

**UPSC**  
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**UPDATED**  
**ANSWER WRITING**  
**WORKBOOK**  
**Modern History**

**GS PAPER 1**

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Complete Modern History  
Revision through **90+ Questions**

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- ✓ Preparation Approach
- ✓ Micro Detailing of UPSC Syllabus
- ✓ 10 Practice Sets & Model Hints
- ✓ Previous Year Questions & Solutions

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# PREFACE

While current affairs changes every year there are some parts in syllabus which do not change and a candidate requires conceptual understanding and a good grip over these topics. The purpose of this workbook is to serve as one stop destination for students. It will help in building a base of knowledge and conceptual clarity

GS answer writing workbook aims to function as a standalone product that will promote self-learning habits in students and help in maximum syllabus coverage of the static portion.

## Features of Workbook

The workbook has following features that aim to resolve various issues faced by students in an efficient and holistic manner.

Feature	Issue resolved
Static Topics from syllabus	Conceptual clarity
Topic wise sets	Syllabus coverage
Question & Answer format	Answer writing practice & Time management
Approach before each answer	Structuring of answers
Previous Year questions	Analysis
Blank Page at the end of each set	Self-note making

### ● How to optimally make use of workbook

In order to gain maximum out of it, a student must first attempt each of the set by himself and then compare his answers with model hint given. This exercise will help them to gain confidence in answer writing, in enrichment of their answers and in better management of time.

The approach given at the beginning of each answer is also aimed to give him an idea about how to approach an answer. Before going into the answer, he must first build his own answer around the approach and then compare with the given answer.

Any extra point to be remembered, revised or any other extra additions can be made at the Blank Page given at the end of each set.

### ● About GS Score Modern History Workbook

It consists of total 10 sets that are divided as per broad phases of Indian national movement. Its purpose is to make you understand different aspects of stages of Indian national movement and post Independent India. It is intended to serve as a reliable source of facts, ideas and concepts and give you a comprehensive coverage and also enable holistic revision. It is essential that you must optimally utilize it as per steps given above, to extract maximum out of it.

# APPROACH TO PREPARE MODERN HISTORY FOR UPSC

History is perhaps one subject that enchants an aspirant easily. This is the reason that every student starts the journey of preparation from this subject. The subject is also chosen as optional by most of the aspirants.

The reason might be the lucidity of subject and its story like nature that attracts almost every individual. But question still remains that why should a civil servant be familiar with this subject? The answer is that our perspective on state, society and life can be made better through analyzing past events in history. This is one of the main reasons why history has become an important and compulsory subject in primary and higher secondary education as well as for general studies not just in India but around the world.

There is a widespread perception that after having acquired knowledge of History, one can take wise decisions in life as history makes one familiar with the past and contemporary events. This also explains importance of history in Civil Services Exam.

Questions from History appear in Prelims and Mains both the exams in significant proportions as revealed by previous year papers. The questions based on history (including art and culture) in paper I (general studies) of the prelims is nearly 15% on an average every year, which may vary from a minimum of 12% to a maximum of 19%.

The subject is divided further in the main exam. For example, Indian independence movement, post-independence events, world history, as well as art and culture. Most of the questions appear from the independence movement. Only a few questions are asked about history post-independence and seldom one gets questions on world history. Hence, out of 250 marks in the paper, 125 marks on an average (nearly 50%) are for the four topics mentioned above. Knowing about the proportion of subject and distribution of marks give you a fair idea about the subject based on which the entire course of preparation is charted.

Preparation of Modern history for UPSC mains is based on following 4 pillars

- ▶ Understanding of syllabus
- ▶ Study of past year papers
- ▶ Books and resources
- ▶ Strategizing

## ● Syllabus:

Before starting your preparation it is very important to scan the syllabus thoroughly for all subject. The scanning of syllabus on the basis of subjects will help you to determine the weightage that need to be given to individual subjects. For an example few subjects need to be given more emphasis such as History, Geography, Polity, Economy, Science and Technology and Ecology. Knowing the exact syllabus will help you to allocate equal time to all important subjects that will further save your time for other important areas like Optional and Essay. The syllabus of History in Prelims and Mains exam differ a lot. It is advisable to keep syllabus subject wise that will further help you to avert any kind of distraction.

### ● Study of past year papers

It is an important step as it enables understanding of trend of topics being asked under UPSC mains. It further helps in focusing on areas that are more relevant from examination point of view. Most importantly it forces you to think and analyze in ways which is the demand of UPSC examination.

Areas from where questions have been asked include

- ▶ Ideological strands of national movement
- ▶ Revolt of 1857
- ▶ Phase of national movement under Mahatma Gandhi
- ▶ Moderates
- ▶ Role of women etc.

### ● Books and Resources:

It is obvious that the source of your preparation should be such that it fulfills your basic necessities and leads to a positive outcome. Following books can be referred as a suggestion however according to one's need; aspirants can add, remove or replace the study materials.

- ▶ NCERT history books till class 12th, both old and new editions.
- ▶ Modern India: Especially a good graduation-level book, which focuses on Indian Independence movement. Renowned historian Bipin Chandra's book 'History of Modern India' is considered one of the best sources for the preparation of civil services.
- ▶ A few important events post-Independence should be prepared. Bipin Chandra's book will also be helpful for this.

### ● Strategy of preparation

Some general important points which will give a concrete shape to your preparation for history and help you prepare systematically.

- ▶ Do not let your preparation and topics muddle up. It is good to study from single source rather than multiple resources.
- ▶ Integrated preparation should be given the utmost priority. Integrate the prelims and mains preparation than to prepare on individual basis.
- ▶ Move systematically and focus on strengthening your basics. Start with reading the entire history. This will help you understand the past events, even if vaguely. Following this, concentrate on the most important topics; topics that are often discussed.
- ▶ As far as memorizing is concerned; your focus should not be on the incidents, period and place. Your emphasis should be on the reason behind the incident and the beginning of the historical event. Period and place mostly work as references in the events.
- ▶ Regular answer writing should be given utmost priority. Answer writing consolidate your preparation and learning. It also enhances the efficiency of answer writing during exam.

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- ▶ From the point of view of the main exam, it is extremely important to give yourself time to think about the topic after reading it. It implies that one must try to use their thinking and reasoning to interpret and understand an event. This will not only help you analyze a topic, but also in understanding and forming an opinion on the subject. This attempt to think logically will help you in both prelims and mains.
  - ▶ If a historical event finds its way into national or international discussions, then go through it more carefully and try to connect the dots with the contemporary happenings. It is advisable that aspirants note down the points of the topics which have resurfaced through discussions.
  - ▶ Do not be under the misconception that history for UPSC exams is mainly about preparing the Indian independence movement. You should have a stronghold on the topic but do not solely depend on it for success in civil services
  - ▶ After 2013, the difficulty level of the main paper has gradually decreased. The questions asked in the history paper of UPSC in 2017 were relatively easy and mostly pertained to the important topics. It seems that this trend will be prevalent next year as well. Hence, do not let yourself get tangled up with too many theories and concentrate more on the important topics. Instead of learning too many chapters vaguely, try to have a thorough knowledge of the most important ones. This way you will be more confident about your answers and it will help you excel. The above points will surely help you to prepare History for both prelims and mains exam.

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# **SYLLABUS**

## **MICRO DETAILING**

## SUB TOPIC LISTING (Modern History)

### UPSC Syllabus

- History of India and Indian National Movement.
- Modern Indian History from about the middle of the eighteenth century until the present-significant events, personalities, issues.
- The Freedom Struggle — its various stages and important contributors/contributions from different parts of the country.

### 1. British Empire in India

- Later Mughals
- Regional powers in 18th Century
- The British conquest of India
- The wars during British conquest of India
- British Administration before 1857
- Governor generals of India
- Viceroys of India

### 2. Administrative Structure & Reforms During British Rule in India

- The Dual System
- The Charter Acts
- Judicial System
- The early administrative structure;
- From diarchy to direct control;
- The Regulating Act (1773);
- The Pitt's India Act (1784);
- The Charter Act (1833);
- The voice of free trade and the changing character of British colonial rule;
- The English utilitarian and India

### 3. Early Response and Impact of British Rule

- Impact of British Administration

- Civil Rebellions during British
- Tribal movements during British period
- Peasant's movement during British period
- Working class Movement (1850-1900)
- Growth of communalism
- Left and communist trends in National Movement
- Press and education during British period
- Economic Impact of British Colonial Rule:
- Land revenue settlements in British India; The Permanent Settlement; Ryotwari Settlement; Mahalwari Settlement;
- Economic impact of the revenue arrangements;
- Commercialization of agriculture;
- Rise of landless agrarian labourers;
- Impoverishment of the rural society.
- Different Causes for Mainland and North-Eastern Tribal Revolts
- Characteristics of Tribal Revolts
- Important Tribal Movements of Mainland 170
- Sepoy Mutinies
- Important Mutinies 178
- Weaknesses of People's Uprisings

### 4. Religious Reforms & Social Awakening

- Factors causing Reforms
- Directions of reforms
- Hindu Reform Movements

- Reform Movements Among Muslims
- Sikh Reform Movement
- Parsi Reform Movement
- Significance of Reform Movements
- Impact of Reform Movements
- Indian renaissance/socio-religious movement
- Raja Rammohan Roy and Brahmo Samaj
- Prarthana Samaj
- Young Bengal Movement and Henry
- Vivian Derozio
- Ishwar Chandra Vidyasagar
- Balshastri Jambhekar
- Paramahansa Mandali
- Satyashodhak Samaj and Jyotiba or Jyotirao Phule
- Gopalhari Deshmukh 'Lokahitawadi'
- Gopal Ganesh Agarkar
- The Servants of India Society
- Social Service League
- The Ramakrishna Movement and
- Swami Vivekananda
- Vokkaliga Sangha
- Justice Movement
- Self-Respect Movement
- Temple Entry Movement
- Indian Social Conference
- Wahabi/Walliuallah Movement
- Titu Mir's Movement
- Faraizi Movement
- Ahmadiyya Movement
- Sir Syed Ahmed Khan and the Aligarh Movement
- The Theosophical Movement 257

## 5. Early Nationalism

- Indian National Congress: Foundation and the
- Moderate Phase
- Foundation of Indian National Congress
- Was It a Safety Valve
- Aims and Objectives of the Congress

- Era of Moderates (1885-1905)
- Important Leaders
- Moderate Approach
- Contributions of Moderate Nationalists
- Economic Critique of British Imperialism
- Constitutional Reforms and Propaganda in Legislature
- Campaign for General Administrative Reforms
- Protection of Civil Rights
- An Evaluation of the Early Nationalists
- Role of Masses
- Attitude of the Government
- Government of India Act 1909
- Home rule league movement
- Indian National Movement (1858-1905)
- Early Nationalists and Swadeshi Movement
- Montague's statement – Aug 1917

## 6. Struggle for Swaraj

- Genesis of Congress-Khilafat Swarajya Party
- Swarajists' Arguments
- No-Changers' Arguments
- Agree to Disagree
- The Swarajist Manifesto for Elections
- Swarajist Activity in Councils
- Constructive Work by No-Changers
- Emergence of New Forces: Socialistic Ideas,
- Youth Power, Trade Unionism
- Spread of Marxist and Socialist Ideas
- Growth of Trade Unionism
- Caste Movements
- Revolutionary Activity with a Turn towards Socialism
- Revolutionary Activity During the 1920s
- World War I-Reforms and Agitation
- Champaran Satyagraha (1917)
- Ahmadabad Mill Strike (1918)
- Kheda Satyagraha (1918)
- The Government of India Act, 1919
- Rowlatt Act and Jallianwala Bagh



- Massacre (1919)
- Khilafat Movement
- The Non-Cooperation Movement (1920-22)
- Bardoli Resolution
- Nagpur Session of Congress
- Swaraj Party and its Evaluation
- Muddiman Committee (1924)
- Simon Commission (1927)
- Bardoli Satyagraha (1928)
- Nehru Report (1928)
- Jinnah's Fourteen Points
- Lahore Session, 1929
- Allahabad Address (1930)
- Role of women in Freedom Struggle
- Important Persons
- Important news paper/journals

