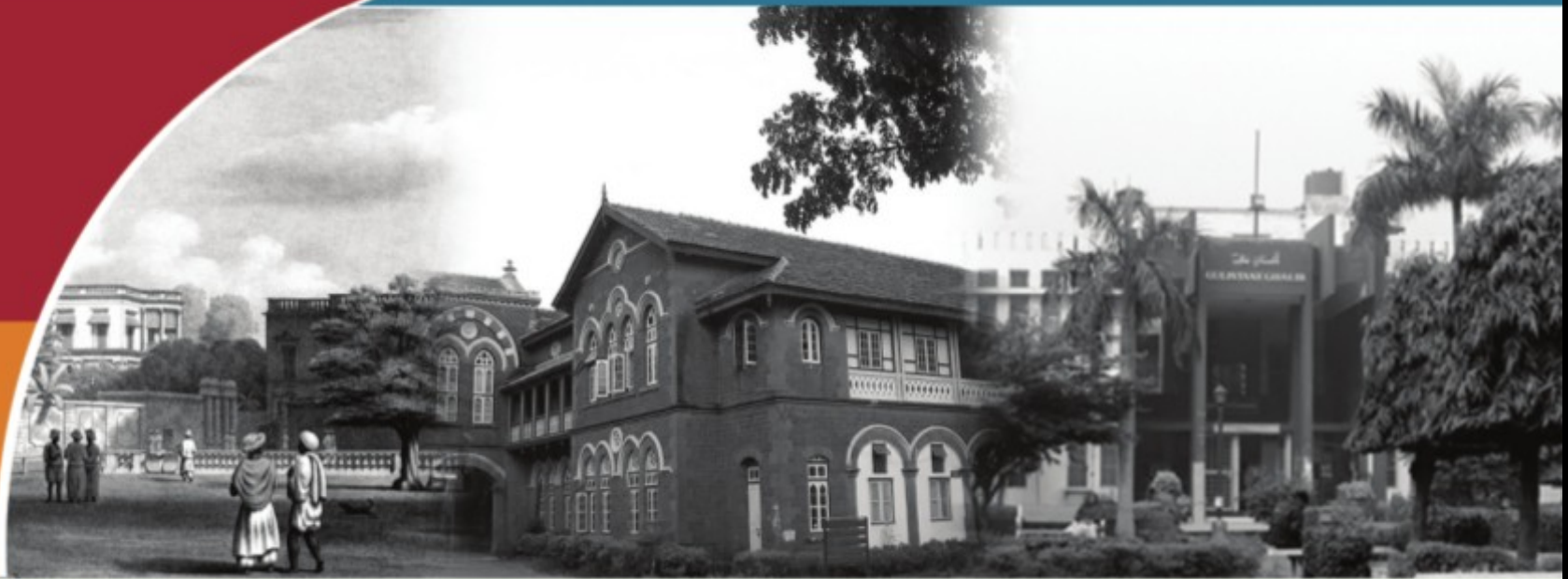


Chapter

05



# Culture and Nationalism



BIJU KK, GHSS TUVVUR, MALAPPURAM

**PLAY**

# **What is Nationalism?**

**Nationalism is the sense of unity that exists among the people of a nation irrespective of caste, creed, region and religion.**

**What were the two types of protests in ideological and cultural spheres of India during the 19th century?**

**-Protest against inequality, violations of rights and social evils which existed in the Indian society.**

**-Protest against the economic exploitations of the colonial forces**

# What are the factors helped to shape Indian nationalism?

**-Social reform movements**

**-The press,**

**-Education,**

**-Literature,**

**-Art.**

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

- Lord Macaulay

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# What was the objectives of the British by implementing English education in India?

- Lord Macaulay Introduced English education in India in 1835.**
- To prepare a generation that favours English life styles.**
- The British colonialists realized the fact that an in-depth understanding of the socio-cultural life of the Indians was essential to strengthen their rule.**
- They learned about Indian society from the works in Sanskrit and Persian and by translating them.**

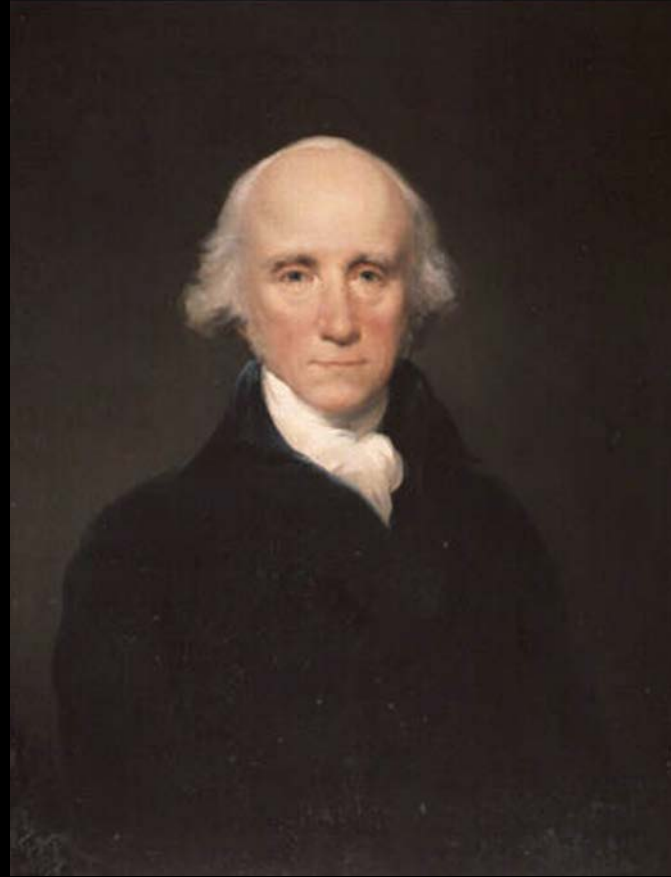
**-They established several institutions to study more about India, to interfere in Indian education system, and to train their own officers.**

