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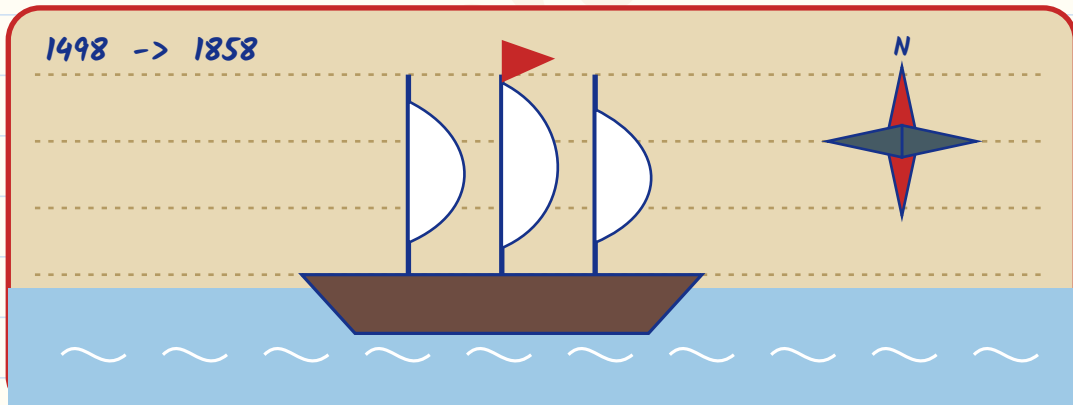
CLASS 8 | SOCIAL SCIENCE | EXPLORING SOCIETY (NCERT)

Chapter 4

The Colonial Era in India

Detailed Handwritten-Style Notes

timeline, map, flow charts, topic-wise Q&A, solved NCERT questions and practice sheet



Inside:

- * Colonialism: meaning, motives and the "civilising mission" myth
- * Portuguese, Dutch, French and the rise of the British
- * Divide and rule, Plassey, Doctrine of Lapse, subsidiary alliance
- * Famines, drain of wealth, decline of industries, education, governance
- * Early resistance and the Great Rebellion of 1857; the legacy
- * Fun Q&A after every topic + solved NCERT questions + practice sheet

Chapter at a Glance

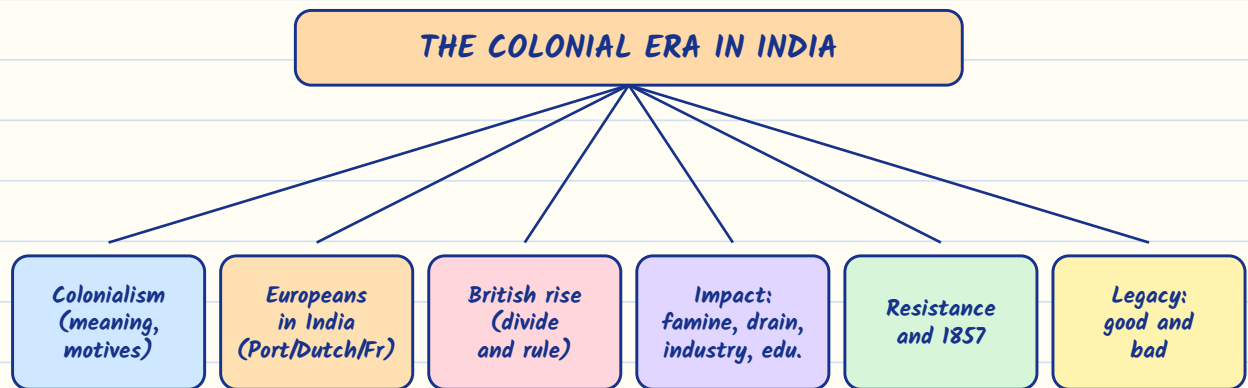


Fig. 1: Concept map of the chapter

The Big Questions of this chapter

- 1. What is colonialism?
- 2. What drew European powers to India?
- 3. What was India's economic and geopolitical standing before and during the colonial period?
- 4. How did British colonial domination impact the country?

The opening quote - William Digby (1901)

Digby, a British writer, said that the early Britons in Bengal treated the land and people as "**fair game for plunder**", that the plunder was proceeding even more outrageously under later administrators, and that **modern England was made great by Indian wealth** taken by "the might and skill of the stronger".

The picture on page 1 - "The East offering its riches to Britannia" (1778)

A painting by the Greek painter **Spiridione Roma (1778)**, specially ordered for the London headquarters of the East India Company, over three metres long. We will decode its symbolism later in these notes (Section "The drain of India's wealth").

Timeline of the Colonial Era



Fig. 2: Key events from 1498 to 1901 (a few extra dates added for completeness)

The chapter timeline: 1498 Vasco da Gama, 1560 Goa Inquisition, 1612-1690 English East India Company posts (Surat, Madras, Bombay, Calcutta), 1674 Pondicherry, 1741 Colachel, 1746-63 Carnatic Wars, 1757 Plassey, 1770-72 famine, 1818 Marathas end, 1829-33 Khasi uprising, 1835 Macaulay, 1848-49 Punjab annexed, 1857 Rebellion, 1858 British Raj. (1510, 1765, 1798, 1806, 1831, 1855, 1859, 1876 and 1901 appear elsewhere in the chapter text.)

The Age of Colonialism

What is colonialism?

Colonialism is the practice where **one country takes control of another region**, establishes settlements there and imposes its **political, economic and cultural systems**.

- It is **not new**; it can be traced to the great empires of the **1st millennium BCE**; in the **1st millennium CE** the spread of Christianity and Islam also involved colonisation of the territories converted.
- The "**Age of Colonialism**" usually means **Europe's expansion from the 15th century onward**.

