

TRANSFORMATIONS IN THE MODERN WORLD – 3C03 HIS

Unit III – Cultural Impact of Colonialism

Colonialism and English language and Literature

Colonialism is the establishment, maintenance, acquisition and expansion of colonies in one territory by people from another territory. It means the expansion of a nation's sovereignty over foreign territories through forcible occupation. As a result, the social structure, government and economy of the colony are changed by the colonizers. The colonizers exploit the resources of colonies and impose their culture and language on these colonies. Portuguese, British, France, Dutch were the major colonial powers and obviously English were the masters of colonialism

European colonialism began in the fifteenth century and reached its culmination point in the late nineteenth century. At the height of European colonialism, more than three quarters of the earth belonged to the European countries—Britain, France, the Netherlands, Spain, Portugal, Italy and Germany. These colonial powers were interested in increasing their own political power and exploited the colonies' resources. Most of the indigenous people of colonial territory were oppressed and enslaved by the occupying power. The colonial powers believed that a colonized nation which adopted and admired western culture would no longer resist the colonizers' occupation. In British colonies, for example, the colonized population had to convert to Christianity, learn the English language and read English literature in schools. Consequently, they adopted western values and the colonizers were able to rule by consent rather than violence.

English Language played a vital role in the expansion of colonial policies and ideology. Today, English is considered a global language. The imperialism of English language is clearly seen in modern world as a result of the British colonialism which began five centuries ago. Moreover, the dominance of America at present also carries the status of English language forward. The imperialism of English language, because of Britain in the past and America at present, has influenced the world remarkably. The imperialism of English language is clearly seen in modern world as a result of the British colonialism.

Colonial masters usually imposed their language onto the peoples they colonized, forbidding natives to speak their mother tongues. In some cases colonizers systematically prohibited native languages. Many writers educated under colonization recount how students were demoted, humiliated, or even beaten for speaking their native language in colonial schools. When we look at the list of former European colonies, it is a rather long one. There are the so-called settler countries such as Australia and Canada, the non-settler countries such as India, Jamaica, Nigeria, Senegal and Sri Lanka and the countries like South Africa and Zimbabwe, which were partially settled by colonial populations. These countries were influenced by European colonialism in terms of language, literature, culture and science particularly British colonialism.

In the sixteenth century, European powers began to occupy the Indian sub-continent mainly Portugal, the Netherlands, France and England. In 1756, The British East India Company was founded and later they expanded their supremacy over India. English language was introduced in Indian sub-continent for administration, trade, business etc. Concerning the integration of western values in Indian culture, it is conspicuous that the British influence is still omnipresent in the Asian sub-continent. The reason for this can also be found in the persistence of the English language. Many Indians are conversant with the English language because the British colonialists intended to export their values and culture by teaching the Indian population their language. The British colonialism had impact on Indian literature and education. Indian writers began to write poetry, short stories and novels in English. Great writers, Rabindranath Tagore, R. K. Narayan, Salman Rushdie etc, wrote poetry and novels in English and won the hearts of people at international level. English was introduced in schools and colleges as a second language but now it has become a medium of instruction. Undoubtedly, the British colonialism had its impact on Indian sub-continent

English was introduced in the major part of Africa. Later, the countries, followed English language, became powerful countries because they had relations with Britain, America and Indian sub-continent and used science and technology, medicine, education system of western people. Now, other countries in Africa, ruled by France, Germany, Spain, are also following English language in education, trade, business, science and technology. In this way, Africa had the impact of European colonialism. In this modern world, African countries are following English language particularly, South Africa, Nigeria and Zimbabwe have adopted English as their own language.

Like Africa and Indian sub-continent, Caribbean islands and South American colonies were also influenced by the European colonialism. In British colonies, English language was introduced in education, administration etc. America, Australia and Canada had the same impact of colonialism and finally they adopted English language as their mother tongue. In Asian continent, The British colonialism had deep impact on Indian sub-continent. The British changed the economy, there is a great demand for English medium education in India and

The British colonialism spread English across the globe and America is trying to impose English on this world with its modern imperialism today. This is called English linguistic imperialism. English language was a tool for the expansion of colonialism, colonial policies and ideology. Through the language, British could master the world and exploited well.

ENGLISH EDUCATION IN THE COLONIAL WORLD

In countries under colonial rule, metropolitan power shaped and guided the educational policy and educational institutions promoted the needs of the colonizer ignoring for the most part the aspirations of the colonized. While colonial education policies had certain common characteristics, they differed from one colonial power to another and the same power had often differing policies in different countries and in the same country at different times. While there were some similarities between the educational policies of the British in India, the French in Vietnam, the Spanish in the Philippines, the Dutch in Indonesia, there were fundamental differences also. again British policy in India in the 18th century was different from that in the 19th or 20th century.

The earliest colonial intruders from Europe into Asia were the Spanish and Portuguese. Unlike the protestant powers, Britain and the Netherlands, these two Catholic countries had a planned education policy from the beginning. Spanish colonial motives, unlike the British or the Dutch or French were not strictly commercial. The English East India company did not permit missionaries to enter India for the first 200 years. conversion to Christianity was the important motives of the Catholic expansion and this required education of the people. Monks of various orders with the help of the government created a network of elementary school where religious as well as secular subjects were taught.

