

2. Indian history

Colonial cities

1. With political and commercial realignments, **old towns went into decline** and new towns developed. The Mughal capitals, Delhi and **Agra**, lost their political authority. The growth of new regional powers was reflected in the increasing importance of **regional capitals** such as **Lucknow, Hyderabad, Tanjore**, etc.
2. **From the mid-eighteenth century**, previous **commercial centres** such as **Surat, Masulipatnam** and Dhaka **declined** and colonial port cities such as **Madras, Calcutta and Bombay** rapidly emerged as the new economic capitals. They also became centres of colonial administration and political power.
3. With the **introduction of railways in 1853** economic activity gradually shifted away from traditional towns which were located along **old routes and rivers**. Every railway station became a collection depot for raw materials and a distribution point for imported goods. Railway towns like **Jamalpur, Waltair and Bareilly** developed.
4. From the beginning there were **separate quarters for Europeans and Indians**, which came to be labelled in contemporary writings as the **White Town and Black Town** respectively. Once the British captured political power these racial distinctions became sharper.
5. The nature of the colonial city **changed further in the mid-nineteenth century**. After **the revolt of 1857** British attitudes in India were shaped by a constant fear of rebellion. They felt that towns needed to be **better defended**, and white people had to **live in more secure and segregated enclaves**, away from the threat of the natives.
6. **Pasturelands and agricultural fields** around the older towns **were cleared**, and new urban spaces called **Civil lines** were set up. White people began to live in the Civil Lines. **Cantonments** were also developed as safe enclaves. For the British, the **Black areas** came to symbolise not only **chaos** and anarchy, but also filth and **disease**.
7. From the 1860s and 1870s, **stringent administrative** measures regarding **sanitation** were implemented and building activity in the Indian towns was regulated. **Under-ground piped water supply** and **sewerage and drainage systems** were also put in place around this time. Sanitary

3. **British troops** at the expense of Peshwa were stationed at **Poona**, gave greater strategic importance to the Britishers as the Company now could **interfere in the Maratha affairs** directly and its rulers.
4. Under the provisions of treaty, **Peshwa's foreign policy was in the hands of the Company**. Also, **non-British Europeans were expelled** and were not allowed employment under Peshwa. This had political implications for the Britishers as it made them the **sole arbitrator in Maratha affairs**.
5. Peshwa also agreed to **cede** in perpetuity to the company, **territories in Gujarat including Surat**, territories yielding an income of 26 lakhs etc which was used for financing the campaigns of Britishers in India.
6. Thus, after signing of the Treaty of Bassein by the Peshwa, the **options for other Maratha chiefs were curtailed**, which later led to 2nd Anglo-Maratha war and paved way for British supremacy in the whole west and central India.

Establishment of powerful kingdom by Ranjit Singh

1. The **power vacuum in Punjab** province, created with the defeat of **Marathas and Mughals** at the hands of British in late 18th century gave the Sikhs an opportunity to rise, which they ably utilised under the leadership of Ranjit Singh. This was further **facilitated by frequent invasions by Afghans** due to prolonged neglect of North West frontier. All this led to dislocation of Punjab administration.
2. It was in this context that the **local Sikh chiefs, organised themselves into 12 confederacies (misl)**, collaborated with each other to **ward off the attacks of Afghan rulers**. As a result, the whole of Punjab and Jammu were brought under their control.
3. However, **realising the vulnerability of the confederacy** to foreign attacks and the rising power of feudal chiefs and zamindars, **Ranjit Singh annexed the misls** and united **all of Punjab west of Sutlej into one Empire**. He was proclaimed Maharaja in 1801. Later, he **conquered Amritsar, Kashmir, Multan and Peshawar**. The old chiefs were transformed into big zamindars. Thus the Sikh province emerged into a powerful kingdom.
4. **Given the fair amount of stability**, Punjab under Ranjit Singh built up a **powerful army along European lines**. Punjab under him developed

Enfield rifle, the greased wrapping paper of the cartridge had to be bitten off by the soldier.