## 7. Towards Independence

- Popular struggles in the princely states
- 2nd World War and Nationalist response
- Two-Nation Theory
- Demand for Pakistan (1942)
- Cripps Mission (1942)
- Quit India Movement
- Azad Hind Fauj
- Indian National Army
- N.A. Trials
- I.N. Rebellion
- Rajagopalachari Formula, 1945
- Desai - Liaqat Pact
- Cabinet Mission (1946)
- Wavell Plan
- Jinnah's Direct Action Resolution
- Mountbatten Plan of June 1947
- Indian Independence Act 1947
- Wavell plan
- Cabinet Mission Plan
- Mountbatten plan

## 8. Post Independent India

- Policy of Equal Federation (1935-1947)
- Plan of consolidation
- Integration of Princely States: Junagadh, Kashmir and Hyderabad
- Aftermath of Integration
- Goa and Pondicherry
- Tribal Integration
- Roots of India Tribal Policy
- Reasons for dismal performance of Tribal Policy
- Positive Development happened due to state's Initiative since 1947
- Issue of language
- The Official Language
- Features of Official Language Act
- Economic Development and Planning
- Ideas of Development
- Planning
- Formation of Planning Commission
- First five year plan
- Second five year plan
- Achievements of Plans from 1947 to 1965
- Key controversies regarding 5 year plans
- Green Revolution
- Prevailing Conditions before the introduction of Green Revolution
- Initiatives prior to Green Revolution to boost Agriculture
- Government's other positive initiative during Green Revolution Period
- Positive and negative impact of Green Revolution
- Operation Flood and Cooperatives
- Formation of Amul
- Starting and impact of Operation Flood
- Limitations of Co-operativization
- Development of land reforms in India between 1947 and early 1960's
- Abolition of intermediaries
- Tenancy reforms
- Ceiling on land holdings
- Bhoodan Movement
- Aims and advantages of Bhoodan movement

# **PRACTICE QUESTIONS**

**SET: 1 - 10**

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# SET-1: QUESTIONS

## BRITISH EMPIRE IN INDIA

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- Q1. The decline of the Mughal Empire provided an opportunity to East India Company to use different tactics to consolidate their power in India before the revolt of 1857. Analyze.
- Q2. British Expansion in India was more a result of internal political crisis, economic deprivation and stagnated society rather than superiority of British. Critically examine.
- Q3. Critically examine the nature and impact of Permanent settlement system introduced by British in India.
- Q4. Though Dalhousie was infamous for forced annexation to expand British territory, yet he put the foundation of modern infrastructure in country and several reforms in society. Discuss.
- Q5. Though Ryotwari system was introduced as a reform over the Permanent settlement system, but in real sense it added to the misery of peasantry class. Examine the statement.
- Q6. The Industrial Revolution of the 19th century in Europe can be said to be the real beginning of the technical education in British India. Assess the growth and development of technical education during British rule.
- Q7. Ripon and his work as viceroy as well as his whole political outlook was the very antithesis of his immediate predecessor. Comment
- Q8. Britain was undergoing churning in economic spheres when British rule was being consolidated in the country. British Economic Policies in India were determined by economic priorities of Britain. Elucidate.
- Q9. Discuss the significance of 'Battle of Plassey' and 'Battle of Buxar'. Also, examine how these resulted in ruralization and deindustrialization of the Indian economy.
- Q10. The British policy on imperialism and its attitude towards India was never uniform and changed from time to time between sympathetic and outright hostile. Elaborate the reasons and examine the reasons.

# SET-1: ANSWERS

1. **The decline of the Mughal Empire provided an opportunity to East India Company to use different tactics to consolidate their power in India before the revolt of 1857. Analyze.**

*(250 words)*

## Approach

1. **Brief description of the political condition of India after the decline of the Mughal Empire** *(40 words)*
2. **Describe various tactics EIC used for consolidation** *(120 words)*
3. **Also, analyze the impact of these tactics** *(60 words)*
4. **Conclusion** *(30 words)*

## Hints

Eighteenth-century India was constantly in a state of metamorphosis. On one side, there was decentralization of power, with the rise of regional kingdoms and downfall of the mighty Mughal Empire. On the other hand, a new foundation of the British Empire in India was being laid, with the colonization of India by the English East India Company (EIC). Amidst all the chaos, the EIC developed a stronghold in the sub-continent by eliminating other European competition and entering into conflicts with local rulers.

## Various tactics EIC used for consolidation

First, EIC did not directly administer the majority of their new territories in India. They often left the local rulers in place, with all their privileges and wealth. They used them to collect taxes and enforce law and order, and in return, they were allowed a measure of autonomy in their local areas. These tactics meant that many local Indian elites, both Hindu, and Muslim, accepted British influence.

The expansion and consolidation of British influence were achieved by using the tools of war and diplomacy.

## War

### • Carnatic Wars:

- The outbreak of the succession war in Hyderabad where the British and the French susstates, British diplomacy and superior military technology enabled Britain to rule India.

2. **British Expansion in India was more a result of internal political crisis, economic deprivation and stagnated society rather than superiority of British. Critically examine.**

(250 words)

### Approach

1. Briefly introduce expansion of India by Britishers (50 words)
2. Explain polity, economy and society of India at that time (75 words)
3. Explain how these factors expanded British rule (75 words)
4. Conclusion (50 words)

### Hints

Britishers who came to India with a trading company were lured by the immense wealth of the country. To have unrestricted access to this wealth, the political control over the country was necessary. Thus, they utilise the internal weakness of society and political system of country to their end in expansion of their empire.

### Internal Political Crisis:

- Mughal Empire the centre power was on decline.
- Nadir Shah's invasion showcased the weakness of Mughal Power.
- There was fight among local and regional rulers. For instance, Maratha were fighting among themselves and with other neighbouring rulers like Nawab of Hyderabad, 2<sup>nd</sup> Carnatic was and Mysore war were some major example of internal rivalry of rulers.
- Other Foreign Powers like French, Portuguese and Dutch already left their claim on major part of territory to British.

### Economic Factors:

- Wealth was concentrated in hand of rulers and elite class. Most of the people were only hand to mouth and they were suppressed by zamindars and other elites. Thus, they don't have loyalties toward them.
- After seven year of war in Europe, there was financial crisis and British needed colonies which could make their fortune and India was an opportunity.
- By taking control over natural resources and fertile land of Bengal, greed to extend their control over other part increased.

### Social Factors:

- Indian society was stagnated and dominated by religion and superstition while Europe was seeing renaissance and Industrial revolution.
- Masses were ignorant and education was limited to upper caste only.
- There was lack of nationalism and people were not united.
- All these weakness of Indian society and political disarray of country gave the British opportunity to expand their territorial reach in the country. However, there were some advantages which British have over Indians which prove their supremacy in expansion efforts. These include

- British has modern weapons backed with artillery which gave them advantage over Indian armies having old weaponry like sword, bow etc.
- They have military trained on western line superior than Indian style.
- Company could get service of Indian soldiers by paying regularly. There was lack of nationalism among Indian soldiers.
- Distance between India and Britain gave a free hand to officials to do as per their wish.
- EIC continued to get Imperial support from Britain and maintained his monopoly.
- In Battle of Buxar British proved their superiority by defeating the combined force of Mughal Empire, Nawab of Awadh and Mir Qasim.

### Conclusion:

Thus, it can be deducted that British expansion was mostly a result of weakness of Indian society, and internal political crisis though British have superiority in some field like military, training, tactic and support from British Empire.

### 3. Critically examine the nature and impact of Permanent settlement system introduced by British in India.

(250 words)

#### Approach

1. Give a brief background and introduction of the permanent settlement system. (50 words)
2. Write down the features of the system which explain nature of the system (75 words)
3. Write down the impact of the introduced system. (75 words)
4. Conclude briefly. (50 words)

#### Hints

East India Company performed a series of experiments before they introduced the Permanent settlement system to generate the maximum possible revenue.

- Finally in 1793, Governor General of Bengal Cornwallis with the help of John Shore came with the idea of Permanent Settlement system in which Land revenue settlement to be made with the Zamindars by recognizing them as owner of land.
- Region where the system was implemented: Bengal, Bihar and Orissa.

#### Nature of Permanent settlement system:

- The system was exploitative in nature as land rights enjoyed by peasants were taken away and given to landlords.
- Auctioning method was introduced to extract maximum revenue.
- 89% of bid amount was to be taken by the company and rest 11% by Zamindars by way of his remuneration.

- Revenue amount was fixed for 10 years to ensure a stable income for company because it was the period of global crisis.
- Zamindars were made point of contact for easy extraction and also with the aim of investments to be made by them on land.
- Sunset law was enacted to create pressure on landlords to get revenue on time irrespective of the climatic and agricultural conditions.
- Another law was passed which empowered Zamindars to evict peasants without following any judicial procedure if they failed to deposit rent on time.
- Also the Britishers during that time were involved in the conquest such as Anglo-Mysore wars, Anglo Maratha wars. So a landlord class was created for revenue collection and the British officials would solely focus on conquest of India.
- Also the Zamindars were expected to help Britishers to suppress the revolts.

### Impact of the System:

- Due to colonial nature it never proved beneficial to common Indians.
- Landed aristocracy, absentee landlordism, absence of investment and outsourcing of work to intermediaries was seen as the common phenomena.
- Increasing number of intermediaries between peasants and company led to more and more taxes and increasing exploitation of peasantry class.
- The loyal urban class of landlords created by Britishers ruined the existed agrarian system.
- Company failed to get desired income because the company officials were busy in ousting rural landlords who failed to pay on time and making fresh arrangements for the land. This resulted in rural landlords becoming enemies of British.
- But the situation proved to be beneficial in 1820s when rural landlords had been ousted and the remaining landlords became supporter of British.

### Conclusion:

So the Permanent settlement system was exploitative in nature. The result was the ruin of peasantry class and the creation of a new urban loyal landlord class which was helpful to British in suppressing revolt of 1857.

4. **Though Dalhousie was infamous for forced annexation to expand British territory, yet he put the foundation of modern infrastructure in country and several reforms in society. Discuss.**

*(250 words)*

#### Approach

1. **Introduce Doctrine of Lapse policy of Dalhousie** *(50 words)*
2. **Explain his contribution towards Modern Infrastructure.** *(80 words)*
3. **Explain social reforms and educational reforms** *(90 words)*
4. **Conclusion** *(30 words)*

## Hints

The most repressive and last phase of territorial expansion of British was visible with introduction of Doctrine of lapse by Dalhousie which provided that when the ruler of protected state died without a natural heir, his state was not to get an adopted heir but to be annexed to British India.

- Satara, Nagpur, Jhansi and Udaipur and several other states were annexed under this doctrine.
- Dalhousie annexed the Punjab in 1849 on revolt of governor of Multan and Lower Burma or Pegu was annexed in 1852.
- Awadh which was one of the most fertile lands was annexed on ground of maladministration.
- Thus, motive of Dalhousie to extend direct control over Indian Territory to safeguard British exports was successful but it was his act provoked the evicted Zamindars and rulers to revolt against the company in 1857.

## Dalhousie Contributions to Modern Infrastructure

- Dalhousie introduced a new system of internal communication in India. He was the father of Indian Railways.
  - Dalhousie's famous Railway Minute of 1853 convinced the home authorities of the need of the railways and laid down the main lines of their development.

He envisaged a network of railways connecting the main places with the ports and providing both for strategically needs and commercial development.

- In 1852 Dalhousie introduced the Electric Telegraph System in India. The first telegraph line from Calcutta to Agra was opened in 1854, covering 800 miles.

By 1857, it was extended to Lahore and Peshawar. People could send message from one place to another place very easily by this telegraph system.

- The credit of establishing Postal Department also goes to Lord Dalhousie. In 1854, a new Post Office Act was passed.
- Under this system, a Director-General was appointed to supervise the work of Post Offices in all the Presidencies; a uniform rate of half-anna per letter was introduced and for the first-time postage stamps were issued.
- Dalhousie's commercial reforms were designed to throw open the produce and market of India to the exploitation of English Capital.
  - All ports of India were declared free. The harbours of Karachi, Bombay and Calcutta were developed and light houses were also constructed.
  - All the sea-trade was captured by the English merchants who had power and resources.
- Separate Public work department was established in every province. The Chief works of this department was to construct roads, bridges and government buildings.
- Ganges Canal was declared open to enhance assured irrigation and increase agriculture productivity.

