

## Original Research Article

# Origin and growth of Indian nationalism

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### ABSTRACT

The anti-colonial movement in India has a connection to the growth of nationalism in that country. Due to the persecution that each group of people in India experienced throughout colonialism, these groups of people felt a connection to one another. The numerous circumstances that gave rise to nationalism in India are discussed in this research article in great detail.

## 1. Introduction

The British policies throughout the colonial era significantly influenced the political, economic, educational, and social situation of India. Due to these circumstances, Indian nationalism has grown, and initially moderate political groups have emerged. By tying politics to the social structure and economic issues Indians encountered as a result of British rule, this British influence may be analysed. Due to the nature of the national movement's battle for adaptation and adjustment as well as for the presentation of outcomes in new forms and categories, the many parts of the movements have peculiar histories and characters [1].

## 2. Political condition

The East India Company was founded with the intention of conducting business with India. However, the state of affairs in India was such that the East India Company began meddling and offering assistance to the Indian kings in their conflicts against their neighbours. During the eighteenth century, the British, French, Marathas, Haidar Ali, and Tipu Sultan were the primary contenders for supremacy in India. By adopting a side in the conflict between the Indian kings, the East India Company rapidly expanded the area under its control. For the assistance they provided, they demanded large sums.

Was the British Empire founded on trade or rule? The idea that the founding of the British Empire was the consequence of several unanticipated events gained credence thanks to the work of British historians and statesmen. This was untrue because it had been on their thoughts constantly since the fifteenth century. The Governor of Bombay, Gerald Aungier, made this quite apparent in a letter to the Company's Director, saying, "The moment now necessitates you to conduct your general business with sword in your hands."

To preserve an English Dominion by 1687, the Directors recommended the Governor of Madras to implement a strategy of civil and military strength as well as to generate and secure

sizable incomes [2]. India was therefore conquered by the British using a deliberate strategy. In every instance, the situation in India did not truly necessitate the British Governors General to adopt a combative approach. Because of India's widespread division, this work was made simple.

The attitude of the Home authorities changed as the East India Company's influence as a political force in India continued to increase steadily. They were eager to become involved in the Company's business and did not want to witness the creation of an imperium within an imperio. The Company harvested a bountiful crop while depleting India's resources. Many East India Company officers travelled back to England with money they had obtained by abusing their positions of authority and engaging in illicit trade. To the dismay of eligible English candidates, who urged that Parliament inquire into the Company's operations, they used this money to purchase seats in the British Parliament [3]. The British were powerful and wealthy, but they had little sense of civic duty. The East India Company's traders were more focused on profits and loot than on the safety and wellbeing of the populace. Most of them were corrupt. They put a stop to the Dual government in 1772 and governed Bengal themselves. As a result, the flaws in a commercial company's management were apparent.

Many people in England were connected by the Company's huge profits and wealth. The Company's monopoly hindered traders from conducting business with the East. British producers and free merchants desired a piece of the Indian commerce. They made the decision to fight the Company's trade monopoly. They were critical of the Company's leaders. They were mistreated by the aristocracy. Additionally, the lawmakers cried foul of the Company. They were criticised by free traders as well. The relationship between the British Parliament and the Company needed to be reorganised as a result. Since 1773, various Charter Acts have



been passed to govern the Company's business in order to assure the security of the interests of the English upper classes. This is due to the fact that the Parliament took the appropriate actions when the Company sought them for a loan of £100,000,000. The Company kept both its authority to choose its officers and its monopoly over Eastern commerce. The Company's Directors figured out the administration's finer points.

In 1773, the Regulating Act was adopted. The East India Company's operations were restrained by this Act. The British Government took control of the company's administration, and its economic policies were determined by the needs of the British Administration. As the deadline for renewing the Charter Act approached, the Parliament showed only a minimal interest, whereas they had paid little attention to the Company's administration in India. The Act gave Bengal the upper hand over the Bombay and Madras Presidencies in matters of military, diplomacy, and finances. As India was to serve the interests of all facets of the British ruling elite, a new era of Indian invasion started. However, it kept its complete monopoly over Chinese commerce, and the Directors kept their power to speak with and fire Indian officials. The Company had to give up its trading monopoly in India due to the Charter Act of 1813. The doors to India were opened to all British subjects. However, they continued to engage in tea and Chinese trade.

