



### Mini Review Paper

## Role of the Teacher Community in Non Cooperation Movement of Uttar Kannada (UK) District in Karnatak State

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Available online at: [www.isca.in](http://www.isca.in), [www.isca.me](http://www.isca.me)

Received 3<sup>rd</sup> July 2016, revised 8<sup>th</sup> August 2016, accepted 11<sup>th</sup> August 2016

### Abstract

*Present paper explores the evidences of the cooperation movement by the teacher's community of the Uttar Kannada district of the Karnataka state. In Indian independence movement, Gandhian era (1920-1948) have prominent influence in to getting freedom from the British. The great entry of the Mr. Mohanadas Karamach and. Gandhi in freedom movement brought the constructive change in the movement as well as his presences create magic among the freedom fighters across the nation. Movements like Noncooperation, quit India, Salt March, civil disobedience, peasants and urban laborers' movements have greater influence on deface the British administration in India also in creating moral pressure on British for independent India. Honorific Mahatma Gandhi was the greater motivating factor for the freedom movement. Present study conducted on the basis of the several reviews and mouth to mouth conversation, this study helps to know the influence, and contribution of the teachers community of the Uttar Kannada(UK) district teachers in Indian freedom movement.*

**Keywords:** Teachers Community, Non Cooperation Movement, Uttar Kannada.

### Introduction

The non-cooperation movement was an important and last phase of the Indian independence movement from British rule. Mahatma Gandhi and Indian National Congress struggled with the rich values for independent India. From 1920-1947 Gandhi started many movements for independence among all the non-cooperation movement was very strong it led India towards independence, movement resist British rule in India through nonviolent means. Protestors would refuse to buy British made goods, and started to adopt the use of cottage industrial local handicrafts and picket liquor shops<sup>1</sup>. The ideas of Ahimsa or nonviolence, and Gandhi's ability to organize rally, hundreds of thousands of common citizens united towards the cause of Indian independence. Same was happened across the India; British s feared that the movement might lead to popular violence<sup>2</sup>. Same activates followed by the teacher community in Uttar Kannada (UK) district of Karnataka state.

**Objectives:** i. To Explore the Personalities of freedom movement of Uttar Kannada (UK). ii. To assess the impact of non-cooperation movement in UK. iii. To check the implications of the movement in UK.

### Methodology

The study was conducted by both the primary and secondary sources of existing literature through historical, analytic

approaches. Method consists, analyse concepts and arguments, synthesise ideas and evidence drawn from different sources, construct consistent and well-supported arguments, discuss an issue in a balanced way, evaluate the ideas and arguments of others, make judgments and express informed opinion.

**Teacher community and non cooperation movement:** In order to stop and punish the student and teacher community who participating in to non-cooperation movement British government took many diminishing policy, teachers suspended the classes and along with the students they involved in to freedom movement. British closed many schools and held up the grants for many schools<sup>3</sup>.

To the alternate of the dominating policy by the Govt, intellectuals of those days of the Uttar Kannada started National Schools and started impart education which boost the Nationalism and freedom movement.

Teachers have played vital role in non-cooperation movement of Uttar Kannada district. Mr. Narayan teacher, who belongs to the Karwar district, took teacher training in Dharwad and served as a teacher in Yallapur and Gokarna and in remote village like Itagi. He uses to spend his own money for food and shelter to his students. He was the greatest soul of inspiration to his students for Indian freedom movement<sup>4</sup>. Since from his school days, he used to read Tilak newspaper Kesari. Articles by Tilak and other freedom fighters knockout the patriotism, and nationalism of Mr.Narayan.

Teacher Mr. Lambapur was one of the most prominent teachers engaged himself in non-cooperation movement from Uttar Kannada district. He was inspired by the Gandhiji speeches and writings, he met Gandhiji and Madan Mohan Malavia in holidays of schools and by their suggestion he started national schools at Siddapur in 1921. Along with the impart quality education he also keep himself busy in weaving and writing articles of freedom movement.

Sirasi and teachers of Sirasi actively involved in freedom movement, in 1920 only national school was running actively and it was headed by prominent teacher Mr. Vaman Hodke. The teachers and students of the school go on March every day and conduct the meeting and campaign of freedom movement. Mr. Vaman Hodke use to conduct religious activity at temple of Goddess Marikhamba and slot the slogans like Hara Hara Mahadev and Allah Akbar he tried to develop communal harmony and strengthen the freedom movement. Teacher and students boycotted the classes and actively involved in freedom movement.

Efforts of teachers in non-cooperation movement were very important factor in increasing patriotism and nationalism among the people of Uttar Kannada. Timappa Nayak was another active and public face of freedom movement, he was known as Gandhiji of Uttar Kannada. Other personalities like Mahadev Desai, Kishorilal Mashroowala are equally stands with Timappa Nayak<sup>5</sup>. They all great followers of Mahatma and scholars too, Timappa was the chief commandant of freedom movement in UK region. He started many service organizations to aware and promote in achieving independent life from British, his constructive mind set thoughtful attitude progressive thinking help him to serve for the welfare of the Harizans, he was bridge between various communities of the region, though he was aggressive and rebellious appearance, he was nonbiased, transparent characterised, kind hearted, and well dressed. It all possible by him to having close contact with Mahatma Gandhi. He was the one of the founder members of Sabarmati Ashram.

Timappa Nayak belongs to the Adyagonda saraswat brahman community. At the age of 12<sup>th</sup> only he joined freedom movement and Gandhiji was the greatest inspiration soul for him, he joined Law College at Mumbai after his BA graduation, it started to distract him from freedom movement and he dropped law and joined as a head master in one of the high school at Sirasi. He actively involved in non-cooperation movement and inculcated with the all strategies to get success with the movement. He was given less importance to the personal life rational and nationalist Timappa was busy in establish and actively run the national schools, Khadi campaign, picketing and satyagrah. He arrested several time and sent behind the bars by British's but he never give up of movement<sup>6</sup>. His dedication effort and Gandhian philosophy contributed in to spreading freedom movement over the central districts of the old Mysore state and achieve the independent India.

**Implications:** i. Laymen got aware with the freedom movement, ii. Literacy rate increased, iii. Reading habit of the community increased, iv. Many number of national schools established, v. Young generation inspired by all the freedom fighters of the district, vi. Satyagrah and Non cooperation movement become part of life of all communities, vii. Communal harmony increased, viii. Gandhian philosophy spread across the state. ix. Modes and states of the communication improved<sup>7</sup>.

## Conclusion

Freedom movement is the important part to study in modern Indian history, this is not just myth or story to narrate the facts and figures are in written form also scientifically proved their entity and importance, such a way the non-cooperation movement by the teacher community in UK district had been given noticeable contribution. Well qualified, dedicated, rationalist and nationalist teachers initiated the movement and ignite the common community to take active part in to the freedom movement. Teachers were role models and inspiration for the freedom fighters of the region, Khadi campaign, Salt March, Non-cooperation movement, picketing, and all other methods for achieving freedom were inspired and guided by teachers only. History of the freedom movement of UK district start with the teachers and ends with the success of Independent India.

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