us to conclude that every country has a different form of government. Before we go ahead to understand different types of Government systems, let us get information about the main branches of government.

The function of the Legislature is to make laws. The Executive implements the law and the Judiciary provides justice. The functions of these organs, their jurisdiction and limitations on their power and the interrelationship between these organs are decided by the Constitution. It is the nature of their interrelationship that determines the system of government adopted in a particular country.

There are two main types of government systems that are followed. (1) Parliamentary System (2) Presidential System.

## Parliamentary System of government

The Parliamentary System of government developed primarily in England. In England, the Constitution is an unwritten Constitution. The governance is carried out in accordance with traditions and customs and conventions. The 'British Parliament' is an institution that has

evolved over a period of time. The Parliamentary system of Government having its roots in 'Parliament' is considered as a contribution of England. India has adopted this Parliamentary System. We can see some broad similarities in the Parliamentary system of England and the Parliamentary system of India. But when looked at an institutional level, the Indian Parliamentary system is different in its content.

Let us understand the characteristics of the Indian Parliamentary system of government in India.

- The Parliamentary system is a system of governance. The legislature of the Central government is known as the Parliament. The Indian Parliament is composed of the President, Lok Sabha and Rajya Sabha.
- Members of the Lok Sabha are directly elected by the people. The number of members in the House is fixed.
- Elections to the Lok Sabha are held at regular intervals. All political parties contest these elections. The party which gets more than half of the seats is considered as the majority party. The majority party forms the government.
- Sometimes, when no party gets a clear majority, some parties come together to form a majority and they can establish the government. This kind of a government is known as a coalition government.
- In this way, candidates directly elected by people become members of the legislature and the party in majority gets a chance to form the government.

- The leader of the majority party becomes the Prime Minister. He/She selects candidates for ministerial positions from among his/her colleagues.
- The Prime Minister and the Council of Ministers chosen by the Prime Minister together forms the 'Executive' in the Parliamentary system of government. In Parliamentary system, the Executive has a dual responsibility : (1) As an Executive they have to implement laws. (2) As they are the members of the legislature, they also have to fulfill responsibilities of the Legislature.

The Prime Minister and the Council of Ministers is responsible to the legislature for all their actions and policies. It means that the Council of Ministers has to work with the legislature. It is for this reason that the parliamentary system is known as 'responsible system of government'. Another distinct characteristic of parliamentary system of government is collective responsibility. Decision taken by any ministry/department is considered as decision of the government. The entire council of ministers is responsible for the decision. In the next two chapters, we will see with examples, how the principle of collective responsibility is brought into practice.

In the Parliamentary System, the Executive is dependent upon the confidence of the legislature in them. This means that the Council of Minister remains in power till it enjoys the support or confidence of the legislature. If the legislature feels that the Executive does not work in accordance to its wishes, it removes the executive from power by passing a no-confidence motion against the executive. No-confidence motion is an effective tool of keeping a check over the

executive.

In the Parliamentary form of government, the legislature is a supreme institution. Elected representatives of people express demands and aspirations of common people in the Parliament. The Parliament decides upon issues of public welfare. Since it is the house of representatives of people and expresses sovereign authority of the people, it is considered as the supreme body.

### Why did India adopt a Parliamentary System of government?

India adopted the parliamentary system of government for several reasons. The development of parliamentary institutions started during the British rule. The British rulers governed in accordance with this system. The parliamentary system of government in India is also in a way a product of the freedom movement. Indians were familiar to this system of government. Many discussions took place in the Constituent Assembly over the system of government. The framers of the Constitution made few changes in the parliamentary system to suit the Indian situation.

Discussions and deliberations are an integral part of the parliamentary form of government. Questions related to public welfare are discussed in the legislature. Members from the opposition party also take part in these discussions. Opposition parties may support the government wherever appropriate, point out shortcomings in policies and laws, put up studied arguments and questions etc. This helps the legislature to make proper laws.

### Presidential system of government

Presidential system of government can be said to be another important system of government. This type of system exists in countries such as United States

of America. This system is different from the parliamentary form. The system, in which the Executive is independent of the legislature and as the Head of the State (the President) is directly elected by people, is known as the Presidential system of government. Though the three organs are independent from each other, there are enough connections between them to work in harmony/coordination. The United States of America has adopted the presidential system of government.

Following are some features of this system of government.

- In a Presidential form of government, the legislature and the executive are not directly dependent on each other. The Houses of the Legislature and the President are directly elected by the

people. The President is the executive head and has lot of powers including power to implement laws.

- In spite of such a structure, the legislature and the executive keep a check on each other. This mutual control over each other can lead to a responsible government.

Apart from the Parliamentary and the Presidential systems of government there are other forms of government systems that are followed in France, Switzerland, Germany, etc. Several countries owing to their unique circumstances have evolved different systems of government.

In the next chapter, we will study the structure, working and role of the Indian Parliament.

## Exercise

### 1. Choose the correct option and rewrite the statements.

- Parliamentary System of government developed in ..... .  
 (a) England (b) France  
 (c) United States of America (d) Nepal
- In the Presidential system ..... is the executive head.  
 (a) The Prime Minister  
 (b) The Lok Sabha Speaker  
 (c) The President (d) The Governor

### 2. Complete the information in the following table.

Sr. No.	Name of the Institution	Functions
1.	Legislature	
2.	Executive	
3.	Judiciary	

### 3. Explain the following statements with reasons.

- India adopted the parliamentary system of government.

- Discussion and deliberations are important in a parliamentary system of government.

### 4. Answer the following in 25 to 30 words.

- What is a responsible government?
- Enumerate the characteristics of the Presidential system of government.

### 5. Why is the role of opposition parties important? Write your opinion.

### Project

Watch the live telecast proceedings of the Lok Sabha and Rajya Sabha on the national channel Doordarshan and write your observations.





## 2. The Indian Parliament



Parliament House, New Delhi

We have studied that the parliament plays an important role in parliamentary system of government. In this chapter, we will discuss the Parliament of India.

The Constitution of India has created the Parliament of India. The Legislature at the national level, that is the level of the central government, is called the Parliament. It consists of the President and the two Houses of Parliament - Lok Sabha and Rajya Sabha. Though President is an inseparable part of the Parliament, he/she cannot participate in the discussions in either of the houses of the Parliament.