The Company was still in charge of managing the government and the income, and it had the authority to nominate officials. The Company's monopoly on commerce with China was likewise abolished by the Charter Act of 1833. China was not a market for them. The government took ownership of the Company's debts. Additionally, the government was required to provide a 10 1/2% dividend of Indian Revenues to its stockholders. The Company managed the Indian government under the direction of the Board of Control, which was composed of two members of the cabinet.

It was discovered after drafting the Charter Act of 1833 that the day-to-day operations could not be managed from 6,000 miles away. Because of this, the Governor General-in-Council was granted absolute power over India. For the first time since 1797. Prior to this, the Act of 1797 acknowledged the Governor General's in Council's authority to enact laws governing all of the diwani provinces. The authority to overturn his Council lay with the Governor General. He came directly under British government supervision. The Company's Board of Directors, the Board of Control, which represented the British government, and the Governor General did not include any members of the Indian community. As a result, the British had created a brand-new administrative structure to serve their needs.

### 3. Economic condition

Political progress did not come before economic transformation. It happened when the political environment in India changed. The State only significantly altered a few things. Beyond the rule of law, legislative power, and education, it did not go. It aided in the diversification of the workforce, the rise of new middle classes, and the formation of a variety of elite groups, including the political, organisational, intellectual, moral, and religious elites. Technology and

science advanced slowly. The economy of the nation grew slowly and unevenly. Society didn't get any more modern. The outcomes of British economic policy were all of these. It simply met the requirements of the British economy.

India unquestionably contributed to the British Industrial Revolution's success. The Bengal Plunder started to arrive in London after Plassey. Gold and silver produced in India were utilised to create surplus capital, which was then utilised in businesses and to the benefit of new, larger landowners. This ultimately led to the loss of indigenous manufacturing and trade and the widespread import of British produced products [4].

In many different ways, Indian money was amassed and invested in English enterprises in England. The money was amassed by:

1. Receiving homage and gifts from Indian emperors and potentates in the East India Company's name and on its behalf.
2. Taxes collected from Indian citizens.
3. The gains from intra-company commerce conducted by East India Company employees for their personal benefit.
4. Receiving bribes and gifts from Indian kings.

Both publicly and covertly, people received part of the emoluments. A portion of the funds thusly raised—some in the form of items bought in India and others in cash—went to England. India contributed to the cost of England's wars, and England always received the benefits of increased commerce.

Through commerce, industry, and finance, India transitioned in the interim from a feudal to a capitalist economy. The requirements and goals of British capitalism dictated this capitalist economic growth. India therefore turned into a British economic colony.

Traditional culture was undermined by the British takeover, which also brought bourgeois elements. Every action was connected to the development of new land relationships and contemporary industries as well as the expansion of preexisting agrarian and handicraft industries. It was connected to the decline of previous classes and the emergence of new ones. As a result, the peasant businessmen or Zaminders, who owned private property, began to replace the ancient village commune. The industrial and transport workers, the class of agricultural labourers, the class of tenants, and the class of new type merchants involved with trade in goods of current Indian and foreign businesses came in place of the artisan and handicraftsmen. In order to serve the administrator, transformation occurred in both the society and the economy [5].

India was made into an unified economic entity as a result of the British economic policies, however this development was detrimental to Indian economic interests. Thus, during the period of free trade and capitalist exploitation between 1813 and 1858, when India's handcraft sector was decimated, it was transformed into a source market for Manchester's raw cotton. Her primary producers were susceptible to the whims of global economic forces as a result of the charter Act of 1813. The Company stood for commercial capitalism and was overpowered by Lancashire and Sheffield, who stood for industrial capitalism. The agricultural economy was therefore adapted to the British industrial economy.

The export of capital to England grew steadily. Following its demise, British-controlled banks, export and import companies, and management agencies were established. India quickly discovered that her wealth had been drained. Deindustrialization also happened concurrently. This was brought about by the adoption of foreign regulations, competition from highly developed sectors, and the dissolution of strong Indian States. The East India Company's first goal was to produce goods commercially while keeping costs low. Indian commodities were subject to high taxes in England. This made it necessary to reduce production costs. Because of this, the Company monopolised the services of artisans and weavers and compelled them to create goods at fixed, cheap rates. They forbade them from selling these items to Indians or foreigners, enforced customs taxes, and implemented transit measures that made it impossible for Indians to engage in intrastate commerce.

