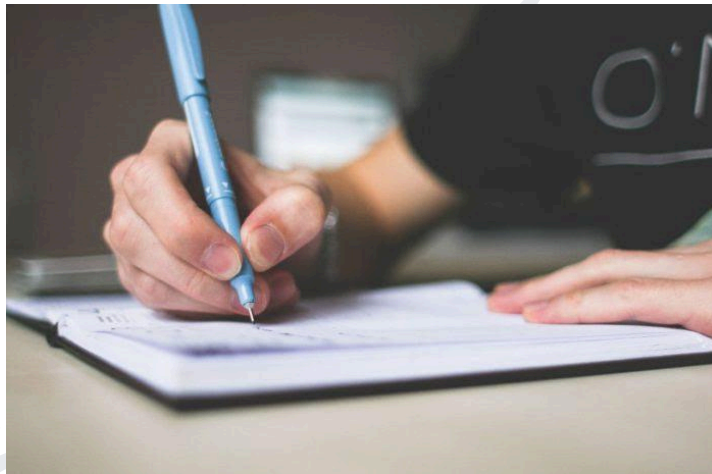




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DAILY ANSWER WRITING **APPROACH ANSWERS**

Topic- Modern Indian &
Post Independence History



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Q.16) What significant role did women play in the Indian National Movement?

The Indian National Movement gradually saw the participation of women that reached a phenomenal level from Swadeshi to Quit India movement.

- It was during the **Swadeshi Movement** that women first became an active part of the mass agitation. They took part in burning foreign cloth, picketing liquor shops and tying rakhis, singing Vande Mataram on the streets.
- **Sarojini Naidu** went on to become the **first woman President (1917) and Indian Woman President (1925) of the Congress.**
- The **Non-Cooperation and Civil Disobedience Movements** saw active participation of women at an unprecedented scale.
- Although **Gandhi** extolled the virtues of Sita, Damayanti, etc, but under his leadership, women were able to come out on the streets in significant numbers for the national cause.
- The Women's Movement crystallized post the 1919 reforms when the demand for women's suffrage was raised. However, the demand was accepted only in the 1935 Act.
- The Quit India Movement saw the barriers of popular restraint break loose and women leader **Aruna Asaf Ali** hoisted the National Flag at Gowalia Tank after the Congress leadership was arrested. She organized the **Underground Movement** in face of government repression and also launched an underground radio station, led by **Usha Mehta.**
- **Women revolutionaries** were equally active, especially in Punjab and Bengal. **Durga Bhabhi, Rani Gaidinliu,** etc played a prominent role in revolutionary activities, initially as messengers and later as combatants under Surya Sen, during the Chittagong uprising.
- The Indian National Army (INA) even had a women regiment named **after Rani Lakshmi Bai** and fought shoulder to shoulder with their male counterparts.

Hence, it could be said that women played an eminent role in the Indian National Movement.

Q.17) Do you think that the Quit India movement was a Spontaneous Revolution? (10 mark) (150 words)

The Quit India Movement became one of the most spontaneous, albeit violent, of the Gandhian movements. The Congress Working Committee (CWC) and AICC were declared illegal on the night of **9th August 1942** and all leaders were arrested.

Yet, the movement spread like a fire and **Aruna Asaf Ali** emerged as one of the prominent leaders of the **Underground Movement**, with **Usha Mehta** starting an underground radio. **J.P Narayana and Acharya Dev** embarked on a struggle to wage the **Guerilla War** and blow railway lines with explosives along the Nepal border. The **participation of students** played the role of a catalyst and led to sporadic protests even in the rural areas. **Provisional Independent Governments** were established in towns like **Satara, Tamluk and Ballia**.

Even the Congress leadership in jail did not call off the movement due to violence and blamed the government's repression which drove the protestors to violence. Thus, the movement was characterized by popular struggle against the British Raj and its institutions, **led by the local leaders**. However, the movement was a culmination of simmering popular sentiments against the British.