### Can you find out?

The constituent States in India get seats on basis of their population. For the purpose of elections, the State is divided into territorial constituencies. The population of these territorial constituencies is approximately equal. Use the Internet to find out the number of seats each constituent State has in the Lok Sabha. For example,

Maharashtra	: 48 seats
Gujarat	:
Madhya Pradesh	:
Goa	:

The two houses of the Parliament are called the Lok Sabha and the Rajya Sabha.

**Lok Sabha :** The Lok Sabha is the lower and the first house of the Parliament of India. Lok Sabha is the House of Representatives directly elected by the people. Hence, the Lok Sabha is called the 'First' house. The members of Lok

Sabha are elected directly by people from the 'territorial constituencies'. The tenure of Lok Sabha is five years. The elections take place after every five years. These elections are known as General Elections. However, there are examples when the Lok Sabha was dissolved before the completion of five years. Elections held in such a case are called mid-term elections.

Lok Sabha is the representative body of the citizen of the country. As per the constitution there can be a maximum of 552 members in the Lok Sabha. To ensure representation to all sections of the society, some seats are reserved for members belonging to Scheduled Caste and Scheduled Tribes. In case there are no representatives from the Anglo-Indian community, the President can appoint two members from this community to the Lok Sabha.

**Rajya Sabha :** The upper and the second house of Parliament is the Rajya Sabha. The members of Rajya Sabha are indirectly elected. The Rajya Sabha gives representation to 28 states and 9 Union territories in India. Thus, members of Rajya Sabha work as representatives of the constituent states.



### Do it.

- Mary** : Can I contest Lok Sabha elections after I pass my tenth standard?
- Radhika** : No! You can vote after you attain 18 years of age, but you cannot contest elections!
- Ranveer** : Don't you know that for contesting Lok Sabha elections one needs to complete 25 years of age?
- Shabana** : What if a person from neighbouring country decides to contest Lok Sabha election?
- Muskaan** : How is it possible? Is that person an Indian citizen?
- Pranav** : If I want to contest elections from Kerala, is that possible?
- Radhika** : Yes! Because our teacher said that the Lok Sabha election can be contested from any constituency of any state.
- Mrunal** : I understood conditions regarding the age and nationality. But who can be considered as non-qualified for contesting elections?
- Mary** : Like the criteria for qualification, there are conditions for disqualifications as well. Let us understand it with the help of our teachers.

The total membership of Rajya Sabha is 250 members. Amongst them, 238 members are elected from the constituent states and Union Territories. All the constituent states do not get equal representation in the Rajya Sabha. It is proportionate to the total population of each of the state. Remaining 12 members are appointed by the President. These members are usually experienced and distinguished personalities from the fields of literature, arts, science, sports and social work. The members of Rajya Sabha are elected through the system of proportional representation.

Rajya Sabha is never dissolved completely hence it is called a permanent house. 1/3<sup>rd</sup> members of total members of Rajya Sabha who have completed their tenure of six years retire after every two years and equal number of new members get elected. Because the limited members of Rajya Sabha retire step by step, Rajya Sabha can function continuously. Any person contesting for the elections of Rajya Sabha must be an Indian citizen and he must have completed 30 years of age.

Members of Lok Sabha and Rajya Sabha are known as Member of Parliament (MPs). MPs try to resolve the queries and

complaints of their constituencies by raising questions in the Parliament. Government allocates them funds to carry out development work in their respective constituencies.

**Functions of Parliament :** After understanding the basics of Lok Sabha and Rajya Sabha, we will now review their functions.

**Formulation of laws :** In order to achieve welfare of the people and the objectives of the Constitution, the Parliament has to formulate new laws. Also, outdated laws are repealed, necessary changes are made in some laws. The process of the formulation of laws has been described in the constitution. In accordance to the procedures, the Parliament fulfills this primary and important responsibility.

**Control over Council of Ministers:** The Prime Minister and the Council of Ministers are drawn from the Parliament



### Can you tell?

Certain laws which become out-of-date (obsolete) are abolished. Can you give examples of such obsolete laws? For example, abolition of Privy purses.

and Parliament exercises control over them. There are multiple ways through which this control can be exercised. It is the responsibility of the Parliament to see that the Council of Ministers does not disregard the Parliament and functions under its supervision.

### **Amendments to the Constitution :**

The Parliament decides whether to make any amendment to the Indian Constitution. The constitution amendment bill is considered to be an important bill. The Parliament discusses why the amendment is required and decides whether to accept it or not. The Constitution mentions various ways of amending the Constitution. They are as follows- (i) Few provisions in the Indian Constitution are amended by simple majority of the Parliament (ii) Some provisions require special majority (2/3<sup>rd</sup>) of the Parliament. (iii) Few other provisions are amended by special majority of the Parliament plus consent from more than half of the constituent states.

**Speaker of Lok Sabha :** In the very first meeting after the elections of Lok Sabha, the members of Lok Sabha elect a 'Speaker' and 'Deputy Speaker' from

#### **Understand it.**

Both Houses, the Lok Sabha as well as the Rajya Sabha have same set of rights. But there are certain rights that are enjoyed by the Lok Sabha and are not available to the Rajya Sabha. For example, Bills related to taxes are related to finance. Bills related to finance are considered as 'Money Bills' and such bills are introduced and passed in the Lok Sabha. Rajya Sabha has limited powers with respect to money bills.

The Rajya Sabha has certain rights which are not available to the Lok Sabha. For example, If Rajya Sabha feels that as a matter of national interest, the Parliament should make a law on the subject in the State List it can pass a resolution to that effect.

amongst themselves. Lok Sabha functions under the guidance and control of the speaker.

Lok Sabha represents the citizen and the Speaker represents the Lok Sabha. After getting elected as Speaker, he/she has to conduct the business of the House in an unbiased manner. Lok Sabha members have some rights and privileges as the representatives of the people. These are taken care of by the Speaker. Apart from this, the Speaker has to maintain the decorum and dignity of the house as well as interpret the rules of daily functioning of the house and work accordingly.

### **The Chairman of Rajya Sabha :**

The Chairman exercises a control over the functioning of Rajya Sabha. The Vice President of India is the ex-officio Chairman of Rajya Sabha. The functions of Rajya Sabha Chairman also include maintaining the discipline in the house, facilitating discussions, giving members a chance to speak etc.

#### **How does the Parliament make laws?**

In our country, the parliament is empowered to make laws. To formulate them, a certain system has been adopted. This system is known as the law-making process. A rough draft of the law is prepared initially. This draft or outline is known as draft proposal of the law or Bill of law.