Aspect	Details
Who?	Spain, Portugal, Britain, France and the Netherlands (the main European colonisers)
Where?	Africa, Asia, the Americas, Australia and many Pacific islands
How?	Conquest through military campaigns, often involving massacre or enslavement of native populations
Why? (motives)	(1) Political competition - a race for territory and global influence; (2) Economic - natural resources, new markets, new trade routes and often plunder; (3) Religious - converting indigenous people to Christianity; (4) Scientific inquiry - exploring unknown lands (lesser motive)
Claim of colonisers	A "civilising mission" bringing "progress"; colonised people were demonised as "savage", "primitive", "barbaric"
Reality	Loss of independence, exploitation of resources, destruction of traditional ways of life, imposition of foreign cultural values; benefits mostly for the colonisers
End	Resistance built up; colonialism declined in the mid-20th century (especially after World War II) with rapid decolonisation

Key terms

- **Enslavement**: turning someone into a slave.
- **Demonise**: to falsely portray an individual or group in a very negative light.
- **Colony**: a territory controlled and exploited by a foreign power.

Let's explore - the 1892 cartoon (Fig. 4.3)

A *Punch* magazine cartoon (Edward Linley Sambourne, 1892) shows a **giant British business magnate straddling Africa holding a telegraph wire**.

- **Size:** he is huge compared with the continent - symbol of **domination and ambition**.
- **Straddling:** one foot at each end of Africa = control from one end to the other (extra: the cartoon is known as "The Rhodes Colossus", showing Cecil Rhodes's dream of a telegraph/railway line "Cape to Cairo").
- **Telegraph wire:** the new invention allowed instant communication, so distant lands could be **controlled quickly** from Europe.
- **Message:** business interests and imperial power went together; the continent is shown as an object to be owned, not as a land with people.

Kuch Mazedaar Questions - What is colonialism?

Q1. Define colonialism in your own words. Is it a recent phenomenon?

Ans. Colonialism is the control of one region by another country, which settles there and imposes its political, economic and cultural systems. It is not recent - it can be traced to the great empires of the 1st millennium BCE.

Q2. List the four motives that pushed European powers to colonise other lands.

Ans. Political competition, economic gain (resources, markets, trade routes, plunder), religious conversion to Christianity, and scientific inquiry.

Q3. What was the "civilising mission"? Why does the chapter doubt it?

Ans. Colonisers claimed they brought progress to "savage" peoples. The chapter says the reality was loss of independence, exploitation, destruction of traditions and imposition of foreign values.

Q4. What does "demonise" mean? Give an example from the chapter.

Ans. To falsely portray people in a very negative light - e.g. colonised peoples called "savage", "primitive" or "barbaric". (Another example: tribals described as "primitive" or labelled "criminal tribes".)

Q5. Name some regions where European powers set up colonies.

Ans. Africa, Asia, the Americas, Australia and Pacific islands.

Q6. Why did colonialism decline in the mid-20th century?

Ans. Resistance built up in colonised regions and many factors, especially the effects of World War II, led to rapid decolonisation and independence for most colonies.

Europeans in India

India before the Europeans

- India traded with the **Greeks and Romans** over two thousand years ago: spices, cotton, ivory, gems, sandalwood, teakwood, **wootz steel** were sought after in the Mediterranean world.
- Until the **16th century CE** India was a vibrant **economic and cultural powerhouse**.
- Economist **Angus Maddison's** estimates: India contributed **at least one-fourth of world GDP**, making it one of the **two largest economies** with **China**.
- European travellers from the 16th century described India as "**flourishing**" - manufacturing, diverse agriculture, extensive internal and external trade.
- This prosperity made India an **attractive target** for European colonial ambitions.

Key term - GDP

GDP (gross domestic product): the value of goods and services a country (or the world) produces in one year.

