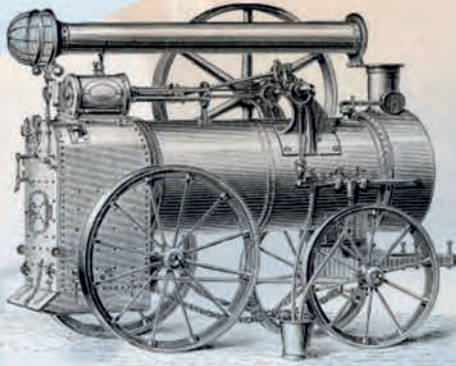




# HISTORY

Standard Twelve



# 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 G.R.No.Abhyas-2116/(pra.kra43/16)SD-4 dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 30.01.2020 and it has been decided to implement it from academic year 2020-2021.

# HISTORY

Standard Twelve



2020

**Maharashtra State Bureau of Textbook Production and  
Curriculum Research, Pune.**



R9N2S4

The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q.R.Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available.

**First Edition : 2020**  
**Reprint : 2021**

© **Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.**

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

### History Subject Committee

Dr. Sadanand More, Chairman  
Dr. Shubhangana Atre, Member  
Dr. Somnath Rode, Member  
Dr. Priya Gohad, Member  
Dr. Nalini Waghmare, Member  
Dr. Prashant Deshmukh, Member  
Prof. Shama Kulkarni, Member  
Smt. Varsha Sarode, Member-Secretary

### History Study Group

Dr. Shivani Limaye  
Shri. Vajinath Kale  
Dr. Dhananjay Choudhari  
Prof. Shridhar Ghundare  
Shri. Sameer Mankar  
Dr. Dhanaji Masal  
Shri. Krishna Deshmukh  
Dr. Siddhartha Jadhav  
Prof. Anurath Kale  
Dr. Mushir Shaikh  
Shri. Sandip Doiphode  
Shri. Balasaheb Chavare  
Dr. Sachin Dengale  
Smt. Shivkanya Kaderkar  
Dr. D. P. Kharade  
Dr. Ravsaheb Shelke  
Shri. Mohan Shete  
Prof. Ashwini Bedge  
Prof. Sushama Nangude

### Invitees

Shri. Mogal Jadhav

### Author

Dr. Ganesh Raut

### Translation

Dr. Shubhangana Atre

**Cover and Illustrations** : Shri. Devadatta Balkawade  
**Cartographer** : Shri. Ravikiran Jadhav  
**Typesetting** : DTP Section, Balbharati, Pune  
**Paper** : 70 GSM Creamwove  
**Print Order** :  
**Printer** :

### Coordination

Smt. Varsha Sarode  
Assistant Special Officer, History and Civics

### Production

Sachchitanand Aphale  
Chief Production Officer  
Prabhakar Parab, Production Officer  
Shashank Kanikdale,  
Asst. Production Officer

### Publisher

**Vivek Uttam Gosavi**, Controller  
Maharashtra State Textbook Bureau,  
Prabhadevi, Mumbai - 400 025.



## 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,

History helps in understanding the past and present period. Assessment of history in a correct method is necessary for creating a better future. This textbook is helpful for this assessment.

The history of continents of Europe, America, Africa, Asia and Australia is provided at a glance in the 12<sup>th</sup> standard textbook. Events beginning from European renaissance, colonialism, India's struggle against colonialism with special reference to struggle in Maharashtra, decolonisation, Cold war to transformation of India are included in the textbook.

This textbook traces the history of about five hundred years. With an overview of the events ranging from past to the present, it traces India's journey towards globalization. QR code is provided on the title page with supportive teaching material.

Both, 11<sup>th</sup> standard and 12<sup>th</sup> standard textbooks introduce us to the period from ancient to modern times. These textbooks will benefit the students for in-depth study of history as well as preparing for competitive examinations. These textbooks are helpful for understanding the content and scope of history.

The History subject committee, history study group, author, illustrators have taken great efforts to make the book more effective with due small regard to the subject matter. Links to relevant websites are provided for better understanding of the contents. They will definitely prove helpful in the learning process.

Any suggestions and recommendations, with reference to the textbook, from readers, parents, students and scholars are welcome. We hope that the book will be appreciated by all sections of the society.



(Vivek Uttam Gosavi)

**Director**

Pune

Date : 21st February 2020

Bharatiya Saur Dinank : Falgun 2, 1941

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune

The Ancient and Mediaeval History of India was included in the 11th standard syllabus. This textbook covers a vast spectrum of 500 year's history of Mediaeval World, Modern India and Modern World. It will help to create an awareness among students about various historical happenings like European Renaissance, European Colonialism that spread not only in India but most parts of the world, the resistance movements against colonialism in different parts of the world, the world after the two world wars and in the end the transformation happening in present day India.

The Renaissance and development of science in Europe gave rise to the industrial revolution. Industrial revolution brought in colonialism. Colonialism in turn, provided impetus to the spread of industrial revolution. These processes led to imperialism and the spread of colonialism in the world. It is important for the students to become aware of these interdependent processes.

The lesson entitled as 'Colonialism and Maharashtra' emphasises on the historical events in Maharashtra with special reference to European colonialism. In this lesson students will learn about the opposition to European colonialism that was put up by the rulers and also common people in Maharashtra. The rulers in Maharashtra fought against all colonial European powers. At times, they were also successful in defeating the European powers. This inspiring history is recorded in documents of that period written in *Modi* script, as well as documents and Bakhars of later period. A letter or '*Adnyapatra*' of Chhatrapati Shivaji Maharaj written in the context of the British traders is of special significance. It is a testimony to his farsightedness. It is essential that students should be able to appreciate the vision of Chhatrapati Shivaji Maharaj and Chhatrapati Sambhaji Maharaj. It will develop the analytical ability of the students to understand the depth of the struggle of people in Maharashtra against colonialism.

The syllabus includes the movements for social and religious reforms. They are important parts of the syllabus. It is essential that a brainstorming process be created about the fundamental question that why a need for social and religious reformation should rise in the society. The students should learn to ask 'why?' while learning history. While teaching this lesson it may be possible to facilitate visits to historical monuments such as the Residence of Mahatma Jotirao Phule, 'Prarthana Samaj Mandir' and so on. Such visits offer an opportunity to experience history where it actually happened.

The struggle against colonialism continued in India from 1817 to 1947. Indians had to fight against the French and the Portuguese colonialism till 1960. If possible, authentic historical sources, may be used while teaching this portion such as the freedom struggle of 1957, establishment of the Indian National Congress and the characteristics of the Lokmanya Tilak and Mahatma Gandhi era, armed resistance by Indian revolutionaries, India's independence, accession of the princely states, freedom of the French and Portuguese colonies, etc. Such sources include contemporary local and national newspapers, documentaries, short films, audio tapes, etc. Thus, the discourse can be made more interesting and useful.

In the context of World History, the process of decolonisation and the aftermath of the two world wars that made it possible, secondary sources such as contemporary films, newspapers, biographies, autobiographies may also be considered alongwith primary sources such as official documents. This method will be useful to understand India's role in the world politics. By explaining the rise, spread and end of the 'Cold War', you will be enabling the students to understand the 21st century in a better way.

Students are now in a position to actually witness the historical processes that are taking place in India after globalisation. The lessons entitled, 'India Transformed – Part I and Part II, will help the students to understand the effects of events happening on the state and national level in the daily life of people in India.

Based on the content of the textbook various programmes may be planned and implemented, which would help to understand various aspects of a topic. It may include discussions, group discussions, projects, posters, etc. The structure of a textbook is based on the principles of constructivism and activity based teaching methods. Accordingly, various informative text boxes are included in the textbook. The information in these text boxes are interesting and thought provoking. There is enough scope for the student participation. 'Information, Thoughts and Activities' is the three-point central theme for every lesson and also there is scope for self-expression. Supplementary information is provided through QR Code and links to relevant websites. It is expected that it will be used during teaching and learning process.



## ● Competency Statements ●

S.No.	Unit	Competency
1.	Effects of Events in Europe on India	<ul style="list-style-type: none"> <li>- To explain what were crusades.</li> <li>- To explain the background of 'Crusades'.</li> <li>- To understand of the concept of 'Renaissance' and discuss the progress in the field of knowledge and science.</li> <li>- To explain how geographic discoveries led to the discovery of new marine routes.</li> <li>- To explain the sea routes reaching India.</li> <li>- To discuss the effects of the industrial revolution on the world.</li> </ul>
2.	Colonisation	<ul style="list-style-type: none"> <li>- To explain the meaning of 'Colonisation'.</li> <li>- To review information about the European colonies in America and America's freedom struggle.</li> <li>- To criticise the effects of European colonisation in Asia and Africa.</li> <li>- To analyse the effects of colonisation on India.</li> </ul>
3.	Colonisation in India	<ul style="list-style-type: none"> <li>- To get information about the arrival of the Portuguese in India and their domains in India.</li> <li>- To get information about the arrival of the Dutch in India and their domains in India.</li> <li>- To get information about the arrival of the British and the French and their supremacy.</li> </ul>
4.	Resistance to European Colonisation in Maharashtra	<ul style="list-style-type: none"> <li>- To critically understand the resistance to European Colonialism in Maharashtra.</li> <li>- To explain the policy adopted by Chhatrapati Shivaji Maharaj for ending the Portuguese supremacy.</li> <li>- To understand the political relation between the British and the Marathas.</li> <li>- To explain the decision making power and courage of Chhatrapati Shivaji Maharaj.</li> <li>- To understand how did Chhatrapati Sambhaji Maharaj fight against Colonialism.</li> </ul>
5.	Indian Struggle against Colonialism	<ul style="list-style-type: none"> <li>- To review the Indian struggle before 1857, against the British.</li> <li>- To understand that the freedom struggle of 1857 was against the British Atrocities on Indians.</li> <li>- To understand the causes of the founding of 'Indian National Congress'.</li> <li>- To collect information about the contribution of Indian leaders in the Independence Struggle.</li> </ul>
6.	Decolonisation to Political Integration of India	<ul style="list-style-type: none"> <li>- To explain the meaning of 'Decolonisation'.</li> <li>- To understand the journey from Decolonisation to Integration.</li> <li>- To discuss the struggle for liberation of Goa, Diu, Daman and Puducherry.</li> <li>- To explain the spread of Indian freedom struggle with the help of a map.</li> </ul>
7.	Decolonisation of Regions outside India	<ul style="list-style-type: none"> <li>- To be able to make a list of European colonies in Asia.</li> <li>- To be able to tell the names of European colonies in the African continent.</li> <li>- To explain the sequence of events in the context of Decolonisation.</li> </ul>
8.	World Wars and India	<ul style="list-style-type: none"> <li>- To discuss the causes of First World War.</li> <li>- To discuss the causes of Second World War.</li> <li>- To analyse India's role in the World Wars.</li> <li>- To analyse the effects of the World Wars on India.</li> </ul>
9.	Cold War	<ul style="list-style-type: none"> <li>- To explain the concept of 'Cold War'.</li> <li>- To discuss the causes of 'Cold War'.</li> <li>- To get information of NATO, SEATO, CENTO, ANZUS.</li> <li>- To discuss the stages of 'Cold War' in Europe and Asia.</li> <li>- To analyse the Non-Alignment Policy of India.</li> </ul>
10.	India Transformed	<ul style="list-style-type: none"> <li>- To be able to critically examine the progress made by India in various fields.</li> <li>- To get information regarding various changes made in India.</li> <li>- To give information regarding the newly created Indian States.</li> <li>- To get information about INTACH, an organization which works in the field of conservation and preservations of 'Indian Heritage'.</li> </ul>

# CONTENT

S.No.	Name	Pg. No.
1.	Renaissance in Europe and Development of Science	1
2.	European Colonialism .....	10
3.	India and European Colonialism .....	19
4.	Colonialism and the Marathas .....	24
5.	India: Social and Religious Reforms .....	34
6.	Indian Struggle against Colonialism .....	41
7.	Decolonisation to Political Integration of India .....	57
8.	World Wars and India .....	63
9.	World : Decolonisation .....	72
10.	Cold War .....	77
11.	India Transformed - Part I .....	88
12.	India Transformed - Part II .....	99

• **S.O.I Note** : The following foot notes are applicable : (1) © Government of India, Copyright : 2020. (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.

# 1. Renaissance in Europe and Development of Science

## 1.1 European Crusades and its far-reaching consequences

## 1.2 Renaissance Period in Europe

## 1.3 Development of Science

## 1.4 Scientific Inventions in various fields

## 1.5 Geographic Discoveries and Explorers

## 1.6 Industrial Revolution

## 1.7 Economic Nationalism

As the 'Mediaeval Period' in Europe was nearing its end, it saw advances in various fields of life. Europeans discovered unknown lands and there were movements of religious reformation. The foundations of the 'Modern Period' were laid in this period. Hence, this period is called 'Renaissance', which means rebirth.

In this period, the ancient Greek and Roman traditions of art, architecture, philosophy, etc. were revived. However, renaissance is not only the revival of ancient traditions. Renaissance also saw overall development in many fields and it proved to be the beginning of a new era.

### 1.1 European Crusades and its far-reaching consequences

Jerusalem and Bethlehem are the two cities, which are considered holy by the Jews, Christians and Muslims. These cities were under Islamic rule in the eleventh century. Several wars were fought by the Christians in Europe in the eleventh century to regain hold on these cities. These wars are known as 'Crusades'.

**Supporting the Crusades :** The common people in Europe were highly inspired by the idea of being part of the wars, which were fought for the cause of religion. Pope, the highest authority of the

Catholic Church had announced that those who fought in a crusade would be forgiven of their sins and would immediately go to heaven. This led to spontaneous participation by common people in the crusades. Besides, the social, political circumstances in Europe were also among the causes for the beginning of these wars.

Roman emperors were trying to bring the regions of Syria and Asia Minor under their rule. Rich merchants in Venice and Genova, the two trading centres in Italy wanted to establish their trade in the Central Asian market places. Thus, the crusades were supported by the rulers and rich traders in their own interest.

The first crusade started in 1096 C.E., While giving a call for the second crusade, Pope Eugenius III sought help from the French King Louis VII and the German King Conrad III. Ultimately the crusaders were defeated by the Turks. In 1187 C.E. Saladin, the Sultan of Egypt defeated the crusaders by conquering Jerusalem. However, the crusades did not stop after that. In the course of time, totally nine crusades were launched. Despite the crusades, Jerusalem and the region around it remained under the control of Islamic rule.

### **Causes of the failure of the Crusaders :**

The failure of the Christian Crusaders can be attributed to the attitude of the Pope and the European rulers, who initiated the crusades mainly for their own vested interests. Besides, the other factors like common people losing faith, rift between the Pope and the European kings, dispute between the Pope and the German Emperor, non co-operation by the Emperor of Byzantium also caused the failure of crusades.

**Consequences of the Crusades :** Some historians feel that crusades led to the end of feudalism in Europe. People began to lose faith in Pope. The contact with the regions in Central Asia led to the increased trade and the new avenues were opened for the cities in Italy and Germany. It saw the rise of a new class of traders.

The European warfare went through many changes. European nations acquired expertise in building forts, managing the forts as military outposts, building bridges for moving the army from one place to another, destruction of the enemy's routes, etc. European kings levied new taxes which were directly added to the royal treasury.

Europeans were introduced to newer types of plants, fruits, perfumes, different styles of clothing, sugar, silk and cotton, textiles, spices, medicinal herbs and so on. During the prolonged times of crusades Europeans came into contact with the Arabs and got introduced to several new subjects. Europeans adopted many Arabic words used in alchemy, music and commerce.

## 1.2 Renaissance Period in Europe

The European renaissance began in the 14<sup>th</sup> century C.E. and reached its zenith in the 15<sup>th</sup>-16<sup>th</sup> century C.E. These three centuries proved to be foundational stage of a culture based on rationalism and science.

This period gave a new direction to human intellect, genius and way of life. People got more interested in unfolding the mysteries of the universe by adopting scientific approach. Many people began to write poetry, drama and fiction, a field that had remained untouched so far. Novel experiments were conducted in the field of science. In the pre-renaissance times the thought about the existence of the universe revolved around the concept of 'God'. Now,

humans formed the centre of this thought. This way of thinking is called 'Humanism'.

The European rulers of the renaissance period encouraged adventurous seafarers to explore distant lands. They brought back information about the plants, fruits, flowers, trees, unknown species of animals, weaponry etc., from the distant lands they visited. In 1543 C.E. Nicolaus Copernicus told the world that the centre of our planetary system is the 'Sun' and not the 'Earth'. In 1609 Galileo prepared a more sophisticated telescope, which enabled further



Galileo's Telescope

research in the field of astronomy. The theories propounded by Copernicus and Kepler could be supported by the empirical observations made possible by Galileo's telescope. This facilitated research in the field of physical sciences.

The inventions of gunpowder and printing respectively brought about fundamental changes in the techniques of warfare and dissemination of knowledge. The first printing press in Germany was started in 1440 by Johannes Gutenberg. The first printing press in Italy started in 1451. The invention of printing has been an outstanding gift of the renaissance period. New avenues opened to extend varied information and knowledge to common people. A number of modern universities came into existence in Europe in the 18<sup>th</sup> century. The syllabi in these universities included subjects like : the Epics - 'Illiad' and 'Odyssey' written by Homer, Greek drama, speeches of great orators, literature, painting, sculpture, ethics,

political science and history, etc. As a result of this people began to think freely.

### It so happened...!

**Galileo (1564-1642 C.E.)** : Galileo established the rational method of empirical observation and forming a theory on the basis of those observations. Hence, Galileo is known as the 'Father of the Empirical Science'. He proved that the speed of objects of different weight falling down is equal by carrying out actual demonstrations from the heights of the tower of Pisa in Italy. Thus, Aristotle's view that heavy objects will fall down faster than lighter objects, was disproved. With Galileo's modified telescope he could trigger a revolution. He was successful in enhancing the power of his telescope many times more than the existing telescopes. It benefitted the seafarers to a great extent. It became easier for them to locate lands while sailing in the oceans. With his telescope he could discover four major satellites of the planet Jupiter. Galileo also invalidated with evidence, Aristotle's opinion that the Moon is self-luminous and has smooth surface. He proved that there are mountains and valleys on the moon and the light emitted from it is actually the reflected rays of the sun. He had also calculated the time the sun takes to complete one cycle around itself, as 27 days. It is said that Galileo was the first scientist to observe the spots on the sun.

At this point, it may be noted that Varahmihir, an Indian scholar, is said to have mentioned the sunspots (*Tamas Kilakas*) in his treatise 'Brihatsamhita', (circa 6<sup>th</sup> century C.E.).

### Try to do this.

Collect information about how the early European universities worked.

**Catholic Church** : In the pre-renaissance period the 'Catholic Church' not only controlled the religious life of people but also controlled the individual life of people. It exploited of common people by issuing mandates for payments of fees. It also put restrictions on free thinking and its circulation. Anyone who dared to interpret Bible differently from the conventional interpretation propagated by the Catholic Church, was sentenced to death. The humanist philosophy of the renaissance was instrumental in making a ground for resistance against the overpowering Catholic Church.

**Modern Science** : Scientists began their search for reality by strictly using the scientific method, which emphasises on empirical experience. This very approach led to the onset of modern age of science. Learning mathematics, science and arts gained importance during renaissance, for example the works of Leonardo da Vinci.

**Arts** : During renaissance the scientific approach influenced the field of arts as well. In this period alchemy began to separate from its mystical roots and later transformed into the scientific discipline of 'Chemistry'. The advancement of chemistry expanded the knowledge of the sources of metals and elements. A significant change was introduced in the field of paintings. Oil paints and also boards painted by using oil paints were made. The scientific method of observation of nature made it possible to paint the natural scenes with minute details. With the same method, detailed diagrams of the human body and its internal organs could be drawn. The work of Leonardo da

Vinci and Michelangelo is quite significant in this regard.

### 1.3 Development of Science

It is said that the European natural scientists of the 17<sup>th</sup> century laid the foundations of modern science. The scientists of the 17<sup>th</sup> century put emphasis on the following things : to prove that scientific principles established by empirical experiments remain true despite time and space; to convert the emergent scientific rules into scientific formulae; to create a new scientific parlance and so on. These efforts helped the progress of science.

**Institutions devoted to the cause of science :** In Europe some organisations were established for research in science. These organisations published scientific journals, which included research articles written by scientists, correspondence between them, as also clearing doubts and exchanging thoughts. Among them ‘Academy of the Lynx Eyed’ or ‘Lincean Academy’ in Rome, ‘Academy for experiment’ in Florence, ‘Royal Society for Improving Natural Knowledge’ in London, ‘French Academy of Sciences’ in France were of prime importance.

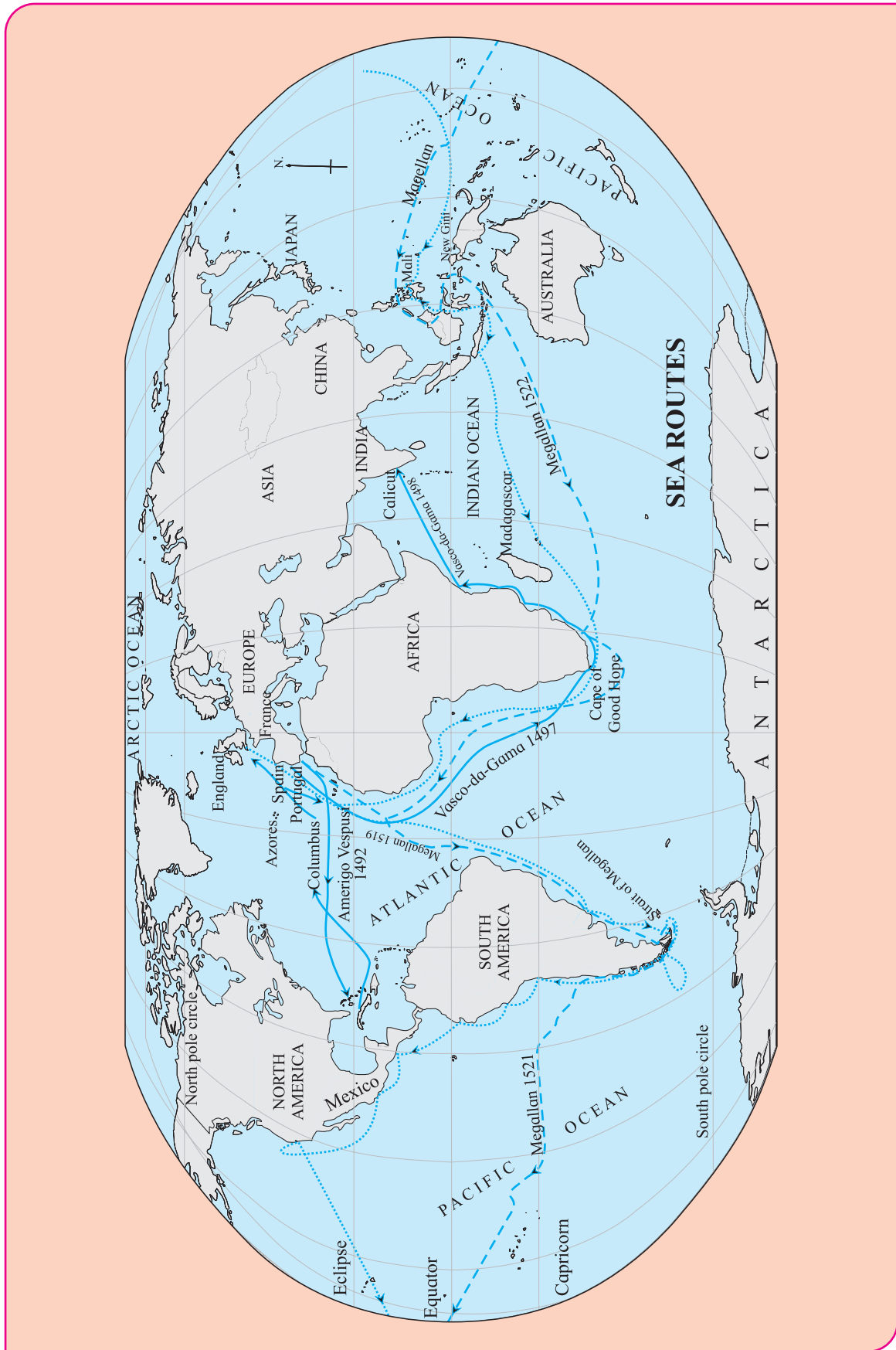
### 1.4 Scientific inventions in various fields

Various instruments like compass, telescope, thermometer and barometer were invented in this period. Microscopes invented in this period made it easier to observe various types of micro-organisms. Robert Boyle, an alchemist is known for discovering that the absolute pressure and the volume of a gas are inversely proportional. This created interest in further research on gases like hydrogen, nitrogen and oxygen. The research in physics was more focused on various aspects of ‘heat’ and ‘sound’. In zoology a methodology known as ‘Taxonomy’ was developed to classify

animals. The research by Benjamin Franklin was very important as it threw light on various aspects of lightening and electricity. He coined many technical terms, which are used in the electrical science even today.

**Textile Industry :** Weaving of woollen cloth was a very old cottage industry in England. In the year 1738 John Kay made and patented ‘flying shuttle’. It increased the speed of weaving. The next advanced stage was ‘spinning jenny’, a spinning frame with multiple spindles, made by James Hargreaves in England. One could work eight spindles simultaneously on this frame and it reduced the amount of labour and time of production. In the year 1769 Richard Arkwright made a more advanced spinning frame, which mechanised the process of spinning. It could produce yarns much faster with better twisting and strength. Samuel Crompton invented a more modified spinning machine in 1779 C.E., named as ‘spinning mule’. With this machine the speed of producing cloth increased two hundred times. In 1785 C.E. Edmund Cartwright invented power loom. In the year 1793 a machine called ‘cotton gin’ was introduced. This machine was useful in removing cotton seeds from cotton fibers with a much greater speed.

**Metallurgy :** England had a number of iron mines but it was necessary to advance the technique of smelting in order to acquire pure iron from it. Gradually the fuel for iron furnaces was replaced from wood to coal. It facilitated creation of furnaces that could attain much higher temperature resulting into increased production of iron. Later, special machines were made to keep the furnaces burning at a set temperature and to maintain its aeration. In 1865 the process of producing steel from molten iron was invented and the nature of iron industry underwent major transformation. At about the same



time, a method was developed to pour the molten metal into casts for making iron bars (for example, rails).

**Use of Machines :** Once a machine proved effective for one industry, people tried to test its usefulness for other industries too. These attempts resulted into inventions of newer machines. In 1783 Thomas Bell made a machine for cylinder or roller printing on fabric. By 1809 a machine came in use for sticking together the heels and soles of a shoe. Tailoring machines were made. James Watt invented steam engine. In the beginning, this engine was only used to transport coal and iron ore out of the mines. Later, steam powered machinery came to be used in textile industry.

In course of time steam powered ploughs, harvesters, grass cutting machines were made. These machines could complete agricultural operations in very short time. In America Robert Fulton, an engineer successfully sailed the steamboat, which was named, 'Clermont'. The first attempt of using steam engine for road transport was done by George Stephenson. A steam engine for railway was also produced. This railway engine could successfully cut the distance between Liverpool to Manchester. Later railway services were expanded through Europe. It shortened the time of travel within Europe.

## 1.5 Geographic Discoveries and Explorers

**Marco Polo :** The Italian traveller, Marco Polo, introduced China and other Asian countries to Europe. He stayed in China in the royal court of Kublai Khan. There he studied Mongolian and Chinese languages.

**Ibn Batuta :** Ibn Batuta was a scholar and famous mediaeval traveller. Ibn Batuta visited India, Maldives, Sumatra, China, Spain, Sardinia, East and West Africa for

various reasons.

**Henry the Navigator :** He was the prince of Portugal in the 15<sup>th</sup> century. He encouraged people to go on expeditions and search for lands, which were not known till then. These expeditions resulted into the discovery of 'Madeira' and 'Azores', two archipelagos near Africa. These two are autonomous regions of Portugal. The Portuguese began to transport African people to Portugal and sell them as slaves. African gold was also brought back to Portugal by these people.

**Bartholomew Dias :** Dias began his expedition on the orders of the King of Portugal, John II. He reached the southern tip of Africa, which he named as 'Cape of Storms'. Later, the name was changed to 'Cape of Good Hope'. He was the first seafarer to circumnavigate the African continent.

**Christopher Columbus :** In the year 1453 Istanbul (Constantinople), the capital city of the Eastern Roman (Byzantine) Empire was conquered by the Ottoman army. Thereafter it became the capital of



Christopher Columbus

the Ottoman Empire. Now the eastern sea route was closed for Europeans. It had become necessary for them to search for an alternative route to reach Asia. With the support of the King Ferdinand and Queen Isabel of Spain, Christopher Columbus, an Italian explorer set sail in the search of India. He was certain that by sailing westwards, he would find India, as the earth is round. Instead of reaching India, he reached the islands near America.

**Amerigo Vespucci :** Amerigo Vespucci an Italian explorer is supposed to have



gone on expedition on the orders of King of Spain in 1497. The land he found was named as 'Venezuela'. In his third expedition by following the river course, he could discover the delta region of the 'Amazon'. It is believed that America was named after Amerigo.

**Vasco da Gama** : In the year 1497, Vasco da Gama, the Portuguese seafarer set sail with a fleet of 4 ships and 170 sailors in the search of India. He reached the eastern coast of Africa and visited a few African ports like Mombasa and Malindi. At Malindi he met an Indian navigator and under his guidance Vasco da Gama landed at the Indian port of



Vasco da Gama

Calicut (Kozhikode) in 1498. He asked King Zamorin of Kozhikode for trading permission. After obtaining the permission he returned to Portugal. Thereafter he visited India twice. He became the first Viceroy of Goa and Kochi, after the Portuguese rule was established there. The trading between European countries and India was initiated through his efforts.

**You would like to know this :**

The number of European colonies in the African continent increased because the continent had rich sources of diamonds, gold, copper as well as it was rich with fertile land, timber and forests. Later the Portuguese began to capture the Africans and sell them as slaves. Cheap human labour was the need of Europeans, which increased the demand for African slaves and helped to expand the slave trade.

**Ferdinand Magellan** : Ferdinand Magellan is known as the Spanish explorer

who organised the first expedition, which proved to be the first attempt of circumnavigation of the earth. Unfortunately, when it had almost reached completion, Magellan was killed in Philippines. However his companions completed the circumnavigation. Charles I, the king of Spain had planned this expedition.

**Samuel de Champlain** : The French navigator and cartographer organised expeditions to North America. There he established French colonies. He established the city of 'Quebec' in Canada.

**Abel Janszoon Tasman** : Tasman was born in Holland. He contributed to the colonial rush for searching unknown lands by discovering New Zealand. In 1644 he surveyed the southwest coasts of New Guinea islands and discovered the region of Carpentaria in Queensland, a north-eastern state in Australia.

**Captain James Cook** : Captain James Cook of the British Royal Navy set his foot in New Zealand and Australia. He surveyed the islands in the Pacific Ocean and prepared accurate maps. He cut across 60,000 nautical miles during his journey of three years.

**Louis Antony da Bougainvillea** : He was a French seafarer. He reached Tahiti after crossing the Pacific Ocean. In 1771 he wrote a book, 'Voyages Around the World', which describes his journey to Tahiti. Using the information in this book, French missionaries reached Tahiti in the 19<sup>th</sup> century. They established a French colony in Tahiti. One of the islands and also a flowering climber 'Bougainvillea' is named after him.

**Mungo Park** : Mungo Park, a Scottish explorer is known for his expedition to Western Africa. In 1795, he traced the course of river 'Niger' as part of his expedition.



### Do you know?

**Alberuni (973-1049 C.E) :** Alberuni visited India accompanying Sultan Mahmud of Ghazni. He tried to estimate the diameter of the earth. His method of determining the latitudes and longitudes was accurate. Considering his times, this was a very difficult task. He prepared a map of the earth indicating its round shape.

## 1.6 Industrial Revolution

‘Industrial Revolution’ indicates the transition from manual production to mechanised production. In the 18<sup>th</sup> and 19<sup>th</sup> centuries steam powered and water powered (Hydraulic) machines came into use for industrial production.

Industrial revolution could happen only in a capitalistic economy. In the capitalistic economy a new class of capitalists emerged, who were either owners of industrial establishments (factories) or could provide capital to such establishments. To produce commodities of common use with minimum possible production cost, to pay least possible wages in order to maintain maximum profit margins are, the characteristics of capitalistic economy.

Private ownership of the industrial establishments, manufacturer’s right to manufacture and to fix the price of the manufactured goods, also to determine the profit margins, as also the right of the consumer to buy goods of his choice, are inbuilt norms of the capitalist economy.

In England the atmosphere was suitable for industrial revolution. Large amounts of iron ore and coal were available. The damp climate of England was suitable for producing cotton yarn. With these favourable conditions, textile industry flourished in

England. At that time England had established its colonies in many countries. So, England could easily obtain large quantities of essential raw material at cheap rates from the colonies. England could also export the processed goods to the colonies and sell it there with large profit margins using their naval facilities. The profits earned in the colonies made large amounts of capital available to the British merchants. Availability of cheap labour made it possible for them to maintain optimum level of costs. These factors giving boost to economy prepared favourable ground for the onset of industrial revolution in England. Industrial revolution, however, affected India adversely. It set the decline of Indian cottage industry. The textile industry in India almost came to a halt. The administrative policies of the East India Company were made to benefit the British than the Indians. Railways made it possible to transport European goods to rural areas for sell. It turned into monetary exploitation of the Indians.

### Find it out.

Make a list of the European countries where the Industrial Revolution spread in its first stage.

## 1.7 Economic Nationalism

Rise of ‘Economic Nationalism’ was an outcome of industrial revolution. Arresting the economic growth of rival nations along with fervently pursuing the economic growth of one’s own nation became very important. It became important to devise ways to put economic restrictions on the rival country. Measures such as prohibiting the import-export transactions of other countries, levying heavy tolls on their goods, establishing colonies mainly in the Asian and African countries, if need be, fighting battles with the natives of the colonies were part of economic nationalism.

The chain of surplus production was the effect of industrial revolution and in turn the economy based on surplus production supported economic nationalism and also imperialism. It began the vicious circle of continuously capturing new marketplaces, searching for sources of cheap supply of raw material, to maintain an unbroken chain of supply of raw material, to attract more and more investors, to safeguard their investments and so on. It resulted into the

exploitation of colonies.

Extreme nationalism, industrialisation, concepts of racial superiority, aggressive colonial policies supported further growth of imperialism. The result was the immense expanse of the European empires nations like England, France, Belgium, Germany, etc. In the next lesson we shall learn more about European colonialism.

### Exercise

#### Q.1 (A) Choose the correct alternative and rewrite the statement.

- In 1440 ..... started printing press.  
(a) James Watt (b) Gutenberg  
(c) Aristotle (d) Homer
- In 1609 ..... made a modified telescope.  
(a) John Key (b) Copernicus  
(c) Galileo (d) Kepler
- ..... was the first explorer to circumnavigate the African continent.  
(a) Henry the Navigator (b) Marco Polo  
(c) Bartholomew Dias (d) Columbus

#### (B) Find the incorrect pair from group 'B', and write the corrected ones.

##### Group 'A'

- John Kay
- Samuel Crompton
- Edmund Cartwright
- James Watt

##### Group 'B'

- flying shuttle
- cotton gin
- power loom
- steam engine

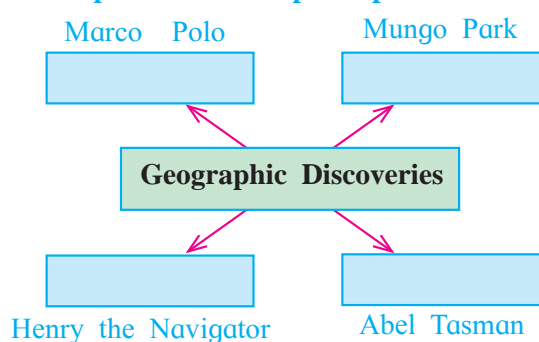
#### Q.2 Write the names of historical places/ persons/events.

- Father of the empirical science –
- Scientist who told the world that the centre of our planetary system is the 'Sun' and not the 'Earth' –
- The treatise written by Varahmihir –

### Project

Collect detailed information about the voyages of Bartholomew Dias and Vasco da Gama and read it out to the class.