Bose and Left-Wing had been advocating a struggle since the late 1930s. Even the AICC had authorized Gandhi to launch a struggle as per his wishes in the **Ramgarh Session of 1940**. The launch of **Individual Satyagraha by Gandhi** in 1942 which included reading a proclamation denouncing the war goals of the British had kept the spirit alive. Thus, **the Quit India Movement can be considered a spontaneous release of popular energy** that was brimming since the onset of World War II. Even the AICC had worked towards launching it. However, its spread across India and the various forms it appropriated, were largely spontaneous.

Q.18) Discuss how the Satyagrahas of Gandhi removed the spell of fear among Indians and thus knocked off an important pillar of Imperialism. (250 words)15

Gandhi had developed Satyagraha as a **weapon of the masses, based on non violence.**

The principle was **to resist any form of injustice peacefully** and suffer the consequences. Doing this would make the oppressor realize his error in the long run. Moreover, Gandhi was aware that a mass uprising would lead to Civil War and bloodshed. Thus, he advocated non-violence to protect the masses from brutal repression as well.

With the launch of the **Non-Cooperation Movement, Indian nationalism** entered mass agitational politics. A Satyagrahi relied on truth and non-violence as his only weapon and any kind of repression, physical or mental, should only strengthen his resolve.

By actively facing repression, the very **monopoly** or force of State was rendered inefficient. The masses were also emboldened through numerous regional Satyagrahas during the **Temple Entry Movement, Bardoli Satyagraha** etc.

Army was the last resort and was therefore used sparingly to retain the effect. However, this also weakened since 1930s as a Gurkha regiment refused to fire on the protestors in the North West Frontier Province.

Post the Quit India Movement, **INA Trials and RIN Mutiny**, it became clear to the British that they could no longer depend on the army to restrain the national movement.

Thus, the **Satyagraha successfully managed to knock off an important pillar of Imperialism.**

Q.19) How does the Government of India Act, 1935 differ from the Government of India Act of 1919? Discuss the impact of the 1935 act on the present Indian Constitution. (10mark) (150 words)

After World War I, the Government of India Act of 1919, also known as the Montague Chelmsford Reforms, was passed to appease nationalists. Similarly, the 1935 Act was enacted following three Round Table Conferences, by which time the national movement had reached a peak.

As a result, the **Government of India Act 1935 was a significant advancement over the Government of India Act 1919:**

1. This act ended the system of dyarchy introduced by GOI Act 1919 and provided for provincial autonomy which was a major improvement. Also, it introduced responsible government in the provinces.
2. The Act introduced a very important feature of Constitutionalism that was federalism. It also introduced three lists, the Federal List, Provincial List and the concurrent List.
3. Centralisation was a major feature of the 1919 act. In contrast, the 1935 Act, introduced for the "**Federation of India.**" The Federation was composed of British provinces and princely states. But the federation could never come into existence.
4. The 1935 Act **extended the franchise to about 10% of the population.** The franchise increased from 7 million to 35 million.

Both 1919 act as well as 1935 act are considered as important milestones in Constitutional development in India. In this context, 1935 Act is having a major impact on the present Constitution:

1. Nearly 75 percent of the Indian Constitution can be said to be a reproduction of the Government of India Act- 1935 with suitable adaptations and modifications.
2. The provisions and especially the federal provisions that the Act provided for went on to become a reference point while constituting the Union of States in India post independence.

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3. The emergency powers given to the President in the present Constitution resonate with the special powers of the Governor General in the 1935 Act.
 4. The post of the Governor was decided to be an elected post in the first draft of the Constitution but in the final draft it was modelled on the 1935 Act that is **Governor to be nominated by the centre. Powers of Governor during state emergency** are also derived from this act.
 5. Federal List, Provincial List and Concurrent List of the 1935 Act have got shaped into Central List, State List and Concurrent List. The only difference is that residuary powers lie with the Central Government in place of the Governor as provided under 1935 Act.
 6. Bicameralism was introduced in some of the states like Bihar and Assam. The present Constitution also provides for Bicameralism in some states like Maharashtra, UP, Bihar etc.
 7. Finally, the separate electorates were provided for Scheduled Castes. Modifying this provision Constitution abolishes separate electorates but provides for reservation for SCs at central, state and local body elections in addition to educational institutes and in government jobs.