There are two types of bills that are primarily introduced in House of the Parliament. (1) Money Bill (2) Ordinary Bill.

In order to be converted into an Act (Law), the Bill undergoes following process.

**First reading :** The minister of the concerned department/ministry or member of the parliament presents the bill and briefly explains its nature while presenting it. This is called as 'first reading'.

**Second reading :** There are two stages of second reading. In the first stage, the objectives of the proposed Bill are discussed and members in the house express their opinions on it. The supporters of the bill give favourable opinions while the opponents discuss the defects and faults in the bill. After the discussion within the house, as per the requirement, the bill is sent to a committee of the House. The committee report consisting of instructions and recommendations is sent to the House in order to make the bill flawless.

Now, the second phase of the second reading begins. In this phase, the bill is discussed clause by clause. Members can suggest changes. After this, voting is taken in the house.

**Third Reading :** The bill is discussed briefly again during the third reading. Voting is taken for approving the Bill. If the bill gets an assent by the required

majority, then the bill is considered as passed by the House.

The bill undergoes the same procedure even in the other house. After getting an approval by both the houses, the bill is further sent for assent by the President.

If there occurs a difference of opinion between Lok Sabha and Rajya Sabha over a specific bill, the future of this bill is decided in a joint meeting of both the houses.

After the final assent and signature of the President, the bill is converted into the law and the law is made.

**Know this too!**

- Every year in the month of February, the Finance Minister presents the national Budget to the Lok Sabha.
- The State Legislatures also follow the same procedure of law making as in the Parliament. The Bill passed by the State Legislature can become a Law only after it receives the assent of the Governor.

**Exercise**

**1. Complete the following sentences by choosing the correct option.**

- (1) Candidates to the Lok Sabha are elected through ..... .
  - (a) territorial constituencies
  - (b) religious constituencies.
  - (c) local bodies
  - (d) proportional Representation System
- (2) India's ..... is the ex-officio Chairman of the Rajya Sabha.
  - (a) President
  - (b) Vice-President
  - (c) Prime Minister
  - (d) Chief Justice

**2. Find and write.**

- (1) Members of Lok Sabha and Rajya Sabha are known as .....
- (2) The responsibility of making laws is with .....

**3. Explain following statements with reasons.**

- (1) Rajya Sabha is a permanent House.

- (2) Lok Sabha is known as the first House.

**4. Answer the following in 25 to 30 words.**

- (1) How are members of the Lok Sabha elected?
- (2) Explain the functions of the Speaker of Lok Sabha.

**5. Explain the steps involved in the lawmaking process.**

**Project**

The President nominates 12 members to the Rajya Sabha. Collect information on what are the criteria for their selection.

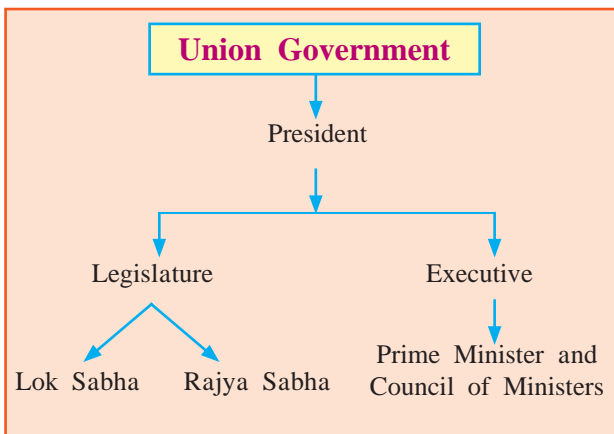


### 3. The Union Executive

In the last chapter, we learnt about the Union legislature which included the structure and functioning of the Parliament. In this chapter, we are going to study the Union Executive.

#### Structure of the Union Government :

The Union government means the Central government. The Union government is made up of the following constituents.



You know that the legislature, executive and judiciary are the three organs of the State and that they work for the welfare of people. In a parliamentary system, the executive is part of the legislature and is responsible to the legislature. When we learn about the Executive, it is important for us to understand who are included in Executive,

**Rama :** The President is the nominal head and the Prime Minister is the executive head. What type of relationship exists between persons holding these posts ?

**Vidya :** I think that the Prime Minister meets the President regularly and informs him about the conduct of administration.

Yes! This is right. The Prime Minister informs the President about the administration of the country and about new laws and policies. Rather, the President has a right to seek such information.

what are the constitutional provisions relating to Executive and what is the process of policy making for public welfare.

India's Union Executive comprises of the President, Prime Minister and the Council of Ministers.

**President :** According to the provisions in the Constitution of India, the President is the Supreme Head of the State. The office of the President has the highest honour and prestige and it represents the Republic of India. All executive powers of the State are vested in the President by the Constitution. The Government carries out its functions in the name of the President. However, in reality, the Prime Minister and the Council of Ministers run the government. Therefore, the President is the nominal and constitutional head whereas the Prime Minister is the executive head.

**Election of the President :** The President is indirectly elected by the people of India. The common people do not vote in the election of the President. He is elected by directly elected representatives of the Central and State legislatures. The group of these parliamentarians and members of the state legislatures is known as the Electoral College.

The tenure of the President is five years. The person contesting the Presidential elections should be an Indian citizen who has completed 35 years of age. The person elected to the position of the President has to take an oath while accepting the post. According to the oath, the President bears the responsibility of protecting the Constitution and ensuring that the government runs as per the constitution. The President governs in accordance with

the advice given by the Prime Minister and the Council of Ministers.

The responsibility of protecting the Constitution is shouldered by the President. But if any act of President violates the Constitution then the Parliament has the authority to remove the President. This process is known as process of Impeachment. Any one House can lay the charge of violation of the Constitution and the investigation of the charge is carried out by the other House. The resolution has to be passed by special (2/3<sup>rd</sup>) majority of both the Houses of Parliament.

**Powers and Functions of the President :** The Constitution has entrusted several powers and functions to the President. A few functions are enumerated as follows:

(1) The President summons the meeting of Parliament, prorogue the session of Parliament, sends messages to both Houses, dissolves the Parliament after the tenure is over or even before the tenure gets over.

(2) Bill passed by the Lok Sabha and Rajya Sabha must be signed by the President. Without his signature, the Bill cannot become a law.

(3) The President appoints the Prime Minister and other ministers on the recommendation of Prime Minister.

(4) The President appoints the judges of the Supreme Court and the High Courts. The President also appoints the Governors of States, Chief Election Commissioner and other important officers.