**-To ensure commercial growth, the British thinkers who favoured free trade argued for strong British intervention in Indian society.**

**-But, it was not possible to bring about reforms without popular support.**

**-Hence, they started English education to nurture a fraction of Indian society that would support Britain.**

**List the British institutes and founders to conduct studies on Indian culture.**



**Calcutta Madrasah - Warren Hastings**

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# Asiatic Society of Bengal - William Jones

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# Banaras Sanskrit College - Jonathan Duncan

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

**Or**

**How did progress in education contribute to the growth of Indian nationalism?**

**-The British implemented English education in India.**

**-English-educated Indians became aware of democracy, liberty, rationalism, equality, scientific temper, socialism and civil rights.**

**-They ventured to reform the social customs and rituals prevailed in the country, thereby to defend the invasion of English culture.**

**-They tried to reform Indian society, language, art and literature.**

**-It motivated to protest against inequalities and violation of rights and created a sense of unity among the people.**

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**What are the main objectives of the social reform movement in India in the 19th century?**

**-To eradicate evils and superstitions that existed in the Indian society.**

**-To ensure equal civil rights to education, travel and dress code.**

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# What were the proposals advanced by the social reformers for fundamental changes in the Indian society?

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

Image



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# Raja Rammohun Roy

- The pioneer among the social reformers who strived for the modernisation of Indian society.
- He is known as the father of Indian social reform.
- He opposed caste system and 'Sati', social evils prevailed in the Indian society
- Established the Brahma Samaj in Bengal.
- He propagated the idea of a unified Indian society in the place of a society fragmented over caste lines.
- To improve the status of women, he advocated for the right of women to own property.





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# **Ishwar Chandra Vidyasagar**

**-He argued for remarriage of widows.**

**-As a result, the British government passed the Hindu Widow Remarriage Act in 1856.**

**-He established educational institutions for women education.**

# Pandita Ramabai



**-Saradasadan was founded in Bombay to educate the widows.**

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## Movements

- Arya Samaj
- Ramakrishna Mission
- Aligarh Movement
- Prarthana Samaj

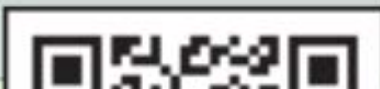
## Reformers

- Swami Dayanand Saraswati
- Swami Vivekananda
- Sir Syed Ahmad Khan
- Atmaram Pandurang

## Ideologies

- Campaigned against idol worship and child marriage.
- Opposed caste system and social evils.
- Propagated the concepts of liberty, equality and freedom of thought.
- Advocated for social and educational uplift of Indian Muslims.
- Campaigned for inter dining, inter caste marriage, widow remarriage and the uplift of women and backward calsses.

• Theosophical Society	• Annie Besant	• Resurgence of Hindu religion.
• Hitakarini Samaj	• Viresalingam	• Campaigned for widow remarriage and women education.
• Satya Shodak Samaj	• Jyotiba Phule	• Opposed social evils and domination of priests. • Started educational institutions for backward classes.
• Self Respect Movement	• E.V. Ramaswami Naicker	• Opposed Brahmanical supremacy and caste system.
• Sree Narayana Dharma Paripalana Yogam	• Sree Narayana Guru	• Opposed caste system and evil practices. • Advocated for social and economic progress of the backward classes.



**What were the customs abolished by the British as a result of the activities of the social reformers and movements?**

- Prevented child marriage and polygamy**
- Prevented marriage of girls below 12 years of age**
- Banned female infanticide**
- Abolished sati**
- Permitted widow remarriage**
- Abolished slavery**

"An Indian citizen has lost his naturalness. His lifeblood has dried up. He is half starved and half dressed. No delicious food is available to him. His dress is ragged and torn. His condition is very pathetic".



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REGD. No. 1111

# The Times of India

ESTABLISHED 1858

**8 CLOSER SHAVES PER BLADE**  
**SAHARA EXTRA**

NO. 132. VOL. CIX.

BOMBAY: WEDNESDAY, JUNE 4, 1947

PRICE TWO ANNAS

DO NOT PAY MORE

## WAY OUT OF INDIAN DEADLOCK

### BRITAIN'S PLAN FOR SMOOTH TRANSFER OF POWER

#### Immediate Dominion Status Granted

#### PEOPLE ASKED TO DECIDE PARTITION QUESTION

#### Present Constituent Assembly Not Disturbed

#### MR. CHURCHILL'S SUPPORT

##### Speedy Legislation

Mr. Winston Churchill sprang a surprise on Tuesday when, speaking in the House of Commons after Mr. Attlee had made the statement on India, he promised support to the legislation necessary to give parts of India full Dominion Status.

"It should not be right," he declared, "that such legislation should be deemed contentious or that any long delay should elapse after it is introduced and before it is passed into law."

(See Page 5)

**THE BRITISH GOVERNMENT HAVE PROMISED IMMEDIATE DOMINION STATUS TO INDIA—THIS YEAR—, AND THEIR PLAN BY WHICH THEY WILL END THEIR 200 YEARS OF RULE PUTS FULL RESPONSIBILITY FOR THE FUTURE OF INDEPENDENT INDIA DIRECTLY ON THE SHOULDERS OF THE INDIAN PEOPLE, LEAVING THEM THE CHOICE OF PARTITION OR OF MAKING UP THEIR DIFFERENCES FOR UNITY'S SAKE.**

#### Two-Fold Purpose

The two-fold purpose of the plan, which was announced simultaneously to the Indian people and in both Houses of Parliament on Tuesday, is (1) to make possible the maximum degree of harmony and co-operation among the Indian



Lord Mountbatten.

#### "UNIFIED INDIA BEST SOLUTION"

#### Viceroy's Appeal

#### "THERE IS INDIAN CONSCIOUSNESS"

NEW DELHI, June 3.

The Viceroy, broadcasting tonight announced that His Majesty's Government had accepted his proposal that they should transfer power to one or two Governments of British India, each having Dominion Status as soon as

#### Only Practical Method

#### PREMIER'S VIEW

#### Plan Commended To Commons

LONDON, June 3.