## Social Reforms:

- Dalhousie **abolished female infanticide** which was prevalent among the Rajputs of higher castes.



- He also abolished the practice of human sacrifice practiced by the khonds of Orissa, Madras and Central Provinces who had blind belief that the fertility of the soil would be increased by sacrificing human beings.
- Widow Remarriage Act, 1856 was passed which legalized the marriage of Hindu widows. This improved the life of women in Indian society.
- Anglo-vernacular schools and government colleges were opened on recommendation of Wood's Educational Despatch.
- Universities were also proposed to be open in Bengal, Bombay and Madras presidencies.
- Dalhousie's special contribution was the construction of an engineering college at Roorkee and in other presidencies.
  - ▶ He thus ranks as the father of technical education as distinct from professional education in India.

### **Educational Reforms:**

- In 1857 examining universities on the model of London University were established at Calcutta, Bombay and Madras. These universities were to hold examinations and award degrees.
- Vernacular Schools were opened in the villages and education was imparted to the children through vernacular or regional language of the province in the Lower Classes.
- Dalhousie's special contribution was the construction of an engineering college at Roorkee and in other presidencies. He is thus ranked as the father of technical education as distinct from professional education in India.

### **Conclusion:**

Though Dalhousie created modern infrastructure in India but the motive was to enhance control of British administration over India, increased penetration of British goods in Indian markets and perpetuation of exploit of resources of the India.

5. **Though Ryotwari system was introduced as a reform over the Permanent settlement system, but in real sense it added to the misery of peasantry class. Examine the statement.**

*(250 words)*

### **Approach**

1. **Briefly introduce Ryotwari system and write down its important features** *(50 words)*
2. **Write down the reasons for introducing this system.** *(80 words)*
3. **Explain how it added to the misery of peasants.** *(70 words)*
4. **Conclude briefly.** *(50 words)*

### **Hints**

The earliest experiment of Ryotwari system was performed by Alexander Read in 1790s in the territories of Mysore but the full fledged system was introduced by Thomas Munro in 1820.

### Important features of Ryotwari System

- Direct agreement of company with the peasant.
- Land revenue was determined scientifically through surveys, sample cutting types of soils and fertility, type of crops etc.
- Revenue to be paid by peasant either in cash or kind.
- If a peasant refused to pay the estimated revenue, then the land would be offered by company officials to other peasants on the same term.

### Reasons for introducing Ryotwari system:

Failure of Permanent settlement system to extract high revenue because:

- Of its fixed nature land revenue could not be increased.
- Continuous revolts by rural landlords.
- Absentee landlordism and lack of investment by landlords.
- Shortage of funds in Madras presidency.
- To appease peasantry class.
- Influence of utilitarian theory prevailing in England which was against the monopoly of landlords.

### How Ryotwari Added to Misery of Peasantry

- The system of survey and measurement was cumbersome and therefore not followed in practice.
- Inflation and rough estimations were taken into account for calculating land revenue, resulted in very little amount of production left with the peasants.
- Peasants started abandoning cultivation resulting in more than half of the Madras fertile lands lying fallow.
- Due to the abandoning of cultivation by peasants, famine, poverty, unemployment became common phenomena mainly in Madras.
- The situation was worsened by the moneylenders and big landlords who snatched the lands of small peasants by involving them into debt crisis.

### Conclusion:

- Thus Ryotwari system worsened the situation of peasants which can be evident from the various riots like Deccan riots.

6. **The Industrial Revolution of the 19<sup>th</sup> century in Europe can be said to be the real beginning of the technical education in British India. Assess the growth and development of technical education during British rule.**

*(250 words)*

#### Approach

1. Give a brief introduction explaining the statement. *(50 words)*
2. Assess the growth and development of technical education with proper chronology using headings. *(150 words)*

**3. Conclude briefly.****(50 words)****Hints**

The Industrial Revolution introduced new elements in the concept of mass production, distribution, and laid the foundation of techno savouring civilization.

- Many manufacturing units came up which required skilled labour. To train technicians, many technical schools were instituted.
- The purpose of technical education programmes was to oversee construction of roads, bridges, buildings, railways, canals, and docks, etc. and to do topographical surveys.
- The modern cult of technical education began in India with the establishment of the survey school in Madras (Chennai) in 1794 to train Indian personnel in land survey to assist British Surveyors.
- The famous Wood's Despatch prompted the then Governor General of India, Lord Dalhousie, to recommend to the court of Directors for the establishment of an engineering class at each Presidency.

Following table represent the chronology of establishment of technical institutes and colleges:

Year	College Name	Branch
1847	Thompson's Engg. College, Roorkee	Civil
1856	Calcutta College of Civil Engg., Writers building	Civil Mechanical (1931), Electrical(1939)
1858	Poona College of Engg.	
1858	Industrial School, Gun Carriage Factory	Civil
1887	Victoria Jubilee Technical Institute, Bombay	Electrical Mechanical, Textile
1908	College of Engg. And Technology, Jadavpur	
1915	Indian Institute of Science, Bangalore	Electrical
1917	Banaras University	Mechanical, Electrical, Metallurgy.

**Role of nationalists and private sector:**

- In 1887, through private initiatives, the Victoria Jubilee Technical institute was established in Bombay.
- The **National Council of Education** (or **NCE**) was an organisation founded by Indian nationalists in 1906 to promote science and technology as part of a Swadeshi movement. In 1906, a College of Engineering and Technology was established at Jadavpur in Bengal by NCE.
- 1911, **Sir Jamshed Tata** established **the Indian Institute of Science** at Bangalore.

- In 1919, **Pt. Madan Mohan Malviya** established College of Banaras which introduced degree classes in mechanical, electrical engineering and metallurgy.
- From 1920 onwards, there has been a great demand of the establishment of technological institutions by Indians since they wanted **to avoid the need of going abroad for such courses**. From 1921 to 1937, a number of such institutions were set up e.g., The Indian School of Mines, Dhanbad; The Harcourt Technological Institute, Kanpur; and The School of Chemical Technology, Bombay.

### **Government policies, reports and steps taken:**

- From 1902-1921, realising the importance of technical education for the development in the country, **Indian Education Policy (1902)** advocated a speedy growth of technical education. The recommendations of Indian Education Commission were accepted and technical and vocational subjects were included in the curricula of high schools in different provinces.
- In 1913, **Government Resolution on Educational Policy** made recommendations for inclusion of subjects of industrial importance in the curriculum.
- **Hartog Committee** (1928-29) suggested the diversion of more boys to industrial and commercial careers at the end of middle stage, for which provision should be made by alternative course in that stage.
- **The Abbot-Wood Report, 1936-37** - A large number of university graduates were unable to secure employment of a kind for which they received education.
- The report of Messer's Abbot and Wood recommended major reforms in the educational system by suggesting a complete hierarchy of vocational and technical institutions parallel to that of institutions imparting general education.
- So, new type of technical institutions called **"Polytechnics"** came into existence for training of middle level technical personnel.
- **Period from 1944 to 1947 was a turning point of transition in the technical education:**
  - In 1945, an adhoc committee, popularly known as Sarkar Committee was appointed for advising on the lines of the Massachusetts Institute of Technology (MIT). The Committee recommended that not less than four (Zone wise in North, South, East and West) higher technical institutes would be required to satisfy the post war requirements.
  - On 30th November, 1945, the All India Council for Technical Education (AICTE) was set up by a resolution of the Government of India on the recommendation made by Central Advisory Board of Education (CABE).
  - Lastly in March 1947, Scientific Manpower Committee was appointed to assess the country's requirements for different grades of the scientific and technical personnel during the next ten years and to recommend the measures to meet them.

### **Conclusion:**

- Apart from British government initiatives to fulfil their colonial needs, **nationalists** also played a key role in the development of technical education by creating a pressure on the Government.
- The establishment of these technical institutes provided the base for extending it further in future.

**7. Ripon and his work as viceroy as well as his whole political outlook was the very antithesis of his immediate predecessor. Comment**

*(250 words)*

**Approach**

- 1. Introduce Ripon and his sense of justice with which he worked in India** *(50 words)*
- 2. Explain steps taken by him** *(75 words)*
- 3. Explain steps of his predecessor** *(75 words)*
- 4. Conclusion** *(50 words)*

**Hints**

Lord Ripon became the Viceroy of India as a representative of the liberal Govt. of Britain under William Gladstone. A true liberal of the Gladstonian era, Ripon's political outlook was very antithesis to his immediate predecessor, Lord Lytton. He was inspired with a sense of mission and duty toward British subjects, irrespective of their nationality.

**Steps Taken by Ripon**

- His major measures bear the stamp of sympathy and humanitarianism. He took some steps towards liberalizing administration in India.
- His sincerity of purpose is clear from his first public announcement in Calcutta when he said "judge me by my acts and not by my words".

He brought an end to the second Afghan war and repealed the Vernacular Press Act.

Ripon tried to introduce the real element of local self govt. in India. His resolution on local self govt. (1882) was a land mark.

The development of local self govt. bodies was advocated as an instrument of political and popular education.

Under the stress of the revolt of 1857, Lord Canning introduced a system of licensing of all printing presses. This measure came to be called the 'Gagging act'.

In 1882, Ripon repealed 'Gagging Act' of Canning and Vernacular Press Act of Lord Lytton.

In 1882 Ripon appointed Hunter Commission to Review the Progress of education in India and suggest measures for further growth.

Ilbert Bill created an everlasting image to Ripon among Indians as the bill proposed an amendment for existing laws in the country at the time to allow Indian judges and magistrates the jurisdiction to try British offenders in criminal cases at the District level, which was an truly egalitarian step.

Ripon took keen interest in the welfare of the people. In 1881 he passed the First Factory act, to regulate and improve the conditions of labour in Indian Factories.

Children between the age of 17 and 12 were not to work for more than 9 hours a day. It prohibited employment of children less than 7 years.

Ripon's govt. continued the process of financial decentralization begun by Lord Mayo. Ripon's measures were aimed at increasing the financial responsibilities of the provinces.

**Conclusion:**

- Ripon was very popular with the Indians. According to Pandit Madan Mohan Malviya, "Ripon was the greatest and the most beloved Viceroy whom India has known."
- He believed in the virtues of peace, laissez faire, and self government. Steps taken by him towards liberalizing the administration in India he aimed at giving popular and political education to the Indians.
- He laid the foundations of representative institutions and removed the obstacles in the sphere of Local Self government by his resolution of 1882.
- In this way Ripon was unmatched to governor generals India had seen earlier.

**8. Britain was undergoing churning in economic spheres when British rule was being consolidated in the country. British Economic Policies in India were determined by economic priorities of Britain. Elucidate.**

*(250 words)*

**Approach**

- 1. Introduction with economic changes in Britain** *(50 words)*
- 2. Economic Policies in India and the economic priorities of Britain** *(170 words)*
- 3. Conclusion** *(30 words)*

**Hints**

British society in the early 16th century was undergoing a transformation. Feudalism, a system depended on ownership of land, was challenged. Capitalism was replacing it. Surplus labor, capital, protestant ethics, and appropriate technology paved the way for the industrial revolution.

**Economic Policies in India and the economic priorities of Britain:**

- **Mercantilist Phase (1757-1813):** East India Company's role in India was that of a trading corporation which brought goods or precious metals into India and exchanged them for Indian goods like textiles and spices, which it sold abroad. Its profits came primarily from the sale of Indian goods abroad. Naturally, it tried constantly to open new markets for Indian goods in Britain and other countries. Thereby, it increased the export of Indian manufacturers and thus encouraged their production. This was the reason why Indian rulers tolerated and even encouraged the establishment of the Company's factories in India. The British manufacturers put pressure on their government to restrict and prohibit the sale of Indian goods in England.
- **Industrial Phase (1813-1858):** The British government was determined to protect its rising machine industry whose products could still not compete with the cheaper and better Indian goods. Indian textiles had to pay heavy duties on entering England. The real blow to Indian handicrafts fell after 1813 when they lost not only their foreign markets but, what was of much greater importance, their market in India itself. The Industrial Revolution in Britain

completely transformed Britain's economy and its economic relations with India. During the second half of the eighteenth century and the first few decades of the nineteenth century, Britain underwent a profound social and economic transformation, and British industry developed and expanded rapidly on the basis of modern machines, the factory system, and capitalism. Britain had come to capture and monopolize many foreign markets by means of war and colonialism. These export markets enabled its export industries to expand production rapidly, utilizing the latest techniques in production and organization. Africa, the West Indies, Latin America, Canada, Australia, China and above all India provided unlimited opportunities for export.

