

NCERT TEXTBOOK CLASS 8 HISTORY <HTTP://FREEHOMEDELIVERY.NET/QUESTIONS SOLVED>

Question.1.State whether true or false:

- (a) James Mill divided Indian history into three periods—Hindu, Muslim, Christian.
- (b) Official documents help us understand what the people of the country think.
- (c) The British thought surveys were important for effective administration.

Answer. (a) False (b) False (c) True

Question.2. What is the problem with the periodisation of Indian history that James Mill offers?

Answer. James Mill divided Indian history into three periods—Hindu, Muslim and British. This periodisation has its own problem. It is difficult to refer to any period of history as 'Hindu' or 'Muslim' because a variety of faiths existed simultaneously in these periods. It is also not justified to characterise an age through the religion of the rulers of the time. What it suggests is that the lives and practices of others do not really matter. It is worth-mentioning that even rulers in ancient India did not all share the same faith.

Question.3. Why did the British preserve official documents?

Answer. The British believed that by preserving official documents, it would be easier for them or any other persons to know about the decisions taken in the past. One can study the notes and reports that were prepared in the past. Their copies may be prepared and used in present time if needed so.

Question.4. How will the information historians get from old newspapers be different from that found in police reports?

Answer. The information printed in newspaper are usually affected by the views and opinions of the reporters, news editors etc. But what historians find in police reports are usually true and realistic.

Question.5. Can you think of examples of surveys in your world today? Think about how toy companies get information about what young people enjoy playing with or how the government finds out about the number of young people in school. What can a historian derive from such surveys?

Answer. For self-attempt.

[MORE QUESTIONS SOLVED](#)

Question.1. A History of British India was written by

- (i)(a) Charles Darwin (b) James Mill (c) Albert Einstein (d) Thomas Hardy

(ii) The first Governor-General of India was

- (a) Lord Dathousie
- (b) Lord Mountbatten
- (c) Lord William Bentinck
- (d) Warren Hastings

(iii) The National Archives of India came up in the

- (a) 1920s (b) 1930s
- (c) 1940s (d) 1950s

(iv) The word 'Calligrapher' means

- (a) One who is specialised in the art of painting.
- (b) One who is specialised in the art of music.
- (c) One who is specialised in the art of beautiful writing.
- (d) One who is specialised in the art of public speaking.

(v) Census operations are held

- (a) every five years
- (b) every seven years
- (c) every ten years

(d) every twelve years

Answer. (i)(b), (ii)(d), (iii)(a), (iv)(c), (v)(c).

Question.2.Fill in the blanks with appropriate words to complete each sentence.

(i) The colonial government gave much importance to the practice of

(ii) Historians have usually divided Indian history into ancient, and

(iii) A History of British India is a massive work.

(iv) Mill thought that all Asian societies were at a level of civilisation than Europe.

(v) The British established specialised institutions like and to preserve important documents.

Answer. (i) Surveying (ii) medieval- modern (iii) three-volume (iv) lower (v) archives- museums

Question.3.State whether each of the following statements is True or False.

(i) The British were very particular about preserving official documents.

(ii) Printing began to spread by the middle of the 20th century.

(iii) The periodisation of Indian history offered by James Mill was not at all accepted.

(iv) The British carried out detailed surveys by the early 19th century in order to map the entire country.

(v) James Mill glorified India and its culture in his book A History of British India.

Answer. (i) True, (ii) False, (iii) False, (iv) True, (v) False.

Question.4.Match the items given in Column A correctly with those given in Column B.

Column A	Column B
(i) A place where historical documents or records of a government, etc. are kept.	(a) Museum
(ii) A building in which objects of historical or scientific interest are kept to show them to the public.	(b) Colonisation
(iii) An important aspect of the British administration	(c) Archives
(iv) Subjugation of one country by another	(d) Carrying out surveys

Answer. (i) (c), (ii) (a), (iii) (d), (iv) (b).

VERY SHORT ANSWER TYPE QUESTIONS

Question.1. Name the events for which specific dates can be determined.

Answer. The year a king was crowned, the year he married, the year he had a child, the year he fought a particular battle, the year he died, etc.

Question.2. What was an important aspect of the histories written by the British historians in India?

Answer. The rule of each Governor-General was an important aspect.

Question.3. Who was James Mill?

Answer. He was a Scottish economist and political philosopher and is known for his book A History of British India.

Question.4. What was Mill's opinion about the Asian societies?

Answer. In Mill's opinion all Asian societies were at a lower level of civilisation than Europe.

Question.5. What evil practices, according to James Mill, dominated the Indian social life before the British came to India?

Answer. According to James Mill, the evil practices that dominated to the Indian social life were religious intolerance, caste taboos and superstitious practices.

Question.6. How did paintings project Governor- General?

Answer. Paintings projected Governor-Generals as powerful figures.

Question.7. Why do many historians refer to modern period as colonial?

Answer. It is because, under British rule people did not have equality, freedom or liberty—the symbols of modernity.

Question.8. Mention one important source used by historians in writing about the last 230 years of Indian history.

Answer. The official records of the British administration.

Question.9. What is done under census?

Answer. It records the number of people living all the provinces of India and gathers information on castes, religions and occupation.

Question.10 .What do official records not tell?

Answer. Official records do not tell what other people in the country felt, and what lay behind their actions.

Question.11. Why do we try and divide history into different periods?

Answer. We do so in order to capture the characteristics of a time, its central features as they appear to us.

SHORT ANSWER TYPE QUESTIONS

Question. 1. How did James Mill view India?

Answer. James Mill did not cherish any positive idea about India. He was of the opinion that all Asian societies were at a lower level of civilisation than Europe. According to his telling of history, before the British came to India, the Hindu and the Muslim despots ruled the country. Religious intolerance, caste taboos and superstitious practices dominated social life. He felt that only British rule could civilise India. He suggested

that the British should conquer all the territories of India to ensure the enlightenment and happiness of the Indian people. For India was not capable of progress without the help of the British.

Question.2. Historians divide Indian history into ancient, medieval and modern. But this division too has its problems. What are these problems?

Answer. This periodisation has been borrowed from the West where the modern period was associated with the growth of all the forces of modernity such as science, reason, democracy, liberty and equality. Medieval was a term used to describe a society where these features of modern society did not exist.

It is difficult for us to accept this characterisation of the modern period. Here, it is worth-mentioning that Indians did not have equality, freedom or liberty under the British rule. The country also lacked economic growth and progress in that period. It is therefore many historians refer to modern period as colonial period.

Question.3. What did the British do to preserve important official documents and letters?

Answer. The British felt the need to preserve all the important official documents and letters. For this, they set up record rooms attached to all administrative institutions. The village tahsildar's office, the collectorate, the commissioner's office, the provincial secretariats, the lawcourts—all had their record rooms. The British also established specialised institutions such as archives and museums to preserve important records.

Question.4. What do official records not tell? How do we come to know about them?

Answer. Official records do not always help us understand what other people in the country felt, and

what lay behind their actions. For that we have diaries of people, accounts of pilgrims and travellers, autobiographies of important personalities, and popular books, etc. that were sold in the local bazaars. With the spread of printing press, newspapers came to be published and issues began to be debated in public. Leaders and reformers wrote to spread their ideas, poets and novelists wrote to express their feelings.

Question.5. How did the British conquer India and establish their rule?

Answer. The British conquered India in the following ways:

- (a) They subjugated local nawabs and rajas.
- (b) They established control over the economy and society collected revenue to meet all their expenses, bought goods they wanted at lower prices and produced crops they needed for export.
- (c) They brought changes in rulers and tastes, customs and practices.
- (d) Thus, they moulded everything in their favour and subjugated the country very soon.

LONG ANSWER TYPE QUESTIONS

Question. 1. How do the official records of the British administration help historians to write about the last 250 years of Indian history?

Answer. The British believed that the act of writing was important. Hence, they got written up every instruction, plan, policy decision, agreement, investigation, etc. They thought that once this was done, things could be properly studied and debated. This conviction produced an administrative culture of memos, notings and reports.

The British were very interested in preserving all important documents and letters. For this, they established record rooms attached to all administrative institutions such as the village tahsildar's office, the collectorate, law courts etc. They also set up archives and museums to preserve important records.

Letters and memos that moved from one branch of the administration to another in the early years of the 19th century can still be read in the archives. Historians can also take help from the notes and reports that district officials prepared or the instructions and directives that were sent by officials at the top to the provincial administrators.

Question.2. How did surveys become important under the colonial administration?

Answer. The British gave much importance to the practice of surveying because they believed that a country had to be properly known before it could be effectively administered. Therefore, they carried out detailed surveys by the early 19th century in order to map the entire country:

- They conducted revenue surveys in villages.
- They made efforts to know the topography, the soil quality, the flora, the fauna, the local histories and the cropping pattern.
- They also introduced census operations, held at the interval of every ten years from the end of the 19th century. They prepared detailed records of the number of people in all the provinces of India, noting information on castes, religions and occupation separately.
- The British also carried on several other surveys such as botanical surveys, zoological surveys, archaeological surveys, forest surveys, etc. In this way, they gathered all the facts that were essential for administering a country.

SOURCE-BASED QUESTIONS

Question. 1. Read the following extract (source 2) taken from the NCERT TEXTBOOK Class 8 History <http://freehomedelivery.net/page 7> and answer the questions that follow:

“Not fit for human consumption”

Newspapers provide accounts of the movements in different parts of the country. Here is a report of a police strike in 1946.

More than 2000 policemen in Delhi refused to take their food on Thursday morning as a protest against their low salaries and the bad quality of food supplied to them from the Police Lines kitchen.

As the news spread to the other police stations, the men there also refused to take food ... One of the strikers said: “The food supplied to us from

the Police Lines kitchen is not fit for human consumption. Even cattle would not eat the *chappattis* and *dal* which we have to eat.”

Hindustan Times, 22 March, 1946

Questions:

- (i) Why did the policemen in Delhi refuse to take their food on Thursday morning ?
- (ii) How did the men in other police stations react when they came to know about the protest?
- (iii) What was the comment of one of the strikers on the food supplied to them ?

Answers:

- (i) They did so as a protest against their low salaries and the inferior quality of food supplied to them from the Police Lines kitchen.
- (ii) They also refused to take food.
- (iii) One of the strikers said that the food supplied to them was not fit for human consumption. Even cattle would not eat the chapatis and dal which they had to eat.

PICTURE-BASED QUESTIONS

Question.1. Observe the picture below taken from NCERT TEXTBOOK Class 8 History [http://freehomedelivery.net/\(page 1\)](http://freehomedelivery.net/(page 1)) and answer the questions that follow:



Questions:

- (i) What does the above picture try to suggest?
- (ii) Explain how this image projects an imperial perception.

Answers:

- (i) The picture tries to suggest that Indians willingly gave over their ancient texts scriptures (shashtra) to Britannia, the symbol of British power, as if asking her to become the protector of Indian culture.
- (ii) This image clearly depicts the imperial superiority. The image of lion symbolises superior power. The empire is the giver and its subjects are always loyal to the throne.

Question.2. Observe the picture below taken from NCERT TEXTBOOK Class 8 History

Questions:

- (i) What is it?
- (ii) When did it come up?
- (iii) Where was it located when Delhi was built?
- (iv) What does this location reflect?

Answers:

- (i) It is the National Archives of India.
- (ii) It came up in the 1920s.
- (iii) When Delhi was built, it was located close to the Viceregal Palace.
- (iv) It reflects the importance of this institution in the British eyes.

NCERT Solutions For Class 8 History Social Science <http://freehomedelivery.net/Chapter 2 From Trade to Territory>

NCERT TEXTBOOK CLASS 8 HISTORY <HTTP://FREEHOMEDELIVERY.NET/QUESTIONS SOLVED>

Question. 1. Match the following:

<i>Diwani</i>	<i>Tipu Sultan</i>
<i>'Tiger of Mysore'</i>	<i>Right to collect land revenue</i>
<i>Faujdari adalat</i>	<i>Sepoy</i> ♦
<i>Rani Channamma</i>	<i>Criminal court</i>
<i>Sipahi</i>	<i>Led an anti-British movement in Kitoor</i>

Answer.

<i>Diwani</i>	<i>Right to collect land revenue</i>
<i>'Tiger of Mysore'</i>	<i>Tipu Sultan</i>
<i>Faujdari adalat</i>	<i>Criminal court</i>
<i>Ram Channamma</i>	<i>Led an anti-British movement in Kitoor</i>
<i>Sipahi</i>	<i>Sepoy</i>

Question.2. Fill in the blanks:

- (a) The British conquest of Bengal began with the Battle of
- (b) Haider Ali and Tipu Sultan were the rulers of
- (c) Dalhousie implemented the Doctrine of
- (d) Maratha kingdoms were located mainly in the part of India.

Answer. (a) Plassey (b) Mysore

(c) Lapse (d) Western

Question.3. State whether true or false:

- (a) The Mughal empire became stronger in the eighteenth century.
- (b) The English East India Company was the only European company that traded with India.
- (c) Maharaja Ranjit Singh was the ruler of Punjab.
- (d) The British did not introduce administrative changes in the territories they conquered.

Answer. (a) False (b) False (c) True (d) False

Question.4. What attracted European trading companies to India?

- Answer.** (a) The fine qualities of cotton and silk produced in India.
 (b) Indian spices such as pepper, cloves, cardamom and cinnamon.

Question.5. What were the areas of conflict between the Bengal Nawabs and the East India Company?

Answer.(a) The Bengal nawabs asserted their power and autonomy and refused to grant the Company concessions,
(b) They demanded large tributes for the Company's right to trade,
(c) They denied the Company any right to mint coins,
(d) They stopped the Company from extending its fortifications
(e) Accusing the Company of deceit, they claimed that the Company was depriving the Bengal government of huge amounts of revenue and undermining the authority of the nawab. It was refusing to pay taxes, writing disrespectful letters, and trying to humiliate the nawab and his officials. These were the areas of conflict between the Bengal Nawabs and the East India Company.

Question.6. How did the assumption of Diwani benefit the East India Company?

Answer. The Mughal emperor, in 1765, appointed the Company %s the Diwan of the provinces of Bengal. The Diwani allowed the Company to exploit the vast revenue resources of Bengal. This solved a major problem that the company had earlier faced. Although its trade had expanded, it had to buy most of the goods in India with gold and silver imported from Britain. The overflow of gold from Britain stopped after the assumption of Diwani. Now revenue from India could finance Company expenses. These revenues they used to purchase cotton and silk textiles in India, maintain Company troops and meet the cost of building the Company fort and offices at Calcutta.

Question.7. Explain the system of 'subsidiary alliance'.

Answer. Under the system of 'subsidiary alliance', Indian rulers were not allowed to have their independent armed forces. They were to be protected by the Company, but had to pay for the 'subsidiary forces' that the Company was supposed to maintain for the purpose of this protection. If the Indian rulers failed to make the payment, the part of their territory was taken away as penalty. The states which had to lose their territories on this ground were Awadh and Hyderabad.

Question.8. In what way was the administration of the Company different from that of Indian rulers?

Answer. The administration of the Company was different from that of the Indian rulers in the following ways:

- (a) The Company divided its administrative units called Presidencies. There were three Presidencies— Bengal, Madras and Bombay. In India, districts were the main administrative units.
- (b) Each presidency was ruled by a Governor. Districts were ruled by the Collectors.
- (c) The supreme head of the administration of the Company was the Governor-General. But in India, the head of the administration was the king. .
- (d) The main job of the Governor-General was to introduce administrative reforms while the main job of the Collector was to collect revenue and taxes- and maintain law and order in his district.

Question.9. Describe the changes that occurred in the composition of the Company's army.

Answer. Several changes occurred in the composition of the Company's army:

- (a) The Company began recruitment for its own army, which came to be known as the sepoy army.
- (b) As the warfare technology changed from the 1820s, the cavalry recruitments of the Company's army declined.
- (c) The soldiers of the Company's army had to keep pace with changing military requirements and its infantry regiments now became more important.
- (d) In the early 19th century the British began to develop a uniform military culture. Soldiers were increasingly subjected to European style training, drill and discipline that regulated Their life for more than before.

Question. 10.After the British conquest of Bengal, Calcutta grew from a small village to a big city. Find out about the culture, architecture and the life of Europeans and Indians of the city

during the colonial period.

Answer. Students are suggested to visit their school library and collect information about it.

Question.11. Collect pictures, stories, poems and information about any of the following—the Rani of Jhansi, Mahadji Scindhia, Haider Ali, Maharaja Ranjit Singh, Lord Dalhousie or any other contemporary ruler of your choice.

Answer. For self-attempt.

MORE QUESTIONS SOLVED

Question.1.(i) Which one was not a trading company?

- (a) The Portuguese (b) The Dutch
(c) The French (d) The Japanese

(ii) What was farman?

- (a) It was a royal dress. (b) It was a royal order.
(c) It was a royal food. (d) It was a royal procession.

(iii) The Nawab of Bengal after Alivardi Khann was

- (a) Murshid Quli Khan (b) Tipu Sultan (c) Sirajuddaulah (d) Mir Qasim

(iv) The British who did the Company's army against Sirajuddaulah at Plassey was

- (a) Robert Clive (b) Lord Hastings
(c) Edmund Burke (d) Lord Dalhousie

(v) This Governor-General introduced the policy of 'paramountcy'.

- (a) Lord Hastings (b) Lord Dalhousie (c) Warren Hastings (d) Lord Bentinck

(vi) Which one of these was annexed on the basis of Dalhousie's 'Doctrine of Lapse'?

- (a) Punjab (b) Awadh
(c) Satara (d) Hyderabad

(vii) The Governor-General who was impeached

- (a) Lord Dalhousie
(b) Lord Mountbatten
(c) Warren Hastings (d) Lord Hastings

Answer. (i) (d), (ii) (b), (iii) (c), (iv) (a),

(v) (a), (vi) (c), (vii) (c).

Question.2. Fill in the blanks with appropriate words to complete each sentence.

(i) British territories were broadly divided into administrative units called

(ii) and were two famous Maratha soldiers and statesmen of the late 18th century.

(iii) The Royal Charter could not prevent other European powers from entering the markets.

(iv) The Bengal Nawabs asserted their power and autonomy after the death of

(v) was made the Nawab of Bengal after the defeat of Sirajuddaulah at Plassey.

(vi) The Company took over Awadh in the year

(vii) The principal figure in an Indian district was the

(viii) The first Anglo-Maratha war ended with the Treaty of

Answer. (i) Presidencies

(ii) Mahadji Sindhia; Nana Phadnavis

(iii) Eastern (iv) Aurangzeb

(v) Mir Jafar (vi) 1856

(vii) Collector (viii) Salbai

Question.3. State whether each of the following statements is True or False.

(i) The Maratha power was crushed in the third Anglo-Maratha war.

(ii) Tipu Sultan disallowed local merchants from trading with the Company.

(iii) The Company took away parts of territories from Punjab and Satara on the basis of 'subsidiary alliance'.

(iv) The Mughal emperor appointed the Company as the Diwgtz of the provinces of Bengal in the year 1700.

(v) Sirajuddaulah got help from his commander Mir Jafar and finally won victory in the Battle of Plassey.

(vi) Lord Dalhousie's 'Doctrine of Lapse' proved to be a total failure.

Answer. (i) True, (ii) True, (iii) False, (iv) True, (v) False, (vi) False.

Question.4. Match the items given in Column A correctly with those given in Column B.

Column A	Column B
(i) Trained soldiers on horseback	(a) Diwani adalat
(ii) Training in archery	(b) Sawars
(iii) A heavy gun used by infantry soldiers	(c) Seringapatam
(iv) Civil court	(d) Teerandazi
(v) Tipu Sultan	(e) Portuguese explorer
(vi) Vasco da Gama	(f) Musket

Answer. (i) (b), (ii) (d), (iii) (f), (iv) (a), (v) (c), (vi) (e).

VERY SHORT ANSWER TYPE QUESTIONS

Question. 1. Who was the ruler of England in 1600?

Answer. Queen Elizabeth I was the ruler of England in 1600.

Question.2. What caused huge loss of revenue in Bengal?

Answer. Aurangzeb's farman had granted the Company only the right to trade duty free. But the officials of the Company, who were carrying on private trade on side, also stopped paying duty. This caused a huge loss of revenue for Bengal.

Question.3. Why did the Company want a puppet ruler?

Answer. A puppet ruler would willingly give it trade concessions and other privileges.

Question.4. What was the main reason for the defeat of Sirajuddaulah at Plassey?

Answer. Mir Jafar, one of Sirajuddaulah's commanders, did not fight the battle.

Question.5. Why did the Battle of Plassey become famous?

Answer. It was the first major victory the Company won in India.

Question.6. Whom did the Company install in place of Mir Jafar?

Answer. Company installed Mir Qasim in place of Mir Jafar.

Question.7. How did the Company purchase Indian goods?

Answer. It purchased Indian goods with gold and silver imported from Britain.

Question.8. Who were called 'nabobs'?

Answer. Several Company officials returned to Britain with wealth and led flashy lives and showed their riches with great pride. They were called "nabobs".

Question.9. Who were the Residents?

Answer. The Residents were the political or commercial agents and their job was to serve and further the interests of the Company.

Question.10. What purpose did the Residents serve?

Answer. Through the residents, the Company officials began interfering in the internal affairs of Indian states.

Question.11 .Name the two rulers under whose leadership Mysore became powerful.

Answer. Haider Ali and his son, Tipu Sultan.

Question.12. Why did Tipu Sultan develop a close relationship with the French in India?

Answer. He did so in order to modernise his army with their help.

Question.13.What happened in the-Battle of Seringapatam?

Answer. Tipu Sultan was killed defending his capital Seringapatam.

Question.14. What was the result of the second Anglo-Maratha war?

Answer. The British gained Orissa and the territories north of the Yamuna river including Agra and Delhi.

Question.15 .What was the objective behind the Company's new policy of 'paramountcy'?

Answer. The Company claimed that its authority was paramount or supreme and therefore its power was greater than that of Indian states.

Question.16. What was the result of Rani Channamma's anti-British resistance movement?

Answer. She was put in the prison where she died.

Question. 17. What was Lord Dalhousie's Doctrine of Lapse?

Answer. If an Indian ruler died without a male heir his kingdom would become the part of Company territory.

Question.18 .Name the Kingdoms which were annexed on the basis of 'Doctrine of Lapse'.

Answer. Satara, Sambalpur, Udaipur, Nagpur and Jhansi.

Question.19. What constituted the Mughal army?

Answer. Cavalry and infantry, that is; paid soldiers.

Question.20. Why was Warren Hastings, the first Governor-General of India, tried after he returned to England?

Answer. He was tried for the misgovernance of Bengal.

Question.21 .What was the result of this trial?

Answer. Warren Hastings was impeached.

SHORT ANSWER TYPE QUESTIONS

Question.1. Give an account of different European trading companies besides the British East India Company that entered the Eastern markets.

Answer. Different European trading companies were:

(a) The Portuguese. By the time the first English ships sailed down the West coast of Africa, round the Cape of Good Hope, and crossed the Indian Ocean, the Portuguese had already established their presence in the western coast of India and had their base in Goa.

(b) The Dutch. By the early 17th century, the Dutch too were exploring the possibilities of trade in the Indian Ocean.

(c) The French. The French traders soon arrived on the scene for the same purpose.

Question.2. What were the grievances of the Company regarding the Nawabs of Bengal?

Answer. The Company declared that the unjust demands of the local officials were ruining the trade of the Company. Trade could flourish only if the duties were removed. It was also convinced that to expand trade it had to enlarge its settlements, buy up villages and rebuild its forts.

Question. 3. Write a note on Tipu Sultan—The 'Tiger of Mysore'.

Answer. Tipu Sultan was the famous ruler of Mysore. He ruled Mysore from 1782 to 1799. Under his leadership Mysore became very powerful. It controlled the profitable trade of the Malabar coast where the Company purchased pepper and cardamom. In 1785 Tipu Sultan stopped the export of these items through the ports of his kingdom, and disallowed local merchants from trading with the Company. He also developed relationship with the French in India to modernise his army with their help. The British got furious. They waged four battles against Tipu Sultan. The last battle proved

unfortunate for him. He was killed depending his capital Seringapatam. The way he resisted the British is undoubtedly praiseworthy.

Question.4. Give a brief description of all the three Anglo-Maratha wars. Also write the main consequences.

Answer. The Company waged a series of wars against the Marathas in order to crush Maratha power:

(a) In the first war there was no clear victor, hence it ended in 1782 with the Treaty of Salbai.

(b) The second Anglo-Maratha War began in 1803 and ended in 1805. This war was fought on different fronts resulting in the British gaining Orissa and the territories north of the Yamuna river including Agra and Delhi.

(c) The third Anglo-Maratha War of 1817-1819 crushed Maratha power. The Peshwa was removed. The Company now had complete control over the territories south of the Vindhyas.

Question.5. What administrative reforms were brought in the sphere of justice?

Answer. Before the reforms were brought, there were Maulvis and Hindu pandits who interpreted Indian laws for the European district collectors who presided over civil courts. The criminal courts were still under a qazi and a mufti. The Brahman pandits usually gave different interpretations of local laws. But there was no uniformity in them. To bring out about uniformity, in 1775 eleven pandits were asked to compile a digest of Hindu laws. N.B. Halhed translated this digest into English. By 1778 a code of Muslim laws was also compiled for the benefit of European judges, under the Regulating Act of 1773, a new Supreme Court was established, while a court of appeal—the Sadar Nizamal Adalat—was also set up at Calcutta.

LONG ANSWER TYPE QUESTIONS

Question.1. Give an account of the Battle of Plassey.