Additionally, the industrial classes in England were able to convince Parliament to terminate the Company's trade monopoly and grant free trade to all English merchants in India. These traders met the demands of British trade by bringing raw resources from India to England.

The merchants of the East India Company used harsh tactics against the craftsmen to offset the effects of high levies on imported products in England. All sectors of the Indian shipping, paper, damascening, and inlaying industries received the same treatment [6]. England's industrialization increased, and they dumped their manufactured goods in India. Indian product manufacturing decreased till it was very low.

#### **4. Agricultural transformation**

The British political upheaval also sparked a change in the land tenure system. The Permanent Revenue Settlement and the Ryotwari Settlement are the two types of land ownership it established. The agricultural society was thrown off balance when land became a form of property. As a result, a new class of investors and lenders emerged who were acknowledged as landowners.

In the belief that such a society would be loyal to the British and serve as the foundation for economic expansion in rural regions, the British attempted to establish an aristocratic landed society. The British had constructed their argument based on the idea that social and economic institutions had produced positive outcomes in Britain and would do the same in India [7]. The majority of these systems were foreign to India. In England, the landlord was the key character in agriculture, and British authorities erred in believing that the Zamindar represented the ideal British landlord.

Through the Permanent Revenue Settlement, Lord Cornwallis established the first class of landowners in India. They were developed from the provincial tax farmers. These revenue collectors became landlords as a result of the settlement. They were required to pay a set amount. In Bengal and Bihar, the Permanent Revenue Settlement was implemented. The previous landowners in UP had been relegated by the British to the status of tenants at will. This caused significant problems.

The ryotwari system was also established during British control. It was first used in Madras Presidency in 1820 by Thomas Munro. Later, it was expanded to Assam, Berar, and

the Bombay Presidency. It reached agreements with individual farmers, and rent was assessed based on the value of the land rather than on the output. The community lost its ability to conduct economic, judicial, and agricultural activities. The market was the primary consumer of peasants' produce. Agriculture eventually became commercialised as a result. The need for Indian raw materials increased as modern industries flourished in England. As a result, British interest in the cultivation of indigo, tea, hemp, and cotton led to the centralization of agriculture. The people's material situation suffered as a result. Additionally, the man had been granted the authority to sell his property. In the event of difficulty, this disrupted the joint family system and led to the fragmentation of land. When landowners rented their property, the land was likewise fragmented. The people were destroyed as a result of excessive strain on agriculture. They also had to pay land taxes. The British government may have tried to construct an equal peasant community through the ryotwari system. Private property, according to the British, would promote private industry. But in reality, this wasn't the case. Hardly any movement or development occurred.

The government gave agricultural farms very little consideration. The canal irrigation projects in Madras, the Western U.P., and Punjab were the only exceptions to this rule. Eastern India's irrigation programmes received relatively little funding. The canals built by the British solely served the need for the commercial exploitation of crops that benefited them, not the requirements of India. A succession of famines culminated the collapse of the local canal system. Modernization was not achieved as a result of British initiatives. It centralised the growth of agriculture [8].

#### **5. Development of transport and communications**

The British came to the realisation that if their products were to be marketed in India on a big scale, bullock carts, camels, and packhorses would not be sufficient. In order to access India's resources and simplify the export of raw materials, they built highways, built railroads, and connected key towns and ports with roadways and roads. They were developed first, followed by the installation of telegraph and post networks. Railways and other developments served British interests in terms of administration, commerce, and defence. These technologies weren't created to benefit trade or the Indian populace. As a result, they were not introduced in rural communities in the interior of India.

#### **6. Education**

The western conquest revealed the flaws in our society's educational system. Conscious Indians made an effort to remove them. They believed that only a western education could offer a solution for regeneration. Western science, humanist beliefs, and reason inspired them. The newly formed capitalist and middle class social classes, in particular, desired western education.

