1. Analyse Macaulay's ‘Minute on Indian Education’.
   - English education system was introduced in India drafted by T.B. Macaulay.
   - Macaulay wrote his famous ‘Minute on Indian Education’ in 1835.
   - He argued for Western education in the English language in this Minute.
   - Consequently, the colonial administration started schools, colleges and universities, imparting English and modern education, in India.

2. What do you know of the Madras visit of the chairman of Indian Reform Society in 1853?
   - The Madras Native Association presented its grievances before British Parliament.
   - The MNA petition was discussed in the Parliament in March 1853.
   - To investigate this petition, H. D. Seymour, Chairman of the Indian Reform Society, came to Madras in October 1853.
   - He visited places like Guntur, Cuddalore, Tiruchirappalli, Salem and Tirunelveli.

3. Point out the role played by press in creating nationalist consciousness in British India.
   - It helped people to spread, modern ideas of self-government, democracy, civil rights and industrialisation.
   - The press became the critic of politics.
   - It addressed the people on several issues affecting the country.
   - It played a progressive role in educating the people on issues of public importance.

4. Describe the way in which indentured labour was organized in British India?
   - The colonial state allowed agents (kanganis) to trick or kidnap indigent landless labourers.
   - Under this penal contract system (indenture), labourers were hired for a period of five years.
   - Many impoverished peasants and weavers went hoping to earn some money.
   - Many Indians work as wages in the coffee and tea plantations under the contract labour system in Ceylon.
5. Name the prominent participants in the inaugural meeting of Madras Mahajana Sabha held in May 1884?
   - G. Subramaniam, Viraraghavachari, Ananda Charlu,
   - Rangiah, Balaji Rao and Salem Ramaswamy.

6. Attempt a brief account of early emigration of labourers to Ceylon.
   - In 1815, the Governor of Madras received a communication from the Governor of Ceylon asking for “coolies” to work on the coffee plantations.
   - The Madras Governor forwarded this letter to the collector of Thanjavur.
   - He reported unless some incentive was provided it was not easy to make them move out of their native soil.
   - But the outbreak of two famines (1833 and 1843) forced the people, to leave for Ceylon to work as coolies.

7. What were the items which constituted Home Charges?
   - The goods were in lieu of payments for profits to Company shareholders living in Britain.
   - Guaranteed interest to investors in railways.
   - Pensions to retired officials and generals.
   - Interest for the money borrowed from England to meet war expenses.

8. Give an account of the proceedings of Surat session that ended in the split of the Congress.
   - The question of retaining the four resolutions that were passed in the Calcutta session in 1906.
   - The Pherozeshah Mehta group sought removal of those items from the agenda.
   - So the militants decided to oppose the election of Rash Behari Gosh as president.
   - The session ended in chaos. Now INC split into two groups – militant and moderate.

9. Explain the reasons for the spurt in individual acts of violence during the Swadeshi movement.
   - The apolitical constructive programmes had little acceptance among the youth.
• There was the failure of the militant nationalists to lead the young people into a long-term mass movement.
• The revolutionary action was part of an effort towards the symbolic recovery of Indian manhood.
• Which the revolutionaries believed was often challenged and looked upon by the British.

10. Highlight the methods used by samitis for mass mobilization.
• Its aim was to refuse to cooperate with the British administration.
• The samitis were engaged in a range of activities such as physical and moral training of members.
• The samitis were engaged of indigenous arbitration courts, and schools.
• The Samitis did a lot of service during the famines, epidemics.

11. What do you know of Coral Mill Strike of 1908?
• The abject working and living conditions of the Coral Mill workers attracted the attention of V.O.C and Siva.
• The workers, who were inspired by the address of V.O.C and siva, went on strike.
• The mill owners and government had decided to suppress the strike.
• Finally, the mill owners decided to negotiate with the workers and concede their demands.

12. Outline the essence of the Alipore Bomb Case.
• A u r o b i n d o Ghose, along with his brother and thirty-five other comrades, were arrested.
• Chittaranjan Das took up the case. It came to be known as the Alipore Bomb case.
• The year-long hearing of Alipore Bomb case made a great impact.
• This case made a portrayed the nationalist revolutionaries as heroes to the general public.
13. What was the outcome of the plan of the Swadeshi leaders to celebrate the release of Bipin Chandra Pal from prison as Swarajya Day in Tirunelveli?
   - V.O.C., Subramania Siva and PadmanabhaIyengar were arrested.
   - So the local public, got angry and reacted violently.
   - The municipality building and the police station were set on fire.
   - The mill workers came out in large numbers to protest for the arrest of swadeshi leaders.

14. Write about the swadeshi venture of V.O. C.
   - He opposition to the monopoly of the British in navigation through the coast.
   - So he registered a joint stock company called The Swadeshi Steam Navigation Company.
   - V.O.C. purchased two steamships, S.S. Gallia and S.S. Lawoe.
   - He used the maritime glory of India’s past for the Swadeshi venture in the sea.