The Prime Minister, Mr. Attlee, announced in the House of Commons today that the British offer of Dominion Status to one or two successor Indian authorities had been favourably received by all the three parties represented at the conferences held by the Viceroy with the Indian leaders during the past few days.

The announcement was received with loud cheers.

Mr. Attlee who was announcing the Government's plan for transfer of power to Indians said that the British Government wished to make it clear that they have no intention of attempting to frame the ultimate constitution for India.

This was a matter for Indians



#### MR. NEHRU COMMENDS PLAN TO NATION

#### Mr. Jinnah Hopeful Of League's Acceptance

#### SARDAR BALDEV SINGH CALLS IT "SETTLEMENT"

NEW DELHI, June 3.

BROADCASTING to the nation immediately after the announcement of the British Government's plan, Pandit Jawaharlal Nehru said: "It is with no joy in my heart that I commend these proposals to you, though I have no doubt that this is the right course."

"The proposal to allow certain parts to secede, if they so will, is painful for any of us to contemplate. Nevertheless I am convinced that our present decision is the right one even from the larger viewpoint."

Mr. Jinnah, who followed Pandit Nehru, said the League's final decision could only be taken by the League Council on June 9, but so far as he could gather, "on the whole, the reaction in League circles in Delhi has been hopeful."

Sardar Baldev Singh, who also spoke, commended the plan as the best under the circumstances.

Pandit Nehru in his broadcast said: "Nearly nine months ago, soon after my assumption of office, I spoke to you from this place. I told you then that we were on the march and the goal had still to be reached. There

meet my people and to learn about their troubles at first hand.

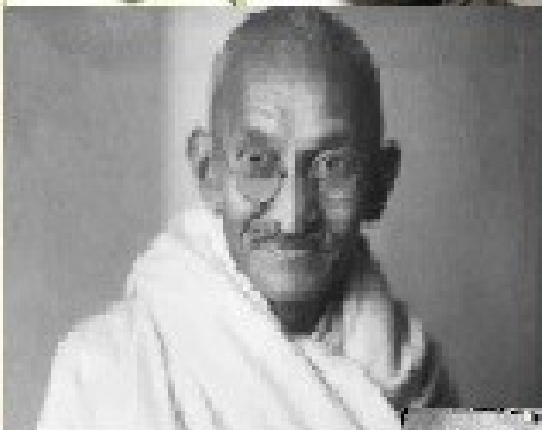
"Today I am speaking to you on another historic occasion when a vital change affecting the future of India is proposed. You have just heard an announcement on behalf of the British Government. This announcement lays down a procedure for self-determination in certain areas of India. It envisages on the

# केसरी.

केसरी के 1940 के अंक में ब्रह्मचर्य के प्रति जवाहर लाल नेहरू के विचारों का प्रतिबिम्ब है।

श्री 1. श्री. ब्रह्मचर्य का विचार। श्री 1.

ब्रह्मचर्य का विचार है कि जो व्यक्ति अपने जीवन में ब्रह्मचर्य का पालन करता है, वह अपने जीवन में ब्रह्मचर्य के प्रति अत्यधिक आस्था रखता है। ब्रह्मचर्य का मतलब है कि जो व्यक्ति अपने जीवन में ब्रह्मचर्य का पालन करता है, वह अपने जीवन में ब्रह्मचर्य के प्रति अत्यधिक आस्था रखता है। ब्रह्मचर्य का मतलब है कि जो व्यक्ति अपने जीवन में ब्रह्मचर्य का पालन करता है, वह अपने जीवन में ब्रह्मचर्य के प्रति अत्यधिक आस्था रखता है।



# THE Mahratta

1940-1941

THE Mahratta is a daily newspaper published in Bombay, India. It is one of the oldest and most respected newspapers in the country.

## Mr. Moulvi Shamsud Din

# HARIJAN

WEEKLY PUBLICATION

Mr. Moulvi Shamsud Din is a prominent leader of the Harijan community. He has been actively involved in the social and political movements of the independence era.

# YOUNG INDIA

WEEKLY PUBLICATION

## Pragjee Soorjee & Co.

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### PRAGJEE SOORJEE & Co.

41, Colaba Causeway, Bombay, India.

# NATIONAL HERALD

## LANY AKALIS HELD BY SAMAGAM-EVE

London, India's Capital

**Explain the role of the Newspapers in educating the Indian people about the British exploitation and the denial of rights.**

**-Disseminated information on massacres, oppression and repressive rule in various parts of the country.**

**-Popularized reformative movements against social evils and superstitions.**

**-Motivated the people to protest against the British rule and evils in Indian society.**

**-Kept abreast of the global agitations for freedom, democracy and equality.**

**-Create public awareness on economic exploitation by the British.**

**-Reported the calamities like plague and famines that killed thousands of Indians in various regions**

**Which are the newspapers introduced by Raja Rammohan Roy focused on social reformation, democracy and Nationalism.**

**Raja Rammohan Roy was the first to start newspaper with a national perspective.**

<b>Newspaper</b>	<b>Language</b>
<b>Sambad Kaumudi</b>	<b>- Bengali</b>
<b>Mirat-ul-Akbar</b>	<b>- Persian</b>



## Major newspapers during the freedom struggle and their Leaders

### Newspapers

- The Hindu, Swadeshi Mitram
- Amrit Bazar Patrika
- Bombay Samachar
- Kesari, Maratha
- Bengali
- Voice of India
- Shome Prakash
- New India, Common Wheel
- Young India, Harijan
- Al Hilal
- Vandematharam
- Nation

### Leaders

- G. Subrahmania Iyer
- Sisir Kumar Ghosh,  
Motilal Ghosh
- Fardourji Marsban
- Bal Gangadhar Tilak
- Surendranath Banerji
- Dadabhai Naoroji
- Ishwar Chandra Vidyasagar
- Annie Besant
- Mahatma Gandhi
- Maulana Abul Kalam Azad
- Lala Lajpat Rai
- Gopalakrishna Gokhale

**Which law was enacted by the British to regulate newspapers in India?**

**-The Vernacular Press Act enacted by Lord Lytton in 1878.**

**-It curbed freedom of press in regional languages.**

**-The British withdrew the Act after a massive protest.**

**-During those days, protection, circulation and reading newspapers were considered to be a part of freedom struggle.**

ശരിയായ വിദ്യാഭ്യാസം ലഭിക്കുമെങ്കിൽ ഇന്ത്യൻ ജനത  
ഏല്പാവരുടെയും ആദരവിന് പാത്രമാകും.