Answer. The Company was very keen to have a puppet ruler in place of Sirajuddaulah, so that it might enjoy trade concessions and other privileges. It began to help one of Sirajuddaulah's rivals become the nawab. This infuriated Sirajuddaulah. He sternly asked the Company to stop meddling in the political affairs of his dominion. After negotiations failed, the Nawab marched with his soldiers to the English factory at Kasimbazar, captured the Company officials, disarmed all Englishmen and blocked English ships. Then he marched to Calcutta to establish control over the Company's fort there. As soon as the Company officials in Madras heard the news of the fall of Calcutta, they sent forces under the command of Robert Clive, reinforced by naval fleets. Prolonged negotiations with the Nawab followed. But no concrete solution came out. Finally, in 1759, Robert Clive led the Company's army against Sirajuddaulah at Plassey.

In this battle, Sirajuddaulah got defeated. The main reason was that one of his commanders, Mir Jafar, did not fight the battle. He, in fact, supported the Company by not fighting because the Company had promised to make him Nawab after defeating Sirajuddaulah.

The victory of the Company in the Battle of Plassey gave it immense confidence. It was the first major victory of the Company in India.

Question.2. Who introduced the policy of 'paramounty'? What did it mean? What sort of resistance did the Company face?

Answer. Lord Hastings, who was the Governor-General of India from 1813 to 1823, introduced a new policy of 'paramounty'. Now the Company claimed that its authority was paramount or supreme, hence its power was greater than that of Indian states. In order to protect its interests it was justified in annexing or threatening to annex any Indian kingdom.

However, this process did not go unchallenged. For example, when the British tried to annex, the small state of Kitoor (in Karnataka today), Rani Channamma took to arms and led an anti-British resistance movement. She was arrested in 1823 and died in prison in 1829. But this resistance movement did not stop. It was carried on by Rajana, a poor chowkidar of Sangoli in Kitoor. With popular support he destroyed many British camps and records. He was also caught and hanged by the British in 1830.

Question.3. How did the East India Company begin trade in Bengal?

Answer. The East India Company set up first English factory on the banks of the river Hugh in the year 1651. This became the base from which the Company's traders, known at that time as 'factors', operated. The factory had a warehouse where goods for export were stored and it had offices where Company officials set. As trade expanded, the Company persuaded merchants and traders to come and settle near the factory.

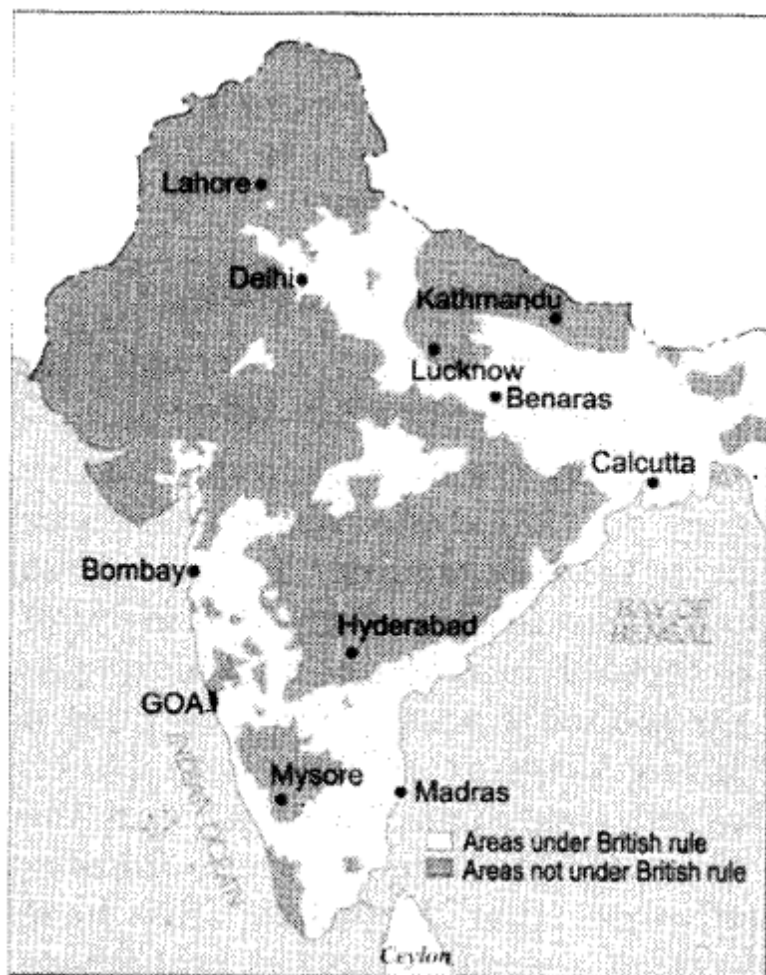
By 1696 the Company began to build a fort around the settlement. Two years later it bribed Mughal officials into giving the Company zamindari rights over three villages. One of these was Kalikata which later developed into a city, known as Calcutta. The Company also persuaded the Mughal emperor Aurangzeb to issue a farman granting the Company the right to trade duty-free. The Company tried continuously to press for more concessions and manipulate existing privileges. For instance, Aurangzeb's farman had granted only the Company the right to trade duty-free. But Company officials who were carrying on private trade on the side, were expected to pay duty. But they refused to pay. This caused huge loss of revenue for Bengal.

MAP SKILLS

Question.1. On outline maps of India show expansion of British territorial power in India.

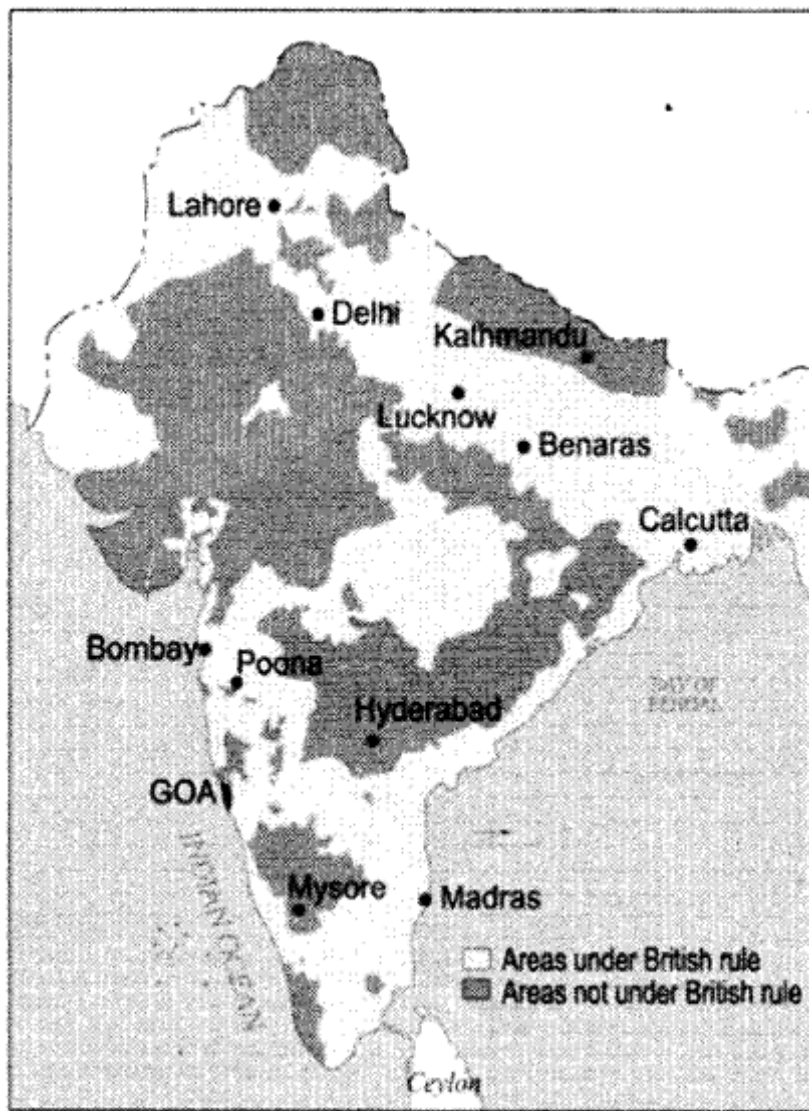


Map 1(a) India 1797



Map 1(b) *India 1840*

Answer.



Map 1(c) India 1867

Fig. 1 (a), (b), (c). Expansion of British territorial power in India.

SOURCE-BASED QUESTIONS

Question.1. Read the following extract taken from NCERT TEXTBOOK Class 8 History <http://freehomedelivery.net/> and answer the questions that follow.

The Nawab complains

In 1733 the Nawab of Bengal said this about the English traders:

When they first came into the country they petitioned the then government in a humble manner for liberty to purchase a spot of ground to build a factory house upon, which was no sooner granted but they built a strong fort, surrounded it with a ditch which has communication with the river and mounted a great number of guns upon the walls. They have enticed several merchants and others to go and take protection under them

and they collect a revenue which amounts to Rs 100,000 ... they rob and plunder and carry great number of the king's subjects of both sexes into slavery into their own country...

They have enticed several merchants and others to go and take protection under them.

Questions:

(i) What intention did the English traders show initially?

(ii) How did their activities divert later on?

Answers:

(i) When the English traders first came into the country they were very polite. They petitioned the then government in a humble manner for liberty to purchase a plot of ground to build a factory house there.

(ii) Slowly and steadily the English traders began to show rudeness. They built a strong fort, surrounded it with a ditch which had communication with the river and mounted a great number of guns upon the walls. They took great number of the king's subjects into slavery.

PICTURE-BASED QUESTIONS

Observe the following pictures taken from NCERT textbooks subsequently and answer the questions that follow:

Question.1.



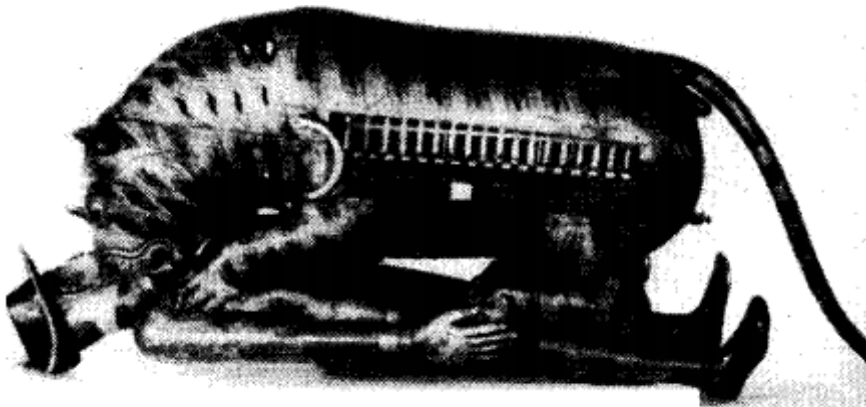
Questions:

- (i) Identify the person above.
- (ii) When was he appointed the Governor of Bengal?
- (iii) Which battle did he fight in '1757 and against whom?

Answers:

- (i) He is Robert Clive.
- (ii) He was appointed the Governor of Bengal in 1764.
- (iii) In 1757, he fought the Battle of Plassey against Sirajuddaulah.

Question.2.



Questions:

- (i) What is it?
- (ii) Where is it kept?
- (iii) When did the British take it away?

Answers:

- (i) It is a toy tiger of Tipu.
- (ii) It is kept in the Victoria and Albert Museum in London.
- (iii) The British took it away when Tipu Sultan died defending his capital Seringapatam on 4 May 1799.

Question. 1. Fill in the blanks:

- (a) The British described the tribal people as
- (b) The method of sowing seeds in jhum cultivation is known as
- (c) The tribal chiefs got titles in central India under the British land settlements.
- (d) Tribals went to work in the of Assam and the in Bihar.

Answer. (a) savage (b) broadcast

(c) land

(d) tea plantations, coal mines

Question.2. State whether true or false:

- (a) Jhum cultivators plough the land and sow seeds.
- (b) Cocoons were bought from the Santhals and sold by the traders at five times the purchase price.
- (c) Birsa urged his followers to purify themselves, give up drinking liquor and stop believing in witchcraft and sorcery.
- (d) The British wanted to preserve the tribal way of life.

Answer. (a) False (b) True (c) True (d) False

Question.3. What problems did shifting cultivators face under British rule?

Answer. The life of shifting cultivators was directly connected to the forest. So, when the British brought changes in forest laws, their life was badly affected. The British extended their control over all forests and declared that forests were state property. Some forests were classified as Reserved Forests for they produced timber which the British wanted. In these forests people were not allowed to move freely and practise jhum cultivations. As a result, many jhum cultivators had to move to other areas in search of work.

Question.4. How did the powers of tribal chiefs change under colonial rule?

Answer. The tribal chiefs were important people. They enjoyed a certain amount of economic power and had the right to administer and control their territories. Under the British rule, the functions and powers of these tribal chiefs changed to a great extent:

- (i) They were allowed to keep their land titles over a cluster of villages and rent out lands, but they lost much of their administrative power and were forced to follow laws made by British officials in India.
- (ii) They had to pay tribute to the British and discipline the tribal groups on behalf of the British.
- (iii) They lost the authority they had earlier enjoyed amongst their people, and were unable to fulfil their traditional functions.

Question.5. What accounts for the anger of the tribals against the dikus?

Answer. The tribals wanted to drive out the dikus—missionaries, moneylenders, Hindu landlords, and the government because they saw them as the cause of their misery. The following facts account for their anger against the dikus:

- (i) The land policies of the British were destroying their traditional land system.
- (ii) Hindu landlords and moneylenders were taking over their land.
- (iii) Missionaries were criticising their traditional culture.

Question.6. What was Birsa's vision of a golden age? Why do you think such a vision appealed to the people of the region?

Answer. Birsa was deeply influenced by many of the ideas he came in touch within his growing-up years. The movement that he led aimed at reforming tribal society. He urged the Munda to give up drinking liquor, clean their village, and stop believing in witchcraft and sorcery. He often remembered

the golden past of the Mundas, when they lived a good life, constructed embankments, tapped natural springs, planted trees and orchards, practised cultivation to earn their living. They did not kill their brethren and relatives. They lived honestly. Birsa wanted to restore this glorious past. Such a vision appealed to the people of the region because they were very much eager to lead a free life. They had got fed up with the colonial forest laws and the restrictions that were imposed on them.

Question.7. Find out from your parents, friends or teachers, the names of some heroes of other tribal revolts in the twentieth century. Write their story in your own words.

Answer. Students are suggested to do this work themselves.

Question.8. Choose any tribal group living in India today. Find out about their customs and way of life, and how their lives have changed in the last 50 years.

Answer. Students are suggested to visit a neighbouring tribal area and collect information regarding their customs and way of life and other things.

MORE QUESTIONS SOLVED

Question.1. Choose the correct option:

- (i) The Khonds belonged to
 - (a) Gujarat (b) Jharkhand
 - (c) Orissa (d) Punjab
- (ii) British officials saw these settled tribal groups as more civilised than hunter-gatherers
 - (a) Gonds (b) Santhals
 - (c) Khonds (d) Both (a) and (b)
- (iii) Vaishnav preachers were the worshippers of
 - (a) Shiva (b) Durga
 - (c) Krishna (d) Vishnu
- (iv) Kusum and palash flowers were used to
 - (a) prepare medicines
 - (b) make garlands
 - (c) colour clothes and leather
 - (d) prepare hair oil
- (v) The Gaddis of Kulu were
 - (a) shepherds (b) cattle herders (c) fruit gatherers (d) hunters

Answer. (i) (c), (ii) (d), (iii) (d), (iv) (c), (v) (a).

Question.2. Fill in the blanks with appropriate words to complete each sentence.

- (i) The lives of shifting cultivators depended on free movement within
- (ii) The were not ready to work as labourers.
- (iii) The British wanted tribal groups to and become cultivators.
- (iv) The British declare that forests were property.
- (v) Birsa was born in a family of a tribal group that lived in
- (vi) The Santhals of Hazaribagh reared

Answer. (i) forests (ii) Baigas

(iii) settle down, peasant

(iv) state

(v) Mundas, Chhottanagpur (vi) cocoons

Question.3. State whether each of the following statements is True or False.

- (i) The traders and moneylenders never deceived the tribal people.
- (ii) The silk growers earned huge amount of wealth and therefore enjoyed a happy life.
- (iii) Many tribal groups did not like the colonial forest laws and therefore revolted.
- (iv) The jhum cultivators in north-east India stopped their traditional practice.
- (v) The tribal Chiefs lost their authority under the British rule.

Answer. (i) False, (ii) False, (iii) True, (iv) False, (v) True.

Question.4. Match the items given in Column A correctly with those given in Column B.

Column A	Column B
(i) <i>Baigas</i>	(a) <i>Punjab</i>
(ii) <i>Van Gujjars</i>	(b) <i>Andhra Pradesh</i>
(iii) <i>Gaddis</i>	(c) <i>Jharkhand</i>
(iv) <i>Labadis</i>	(d) <i>Central India</i>
(v) <i>Santhals</i>	(e) <i>Kulu</i>

Answer. (i)(d), (ii)(a), (iii)(e), (iv)(b), (v)(c).

VERY SHORT ANSWER QUESTIONS

Question.1. Mention different types of activities of the tribal people.

Answer. (a) Some practised jhum cultivation, (b) Some were hunter-gatherers.

(c) Some herded animals.

(d) Some took to settled cultivation.

Question.2. Why did the British want tribal groups to settle down and become peasant cultivators?

Answer. It was because settled peasants were easier to control and administer than people who were always on the move.

Question.3. Why did the British introduce land settlements?

Answer. They did so in order to get a regular revenue source for the state.

Question.4. Why were some forests classified as Reserved Forests?

Answer. These forests produced timber which the British wanted.

Question.5. What problem did the British face after they stopped the tribal people from living inside forests?

Answer. They faced the problem of shortage of labour.

Question.6. Why did the Forest Department establish forest villages?

Answer. It did so in order to ensure a regular supply of cheap labour.

Question.7. How did the tribal groups view the market and the traders?

Answer. They viewed them as their main enemies.

Question.8. Who was Birsa?

Answer. Birsa belonged to a family of Mundas, a tribal group that lived in Chottanagpur.

Question.9. What did people say about him?

Answer. People said that he had miraculous powers. He could cure all diseases and multiply grain.

Question.10. What problems did Birsa set out to resolve?

Answer. (a) The familiar ways of tribals seemed to be disappearing.

(b) Their livelihoods were under threat.

(c) The religion appeared to be in danger. Birsa set out to resolve these problems.

Question.11. Who were the outsiders being referred to as dikus? [Imp.]

Answer. Traders, moneylenders, missionaries, Hindu landlords and the British were the outsiders being referred to as dikus.

Question.12. On what charges was Birsa convicted?

Answer. Birsa was convicted on the charges of rioting.

Question.13. When did Birsa die and how?

Answer. He died of cholera in 1900.

Question.14. When and where was the forest satyagraha staged?

Answer. The forest satyagraha occurred in 1930s in the Central Provinces.

SHORT ANSWER TYPE QUESTIONS

Question.1. What were the main activities of the Khonds living in the forests of Orissa?

Answer. The Khonds were basically hunter- gatherers. They regularly went out on collective hunts and then divided the meat amongst themselves. They ate fruits and roots collected from the forest and cooked food with the oil they extracted from the seeds of the sal and mahua. They used many forest shrubs and herbs for medicinal purposes and sold forest produce in the local markets. All their activities were based on forest.

Question.2. How did traders and moneylenders exploit the tribal people?

Or

How were traders and moneylenders cause of the tribals' misery? [V. Imp.]

Answer. Tribal groups often needed to buy and sell in order to be able to get the goods that were not produced within the locality. This led to their dependence on traders and moneylenders. Traders came around with things for sale. They sold the goods at high prices.

Moneylenders used to give loans with which the tribals met their cash needs, adding to what they earned. But the interest charged on the loans was very high. Thus, both traders and moneylenders always exploited the tribal people. It is therefore the tribals- saw them as evil outsiders and the cause of their misery.

Question.3. How did the British officials view settled tribal groups and those who moved about from place to place?

Answer. The British officials saw settled tribal groups such as the Gonds and Santhals as more civilised than hunter-gatherers or shifting cultivators. These tribal groups lived in the forests and kept on moving. They did not have a fixed home. The British considered them wild and savage and therefore they needed to be settled and civilised.

Question.4. Describe land settlements introduced by the British.

Answer. The British introduced land settlements to ensure a regular revenue source for the state. Under these settlements:

- the British measured the land, defined the rights of each individual to that land, and fixed the revenue demand for the state.
- some peasants were declared landowners, others tenants. The tenants were to pay rent to the landowner who in turn paid revenue to the state.

Question.5. Why was the British effort to settle jhum cultivators not very successful?

Answer.(a) It is usually difficult to carry on settled plough cultivation in areas where water is scarce and the soil is dry.

(b) Jhum cultivators who took to plough cultivation often suffered since their fields did not produce good yields. Hence, the jhum cultivators in north-east India insisted on continuing with their traditional practice.

(c) The British faced widespread protests. Therefore, they allowed them to carry on shifting cultivation in some parts of the forest.

Question.6. What problem did the British face after they brought changes in forest laws? How did they solve this problem?

Answer. The British stopped the tribal people from living inside forests by introducing some changes in forest laws. This created a problem. They lost labour force because most of the jhum cultivators moved to other areas in search of work. Who would cut trees for railway sleepers and transport logs? Colonial officials solved this problem by giving jhum cultivators small patches of land in the forests and allowing them to cultivate these on the condition that these who lived in villages would have to provide labour to the Forest Department and look after the forests. The Forest Department established forest villages in many regions to ensure a regular supply of cheap labour.

Question.7. Give a brief history of the revolts by different tribal groups in the country.

Answer. Several tribal groups in different parts of the country were unhappy with the changes they were experiencing and the problems they were facing under the British rule. Finally, they rebelled against the changes in laws, the restrictions on their practices, the new taxes they had to pay, and the exploitation by traders and moneylenders.

- The Kols rebelled in 1831-32.
- The Santhals rose in revolt in 1855.
- The Bastar Rebellion in central India broke out in 1910.
- The Warli Revolt in Maharashtra in 1940.
- Birsa Munda also led one such movement.

Question.8. How did Birsa resume his movement after his release in 1897?

Answer. Birsa was released in 1897. Now he began touring the villages to gather support. He used traditional symbols and language to rouse people, urging them to destroy dikus and the Europeans and establish a kingdom under his leadership. Birsa's followers began targetting the symbols of dikus and European power. They attacked police stations and churches and raided the property of moneylenders and zamindars. They raised the white flag as a symbol of Birsa Raj.

Question.9. In what ways was the Birsa movement significant?

Answer. The Birsa movement was significant in two ways:

- (a) It forced the colonial government to introduce laws so that the land of the tribals could not easily be taken over by dikus.
- (b) It showed once again that the tribal people had the capacity to protest against injustice and express their anger against colonial rule. They did this in their own specific way, inventing their own rituals and symbols of struggle.

LONG ANSWER TYPE QUESTIONS

Question. 1. How did different tribal groups live? Describe in brief.

Answer. Tribal people were involved in many different types of activities:

- (a) Some tribal people practised jhum cultivation also known as shifting cultivation. This was done on small patches of land, mostly in forests. The cultivators cleared off small patches of land. They then burnt the vegetation and spread the ash from the firing, which contained potash to fertilise the soil. They used equipments like axe and hoe for preparing the soil for cultivation. Then they scattered the seeds on the field. Once the crop was ready, and harvested, they moved to another field. Shifting cultivators were found in the hilly and forested tracts of north-east and central India.
- (b) Some tribal groups were engaged in hunting animals and gathering forest produce, hence known as "hunter-gatherers". They saw forests as essential for survival. The Khonds were such a community living in the forests of Orissa. They regularly went out on collective hunts and then divided the meat amongst themselves. They ate fruits and roots and cooked food with the oil they extracted from the seeds of the sal and mahua. They got rice and other grains in return for their valuable forest produce. Sometimes they did odd jobs in the villages like carrying loads, etc.
- (c) Some tribal groups lived by herding and rearing animals. They were pastoralists who moved with their herds of cattle or sheep according to the seasons. For examples, the Vicm Gujjars of Punjab hills, and the Labadis of Andhra Pradesh were cattle herders, the Gaddis of Kulu were shepherds and the Bakarwals of Kashmir reared goats.
- (d) Some tribal community took to settled cultivation. They cultivated their fields in one place year after year, instead of moving from place to place. They began to use the plough and gradually got rights over the land they lived on.

Question. 2. Give a brief life sketch of Birsa Munda.

Answer. Birsa was born in the mid-1870s in a family of Mundas, a tribal group that lived in Chottanagpur. He grew up around the forests of Bohanda, grazing sheep, playing flute and dancing in the local akharas. As an adolescent Birsa heard tales of the Munda uprisings of the past and saw sirdars (leaders) of the community urging the people to revolt.

Birsa took great interest in the sermons of missionaries because they inspired the Mundas to attain their lost rights. He also enjoyed the company of a prominent Vaishnav preacher. He wore the sacred thread and began to value the importance of purity and piety.

He decided to reform tribal society. He urged the Mundas to give up all their bad practices like drinking liquor, etc. Here, it is worth-mentioning that Birsa also turned against missionaries and Hindu landlords.

He urged his followers to restore their glorious past. He talked of a golden age in the past—when Mundas lived a very good life. They did not kill their brethren and relatives. Birsa wanted to see these qualities again in the tribal society.

The British officials got terrified to visualise the political aims of Birsa Munda. As the movement spread, the government arrested him in 1895, convicted him on the charges of rioting. He was also jailed him for two years.

After Birsa was released in 1897, he began to tour the villages to gather support. He urged his supporters to destroy dikus and the Europeans. In 1900, he died of cholera and the movement faded out. But it proved significant in the long run.