Along with the 1935 act, the constituent assembly referred to a wide number of other countries' constitutions. As a result, the Constitution is sometimes criticized as a borrowed Constitution, a patchwork that lacks originality. However, such an argument is invalid because none of the articles were adopted blindly. All of the provisions were made adaptive to our circumstances.

Q.20) Discuss as to why the Congress accepted the Partition of India in 1947. (10mark) (150 words)

The Congress throughout its existence had claimed to be representative of all classes and communities of Indians, including the Muslims. However, **from 1892 to 1909, only 6.5% of its delegates were Muslims** and over the course of time, recurrent emphasis on the Hindu identity of India by revivalists only further increased their isolation, leading to the formation of **All India Muslim League in 1906.**

The short lived **Hindu- Muslim unity** during the 1910s and 20s was lost under the prospect of a representative government and fears of a Hindu Raj. Further, the refusal of Congress to share power with the League in Muslim minority provinces only heightened their alienation and drove League to demand a separate homeland, Pakistan, for a Muslim Nation.

Till the very end, the INC refused to accept **League's 'Two Nation Theory'** and believed that the Hindu- Muslim problem would be resolved once the power was transferred to Indians. The **Cabinet Mission Plan** provided a middle path by outrightly rejecting the idea of Pakistan yet giving some concessions in the form of grouping of provinces on religious lines and parity between Muslims and caste Hindus in Viceroy's Executive Council. However, INC's refusal to accept the compulsory grouping drove the League to give a call for **Direct Action**, which unleashed the wave of **communal riots across India**.

All efforts for settlement between Hindus and Muslims were bound to fail, as **Congress was not ready to give up its claim** of being a representative of Muslims as well, while **the Muslim League remained adamant** on its demand for Pakistan. The League continued its **Direct Action campaign**, even after joining the Interim Government, thereby, wrecking the administration and fuelling rampant violence. It was in these circumstances that the INC was forced to accept the **Mountbatten Plan** which envisaged Transfer of Power to two separate dominions.

Yet many in the Congress, including Gandhi, believed this Partition to be only a temporary solution to curb violence and effect Transfer of Power to Indians. They believed that once normalcy was restored, the two dominions could be reunited.

Thus, Congress was forced to accept the Partition of India in 1947, as there appeared to be no other way to stop the bloodshed and violence that was ripping apart the soul of India. Unfortunately, the Partition only added fuel to communal violence and resulted in the largest exodus in the history of mankind and ending all hopes of a reunion.

Q.21) Explain why the efforts at finding solution to India's Constitutional impasse failed during 1942-1946. (15 marks) (250 words)

The failure to find a solution to India's constitutional impasse between 1942-46 was a result of initial lack of intent on part of the British and lack of consensus among the main political organizations in India.

In 1942, **the fear of Japanese invasion** in India along with the pressure of Allies to seek Indian cooperation for war efforts forced the Churchill Government to send **Sir Stafford Cripps** to find a political solution. Being a Labourite, Cripps was sensitive to Indian demands, however, he was bound by the Draft Declaration given by the Cabinet, which restricted the scope for negotiations.

The **proposal of Dominion Status, right of provinces to secede, Governor-General's supremacy and lack of immediate Transfer of Power** was unacceptable to the Congress, whereas lack of explicit recognition of Pakistan and procedure for the formation of Constituent Assembly was not accepted by the League. Thus, the Cripps Mission offered little and was more of a ploy to appease the Allies than to find a lasting political solution.

The consequent launch of **Quit India Movement** and government repression derailed the talks. Post the release of political prisoners, the Simla Conference was organized by Lord Wavell to form an Interim Government and consensus on the framework of the Constituent Assembly. However, negotiations again broke down on Muslim League's demand to have the sole right to nominate Muslims to the Executive Council, which was challenged by the INC since it portrayed itself as the representative of all Indians and not just of Hindus.