(5) The President is the supreme commander of the defence forces. Decisions regarding war and peace are made by the President.

(6) The President has some judicial powers too. For instance, the President has the power to reduce the punishment, grant a reduction in punishment or

commute a sentence of a person or in special circumstances grant pardons or reprieves on humanitarian grounds.

(7) The President has the power to declare emergency in case of a crisis situation arising in the country. There are three kinds of emergencies mentioned in the Constitution. (1) National Emergency (2) State Emergency (3) Financial Emergency

In the absence of the President, his functions are carried out by the Vice-President. The Vice-President is elected by members of both the houses of the Parliament.



### Do it.

Find out the text of the oath taken by the President. Understand its meaning with the help of your teachers.

**Prime Minister and the Council of Ministers :** The President is the constitutional head. However, in reality, his powers are nominal and the Prime Minister along with his Council of Ministers is responsible for the administration. We will now see the role and functions of the Prime Minister.

The party which attains a majority in elections nominates their leader as the Prime Minister. The Council of Ministers is then formed of trustworthy colleagues from within the party. The Prime Minister and the Council of Ministers must be members of the parliament. In case they are not members, they are required to get elected to the Parliament within six months of their appointment. The government in reality is run by the Prime Minister and the Council of Ministers. This means that the real executive powers are vested with the Prime Minister and the Council of Ministers.

### Functions of the Prime Minister

(1) The foremost task of the Prime

Minister is to form his Council of Ministers. While doing this, the Prime Minister gives priority to trustworthy colleagues while considering their administrative experience, governance skills, efficiency and subject expertise.

(2) After deciding upon the members of the council of ministers, the Prime Minister allocates portfolios to them.

(3) The Prime Minister leads the Council of Ministers. The Prime Minister chairs all the meetings of the Council of Ministers.

(4) After allocation of portfolios, the Prime Minister has to maintain coordination in the working of various departments, facilitate cooperation amongst the departments, supervise the working of these departments in order to maintain efficacy and efficiency etc.

(5) The Prime Minister also has various other responsibilities such as to raise the image of the country in the international arena and work towards achieving a favourable opinion globally, to develop trust among people and to provide strong support to people who are victims of any disaster etc.

### Functions of Council of Ministers

(1) In a parliamentary form of government the Council of Ministers takes



#### Do you know ?

Have you heard about 'Jumbo Ministry' ?

This refers to huge Council of Ministers. There was a trend to keep large Council of Ministers in our country. Later, a constitutional amendment was made to limit the size of the Council of Ministers. As per this amendment, the number of ministers in the council should not be more than 15% of the total number of members in the Lok Sabha.

initiative in the process of Law-making. The scheme, policy plans etc. are drafted and discussed and then introduced in the House. The Council of Ministers discusses important questions before making a decision.

(2) Education, agriculture, industry, health, foreign relations are subjects upon which the Council of Ministers has to decide specific policies or direction of work. The Parliament needs to be taken into confidence about the policy decisions taken by the government. Therefore, the Ministers of respective departments lay their policy plans in the Parliament to bring about a discussion on it, and try to get it approved by the Parliament.

(3) Implementation of policy is the foremost responsibility of the Council of Ministers. Once the Parliament approves the policies or draft proposals, the Council of Ministers implements them.

### How does the Parliament keep a check over the Council of Ministers?

In a parliamentary system of government the legislature tries to keep control over the executive i.e. the Council of Ministers. The control is exercised in the lawmaking or policy making process, implementation of policies and even after that. A few ways of exercising control are:

**(1) Discussions and Debates :** Debate and discussion among the members of the House are an integral part of the law-making process. These debates and discussions help the members to scrutinise the policy proposals and laws and point out the shortcomings. These discussions are essential for creation of flawless laws.

**(2) Question Hour :** During parliamentary sessions, the proceedings of the House begins with questions asked by the members of the House. The concerned ministers are supposed to give satisfactory answers to these questions. Question Hour

is one of the most effective ways of keeping a check over the Council of Ministers. During question hour, members criticise the government and ask questions on various issues. Sometimes, when a member is not satisfied with the answer of the minister, arguments take place. Occasionally, members walk-out of the House or enter into the well of the House and give slogans to record their protest.

**(3) Zero Hour :** During the parliamentary sessions, the period around 12 noon is called 'Zero Hour'. During this period, any question of public importance can be raised and discussed.

**(4) No-Confidence motion :** This is one of the most effective ways to keep a check on the Council of Ministers. The government stays in power till it enjoys

the support of majority in Lok Sabha. If the members of Parliament withdraw the support, it may lead to loss of majority and the government cannot stay in power. The members of the House can move a no-confidence motion by simply expressing 'we do not have confidence in the government'. If the motion is passed with majority support then the Council of Ministers has to resign.



**Can you tell?**

What should the members of the Parliament do to participate effectively in debates and discussions?

There is an extensive bureaucracy that works under the executive. We will study this bureaucracy in the 6<sup>th</sup> chapter.

**Exercise**

**1. Choose the correct option and rewrite the statement.**

- (1) In India, the executive power is vested with the .....  
(President, Prime Minister, Speaker)
- (2) The tenure of the President is of ..... years.  
(Three, Four, Five)
- (3) The Council of Ministers is led by the .....  
(Party chief, Prime Minister, President)

**2. Find and write.**

- (1) The President, the Prime Minister, the Council of Minister are called the -
- (2) During the parliamentary session the period around 12 noon is known as -

**3. Write on following concepts in your own words.**

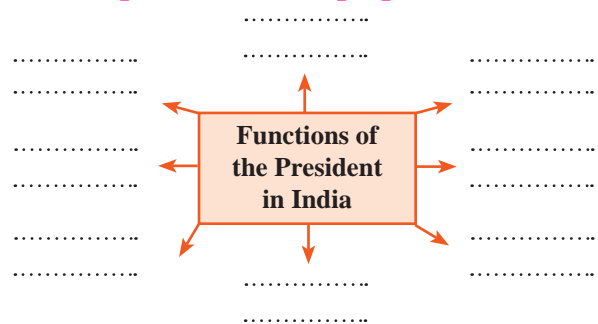
- (1) Impeachment procedure
- (2) No-confidence motion
- (3) Jumbo ministry

**4. Answer in brief.**

- (1) Enumerate the functions of the Council of Ministers.
- (2) How does the Parliament keep a

check on the Council of Ministers?