4. Consequences of 1857 revolt

1. British government passed **Government of India Act 1858** and assumed **direct responsibility for the administration**.
2. The **era of annexations and expansions ended** and British promised to respect the dignity and rights of the native princes. Princes and Zamindars acted as '**break waters to storm**' during the revolt. Doctrine of Lapse was abolished.
3. The British assured the people that **religious and social practices would be respected** and not be interfered.
4. The Indian states were henceforth to recognise the **paramountcy of the British crown**.
5. The **Army was thoroughly re-organised** and military policy came to be dominated by idea of division and counterpoise. The proportion of Indian soldiers in the army was reduced and the number of European soldiers in the army was increased.
6. **Policies were made to protect landlords and zamindars** and give them security of rights over their lands.
7. **Muslims were considered to be responsible for the rebellion in a big way**. Hence their land and property was confiscated on large scale. Policy of Divide and Rule began.
8. **Racial hatred and suspicion** between Indians and English was aggravated.

5. Centres of revolt

1. Delhi -- General Bakht Khan.
2. Kanpur -- Nana Saheb.
3. Lucknow -- Begum Hazrat Mahal.
4. Bihar -- Kunwar Singh
5. Jhansi -- Laxmibai

6. Role of women in 1857 revolt

1. 1857 revolt was called as first war of independence was mainly seen as a struggle led by soldiers, but **women have their respective share in the revolt**.
2. **Rani Lakshmi Bai, Moti Bai** (to save Lakshmi bai), Begum Hazrat Mahal, were some front runners who **rebelled for varied**

...to their wishes.

Swarajist Activity in Councils By 1924, the Swarajist position had weakened because of widespread communal riots, split among Swarajists themselves on communal and Responsivist-Non-responsivist lines, and the death of C.R. Das in 1925 weakened it further. The Responsivists among Swarajists—Lala Lajpat Rai, Madan Mohan Malaviya and N.C. Kelkar—advocated cooperation with the Government and holding of office wherever possible to protect the so-called Hindu interests. They accused the Non-responsivists like Motilal Nehru of being anti-Hindu and a beef-eater. Thus, the main leadership of the Swarajya Party reiterated faith in mass civil disobedience and withdrew from legislatures in March 1926, while another section of Swarajists went into the 1926 elections as a party in disarray, and did not fare well. In 1930, the Swarajists finally walked out as a result of the Lahore Congress resolution on purna swaraj and the beginning of the Civil Disobedience Movement (1930-34).

Their Achievements 1. With coalition partners, they out-voted the Government several times even on matters relating to budgetary grants, and passed adjournment motions.

2. They agitated through powerful speeches on self-government, civil liberties and industrialisation.

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at **Brussels** on behalf of the Indian National Congress.

5. In 1927, **Nehru also visited the Soviet Union** and was very impressed by the achievements of the infant socialist state. He saw Russia as a bulwark against imperialism.
6. **Nehru came to understand the international character** of US imperialism during his European experience. Nehru was also nominated to the executive council of the League against Imperialism.

4. **After 1936 (Anti-Fascism)**

1. The 1930s **saw the rise of Fascism in Europe** and the struggle against it. The nationalists saw imperialism and fascism as organs of capitalism. They lend **support to the struggle against fascism** in other parts of the world in Ethiopia, Spain, China, and Czechoslovakia.
2. In 1939, at the **Tripura session**, the **Congress dissociated** itself from the British policy which supported fascism in Europe.
3. In 1939, **Japanese attack on China** was **condemned by the nationalists**. The Congress also sent a medical mission under Dr Atal to China.
4. **On the Palestine issue**, the Congress lent support to the Palestinians. It expressed sympathy with the Jews, but urged that the Palestinians not be displaced. It also **opposed the partition of Palestine**.