The intermediate plans like **C. Rajagopalachari Formula, Liaquat- Desai Pact** failed to gain acceptability and finally came the **Cabinet Mission Plan** sent by the new Labour Govt. The proposals though were initially accepted by both Congress

and League with reservations, but the League rejected it later, on the question of **Compulsory Grouping** which was to be its hope for securing Pakistan later.

Q.22) Explaining the role of the press in the Indian freedom struggle, enumerate steps taken by British government to repress journalists. (15 marks) (250 words)

The introduction of the printing press in India was an event of revolutionary significance in the life of Indian people. The press has played a historic and memorable role in the struggle for independent movement. **James Augustus Hickey** made history by starting the **Bengal Gazette as Calcutta General Advisor**.

Role of press in Indian freedom struggle

- Newspapers made Indian **public aware of the cruelties of British empire**.
- **Patriotic poems, songs and articles** published in newspapers made British government restless.
- Through newspapers Indian people kept themselves **informed** of all the activities going on in the country. Literature published in various newspapers was **a challenge for British government**. So much of the literature was banned by British.
- The Press was the **chief instrument for carrying out the main political tasks, political propaganda, education, and formation and propagation of nationalist ideology** to arouse, train, mobilize and consolidate nationalist public opinion.
- Both the English and Vernacular press started by prominent Indian leaders acted as **catalysts to the freedom struggle**.
- Many of the tallest leaders of the freedom movement themselves turned journalists too, and used the press to **propagate their ideas** to the masses.
- The Press was **an effective weapons in the hands of social reform groups to expose social evils** such as caste fetters, child marriage, ban on remarriage of widows, social, legal and other inequalities from which women suffered and others.

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- It also helped them to organize **propaganda** against such inhuman institutions as untouchability.
 - It became a weapon in their hands to proclaim to the masses, principles, programmes, and methods of democratic reconstruction of the Indian society

Steps taken by British government to repress journalists

- **Censorship of Press Act, 1799**
 - **Lord Wellesley** enacted this, anticipating French invasion of India. It imposed almost wartime press restrictions including pre-censorship.
- **Licensing Regulations, 1823**
 - According to these regulations, starting or using a press without licence was a penal offence. Later on, the act was extended to cover journals, pamphlets, and books. These restrictions were directed chiefly against Indian language newspapers or those edited by Indians.
- The **Vernacular Press Act of 1878**, against Indian language newspapers, was passed at a single sitting of the Imperial Legislative Council.
- The **Press Law of 1932** and **Foreign Relations Act of 1932** diminished the freedom of the Indian Press.

Although British introduced various measures to repress Indian Press, journalists found ways to bypass those regulations. Press played a crucial role in India's freedom struggle.

Q.23) The British introduced modern education in India to serve their own interest. In context of this statement, mention steps taken by the Company to modernize Indian education system and analyze its impact. (15 mark) (250 words)

The introduction of modern education was aimed at creating **a class of 'Indians in blood and color but English in taste, opinions, moral and intellect.**

The government measures for promotion of education were influenced by:

- the need to ensure **a cheap supply of educated Indians** to man an increasing number of subordinate posts in administration and in British

business concerns—thus there was an emphasis on English medium as the language of administration and of education; the hope that educated Indians would help expand market for British manufactures in India; and

- an expectation that Western education would reconcile Indians to British rule, particularly as it glorified British conquerors and their administration. The British thus wanted to use modern education to strengthen the foundations of their political authority in India.

Steps taken by company to modernize Indian education

- For the first time, the **Charter Act of 1813** sanctioned one lakh/year for promoting education in the country.
- The money sanctioned under **Charter Act of 1813 and 1833** (one lac and ten lac respectively) was grossly inadequate for promoting education.
- **Macaulay's Minutes, 1835** completely stopped support to any vernacular language. **Downward Infiltration Theory** aimed at educating a handful of Indians, who would act as a link between the British and the masses. Despite repeated demands from the nationalists, the government shirked the responsibility of introducing free and compulsory education.
- In 1854, **Charles Wood** prepared a despatch on an educational system for India. Considered the “**Magna Carta of English Education in India**”, this document was the first comprehensive plan for the spread of education in India.
- In 1857 **universities at Calcutta, Bombay, and Madras** were set up, and later, departments of education were set up in all provinces.