രാജാ റാം മോഹൻ റായ്

പാവപ്പെട്ടവനും പണക്കാരനും വിദ്യാഭ്യാസം നേടിയാൽ, തങ്ങൾക്കെതിരെയുള്ള  
കടന്നാക്രമണവും ക്രൂരതയും അടിച്ചമർത്തലും ഒറ്റക്കെട്ടായി നിന്ന്  
ചെറുക്കാൻ അവർക്ക് കഴിയും.

കേശബ് ചന്ദ്ര സെൻ

വിദ്യാസമ്പന്നർ മാറ്റത്തിന്റെ വക്താക്കളാണ്.

വീരേശലിംഗം

EXPLORATION  
IN  
ARIZONA  
SARASOTA  
FLORIDA

Great Paper is Pencil - Twenty Years Ago

ARIZONA - SARASOTA - FLORIDA

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

Raj Rammohun Roy

EXPLORATION  
IN  
ARIZONA  
SARASOTA  
FLORIDA

Great Paper is Pencil - Twenty Years Ago

ARIZONA - SARASOTA - FLORIDA

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

Keshub Chandra Sen

EXPLORATION  
IN  
ARIZONA  
SARASOTA  
FLORIDA

Great Paper is Pencil - Twenty Years Ago

ARIZONA - SARASOTA - FLORIDA

The educated are the spokesmen of change

Viresalingam



# **Explain the role of education from this statements**

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

# Educational Institutions, Founders and Goals of India during the National Struggle?

## Deccan Education Society(Pune)



**Fergusson college in Pune established by Deccan Education Society.**

# Deccan Education Society(Pune)

- Established by:- G.G.Agarkar, Bal Gangadhar Tilak and Mahadev Govinda Ranade.
- One of the first educational institution established with a nationalistic perspective.
- Aim:- The socio-economic and cultural progress of the Indians.

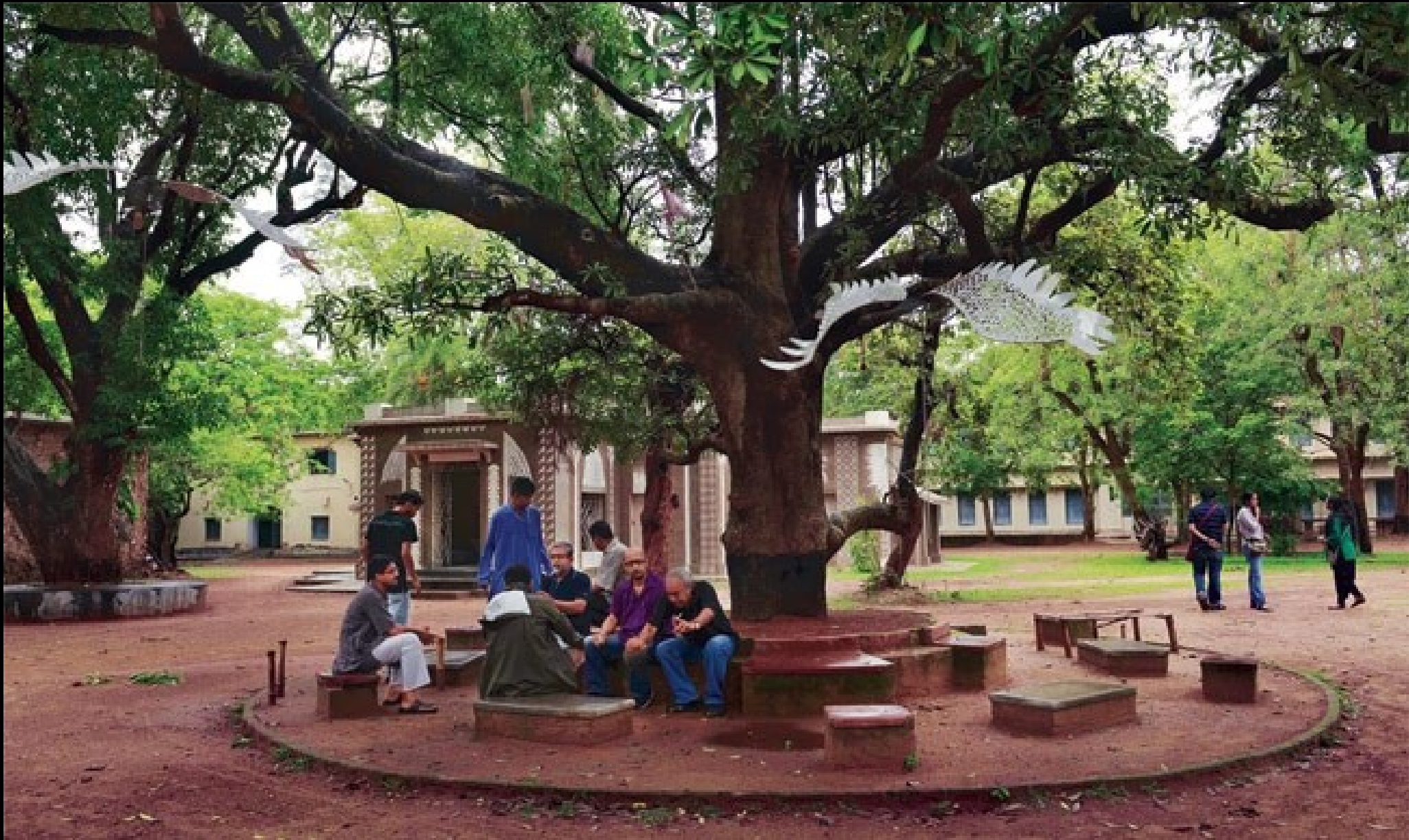
# First Indian Women University in Maharashtra