Philippines was under Spanish rule for 300 years from 1565 onwards and they were among the earliest to get Europe in education. In 1863 the Spanish government issued a decree on primary

education which stated that education should be free for all children and compulsory for those between 7 and 13. Each village was to have one school for boys and one for girls. Spanish must be taught in all schools. The Americans would take over from the Spanish in 1898 placed an equal importance on education but for different reasons. America proclaimed their aim was to prepare Philippines a self-government. In 1901, a law was passed by which free public schools were established. By 1922 public school enrollment was past the million mark. Several vocational institutions and industrial and craft schools were opened in Philippines.

French established several educational institutions in Vietnam. The motive for the French establishing an extensive school system in Vietnam was different from that of either the British in India or the Spanish or the Americans in the Philippines. In northern Vietnam free schools were started, the most important of which was the Song King free school in Hanoi which opened in 1907. Initially the Vietnamese elite had been suspicious of these schools and refused to send their children to them, gradually they became aware of the advantages of Western knowledge and began to send their children to these modern schools. Colonial schools were developed as substitute for indigenous Vietnamese education and prevent any independent of western or modern education being imparted. Traditionally the Indonesians acquired their education in the Islamic school which emphasized religious instructions. The Dutch East India company did not provide support for indigenous education. The kingdom of the Netherlands which assumed control over Indonesia in 1816 continued this policy until the late 1840 when it established a public elementary school in 1849 and a teachers training college in 1852. Department of education founded in 1867. University education was introduced very late in Indonesia. A college of engineering was founded in 1920. A law college and medical college were established in 1924 and 1927 respectively.

Motives largely determined the type of education that was introduced in the different colonies. The colonial power wanted clerks one type of education was introduced, if they wanted skilled labor and the type was favored and yet another if the need was for plantation labour. In India higher education was emphasized but this was not so in the Philippines or Vietnam in Indonesia or Malaysia. First university established in Southern Rhodesia only in 1955. British colonial education in Africa was largely carried out by missionaries in mission schools.

the language of the colonial power was introduced as a medium of instruction in all colonies.

Everywhere, the following medium schools and colleges were located in the cities. However in a larger sense, the importance of this education processes goes beyond the mere political changes which where to lead to the transfer of power.

English education in India

The East India Company, during their first 60 years of rule didn't care much for the education of Indian people. Before the British, India had its own educational systems like the Gurukulas and the Madrassas. The company wanted some educated Indians who could assist them in the administration of the land. Also, they wanted to understand the local customs and laws well. For this purpose, Warren Hastings established the Calcutta Madrassa in 1781 for the teaching of Muslim law. In 1791, a Sanskrit College was started in Varanasi by Jonathan Duncan for the study of Hindu philosophy and laws.

The missionaries supported the spread of Western education in India primarily for their proselytizing activities. They established many schools with education only being a means to an end which was Christianizing and 'civilizing' the natives. The Baptist missionary William Carey had come to India in 1793 and by 1800 there was a Baptist Mission in Serampore, Bengal, and also a number of primary schools there and in nearby areas. The Indian reformers believed that to keep up with times, a modern educational system was needed to spread rational thinking and scientific principles.

The **Charter Act of 1813** was the first step towards education being made an objective of the government. The act sanctioned a sum of Rs.1 lakh towards the education of Indians in British ruled India. This act also gave an impetus to the missionaries who were given official permission to come to India. But there was a split in the government over what kind of education was to be offered to the Indians. This is known as **Oriental – occidental controversy**

The orientalist preferred Indians to be given traditional Indian education. Some others, however, wanted Indians to be educated in the western style of education and be taught western subjects. There was also another difficulty regarding the language of instruction. Some wanted the use of Indian languages (called vernaculars) while others preferred English. Due to these issues, the sum of money allotted was not given until 1823 when the General Committee of Public Instruction decided to impart oriental education.

In 1835, it was decided that western sciences and literature would be imparted to Indians through the medium of English by Lord William Bentinck's government. Bentinck had appointed Thomas Babington Macaulay as the Chairman of the General Committee of Public Instruction. Macaulay was an ardent anglicist who had absolute contempt for Indian learning of any kind. He was supported by Reverend Alexander Duff, JR Colvin, etc. On the side of the orientalist were James Prinsep, Henry Thomas Colebrooke, etc. His report is known as famous **Macaulay Minutes of 1835**. Macaulay minutes refer to his proposal of education for the Indians.

According to him:

- English education should be imparted in place of traditional Indian learning because the oriental culture was 'defective' and 'unholy'.
- He believed in education a few upper and middle-class students.
- In the course of time, education would trickle down to the masses. This was called the infiltration theory.
- He wished to create a class of Indians who were Indian in colour and blood but English in taste and affiliation.
- In 1835, the Elphinstone College (Bombay) and the Calcutta Medical College were established.