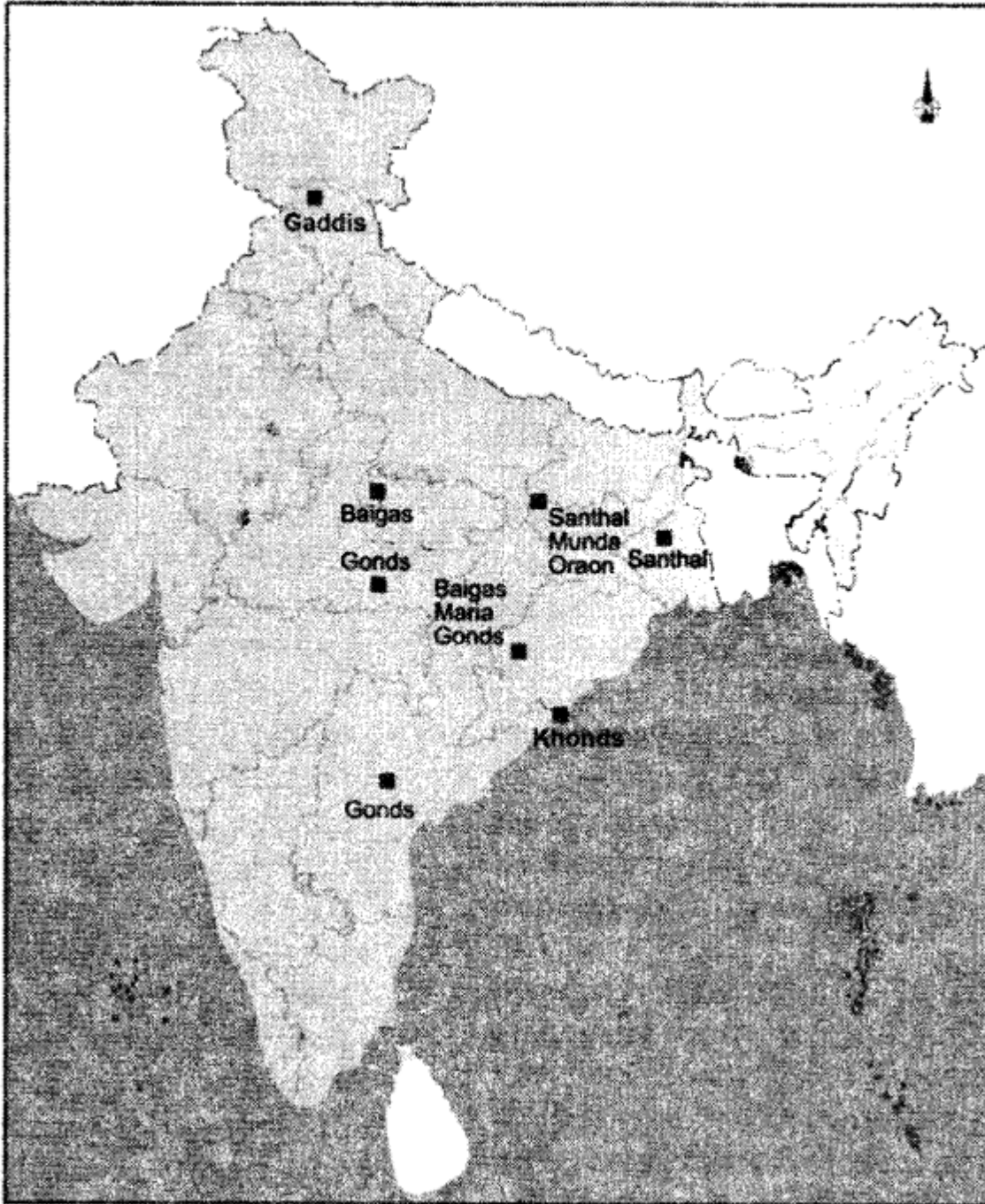
MAP SKILLS

Question.1. On an outline political map of India, mark the location of the following tribal groups in India:

- (a) Gaddis (b) Gonds (c) Santhals (d) Baigas
(e) Mundas (f) Khonds



Answer.



SOURCE-BASED QUESTIONS

Question.1. Read the following extract (Source 2) taken from the NCERT TEXTBOOK Class 8 History <http://freehomedelivery.net/> and answer the questions that follow:

“In this land of the English how hard it is to live”

In the 1930s Verrier Elwin visited the land of the Baigas—a tribal group in central India. He wanted to know about them—their customs and practices, their art and folklore. He recorded many songs that lamented the hard time the Baigas were having under British rule.

In this land of the English how hard
it is to live

How hard it is to live

In the village sits the landlord

In the gate sits the Kotwar
In the garden sits the Patwari
In the field sits the government
In this land of the English how hard
it is to live

To pay cattle tax we have to sell cow To pay forest tax we have to sell buffalo To pay land tax
we have to sell bullock How are we to get our food?

In this land of the English .

Quoted in Verrier Elwin and Shamrao Hiwale, Songs of the Maikal, p. 316.

Questions:

- (i) Who were the Baigas?
- (ii) Why did Verrier Elwin visit their land?
- (iii) What were the songs about?

Answers:

- (i) The Baigas were a tribal group living in central India.
- (ii) Verrier Elwin visited their land because he was very curious about them. He wanted to know their customs, and practices, their art and folklore.
- (iii) The songs that he recorded lamented the hard time the Baigas were having under British rule.

PICTURE-BASED QUESTIONS

Question.1. Observe the given picture taken from NCERT TEXTBOOK Class 8 History
<http://freehomedelivery.net/> and answer the questions that follow:



Questions:

- (i) What do you see in the above picture?
- (ii) Under what circumstances did they work?

Answers:

- (i) They are coalminers of Bihar (new Jharkhand) 1948.

(ii) They had to work deep down in the dark and suffocating mines. Working in this condition was not only back-breaking and dangerous, it was often literally killing.

**NCERT Solutions For Class 8 History Social Science <http://freehomedelivery.net/Chapter 5>
When People Rebel**

**NCERT TEXTBOOK CLASS 8 HISTORY <HTTP://FREEHOMEDELIVERY.NET/QUESTIONS>
SOLVED**

Question.1. What was the demand of Rani Lakshmibai of Jhansi that was refused by the British?

Answer. Rani Lakshmibai of Jhansi wanted the Company to recognise her adopted son as the heir to the kingdom after the death of her husband. But the British refused her plea.

Question.2. What did the British do to protect the interests of those who converted to Christianity?

Answer. Those who converted to Christianity would inherit the property of his ancestors.

Question.3. What objections did the sepoys have to the new cartridges that they were asked to use?

Answer. The sepoys objected that the new cartridges that they were asked to use were coated with the fat of cows and pigs.

Question.4. How did the last Mughal emperor live the last years of his life?

Answer. The last Mughal emperor lived a very pathetic life during the last years of his life. He was tried in court and sentenced to life imprisonment. He and his wife were sent to prison in Rangoon. He died there after four years.

Question.5. What could be the reasons for the confidence of the British rulers about their position in India before May 1857?

Answer. The reasons are given below:

- (i) Since the mid-18th century Nawabs and Rajas had gradually lost their authority and honour. Residents had been stationed in many courts, the freedom of the rulers reduced, their armed forces disbanded and their revenues and territories taken away by stages.
- (ii) The Company decided to end the Mughal dynasty. In 1849, Governor-General Dalhousie announced that after the death of Bahadur Shah Zafar the family of the king would be shifted out of the Red Fort. In 1856, Governor-General Canning decided that Bahadur Shah Zafar would be the last Mughal emperor and after his death his descendants would be recognised as princes.

Question.6. What impact did Bahadur Shah Zafar's support to the rebellion have on the people and the ruling families?

Answer. Bahadur Shah Zafar's support to the rebellion boosted the morale of the people and the ruling families. They became united to fight the British authority with double spirit.

People of the towns and villages rose up in rebellion and rallied around local leaders, zamindars and chiefs. Nana Saheb, the adopted son of the late Peshwa Baji Rao, who lived near Kanpur, gathered armed forces and expelled the British garrison from the city. He proclaimed himself Peshwa. He declared that he was a Governor under emperor Bahadur Shah Zafar. In Lucknow, Birjis Qadr, the son of the deposed Nawab Wajid Ali Shah, was proclaimed the new Nawab. He too acknowledged the suzerainty of Bahadur Shah Zafar.

In Jhansi, Rani Lakshmibai joined the rebel sepoys and fought the British along with Tantia Tope, the general of Nana Saheb.

Question.7. How did the British succeed in securing the submission of the rebel landowners of Awadh?

Answer. The British succeeded in securing the submission of the rebel landowners of Awadh by providing them inheritance rights, i.e. they would enjoy the traditional rights over their land. The British also exempted them from taxes.

Question.8. In what ways did the British change their policies as a result of the rebellion of 1857?

Answer. As a result of the rebellion of 1857, the British changed their policies. Following are the important changes that the British made:

- (i) The powers of the East India Company, was transferred to the British Crown in order to ensure a more responsible management of Indian affairs.
- (ii) The Governor-General of India was given the title of Viceroy, that is, a personal representative of the Crown.
- (iii) All ruling chiefs of the country were assured that their territory would never be annexed in future. They were allowed to pass on their kingdoms to their heirs, including adopted son. But they had to acknowledge the British queen as their Sovereign Paramount.
- (iv) It was decided that the proportion of Indian soldiers in the army would be reduced and the number of European soldiers would be increased. It was also decided that instead of recruiting soldiers from Awadh, Bihar, Central India and South India more soldiers would be recruited from among the Gorkhs, Sikhs and Pathans.
- (v) The British decided to respect the customary religions and social practices of the people in India.

Question.9. Find out stories and songs remembered by people in your area or your family about San Satavan Ki Ladaai. What memories do people cherish about the great uprising?

Answer. Students are suggested to visit the library of their school and collect songs and stories related to the revolt of 1857.

Question.10 .Find out more about Rani Lakshmibai of Jhansi. In what ways would she have been an unusual woman for her times?

Answer. Rani Lakshmibai of Jhansi played a vital role in the revolt of 1857. She fought bravely with the British force. She challenged the British law which had debarred her adopted son from being the ruler. She was one of the great forces behind the revolt against the British. The matchless courage that she showed is rare.

MORE QUESTIONS SOLVED

Question.1.Choose the correct option:

- (i) The new law passed in 1850 made
 - (a) conversion into Christianity easier
 - (b) people of India Christians
 - (c) the life of the Indians difficult
 - (d) none of the above
- (ii) The Revolt of 1857 began from:
 - (a) Lucknow (b) Kanpur
 - (c) Awadh (d) Meerut
- (iii) Mangal Pandey, a young soldier, was hanged to death for
 - (a) killing an Englishman
 - (b) attacking his officers in Barrackpore
 - (c) telling lies
 - (d) attacking English factories
- (iv) The Mughal emperor Bahadur Shah Zafar died in-
 - (a) the Rangoon jail
 - (b) the Royal palace
 - (c) the Mosque
 - (d) the Audience Hall
- (v) The British regained control of the country in the year
 - (a) 1857 (b) 1858
 - (c) 1859 (d) 1860

Answer. (i) (a), (ii) (d), (iii) (b), (iv) (a), (v) (c)

Question.2. Fill in the blanks with appropriate words to complete each sentence.

- (i) In the countryside peasants and zamindars resented the and the rigid methods of collection.
- (ii) The British passed laws to stop the practice of and to encourage the of widows.
- (iii) The rebels rushed to Delhi from Meerut and proclaimed as their leader.
- (iv) Nana Saheb, the adopted son of the late Peshwa Baji Rao, gathered armed forces and expelled the from the city.
- (v) fought a guerrilla war against the British with the support of several tribal and peasant leaders.

Answer. (i) High taxes; revenue

(ii) Sati, remarriage

(iii) Bahadur Shah Zafar

(iv) British Garrison

(v) Tantia Tope

Question.3. State whether each of the following statements is True or False.

- (i) None of the Indians wanted to change existing social practices.
- (ii) In 1856, Governor-General Canning decided that Bahadur Shah Zafar would be the last Mughal king.
- (iii) The Indian sepoys were unhappy about their pay, allowances and conditions of service.
- (iv) The British could not repress the revolt and called the rebels for negotiations.
- (v) After the Revolt of 1857, the Governor-General of India was given the title of Admiral-General.

Answer. (i) False, (ii) True, (iii) True, (iv) False, (v) False

Question.4. Match the items given in Column A correctly with those given in Column B.

Column A

Column B

- | | |
|----------------------|--------------|
| (i) Birjis Qadr | (a) Bihar |
| (ii) Rani Lakshmibai | (b) Faizabad |
| (iii) Kunwar Singh | (c) Jhansi |
| (iv) Bakht Khan | (d) Lucknow |
| (v) Ahmadullah Shah | (e) Bareilly |

Answer. (i) (d), (ii) (c), (iii) (a), (iv) (e) (v) (b).

VERY SHORT ANSWER TYPE QUESTIONS

Question.1. What was the plea of Nana Saheb, the adopted son of Peshwa Baji Rao-II?

Answer. Nana Saheb pleaded that he be given his father's pension when the latter died.

Question.2. What was the first step taken by the Company towards ending the Mughal dynasty?

Answer. The name of the Mughal king was removed from the coins minted by the Company.

Question.3. Why were the Indian sepoys unhappy with the British rule? Give any one reason.

Answer. The Indian sepoys were underpaid.

Question.4. What rumour spread among the sepoys of the Meerut regiment about the new cartridges?

Answer. The rumour spread that the new cartridges were coated with the fat of cows and pigs.

Question.5. What did the ageing Mughal emperor Bahadur Shah Zafar do after he was declared the leader of the rebels?

Answer. He wrote letters to all the chiefs and rulers of the country to come forward and organise a confederacy of Indian states to fight the British.

Question.6. Name any two smaller rulers who acknowledged the suzerainty of Bahadur Shah Zafar.

Answer. Nana Saheb and Bijiis Qadr.

Question.7. Who was Tantia Tope?

Answer. He was the General of Nana Saheb.

Question.8. Who was Ahmadullah Shah? What was his prophesy?

Answer. Ahmadullah Shah was a maulvi from Faizabad. His prophesy was that the rule of the British would soon come to an end.

Question.9. Who was Bakht Khan?

Answer. Bakht Khan was a soldier from Bareilly. He took charge of a large force of fighters who came to Delhi.

Question.10 . When did the British recapture Delhi?

Answer. The British recaptured Delhi in September 1857.

Question.11. Why were the powers of the East India Company transferred to the British Crown?

Answer. The powers of the East India Company were transferred to the British Crown in order to ensure a more responsible management of Indian affairs.

Question.12 . Under what condition the ruling chiefs could pass on their kingdoms to their heirs?

Answer. They could do so only when they were ready to acknowledge the British Queen as their Sovereign Paramount.

Question.13. Why did the British treat Muslims with suspicion and hostility?

Answer. The British believed that Muslims were responsible for the rebellion in a big way.

SHORT ANSWER TYPE QUESTIONS

Question.1. Under what pretext did the Company take over Awadh?

Answer. In 1801, a subsidiary alliance was imposed on Awadh, and in 1856, it was taken over. Governor-General Dalhousie declared that the territory was being misgoverned and British rule was needed to ensure proper administration.

Question.2. How did the Company plan to bring an end to the Mughal dynasty?

Answer. (a) First of all the name of the Mughal king was removed from the coins minted by the Company.

(b) In 1849, Governor-General Dalhousie announced that after the death of Bahadur Shah Zafar, the family of the king would be shifted out of the Red Fort and given another place in Delhi to live in.

(c) In 1856, Governor-General "Canning decided that Bahadur Shah Zafar would be the last Mughal king and after his death his descendants would be known as princes.

Question.3. Why were the Indian sepoys in the employ of the Company discontented? Give sufficient reasons.

Answer. Reasons for their discontentment:

(a) The Indian sepoys were given poor salaries and allowances.

(b) The conditions of service also made them unhappy.

(c) Some of the new rules even violated their religious sentiments and beliefs.

(d) Those were the days when many people in the country believed that if they crossed the sea they would lose their religion and caste. So when in 1824 the sepoys were told to go to Burma by the sea route to fight for the Company, they refused to follow this order. As a result they were given severe punishment. What is more, in 1856, the Company passed a new law which stated that every new person who took up employment in the Company's army had to agree to serve overseas if required.

Question.4. What reforms did the British introduce in the Indian society? How did the people of India respond to them?

Answer. The British introduced several reforms:

(a) They passed laws to stop the practice of sati and to encourage the remarriage of widows.

(b) They promoted English language education.

(c) In 1850, the Company passed a new law that made the conversion to Christianity easier.

Many Indians began to feel that the British were destroying their religion, their social customs and their traditional way of life. But at the same time there were other Indians who readily accepted the reforms introduced by the British. In fact, they wanted to change existing social practices.

Question.5. Why did the chiefs and rulers support the Mughal emperor Bahadur Shah Zafar in the revolt?

Answer. The Mughal dynasty had ruled over a large part of the country. Most smaller rulers and chieftains controlled different territories on behalf of the Mughal ruler. Threatened by the expansion of British rule, many of them felt that if the Mughal emperor could rule again, they too would be able to rule their own territories once more, under the Mughal authority.

Question.6. How did the British try to win back the loyalty of the people after they recaptured Delhi?

Answer. (a) The British announced rewards for loyal landholders by allowing them to continue to enjoy traditional rights over their lands.

(b) Those who had rebelled were told that if they submitted to the British and if they had not killed any white people, they would remain safe and their rights and claims to land would not be denied.

LONG ANSWER TYPE QUESTIONS

Question. 1. How did other Indian soldiers in Meerut participate in the Revolt of 1857? How did the regiments stationed in Delhi respond when they came to know about the arrival of the Meerut sepoys in the city?

Answer. The other Indian soldiers in Meerut participated in the uprising wholeheartedly. On 10 May, 1857 they marched to the jail in Meerut and released the sepoys who were sentenced to ten years' jail for disobeying their officers. They attacked and killed British officers. They captured guns and ammunition and set fire to the buildings and properties of the British and declared war on the firangis. The soldiers were determined to bring an end to the British rule in the country.

The sepoys of Meerut rushed to Delhi in the early hours on 11 May. As news of their arrival spread, the regiments stationed in Delhi also rose up in rebellion. Again British officers were killed, arms and ammunition were seized, buildings were set on fire. Triumphant soldiers gathered around the walls of the Red Fort where the Mughal emperor Bahadur Shah Zafar lived, demanding to meet him. The emperor was not willing to challenge the mighty British power but the soldiers persisted. They forced their way into the palace and proclaimed Bahadur Shah Zafar as their leaders. The emperor finally accepted this demand. After getting the leader, the soldiers began to plan for further action.

Question.2. How did the rebellion spread to other regions of the country?

Answer. The position of the British became very weak in Delhi and they were almost defeated by the rebel force. Therefore, there was no uprising for almost a week. Afterwards a spurt of mutinies began in several parts of India. Regiment after regiment mutinied and took to join other troops at nodal points like Delhi, Kanpur and Lucknow. After them, the people of the towns and villages also rose up in rebellion. They rallied around local leaders, zamindars and chiefs who were prepared to establish their authority and fight the British.

Nana Saheb, the adopted son of the late Peshwa Baji Rao who lived near Kanpur, gathered armed forces and expelled the British Garrison from the city. He proclaimed himself Peshwa. He declared that he was a Governor under emperor Bahadur Shah Zafar. In Lucknow, Birjis Qadr, the son of the deposed Nawab Wajid Ali Shah, was proclaimed the new Nawab. He too acknowledged the suzerainty of Bahadur Shah Zafar.

In Jhansi, Rani Lakshmibai joined the rebel sepoys and fought the British along with Tantia Tope, the General of Nana Saheb.

A situation of widespread rebellion also developed in the region of Awadh. Many new leaders also

came up and joined the revolt. Ahmadullah Shah, a maulvi from Faizabad, raised a large force of supporters. He came to Lucknow to fight the British.

In Delhi, a large number of religious warriors came together to wipe out the white people. Bakht Khan, a soldier from Bareilly, took charge of a large force of fighters who came to Delhi. In Bihar, an old zamindar, Kunwar Singh, joined the rebel sepoys and battled with the British for several months.

Question.3. How did the Company suppress the revolt?

Answer. The Company did not get nervous to see the strength of the rebel forces. Instead, it decided to suppress the revolt with all its might. It brought reinforcements from England, passed new laws so that the rebels could be convicted with ease, and then moved into the storm centres of the revolt. Delhi was recaptured from the rebel forces in September 1857. The last Mughal emperor, Bahadur Shah Zafar was tried in court and sentenced to life imprisonment. He and his wife were sent to prison in Rangoon in October 1858.

The recapture of Delhi did not mean that the rebellion died down completely. People continued to resist and battle the British. So, the British had to fight for two years to suppress the massive forces of popular rebellion.

The British took Lucknow in 1858. Rani Lakshmibai was defeated and killed in June 1858. Tantia Tope, who fought

a guerrilla war, was finally captured, tried and killed in April 1859.

SOURCE-BASED QUESTIONS



Question.1. Read the following extract taken from the NCERT TEXTBOOK Class 8 History [http://freehomedelivery.net/\(page 53\)](http://freehomedelivery.net/(page 53)) and answer the questions that follow:

The list of eighty-four rules

Given here are excerpts from the book *Majha Pravaas*, written by Vishnubhatt Godse, a Brahman from a village in Maharashtra. He and his uncle had set out to attend a *yajna* being organised in Mathura. Vishnubhatt writes that they met some sepoy on the way who told them that they should not proceed on the journey because a massive upheaval was going to break out in three days. The sepoy said:

the English were determined to wipe out the religions of the Hindus and the Muslims ... they had made a list of eighty-four rules and announced these in a gathering of all big kings and princes in Calcutta. They said that the kings refused to accept these rules and warned the English of dire consequences and massive upheaval if these are implemented ... that the kings all returned to their capitals in great anger ... all the big people began making plans. A date was fixed for the war of religion and the secret plan had been circulated from the cantonment in Meerut by letters sent to different cantonments.

*Vishnubhatt Godse, Majha Pravaas,
pp. 23-24.*

Questions:

- (i) Who was Vishnubhatt Godse? Where was he going and for what purpose?
- (ii) Whom did he meet on the way? What did they tell him?

(iii) What further information did they give to Vishnubhatt?

Answers:

- (i) Vishnubhatt Godse was a Brahman from a village in Maharashtra. He was going to Mathura to attend a yajna.
- (ii) He met some sepoys on the way. The sepoys told him that he should not proceed on the journey because a massive upheaval was going to break out in three days.
- (iii) The sepoys further informed Vishnubhatt about the ways the British were destroying the religions of the Hindus and the Muslims and anger that spread due to it among the rulers and the common mass. All the big people had fixed a date for the war of religion and that date would be coming in three days.

PICTURE-BASED QUESTIONS

Question.1. Observe the picture given below taken from NCERT TEXTBOOK Class 8 History <http://freehomedelivery.net/> and answer the questions that follow:



Questions:

- (i) What do you see in the above picture?**
- (ii) What does the artist want to show?**

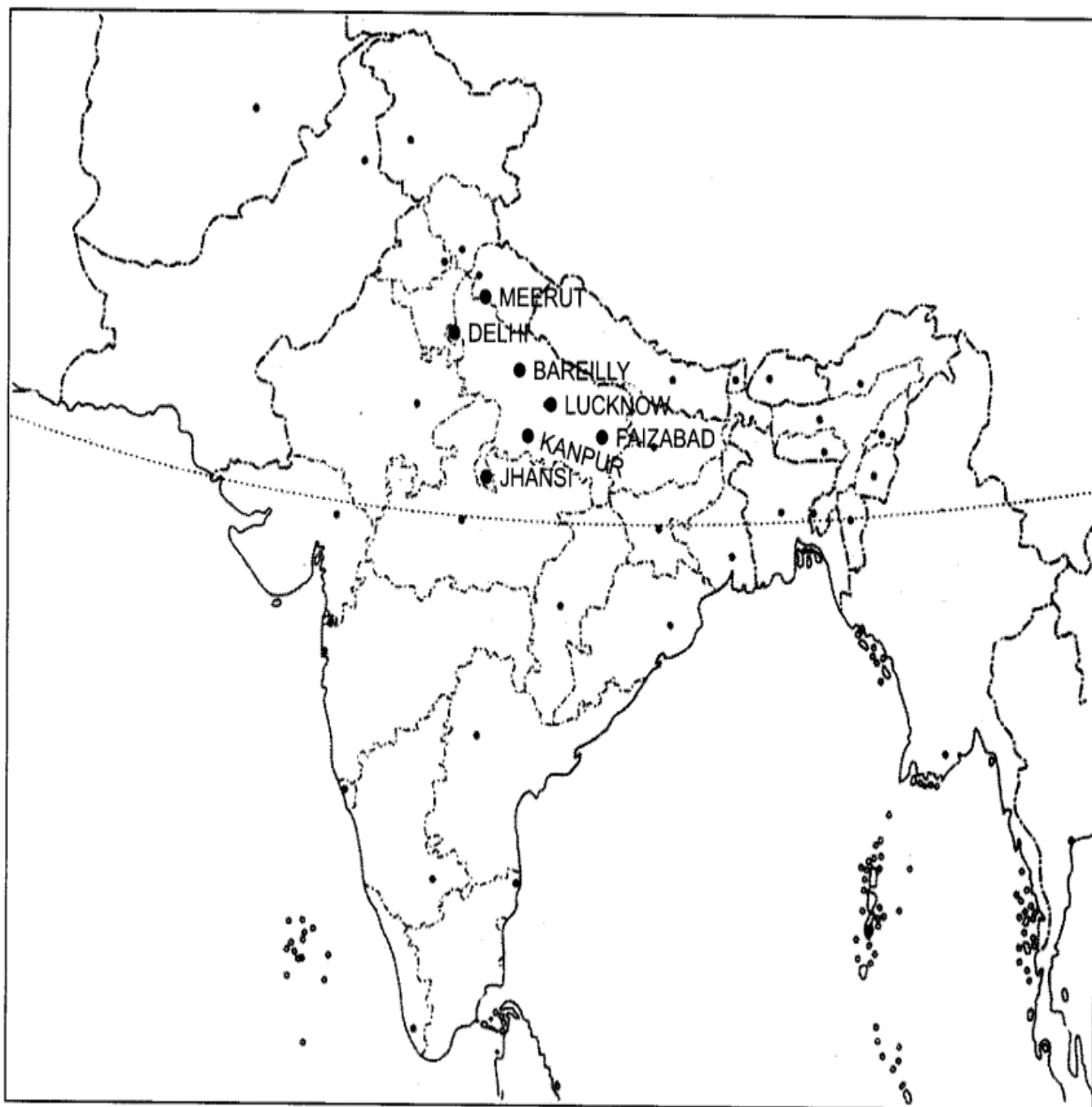
Answers:

- (i) British forces are capturing the rebels.
- (ii) The artist wants to show the might of the British soldiers who valiantly advanced on the rebel forces.