**-Established by-D.K. Karve.**

**-Aim:- women empowerment.**

# Visva Bharati university(Bengal)



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# Visva Bharati university(Bengal)

- Founder- Rabindranath Tagore.**
- Focused on universal brotherhood.**
- With this university, Tagore aimed at a system of education that would bridge western and eastern cultures.**

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# Jamia Millia Islamia (Aligarh)



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# Jamia Millia Islamia (Aligarh)

## Founders:

- Maulana Mohamed Ali,
- Shoukath Ali,
- Dr. Zakir Husain and
- M.A. Ansari

## Objective:

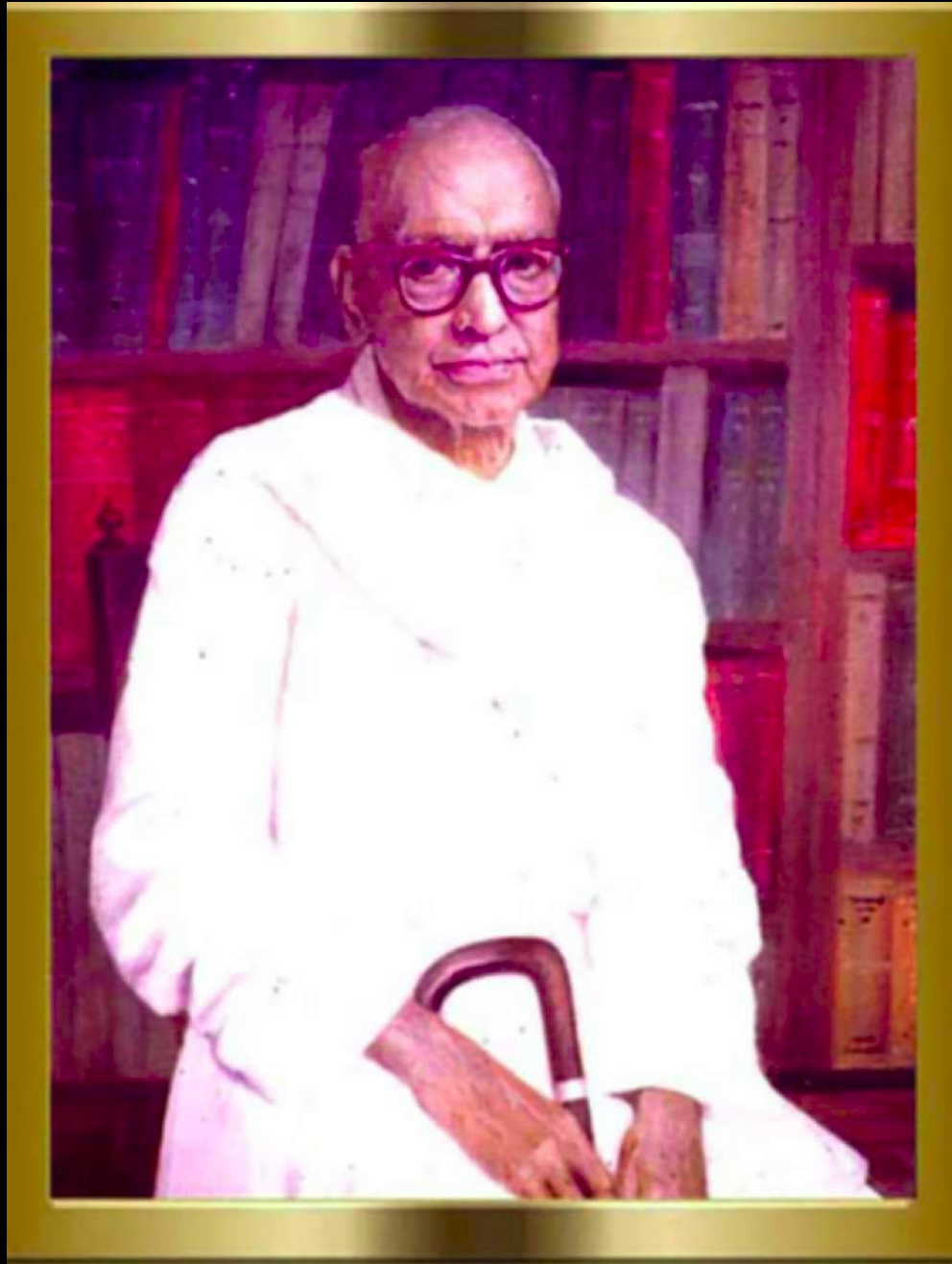
- To strengthen national movement through secular education.



# Kerala Kalamandalam (Thrissur)



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**PLAY**

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# **Kerala Kalamandalam (Thrissur)**