- **Finance Colonialism (1860-1947):** The British introduced roads and railways, post and telegraph, banking and other services under the 'guaranteed interests' schemes. Various investments by the British capitalists were also made in India as there were few investment opportunities and returns were lower. As a result of this, the burden of British public debts kept on increasing and India became, in the real sense, a colony of Britain.
- Land continued to be one of the important and stable sources of revenue for the British. British tried to introduce an efficient system of its collection. Three major systems of land revenue collection existed in India. They were – Zamindari, Ryotwari, and Mahalwari. It helped the industrialization revolution in Britain through the drain of wealth from India.

### Conclusion:

Overall, Indian society was transformed due to British intervention. The on going industrilization in Britain and its economic needs were giving shape to British India trade and industrial policies. Also, colonialism created a national consciousness and industrialization which helped to achieve a vision of a better society based on socialistic principles.

9. **Discuss the significance of 'Battle of Plassey' and 'Battle of Buxar'. Also, examine how these resulted in ruralization and deindustrialization of the Indian economy.**

*(250 words)*

### Approach

1. In introduction, provide brief information about the two battles *(30 words)*
2. Structure the answer in three parts – *(90 words)*
3. In first part write about the significance of 'battle of Plassey', and explain how it boosted British prestige preferably in bullet form. *(50 words)*
4. In second part write about the significance of 'battle of Buxar', and mention how it led to beginning of British rule in India. In third, examine how these two battles resulted in ruralisation and deindustrialization of Indian economy. *(50 words)*
5. Provide a suitable Conclusion with a positive note. *(30 words)*



## Hints

The Battle of Plassey was fought in 1757 while the Battle of Buxar was fought in 1764. Both the battles are considered significant for East India Company as they consolidated their power, influence and authority over India.

### Significance of Battle of Plassey

- It was the first major victory the Company won in India. It boosted British prestige and at a single stroke raised them to the status of a major contender for the Indian empire.
- Increased political interference in Bengal, example - installing puppet ruler Mir Jafar.
- It paved the way for British mastery of Bengal and eventually the whole of India.
- Expansion of trade- It enabled Company and its servants to amass untold wealth at the cost of the helpless people of Bengal.
- Revenue from Nawabs helped EIC to grow stronger and organise a strong army.
- The British acquired all the land within the Maratha Ditch and 600 yards (550 m) beyond it and the zamindari of all the land between Calcutta and the sea
- French were no longer a significant force in Bengal. Control over Bengal played a decisive role in the Anglo-French struggle.

### Significance of Battle of Buxar

- Treaty of Allahabad - Diwani rights - right to collect taxes on behalf of the Emperor from the eastern province of Bengal-Bihar-Orissa.
- The Treaty marked the political and constitutional involvement and the beginning of British rule in India
- Political interference increased - reinstallation of Mir Jafar but after he died in 1765; EIC decided to become Nawab themselves
- No exchange came to India for trade as goods were procured using revenue collected
- Increased corruption in EIC (example Robert Clive, who later committed suicide) and many regulations were imposed by British parliament - example - regulation act, Pitt's India act, etc.
- After the Battle of Buxar (1764), the Company appointed Residents in Indian states. This gave shape to Subsidiary alliance.

### Rise in Ruralization and deindustrialization

- The Battle of Plassey made British a territorial power. The main aim of East India Company was to protect British economic interests. Downfall of regional kingdoms led to loss of patronage to traditional craftsman as well as economy. This resulted in more people taking up agriculture, deserting even the erstwhile urban areas and hence ruralisation increased eventually.
- Further, the outflow of gold from Britain slowed after the Battle of Plassey, and entirely stopped after the assumption of Diwani. This started real 'drain of wealth'. Such drain furthered deindustrialization in India as India started importing finished goods and exported raw materials.



## Conclusion:

Hence, the battle of Plassey and Buxar are considered as significant events in the modern history of India. They formed the foundation of British rule in India which got stronger with passing time. The upcoming freedom struggle had to be stronger to counter the combined impact of these battles and our forefathers provided such guidance and resistance, as a result, we got independence.

## 10. The British policy on imperialism and its attitude towards India was never uniform and changed from time to time between sympathetic and outright hostile. Elaborate the reasons and examine the reasons.

(200 words)

### Approach

1. Briefly introduce British policy (30 words)
2. Describe change in policy (60 words)
3. Explain the reasons (70 words)
4. Conclusion (40 words)

### Hints

The British Policy on imperialism and its attitude toward India was mainly a product of economic interests of Britain in its prized colony India and to hold & consolidate gain in Asia and Africa. India provided immense resources, cheap labour, big market for British goods and large army to wage war to acquire new territory and to protect other British colonies. These policies varied from time to time depending on circumstances, keep their loyal intact and sometime to placid the nationalist forces.

## Change in Policy:

Initially the company adopted the policy of aggressive expansion and to end the foreign competition in India. Warren Hastings' Policy of Ring fence was to protect the British territory from other Indian powers like Marathas by creating a buffer. The British also used divisive policy by bribing the states & even cheated on the agreements. Wellesley's Policy of subsidiary alliance reduced the Indian states to a position of dependence on British government in India.

Policy of Paramount and subordinate isolation gave the absolute status to the British Crown in India and expansion of British territory was carried out in name of Doctrine of Lapse by Dalhousie. So till 1857 British policies was to outright annex or make subsidiary to increase the hold on Indian Peninsula.

After revolt of 1857, the power was assumed by crown, policy of annexation was abandoned and British promised to respect the dignity and rights of native princes subjected to paramountcy of British crown. Step was taken to avoid further any such revolt.

In 19th century, British supported the liberal and secular ideology and many social reforms took place like end of Sati, Widow Remarriage Act, and prohibition of female infanticide and abolition of slavery. However in late 19th century and in 20th century The British supported the orthodox ideas and communalism. They adopted their old policy of divide and rule by promoting Muslim league

against the congress and communal awards to weaken the national unity and national movement. Even within the congress the British adopted the policy of carrot and sticks. They rally the moderates adopted the outright repression of extremist. This resulted in Surat split of congress in 1907. The step was to weaken to the nationalist force and split the top leadership of congress.

However there were certain Governor general & viceroys who took the sympathetic view toward India on several issues like William Bentinck, Lord Metcalf, Lord Rippon and Lord Irwin. Several reforms took place in their time and concessions were granted.

### **Conclusion:**

Overall it can be deduced from the policies and attitude adopted by the British toward India that they were largely guided by interest of Britain in India as a colony which supported the British economy to grow. Industrial revolution in Britain was fuelled by the resources from India. Policies were to protect, consolidate and never lose hold on India by either mean of sympathetic or outright repression.

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## NOTES

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# SET-2: QUESTIONS

## ADMINISTRATIVE STRUCTURE AND REFORMS DURING BRITISH RULE IN INDIA

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- Q1. The provision for education in 1813 Charter Act opened the battle ground for different philosophical groups in India. Critically analyze the arguments proposed.
- Q2. A sense of pan-Indian nationalism was absent in India until late 19th century, despite the fact that majority of its regions, were brought under common administration under various empires. Critically analyze.
- Q3. The Government of India had introduced many Acts in the late 19th and early 20th century to introduce the principle of representative of government. Examine in detail the impacts of these reforms.
- Q4. Morley-Minto Reform were crucial in establishing parliamentary democracy in India and, thereby, in beginning the process of decolonization. Elaborate.
- Q5. Constitution of India is a mere extension of Government of India Act, 1935. Do you agree, give reasons in support of your argument.
- Q6. Discuss the contributions made by Cornwallis to Indian administration through several of his new initiatives? What was the main objective of his reforms?
- Q7. Examine the evolution of Constitution building efforts during independence struggle.
- Q8. The policies of the East India Company had worst effect on different people. Kings, queens, peasants, landlords, soldiers were all affected in different ways which ultimately led to the Revolt of 1857. Elaborate. Also, discuss the changes introduced by the British after the Revolt of 1857.
- Q9. Discuss the controversies between the Orientalists and Anglicists on the education system suitable for Indians. Evaluate the Macaulay's minute for education in India to solve the crisis.
- Q10. Explain the various factors that prompted the British government to make the famous Declaration in August 1917.

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## SET-2: ANSWERS

1. The provision for education in 1813 Charter Act opened the battle ground for different philosophical groups in India. Critically analyze the arguments proposed.

(250 words)

### Approach

1. Introduce Charter act of 1813 (50 words)
2. Explain how it led to philosophical debates in India (150 words)
3. Conclusion (50 words)

### Hints

On the demand of British traders and merchants to end the monopoly of East India company in India. Charter Act of 1813 was enacted that allowed British merchants to trade in India. However monopoly over Tea trade and trade with China was still retained with East India Company.

### Philosophical Debates over Charter Act of 1813

- Under the 1813 Charter Act, the British government in England directed the Company's government in India to spend yearly a sum of rupees 1-lakh towards the spread of education
- This led to the rise of **Anglicist and Orientalist** controversy regarding the type of education to be introduced in India.
- The Orientalists were in the favour of use of classical languages of Indian tradition, such as Sanskrit, Persian and Arabic, which were not spoken as native languages but used in the administration.
- The importance of encouraging the vernacular languages could not be ignored because Indians were well acquainted with the classical and vernacular languages which was required for administrative activities, the judicial department (as assessors to expound Hindu, Muslim laws), political correspondence with the various rulers, and communicating with the uneducated.
- From the early nineteenth century many British officials began to criticise the Orientalist vision of learning. They said that knowledge of the East was full of errors and unscientific thought; Eastern literature was non-serious and light-hearted.

- So they argued that it was wrong on the part of the British to spend so much effort in encouraging the study of Arabic and Sanskrit language and literature.

### Conclusion:

- Hence, after the Macaulay's minute, the English Education Act of 1835 was introduced. It took the decision to make English the medium of instruction for higher education, and to stop the promotion of Oriental institutions like the Calcutta Madrasa and Benaras Sanskrit College.
- These institutions were seen as "temples of darkness that were falling of themselves into decay". English textbooks now began to be produced for schools.

2. **A sense of pan-Indian nationalism was absent in India until late 19th century, despite the fact that majority of its regions, were brought under common administration under various empires. Critically analyze.**

*(250 words)*

### Approach

1. **Introduce India as a unified country** *(50 words)*
2. **Explain how different empires helped in creating a unified country** *(80 words)*
3. **Explain what obstructed growth of Pan nationalist feelings in India in 19<sup>th</sup> century** *(80 words)*
4. **Conclusion** *(40 words)*

### Hints

#### India as a unified country

India has been unified under many emperors and governments in history. Ancient texts mention India under emperor Bharata and Akhand Bharat, these regions roughly form the entities of modern day greater India.

#### Different empires helped in creating a unified country

- The Mauryan Empire was the first to unite all of India, and South Asia (including much of Afghanistan).
- In addition, much of India has also been unified under a central government by empires, such as the Gupta Empire, Rashtrakuta Empire, Pala Empire, Mughal Empire, Indian Empire etc.
- Development of such empires helped to create a common administrative and governance system, which certainly helped to spread ideas across the various regions.

## Obstruction to growth of Pan nationalist feelings

However, the diversity and regional loyalties didn't allow people to develop a pan-India identity; the only integrated force was religion, which was common to most people. That however, also gave only a social identity, but not geographical identity, which is important for nationalism.

- Nationalism in India as elsewhere, was a modern phenomenon, predicated in the belief that India was a nation and that freedom from colonial rule was a birthright of its people and that its conferment would allow the nation to occupy a status of equality with other members in the family of nations.

## Conclusion:

- Nationalism in India was not sui generis; it was part of a universal phenomenon that had swept the world in recent times under different circumstances.
- In the case of India, her status as a British colony meant that nationalism must necessarily assume an anti-colonial garb.
- The dissolution of British imperialism was a necessary condition in the creation of an Indian nation-state.