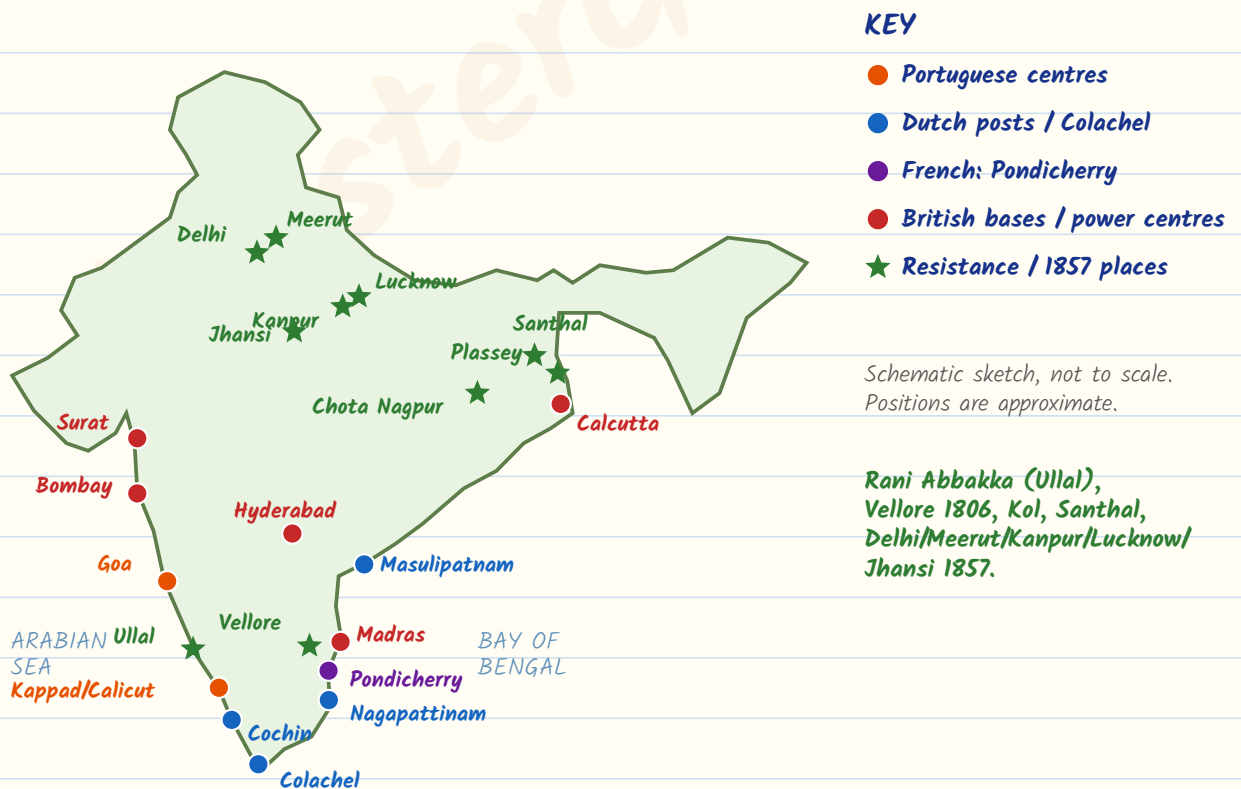


Fig. 3: Where the main events of this chapter took place (schematic)

The Portuguese: commerce and atrocities

Point	Details
Arrival	Vasco da Gama reached Kappad (near Kozhikode, Kerala) in May 1498 : beginning of European colonisation in India
Behaviour	Well received but aggressive; on his second voyage (four years later) he seized, tortured and killed Indian merchants and bombarded Calicut from the sea
Bases	Captured strategic ports - Goa (1510) , which became the capital of their Indian colony - and posts on the Malabar and Coromandel coasts (extra: led by Afonso de Albuquerque at Goa)
Cartaz system	Ships in the Arabian Sea had to buy Portuguese permits (cartaz) ; ships without them were seized - naval dominance, monopoly of the spice trade for nearly a century
Religious persecution	Inquisition at Goa (1560) persecuted Hindus, Muslims, Jews and Christian converts suspected of practising their original faith; forced conversions, destruction of many Hindu temples; abolished only in 1812

Key term - Inquisition

A tribunal set up by the Roman Catholic Church to judge **heretics** (Christians suspected of holding opinions contrary to Church doctrine). Over some 600 years many thousands of supposed heretics were tortured and executed across Europe.

Resistance to the Portuguese - Rani Abbakka of Ullal

- **Ullal** (southern Karnataka) was an important trading port ruled by **Rani Abbakka I**. In the later 16th century the Portuguese repeatedly tried to seize it; she formed **strategic alliances with neighbouring kingdoms** and defeated their attempts. She was eventually captured and died fighting in prison.
- Her successor **Rani Abbakka II** is reported to have made **fireballs from coconut shells** to set Portuguese ships on fire.
- Their stories live on in **Yakshagana**, a traditional dance-drama.

The Dutch: commerce and competition

- Arrived in the **early 17th century**; unlike the Portuguese they focused on **commercial dominance**, especially the **spice trade**.
- Dutch East India Company** posts: west coast - **Surat, Bharuch, Cochin (Kochi)**; east coast - **Nagapattinam, Masulipatnam (Machilipatnam)**. Strongest in **Malabar (Kerala)**, where they displaced the Portuguese from several centres.
- Their presence was limited: it declined sharply after the **Battle of Colachel (1741)**, where **King Marthanda Varma of Travancore** defeated them on land and sea - a rare instance of an **Asian power repelling a European colonial force**.

The French: colonial ambitions

Point	Details
Posts	Surat (1668); Pondicherry (1674) where the French East India Company (Compagnie des Indes Orientales) was set up; plans for a French empire in India
Dupleix	Governor-General of French India 1742-1754 . Trained Indian soldiers in European methods - disciplined infantry called sepoys ; developed indirect rule through puppet rulers installed via succession disputes. The British later copied these strategies.
Carnatic Wars	1746-1763 , conflicts between Britain and France. Dupleix captured Madras (1746) but the French lost ground; their colony shrank to Pondicherry and a few enclaves
Religion	Mostly did not interfere (like the Dutch), except the destruction in 1748 of Pondicherry's Vedapurishwaran temple ordered by Dupleix at the request of Jesuit priests and his wife
Outcome	Modest trade only; policy of assimilation created a small elite of culturally French Indians in Pondicherry

	Portuguese	Dutch	French	British
Arrived	1498 (Kappad/Calicut)	Early 17th century	1668 Surat; 1674 Pondicherry	17th century posts: Surat, Madras, Bombay, Calcutta
Main aim	Spice trade + religion	Commerce (spices)	Empire ambitions + trade	Trade → political control
Capital / base	Goa	Cochin, Nagapattinam...	Pondicherry	Calcutta, Madras, Bombay
Religion	Persecution (Inquisition)	Little interference	Little interference (one exception)	Mostly commercial/political; divided communities
Fate	Held Goa till later; power faded	Declined after Colachel 1741	Checked in Carnatic Wars	Won the dominance

Dekhe Kya Seekha Tumne? – Europeans in India

Q1. Why was India an attractive target for European powers?

Ans. It was very rich – a major share (at least a fourth) of world GDP, famous manufactures, agriculture and trading networks.

Q2. What was the cartaz system?