Impact

- **Mass education was neglected** leading to **widespread illiteracy** (1911—84 per cent and in 1921—92 per cent), which created a **wide linguistic and cultural gulf** between the educated few and the masses.
- Since education was to be paid for, it became a **monopoly of upper and richer classes and city dwellers**.
- There was an almost **total neglect of women's education**
- **Scientific and technical education** was by and large neglected. By 1857, there were **only three medical colleges at Calcutta, Bombay, and Madras**,

and only one good engineering college at Roorkee, which was open only to Europeans and Eurasians.

The effort to create a class of 'loyal working class' **ignited Indian minds; it aroused national consciousness.** The educated Indians became **an anchor of the freedom struggle, uncovered exploitative economic policies, and led the masses towards the goal of freedom.**

Q.24) Analyze the nature of peasant movements during the nationalist phase and bring out their shortcomings.

Ans. The peasant struggle came to be associated with the Nationalist movement since the late 1910s.

With the Champaran and Kheda Satyagrahaa, Gandhi linked the peasant struggle with the nationalist cause and laid the foundation of active peasant participation in the Non-Cooperation Movement. The constructive work done amongst the vulnerable sections before the launch of the Civil Disobedience Movement also strengthened this mutually beneficial linkage and was reflected in the inclusion of peasant demands within Gandhi's 11 Point Ultimatum to Lord Irwin. The provincial elections of 1937 further strengthened this link, with leaders like N.G. Ranga supporting the undertaking by Congress candidates to fulfill the peasant demands.

Apart from the top leadership, the peasant movement during the nationalist phase also got organized and structured around the local grassroot leaders, who negotiated with the nationalist leaders on behalf of the peasants. The formation of Awadh Kisan Sabha, Bihar Kisan Sabha and ultimately All India Kisan Sabha reflected this tendency to link the agrarian issues with Pan- India thereby enabling the peasant movements to emerge from local to national level.

Thus, through these measures, the peasant movements succeeded in resolving a number of their grievances, like revenue, rent burden, forced labour, illegal

evictions while also charted the course for Anti-Zamindar Movement, which gained momentum after independence.

However, these movements during the nationalist phase did not result in the formation of class consciousness. Religious and community ties remained the major tools of mobilization.

Another drawback was that the peasant movements failed to incorporate the grievances of agricultural labourers. Apart from this, the tussle between peasant demands and conservative elements within the Congress often led to a divergence between the two. The Awadh Kisan Sabha movement and Eka Movement were disowned by the Congress after they turned violent. The issue of Bakasht land also emerged as a point of friction.

Moreover, the peasant movements were greatly weakened due to the split in Kishan Sabha because of the communist line of people's war in the favour of World War II.

Thus, these issues remained unresolved and did not allow the peasant movements to reach their true potential.

Q.25) After independence, the government took various steps to integrate tribal people. Critically evaluate these steps.

The task of integrating the tribal people into the mainstream was extremely complex. The **1971 Census** recorded over **400 tribal communities** constituting nearly **6.9 per cent** of the Indian population. The preservation of the tribal people's rich social and cultural heritage lay at the heart of the government's policy of tribal integration. Nehru favoured **the policy of integrating the tribal people in Indian society**, of making them an integral part of the Indian nation, even while maintaining their distinct identity and culture. There were two basic parameters of the Nehruvian approach: 'the tribal areas have to progress' and 'they have to progress in their own way'.

STEPS TAKEN-

- **Article 46** states that the state should promote with special care the educational and economic interests of the tribal people and should protect them from social injustice and all forms of exploitation, through special legislation.
- The governors of the states in which tribal areas were situated were given a special responsibility to protect tribal interests.
- The Constitution of India provided for **reservation of seats in the legislatures** and positions in the administrative services for the Scheduled Tribes
- The constitution also provided for the setting up of **Tribal Advisory Councils**.
- A **Commissioner for Scheduled Castes and Scheduled Tribes** was appointed by the President to investigate whether the safeguards provided for them were being observed.