#### Q.3 Complete the concept map.



#### Q.4 Write short Notes.

- European Crusades
- Metallurgy in Europe

#### Q.5 Explain the following statements with reason.

- The European renaissance is supposed to have reached its zenith in the 15<sup>th</sup>-16<sup>th</sup> centuries.
- The Industrial Revolution first began in England.

#### Q.6 State your opinion.

- The European natural scientists of the 17<sup>th</sup> century laid the foundations of modern science.
- The economy based on surplus production supported economic nationalism and also imperialism.

#### Q.7 Answer the following questions in detail.

- Explain the causes and effects of European crusades.
- Give detailed information of the development of science and scientific inventions during the renaissance period.



## 2. European Colonialism

### 2.1 Colonialism : Meaning and Nature

#### 2.2 Colonialism

##### 2.2.1 Causes of the Rise of Colonialism

##### 2.2.2 Consequences

### 2.3 European Colonialism

#### 2.3.1 America

#### 2.3.2 Australia and New Zealand

#### 2.3.3 Asia

#### 2.3.4 Africa

Colonialism is a form of imperialism. The act of a developed nation occupying the land of a less developed, distant nation and establishing their rule on the occupied country is known as ‘colonialism’. Countries like England, France, Portugal, Spain, etc. gradually occupied the nations in Asia and Africa and established their colonies there. India was one of the colonies of England. One of the main characteristics of colonialism is to transport the raw material from the colonies to one’s own country and use the colonies as marketplaces for selling their final products.

Colonialism, indeed gives rise to political and economic slavery but it also causes psychological slavery. The racial attitude of the colonialist countries and subsequent treatment given to the native people creates sort of inferiority complex among them. They develop an apologetic outlook for their own culture and history. They begin to feel unworthy. It was said that, “the sun never sets on the British Empire.” It was the way to indicate the worldwide spread of British colonies. The British Empire encompassed the continents of Asia, Africa, America and Australia.

There was a commercial revolution in the 15<sup>th</sup> century Europe. As a result of the discoveries of new lands by various seafarers, the traditional ways of commerce changed radically. European traders began to establish

themselves firmly in Asia and Africa.

### 2.1 Colonialism : Meaning and Nature

Europeans reached all over the world with various intentions such as the urge for adventures, to earn name, to discover unknown lands, to search for gold mines, etc. Later, the trade and commerce increased to a great extent and the European countries began to compete with each other.

Wherever the Europeans went, they established their colonies. There was a competition to gain economic, social and political supremacy among them. Extreme nationalism, feeling of racial superiority, industrialisation, aggressive approach, etc. are some of the factors that led to the growth of colonialism. Europeans went to America, Australia, New Zealand. They found the climate of these regions favourable for them. However, it was not easy for them to adapt to the climate of Asia. Despite the climatic conditions, favourable or unfavourable, Europeans displaced the indigenous people in their own lands. The British, the Dutch, the Portuguese and the French, all devised several ways for demoralising the indigenous people.

Europeans needed to capture newer marketplaces for selling their surplus goods, which were increasingly accumulating as the result of mass production, caused by the industrial revolution. Besides, they also needed additional sources that would provide ample raw material. In the latter half of the 19<sup>th</sup> century England had built a very flourishing trade as a result of the industrial revolution. The British with the help of their naval forces, had established supremacy in Asian and African countries. Earning surplus profits, investing surplus profits, increasing trade with the colonies for good investment, profit on the investments – this was an unending chain. France, Belgium, Italy and Germany were the countries, who, like England strove to establish colonies.

## 2.2 Colonialism

### 2.2.1 Causes of the Rise of Colonialism

**Industrial Consequences :** Colonialism was a result of Industrial Revolution. Production increased enormously because of the new machines. However, the rate of local consumption was much lesser compared to the surplus production. Hence, the immediate need of the Europeans was to find new marketplaces for selling their products. It was also necessary that those marketplaces be dependable and easy to dominate.

**Requirements of Raw Material :** It is necessary to maintain low costs of production compared to competing nations in the market. The desire to create monopoly in the market and the need to procure raw material at cheaper rates were two major factors, which made it essential for the European nations to establish clear supremacy.

**Investing Surplus Capital :** The Industrial revolution added to the wealth of the European capitalists, who were already rich. They started searching for secure markets to invest their surplus funds. The markets in the less developed countries were quite secure from this point of view. Thus, the availability of surplus capital facilitated the rise of colonialism.

**Sources of Minerals :** The countries in Asia and Africa had rich sources of minerals like gold, diamonds, silver and coal etc. This attracted the European merchants to various regions of Asia and Africa.

**Geographic Importance :** European nations had realised that the geographic location of some regions in Asia and Africa are advantageous for trade. Malta, Gibraltar, Aden, Singapore, Andaman and Nicobar were some such regions, where the British established their hold.

**Availability of Labour :** European merchants needed large number of labourers at a very cheap rate. The colonies fulfilled this need. Later, it contributed to the boom in the slave trade.

### The Feeling of Racial Superiority :

The European colonialist claimed it to be their responsibility to civilise the people in Asia and Africa. This assumed role of the Europeans resulted in the conversion of many Asian and African people to Christianity. This also helped the growth of colonialism.

### 2.2.2 Consequences

The People in Asia and Africa were economically exploited by the Europeans. The people in the colonies lost their independence. Their economic exploitation pushed them into poverty.

At the same time, we may also note some constructive things that happened during the colonial period. A new awareness emerged in the political, social, economic and educational fields. Common people became conscious of democratic systems and its inherent modern values like liberty, equality and fraternity. They got introduced to principles like administration based on a fundamental legal system, judicial system, availability of education to all. People became aware of the need to shoulder the responsibility of solving their problems, which eventually led to the independence movements in many colonies.

#### Try to do this.

Locate the following regions under British domination on the map: Gibraltar, Malta in the Mediterranean sea; British Guyana, British Honduras, British West Indies, Bermuda and Falkland islands in the Western Hemisphere; Aden, Sri Lanka, Myanmar, Hongkong, India; also the countries in Africa.

## 2.3 European Colonialism

### 2.3.1 America

While studying the history of the colonial period in America it becomes apparent that the stronger European countries dominated the weaker countries by establishing colonies there and pushed them into subjection. The European migrants seized the lands of original

inhabitants in America and at times massacred them. They destroyed the local kingdoms in Peru and Mexico. The original inhabitants were forced into slavery.

Portugal and Spain were on the forefront in the competition among the European nations to establish colonies. Portugal brought Brazil in the American continent under their

rule and so did Spain by taking hold of Mexico. There they discovered gold mines. Spanish colonisers brought slaves from Africa to cultivate sugarcane and tobacco in the American fields. However, once the Spanish discovered the mines of gold and silver in Peru, Mexico and Venezuela, they concentrated more on mining the precious metals than



agriculture. They established control over the entire coastline of South America. The coastal region from Florida to California was held by the Spanish. Here, they engaged the native Americans and the African slaves in farming. Farming and mining earned them enormous wealth. Spain appointed governors to administer these regions. The King of Spain was the supreme authority. An organisation, called 'Council of the Indies' was established to rule the colonies. This council was also in charge of the Spanish trade in the colonies. Essential raw materials were exported out to Spain and the finished goods used to be imported for sale in the local markets of the colonies. The trade of gold and silver acquired from these colonies earned huge profits for the king. Witnessing Spain's prosperity England, Holland and France also began to establish their colonies in America.

During the reign of Elizabeth I, the queen of England, explorers were encouraged to undertake marine expeditions. Establishing colonies was the prime intention. In 1496, John Cabot was granted permission to establish colonies on the American land. He established the British as the ruling authority in North America. In 1607 the British built Jamestown, a colony on the banks of river 'James'. Later the same colony was renamed as 'Virginia'. Afterwards, England established its colonies in the coastal region of North America stretching from New England to Carolina. Along with earning commercial benefit, welfare of the home country was added to the colonial intentions during the reign of Queen Elizabeth.

To suit its colonial interests, England began to impose restrictions on the colonies. The Maritime Law was a step in this direction. This law authorised only British companies for the sea transport.

The 'Stamp Act' (1765) made it obligatory to purchase special stamps for important documents. British colonies in America like Virginia, Massachusetts put up resistance against the Stamp Act and also

other restrictions imposed on the colonies. On 5<sup>th</sup> March 1770, some people were shot down by British soldiers, in Boston, a port city in Massachusetts.

The British parliament had granted monopoly to 'East India Company' to import and sell tea to the colonies. People in the colonies had started demanding removal of the restrictions imposed on them and autonomy. When the British government refused to yield to these demands, the American colonies declared boycott on British goods. In 1773, as an act of resistance, the local residents of Boston dumped the boxes containing tea in the sea belonging to East India Company. This event is known as the 'Boston Tea Party'. A federation of the colonies known as the 'Continental Congress' was established. In 1774, a meeting of the congress was called at Philadelphia. In this meeting known as the 'First Continental Congress' a strong opposition was expressed to the import of British goods. It was also decided to boycott British goods. These events ultimately gave a momentum to the American independence movement against European powers.

Thirteen colonies in America came together and declared independence from Great Britain. On 4<sup>th</sup> July 1776, in the meeting known as the 'Second Continental Congress', a document known as the 'Declaration of Independence' was adopted. This document was drafted by Thomas Jefferson. The crucial point of the document announced that the 13



George Washington

American colonies were independent sovereign states. The key point of this document is the statement about three basic human rights, namely, 'Life, Liberty and Pursuit of Happiness'. It was stated that these three are the natural rights of all humans, which nobody can be deprived of.

The conflict between the colonies and the British army continued for some time resulting into several battles after the colonies declared independence. Finally, at Saratoga the colonies got a decisive victory over the British army. This victory proved to be a turning point for the colonies as the French agreed to support them in their conflict with the British. Eventually in 1779, Spain also joined the colonies in their struggle for independence. On 7<sup>th</sup> October 1780, George Washington defeated the British army. On 19<sup>th</sup> October, the British general Lord Cornwallis surrendered and America became independent. The American revolt for independence, is also known as the 'American Revolution'. It was a war tantamount to Americans fighting one's own king to get back their independence. Americans proved to the world that the subjects have a right to fight the rulers who deny them their natural rights. It is said that 'State without a King' is a phenomenon, which is a gift to the world from America.

Canada, a country adjacent to America was acquired by the British by the Paris Treaty in 1763. Later, the British accorded the status of a federal state to Canada and established a bicameral parliament. They had also appointed a Governor-General in Canada.

### 2.3.2 Australia and New Zealand

In the 18<sup>th</sup> century the first colony of the prisoners deported from England was established in Australia. Later in the 19<sup>th</sup> century other regions in Australia were colonised. The British also established their colonies in the Island of Tasmania and New Zealand. In the year 1900 the island of Tasmania was included and the Republic of Australia was created as an integral nation of the British Empire. A bicameral parliament was established. A Governor-General was appointed in Australia by the British king as the viceregal representative. Only European immigrants were allowed to enter Australia.

In 1907, New Zealand was accorded the status of an autonomous state integral to the

British empire. The European settlers in New Zealand adopted democratic system of administration. The measures of public welfare such as common right to vote, public railways, fire and accident insurance, pension for the old, compensation to workers who got injured or died on duty, etc. were implemented in New Zealand long before 1900 C.E. Only European immigrants were allowed to settle down in New Zealand.

### 2.3.3 Asia

To protect their colonies in India from other colonialist European nations and to boost their trade in India and the neighbouring regions were the main objectives of the British rulers.

**Myanmar** : Myanmar is India's neighbouring country on its northeast boundary. Earlier it was known as 'Brahmadesh' (Burma). The British wanted to establish their control in Burma because it was rich in natural wealth and was also a potential market.

The royal dynasty of Myanmar had successfully consolidated the country under their rule. It also conquered Manipur. Later they attacked Assam. The British were alerted by the Burmese attacks. Hence, Lord Amherst, the Governor-General of India declared war against Myanmar. The war continued for two years. It is known as the 'First Anglo-Burmese War'. The British navy conquered the port of Rangoon (Yangon) in this war. It ended with a treaty between the British and the Burmese king. Manipur was returned to the British. The coastal region, the forests and mines there, came under British control. The British collected a large sum as compensation against military expenditure from Myanmar. They also appointed their Resident in Inwa (also known as 'Ava'), the capital of Myanmar at that time.

The 'Second Anglo-Burmese War' was fought during Lord Dalhousie's tenure. Two British individuals staying in Burma were asked to pay a fine by the Burmese administration. This minor incident was used as a pretext by Dalhousie to plan an attack



on Myanmar. He declared war and sent an army to Myanmar with Commodore George Lambert at its head. The Burmese army was defeated. The cities of Rangoon (Yangon), Pegu (Bago) and Prome were captured by the British. This region was merged in the British Empire. With this victory the British influence in the coastal region of Myanmar was firmly established. The British army fighting this war was comprised of Indian soldiers. Not only that, the expenditure of this war was also borne by the Indians.

The French had already created considerable influence in Vietnam (Indochina). There was increasing contact between the Burmese king and the French. In addition, King Thibaw of Myanmar tried to strike a pact with Italy and Germany. These were reasons enough for the British to feel alarmed. They got a pretext to declare war against King Thibaw when he levied fine on the

Bombay-Burma Trading Corporation, a British company. Lord Dufferin, the Governor-General and Viceroy of India took this opportunity and sent army to attack Burma. The 'Third Anglo-Burmese War' was fought around 1885 C.E. The British conquered the city of Mandalay. King Thibaw surrendered and the entire region of North Myanmar became an integral part of the British Empire. In 1935 an act was passed to separate Myanmar from Indian territory.

Myanmar was inspired by the 'Indian Freedom Struggle' and gained independence in 1948.

**Nepal** : Nepal was a small kingdom in the Himalayan region. The British had sent their representatives to Nepal but they did not receive any reciprocal response. It led to two Anglo-Nepalese wars.

The Gurkha army had mere 10-12



### Do you know?

The British imprisoned King Thibaw after his defeat. So as to ensure that he would not be able to rise against the British or to have any contact with his subjects, he was brought to Ratnagiri in Maharashtra. A three storeyed palace was built there. King Thibaw was kept under house arrest in that palace. The ground floor of the palace has a large hall with marble floor. The roof is decorated with beautifully carved wooden panels. The windows are

hemispherical having panes of colourful Italian glass. An image of Lord Gautam Buddha brought by the king from Myanmar, is installed in the precincts of the palace.

You may note, that the British adopted similar policy when they sent Emperor Bahadur Shah to Yangon after the 1857 Independence War. He could never return to India and died there.

Lokmanya Tilak, who was born in Ratnagiri was kept in the jail at Mandalay in Myanmar with a view to keep him away from the Indian Movement of Independence. Tilak wrote 'Geetarahasya' in this prison. Later, Netaji Subhash Chandra Bose was also sent to Mandalay jail.



Thibaw Palace, Ratnagiri

thousand soldiers while the British army was much larger having more than 30 thousand soldiers. The British attacked Nepal. The Nepalese army brought the British army to the point of desperation. Nepal was defeated by British Nepal at Makwanpur in 1816. The British took over the regions of Terai, Kumaun and Garhwal. A British Resident was appointed at Kathmandu. In 1923, the British accepted the sovereignty of Nepal.

**Sikkim :** The British goal was to gain control over India's neighbouring regions. Sikkim was a small kingdom on the north border of India, which was surrounded by Bhutan, Bengal, Nepal and Tibet. In 1815 the King of Sikkim handed over the region around Darjeeling to the British. In return the king was granted certain amount as a privy purse. Later Lord Dalhousie sent army to Sikkim and took hold of some more regions of Sikkim. This threw open the Sikkim markets to the British traders and authorised the British to collect octroi on the India-Tibet trade. In 1886 the Tibetans tried to capture Sikkim. The British immediately took action against them. In the 1890 treaty between the British and China it was agreed that Sikkim will be a British protectorate. In this way the British could ensure the security of the tea gardens in Darjeeling. Sikkim was made a buffer zone and the British took control of the internal administration and foreign policies of Sikkim. However, the sovereign status of Sikkim was maintained.

A plebiscite was held in 1975 and the people of Sikkim voted for merging in the Indian Republic. Thus, Sikkim became a constituent state in the Indian federation.

**Bhutan :** Bhutan is a neighbouring country of India, located near its northern border and to the east of Sikkim. Lord Warren Hastings, the first Governor-General of India had recognised the geographic and economic importance of Bhutan. Hence, he established friendly relationship with the country. It helped to open the trade route from Bengal to Tibet for the British. In 1841,

Ashley Eden took an aggressive stand against Bhutan. There was a war between Bhutan and the British in 1865. The war was concluded with a treaty, according to which the king of Bhutan surrendered the territories conquered by Bhutan to the British and the king was granted an annual subsidy. Later, in another treaty in 1910, the British agreed not to interfere in the internal matters of Bhutan and Bhutan agreed to be guided by the British in their external affairs. In 1949, the treaty was signed on 8th August 1949 between India and Bhutan, according to which India assumed a position of an advisory to Bhutan in the matters of defence and external affairs.

**Tibet :** Tibet was under the influence of Dalai Lama. The British wanted to have hold on Tibet for arresting Russian advances and to increase their own trade. During Lord Curzon's times the British military had reached 'Lhasa', the capital city of Tibet. In 1907, as per the treaty between England and Russia, the political rule of China in Tibet was principally acknowledged. It gave a leeway to China to claim Tibet as an integral part of China.

### 2.3.4 Africa

European travellers reached Africa also. However, the African territory with its dense forests, widespread lakes, swamps and deserts was unfamiliar to them. Leopold II, the king of Belgium had Congo under his dominance. He convened a Geographical Conference in Brussels in 1876. European geographers and researchers had gathered in this assembly. It was decided there to establish an institution called 'International Association for the Exploration and Civilisation of Central Africa', for the purpose of dissemination of knowledge in Africa. In 1884 a conference of European nations was organised in Berlin to explore the opportunities in Africa available to them. The true purpose of this conference was to discuss the possibilities of dividing the African territory amongst themselves.

In the Berlin Conference the Belgian supremacy in Congo was acknowledged by all and Congo was renamed as 'Congo Free State'. It was also decided in this conference that if any of the European nations fails in utilising the natural resource in the colonies under their charge, then that nation should give it up to another European nation.

George Taubman Goldie was a British citizen who founded 'The National African Company' in England. A charter was issued to him by the British government permitting to conduct trading operations in Nigeria. Later, the company was acquired by the British Government. Nigeria became a colony governed by the British government.

Bismarck, the Chancellor of Germany established the first German colony in West Africa in 1883. It was named 'Togoland'. Germany also established its colonies in Cameroon and southwest Africa.

France established their supremacy in Senegal, Gambia and in the region to the north of Congo. In 1883, Ivory Coast also became a French colony. Later France acquired the region of Dahomey from Portugal. Till 1914, France had established their control over the region from Sahara desert to Ivory Coast to the west and French Guinea.

Cape Colony and Natal in East Africa were held by England while Mozambique was under Spanish control. England, France and Germany were interested in the regions of East Africa. These three nations made a pact to protect each other's interests. Accordingly, the Sultan of Zanzibar was given Pemba island and the coastal region of east Africa, while Madagascar was given to France, the coastal region of north Africa to England and the south region to Germany. In 1897, Germany took over the east African region from 'German East Africa Company'. England declared Zanzibar, Pemba island and Nyasaland (Malawi) as their protectorates and it came to be known as 'British East Africa'.

Morocco, Algeria, Tunis, Tripoli (Nubia) and Egypt were part of the north region of Africa. In 1830 France had already established control over Algeria. Italy, France and England wanted to occupy Tunis. In this competition France was successful, and got hold of Tunis from its Turkish Sultan. Thereafter, France took hold of Morocco as well. Italy conquered Tripoli and Cyrenaica.

Both England and France wanted to gain hold over Egypt. The British built railway from Alexandria to Cairo. Suez Canal that joined Mediterranean and Red Sea was built under the supervision of the French diplomat Ferdinand de Lesseps. In the beginning Egypt bore the expenditure for this project.

However, later the expenditure for Suez Canal got so escalated that Egypt had to seek loans to meet it. It became impossible to repay even the interest on the loans, so Egypt put up the shares of 'Suez Canal Company' for sell. England purchased a number of shares and thus gained part ownership of the company and the Suez Canal. Egypt became independent in 1922.

Sudan to the south of Egypt was its vassal state. England, by the virtue of Egypt being deemed as British protectorate, had also assumed the same role in Sudan. Sudan was important for England because the Nile, the lifeline of Egypt, originates in Sudan. England, without paying heed to local opposition established its supremacy over Sudan. To facilitate the moving of British army in Sudan, the British began to build a railway track from Uganda to Sudan. France accepted England's claim on Sudan and in exchange asked for some facilities in the western parts of Africa.

Cape Colony and Natal in the southern parts of Africa were under British control. Orange Free State and Transvaal were under Dutch control. Gold mines were discovered in Johannesburg and it attracted European nations to South Africa. By 1909, resulted in England's decision to consolidate its colonies in the southern region and name it 'Union

of South Africa'. At about same time the Portuguese gained control over Angola. Some islands in the Guinea Coast, some part of Morocco came under Spain's control.

Thus, we learnt about the history of European Colonialism. In the next lesson we will learn about the influence of European colonialism in India.

### Exercise

#### Q.1 (A) Choose the correct alternative and rewrite the statement.

- 'Declaration of Independence' was drafted by .....  
 (a) George Washington  
 (b) Thomas Jefferson  
 (c) Lord Amherst (d) Lord Cornwallis
- The Second Anglo-Burmese War fought during the times of .....  
 (a) Lord Amherst (b) Lord Dufferin  
 (c) Lord Dalhousie (d) Ashley Eden

#### (B) Find the incorrect pair from group 'B', and write the corrected one.

##### Group 'A'

- Togoland
- Egypt
- Orange Free State
- Ivory Coast

##### Group 'B'

- German colony
- British colony
- Dutch colony
- Portuguese colony

#### Q.2 (A) Write the names of historical places/ persons/events.

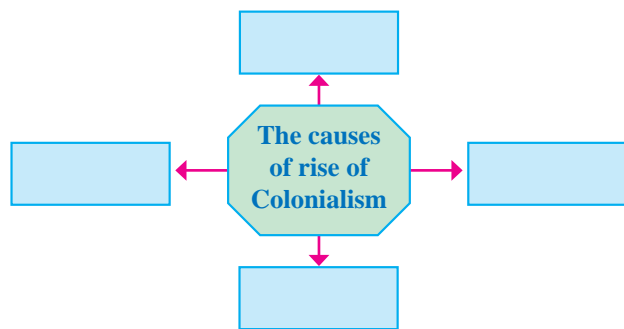
- The region from Florida to California on the southern coast of America was under the control of –
- The sea voyages for exploration were encouraged in the reign of Queen –

#### (B) Choose a correct reason and complete the sentence.

- The British wanted to gain control over Myanmar, because ....  
 (a) they wanted to expand their empire.  
 (b) it was very important for them to control the natural resources and the market in Myanmar.

- they wanted to be on the forefront in the colonial competition amongst the European nations.
- they wanted to teach a lesson to King Thiba of Myanmar.

#### Q.3 Complete the concept map.



#### Q.4 Write short Notes.

- Nature of Colonialism
- American War of Independence

#### Q.5 Explain the following statements with reason.

- The Industrial revolution gave a momentum to colonialism.
- European nations established colonies in America.

#### Project

- Examine the map of African continent with the help of internet.
- Collect information about the biodiversity and sources of minerals in the African continent.



## 3. India and European Colonialism

### 3.1 Portuguese

### 3.2 British

### 3.3 Dutch

### 3.4 French

In the previous lesson, we learnt about European Colonialism and its impact on world history. In this lesson, we are going to learn about the spread of colonialism in India and its impact.

### 3.1 Portuguese

Vasco da Gama, a Portuguese seafarer reached the port of Calicut (Kozhikode) in 1498. Once landed on the Indian coasts the Portuguese did not take long to establish themselves in India. By the beginning of 16<sup>th</sup> century Portuguese had brought a considerable portion of the Indian coasts under their control.

The Portuguese, took advantage of the strained relations among various rulers in South India. They established their colonies on the western coast and built forts for their protection and used them to protect their colonies from external attacks and to reinforce them continuously with supplies by using seaways. The Portuguese naval force was very strong. They used to launch sudden attacks on their enemy's territory from the sea and wreck it completely. The Indian local rulers could not match the Portuguese in their war tactics. When they established their firm control on the Indian Ocean, they made it obligatory for the Indian rulers to get license (Cartaz) from them for sailing on the Indian Ocean. If the local rulers dared to set out on the sea without a Portuguese license, the ships were either seized or sunk by force. The Portuguese had become so powerful that even the mighty Mughals, and the Sultanates

in the south had to buy a license from them. By 1608, the Portuguese had their colonies on the western coast of India at Diu, Daman, Chaul, Goa (including Sashti and Bardesh), Honnavar, Gangoli, Basrur, Mangalore, Kannur, Kodungallur, Cochi and Kollam. Similarly on the eastern coast they had trader colonies at Nagpattinam, Mylapore (Mayilappore or also Sao Tome/San Thom), and Hugli in Bengal. This stretch of the Portuguese Empire had its capital at Goa.

### Try to do this :

Collect information of the church in Kerala, named after Vasco da Gama, with the help of internet.



### Do you know?

**Cartaz :** The document of a Cartaz usually carried details like the name of the vessel (ship), the name of the captain of the ship, port of departure and arrival, the list of weaponry on the ship loaded for the purpose of self-defence, etc.

The Portuguese colonies had spread from Cape of Good Hope to Macau in China. They all were considered to be part of the Indian Empire of the Portuguese (Estado da India). There were several office holders appointed by the Portuguese king : 'Vice-rei' Capitaon-i-jaral' (Viceroy and General of the Army) for 3 years tenure. There used to be an advisory board to assist the Vice-rei, which included the Archbishop (Arcebispo) of Goa, Judge (Chancellor), In-charge of Company's possessions (Vedore da Fazenda), Captain (Capitaon) and a few aristocrats from

Portugal. Vice-rei used to be the presiding head of this administrative set up.

In the earlier half of the 17<sup>th</sup> century five ships used to arrive every year in the Indian ports. These ships were equipped with canons. The Portuguese had ship building facilities at Goa, Diu and Daman. Durable teakwood of best quality, essential for building ships was available in these regions. The Portuguese used to deploy seamen from Portugal to India. In those times, Indian rulers did not maintain a naval force, therefore, Indian rulers found it difficult to fight the strong naval forces of the Portuguese. Only one exception was that of Chhatrapati Shivaji Maharaj, who had built his own navy. The Dutch and the British defeated the Portuguese naval forces in the 17<sup>th</sup> century in the sea-battles.

The Portuguese prohibited building of any religions monument except churches in the Indian provinces under their rule. They also prohibited celebrations of religious festivals or wedding functions. The Portuguese rulers also tried to suppress the local languages. People were offered employment, with the intention to attract

them to Christianity. In the beginning of their rule they made Goa a free port. That resulted in attracting traders from various countries to Goa.

### 3.2 British

The British established 'East India Company' on 31<sup>st</sup> December 1600. Queen Elizabeth granted permission to the company to trade in the eastern countries.

In the beginning the East India Company's operations were limited to send their cargos to the eastern countries, to sell the British goods in those countries, to buy spices with the profits earned there and the cash carried from home, to sell the spices in England and to earn profits. The sailboats of those days needed to plan their forward and backward voyages in specific periods of the year. Therefore, to carry out trade transactions was more tedious. Under such circumstances the British were in need of a permanent place to build warehouses to store the goods bought at low prices. The British boats used to sail from England during the months of December to April and used to return to England after an year in the month of January after completing trading transactions in India. This required that they to stay in India over a period of 9-13 months. Hence, the company decided to build their 'factories' (emporiums – a place where goods are bought, stored and sold.) in India. The staff of the factories were called 'factors'. In 1623, the British government, under the civil and military law, granted the company an authority of adopting punitive measures for the erring staff. The company was also given the right of monopoly to trade in the eastern countries. Charles II, the king of England, issued a charter allowing the company to build forts in India, to maintain an army and to make treaties with non-Christians.



#### Do you know?

**Portuguese Trade :** The king of Calicut wrote to the King of Portugal in a letter sent with Vasco-da-Gama, "Our state is rich in spices like cloves, ginger, black pepper and precious stones. We expect you to pay us in gold, silver, corals in exchange for our spices and precious stones." Vasco-da-Gama sold the commodities in Portugal, which he carried from India. He could earn huge amount of profit in that trade, which was sixty times more that the money he spent for his return journey to Portugal.

### Try to do this :

Make a list of the ship building facilities in pre-independence and post-independence India and collect information about the development of the ship building industry.

In the latter half of the 17<sup>th</sup> century, the company operated from Surat and Chennai (Madras). The eastern coast, Odisha, Bengal in India and other eastern countries were under the company's jurisdiction. The factories at Rajapur in Maharashtra, port city of Mokha (Mocha in Yemen) in the Red Sea, Basra in the Persian Gulf were controlled by the Surat centre. The Surat factory staff comprised of an accountant, an in-charge of the stores, a treasurer, some factors and clerks. In addition there was a Christian priest, a surgeon and his assistant, cooks, Company President's personal servants and a trumpet blower.



### Do you know?

**Factory :** The British used to acquire large plots of land for their factories. These plots were used to build warehouses, residential quarters and offices were built on these plots. The main building of the factory carried 'Union Jack'. The meals provided to the staff included bread, meat, rice, khichadi of pulses and rice, pickles, etc. Company had created beautiful gardens for the benefit of the staff at Surat, Karwar, Machilipatnam, Petapuli, Chennai and Mumbai.

The British citizens were also appointed in the factories as apprentices, clerks and factors. Everybody, right from the President to apprentices lived in the factory premises. All were provided food by the company mess. They were permitted to trade various

commodities except those which were banned by the company (such as textiles, indigo, spices, wool, lead, corals, ivory, etc.).

The company started building forts in India as part of their strategy. They built a fort and a factory in Chennai. The fort was named as 'Fort St. George'. A mint was also established in Chennai. The British issued their own coinage of gold, silver, alloys and copper from this mint.

### Try to do this :

The currency of various countries is known by specific names. Prepare a list of countries and their currencies.

In 1661, Charles II, the king of England was engaged to Braganza, the Princess of Portugal. The king of Portugal gifted the islands of Mumbai to Charles II on this occasion. Abraham Shipman, an Englishman was assigned 500 soldiers and was appointed as the 'Governor of Bombay'. In 1665, Mumbai was fully under the British control. Mumbai comprised seven islands, namely, Mumbai, Mahim, Paral, Wadala, Worli, Sion (Shiv) and Mazgaon. Charles II leased Mumbai to the East India Company because the expenditure for its maintainance exceeded than the income earned from it. In 1669, the company appointed Sir George Oxenden as Governor of Surat and Commander-in-Chief of Mumbai. A British mint was established in Mumbai and coins of silver, copper and zinc were issued from there. This encouraged merchants and artisans to come and settle down in Mumbai. The company had 5-6 small ships and around 300 soldiers to ensure the security of Mumbai. The soldiers were given guns and swords.

### 3.3 Dutch

In 1602, several Dutch companies came together to form a company, named 'United

East India'. The Dutch government issued a license to the company to conduct trading with the eastern countries. The same license permitted them to appoint staff, to establish factories, to build forts, to engage in battles against the eastern countries and also to sign treaties with them. Accordingly the company, appointed a Governor-General to take care of the Indian affairs. By the middle of the 17<sup>th</sup> century the company had established Dutch colonies and factories right from the eastern coast of Africa to Japan. It encompassed the present day regions of Mozambique, South Africa, Yemen, Iraq, Iran, Pakistan, India, Bangladesh, Myanmar, Siam, Vietnam, Laos, Cambodia, Taiwan, China, Japan, Indonesia and Malaysia. The Dutch built various buildings in the premises of their factories and also fortification walls around them. They installed canons on the fortification walls for security. The Dutch also had native people in their staff. They established their first factory in 1602 at Petapuli in the northern parts of Coromandel coast. Their other factories were built in Machilipatnam, Pulicat, Thirupapuliyur, Port Nova, Karikal, Agra, Ahemdabad, Bharuch, Chinsura, Thatta, Khambayat, Surat and Nagapattan. They obtained permission from the Vijaynagara court and built forts in Pulicat and Nagapattan. Later, they defeated the Portuguese and acquired the forts at Kochi, Kodunglur, Kannur and Kollam. They also obtained monopoly in black pepper trade by entering a treaty with the king of Kochi. At the beginning



### Do you know?

The Dutch established their first colony at Machchlipattinam. This port city came into existence in the 3<sup>rd</sup> century B.C.E. It is also mentioned in 'Periplus' of Erythrean Sea as 'Mosalia'.

of the 17<sup>th</sup> century the Dutch naval force was very strong. At any given moment they could deploy at least 20 war ships and an army of 3-4 thousand soldiers. The Mughal, Adilshahi and Qutubshahi ships were required to obtain license from the Dutch. If any ship was launched without a license, it was seized by the Dutch.

### 3.4 French

In 1664 'French East India Company' (La Compagnie des Indes Orientalis) was established, with the initiative of Jean-Baptiste Colbert, the French finance minister to King Louis XIV. The company was given the authority to trade with eastern countries, to maintain army and navy and also exemption from taxes. The company was also given the authority to enter a war or treaty with the eastern rulers. In 1666, the company sent a diplomatic contingent to the court of Mughal Emperor Aurangzeb and obtained the permission to establish a factory in Surat. The first French factory in Surat was established in 1668. Then the factories at Pondicherry (Puducherry), Chandranagar, Mahe, Karikal and Machilipatnam were built. During this period the French were fighting with the Qutubshahi ruler and the Dutch. Pondicherry was the main centre of the French operations. It was ruled by the Nawab of Karnataka. The members of the Nawab's family were fighting amongst themselves for the throne. The British and the French started intervening in the matter. It resulted in three battles between the British and the French from 1744 to 1763 C.E. These are known as 'Carnatic Wars'. The French were defeated by the British in the third battle. With the defeat of the French, there was no European rival left in India for the British.

In the next lesson, we are going to learn about the resistance to the foreign powers in India, put up by Chhatrapati Shivaji Maharaj.