Ans. A Portuguese pass system in the Arabian Sea; ships had to buy permits or be seized, giving the Portuguese control of the spice trade.

Q3. Why is the Battle of Colachel significant?

Ans. Travancore under Marthanda Varma defeated the Dutch in 1741, a rare case of an Asian power repelling a European force; Dutch power in India declined.

Q4. What did the French leader Dupleix teach later colonisers?

Ans. Training Indian sepoys in European military methods and ruling indirectly through puppet rulers by interfering in succession disputes.

Q5. How did Rani Abbakka resist the Portuguese?

Ans. Rani Abbakka I made alliances with neighbouring kingdoms and thwarted attempts on Ullal; Abbakka II used fireballs of coconut shells to burn Portuguese ships.

Q6. Who captured Madras in 1746 and in which conflict?

Ans. The French under Dupleix, during the Carnatic Wars (1746–1763) between Britain and France.

Q7. Compare Portuguese and French attitudes to Indians' religion.

Ans. The Portuguese persecuted (Goa Inquisition, forced conversions, temple destruction); the French mostly did not interfere (the 1748 Vedapurishwaran temple destruction was a rare exception).

Enter the British: From Traders to Rulers

How a trading company became an empire

- Britain dominated the Indian subcontinent for **nearly two centuries**. The takeover was **gradual, calculated and disguised as commerce**, not a classic invasion.
- The **English East India Company** was a trading company with a **royal charter by Queen Elizabeth I** (1600, extra) granting special powers, e.g. to **raise a private army**.
- Its agents **pretended to be mere traders** and set up footholds in the 17th century with minimal resistance: **Surat, Madras, Bombay, Calcutta**. Local rulers welcomed foreign trade (a long-standing practice in India).
- These modest beginnings **concealed long-term ambitions**.

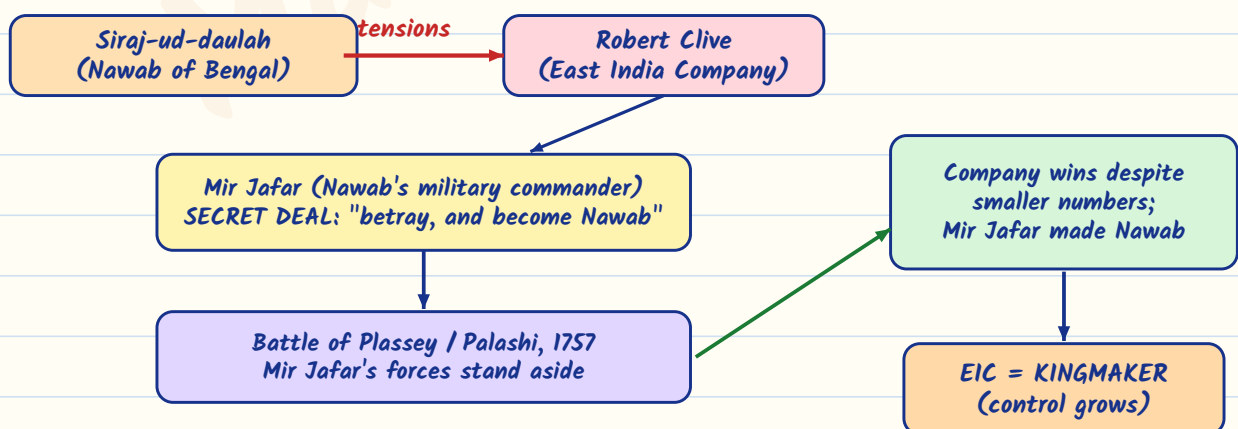
Let's explore - decoding the painting (Fig. 4.1 / 4.14)

The East offering its riches to Britannia (Spiridione Roma, 1778) - ordered for the Company's London headquarters.

- **Britannia** (symbol of Britain), with a **lion** (power), sits **higher** than the colonies, pointing to her superior power; the colonies are lower with **bent postures**.
- **India** offers **pearls and jewels**; **China** offers a precious jar; two dark figures (Indians?) offer **bales of cotton**; animals from India are shown.
- **God Mercury** = commerce and travel; **Old Father Thames** = London; **ships** = the Company's naval power.
- **Questions to think about:** did the colonies really "offer" their wealth, or was it seized by force or ruse? The Indians' **dark complexion** contrasted with Britannia reflects the **belief in the superiority of white people** over dark-skinned "natives".

The strategy of "divide and rule"

- While looking like traders, Company agents **built political relationships with local rulers**, offering **military support** to some against rivals - emerging as **power brokers** rather than foreign invaders.
- They **played on rivalries** between rulers and on **succession disputes** in ruling houses - the **divide and rule** policy.
- They also **exploited existing divisions in Indian society** and often **encouraged tensions between religious communities**.



"Mir Jafar" is still a word for "traitor" in India.

Fig. 4: How the Battle of Plassey (1757) was won - a conspiracy more than a battle

Battle of Plassey (Palashi), 1757

- Tension between **Siraj-ud-daulah, Nawab of Bengal**, and the Company officials led by **Robert Clive**. Clive found **disgruntled elements** in the Nawab's court.
- He conspired with **Mir Jafar**, the Nawab's military commander, **promising to make him Nawab** in return for betrayal.
- The battle took place at **Palashi (Plassey)**, about **150 km north of present-day Kolkata**. Some French forces helped the Nawab but **Mir Jafar's forces – most of the Nawab's army – stood aside**, ensuring British victory despite their smaller number.
- "Mir Jafar" remains a **synonym for traitor** in India. Being a **kingmaker**, the Company gained control over ever larger territories.

DOCTRINE OF LAPSE

Examples (extra): Satara 1848, Jhansi 1853, Nagpur 1854 (Lord Dalhousie's time).