CHALLENGES-

- Except in the Northeast, the tribals continue to be poor, indebted, landless and often unemployed.
- Funds allocated for tribal welfare are not spent or are spent without corresponding results.
- The watchdogs of tribal interests, the Tribal Advisory Councils, have not functioned effectively.
- Administrative personnel are ill-trained or even prejudiced against tribals.
- Laws preventing the transfer of land to outsiders have continued to be evaded, leading to alienation of land and eviction of tribals.
- Deforestation, rapid extension of mines and industries have worsened their conditions
- The progress of education among the tribal people has been disappointingly slow.

POSITIVE DEVELOPMENTS-

Government initiatives have led to greater political participation by them. Above all, they are demanding a greater share in national economic development. Protest movements have sprung up among tribals out of their frustration with the lack of development and welfare. These are bound to produce positive results in time.

WAY FORWARD-

The **High-Level Committee Report (XAXA Committee)** suggests important measures on tribal issues.

- There is a dire need to establish agro-based training institutions and related labour-intensive processing industries in tribal regions.
- The prevention of all kinds of tribal land alienation through strict enforcement of laws and restoration of alienated land to the tribal owners as per the provisions of the PESA
- There is a need for greater gender focus and social mobilization to encourage the education of girls.
- Inclusion of local culture, folklore and history in the curriculum can help in building the confidence of tribal children and enhance the relevance of education in their lives
- Separate Medical Colleges for Tribal areas be opened in selected scheduled districts, one college per three million Scheduled Tribe population in the state.
- Every Gram Sabha should have the power to prevent alienation of tribal land and further that minerals should be exploited by tribal people themselves.

TRIBAL PANCHSHEEL

Jawaharlal Nehru formulated the following **five principles** for the policy to be pursued vis-a-vis the tribals:

- (1) People should develop along the lines of their own genius, and the imposition of alien values should be avoided.
- (2) Tribal rights in land and forest should be respected.

(3) Teams of tribals should be trained in the work of administration and development.

(4) Tribal areas should not be over administered or overwhelmed with a multiplicity of schemes.

(5) Results should be judged not by statistics or the amount of money spent, but by the human character that is evolved.

Q.26) “Nehru’s ‘temple of Modern India’ consisted not only of steel and power plants, irrigation dams, but included institutions of higher learning. Particularly in the scientific field.” Elaborate. (10mark) (150words)

Nehru was bestowed with the task of leading the traditional backward India into Modernity. This was to be achieved by incorporating **elements of Modernity like heavy industries, dams, PSUs and educational institutions** in particular in the traditional mindset of the masses. So, these symbols of Modernity were labeled by Nehru as the **“Temples of Modern India”**.

It was based on these “temples” that India would enter into an era of Modernity, leading to **an egalitarian and socially harmonious society**. In this drive towards Modernity, educational institutions played the most fundamental role, particularly in the field of Science. India lagged behind the already developed nations in **not just industries, but technology** as well. Therefore, the progress of science was critical to reduce dependence on foreign countries for technology and in pursuit of this, a large number of technical institutions were set up all across India.

IIT Kharagpur was the first of the numerous IIT’s that followed, along with **AIIMS and IIMS, etc.** These institutions were to produce sufficiently skilled manpower to run industries, dams, and in turn train others so as to thrust towards technological innovation. Another important scientific pursuit undertaken was of **Nuclear Energy**. Though Nehru was committed to **World Disarmament** but as long as other countries possessed these weapons of mass destruction, it was imperative for India to acquire them for the purpose of self - defence.

Also, Nuclear Energy would go a long way in meeting India's energy requirement. He thus repowered India's leading scientist, **Dr. Homi Bhabha** to lead India's **atomic programme**, who went on to create India's three staged Nuclear Programme that is being followed even today. Nehru also realized the importance of space technology and created **INCOSPAR** (The Indian National Committee for Space Research) to develop space capabilities in India. INCOSPAR later paved the way for the creation of **ISRO** (Indian Space Research Organisation), a dedicated space agency.