### 3. The Government of India had introduced many Acts in the late 19th and early 20th century to introduce the principle of representative of government. Examine in detail the impacts of these reforms.

(250 words)

#### Approach

1. Overview of constitutional reforms brought by British (50 words)
2. What was the reason of these Reforms? (75 words)
3. What was impact of such constitutional Reforms? (75 words)
4. Conclusion (50 words)

#### Hints

Transfer of power from East India Company to the British in 1858 was a watershed moment in the Indian political reform. After 1858 various reforms were introduced in the form of council act, government acts etc. some of them are as follows:

- The Indian Councils Act of 1861 established limited self-government in Bengal, Madras and Bombay and it was extended to the North-Western Provinces in 1886 and Punjab in 1897.
- The Council Act of 1892 increased the number of nominated members in provincial legislative councils.
- Then there were the Local Self-Government Act of 1882, the Ilbert Bill of 1883, the Morley-Minto Reforms of 1909 and the Montagu-Chelmsford Reforms of 1919.

## Purpose of reforms

- Because of the functional needs of imperialism. The empire being essentially “weak”, politically there was a need for Indian collaborators.
- As the elected Indian representatives would be better able to raise more revenue and would be more judicious in spending it.
- Growing strength of Indian nationalism which in the form of Intensity of the Swadeshi movement and the spread of extremism
- To balance the unpopular Bengal partition with reforms.
- Realization that India could no longer be ruled with a “cast iron bureaucracy”. Indians should be given some share of power; they had to be admitted into the legislature.
- Dissatisfaction with the existing constitution and clamor for more self-governing rights increased during World War One.
- Greater acceptance of the idea of Indian self-rule in British political circles.

### Impact

- The elected majority in the provinces with executive responsibility.
- These introduced the seeds of separatism and partition through communal award, which ultimately led to division of India.
- The electorates were considerably enlarged for the imperial legislature communal representation.
- The revenue resources were divided between the center and the provinces, with land revenue going to the provinces, and income tax remaining with the center.
- The reform failed to satisfy Indian political opinions and could not prevent the eventual mass movement.

### Conclusion:

These reforms also create a base of future constitutional development in India. By engaging in debates of shortcomings of the GoI acts and also the administrative experience of working under them trained Indian freedom fighters for the challenges post-independence.

4. **Morley-Minto Reform were crucial in establishing parliamentary democracy in India and, thereby, in beginning the process of decolonization. Elaborate.**

*(250 words)*

#### Approach

1. **Explain Morley Minto reforms** *(50 words)*
2. **How it helped in establishing Parliamentary democracy in India in process of decolonization** *(150 words)*
3. **Conclusion** *(50 words)*



### Hints

The Morley Minto Reforms were introduced by the British Government in 1909 under Lord Morley (Secretary of State) and Lord Minto (Viceroy of India) as a response of Swadeshi Movement in 1905.

### Beginning of Parliamentary Democracy in India

- It considerably increased the size of legislative councils, both Central (from 16 to 60) and provincial.
- It provided for the association of Indians with the executive Councils of Viceroy and Governor. E.g. - Satyendra Prasad became the law member in Viceroy's Executive Council.
- It enlarged the deliberative functions of legislative councils. The members could ask supplementary questions, discuss and move resolutions on budget, etc.
- It allowed the provincial legislative councils to have non- official majority.
- It provided for the separate representation of presidency corporations, chambers of commerce, universities and zamindars. Thus, there was an increase in representation of Indians.
- Elected non- officials to be elected indirectly. Thus, elections introduced for the first time.
- The introduction of the electoral principle laid the groundwork for a parliamentary system and thus started the process of decolonization

### Conclusion:

- However, they failed to give the required autonomy to Indians as the official majority in Central legislative councils was still maintained.
- Moreover, they started the communalism of Indian national struggle by giving separate electorate to Muslims culminating into the partition of India.
- Overall it brought about a little increase in the involvement of Indians in governance of British India.

### 5. Constitution of India is a mere extension of Government of India Act, 1935. Do you agree, give reasons in support of your argument.

(250 words)

### Approach

1. Introduce Government of India Act, 1935 (50 Words)
2. Explain the features that were retained and some departures from the Act (150 Words)
3. Conclusion (50 Words)

### Hints

Though the Constitution of India retained most features of the Government of India Act 1935, but it is much wider in nature and scope and can't be termed as a mere enlargement, expansion, or extension of the former act.

### Major features that were retained:

- Federal structure
- Federal court (now supreme court)
- Reserve Bank of India
- Separation of Powers
- Office of governor, which was subservient to centre
- Introduction of centre & state lists

There are also some significant and fundamental departures in some of the features between constitution and GOI act 1935

- Universal franchise
- Fundamental rights
- Directive principles of state policy
- Preamble
- Special protection to tribal areas and backward regions under schedule 5

### Conclusion:

- The Constitution of India was a big change from the Government of India Act in many aspects.
- When scrutinised closely, GoI, 1935 Act reveals that the legislative and administrative set-up have been retained as largely unchanged.
- However, the humanitarian and welfare aspects were nearly missing as the Act was never designed for a welfare state.
- These were then thoroughly integrated in Constitution of India later.

6. **Discuss the contributions made by Cornwallis to Indian administration through several of his new initiatives? What was the main objective of his reforms?**

*(250 words)*

#### Approach

1. **Introduce Cornwallis as a an administrator** *(25 words)*
2. **Explain contributions by Cornwallis towards Indian administration** *(100 words)*
3. **Explain the objective of the initiatives** *(100 words)*
4. **Conclusion** *(25 words)*

#### Hints

Cornwallis was a great innovator who introduced reforms in revenue, administration, the civil services and the judicial administration- the three main pillars of British administration in India.

- **Revenue Administration:** Cornwallis with the help of Sir John Shore introduced the permanent settlement of revenue in Bengal, Bihar and parts of South India. This was a great innovation because for the first-time revenue was settle in permanent basis and private ownership in land was created.
- **Civil Services:** Before Cornwallis the Civil services was highly corrupt and inefficient. Cornwallis realized that, in order to make the Civil Services efficient the salaries of civil servant should be raised, so that they are not forced to take bribes. Secondly, Cornwallis bifurcated the civil services into two:
  - ▶ Covenanted civil service which later became ICS and
  - ▶ Non-Covenanted civil services which became the provincial services later on.
- **Judiciary:** Cornwallis made a code of 1793 which separated revenue collection from administration of Civil justice. This code provided for hierarchy of courts from District and city Court to four provincial Courts and the Sadar Diwani Adalat. He also revised the Criminal justice system. He abolished the Fauzdari Adalat and replaced it by courts of circuit headed by European judges.

Thus, Cornwallis effected fundamental changes in revenue and judicial administration as also in the civil services. But all these changes were aimed at strengthening the British control in India as,

- Through revenue administration he tried to fill the British coffers at the cost of Indian peasants and agriculture.
- They created a class loyal to Britishers and British interests through revenue administration and non-covenanted civil services.
- Through new judicial system he tried to separate revenue collection and judicial functions and bring in more efficiency.
- Reforms in administration were also necessary if Companies rule was to be strengthened; otherwise corruption will weaken in financially.

### Conclusion:

Therefore, it can be said that Cornwallis was a great reformer and innovator, contributed to Indian administration by reforming revenue, judicial and civil administration but for the interests of the company and the cost of Indians.

## 7. Examine the evolution of Constitution building efforts during independence struggle.

(250 words)

### Approach

1. Introduce by highlighting the evolution of Indian constitution in colonial setting (40 words)
2. Enlist the major events and efforts contributing to constitution building (150 words)
3. Consequences and long term implications (60 words)

## Hints

The constitution of India is regarded as one of the most elaborate and largest written constitutions in the world. The constitution in present form is not an outcome of one time event but instead is a result of a series of efforts taken by the visionary leaders of British and independent India. The Constitution of India was not created in haste, but the process of the evolution of the Constitution began many decades before India became independent in 1947.

### Evolution of Constitution building during freedom struggle:

#### British provisions:

- Prior to the Constituent Assembly that convened in 1946 to draft the Indian Constitution adopted in 1950, Constitution drew various elements from British acts like the Government of India Act 1858, the Indian Councils Acts of 1861, 1892 and 1909.
- Important provisions from Government of India act 1919 were borrowed like dual government in provinces and bicameralism in Imperial legislative council which continued to exist in modified form even later.
- Similarly, the Government of India act of 1935 is said to have heavily influenced the sovereign Constitution given the elements like provincial autonomy, federal structure, etc.

#### Nationalist efforts:

- The leaders of the national movement started demanding for grant of responsible government in India from 1890 onwards when nationalist leaders and press demanded for elections and representation of Indians in the council.
- By 1916 leaders began to “espouse the doctrine of self-determination or the right of the Indians to frame their own constitution”. Thus, the desire to have a Constitution based on self-determination was as old as 1916.
- In response to Simon commission and challenge by lord Birkenhead. As a response, a committee was set up with Motilal Nehru as chairman to determine the principles of the Constitution for India.
- The Nehru report important features of Constitution like parliamentary system with full responsible government, linguistic provinces, no state religion, etc. Of the nineteen fundamental rights mentioned in the Nehru report, ten were incorporated into the constitution.
- An idea for a Constituent Assembly was proposed in 1934 by M. N. Roy, a pioneer of the Communist movement in India and an advocate of radical democracy. It became an official demand of the Indian National Congress in 1935; C. Rajagopalachari voiced the demand for a Constituent Assembly
- After winning in majority in 1937 elections, Congress reiterated the demand of constituent assembly in Faizpur session.
- The British for the first time announced in 1940 by August offer that the framing of the new constitution should be primarily the responsibility of the Indians themselves in order to secure the cooperation of the Indians in the Second World War.
- The method of constituting a body to frame the constitution was vague due to which the proposal was declined by Indians.
- The Cripps mission set up in 1942 specifically stated that the constitution making would be the sole responsibility of the Indians alone. However, it too proved futile.

- The victory of the Labour Party in Britain and the vehement Quit India movement made the British government to send a Cabinet mission which proposed for a Constituent Assembly in 1946.

### Conclusion:

After a lot of deliberation between the Congress and the Muslim League and the British, finally the Constituent Assembly came into existence. Exhaustive research and adoption of best indigenous and international constitutional provisions led to a detailed Constitution of India that was finally prepared by a number of prominent visionary Indian leaders like Dr. B.R. Ambedkar, Jawaharlal Nehru, Sardar Patel, J.B. Kripalani, Dr. Rajendra Prasad and others. Headed in drafting by Dr. B.R. Ambedkar, the Constitution of India was adopted on 26 November 1949 and on 26 January 1950 it came into effect.

8. **The policies of the East India Company had worst effect on different people. Kings, queens, peasants, landlords, soldiers were all affected in different ways which ultimately led to the Revolt of 1857. Elaborate. Also, discuss the changes introduced by the British after the Revolt of 1857.**

(250 words)

### Approach

1. **Brief introduction on the revolt 1857** (30 words)
2. **Causes of the revolt of 1857** (100 words)
3. **Changes introduced by the British after the Revolt** (100 words)
4. **Conclusion** (20 words)

### Hints

In 1857, a Revolt broke out in Northern and Central India and nearly swept away British rule. The Revolt began with a mutiny of the *sepoys*, or the Indian soldiers of the Company's army, but soon engulfed wide regions and people. Millions of Indians fought heroically for over a year and by their courage and sacrifice wrote a glorious chapter in the history.

### Nawabs lose their power

- Since the mid-eighteenth century, nawabs and rajas had seen their power erode. They had gradually lost their authority and honour.
- Residents had been stationed in many courts, the freedom of the rulers reduced, their armed forces disbanded, and their revenues and territories taken away by stages.
- Many ruling families tried to negotiate with the Company to protect their interests. For example, Rani Lakshmibai of Jhansi wanted the Company to recognize her adopted son as the heir to the kingdom after the death of her husband.
- **The peasants and the sepoys:**

- In the countryside **peasants and zamindars** resented the high taxes and the rigid methods of revenue collection. Many failed to pay back their loans to the moneylenders and gradually lost the lands they had tilled for generations.
- The **Indian sepoys** in the employment of the Company also had reasons for discontent. They were unhappy about their pay, allowances and conditions of service. Some of the new rules, moreover, violated their religious sensibilities and beliefs.