5. **India's support for anti-colonialism during freedom struggle**

1. Indian National Congress opened a **foreign department** to be in touch with the other peoples movements.
2. **Dadabhai Naoroji** attended the Hague session of **socialist international** (2nd international) and **outlined India's support against war** and imperialism. Lala
3. **Lajpat Rai** also made contacts with **American socialists** during his visit from 1914 to 1918. India was the **founding member of ILO in 1920s**.
4. In 1927, **Nehru** attended the **Congress of oppressed nationalists at Brussels**.
5. **During the 2nd world war**, **India** lent **support** to other parts of the world like Ethiopia, Spain, China, and Czechoslovakia in their struggle against fascism and imperialism.

6. In 1939, the Japanese attack on China was condemned and a medical team under was sent to China. India supported China in the anti-fascist war.
7. The INM supported the Palestinians on the Palestine issue. It sympathised with the Jews but was against partition of Palestine.
8. India also lent support to fight against racial discrimination in South Africa.

6. Contribution to the political trends

1. Polity based on representative democracy and full range of civil liberties and Popular sovereignty formed the basis of INM which later became the very essence of Indian political thinking.
 2. The practice of non-violence helped in forming the basic temper with which Indian political system was to function in future i.e discussion, debate and persuasion backed by public opinion and tolerance towards political opponents.
 3. NM opposed all kind of inequalities and discrimination based on caste, colour, gender, etc., including evils of untouchability and helped create an egalitarian atmosphere which not only helped in securing reservation for SC/STs in constituent assembly but their overall upliftment.
 4. Secularism was a very basic tenet in which INM worked which later became the pillar of the Indian polity, society and culture.
- ## 7. Contribution in foreign policy
1. **Against colonialism:** India expedited the independence of Indonesia from the Dutch.
 2. **Against racism:** India supported for the cause of racial equality in south Africa.
 3. **Independence in foreign policy:** India stood independent even during cold war era. It took cooperation from other NAM countries. India took independent stand on international issues based upon its discretion but not upon compulsion (Korean war, Vietnam war and Egypt crisis).
 4. **International peace:** NAM promoted peace in international arena and Panchsheel promoted peace with neighbourhood. India has been sending its peace keeping troops to UN. No first use is our nuclear policy.
 5. **India for ethics in international setting:** Liberation of

Education policy of British

1. The geographic spread of its rule rendered the continued import of Europeans to man the administration unsustainable and impractical. Further, the **Christian missionaries** propounded the theory of '**white man's burden**' and considered it their **divine duty to educate and liberate the masses** from orthodoxy. Hence, for the first time, the **Charter Act of 1813** sanctioned **one lakh/year for promoting education** in the country.
2. 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**'. It was also employed for producing Indians to **man the subordinate positions** in the administration and as a means to legitimize the British rule.
3. **Characteristics of British education policy**
 1. The **money sanctioned under Charter Act of 1813 and 1833** (one lakh and ten lakh respectively) was grossly inadequate for promoting education.
 2. **Macaulay's Minutes**, 1835 completely stopped support to any vernacular language.
 3. **Downward Infiltration** Theory was aimed at educating a handful of Indians, who would act as a link between the British and the masses. But this did not lead to mass education.
 4. Despite repeated demand from the nationalists, the **government shirked the responsibility of introducing free and compulsory education**.
 5. **Indian Universities Act, 1904** curbed the autonomy of universities, as they were perceived to be factories of revolutionaries.
4. However, the effort to **create a class of 'loyal working class'** ignited Indian minds; it aroused national consciousness — freedom fighters were inspired by Irish and Russian revolutions, and imbibed modern ideas of democracy, liberty, equality and fraternity. The educated Indians became an anchor of the freedom struggle, uncovered the exploitative economic policies, and lead the masses towards the goal of freedom.

payment of loans etc.

5. **Transferability** of land which deprived the **traditional occupancy** rights.
6. Lack of **awareness** of clauses leading to sudden loss of land and work, leading to collective uprisings.

3. **Peasant movements before 1857**

1. The peasants during this phase organized themselves and **elected their own leader**.
2. They **collectively raised a huge army** equipping themselves with primitive weapons.
3. **Peasants attacked courts and looted stores**.
4. **Prominent places became the centres of mobilization**. Ex: **The Rangpur Rebellion (1783)**. **Santhal Rebellion (1855)**.