Thus, scientific learning was believed to be a key to Modern India's future and was pursued with religious zeal under Nehru.

Q.27) "Sardar Patel accomplished a silent revolution by ensuring the absorption and assimilation of a multitude of principalities without shedding even a drop of blood." Elucidate. (15 marks) (250 words)

In post-colonial India, Deputy Prime Minister Sardar Vallabhbhai Patel assisted by a capable bureaucrat **V.P. Menon** adopted the strategy of **persuasion-cum pressure** to absorb and assimilate a multitude of principalities peacefully.

Sardar Patel was a man with foresight and diplomatic shrewdness to handle the integration of the Princely States. The problem of amalgamating **562 independent States** with a democratic self-governing India was delicate and difficult. But, it was essential to save India from Balkanisation, once the paramountcy of the British Crown would lapse.

Sardar Patel took charge of the **States Department in July 1947**. He sensed the urgent and imperative need for the integration of the Princely States. He followed an iron-handed policy. He made it clear that he did not recognise the right of any state to remain independent and in isolation, within India.

Patel also appealed to the patriotic and national sentiment of the Princes and invited them to join the formation of a democratic constitution in the national

interest. He persuaded them to surrender **Defence, Foreign Affairs and Communication** to the Government of India. He, by his tactics, broke the union of separatist princes. By 15th August 1947 all **except Hyderabad, Junagarh and Kashmir** acceded to India.

Sardar, thereafter, carried 3 fold process of **assimilation, centralisation and unification of States**. The States were amalgamated to form a union and that union was merged with the Union of India.

He handled the **Junagarh and Hyderabad** crisis as a seasoned statesman. Nawab of Junagarh wanted to go to Pakistan. When the people revolted, Patel intervened. The Indian Government took over the administration. Patel merged it with India by holding a **plebiscite**.

Patel with an iron-fisted hand subdued the Nizam. When the Nizam boasted anti India feelings and let loose a blood bath by the **Razakars**, Patel decided upon police action. He ordered the army to march into Hyderabad. The Nizam tamely surrendered and Hyderabad acceded to India.

Thus, Sardar Patel by his calculated methods absorbed a multitude of Princely States into the Indian Union and without a civil war, he secured the solidarity of the nation.

Q.28) “Nehru’s policy of Non-Alignment came to symbolize the struggle of India and other newly independent nations to retain and strengthen their independence from Colonialism.” Critically examine. (10mark) (150words)

Nehru envisaged the policy of **Non- Alignment** as essential in a bipolar world, to secure the sovereignty of newly decolonized nations like India. He believed it was important for these nations to direct their resources towards the socio-economic regeneration of their respective nations rather than getting involved in the conflicts of superpowers.

With the developed world divided into two Camps, dependence on anyone Camp would place the newly acquired sovereignty of these nations under the threat of **Neo- Imperialism** and would become a tool to prolong the hegemony of developed countries. Thus, he believed Non- Alignment to be absolutely essential in order to democratise international relations. However, the policy of **Non-Alignment did not imply neutrality**. It meant that each country would take a stand on global issues, independent of any influence of the superpowers and in accordance with its own national priorities. Thus, India took a proactive stand against the interference of the U.S. and USSR in the Korean War and contributed in material and human resources to the UN peacekeeping force sent.

Similarly, **India opposed the Anglo-French intervention in Egypt after the Suez Canal crisis**. Yet it adopted an ambivalent position on Russian intervention in Hungary. The ideological commitment of India towards Socialism made the western world sceptical of India's position and led to greater reliance on Communist Russia.

Eventually, the Non -Alignment Policy suffered a setback when India signed a semi- military friendly treaty with the **USSR** in 1971. Thus, although envisioned as a pragmatic policy to prevent India's commitment to any superpower, India did eventually move away from it after Nehru's demise, especially when the pro-Pakistan stance of the U.S. began to be detrimental for the Indian goals.