**-Founded by Mahakavi Vallathol  
Narayana Menon**

**Aim:**

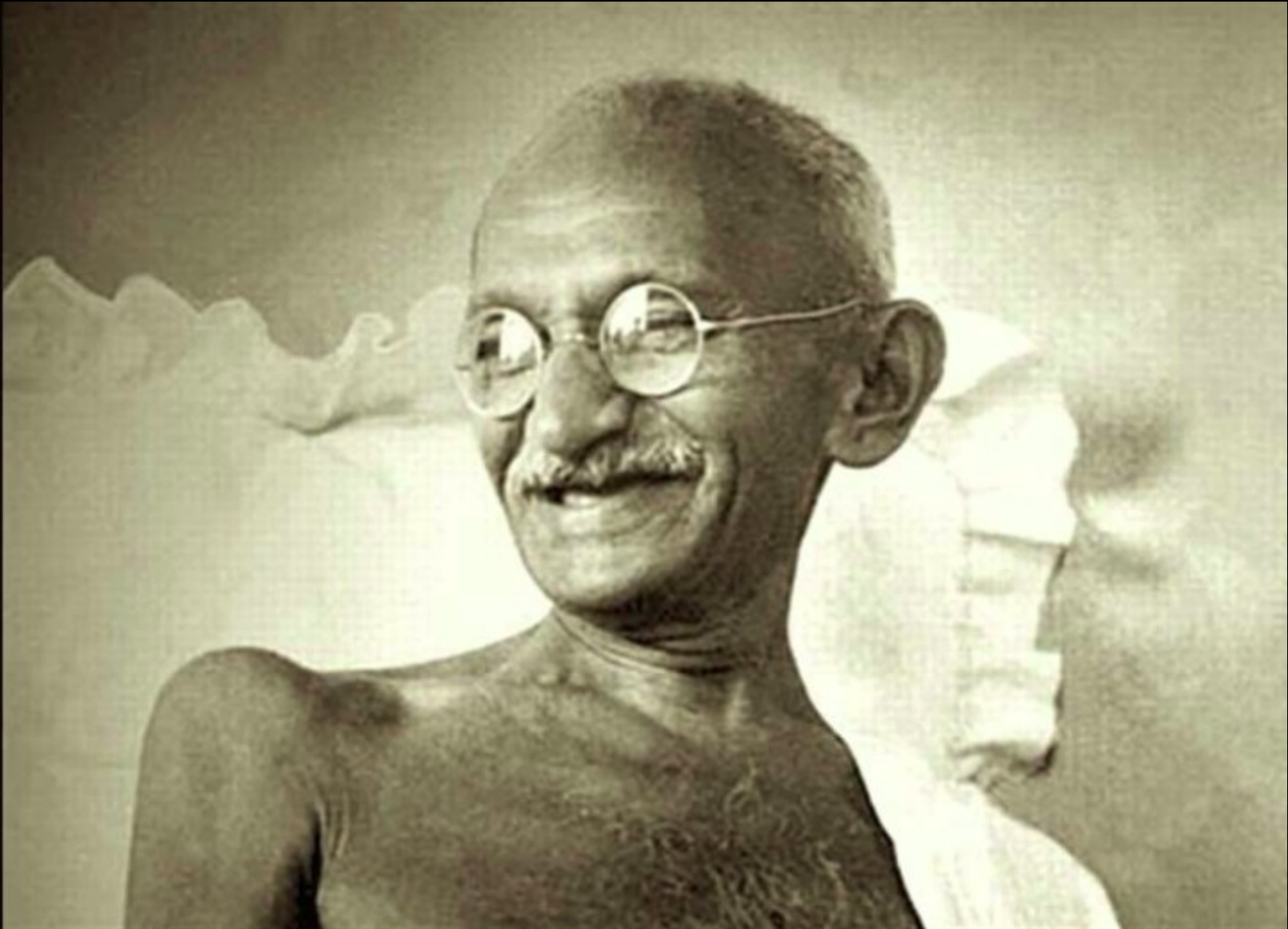
**-Defend the western cultural and  
educational invasion and promote  
traditional art.**

**What were the major objectives of educational institutions founded in various parts of India during national movement.**

- Promotion of nationalism,**
- Opposition to social evils,**
- Rejection of western education.**

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# Wardha Education Plan(1937)



# Wardha Education Plan(1937)

## Founder

**-Mahatma Gandhi**

## Aim

**-Its major objective was to provide vocational education.**

**-He thought that vocational training during education would help build up a good future.**

**-Gandhiji believed that such a generation could defend the British.**



## Nai Talim

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

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

<b>Ideas of National Education</b>	<b>Institutions</b>
<ul style="list-style-type: none"><li>• Secularism</li><li>• Nationalism</li><li>• Women empowerment</li><li>• Internationalism</li><li>• Revival of traditional arts</li><li>• Protest against foreign rule and caste system</li></ul>	<ul style="list-style-type: none"><li>• <b>Jamia Millia Islamia (Aligarh)</b></li><li>• <b>Deccan Education Society(Pune)</b> • <b>First Indian Women University in Maharashtra</b></li><li>• <b>Visva Bharati university(Bengal)</b></li><li>• <b>Kerala Kalamandalam (Thrissur)</b></li> <li>• <b>Wardha Education Plan(1937)</b></li></ul>



# The theme of literature written during the national struggle.

- Protest against the social evils of the Indian society.
- Protest against the economic exploitation of the British.
- The agonies and atrocities faced by the people in various parts of India.
- The readers in other parts experienced these sorrows as theirs.
- They ventured to fight them collectively.

# Books, authors and themes written in India during the Indian national struggle.



**PLAY**

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# \*Anandamath - Novel

-Author – Bankim Chandra

- Theme

- **Agonies of Bengali farmers and disparity between rich and poor in the Bengali society.**

- **Based on the Sanyasi Revolt of Bengali peasants.**

- **The song 'Bandematararam' is taken from this novel.**

**PLAY**

**\*Nil Darpan**  
**- Drama**

**Author**

**-Dinabandhu Mitra**

**Theme**

**-Severe exploitation suffered by the indigo farmers in Bengal.**

**Play**



**Play**



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# \*' Sare Jahan Se Accha, Hindustan Hamara' - Urdu poem

Poet – Allama Muhammad Iqbal

**Theme** -In this poem he praised the beauty of India's nature and unity of its people.

-Creative expressions of Indian writers helped to inculcate the concept of a unified India among the public.