4. **First Phase (1857-1920s)**

1. This phase was characterised by the **sporadic growth** of peasant movements in the absence of proper leadership. **The tyranny of zamindars** along **with the exorbitant rates** of British land revenue led to a series of spontaneous peasant uprisings. The **periodic recurrence** of **famines** aggravated the situation.
2. Ex: **The Indigo revolt (1859-60)**, **Panna agitations** (1870s and 1880s), **the Deccan riots of 1875** against the **moneylenders** were few examples of this stage.
3. In **ryotwari areas**, the struggle took the form of entire **peasantry against policies of the British**. In zamindari areas, struggle took the form of various categories of tenants and a chain of sub tenants.
4. In the **tribal zones**, the struggle took various forms of **resistance**. They ranged from **struggle against forest laws**, exploitation of **money lenders**, incoming of **indentured labourers** brought by British for their plantations.
5. In the **north-eastern mountains** and other politically strategic terrains struggle often took the form of sharp military-politico confrontations.

5. **Weaknesses of First phase**

1. There was a lack of an **adequate understanding** of colonialism. They did not target colonialism but they they **targeted zamindars**,

3. **Urbanisation** has resulted in mass **migration** of peasants living in rural areas to cities. Further, farmers are now leaving agriculture and allied activities for other sectors. These developments have **severely dented the cadre base** of these movements.
4. **Disparity** among **farmers** belonging to different regions has been on the rise due to green revolution. The **farmers of one region no longer identify** with the causes of the farmers from **other regions**. This has resulted in the splintering of the peasant movements along regional lines.
5. In today's globalised context, farmers issues are increasingly being taken up by a **vigilant media and civil society** organisations. This has to some extent shrunk the political space that was exclusively available to peasant movements, who were hitherto seen as the sole vanguards of peasant causes.

11. **Bharatiya Kisan Union (BKU)**

1. **Farmers of Haryana, Punjab and western UP** had benefited in the late 1960s from **green revolution**. Sugar and wheat became the main cash crops in the region since then. The **cash crop market faced a crisis** in mid-eighties due to the beginning of the process of liberalisation of Indian economy.
2. The **BKU** demanded **higher government floor prices** for sugarcane and wheat, **abolition of restrictions** on the inter-state movement of farm produce, **guaranteed supply of electricity** at reasonable rates, **waiving of repayments** due on loans to farmers and the provision of a **government pension** for farmers.
3. Similar demands were made by other **farmers organisations in the country**. **Shetkari Sanghatana of Maharashtra** declared the farmers movement as a war of Bharat against forces of India.
4. Another novel aspect of these mobilisations was the **use of caste linkages of farmers**. Most of the BKU members belonged to a **single community**. The organisation **used traditional caste panchayats** of these communities in bringing them together over **economic issues**.
5. In spite of lack of any formal organisation, the **BKU could sustain itself** for a long time because it was based on **clan networks among its members**. Funds, resources and activities of BKU were mobilised through these networks.

slavery.

6. He **protested against the Simon Commission in 1928**. He took part in the Salt Satyagraha, which was launched by Mahatma Gandhi in 1930. He has popularised the **Satyameva Jayate** (Truth alone will triumph) slogan.

Gandhi

1. SA ordeal

1. Gandhi explored the ideals of Civil disobedience, Non-cooperation and Satyagraha for the first time in South Africa during his struggle against racist and arbitrary laws such as **transvaal act** and found these methods very effective. This was the basis in which he carried entire freedom struggle.
2. He **understood the irrational founding of discrimination** when he **was thrown out of train**. He then formed the idea of **including India**.
3. He understood that leaders not only has to face fire from opponents but **must be prepared to face fire from its followers too**. This was great leadership lesson he learnt in South Africa.
4. Life in South Africa has gifted him opportunity to inhale the thoughts of great global leaders such as **Socrates, Plato, Tolstoy, Ruskin etc.** This wisdom of internalisation was **reflected in his leadership role** in India's national liberalisation.
5. He **understood that secularism** must be foundation of freedom struggle when muslim merchants in South Africa joined him in his fight.
6. He **understood the importance of constructive social work**, building a community of disciplined and selfless social servants, uniting Indians of all faiths, castes and linguistic communities in a common struggle for justice.