Prior to the arrival of the British, religious instruction was provided to Indians in schools administered by several guilds, such as the Patasalas and Madrasahs. These institutions persisted after the British conquest. However, the Company had shown no interest. But Warren Hastings founded a Madrasah in Calcutta in 1781 to teach Islamic law, and

Jonathan Duncan founded a Sanskrit College in Varanasi in 1791 to teach Hindu law. The goal of these efforts was to supply enough Indians to assist with the enforcement of the legislation. They want the continuance of oriental education as a result.

The missionaries quickly put the Company under pressure to advance modern education. The East India Company opposed missionary education because it would put their position in India at risk by looking for loopholes in their business dealings. They were afraid of losing their just acquired authority. They could not stand the demands for equal treatment from converted Christians. They desired the continuation of Oriental Learning. Lord Amherst established the Sanskrit College in Calcutta as a result. Indian Literature was the only subject offered at the Sanskrit College [9]. But Wilberforce's efforts helped the missionaries prevail.

A fund of one lakh rupees was set aside by the Act of 1813 to advance understanding of contemporary sciences. It was to be covered by income from India. But the Company Authorities did not provide even the little sum. Indians soon showed a strong interest in western knowledge. The Hindu College was established by the Calcutta Hindus in 1817. Additionally, the company launched a college that offered conventional courses. Raja Rammohan Roy favoured teaching English. A gradual but observable demand for English instruction quickly emerged. The organisation for the spread of the gospel in distant lands established 186 schools in Madras in 1854. Indian parents chose to send their daughters to schools where there was less supervision and oversight was not as tight. In order to promote the growth of female education, ladies associations were established [10].

A letter written by Rajaram Mohan Roy to Lord Amherst in 1823 reveals his motivation for obtaining English instruction. This letter served as a polite protest against the government's intention to establish a Sanskrit school run by Hindu Pandits. He believed that modern education is a key tool for promoting contemporary science. He wished for the Indians to remain current.

In the meanwhile, Britain underwent developments that influenced the Company's perspective. James Mill and the Benthamite idea of utility, which sought the greatest welfare for the greatest number of people, served as an inspiration to the Court of Directors. This idea formed the cornerstone of educational policy, although it was not applied in actuality. James Mill asked the Company to have its representatives in India adhere to this strategy. But he passed away in 1826. In his Despatch of 1824 [11], Mill had denounced Oriental education. Following this, English schools were started, and Indians had already shown an interest in English education before Macaulay's Resolution of 1835. James Prinsep, who favoured teaching vernacular languages, rejected Macaulay's resolution [12]. In the end, Bentinck was forced to give in to their demands and incorporate vernacular languages. The authorities originally opposed Bentinck's programme, but he finally succeeded in getting their backing. The Indian government chose to use its limited funds to emphasise educating western sciences and literature. The language of instruction in schools and universities was English. Instead of building a vast number of primary schools, it opened a few

English universities and schools. This policy drew criticism for ignoring the general public.

They turned to the alleged "filtration" notion in order to make up for this oversight. Since the monies available could only be used to educate a small number of Indians, it was determined to use them to educate a select group of upper-class and middle-class individuals who would be in charge of teaching the general public and disseminating contemporary ideas.

The British sought to create a group of meek, educated Indians. However, educated Indians began to press for their rights [13]. The writings of Locke, Hume, Thomas Paine, and others were read by Indians. Academic organisations were created by university students. The Calcutta-based Derozio had an impact on them. Similar organisations had already been set up in Bombay and Madras. Research into social, religious, historical, archaeological, and artistic interests was thus of particular relevance in the higher educational process [14]. The community's viewpoint and interests have become somewhat more consistent as a result of modern schooling.

Universities had already been founded in Bombay, Madras, and Calcutta by the Educational Despatch of 1844. Dalhousie promoted the study of local languages. Grants of help had begun by Wood's Despatch 1854, and practical skills had taken precedence. Female education was given more of a boost, and religious neutrality was to be respected. The Woods Despatch promoted leaders like Tilak, Agarkar, and Phadke and assisted in the dissemination of vernacular languages. They had different opinions from the moderate young people with western education like Ranade, Gokhale, Pherozeshah Mehta, and Wacha.