## Exercise

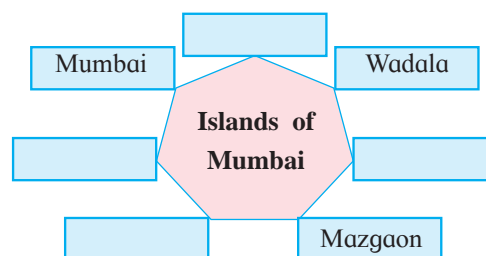
**Q.1 (A) Choose the correct alternative and rewrite the statement.**

- Vasco da Gama was a seafarer from .....  
 (a) Poland (b) England  
 (c) France (d) Portugal
- The license was given by England to the East India Company to trade with the eastern countries by .....  
 (a) Sir George Oxenden  
 (b) Queen Elizabeth  
 (c) Princess Braganza  
 (d) Homer

**(B) Find the incorrect pair from group 'B', and write the corrected one.**

- | Group 'A'           | Group 'B'                          |
|---------------------|------------------------------------|
| 1. Arcebispo        | Chief Executive Officer            |
| 2. Chancellor       | Judge                              |
| 3. Vedor da Fazenda | In-charge of Company's possessions |
| 4. Capitaon         | Captain                            |

**Q.2 Complete the concept map.**



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

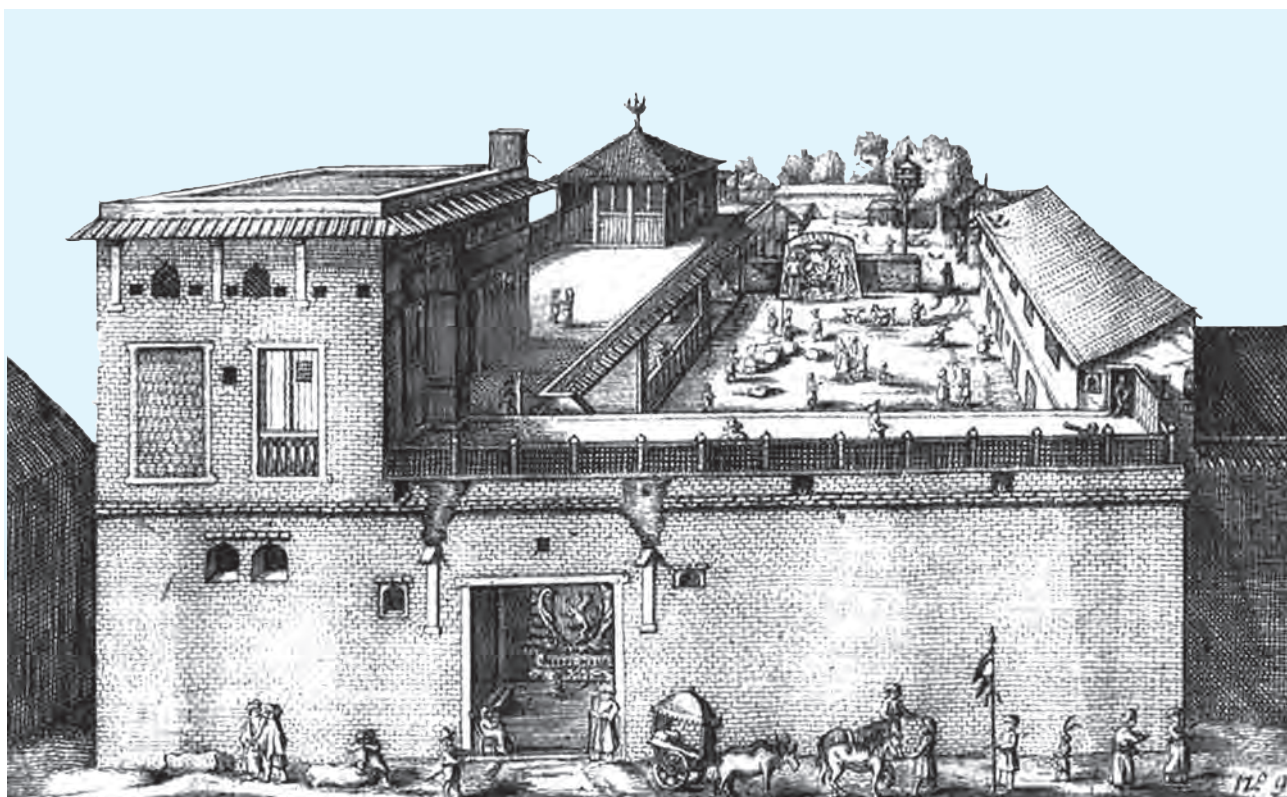
- The Indian rulers had to obtain cartaz.
- Indian rulers found it difficult to fight the Portuguese.

**Q.4 Answer the following questions in detail.**

- Which are the places where the Portuguese established their colonies?
- What were the rights given to United East India Company by the Dutch government?

### Project

Compile the names of the Governors of British East India Company from 1600 to 1857 C.E.



British Factory - Surat

## 4. Colonialism and the Marathas

### 4.1 Colonialism vs. the Maratha Empire

#### 4.1.1 Portuguese - Maratha Empire

#### 4.1.2 Dutch - Maratha Empire

#### 4.1.3 French - Maratha Empire

#### 4.1.4 British - Maratha Empire

#### 4.1.5 Siddi - Maratha Empire

#### 4.1.6 Afghans - Maratha Empire

In the last chapter we learnt about the spread of colonialism in India. Chhatrapati Shivaji Maharaj had foreseen the ulterior motives of these foreigners and their ways of infiltration. He built up strategies to arrest their advances in India. The immediate measures taken by him in this direction included creation of a strong naval force and construction of sea forts. He levied octroi on British salt trade as a measure to protect

local salt trade. Thus, Chhatrapati Shivaji Maharaj adopted a very strong policy against the European colonisers. Later, Chhatrapati Sambhaji Maharaj also fiercely fought the Portuguese. Chimajiappa, brother of Bajirao Peshwa I, defeated the Portuguese at Vasai. The Marathas were the only Indian rulers to adopt a policy of resistance against the European colonisers.

### 4.1 Colonialism vs. the Maratha Empire

Portuguese, French, Dutch, British, all of them came to India as traders. However, they did not stop at that, in the course of time they also grabbed the political power. It is often said that they came to India with weighing scales but used swords and ultimately seized the Indian throne. The Portuguese were the first to arrive in India. They were mentioned as 'Firangis'\* in the

#### You would like to know this:

The foresight of Chhatrapati Shivaji Maharaj in his judgement of the Europeans was hardly shown by other contemporary Indian rulers. His strategy in this regard, is stated very clearly in *Adnyapatre* :

“The Portuguese, British, Dutch and the Danish are money lenders. However, they are not like other common moneylenders. They arrive here, with the help of the rulers in this country. Their kings are desirous of grabbing land in our country. They want to rule this country.”

“European traders are going everywhere. They are establishing themselves in foreign lands. They are very stubborn. Once they acquire a space, they will never let go of it. If required, they will die but will not leave it. We should keep them at bay, maintaining only business relations. Never allot them any space near a sea fort. If for any reason they have to be allotted a plot for their factory, it should never be near entrance of a creek or on the sea coast. There is not much to worry as long as they keep within their limits. However, at the first opportunity these people flaunt their military strength with the help of their naval force, canons and ammunition. They build new sea forts with the help of their naval force. This is the reason for not allotting them any space, if allotted, it should be far away from the seacoast and near a village. Precaution has to be taken to see that their establishment does not cause any nuisance. Do not permit them to erect permanent buildings. They must accept these conditions, otherwise they are of no use. We should not obstruct them and should not let them obstruct us. If you find foreign traders in the enemy land during our expeditions there, a fine should be collected from them. After they pay the fine, they should be sent back to the factory or the place from where they had arrived. They should not be treated in the same manner like an enemy is treated”.

historical documents of that period. The regions under Portuguese rule were mentioned as 'Firangaan'

*\*Firang means Indian sword made with Portuguese blades and hence, 'Firangis' means the Portuguese later applied to all Europeans.*

#### 4.1.1 Portuguese – Maratha Empire

The Portuguese had their forts at Diu, Daman, Sanjan, Atori, Vasai, Karanja, Chaul etc. Because of these forts the region of Bardesh\* was well protected. They used to store all ammunition at Panvel.

*\*The northern region of Goa was known as 'Bardesh'.*



Chhatrapati Shivaji Maharaj

#### Try to do this:

Make a note of Chhatrapati Shivaji Maharaj's thoughts on 'Construction of Forts' from the book entitled, 'Adnyapatre'.

Chhatrapati Shivaji Maharaj first came in contact with the Portuguese when he established his control on Kalyan and Bhiwandi. The Portuguese were alarmed when Chhatrapati Shivaji Maharaj built a strong Maratha navy. Soon, the Portuguese were brought to a point of despair by the Marathas. In fact, in the beginning the Portuguese had extended technological help for shipbuilding to the Marathas. However, the Portuguese Governor of Goa, withdrew this help. The Portuguese now promptly provided help to Siddis when the Maratha

#### You would like to know this:

A book written by Cosme da Guarda, a Portuguese historian is very important as a source of the history of Maharashtra. He wrote a book entitled Vide de Celebre Sevagy (Life of the Celebrated Shivaji). He was the first European author to write a biography of Chhatrapati Shivaji Maharaj. Here are a couple of passages from this book:

“Chhatrapati Shivaji Maharaj is such awe-inspiring name that there is hardly anybody, who would ever think of challenging him.”

“He (Chhatrapati Shivaji Maharaj) is very impartial when it comes either to reward or punish a person... He never left a virtue unrewarded or a crime unpunished... He is loved by all because of his valour and humane conduct. He is regarded throughout India as the greatest king, whose name was feared, and at the same time he was also known as the one who cared the most for the welfare of his subjects.”

army was organising an attack on the Janjira fort against them.

Both the Portuguese and the Marathas, in the matters of diplomatic relations adopted policies to suit the situation. In 1665, the Portuguese waylaid 13 ships of the Marathas, while it was passing by the ports on the Karnataka coast. However, they soon released those ships as they were scared of the powerful Maratha navy. In 1666, while the Fort of Fonda ruled by Adilshah was under siege by Marathas, the Portuguese supplied ammunition to the Adilshahi *Killedar*. On the other hand, they let Chhatrapati Shivaji Maharaj cross through their territory when he was returning after the sack of Surat. When Mirza Raje Jaysingh had attacked Swarajya, the Portuguese extended support to the Marathas.

The Portuguese established a factory at Dabhol by obtaining a sanction from Chhatrapati Shivaji Maharaj. At the same time the local people were unhappy because of the Portuguese laws, which were favourable for religious conversions. Therefore, in 1667 Chhatrapati Shivaji Maharaj decided to attack the region of Bardesh. People of Bardesh welcomed Chhatrapati Shivaji Maharaj wholeheartedly. Again in 1669, when the region of Dandarajpuri, under the Siddi rule, was under Maratha siege, the Portuguese supplied war provisions and ammunition to the Siddis. During the Adilshahi Sultanate versus Maratha conflict, the Portuguese, while acting neutral, were surreptitiously helping Adilashah. Prior to that, Gonsalo Martez, the Portuguese emissary, had met Chhatrapati Shivaji Maharaj. Both agreed to avoid any future conflict between them. Chhatrapati Shivaji Maharaj, with an intention of uprooting the Portuguese rule, started sending small groups of his men to Goa. It was decided that once their number was enough in Goa, they should strike a revolt against the Portuguese rule. The Portuguese viceroy somehow became aware of the plan. Hence, the plan failed. A treaty was signed between the Portuguese and the Marathas on 10th February 1670. The following conditions were agreed upon – if either of them have plundered the other's ships, then the victim party should be properly compensated, all those concessions given to the Mughal ships in transit should also be given to the Maratha ships, no help be extended to the Siddis against the Marathas and not to build forts in the territory of Ramnagar (presently a village in Jawhar Tehsil, Thane). There was a dispute about the issue of collecting Chauthai\* between the Portuguese and the Marathas which remained unresolved till the end. To resolve this issue Chhatrapati Shivaji Maharaj had appointed Pitambar Shenavi and Jivaji Shenavi as mediators. However,

they were not much successful in their negotiations. In 1679, the Portuguese secretly helped the British in their conflict with the Marathas for Khanderi-Underi islands.

*\*Chauthai is a type of revenue collected from the external territories, protected by the Maratha rulers. It used to be one fourth of the total income of the tax payer.*

Chhatrapati Shivaji Maharaj had determined to humble the Portuguese. There were many reasons for it, such as, the Portuguese opposing the construction work by the Marathas in Chaul, forcing their subjects in Goa for religious conversion, and pillaging of the trading ships. The Marathas defeated the Portuguese during the siege of Fonda fort.

The Maratha army gathered at Fonda in 1680. Chhatrapati Shivaji Maharaj, himself was to lead the campaign, but for some reasons it could not happen.

The panic felt by the Portuguese because of the warfare skills of Chhatrapati Shivaji Maharaj is clearly reflected when the Portuguese Governor said, "Chhatrapati Shivaji Maharaj was no doubt a mighty warrior but his strategies against the enemy during the peaceful times were much more daunting. Now his death has relieved the Portuguese authorities from his terror."

The Portuguese were in alliance with Aurangzeb, the Mughal emperor, against Chhatrapati Sambhaji Maharaj. Therefore, the Marathas decided to act against the Portuguese. Hence, Chhatrapati Sambhaji Maharaj attacked Revdanda. The Portuguese reacted by putting the Fonda fort under siege. The Maratha army successfully broke through the siege and attacked Goa. Yesaji Kank, the chief of Maratha infantry and a very close associate of Chhatrapati Shivaji Maharaj, fought with great valour. The Portuguese governor was injured on the battlefield. He had to beat a retreat. Chhatrapati Sambhaji Maharaj chased the Portuguese army, which got trapped in a

deadlock. However, the news of Mughal attack on south Konkan was received in the Maratha camp. Chhatrapati Sambhaji Maharaj and his army, who were on the verge of conquering Goa had to leave halfway and rush to fight the Mughals.

Later, the conflict between the Marathas and the Portuguese was renewed during the reign of Chhatrapati Shahu Maharaj. A treaty was signed between the Marathas and Husain Ali Sayyad, the chief representative of the Mughals in the south, which gave the right of collecting chauthai to the Marathas from Kalyan-Bhiwandi region. Accordingly they asked the Portuguese to make the payment. However, the Portuguese governor of Vasai refused to pay. To counter the Marathas, the Portuguese established outposts in Vasai, Asheri, Tarapur, Kelwe, Mahim, Daman and Chaul (Revdanda). They also increased the intensity of their atrocities on the local people.

Chimajiappa, the younger brother of Peshwa Bajirao I, was assigned the responsibility of the campaign against the Portuguese. At the onset of the campaign Chimajiappa took over the fort at Thane. In March 1737, the Maratha army conquered the Sashti island. On another front Shankaraji Phadke entered Vasai island. However, taking over Vasai was not enough to establish a permanent control over the Portuguese territory until there was a complete victory over the fort of Vasai. The Marathas fought valiantly but their naval force was not strong enough. The Maratha siege of Vasai fort continued for two years and in



Chimajiappa

the end the Marathas defeated the Portuguese.

#### 4.1.2 Dutch - Maratha Empire

It was inevitable for the Dutch to have a contact with the Maratha rule when they established a factory in Vengurla. This factory was established in 1649 and the Dutch trade had flourished there. However their trade was affected adversely when Chhatrapati Shivaji Maharaj attacked Kudal.

In 1665 the Mughal governor (*subhedar*) of Surat asked for help from the Dutch for destroying the Maratha naval force. However, the Dutch offered no help. Chhatrapati Shivaji Maharaj had allowed them to build a factory at Dabhol but for some reasons it never functioned. The political relations between the Dutch and the Marathas were subject to change to suit the need of the time. The Dutch expected help from the Marathas to evacuate the British from Mumbai. The Marathas did not harm the Dutch factory when they ransacked Surat for the second time. Also during their Karnatak campaign the Marathas ensured the safety of the Dutch factory and also issued them trading permits. For these favours, the Dutch paid tributes to Chhatrapati Shivaji Maharaj. The Dutch factories at Porto Novo/ Parangipettai and Tegnappattam/ Devanapattinam were left unharmed by Chhatrapati Shivaji Maharaj.

#### 4.1.3 French – Maratha Empire

In 1668, the French established their factory at Rajapur by seeking permission from Chhatrapati Shivaji Maharaj. They supplied ammunition to Swarajya in return. The Marathas remaining true to their friendly relations with the French left the French factory unharmed during their second attack on Surat. In return the French paid a big tribute to them. In 1677, Francois Martin, the Governor General of

Puducherry obtained permission for opening a factory there and assurance of its safety. After the southern campaign by Chhatrapati Shivaji Maharaj, Maratha supremacy was established on the coast of Coromandel (Cholamandalam). Later, the rivalry between the British and the French got extended to their colonies in India as well. They competed for dominance on various Indian territories. Both began to interfere in the administration of the local kingdoms. The French gained entry into the courts of Nizam under the pretext of imparting military training.

Ibrahim Khan Gardi, a mercenary trained under the French was hired by Sadashivraobhau Peshwa in the Maratha army as the chief of artillery. In the Third Battle of Panipat Mahadji Shinde had observed Ibrahim Khan's skills. Inspired by it, he built a trained army with the help of de Boigne, a French military trainer and also established a well equipped artillery. Backed by his trained army, Mahadaji Shinde could establish Maratha power in north India. He was also successful in keeping the British under control.

#### **4.1.4 British – Maratha Empire**

The political relations between Chhatrapati Shivaji Maharaj and the British began due to the Afzal Khan episode. Prior to the meeting between Maharaj and Afzal Khan, Dabhol was conquered by the Maratha army. At that time there were three ships of Afzal Khan unloading in the Dabhol port. On receiving the report of Afzal Khan's death, Mahamud Sharif his representative in Dabhol, took hold of the ships along with the wealth and goods on it and fled to Rajapur. Fazal Khan, Afzal Khan's son, asked Abdul Karim, the Subhedar of Rajapur, to unload the ships at Rajapur. The Marathas took advantage of this opportunity to attack Rajapur and conquered it. Now, Abdul Karim who had

taken loan from the British, was unable to repay it. Hence, the British seized one out of the three ships, which were in Abdul Karim's charge. Of course, this was unacceptable to the Marathas and they asked the British to return the ship. The British refused to do so. Hence, the Marathas detained Velaji the local agent of the British at Jaitapur. Phillip Gifford, a British officer, visited the Maratha camp to request Velaji's release but he was also detained there. Later, both of them were released. However, this instance strained Maratha-British relations.

When the 'Panhala fort' was under siege laid by Adilshah's army and Chhatrapati Shivaji Maharaj was trapped inside the fort, Henry Revington, a British officer, Gifford and Velaji were supplying ammunition to Adilshah's army. They were certain that there was no escape for Chhatrapati Shivaji Maharaj from this situation. However, Maharaj was successful in escaping from Panhala. Next year, the Marathas defeated the British in the Rajapur campaign. The British officers – Henry Revington, Randolph Taylor, and Phillip Gifford – were arrested and imprisoned for two years.

Earlier, Lieutenant Stephen Ustick had met Chhatrapati Shivaji Maharaj on Raigad for obtaining permissions for the British factory. A meeting between Sundarji and Pilaji, representatives of Chhatrapati Shivaji Maharaj and Ustick was arranged but the negotiations in this meeting were not successful.

Henry Oxenden, a British agent, was present in the coronation ceremony of Shivaji Maharaj. He obtained the permission to open a British factory at Rajapur. On 12th June 1674 an agreement was signed by the British and the Marathas. The following terms and conditions were included in the agreement : issuing



permissions for the British to trade in Swarajya; to open factories in Rajapur, Dabhol, Chaul and Kalyan; right of the Marathas to levy 2.5% octroi on the British goods, etc. Chhatrapati Shivaji Maharaj prohibited use of British coinage in the Maratha dominion. He also dismissed some of the conditions put by the British, such as, the British goods found afloat from the wrecked ships should be returned to them

and the Marathas should enter a treaty with the Siddis of Janjira. This clearly reveals his resolute policy of safeguarding Maratha sovereignty.

In the times after Chhatrapati Shahu Maharaj, when Nansahab Peshwa took charge of administration. The British could ensure their entry in the political affairs of the Marathas as Nansahab, on one occasion, sought help from the British. Nansahab was

succeeded by his second son Madhavrao Peshwa. However Nanasaheb's younger brother, Raghunathrao wanted to become the Peshwa. Raghunathrao alias Raghoba approached the British for help. It resulted in appointing a British envoy in the Peshwa court, in Pune. In 1765 the British took over the fort at Malvan. After the death of Madhavrao Peshwa, his younger brother Narayanrao became Peshwa. In his reign, the British tried to conquer Thane, Vasai, Vijaydurg and Ratnagiri. In north India, the Mughal Emperor was under the protection of Shinde-Holkars. By this time, the British had become active to get the custody of the Mughal Emperor and to reduce the power of Bhosale dynasty of Nagpur in Bengal.

For the British to bring the region from Sashti-Vasai to Konkan under their sway was a priority for trading operations. So, they were already planning and moving in that direction. Raghunathrao Peshwa was offered asylum by the British. The British army marched from Mumbai to Pune with Raghunathrao Peshwa in their escort. The British army and the Maratha army met at Talegaon-Wadgaon near Pune and had a combat between them. The British army (and of course, Raghunathrao also) was defeated by the Marathas. A treaty was signed, which is known as 'Wadgaon treaty'. Later, Nana Phadnavis formed an alliance of four rulers, namely, Peshwa, Bhosale of Nagpur, Nizam and Hyder. However, the British successfully persuaded the Nizam to break the alliance. All through these happenings the British Governor Warren Hastings had realised that if the British had to establish their permanent rule in India, it was crucial to subdue the Marathas. In the battle of Kharda (Taluka Jamkhed, District Ahmednagar) the Maratha army had a sweeping victory over the Nizam in 1795. The British envoy who was present in the Maratha camp could minutely

observe and study the military tactics of the Marathas. Later, with the help of this envoy. Lord Wellesley could defeat the Marathas.

Nana Phadnavis died during the time of Bajirao Peshwa II. The relations between Holkar and Bajirao Peshwa II had turned bitter. As a result Yashwantrao Holkar attacked Pune. Bajirao Peshwa II panicked and sought asylum from the British. The treaty signed by the British and Peshwa after this instance is known as 'Treaty of Vasai'. However, this treaty was not acceptable to Shinde and Holkar. Hence, there was another Anglo-Maratha War in 1803. The Marathas were defeated in this war. The third Anglo-Maratha War was fought in 1817. The Marathas were again defeated and the Maratha rule came to an end in 1818. Bajirao Peshwa was granted an annual pension by the British and he spent rest of his life in Bithoor, near Kanpur.

#### 4.1.5 Siddi - Maratha Empire

In the latter half of the 15th century Siddis arrived in India from Abyssinia (Ethiopia). They established themselves at Janjira. Chhatrapati Shivaji Maharaj took over the forts in 1648 at Tale, Ghosale and Rayari. Siddi was alarmed because of this.

##### Try to do this:

A few treaties were signed between Chhatrapati Shivaji Maharaj and various colonial powers. Collect information about these treaties.

In 1671 Maratha army blocked all approaches to Janjira fort. Siddi, agreed to surrender the fort to Marathas but at the same time extended a hand of friendship to the Mughals and expressed readiness to be their feudatory. The Mughals agreed to help him. With the help of Mughals, Siddi successfully repulsed the Maratha army.

Siddi and the British always helped



each other against a common enemy. To strengthen the Maratha position against these two, Chhatrapati Shivaji Maharaj began to build a fort on Khanderi island in 1679. The construction work was supervised by Mainak Bhandari. Hughes, a British officer attempted to shut down the construction work by stopping the supplies to the site. The British had to face strong opposition from Mainak Bhandari and Daulat Khan, the chief of Maratha navy. They seized British ships and captured a number of British officers. The British deployed one big steamship and seven small ships. 40-50 small ships of the Marathas bravely confronted the British ships. In the end the British were forced to beat a retreat from the vicinity of Khanderi in 1680.

Siddi was increasingly getting difficult. Hence, Chhatrapati Sambhaji Maharaj decided to curb his movement and planned a campaign against him. Siddi was driven to despair because of the repeated attacks by the Marathas in the vicinity of Underi, Apte, Nagothane and Janjira.

While Chhatrapati Sambhaji Maharaj, was thus planning to crush Siddi for ever, the Mughal army was marching toward Swarajya. It would have been unwise to face two enemies on two different fronts. Hence, Maratha army stopped chasing Siddi.

After Chhatrapati Sambhaji Maharaj, Chhatrapati Rajaram Maharaj and Maharani Tarabai were continuously engaged in combating Aurangzeb. Therefore they could not pay much attention to the nuisance created by other enemies.

During the times of Bajirao Peshwa I, (1733 C.E.) once again the Marathas became active against Siddi. Chimajiappa, the younger brother of Bajirao Peshwa I, declared war against Siddi and won it. It

was a great victory. A treaty was signed by the Marathas and Siddi. Siddi accepted a feudatory status under the Marathas.

#### **4.1.6 Afghans – Maratha Empire**

In the first half of the 18th century, the mighty Mughal empire had already lost its glory. The Mughal rule was now limited only to Delhi, Agra and Punjab. The year 1748 witnessed the first invasion of India by Ahmadshah Abdali, the king of Afghans. He was defeated at Sirhind by Shahjada Ahmadshah the elder son of the emperor. In 1751 Abdali again invaded India. This time the Mughal emperor ceded the provinces of Lahore and Multan to Abdali in order to avoid war. In 1752 the Marathas and the Mughals arrived at an agreement. According to that agreement the Marathas accepted the responsibility to defend north India, especially the Mughal dominions. In return Mughal emperor granted the right of collecting Chauthai from Rohilkhand to the Marathas and also ceded parts of some of the Mughal provinces. In 1757 Abdali again attacked for the third time. He returned to Afghanistan after ransacking the region around Delhi and Mathura. This time the Maratha army marched from Pune under the leadership of Raghunathrao Peshwa but before they could reach Delhi, Abdali had already gone back. Marathas took charge of Delhi and normalised the situation there. Marathas and Sikhs together planned a campaign to get back Punjab which was held by Abdali. They conquered Sirhind province and then Lahore. From there the Maratha army reached Attock.

In 1759, Abdali marched back for the fourth time. Dattaji and Janakoji Shinde, the Maratha nobles resisted his advance. However, Abdali marched with great speed and strength and conquered Punjab in no time. Dattaji Shinde fell on the battlefield. Abdali took complete hold of Delhi. With an intention to oust the Afghans permanently,

the Maratha army marched out from Pune under the leadership of Sadashivraobhau Peshwa and Vishwasrao Peshwa. On 14th January 1761 the Maratha army and Abdali confronted each other at Panipat on the banks of river Yamuna. The war between them is known as the ‘Third Battle of Panipat’. Both Peshwas were killed in this war. A message in code language was sent to Pune announcing the loss. It was as follows : “Two precious pearls fell, twenty seven gold coins were lost and there is no count to the loss of silver and copper coins”. Indeed, the Marathas on the battleground of Panipat fought with a far-reaching conviction, which can be described

as ‘India for the Indians’. It was not an easy task for Abdali to rule Delhi and he soon returned home. The Maratha opposition was so fierce that neither Abdali, nor his successors ever returned to India.

The British could establish absolute supremacy in India, once the Maratha rule declined in the 19th century. However, the Indians fought against the British supremacy. Besides, they also had to fight against many internal evil practices and customs that were prevalent in the Indian society.

In the next lesson, we will be learning about the social and religious reforms in India.

### Exercise

#### Q.1 (A) Choose the correct alternative and rewrite the statement.

- Marathas defeated the Portuguese during the siege of ..... .  
(a) Vengurla (b) Phonda  
(c) Surat (d) Rajapur
- The political relations between Chhatrapati Shivaji Maharaj and the British began due to the ..... episode.  
(a) Kudal campaign (b) Afzal Khan  
(c) Fazal Khan (d) Coronation
- The younger brother of Bajirao Peshwa I defeated the ..... at Vasai.  
(a) British (b) French  
(c) Dutch (d) Portuguese
- The ‘Third Battle of Panipat’ was fought between Marathas and the ..... .  
(a) British (b) Abdali  
(c) Ahmad Khan Bangash  
(d) Najib Khan

#### (B) Find the incorrect pair from group ‘B’, and write the corrected one.

Group ‘A’                      Group ‘B’

- Cosme da Guarda      Portuguese historian
- Gonsalo Martez        Portuguese emissary

- Francois Martin        Chief of Dutch factory
- Henry Revington        British Officer

#### Q.2 (A) Write names of historical places/ persons/events.

- The first Europeans to arrive in India –
- The place where the Portuguese stored ammunition –
- They honoured Chhatrapati Shivaji Maharaj with tributes for ensuring the safety of their factories and issuing trading permits –
- The British agent at Jaitapur –

#### (B) Choose the right reason and complete the sentence.

Chhatrapati Shivaji Maharaj levied octroi on the salt trade to –

- oppose the Portuguese
- stop the British trade of salt
- raise funds for Swarajya
- oppose the colonialists

#### Q.3 State your opinion.

- Chhatrapati Shivaji Maharaj built naval force.
- Maratha policies were anti colonial.

**Q.4 Answer the following questions in detail.**

1. Write about Chhatrapati Shivaji Maharaj's policies regarding the European traders as seen in his Adnyapatra.
2. Explain Chhatrapati Shivaji Maharaj's resolute policy of safeguarding Maratha sovereignty.
3. Why did the strongest Maratha rule in India come to an end?

**Q.5 Observe the map on Page 29 and answer the questions based on it.**

1. Where were the Dutch colonies located on the west coast of India?
2. Where did the French establish their colonies on the east coast of India?
3. Whose factories were established in Agra and Allahabad?

**Project**

Collect information about the colonies established by the European colonialists in various countries, with the help of internet.



**The Memorial of the First Anglo-Maratha war - Vadgaon Mawal**

## 5. India : Social and Religious Reforms

### 5.1 Call for Social and Religious Reforms

### 5.2 Age of Reforms

### 5.3 Religious Reform Movements

### 5.4 Contribution of Social Reformers

### 5.5 Contribution of the rulers of Princely States in India

The contribution of the Indian social reformers who emerged from the first generation of Indians and who studied under the new educational system introduced by the British is very significant. The visionaries in the Indian society were aware that political freedom was not adequate without the internal transformation. It could happen through social and religious reforms. Hence, it is essential that we briefly review the social-religious reform movements. Raja Ram Mohan Roy's efforts was the beginning point of these movements.

### 5.1 Call for Social and Religious Reforms

The progress of Indian society was stunted because of superstitions, orthodox way of life, caste discriminations, false social notions, lack of curiosity and rationality that prevailed on large scale. The social reformers who were trained in the modern education system introduced by the British developed a different world view. They felt the need of creating a new Indian society which cherished the progressive values of 'Freedom, Equality, Fraternity and Humanism'. Therefore, they began to work towards creating mass awareness on various social and religious issues.

### 5.2 Age of Reforms

Raja Ram Mohan Roy was born in Bengal. He translated Sanskrit Upanishads in Bengali. The experience of witnessing



Raja Ram Mohan Roy

his brother's wife immolating herself on her husband's funeral pyre (she followed the custom of *Sati*), perturbed him very deeply. Roy published a letter about the evil practice of Sati. He was the first Indian to

point out that none of the Indian religious texts mentioned the practice of Sati as a prescribed religious obligation. It is because of his efforts that a law was passed by the Governor General Lord William Bentinck, abolishing the practice of Sati, in 1829. He was also opposed to the practice of child marriage and segregation of women (Purdah system). He opened an English medium school. He also launched the first weekly periodical in Bengali. Later, he also launched another publication in Persian language. He also started a philosophical discussion circle, named 'Atmiya Sabha'. This circle became a platform for searching

### You would like to know :

The British 'East India Company' made a resolution restricting the freedom of the press in 1824. An appeal was submitted to the government by Raja Ram Mohan Roy protesting against the resolution. The appeal was also signed by Chandra Kumar Thakur, Dwarka Nath Thakur, Har Chandra Ghosh, Gauri Charan Banerjee and Prasanna Kumar Thakur. When the Governor General ignored the appeal, Roy resubmitted it to the King of England. Two lines in that appeal are important. Roy wrote, 'The rulers usually oppose freedom of press because it may restrain their power'.

similarities value systems of different religions. In 1828, he founded 'Brahmo Samaj' and proclaimed that 'God is one and there is no need to worship idols to propitiate him'.

Raja Ram Mohan Roy spoke in support of the anti-colonial movements in the Spanish colonies in South America. He supported the liberal people in Spain who were against the monarchical rule. In 1830 he had gone to England to plead the case of the Mughal emperor. In recognition of this the Mughal emperor conferred the title of 'Raja' on him. He stayed in England for 2 years. Later, he went to France. In India, he unfolded Europe for the Indians and similarly, whenever in Europe, he unfolded India to Europeans.

Roy, being trained in the British regime, laid the foundation of modernity in India through his writings and work. Organisations like 'Manavdharm Sabha', 'Paramhansa Sabha' and 'Dnyanprasar Sabha' were inspired by his work.

### 5.3 Religious Reform Movements

**Prarthana Samaj :** 'Prarthana Samaj' had its origin in the 'Paramhansa Sabha'. It was founded by Dadoba Pandurang Tarkhadkar. The founding members of 'Prarthana Samaj' like Dr. Atmaram Pandurang, Justice M.G. Ranade, Dr. R.G. Bhandarkar opposed idol worship and emphasised on the principle of 'One Supreme God' (monotheism). They opened orphanages, schools for girls and night schools for workers. They focused on the importance of gender equality, wiping out caste discriminations and also on appreciating the value of mundane life.



**Dr.R.G.Bhandarkar**

**Satyashodhak Samaj :** In 1873 Mahatma Jotirao Phule founded 'Satyashodhak Samaj' in Pune. It challenged intellectually and rationally unjust religious traditions. Mahatma Phule cracked a whip on the social customs and practices, which pushed the masses of Indian society into a miserable state. He showed a new path to the farmers, artisans, workers and various suppressed castes for their upliftment. The characteristics of the Satyashodhak Samaj included monotheism, rejection of the authority of Veda-Puranas, acceptance of rationality, opposition to dominance and intrusion of the priests and idol worship, pilgrimage, disbelief in miracles and opposition to the notion of a world after death. Mahatma Phule and Savitribai Phule took initiative in the movement of education for girls by starting a school for them. They emphasised on the fact that educating the girls is the only way to their emancipation. The work of educating girls was continued by Pandita Ramabai and Ramabai Ranade.



**Mahatma Jotirao Phule**



**Savitribai Phule**

The social system in India was based on social inequality. Mahatma Phule worked for creating a social system based on equality. His work was continued by Gopalbaba Walangkar, who severely criticised untouchability in his book, 'Vital Vidhwamsan' (Destroying Defilement). Shivram Janba drew attention to the problems of the deprived women like Murali, Jogatini and Devdasi.



Swami Dayanand Sarawati

**Arya Samaj** : Swami Dayanand Sarawati founded 'Arya Samaj' in 1875. Arya Samaj regarded Vedas as holy books. Arya Samaj rejected discrimination based on caste difference and encouraged education of women, widow remarriage and inter-caste marriages.

**Ramkrishna Mission** : Swami Vivekanand established 'Ramkrishna Mission' in 1897. Ramkrishna mission focused more on serving needy people. They worked for people affected by famine, healthcare for the sick people, serving the weak, upholding the cause of education for women and spiritual betterment. It gave a message to the Indian youth to get up, to awaken and keep moving until the goal is achieved.



Swami Vivekanand

### Try to do this:

Collect information with the help of internet and teachers about these people : Pandit Ishwarchandra Vidyasagar, Vishnushastri Pandit, Veereshlingam Pantalu and Maharshi Dhondo Keshav Karve.

## 5.4 Contribution of Social Reformers

**Sir Sayyad Ahmad Khan** : He was born in 1817 in Delhi. He was fluent in Urdu, Persian, Arabic and English. He had edited 'Ain-i-Akbari', a book about Emperor Akbar's administration,



Sir Sayyad Ahmad Khan

written by Abu'l Fazl. He established 'Scientific Society' for Muslims. Members of this society were scholars of History, Science and Political Economy. In 1869 he went to England. After returning from England he founded 'Mohammadan Anglo Oriental College' in 1875. Later it developed into 'Aligarh Muslim University'. He started a periodical entitled, 'Mohammadan Social Reformer'. He worked for the propagation of modern education, science and technology.

### Let us find out.

Collect information about 'Singh Sabha' that was founded in Amritsar.

**Tarabai Shinde** : She was born in 1850 at Buldhana. She wrote an essay comparing the situation of women and men. In this essay she wrote about women's rights. She expressed her thought in a very upfront manner. She did not just stop at discussing about reforms like widow remarriage, women's education, abolition of Sati but proceeded to demand gender equality. Considering the time frame of her essay, it was indeed, very brave step. She was the first Indian woman to challenge the patriarchal system. She opined that religious systems suppress women because religions are created by men. Mahatma Phule justified her thoughts by giving resolute answers to her critics.

### Maharshi Vitthal

### Ramji Shinde

He opened Marathi schools and schools for technical training in Paral, Deonar in Mumbai, under the umbrella of 'Depressed Classes Mission' that was established by him. He worked to create public awareness about the issues affecting the depressed classes, like entry in temples, (for example,



Maharshi Shinde

entry in Parvati temple in Pune) Agricultural conference and joint electorate system of depressed classes.

**Dr. Babasaheb Ambedkar :**

Dr. Babasaheb Ambedkar had determined to work for creating a society based on the



**Dr. Babasaheb Ambedkar**

principles of 'Freedom, Equality and Fraternity'. He began a movement for fighting the caste system and bringing equality. He gave a message from the platform of

'Bahishkrut Hitkarini Sabha', "Educate yourself, get united and fight". This movement led to the 'Satyagraha of Chavadar Tank' at Mahad. He asserted that the public water bodies should be open to all. He burnt Manusmriti, the book that was the source of social inequality in India. In 1930 he launched a Satyagraha to open the 'Kala Ram Temple' in Nasik for all. Karmaveer Dadasaheb Gaikwad headed this Satyagraha.