2. Gandhi vs British

1. Gandhi was **never against the evil doer** but against the evil. So his tools of struggle was against the might (force) of britishers, at the same time not taking the advantage of their plight.
2. For example, **during the World Wars and Boer wars** Gandhiji supported Britishers **because he doesn't want to get independence**

factor affecting cohesion of the country.

7. Lessons from regional conflict

1. Even after **six decades of independence**, some of the issues of national integration are not fully resolved. We have seen that **regional aspirations** ranging from demands of **statehood** and **economic development** to **autonomy** and separation keep coming up.
2. First and the most elementary lesson is that **regional aspirations are very much a part of democratic politics**. Even in countries like **UK** and **Srilanka**, the regional autonomy demands exist. A large and diverse democracy like India must deal with regional aspirations on a regular basis. **Nation building is an ongoing process**.
3. The second lesson is that the best way to **respond to regional aspirations is through democratic negotiations** rather than through force. The example of **Mizoram** shows how **political settlement** can resolve the problem of separatism effectively.
4. The third lesson is about the significance of **power sharing**. It is **not sufficient to have a formal democratic structure**. Besides that, groups and parties from the region need to be given **share in power at the state level**. If regions are not given a share in the national level decision making, the **feeling of injustice** and alienation can spread.
5. The fourth lesson is that **regional imbalance in economic development** contributes to the feeling of regional discrimination. **If some states remain poor and others develop rapidly**, it leads to regional imbalances and inter-regional migrations.
6. Finally, these cases make us appreciate the **farsightedness of the makers** of our Constitution in dealing with questions of diversity. The **federal system** adopted by India is a **flexible arrangement**. While most of the states have equal powers, there are special provisions for some states like J&K and the states in the North-East.
8. What distinguishes India from many other countries that face similar challenges is that the **constitutional framework** in India is much **more flexible** and accommodative. Therefore, regional aspirations are not encouraged to espouse separatism. Thus, politics in India has succeeded

in accepting **regionalism** as part and parcel of democratic politics.

Community Development Programme (CDP)

1. Programme was **designed for rural upliftment**. The basic aims were to increase in **agricultural production**, improvement in **communications**, rural **health**, hygiene and in village education and **uplift of backward sections**. The emphasis was on **self reliance** and self help by people, popular participation and responsibility.
2. All the districts of the country were divided into **Development Blocks** and a **Block Development Officer (BDO)** was made in charge of each block. Below the BDO were appointed the workers called **Village Level Workers (VLW)** who were responsible to keep in touch with 10-12 villages. So, a **nationwide structure** was created.
3. The **programme achieved considerable results** in better **seeds**, **fertilisers**, and so on, resulting in agricultural development, greater **food production**, increased construction of **roads, tanks, schools and PHCs**, etc.
4. But it **failed in its major objective** of involving people as full participants of developmental activity. It did not stimulate self help, instead it **increased expectations** from and reliance on the Government.
5. It gradually acquired an **official orientation**, became part of the **bureaucratic framework** and came to be administered from above as a routine activity with the **BDOs becoming replicas of the traditional sub-divisional officers** and the Village level workers becoming administrative underlings.
6. **Limitations of panchayat raj (1952)**
 1. The **state governments showed little enthusiasm** for it, devolved no real power on the panchayati samitis, curbed their powers and functions and starved them of funds.
 2. The **bureaucracy too did not slacken** its grip on rural administration at different levels. Panchayats were also politicized and used by politicians to gather factional support in the villages.

Privy purses

6. Salazar (dictator of Portugal) was **not a likeable figure** and as an autocratic dictator he didn't have many friends in the liberal minded members of NATO.