MAP SKILLS

Question.1. On an outline political map of India, mark the important centres of Revolt in North India.

Answer.



NCERT Solutions For Class 8 History Social Science <http://freehomedelivery.net/Chapter 6 Colonialism and the City>

NCERT TEXTBOOK CLASS 8 HISTORY <HTTP://FREEHOMEDELIVERY.NET/QUESTIONS SOLVED>

Question. 1. State whether true or false:

- (a) In the Western world, modern cities grew with industrialisation.
- (b) Surat and Machlipatnam developed in the nineteenth century.
- (c) In the twentieth century, the majority of Indians lived in cities.
- (d) After 1857 no worship was allowed in the Jama Masjid for five years.
- (e) More money was spent on cleaning Old Delhi than New Delhi.

Answer. (a) True (b) False

(c) False (d) True

(e) False

Question.2. Fill in the blanks:

(a) The first structure to successfully use the dome was called the

(b) The two architects who designed New Delhi and Shahjahanabad were and

(c) The British saw overcrowded spaces as

(d) In 1888 an extension scheme called the was devised.

Answer. (a) Central dome

(b) Edward Lutyens; Herbert Baker

(c) Unhygienic

(d) Lahore Gate Improvement Scheme

Question.3. Identify three differences in the city design of New Delhi and Shahjahanabad.

Answer. Three differences were:

(i) Shahjahanabad was crowded with mohallas, and several dozen bazaars. But New Delhi was not crowded nor were there mazes of narrow by-lanes.

(ii) Shahjahanabad was not established in a planned manner while New Delhi was beautifully planned.

(iii) There was chaos everywhere in Shahjahanabad. But New Delhi represented a sense of law and order. '

Question.4. Who lived in the 'white' areas in cities such as Madras?

Answer. The British lived in the 'white' areas in cities such as Madras.

Question.5. What is meant by de-urbanisation?

Answer. De-urbanisation is a process by which more and more people began to live in villages or rural areas.

In the late 18th century, Calcutta, Bombay and Madras emerged as Presidency cities. They became the centres of British power in different regions of India. At the same time, several smaller cities declined. Old trading centres and ports could not survive when the flow of trade shifted to new centres. Similarly, earlier centres of regional power collapsed with the defeat of local rulers by the British and new centres of administration grew. This process is described as de-urbanisation.

Question.6. Why did the British choose to hold a grand Durbar in Delhi although it was not a capital?

Answer. During the Revolt of 1857, the British had realised that the Mughal emperor was still important to the people and they saw him as their leader. It was therefore important to celebrate British power with pomp and show in Delhi—the city the Mughal emperors had ruled earlier. The British thought that by doing this they would acknowledge people about their power and authority.

Question.7. How did the Old City of Delhi change under British rule?

Answer. The British changed the Old City of Delhi entirely. They wanted Delhi to forget its Mughal past. Hence, the area around the Fort was completely cleared of gardens, pavilions and mosques. They either destroyed the mosques or put them to other uses. For example, the Zinat-al-Masjid was converted into a bakery. No worship was allowed in the Jama Masjid for five years.

One-third of the city was demolished and its canals were filled up.

In the 1870s, the western walls of Shahjahanabad were broken to establish the railway and to allow the city to expand beyond the walls. The British began living in the sprawling Civil Lines area that came up in the north, away from the Indians in the Walled City.

The Delhi College was turned into a school and shut down in 1877.

Question.8. How did the partition affect life in Delhi?

Answer. India got partitioned in 1947 and this led to a massive transfer of populations on both sides of the new border. As a result, the population of Delhi increased all of a sudden. The job of the people changed and the culture of the city became different. Most of these migrants were from Punjab. They

stayed in camps, schools, etc. While some got the opportunity to occupy residences that had been vacated by the Muslims. Yet others were housed in refugee colonies. New colonies like Lajpat Nagar and Tilak Nagar grew at this time. Shops and stalls were set up to cater the needs of the migrants, schools and colleges were opened. The migrants coming to Delhi were rural landlords, lawyers, teachers, traders and small shopkeepers. Partition changed their lives and occupations. They had to take up new jobs like hawkers, vendors, carpenters, and ironsmiths.

Question.9. Find out the history of the town you live in or of any town nearby. Check when and how it grew, and how it has changed over the years. You could look at the history of the bazaars, the buildings, cultural institutions, and settlements.

Answer. Attempt yourself.

Question.10. Make a list of at least ten occupations in the city, town or village to which you belong, and find out how long they have existed. What does this tell you about the changes within this area?

Answer. I live in a village, I find here the following occupations in which villagers are engaged:

- (i) Farming (ii) Fishing
 - (iii) Teaching (iv) Carpentry
 - (v) Grocery (vi) Vending
 - (vii) Weaving (viii) Cattle rearing
 - (ix) Blacksmith (x) Barber
- These occupations have existed from a long time in the village. We have seen many changes in the methods of these occupations. With spread of education and awareness, many new technologies have been adopted. For example, in the beginning farmers used ploughs in their fields but now they are using tractors.

MORE QUESTIONS SOLVED

Question.1. Choose the correct option:

(i) Which group of cities was recognised as Presidency cities?

- (a) Bombay, Orissa and Calcutta
 - (b) Bombay, Madras and Vishakha- patnam
 - (c) Bombay, Madras and Calcutta
 - (d) Madras, Rajasthan and Calcutta
- (ii) The capital of British India before Delhi was**

- (a) Madras (b) Bombay
 - (c) Orissa (d) Calcutta
- (iii) The Delhi College was built in the year**
- (a) 1792 (b) 1785
 - (c) 1700 – (d) 1695

(iv) The Viceroy's Palace is now known as

- (a) Rashtrapati Bhavan
- (b) Pradhanmantri Bhavan
- (c) Mantri Bhavan
- (d) Raj Bhavan

(v) In 1877, Viceroy Lytton organised a grand durbar to acknowledge Queen Victoria as the Empress of India at'

- (a) Calcutta (b) Delhi
- (c) Bombay (d) Madras

Answer. (i) (c), (ii) (d), (iii) (a), (iv) (a), (v) (b)

Question.2. Fill in the blanks with appropriate words to complete each sentence.

- (i) The period from to is referred to as a period of the Delhi renaissance.**
- (ii) The western walls of Shahjahanabad were broken to establish the and to allow the city to expand beyond the walls.**
- (iii) New Delhi was constructed as a 10-square-mile city on , south of the existing**

city.

(iv) The Delhi Municipal Committee was not willing to spend money on a good system.

(v) Some havelis were taken over by the upcoming class.

(vi) The Delhi Improvement Trust was set up in and it built areas like for Indians.

(vii) By the early 20th century only per cent of Indians were living in cities.

Answer. (i) 1830; 1857 (ii) railways

(iii) Raisina Hill

(iv) drainage

(v) mercantile

(vi) Daiyaganj; South; wealthy

(vii) 11

Question.3.State whether each of the following statements is True or False.

(i) The central dome of the Viceroy's Palace was copied from the Mughal architecture.

(ii) New Delhi took at least 50 years to build.

(iii) The population of Delhi grew all of a sudden after partition.

(iv) The Mughal aristocracy in the 17th and 18th centuries lived in large bungalows.

(v) Colonies like Lajpat Nagar and Tilak Nagar grew at the time of partition.

(vi) The cities like Machlipatnam, Surat and Seringapatam were deurbanised.

Answer. (i) False, (ii) False, (iii) True, (iv) False, (v) True, (vi) True

Question.4.Match the items given in Column A correctly with those given in Column B.

Column A

Column B

(i) *Machlipatnam*

(a) *a poet*

(ii) *Mir Taqi Mir*

(b) *planned the
Lahore Gate
Improvement
Scheme*

(iii) *Edward Lutyens*

(c) *an important
port-town in the
17th century*

(iv) *Baolis*

(d) *an architect*

(v) *Robert Clarke*

(e) *a system of wells*

Answer.(i) (c), (ii) (a), (iii) (d), (iv) (e), (v) (b).

VERY SHORT ANSWER TYPE QUESTIONS

Question.1. Name the two industrial cities in Britain.

Answer. Leeds and Manchester.

Question.2. Name the cities that were de-urbanised in the 19th century.

Answer. Surat, Machlipatnam and Seringapatam.

Question.3. Why were the main streets of Chandni Chowk and Faiz Bazar made broad?

Answer. They were made broad for royal processions to pass.

Question.4. Where did British live in the 1870s?

Answer. They lived in the sprawling Civil Lines area that came up in the north.

Question.5. Where, did the Indians live in the 1870s?

Answer. They lived in the Walled City.

Question.6. Why was a durbar held in Delhi in 1911?

Answer. In 1911, when King George V was crowned in England, a durbar was held in Delhi to celebrate the occasion.

Question.7. Who visited the durbar?

Answer. Numerous Indian princes and British officers and soldiers visited the durbar.

Question.8. What is Kingsway known now?

Answer. It is now known as Rajpath.

Question.9. Why was the Viceroy's Palace higher than Shah Jahan's Jama Masjid?

Answer. The Viceroy's Palace was higher than Shah Jahan's Jama Masjid in order to establish British importance.

Question.10. What jobs did the new migrants coming to Delhi take up?

Answer. They took up jobs as hawkers, vendors, carpenters and ironsmiths.

Question.11. What were havelis?

Answer. Havelis were grand mansions in which the Mughal aristocracy in the 17th and 18th century lived.

Question. 12. What did the Census of 1931 reveal?

Answer. The Census of 1931 revealed that the Walled City area was thickly populated with as many as 90 persons per acre, while New Delhi had only about 3 persons per acre.

Question.13. Why did Machlipatnam lose its importance as a port-town by the late 18th century? [V.Imp.]

Answer. It was because the British shifted their trade to the new ports of Bombay, Madras and Calcutta.

SHORT ANSWER TYPE QUESTIONS

Question.1. Describe the main features of Shahjahanabad, built by Shah Jahan.

Answer. Main features are given below:

(a) Shahjahanabad, that was begun in 1639, consisted of a fort-palace complex and the city adjoining it. The Red Fort contained the palace complex.

(b) To its west lay the Walled City with 14 gates.

(c) The main streets of Chandni Chowk and Faiz Bazaar were broad enough for royal processions to pass. A canal ran down the centre of Chandni Chowk.

(d) The Jama Masjid was among the largest and grandest mosques in India. There was no place higher than this mosque within the city.

Question.2. Before 1857, developments in Delhi were somewhat different from those in other colonial cities. How?

Answer. In Presidency cities, Bombay, Madras and Calcutta, the living spaces of Indians and the British were sharply separated. Indians lived in the "black" areas, while the British lived in well laid out "white" areas. But in Delhi, in the first half of the 19th century, the British lived along with the wealthier Indians in the Walled City. The British learned to enjoy Urdu/Persian culture and poetry and took part in local festivals.

Question.3. What happened to Delhi after 1857?

Answer. During the Revolt of 1857, the rebels gathered in the Delhi and captured it under the leadership of the Mughal emperor Bahadur Shah Zafar. Delhi remained under the control of the rebels for four months.

When the British recaptured Delhi, they embarked on a campaign of revenge and plunder. The British forces began wrecking vengeance on the streets of Delhi, massacring the rebels. To prevent another rebellion, the British exiled Bahadur Shah to Burma, dismantled his court, razed several of the places, closed down gardens and built barracks for troops in their place.

Question.4. How did partition change the lives and occupations of the refugees? [Imp.]

Answer. The partition caused massive transfer of populations on both sides of the new border. Muslims left Delhi for Pakistan while their place was taken by equally large numbers of Sikh and Hindu refugees from Pakistan. Many of the Muslims who went to Pakistan were artisans, petty traders and labourers. The new migrants coming to Delhi were rural landlords, lawyers, teachers, traders and small shopkeepers. Partition changed their lives and their occupation. They had to take up new jobs as hawkers, vendors, carpenters and ironsmiths.

Question.5. Write a short note on 'havelis'.

Answer. Havelis were grand mansions in which the Mughal aristocracy in the 17th and 18th centuries lived.

A haveli housed many families. On entering the haveli through a beautiful gateway, there was an open courtyard which was surrounded by public rooms. These public rooms meant for visitors and business, used exclusively by males. The inner courtyard with its pavilions and rooms was meant for the women of the household. Rooms in the havelis had multiple uses, and very little by way of furniture.

These havelis began to decline as the Mughal amirs found it difficult to maintain them under conditions of British rule.

Some havelis were subdivided and sold. Some were taken over by the upcoming mercantile class while many fell into decay.

Question.6. Describe the main features of the colonial bungalow.

Answer. The main features of the colonial bungalow:

- (a) It was meant for one nuclear family.
- (b) It was a large single-storyed structure with a pitched roof and usually set in one or two acres of open ground.
- (c) It had separate living and dining rooms and bedrooms and a wide verandah running in the fronts and sometimes on three sides.
- (d) Kitchens, stables and servants' quarters were in a separate space from the main house. The house was run by dozens of servants.

LONG ANSWER TYPE QUESTIONS

Question.1. Discuss the construction plan of New Delhi.

Answer. New Delhi was constructed as a 10-square-mile city on Raisina Hill, south of the existing city. Two architects namely Edward Lutyens and Herbert Baker, were called on to design New Delhi and its buildings. The government complex in New Delhi consisted of two-mile avenue, Kingsway, now known as Rajpath, led to the Viceroy's Palace, now known as Rashtrapati Bhavan, with the Secretariat buildings on either sides of the avenue.

The features of these government buildings were borrowed from different periods of India's imperial history, but the overall look was classical Greece of Fifth century BCE. For instance, the central dome of the Viceroy's Palace was copied from the Buddhist stupa at Sanchi, and the red sandstone and carved screens or Jalis were borrowed from Mughal architecture.

These new buildings, had to assert British importance. Therefore, the Viceroy's Palace was kept higher than Shah Jahan's Jama Masjid.

Question.2. What did the Census of 1931 reveal? What attempts were made to decongest the old city?

Answer. The Census of 1931 revealed that the Walled City area was densely populated with as many as 90 persons per acre, while New Delhi had only about 10 persons per acre.

Several attempts were made to decongest the old city, for example, in 1888 an extension scheme called the Lahore Gate Improvement Scheme was planned by Robert Clarke for the Walled City residents. The idea was to draw residents away from the old city to a new type of market square, around which shops would be built. Streets in this redevelopment strictly followed the grid pattern and were of identical width, size and character. Land was divided into regular areas for the construction

of neighbourhoods. But this development remained incomplete and did not help to decongest the old city.

In 1936, the Delhi Improvement Trust was set up. It built areas like Daiyaganj south for wealthy Indians. Houses were grouped around parks. Within the houses, space was divided according to new rules of privacy. Instead of spaces being shared by many families or groups, now different members of the same family had their own private spaces within the home.

SOURCE-BASED QUESTIONS

Question.1. Read the following extract (Source 1) taken from NCERT TEXTBOOK Class 8 History [http://freehomedelivery.net/\(page 67\)](http://freehomedelivery.net/(page 67)) and answer the questions that follow.

“Dilli jo ek shahr tha alam mein intikhab...”

By 1739, Delhi had been sacked by Nadir Shah and plundered many times. Expressing the sorrow of those who witnessed the decline of the city, the eighteenth-century Urdu poet Mir Taqi Mir, said:

Dilli jo ek shahr tha alam mein intikhab,

.....

Ham rahne wale hain usi ujre dayar ke (I belong to the same ruined territory of Delhi, which was once a supreme city in the world)

Questions:

(i) What sad affair took place in Delhi 1739?

(ii) Who is Mir Taqi Mir? How does he lament over the ruins of Delhi?

Answers:

(i) In 1739, Nadir Shah sacked and plundered the city of Delhi.

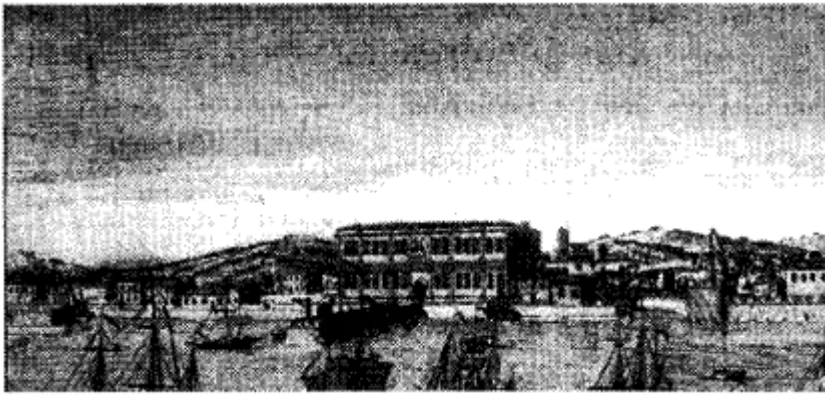
(ii) Mir Taqi Mir is an eighteenth-century Urdu poet. He is one of the unfortunate persons who has witnessed the decline of the city of Delhi. He remembers those times when Delhi was a supreme city in the world. After Nadir Shah plundered this city, it became a deserted place.

PICTURE-BASED QUESTIONS

Observe the pictures taken from NCERT TEXTBOOK Class 8 History

<http://freehomedelivery.net/subsequently> and answer the questions that follow:

Question.1.



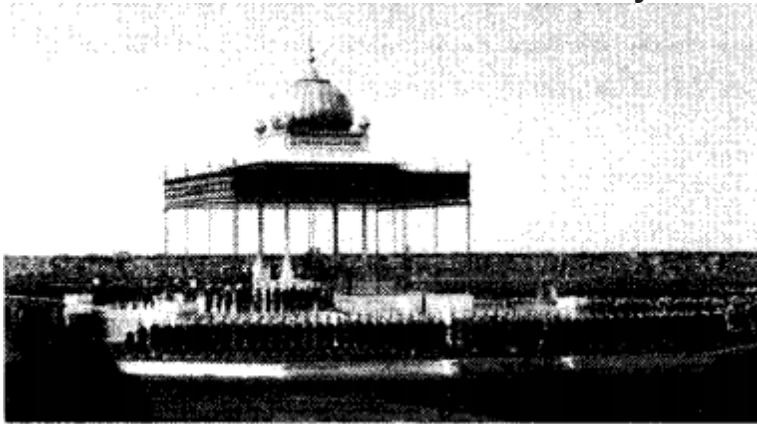
Questions:

- (i) What do you see in the above picture?
- (ii) When did this city begin to grow?

Answers:

- (i) The above picture is of Bombay port existed in the 18th century.
- (ii) The city of Bombay began to grow when the East India Company started using Bombay as its main port in western India.

Question.2. The shrine of Nizamuddin Auliya in Delhi.



Questions:

- (i) What does the above picture remind you?
- (ii) When did this grand event take place?
- (iii) What major decision was announced here?

Answers:

- (i) The above picture reminds us the Coronation Durbar of King George V.
- (ii) This important event took place on 12 December, 1911.
- (iii) The decision to shift the capital of India from Calcutta to Delhi was announced at this Durbar.

NCERT Solutions For Class 8 History Social Science <http://freehomedelivery.net/Chapter 7 Weavers, Iron Smelters and Factory Owners>
NCERT TEXTBOOK CLASS 8 HISTORY [HTTP://FREEHOMEDELIVERY.NET/QUESTIONS SOLVED](http://FREEHOMEDELIVERY.NET/QUESTIONS SOLVED)

Question.1. What kinds of cloth had a large market in Europe?

Answer. Chintz, cossaes or khassa and bandanna.

Question.2. What is jamdani?

Answer. Jamdani is a fine muslin on which decorative motifs are woven on the loom, typically in grey and white.

Question.3. What is bandanna?

Answer. Bandanna is a brightly coloured and printed scarf for the neck or head. Originally, the term derived from the word 'bandhna' and referred to a variety of brightly coloured cloth produced through a method of tying and dying.

Question.4. Who are the Agarias?

Answer. Groups of men and women carrying basket-loads of iron are known as the Agarias.

Question.5. Fill in the blanks:

- (a) The word chintz comes from the word
- (b) Tipu's sword was made of steel.
- (c) India's textile exports declined in the century.

Answer. (a) chintz (b) Wootz (c) 19th.

Question.6. How do the names of different textiles tell us about their history?

Answer. European traders first saw fine cotton cloth from India carried by Arab merchants in Mosul in present-day Iraq. Hence, they began to refer to all finely woven textiles as muslino. When the Portuguese first came to India in search of spices, they landed in Calicut on the Kerala coast in south-west India. The cotton textiles which they took back to Europe came to be known as calico, which is derived from Calicut.

Printed cotton cloths called chintz, cossaes or khassa and bandanna were also in great demand. The chintz is derived from the Hindi word chhint, a cloth with small and colourful flowery designs. The word bandanna is referred to any brightly coloured and printed scarf for the neck or head. Originally, the term derived from the word 'bandhna' (Hindi for tying) and referred to a variety of brightly coloured cloth produced through a method of tying and dying.

Question.7. Why did the wool and silk producers in England protest against the import of Indian textiles in the early eighteenth century?

Answer. Textile industry had just begun to develop in England in the early 18th century. The wool and silk producers in England found themselves unable to compete with Indian textiles. They wanted to secure market within the country by preventing the entry of Indian textiles. Therefore, they protested against its import.

Question.8. How did the development of cotton industries in Britain affect textile producers in India?

Answer. The development of cotton industries in Britain badly affected textile producers in India:

- (1) Indian textiles now had to compete with British textiles in the European and American markets.
- (ii) Exporting textiles to England became increasingly difficult since very high duties were imposed on Indian textiles imported into Britain,
- (iii) Thousands of weavers in India became unemployed. Bengal weavers were the worst hit.
- (iv) By the 1830s British cotton cloth flooded Indian markets. This affected not only specialist weavers but also spinners.

Question.9. Why did the Indian iron smelting industry decline in the nineteenth century?

Answer. There were several reasons:

- (i) The new forest laws of the colonial government prevented people from entering the reserved forests. Now it became difficult for the iron smelters to find wood for charcoal. Getting iron ore was also a big problem. Hence, many gave up their craft and looked for other jobs.
- (ii) In some areas the government did grant access to the forest. But the iron smelters had to pay a very high tax to the forest department for every furnace they used. This reduced their income.
- (iii) By the late 19th century iron and steel was being imported from Britain. Ironsmiths in India began using the imported iron to manufacture utensils and implements. This inevitably lowered the demand for iron produced by local smelters.

All these reasons caused the decline of the Indian iron smelting industry.

Question.10. What problems did the Indian textile industry face in the early years of its development?

Answer. In the early years of its development the Indian textile industry faced several problems:

(i) It found it difficult to compete with the cheap textiles imported from Britain.

(ii) In most countries, governments supported industrialisation by imposing heavy duties on imports. This eliminated competition and protected newly born industries. But the colonial government in India refused such protection to local industries.

However, during the First World War when textile imports from Britain declined Indian factories were called upon to produce cloth for military supplies. This boosted up cotton factory production in India.

Question.11. What helped TISCO expand steel production during the First World War?

Answer. Before the First World War India imported British steel for rails. When in 1914 the war broke out, steel produced in Britain now had to meet the demands of war in Europe. So, imports of British steel into India declined and the Indian Railways turned to TISCO for supply of rails. As the war dragged on for several years, TISCO had to produce shells and carriage wheels for the war. By 1919 the colonial government was buying 90% of the steel manufactured by TISCO. Over time TISCO became the biggest steel industry within the British empire.