15. Why was Collector Ashe killed by Vanchinathan.
   - The repressive measures of the British administration.
   - Repression of the Swadeshi efforts in Tuticorin.
   - The arrest and humiliation of the swadeshi leaders generated anger among the youth.
   - To avenge for the Tirunelveli event. These events ended in the murder of Ashe.

16. Discuss the twin objectives of the Home Rule League?
   - The establishment of Home Rule for India in British Empire.
   - Arousing in the Indian masses a sense of pride for the Motherland.
   - Annie Besant organized public meetings and conferences to spread the idea.
   - In 1916, two Home Rule Movements were launched in the country.
17. Why is Ghadar Movement considered an important episode in India’s freedom struggle.

- A ship named Komagatamaru, filled with Indian immigrants was turned back from Canada.
- When the ship returned to India, there was a clash with the British police.
- In this clash several passengers were killed or arrested.
- This incident left a deep impression on the Indian nationalist movement.

18. What were the demands of the Khilafat Movement presented to the Paris peace conference held in March 1920?

- The Sultan of Turkey's position of Caliph should not be disturbed.
- The Muslim sacred places must be handed over to the Sultan.
- The Sultan must be left with sufficient territory to enable him to defend the Islamic faith.
- The Jazirat-ul-Arab (Arabia, Syria, Iraq, Palestine) must remain under his sovereignty.

19. What was the impact and significance of the Madras Labour Union?

- The Madras Labour Union, was formed in 1918 by B.P. Wadia.
- The union was formed mainly due to the ill-treatment of Indian worker in the Buckingham and Carnatic Mills, Perambur.
- This union adopted collective bargaining.
- It used trade unionism as a weapon for class struggle.
- This wave spread to other parts of India.

20. Write a note on the Jallianwala Bagh massacre.

- The people had assembled at the Jallianwala Bagh to protest peacefully against the arrest of their leaders Satyapal and Saifudding Kitchlew.
- The part where the gathering was held had only one narrow entrance.
Dyer ordered firing on the trapped crowd with machine guns and rifles till the ammunition was exhausted.
While the official figures of the dead was only about 379.

21. Write about the Dyarchy in provinces.
- Under this ‘Dyarchy.’ all important subjects like law and order and finance ‘reserved’ for the whitemen.
- They were directly under the control of the Governors.
- Other subjects such as health, educations and local self-government were ‘transferred’ to elected Indian representatives.
- Ministers holding ‘transferred subjects’ were responsible to the legislatures.

22. What is the importance of the Poona Pact?
- The communal award was modified.
- The Poona Pact took away separate electorates for the untouchables.
- The provision of reserved seats was incorporated in the constitutional changes which were made.
- It was also built into the Constitution of independent India.

23. “The leaders of the non-Brahman movement were using the same tactics as the early nationalist in dealing with the colonial government.” Elaborate.
- They were all led by non Brahmin leaders who questioned the supremacy of the Brahmins and other ‘superior’ castes.
- The colonial government made use of the genuine grievances of the non-Brahmins to divide and rule India.
- These leaders pleaded with the government through their associations for justice.
- In this way, these leaders followed the path of the early Nationalists.

24. Point out the difference between pro-changers and no changers.

<table>
<thead>
<tr>
<th>Pro-changers</th>
<th>No changers</th>
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<tbody>
<tr>
<td>They proposed a new line of activity.</td>
<td>They wanted to continue the Gandhian line.</td>
</tr>
<tr>
<td>They wanted council entry.</td>
<td>They opposed council entry.</td>
</tr>
<tr>
<td>They wanted to activate entry into electoral politics.</td>
<td>They argued that electoral politics would divert the attention of nationalists.</td>
</tr>
</tbody>
</table>
25. Write about Communal Award of British Prime Minister Ramsay MacDonald.
   - A meeting between Gandhi and Ambedkar on the separate electorates ended in failure.
   - There was an encounter between the two again in the second RTC about the same issue.
   - So the British government announced Communal Award in August 1932.
   - Ambedkar’s demands for separate electorates with reserved seats were conceded.

26. Why was the Congress banned in the aftermath of the unsuccessful conclusion of three round table conferences?
   - The Congress resolved on renewing the civil disobedience movement.
   - The peasants and Workers protested all over the country.
   - All key leaders including Nehru, Khan Abdul Gafar Khan and finally Gandhi were all arrested.
   - So the Congress was banned. Special laws were enacted to crush the agitations.

27. Explain how Surya Sen organised the Chitagong Armoury Raid.
   - He planned a rebellion to occupy Chittagong in a guerrilla-style operation.
   - They planned to cut off all communication networks to isolate the region.
   - Simultaneous attacks were launched on telegraph offices, the armoury and the police barracks.
   - Finally the Chittagong armouries were raided on the night of 18 April 1930.