Wood's Dispatch (1854)

Sir Charles Wood was the President of the Board of Control of the company in 1854 when he sent a dispatch to the then Governor-General of India, Lord Dalhousie. This is called the '**Magna Carta of English education in India.**'

Recommendations of the Wood's Dispatch:

- Regularize education system from the primary to the university levels.
- Indians were to be educated in English and their native language.
- The education system was to be set up in every province.
- Every district should have at least one government school.
- Affiliated private schools could be granted aids.
- Education of women should be emphasized.

Universities of Madras, Calcutta and Bombay were set up by 1857.

University of Punjab – 1882; University of Allahabad – 1887. This dispatch asked the government to take up the responsibility of education of the people.

The Hunter Commission / Indian Education Commission of 1882

It was presided by Sir William Hunter. The hunter commission was constituted on 3rd April 1882

Recommendations

- Preference was given to literate candidates for government jobs in the lower levels
- expansion of primary schools in backward districts.
- District and municipal boards were entrusted with the management of primary education under the Local Self Government Act.
- The funds were separated for rural and urban areas
- Secondary schools were to be established by private parties with funds provided by the government.
- Model schools fully run by the government were to be opened in each district to guide such private schools.
- Secondary school curriculum was also revised with academic and vocational courses diversified into different branches.
- Missionary schools were discouraged and Indian participation in the private school system was solicited
- Special care was supposed to be taken in advancing the education of girls and women.

University of Punjab – 1882; University of Allahabad – 1887

Another commissions

- Commission under the presidency of Sir Thomas Raleigh in 1902 “to enquire into the condition and prospects of the Universities in British India”
- Calcutta University Commission was appointed by the Government of India in 1917 to inquire into the condition and prospects of Calcutta University under the chairmanship of Dr. Michael Sadler
- Resolution on Education Policy - 1913.

UNIT IV – RESISTANCE AND END OF DOMINATION

AMERICAN WAR OF INDEPENDENCE (1776- 1783)

The American Revolution or the American War of Independence was a revolt of 13 colonies against their mother country, Britain for attaining independence which led to the establishment of the United States of America, better the US.

13 COLONIES

- Massachusetts
- Connecticut
- New Hampshire
- Rhode Island
- New York
- New jersey
- Pennsylvania
- Maryland
- Delaware
- Virginia
- North Carolina
- South Carolina
- Georgia

It was the first successful bourgeois revolution of the world and set a new pattern for the liberation of colonial states of Latin America, Asia and Africa.

American Revolution: Its causes

1. Political Grievances

The outcome of the British colonial policy, the American Revolution has its unique place in the history of Freedom struggle in the world. The colonial policy of the mother country was the major factor responsible for the revolution. In the political field, colonies felt that they were treated as slaves. Their political masters were in England, who's king and parliament gave no political rights to them. Although, the colonies each had their own local assembly and legal system, these colonies had to experience the outcome of the colonial mercantilist policy that was primarily for the benefit of the mother country.

2.Economic Grievances

Colony people were very hard working and ambitious and though agriculture and industry became very prosperous. They felt that they should enjoy the fruits of their labour and England didn't do anything for the welfare of the people of colonies. England proclaimed that ;

- Colonies should produce the products, which cannot produce in England
- Cannot compete with the products of mother country
- Help mother country financially in the field of administration and military

Britain had passed a series of commercial and trade acts. These acts are known as **Navigation Acts** and were for controlling the commerce and trade of the colonies. The basic provision of the acts was that these colonies had to trade in British ships, only with Britain. Thus they were forbidden to use non British ships. They were also not permitted to manufacture certain products like textiles that would compete with those produced in the mother country. This was furthered by the compulsion that these would only be imported from Britain. Thus the navigation acts made a curb on the economic development of the colonies.

Revenue acts;

Britain imposed revenue tax in the colonies. certain goods which were exported and certain goods which were imported by the colonies were subjected to duties. Revenue tax imposed on goods like tea coffee indigo sugar stamp

Sugar act 1764

Under this sugar act of 1764 a high duty was imposed on sugar and some other goods imported by the colonies.

Stamp act 1765

The act required all legal documents in the colonies should carry a revenue stamp. The colonies protested against the act, because Britain imposed tax on the things such as trade agreements, newspaper, journals, trade transaction letters, pamphlets....etc. protest resolutions passed by the colonial assemblies and the delegates from 9 out of the 13 colonies met the British king to repeal the act. In the British parliament, liberal members like William pit and Edmond burg criticized the stamp act and government repealed the act in 1767.

Townshend act 1767

by the townshend act, glass, paper, lead ,paint were taxed. these goods were not produced in American colonies. it had to be imported from Britain. townshend act was passed by British finance minister Charles Townshend. but there was a great agitation and protest. so the British parliament withdrawn the act in the year 1769 and they imposed tax on tea.