### Responses to reforms

- ▶ The British believed that Indian society had to be reformed. Laws were passed to stop the practice of sati and to encourage the remarriage of widows. English-language education was actively promoted.
- ▶ After 1830, the Company allowed Christian missionaries to function freely in its domain and even own land and property. In 1850, a new law was passed to make conversion to Christianity easier. Many Indians began to feel that the British were destroying their religion, their social customs and their traditional way of life.

### Changes introduced by the British after the Revolt:

The British had regained control of the country by the end of 1859, but they could not carry on ruling the land with the same policies any more. Given below are the important changes that were introduced by the British.

- The British Parliament passed a new Act in 1858 and transferred the powers of the East India Company to the British Crown in order to ensure a more responsible management of Indian affairs.
- The Governor-General of India was given the title of Viceroy, that is, a personal representative of the Crown. Through these measures the British government accepted direct responsibility for ruling India.
- All ruling chiefs of the country were assured that their territory would never be annexed in future. They were allowed to pass on their kingdoms to their heirs, including adopted sons.
- It was decided that the proportion of Indian soldiers in the army would be reduced and the number of European soldiers would be increased.
- The British decided to respect the customary religious and social practices of the people in India. However, they introduced divide and rule policy.
- Policies were made to protect landlords and zamindars and give them security of rights over their lands. Thus a new phase of history began after 1857

### Conclusion:

Thus, the Indian rebellion was fed by resentment that had emerged from British rule, including invasive British-style social reforms, harsh land taxes, etc. The Revolt failed in achieving its objective but it exposed the exploitative nature of the East India Company rule in India.

9. **Discuss the controversies between the Orientalists and Anglicists on the education system suitable for Indians. Evaluate the Macaulay's minute for education in India to solve the crisis.**

*(250 words)*

**Approach**

1. Give a brief introduction. (25 words)
2. Explain the controversies between the two. (75 words)
3. Give the arguments given by Macaulay in his famous minute. (75 words)
4. Give criticism of Macaulay's minute. (50 words)
5. Conclude briefly. (25 words)

**Hints**

There arose violent controversies between the Orientalists and Anglicists regarding the objectives of the educational policy, the medium of instruction, the agencies for organizing educational institutions and the methods to be adopted to spread education among the people.

- A committee called General Committee of Public Instructions was appointed to solve the crisis between the above two schools of thought.

**Controversies between the two:****Orientalists views:**

- ▶ The most important argument of the Oriental party centred round the interpretation of the section 43 of the Charter Act of 1813, and which was also responsible for aggravating the controversy. This section directed that a sum of not less than a lakh of rupees shall be expended every year for
  - Revival and improvement of literature
  - Encouragement of the learned natives of India.
  - Introduction and promotion of knowledge of the sciences among the inhabitants of the British territories in India.
- ▶ The Oriental party put forward the argument that the literature which was meant to be revived and encouraged was the literature of Hindus and Muslims.
- ▶ Orientalists argued that Western knowledge and sciences should be taught to Indians through the medium of the classical languages (or the modern Indian languages) and along with that they should also be taught the culture of their land for which they had great love and regard. They, therefore, suggested translating useful books from English into Arabic and Sanskrit.
- ▶ Orientalists also agreed to the idea that the students should be given option to choose for themselves the classical or English education.

**Anglicist views:**

- ▶ According to Anglicists, the oriental system of education was slow and detrimental.
- ▶ They thought that the knowledge of the East was full of errors and unscientific thought, and Eastern literature was non-serious and light-hearted.
- ▶ They argued the idea of diffusing Western sciences and literature amongst the Indians through the medium of English.
- ▶ They desired to utilize the entire educational grant for the purpose of diffusing Western Education.



**Arguments made by Macaulay in Minute on Education**

The arguments of the Anglicists in favour of English find their best exposition in the minutes of Macaulay.

**According to Macaulay**

- ▶ Knowledge of English would enable the Indians to have commercial intercourse with the distant countries and
- ▶ Learning of English by the Indians would be beneficial from the stand point of administration.

**Criticism of Macaulay's Minute:**

- ▶ Macaulay's claim about English as only the medium of instruction cannot be justified as it would be difficult for Indians to learn a foreign language.
- ▶ Other Indian languages were neglected.
- ▶ Mass education was neglected and his downward filtration theory proved to be more a failure for Indians.
- ▶ Overall his interpretations about section 43 of charter act 1813 were biased, for ex: According to him the meaning of the term 'Literature' meant the English literature and "learned natives of India" meant those Indians who had acquired knowledge of western science and knowledge.

**Conclusion:**

Macaulay completely neglected the views of Orientalists and the main motive behind this was to fulfil the vested interest of British government by creating a loyal class of Indians which will act as the interpreters between the Government and the masses.

**10. Explain the various factors that prompted the British government to make the famous Declaration in August 1917.**

*(250 words)*

**Approach**

1. Briefly explain the logic of constitutional development in India as August declaration reflected the constitutional progress of the Indian national movement. *(60 words)*
2. Discuss various factors like Failure of the Morley-Minto Reform, First World War, etc. that provided the background of the famous August declaration. *(130 Words)*
3. Conclude by explaining the significance of this declaration. *(60 words)*

**Hints**

The constitutional developments in India must be seen as an attempt by the British government to reconcile between the interests of the Empire and national interests of the Indian people. The national interest was becoming more strong with passing of years as the Indian nationalism



moved from one phase to another incorporating interests of various groups and classes. This expansion reflected the penetration of the ideas of freedom and democracy brought by unavoidable agents of the British colonial government such as education, railways, new means of communication etc.

By 1916 all parties in India as well as British government began to think that some changes in the structure of the Government of India were necessary to reflect the growing urges and aspirations of the Indian people.

### **The following were the Circumstances leading to the famous August declaration in August 1917:**

#### **Failure of the Morley-Minto Reform:**

- It was based on the fundamental principle that the executive government should be an autocracy as it maintained the official majority in the central legislature. Moreover, the British government was given the general power to disallow any candidate from contesting the election on suspicion of being politically charged. The demand for self-government was not met with by this Act.

#### **First World War:**

- India made ungrudging contribution to the British war effort and supplied manpower, money and material. Because of the help given on a crucial occasion, expectations of Indians increased. Also, fighting along with European soldiers had given a new self-confidence to the Indians.
- They wanted a recognition of their ability to rule themselves. Instead, the British Government passed the Defence of India Act, 1915.
- It armed the Government with extraordinary powers to control the press, to deport the editors and other Individuals at will and to set up special tribunals to judge political crimes
  - ▶ The Great War resulted in high prices of essential commodities, shortage of supplies and low wages. Indian economy was completely shattered during the war days. National debt increased by more than Rs 3 million between 1914-23. Price index rose from 147 in 1914 to 281 in 1920. The miserable economic condition played an important role in increasing political discontent in the country.

#### **The Lucknow Pact (1916):**

- It brought the Congress and the Muslim League together. It gave more strength to Indian nationalism.
- This Pact enabled both the organizations to make a joint demand for self-government. Because of this Pact the British rulers felt it necessary to think of the political aspirations of the Indians. It gave rise to an atmosphere of unity in the country and also provided a solid footing to the nationalist movement.

#### **The Home Rule Movement:**

- It gave a new thrust to the national movement under the leadership of Annie Besant and Tilak. Tilak's League was active in Maharashtra and Karnataka. Besant's League, with its headquarters in Adyar, Madras had more of an all India following.
- The activities of the Home Rule Leagues were to organize discussions and reading rooms in cities, to circulate pamphlets and conduct lecture tours to sway public opinion. These Leagues aimed at the achievement of Swaraj or self-government that gave the Indian nationalists a definite goal to achieve.

- The movement avoided violent or revolutionary methods. It focussed on the oppression of colonial policy through its opposition to government policy, e.g., forest laws, liquor laws etc.

### **Conclusion:**

- The government in Britain was forced to adopt a soft line because of the above mentioned factors that were conducive for the growth of agitation in India. The change in the policy was reflected in the famous Montagu declaration (20 August 1917). It stated “increasing association of Indians in every branch of the administration and the gradual development of self-governing institutions with a view to the progressive realisation of responsible government in India as an integral part of the British Empire”. After Montagu’s declaration, the demand for self-government or Home Rule could no longer be treated as seditious, and this was an important milestone in the constitutional history of India.
- But this achievement of self-government would not be easy as the time and manner of each advance was to be decided by the British Parliament based on the performance of Indians. It was ultimately under the leadership of Gandhi that the goal of swaraj was achieved.

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## NOTES

# SET-3: QUESTIONS

## EARLY RESPONSE AND IMPACT OF BRITISH RULE

- Q1. Examine critically the various facets of economic policies of the British in India from mid-eighteenth century till independence.
- Q2. 'Drain of wealth' theory was the core of nationalist critique of colonialism in British India. What do you mean by this theory and what were the various ways through which the drain was taking place.
- Q3. Evaluate the Indian Industrial growth during 20th century. Also critically analyze the British Policy towards Indian Business.
- Q4. Three main agencies were responsible for the spread of modern education in India: the foreign Christian missionaries, the British government and progressive Indians. Describe with examples the role played by progressive Indians for spreading modern education.
- Q5. Critically analyze the role of British policy in creation of Great Famines of Bengal during last decade of 19th century.
- Q6. Discuss the plight of women from the perspective of education in colonial India; also cite how women's identity got transformed by colonial, nationalist and community reforms?
- Q7. Peasant movements in colonial India were goal-oriented and based on certain ideology and organizations. Critically evaluate.
- Q8. British colonial rule in India precipitated a period of intense rebellion among the country's indigenous groups. The early peasant and tribal uprisings in colonial India cannot strictly be called nationalist movements. Do you agree?
- Q9. What were the objectives of various tribal uprisings in India during British rule? Evaluate their compatibility with freedom struggle.
- Q10. Faced with the rising demand for indigo in Europe, the Company in India looked for ways to expand the area under indigo cultivation. In the light of this statement highlight the problem with indigo cultivation. Also discuss the "blue rebellion".

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## SET-3: ANSWERS

1. **Examine critically the various facets of economic policies of the British in India from mid-eighteenth century till independence.**

*(250 words)*

### Approach

1. **Introduce by giving an overview of Economic policies of British in India** *(50 words)*
2. **Examine various facets economic policies of British in India** *(150 words)*
3. **Conclusion** *(50 words)*

### Hints

British rule in India caused a transformation of India's economy, into a colonial economy, i.e., the structure and operation of Indian economy were determined by the interests of the British economy. The main objectives of the economic policies of British in India were to increase the company's profit, to enhance the profitability of its Indian possessions to Britain, and to maintain and strengthen the British hold over India; all other purposes were subordinate to these aims.

The administrative machinery of the government of India was designed and developed to serve these ends. The main emphasis in this respect was placed on the maintenance of law and order so that trade with India and exploitation of its resources could be carried out without disturbances.

**Economic policies of the British can be examined by the impact they had on Indian economy.**

**Commercial Policy:** since 1600 till battle of Plassey EIC acted as a trader & brings bullion to India by selling Indian products in overseas market & searched for new markets. But when company got Diwani rights in 1765, company financed its export from Indian revenue which was called as Investment. The company utilised political control to dictate terms of trade on the Indians to sell their product at cheaper price and even at loss. Company compelled the artisans to work at low wages & forbid to work for Indian merchants. Company eliminated its rivals both Indian & foreign. Heavy import duties were placed on Indian goods on entering into England.

**Deindustrialization in India:** it refer to the decline of rural and urban handicraft industry without simultaneous growth of any modern industry. It started in India in early 19th century and was largely a result of Industrial revolution in England. Post 1813, the British goods flooded

the Indian market as they didn't have to pay any custom duty whereas Indian goods made with primitive technology had to pay high custom duty while entering into Britain so Indian goods not only lost the foreign market but also the domestic due to cheaper import from Britain. Artisans had to abandon their profession, moved to village and took agriculture. This overcrowded the agriculture.

British government's economic policies converted India as a raw material supplier and a market for British goods. The deindustrialization was further promoted with the introduction of railway. Foreign capital was invested in railway with assured returns which repatriated the profits from India.