28. Write a short note on TISCO.
   - Tata Iron and Steel Company (TISCO) – was set up by the Tatas in 1907.
   - It was set up by a part of swadeshi effort in Sakchi, Bihar.
• In 1912–13 Its production was 31,000 tons.
• Its production increased to 1,81,000 tons in 1917–18.

29. Write about the contribution of Singaravelu to the promotion of trade unionism in South India.
• Along with Thiru. V. Kalyanasundaram, he organised many trade unions in South India.
• He organised the first ever celebration of May Day in the country (1923).
• He attending Communist Conference of different communist groups.(1925).
• He was one of the main organisers of the strike in South Indian Railways (1928).

30. How did Gandhi view the Malabar Rebellion of 1921.
• Basically it was an agrarian revolt.
• But communal passion ran high in this revolt.
• So Gandhi himself viewed it as a Hindu-Muslim conflict.
• Gandhi wanted Muslim leaders to tender a public apology for the happenings in Malabar.

31. Highlight the objectives of the first centrally-organized political party of Muslims.
• To promote among the Muslims of India feelings of loyalty to the British Government.
• To remove any misconception that may arise as to the instruction of Government.
• To protect and advance the political rights and interests of Muslims of India.
• To prevent the rise among the Muslims of India of any feeling of hostility towards other communities.

32. State the importance of Minto-Morley reforms of 1909.
• This act gave separate constituencies for muslims.
• It granted separate constitutional identity to the Muslims.
This separate electorates incorporation of the principle of “divide and rule” into a formal constitutional arrangement. it was made completely estrangement, the Hindus and Muslims.

33. How is communalism as an ideology defined?
- Organising a religious group on the basis of its hostility towards the followers of other religions.
- The obvious examples of backward-looking people trying to hold on to something that is wholly out of place in the modern world :- Nehru.
- Communalism opposes the concept of nationalism :- Nehru.
- Communalism denotes ‘organised attempt of a group to bring about change in the face of resistance from other groups, based on a narrow ideology.

34. What were the proposals of the Delhi Conference of Muslims held in 1927?
- The separation of Sind from Bombay.
- Reforms for the Frontier and Baluchistan.
- Representation by population in the Punjab and Bengal.
- 33% seats for the Muslims in the Central Legislature.

35. Name the organisations which did not participate in the Quit India Movement.
- The Muslim League, TheShiromaniAkali Dal and The Hindu MahaSabha.

36. Discuss the proposals of Sir Strafford Cripps
- Cripps promised Dominion Status after the war.
- He also promised constitution-making body after the war.
- The constitution-making body was to be elected Members by the provincial assemblies.
- It also nominated members from the Princely states.
37. Explain the reasons for the removal of S.C. Bose from the INC.

- Most of the congress leaders refused cooperation with S.C. Bose. So Bose resigned the AICC president.
- Bose founded the Forward Bloc to function within the Congress.
- He carried on his revolutionary activities independently with the Congress movement.
- So he was eventually removed from all positions in the AICC in August 1939.

38. Who were the Muslim League representatives in the Interim Government formed in 1946?


39. What was the context in which Gandhi thought of Quit India Movement?

- The proposals of the Cripps made Gandhiji lose faith in the British.
- The colonial government’s adamant stand against any assurance of independence.
- Subhas Bose’s campaign to join hands with the Axis powers in the fight for independence.
- Bose had addressed the people of India on the Azad Hind Radio broadcast from Germany in March 1942.
- This was the context in which Gandhi thought of the Quit India movement.

40. How was the Raja of Kashmir made to sign the Instrument of Accession?

- During the Partition of India, Maharaja of Kashmir was opposed to Annexation in India.
- However, the Marauders from Pakistan raided Kashmir and there was no way that Maharaja could resist this attack on his own.
• Before India went to his rescue the Instrument of Accession was signed by him on the instance of Patel.
• Thus Kashmir too became an integral part of the Indian Union.

41. What are the hallmarks of our Indian Constitution?
• Fundamental rights and directive principles of state policy.
• The principle of universal adult franchise, and an autonomous election commission.
• The independence of the judiciary.
• A sovereign law-making powers with the representatives of the people.

42. Highlight the tragic consequences of Partition.
• Communal riots had become normal in many parts of India, and were most pronounced in the Punjab and Bengal.
• Minorities on both sides lived in fear.
• In both countries property left behind by the fleeing families were up for grabs.
• Trains from either side of the new border in the Punjab were many of with piles of dead bodies.

43. Explain the five principles of PanchSheel.
• Mutual respect for each other's territorial integrity and sovereignty
• Mutual non-aggression
• Mutual non-interference in each other's internal affairs
• Equality and cooperation for mutual benefit
• Peaceful co-existence