**5. Complete the concept picture.**



**Project**

- (1) If you become the Prime Minister what works will you prioritise? Create a priority-wise list and present it in class.
- (2) Collect pictures and information of India's Presidents since independence.





## 4. The Indian Judicial System

Along with the legislature and the Executive, the judiciary too is an important organ of the government. While the legislature makes the laws and executive implements the laws, Judiciary gives justice. In this chapter, we will learn, how Judiciary works to give justice and thereby helps in removing injustice in a society and establishes a healthy society. But before that let us understand why giving justice is necessary.

Opinions, thoughts, perspective, beliefs, faith and culture differ from person to person. If people are tolerant they can avoid conflicts. But if differences of opinion are very sharp they may lead to conflicts. They should be resolved impartially and in accordance with the laws. For this purpose an unbiased judicial machinery is required.

- Conflict of interests may arise between individuals and the government. A decision or law made by the government may seem unfair to people and they may approach the court for justice.
- The government tries to implement the objectives of social justice and equality laid down in the Constitution. The judiciary through its decisions in certain cases or through active involvement can support the government. The court can help to bring the weaker sections of society, women, children, differently-abled and transgender into the mainstream of the society.
- When the common man benefits from the values of freedom, equality, and justice, it leads to the widening and deepening of democracy. This is necessary for the strengthening of

democracy.

- The Rule of Law is protected by the Judiciary. The law treats everyone equally. Rich, poor, developed - backward, men or women, all are equal before law and this is expressed clearly through judicial decisions.
- Judiciary helps to protect the rights of people. Conflicts are resolved in accordance with law and law prevents emergence of repressive and authoritarian groups and individuals.

**Structure of the Judiciary :** India is Union of States. The Centre and the Constituent States have a separate legislature and executive. But there is one judicial system for the whole of India. There is no division of courts between the Centre and the Constituent States. This means that judiciary in India is an integrated system. The Supreme Court is the apex court under which there are High Courts. The High Courts control the district courts following which there are lower courts which are at the bottom of this structure.

**Supreme Court :** The Chief Justice of India (CJI) heads the Supreme Court of India. The President appoints the Chief Justice of India and other Judges of Supreme Court. By convention, the senior most judge of the Supreme Court is appointed as the Chief Justice.

The judiciary should not work under any kind of pressure. The independence of the judiciary is maintained so as to enable the judges to fearlessly carry out the function of giving justice. For this purpose, the Constitution has made the following provisions.



**Supreme Court of India, Delhi**

- The Constitution lays down the eligibility criteria for the judges. A legal expert or one having served as the High Court judge or an experienced advocate is considered eligible.
- Judges are appointed by the President. This helps to avoid any political pressure.
- Judges enjoy security of tenure. They cannot be removed from the post for trivial reasons or for political motives. The retirement age of judges of the Supreme Court is 65 years, while for the High Court it is 62 years.
- The salaries of judges are drawn from the Consolidated Fund of India, no discussion takes place on this issue in the Parliament.
- Personal criticisms cannot be made on judges for their acts and decisions. Contempt of Court is considered a punishable offense. This not only protects the judges from misguided/wrongful criticism but also preserves the independence of the judiciary.
- The Parliament cannot discuss the decisions of the judges. However, it has the right to remove the judges from their position through the impeachment procedure.

### **Judicial Activism :**

Traditionally, the Courts settle the disputes whenever they are approached for that purpose. In the last few decades, this image of the court has undergone a change and they have become increasingly active. This means that the court now seeks to fulfill the constitutional goals of justice and equality. The court has tried to provide legal protection to the marginalised sections in society, women, tribal, workers, farmers, and children. Public Interest Litigations have played an important role in this regard.

#### **Functions of the Supreme Court**

- \* As a federal court, it has the responsibility to settle disputes between the Union and the states; between the states and the Union and any state on one hand and one or more states on the other hand.
- \* It may also give orders for protection of the fundamental rights of citizen.
- \* To review decrees and orders of lower courts and also review its own decisions.
- \* In case the President asks for the advice of the Court to understand the legal aspects in matters of public importance, provide the necessary advice.



#### **Can you tell?**

Why does the President seek the advice of the Supreme Court on any issue of public importance?

### Read the paragraph and write.

**Judicial Review** : One of the most important responsibilities entrusted to the Supreme Court is the protection of the Constitution. You are aware that the Constitution is the fundamental law of the Nation. The Parliament cannot pass any law that violates the Constitution. Every act or policy made by the Executive should also be consistent with the Constitution. If any law passed by the Legislature or any act of the Executive violates any provision of the Constitution, the said law or act is declared illegal and struck down by the court. This power of the court is known as Judicial Review.

- Should the Court have such a right?

### See this example.

The Court had asked candidates contesting elections to declare their property and income details and educational qualifications through an affidavit. The aim was to ensure that the voters will vote on the basis of accurate information about the candidates. Is this not an attempt to make our election process more transparent?

Are there any more such orders from the court with respect to this subject? Find out more on this.

Public Interest Litigation (PIL) refers to litigations filed on issues of public importance by individual citizens, social organisations or Non-Governmental Organisations on behalf of the all people. The court thinks over the questions raised and gives its decision.

**High Court** : The Indian Union of states confers the Parliament with the power to establish a High Court in each Constituent State in the Union. Currently, there are 24 High Courts in India.

There is a Chief Justice along with other judges in the High Court.

All judges of the High Court are appointed by the President.



### Do it.

The Bombay High Court's jurisdiction covers the states of Maharashtra and Goa, and the Union Territories of Dadra and Nagar Haveli and Daman and Diu.

Find out two other such examples where the High Court has jurisdiction over more than one state.

### Functions of the High Court

- \* To supervise and maintain control over the lower courts in its jurisdiction.
- \* Authority to give orders to protect fundamental rights.
- \* The Governor seeks the advice of the High Court while appointing judges in the district courts.

**District and lower courts** : These are courts at the district and tehsil (taluka) level. The people generally go to these courts. Every District Court has one district judge.

**The Branches of Law in India** : There are two main branches of law: (1) Civil law and (2) Criminal law.

**Civil law** : This law deals with conflicts which affect or interfere with the rights of a person. For example, Conflicts

regarding land and property, rent agreement, divorce, etc. After filing a petition in the relevant court, the said court gives a decision.

**Criminal Law :** Serious crimes are dealt under criminal law. For example, theft, robbery, dowry, murder, etc. In these cases, the first step is to file a First Information Report (FIR) with the Police. The police investigates the matter and then a petition is filed in the court. If the

charges are proved, there are provisions for severe punishment.