Q.29) The 1960s were labelled as the ' dangerous decade' because of various challenges. Examine the role of Lal Bahadur Shastri as Prime Minister of India in overcoming these challenges. (10mark) (150 words)

Prime Minister J L Nehru passed away in May 1964. Lal Bahadur Shastri was statesman, Prime minister of India (1964–66) after Jawaharlal Nehru.

Dangerous decade

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- The 1960s were labelled as the '**dangerous decade**' because issues like **poverty, inequality, communal and regional divisions etc.** could lead to a failure of the Indian democracy.
 - After Nehruji, it was feared that like other newly independent nations, India would also **fail to manage a democratic succession**. It was a test of the strength of the Indian political system.
 - The country faced **two major challenges**. First one was the **Food Crisis**. The nation also faced **a war against Pakistan in 1965**. Shastriji gave the famous slogan '**Jai Jawan Jai Kisan**'. It symbolised the country's determination to solve both these challenges.

Role of Lal Bahadur Shastriji

- **Food shortage**
 - Agricultural production had slowed down, Several states faced **grievous drought in 1965**. Buffer food stocks were depleted to a dangerous extent. The US stopped all food aid as a result of the Indo-Pak war.
 - To address the above challenges, the government introduced statutory rationing. The government also created the **State Food Trading Corporation** in January 1965 The government initiated the **Green Revolution strategy**.
- **White revolution**
 - Under the leadership of Prime Minister Lal Bahadur Shastri, Dr. Kurien set up the **National Dairy Development Board (NDDB)** and the **Gujarat Cooperative Milk Marketing Federation (GCMMF) or the Amul Dairy Co-operation**, in 1965.
 - The White Revolution eventually gave rise to '**Operation Flood**', a project by NDDB, which became the world's largest dairy development program. It transformed India from a milk-deficient nation to **the world's largest producer of milk**, surpassing the USA in 1998.
- **Indo-Pakistan War and Tashkent Agreement**

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- The Indo-Pakistan War of 1965 highlighted one of Prime Minister Lal Bahadur Shastri's greatest moments as leader of the nation.
 - The **Tashkent Declaration** was signed between **India and Pakistan** on January 10th 1966- to give away the conquered regions of each other by both parties, and return to the 1949 ceasefire line in Kashmir.
 - **Appeasement of Non-Hindi speaking States**
 - Lal Bahadur Shastri, though **initially reluctant** to translate Nehru's assurances to Non-Hindi states that 'no switch over to Hindi would take place until they were ready for it', following the agitations in Madras; gave assurances to these states that English would remain as the official language. Following this, the agitations died down.

Shastriji was one of the makers of modern India. He was the first person to posthumously be awarded the **Bharat Ratna**, India's most prestigious civilian award.

Q.30) "The Internal Emergency exposed both the weaknesses and the strengths of India's democracy." Explain. (15 marks) (250 words)

An Internal Emergency was declared on **26 June 1975**. It is considered as the greatest political crisis Indian democracy encountered since independence.

Weaknesses

- There have been ambiguities with regards to the **Emergency provision** in the Constitution. These ambiguities were exploited and emergency provisions were **misused**.
- The actual implementation of the Emergency is a controversial issue. The **Shah Commission** estimated that nearly **one lakh eleven thousand people** were **detained under preventive detention laws**.
- **Torture and custodial deaths** occurred during the Emergency.
- **Arbitrary relocation of poor people** also took place.

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- **Over-enthusiasm about population control** led to cases of forced sterilisation. Those instances illustrate what happens by halting the usual democratic process.

Strengths

- Post emergency happenings proved that it is **extremely hard to do away with democracy in India**
- Since then, ambiguities in emergency provisions have been corrected. Now, '**internal Emergency**' can be declared only on the basis of '**armed rebellion**'. It is also **made mandatory** that the advice to the President to proclaim Emergency must be given in writing by the Union Cabinet.
- The Emergency **made people more aware of the value of civil liberties**. After the Emergency, the **Courts** also have taken an active role in protecting the civil liberties of the individuals.

The **lifting of emergency**, the **free elections** that followed and defeat of Congress were a defining moment in India's post-independence history. These proved maturity of Indians as voters.