3.Seven years war

At the beginning of the second half of the 18th century, particularly after the Seven Years' War -1756 -1763- Britain tried to enforce these acts very strictly along with the imposition of taxes. Hence to stabilize her own economy, Britain enacted a number of acts to raise revenue from the colonies. The first act was the Revenue Act of 1764, generally known as the Sugar Act, which imposed duty on the import of sugar by the colonists. Followed by this, in 1765, Britain passed the Stamp Act, by which Britain imposed direct tax for the first time. Thus, stamp duty on all business transactions was imposed. In 1767, the British passed the Townshend Acts that imposed taxes on consumer goods like paper, glass, tea and paints that were imported to the colonies. All these provoked the colonists, who vehemently protested primarily against the Stamp act. The protests were characterised by killing of tax collectors in many towns and the lawyers and editors of newspapers questioning government through writings and public protests. Their sloganeering, '**Taxation without representation** is Tyranny' not only inspired the colonists but brought them to the streets. In October 1765, a Stamp Act Congress was convened in New York. Along with these, the ideological contributions of **Thomas Paine and Thomas Jefferson** also accelerated the process.

4. Stubborn attitude of George III

5. Vast distance between England and America

6. Boston Tea Party

The measures of the mother country made the people furious and resolutions against tax on tea by local assemblies gained momentum, which resulted in the boycott of tea. Then, the people came in to action, preventing the unloading of tea in the ports of the thirteen colonies. Thus, on 16th December 1773, a group of colonists, disguised as Red Indians, boarded the British ships anchored at Boston harbour and threw away 342 chests of tea into the Atlantic Ocean. This incident is known as 'Boston Tea Party' that actually started the revolution.

Courses of the war

First Continental Congress

It was convened at Philadelphia in September 1774. Besides making an appeal to the British Crown to remove restrictions on industries and trade, it declared not to impose taxes without the consent of the colonists. This was seen by the Crown as an act of rebellion.

Second Continental Congress

It was held in May 1775. It was very instrumental in the American Revolution, because it was this Congress that resolved to form an organised army, known as the Continental Army under the command of George Washington. It also sent an 'Olive Branch Petition' to the British Crown, George III expressing the desire for peace. It also demanded the protection of their rights as British citizens.

. On July 14th, 1776 the Congress adopted the historic **Declaration of Independence**, which was the seminal work of **Thomas Jefferson**. The significance of this document is that it bluntly stated that all men are born equal and hence they are endowed with certain inalienable rights. These include right to life, liberty and happiness, which even today are foundations of basic human rights. It also affirmed the right of the people to form their own government. The document further stated that the colonies had the right to be **'free and independent states absolved from all allegiance to the British crown'**. This paved the way for war between the British and colonists. The colonists were led by George Washington and the war continued for seven years, the British army was led by none other than Lord Cornwallis. The people rallied around Washington, who was selflessly assisted and supported by Benjamin Franklin, James Madison and Alexander Hamilton. The war came to an end in 1781 with the victory of the colonists.

Causes for the failure of Britain

- Lack of strong leadership
- There was no unity among the military groups of British
- America received moral and material help from foreign countries like France and Spain.
- The colonies had a fighting spirit
- American colonies were well planned and and they prepared for any sacrifices.

Importance of American war of Independence.

The war formally concluded with the Treaty of Paris signed in 1783 by which Britain recognised the independence of the thirteen colonies.

1. A new nation was born, the United States of America.

The Articles of Confederation, the first constitution, although a failure was rectified and later in 1789, the USA became a republic. The first written republican constitution came into effect and **George Washington** became the first president on 30th April 1789. In the history of American Revolution, the name of **Thomas Jefferson** stands unique, for, he was instrumental in the birth of the USA.

2. Inspiration to other nations

Americas example was a great source of inspiration to other countries struggling for their rights and liberties. The French revolution inspired by the American war adopted the motto, **Liberty equality and fraternity.**

3. Moral and material setback for Britain

4. Negative effects on France and Spain; they were disappointed by the effects of war.

5. Democracy, freedom and Nationalism

6. new attitude of Britain towards its colonies in Asia and Africa

7. Lessons in constitution making

The war gave a practical lessons of constitution making. They overthrew monarchy and established a republic

INDIAN NATIONAL CONGRESS - 1885

The movement for India's independence began with the establishment of the Indian National Congress in 1885. Before the birth of the National Congress, a number of organizations were formed. But most of them had limited objectives and their influence remained confined to their respective regions. In order to draw the attention of the British public opinion towards the welfare of the Indians in **1866, Dadabhai Naroji** established **East Indian Association in London.**

Mahadeva Govinda Ranade formed the **Madras Mahajana Sabha** in **1881** and also the **Poona Sarvajanik Sabha** in **1867** for social reforms and national awakening. In **1885**, the **Bombay Presidency Association** was formed under the leadership of persons like **Feroz Shall Mehta**, **Badrudin Tayabji** etc. with the aim of awakening national consciousness. However, among all these organizations, the **Indian Association** established under the leadership of **Surendra Natli Banerjee** and **Anand Mohan Bose**, actively attempted to form a strong public opinion against the unjust policies of the British Government. It opposed the Arms Act and the Vernacular Press Act of Lord Lytton. It also opposed the reduction of the qualifying age for appearing in the Indian Civil Service Examination from twenty-one to nineteen.

It organized a number of peasant demonstrations demanding reduction of the rate of revenue. With a view of bringing representatives from all over India to a common platform, the Indian Association organized All-India National Conferences twice in 1883 and 1885. But the Indian public opinion could be organized and articulated only with the formation of Indian National Congress as a national forum.