Land Revenue Policy, commercialization of agriculture and impoverishment of peasantry: Cornwallis introduced the permanent settlement in Bengal. This new land revenue policy made the Zamindar the owner of the land. While the rent from Zamindar to company was fixed, it was not fixed from peasants to Zamindars. This led to exploitation, demand of illegal dues, summary evictions and "Begar" from peasants. There was no incentive for the improvement of the agriculture thus productivity declined. Other land revenue policies of Ryotwari and Mahalwari settlement had very high rate of revenue which peasants were unable to pay. They took debt from moneylenders & traders to pay their dues. When they were unable to repay their debt their land was taken away. In this way peasants reduced to mere sharecroppers, tenets or landless labourers.

Company demanded revenue in cash rather than in kind so peasants had to sell their produce in the market. New trend to grow commercial crops emerged. These crops like tea, cotton, sugarcane, Jute, rubber and Indigo had demand in the market. Farmers were given advances and contracts were signed for these crops. There were hardly any incentives for the Indian peasants in commercial crops. During demand the gain was pocketed by the traders and during lull peasants had to suffer.

Economic Drain: Indian Nationalists like Dadabhai Naoroji in his book Poverty and Un-British rule in India highlighted the economic drain of country's wealth which was not available for consumption of Indian people or did not have adequate return. Salaries and pensions of military and civil officials, interests on loans taken by government of India, profits on foreign Investments & payments for banking, shipping and insurance services were made from India. The drain of wealth checked and retarded the capital formation in India while the same portion of wealth accelerated the growth of British economy.

### Conclusion:

- Other Nationalist like MG Ranade, RC Dutt, G. Subramaniam Iyer scrutinised the policies and accounts of Indian government in detail and blamed it for the deindustrialization, stagnant growth of Indian Industry and poor economic condition of the country.
- Though Introduction of railway, telegraph and roads provided infrastructure & base for development of Indian Market later but the motive behind their introduction was to serve the British Interests.

2. **'Drain of wealth' theory was the core of nationalist critique of colonialism in British India. What do you mean by this theory and what were the various ways through which the drain was taking place.**

*(250 words)*

## Approach

1. Explain the concept of 'Drain of wealth' (60 words)
2. Write down the methods through which the drain was taking place. (130 words)
3. Conclude briefly. (60 words)

## Hints

The constant flow of India's wealth to England has been described by Indian nationalist and economists as Drain of wealth for which India did not get an adequate economic, commercial or material returns. It was mainly the phenomenon of Colonial rule of British.

- The theory was systemically initiated by Dadabhai Naoroji (In his book 'Poverty and Un-British Rule in India') in 1867 and further analyzed and developed by R.C. Dutt (in his book 'Economic History of India') and M. G Ranade.

### Means of Drain of Wealth

- Salaries and pensions of British civil and military officials working in India.
- Interests on loans taken by the Indian Government.
- Profits of British capitalists in India.
- Excess of exports over imports through 3 means (as per A.C. Banerjee):
  - ▶ Illegal presents to company servants from Indian persons and other persons in Bengal.
  - ▶ Huge earnings by company servants by participating in the inland trade.
  - ▶ Profits made by British free merchants through private trade.
- **Unequal Trade:** By imposing protective tariffs on foreign goods imported to British and other European countries.
- On the other hand, no such import duties were imposed on products coming in India, thus exposing Indian industries to tough competitions.
- While imported British cotton and silk goods paid a duty of 3.5% but Indian cotton goods and silk goods imported into Britain paid 20% and 30% respectively.
- **Heavy military expenditure** (almost one third of Budget) to maintain British Empire was met by Indian revenues.
- **Invisible charges** in the form of: Home charges and Council charges
- **Indigenous banking houses** were replaced by European Agency houses and Banks. These houses and banks were mainly started by company servants after accumulating huge money through illegal private trade.

### Conclusion:

By understanding the nature and character of colonial economic domination and exploitation, the early Nationalists or Moderates made it clear that the colonial government was utilizing Indian resources, both natural and human, as land revenue, agriculture and industry not for developing India but for the industrial development in Britain.

This understanding greatly helped in building of National movement in India.

### 3. Evaluate the Indian Industrial growth during 20th century. Also critically analyze the British Policy towards Indian Business.

(250 words)

#### Approach

1. Evaluate Industrial growth in India during 20<sup>th</sup> century (60 words)
2. Analyze British policy towards Indian business. (130 words)
3. Conclusion (60 words)

#### Hints

In the 19th century A.D. British government abolished the tariff protection of Indian goods. The country was reduced to the position of supplier of raw material to British industries.

- In 1850 Jute mills were established in India, but there was no further development in the jute textile processing industry.
- The development of Indian industries was lopsided in character in the sense that only some light and consumer goods industries were started and no attention was given to the machine-manufacturing and heavy engineering and heavy chemical industries and other basic and key industries.
- Industrial development till First World War was to a great extent a by-product of certain interrelated developments like improved transport and communications, growth of foreign trade and consequent accumulation of commercial fortunes.
- Railway building and maintenance had effects more far reaching than the opening up of the interior and exposing agriculture to the market economy.

#### Effect of World War on Indian Industries

- But the First World War proved to be an important event, when British industries were diverted to produce for armed forces, the shortage of finished goods was covered by Indian industry and this gave some foothold.
- Post war, the demand for protection of some industries arose; it was necessary for the British ruler to make certain political and economic concessions and promises of concessions to secure the co-operation of the Indian people during the war and in the disturbed period following the war.
- The economic concessions took the shape of a proclamation by the Government to the effect that in future industrialization would be supported by all means.
- These considerations led to the appointment of the Industrial Commission and the Munitions Board; Indian Industrial Commission (1916), the Fiscal Commission, The royal (Whitley) Commission on Labour (1929), the Central Banking Enquiry Committee (1930) under John Maynard Keynes, the External Capital Committee (1925), and the Taxation Enquiry Committee, were appointed to make a thorough enquiry into respective fields.

#### British Policy towards Indian Business

- Finally, in the 1920s and 1930s under the pressure of the rising nationalist movement and the Indian capitalist class, the Government of India was forced to grant some tariff protection to Indian industries. But, once again, the government discriminated against Indian-owned industries.



- The Indian-owned industries such as cement, iron and steel, and glass were denied protection or given inadequate protection.
- On the other hand, foreign dominated industries, such as the match industry, tea processing, Jute industry, were given the protection they desired.

Moreover, British imports were given special privileges under the system of 'imperial preferences' even though Indians protested vehemently.

### Conclusion:

- Indian industrial development was extremely lopsided regionally. Indian industries were concentrated only in a few regions and cities of the country. Large parts of the country remained totally undeveloped.
- This unequal regional economic development not only led to wide regional disparities in income but also affected the level of national integration.
- It made the task of creating a unified Indian nation more difficult.

4. **Three main agencies were responsible for the spread of modern education in India: the foreign Christian missionaries, the British government and progressive Indians. Describe with examples the role played by progressive Indians for spreading modern education.**

*(250 words)*

### Approach

1. **Introduce Indian society during 19th century** *(50 words)*
2. **Explain role played by progressive Indians** *(150 words)*
3. **Conclusion** *(50 words)*

### Hints

Indian society during the 19th century represented a picture of decadent society which was deeply involved in superstitions, dogmas, absence of rationality etc.

- Western humanists, Indian reformers were aware of the potential of education to change the outlook of human beings and therefore advocated introduction of modern western scientific education.
- Missionaries of the view that modern education would lead Indians away from their faith and they will accept Christianity.
- Company wanted to economise its administration. As a result efforts to spread education in India were taken.

### Role of Progressive Indians

- The most important role in this was taken by progressive Indians. They supported modern western education because it constituted of new ideas in the sphere of polity, science and technology etc.

At the same time they combined this with Indian philosophical thought.

- The opening of Vedanta College by Raja Ram Mohan Roy, Hindu college in coordination with David Hare is an example of that.

It was in this same Hindu college that Henry Vivian Derozio propagated his radical views regarding equality and freedom.

- Education was also seen as a tool to emancipate the condition of women, lower castes. So attempts were also made to educate them.

Jyotiba Phule opened girl's school in Poona. Ishwar Chand Vidyasagar allowed admission to non-Brahmins people to Sanskrit College.

- Students of literary and scientific society started teaching of sciences and literature to masses in vernacular languages also.
- Among Muslims, Sir Sayyed Ahmad Khan opened Mohammeden Anglo Oriental College in Aligarh. The Sikhs opened Khalsa College and schools in various parts.
- The compilation of Bengali primer by Bidyasagar, Bengali grammar by Raja Ram Roy also helped in spread of vernacular language.
- In spite of these efforts by progressive Indians to spread modern education during early phases of 19th century the spread of education suffered because of apathy shown by government, weak financial position of Indians, absence of vernacular education.

### Conclusion:

- The efforts could not replace the traditional system of education which was completely eliminated because of government policies.
- All these resulted into mass illiteracy among Indians, whereas the requirement of the Indians was mass literacy.
- However the efforts initiated by these progressive Indians in field of education helped Indians to adopt modern, rational, democratic, liberal, and patriotic outlook towards their society and country.

## 5. Critically analyze the role of British policy in creation of Great Famines of Bengal during last decade of 19th century.

(250 words)

### Approach

1. Introduce prevalence of famines in Bengal during end of 19<sup>th</sup> century. (50 words)
2. Examine role of British policies in causing famines in India (150 words)
3. Conclusion (50 words)

### Hints

Famine has been considered as a frequent characteristic in the history of eastern India.

- However, due to several reasons, the magnitude of famine reached its highest point in the late eighteenth and nineteenth centuries. More than thirty million famine related deaths occurred in British India between 1870 and 1910.

### Role of British Policy in causing Famines

- In British period droughts, combined with mal-administrative policies, have led to major Indian famines as the Central Indian famine (1868-70), the Great Famine of 1876-78, severe starvation of 1896-97, etc.
- In Colonial rule agricultural labourers, cultivators and rural artisans remained primary victims of famines.
- Famines in British India were severe enough to have a substantial impact on the long-term population growth of the country.
- These famines were typically followed by various infectious diseases such as bubonic plague and influenza, which killed a large section of population already destabilized by starvation.
- In pre British period under the Mughal and Maratha Empire, tax collection was flexible and kept in line with the circumstances of the day.
- In the British Raj there was no such humanitarian response to the life threatening crises faced by the Indian farmer. After the political subjugation of India, the Colonial government carved the Permanent Settlement, Ryotwari Settlement and Mahalwari bandobast, in-order to collect land revenue.
- In order to extract more and more revenue, the Colonial government introduced several land revenue or taxation patterns. All such administrative innovations were aimed to squeeze out the last drop of blood and last penny from the cultivators of India.
- Under these mechanisms, the government collected more than 70-80% of gross agricultural production as land revenue.
- But this tax was not the end of all misery. More to land revenue there were different taxes for roads, schools, post offices, dispensary, water resources, etc.
- Taxes were levied heavily and the poor farmer had no protection against the brutal collection procedures.

### Conclusion:

- All such policies, created unfavourable environment for agriculture and the production never grew despite increasing demand.
- Further, the commercialization of agriculture didn't even left bare minimum eatables with farmers which survived them in previous droughts.

**6. Discuss the plight of women from the perspective of education in colonial India; also cite how women's identity got transformed by colonial, nationalist and community reforms?**

*(250 words)*

#### Approach

1. Describe the condition of women with respect to their education status. *(50 words)*
2. Give reasons for this condition. *(75 words)*
3. Write about the reforms citing examples. *(75 words)*
4. Give a short conclusion. *(50 words)*

## Hints

The condition of female education was very poor mainly in the 19th century India.

- Formal school education was nearly inaccessible to women from all the castes; upper class women being an exception who were allowed to study classical literature and the religious texts.
- Muslim girls were only able to read the Quran and some women were taught accounting in order to tackle property-related issues.
- Zenana system of education existed mostly in the middle and upper class Hindu families and the Muslim community.
- The survey done by William Adam in Bengal Presidency from 1835-1838 showed that there was no formal female schooling except the home schools which taught household skills.

## Reasons for the poor condition of women education:

- Child marriage was very much prevalent in the Hindu society.
- There was a popular superstitious belief that if a girl is taught to read and write, her husband will die soon after the marriage leading to her widowhood.
- The custom of Purdah restricted women from taking formal education.
- Also there were not many female teachers in schools.