Dr. Babasaheb Ambedkar knew the importance of print media. For him it was the best instrument for creating public awareness and to build the movement for social equality. He began to publish his own newspapers, namely, 'Mooknayak', 'Bahishkrut Bharat', 'Janata' and 'Samata'. He formed, 'Independent Labour Party' for the good future of the working class. Later he formed 'Scheduled Caste Federation' to continue the work of shaping a society based on equality. In 1956, along with his numerous followers, he got initiated to Buddhism. Among his contributions the most important is the drafting of the 'Constitution of India'.

**Ramaswamy Naikar :** He was born in 'Erode', a city in Tamilnadu in 1879. He began his work in 1920 as a member of

the Congress. He became a follower of Mahatma Gandhi's philosophy and worked for propagating the use of 'Swadeshi' and for temple entry to all. He participated in the



**Ramswamy Naikar**

'Vykom Satyagraha' in Tranvancore, against untouchability. He started 'Swabhiman Andolan' in Tamilnadu. He fought against the varna system and child marriage. People began to address him as 'Periyar' (Great Soul) because of his magnanimous work. He was a great speaker and author. He took a radical position on the issues like women's rights and family planning.

**Kamaladevi Chattopadhyay :**

Kamaladevi was an active volunteer of Congress. She convinced Mahatma Gandhi



**Kamaladevi Chattopadhyay**

to let women participate in the salt satyagraha. She herself participated in the satyagraha. She worked for women's rights throughout her life. She organised demonstrations to draw attention to the problems of workers and farmers. She was insistent on justice to female agricultural labourers. Similarly, she also insisted that women working in factories should have necessary facilities. She consistently followed up the issue of maternity leave to women. She was imprisoned for one year by the British for participating in the 'Quit India' movement.

**5.5 Contribution of the rulers of Princely States in India**

**Maharaja Sayajirao Gaikwad :**

Maharaja Sayajirao of Baroda State had adopted progressive policies. He made provision of free schooling and free hostels

for the students from the untouchable-tribal class. He also encouraged women's education and also opened a centre for physical training of women. He started various social programmes, such as, community feasts for all castes ('sahabhajan'), grampanchayat in every village, literate grampanchayat members, library in every village, compulsory primary education, compulsory physical training for boys and girls, ban on child marriage, widow remarriage, etc. He also provided courses for students from farmer families based on agro-industries. He passed a resolution for assuring a share in the ancestral property to married as well as widowed women.



**Maharaja Sayajirao Gaikwad**

**Rajarshi Shahu Maharaj :** The ruler of the princely state of Kolhapur, Rajarshi Shahu Maharaj supported Dr. Babasaheb Ambedkar's leadership, while leading the

'Non-brahminical Movement' in his state. He made a public declaration of reservations and passed a resolution for free and compulsory primary education. He also very strongly opposed the customs of 'Rotibandi' (restrictions on eating together), 'Betibandi' (restrictions on inter-caste marriage) and 'Vyavasaybandi' (restrictions on practicing occupations other than the ancestral occupation of one's caste). He made a law for inter-caste marriage. People in his state were permitted to choose any occupation.

Thus, the social reformers created a positive picture for the future of our country. It was necessary to build a society with firm intellectual and rational base for obtaining freedom from the British rule.



**Rajarshi Shahu Maharaj**

In the next lesson we are going to learn about the freedom movement of the Indians.

### **You would like to know**

As far as social reforms in Maharashtra are concerned, the list of people, who devoted their lives for it, is quite extensive. However, it is essential to mention a few prominent names among them. The contribution of Karmveer Bhaurao Patil and Punjabrao Deshmukh, Maharshi Dhondo Keshav Karve, Godavari Parulekar, Tarabai Modak and Anutai Wagh in the field of education deserves a special mention. Sant Gadge Maharaj and Rashtrasant Tukdoji Maharaj worked for creating

social awareness through their kirtans and bhajans. In the field of social service the work of Dr. Shivajirao Patwardhan, Dr. Baba Amte and Dr. Rajanikant Arole is of great value. Dr. Baba Adhav started the movement of 'Ek Gaon, Ek Panvatha' (One Village, One Water Source). R.D. Karve was on the forefront to inculcate the value of rationality in people in our social life. Efforts of Dr. Narendra Dabholkar sowed the seeds of 'Andhashraddha Nirmulan' movement (movement for elimination of superstition).



**Q.1 (A) Choose the correct alternative and rewrite the statement.**

- Raja Ram Mohan Roy wrote an English letter against the ..... .  
(a) caste system (b) child marriage  
(c) practice of sati (d) segregation of women (Purdah system)
- 'Arya Samaj' was founded by ..... .  
(a) Swami Vivekanand  
(b) Mahatma Jotirao Phule  
(c) Swami Dayanand Saraswati  
(d) Ramswamy Naikar

**(B) Find the incorrect pair from group 'B', and write the corrected one.**

**Group 'A'**

**Group 'B'**

- |                       |                               |
|-----------------------|-------------------------------|
| 1. Brahma Samaj       | Raja Ram Mohan Roy            |
| 2. Satyashodak Samaj  | Mahatma Jotirao Phule         |
| 3. Paramhansa Sabha   | Maharshi Vitthal Ramji Shinde |
| 4. Ramkrishna Mission | Swami Vivekanand              |

**Q.2 Write names of historical places/persons/events.**

- The title conferred on Raja Ram Mohan Roy by the Mughal Badshah –

- The one who founded 'Mohammadan Anglo Oriental College' –
- The one who participated in 'Vykom Satyagraha' –
- The one who made the law of free and compulsory primary education in Kolhapur Princely State –

**Q.3 Write short notes.**

- Prarthana Samaj
- Satyashodhak Samaj

**Q.4 Answer the following questions in detail.**

- What were the social reforms on which Raja Ram Mohan Roy put a great emphasis?
- Write about the contributions of Ramkrishna Mission.
- Write about the contributions of Sir Sayyad Ahmad Khan.
- Describe the contribution of Ramaswamy Naikar.

**Project**

Collect information about the efforts for women's education in Maharashtra, with the help of internet.





Mahatma Jotirao Phule Wada - Pune

## 6. Indian Struggle against Colonialism

### 6.1 Struggles before 1857

### 6.2 Freedom Struggle of 1857

### 6.3 Background of Founding the Indian National Congress

### 6.4 Founding of the Indian National Congress

### 6.5 'Moderates' and 'Extremists'

### 6.6 Armed Revolutionaries in India

### 6.7 Mahatma Gandhi: Non-violent Resistance Movement

### 6.8 'Quit India' Movement of 1942

In this lesson we will study the Indian struggle against colonialism.

#### 6.1 Struggle before 1857

In 1818, the British East India Company took complete charge of Khandesh. The Bhils in the region of Satpuda, Satmala and Ajintha united against the British. Trimbakji Dengale, an advisor of Bajirao Peshwa II, was imprisoned by the British. He somehow managed to escape from the prison. Under the leadership of Godaji and Mahipa, nephews of Trimbakaji Dengale, the Bhils revolted against the British. There were 8000 of them who participated in the revolt.

Captain Briggs blocked all the supplies coming to the Bhils. At the same time Mount Stuart Elphinston, a British officer adopted a policy of pacifying the Bhils. They were recruited to protect the travellers. He offered them jobs and pensions. However, the policy of cornering the Bhils was also continued. Major Morin left no alternative for the Bhils but to surrender. Around 1822 the revolt under the leadership of Hariya Bhil was crushed by Captain Robinson. Another revolt of the Bhils, in which thousands of Bhils participated, was crushed by Lieutenant Outram. However, he also stayed among the Bhils and won their confidence. He tried to bring them in the mainstream of urban life.

He adopted measures like declaration of amnesty, land grants, agricultural loans (*tagai*), reprieve from the past crimes and recruitment in army to weaken the opposition from Bhils.



#### Do you know?

**Revolt of the Paiks :** Since mediaeval period there was a system of employing soldiers known as Paiks (soldiers on call, who own their weapons), who served the kings of petty states in Odisha.

They were given free farm lands for cultivation by these kings. When not on war, they lived by cultivating these lands. In the times of war they were called to fight for their king.

In 1803, the British took over Odisha from the Bhosale of Nagpur. The British seized the lands cultivated by the Paiks for generations. It enraged the Paiks. Also the salt tax had made salt an unaffordable commodity making daily life of people miserable. This situation resulted in an armed revolt by Paiks. Bakshi Jagbandhu Bidyadhar was the leader of this revolt.

Hansaji Naik ruled the region of Nanded. He refused to merge his territory in Nizam's dominion. He conquered some forts of the Nizam. A war was inevitable. Major Pitman, Captain Evans, Captain Taylor with a regiment of 400 soldiers joined Nizam for his protection. The war continued for 25 days. In the end Hansaji was defeated.

In Satara District the Ramoshi community revolted under the leadership of Chitursingh. Santaji Naik and Umaji Naik were among the captains heading the Ramoshi groups. They seized the consignment of some moneylenders that was in the transit from

Pune to Mumbai. In 1824 Umaji Naik seized the government treasury at Bhamburde (presently Shivajinagar, Pune). Both together, with their activities, made the British desperate. To put an end to their activities the British government declared an award of Rs. 5000 each, for catching Umaji Naik and his mates Bhujba, Pandya and Yesaji. Meanwhile Umaji Naik regularly held meetings with his people and planned further actions. To stop



Umaji Naik

it, the British government ordered the peasants not to offer the rebels any food, clothing, shelter and money. In addition people were also threatened with confiscation of their lands. They also ordered people to inform the government about Umaji's whereabouts, if they come to know of it. Captain Davis with the help of five companies of cavalry began chasing Umaji. However, he did not succeed in his task. The rebels were continuously at war with the British, often changing locations from Satara, Wai, Bhor to Kolhapur. Captain Mackintosh took over the task of capturing Umaji. Umaji ordered his mates to kill the British officers. However, the British caught Umaji near Bhor. Umaji was presented in the court and was sentenced to death. He was hanged at Pune.

In 1828 Phondsavant Tandulwadikar, the in-charge ('Killedar') of Mahadevgadh rebelled against the British. However the British promptly crushed it.

Angered by the British policies, the members of Sawantwadi aristocracy got together and revolted against the British. However, Spooner\*, the British political agent was successful in crushing it. Even after their defeat a few of the Sawantwadi aristocracy reattempted a revolt. By then the British had imposed military law in the area. Captain Outram finally managed to end the revolt permanently.

*\*A Political agent was a representative of the British government instated in the courts of an Indian princely state.*

In Kolhapur state, there used to be keepers of forts, called 'Gadkari'. A Gadkari was a salaried officer in the Maratha regime. However, the British government took away the authority of the Gadkaris and stopped paying them salary. The first resistance to this decision was raised at Samangadh near Kolhapur. Captain Outram arrived with his platoons to bring the Gadkaris under control. However, in the first run the rebels were



### Do you know?

Umaji Naik had issued a charter against the British. The Charter said, "Wherever in our country, Europeans, if spotted, should be caught and killed without a concern to their official position. Whosoever, successfully does it will be rewarded by the new government in way of money, lands and Jahagirs. This is an opportunity for those who wish to reclaim their lost lands, rights and properties under the British rule. They may avail of this opportunity. The British military has recruited Hindi soldiers-mounted and foot soldiers. They should leave their jobs in the British military. They should not obey their superior's orders. If they do not follow this instruction then the new government will punish them. Put the bungalows of the Europeans on fire. Loot the Government treasury. Whosoever, does it will be allowed to retain the money with himself. Don't deposit the collected revenue in the government treasury. It is obligatory to comply with our orders for every person, may he be a Hindu or a Muslim. It's the time now for the prediction of a doom for the British rule, to come true."

successful in taking charge of Panhala, Pavangadh and Vishalgadh. Later, more platoons arrived from Madras (Chennai) and the Gadkaris were forced to surrender.

## 6.2 Freedom Struggle of 1857

The freedom struggle of 1857 was the result of mounting pressures because of increasing discontent of Indian soldiers in the British army and also political, social, religious and economic reasons. The treatment given to Indian soldiers and the restrictions imposed on them were at the root of their discontent. The soldiers felt hurt because of many reasons, such as cuts in their allowances, being compelled to cross the sea, frequent humiliation during daily parade, partiality ruling large in matters of transfers, being left out during promotions, etc.

On the civil front, Lord Dalhousie adopted the Doctrine of Lapse\*. It created discontent among the rulers of princely states who were subjected to his policy. By implementing this policy Dalhousie annexed the states of Satara, Jaitpur, Sambalpur, Udaipur, Nagpur and Jhansi to the British empire.

*\*Policy of not permitting an adopted son (Dattak) to succeed a deceased ruler of a princely state unless there was a pre-approval to such succession by the British Government.*

Annexation of the princely states put the soldiers in their army out of job. They returned to agriculture increasing the pressure on the cultivable land. Gradually, people also began to believe that through administrative policies the company government was trying to destroy their religion. Along with annexing the states the British government also seized inherited land holdings, which had made a large number of Indians unhappy.

The British government tried to introduce new land revenue systems like 'Kayamdhara or Jamindari' (permanent settlement), 'Ryotwari' and 'Mahalwari'. These revenue systems were formed without any concern to Indian tradition of revenue systems, Indian

cropping cycle and Indian climate. The new revenue systems introduced by the British made the common farmer penniless while making the government and the landlords rich. Earlier, the land tax could be paid by way of food grains and other commodities. Now the farmer had to pay it in hard cash. Despite of good or bad harvest, there was no option but to pay the tax. More so if there was a famine, the farmer was driven to a dire condition. Droughts, epidemics used to affect people and animals the most. However, the British outlook used to be absolutely unsympathetic. Thus, the farmer was caught between the government and moneylenders. Earlier, selling of agricultural land was not allowed. Now the British government defined agricultural land as sellable. The farmers who were in difficult situation had no alternative but to sell portions of their land, for getting some hard cash. Lands thus acquired, were used for cultivation of cash crops like indigo by the British owners. The labourers employed on their plants were exploited to the utmost. Their conditions were miserable. Unemployment, despair, disbelief loomed large all over India, which had made the life of common people very difficult.

### Try this.

Collect more information about 'Kayamdhara', 'Ryotwari', 'Mahalwari' land revenue systems and discuss it in the class. Also discuss the present land system of 'Anewari'.

Not only the monetary exploitation but also forced religious conversions, British policies with regard to Indian customs and traditions contributed to the increasing discontent among Indian people.

In the year 1856, Indian soldiers in the British army were given long range Enfield rifles and new cartridges for loading in these rifles. A rumour spread in army camps that these new cartridges are smeared with cow

and pig fat. In order to load the gun with a cartridge, one had to break it open with teeth. The idea of breaking a cartridge smeared with cow or pig fat, with one's teeth was repugnant to Indian soldiers for religious reasons. The Indian soldiers who refused it were forced to do so by the British. Finally, in the month of March of 1857, Mangal Pandey, who was posted in Barakpur Cantonment, gave a vent to the rage of Indian soldiers. The British punished him by hanging to death. This escalated the fury among Indian soldiers. Soon after this

incidence the Indian soldiers in Lucknow Cantonment revolted, followed by the revolt of cavalry units in Merath. In the chaotic situation created by the sudden revolt, Indian soldiers broke into rampage killing British individuals and taking revenge on their families, at times turning it into blind massacre, putting houses on fire and so on. Some soldiers began to march towards Delhi.

On 12<sup>th</sup> May 1857 Delhi was captured and was completely under the control of Indian soldiers. They handed over the reins



of the uprising to the Mughal Emperor Bahadur Shah. He was reinstated as the ruling emperor of India, declaring him to be 'Shahanshah-i-Hindustan'. However, he was the nominal leader of the uprising. Its de-facto leaders



**Bahadur Shah**

were Nanasahab Peshwa, Tatyasaheb Tope, Rani Lakshimbai, Maulavi Ahmadulla, Begum Hazrat Mahal, Kunwar Singh and Senani Bakht Khan. The uprising was more intense in Delhi, Kanpur, Lucknow, Jhansi and some parts of West Bihar. Bakht Khan took the responsibility of assuring the safety of Delhi.

On 27<sup>th</sup> May 1857 the British army attacked Delhi with an intention of recapturing Delhi. They staked their entire strength on this purpose. Brigadier John Nicolas was killed in the battle. Ultimately, the British could conquer Delhi because of Sir John Lawrence, a British diplomat and the Sikh platoon. British General Hudson was the one who arrested Bahadur Shah. After arrest, Bahadur Shah was sent to Rangoon (Burma/Myanmar). He died there in 1862.

Prior to the capture of Delhi, the feeling of dissatisfaction had spread in many places and the riot was quickly intensified in Ayodhya, Lucknow and the Northwestern province. Very soon it spread like a wild fire in Aligarh, Itawa, Mathura, Bareilly, Azamgarh, Faizabad, Kanpur, Jhansi, and Ahmadabad.

The Indian soldiers at Jalandhar, Ludhiana, Multan, Sialkot in Punjab actively responded to the uprising. Similar instances took place in places like Gwalior, Indore, Mhow and Sagar in Madhya Pradesh. The uprising reached Nasirabad Cantonment and rest of Rajasthan.

The uprising also reached Dhaka, Chittagong and Madariganj, presently in Bangladesh and Bhagalpur in Bihar. In

Bihar, the soldiers at Dinapur, near Patna revolted under the leadership of Kunwar Singh who was a landlord from west Bihar. Kunwar Singh also received a good response from places like Hazaribagh (presently in Jharkhand) and Deogarh, Sambalpur in Odisha.



**Nanasahab Peshwa**

Kanpur. Sir Colin Campbell, the British Commander-in-Chief, defeated Tatyasaheb Tope and regained the control over Kanpur.

In this war Tatyasaheb Tope and Begum Hazrat Mahal were initially on the winning side. The British army under the leadership of Havelock and Outram was not very successful to begin with. Then the King of Nepal Jang Bahadur, arrived with his Gurakha platoons to help the British. Maulavi Ahmadulla led the army of Indian soldiers. Colin Campbell with his military skills and experience conquered Lucknow.



**Tatyasaheb Tope**

Governor General Lord Canning ordered Colonel Neil to march to Banaras (Varanasi) and Allahabad. The revolting soldiers had a great backing in these cities. Colonel Neil used canons to answer the rifles of Indian soldiers. His tactics took a cruel turn when he ruthlessly massacred and hanged many people. Hearing the news from Varanasi, the soldiers in Allahabad reacted by taking revenge on the Europeans in the city. Many Europeans were killed there. When Colon

Neil came to know this, he straightaway proceeded to Allahabad and indiscriminately killed the Indians. The British atrocities reached its climax.

**Try to do this:**

Vishnubhat Godse from Vasai was in Jhansi in 1857. Get the book, 'Maza Pravas' authored by him as the eyewitness of the happenings and read it.

In Jhansi the Indian soldiers rose against the British. They got organised under the leadership of Nanasahab Peshwa, Tatya Tope and Lakshmibai, the Queen of Jhansi. Field Marshall Sir Hugh Rose put Jhansi under siege. Tatya Tope came to the queen's rescue but he was defeated by Hugh Rose. The British also conquered Kalpi. Lakshmibai, the queen died in the battlefield. Sardar Mansingh of Gwalior handed over Tatya Tope to the British by treachery. Tatya Tope was hanged to death in 1859. Nanasahab Peshwa, wife of Bajirao Peshwa II and nephew Roesahab escaped to Nepal and settled there permanently.



**Queen Lakshmibai**

In Maharashtra Rango Bapuji Gupte attempted to organise a rebellion at Satara but he was unsuccessful. His associates were punished for it. Babasaheb Bhave, the ruler of the Nargund state joined the uprising in 1858.

The British government got a whiff of the plan of revolt in Mumbai. Immediately the people, who were involved in the plan were blown to death by tying them to a cannon. The Bhils in Khandesh also joined in the revolt. Their leaders Bheema Naik and Kajarsingh Naik seized a government treasury worth seven lakhs. The Bhils and the British confronted each other at Ambapani (Jalgaon District).

At Kolhapur, Ramji Shirsat, who was awaiting the news of the uprising in the north, took charge of the government treasury and began to organise the soldiers and others under his leadership. In response to the uprising, Chimasahab, a member of the royal house of Kolhapur, also joined and took over the leadership of the rebels. The uprising was supported well by the people in Kolhapur, Belgaon and Dharwad.

The nationwide rage created by the war of 1857 could not be quelled in short time. It continued for more than a year. The number of soldiers, involved in the war at Delhi, Merath, Kanpur, Lucknow, Gwalior and some other places was considerably large, around one lakh. They were adequately armed. They possessed right state of mind, also not lacking in valour and yet they were defeated.

Queen Victoria of England acknowledged the rage of Indian people, which gave rise to the war of 1857. To establish peace, she addressed the issue by publishing a charter, known as the 'Queen's Proclamation'. She declared that all Indians were her subjects and she wanted to assure them of few things. Her assurance included a promise of no discrimination on the basis of race, creed (faith system), caste and birth place, employment on the basis of qualification and skills, no interference in religious matters, fulfillment of the agreements with the rulers of princely states, etc.

The war of 1857 also left a deep impact on the Indian society. Provincial and communal loyalties were gradually replaced by a feeling of being united as a nation and national loyalty. It was dawned on Indian people that they cannot win in an armed combat with the British and a need was felt to find more innovative methods to counter the British rule.

Becoming aware of the power of united Indian people during the 1857 war, the British adopted a policy of 'divide and rule'



in later years of their regime.

### **6.3 Background of Founding the Indian National Congress**

The founding of Indian National Congress that eventually followed the 1857 Independence war, was the key event in the independence movement of India. It was the first organisation in India that pulled people from all quarters of India.

Dwarkanath Tagore established 'Land Holders Association' in 1837 to safeguard the interests of landlords. In 1839, William Adams, a friend of Raja Ram Mohan Roy established 'British India Society' in London to acquaint the British citizens in England with the conditions in British India. Later, George Thompson, a friend of Dwarkanath Tagore established 'Bengal British India Society'. In 1851, 'The Land Holder's Association' and the 'Bengal British India Society' merged together and 'British Indian Association' was founded. By the initiative of Harishchandra Mukherjee, this organisation dispatched a document presenting grievances of the Indian people to the British Parliament. At about the same time, 'Madras Native Association' also began to work on similar lines. In 1866, Dadabhai Nowrojee in collaboration with Vyomeshchandra Banerjee established 'East India Association' in London and began the work of creating awareness about Indian conditions. The 'India League' was active in this regard from 1875. Later, Surendranath Banerjee established 'Indian Association' and declared that this association would work for uniting Indians of various racial origin and caste, with the help of common political interests and aspirations. Indian Association called a conference of the representatives of various Indian provinces, in 1883 at Kolkata.

The 'Madras Mahajan Sabha' founded in 1884 was an important nationalist organisation. At about the same time English education and urge for social reforms resulted in the formation of 'Bombay Presidency

Association' in January 1885 by Justice Kashinath Trimbak Telang, Pherozeshah Mehta and their associates.

### **6.4 Founding of the Indian National Congress**

On 28<sup>th</sup> December 1885 the first session of Indian National Congress was held at Mumbai, in 'Gokuldas Tejapal Sanskrit College'. It was attended by 72 delegates from various parts of India. Vyomeshchandra Banerjee presided over this session. Many eminent people like Pherozeshah Mehta, Dadabhai Nowrojee, Rahimtulla Sayani, Kashinath Trimbak Telang, Gopal Krishna Gokhale participated in the proceedings of this session. Allan Octavian Hume, a British officer in India took significant lead in the founding of Indian National Congress. In this first session nine resolutions were passed. Through these resolutions, demands for appointing a commission to enquire into the British administration in India, to appoint elected representatives of people on central and provincial legislative assemblies, to employ Indians in the administrative services, to conduct civil service examinations in India, to curtail military expenses, to sanction more funds for higher education and to make provisions for technological education were put forth.

### **6.5 'Moderates' and 'Extremists'**

At about the same time, a debate emerged, especially in Maharashtra, arguing about the priority of political reforms over priority of social reforms. The 'Extremists' wing of thinkers insisted that independence should be the natural priority. An independent nation could provide a right set-up for social reformation. On the other hand, the Moderates thought that without social reformation independence was incomplete. They did not mind appealing to the British government to help in the task of social reforms.

Gopal Ganesh Agarkar was at the helm of those who insisted on the priority of social reforms. He used to say that we need to first



## Do you know?

### Section 124(A) And Maharashtra :

On 25<sup>th</sup> November 1870, James Stephen added section 124(A) to Indian Penal Code. It is known as 'Sedition Law'. This law declared that, any act leading to insurgency, such as using provocative words, writing, signs or similar things against the British rule was a crime, punishable with fine or imprisonment or death sentence. 'Bangvasi' a weekly magazine was the first one to be charged for treason and tried under this law.

On 15<sup>th</sup> June 1897 'Kesari' the newspaper from Pune, published a Poem, entitled, 'Shivajiche Udgar'. This poem was supplemented by Lokmanya Tilak with his subsequent editorials. It included the editorials that appeared with titles like, 'To Rule, Not to Take Revenge' ('राज्य करणे म्हणजे सूड उगवणे नव्हे'), and 'What is Treason?' ('राजद्रोह कशाला म्हणतात?'). Lokmanya Tilak was the first editor in India to be arrested for treason and tried

under Section 124(A).

On 14<sup>th</sup> March 1878 the 'Vernacular Press Act' was implemented. This act was concerned with writing and printing articles that would lead to insurgence against the British government or creation of hatred among people on the basis of race, caste and creed. A conference was called against this law by native journalists in Kolkata. However, those who organised this conference were from Maharashtra - Ganesh Vasudev Joshi also known as 'Sarvajanik Kaka' and Justice Mahadeo Govind Ranade.

By implementing this law, the British government had confiscated 210 Marathi books. Lokmanya Tilak, Shivrampant Paranjape and Ganesh Damodar Savarkar were put under trial for sedition. '1857 - The First War of Independence', the book written by Swatantryaveer Savarkar was one of the confiscated books.

reform ourselves. On the contrary, Lokmanya Tilak, who was the leader of the Extremists, used to say that the home taken over by others should be recovered first, then only we can reform it.

Pherozeshah Mehta, Gopal Krishna Gokhale were the leaders of the Moderates. They felt that if they could convince the government about their grievances, with necessary proofs, the government will not disappoint them. Lokmanya Tilak, on the contrary, felt that British government will not yield to applications, requests and speeches.

The differences between Moderates and Extremists reached its climax in the session of Indian National Congress held at Surat in 1907. The Moderates wanted to avoid the resolutions of 'Swadeshi' and 'Boycott'. The Extremist wanted to stop these attempts of

the Moderates. This increased the tension during the session. Reconciliation became impossible. Ultimately the Indian National Congress split into two groups.



Lokmanya Tilak

In order to control the programmes of Indian National Congress, Lord Curzon planned the partition of Bengal. After the partition of Bengal, the British government began to take strict actions against the leaders of the Extremists. Lokamanya Tilak was sent to Mandalay prison for 6 years under the charge of treason. Bipinchandra Pal was imprisoned and Lala Lajapatrai was deported.



### Do you know?

Lokmanya Tilak had returned from Mandalay when the First World War had begun. Lokmanya Tilak proposed that Indians should take advantage of the situation resulted because of the war. The war had put the British government in a difficult situation. Hence, it was the right time for pressing the cause of Indian independence. The Governor of Bombay (Mumbai) called a meeting of Indian leaders for help. Lokmanya Tilak, in very clear terms, told the British that the Indian soldiers would be sent to fight, if only, British Government promise the 'Swaraj'. This policy of Lokmanya Tilak is known as 'Responsive Co-operation'. When the Governor stopped, Lokmanya Tilak got up and immediately left the meeting without bothering for anything or anybody.

Lokmanya Tilak returned to India after completing a six year term in the prison of Mandalay in 1914. After that there was a reconciliation between Moderates and Extremists and they came together in the Congress session at Lucknow.

### 6.6 Armed Revolutionaries in India

The Indian movement against the British imperialism took many forms. One of the movements was of armed revolution. The main objective of the armed revolutionaries was to weaken government administration, to dispel the fear of the government in people's mind and thus to uproot the British rule from India.

Ram Singh Kuka had planned a revolt in Punjab against the British government. In Maharashtra, Vasudev Balwant Phadke, was the one to do the same. Commissioner Rand's methods of treating people during

the plague epidemic in Pune were atrocious. Enraged by it, Damodar and Balkrishna Chapekar, the two brothers killed Rand.

In 1899, with the initiative of Ganesh Damodar Savarkar and his brother Vinayak Damodar Savarkar, 'Mitra Mela' a secret organisation was established at Nasik. The same organisation was renamed in 1904 as 'Abhinav Bharat'. The same year Vinayak Damodar Savarkar went to England for higher education. From there he began to send revolutionary literature, pistols, etc. to the members of Abhinav Bharat. He wrote a biography of Joseph Mazini, an Italian revolutionary. He also wrote the book, '1857 - The First War of Independence'. The British government came to know of the activities of 'Abhinav Bharat'. Ganesh Damodar Savarkar was arrested by the British Government. Jackson, the British collector punished him with life sentence. Anant Lakshman Kanhere a young Indian revolutionary killed Jackson to avenge the punishment given to Ganesh Damodar Savarkar. The government held Vinayak Damodar Savarkar for Jackson's murder. He was arrested and had to face a trial in the court. He was declared guilty and sentenced to rigorous imprisonment for 50 years at Andaman.



Swatantryaveer  
Savarkar

A revolutionary organisation named as 'Anusheelan Samiti' was active in Bengal. Aurobindo Ghosh and his brother Barindra Kumar Ghosh were at the head of this organisation. The organisation had a centre of bomb making at Maniktala near Kolkata. In 1908, Khudiram Bose and Prafulla Chaki of Anusheelan Samiti, made a plan of Kingsford's assassination who was an evil British magistrate. However, the horse cart which was bombed by them did not

carry Kingsford but two British women instead. They both died. Prafulla Chaki shot himself and Khudiram Bose was arrested and hanged.

Shyamji Krishna Verma had founded 'India House' in London. This organisation used to give scholarships to Indian students in England taking higher education. Madam Cama



Shyamji Verma

belonged to the group formed by Shyamji Krishna Verma. She was a socialist and a revolutionary. In the 'World Socialist Conference' in Germany she raised the issue of India's independence. She unfurled a flag representing India. Madanlal Dhingra shot Curzon Wylie to death and was arrested and hanged for it.



Madam Cama

Indians in America and Canada had established a revolutionary organisation, which was named as 'Gadar'. Lala Hardayal, Bhai Paramanand, Dr. Pandurang Sadashiv Khankhoje were among the main leaders of this organisation. Gadar means uprising. 'Gadar' was the name of the newspaper as well, published by this organisation. This newspaper gave the message of patriotism and revolution to Indians. Hutatma Vishnu Ganesh Pingale contributed in a great way in this work.

Ramprasad Bismil, Ashfaqulla, Roshan Singh, Rajendra Lahiri of 'Hindustan Republic Association' had masterminded a plan for raising money for revolutionary work, which came to be known as 'Kakori conspiracy'. They sacked a train which was carrying the government treasury, when it had stopped at Kakori station in Uttar

Pradesh. The government was prompt in action. All of them were captured immediately and hanged.

This was the time when some young people in India established the 'Communist Party' following the revolutionary thoughts of Karl Marx. Their aim was to uproot the colonial British rule and to establish the rule of working class people (proletariat). Members of the Communist Party were tried under the charge of attempting armed revolution. The Merath case and Kanpur case in this context received a lot of publicity. Comrade Shripad Amrut Dange, Muzaffar Ahmed, Keshav Neelkanth Jogalekar were among the accused in these cases.

The young revolutionaries Chandrashekhar Azad, Bhagat Singh, Rajguru and Sukhdev had a secular way of thinking. In 1928, they established 'Hindustan Socialist Republican Association' in Delhi. Their goal was to free India from the British exploitation. They wanted to rip off the British system that exploited the farmers and labourers. Their organisation had an independent department called 'Hindustan Socialist Republican Army' for collecting arms and to execute their plans. Chandrashekhar Azad was the chief of that department.

The members of this organisation had completed several adventurous tasks. Bhagatsingh and Rajguru avenged the death of Lala Lajapat Ray. Saunders was killed to teach a lesson British officers. The British Government had submitted two bills in the Central Legislative Assembly, which were absolutely damaging to civil rights. Bhagat Singh and Batukeshwar Datta, exploded a bomb in the Legislative Assembly and surrendered to police. Bhagat Singh, Rajguru, Sukhdev were hanged at Lahore in 1931 under the charge of treason. Chandrashekhar Azad became a martyr,

fighting the British forces in the Alfred Park in Allahabad.



**Bhagat Singh**

**Rajguru**

**Sukhdev**

Surya Sen was the leader of the revolutionary group working with Hindustan Socialist Republican Army, in Chittagong, in Bengal. He prepared a plan to attack on the British armouries. They carried out the plan. While they were nearing success, unfortunately, Surya Sen and some of his colleagues were captured by the police. Along with Surya Sen and his colleagues sacrificed their lives for the cause of nation. Kalpana Dutt, one of this group, got a life sentence. Preetilata Waddedar escaped the police, but sacrificed her own life. Shanti Ghosh and Suniti Chaudhury, the two school going girls shot Charles Buckland, the British magistrate. They were caught and sentenced to imprisonment for life. Beena Das, a member of Indian National Congress, attempted to kill Stanley Jackson, the Governor of Bengal, by shooting at him during the convocation ceremony of the University of Calcutta (Kolkata). She was caught and sentenced to nine year's rigorous imprisonment.

The revolutionaries have contributed significantly to the Independence Movement in India. They were courage and determination personified. Their loyalty to nation and readiness to sacrifice their lives are unmatched. Their sacrifice has been a source of inspiration to all.

### **6.7 Mahatma Gandhi: Non-Violent Resistance Movement**

The mantle of Lokmanya Tilak, after

his death in 1920, was passed on to Mahatma Gandhi. He became the leader of India's Independence Movement. Under his leadership the independence movement expanded considerably.

Gandhiji's work began in South Africa. The British regime in South Africa had reduced the natives and the Indians there to a very insignificant status. Several discriminatory laws and regulations were imposed on them. Gandhiji stood up against those laws and regulations. He was successful in it with non-violent means. In 1915 Gandhiji returned to India.

In 1917, he took up the issues of the farmers in Chaparanya in Bihar. The



**Mahatma Gandhi**

British plant owners there were pressing local farmers to cultivate only indigo. Not only that, they used to buy indigo from them at very low rates. Gandhiji decided to protest against this exploitation and to relieve the farmers from their misery by doing Satyagraha. Gandhiji was successful in his efforts and the British government banned compulsion of cultivating indigo. The farmers were relieved from the harassment of the British plant owners.

The British government formed a committee to suppress the national movement that was spreading rapidly. Sir Sydney Rowlatt, the British officer was the president of the committee. An Act was passed in 1919 by this committee which came to be known as the Rowlatt Act. This act authorised the British government to imprison any Indian without warrant and to put under trial without inquiry. Mahatma Gandhi decided to protest against this act through satyagraha. He appealed on 6<sup>th</sup> April 1919 to all people to go for a mass

protest (hartal) by closing down all daily transactions.

There were mass protests in Punjab. 13<sup>th</sup> April 1919 was the day of 'Baisakhi' festival. Thousands of people had gathered for the meeting held at Jalianwala Bagh in Amritsar for celebrating the festival. Many of them were not aware of the ban put by the government on public gatherings. General Dyer opened fire on these people without any prior warning. About four hundred innocent people were killed and thousands of them were injured in this incident. It is known as 'Jalianwala Bagh Massacre'. It created a wave of rage all through India. Ravindranath Tagore criticised this act in very severe terms and gave up his title (Sir).



Ravindranath Tagore

The gory scenario in Jalianwala Bagh Massacre has been described by the celebrated Marathi poet, Kusumagraj (V.V. Shirwadkar) in his poem entitled 'Jalianwala Bagh'. He says:

रक्ताचे नच ओघळ सुकले अजुनि क्रुसावरचे  
विरले ना ध्वनि तुझ्या प्रेषिता, अजुनि शब्दांचे  
मंगल तव गीतांचा होतो मंदिरात घोष -  
“प्रेम, शांति अन् क्षमा यांमध्ये वसतो परमेश !”  
आणि आज हे तुझ्या पताका ज्यांच्या हातांत  
निःशस्त्रांच्या रक्तामांसामध्ये नाहतात  
मर्दांच्या बंदुका उडाल्या मुलांबायकांत  
जगजेत्यांच्या पराक्रमाची स्फूर्तिपद रीत !  
पाचोळ्यापरि पडली पाहुन प्रेतांची रास  
नयन झाकले असशिल देवा, तू अपुले खास;  
असेल ही वा सैतानाची प्रभूवरी मात  
एक जखम अन् नवीन येशू, तुझ्या काळजात !