The Indian judiciary has made a significant contribution in development of the country. Common people have a lot of respect and trust in the judicial system. The judiciary in India has protected individual freedom, the federal system and the Constitution of India. Courts have played an important role in strengthening the democracy in India.

## Exercise

### 1. Choose the correct option and complete the statements.

- (1) Laws are made by ..... .  
 (a) Legislature (b) Council of Ministers  
 (c) Judiciary (d) Executive
- (2) The Chief Justice of Supreme Court is appointed by .....  
 (a) The Prime Minister  
 (b) The President  
 (c) The Home Minister  
 (d) The Chief Justice

### 2. Explain the concepts.

- (1) Judicial Review
- (2) Public Interest Litigation

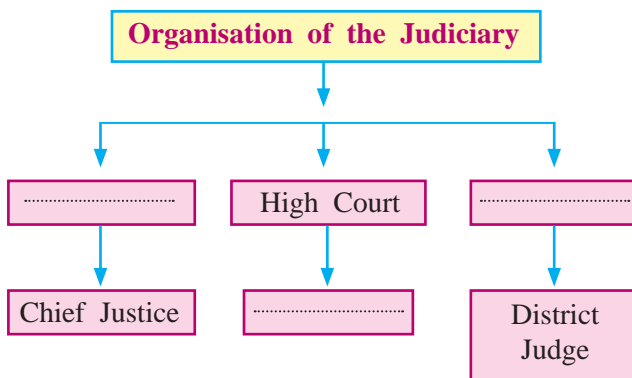
### 3. Write short notes on.

- (1) Civil and Criminal Law
- (2) Judicial Activism

### 4. Answer in brief.

- (1) Why are laws necessary in society?
- (2) Enumerate the functions of the Supreme Court.
- (3) Which are the provisions that preserve the independence of the judiciary?

### 5. Complete the table.



### Project

- (1) Organise a 'Moot Court' in your school, prepare and ask questions related to Public Interest Litigations in this Moot Court.
- (2) Visit the nearest police station and understand the procedure of filing a First Information Report (FIR) with the help of your teacher.



## 5. The State Government

In the last chapters we understood the nature of Union Parliament and Union Executive. We were also introduced to the integrated Judicial System in India. In this chapter we will study the government of constituent states or State Government.

In the federal system, the government exists at two levels. Federal that is the Central Government works at the national level and the State government works at the regional or State level.

**Background :** India has a large geographic expanse with a multicultural population. There is diversity in language, religion, ways of life and regional characteristics. It would not have been possible to govern from a centralised place; therefore the Constitution has adopted a federal setup for India. It was decided to form the States on the basis of language. Accordingly, linguistic reorganisation of states took place.

The nature of government machinery in all states of India is same. However, Jammu and Kashmir is an exception. Let us now study the nature of governance in states with reference to Maharashtra.



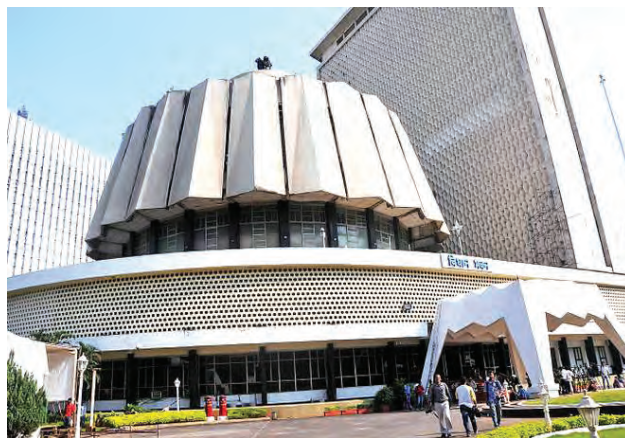
### Do you know ?

India has 28 Constituent States but there are 31 Vidhan Sabhas. This is because the Union Territories of Delhi and Puducherry and Jammu and Kashmir both have Vidhan Sabhas.

**State Legislature :** Like the Parliament at the central level, every State has its own legislature. But only seven states in India have two Houses i.e. Bicameral legislatures. Maharashtra has a bicameral legislature. The members of State legislatures are known as Members of Legislative Assembly (MLA) or

Members of Legislative Council (MLC).

**Legislature of Maharashtra :** Legislature of Maharashtra has two Houses, namely - Vidhan Sabha (Legislative Assembly) and Vidhan Parishad (Legislative Council).



Vidhan Bhavan, Mumbai

**Vidhan Sabha (Legislative Assembly):** This is the first House of the Maharashtra legislature and comprises of 288 members. In case there is inadequate representation of the Anglo-Indian community the Governor nominates one member from this community in the Vidhan Sabha. Some seats are reserved for the Scheduled Castes and Scheduled Tribes. Maharashtra is divided into territorial constituencies for the purpose of elections. One member is elected from each of the constituencies.

Tenure of Vidhan Sabha is 5 years. However, in exceptional circumstances elections can be held before the completion of 5 years. Any citizen residing in Maharashtra and who has completed 25 years of age can contest the elections to the Vidhan Sabha.

**Speaker of Vidhan Sabha :** The proceedings of the Vidhan Sabha are carried out under the supervision and guidance of the Speaker. The elected members of the newly constituted Vidhan

Sabha elect the Speaker and Deputy Speaker of the Vidhan Sabha from amongst themselves. The Speaker has many responsibilities which range from the power to prepare the order of business, to carry out the proceedings of the House in a disciplined manner, or to suspend members for misbehaviour or misconduct. In absence of the Speaker, the responsibility is taken over by the Deputy Speaker.

Maharashtra's legislature conducts minimum three sessions in a year. The budget session and monsoon session is conducted in Mumbai while the winter session is conducted in Nagpur.

**Vidhan Parishad (Legislative Council) :** It is the second House of the Maharashtra legislature and members are indirectly elected from various sections of society. There are 78 members in the Vidhan Parishad of Maharashtra. Of these some members who are distinguished personalities from the fields of literature, science and social service are nominated by the Governor; remaining representatives are elected by the members of Vidhan Sabha, local government institutions, teacher-constituencies and graduate constituencies.

The Vidhan Parishad is never fully dissolved. A specific number of members retire every 2 years and these vacant seats are filled again by conducting fresh elections for those seats. The proceedings of the Vidhan Parishad are conducted under the control and guidance of the Chairman. In absence of the Chairman, the Deputy Chairman takes over the responsibility.