Fig. 5: The Doctrine of Lapse

Doctrine of Lapse (19th century)

- Any princely state would be **annexed** if its ruler died **without a natural male heir**.
- It **deliberately disregarded the Hindu tradition of adoption**, a legitimate way of succession in Indian royal houses.
- It led to the **annexation of numerous states**, expanded British control, and created **much resentment** that contributed to the **1857 Rebellion**.

Don't miss out – princely states

A **princely state** was a region still ruled by an Indian **prince, maharaja or nawab** who had accepted **British protection and guidance** in return for **internal autonomy**. There were hundreds – large ones such as **Hyderabad, Mysore, Travancore, Jammu and Kashmir**. At Independence there were **over 500**, covering about **40 per cent** of the Subcontinent.

SUBSIDIARY ALLIANCE



Real power shifts to the British: "an empire on the cheap"

Fig. 6: The subsidiary alliance

Subsidiary alliance

- A British **Resident** was installed at the ruler's court to "protect" against internal or external threats.
- In return the ruler had to **maintain British troops at his own expense and conduct foreign relations only through the British**.
- Sovereignty seemed preserved but **real power passed to the British**, and rulers paid for their own subjugation. **Hyderabad** was among the first, in **1798**.
- The British ruled vast territories **without the administrative cost of direct rule** - "an empire on the cheap". Exit was virtually impossible: any attempt to break free faced overwhelming military response.
- (Extra: the system is associated with Lord Wellesley, Governor-General 1798-1805.)

Kuch Mazedaar Questions - British rise

Q1. "The British takeover was disguised as commercial enterprise." Explain.

Ans. The Company's agents posed as traders, set up trading posts that rulers accepted, and gradually used alliances, support in succession disputes and force to gain political control.

Q2. Explain "divide and rule" with two examples.

Ans. (1) At Plassey Clive exploited a split in the Nawab's court by buying Mir Jafar's betrayal.
(2) The British exploited succession disputes and rivalries between rulers and encouraged tensions between religious communities.

Q3. Why is Mir Jafar still a word for "traitor"?

Ans. He betrayed Siraj-ud-daulah by keeping his forces out of the Battle of Plassey in return for being made Nawab.

Q4. What was the Doctrine of Lapse and why did it anger people?

Ans. A state was annexed if its ruler died without a natural male heir; it ignored the legitimate Hindu custom of adoption and took away many kingdoms, causing resentment that fed the 1857 Rebellion.

Q5. How did the subsidiary alliance weaken Indian rulers?

Ans. Rulers had to pay for British troops stationed in their land and give up independent foreign relations - real power passed to the British (Resident at court).

Q6. What is a princely state?

Ans. A region ruled by an Indian prince/maharaja/nawab who accepted British protection and guidance in exchange for internal autonomy. There were over 500 at Independence, covering about 40% of the Subcontinent.

Q7. Why was the subsidiary alliance called "an empire on the cheap"?

Ans. It let the British control vast territories without paying the administrative costs of direct rule; the Indian rulers paid for the troops.

From Paradise to Hell? Famines and the Drain of Wealth

Devastating famines

- After Plassey (extra: Battle of Buxar 1764), the Company got the **right to collect revenue in Bengal, Bihar and Odisha** (extra: the "Diwani", 1765) - among India's richest regions. Clive called Bengal "**the paradise of the earth**".
- The Company's agents **extracted maximum revenue** while investing minimally in governance or development.

The Bengal famine of 1770-1772

- Two years of **crop failure + harsh cash-tax targets** regardless of harvest → catastrophic famine.
- Killed nearly **one-third of Bengal's population, an estimated 10 million people**. The Company even **increased the land tax** during the famine.
- The cruelty was denounced later by Indian personalities and even by some British officials and intellectuals (like William Digby). A century later **W.W. Hunter** described farmers selling cattle, tools, seed-grain and even children, eating leaves and grass, while the government kept demanding an increased land tax.

The Great Famine of 1876-1878

- Up to **8 million** Indians perished, mostly in the **Deccan plateau**.
- The British administration continued to **export grain to Britain** - about **one million tonnes of rice per year** for three years (Fig. 4.8: grain bags on Madras beach for export while people were dying of hunger).
- Some Indian traders **hoarded stocks** hoping for higher prices, creating artificial scarcity.
- The British "**free market**" policy: Viceroy **Lord Lytton** ordered "no interference of any kind ... with the object of reducing the price of food". In the same year (1876) he held an **extravagant durbar in Delhi** - a week-long feast for 68,000 officials, satraps and maharajas.
- **Relief camps** were opened in some cities but were **far too few, with inadequate supplies**. The Famine Commission of 1878-80 argued relief should be deliberately low, fearing the poor would claim it as a right.

India's share of world GDP
25%+



Until 16th c.
(at least 25%)

5%



At Independence
(about 5%)

Famine deaths (millions, approx.)

~10



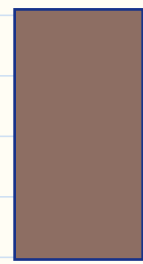
1770-72
Bengal

up to 8



1876-78
(up to 8)

50-100



All British
era 50-100

Fig. 7: How far India fell - GDP share and famine deaths

The big picture on famines

- Severe famines during British rule: **a dozen to over 20**; estimated human victims **50 to 100 million** - nearly the number of deaths in World War II.
- Famines had occurred earlier too (droughts, floods, wars) but **never on such a scale**.
- During the colonial era **rural India sank into deep poverty and never recovered**.