In 1920, in the session of Indian National Congress held at Nagpur, a resolution was passed to start the 'Non Co-operation Movement' all over India.

Mahatma Gandhi was asked to lead the movement. It was decided to boycott all schools, colleges, legislative bodies, courts, government offices and imported goods.

Indian people responded to the Non Co-operation movement and boycott in a commendable way. Students participated in it on a large scale. Several highly acknowledged Indian lawyers stopped their practice and participated in the movement. Among them were Chittaranjan Das, Motilal Nehru, M.R. Jaikar, Saifuddin Kichalu, Vallabhbhai Patel and Rajgopalachari. At many places imported clothes were publicly burnt. The farmers gave tremendous response to Mahatma Gandhi's appeal of non co-operation. The working class also participated in the movement on very large scale. A nationwide series of public strikes was started. There were 396 instances of public strikes during the year 1921 alone. The leaders of Indian National Congress had organised these strikes at several places. 'Charkha' (the Indian spinning wheel) became the symbol of 'Swarajya' and 'Swadeshi' became a household term in India.

The British government had levied heavy tax on salt, an essential commodity in daily life. Mahatma Gandhi declared satyagraha to protest against this tax. On the day of 12<sup>th</sup> March 1930, he began a march from his Sabarmati Ashram to Dandi on Gujarat seacoast, against this unjust tax. On 6<sup>th</sup> April on the seacoast at Dandi, he broke the British law of salt with a token act of collecting a handful of salt from there.

## 6.8 Azad Hind Sena

In the year 1939, Hitler pushed Europe in World War II. The British government without the consent of its Indian subjects decided to involve India as one of the participant countries in the war. Mahatma

Gandhi and the Indian National Congress were against this decision of the British Government. In this war Japan decided to fight as Germany's allied nation. Japan conquered the regions under British rule in Southeast



**Netaji Subhashchandra Bose**

Asia. Many Indian soldiers in the British army were taken captive by the Japanese army. Rasbihari Bose built 'Azad Hind Sena' by recruiting these Indian soldiers and later it was reorganised under the leadership of Subhash Chandra Bose. In 1943, Subhash Chandra Bose established 'Azad Hind Sarkar' in Singapore. At the end of 1943 he had already conquered Andaman and Nicobar. "Tum Muze Khoon Do! Main Tumhe Azadi Dunga!" ("Give me your blood! I shall give you independence!") This speech by him turned into a key slogan among Indians. In 1944, he had conquered the Arakan province and the British outposts on the east border of Assam. The soldiers of Azad Hind Sena kept fighting in very adverse conditions. They could not reach and capture Imphal.

### 6.9 'Quit India' Movement of 1942

The executive council of the Indian National Congress passed a resolution at Wardha that the British should quit India.



**Maulana Azad**

This resolution was to receive final approval in the session at Mumbai. On 7<sup>th</sup> August 1942 the session of Indian National Congress began on the Gowalia Tank Ground in Mumbai. Maulana Abul Kalam Azad was the President of this session.

On 8<sup>th</sup> August, in this session Pandit Jawaharlal Nehru presented the resolution

of 'Quit India' and it was approved with great majority. It was demanded that the British should immediately leave India. In this session it was also decided that the 'Quit India' movement should be taken forward with a non-violent approach under Mahatma Gandhiji's leadership. Mahatma Gandhi appealed to all Indians saying, "This movement is not of the Indian National Congress, but of all Indians. Every Indian man and woman should know in their mind that they are free citizens from this very moment and they should prepare themselves to fight". While emphasising that this was going to be a very rigorous fight Mahatma Gandhi said, "Today I am going to give you the mantra, 'Do or Die'. This should be the oath to which we commit ourselves. Prepare to sacrifice yourselves for this oath." Gandhiji's words created a new spirit among Indians.



**Pandit Jawaharlal Nehru**

The British government tried to crush the 'Quit India' movement before it started. Before the day of 9<sup>th</sup> August could see sunlight, all prominent leaders like Gandhiji, Maulana Azad, Pandit Jawaharlal Nehru, Vallabhbhai Patel were arrested. The government put a ban on public gatherings, speeches, rallies and protestations. It sealed all the offices of Indian National Congress, in the country. The resistance put up by all, aged and young in the villages like Chimur, Ashti, Yawali, Mahad, Gargoti, etc. with steadfastness and courage will indeed be remembered for ever.

By the end of 1942 this movement supported by common people took a different turn. Its leadership was assumed by the young socialist leaders. Jayprakash

Narayan, Dr. Ram Manohar Lohia, Achyutrao Patwardhan, Aruna Asaf Ali, S.M. Joshi, N.G. Gore were on the forefront among them.

**In order to mislead the British in the 1942 movement, some of the leaders had assumed pseudonyms names.**

Sucheta Kripalani	- Dadi, Bahanji
Achyutrao Patwardhan	- Kusum
Ram Manohar Lohia	- Doctor
Sadique Ali	- Sushila, Satya
Baba Raghavdas	- Didi
Aruna Asaf Ali	- Kadam
S. M. Joshi	- Imam Ali

Several revolutionary groups were established in the country at local levels. The groups like 'Azad Dasta' established by Bhai Kotwal, in Karjat Taluka, 'Lal Sena' in Nagpur established by General Awari left no alternative for the British government but pray god. In Mumbai Vitthal Javheri, Usha Mehta and their colleagues started a transmission centre, named 'Azad Radio'.

In 1942, in some parts of India, people



**Krantisinha  
Nana Patil**

were successful in uprooting the British Governance. In Midnapur District (Bengal), Balia (U.P.) and Bhagalpur, Purnia (Bihar) near Azamgarh the British officers were forced to leave their offices. People took charge of the

governance at these places. Krantisinha Nana Patil, a revolutionist established Pratisarkar (parallel government) in the Satara district of Maharashtra. He, with the help of his associates put an end to the



**Do you know?**

**Echoes of India's independence movement in America and Singapore :**

**America** - During the time of World War II, 'Life', the weekly published in America demanded that India should be given independence immediately. Renowned Americans from various fields like Albert Einstein, Louis Fisher, Edger Snow, Wendell Willkie, John Gunther, Pearl Buck, etc. had signed this petition.

**Singapore (Shonan)** - Thousands of Indians in Singapore marched in a rally with placards saying, "India's independence without delay!", "India for Indians".

Under the leadership of the 'Indian Independence League' anti-British protestations were held in all big cities of Malaya (Malaysia). There were such protestations in Medan and Sumatra (Indonesia).

British regime in Satara district and established 'People's Government'. This government took over the administrative tasks like collecting revenue, maintaining law and order, solving the court cases, punishing criminals.

In this period the foundation of the British rule in India became weak. The 'Quit India' movement was an expression of the strong opposition of the Indian people to the British rule. The British administrators became aware that it will be difficult for them to rule the Indians any longer. The end of the British Empire was evident to them. The 'Rebellion of the Sailors of the British Indian Navy - 1946' added to the unrest against the British.



## Oral Sources of History

Bengal was struck with a famine after 1942. During the period of famine, the revolutionaries in Bengal announced a national government. The leaders of this government laid down an ideal for people. Ajay Mukherjee. (Who became the chief minister of West Bengal in post-independence India.) was interviewed by Shripad Kelkar, the author of the book, 'Chhodo Bharat'. This interview provides us with some ideas of how a national leader should lead his life, how severe a famine can be and how oral sources are important for understanding history.

The following statement made by Ajay Mukherjee is very important. He said, "During the famine we survived only on 3 chhatak rice (meaning cooked rice less than 1/4th of seer\*) and very little dal for the whole day."

\*1 seer = 0.933105 kilogram

16 chhatak = 1 seer

04 chhatak = 1/4th seer

Thus, 3 chhatak is less than 1/4 seer.

Thus, when the possibility of India becoming a free nation had become evident, Muhammad Ali Jinnah and his party, the 'Muslim League' began to insist on a separate nation for the Muslims. There were many communal riots in many parts of the country. It finally resulted in the partition of the country. In the month of August of 1947, 'India' and 'Pakistan' two separate nations came into existence.

### Try to do this

Collect information and pictures about revolutionaries and freedom fighters from your area and make a presentation.

History tells us that it was India, the nation that created an example for the world of fighting successfully against the colonial rule. It gave inspiration to many countries who were suffering under the shackles of colonial rule.

The Constitution of independent India came into implementation on 26<sup>th</sup> January 1950. Dr. Babasaheb Ambedkar's vision was the major force in shaping the 'Constitution of India'. The fundamental values on which the struggle for India's freedom was founded, included, Liberty, Equality, Fraternity and Justice. These values have built the foundation of Indian Constitution.

## Exercise

### Q.1 (A) Choose the correct alternative and rewrite the statement.

- The region of ..... had become a stronghold of Hansaji Naik.  
(a) Satara (b) Nanded  
(c) Pune (d) Nagpur
- The British plant owners in Bihar were pressing the local farmers to grow only .....

- (a) indigo (b) tea  
(c) coffee (d) sugarane
- The first session of the Indian National Congress was presided by .....  
(a) Dwarkanath Tagore  
(b) Vyomeshchandra Banerjee  
(c) Dadaabhai Nauroji  
(d) Surendranath Banerjee

**(B) Find the incorrect pair from group 'B', and write the corrected one.**

**Group 'A'**

**Group 'B'**

- |                      |          |
|----------------------|----------|
| 1. Kunwar Sinh       | Lucknow  |
| 2. Nanasaheb Peshwa  | Kanpur   |
| 3. Queen Lakshimibai | Jhansi   |
| 4. Chimasahab        | Kolhapur |

**Q.2 Write names of historical places/persons/events.**

1. The region of the regime of the parallel government established in 1942 –
2. The islands conquered by Azad Hind Sena from the British in 1943 –

**Q.3 Write short notes.**

1. The Extremists
2. Azad Hind Sena
3. Prati Sarkar

**Q.4 Answer the following questions in detail.**

1. Lieutenant Outram was successful in crushing the revolt of the Bhils by the end of 1822.
2. Ravindranath gave up his title (Sir).

**Q.5 State your Opinion.**

1. The rise of colonialism was the result of the spreading of European trade.
2. According to Swatantryaveer Savarkar, the Independence War of 1857 was the First War of Independence.

**Activity**

- (a) The Rising Ballad of Mangal Pandey
- (b) The Legend of Bhagat Singh
- (c) Khele Hum Jee Janse

These are some Hindi films. Watch them and verify the historical truth of the incidences shown in it.



## 7. Decolonisation to Political Integration of India

### 7.1 Decolonisation to Political Integration of India

#### 7.2 Dadra and Nagar-Haveli

#### 7.3 Goa

#### 7.4 Puducherry

‘Decolonisation’ is the process of ending the colonial rule and handing over the political and administrative power to local people by the colonialists. Opposition to colonialism, struggle for independence and the nations under colonisation regaining their independence are the three stages of decolonisation process. India became independent on 15<sup>th</sup> August 1947. However, at that time there existed several Princely States in India, which were ruled by the hereditary rulers under British suzerainty. These states were given the choice to decide whether to accede to India or not. If these states had decided against it, then it would have become very difficult to create the Indian Union. Sardar Vallabhbhai Patel, the first Deputy Prime Minister and the Home Minister of India, pursued most of the rulers of these states in favour of acceding to India so that political integration of India could be possible. In this lesson, we are going to take a brief review of these events.

### 7.1 Decolonisation to Political Integration of India

When India gained independence, there were more than 600 princely states of various size. Their political integration was the biggest challenge faced by the leaders of independent India. There



Sardar Vallabhbhai Patel

was political awakening in the Princely States because of Non Co-operation movement. Sardar Vallabhbhai Patel handled the situation with great skill and tact. He took a conciliatory approach and won the confidence of the rulers of these states. With the exception of Junagadh, Hyderabad, and Kashmir remaining states responded positively to the appeal and merged in India. Later, Sardar Vallabhbhai Patel adopted a stern policy and resolved the problem of the accession of those states, who were unwilling to accede.

**Junagadh :** It was a princely state in Saurashtra (Gujarat). The people of this state were ready to accede to India while its Nawab wanted to merge in Pakistan. However common people opposed the Nawab’s decision. He escaped to Pakistan. In February 1948, Junagadh merged in India.

**Hyderabad Freedom Struggle :** Hyderabad was the largest amongst the princely states in India. It comprised Telugu, Kannada and Marathi regional sections. It was ruled by Nizam. He put restrictions on the civil and political rights of his subjects to a great extent. To fight against the suppressive policies of Nizam people of the state established various organisations, namely, ‘Andhra Parishad’ in Telangana, ‘Maharashtra Parishad’ in Marathawada and ‘Karnataka Parishad’ in Karnataka. Swami Ramanand Tirtha led Hyderabad freedom struggle skillfully with the help of loyal workers of these three organisations. He founded the ‘Hyderabad State Congress’ and gave a momentum to the struggle for Hyderabad’s accession.



Swami Ramanand Tirtha

The 'Hyderabad State Congress' passed a resolution in favour of Hyderabad's merger in India. It was opposed by Nizam for the fear of losing his hold. He was willing to join Pakistan. The people were in favour of India while the ruler was in favour of Pakistan. Kasim Razvi, who could exercise considerable influence over Nizam, founded an organisation called 'Razakar'. Kasim Razvi and his organisation practiced many atrocities against the people who were fighting for democracy. Nizam was adamant on his policies. He was averse to any negotiations and closed all channels of mediation. Ultimately the Indian government launched a police campaign against Nizam. This campaign was named as 'Operation Polo'. On 17<sup>th</sup> September 1948 Nizam finally surrendered and Hyderabad state was merged in India.



### Do you know?

**The Contribution of Marathwada in 'Hyderabad Freedom Struggle' :** The following leaders were actively involved in 'Hyderabad Freedom Struggle' : Swami Ramanand Tirth, Govindbhai Shroff, Babasaheb Paranjape, Digambarrao Bindu, A. K. Waghmare, Anantrao Bhalerao, Fulchand Gandhi, Manikchand Pahade, Devisingh Chauhan, Ashatai Waghmare, Dagadabai Shelke and others. The following people became martyrs : Vedprakash, Shyamlal, Govind Pansare, Shridhar Vartak, Bahirjee Shinde, Janardan Mama and others. The leaders and people of Marathwada had a lion's share in 'Hyderabad Freedom Struggle'. 17<sup>th</sup> September, the day of Hyderabad's Freedom is celebrated as the 'Marathwada Liberation Day'.

### Try to do this.

Try to collect information about the newspapers published during 'Hyderabad Freedom Struggle' with the help of internet.

**The Kashmir Issue :** Hari Singh, the ruling king of the State of Kashmir, had decided neither to join India, nor Pakistan after India's independence. However, Pakistan had plans to annex Kashmir to its territory. Therefore, Pakistan began to pressurise King Hari Singh. On 22<sup>nd</sup> October 1947, armed bands of intruders attacked Kashmir from the Pakistan border. King Hari Singh, who wanted to maintain independent status, asked India for help. On 27<sup>th</sup> October 1947, he consented to merge Kashmir in India and officially submitted the Agreement (Instrument of Accession) to the Government of India. The Indian Army was sent for Kashmir's protection. It captured a significant portion of Kashmir's territory that was acquired by the armed intruders from Pakistani border, however, they managed to keep their hold on some portion. In 1948, India presented the Kashmir issue in 'United Nations'. Thus, Kashmir issue became an international issue. Even the 'United Nations' could not persuade Pakistan to withdraw their troops from the territory of Kashmir occupied by them. However, then the 'National Conference Party' decided on plebiscite to solve the issue and to accede Kashmir to India. The constitution of Jammu and Kashmir was drafted and since then Jammu-Kashmir has been an integral part of the Republic of India. It was accorded a special status under 'Article 370'.

### 7.2 Dadra and Nagar-Haveli

Dadra and Nagar-Haveli are located in the interior parts of Gujarat coast. It is on the northern banks of the river Damanganga.

It was part of Portuguese dominion and was administered by a Portuguese governor. It was anticipated that after India's independence the Portuguese would hand over these regions to India and quit. However they did not do so. Therefore, the local people in Dadra and Nagar-Haveli rose against the Portuguese. The organisations, namely, 'United Front of Goans', 'Azad Gomantak Dal' came together and planned a campaign to free these regions from the Portuguese rule. In 1954, Francis Mascarenhas, Vimal Sardesai, the leaders of 'Azad Gomantak Dal' intensified the struggle. With fierce protestations people captured Nagar-Haveli. The other organisation, 'United Front of Goans' took hold of Dadra. 'Rashtravadi Mukti Sena', a branch of 'Azad Gomantak Dal' took over Naroli, Pimpria and some part of Silvasa. Local police stations and administrative offices were attacked. Public unrest reached such extent that the Portuguese army had to beat a retreat. The Portuguese Captain Fidalgo surrendered. The Government of India appointed K.G. Badaloni to bring normalcy in administration in these area. According to the agreement with the Indian government, the region of Dadra and Nagar-Haveli was merged in India on 2<sup>nd</sup> August 1954. Vishvanath Lavande, Rajabhau Vakankar, Sudhir Phadke, Nanasahab Kajarekar, Nilubhau Limaye, Vasant Zanjale and many others participated in this struggle. In 1961 Dadra and Nagar-Haveli were given the status of 'Union Territories'.

### 7.3 Goa

The movement of liberating Goa from the Portuguese rule had begun during pre-independence times only. In 1928 'Goa Congress Committee' was founded in Mumbai. Dr. T.B. Kunha was the president of this committee. In 1929, Goa Congress Committee became an integral branch of

Indian National Congress. In 1939, posters with 'Quit Goa' slogans were posted all over Goa. Francis Mascarenhas, the President of United Goan Front unfurled the Indian flag in Goa. In 1946, under the leadership of Dr. Ram Manohar Lohia, the movement of 'Civil Disobedience' was launched in Goa. Dr. Lohia was arrested and was deported from Goa. Dr. T.B. Kunha, Purushottam Kakodkar, Dr. Ram Hegde, Dr. P. P. Shirodkar and Gopal Mayekar were arrested for participating in the satyagraha at Madgaon. Dr. Kunha was imprisoned for eight years. He was sent to a prison in Portugal. Later, after returning to India, he started publishing two newspapers, namely, 'Azad Goa' and 'Swatantra Goa'.



Dr. T. B. Kunha

After India's independence, the movement for liberating Goa took roots in Maharashtra. In 1954, the 'Goa Vimochan Sahayak Samiti' was founded at Pune. Keshavarao Jedhe, N.G. Gore, and Jayantrao Tilak took on the responsibility of directing the movement. Some groups who volunteered for the cause of Goa's liberation marched to Goa under the leadership of N.G. Gore and Senapati Bapat. One group of those volunteers unfurled the national flag of India on the fort of Panaji.

There were a number of other eminent people, who participated in the Goa liberation movement. It included people like Pandit Mahadevshastri Joshi, Shirubhau Limaye, Peter Alvaris and Sudha Joshi. The



Senapati Bapat

contribution of Mohan Ranade in this struggle is very significant. He systematically began anti-Portuguese propaganda in Goa. With the help of Azad Gomantak Dal, he also started armed struggle against the Portuguese. During an attack on a police station, he was shot and got injured. Portuguese government kept him in jail till 1972. Acharya P.K. Atre used the daily newspaper 'Maratha', published by him as a platform for supporting the movement.

The strong public sentiments in the matter of Goa's liberation moved Pandit Jawaharlal Nehru to act on it. A mission was planned under the code name, 'Operation Vijay'. Indian army descended in Goa to accomplish the mission. The army was helped by local civilians as well. They showed the army the places where, the Portuguese had planted landmines. The Portuguese surrendered within 48 hours. On 19<sup>th</sup> December 1961 Goa became a part of the Indian Republic. The foreign rule of 450 years came to an end.

### Try to do this.

Collect information of the fort of Panaji and make a poster about the fort.

## 7.4 Puducherry

When India got its independence, Puducherry was still a French colony. There prevailed a general notion among Indians that departure of the British from India would send a signal the Portuguese and the French to leave India on their own. However, it was not to be so. The dispersed regions including Puducherry, Karaikal, Mahe and Yanam and also Chandranagar

in West Bengal were ruled by the French. The French Government was unwilling to surrender these regions. People at Puducherry got united under the leadership of V. Subbayya, a communist politician and a trade unionist. Taking a serious note of the happenings in Puducherry, the Government of India strongly demanded that the French government return the Indian regions held by them. In June 1948, a bilateral agreement was signed between both the governments. Thus, it became possible to resolve the Puducherry issue by way of negotiations, public movements and governmental actions.

In 1949-50, after a positive public poll, Chandnagar was merged in the Indian Republic. Later, on 13<sup>th</sup> October 1954 by a bilateral agreement between the Indian government and French government, the minutes of the merger process were drafted. The vote in the Legislative Assembly and in the Municipal Corporation was in the support of accession. On 1<sup>st</sup> November 1954 all French colonies in India were merged in India. In 1962, the French Parliament approved of the bilateral agreement and in 1963 Puducherry was declared to be a 'Union Territory'.

Under the leadership of Pandit Jawaharlal Nehru and Sardar Vallabhbhai Patel, the Princely States in India were acceded to India and became integral part of the Indian Republic. Thus, the process of political integration of India was completed.

In the next lesson we are going to review the 'World Wars' and its impact on India.



### Exercise

**Q.1 (A) Choose the correct alternative and rewrite the statement.**

- In 1946, under the leadership of ..... the movement of 'Civil Disobedience' was launched in Goa.
  - Dr. Ram Manohar Lohia
  - Dr. T.B. Kunha
  - Dr. P.P. Shirodkar
  - Dr. Ram Hegde
- Hyderabad's struggle of freedom was led skillfully by ..... .
  - King Hari Singh
  - Swami Ramanand Tirth
  - Pandit Mahadevshastri Joshi
  - Keshavrao Jedhe

- The Princely States in India were acceded to India mainly through the efforts of ..... .
  - Jayantrao Tilak
  - Sardar Vallabhbbhai Patel
  - Pandit Jawaharlal Nehru
  - Dr. T.B. Kunha

**(B) Find the incorrect pair from group 'B', and write the corrected one.**

- | <b>Group 'A'</b>                                | <b>Group 'B'</b>     |
|---|----------------------|
| 1. Accession of the princely state of Hyderabad | Swami Ramanand Tirth |
| 2. Accession of the princely state of Kashmir   | Shaikh Abdulla       |

3. Significant contribution in the 'Goa Liberation' Movement. Mohan Ranade
4. The trade unionist leader in Puducherry V. Subaiyya

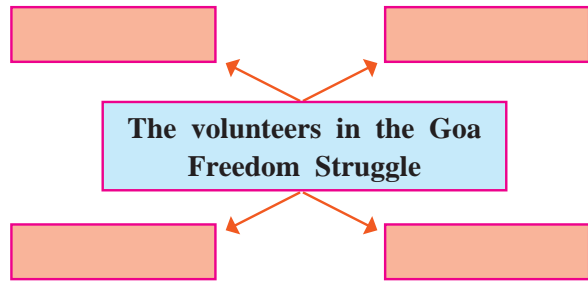
**Q.2 Write the names of historical places/ persons/events.**

1. The princely state that did not accede to India immediately after its independence -
2. The President of Goa Congress Committee -

**Q.3 Observe the map on p.no. 61 and answer the questions based on it.**

1. What is the name of the country located at the northwest border of India?
2. Which place in India was the centre of Portuguese rule?
3. Which places on the eastern coast of India were the centres of French rule?
4. Which nation is located at the southern tip of India?

**Q.4 Complete the following concept map.**



**Q.5 Explain the following statements with reason.**

1. Ultimately the princely state of Hyderabad was acceded to India.
2. Puducherry was declared as a union territory.

**Q.6 State your opinion.**

1. Andhra, Karnataka, Maharashtra Councils (Parishad) were founded in the princely state of Hyderabad.
2. The Portuguese rule in Goa remained untouched till 1961.

**Project**

Collect information about 'Gorta Massacre' a very important instance in the struggle for liberating Hyderabad. To get more information about it visit the following website: [www.bhausahbumate.com](http://www.bhausahbumate.com)





## 8. World Wars and India

### 8.1 First World War (1914-1918 C.E.)

### 8.2 Second World War (1939-1945 C.E.)

### 8.3 World Wars and India

#### 8.3.1 First World War and India

#### 8.3.2 Second World War and India

### 8.4 Impact of the World Wars on India

The first half of the twentieth century witnessed two World Wars. These were the most important events of the century witnessed two World Wars. It changed the world scenario. We are going to learn about its impact on India.

#### 8.1 First World War (1914-1918 C.E.)

The First World War began in 1914 C.E. The main cause of it was the competition amongst the European countries, who nourished imperialistic ambitions.

**Causes of the First World War :** We have already seen that the latter half of the nineteenth century was marked by several industrial inventions. Machines came in use for various production processes. European countries were now equipped to increase production because of mechanisation. They needed more raw material to match the quantitative increase in production and more markets to sell their surplus products as well. Imperialistic European nations began to search for newer lands to meet these needs. This would often create warlike situations among them. Keeping this in view, more powerful nations in Europe, felt the need to continuously increase their military power and armoury.

The countries like England, France, Russia, Portugal, Holland, Belgium, etc.

had already expanded their empires in Africa and Asia. In the pre-world war Europe, England, Germany, Austria-Hungary, Russia, France and Italy were the nations of primary importance. Among them rival groups were formed. Because of the rivalry every nation began to enhance its military and naval strength; there was a competition to produce more and more destructive weapons. This ultimately resulted in political situation akin to war.

**Immediate Cause of the First World War :** The Austrian Prince, Archduke Franz Ferdinand and his wife were assassinated in Serbia by a Serbian maniac. In Austria people believed that this whole act was manoeuvred by the Serbian Kingdom. Hence, Austria called a war against Serbia. Russia came in to help Serbia. Two distinct groups of European nations were formed, one group supporting Austria and another supporting Serbia. Austria and Hungary were trying to suppress Serbia and Germany was on their side. Belgium had a neutral policy. Even then, Germany attacked Belgium and established their supremacy there. England stood up with Belgium and called a war against Germany. Now Germany, Austria, Turkey, Bulgaria (known as 'central powers') were on one side and England, France, Russia (known as 'allied nations') were on the other. Later, Italy joined the allied powers. In the last stage of the war America joined in with the allied nations.

A naval war was fought in 1916 between Germany and England at Jutland in the North Sea and German navy was defeated. It resulted in a peace treaty in 1918, known as 'The Treaty of Versailles'. This peace treaty put an end to the First World War.

### **Foundation of 'League of Nations' :**

All the nations who were involved in the First World War seriously felt the need to create some solution to avoid any situation that could lead to another world war. Woodrow Wilson, the American President was a peace-loving and idealistic leader. He emphasised on the need of having an organisation of the leading nations, finding peaceful solutions for conflicts between nations and establishing peace in the world. An organisation known as 'League of Nations' was established with this objective. Germany, Austria and other defeated nations were not allowed to become members of the league. The concept of the 'League of Nations' was deliberated by America and yet it did not become a member of the league. As a result England and France retained their dominance in the league.

### **8.2 Second World War (1939-1945 C.E.)**

The Second World War proved to be more destructive than the First World War. It was certainly more extensive than the First World War and its warfare was technologically more advanced.

### **Causes of the Second World War :**

The 'League of Nations' intended to avoid conflicts between nations. The Nazis under the leadership of Hitler grabbed the power in Germany. Hitler began to escalate Germany's military power so as to avenge the demeaning conditions imposed on Germany by the Versailles treaty. He focused on increasing the strength of military as well as navy. Meanwhile, Soviet Russia, a communist nation was becoming more powerful. It made the nations like England, America and France uneasy. Soviet Russia and imperialist Germany viewed each other as arch enemies. Keeping this in view, England and France ignored Germany's advances, thinking that it will

keep Soviet Russia's increasing power under control. In 1938, Hitler won the Sudeten province in Czechoslovakia, which was populated in majority by people of German origin. In 1939, he attacked Poland. Actually Poland was looked upon as a neutral country by all European nations. In spite of this, Hitler attacked and conquered Poland. Therefore, England declared war against Germany.

Gradually, Germany began to grab lands of other European countries in bits and pieces. It had already won Poland at the very beginning of the war. Denmark surrendered to Germany. So did Norway. In a short time Germany conquered Holland and Belgium and its army marched towards Paris. Germany conquered France too. In May 1940, it attacked England by assaulting the British platoons present at Dunkirk. England, with great caution moved out two and half lakh of its soldiers from Dunkirk. In the world history, this instance of beating a successful retreat, is of great significance. During this period Winston Churchill had taken over control of England, as the Prime Minister after Neville Chamberlain's resignation from the post.

In 1939, Hitler violated the 'Non-aggression Pact', made with Stalin and attacked Soviet Russia. While the Nazi army was marching towards Stalingrad, Russian army was on the retreat. In the month of November 1943, on reaching Stalingrad, three lakh soldiers of the unsuspecting Nazi army, were caught in the trap set up by the Soviet army. Soviet Russia defeated the Germans under the leadership of Marshal Georgy Zhukov. Armies of the allied nations took over Berlin. Hitler went in underground exile and committed suicide. Before this happened, Mussolini was also defeated and died. The Nazi soldiers in North Africa had also surrendered.

### For additional information :

**Fascism :** It is a political ideology, which does not believe in democracy, liberalism, individual freedom and equality. Fascism derives from the Latin word 'Fasces'. After the First World War was over, Benito Mussolini, an Italian leader and later the Prime Minister of Italy, built a movement, which he named as 'Fascism'. Opposition to democratic institutions, greater focus on action, absolute political authority, centralisation of political power, aggressive nationalism, justification of war and violence are the major characteristics of fascism.

**Nazism :** Nazism is in a way a slightly diverse form of fascism. Nazism gave more importance to racism. The genocide of European Jews in Germany by Hitler had its roots in racism. It may be said that Nazism was an extremely aggressive and corrupt manifestation of fascism.

Japan entered in this war, in support of Germany. In 1941, Japan attacked Pearl Harbour and destroyed the American naval base. This resulted in America declaring war against Japan. Thus, the war field of Second World War expanded further. Later, Japan went on capturing the regions of Philippines, Myanmar, Malaya and Singapore. In addition Japan even marched up to Assam, Arakan and Imphal. This drove the British to act against Japan's aggression. When Japan seemed to have been going ahead undaunted with their aggressive policies, America launched aerial attacks two Japanese cities with atom bombs, first on Hiroshima and then Nagasaki. At last, Japan surrendered on

15th August 1945. This put an end to the Second World War.

## 8.3 World Wars and India

### 8.3.1 First World War and India :

The British Government of India, compelled India, one of their colonies, to participate in the world war, without any concern for willingness or unwillingness of the Indians. India became the source of procuring help in the form of money, food, clothing and other war supplies. During the year of 1919-20 the British Government in India provided help to England worth Rs.19 billion (1 billion = 100 crores).

Indian Soldiers deployed by England	
Country Name	No. of Indian officers and soldiers sent
France	1,38,608
East Africa	47,704
Mesopotamia	6,75,391
Egypt	1,44,026
Gallipoli	4,950
Salonica	9,931
Eden	26,205
Iranian Gulf	49,198
	<b>10,96,013</b>

Seventeen of the Indian soldiers were honoured and decorated with 'Victoria Cross', a medal given for gallantry. India was a major source for England providing skilled human power and various war supplies such as ammunition, weapons, textiles, jute, tents, small ships, timber, railway tracks and transport goods. Till the end of 1918, British government in India sent weaponry and ammunition worth Rs. 1.4 billion.



**First World War - War Memorial at Pune**

World War I left significant impact on various fields including production of war supplies, civil industries, trade, economic policies, sea and land transportation, farming and agricultural production, fuel supply, defence systems, etc. This war boosted India's industrial growth. The direct and indirect impacts of the war were more evident in fields like iron industry, steel industry, coal and mining industries. After the war was over, there was considerable growth in motor transportation and the number of motor vehicles. During war times and post-war period there was decrease in the export amounting to a loss of Rs.33 crores, approximately. The prices of agricultural products reduced but the prices of industrial products increased. Indian food grains were exported to England and allied nations. It caused a shortage of food grains for the Indians. Prices of food grains in Indian markets began to rise.

The Indian involvement in the First World War had mixed impact on India. As far as the defence tactics were concerned the Indian soldiers and Indian political

leaders learnt a few things. They realised because of their experience on the European war field that the Indian weaponry was far too less sophisticated, compared to other nations. Some factors made them understand how India could be considered backward in the matters of aircrafts, mechanised war instruments and infantry, medical facilities, modernisation of the armed forces, military training, adequate storage of war supplies, etc. Considering these factors the British Government in India formed a committee to bring in effect the required changes. This committee made a report ready recommending some useful changes in the Indian military systems.

In 1917, Governor General and Viceroy Lord Chelmsford and Edwin Samuel Montagu, Secretary of State of India, together prepared a report on the administrative reforms needed in the British administration in India. Accordingly, apart from civil provisions a few promises were made with regard to military organisation in India. It was promised that Indian soldiers will be posted on various positions in the army without any concern for their caste, race and religion. A proper ratio of Indian recruits will be maintained in the army. An academy in India will be established similar to Sandhurst Academy in England. Ten seats in this academy will remain reserved for young Indian candidates. Those who were trained in the military college at Indore would be given 'King's Commission.' The Cavalry will be reduced in its strength. The strength of the provincial military units would be enhanced. In 1921, a new department for military supplies called 'Goods and Supply' was opened. Because of the war, the foundation of the Indian Air Force was widened. The Indian naval units proved their grit and bravery in the war at Persian Gulf.

### **Congress and Defence Policy :**

Indian National Congress had a definite approach about the defence issues and right from the beginning they had formed a number of policies in that regard. It included;

- Indian citizens should be encouraged to educate themselves by providing them facilities of education and training with a view to make them capable for self-defence and defence of the nation.
- The official expenditure on defence should be curbed, if that is not possible then other official expenditures should be reduced.
- Indian men should be recruited in the regional units of army.
- In compliance with the 'Queen's Proclamation' Indian people should be appointed on the posts of higher grades.
- There should be a defence academy in India.
- Home Guards and groups of volunteers should be established.
- The British Government should share part of the defence expenditure meant for India's protection from its treasury.

With such demands, the Indian National Congress articulated their demands for defence in clear terms. However, the British Government adopted policies, suitable only to their self-interest.

Lokmanya Tilak through his editorials published in the newspaper 'Kesari' and through his speeches insisted that the Indian Navy and India's significant position in the world political scenario should be duly acknowledged and there should not be any discrimination while appointing Indian men on positions of authority. Lokmanya Tilak

and other Indian leaders showed a positive approach in helping the British Government during the First World War. They believed that the co-operation offered by the Indian people will be beneficial to them in future. We get to witness the far sightedness of Lokmanya Tilak in his approach during war times.

India was forced into this war started by the British imperial rule. Pandit Jawaharlal Nehru wrote about it in a letter written to his daughter, Indira. He said, "This was not the war of India. India did neither have anything against Germany nor Turkey. However, India did not had any voice in this regard. India was a British colony. It could not but trail its master".

India was extremely poor. There was no dearth of candidates willing to enter the Army. About 11 lakh of Hindi soldiers fought in this war. Hindi soldiers provided a considerable support to the British army. Besides, India also contributed one hundred and fifty crores of Rupees to the war expenses.

During the times of war Indian people began to migrate to Canada and America. The government of Canada was heavily under the influence of the British Government. It rejected entry to Indian migrants. It did not allow 'Kamagata Maru', a steam ship with Indian migrants aboard under the leadership of Baba Gurudit Singh, to anchor in the Canadian port of Vancouver. People on this ship returned. On their return journey, 'Kamagata Maru' reached the port of 'Bajbaj' near Kolkata. There, the British officers ordered Indian passengers to return immediately to their own towns and villages. However, the Indians did not follow the order. So, the British officers began to shoot and 30 Indian passengers died in it. This cruelty on part of the British officers created a public outcry throughout India.