**Executive of Maharashtra :** The Governor, Chief Minister and the Council of Ministers together form the executive of Maharashtra.

**Governor :** The President is a nominal head at the Centre while the

Governor is the nominal head at the state-level.

Governor is appointed by the President and holds the office during the pleasure of the President. The Governor also enjoys certain legislative powers. For example, the bills passed by the Vidhan Sabha and Vidhan Parishad are converted into laws only after receiving the assent of the Governor. The Governor has the right to summon the session of the state legislature. When the legislature is not in session but the need arises to make the law, then the Governor can issue an Ordinance for the same.

**Chief Minister and Council of Ministers :** The leader of the majority party in Legislative Assembly becomes the Chief Minister. The Chief Minister includes his/her trustworthy colleagues in the Council of Ministers. Like the Prime Minister who is the executive head of the Union, the Chief Minister is the head of the state executive. The government of the state is run in the name of the Governor. But in reality, the administration is carried out by the Chief Minister.

### Functions of the Chief Minister

**Creation of the State Executive :** After proving the majority, the Chief Minister forms his/her Council of Ministers. This is a challenging task because in order to make the Council more representative, various regions and social groups (Scheduled Castes, Scheduled Tribes, Other Backward Castes, Women, and Minorities etc.) have to be accommodated. If no party secures a clear majority, different parties can come together to form the government. In such case, the Chief Minister has to perform the difficult task of giving a place to all the constituent parties in the alliance.

**Distribution of portfolios :** After the formation of the Council of Ministers, the

Chief Minister has to distribute portfolios among the ministers. While distributing portfolios, he/she has to consider the political experience, administrative skills, awareness of public opinion, leadership qualities etc.

**Coordination between Ministries/ Departments :** The Chief Minister along with his Council of Ministers are collectively responsible to the Legislative Assembly. The Chief Minister bears the ultimate responsibility of the efficient administration. Absence of cooperation and coordination between Departments can affect the working of the government. Therefore, the Chief Minister has to resolve conflicts between Departments and ensure that they work towards the same goal and in the same direction.

**Leader of the State :** Just as the Prime Minister leads the country, the Chief Minister leads the state. The Chief Minister has to make new policies by taking note of problems and concerns of people and work towards the welfare of the people of the state. The people look at the Chief Minister as a problem solver. The Chief Minister intervenes in issues facing the state and comforts the people.

Maharashtra is one of the progressive States in India. The State leads in sectors like education, industry, service sector, health and social security etc. Terror attacks and Naxalite (Left-wing extremist) movements active in certain regions are the two major challenges facing the State of Maharashtra.

### Exercise

#### 1. Choose the correct option and complete the statements.

- (1) The Winter session of Maharashtra Legislature takes place at ..... .  
 (a) Mumbai (b) Nagpur  
 (c) Pune (d) Aurangabad
- (2) The ..... appoints the Governor.  
 (a) Chief Minister (b) Prime Minister  
 (c) President (d) Chief Justice
- (3) The right to summon the state legislature lies with the .....  
 (a) Chief Minister (b) Governor  
 (c) President (d) Speaker

#### 2. Complete the table.

Sr. No.	Houses	Tenure	No. of Members	Type of Election	Head
1.	Vidhan Sabha				
2.	Vidhan Parishad				

#### 3. Write short notes on.

- (1) The Governor

- (2) Functions of the Chief Minister

#### 4. Answer the following in brief.

- (1) Enumerate the functions of the Speaker of the Vidhan Sabha (Legislative Assembly).
- (2) Why did the Constitution adopt a federal system for India?
- (3) What are the considerations of the Chief Minister while allocation of portfolios?

#### Project

Visit official website of the Maharashtra Government and collect information of various ministers and the working of their respective departments.



## 6. Bureaucracy

**District Collector orders curfew.**

**Municipal Commissioner presents the budget.**

**Finance Secretary resigns.**

**Divisional Commissioner will review the revenue collection.**

In the above box, a few posts like District Collector, Municipal Commissioner, Finance Secretary, and Divisional Commissioner are mentioned. These are civil servants in the government's administrative system. You might be thinking, what are their functions?

In the chapter which explained the role of the Union Executive we learnt that the Prime Minister and his Council of Ministers make proposals for new laws and also decide upon policies. 'Bureaucracy' is the administrative system which works under the Union Executive and has the responsibility of actual implementation of government's policies. In this chapter, we will understand the importance of bureaucracy.

In any country, the government carries out two fundamental types of functions.

(1) To defend the country from external aggression and internal threats and to ensure safety of citizen.

(2) To provide various services to citizens and ease their daily lives which will enable them to develop themselves and the society.

The first function is to ensure security of the country. This is carried out by the service called the defence forces. The role

of internal security is carried out as aid to civil services. For the second function, an administrative system is developed. We call it the 'civil services'. The system of civil servants is also known as bureaucracy.

In the Parliamentary democracy, representatives elected by the people and the ministers have the responsibility of administration. The functions of government are discharged by various departments. Every department has a minister who is the political head of that department. As a representative of people the minister has to carry out the work of the department by giving priority to public welfare. The minister may not be expert in a particular subject but he/she is conscious of broad public interest. The Secretary of the department gives expert advice to the ministers. The secretaries are appointed from the civil service. The aspirations of the people and administrative expertise are thus put in harmony in the parliamentary system.

### Characteristics of Bureaucracy

**Permanent mechanism :** Tax collection, environment protection, maintenance of law and order, provisions regarding social security are certain important tasks that have to be consistently undertaken by the bureaucracy. This is possible because bureaucracy is a permanent mechanism. The Prime Minister and their Council of Ministers change after every election but the bureaucracy under their control remains constant. It is permanent in nature.

**Political neutrality :** The bureaucracy is politically neutral. This means that regardless of the political party in power, the bureaucracy is supposed to carry out



the implementation of their policy decisions with the same efficiency and commitment. In this regard, the civil servants should abstain from taking a political stand or act according to their political views. If a political party fails to win elections, it has to leave government and another party that wins elections comes to power. The new government may change some policies of the earlier government. Even in such case, the bureaucracy is expected to remain neutral while discharging its duties.

**Anonymity :** Anonymity means that a civil service should not be held directly responsible for any success or failure of policy. It is the Minister who is responsible for the efficient and smooth functioning of the concerned departments. It is the minister who, as the head of that department, is accountable for any inefficiency. Civil servants are never publicly criticised. The Parliament holds the Minister responsible for malpractices. In such case the Minister bears the responsibility and protects the bureaucracy.