Indians were therefore given a common language through western education, allowing them to communicate and organise a single course of action. The Indians made the decision to eliminate these components from their religion and culture after realising how decadent they were. As a result, the Ramakrishna Mission, Theosophical Society, Prarthana Samaj, Arya Samaj, Brahmo Samaj, and Paramhans Mandali were all founded. They promoted widow remarriage and the expansion of modern education while opposing the caste system, sati, and child marriage. They performed social welfare work. The Ramakrishna Mission committed to working on social welfare programmes. Nearly majority of these associations' influence was restricted to urban educated classes, but it had a significant impact on India's cultural, social, and political life. In close-by Bengali villages, Brahmo Samaj and Ramakrishna Mission conducted outreach programmes.

Muslims participated in Western education as well. Reform movements among them took some time to emerge. The educational systems in the West and in Britain were eschewed by their upper class. A start was made in this approach following the 1857 phenomenon. Therefore, the Government's and the Company's statements that they were interested in promoting Western education in India were unfounded. They made just a small amount of effort because of other factors, not out of altruistic intentions. The responsible Indians, Christian missionaries, and liberal-minded Englishmen should get credit. The government has always been keen to reduce the cost of administration by hiring inexpensively educated Indians to fill lower-level positions in

the management of British businesses. An emphasis on English instruction was placed with this goal in mind. Additionally, they believed that educated Indians would aid in boosting the market for British goods in India. To bolster the base of their power in India, they anticipated that the populace would come to terms with British rule. It widened the gap between the educated and common people. Higher education was a monopoly of the wealthy class and urban populations due to its exorbitant cost.

Education in the sciences and technologies was underfunded. The education of women was ignored. This issue has a financial foundation. Despite these issues, contemporary education has promoted modern concepts like liberalism and moderation.

## 7. Social condition

New social classes emerged as a result of social, economic, and cultural changes that occurred, which had an impact on the social situation. Prior to 1761, India was characterised by a constrained sectarian patriotism. This took the form of several local allegiances, such as connection to one's birthplace, interest in local issues, and adherence to one's ancestors' religion and customs. The educated class deviated from tradition and adopted European values like as freedom, liberty, and common citizenship, which they learned about via studies of European history, journalistic reports, and travels to Europe. In India, they created a new class. They created a feeling of unity. The groups with English education heard about their experiences. They talked on typical political, cultural, and economic issues. This gradual development of a sense of unity helped to gradually lessen provincialism and caste exclusivity. However, this went quite slowly. The majority of Indian society's segments underwent this transition [15].

The rural sector can be considered from the perspective of the social system. In the belief that such a society would be loyal to them and serve as the foundation for economic progress, the British attempted to establish an aristocratic landed society. Permanent Revenue settlement has been implemented in Bengal as a result. It was a very complicated structure in the social environment since it dealt with the land's industrial relations and property rights. Zamindars, some of whom were lineage leaders and had been granted greater privileges, made up some of the territorial magnates that were so constituted. They were those who gathered money. Some of them were businessmen and public officers who had amassed fortune at the time of the demise of the Mughal Empire. They all have a thing in common. They lacked the power to operate in the capacity of enhancing lands. As a result, they leased off some of their land. There were a lot of middlemen between the zamindars and the tenants in a short period of time. Agriculture was still seen favourably due to the way the Permanent Revenue settlement was operating. As a result, rural areas attracted urban money and business.

In the upper and middling classes, the semi-feudal structure was still present. They disapproved of business and entrepreneurial endeavours. They chose to get land rentals for maintenance. They also looked for work in the liberal professions that the British had established. Within a short

period of time, the landed's revenue gradually decreased. The disappointed sons of those living in poverty were likewise unable to find careers. These were the underlying factors that led to an increase in nationalistic activity. The Permanent Revenue Settlement was also not applied consistently throughout India. Introducing the Ryotwari system in Bombay and Madras. People in this situation also expressed their anger at the British and upper classes for taxing them and taking their lands. When the situation deteriorated, they moved to nearby regions. They grew agitated as a result.

Urban civilization underwent modifications thanks to the British. The improvements were more significant since they were based on qualitative modifications to the processes that produced wealth. The trading dynamics between urban and rural society have changed. Now that the groundwork had been built, a new class could grow, pique attention, and play significant roles in the politics of the day. These persons contributed to the growth of patriotic sentiments among Indians by working for administrative reform and the expansion of education.

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