### **First World War and TISCO :**

There is a close relationship between the First World War and Tata Iron and Steel Company (TISCO). During World War I railways was the only option for the swift movement of the army and the transportation of artillery. England required good railway tracks in Europe as well as for military logistics in the province of Iraq. This requirement proved to be beneficial to TISCO. The company took great efforts and manufactured around 1500 miles long

tracks. Some of the senior officers in England were not sure of the capability of the Indian company for producing steel tracks. But the Indians overcame it. In 1919, after the conclusion of World War I, Viceroy Lord Chelmsford visited the TISCO factory. In his speech, he attributed their victory to the railway tracks supplied by India, the success of the Allies in Egypt, Palestine and East Africa. In his testimony, the Viceroy stated that the Indians have high potential, if they put their mind to it.

Germany was a country, which promoted nationalism. India also was greatly influenced by nationalism. However, it is important to understand the fundamental difference between German nationalism and Indian nationalism. Germans were out to conquer other countries. Their aggression was for making their own country most powerful and the biggest in the world, whereas the nationalism of the Indians was making them fight for regaining their independence. The Indian nationalism was based on a broader perspective of the spread of democracy all over the world including India. Countries like Abyssinia, Spain, China were putting up struggles for establishing democracy. Indians were sending help to those countries in the form of teams of nurses, volunteers and food grains. Germany was strongly influenced by racism. Hitler had killed innumerable European Jews. However, in India people of varied religion, race and caste were staying together from ages. This is characteristic of Indian nationalism, which confirms its magnanimity.

### **For additional information:**

Thirty one Indian soldiers and officers were honoured and decorated with 'Victoria Cross', the highest and most prestigious award for gallantry. Among the recipients of Victoria Cross there were two individuals from Maharashtra : Naik Yashwant Ghadge (5<sup>th</sup> Maratha Light Infantry) and Sepoy Namdeorao Jadhav (5<sup>th</sup> Maratha Light Infantry).

### **8.3.2 Second World War and India :**

The Second World War was fought during 1939-1945 C.E. India was involved in the war episodes happening in North Africa, Egypt, Iraq, Iran, Greece, Myanmar and Malaya. However, India contributed to the rehabilitation of Malaya, Indonesia and China after the war was over. Indians in the Air Force of British India participated in the war at Assam and Myanmar, while Indians in the Navy of British India fought in the naval war in Arabian Sea and Bay of Bengal. England exploited India and its resources heavily to achieve victory in this world war. India, by itself, did not have

anything to gain from this war but it was pulled in forcibly by the British Government. The British fought their war from the Indian land. For them India was their colony and they took it in their right to use it as a source of supplying industrial products, cloth and other commodities of daily use to their allied nations. Their war supplies from India included dynamite, tanks, material required for ship repairing, steel pipes, steel bars and other material for laying railway tracks, train bogies, wood, telegraph posts, smaller war ships and steam ships, food grains, cloth, tents, shoes, medicines, explosives and ammunition and such things. The British Government established several factories in India to meet the requirement of supply of these materials.

#### **8.4 Impact of the World Wars on India**

During wartime England felt an increasing need for manpower and money. Therefore, the British Government began recruiting army personnel from India. At times the recruitment was enforced on Indians. Extra taxes were levied on Indians for raising funds. Taxes on trade and industries were raised. During the war period prices of essential commodities went up. Along with the inflation and hike in prices, Indians also suffered because of increasing unemployment caused by industrial recession.

Indians could see that the exploitative rule of the British was responsible for this miserable state of affairs. Indians from all strata of the society, workers, farmers and the middle class, joined in large numbers in the national movement against the British rule.

September 1939 saw the emergence of Second World War. Initially it was England and France against Germany and Italy.

When England declared war against Germany, the Viceroy of India Lord Linlithgow announced that India also was joining the war, to support England.

The Indian National Congress protested against the Viceroy's announcement. The Congress was against the German and Italian ideologies, which were inclined toward aggressive dictatorship and also against England's colonialism inclined toward imperialism. England claimed that it was fighting for protecting democracy in Europe. The Indian National Congress demanded that if England was true to its words then it should immediately grant India's freedom. The Congress also made a commitment that India, as an independent nation would help England in the war against Germany. It was also announced that if the imperialistic administration of the British Government in India was to prevail, then Indians will not help the British. However, Lord Linlithgow announced that the British Government will not ponder upon any of the Indian issues till the end of the war. Reacting to this announcement the Indian National Congress decided not to participate in any of the tasks related to war.

At about the same time, Japanese army reached the eastern border of India. There were thousands of volunteers who had joined this army. They were the patriotic members of 'Azad Hind Sena'. Netaji Subhash Chandra Bose was their leader. His policy was to take advantage of the situation to move the Indians for intense opposition to the British, while the British were engaged in war. He felt that even enemy of the British may be approached for help, if the need be. Azad Hind Sena fought fiercely for attaining its goal, i.e. independence of India and contributed to India's freedom struggle.

In the month of August 1945 the Second World War was finally concluded. In this war England emerged victorious but it lost heavily in terms of human life and economic conditions. As a result, England grew weaker. The British Government in India, now aware that Indian soldiers and people are not meek and submissive as before, ruling them was no more easy. Also India was not going to be the perennial source of profit for them as it used to be. They decided to return home.

The two world wars caused loss of life and wealth to a great extent. The awareness that there should be an effective measure to avoid such wars in future made the victorious nations create organisations called 'League of Nations' after the First World War and 'United Nations' after the Second World War. India has contributed significantly in the work of these organisations.

In the next lesson, we shall be studying the process of 'Decolonisation' in Asia and Africa.

### For additional information

#### Dr. Dwarkanath Kotnis :

Dr. Kotnis was born on 10th October 1910 at Solapur. He worked in China during the Second World War, helping the injured Chinese soldiers to heal and recuperate. When Japan had attacked



China in 1937, the Chinese Government requested Pandit Jawaharlal Nehru to send a team of doctors to attend the injured Chinese soldiers. Pandit Nehru sent a team of

Indian doctors to China. Dr. Kotnis was the chief of the team. He attended the Chinese soldiers for years. Unfortunately Dr. Kotnis died in China on 9th December 1942 in the plague epidemic. Dr. Kotnis by the virtue of his selfless work formed the bridge of friendship between India and China. The eminent Indian film-maker, V. Shantaram made a film on his life, entitled, 'Dr. Kotnis ki Amar Kahani'. This film has immortalised Dr. Kotnis' memory.

The residence of Dr. Kotnis in Solapur has been converted in his memorial and a museum.

**For additional information :** During World war II Sam Hormusji Framji Jamshedji Manekshaw was sent under the 17th Infantry Division to prevent Japanese attacks in Myanmar. Sam Manekshaw was appointed as the acting Commander. The army attacked the Sittang Bridge under his leadership. It was very crucial to win over this important station. The enemy attacked Sam Manekshaw. He was hit by nine

bullets fired from the Japanese machine guns. Maj. Gen. David Cowan, senior commanding officer, witnessed Manekshaw's unmatched valour and personally came to meet him. He pinned his own Military Cross ribbon on Manekshaw. A Military Cross could be awarded only to a soldier who is alive. Manekshaw was rushed to a hospital. Later he was appointed as the first Field Marshall of independent India.



**Q.1 (A) Choose the correct alternative and rewrite the statement.**

1. When Austria declared war against Serbia, it was ..... , who helped Serbia.
  - (a) Germany                      (b) America
  - (c) Hungary                      (d) Russia
2. The first atom bomb was dropped on the city of ..... during the aerial attack of America on Japan.
  - (a) Nagasaki                      (b) Hiroshima
  - (c) Pearl Harbour                      (d) Stalingrad

**(B) Find the incorrect pair from group 'B', and write the corrected one.**

**Group 'A'**

**Group 'B'**

- |            |                   |
|------------|-------------------|
| 1. America | Woodrow Wilson    |
| 2. England | Winston Churchill |
| 3. Germany | Hitler            |
| 4. Italy   | Linlithgow        |

**Q.2 Write the names of historical places/ persons/events.**

1. The name of the group of nations including England, France, Russia, Italy

and America in the First World War –

2. The name of the group of nations including Germany, Austria-Hungary, Turkey, Bulgaria in the First World War –

**Q.3 Write short notes.**

1. 'League of Nations'
2. Dr. Kotnis

**Q.4 Explain the following statements with reason.**

1. 'The Treaty of Versailles' had the seeds of Second World War. The Text does not have any comment to this effect.
2. The British Government in India decided to return home.

**Q.5 Answer the following questions in detail.**

1. Give the causes of the Second World War.
2. Why did Indian people participate in the national movement in great numbers?

## 9. World : Decolonisation

### 9.1 Decolonisation : Asia

### 9.2 Decolonisation : Africa

In this lesson, we are going to review the process of decolonisation in Asia and Africa. We shall do it with examples of the history of a few countries.

#### 9.1 Decolonisation : Asia

In the first half of the twentieth century decolonisation did not take very long, in many of the Asian and African countries. The process of decolonisation was accelerated in short time because of the conflicts among European coloniser countries, occurrence of First and Second World Wars and the anti-colonial movements in the colonies. The European countries could not have reasoned out colonisation

**For additional information :** The process of decolonisation is supposed to have received a momentum mainly because of the document known as the “Atlantic Charter”. This Charter was published together by Winston Churchill, Prime Minister of England and Franklin Roosevelt, President of America. The charter stated that the allied nations including



Winston Churchill

England and America did not intend to grab any kingdom or country, the changes in political system and geographic borders of any country in the post-war period would happen only according to the wish of the citizens of the respective country and it was granted that all people in the world have the right to take their own decisions.

#### Get to know :

Collect more information regarding the ‘Atlantic Charter’ and organise a class discussion on the topic.

and the exploitation of colonies from intellectual platform. The Indian freedom movement had reached culminating point, under the leadership of Mahatma Gandhi. Under the situation England had become aware of the reality of their diminishing power. This resulted in gradually introducing the system of internal autonomy in some of the colonies.

Germany and Turkey were defeated in the First World War. To manage the administration of the colonies which were under control of Germany and Turkey, the ‘League of Nations’ introduced the system of trustees. England and France were entrusted with the role of trustees. Later, India, Cyprus and Malta successively gained their independence. In 1971 England withdrew its army from the Gulf of Iran. After that, England released its hold on Singapore. Indo-China, Morocco, Tunisia and Algeria were under French domination. These countries became independent. By the end of twentieth century South Africa also gained independence. Colonialism came to an end and gradually the process of decolonisation was completed. ‘United Nations’ was largely responsible for facilitating this process.

**Maldives :** Portuguese entered Maldives in 1507. Since then Maldives began paying tribute to Portuguese in Goa. In 1573 the Portuguese rule was ended by Muhammad Thakuruphanu Al Azam from Malabar. After his accession as the Sultan of Maldives, he made a treaty with the Dutch

and gave them the administrative responsibility of Maldives. From thereon, the Sultan of Maldives began to pay tribute to the Dutch in Sri Lanka (Ceylon). Later, Maldives was taken over by the British. They built a naval base and a radio transmission centre in Maldives. They also took Indian labourers to work in the paddy fields in Maldives. Maldives became independent on 26th July 1965, by a treaty signed at Colombo.

**Sri Lanka :** The British ruled Sri Lanka (Ceylon) from 1798 to 1948. They took over Sri Lanka by defeating the Dutch and the Portuguese. There were uprisings in Sri Lanka against the British rule. The British plantation owners had taken many labourers from Tamil Nadu to work in coffee plantations. In Sri Lanka, the British dominated the production and markets of coffee, tea, rubber and coconut. They developed Colombo as an international port city. They also established colleges and universities in Sri Lanka and encouraged Buddhist Studies. Sri Lanka became independent in 1948.

**Myanmar (Brahmadesh) :** In 1599, the Portuguese defeated the king of one of the kingdoms in Myanmar. However, in 1611 various dynasties ruling in Myanmar got together, defeated the Portuguese and amalgamated their kingdoms. United Myanmar adopted an expansionist policy and conquered Manipur and Assam. It meant that the British Indian territory was under threat of being invaded, a situation that caused three wars between the British and Myanmar. The first war in 1826 was won by the British and they took over Assam and Manipur. They also defeated Myanmar in the second war. At about the same time the French had taken over the regions of 'Upper Burma'\*. In the third war the British won this region too, thereby ruling over entire Myanmar.

*\*The central and northern region of Myanmar is traditionally known as 'Upper Burma' comprising Mandalay and surrounding region.*

The British administration annexed Myanmar as a province of British India. In 1935, it was again separated from India and was granted autonomy. After 1937 the people in Myanmar created an organisation called 'Burma Independence Army' under the leadership of Aung San. This organisation helped the Japanese during Second World War. It looked like a downslide for the British. However, they strengthened their hold in Myanmar once again with the help of America in 1945. The British learnt their lesson that as administrators, they could not afford to neglect the popular opinion in a country. They appointed Aung San as Vice President. The British granted independence to Myanmar on 4th January 1948.

## 9.2 Decolonisation : Africa

During the 15 year's period of 1950-1965, people in the European colonies in Africa freed themselves from the foreign rule. The education system imposed by the Europeans was alien to them. Ironically, African leaders were trained in this alien educational system and their education had introduced them to American Independence Struggle, French Revolution and Nationalism. The African people became aware of 'Nationalism' and national pride.

After the Second World War nationalism got a further boost. England and France gradually began to grant more rights to the Africans in their colonies. This strengthened the independence movements in African nations.

**Bandung Conference :** India called the first conference of Asian countries in 1947. Representatives of 25 Asian countries were present for the conference. In this conference the concept of Asian regionalism

was shaped. The issues like common problems faced by Asian people, the social, economic and cultural problems of the Asian countries and the need of mutual co-operation among Asian countries were discussed in this conference. This conference was followed by the first conference of Asian and African countries held in 1955 at Bandung in Indonesia. This is known as the 'Bandung Conference'. In this conference the problems of Afro-Asian countries were discussed and it was decided to focus on world peace and mutual co-operation.

**Concept of African Unity :** H.S. Williams was the first person to think of African Unity. He formed an organisation while in London, called 'African Association' (later called as Pan-African Association). He organised its first conference in 1900. W.E.B. Du Bois, an American sociologist of African origin was present in this conference. In 1919 a second conference of African leaders and thinkers was held at Paris, known as 'Pan-African Congress'. Thereafter, W.E.B. Du Bois and his associates called a series of Pan-African congresses at various places. This resulted in the idea of Pan-African unity taking deep roots in Africa. The 5th Pan-African Congress held at Manchester in 1945 by people of African origin living in Manchester.

**Decolonisation in the African Continent :** The First World War began in 1914. At that time except Liberia and Ethiopia, entire African continent was ruled by European powers. European colonies in Africa, i.e. almost the entire continent, got involuntarily involved in the war. Soon after the onset of the war England and France began to attack the German colonies in Africa. After the defeat of Germany in the war, allied nations began to compete with each other for occupying German colonies in Africa.

The American President, Woodrow Wilson, considering the situation, suggested that the victorious European nations should act as trustees of the erstwhile German colonies and administer them only as protectorates. It was necessary to give the colonies internal autonomy. Hence, the 'League of Nations' decided with mutual understanding that England, France and Belgium should divide the colonies among themselves in 1919. A Committee of 11 members was appointed by the 'League' to supervise the administration of the colonies.



**Woodrow Wilson**

The four British colonies, namely, Cape Colony, Natal, Orange Free State and Transvaal were amalgamated and the state of South Africa was created in 1920. However, the dominance of the white people continued unchanged. Egypt got its independence before the end of Second World War. Following it Libya, Tunisia, Morocco, Algeria and Ghana became independent one after another.

At about the middle of the twentieth century in all 12 French colonies, such as Ivory Coast, Madagascar, Mali in central Africa became independent. Along with it, Cameroon, Somalia and other colonies under the care of the League of Nations, and also other European colonies became independent, one by one.

Algeria had to give a tough fight to get its freedom. Finally in 1962 it became independent by conducting plebiscite. In 1964, Tanganyika and Zanzibar were amalgamated and the independent state of 'The United Republic of Tanzania' came into existence.

Prior to Second World War, Italy had

taken over Ethiopia and Libya and annexed it to the Italian empire. During the Second World War, Mussolini, the dictator of Italy had used these two regions for launching attacks on Egypt and other British colonies in Africa.

The African battlefield in the Second World War had spread from Morocco and Libya in the north to Ethiopia and Somali Land on the eastern border of Africa. The British empire in Africa was in danger because of the aggressions of Italy and the German General Erwin Rommel. Indian soldiers in the British army who fought with great resilience. With their help, the British could compel the combined armies of Italy and Germany to retreat. Italy and Germany had to lose their colonies in Africa at the end of the Second World War in 1945.

**Discuss in the class.**

Make a list of the colonies of the British in Asia and Africa with their geographical locations and discuss in the class about their independence struggle and the dates of their independence.

The end of the Second World War created an environment in which the process of decolonisation gained momentum. The Asian and African continents were filled with a heightened spirit of independence movements. The awareness about these movements spread rapidly. Many countries in both continents obtained their freedom. However, developments in these countries were also being watched by America and Russia, the superpowers. Each of them was trying to attract maximum countries on its side. In the next lesson, we are going to study the ‘Cold War’ and its impact on India.

**Exercise**

**Q.1 (A) Choose the correct alternative and rewrite the statement.**

1. In the First World War ..... and Turkey were defeated.  
 (a) America            (b) France  
 (c) England            (d) Germany
2. In 1935 ..... was separated from India.  
 (a) Myanmar            (b) Sri Lanka  
 (c) Maldives            (d) Iran
3. In 1947, first conference of ..... was held.  
 (a) Unity                    (b) Asian  
 (c) Atlantic                (d) Manchester

**(B) Find the incorrect pair from group ‘B’, and write the corrected one.**

- | <b>Group ‘A’</b> | <b>Group ‘B’</b>                       |
|------------------|--|
| 1. Bandung       | Bandung Conference                     |
| 2. Paris         | The first Pan-African Congress in 1919 |

3. London                    The first Conference of ‘African Association’ in 1900
4. Manchester              Asian Unity Conference

**Q.2 Choose correct reason from the given options and complete the statement.**

During the Second World War the independence movements in Africa were more intensified. -

- (a) The colonies in Africa threw away the dominance of alien European powers.
- (b) African leaders were trained in western education system.
- (c) During the Second World War the British and the French began to give some rights to the people in their colonies.
- (d) European countries were involved in the Second World War.

**Q.3 Write short notes.**

1. Bandung Conference
2. Concept of African Unity

**Q.4 Explain the following statements with reason.**

1. There were three wars fought between the British and Myanmar.

2. The end of the Second World War created an environment in which the process of decolonisation gained speed.

**Project**

Collect information with the help of internet regarding French colonies in Asia and Africa.



## 10. Cold War

### 10.1 Cold War : Definition

### 10.2 NATO, ANZUS, SEATO, CENTO, Warsaw Pact

### 10.3 Non-Aligned Movement (NAM) – India’s policy

### 10.4 India’s Anti - Colonial Policy

### 10.5 South Asian Association for Regional Co-operation

### 10.6 Commonwealth

We are going to study the concept of ‘Cold War’ in this lesson.

### 10.1 Cold War : Definition

The tussle between Capitalist nations and Communist nations for power and ideological influence, which began after the Second World War is referred to as ‘Cold War’.

Walter Lippmann, an American political columnist was the first to use the term ‘Cold War’. The concept of ‘Cold War’ is characterised by the following factors:

- 1. No Direct War
- 2. Incense race for armament.
- 3. Aggressive Political Policies
- 4. Mutual Lack of Faith Among Nations
- 5. Political and Economic Pressurisation
- 6. Idological Conflict

**Background of Cold War :** The aftermath of Second World War created conditions leading to the onset of Cold War. England and France lost their primary positions in the world politics. During the world war Russia gained prominence in Eastern Europe, while America, England and France gained prominence in Western

Europe. Thus, Europe was divided in Eastern and Western Europe. The Eastern European nations under the influence of Soviet Russia adopted communist ideology. The Western European nations under the influence of America adopted capitalist ideology and democratic system. This situation caused the emergence of ‘Cold War’.



### Do you know?

The Prime Minister of England, Sir Winston Churchill used the term ‘Iron Curtain’ for the divisive line between Eastern European nations with the communist ideology and Western European nations with the democratic ideology.

### Try to do this.

Collect information about ‘United Nations’ with the help of internet. Create groups of students in the class and let them compile the information of various specialised agencies of United Nations.

**Progression of ‘Cold War’ :** After the Second World War was over, America had a ‘Marshall Plan’ for post-war reconstruction of Europe. Under this plan America started providing financial help to these nations. Soviet Russia started encouraging the freedom movements in Asia and Africa. Because of the division of Europe into Eastern Europe and Western Europe a political tension was created between America and Soviet Russia. Although, a direct war between them never took place, the sense of the looming Third World War prevailed at global level. However, both parties have been mutually avoiding any

possibilities of such world war. Now the situation was such that both, America and Russia, perennially appeared to be ready for a war, tension prevailed on both sides but actual war did not happen. This situation, by-and-large, is referred to as 'Cold War'.

Europe was divided after the Second World War on the basis of political, economic and military concerns. However, the division of Europe leading to the Cold War was mainly based on the ideological differences. Ideology is fundamental to the national goals and aspirations. The communist ideology of Soviet Russia was based on the principle of governmental ownership and the capitalist ideology of America was based on the principle of private ownership.

The Cold War did not remain restricted only to Europe, but it spread to Asian continent as well. Two major events took place in the first half of the twentieth century. They were, the 'Sino-Soviet Treaty of Friendship' and the 'Korean Conflict'.

The Cold War began during the times of Russian Premier Stalin. He was succeeded by Nikita Khrushchev, who understood the destructive nature of nuclear war, brought changes in the past Soviet policies and adopted policies based on more realistic outlook. He looked forward to create a peaceful coexistence between Russia and America. His policies could make the meeting possible between him and American President, Eisenhower.

Economy – Governmental Ownership	Economy – Private Ownership
Defence Treaties – Warsaw Pact, Sino-Soviet Treaty of Friendship 1950.	Defence Treaties – NATO, ANZUS, SEATO, CENTO

In 1959, the President of America, Mr. Eisenhower and the Soviet Russian leader Mr. Nikita Khrushchev met at Camp David in America.

In 1961, Soviet Russia built the 'Berlin Wall'. This prevented the contact between West Berlin and East Berlin. This instance resulted in increased tension in Europe. In 1962, Cuba became the centre of the tension created by the Cold War because of the deployment of nuclear missiles to Cuba by Soviet Russia. This incidence is known as 'The Cuban Missile Crisis'. To reduce this tension between the two countries measures like bilateral agreement, establishing a Moscow-Washington hotline for instant communication were taken. In 1972, the American President Richard Nixon and the Premier of Soviet Russia, Leonid Brezhnev met at Moscow. In the America-Soviet Russia summit held in that year at Moscow, it was unanimously agreed upon to put a limitation on the number of nuclear missiles. This agreement reduced the tension between the two countries to some extent. In the same year America officially acknowledged People's Republic of China as a State. The process of relaxing the political tensions is referred as 'détente'.

Later, the American President visited China and officially recognised the communist government of China. Both of them used 'Veto' in 'Security Council' of the United Nations, on various instances like supporting friend nations, signing of various military treaties, economic exchanges, trading concessions, granting the status of 'friend nation'. This indirectly

Soviet Russia Group	America Group
East Germany, Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Albania	Netherlands, Denmark, Belgium, West Germany, France, Italy, Spain, Greece, United Kingdom
Ideology - Communist	Ideology - Capitalist



promoted division of the member nations in distinct groups. This resulted in highlighting the ideological differences between Capitalism and Communism, thus creating mutual fear and disbelief. There was lack of any effective system that would clear political misunderstandings. Ultimately the Cold War remained alive for sometime.

**The Decade of ‘Détente’:** America and Russia decided to continue the process of détente. The Paris Conference in 1973 was an attempt of ending the Vietnam War. The peace talks were furthered in 1975 Helsinki Conference. This conference was attended by representatives of 35 European countries along with the President of America and the Premier of Soviet Russia. This conference was organized to lessen the strain between eastern and western European countries. A conference was held at Camp David in 1978 to resolve the strife between Israel and Arabs.

In 1979, there was a revolution in Iran. The last Monarch (Shah) of Iran was overthrown and Ayatollah Khomeini became the supreme leader of the country. Iran suspended all diplomatic relations with USA and also withdrew from ‘CENTO’. In the same year, Russia intervened in Afghanistan and established a socialist government under the leadership of Babrak Karmal.

There was an intense competition for developing nuclear weapons and space programmes between America and Soviet Russia.

The field of sports was also subjected to the Cold War politics.

America and Soviet Russia were aware that their policies could inevitably lead to the Third World War. However, both wanted to avoid it. Treaties limiting the number of nuclear weapons were signed by both the countries and the possibility of

Third World War was avoided.

**Mikhail Gorbachev’s Era :** Mikhail Gorbachev became the General Secretary of the Communist Party of Soviet Russia and the Premier of Soviet Russia in 1985. His period saw the end of Cold War. He introduced important reforms in Soviet Russia through his policies known as ‘Perestroika’ (Restructuring) and ‘Glasnost’



**Mikhail Gorbachev**

(Openness). During his times the Russian economy had grown weaker. Gorbachev tried to normalise it by restructuring the political and economic systems of Soviet Russia. He

attempted to democratise the political system by way of open elections and to end the authoritarian rule of the communist party. He decentralized the economic machinery of the state. Authors, journalists and intellectuals were given more freedom of expression. However, Gorbachev, who gave momentum to the process of unification of the East and West Germany could not stop the disintegration of his own country. Soviet Russia disintegrated during his period. After 1991, two new terms were coined in the global history; ‘Post Cold War World’ and Post Soviet Russia world order’.

<b>The Independent Countries that Emerged after Soviet Russia’s Dissolution</b>			
(1)	Estonia	(9)	Turkmenistan
(2)	Latvia	(10)	Uzbekistan
(3)	Lithuania	(11)	Tajikistan
(4)	Belarus	(12)	Kirgizstan
(5)	Maldova	(13)	Russia
(6)	Georgia	(14)	Ukraine
(7)	Armenia	(15)	Kazakhstan
(8)	Azerbaijan		

### You would like to know :

In 1945 the allied nations captured Germany's capital, Berlin. A plan of political reorganisation of Germany was drawn. Russia though France did not contribute in any way in this victory. Hence, Russia was unwilling to include France in this plan. Even then France was included in this plan along with Great Britain and America. The discord caused by the inclusion of France came to be known as 'Berlin Conflict'. Germany was split into East Germany and West Germany. East Germany was

under Russia's control, while West Germany was controlled by England-America. East Germany under Russia's control. Soviet Russia began to erect Berlin wall in 1961. German citizens in both sections of Germany had to face the misery of broken families and severed relations. The Germans hated the 'Berlin Wall'. It was called 'Wall of Shame' by them. Later in the years of 1989 and 1990 Berlin Wall was brought down and Germany was reunited.

**Aftermath of the 'Cold War':** During the period of Cold War there were many factors, which threatened the very future of mankind. They included political misunderstandings among nations, world's nations splitting into two distinct groups, priorities to secret political moves and treaties, absence of priority to the process of disarmament, use of science for producing destructive weapons, neglect of basic and important issues like food, clothing and housing, etc. Both, USA and Soviet Russia had to pay very heavily for their strategy of letting the situation of Cold War prevail over prolonged period.

The consequence of dissolution of Soviet Russia left USA as the only superpower in the world.

Now, we shall review the treaties and agreements signed by America and Soviet Russia during the period of Cold War.

### 10.2 NATO, ANZUS, SEATO, CENTO, Warsaw Pact

**NATO (North Atlantic Treaty Organisation - 1949) :** NATO was an alliance created to protect 29 of the European countries from the expansionist



policy of Soviet Russia. Its members included Norway, France, Italy, Denmark, Great Britain, America, Netherlands, Portugal, Turkey, West Germany, Greece, Belgium, Canada, Iceland, Luxemburg and Spain.

Few of the important terms included in the NATO alliance are as follows:

An attack on any of the member countries of the alliance would be treated as the attack on all member countries; all of the member countries will try to maintain peace and security; any of the mutual issues among the member countries shall be resolved through discussions.

The headquarters of NATO are in Paris. America had a significant influence in the decision making process of NATO. To counter America's influential position in NATO, Soviet Russia brought together the communist countries in Europe and signed a treaty commonly known as 'Warsaw Pact'.

### **ANZUS Treaty :**

Australia (A), New Zealand (NZ) and United States of America (US) signed a treaty on 1st September 1951. This treaty signed by the three nations for their collective security is commonly known as ANZUS treaty. These nations are in the Pacific Ocean region. Hence, this treaty is also described as a 'three-way defence pact' in the Pacific region.



This was the first instance of its kind; two nations in the British Commonwealth were independently making a pact with America. In a way, it indicated that these countries did not want England and France to have any upper hand in the matters of their national security. This treaty had one more objective to protect the countries in Pacific Ocean from communist China.

### **SEATO (Southeast Asia Treaty Organisation) :**



**SEATO**

England, America, France, Australia, New Zealand, Pakistan, Thailand and Philippines came together and signed a treaty on 8th September 1954 at Manila (Philippines), to ensure the collective defence of the countries in Southeast Asia. This treaty is also known as 'Southeast Asia Collective Defence Treaty' or 'Manila Pact'. The pact was mainly intended to stop the spread of communism in Southeast Asia. It was decided that if any of the nations included in the pact was attacked, then other nations signing the pact would collectively stand up against it and in the times of peace they would extend help for

the social and economic development of each other. However, there were a number of flaws in the treaty. Although, it was named as a treaty of southeast Asian countries, only three countries from Asia, namely, Thailand, Philippines and Pakistan, were included in it. Rest all were western nations, who neither geographically, nor historically had any affiliation with the three Asian countries. They were geographically distanced from Asia by thousands of kilometers. They did not have any deep understanding of the problems of the Asian countries. Therefore, the military viability of this treaty was very limited. The headquarters of SEATO was located in Thailand. However, the organisation did not have its own military. In 1973, Pakistan withdrew from it. In 1975, France stopped providing monetary help to this organisation.

On 30th June 1977, this organisation was officially dissolved.

### **CENTO (Central Treaty Organisation) :**

CENTO, was known earlier as 'Baghdad Pact' or 'Middle East Treaty Organisation'



**CENTO**

(METO), is a treaty among four nations, namely, Turkey, Pakistan, Iran and England. This treaty was signed on 24th February 1955. Iraq joined later.

In 1958, in a military coup, the monarchy of Iraq was removed from power and the Iraqi Republic was established. Iraqi revolutionists overthrew the government that favoured the western countries. The new regime opposed Baghdad Pact and Iraq withdrew from it in 1959. With this, the name of the pact was changed to CENTO and its headquarters were moved to Ankara (Turkey).

America encouraged them to continue the treaty with an intention to put a check on the spread of communism by Soviet Russia. America started providing the member nations of CENTO economic and military aid. It was afraid that if Soviet Russia attacked any of the member nations, then all members should fight it collectively.

However, if such situation emerged in reality, none of the member countries had military capacity to fight. Excepting United Kingdom, rest of the three were in need of economic and technological aid but America was too involved in many other matters, to pay attention to their needs. Hence, the member nations of CENTO were not very satisfied. They wanted to withdraw from the treaty and act independently. Iran and Pakistan withdrew from this treaty and the CENTO became non-operational.

**Sino - Soviet Security Pact :** Earlier, Soviet Russia had signed a defence treaty with China in 1950. Now, with this new pact Soviet Russia agreed to provide economic, industrial, technological aid to China.

**Warsaw Pact :** To oppose American policies and to strengthen communist nations, Soviet Russia brought together seven communist countries in eastern and central Europe known as 'Eastern Bloc' and signed a treaty commonly known as Warsaw Pact. Along with Soviet Russia, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland and Romania signed this treaty. Albania withdrew from it in 1968.

### 10.3 Non-Alignment Policy of India and NAM

After the Second World War, without joining either Soviet Russia's allied group



Non-alignment movement

or America's allied group, India adopted the policy of development by its own efforts and to shape its own strategies leading towards peace. This policy is known as 'NAM – Non-Aligned Movement'.

Pandit Jawaharlal Nehru, Dr Sukarno (Indonesia), Nkrumah (Ghana), Gamal Abdel Nasser (Egypt) and Marshal Tito (Yugoslavia) were the architects of the concept of NAM.

**Non-Aligned Nations :** The nations, which adopts an independent foreign policy based on the concept of peaceful coexistence, supports other nations in their independence struggle and does not involve themselves in the military agreements or bilateral treaties with the superpowers is known as 'Non-Aligned Nations'.

Non-Alignment is a concept concerned more with progress and peace than war and poverty, so it is more positive.

In 1961 a conference of non-aligned nations was called at Belgrade. Belgrade Conference was the first summit of the Non-Alignment Movement. Representatives of 25 countries were present for this conference. It was concluded with a declaration containing 27 columns. It consisted of several demands such as : stop aggression in Asia, Africa and South America, make Algeria and Angola free, Withdraw French army from Tunisia, Stop intervention in Congo, Policy of racism in South Africa stop, give natural rights to Arabs in Palestine.

### **Criteria of Non-Aligned Movement**

Criteria for Non-Alignment (Adopted at Belgrade, 1961)

1. The country should have adopted an independent policy based on the coexistence of states with different political and social systems.
2. Support national independence movements.
3. It should not be a member of a multi-lateral alliance concluded in the context of Cold War.
4. It should not be a member of a bilateral military alliance, or a regional defence pact in the context of great power conflicts.
5. It should not concede military bases to foreign powers in the context of great power rivalry.

The next conference of non-aligned countries was held in October 1964, at Cairo (Egypt). Prime Minister of India, Lal Bahadur Shastri attended this conference. The thrust of the conference was on preparing global awareness against forming groups of nations based on military concerns and establishment of military bases in foreign countries. The third conference of the non-aligned nations was held in September 1970, at Lusaka (Zambia). In this conference it was decided that non-alignment countries strengthen their unity; continue the policy of opposing military treaties, insist on equal status in international relations and attempt to enhance disarmament. Besides, it was also resolved to end colonialism and racism; to put more emphasis on mutual co-operation and to support the 'United Nations'. The fourth Conference of the non-aligned nations was held in 1973, at Algiers (Algeria). This conference, put up some demands, such

as, developing a new economic system and establishing a system of reporting international news. The fifth conference of the non-aligned nations was held in 1976, at Colombo (Sri Lanka). It was decided in this conference to try to create a new global economy by lessening the influence of the super powers in the field. The next conferences were held in 1979, at Havana (Cuba) and in 1983, at New Delhi. The Palestinian cause and the support for the independence struggle of Southwestern Africa (now Namibia) was supported unanimously in the conference at New Delhi.

The conference of non-aligned nations held at New Delhi was the 7th one. India's Prime Minister, Indira Gandhi in her speech in this conference emphasised on 'Freedom, Development, Disarmament and Peace'. The main goal of the non-aligned movement was, progress in the development of member nations. In the conference held in 1986, at Harare (Zimbabwe) a fund named 'Africa Fund' was raised for providing necessary aid to neighbouring nations of South Africa. The issues of Namibia's (Southwest Africa) freedom and the racialism of South Africa were discussed. In the conference held in 1992, at Jakarta (Indonesia), a demand for more facilities in the field of commerce and trade; as also a demand for the restructuring of the United Nations were put up.

#### **Try to do this.**

Review the proceedings of NAM conferences held during the period from 1992 to the Venezuela conference of 2016.

### **10.4 India's Anti-Colonial Policy**

India is acknowledged as a great democracy in the world. It had protested against imperialism in the world politics even during pre-independence days. Soon

after independence India adopted the policy of active non-alignment in the international politics. It does not mean that India would distance itself from the vital international issues but it would always strive to establish global peace. India would not tolerate foreign intervention in its internal matters. India shall respect the regional unity and sovereignty of other countries. India emphasises on the principle of 'live and let live' supported by peaceful co-existence. The following examples are worth citing in this regard.