The drain of India's wealth

What economists and thinkers said

- **Brooks Adams** (US historian, 1895): soon after Plassey the **Bengal plunder began to arrive in London**; the Industrial Revolution "began with the year 1760"; hardly any investment in history yielded such profit. So Britain's **Industrial Revolution** was made possible at least partly by "**stolen wealth from India**" (phrase of historian **Will Durant**).
- **Dadabhai Naoroji** (1901): Poverty and Un-British Rule in India - compiled from British reports the wealth drained from India. **R.C. Dutt**: Economic History of India - a similar exercise.
- **Utsa Patnaik** (recent estimate): about **45 trillion US dollars** (today's value) drained between **1765 and 1938** - about **13 times Britain's GDP in 2023**.
- The wealth was taken **not just through taxes** but by charging Indians for the colonial power's spending on **railways, telegraph and even wars**.
- Had this wealth stayed invested in India, it would have been a very different country at Independence.

Key term - House of Commons

The elected lower house of the UK parliament. **Dadabhai Naoroji** was the **first Indian elected to the British House of Commons** (an MP in 1892).

Let's explore - "un-British rule"

Naoroji means that British rule in India went **against the principles** (justice, fairness, liberty and representation) that the British claimed for themselves at home - so the rule over India was "**un-British**", i.e. unjust and not in keeping with Britain's own values. As an MP in the House of Commons he knew those principles first-hand.

Dekhe Kya Seekha Tumne? - Famines and drain

Q1. Why was the 1770-72 Bengal famine so deadly?

Ans. Crop failures were followed by harsh cash-tax targets that were not reduced - even increased - so farmers could not buy food. About 10 million people (one-third of Bengal) died.

Q2. Give three reasons why the 1876-78 famine was severe.

Ans. Continued grain export to Britain (about a million tonnes of rice per year), free-market policy refusing to control food prices, inadequate relief, and hoarding by some traders.

Q3. What was extravagant during the Great Famine?

Ans. Lord Lytton's Delhi durbar in 1876: a week-long feast for 68,000 officials and rulers while people were starving.

Q4. What is meant by the "drain of wealth"?

Ans. The transfer of India's wealth to Britain through taxes, revenue, trade and by making Indians pay for colonial expenses (railways, telegraph, wars). Naoroji, Dutt and later Patnaik estimated it.

Q5. Who wrote "Poverty and Un-British Rule in India"?

Ans. Dadabhai Naoroji (1901).

Q6. How did the drain of wealth help Britain, according to Brooks Adams?

Ans. The Bengal plunder reached London after Plassey and gave an enormous investment return, helping finance the Industrial Revolution (from about 1760).

Q7. Why does the chapter say Bengal was "paradise" and then "hell"?

Ans. Clive called Bengal "the paradise of the earth"; but Company revenue extraction and famines turned it into a place of mass death - hence "From Paradise to Hell?".

Changing Landscapes: Impact on Indian Life

COLONIAL ECONOMY: India made a supplier and a captive market



Fig. 8: The colonial economy - India as raw-material supplier and captive market

1. Decline of India's indigenous industries

Before the 18th century

- India was renowned for **manufacturing**, especially **textiles**: cotton, silk, wool, jute, hemp, coir.
- Indian **cotton textiles** - intricate designs, bright colours, from **ultra-thin muslins** to richly **embossed** fabrics - were in demand across the world.
- Embossed**: with a design stamped on the cloth so that it stands out in relief.

How the industry was ruined

- **Heavy duties on Indian textiles** imported into Britain, while India had to accept British goods with **minimal tariffs**.
- Britain controlled most **sea trade and exchange rates**, so Indian traders could not export as before.
- In the 19th century India's textile exports **fell sharply** and British imports into India **rose even more sharply**.
- Skilled artisans were reduced to poverty and forced back to **subsistence agriculture on overtaxed land**. Governor-General **William Bentinck (1834)**: "The bones of the cotton weavers are bleaching the plains of India."
- Iron, steel, paper and other manufactures suffered the same. India's share of world GDP kept falling - **hardly 5% at Independence**; one of the richest lands had become one of the poorest.

2. Dismantling traditional governance

- Before the British, India had **well-organised local self-governance**: **village councils** managed community affairs, resolved disputes and organised public works (irrigation, roads); regional kingdoms had complex administrations.
- **Charles Metcalfe** (acting Governor-General, 1830s) called village communities "**little republics**" with nearly everything they need within themselves; dynasties fell but the village community remained - this union preserved the people of India.
- The British **replaced these systems with a centralised bureaucracy** designed mainly for **tax collection and order**, not public welfare.
- **British codes of law** ignored customary laws; courts were **expensive, slow and in a foreign language**, alienating ordinary Indians.

3. Transforming education: "brown Englishmen"

	Before (till early 19th century)	After Macaulay's Minute (1835)
Institutions	Pathashalas, madrasas, viharas, apprenticeship learning; British reports: 100,000-150,000 village schools in Bengal and Bihar up to 1830	Traditional schools slowly disappeared
Language/knowledge	Indian languages; practical knowledge plus cultural values	English became the language of prestige; European knowledge treated as superior
Aim	Transmit knowledge and traditions	Create Indians "Indian in blood and colour, but English in taste, in opinions, in morals and in intellect"

	Before (till early 19th century)	After Macaulay's Minute (1835)
Result	Economical, simple, effective village education	A pool of cheap clerks and minor officials; sidelining of traditional knowledge; divisions between English-educated elites and the masses

Key terms

- **Macaulay's Minute on Indian Education (1835)**: by Thomas B. Macaulay; admitted he had no knowledge of Sanskrit or Arabic yet claimed a single shelf of a good European library was worth the whole native literature of India and Arabia.
- **Orientalist**: an (old) term for a scholar of the "Orient" (West Asia to the Far East); in India, scholars of Sanskrit, Pali, Persian etc. (now called Indologists). A few British Orientalists wanted Indians taught in their own languages but Macaulay's policy won.