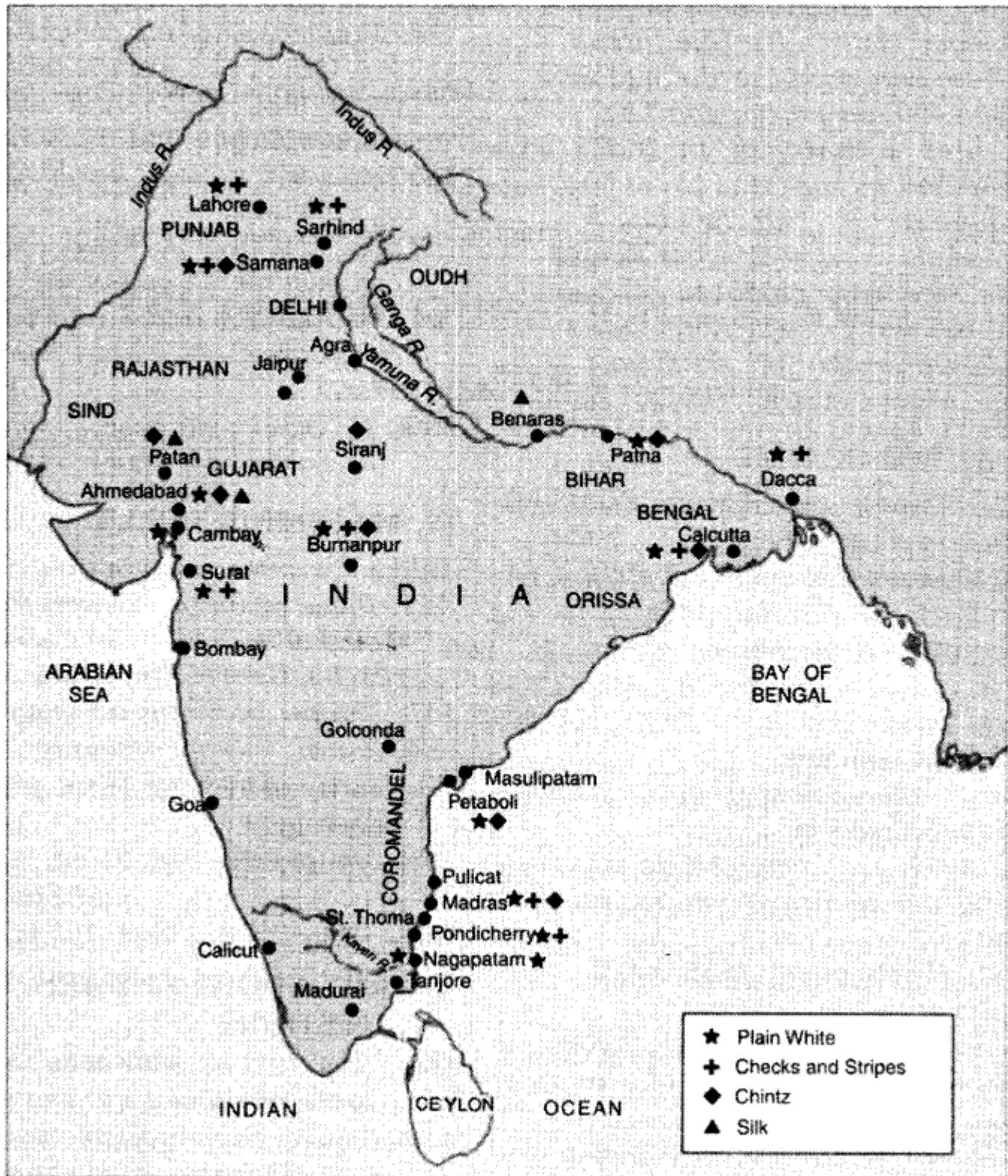
Question.12. Find out about the history of any craft around the area you live. You may wish to know about the community of craftsmen, the changes in the techniques they use and the markets they supply. How have these changed in the past 50 years?

Answer. Students should visit the local library and collect information regarding it.

Question.13. On a map of India, locate the centres of different crafts today. Find out when these centres came up.



Answer.



MORE QUESTIONS SOLVED

Question.1.Choose the correct option:

- (i) One of the most important Indian ports of the 17th century.
(a) Bombay (b) Madras
(c) Surat (d) Vishakhapatnam

- (ii) Bandana patterns were mostly produced in
 - (a) Rajasthan and Gujarat
 - (b) Rajasthan and Orissa
 - (c) Rajasthan and Madhya Pradesh
 - (d) Chhattisgarh and West Bengal
- (iii) The job of a rangrez was to
 - (a) Weave cloth (b) Dye thread
 - (c) Transport goods to the markets
 - (d) Spin thread on the charkha
- (iv) The first cotton mill in India was established in
 - (a) Gujarat (b) Bombay
 - (c) Madras (d) West Bengal
- (v) Wootz steel was produced all over
 - (a) South India (b) North India
 - (c) Central India (d) North-east India

Answer.(i)(c), (ii)(a), (iii)(b), (iv)(b), (v)(a)

Question.2. Fill in the blanks with appropriate words to complete each sentence.

- (i) The cotton textiles which the Portuguese took back to Europe, along with the spices came to be known as
- (ii) The was invented by John Kay which increased the of the traditional spindles.
- (iii) Weavers often belonged to communities that specialised in
- (iv) and emerged as important new centres of weaving in the late 19th century.
- (v) Indian Wootz steel fascinated scientists.
- (vi) The Tata Iron and Steel factory is situated on the banks of the river
- (vii) TISCO had to expand its capacity and extend the size of its factory to meet the demands of the

Answer.(i) Calico (ii) Spinning Jenny

(iii) weaving (iv) Sholapur; Madurai (v) European (vi) Subamarekha (vii) war

Question.3. State whether each of the following statements is True or False.

- (i) From the 1850s, Britain came to be known as the 'workshop of the world'.
- (ii) The invention of spinning jenny and steam engine revolutionised cotton textile weaving in England.
- (iii) European trading companies such as the Dutch, the French and the English purchased cotton and silk textiles in India by importing diamond.
- (iv) Men were usually involved in the work of spinning.
- (v) Iron smelting in India was extremely common till the end of the 19th century.
- (vi) The Tata Iron and Steel Company began to produce steel after the First World War.

Answer. (i) True, (ii) True, (iii) False, (iv) False, (v) True, (vi) False

Question.4. Match the items given in Column A correctly with those given in Column B.

Column A

Column B

- | | |
|-------------------------------------|---------------------------------------|
| (i) <i>Mulmul</i> | (a) <i>Printed cotton textiles</i> |
| (ii) <i>Chintz</i> | (b) <i>Weaving communities</i> |
| (iii) <i>Patola</i> | (c) <i>Dacca</i> |
| (iv) <i>Tanti, julahas, devangs</i> | (d) <i>Block printers</i> |
| (v) <i>Chhipigars</i> | (e) <i>Surat, Ahmedabad and Patan</i> |

Answer. (i)(c), (ii)(a), (iii)(e), (iv)(b), (v)(d)

VERY SHORT ANSWER TYPE QUESTIONS

Question.1. Give two reasons why Indian textiles were renowned all over the world.

Answer. Their fine quality and beautiful craftsmanship made them renowned all over the world.

Question.2. Why were printed Indian cotton textiles popular in England?

Answer. Printed Indian cotton textiles were popular in England for their exquisite floral designs, fine texture and relative cheapness.

Question.3. During which period patola weaving was famous?

Answer. It was famous during the mid-19th century.

Question.4. Name the origin of the word calico.

Answer. Calicut.

Question.5. Name the important centres of jamdani weaving.

Answer. Dacca in Bengal and Lucknow in the United Provinces (U.P.).

Question.6. Name two places where chintz were produced during the mid-19th century.

Answer. Masulipatnam and Andhra Pradesh.

Question.7. How did European trading companies purchase cotton and silk textiles in India?

Answer. European trading companies purchased cotton and silk textiles in India by importing silver.

Question.8. Name the household spinning instrument.

Answer. Charkha and takli.

Question.9. What did Mahatma Gandhi urge people during the national movement?

Answer. During the national movement Mahatma Gandhi urged people to boycott imported textiles and use hand-spun and hand-woven cloth.

Question.10. What became a symbol of nationalism?

Answer. Khadi became a symbol of nationalism.

Question.11. How did growth of cotton mills in the country prove to be a boon for the poor peasants, artisans and agricultural labourers?

Answer. They got work in the mills.

Question.12. How did Indian cotton factories prove to be helpful during the First World War?

Answer. They began to produce cloth for military supplies.

Question.13. Why was Tipu's sword so special?

Answer. Tipu's sword was made of Wootz steel. Wootz steel when made into swords produced a very sharp edge that could easily rip through the opponent's armour.

Question.14. Why was the Wootz steel making process completely lost by the mid-19th century?

Answer. There are two reasons for it:

(a) The sword and armour making industry died with the conquest of India by the British.

(b) Imports of iron and steel from England displaced the iron and steel produced by craftsmen in India.

Question.15. What were the furnaces made of?

Answer. The furnaces were made of clay and sun-dried bricks.

Question.16.Why were bellows used?

Answer. Bellows were used to keep the charcoal burning.

Question.17. What were piece goods?

Answer. Piece goods were usually woven cloth pieces that were 20 yards long and 1 yard wide.

SHORT ANSWER TYPE QUESTIONS

Question.1. How were Indian textiles viewed in the world market?

Answer. India was the largest producer of cotton textiles in the world before the British conquered Bengal around 1750. Indian textiles had long been renowned both for their fine quality and exquisite craftsmanship. They were extensively traded in Southeast Asia (Java, Sumatra and Penang) and West and Central Asia. From the 16th century European trading companies began buying Indian textiles for sale in Europe.

Question.2. How did the inventions of Spinning Jenny and Steam Engine revolutionise cotton textile weaving in England?

Answer. Textile industries had just emerged in England in the early 18th century.

So, it was difficult for the English producers to compete with Indian textiles. This competition with Indian textiles led to a search for technological innovation in England. In 1764, the Spinning Jenny was invented by John Kaye which increased the productivity of the traditional spindles.

Then came the steam engine. It was invented by Richard Arkwright in 1786. These two inventions revolutionised cotton textile weaving in England. Cloth could now be woven in immense quantities and cheaply too.

Question.3. Give a description of the four regions where textile production was concentrated in the early 19th century.

Answer. Textile production was concentrated in the following four regions in the early 19th century:

(a) Bengal was one of the most important centres. Located along the numerous rivers in the delta, the production centres in Bengal could easily transport goods to distant places.

(b) Dacca in Eastern Bengal, present- day Bangladesh, was the foremost textile centre in the 18th century. It was famous for its mulmurt and jamdani weaving.

(c) Textile production was concentrated along the Coromandal coast stretching from Madras to northern Andhra Pradesh.

(d) On the western coast there were important weaving centres in Gujarat.

Question.4. Who were the weavers? Name some communities famous for weaving.

Answer. Weavers often belonged to communities that specialised in weaving. Their skills were passed on from one generation to the next.

List of some communities famous for weaving includes:

(a) the tanti weavers of Bengal.

(b) the julahas or momin weavers of north India.

(c) sale and kaikollar and devangs of South India.

Question.5. Describe the process of cloth making.

Answer. The process of cloth making consists of two stages:

- The first stage of production was spinning, i.e. work done mostly by women. The charkha and the takli were household spinning instruments. The thread was spun on the charkha and rolled on the takli

- When the spinning was over the thread was woven into cloth by the weaver.

In most communities weaving was a task done by men. For coloured textiles, the thread was dyed by the dyer, called rangrez. For painted cloth the weavers needed the help of specialist block printers called chhipigars.

Question.6. Handloom production did not completely die in India. Why?

Answer. This was because some types of cloths could not be supplied by machines. Just take the

examples of saris with intricate borders and cloths with traditional woven patterns. Machines could not produce them. These had a wide demand not only amongst the rich but also amongst the middle classes. Moreover, the textile manufacturers in Britain could not produce the very coarse cloths used by the poor people in India.

In the late 19th century, Sholapur and Madurai grew as important new centres of weaving. During the national movement, Gandhiji urged people to use hand-spun and handwoven cloth Khadi which gradually became a symbol of nationalism.

Question.7. Give a brief description of growth of cotton mills in India.

Answer. The first cotton mill in India was set up as a spinning mill in Bombay in 1854. By 1900, over 84 mills started operating in Bombay.

Mills were set up in other cities too. The first mill in Ahmedabad was started in 1861. A year later a mill was established in Kanpur, in the United Provinces. Growth of cotton mills led to a demand for labour. As a result, thousands of poor peasants, artisans and agricultural labourers moved to cities to work in the mills.

Question.8. Who are the Agarias? Why did they leave their village?

Answer. The Agarias are a community of iron smelters. They are specialised in the craft of iron smelting.

In the late 19th century a series of famines devastated the dry tracts of India. In central India, many of the Agaria iron smelters stopped work, deserted their villages and migrated, looking for some other work to survive the hard times. A large number of them never worked their furnaces again.

LONG ANSWER TYPE QUESTIONS

Question.1. Write a few lines on each of the following:

(a) Patola weave (b) Jamdani weave (c) Chintz

Answer. (a) Patola weave. It came into existence in the mid-19th century. It was woven in Surat, Ahmedabad and Patan. It was highly valued in Indonesia. It became a part of the local weaving tradition there.

(b) Jamdani weave. It grew in the early 20th century. Jamdani is a fine muslin on which decorative motifs are woven on the loom, typically in grey and white. Often a mixture of cotton and gold thread was used. The most important centres of jamdani weaving were Dacca in Bengal and Lucknow in the United Provinces.

(c) Chintz. The term chintz is derived from the Hindi word chhint, a cloth with small and colourful flowery designs. It was produced in Masulipatnam and Andhra Pradesh in the mid-19th century. It was in great demand in England and Europe.

Question.2. How did Iron and Steel factories come up in India?

Answer. Jamsetji Tata had decided to spend a large part of his fortune to build a big iron and steel industry in India. But this could not be done without identifying the sources of fine quality iron ore. For this reason his son, Dorabji Tata along with Charles Weld, an American geologist, began travelling in Chhattisgarh in search of iron ore deposits. It was the year 1904. One day, after travelling for many hours in the forests, Weld and Dorabji came upon a small village where they met the Agarias, who were carrying basket loads of iron ore. When asked where they had found the iron ore, the Agarias pointed to hill in the distance, Weld and Dorabji rushed to the hill. On exploring the hill the geologist declared that they had at last found what they had been looking for.

But there was a problem. The region was dry and the Tatas had to search for a more suitable place to set up their factory.

A few years later a large area of forest was cleared on the banks of the river Subarnarekha to set up the factory and an industrial township, i.e. Jamshedpur. Here, there was water near iron ore deposits. The Tata Iron and Steel Company, popularly known as TISCO began producing steel in 1912.

SOURCE-BASED QUESTIONS

Question.1. Read the following extract (Source 1) taken from NCERT TEXTBOOK Class 8 History <http://freehomedelivery.net/> and answer the questions that follow:

“We must starve for food”

In 1823 the Company government in India received a petition from 12,000 weavers stating:

Our ancestors and we used to receive advances from the Company and maintain ourselves and our respective families by weaving Company's superior assortments. Owing to our **misfortune**, the *aurangs* **have been abolished ever since because of which we and our families** are distressed for want of the means of livelihood. We are weavers and do not know any other business. We must starve for food, if the Board of Trade do not cast a look of kindness towards us and give orders for clothes.

*Proceedings of the Board of Trade,
3, February 1824*

Questions:

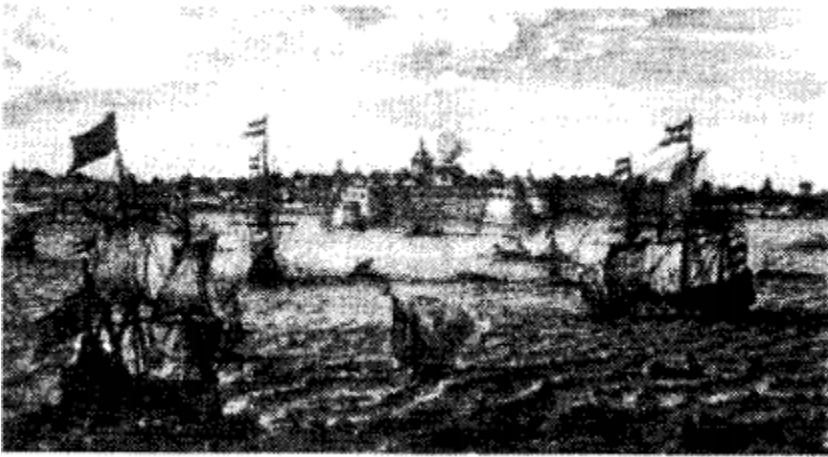
- (i) Who wrote the petition and to whom?
- (ii) What did the petition state?

Answers:

- (i) Weavers wrote the petition to the Company government.
- (ii) The petition stated the miserable condition of the weavers. As the Company had abolished the *arrangs* (warehouses) they had to face a situation of starvation. They did not know any other business and were destined to die for want of food if the Company did not timely intervene.

PICTURE-BASED QUESTIONS

Question.1. Observe the pictures taken from NCERT TEXTBOOK Class 8 History <http://freehomedelivery.net/subsequently> and answer the questions that follow:



Questions:

(i) This is an important port on the Western coast of the early 17th century India. Identify the port.

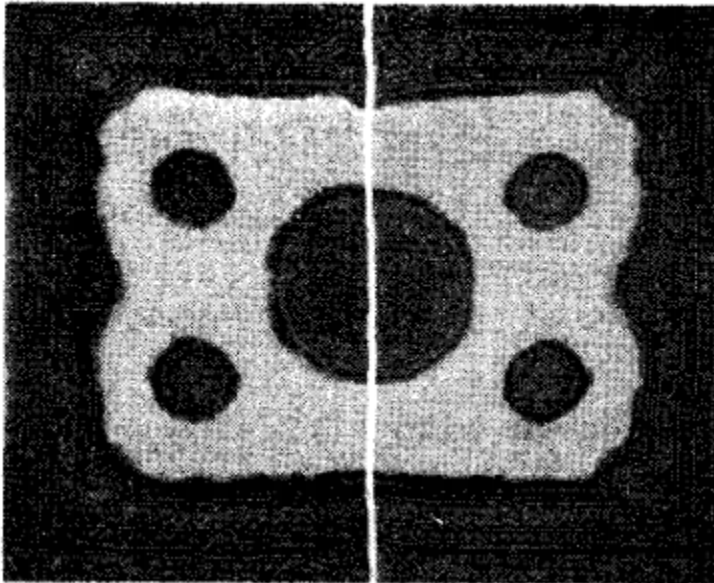
(ii) What was the significance of this port in trade during this period?

Answers:

(i) Surat

(ii) It was an important port in the early 17th century that Dutch and English trading ships used.

Question.2.



Questions:

(i) What is it? What design does it carry?

(ii) Why does a line run through the middle?

(iii) Name the two states where these designs were mostly produced.

Answers:

(i) It is an odhni. It carries bandanna design.

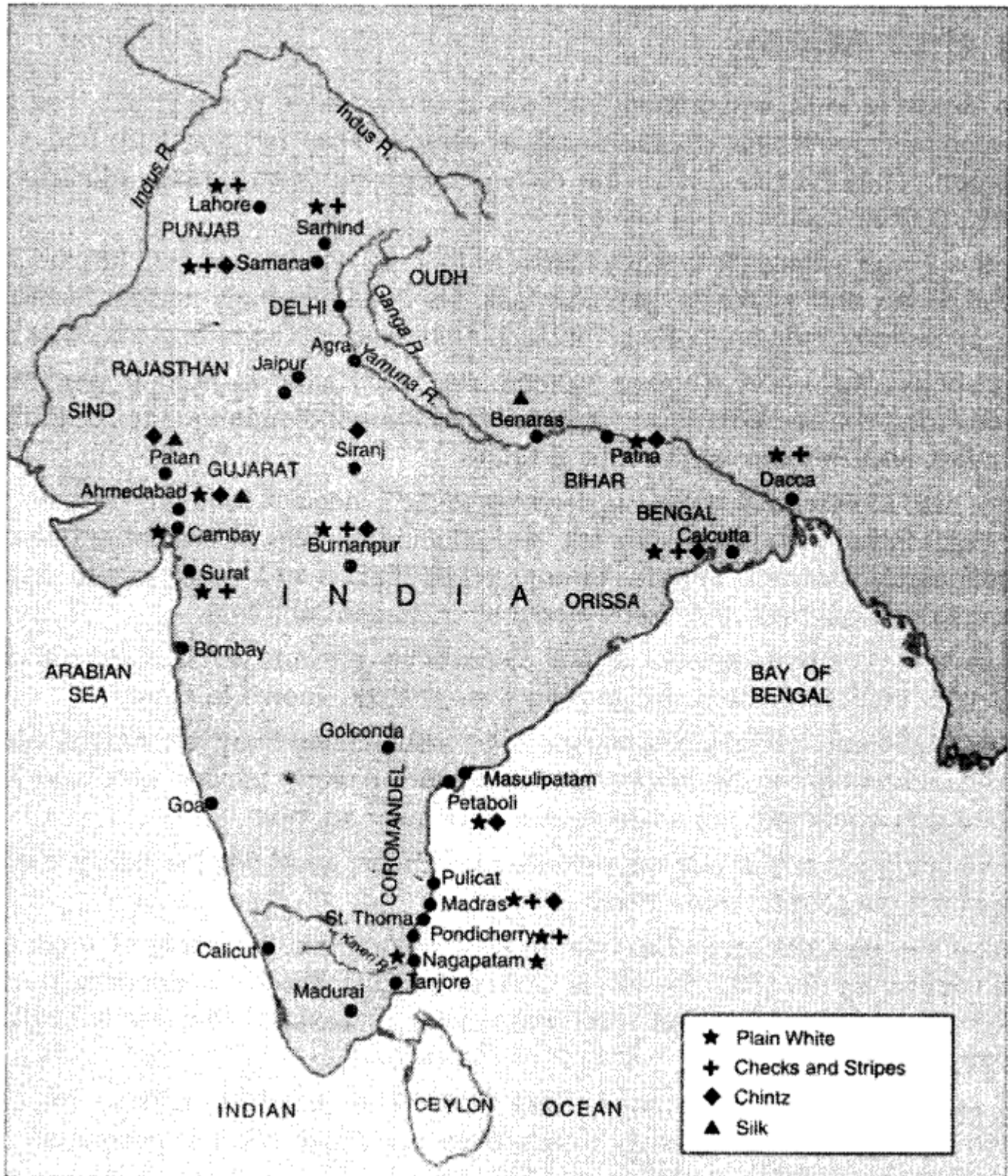
(ii) In this odhni, two tie-and-dye silk pieces are seamed together with gold thread embroidery.

(iii) Rajasthan and Gujarat.

MAP SKILLS

Question.1. On an outline map of India, mark the major centres of weaving that existed in the late 18th century.

Answer.



NCERT Solutions For Class 8 History Social Science <http://freehomedelivery.net/Chapter 8 Civilising the “Native”, Educating the Nation>

NCERT TEXTBOOK CLASS 8 HISTORY [HTTP://FREEHOMEDELIVERY.NET/QUESTIONS SOLVED](http://FREEHOMEDELIVERY.NET/QUESTIONS SOLVED)

Question.1. Match the following:

<i>William Jones</i>	<i>promotion of English education</i>
<i>Rabindranath Tagore</i>	<i>respect for ancient cultures</i>
<i>Thomas Macaulay</i>	<i>gurus</i>
<i>Mahatma Gandhi</i>	<i>learning in a natural environment</i>
<i>Pathshalas</i>	<i>Critical of English education</i>

Answer.

William Jones	respect for ancient cultures
Rabindranath Tagore	learning in a natural environment
Thomas Macaulay	promotion of English education
Mahatma Gandhi	critical of English education
Pathshalas	gurus

Question.2. State whether true or false

(a) James Mill was a severe critic of the Orientalists.

(b) The 1854 Despatch on education was in favour of English being introduced as a medium of higher education in India.

(c) Mahatma Gandhi thought that promotion of literacy was the most important aim of education.

(d) Rabindranath Tagore felt that children ought to be subjected to strict discipline.

Answer. (a) True, (b) True, (c) False, (d) False.

Question.3. Why did William Jones feel the need to study Indian history, philosophy and law?

Answer. He felt the need to study Indian history, philosophy and law because only these texts could reveal the ideas and laws of the Hindus and Muslims, and only a new study of these texts could form the basis of future development in India.

Question.4. Why did James Mill and Thomas Macaulay think that European education was essential in India?

Answer. Both James Mill and Thonjas Macaulay saw India as an uncivilised country that needed to be civilised. And for this purpose, European education Was essential. They felt that knowledge of English would allow Indians to read some of the finest literature of the world, it would make them aware of the developments in Western science and philosophy. Teaching of English could thus be a way of civilising people, changing their tastes, values and culture.

Question.5. Why did Mahatma Gandhi want to teach children handicrafts?

Answer. Mahatma Gandhi wanted to teach children handicrafts because only then they would be

able to know how different things were operated. This would develop their mind and then- capacity to understand.

Question.6. Why did Mahatma Gandhi think that English education had enslaved Indians?

Answer. Mahatma Gandhi was dead against English education. He argued that this type of education had created a sense of inferiority in the minds of Indians. It had made them see Western civilisation as superior and had destroyed the pride they had in their own culture. It had cast an evil spell on Indians. Education in English had crippled them, distanced them from their own surroundings and made them strangers in their own lands. What is more, it had enslaved them.

Question.7. Find out from your grandparents about what they studied in school.

Answer. Attempt yourself.

Question.8. Find out about the history of your school or any other school in the area you live.

Answer. I study in St. Peters Academy. It is the oldest one in this region. It was established by a Christian Missionary in 1980. It has created many histories by achieving so many events to its credit. The Principal is always appointed by the missionary. The man of high academic repute and administrative quality is appointed here as Principal. Teachers are also of high talent. There are five thousand students. Its students always bring high laurels to school and region by achieving bright result in Board Examinations. I am proud of my school.

MORE QUESTIONS SOLVED

Question.1. Choose the correct option.

(i) The ideas of William Jones were supported by

- (a) James Mill
- (b) Thomas Macaulay
- (c) Charles Wood
- (d) Henry Thomas Colebrooke

(ii) A madrasa was set up in Calcutta in 1781 to promote the study of

- (a) Urdu (b) Arabic
- (c) Ancient history of India
- (d) Muslim religion

(iii) Who attacked the Orientalists?