## Colonial Reforms:

- A number of schools were opened for girls all over India by the Christian missionaries and the British Government.
- The Scottish Church Society in Madras Presidency had 6 schools with 200 Hindu girls by 1840 but mainly lower castes put their faith in it.
- J.E.D. Bethune opened the Hindu Balika Vidyalaya in Calcutta in 1849
- By the mid-nineteenth century, the attitude of Government and the Hindu society towards female education had started to change.
- The Wood's Dispatch of 1854 considered the Zenana system of education as important for women's education and recommended that it should be included in the formal schooling through grant-in-aid.
- The Hunter Commission's Report of 1882 emphasised female education and promoted Zenana system in school for secular education of women who otherwise are confined in the religious boundaries of home.

## Nationalist and Community Reforms:

- Social reformers like Ishwarchandra Vidyasagar, Jyotirao Phule, Pandita Ramabai and many more supported women's education and went against the traditional society to provide education to girls.
- Jyotirao Phule with his wife Savitribai Phule opened the first school for girls in Poona in 1848.
- It was realised that to make Zenana work efficiently, female teachers were required and thus in 1862, schools for training female teachers were set up in Bombay, Poona and Ahmedabad by Mary Carpenter.

- The Theosophical Society in Madras also promoted female education. Annie Besant, the President of this society condemned child marriage, widowhood and custom of Sati in the Hindu society. She went on to establish the Central Hindu College for boys in 1898 which then caters to both boys and girls.
- D.K. Karve, a social reformer believed that unmarried girls as well as widows should be independent in their thoughts as well as financially and so the curriculum of the school was to ensure their employability and self-sufficiency.
- In 1896, Karve opened a high school for girls and then in 1916 opened a university in 1916 which provided courses in modern sciences and English.

### Conclusion:

Due to these efforts, a big wave came and women took to education fighting all the criticism and harassment by society. Ex : Anandibai graduated from Women's Medical College at Philadelphia in 1886 and became the first Indian woman to obtain a degree in Western medicine.

7. **Peasant movements in colonial India were goal-oriented and based on certain ideology and organizations. Critically evaluate.**

*(250 words)*

#### Approach

1. **Give a brief introduction about peasant movements.** *(50 words)*
2. **Write down the features under various phases of peasant movements which present whether the peasant movements were goal oriented, ideology and organization based or not.** *(150 words)*
3. **Conclude briefly.** *(50 words)*

#### Hints

During British rule in India, peasant movements were mainly against the money-lenders, big landlords and oppressive colonial policies of British.

Though there were exceptions but peasant movements on the basis of goals, ideology and organizations can be broadly studied under three phases.

#### First Phase (Before 1858):

- The peasant revolts till 1858 were mainly localized in nature.
- Violent in nature.
- Unplanned most of the times and were outcome of sudden outburst of discontent among peasants.
- Due to the low level of education, peasants were unable to file cases against planters, moneylenders, and British officials.
- The movements didn't have a vision and were mainly reactionary and backward looking.
- They were failed in immediate sense as due to their violent nature they were brutally suppressed by British government.

- Main targets were mainly money lenders and big landlords, and not British Government, due to the lack of understanding of British policies.

### **Second phase (1858-1900):**

- After 1858, a change was noticed in the nature of the peasant movements.
- A common phenomenon of burning of records of moneylenders and big landlords was witnessed. Ex: During Deccan riots.
- Peasants started organizing peaceful meetings to discuss the required approach.
- Peasants started filing cases against moneylenders and big landlords.

### **Third phase (1900-1947):**

- Due to the leadership provided under early moderates like Tilak and later under Gandhiji and others during the initial decades of 20th century, peasants started participating in National movement.
- The leadership provided by Gandhiji to Champaran and Khera peasants gave a new direction the peasant movements which emphasized on the principle of truth and non-violence.
- Peasant organizations like All India Kisan Sabha, Congress Socialist Party, and Communist Party of India emerged to take the peasants issues.
- The Congress formed peasant communities in rural areas and took note of peasants' grievances.
- Under the organization All India Kisan Sabha, struggles were initiated against the oppressive forest laws in South India in 1927. Similarly, in UP and other parts of India agitations were launched against the tyranny of landlords.
- The movements came under the influence of new ideologies like Socialism and peasants started demanding reforms in socio-economic structure.

### **Conclusion:**

Thus in context of goals, ideologies and organization, the peasant movements in India continuously evolved during colonial rule of Britain.

8. **British colonial rule in India precipitated a period of intense rebellion among the country's indigenous groups. The early peasant and tribal uprisings in colonial India cannot strictly be called nationalist movements. Do you agree?**

*(250 words)*

#### **Approach**

1. **Introduce with nature of early peasant and tribal uprisings.** *(60 words)*
2. **Discuss why these uprisings cannot be called nationalist movements.** *(130 words)*
3. **Conclude by highlighting their significance.** *(60 words)*

**Hints**

The establishment of British power in India was a prolonged process of piecemeal conquest and consolidation and the colonialization of the economy and society.

- This process produced discontent, resentment and resistance at every stage.
- This popular resistence took three broad forms: civil rebellions, tribal uprisings and peasant movements.

**Nature of Early peasant and Tribal Uprisings**

- The early peasant and tribal movements in colonial India were an expression of resentment against the arbitrary & unjust taxation as well as land policies which led to increasing land alienation and indebtedness.
- These movements were aimed at addressing the immediate local grievances and lacked a pan India character.

**The nature and objectives of the movements cannot be called nationalist since:**

- The revolts were not against British colonialism. In fact a number of movements received support from the Government in the form of concessions
  - ▶ E.g. Indigo Commission appointed after Indigo revolt, Deccan Agriculturists relief Society Act 1879 passed after the Deccan revolt etc.
- They revolted against the zamindars and the oppressive moneylenders. They were not averse to these sections.
  - ▶ However their rebellions were driven when these zamindars and moneylenders adopted extreme measures to suppress the peasants
- The revolts were localized and did not leave any successors. Moreover unlike the early part of 20th century where we see Kisan Sabhas, the peasant revolts lacked political orientation.
- Most of these movements were organized by local leaders who were satisfied once their immediate grievances were addressed.
  - ▶ They lacked the conception of a modern age and was regressive which failed to see the imperial motives of a colonial government.

**Conclusion:**

- These movements cannot therefore be called strictly nationalist owing to their objectives, methods as well as participation.
- They could not develop in to long term political movements were limited in their reach and lacked a positive conception. But these weaknesses could be the attributes of the age as we were in a very nascent stage of nationalism.
- The significance of these movements lies in their ability to create consciousness as well as in sowing the very early seeds of nationalism among the masses, which was to prove significant in the freedom struggle later on.

9. **What were the objectives of various tribal uprisings in India during British rule? Evaluate their compatibility with freedom struggle.**

*(250 words)*



**Approach**

1. **Introduce tribal movements as a response to colonial policies towards them** (50 words)
2. **Explain what were the nature of tribal uprisings in India and its place in freedom struggle.** (150 words)
3. **Conclusion** (50 words)

**Hints**

The penetration of British rule in India led to conflict between the capitalist and colonial system with those of the tribals.

- While British wanted control over the forest and land resources, exaction of revenues the tribals struggled for independence, preservation of their culture traditions, their traditional ways of land ownership and management.
- It was in this background various tribal movements took place.

**Tribal Movements**

- Tribal movements were not only agrarian but also forest-based. Some revolts were ethnic in nature as these were directed against zamindars, moneylenders and petty government officials who were not only their exploiters but aliens too
- Like the movement of Ho and Kol mutiny in the Jharkhand region, Bhil and Kolis of central India were among them.
- The management of forests also led some tribes to revolt, as forests in some regions are the main sources of their livelihood.

The British government had introduced certain legislations permitting merchants and contractors to cut the forests. These rules not only deprived the tribals of several forest products but also made them victims of harassment by the forest officials. This led tribes in Andhra Pradesh and some other areas to launch movements.

- The Konnds of Patna region rose under the leadership of Chakra Bisoi when their custom of 'mariah' (a practice of human sacrifice) was suppressed through legal measures and using force.
- Santhals of Jharkhand region revolted against the introduction of permanent settlement and other harmful measure against them in 1855.
- The Ahom revolt and Khasi revolt of north eastern people was against the foreign invasion of their land, large scale settlement of outsiders etc.
- Birsa Munda movement was the most important of the late-18th century struggles against British rule and their local agents.

The long struggle led by Birsa Munda was directed at British policies that allowed the zamindars (landowners) and money-lenders to harshly exploit the Adivasis.

- The Tana Bhagat movement though initially was a religious movement, but later they opposed the taxes imposed on them by the British and they were actively involves with Congress.

They also used the satyagraha means to achieve their objectives.

**Tribal movements in national movement**



Tribals were not aware of the means of colonial exploitation, neither had national and political consciousness. They were just fighting for their own cause and against local actors.

- ▶ In spite of all these weaknesses they played a very important role in national movement:
- Tribal movements represent the first and formidable example of resistance against the foreign interference.
  - ▶ In spite of their lack of awareness of the long term designs of colonial forces these people resisted their ill designs with their meagre means.
  - ▶ This was going to be a source of inspiration for coming generations.
- When these tribals acted against local zamindars or moneylenders, they were indirectly acting against the agents of the British. They were indirectly hurting British capitalist interests.

### Conclusion:

There is also need for further research into the role of tribals because various events like 'Mangarh Massacre' of Bhil tribals in Rajasthan during 1913 has not been mentioned anywhere in history.

This will shed more light on the role played by tribals during the freedom struggle.

- 10. Faced with the rising demand for indigo in Europe, the Company in India looked for ways to expand the area under indigo cultivation. In the light of this statement highlight the problem with indigo cultivation. Also discuss the "blue rebellion".**

*(250 words)*

### Approach

- 1. Brief introduction on demand of indigo in England and its expansion India** *(50 words)*
- 2. The problem with (nil) indigo cultivation** *(150 words)*
- 3. Conclusion.** *(50 words)*

### Hints

By the end of the eighteenth century, the demand for Indian indigo grew further. Britain began to industrialize, and its cotton production expanded dramatically, creating an enormous new demand for cloth dyes. While the demand for indigo increased, its existing supplies from the West Indies and America collapsed.

From the last decades of the eighteenth century indigo cultivation in Bengal expanded rapidly and Bengal indigo came to dominate the world market. In 1788 only about 30 per cent of the indigo imported into Britain was from India. By 1810, the proportion had gone up to 95 per cent. As the indigo trade grew, commercial agents and officials of the Company began investing in indigo production. Attracted by the prospect of high profits, numerous Scotsmen and Englishmen came to India and became planters.

**The problem with (nil) indigo cultivation:**

- The planters found it **difficult to expand the area under nil cultivation**. Indigo could be cultivated only on fertile lands, and these were all already densely populated. Only small plots scattered over the landscape could be acquired.
- Planters needed large areas in compact blocks to cultivate indigo in plantations. They attempted to lease in the land around the indigo factory, and evict the peasants from the area. But this always led to conflicts and tension
- Investing on **purchase and maintenance of ploughs** was a big problem. Nor could supplies be easily got from the peasants since their ploughs and bullocks were busy on their rice fields, again exactly at the time that the indigo planters needed them.
- Till the late nineteenth century, planters were reluctant to expand the area under nil cultivation. Less than 25 per cent of the land producing indigo was under this system. The rest was under an alternative mode of cultivation – the ryoti system
- Under the ryoti system, the **planters forced the ryots to sign a contract**, an agreement (satta). At times they pressurized the village headmen to sign the contract on behalf of the ryots.
- The **price they got for the indigo they produced was very low** and the cycle of loans never ended. There were other problems too. The planters usually insisted that indigo be cultivated on the best soils in which peasants preferred to cultivate rice.
- Indigo, moreover, had deep roots and it **exhausted the soil** rapidly. After an indigo harvest the land could not be sown with rice.

**Conclusion:**

Consequently in March 1859 thousands of ryots in Bengal refused to grow indigo. As the rebellion spread, ryots refused to pay rents to the planters, and attacked indigo factories armed with swords and spears, bows and arrows, etc. and those who worked for the planters were socially boycotted.

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## NOTES