Indo-China war

1. **Chinese attack** on India is due to **India's unpreparedness** and overtly **aggressive China** coupled with compulsions of war.
2. **India's mistakes**
 1. **Nehru failed to settle the boundary disputes** in the **Himalayan borders** (NEFA and Aksai Chin) with China at reasonable concessions given by China due to public pressure.
 2. Nehru **pursued the Forward policy since 1959** which provoked Chinese to attack in self defence.
 3. Granting of **asylum to the Dalai Lama** provoked China and many border skirmishes happened then after.
 4. **Improper and inadequate diplomatic communication** with China in the run up to the 1962 war.
 5. **Indian armed forces were weak** and were not adequate enough to act as a deterrent for China.
3. **China's mistakes**
 1. **Unnecessary aggression** and violated the Panchsheel principles.
 2. Although, India helped China to get a permanent seat in the UN, **China were not sympathetic** to India.
 3. Asylum to **Dalai Lama** was on **humanitarian grounds** rather than on interfering into internal trouble to China.
 4. Nehru could not foresee **minor skirmishes** on the India-China border but **never anticipated** a full **blown war** by China with Soviet support.
 5. Therefore, he found it futile to spend on **military** at the cost of **social** and economic development in India.
4. **Consequences**
 1. The China war dented **India's image at abroad**. India had to approach the Americans and the British for **military assistance** to tide over the crisis.
 2. It induced a sense of **national humiliation** and at the same time

and heavy tanks.

4. Lessons learnt from 1965 war

1. The **Pakistan infiltrators** failed to generate support from Kashmiris. India's had passed its first major test of **secularism** as their **was no communal trouble** during the war. Indian muslims gave whole hearted support to the war.
2. In 1965 **Indian commanders were new** in **handling brigade and division sized forces in battles**. The war experience helped in consolidating organisation and leadership.
3. Since 1965, there were **marked changes** in the way government **coordinated with the 3 service chiefs**.
4. **Strengths and weaknesses of the three divisions** of military were understood and worked upon, which proved crucial during the 1971 war. The **imperative of joint warfare** in which the Army, the Navy and the Air Force **operated to a cohesive plan** towards common objectives became a key ingredient of war plans.
5. **The role of technology** in the outcome of wars was **carefully observed** and built into military doctrines.
5. It also made the Indian **political leadership more mature** in dealing with major powers to safeguard India's interests diplomatically.

Bangladesh war of liberation

1. It happened in 1971. **Pakistan did not recognise** democratically elected Govt in east Pakistan. When people took to streets, **Pakistan army** launched massive attack, suppressing the revolt. As a result, Bengali military, **paramilitary** and civilians formed the **Mukti Bahini** (liberation army), which **engaged in guerrilla warfare against Pakistani** forces.
2. The Pakistan Army, in collusion with religious **extremist militias** (Razakars, Al-Badr and Al-Shams), engaged in the **systematic genocide** and **atrocities on Bengali nationalists, intellectuals, youth and religious minorities**.
3. **Why did war erupt**
 1. Although East Pakistan had a larger population, **West Pakistan** dominated the divided country **politically** and received **more money from the common budget**. Bengalis were under-

Ghee and indigenous sweets.

2. The **chief beneficiaries were marginal or landless**. It saw dairying as a path to development, for **generating employment** and income for rural households and alleviating poverty.
3. A by-product of the industry has been **indigenous dairy equipment industry** and an impressive body of indigenous expertise that include **animal nutrition**, animal health, **artificial insemination**, management information systems, dairy engineering food technology, etc.
4. **Operation flood** in cooperation with women NGO, such as SEWA, established about 6000 **women cooperatives**. This gave women their **financial autonomy** to generate more income outside their homes.
5. Anand pattern **was not limited to milk alone**, cooperatives of fruits and vegetables, oilseed cultivators, etc were organised similarly by **NDDB**.