- (a) James Mill (b) Thomas Macaulay
- (c) Both (a) to (b) (c) None of the above

(iv) The name associated with the establishment of Serampore Mission

- (a) Thomas Macaulay
 - (b) Henry Thomas Colebrooke
 - (c) William Carey (d) William Jones
- (v) William Adam toured the districts of
- (a) Bihar and Orissa
 - (b) Bihar and Bengal
 - (c) Bengal and Rajasthan
 - (d) Orissa and Madhya Pradesh

Answer. (i) (d), (ii) (b), (iii) (c), (iv) (c), (v) (b).

Question.2.Fill in the blanks with appropriate words to complete each sentence.

(i) Warren Hastings took the initiative to set up the Calcutta and believed that ancient customs of the country andof learning ought to be the basis of rule in India.

(ii) Thomas Macaulay saw India as an country that needed to be.

(iii) Together with Henry Thomas Colebrooke and Nathaniel Halhed, Jones set up the of Bengal, and started a journal called

(iv) Many British officials said that knowledge of the was full of errors and thought

(v) There was no system of annual examinations in

(vi) Rabindranath Tagore started in 1901.

Answer.(i) Madrasa, customs, oriental

(ii) uncivilised, civilised

(iii) Asiatic Society, Asiatic Researches

(iv) East, unscientific

(v) Pathshalas

(vi) Shantiniketan

Question.3.State whether each of the following statements is True or False.

(i) Wood's Despatch emphasised the practical benefits of a system of European learning.

(ii) Mahatma Gandhi never approved English education in India.

(iii) Rabindranath Tagore did a lot for the spread of English education in India.

(iv) Pathshalas followed strict rules and regulations.

(v) Thomas Macaulay was in favour of the promotion of Oriental institutions.

(vi) James Mills was a Scottish missionary who toured the districts of Bengal and Bihar.

(vii) Tagore set up his school, Le. Shantiniketan in a rural setting.

Answer. (i) True, (ii) True, (iii) False, (iv) False, (v) False, (vi) False, (vii) True.

Question.4.Match the items given in Column A correctly with those given in Column B.

Column A

Column B

(i) Serampore
College

(a) Set up by
wealthy people

(ii) Pathshalas

(b) Promoted
European learning

(iii) William Jones

(c) Calcutta

(iv) Wood's Despatch

(d) Benaras

(v) Hindu College

(e) A linguist

Answer. (i)(c), (ii)(a), (iii)(e), (iv)(b), (v)(d).

VERY SHORT ANSWER TYPE QUESTIONS

Question.1. Name the different languages that William Jones studied.

Answer. Greek, Latin, English, French, Arabic and Persian.

Question.2. Why was Calcutta Madrasa set up?

Answer. Calcutta Madrasa was set up to promote the study of Arabic, Persian and Islamic law.

Question.3. Why was the Hindu College established in Benaras?

Answer. The Hindu College was established in Benaras to encourage the study of ancient Sanskrit texts that would be useful for the administration of the country.

Question.4. Name two individuals who sharply attacked the Orientalists.

Answer. James Mill and Thomas Babington Macaulay.

Question.5. What did Thomas Macaulay urge the British government in India?

Answer. Thomas Macaulay urged the British government in India to stop wasting public money in promoting Oriental learning for it was of no practical use.

Question.6. How were Oriental institutions like the Calcutta Madrasa and Benaras Sanskrit College viewed by the British?

Answer. These Oriental institutions were viewed as temples of darkness that were falling of themselves into decay.

Question.7. Name the places where the British established universities.

Answer. Calcutta, Madras and Bombay.

Question.8. Where were classes held under the system of pathshalas?

Answer. Classes were held under a banyan tree or in the corner of a village shop or temple or at the guru's home.

Question.9. What type of education was given to the children in pathshalas?

Answer. Children were given oral education in pathshalas.

Question.10. Why were classes not held during harvest time?

Answer. It was because rural children had to work in the fields during harvest time.

Question.11 . What task was assigned to the pandit by the Company?

Answer. The Company assigned the pandit to visit the pathshalas and try to improve the standard of teaching.

Question.12 .Name two Indians who reacted against Western education.

Answer. Mahatma Gandhi and Rabindranath Tagore.

Question.13 .What do you mean by Tagore's abode of peace?

Answer. Tagore's Shantmiketan was established in a rural setting, 100 kilometres away from Calcutta. As it was far from the din and bustle of the city it was an abode of peace.

Question.14 .How did Tagore view his school namely Shantmiketan?

Answer. He viewed his school as an abode of peace where living in harmony with nature, children would cultivate their natural creativity.

SHORT ANSWER TYPE QUESTIONS

Question.1. Why did many Company officials in India want to promote Indian rather than Western learning?

Answer. Many Company officials felt that institutions should be set up to encourage the study of ancient Indian texts and teach Sanskrit and Persian literature and poetry. These officials were of the opinion that Hindus and Muslims ought to be taught what they were already familiar with and what they valued and preserved, not subjects that were alien to them. They believed that only by doing this the British could win the hearts of the Indians, only then they could expect to be respected by their subjects.

Question.2. What were the views of other Company officials?

Answer. Other Company officials did not approve the ideas of the Orientalists. They began to criticise the Orientalist- vision of learning. They saved that the knowledge of the East was full of errors and unscientific thought. They saw Eastern literature as non-serious and light-hearted. So, they argued that it was wrong on the part of the British to spend so much effort in encouraging the study of Arabic and Sanskrit language and literature.

Question.3. Define the term 'vernacular'. Why did the British use this term in colonial countries like India?

Answer. The term 'Vernacular' refers to a local language or dialect as distinct from what is known as the standard language.

In colonial countries like India, the British used this term to mark the difference between the local languages of everyday use and English, the language of the imperial masters.

Question.4. What measures were taken by the English Education Act of 1835?

Answer. The following measures were taken under the English Education Act 1835:

(a) English was made the medium of instruction for higher education.

(fa) Promotion of Oriental institutions like the Calcutta Madrasa and Benaras Sanskrit College was stopped. These institutions were seen as temples of darkness that were falling of themselves into decay.

(c) English textbooks began to be produced for schools.

Question.5. What measures were taken by the British after issuing of Wood's Despatch?

Answer. Following measures were taken:

(a) Education departments of the government were set up to extend control over all matters regarding education.

(fa) A system of universities education was introduced. Universities were established in Calcutta, Madras and Bombay.

(c) Attempts were also made to bring about changes within the system of school education.

Question.6. How were the views of Tagore and Mahatma Gandhi on the West different?

Answer. Both Tagore and Mahatma Gandhi thought about education in similar ways. But there were differences too. Gandhiji was highly critical of Western civilisation and its worship of machines and technology. Tagore wanted to combine elements of modern Western civilisation with what he saw as the best within Indian tradition. He emphasised the need to teach science and technology at Shantiniketan, alongwith art, music and dance.

LONG ANSWER TYPE QUESTIONS

Question.1. What was Wood's Despatch? What were its provisions?

Answer. The Court of Directors of the East India Company in London sent an educational despatch to the Governor- General in India in the year 1854. As the despatch was issued by Charles Wood, the President of the Board of Control of the Company, it came to be known as Wood's Despatch. 'Wood's Despatch outlined the educational policy that was to be followed in India. It criticised the Oriental knowledge and emphasised the need of European learning. The Despatch made it clear that European learning would enable Indians to recognise the benefits that would flow from the expansion of trade and commerce. It would also make them see the importance of developing country's resources. Indians needed to adopt European ways of life because this would change their tastes and desires and create a demand for British goods.

Wood's Despatch further argued that European learning would improve the moral character of the people of India. It would make them honest and reliable and thus supply trusted civil servants to the Company.

The Despatch strongly criticised the literature of the East because it was full of errors and unable to instill in people a sense of duty and a commitment to work.

Question.2. What measures were undertaken by the Company to improve the system of vernacular education?

Or

How were the irregularities of pathshalas checked by the Company?

Answer. There were no rules and regulations in pathshalas. Hence, the Company decided to improve the entire system. It took several measures:

(a) It appointed a number of government pandits, each in charge of looking after four to five schools. The task of the pandit was to visit the pathshalas and try and improve the standard of teaching.

(b) Each guru was asked to submit periodic reports and take classes according to a regular time table.

(c) Teaching was now to be based on textbooks and learning was to be tested through a system of annual examination.

(d) Students were asked to pay a regular fee, attend regular classes, sit on fixed seats, and obey the new rules of discipline.

Question.3. What type of education did Mahatma Gandhi want in India?

Answer. Mahatma Gandhi never approved English education because it had created a feeling of inferiority in the minds of millions of Indians. In fact he wanted an education that could help the people of India restore their sense of dignity and self-respect. During the time of the national movement he urged students to leave educational institutions to show the British that they could no longer enslave Indians.

Mahatma Gandhi never wanted English to be the medium of teaching. Instead he thought that students ought to be taught in the medium of Indian languages. Education in English crippled the people of India. It distanced them from their own surroundings. It made them alien in their own lands. Hence, he felt that English education ought not to flourish in India any more.

He urged that education ought to develop a person's mind and soul. Simply learning to read and write

did not matter at all. People had to learn a craft and know how different things operated. This would definitely develop their mind and their capacity to understand.

Question.4. Write a note on Rabindranath Tagore and his school Shantiniketan.

Answer. Rabindranath Tagore, like Mahatma Gandhi, also did not approve Western education wholeheartedly. At the time when several Indians urged the British to open more and more schools, colleges and universities in order to spread English education in India, Rabindranath Tagore reacted strongly against such education.

He was a great educationist But he hated going to school because he saw it oppressive. In fact he wanted . to establish a school where the children were happy and were free to explore their thoughts and desires without feeling any suppression. He advocated for giving children natural surroundings where they would be able to cultivate their natural creativity.

Keeping the above ideals in mind, Rabindranath Tagore established Shantiniketan in the year 1901. He regarded it as an 'abode of peace'. He set up his school 100 kilometres away from Calcutta, in a rural setting in order to provide children a very peaceful environment. Here, they could develop their imagination and creativity. Tagore was of the opinion that existing schools were killing the natural desires of the children to be creative. Hence, it was necessary to help them develop their curiosity by providing them good teachers who could understand them.

By establishing an institution like Shantiniketan he did a great job in the field of education.

SOURCE-BASED QUESTIONS

Question.1. Read the following extract (Sources 2 and 3) taken from NCERT TEXTBOOK Class 8 History <http://freehomedelivery.net/> subsequently and answer the questions that follow:

1. An argument for European knowledge

Wood's Despatch of 1854 marked the final triumph of those who opposed Oriental learning. It stated:

We must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, services, philosophy, and literature of Europe, in short, European knowledge.

Questions:

(i) When did Wood's Despatch come in light?

(ii) What type of education did the Despatch want to extend in India?

Answers:

(i) Wood's Despatch came in light in 1854.

(ii) The Despatch advocated for European learning, because it was the only way to make Indians perfect in all sense. It would introduce them the European ways of life and would change their tastes and desires.

Question.2. "Literacy in itself is not education"

Mahatma Gandhi wrote:

By education I mean an all-round drawing out of the best in child and man—body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is not education. I would therefore begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training ... I hold that the highest development of the mind and the soul is possible under such a system of . education. Only every handicraft has to be taught not merely mechanically as is done today but scientifically, i.e. the child should know the why and the wherefore of every process.

' The Collected Works of Mahatma Gandhi, Vol. 72, p. 79'

Questions:

(i) How does Mahatma Gandhi view literacy?

(ii) Why does he give so much emphasis on learning a useful handicraft?

Answers:

(i) According to Mahatma Gandhi literacy in itself is not education. It is not the end of education nor even the beginning. It is only one of the means whereby man and woman can get education. Hence, it should not be anyone's goal.

(ii) He gives much emphasis on learning a useful handicraft because it enables the child to produce from the moment he Begins its training. It makes him aware of how different things are operated.

PICTURE-BASED QUESTIONS

Question.1.Observe the pictures taken from NCERT TEXTBOOK Class 8 History

<http://freehomedelivery.net/>and answer the questions that follow:



Questions:

(i) Who is he?

(ii) What do you know about him?

Answers:

(i) He is Henry Thomas Colebrooke.

(ii) He was a great scholar of Sanskrit and ancient sacred writings of Hinduism.

Question.2.



Questions:

(i) What is it?

(ii) Write a brief note on the system of education that existed here.

Answers:

(i) It is a village pathshala.

(ii) The system of education that existed here was flexible. There were no rules and regulations. There were no roll-call registers, no annual examinations and no regular time-table. Students were given oral teaching. They were taught in accordance with their needs.

[NCERT Solutions For Class 8 History Social Science Chapter 9 Women, Caste and Reform](#)

NCERT TEXTBOOK QUESTIONS SOLVED

Question.1. What social ideas did the following people support:

Rammohun Roy

Dayanand Saraswati

Veerasalingam Pantulu

Jyotirao Phule

Pandita Ramabai

Periyar

Mumtaz Ali

Ishwarchandra Vidyasagar

Answer. These people supported the following ideas:

- (i) Spread of education among women.
- (ii) Widow remarriage.
- (iii) Caste equality and justice.
- (iv) Abolition of child marriage.
- (v) Social equality for untouchables.

Question.2. State whether true or false:

- (a) When the British captured Bengal they framed many new laws to regulate the rules regarding marriage, adoption, inheritance of property, etc.**
- (b) Social reformers had to discard the ancient texts in order to argue for reform in social practices.**
- (c) Reformers got full support from all sections of the people of the country.**
- (d) The Child Marriage Restraint Act was passed in 1829.**

Answer. (a) True, (b) False, (c) False, (d) True.

Question.3. How did the knowledge of ancient texts help the reformers promote new laws?

Answer. The reformers tried to convince people that widow burning, caste distinctions, child marriage, etc had no sanction in ancient texts. Their knowledge of ancient texts gave them immense confidence and moral support which they utilised in promoting new laws. They did not get feared when people raised voice against the reforms they had brought.

Question.4. What were the different reasons people had for not sending girls to school?

Answer. In fact people afraid of the schools that were opened in the mid-19th century. They had their own reasons.

- (i) They feared that schools would take girls away from home and prevent them from doing their domestic works.
- (ii) As girls had to travel through public places in order to reach school, many people began to feel that this would have a corrupting influence on them.
- (iii) Several people were of the opinion that girls should be stay away from public spaces.

Question.5. Why were Christian missionaries attacked by many people in the country? Would some people have supported them too? If so, for what reasons?

Answer. People suspected that Christian missionaries were involved in forced conversion of the poor and tribal people from Hinduism to Christianity. If some people have supported them, it must be due to the reason that the poor and the tribal people, converted to Christianity, would get a golden opportunity of going to school. The school would equip them with some resources to make their way into a changing world.

Question.6. In the British period, what new opportunities opened up for people who came from castes that were regarded as “low”?

Answer. With the expansion of cities new demands of labour created. Drains had to be dug, roads

laid, buildings constructed and cities cleaned. This required coolies, diggers, carriers, bricklayers, sweepers, rickshaw pullers, etc. This labour came from people belonged to “low” caste. They left their villages and small towns and shifted to the cities to get work. Some went to work in plantations in Assam, Mauritius, Trinidad and Indonesia. Although it was not easy to work in the new locations, poor people saw this an opportunity to get away from the exploitations of the upper-caste.

Question.7. How did Jyotirao, the reformer, justify their criticism of caste inequality in society?

Answer. Jyotirao attacked the Brahmins, claim that they were superior to others because they were Aryans. Phule argued that the Aryans were outsiders. They came from outside the sub-continent, and defeated and subjugated the true children of the country—those who had lived here from before the coming of the Aryans. These Aryans established their dominance and began looking at the defeated population as low-caste people. Phule opined that the “upper” castes had no right to their land and power. The land, in fact* belonged to the natives, who were considered as low-caste people. .

Question.8. Why did Phule dedicate his book Gulamgiri to the American movement to free slaves?

Answer. Jyotirao Phule wrote a book in 1873. He named the book Gulamgiri meaning slavery. Some ten years before this, the American Civil War had been fought, leading to the end of slavery in America. Phule dedicated his book to all those Americans who had fought to free slaves. He did this in order to establish a link between the conditions of the lower castes in India and the black slaves in America.

Question.9. What did Ambedkar want to achieve through the temple entry movement?

Answer. Ambedkar led three temple entry movements between 1927 and 1935. His sole purpose behind these movements was to make people see the power of caste prejudices within society.

Question. 10. Why were Jyotirao Phule and Ramaswami Naicker critical of the national movement ? Did their criticism help the national struggle in any way?

Answer. They were critical of the national movement because the nationalists often made seating arrangements following caste distinctions at feasts. The lower castes were made to sit at a distance from the upper castes. Their criticism helped the national struggle to a great extent. Ramaswamy Naicker inspired the untouchables to fight for their dignity by initiating the Self Respect Movement.

MORE QUESTIONS SOLVED

Question.1.Choose the correct option.

- (i) The Brahmo Samaj was founded by
(a) Dayanand Saraswati

- (b) Raja Rammohun Roy
 - (c) Vivekananda
 - (d) Ishwarchandra Vidyasagar
 - (ii) The practice of sati was banned in the year
 - (a) 1800 (b) 1821
 - (c) 1827 (d) 1829
 - (iii) A widow home was established at Poona by
 - (a) Tarabai Shinde
 - (b) Pandita Ramabai
 - (c) Mumtaz Ali
 - (d) Rokeya Sakhawat Hossain
 - (iv) Peasants and artisans were referred to as
 - (a) Vaishyas (b) Shudras
 - (c) Untouchables (d) Kshatriyas
 - (v) Periyar founded
 - (a) Self Respect Movement
 - (b) Temple Entry Movement .
 - (c) Paramhans Mandali
 - (d) Dalit Movement
 - (vi) The Mohammedan Anglo-Oriental College was opened by
 - (a) Khizr Khan
 - (b) Maulana Abul Kalam Azad
 - (c) Sayyid Ahmed Khan
 - (d) Khan Abdul Gaffar Khan
- Answer.** (i) (b), (ii) (d), (iii) (b), (iv) (b), (v) (a), (vi) (c).

Question.2. Fill in the blanks with appropriate words to complete each sentence.

- (i) According to the Child Marriage Restraint of and woman below the age of could marry.
- (ii) were an important Act no man below the age untouchable caste of present-day Andhra Pradesh.
- (iii) Tarabai Shinde Published a book named
- (iv) Raja Rammohun Roy was well versed in , and several other Indian and European languages.
- (v) The Satnami movement was founded by who belonged to a low caste family.
- (vi) In 1873, Jyotirao Phule wrote a Book Gulamgiri meaning
- (vii) The Begums of..... played a vital role in promoting education among women.

Answer. (i) 18, 16 (ii) Madigas (iii) Stripurushtulna
(iv) Sanskrit, Persian (v) Ghasidas (vi) Slavery (vii) Bhopal

Question.3. State whether each of the following statements is True or False.

- (i) Raja Rammohun Roy founded the Arya Samaj in 1875.
- (ii) Pandita Ramabai was a great scholar of Sanskrit and she founded a widow's home at Poona to provide shelter to widows.
- (iii) The Begums of Bhopal started schools for Muslim girls in Patna.
- (iv) Ishwarchandra Vidyasagar strongly criticised widow remarriage.

- (v) The Arya Samaj was an association that attempted to reform Hinduism.
 (vi) Dr. B.R. Ambedkar and E. V. Ramaswamy Naicker continued the movement for caste reform in the 20th century.
 (vii) Dr. Bhimrao Ambedkar is popularly known as Periyar.
Answer. (i) False, (ii) True, (iii) False, (iv) False,
 (v) True, (vi) True, (vii) False.

Question.4. Match the items given in Column A correctly with those given in Column B.

Column A	Column B
(i) <i>The Prarthana Samaj</i>	(a) <i>Madras</i>
(ii) <i>The Veda Samaj</i>	(b) <i>Calcutta</i>
(iii) <i>The Singh Subhas</i>	(c) <i>Bombay</i>
(iv) <i>The Brahma Samaj</i>	(d) <i>Bengal</i>
(v) <i>The Brahman Sabha</i>	(e) <i>Amritsar</i>

Answer. (i) (c), (ii) (a), (iii) (e), (iv) (b), (v) (d)

VERY SHORT ANSWER TYPE QUESTIONS

Question.1. Why are social reformers described so?

Answer. Social reformers are described so because they felt that some changes were essential in society and unjust practices needed to be rooted out.

Question.2. How did reformers bring changes in society?

Answer. They brought changes in society by persuading people to give up old practices and adopt a new way of life. .

Question.3. What do you mean by 'sad'?

Answer. Widows who chose death by burning themselves on the funeral pyre of their husbands were known as 'sati', meaning virtuous woman.

Question.4. Who were known as Vaishyas?

Answer. Traders and moneylenders were known as Vaishyas.

Question.5. Who was Raja Rammohun Roy?

Answer. Raja Rammohun Roy was a learned social reformer. He was well versed in Sanskrit,

Persian and several other Indian and European languages. He raised voice against the practice of sati and got it rooted out.

Question.6. What was hook swinging festival?

Answer. It was a popular festival in which devotees underwent a peculiar form of suffering as part of ritual worship. With hooks pierced through their skin they swung themselves on a wheel.

Question.7. Who was Mumtaz Ali?

Answer. Mumtaz Ali was a social reformer who reinterpreted verses from the Koran to argue for the education of women.

Question.8. Who published the book named Stripurushtulna? What is it about?

Answer. Tarabai Shinde published Stripurushtulna. It is about the social differences between men and women.

Question.9. How did widow's home at Poona help the widows?

Answer. It trained them so that they could manage financial support for themselves.

Question.10. What was the contribution of Christian missionaries in spreading education among tribal groups and lower castes?

Answer. These missionaries set up schools for tribal groups and lower caste children. Here, they were equipped with some skills to make their way into a new world.

Question.11. Why do people view leather workers with contempt?

Answer. Leather workers work with dead animals which are seen as dirty and polluting. Hence, people see them with contempt.

Question.12. Who were Madigas?

Answer. They were experts at cleaning hides, tanning them for use and sewing sandals.

Question.13. Who were Shudras?

Answer. They belonged to labouring castes.

Question.14. Who were Ati Shudras?

Answer. They were untouchables.

Question.15. What was the Satyashodhak Samaj? Who founded it?

Answer. The Satyashodhak Samaj was an association that propagated caste equality. It was founded by Jyotirao Phule.

Question.16. Why did E.V. Ramaswamy Naicker leave the Congress?

Answer. He left the congress because he found nationalists adhering to caste distinctions. At a feast organised by them, the lower castes were made to sit at a distance from the upper castes.

Question.17. Name the Hindu scriptures which were criticised by Periyar.

Answer. The codes of Manu, the ancient lawgiver and the Bhagavad Gita and the Ramayana.

Question.18. Why were untouchable students not allowed to enter the classrooms where upper-caste boys were taught?

Answer. There was a false notion among the upper-caste that untouchables would pollute the rooms where their children were taught.

SHORT ANSWER TYPE QUESTIONS

Question.1. What did Raja Rammohun Roy do to end the practice of sati?

Answer. Raja Rammohun Roy was a great social reformer. He moved to see the tyranny of old practices that were deeply rooted in the Indian society. Burning of widows on the funeral pyre of their husbands was one such old practice which, Rammohun Roy felt, needed to be rooted out immediately. He began a campaign against this. As he had deep knowledge of Sanskrit, Persian and several other Indian and European languages, he tried to show through his writings that the practice of sati had no sanction in ancient texts. He got support from the British officials who had also begun to criticise Indian traditions and customs by the early 19th century. Finally, in 1829, the practice of sati was banned.

Question.2. Give an account of the movement that spread in different parts of the country in favour of widow remarriage. Did the movement get success?

Answer. The movement in favour of widow remarriage spread in different parts of the country by the second half of the 19th century. Veerasalingam Pantulu formed an association for widow remarriage in the Telugu-speaking areas of the Madras Presidency. Around the same time young intellectuals and reformers in Bombay pledged themselves to work for the same cause. In the north the founder of

the Arya Samaj Swami Dayanand Saraswati also supported widow remarriage. However, the movement did not get much success. The number of widows who actually remarried remained low. Those who remarried were not easily accepted in the society. The conservative people never approved the new law.

Question.3. What do you know about Tarabai Shinde and Pandita Ramabai? What did they do for improving the condition of women.

Answer. Tarabai Shinde was a woman who got education at home at Poona. She is better known for publishing a book named *Stripurushtulna* meaning a comparison between women and men. She, in this book, criticises the social differences between men and women. Pandita Ramabai was a great scholar of Sanskrit. She found Hinduism very oppressive towards women and wrote a book about the pathetic condition of Hindu women belonging to upper caste. She started a widow's home at Poona to provide shelter to widows who had been maltreated by their husband's relatives. Here women were given training to make them self-dependent.

Question.4. Give a brief description of movements that were organised by people from within the lower castes against caste discrimination.

Answer. By the second half of the 19th century, people from within the lower castes began to raise voice against caste discrimination. They organised movements against this practice and demanded social equality and justice. The Satnami movement became famous in Central India. It was initiated by Ghasidas, who came from a low caste, worked among the leather workers and organised a movement to improve their social status. In Eastern Bengal, Haridas Thakur's Matua sect worked among low caste Chandala cultivators. Haridas questioned Brahmanical texts that supported the caste discrimination. Shri Narayana Guru belonged to Ezhavas, a low caste in present-day Kerala. He proclaimed the ideals unity of all people within one sect, a single caste and one god. By organising these movements the leaders coming from low-caste tried to create awareness amongst the lower castes.

Question.5. Who was E.V. Ramaswamy Naicker? What, did he do to improve the condition of the untouchables?