In the post-independence period, in 1949, a conference was held in Delhi in which support was declared to the issue of Indonesia's independence. It was demanded that the Dutch should leave Indonesia before 1950 and grant its independence. The position India took in the case of Africa is also very important. India took a very strong initiative in demanding the independence of the African countries, especially the protectorates of European nations. India insisted that the foreign rulers (colonialist European countries) should leave the colonies, at the earliest. India also insisted that various institutions associated with the United Nations should expand their work fields and facilitate Africa to benefit by it. India spoke in the United Nations about the atrocious treatment meted out to the native Africans. India cared about Africa because of its long-standing relations with African countries. Thousands of Indians had migrated to Africa for trade and to work on the sugarcane plantations, since long ago. In 1896, Indian workers had gone there to work on the Kenya-Uganda railway project. Mahatma Gandhi showed Africa the path of satyagraha for getting independence. Thus, India had been on the forefront in the struggle against colonialism.

## 10.5 South Asian Association for Regional Co-operation (SAARC)

Zia-ur Rehman, President of Bangladesh felt that an organisation, which would work for the economic and social development in Asia needs to be established. Accordingly,

the first among the four meetings of foreign secretaries of Bangladesh, India, Bhutan, Pakistan, Sri Lanka, Maldives and Nepal was convened in 1981, at Colombo.

In this meeting it was decided to work together for planning of regional co-operation, rural development, health, demographic issues, trade, etc. In 1983, the foreign ministers of the above mentioned countries published the 'SARC Declaration' in Delhi. In 1985, SAARC was established at the summit meeting held at Dhaka. The following are the objectives of SAARC, as declared in the Dhaka conference.

- (1) To co-operate for the rapid, all-round development of member nations.
- (2) To oppose terrorism and smuggling of narcotics.
- (3) To resolve problematic issues and create mutual understanding for mutual trust among nations.
- (4) To co-operate with various organisations at regional, zonal and international levels, working with similar objectives.
- (5) To work on international level for collective well being.

SAARC was officially established in Dhaka, with these objectives in view. Its secretariat-general was established at Kathmandu. It was decided that members should meet once annually. Annual subscription was made mandatory for raising the salary fund of General Secretary, seven Directors and the staff. The duration of SAARC's Principal Secretary's posting



was to be for three years and every nation was to get to post their representative as Principal Secretary, every year by rotation.

The leaders of the South Asian countries reaffirmed their commitment to the UN Charter and the principles governing sovereign equality of States, peaceful settlement of disputes, non-interference in internal affairs and non-use or threat of use of force against the territorial integrity and political independence of other States. They reiterated that the United Nations constituted the most important forum for the resolution of all issues affecting international peace and security.

They also reaffirmed their deep conviction in the continuing validity and relevance of the objectives of the Nonaligned movement as an important force in international relations.

#### **Challenges for SAARC to tackle :**

SAARC is laden with many difficult issues to tackle such as economic disparity among the member nations, expenditure allotment for defence, inadequate infrastructure, underdevelopment of agricultural sector, rising terrorism, population explosion, insufficient trade, divergent political systems, religious-lingual diversity, etc.

**Success of SAARC :** SAARC has done well in some of the fields mentioned above. For example, a centre for dissemination of agro related information was started in Bangladesh and it has been also used as a platform for research related to seeds, animal husbandry and fisheries. A 'SAARC' centre for meteorological research was established in Dhaka. In Kathmandu an orthopedic centre was established. Efforts are being made to promote tourism in SAARC countries. SAARC is also working for eliminating poverty in the countries in South Asia with the help of the 'Economic and Social Commission for Asia and Pacific (ESCAP)'.

An inter-Governmental group was established to formulate an agreement (SAFTA – South Asian Free Trade Area) for promoting free trade and economic co-operation among the SAARC nation. The SAARC Documentation Centre was established at Delhi for dissemination of information. SAARC Human Resources Development Centre was established at Islamabad (Pakistan). Agreements were signed to counter the smuggling of narcotic drugs. Committees were appointed for development in the fields of postal services and transportation.

South Asian Preferential Trade Arrangement - SAPTA and South Asian Free Trade Area - SAFTA

With a view to enhance mutual trade among Asian countries two treaties were signed, namely, SAPTA (1993) and SAFTA (2004).

#### **Try to do this.**

Collect information about SAARC conferences till 2014, with the help of internet.

### **10.6 Commonwealth**

A voluntary international organisation of the countries which were once part of the British Empire and now are sovereign states is known as 'British Commonwealth' or simply 'Commonwealth of Nations'.

The idea behind establishing Commonwealth was to bring the Governors and administrators together who had worked in the erstwhile colonies of the British empire. The objective was to achieve coherence in the political and administrative machinery by exchange of the experience and ideas of these officers.

In 1917, Canada, Australia, South Africa and New Zealand were given autonomy as integral states of British

Empire. In 1931, England declared a policy of granting autonomy to all its colonies, one by one. The British Parliament passed a statute known as 'Statute of Westminster'. This statute approved formation of Commonwealth. As the tradition would have it, the British Queen or King is installed at the head of this organisation. The secretariat of the Commonwealth was established at London. Voluntary co-operation is the fundamental principle of Commonwealth.

After the Second World War the British colonies in Asia and Africa became independent. The commonwealth deserves credit for it to some extent. The opposition to British rule in the colonies and the altered international scenario made the disintegration of the British Empire inevitable. The establishment of Commonwealth proved instrumental in giving momentum to anti colonial movements in the colonies. Beside this the 'Commonwealth' held to check the resentment with regard to granting freedom to the colonies that prevailed in some social strata in England. India's decision to remain in the Commonwealth even after its independence added to the nullification of that resentment.

**Commonwealth and India :** In 1948, in the Congress Session at Jaipur in Rajasthan, Pandit Nehru took the decision of joining 'Commonwealth'. India became a member of Commonwealth as an equal and sovereign state. The factors leading to this decision were in the situation that prevailed then. At that time England was the major supplier of arms and other defense material to India. England had granted same facilities to India with regards



COMMONWEALTH

to foreign exchange. Indian exported goods were partially free from the customs duty. More importantly India had an open platform at Commonwealth to counter the malpropaganda by Pakistan against India. By considering all these things India became a member of Commonwealth.

Apart from this India has always been on the forefront in Commonwealth Games. The sports competitions modeled after Olympics competitions used to be held for amateur sportsmen in the British colonies under the name, 'British Empire Games'. The idea of such games was introduced by Reverend Astley Cooper. Since 1950 these competitions came to be called as 'Commonwealth Games'. Commonwealth games were started at 'Crystal palace' to mark the coronation ceremony of King George V in 1911.

The Commonwealth Games of 1986 were of special significance. Thirty two countries boycotted the games. These countries demanded that South Africa should change their racist policies. However, United Kingdom did not pay any heed to this demand. Hence, Mr. Rajiv Gandhi, India's Prime Minister declared a boycott. Now, in the 21<sup>st</sup> century India has recorded a laudable performance in the Commonwealth Games.

In the two lessons that follow, we are going to learn about India as a country in the process of transformation.



## Exercise

### Q.1 Choose the correct alternative and rewrite the statement.

- The headquarters of SEATO were located at .....  
 (a) Thailand (b) Philippines  
 (c) Pakistan (d) United Kingdom
- A fund named ..... was raised for providing necessary aid to neighbouring nations of South Africa.  
 (a) Jakarta (b) Harare  
 (c) Namibia (d) Indonesia

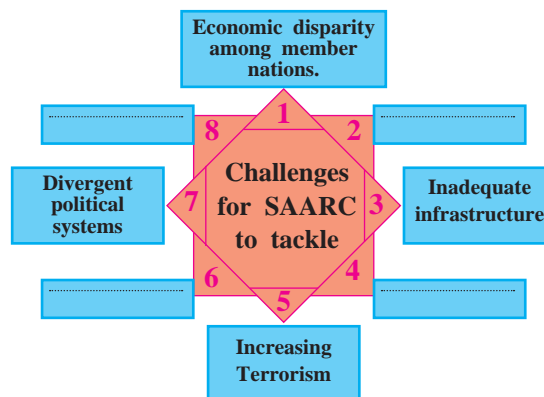
### Q.2 (A) Write names of historical places/ persons/events.

- On 30th June 1977 this organisation ceased to exist –
- The idea of Commonwealth Games was introduced by –

### (B) Choose a right reason from those given below and complete the sentence.

- No country was included in the ANZUS treaty except Australia, New Zealand and United States of America –  
 (a) They did not want to let United Kingdom and France to have an upper hand.  
 (b) It was a military pact.  
 (c) It was a secret pact.  
 (d) It was a pact only among countries with friendly relations.

### Q.3 Complete the concept map.



### Q.4 Write short notes.

- Cold War
- Non-Alignment Movement

### Q.5 Explain the following statements with reason.

- CENTO became non-operational.
- SAARC has achieved success in some field.

### Q.6 State your opinion.

- The Cold War began between America and Soviet Russia.
- India has always opposed colonialism.

### Project

Collect information about 'Commonwealth Games' with the help of internet.



## 11. India Transformed - Part I

### 11.1 Globalisation

### 11.2 Transformation in Various Fields

#### 11.2.1 Rural Development Plans

#### 11.2.2 Urban Development Plans

#### 11.2.3 Means of Communication

### 11.3 Economic Issues

### 11.4 BRICS

### 11.5 Science and Technology

### 11.6 Defence Affairs

### 11.7 Youth related Policies

### 11.8 Right to Information Act 2005

### 11.9 Reorganisation of States

This lesson reviews the advancements in various fields, in India since 1990. We shall do this by citing a few representative examples.

### 11.1 Globalisation

India before 1990 and India after 1990 are much apart. It adopted liberal economic policies in 1990 and many things changed.

**General Agreement on Tariffs and Trade (GATT) :** During the times of Second World War many countries had adopted the policy of imposing various duties and taxes on imported goods, with a view to protect their home markets. It resulted in declining of trade. A meeting was called in Cuba to discuss this problem, which was attended by 56 nations. It was decided to establish a permanent organisation to resolve the problems related to international trade. A legal agreement was signed in Geneva by 23 nations in 1947, which is known as GATT. This agreement was the first multinational trade agreement. GATT gave priority to economic development through production and trade, to treat the member countries as 'most favoured nations'.

An annual meeting of the member countries of GATT used to be held at Geneva. It was attended by the representatives of the member countries. Each country was entitled to one vote. Problems faced by individual nations regarding the difficulties in international trade were discussed in the meeting and the decisions were based on these discussions. Later GATT became a part of a more encompassing organisation known as 'World Trade Organisation' - WTO.

### World Trade Organisation (WTO) :

On 1st January 1995, 123 nations together founded an organisation with the objective of opening the world for free trade. It was called World Trade Organisation (WTO). It's a global trade organisation and India is a member of it.



Arthur Dunkel

Arthur Dunkel, the Director General of WTO prepared a draft which has been fundamental to the establishment of the organisation. This draft is known as 'Dunkel Draft'. The crux of this draft emphasises on trade, free from governmental customs duty and other restrictions. This approach is known as 'liberalisation'. All participating countries agreed upon a set of rules and a premise common to all that would promote international trade. Initially provisions were made in the spheres of grants, exports-imports, foreign investments, reserved sectors, agriculture, technology and service sectors.

After becoming a member of WTO, India put a thrust on economic progress. In

this aspect the contribution of the then Prime Minister of India, Narsimha Rao and Finance Minister Manmohan Singh is very important. Prime Ministers Atal Bihari Vajpayee and Manmohan Singh took ahead the policy of liberalisation. The report published by WTO in 2006 has made a special mention of increasing economic growth rate of India. Growth in investments, fall in the ratio of population below poverty line, fall in infant mortality rate, increasing availability of facilities for literacy, potable water and drainage system in India, are also mentioned in this report. By adopting ways like simplifying import rules, modifying laws regarding rights on intellectual property, modifying patent laws, India entered the global economy.

## **11.2 Transformation in Various Fields**

Transformation of a nation can be discerned through certain indicators. Is the countryside developing? Are the roads in our vicinity in good condition? Has the traffic improved? Have the cities improved? Have the communication systems become more efficient? Has the defence machinery of the country given priority to upgradation and modernisation of defence systems? Are the citizen in position to avail of their rights in proper manner? If, answers to such questions are affirmative, then we can assert that the transformation is happening. So, let us understand the transformations in various fields that happened in our country.

### **11.2.1 Rural Development Plans**

Several plans for rural development have been implemented, so that the rural sector should not get neglected and the balance between rural and urban development be maintained. The plans that are being implemented in the present are mostly augmentation of plans that were already operational. Sometimes earlier plans were merged in new plans.

To create employment opportunities for an ever increasing population is a major challenge for the government. We shall review the measures taken by the government in this respect.

**Pradhan Mantri Rojgar Yojana :** To create job opportunities for educated youth the ‘Ministry of Commerce and Industry’ of the Government of India started a plan on 2<sup>nd</sup> October 1993. This plan was meant for creating opportunities for job and private enterprise.

‘Pradhan Mantri Rojgar Yojana’ and ‘Rojgar Hami Yojana’ were started on the birth anniversary of Mahatma Gandhi. Rojgar Hami Yojana was to assure daily wages to the unemployed agricultural labourers. There are days when employment of any kind is not available to agricultural labourers. The objective of this plan was to provide wage earning opportunity, who were in search of it. Initially this plan was launched in 257 districts in India. A goal was set to provide work to two young labourers in each family below poverty line. In 2001 this plan was merged in ‘Gramin (Rural) Rojgar Yojana’.

In 1998, with a view to provide support to farmers in difficult times, ‘Kisan Credit Card’ plan was started. It was also intended to help farmer to avail funds for essential equipments and seeds for cultivation. Later, an insurance facility was also offered to farmers, who were Kisan Credit Card holders.

**Suvarnajayanti Gramin Svayam Rojgar Yojana :** This plan was launched in 1999. This plan was started by merging various plans together namely ‘Ekatmik Gramin Vikas Yojana’, Self employment training programmes for rural youth, programme for rural women and children, distribution of modern equipment to rural artisans, ‘Ganga Kalyan Yojana’ and plan

to dig 10 lakh wells etc. In 2005-06, there were 12 lakh 7 thousand beneficiaries of 'Suvarnajayanti Gramin Swayam Rojgar Yojana'.

#### **Jawahar Gram-Samruddhi Yojana :**

In 1999, a new plan was implemented with an intention to provide adequate employment for the unemployed men and women. In 2001, it was merged in a plan known as 'Sampoorna Gramin Rojgar Yojana'.

#### **Sampoorna Gramin Rojgar Yojana :**

This plan was launched by merging together 'Rojgar Aashwasan Yojana' and 'Jawahar Gram-Samruddhi Yojana' in 2001. This plan made provisions for creating opportunities in rural areas of earning wages, to provide food-grains in exchange of work, etc. In 2004, the scheme of giving food-grains in exchange of work was started in 150 districts in the country which were economically most backward. Measures like water conservation, development of agricultural lands were given priority to overcome situations of famine. In 2006 this scheme was merged in 'Rashtriya Gramin Rojgar Hami Yojana'.

**Rashtriya Gramin Rojgar Hami Yojana :** The Government of India launched this scheme on national level to eradicate economic disparity, poverty, starvation and unemployment in rural India. Each family in rural areas was given assurance of at least 100 days' work. Till 2008, this scheme was started in about 350 districts.

**Agriculture and Livestock :** Along with the nation's transformation, agricultural sector is also getting transformed. According to 2011 census 54% of the total population in India is engaged in agriculture and agro-related sector. The 'Soil Health Card Scheme' aims at increasing the soil fertility and agricultural production. 'Pradhan Mantri Krishi Sinchan Yojana' envisaged is for giving priority to adequate water supply

for agriculture and irrigation facilities on larger scale. 'Krishi Vikas Yojana' aims at organic cultivation and increase in the farmers' income. 'Pradhan Mantri Vima Yojana' is implemented for the economic welfare of the farmer. More emphasis is given on fields like animal husbandry, dairy, fisheries, agricultural research and education. Focus on developing 'Agriculture', 'Co-operative establishments' and 'Farmer Welfare' are the three main themes of the development programmes.

In 2007, a national policy for farmers was adopted. Gradually, the results of all



**Indian Council for  
Agricultural Research  
(I.C.A.R.)**

the programmes implemented for the agricultural sector are becoming apparent. If there is a crop failure, because of things like natural calamities, pesticides, epidemics, adverse climate, etc. the farmer gets compensated through the insurance scheme ('Pradhan Mantri Peek Vima Yojana'). Research institutes of agricultural science are supported through Indian Council for Agricultural Research (I.C.A.R.). Agricultural exhibitions are organised with the objective of introducing the farmers to latest technology, new agricultural experiments and research. Indigenous seeds and indigenous breed of cattle is given priority. Research programmes on 'goat' were conducted on pan-Indian level. Goat keeping (Sheli Palan) is encouraged as an occupation for enhancing the life standard of tribal people. It has largely become their principal source of livelihood. In rural areas poultry farming of indigenous variety was encouraged. Thus, India is making significant progress in the fields of animal husbandry, dairy and milk production, fisheries, live stock,

poultry, meat and wool production. Ours is a leading country in milk production. The 'National Livestock Mission' was established in 2014-15 and since then there is rapid growth in the livestock sector. This mission provides for availability of fodder, loan, organizing the cattle keepers and resolving their difficulties. In 1919-20 the first livestock census was conducted. Since then it is being done regularly. The '2012 Livestock Census' was nineteenth in the series. China ranks the first in fish production while India ranks the second. Fishing has been an important occupation in India, which is now supplemented with fish farming (pisciculture). This sector is growing rapidly.

#### **Pradhan Mantri Gram Sadak Yojana :**

The Government of India, knowing the importance of having roads in good conditions in the interior areas, started 'Pradhan Mantri Gram Sadak Yojana' in 2000. Initially, the work of building roads began by linking the villages of population strength up to 1000. In 2001, this programme was merged in 'Pradhan Mantri Gramodaya Yojana'. The roads measuring about 75000 Km. were completed till 2005. The purpose of this work was to extend the benefits of country's economic growth to people living in rural areas and to bring transformation in their lives. It aimed at providing amenities for good health, education, drinking water, dwellings, roads and electricity.

#### **11.2.2 Urban Development Plans**

**Jnnurm – Jawaharlal Nehru National Urban Renewal Mission :** This programme was launched in 2005. The mission is for



massive modernisation of the cities through modifications in road building, public transport, wastewater disposal and management systems

and sewage disposal systems, housing for the poor, etc.

**Golden Quadrilateral (Suvarna Chatuskon Yojana) :** In 1998, Government of India announced a programme of creating national highway network to join the four megacities – Delhi, Mumbai, Chennai and Kolkata. National Highways Authority of India is managing this project. This project aimed at tasks like developing two highways about 7300 km. in length linking all the four quarters of the country, to provide rapid transportation to important port cities in the country. The programme progressed rapidly by completing ¼ of the total length of the highways till 2008.

**Metro Railway :** The Delhi Metro railway was flagged off in 2002. Metro railway running above and underground has introduced a major change in the public transport system of the metropolises of India. It facilitated speedy and smooth transit.

#### **11.2.3 Means of Communication**

**Postal Department :** In 1766, the British established the post office in India. Thus, the 'Indian Postal Department' is more than 250 years old. The postal department, which once only delivered letters, has undergone total reformation. It has entered in the field of banking. The postal department has introduced various schemes such as, 'Postal Savings Accounts', 'Term Deposits', 'Public Provident Fund (PPF)', 'Kisan Vikas Patra', 'Sukanya Samruddhi Account', and so on. To improve its services, in all 23,557 postal offices were brought under 'Core Banking Solutions', till 2018. Automated Teller Machines (ATM) were installed at many branches. Mutual Fund products of 'Unit Trust of India' were made available to customers at postal offices. The postal department is also offering money transfer services to Non Resident Indians.

### Collect information of following schemes :

National Pension Scheme, Pradhan Mantri Suraksha Vima Yojana, Pradhan Mantri Jeevan Jyoti Vima Yojana, Atal Pension Yojana, Indian Post Payments Bank.

**Speed Post :** The service of ‘Speed Post’ changed the very nature of Indian Postal Service. This service was started in 1986. Many people take advantage of this service, to the tune of more than three crores of letters and parcels being delivered every month. The postal department sends a message of successful delivery on the mobile phone of the sender. This facility has made the speed post service more reliable. In addition, the postal department now offers courier services like delivery of passport, business parcels, cash-on-delivery, logistics post and air freights. Earlier, if anybody wanted to post letters or gift articles, etc. on a larger scale, the tasks like putting the letters in envelopes or packaging of the gift articles, the sender had to do them personally. Now the post office offers the packaging service at extra charge. This has increased the business of the postal department. There are one lakh and fifty five thousand post offices, which are offering services like paying various bills, sending festive greetings cards and similar objects.

The postal department has started a very novel service since 2016 of delivering Ganges water (Ganga Jal) at personal addresses from Rishikesh and Gangotri. Along with it facilities like buying personalised postage stamps with a personal photograph, buying newly issued postage stamps at philatelic centres, special schemes for philatelists are available at ‘Post Shops’ opened at 80 post offices.

### Let us collect information.

Collect information about various services like ‘Sarvabhaum Suvarn Rokhe’ (Gold Bonds issued by the government), ‘Electronic Indian Postal Order’, ‘E-Dakghar’, ‘E-Payment Portal’, ‘Mobile App’ etc., by interviewing the Postmaster of any branch.

### Let us know :

Collect information with the help of internet about the ‘Rafi Ahmad Kidwai National Postal Academy’ (Gaziabad).



The postal department is also concerned with the requirements of philatelists. Philately is a valued hobby at international level. Special limited issues of artistic postage stamps are published by the postal department. In the year, from April 2017 to March 2018, the postal department published 50 issues of postage stamps based on various themes. It included the subjects like Meghalaya Caves, rare Indian birds, Ramayan, Mahabharat, Indian cuisine, Winning designs of ‘nests’ from a children’s competition, ‘Heritage’ architectural wells (for example, ‘Rani ki Vav’), Hand fans, Solar system, Indian headgears, Centenary of the Champarnya Satyagrah, etc. The postage stamps of Ramayana were distributed in 40 countries through the Indian embassies.

### 11.3 Economic Issues

An example is cited here to have a glance of the economic growth.

**Ministry of Disinvestment :** The Government of India established a separate 'Ministry of Disinvestment' to take care of its disinvestment policy, i.e. the gradual withdrawal of governmental investment in the public sectors. The Government is focusing on reducing its investment in the sectors like mining, petroleum refineries, roads and highways, port trusts, telecommunication and foreign investments in these sectors are now permitted. The policies of 'Privatisation, Liberalisation and Globalisation' (popularly known as 'KHAUJA'), boosted the confidence of Indian companies and some of them established themselves in global markets by acquiring foreign companies in the steel, pharmaceuticals, tea production and also automobiles sectors.

In 2016 the 'Ministry of Disinvestment' was renamed as 'Department of Investment and Public Asset Management (DIPAM)'.

#### **11.4 BRICS**

This organisation was established in 2006. Its name is formed by adopting the first letter of the names of the participant countries. The participant member are Brazil, Russia, India, China and South Africa. This organisation was established with an aim of enhancing the trade among these countries. The 11th conference of BRICS was organised in Brazil in 2019. The theme of this conference was 'Economic Growth for an Innovative Future'. Subjects like technological co-operation, technology and innovation, digital economy, international crime, financial scams were discussed. (*Ref. : BRICS.org.pib.nic.in*)

#### **11.5 Science and Technology**

Only a few instances of significance are mentioned in this part.

A super-computer named as 'Param-8000' was created with the help of C-DAC (Centre for Development of

Advanced Computing), Pune. In 1998, an advanced version of 'Param-8000' was made, which was named as 'Param-10000'. Its mathematical potential was enormous, because of which India entered the global computer market. India won its place among the leading countries with high technological knowhow of computer making. In 1999, a project of creating a still further version of 'Param-10000' was undertaken. This computer was named as 'Parampadma'. 'Parampadma Super Computer' was dedicated to the nation in 2003.

The Indian software industry was benefitted because of the policy of liberalisation. The central government's favourable policies for software industry, foresightedness of the Indian entrepreneurs, the nationwide spread of computer and information technology, computer engineers who are also proficient in the use of English language resulted in tremendous increase in the Indian export of software. It increased from 3.2% to more than 25% after 2005.

In 1995, internet services began in the Indian metropolises. In 2004, Tata Consultancy was the biggest firm in Asia providing software services. Pune and Bengaluru developed as Information Technology (IT) hubs. The population in India using internet services is rapidly increasing. Indian IT engineers are in great demand all over the world.

In the field of science, India, to prove its nuclear strength, conducted underground nuclear tests two times at Pokharan in Rajasthan. The Indian satellite, 'Oceansat-1' launched and entered the orbit in 1999 to collect oceanographic information (about oceans and seacoasts). In 2000, 'Bharat Sanchar Nigam Ltd., (BSNL) was established to provide services like cellular phones (mobile phones), internet and broadband.

**Indian Science Congress Association :** This association was established on 15<sup>th</sup> January 1914 with the objective of promoting scientific environment in India and publishing dissertations, research papers and periodicals. In 1975, Asima Chatterjee became the first female scientist to be elected as the General President of the 62<sup>nd</sup> Indian Science Congress Association.

In 2007, India entered a new field of space research. It commercially launched the Italian satellite. Other nations had submitted tenders quoting very high rates, to get this contract. However, India got this contract by quoting reasonable rates. Nevertheless, India earned considerable profit through the Italian contract. Before entering this field on commercial basis, India had already successfully launched the satellites of Argentina, Belgium, South Korea, Indonesia and Germany. In 2008, India launched ‘Chandrayaan-1’, the first lunar probe. Through the information sent by ‘Chandrayaan-1’, India could collect evidence for the presence of water on the moon. After that India also launched ‘Chandrayaan-2’ and ‘Mangalyaan’.

### **VVPAT- Voter Verified Paper Audit Trail**

The Government of India started using this machine for the Nagaland Assembly elections in 2011. Since 2019, this device has been widely used for Lok Sabha elections. The slip generated by the machine can be checked to determine whom you voted for. The voter sees the slip in a few seconds after the vote. The voter can confirm his or her own vote through this machine.

## **11.6 Defence Affairs**

In 1999 Pakistan intruded Kashmir. This intrusion started a war between India and Pakistan. This war was fought in the Kargil-Drass area in Ladakh. Hence it is known as ‘Kargil War’. It is also referred to as ‘Operation Vijay’ by the Indian army. ‘Operation Vijay’ was successful and India emerged victorious in it. This war alerted the Indian authorities for modernisation of the Indian military. Processes of updating the military, equipments and arms, training, etc. were further intensified.

In 2009, India successfully built a ‘Strategic Strike Nuclear Submarine’, of ‘Arihant’ Class. This was the first nuclear submarine built in India. Its first patrol round was completed with Russia’s co-operation. Thus, India is the sixth country in the world to develop indigenous technology of building nuclear submarines. The Indian government had involved private Indian entrepreneurs too, in this project.



The Government of India emphasised on indigenous production by using indigenous technology (‘Make in India’), on recruiting women officers in military and also on combined Exercise with militaries of other nations. There is increasing focus on the exchange of latest technology, to fight terrorism, to augment our own competencies and optimum use of modern technology for ending terrorism. The Exercise with Oman military at Bakloh, Himachal Pradesh, is apparently the result of these policies. In the Exercise with Nepal





### Do you know?

Indian military is the first to give training to foreign women officers. During a training session organised in Chennai, women officers in the Afghan Air Force were trained. It included training for the development of physical capabilities, use of latest arms, war strategies, communication skills and leadership qualities. In 2016, the Indian Air Force commissioned three women pilots, for the first time. Their names are, Avani Chaturvedi, Bhavana Kant and Mohana Sigh. After completing their training successfully, they resumed their duty as flying officers.

the thrust was on the critical tactics to fight with terrorists in mountainous terrains. There were combined Exercise of Mangolian army and 'Jammu and Kashmir Rifles'. The Exercise of Indian and American army together was done in America. The Exercise with Sri Lankan army was organised in Pune. This practice session was meant for training the soldiers for fighting terrorism in semi-urban environment. Exercise with Russian military was organised in Russia. Similar Exercise were organised with Bangladesh and England as well.

Such Exercise are useful for both countries because of the technological exchange that happens on these occasions. They help to know and practice new methods of resolving problems. The process of modernisation of arms gives impetus to further research.

To join the armed forces is a one of the best careers for young people. There are about eight sections in the Indian army where women officers can join on short

service commission. Women can join through Union Public Service Commission. There are a few reserved seats for women, who have completed N.C.C. training.

### 11.7 Youth related Policies

India is a country with maximum proportion of young people. Individuals in the age group of 15-29 are considered as 'Youth'. The 'Youth', if provided with opportunities of education and skill training, can contribute significantly in the development of India. A number of centres of 'Nehru Yuva Kendra Sangathan' were established in 1972. These centres began training young people for various skills. The programmes run by these centres were eventually merged in 'National Youth Empowerment Programme'. This programme



put a thrust on topics like literacy, education, health and hygiene, family welfare, preservation and conservation of environment, awareness of social issues, rural development and self employment.

12th January is the birth anniversary of Swami Vivekanand. It is observed as 'National Youth Day'. Every year, National Youth Festival is celebrated in the month of January. This festival is organised jointly by the Government of India and one of the State Governments. This festival is designed to provide a platform for the artistic talents of young individuals.

'Youth Hostels Association of India' has established youth hostels in various parts of the country. These hostels are managed in collaboration by the Government of India and respective state governments. 'Youth Hostels Association' works for encouraging the adventure skills among young people. There are about 83 hostels

in India, which provide accommodation to young people at minimum rates.

The training programmes are arranged by this association through 'Bharat Scouts and Guides', 'National Service Scheme' and 'National Cadet Corps'.

### 11.8 Right to Information Act 2005

This kind of Act was first applied in Sweden in 1776. In 1946, 'United Nations' declared the 'Right to Information', to be the fundamental human right. In 1982, L.K. Kulwal, a resident of Jaipur in Rajasthan, a social activist, initiated the process by applying to know the Jaipur Municipal Corporation's work for cleaning the city. In the case filed in this matter, the High Court, gave a clear verdict stating that 'Right to Information' is a fundamental right of all citizens. In 1990 Aruna Roy started the movement called as 'Majdoor Kisan Shakti Sanghathan'. A need for 'Right to Information' was expressed through this movement. The Divisional Commissioner of Bilaspur of that time, Harsh Mander, showed courage to disclose official information while serving as a bureaucrat. The information he disclosed was in the context of the programme of distributing



Anna Hazare

food grains in lieu of daily wages. The struggle of Anna Hazare in 2001, had a decisive role in Maharashtra in this matter. The Act was implemented in Maharashtra since 12th October 2005.

The definition of the term 'information' includes official records, documents, memoranda, e-mails, comments, consultations, press notes, circulars, orders, logbooks, tenders, reports, correspondence, formats, models, electronic data, the

information of a private institution or an individual that is available in the records of any public establishment.

Right to information grants access to official documents, records, permission to obtain their copies, to take notes, to extract passages, to get samples of authorised material and prints of data stored in CDs, Floppy discs, Tapes, Video Cassettes or in any other form, or stored on computers.

Citizens can get the desired information after submitting an application to 'Information Officer' of a Public Authority.

### 11.9 Reorganisation of States

The year 2000 proved to be important for the formation of new states. States with large areas (Madhya Pradesh, Uttar Pradesh and Bihar) were divided and new states were formed. New states, namely, Chhattisgarh (1st November 2000), Uttarakhand (9th November 2000) and Jharkhand (15th November 2000) came into existence. After the formations of lingual states in India, this was the first instance of formation of new states.

**Chhattisgarh :** The demand for the creation of separate state of Chhattisgarh was first put forth in the session of Indian National Congress in pre-independence times. However, 'States Reorganisation Commission headed by Fazal Ali, rejected the demand. In 1998, in the session of the Legislative Assembly of Madhya Pradesh, the proposal of creating a separate state of Chhattisgarh was approved. Later, by the initiative of the Government of India, the separate state of Chhattisgarh was created.

**Uttarakhand :** The people of Garhwal and Kumaon were demanding for a separate state since 1930. It was supported in the 1938 session of Indian National Congress. However, the Fazal Ali Commission ruled it out. The people in this region started a movement for their demand in 1957. In

1973 'Uttarakhand Parvatiya Rajya Parishad' was established. In 1994, the movement got intensified. In recognition of the popular sentiment, a bill for separate state was passed by the Uttar Pradesh Legislative Assembly. Finally, in 2000 the state of Uttaranchal (later named as Uttarakhand) came into being.

**Jharkhand :** In 1929, the demand for separate state of Jharkhand was staged for the first time. In 1947, All India Jharkhand Party was established and the demand for a separate state of Jharkhand was accelerated. In 1973, an appeal was presented to the President and the Prime Minister. In 1994, the Bihar Legislative Assembly passed the bill of 'Jharkhand Area Autonomous Council (JAAC)'. In August 2000, a bill providing for Bihar's division and creation of a separate state of Jharkhand was passed in the lower house of the Parliament (Lok Sabha). On the day of 15th November 2000, the separate state of Jharkhand came into existence.

**Telangana :** The state of Telangana was formed in 2014. Earlier it was an integral part of the state of Andhra Pradesh. 'Telangana Rashtriya Samiti' started the movement for the creation of a separate state of Telangana. In 2001, Government of India announced the decision of the

separate state of Telangana. In 2014, this proposal was approved in the parliament. On 2nd June 2014, the separate state of Telangana came into existence.

**Jammu-Kashmir and Ladakh :** The state of Jammu-Kashmir and Ladakh was given a special status by 'Article 370' of the Constitution of India.

In 1947 Prem Nath Dogra established 'Jammu Praja Parishad' party. Its initial motto was 'Ek Vidhan, Ek Pradhan, Ek Nishan'. Later, in 1952, it was changed to '*Ek Desh me Do Vidhan, Do Pradhan, Do Nishan Nahi Challenge, Nahi Challenge*'. This party demanded complete accession of Jammu and Kashmir to India. The party in power, National Conference, however, was not ready to give up the autonomy of the state. Dr. Shyama Prasad Mukherjee (Minister for Industry and Supply in Prime Minister Jawaharlal Nehru's Cabinet) supported the demand of complete merger. Recently, in August 2019 Government of India revoked 'Article 370'. From 31st October 2019 the state of Jammu and Kashmir was restructured as two separate Union Territories of 'Jammu-Kashmir' and 'Ladakh'.

In the next lesson we will study Social domain, Sports as well as Tourism.

### Exercise

#### Q.1 Choose the correct alternative and rewrite the statement.

1. A legal agreement was signed in Geneva which is known as ....  
(a) SEATO (b) NATO  
(c) GATT (d) SAARC
2. An act similar to 'Right to Information' was first applied in .... in 1776.

- (a) Sweden (b) France  
(c) England (d) India
3. The birth anniversary of Swami Vivekanand is observed as ....  
(a) National Education Day  
(b) National Youth Day  
(c) National Integration Day  
(d) National Science Day

**Q.2 (A) Write names of historical places/ persons/events.**

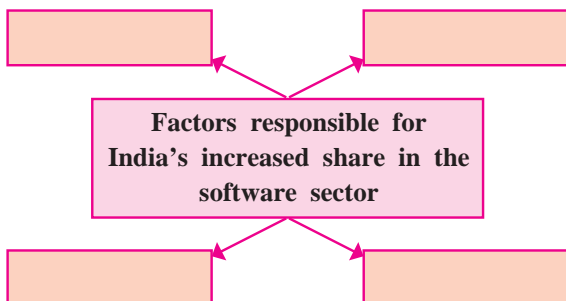
1. In 2004, this became the biggest firm in Asia providing software services –
2. In 2002, the .... Metro railway was flagged off –

**(B) Choose the correct reason from those given below and complete the sentence.**

India became the member of World Trade Organisation. Because -

- (a) India want to compete with other nations.
- (b) India cannot stay aloof from global economy.
- (c) India adopted the policy of liberalisation.
- (d) India wanted to be in the leading position at global level.

**Q.3 Complete the concept map.**



**Q.4 Write short notes.**

1. The Youth Policy of the Government of India
2. 'Pradhan Mantri Gram Sadak Yojana'

**Q.5 State your opinion.**

1. India is a leading country in the field of space research.

**Q.6 Answer the following question detail.**

1. Which programmes were launched in India for making the opportunities of wage earning?

**Q.7 Write detailed answer with the help of following points.**

Give information about the 'Right to Information Act'.