Works	Authors	Languages
<ul style="list-style-type: none"> <li>• Ghora</li> <li>• Gitanjali</li> </ul>	<ul style="list-style-type: none"> <li>• Rabindranath Tagore</li> </ul> 	<ul style="list-style-type: none"> <li>• Bengali</li> </ul>
<ul style="list-style-type: none"> <li>• Sevasadan</li> <li>• Premasram</li> <li>• Rangabhumi</li> <li>• Godan</li> </ul>	<ul style="list-style-type: none"> <li>• Prem Chand</li> </ul> 	<ul style="list-style-type: none"> <li>• Hindi</li> </ul>
<ul style="list-style-type: none"> <li>• Panchalisapadham</li> <li>• Kali paattu</li> <li>• Kannan paattu</li> <li>• Kuyil paattu</li> </ul>	<ul style="list-style-type: none"> <li>• Subrahmanya Bharati</li> </ul> 	<ul style="list-style-type: none"> <li>• Tamil</li> </ul>

- Hayat-e-Sahi
- Hayat e- Javeed

- Altaf Husain Hali



- Urdu

- Nibandha Mala

- Vishnu Krishna  
Chiplunkar



- Marathi

- Ente Gurunathan
- Bappuji
- Indiyude Karachil

- Vallathol Narayana  
Menon



- Malayalam



**PLAY**



**Varika varika sahajare**  
**- Amshi Narayana Pillai.**  
**- Malayalam**

**BIJU KK, GHSS TUVVUR, MALAPPURAM**

# **Explain the role that painters played in the emergence of Indian nationalism.**

- Indian painting was liberated from Western influence.**
- It promoted oriental painting that was firmly entrenched in Indian culture and tradition.**
- National symbols that helped to nurture nationalism in Indian minds.**
- The paintings touched Indian hearts and stimulated protest against the social evils.**
- Highlighted the plight of life in Indian villages.**
- They played a crucial role in developing nationalist spirit among Indians.**

List of paintings, theme and painters painted during the Indian independence movement.

## Bharat Mata



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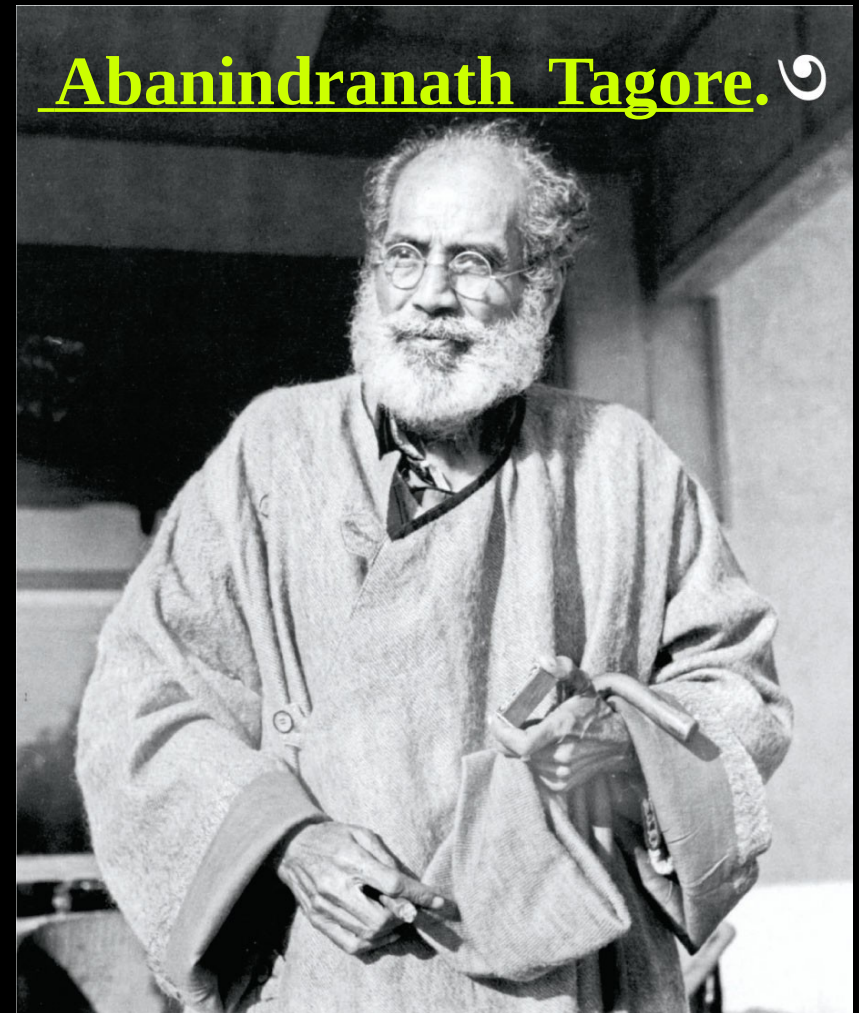
**-Painted by Abanindranath Tagore.**

**-Theme**

**It depicts Bharat Mata giving food, cloth and knowledge to Indian masses.**

**-Abanindranath Tagore tried to free Indian painting from western style and to promote oriental painting based on Indian culture and tradition.**