Allan Octavian Hume, a retired I.C.S. officer was instrumental in the formation of Indian National Congress. He wrote an open letter to the students of Calcutta university asking at least fifty among them to be ready for making sacrifices for the cause of the motherland. Mr. Hume met Lord Dufferin, the then Governor-General of India and decided to form an association which might function on the model of the opposition party of Britain. This association could be consulted by the British Government to assess the Indian public opinion on various issues of national interest. Moreover, this all India forum would work as a '**safety valve**' for the escape of great forces generated due to the British rule in India. Hume invited eminent Indians from different parts of the country to meet at Poona from 25th to 28th December 1885. But the venue of the meeting was shifted to Bombay as Poona became infected with Cholera.

The first session of the All India Congress began on 28th December 1885 at Gokuldas Tejpal Sanskrit College. Eminent barrister of Calcutta, **Mr. Woomesh Chandra Banerjee** presided over it. Seventy two invited delegates from different parts of India assembled in this first session. Mr. Hume was elected as the first general secretary of the Indian National Congress. Nine resolutions were passed in this first session. Though Indian National Congress made a very humble beginning, yet it gradually developed into a powerful organization. With its birth, the struggle for India's liberation was started in an organized manner. Mahatma

Gandhi subsequently 'made it a mass organization from a class organization of few urban educated middle class people.

Aims and Objectives:

The initial aims and objectives of the congress, were

1. To flourish solidarity and friendship amongst the people of India.
2. To eradicate all the prevailing cast, creed, race or province related prejudices from the country.
3. To strengthen the feelings of National unity.
4. Consideration of the opinions of educated classes on the issues related to the problems of society.
5. To formulate guidelines for future plan of action in the public interest.

It gave representation to the people of different parts of India belonging to different walks of life. National Congress attempted to fulfill their hope and aspirations. India could be liberated from the British colonial rule by starting a non-violent movement under the banner of National Congress.

SURAT SPLIT

The Congress split into two parts-**Moderates and Extremists** in the year **1907** at the Surat Session of Congress, which was also popularly known as '**Surat Split**'.

Moderates believed in Liberalism and Moderate Politics. They believed that the British rulers were merely unaware of the plight of the Indian masses and that once they were made aware the British authorities would do their utmost to improve the lives of the local populace. The Extremist leaders firmly believed that the British had no interest of the Indian people in mind. It was evident from the lackluster response from the authorities during a plague or famine. Moderates wanted greater autonomy and self-rule while still under the nominal rule of the British crown. Extremists wanted completed independence from British rule. Moderates gave importance to Prayer, Petition, Persuasion, and Philanthropy. Their demands were constitutional, and so was their agitation. Their methods were regarded as 'Passive Resistance'. Extremists were radical in terms of their approach, and believed in militant methods including but not limited to the

assassination of key personnel. **Dadabai Naoroji, A.O. Hume, W C Banerjee** were moderates and **Lala Lajpat Rai, Bal Gangadhar Tilak, Bipin Chandra Pal** were extremists.

MAHATMA GANDHI AND INDIA'S FREEDOM STRUGGLE

Mohandas Karamchand Gandhi was born on October 2, 1869, at Porbandar, in the present-day Indian state of Gujarat. His father was the dewan (chief minister) of Porbandar; his deeply religious mother was a devoted practitioner of Vaishnavism. At the age of 19, Mohandas left home to study law in London at the Inner Temple, one of the city's four law colleges. Upon returning to India in mid-1891, he set up a law practice in Bombay, but met with little success. He soon accepted a position with an Indian firm that sent him to its office in South Africa. Along with his wife, Kasturbai, and their children, Gandhi remained in South Africa for nearly 20 years.

Gandhi was appalled by the discrimination he experienced as an Indian immigrant in South Africa. When a European magistrate in Durban asked him to take off his turban, he refused and left the courtroom. On a train voyage to Pretoria, he was thrown out of a first-class railway compartment and beaten up by a white stagecoach driver after refusing to give up his seat for a European passenger. That train journey served as a turning point for Gandhi, and he soon began developing and teaching the concept of satyagraha ("truth and firmness"), or passive resistance, as a way of non-cooperation with authorities.

On 22 May, 1894 Gandhi established the Natal Indian Congress (NIC) and worked hard to improve the rights of Indians in South Africa. In a short period, Gandhi became a leader of the Indian community in South Africa. In 1915, Gandhiji returned to India permanently and joined the Indian National Congress with Gopal Krishna Gokhale as his mentor.

Gandhi's first major achievement was in 1918 when he led the Champaran and Kheda agitations of Bihar and Gujarat. He also led Non-Cooperation Movement, Civil Disobedience Movement, Swaraj, and Quit-India movement against the British government. Gandhi identified his overall method of non-violent action as Satyagraha. Gandhiji's Satyagraha influenced eminent personalities such as Nelson Mandela and Martin Luther in their struggle for freedom, equality, and social justice. Mahatma Gandhi's Satyagraha was based on true principles and non-violence.