### **Significance of Indian bureaucracy**

The structure of the Indian bureaucracy is extensive and complex. Several important reforms that were introduced during the post-independence period have been effectively implemented by the bureaucratic structure. Today we see many positive social changes reaching to common people. These changes have been brought by the Indian Bureaucracy by implementing the policies made by the Government. Bureaucracy gives stability to the political system. Water supply, transport, electricity, public cleanliness, health, agricultural reforms, prevention of pollution and such other services are every day needs of the people and need to be consistently provided to them. This brings stability in the day-to-day life of

the people.

Secondly, it is important to understand that bureaucracy is an important instrument of social transformation. The laws enacted by the government for empowerment of women, child security, plans for the marginalised sections are implemented by the bureaucracy. Social change is brought through the implementation of such policies.

The Bureaucracy also plays an important role in the democratisation of society. Marginalised sections of society have been brought into mainstream by implementing the reservation policy. Their participation has been increased in the process of decision making. Democratisation of society not only requires progressive laws and policies it also needs the effective participation of bureaucracy.

**Types of civil services :** In India, there are three main types of civil services

**All-India Services :** They include the Indian Administrative Service (IAS), Indian Police Service (IPS) and Indian Forest Service (IFS).

**Union or Central Services :** They come under the Union Government. They include Indian Foreign Service (IFS), Indian Revenue Service (IRS) etc.

**State Civil Services :** They come under the State Government. They include Deputy District Collector, Block Development Officer, Tehsildar (Executive Magistrate) etc. They are recruited through competitive examinations held at the State-level.

Indian constitution has established autonomous institutions like the Public Service Commissions to ensure that the civil servants are selected on the basis of criteria of merit and efficiency. The Union

Public Service Commission (UPSC) conducts examinations for recruitment and appointment of candidates for All-India Services and Central Services. The Maharashtra Public Service Commission (MPSC) selects candidates through competitive examinations and recommends them to the government to be recruited in the state administration.

In order to provide opportunities to all sections of society to enter in bureaucracy and civil services, there is a provision for reservations for the Scheduled Castes, Scheduled Tribes, Women, Other Backward Castes and specially-abled. This provision ensures that weaker sections of the society are not left out of civil services due to social inequality.

**Minister and Civil Servants :** The

efficiency of a particular government department depends upon the inter-relationship between the Minister and Department Secretaries and Deputy Secretaries. The decisions relating to the department are made by concerned minister but necessary information to make such decisions is given by the civil servants. Civil servants, meaning bureaucracy, has complete control over information. It is the civil servant who knows the financial provisions for a particular scheme or plan. Civil servants are aware of the history of successes and failures of policies. Hence, ministers are dependent upon the civil servants. If ministers maintain a dialogue with civil servants and develop mutual trust and transparency, it will help the departments.

### Exercise

**1. Identify if the following statements are correct or wrong and rewrite the wrong sentences in their correct form.**

- (1) In a parliamentary democracy, representatives elected by people and ministers bear the administrative responsibility.
- (2) Union Public Service Commission (UPSC) recruits candidates for civil services in Maharashtra.

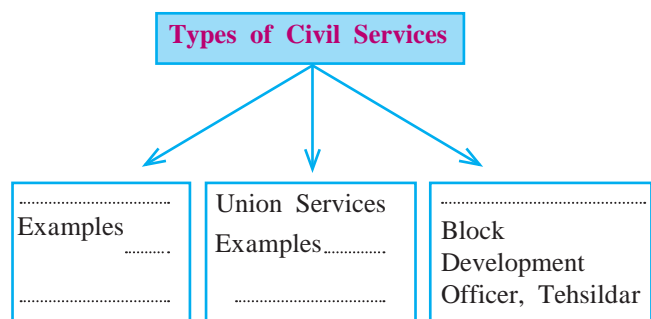
**2. Explain the following statements with reasons.**

- (1) Reservation policy is followed even in civil services.
- (2) It is necessary for civil servants to be politically neutral.

**3. Answer the following in 25-30 words.**

- (1) Explain the role of the ministers and civil servants in the efficient administration of the department.
- (2) Explain how the bureaucracy provides stability to the political system.

**4. Complete the Concept picture.**

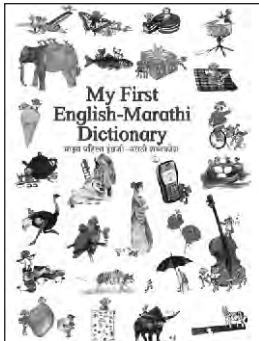
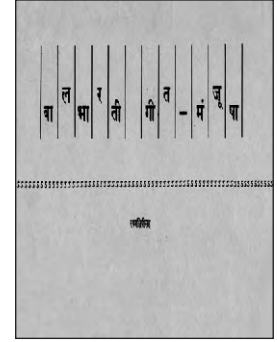
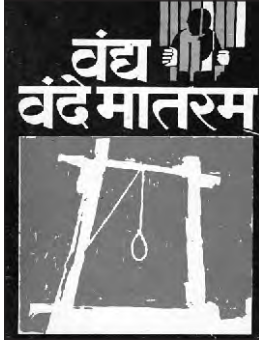
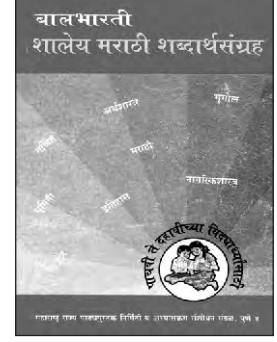
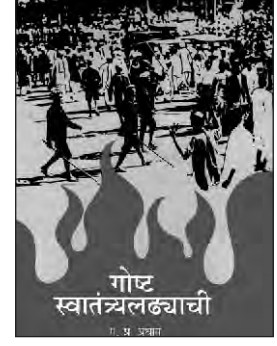
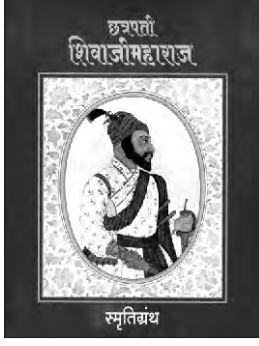


**5. Discuss characteristics of bureaucracy.**

### Project

Prepare a questionnaire and interview a civil servant in your locality





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