**-He started Indian Society of Oriental Arts in Calcutta.**



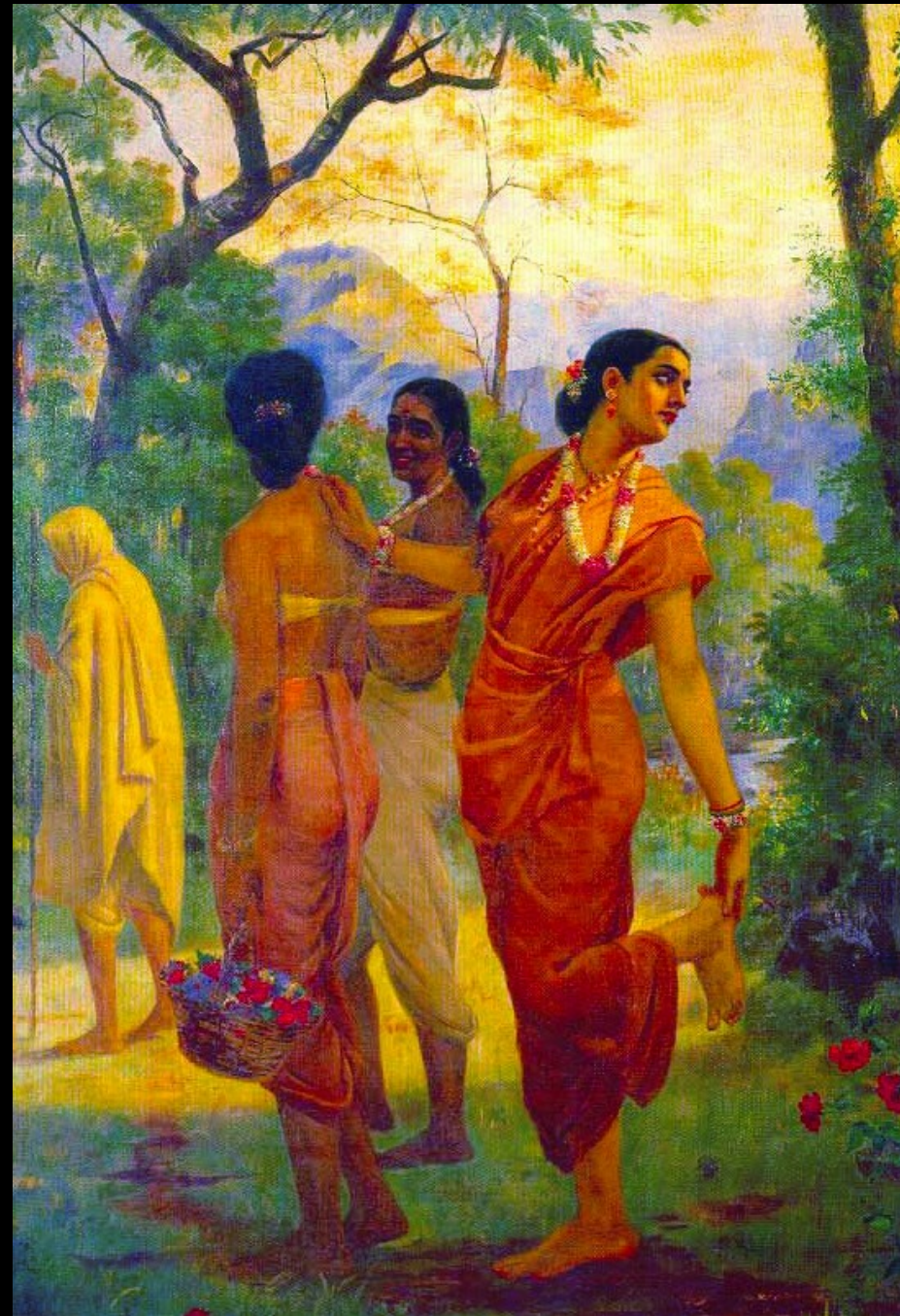


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**\* Scene from**  
**Sakuntalaham of**  
**Kalidasa**

- Painter - Raja Ravi Varma.
- Following the western style, Raja Ravi Varma from Kerala visualized various scenes from Indian epics and literature.

IMAGE



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## \* 'Sati'



## 'Village Drummer'



-Painter – Nandalal Bose

Image

-Theme – Evil social customs and historical events,

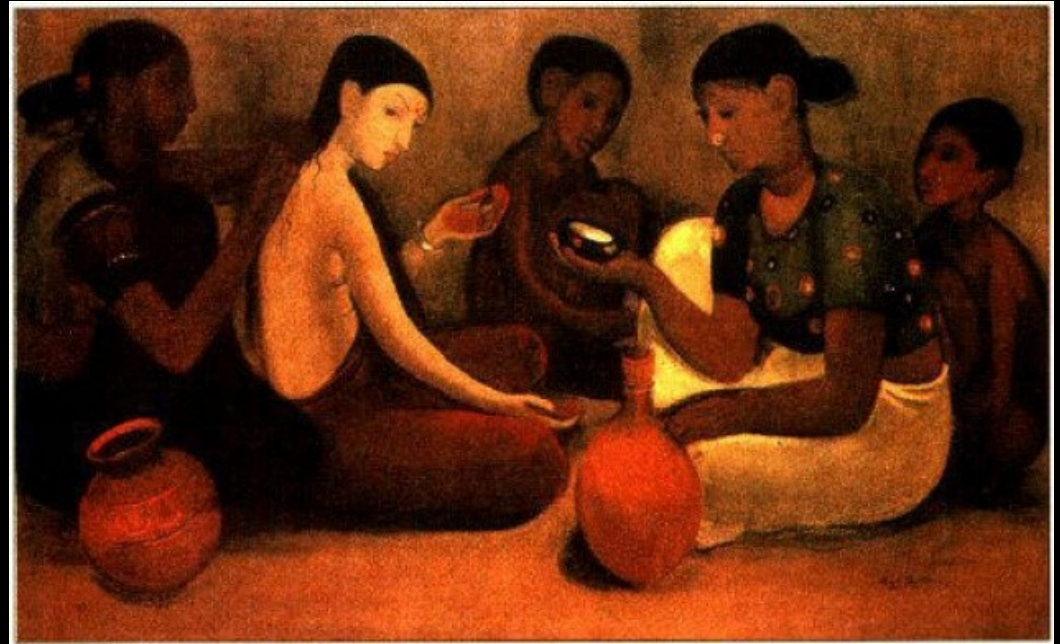


**Nandalal Bose**

**BIJU KK, GHSS TUVVUR, MALAPPURAM**



# Village life



**Amrita Sher-Gil, a famous woman artist of India, painted the sufferings of Indian villagers in dark shades ably reflecting their predicaments.**

**-Her paintings also motivated people to think about a unified India.**

**IMAGE**

**Amrita Sher-Gil**



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**National symbols that helped to promote national unity among the Indian people**

## **National flag**



**-The present tricolour flag of India was officially adopted in 1947.**

**-The tricolour flag was first designed during the time of the Swadeshi movement.**

**-The earlier version of the flag contained eight lotuses representing eight provinces in British India and a crescent representing Hindu-Muslim fraternity.**

**-The team led by Gandhiji designed the national flag with Charkha, a domestic cotton spinning wheel used in Indian villages.**

# National emblem



**-National emblem adopted from the lion capital of Asoka at Saranath.**

# Charkha



**-Charkha resembled the self dependence of Indians and their defiance to colonial rule.**

**THANK YOU**

**By**

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