Mahatma Gandhi was assassinated on 30 January 1948 in the compound of Birla House (now Gandhi Smriti), a large mansion in New Delhi. His assassin was Nathuram Godse, an advocate of Hindu nationalism, a member of the political party the Hindu Mahasabha, and a past member of the Hindu nationalist volunteer organization Rashtriya Swayamsevak Sangh (RSS).

EARLY SATYAGRHAS

Champaran Satyagraha - 1917

The first Satyagraha movements inspired by Mahatma Gandhi occurred in Champaran district of Bihar in the year 1917. The Champaran Satyagraha was the first to be started, but the word Satyagraha was used for the first time in Anti Rowlatt Act agitation.

Champaran, a district in the state of Bihar where tens of thousands of landless serfs, indentured labourers and poor farmers were forced to grow indigo and other cash crops instead of the food crops which were necessary for their survival. These goods were bought from the farmers at a very low price. Suppressed by the brutal militias of the landlords, they were given negligible compensation, leaving them in extreme poverty. Even in the throes of a devastating famine, the British government levied a heavy tax on them and insisted on increasing the rate. Without food and money, the situation was growing progressively unbearable and the peasants in Champaran revolted against the government in indigo plant cultivation in 1914 (at Pipra) and in 1916 at (Turkaulia). Raj Kumar Shukla who was an indigo cultivator persuaded Mahatma Gandhi to go to Champaran and hence, the Champaran Satyagraha began. Gandhiji arrived in Champaran on 10 April 1917 with a team of eminent lawyers i.e. Brajkishore Prasad, Rajendra Prasad, Anugrah Narayan Sinha and Acharya Kripalani.

He visited many villages. He cross-examined about 8,000 cultivators and recorded their statements. In this way he arrived at an exact understanding of their grievance and the causes underlying them. He came to the conclusion that the ignorance of the cultivators was one of the main reasons why it was possible for the European planters to repress them. Gandhi therefore set up voluntary organizations to improve the economic and educational conditions of the people. They opened schools and also taught the people how to improve sanitation.

The government realized Gandhi's strength and his devotion to causes. They themselves then set upon a committee to enquire into the grievances of the cultivators. They invited Gandhi to serve on that committee, and he agreed. The result was that within a few months the Champaran Agrarian Bill was passed. It gave great relief to the cultivators and land tenants

Kheda Satyagraha - 1917

Peasants were already struggling with the destruction of crops by late rains, a sudden rise in agricultural wages, high rate of inflation and the outbreak of bubonic plague. The peasants of Kheda could not pay the revenue and were demanding that revenue collection be relaxed instead British government raised the revenue. Local leaders, already running no revenue Campaign, through the Gujarat Sabha they got in touch with Gandhi in January 1918, but it was not until 22 March that Gandhi decided to launch a satyagraha in their support.

Sardar Vallabhbhai Patel and a close coterie of devoted Gandhians, namely Narhari Parikh, Mohanlal Pandya, Indulal Yagnik and Ravi Shankar Vyas toured the countryside, organized the villagers and gave them political leadership and direction. Many aroused Gujaratis from the cities of Ahmedabad and Vadodara joined the organizers of the revolt, but Gandhi and Patel resisted the involvement of Indians from other provinces, seeking to keep it a purely Gujarati struggle.

By April the Bombay government partially fulfilled the peasants' demands by not confiscating the properties of defaulting peasants who could not pay, and in June Gandhi withdrew the campaign. British government after facing a united opposition agreed on a compromise and the revenue was waived for that year and next year.

Ahmedabad Mill strike-1918

Gandhi used Satyagraha and hunger strike for the first time during an industrial dispute between the owners and workers of a cotton mill in Ahmedabad. The immediate reason for the industrial conflict was the withdrawal of plague-bonus. This withdrawal came at a time when the workers were already facing hard times from unusual high prices caused by World War One, and there were wildcat strikes and the formation of a weavers' association.

Gandhi was invited by Anusuya Sarabhai, a social worker, and his brother Ambalal Sarabhai, the president of the Ahmedabad Mill-owners, Association, to intervene as an arbitrator. However, this method failed. Gandhi decided to champion the worker's cause but persuaded them to tone down their demand to a wage hike of 35 percent, instead of their original demand of 50 percent. He and his Sabarmati ashram volunteers mobilised the workers and held regular meeting

Still, the mill owners stood their ground and the workers began to lose their Gandhi now used his last weapon of a hunger strike; the mill owners gave in and agreed to send the matter to the arbitration board. The workers ultimately got only 27.5 percent wage rise.

NON – COOPERATION MOVEMENT

The non-cooperation movement was launched on 5th September 1920 by the Indian National Congress (INC) under the leadership of Mahatma Gandhi. In September 1920, in Congress session in Calcutta, the party introduced the Non-Cooperation program. It signified a new chapter in the history of the Indian freedom struggle, Jallianwala Bagh Massacre, Dissatisfaction with Montagu-Chelmsford Reforms, Rowlatt Act, Khilafat Agitation were the major reasons behind the formation of the movement.