Answer. E.V. Ramaswamy Naicker belonged to a middle-class family. He had been an ascetic in his early life and had studied Sanskrit scriptures carefully. Afterwards, he became a member of the Congress but quit it when he found that at a feast organised by nationalists, seating arrangements followed caste discrimination, i.e. the lower castes were made to sit at a distance from the upper-castes. He founded Self Respect Movement which inspired untouchables to fight for their dignity. He argued that untouchables were the true upholders of an original Tamil and Dravidian culture which had been subjugated by Brahmins. He felt that all religious authorities saw social divisions and inequality as God-given. Untouchables had to free themselves from all religions to achieve equal social status.

LONG ANSWER TYPE QUESTIONS

Question.1. Why were changes necessary in Indian society?

Answer. Indian society had been a prey to many evil practices for a long time. Men and women were treated differently. Women were subjected to many restrictions. They were not allowed to go to schools. They were not allowed to choose their husbands. Child-marriage was an established custom in the society. Most children were married off at an early age. Both Hindu and Muslim men could have many more than one wife. In some parts of the country, sati was in practice. Those widows were praised who chose death by burning themselves on the funeral pyre of their husbands. Women's rights to property were also restricted.

One more evil practice that had crippled Indian society was that all people did not enjoy equal status. The upper-caste, consisted of Brahmans and Kshatriyas, availed all privileges. But other than these people were subjected to exploitation. The untouchables, who did menial works, were considered polluting. They were not allowed to enter temples, draw water from the well used by the upper castes. They were seen as inferior human beings.

These evil customs and practices had eclipsed the progress of society. Hence, debates and discussions began to take place from the early 19th century, with the development of new forms of communications. For the first time, books, newspapers, magazines, leaflets and pamphlets were printed. They spread awareness among the common mass.

Social reformers like Raja Rammohun Roy, Ishwarchander Vidyasagar, came forward and took initiatives to bring changes in society by abolishing the evil practices one after another.

Question.2. How did women involve themselves in their upliftment?

Answer. By the end of the 19th century, Indian women themselves began to work for their upliftment. They began to get higher education in universities. Some of them trained to be doctors, some became teachers. Many women began to write and publish their critical views on the status of women in society. The name of Tarabai Shinde is worth-mentioning here. She got education at home at Poona. She published a book, *Stripurushtulna*, meaning a comparison between men and women. She criticised the social differences between men and women. Another woman, Pandita Ramabai, was a great scholar of Sanskrit. She criticised Hinduism which was so oppressive towards women. She wrote a book about the miserable lives of upper-caste Hindu women. She established a widow home at Poona to provide shelter to widows who had been ill-treated in their families. From the early 20th century, Muslim women such as the Begums of Bhopal and Begum Rokeya Sakhawat Hossain played active role in spreading education among Muslim girls. They founded schools for them. Begum Rokeya Sakhawat Hossain fearlessly criticised the conservative ideas. She argued that religious leaders of every faith accorded an inferior position to women.

The orthodox Hindus and Muslims got alarmed to see all this. Several Hindu nationalists felt that Hindu women were adopting Western ways which would corrupt Hindu culture and erode family values. Orthodox Muslims were equally worried about the impact of these changes. Unaware of all these, women, from the early 20th century, began to form political associations, pressure groups to push through laws for female suffrage and better health care and education for them. Some of them even joined various kinds of nationalist and socialist movements from the 1920s.

SOURCE-BASED QUESTIONS

Question.1.Read the following extract (Sources 1 and 4) taken from NCERT textbook and answer the questions that follow:

“We first tie them down to the pile”

Rammohun Roy published many pamphlets to spread his ideas. Some of these were written as a dialogue between the advocate and critic of a traditional practice. Here is one such dialogue on sati:

ADVOCATE OF SATI:

Women are by nature of inferior understanding, without resolution, unworthy of trust ... Many of them, on the death of their husbands, become desirous of accompanying them; but to remove every chance of their trying to escape from the blazing fire, in burning them we first tie them down to the pile.

OPPONENT OF SATI:

When did you ever afford them a fair opportunity of exhibiting their natural capacity? How then can you accuse them of want of understanding? If, after instruction in knowledge and wisdom, a person cannot comprehend or retain what has been taught him, we may consider him as deficient; but if you do not educate women how can you see them as inferior.

Questions:

(a) What notions did the society have in favour of the practice of sati?

(b) What arguments did the reformers put against the practice of sati?

Answers:

(a) The society believed women to be of inferior understanding without resolution and unworthy of trust. So, she was not allowed to live without her husband. Therefore, she was forced to be inflamed with the body of her husband after his death.

(b) The reformers accused the society for not recognising women’s potentialities. They said that the society had never bothered to educate women and had always neglected them. So, it was quite unjustified to call them inferior and untrustworthy.

Question.2. “We are also human beings”

In 1927, Ambedkar said:

We now want to go to the Tank only to prove that like others, we are also human beings ... Hindu society should be reorganised on two main principles— equality and absence of casteism.

Questions:

(a) Who was Ambedkar?

(b) On what basis did he wish Hindu society to be reorganised?

Answers:

(a) Ambedkar was a dalit leader. He belonged to a Mahar family. He did a lot for the upliftment of the condition of dalits.

(b) He wished Hindu society to be reorganised on the basis of two principles— equality and absence of casteism.

PICTURE-BASED QUESTIONS

Question.1.Observe the pictures below taken from is NCERT textbook and answer the questions that follow:



Questions:

- (i) This is a picture of a child bride at the beginning of the 20th century. Which Act was passed to prevent child marriage and when?
- (ii) What did the Act mention?

Answers:

- (i) In 1929, the Child Marriage Restraint Act was passed to prevent this practice.
- (ii) According to the Act no man below the age of 18 and woman below the age of 16 could marry.

Question.2.



Questions:

- (i) Who are these people? What are they doing in the picture.
- (ii) What did they do for upper-caste landowners?

Answers:

- (i) These people are Dublas of Gujarat. In the picture, they are carrying mangoes to the market.
- (ii) Dublas did hard work for upper-caste landowners. They cultivated their lands and worked at a variety of odd jobs at the landowner's house.

NCERT Solutions For Class 8 History Social Science Chapter 11 The Making of the National Movement: 1870s-1947

NCERT TEXTBOOK QUESTIONS SOLVED

Question.1. Why were people dissatisfied with British rule in the 1870s and 1880s?

Answer. People were dissatisfied with British rule in the 1870s and 1880s due to the following reasons:

- (i) The British passed the Arms Act in 1878 which disallowed Indians from possessing arms.
- (ii) In the same year they passed the Vernacular Press Act. This Act snatched the freedom of speech and expression. It allowed the government to confiscate the assets of newspapers including their printing presses if the newspapers published anything that was critical of the government.
- (iii) In 1883, the Ilbert Bill was introduced. The bill provided for the trial of British or European persons by Indians and sought equality between British and Indian judges in the country. But the white opposition forced the government to withdraw the bill.

Question.2. Who did the Indian National Congress wish to speak for?

Answer. The Indian National Congress wished to speak for the entire people belonging to different communities of India.

Question.3. What economic impact did the First World War have on India?

Answer. The First World War led to a huge rise in the defence expenditure of the Government of India. The government in turn increased taxes on individual incomes and business profits. Increased military expenditure and the demands for war supplies led to the sharp rise in prices which badly affected the common mass. They found it difficult to fulfil even their essential needs. But the business groups earned huge profits from the war. The war created a demand for industrial goods like jute bags, cloth, rails, and caused a decline of imports from other countries into India. As a result Indian industries expanded during the war.

Question.4. What did the Muslim League resolution of 1940 ask for?

Answer. The Muslim League resolution of 1940 asked for "Independent States" for Muslims in the north-western and eastern areas of the country. The resolution did not mention partition or the name Pakistan.

Question.5. Who were the Moderates? How did they propose to struggle against British rule?

Answer. The Moderates were against taking extreme actions. They had deep faith in the good intention of the government. They were of the opinion that slowly and steadily they would make the British go to their own land. The Moderate leaders developed public awareness about the unjust nature of British rule. They published newspapers, wrote articles and showed how British rule was leading to the economic ruin of the country. They criticised British rule in their speeches and sent representatives to different parts of the country to mobilise public opinion. They believed that the British had respect for the ideals of freedom and justice and therefore they would definitely accept all the just demands of the people of India. Their main task was to acknowledge the British government with these demands.

Question.6. How was the politics of the Radicals within the Congress different from that of the Moderates?

Answer. The Radicals within the Congress cherished different opinions. They had deep faith in action and wanted to drive away the foreigners as soon as possible. They criticised the Moderates for their "politics of prayers" and gave emphasis on self-reliance and constructive work. They argued that people must fight for swaraj. Unless they fought against the British rule unitedly, they would not bring independence to their country.

Question.7. Discuss the various forms of the Non-Cooperation Movement took in different parts of India. How did the people understand Gandhiji?

Answer. The Non-Cooperation Movement spread far and wide. It took various forms in different parts of the country:

- (i) In Kheda, Gujarat, Patidar peasants were worried about the high land revenue demand of the British. Hence, they organised non-violent campaigns against it.
- (ii) In coastal Andhra and interior Tamil Nadu, liquor shops were picketed.
- (iii) In the Guntur district of Andhra Pradesh, tribals and poor peasants started several forest satyagrahas, sometimes sending their cattle into forests without paying grazing tax. They were very much fed up with the restrictions imposed on them by the British regarding the use of forest resources. They wanted the abolition of the forest regulations.
- (iv) In Sind, now in Pakistan, Muslim traders and peasants were very enthusiastic about the Khilafat call. In Bengal too, the Khilafat-Non-Cooperation alliance gave enormous communal unity and strength to the national movement.
- (v) In Punjab, the Akali agitation of the Sikhs sought to drive out corrupt mahants, supported by the British, from the gurudwaras. This movement got closely identified with the Non-Cooperation Movement.
- (vi) In Assam, tea garden labourers left the British-owned plantations and became the followers of Gandhiji. People viewed Gandhiji as a messiah, as someone who could help them overcome their misery and poverty.

Question.8. Why did Gandhiji choose to break the salt law?

Answer. Gandhiji was very much worried about the salt law. According to this law, the state had a monopoly on the manufacture and sale of salt. Gandhiji thought that it was sinful to tax salt because it is an essential item of our food and is required equally by the rich and the poor. Hence he decided to break this law in anticipation that people from all walks of life would extend their support. Needless to say that Gandhiji's Salt March became very successful.

Question.9. Discuss those developments of the 1937-47 period that led to the creation of Pakistan.

Answer. From the late-1930s, the Muslim League began viewing the Muslims as a separate nation from the Hindus. This nation might have developed because of the history of tension between some Hindu and Muslim groups in the 1920s and 1930s. The provincial elections of 1937 also might have convinced the League the Muslims were a minority and they would always have to play second fiddle, in any democratic structure. Meanwhile, the Congress rejected the League's desire to form a joint Congress-League government in the United Provinces in 1937. This annoyed the League. In 1940, the League finally moved a resolution demanding 'Independent States' for Muslims in the north-western and eastern areas of the country. The resolution did not mention partition or Pakistan. In 1945, the British opened negotiations between the Congress, the League and themselves for the independence of India. The talks could not succeed because the League saw itself as the sole spokesperson of India's Muslims. The Congress proved this claim baseless because several Muslims still supported it. In the provincial elections in 1946 the League got grand success in the seats reserved for Muslims. Hence it persisted its demand for Pakistan. In March 1946, the Cabinet Mission came to Delhi to examine this demand and to suggest a suitable political framework for a free India. This Mission suggested that India should remain united and constitute itself as a loose confederation with some autonomy for Muslim-majority areas. Neither the Congress nor the Muslim League agreed to it. The failure of the Cabinet Mission made partition inevitable. Ultimately in 1947 partition took place with the birth of a new country, i.e. Pakistan.

Question.10 .Find out how the national movement was organised in your city, district, area or state. Who participated in it and who led it? What did the movement in your area achieve?

Answer. Visit your school library and attempt this answer.

Question.11. Find out more about the life and work of any two participants or leaders of the national movement and write a short essay about them. You may choose a person not mentioned in this chapter.

Answer. (a) Dr. Rajendra Prasad

Dr. Rajendra Prasad started his political career as a social worker. He came under the influence of Mahatma Gandhi since the Champaran Satyagrahs of 1918. He came in the light when he took sincere part in Champaran Satyagraha. The Jallianwala Bagh atrocities deeply perturbed him. He was sent to jail many times. He struggled hard for the independence of the country. He was the most uncontroversial figure in the Indian politics. Under his presidency the country made all round progress.

(b) Jaiprakash Narayan

Jaiprakash Narayan fully dedicated his life for the welfare of the country. In 1934, he plunged into the struggle for freedom. In the same he became the Secretary of the Socialist Party. Jawaharlal Nehru offered him the membership of the Congress Working Committee in 1946 but he rejected the offer. On Nehru's second request, he joined the Congress Committee with Ram Manohar Lohia but both of them left it soon. Shri jaiprakash Narayan became the General Secretary of the Socialist Party which got itself separated from the Congress. He took great interest in the political development of the country. He is known for his selfless service for the nation.

MORE QUESTIONS SOLVED

Question.1.Choose the correct option.

(i) The book Poverty and Un-British Rule in India is authored by

- (a) Mahatma Gandhi
- (b) Dadabhai Naoroji
- (c) Jawaharlal Nehru
- (d) Sarojini Naidu

(ii) The Marathi newspaper was edited by

- (a) Balgangadhar Tilak
- (b) Bepin Chandra Pal
- (c) Lala Lajpat Rai
- (d) Dadabhai Naoroji

(iii) The slogan 'Freedom is my birthright and I shall have it' was raised by

- (a) Bepin Chandra Pal
- (b) Sarojini Naidu
- (c) Lala Lajpat Rai
- (d) Balgangadhar Tilak

(iv) The Indian who renounced his knighthood after the Jallianwala Bagh massacre

- (a) Subhas Chandra Bose

- (b) Rabindranath Tagore
- (c) Abanindranath Tagore
- (d) Bhagat Singh
- (v) The first Indian woman to become President of the Indian National Congress was
- (a) Sarojini Naidu
- (b) Kamla Nehru
- (c) Begum Rokeya Shakhawat Hossain
- (d) Kasturba Gandhi
- (vi) Free India's first Indian Governor- General was
- (a) Lala Lajpat Rai
- (b) Motilal Nehru
- (c) C. Rajagopalachari
- (d) Sardar Ballabbhai Patel

Answer. (i) (b), (ii) (a), (iii) (d), (iv) (b), (v) (a), (vi) (c).

Question.2. Fill in the blanks with appropriate words to complete each sentence.

- (i) The Indian National Congress was established when delegates from all over the country met at in December 1885.
- (ii) The Moderate leaders did not believe in actions.
- (iii) The All India Muslim League was formed by a group of Muslim and
- (iv) The Rowlatt Act curbed rights such as the freedom of expression and strengthened powers.
- (v) Mahatma Gandhi abruptly called off the Movement when it took violent turn.
- (vi) The Congress resolved to fight for Purna Swaraj in 1929 under the presidency of
- (vii) The Quit India Movement started in August

Answer. (i) 72, Bombay

- (ii) extreme
- (iii) landlords, nawabs
- (iv) fundamental, police
- (v) Non-Cooperation
- (vi) Jawaharlal Nehru
- (vii) 1942.

Question.3. State whether each of the following statements is True or False.

- (i) Subhas Chandra Bose was a moderate nationalist.
- (ii) The Simon Commission had two Indian representatives.
- (iii) The Jallianwala Bagh massacre occurred in Amritsar on Baisakhi day.
- (iv) The Swadeshi Movement started after the partition of Bengal.
- (v) Maulana Azad became the major spokes-person for the demand for Pakistan.
- (vi) Khan Abdul Ghaffar Khan, also known as Badshah Khan, founded the Khudai Khidmatgars.

Answer. (i) False, (ii) False, (iii) True, (iv) True, (v) False, (vi) True.

Question.4. Match the items given in Column A correctly with those given in Column B.

Column A Column B

- | | |
|---|----------|
| (i) <i>The Simon Commission</i> | (a) 1906 |
| (ii) <i>The Rowlatt Act</i> | (b) 1927 |
| (iii) <i>The Khilafat Agitation</i> | (c) 1919 |
| (iv) <i>The Civil Disobedience Movement</i> | (d) 1920 |
| (v) <i>The All India Muslim League</i> | (e) 1930 |

Answer. (i) (b), (ii) (c), (iii) (d), (iv) (e), (v) (a).

VERY SHORT ANSWER TYPE QUESTIONS

Question. 1. What is the literal meaning of sarvajanik?

Answer. The literal meaning of sarvajanik is 'of or for all the people'. It is made of two words – sarva = all + janik = of the people.

Question.2. Who was A.O. Hume? What role did he play in the history of India?

Answer. A.O. Hume was a retired British official. He played an important role in bringing Indians from the various regions together.

Question.3. Who was the Viceroy of India at the time of the partition of Bengal?

Answer. At that time Lord Curzon was the Viceroy of India.

Question.4. What was the Swadeshi Movement known as in deltaic Andhra?

Answer. In deltaic Andhra the Swadeshi Movement was known as the Vandemataram Movement.

Question.5. Name the three leading members of the Radical group.

Answer. Bepin Chandra Pal, Balgangadhar Tilak and Lala Lajpat Rai.

Question.6. Why did Mahatma Gandhi along with other Indians establish the Natal Congress in South Africa?

Answer. He did so in order to fight against racial discrimination in South Africa.

Question.7. Name three places where Gandhiji started local movements.

Answer. Champaran, Kheda and Ahmedabad.

Question.8. Why did Rabindranath Tagore renounce his knighthood?

Answer. Rabindranath Tagore renounced his knighthood to express the pain and anger of the country following the Jallianwala Bagh atrocities.

Question.9. Who were the leaders of the Khilafat agitation?

Answer. The leaders of the Khilafat agitation were Mohammad Ali and Shaukat Ali.

Question.10. What does 'Punjab wrongs' refer to?

Answer. It refers to Jallianwalla Bagh massacre that occurred on 13 April, 1919 in Amritsar on Baisakhi day.

Question.11 .Who was Chitta Ranjan Das?

Answer. He was a lawyer from East Bengal and was active in the Non-Cooperation Movement.

Question.12.What does RSS stand for?

Answer. RSS stands for Rashtriya Swayamsevak Sangh.

Question. 13. Who was Bhagat Singh? What slogan did he raise?

Answer. Bhagat Singh was a revolutionary nationalist. His slogan was—Inquilab Zindabad.

Question.14. What does HSRA stand for?

Answer. HSRA stands for Hindustan Socialist Republican Association.

Question.15.Why did Mahatma Gandhi decide to break the Salt Law?

Answer. Mahatma Gandhi decided to break the Salt Law because it established the monopoly of the state on the manufacture and sale of salt,

Question. 16. On what condition-were the Congress leaders ready to support the British war effort at the time of the Second World War?

Answer. The Congress leaders were ready to support the British war effort on condition that they would declare India's independence after the war.

Question.17. Did the British accept their condition?

Answer. No, the British did not accept their condition.

Question.18. Who raised the slogan 'do or die'?

Answer. Mahatma Gandhi raised this slogan.

Question. 19. Why did the Muslim League announced 16 August 1946 as 'Direct Action Day'?

Answer. It announced 16 August, 1946 as 'Direct Action Day' in support of its demand for Pakistan.

SHORT ANSWER TYPE QUESTIONS

Question.1. What were the demands of the Congress in its early years?

Answer. In its early years the Congress was moderate in its objectives and methods. It made several demands; which are given below:

- (a) The Congress demanded a greater voice for Indians in the government and in administration.
- (b) It demanded that Indians be placed in high positions in the government. For this purpose it called for Civil Service examinations to be held in India as well, not just in London.
- (c) The Congress demanded for the separation of the judiciary from the executive.
- (d) The repeal of the Arms Act and the freedom of speech and expression was also a major demand of the Congress.
- (e) It also demanded reduction of revenue, cut in military expenditure and more funds for irrigation.

Question.2. What caused the partition of Bengal in 1905?

Or

Under what pretext, did the British divide Bengal?

Answer. At the time of partition Bengal was the biggest province of British India which comprised Bihar and parts of Orissa. The British argued for dividing Bengal for reasons of administrative convenience. But it was a totally false argument. In fact, the partition of Bengal was closely tied to the interests of British officials and businessmen. The British also wanted to curtail the influence of Bengali politicians and split the Bengali people. It was therefore, instead of removing the non-Bengali areas from the province, they separated East Bengal and merged it with Assam.

Question.3. What were the consequences of the partition of Bengal?

Answer.(a) The partition of Bengal enraged people all over the country. Both the Moderates and the

Radicals in the Congress opposed this action of the British.

(b) Public meetings and demonstrations began to be organised. Novel methods of mass protest were also developed. They struggled against the partition of Bengal came to be known as Swadeshi Movement. In Bengal this movement was the strongest. In other regions such as in deltaic Andhra the movement was called the Vandemataram Movements.

Question.4. What was the Khilafat agitation?

Answer. In the year 1920 the British imposed a harsh treaty on the Turkish Sultan, known as Khalifa. It enraged people. Indian Muslims wanted that the Khalifa be allowed to retain control over Muslim sacred places in the erstwhile Ottoman empire. The leaders of the Khilafat agitation Mohammad Ali and Shaukat Ali, now wished to start a full-fledged Non-Cooperation Movement. They got support from Mahatma Gandhi who urged the Congress to campaign against ‘Punjab wrongs’, the Khilafat wrong and demand swaraj.

Question.5. How did people participate in the Non-Cooperation Movement during 1921-22?

Answer.(a) During these years, thousands of students left government controlled schools and colleges.

(b) Many lawyers such as Motilal Nehru, C.R. Das, C. Rajagopalachari and Asaf Ali gave up their practices.

(c) British titles were surrendered and legislatures boycotted. .

(d) People lit public bonfires of foreign cloth.

Question.6. Why was the Simon Commission sent to India? Why did Indians boycott it?

Answer. The British government in England sent a Commission headed by Lord Simon in the year 1927 to decide India’s political future. As the Commission had no Indian representative, it was boycotted by all political groups. When the Commission arrived it met with demonstrations with banners saying ‘Simon Go Back’.

Question.7. What role did Ambabai play in the Indian freedom struggle?

Answer. Ambabai came from Karnataka. She had been married at age twelve and was widowed at sixteen. Afterwards she began participating in the Indian freedom struggle. She picketed foreign cloth and liquor shops in Udupi. She was arrested, served a sentence and was rearrested. Between prison terms she made powerful speeches, taught spinning and organised prabhat pheris.

Question.8. Write a brief paragraph on Maulana Azad.

Answer. Maulana Azad was a great leader of the Indian freedom struggle. He was born in Mecca to a Bengali Father and an Arab Mother. He was well- versed in several languages. He was a scholar of Islam and an exponent of the notion of wahadat-i-deen, the essential oneness of all religions. He was an active participant in the movement launched by Mahatma Gandhi. He was a great advocate of Hindu-Muslim unity. He never approved Jinnah’s two-nation theory. He wanted a country in which Hindus and Muslims lived in perfect harmony.

Question.9. Write a brief note on Khan Abdul Ghaffar Khan.

Answer. Khan Abdul Ghaffar Khan was the Pashtun leader from the North-West Frontier Province. He was popularly known as Badshah Khan. He founded the Khudai Khidmatgars, which was a powerful non-violent movement among the Pathans of his province. He was a staunch supporter of Hindu-Muslim unity and was strongly opposed to the partition of India. He criticised his Congress colleagues for agreeing to the division of India in 1947.

LONG ANSWER TYPE QUESTIONS

Question.1. What was the Rowlatt Act? Give an account of the Rowlatt Satyagraha.

Answer. The British passed the Rowlatt Act in the year 1919. The Act curbed fundamental rights such as the freedom of expression and strengthened police powers. The Act was very repressive and therefore it enraged Indians. Prominent leaders of the freedom struggles such as Mahatma Gandhi, Mohammad Ali Jinnah, etc. felt that the government had no right to restrict the basic freedoms of people. They viewed the Act as devilish and tyrannical. Gandhiji decided to oppose this Act. He asked people of India to observe 6 April 1919 as a day of non-violent opposition to the Act, as a day of “humiliation and prayer” and hartal. He organised Satyagraha Sabhas to launch the movement. The Rowlatt Satyagraha spread far and wide. It became the first All-India struggle against the British government. In April 1919 several demonstrations and hartals took place in the country. But the government suppressed them taking brutal measures. The Jallianwala Bagh massacre was the climax of its brutality. This incident took place on 13 April in Amritsar on Baisakhi day. Thousands of people had gathered in the Jallianwala Bagh to celebrate the occasion. General Dyer opened fire on them all of a sudden.

Both Hindu and Muslim unitedly criticised the British action.

Question.2. Describe Gandhi's march to Dandi.

Answer. Gandhiji felt that Purna Swaraj would not come on its own. It had to be fought for. He was very much worried about government's Salt Law. In 1930, he decided to break this



law. According to the law, the state had a monopoly on the manufacture and sale of salt. Mahatma Gandhi and other prominent leaders of the freedom struggle thought that it was sinful to tax salt because it is an essential item of our food. Both the rich and the poor needed it equally. Gandhiji felt that his Salt March would become popular and would represent the general desire of freedom to a specific grievance shared by all. On 6 April, 1930, Gandhiji along with his followers marched for over 240 miles from Sabarmati to the coastal town of Dandi. Here, they broke the government law by gathering natural salt found on the seashore, and boiling sea water to produce salt. 'A large number of people including women participated in this historic march. The government tried to crush the movement through brutal action against peaceful satyagrahis. Thousands were arrested and sent to jail. But the movement played a significant role in achieving freedom of India.

Question.3. Under what circumstances did Gandhiji initiate the Quit India Movement?