- (a) Background of the act and the beginning of this movement in India.
- (b) Definition of 'Information'.
- (c) The rights of citizens under this act.

**Project**

Collect information about the States of India and Union Territories, as well as the names of their capital cities, with the help of internet.



## 12. India Transformed - Part II

### 12.1 Social Domain

#### 12.1.1 Health

#### 12.1.2 Environment

#### 12.1.3 Education

### 12.2 Sports

### 12.3 Cultural Heritage and Tourism

#### 12.1 Social Domain

India's transformation is reflected in the social domain also. The government is actively trying to reduce the social disparity and to bring all classes in the society in the mainstream of economic development. In this regard, the 'Human Rights Protection Act 1993' is important. 'National Human Rights Commission' was established under this act. Its objective is to protect fundamental human rights, like the right to life, equality, etc. and to see that nobody is deprived of these rights. According to this Act the Commission can act on the basis of a report of a case of deprivation of fundamental human rights, published in newspaper or other media ('Sui Moto Cognisance'). A complaint can be lodged by a social activist or a social institute on behalf of the victim. In 2005 the 'Domestic Violence Act' was passed. This Act was formed to provide protection to women from domestic violence. The most important provision in this Act is the right of a woman on the house where she has been residing, even if she doesn't own the house.

According to 2011 census the sex ratio in India, is alarming. The ration of girls is very low. In the age group of 0-1years the number of girls is 914 against 1000 boys. This statistics was a warning of a grim social situation and several women organisations raised a voice expressing their concern. The State Government of



#### Do you know?



Hamid Dalwai

Hamid Dalwai was inspired by the work and thoughts of Jotiba Phule. He founded 'Muslim Satyashodhak Samaj' in 1970. His main concern was the rights of Muslim women. He opposed the custom of 'Triple Talaq'. The law passed by the Indian Parliament in 2019, has declared this custom as illegal.

He was of the opinion that in secular India, uniform civil code should be applicable to all.

Maharashtra banned sex/gender prediction tests of a fetus and launched a programme called 'Lek Ladaki'. Gradually the social loathing for the birth of a girl is diminishing because of the growing awareness.

#### 12.1.1 Health

**Polio eradication :** The transformation of India was bound to reflect in the field of 'Health'. In 1995 the health department of the Indian government launched the campaign, dubbed as 'Pulse Polio'. It was started jointly under the sponsorship of



'Do Boond Zindagi ke'

‘World Health Organisation – WHO’, UNICEF, Rotary International and Government of India. This campaign was for the eradication of polio. The campaign was run with a determination not to leave a single child under the age of five years without administering polio vaccination. Various means were used to make the campaign absolutely successful, such as awareness camps, home visits and extensive advertising through various media.

**AYUSH :** The ‘Ministry of Health and Family Welfare’ of the Government of India opened a new department for developing alternate medicine like Ayurveda, Yoga and Naturopathy, Unani, Homeopathy, etc. Since 2009, this department is known as ‘Department of Ayurveda, Yoga and Naturopathy, Unani Medicine, Siddha and Homeopathy’ (AYUSH). It is working for the development of syllabi and education of these branches of medicine, advanced research, standardisation of medicine, etc.

### Try to do this:

NRHM – Make a list of the benefits of the National Rural Health Mission to people.

### 12.1.2 Environment

Most of the states in India are facing the problem of increasing air pollution. The pollution caused by automobiles is an issue of great worry. The ‘Centre for Science and Environment’ studied the problem of pollution in Delhi and made the public aware of its severity. It has been proved that the cause of pollution in Delhi is basically the increasing number of automobiles, vehicles with poor maintenance running on the street that cause emission containing poisonous gases and carbon particles. The heritage monuments in Delhi are also getting affected because of the pollution. The institution recommended the

use of CNG – Compressed Natural Gas as fuel for vehicles to overcome the pollution problem. Based on this recommendation, the Supreme Court issued an order of using CNG for public transport vehicles, in 1998. Later, a policy of permitting only those vehicles as roadworthy, which passed the test of ‘Pollution Under control – PUC’ was adopted. It was decided that vehicles without ‘PUC’ certificate will not qualify for insurance and renewal of insurance. Several centres issuing PUC certificates were opened. Chemical effluents drained into rivers and streams is the major source of water pollution.

Efforts of a number of environment activists have contributed significantly to environment conservation and preservation. Among them, Sundarlal Bahuguna (‘Chipko’ Movement), Medha Patkar (‘Narmada Bachao’ Movement) and Dr. Rajendra Singh (Water Conservation) are some prominent names.

The pollution of water and food is increasing because of artificial and non-biodegradable materials like plastic and pesticides. This is also causing degradation of the soil. It causes a spurt of various diseases in humans, animals and plants that creates a harmful situation for general health.

### Try to do this:

Make a list of solutions to reduce the levels of air pollution.

Three experiments in Maharashtra, in the context of conservation and preservation of environment are indeed worthy of mention.

**Rahibai Popere :** On 8th March 2018, Rahibai Popere was felicitated by the President of India by ‘Nari Shakti Award’. This award was given to her for her work in ‘Kalasubai Parisar Biyanee Samvardhan



**Rahibai Popere**

Samiti'. She is popularly known as 'Beejmata' (Seed Mother). She has worked for preserving seeds of native cultivars for the future generations. Her grandson got ill because of the diet consisting of food made with hybrid varieties of food-grains and vegetables of lesser quality. She thought of native varieties of food-grains to overcome the problem. She decided to grow the food-grains and vegetables of native variety to meet her family's needs. She began to do it and store the seeds of those landraces (Desi Van). Bitter gourd (karle), Spinach (palak), Amaranthus Tricolour (tandulja/lal math), Sweet beans (hyacinth beans/pavata), Bitter beans/twisted beans (kadu wal), Ghevada (kidney beans), Groundnut (bhuimoog), Barnyard millet (varai), varieties of rice - Dhavul Bhat, Kalbhat. Ambemohor, Black Gram (udid), etc. She did not confine her efforts only to her family; but, through micro banking groups (*bachat gat*) she spread it to the surrounding villages. The movement started by her grew well with the partnership of 'Bharatiya Agro Industries Foundation (BAIF)'.

Rahibai preserves the seeds in earthen pots. Once filled she closes the pot by plastering its mouth by a mixture of soil and cow dung. This method saves the seeds from insects and ants. Before closing the pot the seeds are covered with a layer of ash and neem leaves. Now in her seed bank she has a collection of more than 50 landraces of food-grains and 30 landraces of vegetables. She is one of the three Indian women selected as 'Women of the Year 2018' by BBC, among 100 women from various countries.

**Bhau Katdare :** Bhau Katdare and his



**Bhau Katdare**

associates work for the conservation of nature through an institute, called 'Sahyadri Nisarg Mitra'. In 1999, Bhau Katdare read about the 'White-breasted Sea Eagle' as an endangered species. He began his work in Ratnagiri district, to save and conserve this bird. He created public awareness about this bird, by trekking the sea coast of the district. In this he found out 62 nesting sites of the bird. While doing this, he and his associates detected some instances of smuggling of the nests of birds known as 'Indian Swiftlets' (Pakoli) at Bandra island, which is located near Vengurla Rocks, in the vicinity of the Nivati port in Sindhudurg district. The nests were smuggled out and sold in foreign countries. There was a need to save these birds and their nests. 'Sahyadri Nisarg Mitra' worked in that direction. As a result Indian Swiftlets were included in Schedule 'I' (a list of wildlife, offence against which is punishable) of the 'Wildlife Protection Act 1972'. This is a remarkable contribution of 'Sahyadri Nisarg Mitra'.

'Sahyadri Nisarg Mitra' also worked for the protection of Olive Ridley turtles. The females of this species come to Velas beach (Ratnagiri district) for nesting. Bhau Katdare and his associates planned an operation for the protection of these nests. In the first year, they were successful in protecting 50 nests. 2734 baby turtles from those 50 nests, were successfully released back into the sea. This proved to be a start of an annual event, 'Turtle Festival'. Hundreds of tourists come every year to watch the occasion of baby turtles returning to sea. To accommodate them facilities for 'Home Stay' were developed. The peasants were trained for the management of 'Home

Stay'. Thus, efforts for conservation of nature resulted into development of tourism as well. The news of this development was well appreciated in Maharashtra. Now, Bhau Katdare and his associates are working for the protection of the endangered 'Pangolin' (ant eater/Khavalya Manjar).

**Premasagar Mestri :** The number of vultures is rapidly decreasing in India. Vultures are the scavengers in the nature. Two species of vultures, 'Long billed Vultures' and 'White back Vultures', are observed in the region around Raigad. Premasagar Mestri and his associates are working for increasing their numbers and to make available safe food for them through 'Society for Eco Endangered Species Conservation and Protection-SEESCAP', a non-governmental organisation. Painkillers (a drug called diclophenac) given to animals has proved to be toxic for vultures. Besides, dearth of trees with adequate height, scarcity of food, have also caused the decrease in vulture population. People working for SEESCAP are gradually getting success in changing these circumstances.

### 12.1.3 Education

1990 was declared as the 'International Year of Literacy'. The state Government resolved to make Kerala a state with 100% literacy, in the international year of literacy. Accordingly, Kerala became the first state in India to become a state with 100% literacy.

#### Try to do this.

1990 was the 'International Year of Literacy'. Make a list of similarly declared international years for special causes and campaigns launched on the occasion.

The campaign of literacy in Kerala included training of reading, writing, mathematical skills, importance of hygiene and cleanliness, vaccination of children, co-operative agriculture and importance of saving money. During the campaign for literacy, some additional problems were observed. Many senior citizens who participated in the campaign had eyesight related problems, which were unattended before. Many of the unskilled labourers could not afford the medical eye examination and cost of spectacles. In order to help them, free medical camps for eye examination and distribution of spectacles were arranged. Then people could easily attend the literacy classes. This is an example of a problem solved with combined will power of the government and people.



#### Do you know?

The Government of Maharashtra decided to teach English from the 1st standard so that the children could master English language along with their mother tongue. Emphasis was laid on listening, speaking, reading, and writing skills with the emphasis on children enjoying the learning of English language. Following the syllabus, the Maharashtra State Textbook Bureau (Balbharati) took up the responsibility of preparing best, illustrated textbooks. The initiative was appreciated by the National Knowledge Commission.

The first district in Kerala to become completely literate was Ernakulam. Announcement to this effect was made on 4th February 1990.



## **Education – with special reference to Maharashtra**

The transformation of India is true in the field of education as well. The ‘National Council of Educational Research and Training’, Delhi suggested some modifications in the school syllabi and the structure of school text books. The guidelines in the new syllabi were based on democratic principles, social justice, awareness of duties and responsibilities, gender equality, protection of environment, eradication of superstitions, population, education as also individual behavior. The syllabi were also oriented toward increasing the awareness of national unity in diversity. Training programmes for teachers are arranged all over Maharashtra for intensifying the efforts to fulfill the objectives of the new syllabi. It helped to bring awareness regarding the state level training and school text books, comparable to the awareness created at the time of ‘National Literacy Mission’.

In 1990 the report of ‘Acharya Ram Murti Committee’ was received by the Government of India. The committee examined the National Educational Policy (NEP). The committee in its report emphasised on universalisation of education, education for women and backward classes and educational democracy. The committee recommended to include education in fundamental rights and to raise the government funds allotted to education.

Beside it, the matter of the weight of a schoolbag that a child has to carry, was also carefully considered and directives in this aspect were laid out. The practice of interviewing children

before school admission was banned. In the new millennium, the Government under ‘Sarva Shiksha Abhiyan’ set the following objectives. To enrol every children in school to raise the standard of education; to eliminate the gender discrimination in education, to achieve 100 % attendance in schools by 2010.

Central Schools, with uniform syllabi were created throughout the country so that the wards of Central Government’s and Armed Forces employees may not have to suffer from obstructions in their education because of the frequent transfers of their parents. The Central Schools focus on sports and extra-curricular activities along with the academic syllabi.

The programmes like ‘Ratrashala’ (Night Schools), ‘Sakharshala’ (Schools for the seasonal workers harvesting sugarcane) deserve a special mention here. The first night school in Maharashtra was started by Mahatma Jotirao Phule in the 19th century. A number of night schools are run in Maharashtra, inspired by Mahatma Phule’s work. This programme is specially meant to benefit the students who work in daytime. In the season of sugarcane harvesting, many labourers migrate temporarily to the sites of various sugar factories. To facilitate the education of their children special schools, known as ‘Sakharshala’ were started in the vicinity of sugar factories. The State administration is taking help of voluntary organisations to increase literacy rate. This has helped in achieving 100% literacy in the districts of Sindhudurg and Wardha. It provided an impetus to adult education. The government provided books to school children for supplementary reading.

## Primary Education

In 1994, District Primary Education Programme (DPEP) was started aiming at providing access to primary education to all. This programme was implemented in seven states of Maharashtra, Madhya Pradesh, Karnataka, Tamil Nadu, Kerala, Haryana and Assam. This programme was aimed at achieving hundred percent registration and attendance of children in primary schools and bringing down the number of drop-outs. This programme was financially supported by the World Bank.

### Mid Day Meal (Shaley Poshan Ahar) :

This programme was implemented from 15th August 1995, to provide mid day meals to children in primary schools. Wherever, facilities to cook the food in school was not available, food-grains were distributed to each child.

### Sarva Shiksha Abhiyan – SSA :

“Let’s all learn, Let’s all progress” (‘सारे शिकू या, पुढे जाऊ या’) was the motto of this programme. With this motto, the programme was launched in 2001. The right of free education was granted to children in the age group of 6-14 vide the ‘86<sup>th</sup> Amendment to the Constitution of India’. The main objective of ‘Sarva Shiksha Abhiyan’ was to eliminate the disproportion in the access to primary education. Earlier programmes like ‘Khadu-Phala Yojana’, ‘Mid Day Meal’ were combined with this programme to make it successful. This programme gave special attention to the education of girls and children with special needs (*Diyang*).

To achieve universalisation of education in India, ‘EDUSAT’ (GSAT-3), a satellite was launched in 2004. For the purpose of reaching out to children all over the country six communication zones and accordingly six channels were created. This programme facilitated distance education in regional

language in all parts of the country.

## 12.2 Sports

There were times, when the Indian hockey team used to returned home victorious from international matches;



Khashaba Jadhav

Indian wrestlers like Khashaba Jadhav earned fame in international wrestling. In the course of globalisation some new sports became popular and many sportspersons emerged from various parts of the country. With globalisation, one thing had become very clear that sportspersons with extraordinary skills will only rise in their career. Present scenario of the sports world has an unmistakable message that yesteryears of success do not guarantee a success today or tomorrow. In other words, a champion in the past may lose his position any time, if he does not keep up the hard work. It is essential for sportspersons in all fields to prove themselves every time they play.

New records have been made every day to break the old ones. The formats and the rules of the games are being modified time and again. Let’s elaborate this with the example of the game of cricket. In the olden days, a cricket match used to run for five days. Then one-day matches were introduced and then the cricket matches were limited only to 20 overs. Earlier, a wrestling match was not concluded till one of the wrestlers was pinned down (*chitpat karane*) completely. However, now a wrestling match gets concluded on the basis of points scored by the wrestlers.

Today, there are many types of sports, such as, Kabaddi, Hockey, Cricket, Swimming, Badminton, Weightlifting, Shooting, Chess, Motor sports, Sky Diving, Boxing, Archery, Wrestling, Football

(Soccer), Tennis, Table Tennis (Ping-pong), Billiards and Snooker, Mallakhamb, Body building, and so on. Media and news channels have special slots for these games.

There are a number of sports journals published in India. Some television channels are devoted to sports. The audience of sport channels, advertisements shown on these channels, time slots and expenses of these advertisements are vital factors, which have shaped an independent sphere of marketing.

There are independent clubs/associations of each sport established in India. These associations are investing on large scale in sportspersons on individual merit. A football player may be adopted professionally by a football club. Then the club would take care of the player including his training. He/she has to sign a professional contract with the club. The player's name gets associated with the club. The IPL matches of cricket, the World Cup matches of one day cricket and 20-20 cricket or the matches organised by the Pro Kabaddi League in India, presently known as 'Vivo Kabaddi League' are the examples of professionalisation of the sports world. The professionally played matches have gained worldwide audience. That has resulted in the increase of the honourarium of the players.

The government is also taking a note of sportspersons for their performance.



Sachin Tendulkar

Sportspersons, who perform extraordinarily well are honoured with various awards. Sachin Tendulkar was awarded with the highest award of 'Bharat Ratna' by the government. He was nominated as 'Member of Rajyasabha' (*Khasdar*). The sportspersons are receiving more popular support and respect.

Sports are more and more perceived as prospective professional careers for the youth. Sport has become an inseparable part of school and college education.

**National Sports policy :** The participation of sportspersons in international sports tournaments, increasing use of science and modern technology in the field of sports is reflected in the sports policy of every nation. Government of India announced its sports policy in 2001. The main objectives of this policy include, to take sports to all parts of India, to help the players to develop special skills, to build supportive and fundamental sports facilities, to help National Sports Federation of India and associated institutions and search for sports talent, to initiate co-operation from industries, corporate and private institutions for the cause of sports, to create awareness of the importance of sports and interest in sports, among people.

In 2011 Government of India announced a scheme named as 'Come and Play'. Through this scheme five sports complexes in Delhi under 'Sports Authority of India (SAI)' were made available to local youth. They were also provided with an opportunity to train under SAI coaches. The next step of the efforts of developing sports was the founding of National Sports University, at Manipur in 2018. The courses include Bachelor and Master's, M. Phil and Ph.D. courses in sports education, sports management, sports psychology, coaching etc. Research in sports is also encouraged.

**Khelo India :** The Indian government launched a new scheme named, 'Khelo India' by combining some old schemes and some new objectives. The scheme was launched with the objective of creating a larger popular platform and to establish excellence in sports. The scheme has 12 basic aspects. Two major aspects among

them are to create interest about sports among students from early days in school and to increase girls' participation in sports.

The 'National Sports Development Fund' was established for the development of sports. A donation to this fund is eligible for 100% exemption from income tax. The 'Rajiv Gandhi Khelratna' award was announced with an intention of encouraging players. (This award consists of Rs.7,50,000, for excellent performance in the previous year of announcement of the award. It was given to the captain of Indian cricket team, Virat Kohli and Saikhom Mirabai Chanu for weightlifting in 2018.) Apart from this, there are other awards like 'Arjun Award', 'Dhyanchand Lifetime Achievement Award', 'Dronacharya Award', 'Maulana Abul Kalam Azad Trophy' and 'National Sports Encouragement Award'. The sportspersons, who win gold medal in Olympic games are awarded Rs.75,00,000 each. The teams and sportsperson, who win gold, silver and bronze medals in various competitions such as Para Olympic, Asiad, Commonwealth, World Cup, Asian Championship, International University Tournaments, International tournaments for the disabled, Cricket tournaments for visually impaired, etc., are given good amount of rewards and jobs.

Besides, there is provision of pension for the retired sportspersons. Since 2018, a winner of the Olympics is granted a pension of Rs.20,000 per month and a winner of the Asian games is granted Rs.12,000 per month.

Thus, the Government of India is opening many avenues for making the youth aware of sports as life career. Students can avail of many opportunities in this field.

## 12.3 Cultural Heritage and Tourism

### Find out and tell us.

- Make a list of employment opportunities generated by the tourism industry.
- Suggest ways and means to enhance heritage and historical tourism in India.

Tourism industry is a continuously developing field. This industry earns the country foreign exchange on a large scale. The number of tourists visiting India and the revenue earned through them is increasing every year. Government is trying to create various facilities for the convenience of tourists visiting India from other countries. The three ministries of Home Affairs, Tourism and Foreign Affairs together created the facility of e-visa for them, which included e-business visa, e-medical visa and e-visa. A service giving information on mobile to the tourists not only in Hindi and English but also in ten other foreign languages for 24 hours throughout the week was started. These languages include Arabic, French, German, Italian, Japanese, Korean, Chinese, Russian and Spanish. This information is made available by the Ministry of Tourism. For this facility the tourists have to dial 1363. The information covers various topics like cruise tours, adventurous sports tourism, health tourism, facilities for sports like golf and polo, eco-friendly tourism, film festivals and so on.

Institutes for systematic training of soft skills, such as proper manners of receiving and helping tourists, communicating with them have been opened. Hotels with amenities and accommodation of premium quality are available to tourists. Institutes

## **INTACH – Indian National Trust for Art and Cultural Heritage :**

This institute was established in Delhi, in 1984. The head office of INTACH is in Delhi. Today INTACH is well known for its work. It is working in the field of heritage conservation and creating awareness about it. It has more than 200 branches in various parts of the nation. In the last 35 years INTACH has worked for tangible heritage in the form of natural heritage and cultural heritage as well as intangible heritage. INTACH works through its various departments such as, architectural heritage, natural heritage, material heritage, intangible cultural heritage, heritage education and communication services, sculpture section, ‘INTACH Heritage Academy’, heritage tourism, listing cell, library, archives and documentation. INTACH has done notable work in Maharashtra too.

For further reference visit : [www.intach.org](http://www.intach.org)

offering training courses in ‘Hospitality and Hotel Management’ have been established in many cities in the country.

‘Atulya Bharat’, an advertisement campaign designed to boost tourism, was carried out extensively. To boost tourism to places of unique nature and culture in the northeastern states of India, the travel show entitled ‘GONORTHEAST’ was released on the Discovery channel. Through the ‘Swadesh Darshan’ programme 13 types of pilgrimage tours have been launched. It includes tours to Himalayas, coastal regions, Buddhist centres, etc.

The information of several uniquely



## **Do you know?**

The Pink City, i.e., Jaipur in Rajasthan was inscribed as ‘World Heritage’ by UNESCO. It was announced on 6<sup>th</sup> July 2019. The decision in this regard was made in the meeting of UNESCO held at ‘Baku’ in Azerbaijan.



**‘Havamahal’ in Jaipur**

featured tourist places in India, is being publicised through electronic and digital media. Channels like ‘BBC’, ‘Discovery’, ‘History’ are running programmes introducing India’s historical and cultural heritage to the world. It will help to increase the number of tourists coming to India from countries like America, France, Japan, etc. ‘Swadesh Darshan’ or ‘Prasad’ scheme launched by the Ministry of Tourism of the Indian government has chalked out tours to pilgrim centres and spiritual centres in India. There are 95 such places, which are included in this scheme. Trimbakeshwar in Maharashtra is one among them. The Ministry of Tourism, Government of India and Federation of Associations in Indian Tourism and Hospitality (FAITH) organised Indian Tourism Mart- 2018. It was the first event of its kind organised on the model of international Tourism Marts in other countries.

In this lesson we have reviewed the

transformation in various fields in our country, such as social matters, education, health, environment, sports and tourism.

We studied some aspects of transforming India.

### Exercise

#### Q.1 (A) Choose the correct alternative and rewrite the statement.

- In 1995 the health department of the Indian government launched the campaign, dubbed as ....  
(a) Measles-Rubella (b) Pulse Polio  
(c) B.C.G. (d) Triple Vaccine
- The first district in .... to become completely literate was Ernakulum.  
(a) Gujarat (b) Kerala  
(c) Karnataka (d) Tamil Nadu

#### (B) Find the incorrect pair from group 'B', and write the corrected one.

##### Group 'A'                      Group 'B'

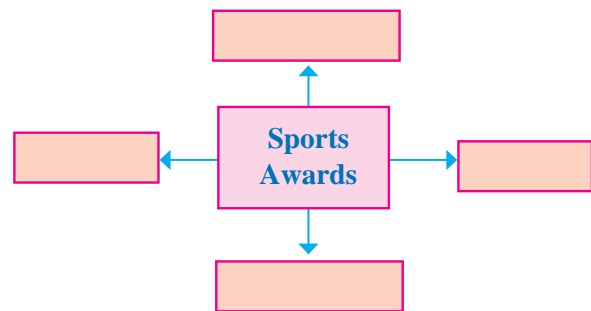
- |                                       |  |
|---------------------------------------|--|
| 1. National Human Rights Commission   | Protection of Human rights                                   |
| 2. Centre for Science and Environment | Study of Pollution in Delhi                                  |
| 3. SEESCAP                            | Institute for conservation of turtles                        |
| 4. INTACH                             | Organisation creating awareness for conservation of heritage |

#### Q.2 Write names of historical places/persons/events.

- Commission established vide Human Right Protection Act -

- The player who was awarded the highest title, 'Bharat Ratna' -

#### Q.3 Complete the concept map.



#### Q.4 Write short notes.

- Air Pollution
- Eradication of Polio

#### Q.5 Answer the following questions in detail.

- Explain the sports policy of the Government of India.
- Which programmes and facilities are created by the Ministry of Tourism of the Indian government to attract tourists?

#### Q.6 State your opinion.

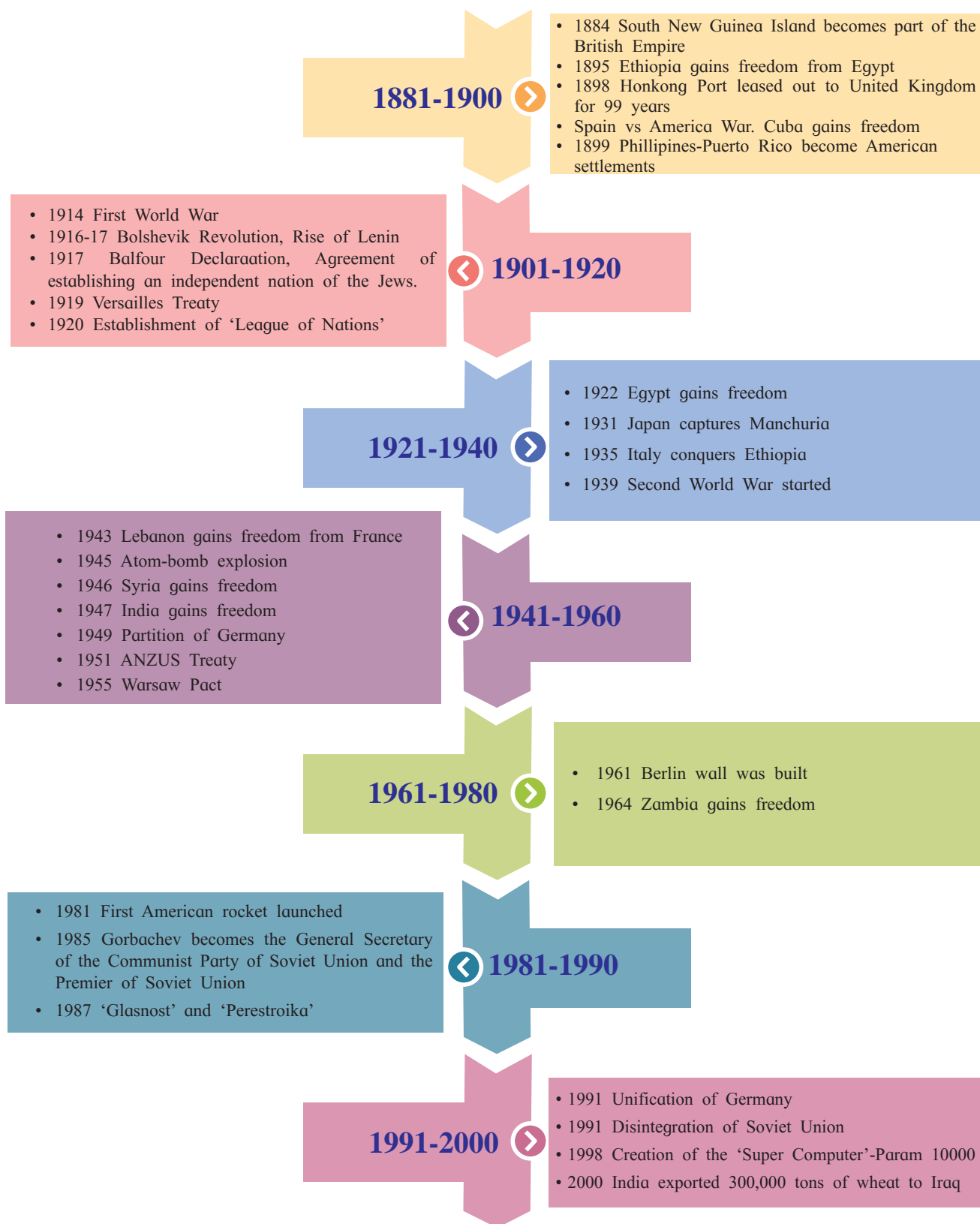
- Joint military practice sessions are beneficial for both participant countries.
- All of us have the responsibility of taking care of our heritage places.

#### Project

Make a list of various business opportunities available at the tourist destinations.



**This timeline includes important events.  
You may prepare a new time line on the same lines.**



**Timeline : World Events (1884 to 2000)**

**For more information, visit the website below.**

1. **Cartaz** : <https://en.wikipedia.org/wiki/Cartaz>
2. **Tourism** : [www.tourism.gov.in](http://www.tourism.gov.in)
3. **Communications and Information Technology** : [www.indiapost.gov.in](http://www.indiapost.gov.in)
4. **Bharat Sanchar Nigam Limited** : (BSNL) [www.bsnl.co.in](http://www.bsnl.co.in)
5. **Defence Ministry** : [www.ddpmod.mod.gov.in](http://www.ddpmod.mod.gov.in), [www.drdo.gov.in](http://www.drdo.gov.in),  
[www.indiannavy.nic.in](http://www.indiannavy.nic.in), [www.indianairforce.nic.in](http://www.indianairforce.nic.in)
6. **Education** : [www.mhrd.gov.in](http://www.mhrd.gov.in)
7. **Environment** : [www.envfor.nic.in](http://www.envfor.nic.in)
8. **Reserve Bank of India** : [www.rbi.org.in](http://www.rbi.org.in)
9. **Khadi and Cottage Industry** : [www.kvic.org.in](http://www.kvic.org.in)
10. **Department of Atomic Energy** : [www.dae.nic.in](http://www.dae.nic.in)
11. **Space Programme** : [www.isro.org](http://www.isro.org)
12. **National Youth Policy** : [www.yas.nic.in](http://www.yas.nic.in)
13. **WW-I** : <https://www.youtube.com/watch?v=QPdFo8nwkZI>
14. **WW-I** : Map <https://www.mapsofworld.com/world-war-i/>
15. **WW-II** : [https://www.youtube.com/playlist?list=PL3H6z037pboEcDk1Nvu6uQK9\\_oYtv1hJx](https://www.youtube.com/playlist?list=PL3H6z037pboEcDk1Nvu6uQK9_oYtv1hJx)
16. **WW-II Map** : <https://www.mapsofworld.com/answers/history/countries-won-world-war-ii/>
17. **Cold War** : [https://en.wikipedia.org/wiki/File:New\\_Cold\\_War\\_Map\\_1980.png](https://en.wikipedia.org/wiki/File:New_Cold_War_Map_1980.png)
18. **Iron curtain map** : [https://en.wikipedia.org/wiki/Iron\\_Curtain#/media/File:Iron\\_Curtain\\_map.svg](https://en.wikipedia.org/wiki/Iron_Curtain#/media/File:Iron_Curtain_map.svg)
19. **SAARC** : <http://saarc-sec.org/about-saarc>
20. **Balbharati** : <https://www.youtube.com/watch?v=MIZngFxBxM>

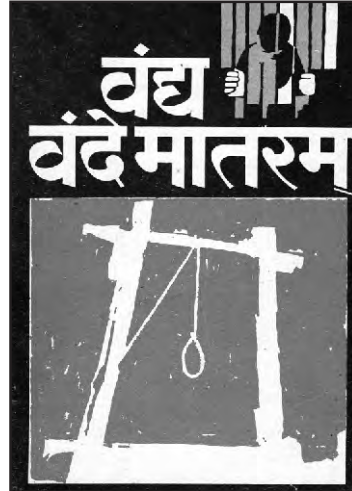
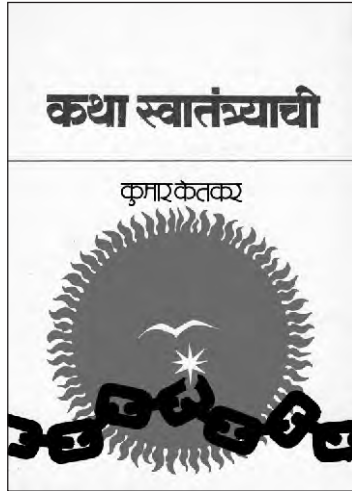
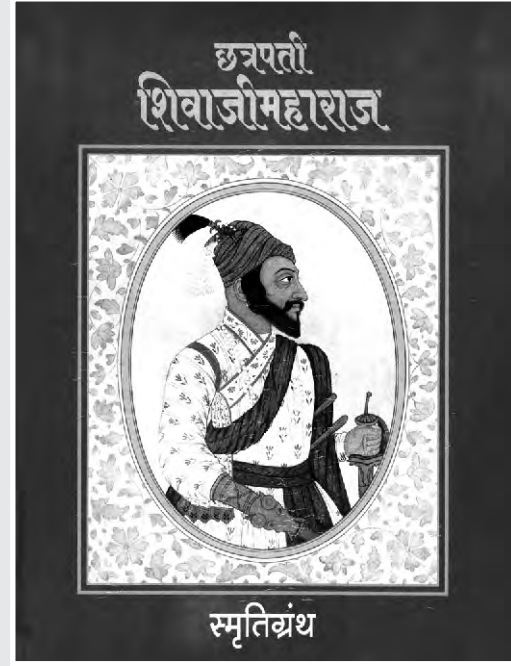




A large rectangular area with a light pink background and rounded corners. It contains 20 horizontal dotted lines, evenly spaced, intended for writing or drawing.

# छत्रपती शिवाजी महाराज स्मृतिग्रंथ

- सामान्य रयतेच्या कल्याणासाठी स्थापन केलेल्या स्वराज्य स्थापनेची कथा उलगडणारे पुस्तक.
- छत्रपती शिवाजी महाराजांच्या उत्तुंग कार्य व त्यामागची तेवढीच उत्तुंग व उदात्त भूमिका वाचकांसमोर आणणारे प्रेरणादायी वाचन साहित्य.
- इतिहास वाचनासाठी पूरक असे संदर्भ पुस्तक.



- इतिहास वाचनासाठी पूरक अशी संदर्भ पुस्तके.
- निवडक लेखक, इतिहासकारांचे प्रेरणादायी लेख.

पुस्तक मागणीसाठी [www.ebalbharati.in](http://www.ebalbharati.in), [www.balbharati.in](http://www.balbharati.in) संकेतस्थळावर भेट द्या.

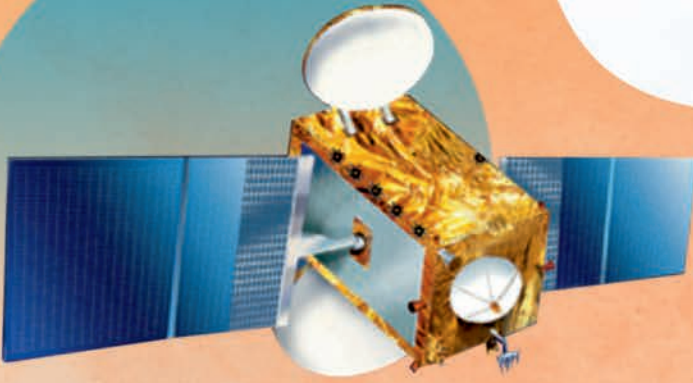


साहित्य पाठ्यपुस्तक मंडळाच्या विभागीय भांडारांमध्ये  
विक्रीसाठी उपलब्ध आहे.



ebalbharati

विभागीय भांडारे संपर्क क्रमांक : पुणे - ☎ २५६५९४६५, कोल्हापूर- ☎ २४६८५७६, मुंबई (गोरेगाव)  
- ☎ २८७७९८४२, पनवेल - ☎ २७४६२६४६५, नाशिक - ☎ २३९९९९९, औरंगाबाद - ☎  
२३३२९७९, नागपूर - ☎ २५४७७९६/२५२३०७८, लातूर - ☎ २२०९३०, अमरावती - ☎ २५३०९६५



**Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411004.**

इतिहास इयत्ता बारावी (इंग्रजी माध्यम)

₹ 68.00