Think about it - what did Macaulay mean?

- He meant that **European knowledge was far superior** to anything Indian - a belittling of India's literature and learning, though he admitted not knowing Sanskrit or Arabic.
- He wanted **English-minded Indians** to serve as **intermediaries/clerks** loyal to British interests, cheaply running the administration.
- This fits the **"civilising mission"**: a justification for rule that presented British culture as superior and Indian culture as backward.

4. Reshaping the economy: the railways

- The British changed India from a **self-sufficient agricultural economy with crafts and manufacture** to a **supplier of raw materials** for British industry and a **market forced to buy British goods**.
- The **railway** is often called a "colonial blessing". It did bring people closer and integrated the internal market BUT it was built mainly to **carry raw materials from the interior to ports** and to **distribute British goods**; routes **ignored existing trade patterns**; another aim was to **move armies quickly** to put down rebellions.
- Most of it was paid for by **Indian tax revenue**; the same is true of the **telegraph**. Administrative costs, military installations and the lavish lifestyles of British officials were also paid by Indian taxation: **"Indians funded their own subjugation."**

Kuch Mazedaar Questions - Changing landscapes

Q1. Name the Indian textiles the chapter lists and two qualities that made them famous.

Ans. Cotton, silk, wool, jute, hemp and coir. Indian cotton was famous for intricate designs, bright colours and textures from ultra-thin muslin to embossed fabric.

Q2. How did British policy destroy the Indian textile industry?

Ans. Heavy duties on Indian cloth in Britain, minimal tariffs on British goods in India, British control of sea trade and exchange rates - exports fell, imports rose, weavers became poor.

Q3. What did Bentinck mean by "bones of the cotton weavers are bleaching the plains of India"?

Ans. Weavers had died in huge numbers/ruined by the collapse of the industry; their bones lay unburied on the plains - a stark picture of the human cost.

Q4. Why did Metcalfe call Indian villages "little republics"?

Ans. Because they were largely self-governing and self-sufficient, lasting through changes of dynasties.

Q5. How did British law and courts affect ordinary Indians?

Ans. British codes ignored customary laws; courts were expensive, time-consuming and in a foreign language, so ordinary people felt alienated from justice.

Q6. Why were railways built in India? Were they a "gift"?

Ans. To move raw materials to ports and British goods inland, and armies quickly. Not a gift: they were paid by Indian taxes and served British interests.

Q7. How did the new education system suit the British?

Ans. It produced cheap Indian clerks and minor officials, sidelined traditional knowledge and created elites loyal to the colonial power.

Q8. Why does the chapter ask whether the colonial "benefits" were real?

Ans. Because most benefits (railways, telegraph, administration) served the colonisers and were paid by Indians; the colonised suffered immense hardships.

Early Resistance Movements: Challenging Colonial Authority

The "jewel in the Crown"

- India was such a source of wealth and natural and human resources that the British called her "**the jewel in the crown of the British Empire**" and claimed India would stay forever in an empire "**on which the sun never sets**".
- **Think about it:** the phrase meant the Empire was spread over so many parts of the world that the Sun was always shining on some part of it. It was **not correct for ever**: the empire ended - India became independent in 1947 and most colonies freed after World War II.
- Resistance appeared **almost from the beginning** of the British conquest.

Let's explore - the 1909 map (Fig. 4.16)

- **Red and pink areas:** directly under British administration; **yellow:** princely states; **black lines:** railway lines.
- **Differences from today's India:** the "Indian Empire" included present **Pakistan, Bangladesh and Myanmar (Burma)**; large parts were princely states; provinces had names like **Bombay, Madras, Bengal, Central Provinces, United Provinces, Eastern Bengal and Assam**; Ceylon (Sri Lanka) was separate.

The "Sannyasi-Fakir rebellion"

- Began in Bengal after the 1770 famine. **Sannyasis** (Hindu ascetics) and **fakirs** (Muslim ascetics) traditionally travelled freely for pilgrimage and charity, but Company land and taxation policies restricted their movements.
- For about **three decades** they attacked **British treasuries and tax collectors**. The British called them "bandits", executed some and eventually defeated them with superior forces.
- It inspired **Bankim Chandra Chattopadhyay's** novel **Anandamath (1882)**, which contains "**Vande Mataram**" - a song that inspired freedom fighters and became **India's national song**.

Tribal uprisings**Why did tribals rebel?**

- The British called tribals "primitive"; **restricted access to forests and forest produce**; took or privatised tribal land; imposed **cash taxes**; trapped tribals in **debt**; replaced tribal councils by the British legal system; encouraged missionaries to "civilise" and convert them.
- A colonial law labelled hundreds of tribal communities "**criminal tribes**", so they were harassed for decades.

Uprising	Years / place	Cause	Outcome
Khasi Uprising	1829-1833, present Meghalaya	(Timeline mention) resistance to British expansion	Suppressed
Kol Uprising	1831-1832, Chota Nagpur (Jharkhand); Mundas, Oraons...	Land policies favouring outsiders over original tribal inhabitants	Controlled significant territory for a while, then defeated
Santhal Rebellion	1855-1856, parts of Jharkhand, Bihar, West Bengal; led by Sidhu and Kanhu Murmu	Moneylenders and landlords taking ancestral land with British support	Declared own government, vowed to "fight to the last drop of blood"; British burned villages, killed thousands incl. leaders; inspired other tribes

Let's explore - the Santhals in an 1856 sketch (Fig. 4.17)

The Illustrated London News drew the Santhals (from imagination) with **bows and arrows**, minimal dress, dark complexion - facing **gun-wielding sepoy**s. This creates in the British public the image of "**primitive savages**" versus a modern disciplined army, justifying "civilising" them and the harsh crackdown; it also shows how **unequal** the confrontation was.