Answer. In September 1939, the Second World War broke out. The British government in India needed help from the Indian leaders. The leaders were ready to support the British war effort. But in return they wanted that India be granted independence after the war. The British refused to accept the demand. This enraged the Congress ministries. They all resigned to show their protest. Mahatma Gandhi was deeply perturbed. He now decided to initiate a new phase of movement against the British rule in the middle of the Second World War. This movement came to be known as the Quit India Movement. Gandhiji thought that the British must Quit India without further delay. He raised the slogan 'do or die' which spread among the common mass very soon. But at the same time he warned the people not to be violent in any condition. The British took repressive measures. Gandhiji along with other leaders were sent to jail immediately. But this did not prevent the movement from spreading. It specially attracted peasants and the youth who gave up their studies to join the movement. Communications and symbols of state authority were

attacked all over the country. In several areas people set up their own governments. The British tried to repress these developments severely. About 90,000 people were arrested and wound 1,000 killed in police firing. But the movement did not go in vain. It brought freedom very close.

SOURCE-BASED QUESTIONS

Question.1. Read the following extract (Source 2) taken from the NCERT textbook and answer the questions that follow:

In pursuit of gold

This is what a Moderate leader, Dinshaw Wacha, wrote to Naoroji in 1887:

Pherozeshah is nowadays too busy with his personal work ... They are already rich enough ... Mr. Telang too remains busy. I wonder how if all remain busy in the pursuit of gold can the progress of the country be advanced?

Questions:

- (i) Who was Dinshaw Wacha?**
- (ii) Whom did he write to?**
- (iii) What did he write in the letter?**

Answers:

- (i) Dinshaw Wacha was a Moderate leader of the Congress.**
- (ii) He wrote to Naoroji.**
- (iii) He wrote in the letter that if people like Pherozeshah and Telang remained busy in making wealth, then how would the country achieve its independence?**

PICTURE-BASED QUESTIONS

Question.1. Observe the pictures taken from NCERT textbook subsequently and answer the questions that follow:



Questions:

- (i) Who is he?
- (ii) Which book did he write?
- (iii) What was the book about?

Answers:

- (i) He is Dadabhai Naoroji.
- (ii) He wrote a book named Poverty and Un-British Rule in India.
- (iii) The book offered a scathing criticism of the economic impact of British rule.

Question.2.



Questions:

- (i) Identify the above personality.
- (ii) Which state did he belong to?
- (iii) Write two sentences about him.

Answers:

- (i) Lala Lajpat Rai.
- (ii) He belonged to Punjab.
- (iii) He was one of the leading members of the Radical group. He criticised the moderates for their politics of petitions:

Question.3.



Questions:

- (i) Describe the image given above.
- (ii) Who is holding the tricolour?

Answers:

- (i) In the above image Mahatma Gandhi has been shown as a divine being occupying a place within the pantheon of Indian gods. Here he is driving Krishna's chariot, guiding other nationalist leaders in the battle against the British.
- (ii) Pandit Jawaharlal Nehru is holding the tricolour.

NCERT Class 8 Social and Political life Extra Questions

The Making of the National Movement 1870s-1947 NCERT Class 8 Social and Political life Extra Questions

Question 1

Name some of the political associations that were formed in the 1870s and 1880s. What were their goals?

Solution

Political associations formed in the 1870s and 1880s mostly by Indian lawyers educated in Britain. Some of these Associations were, the Indian National Congress, the Poona Sarvajanik Sabha, the Indian Association, the Madras Mahajan Sabha and the Bombay Presidency Association. These associations functioned in different parts of the country, with a common goal for all the people of India. The common goal was an independent India, empowered to take decisions regarding its own governance.

Question 2

What was the Ilbert Bill?

Solution

The Ilbert Bill was a bill introduced in 1883 for British India by Lord Ripon. The Bill gave Indian judges and magistrates the power to try British offenders in criminal cases at the District level. The introduction of the bill led to intense opposition in Britain and from British settlers in India. The Bill played on racial tensions. White opposition forced the government to withdraw the bill. This enraged the Indians. The bitter controversy deepened antagonism between the British and Indians and was a prelude to the formation of the Indian National Congress the following year. The event highlighted the racial attitudes of the British in India. The need for an all-India organisation of educated Indians seemed necessary after the Ilbert Bill controversy.

Question 3

What brought the moderates and radicals together?

Solution

In 1905 Viceroy Curzon partitioned Bengal which was the biggest province of British India and included Bihar and parts of Orissa. The government separated East Bengal and merged it with Assam.

The British stated that Bengal was divided for administrative convenience; where as the real reason was to restrict the influence of Bengali politicians and to split the Bengali people.

It was this division of Bengal that brought the moderates and radicals together. All the leaders opposed the division. Large public meetings and demonstrations were organised and novel methods of mass protest developed.

Question 4

Describe the Rowlatt Satyagraha.

Solution

In 1919 Gandhiji gave a call for a Satyagraha against the Rowlatt Act, passed by the British. The Act restricted the freedom of expression and strengthened police powers. Mahatma Gandhi, Mohammad Ali Jinnah and others strongly opposed this Act.

April 6th 1919, was observed as a day opposing the Act. It was a non-violent opposition.

Satyagraha Sabhas were set up all over India against the Rowlatt Act. It was the first all-India struggle against the British government.

Question 5

What did the Khilafat movement support?

Solution

The Khilafat movement was a political campaign launched mainly by Muslims in South Asia to influence the British government and to protect the Ottoman Empire after World War I.

In 1920 the movement gained force after the Treaty of Sèvres, which solidified the partitioning of the Ottoman Empire. Indian Muslims were keen that the Khalifa be allowed to retain control over Muslim sacred places in the erstwhile Ottoman Empire. The leaders of the Khilafat agitation, Mohammad Ali and Shaukat Ali, now wished to initiate a full-fledged Non-Cooperation Movement. Gandhiji supported the movement.

Question 6

What made Gandhiji call off the non-cooperation movement?

Solution

As the Non-Cooperation Movement turned violent in some places Gandhiji called off the movement. The main incidence that made Gandhiji call off the movement was Chauri Chaura incidence. Here the peasants set fire to a police station and 22 policemen died. The setting of the police station was in retaliation to the police firing at a peaceful demonstration by the peasants.



NCERT TEXTBOOK QUESTIONS SOLVED

Question.1. Name three problems that the newly independent nation of India faced. The Problem of the rehabilitation of given below

Answer. (i) The three problems that the newly 8 million refugees who had come into the country from newly born Pakistan.
(ii) The problem of the princely states. There were almost 500 princely states, each ruled by a Maharaja or a Nawab, and each of them had to be persuaded to join the new nation,
(iii) The new nation had to adopt a political system that would best serve the hopes and aspirations of the people.

Question.2. What was the role of the Planning Commission?

Answer. The Planning Commission helped design and execute suitable policies for economic development.

Question.3. Fill in the blanks.

- (a) Subjects that were placed on the Union List were , and
- (b) Subjects on the Concurrent List were and
- (c) Economic planning by which both the state and the private sector played a role in development was called a model.
- (d) The death of sparked off such violent protests that the government was forced to give into the demand for linguistic state of Andhra.

Answer. (a) Taxes, defence, foreign affairs

(b) Forests, agriculture

(c) 'mixed economy'

(d) Potti Sriramulu

Question.4. State whether true or false:

- (a) At independence, the majority of Indians lived in villages.
- (fa) The Constituent Assembly was made up of members of the Congress Party.
- (c) In the first national election, only men were allowed to vote.
- (d) The Second Five Year Plan focused on the development of heavy industry.

Answer. (a) True (fa) False (c) False (d) True

Question.5. What did Dr. Ambedkar mean when he said that In politics we will have equality, and in social and economic life we will have inequality”?

Answer. What Ambedkar wanted to say was that providing voting right to the lower caste people would not remove other inequalities such as between rich and poor, or between upper castes and

lower castes. These classes of people could be labelled equal only politically but in reality it could not be possible due to our social and economic structure.

Question.6. After Independence, why was there a reluctance to divide the country on Uguistic times?

Answer. India got independence at the cost of its division. This division had been done on the basis of religion. As a result of this division more than a million people had been killed in riots between Hindus and Muslims. In such circumstances, it was not wise to further divide the country on the basis of language. Therefore, both Prime Minister Nehru and Deputy Prime Minister Patel were against the creation of linguistic states.

Question.7. Give one reason why English continued to be used in India after Independence.

Answer. English continued to be used in India after Independence because south Indian states expressed strong opposition to Hindi.

Question.8. How was the economic development of India visualised in the early decades after Independence?

Answer. In 1950, the government set up a Planning Commission to help design and execute suitable policies for economic development. There was a broad agreement on “mixed economy” model. Here, both the state and the private sector would play important and complementary roles in increasing production and generating jobs. Now, it was on the Planning Commission to define which industries should be initiated by the state and which by the market and how to achieve a balance between the different regions and states.

In 1956, the Second Five Year Plan was formulated which focused on the development of heavy industries such as steel, and on the building of large dams. These sectors would be under the control of the state. This focus on heavy industry, and the effort at state regulation of the economy was to guide economic policy for the next few decades.

Question.9. Who was Mira Behn? Find out more about her life and her ideas.

Answer. Mira Behn (1892-1982) was the daughter of a British Admiral. Her real name was Madeline Shade. She left England to live and work with Mahatma Gandhi. She devoted her life to human development, the advancement of Gandhiji’s principles and to the freedom struggle. She was awarded the Padma Vibhushan in 1982’

Question.10. Find out more about the language divisions in Pakistan that led to the creation of the new nation of Bangladesh. How did Bangladesh achieve independence from Pakistan?

Answer. Pakistan was divided into two regions—East Pakistan and West Pakistan. This division was done on the basis of linguistic majority. The East Pakistan was dominated by Bengala-speaking Muslims while the West Pakistan was dominated by Urdu-speaking Muslims. The people of the West Pakistan always considered the Bengali Muslims living in the East Pakistan inferior to them. So, the Muslims living in East Pakistan were devoid of all facilities and fundamental rights. It caused great

dissatisfaction among them. They began migrating to India. Their number grew so large that India was compelled to intervene the situation. It supported the cause of the East Pakistan which resulted in a war between India and Pakistan. Finally India won the war in favour of the East Pakistan and declared it as a new country named Bangladesh on 16th December 1971. Bangladesh was now recognised as a sovereign nation and Muziburr Rehman was its first President.

MORE QUESTIONS SOLVED

Question.1.Choose the correct option.

(i) Which one is not a feature of the Indian Constitution?

- (a) It adopted universal adult franchise**
- (b) It gave politicians special powers**
- (c) It provided equality before law to all citizens**
- (d) It offered special privileges for the poorest and most disadvantaged Indians**

(ii) Which one is the subject of the State List?

- (a) Education (b) Defence**
- (c) Forests (d) Agriculture**

(iii) Who is called the father of the Indian Constitution?

- (a) Mahatma Gandhi**
- (b) Jawaharlal Nehru**
- (c) Vallabhbhai Patel**
- (d) Bhimrao Ambedkar**

(iv) The bilingual state of Bombay was divided into separate states for

- (a) Marathi and Telugu speakers**
- (b) Marathi and Malayalam speakers**
- (c) Marathi and Gujarati speakers**
- (d) Bengali and Gujarati speakers**

(v) Who was the Deputy Prime Minister of the Independent India?

- (a) Motilal Nehru**
- (b) Bhim Rao Ambedkar**
- (c) Vallabhbhai Patel (d) MaulanaAzad**

Answer.(i) (b), (ii) (a), (iii) (d), (iv) (d), (v) (c).

Question.2.Fill in the blanks with appropriate words to complete each sentence.

(i) Prime Minister Jawaharlal Nehru was also the minister of newly independent India.

(ii) The Bhilai steel plant was set up with the help of the former in 1959.

(iii) In 1966, the state of Punjab was divided into and

(iv) India's population in 1947 was almost million.

(v) Soon after Independence, India chose to grant right to all its citizens regardless of gender, class or education.

Answer. (i) Foreign

(ii) Uncivilised, civilised

(iii) Punjab, Haiyana

- (iv) 345
- (v) Voting

Question.3.State whether each of the following statements is True or False.

- (i) The adivasis or the Scheduled Tribes were not granted reservation in seats and jobs.
- (ii) Dr. B.R. Ambedkar belonged to a Marathi-speaking dalit family.
- (iii) Bridges and dams became the symbol of development in free India.
- (iv) Dharavi in Gujarat is one of the world's largest slums.
- (v) Nehru and Patel wanted to divide the country on the basis of language.

Answer. (i) False, (ii) True, (iii) True, (iv) False, (v) False.

Question.4.Match the items given in Column A correctly with those given in Column B.

Column A

Column B

- | | |
|--------------------------------|--|
| (i) <i>Gandhi Sagar Dam</i> | (a) <i>Chhattisgarh</i> |
| (ii) <i>Bhilai Steel Plant</i> | (b) <i>Gandhi's follower</i> |
| (iii) <i>Krishna Menon</i> | (c) <i>Madhya Pradesh</i> |
| (iv) <i>Mira Behn</i> | (d) <i>Andhra Pradesh</i> |
| (v) <i>Potti Sriramulu</i> | (e) <i>Led the Indian delegation to the UN between 1952 and 1962</i> |

Answer. (i) (c), (ii) (a), (iii) (e), (iv) (b), (v) (d).

VERY SHORT ANSWER TYPE QUESTIONS

Question.1. When was the Indian Constitution adopted?

Answer. The Indian Constitution was adopted on 26 January, 1950.

Question.2. Which step has been described as revolutionary?

Answer. All Indians above the age of 21 would be allowed to vote in state and national elections.

Question.3. On what point did Nathuram Godse disagree with Gandhiji?

Answer. Nathuram Godse disagreed with Gandhiji's conviction that Hindus and Muslims should live together in harmony.

Question.4. Name two subjects of the State List.

Answer. Education and health.

Question.5. Name two subjects of the Concurrent List.

Answer. Forests and agriculture.

Question.6. Who was Potti Sriramulu?

Answer. He was a veteran Gandhian who went on a hunger strike demanding the formation of Andhra state to protect the interests of Telugu speakers.

Question.7. When did the new state of Andhra Pradesh come into existence?

Answer. The new state of Andhra Pradesh came into existence on 1 October, 1953. .

Question.8. What were the points of focus of the Second Five Year Plan?

Answer. • Development of heavy industries.

• Building of large dams.

Question.9. How was the Bhilai Steel Plant viewed?

Answer. The Bhilai Steel Plant was viewed as an important sign of the development of modern India after Independence.

Question.10. What was the basic objective of the foreign policy of Independent India?

Answer. The basic objective of the foreign policy of Independent India was non-alignment, i.e. the American and Soviet alliances.

SHORT ANSWER TYPE QUESTIONS

Question.1. What created problems in unifying the people of India after it got independence?

Answer. The points that created problems were:

(a) At the time of independence, India's population was large. It was divided too. There were divisions between high castes and low castes, between the majority Hindu community and Indians who practised other faiths.

(b) The citizen of this country spoke different languages, wore different kinds of dresses, ate different kinds of foods and practised different professions.

Question.2. What was the label of development of India at the time it got independence?

Answer. At the time India got independence the label of its development was very low. A vast majority of Indians lived in the villages. Farmers and peasants depended on the monsoon for their survival. So did the non-farm sector of the rural economy, for if the crops failed, barbers, carpenters, weavers and other service groups would not get paid for their services either.

In the cities too the condition was not good. Factory workers usually lived in crowded slums. They had little access to education and health care.

Question.3. What special privileges were offered for the poorest and most disadvantaged Indians by the constitution?

Answer. First of all the practice of untouchability was abolished. Hindu temples were thrown open to all including the former untouchables.

- A certain percentage of seats in legislatures as well as jobs in government were reserved for members of the lowest castes.
- Along with the former untouchables, the adivasis also known as the Scheduled Tribes were also granted reservation in seats and jobs. They too had been deprived and discriminated against like the Scheduled Castes.

Question. 4. How have powers and functions of the Central and State Governments been divided by the Constitution?

Answer. The Indian Constitution gives the division of power in the form of three lists, known as Union List, State List and Concurrent List. The Union List includes subjects such as taxes, defence and foreign affairs. On these subjects the central government makes the laws. The State List includes subjects such as education and health. It is the exclusive responsibility of the state government to take care of these subjects. In the last comes the Concurrent List which contains subjects such as forests and agriculture. On these subjects the Centre and the States have joint responsibility.

Question.5. Under what circumstances a compromise was made with respect to language?

Answer. Several members of the Constituent Assembly believed that the English language should be driven out of India with the British rule. They were of the opinion that Hindi should take place of English language. However, those who did not speak Hindi were of different opinion. T.T. Krishnamachari on behalf of the people of the south strongly opposed Hindi. Some threatened to separate from India if Hindi was imposed on them. Finally, a compromise was made. It was decided that while Hindi would be the 'official language' of India, English would be used in the courts, the services, and communications between one state and another.

Question.6. Under what circumstances did the new state of Andhra Pradesh come into being?

Answer. The decision of the Congress leaders not to divide the country on linguistic lines disappointed the Kannada speakers, Malayalam speakers and the Marathi speakers. They had all looked forward to having their own state. The Telugu-speaking districts of what was the Madras Presidency raised the strongest protests. In October 1952, a veteran Gandhian named Potti Sriramulu went on a hunger fast demanding the formation of Andhra state to protect the interests of Telugu-speakers. The fast went on and with it hartals and bandhs began to be observed. Meanwhile, Potti Sriramulu died. This incidence intensified the situation. The protests now became widespread and intense. This forced the Central Government to give in to demand. On 1 October, 1953, the new state of Andhra Pradesh came into being.

LONG ANSWER TYPE QUESTIONS

Question.1. Give a detailed descriptions of the features of the Indian Constitution.

Answer. We have a written Constitution which was adopted on 26 January 1950.

Features:

- (a) One feature of the Indian Constitution was that it adopted universal adult franchise. All Indians above the age of 21 (now 18) would be allowed to vote in state and national elections.
- (b) Our Constitution guaranteed equality before the law to all citizens, regardless of their caste or religious affiliation.
- (c) The Constitution offered special privileges for the poorest and most disadvantaged Indians. The evil practice of untouchability was abolished. Hindu temples were thrown open to all, including the former untouchables. After a long debate, the Constituent Assembly also recommended that a certain percentage of seats in legislatures as well as jobs in government be reserved for members of the lowest castes, including the adivasis.
- (d) Our Constitution clearly defined the powers and functions of the central and the state governments. It gave division of power in the form of three lists—a Union List with subjects such as taxes, defence and foreign affairs, which would be the exclusive responsibility of the Centre, a State List of subjects such as education and health, which would be taken care of mainly by the States, a Concurrent List under which would come subjects such as forests and agriculture in which the Centre and the States would have joint responsibility.

Question.2. Write in brief the process of state formation.

Answer. The Congress leaders were in no mood to further divide the country on linguistic lines. This created great disappointment among the Kannada speakers, Malayalam speakers, and the Marathi speakers, and the Telugu speakers, because they had all looked forward to having their own state. The Telugu speakers, however, showed the strongest protests. Their leader Potti Sriramulu went on a hunger fast demanding the formation of Andhra state to protect the interests of Telugu speakers. As the fast went on, it attracted much Hartals and bandhs began to be observed. Meanwhile, Potti Sriramulu died. This incidence intensified the situation. The protests took intense form. This forced the Central Government to give in to the demand and the new state of Andhra Pradesh came into existence on 1 October, 1953.

After the formation of Andhra Pradesh, other linguistic communities also demanded their own

separate states. Hence, a State Reorganisation Commission was set up, which submitted its report in 1956. It recommended the redrawing of district and provincial boundaries to form compact provinces of Assamese, Bengali, Oriya, Tamil, Malayalam, Kannada and Telugu speakers respectively. The large Hindi-speaking region of north India was broken up into several states. Then in 1960, the bilingual state of Bombay was divided into separate states for Marathi and Gujarati speakers. In the year 1960, the state of Punjab was also divided into Punjab and Haryana, Punjab for the Punjabi speakers and Haryana for the rest who spoke Haryanvi or Hindi.

Question.3. Give an account of the successes and failures of the country during sixty-two years of its independence.

Answer. Sixty-two years of independence have passed. This duration covers a long journey. A lot have been achieved during this time. But at the same time there have been a number of failures.

Successes :

(a) India is still united and it is still democratic. These achievements definitely make us proud. Many foreign observers had felt that India could not survive as a single country. Others believed that it would come under military rule. Neither of these predictions proved to be true. As many as thirteen general elections have been held since independence, as well as hundreds of state and local elections.

(b) There is a free press and an independent judiciary.

(c) The fact that people speak different languages or practise different faiths has not come in the way of national unity.

Failures:

(a) Deep divisions are still there. Despite constitutional guarantees, people belonging to the lowest castes, such as dalits face violence and discrimination. In many parts of rural India they are not allowed access to water sources, temples, parks and other public places.

(b) The gulf between the rich and the poor has grown over the years. Some groups of people avail all facilities while many others continue to live below the poverty line.

(c) Our Constitution provides equality before the law but in real life this does not happen. Some Indians are more equal than others.

SOURCE-BASED QUESTIONS

Question.1. Read the following extract (Source 1) taken from NCERT textbook and answer the questions that follow:

We must give them security and rights

Nehru wrote in a letter to the Chief Ministers of states:

... we have a Muslim minority who are so large in numbers that they cannot, even if they want, go anywhere else. That is a basic fact about which there can be no argument. Whatever the provocation from Pakistan and whatever the indignities and horrors inflicted on non-Muslims there, we have got to deal with this minority in a civilised manner. We must give them security and the rights of citizens in a democratic state.

Questions:

(i) What problem does Nehru talk about in this letter?

(ii) How does he propose to sort it out?

Answers:

(i) Nehru talks about the problem of Muslim minority living in India after the partition,

(ii) He proposes to sort out this problem by providing security and the rights of citizens to the Muslim minority.

PICTURE-BASED QUESTIONS

Question.1. Observe the picture taken from NCERT textbook and answer the questions that follow:



Questions:

(i) Who is the person addressing the audience?

(ii) What is he speaking about? .

Answers:

(i) Jawaharlal Nehru is addressing the audience.

(ii) He is introducing the resolution that outlined the objectives of the Constitution.

India after Independence NCERT Class 8 Social and Political life Extra Questions

India after Independence NCERT Class 8 Social and Political life Extra Questions

Question 1

What were the problems that faced the new government after independence?

Solution

A majority of Indians lived in villages and development of villages was the need of the hour. Agriculture had to be improved as farmers and peasants depended on the monsoon for their survival. Barbers, carpenters, weavers and other service groups of the non-farm sector of the rural economy would not get paid for their services if the crops failed, so the government was faced with the task of building dams for irrigation.

In the cities, factory workers lived in crowded slums and had little access to education or health care, the government had to draft schemes to educate the poor and provide adequate health care.

Question 2

What were the new Government's priorities?

Solution

A vast majority of people had to be lifted above the poverty line and to achieve this agricultural productivity had to be increased to feed the enormous population. Industries had to be set up to provide jobs for the jobless. These were the government's main priorities after independence.

Question 3

Write a brief note on the Constituent Assembly.

Solution

The Constituent Assembly was set up to draft out the constitution of India. The Constituent Assembly met numerous times while the Indian constitution was being written. The writing of the constitution took almost three years to be completed; from December 1946 to November 1949.

The meetings of the "Constituent Assembly" were held in New Delhi. The members of the assembly came from all over India, and from different political parties. The most important role was played by Dr B.R. Ambedkar, who was Chairman of the Drafting Committee. Under the supervision of Dr B.R. Ambedkar the document was finalised.

The Indian constitution was completed and adopted on 26 January 1950. On 26th January, India became a Republic and since Republic Day has been celebrated on 26th January every year.

Question 4

What is Universal adult franchise? Was it adopted by the Indian constitution?

Solution

Universal adult franchise is the right or privilege of voting. The Indian Constitution adopted universal adult franchise. All Indians above the age of 21 would be allowed to vote in state and national elections.

This was a revolutionary step as Indians have never been allowed to choose their own leaders.

Question 5

How was the 'right to vote' in adopted in the UK and the US?

Solution

In countries like United Kingdom and the United States, the right to vote was granted in stages. First only men of property had the vote, next men who were educated had the right to vote. After a long struggle working-class men got the vote. And finally, after a bitter struggle American and British women were granted the vote.

Question 6

Write a brief not on abolition of untouchability and Reservation Policy.

Solution

Abolition of untouchability and the Reservation Policy was another important feature of the Indian constitution. The Constitution offered special privileges for the poorest and most disadvantaged Indians.

The practice of untouchability was abolished. Hindu temples, previously open to only the higher castes, were thrown open to all, including the untouchables.

The Constituent Assembly recommended that a certain percentage of seats in legislatures as well as jobs in government be reserved for members of the lowest castes.

Many members of the Constituent Assembly argued against the Reservation policy. But many members stated that the policy was necessary to uplift the Harijans as they have been suppressed for thousands of years.

Along with the former Untouchables, the Adivasis or Scheduled Tribes were also granted reservation in Educational Institutions and jobs. Like the Scheduled Castes, these Indians too had been deprived and discriminated against. The new constitution sought to provide them with good education, health care and a profitable livelihood.

Question 7

What are 3 lists of subjects that the constitution has provided to balance the different views on power sharing between the centre and the state?

Solution

The 3 lists of subjects provided by the constitution are...

- A Union List, with subjects such as taxes, defence and foreign affairs, which would be the exclusive responsibility of the Centre
- A State List of subjects, such as education and health, which would be taken care of principally by the states
- A Concurrent List, under which would come subjects such as forests and agriculture, in which the Centre and the states would have joint responsibility.