Together with the Ali brothers, Mahatma Gandhi undertook a nationwide tour of numerous student and political worker rallies and meetings. This led to thousands of students leaving schools and colleges to join over 800 national

schools and colleges throughout the country. The educational boycott in Bengal was especially successful. C.R Das played an important role in promoting the movement and Subhash Bose became the head of the Calcutta National Congress. The educational boycott was also very successful in Punjab, and Lala Lajpat Rai played the leading role here. The other successful boycott observed was lawyers such as C.R Das, Motilal Nehru, M.R Jaykar, Saifuddin Kitchlew and others boycotting the law courts.

However, the Non - Cooperation Movement's most successful item was the foreign cloth boycott. A major form of the boycott was also the picketing of shops selling foreign cloth. Liquor shops were also picketing. Gandhi and Congress put a lot of stress on handspun Khadi in support of domestic textiles. Charkhas were widely popularized and khadi became the national movement's uniform. In July 1921, at the All India Khilafat Conference in Karachi, Mohammed Ali declared that continuing in the British Army was ' religiously unlawful for the Muslims. Gandhi repeated Mohammed Ali's exhortation, adding that every civilian and army member should sever links with the repressive British government.

A Congress - Khilafat procession took place at **Chauri Chaura** in U.P. district of Gorakhpur on February 5, 1922. Irritated by some policemen's behavior, they were attacked by a crowd section. The police opened fire on the unarmed procession in retaliation. Instigated by this, the whole procession attacked the police and the mob set fire to the building when the police hid inside the police station. The cops who were trying to escape were hacked into pieces and thrown into the fire. In the Chauri Chaura incident, 22 police officers were killed. Gandhi was profoundly disturbed by the Chauri Chaura incident news. Gandhi decided to withdraw the movement because it violated the strict condition of non - violence that he had set for the launch of the civil disobedience phase and the continuation of the non - cooperation movement. Thus, the **Non - Cooperation Movement came to an end on February 12, 1922.**

CIVIL DISOBEDIENCE MOVEMENT

The civil Disobedience Movement, launched under the leadership of Mahatma Gandhi, in 1930, was one of the most significant phases of Indian freedom struggle. On 31 January 1930, Mahatma Gandhi sent a letter to Viceroy Irwin stating and imposing eleven demands. Among all the demands, the most stirring of all the demands was to abolish the salt tax that is consumed by the rich and the poor. The demands were needed to be fulfilled by 11 March or else the Congress will initiate a civil disobedience campaign. The popular salt march was started by Mahatma Gandhi and it was accompanied by 78 of his trusted

volunteers. The march covered over 240 miles, from Gandhiji's ashram in a place called Sabarmati to the Gujarati coastal town of Dandi. On 6 April he reached Dandi, and ceremonially violated the law, and started manufacturing salt by boiling seawater. This movement marked the beginning of the Civil Disobedience Movement.

On 18th of April, around one hundred revolutionaries attacked police and railway armories at Chittagong. Mahatma Gandhi condemned the raid, which had made a deep impression throughout India. On 5th of May, the Government of India had Gandhi arrested and lodged at Yervada Jail near Pune. Following the arrest of Mahatma Gandhi, the British faced the full programme of Civil Disobedience as composed of Indian raids on salt depots, refusal to pay taxes in chosen areas, spirits and avoidance of business with all British firms, disobedience of forest laws and boycott of foreign cloth.

In November 1930, the British government convened the first round table conference in London to consider the reforms proposed by the Simon commission. The congress, which was fighting for the independence of the country, boycotted it. Early in 1931, efforts were made by Viceroy Irwin to persuade the congress to join the second round table conference. An agreement was reached between Gandhi and Irwin, according to which the government agreed to release all political prisoners against whom there were no charges of violence. The congress was to suspend the civil disobedience movement. Many nationalist leaders were unhappy with this agreement.

no agreement could be reached and the second round table conference ended in a failure. Gandhi returned to India and the Civil Disobedience Movement was revived. The government repression had been continuing even while the conference was going on and now it was intensified. Gandhi and other leaders were arrested. The government's efforts to suppress the movement may be seen from the fact that in about a year 120000 persons were sent to jail. The movement was withdrawn in 1934.

QUIT INDIA MOVEMENT

It was officially launched by the Indian National Congress (INC) led by Mahatma Gandhi on **9 August 1942**. The movement gave the slogans 'Quit India' or 'Bharat Chodo'. Gandhi gave the slogan to the people – **'Do or die'**.

In line with the Congress ideology, it was supposed to be a peaceful non-violent movement aimed at urging the British to grant India independence. The Quit India Resolution was passed by the Congress Working Committee on 8 August 1942 in Bombay. Gandhi was named the movement's leader.

The resolution stated the provisions of the movement as: An immediate end to British rule over India. Declaration of the commitment of free India to defend itself against all kinds of imperialism and fascism. Formation of a provisional government of India after British withdrawal. Sanctioning a civil disobedience movement against British rule.