Cow protection movement

1. For a **pastoral and agricultural economy** like India a cow protection has always been important. However, it never took a **communal turn** through the centuries including under the Mughal rule. It took a communal turn when it was used for **political mobilisation** through **Arya Samaj** and cow protection movements.
2. **The motivation for the same**
 1. **Religious reason:** The **Hindu revivalist movement** including cow protection was a response to the **proselytising activities of the Muslims and Christians**. Hindus traditionally lacked organisational integration and Hindu mobilization took place around the issue of cow.
 2. **Political reason:** At a time when **constitutional reforms were happening** and **British were pitting one community against the other**, each community was concerned with having a **bigger share in the pie**. Naturally community **mobilization** was important and **emotive issues** such as cow protection, **Hindi Urdu divide etc** were used as tools for community mobilisation.
 3. **Social reason:** Various social groups took an active part in

economic growth and

2. **More branches spread to rural** and suburban regions resulting into more financial inclusion. More **credit to common masses** and various welfare programme like insurance, health, housing, sanitation, infrastructure, road, rail etc.
3. **More loans and credit to vulnerable** and weaker section which led to reducing economic disparities.
4. More **loans for agriculture under green revolution** resulted in bumper production.
5. Various neglected sector like **education, health, SME** and manufacturing industries **got necessary capital and credit** under PSL.
4. The nationalisation gave mixed results of **both positives and negatives** and hence the 1991 reforms were imperative to bring transformations in the banking sector making it more competitive, transparent and efficient.

Bhopal gas tragedy

1. **License given to company** for making of methyl isocyanate (MIC) based pesticide at their Bhopal facility **overridden opposition from officials** in the Ministry of Industrial Development.
2. UCC was **allowed to own majority stakes in UCIL** departing from legislation meant to curb monopolistic growth.
3. The corporation was **licensed and permitted storage** and production of MIC in the **midst of populated communities** and worker's repeated demands for relocation of the factory and implementation of occupational safety laws were consciously ignored.
4. Officials were aware of the **obsolete, discarded technology** and **faulty machinery** being transferred to India but they never voiced against this and remained silent, if they would have taken stand against this, disaster could have not happened.
5. Bail given to **Anderson** on a amount of mere 25000 rupees and was **provided safe transit to Delhi** and then to US by the Government officials where he died in luxury while victims were in agony, shows the complicity between Government and Corporate.
6. **Flawed calculation** of number of victims and settlement amount based

on this, with UCC and US, which have given no relief in terms of money. Post-disaster investigations would show the **flouting and circumvention of several regulations** by the Indian government, including the Foreign Exchange Regulation Act and safety norms that had set the stage for the disaster.

Indian environmentalism vs Western environmentalism

1. The **environmental movement** in India started in the **early 1970s**. Major environmental movements in independent India include **Chipko**, **Appiko** and the **Narmada Bachao Andolan**. Though having some basic similarities, western and Indian environmentalism are **qualitatively different**.
2. Both western and Indian environmentalism have raised issues such as protection of **forests** (Chipko/Appiko), **compensation for industrial pollution** and **disasters** (Bhopal Gas Tragedy) and **banning of nuclear energy** (Kudankulam). Also, both types of movements typically employ peaceful form of **protests** such as **picketing**, **marches**, **sit-ins** and various forms of civil disobedience.
3. However, the concern for nature is couched in **idealistic terms in the west**. Nature is associated with a certain quality of life that all human beings deserve to enjoy. In India, the protection of nature is portrayed as **essential to the survival** of the communities involved. Ex: Right to fodder.
4. The **social base** of the environmental movements also varies. In the west, it is mostly led and constituted by the **middle class**, especially the new middle class of professionals. In India, **poor constitute a majority** of the protesters in the various environmental movements.
5. Many western environmental organisations have attained a **degree of formalisation and bureaucratisation** and they constitute a mature environmental sector. These organisations are staffed by **paid volunteers, experts, lawyers** and scientists. In India, the vast majority of environmental protests are **initiated by local people** generally in participation with local bodies and **NGOs**.
6. Finally, **Indian cultural and religious values**, especially the **animistic aspects** of Hindu and tribal religions, provide a spiritual basis to Indian environmentalism which is **not found in the materialistic values of**