The British government responded to the call of Gandhi by arresting all major Congress leaders the very next day. Gandhi, Nehru, Patel, etc. were all arrested. This left the movement in the hands of the younger leaders like Jayaprakash Narayan and Ram Manohar Lohia. New leaders like Aruna Asaf Ali emerged out of the vacuum of leadership. Over 100000 people were arrested in connection with this movement. The government resorted to violence in order to quell the agitation. They were mass floggings and lathi charges. Even women and children were not spared. About 10000 people died in police firing in total. The INC was banned. Its leaders were jailed for almost the whole of the war. Gandhi was released on health grounds in 1944.

The people responded to Gandhi's call in a major way. However, in the absence of leadership, there were stray incidences of violence and damage to government property. Many buildings were set on fire, electricity lines were cut and communication and transport lines were broken. The chief areas of the movement were UP Bihar, Maharashtra, Midnapore, and Karnataka. The **movement lasted till 1944**. The movement placed the demand for complete independence at the top agenda of the freedom movement.

APARTHIED IN SOUTH AFRICA

Apartheid was a system of legislation that upheld segregationist policies against non-white citizens of South Africa. After the National Party gained power in South Africa in 1948, its all-white government immediately began enforcing existing policies of racial segregation. Under apartheid, nonwhite South Africans (a majority of the population) would be forced to live in separate areas from whites and use separate public facilities. Contact between the two groups would be limited. Despite strong and consistent opposition to apartheid within and outside of South Africa, its laws remained in effect for the better part of 50 years. In 1991, the government of President F.W. de Klerk began to repeal most of the legislation that provided the basis for apartheid. President de Klerk and activist Nelson Mandela would later win the Nobel Peace Prize for their work creating a new constitution for South Africa.

By 1950, the government had banned marriages between whites and people of other races, and prohibited sexual relations between black and white South

Africans. The Population Registration Act of 1950 provided the basic framework for apartheid by classifying all South Africans by race, including Bantu (black Africans), Colored (mixed race) and white. A series of Land Acts set aside more than 80 percent of the country's land for the white minority, and "pass laws" required non-whites to carry documents authorizing their presence in restricted areas. In order to limit contact between the races, the government established separate public facilities for whites and non-whites, limited the activity of nonwhite labor unions and denied non-white participation in national government.

NELSON MANDELA AND AFRICAN NATIONAL CONGRESS [ANC]

Nelson Mandela was a civil rights leader in South Africa. He was born on : July 18, 1918 in Mvezo, South Africa. He fought against apartheid, a system where non-white citizens were segregated from whites and did not have equal rights. He served a good portion of his life in prison for his protests, but became a symbol for his people. Later he would become president of South Africa.

Nelson Mandela became a leader in the African National Congress (ANC). At first he pushed hard for the congress and the protesters to follow Mohandas Gandhi's non-violence approach. At one point he started to doubt that this approach would work and started up an armed branch of the ANC [**Umkhonto we Sizwe** - ("**Spear of the Nation**") - . They planned to bomb certain buildings, but only the buildings. He wanted to make sure than no one would be hurt. He was classified as a terrorist by the South African government and sent to prison. Mandela would spend the next 27 years in prison. His prison sentence brought international visibility to the anti-apartheid movement. He was finally released through international pressure in 1990.

Once released from prison, Nelson continued his campaign to end apartheid. His hard work and life long effort paid off when all races were allowed to vote in the 1994 election. Nelson Mandela won the election and became president of South Africa. There were several times during the process where violence threatened to break out. Nelson was a strong force in keeping the calm and preventing a major civil war. He spent 27 years in prison. He refused to bend on his principals in

order to be released and stated that he would die for his ideals. He wanted all people of all races to have equal rights in South Africa.

African National Congress (ANC), the oldest black (now multiracial) political organization in South Africa; founded in 1912. Prominent in its opposition to apartheid, the organization began as a nonviolent civil-rights group. In the 1940s and 50s it joined with other groups in promoting strikes and civil disobedience among the emerging urban black workforce.

The ANC was banned in 1960 and the following year initiated guerrilla attacks. In 1964 its leader, Nelson Mandela, was sentenced to life in prison, and the leadership was forced into exile. Although outlawed, the ANC became the popularly acknowledged vehicle of mass resistance to apartheid in the late 1970s and the 1980s; the training of ANC guerrillas continued in neighboring countries. Following the end of the ban on the ANC and the release of Mandela in 1990, many of its leaders returned from exile, and the ANC negotiated with the government for black enfranchisement and an end to apartheid.

The ANC became a registered political party in 1994 in advance of the first South African elections open to citizens of all races. It won over 60% of the vote in the elections, and Mandela was elected president of South Africa; the ANC has continued to be the dominant party in South African politics in the years since. Thabo Mbeki succeeded **Mandela as head of the ANC in 1997 and as president of South Africa in 1999**. Nelson Mandela has become **South Africa's first Black President** after more than three centuries of White rule. Mr Mandela's African National Congress (ANC) party won 252 of the 400 seats in the first democratic elections of South Africa's history. The inauguration ceremony took place in the Union Buildings amphitheatre in Pretoria today, attended by politicians and dignitaries from more than 140 countries around the world. **"Never, never again will this beautiful land experience the oppression of one by another,"** said Nelson Mandela in his address.