Peasant uprisings - the Indigo Revolt (1859-1862)

- Even without famines peasants suffered under **unfair revenue collection**, often losing land to moneylenders or new landlords.
- **European planters forced peasants in northern Bengal to grow indigo** instead of food crops because indigo dye was in great demand in Europe. Everyone profited **except the peasants**, who were so poorly paid that they fell into **debt slavery**.
- Those who refused faced **imprisonment, torture and destruction of property**; planters hired mercenaries. The revolt was supported by **educated Bengalis and the Bengali press**; the authorities were finally forced to **restrict the worst abuses**.
- **Let's explore:** other natural dyes traditionally used in India - e.g. **turmeric** (yellow), **madder/manjishtha** (red), **henna**, **pomegranate rind**, **marigold flowers**, **katha/catechu** (brown), **lac** (red), **myrobalan/harad**, **indigo** (blue).

Dekhe Kya Seekha Tumne? - Early resistance**Q1. Why did the sannyasis and fakirs rebel?**

Ans. Company land and taxation policies restricted their traditional free movement for pilgrimage and charity; they attacked treasuries and tax collectors.

Q2. How is the Sannyasi-Fakir rebellion linked to "Vande Mataram"?

Ans. It inspired Bankim Chandra's novel Anandamath (1882), which contained the song Vande Mataram - later an inspiration in the freedom struggle and India's national song.

Q3. List five ways the colonial government disrupted tribal life.

Ans. Restricting forest access, acquiring land/private property, cash taxes, debt traps, replacing tribal councils with British law, missionary conversion, "criminal tribes" law (any five).

Q4. Who led the Santhal Rebellion? What did the Santhals do?

Ans. Sidhu and Kanhu Murmu; the Santhals declared their own government and vowed to fight to the last drop of blood against moneylenders, landlords and British support.

Q5. Why did peasants revolt in the Indigo Revolt?

Ans. They were forced to grow indigo for European planters, poorly paid, trapped in debt, and punished if they refused.

Q6. Why was the Kol Uprising started?

Ans. British land policies favoured outsiders over the original tribal inhabitants of Chota Nagpur.

The Great Rebellion of 1857

What to call it?

- The British called it the "**Sepoy Mutiny**". **Sepoys** were Indian soldiers in the Company's army whose officers were almost all British. **Mutiny** = a rebellion by soldiers (or sailors) against their officers.
- After Independence historians rejected the term; this chapter calls it the **Great Rebellion of 1857**.
- Let's explore:** why was "Sepoy Mutiny" rejected? Because the revolt was **not only by soldiers** - it drew in rulers, nobles and civilians (peasants, townspeople) angry at annexations, taxes and other policies; calling it a mere "mutiny" made it look like a small military indiscipline and hid its **wider popular, political and economic causes**. It also reflects the British viewpoint.

Background and causes

- Vellore Mutiny (1806):** new uniform regulations offended Hindu and Muslim sepoy (no religious marks on foreheads, beards to be shaved). Sepoys seized Vellore fort (present-day Tamil Nadu) and killed many British officers and troops; the British crushed it, killing or executing hundreds.
- Most sepoy came from **agricultural families** hurt by British land-revenue policies.
- Annexations under the **Doctrine of Lapse** angered many.
- 1857 trigger:** rumours that rifle **cartridges were greased with cow and pig fat**, offending Hindu and Muslim sepoy.

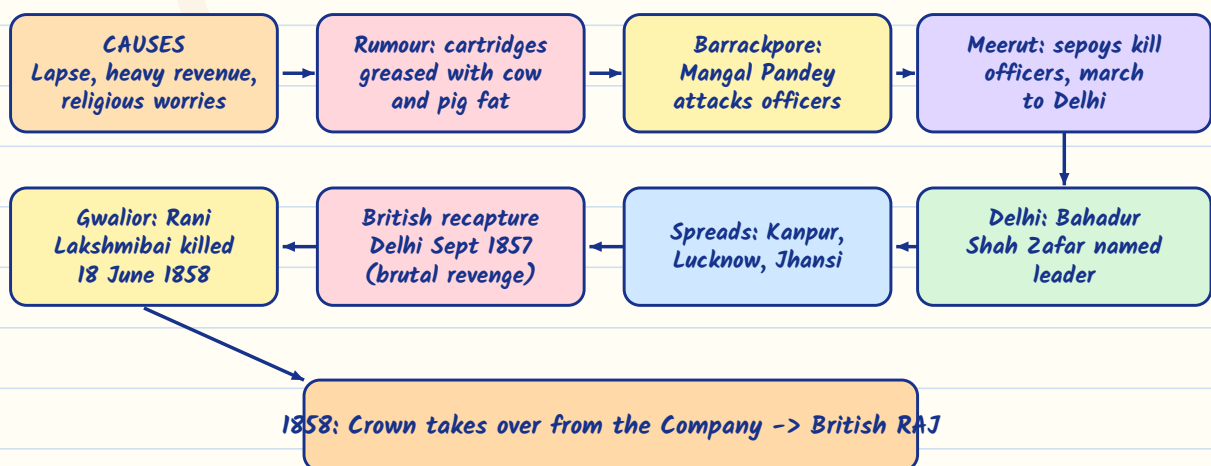


Fig. 9: How the Great Rebellion of 1857 unfolded

Place / person	What happened
Barrackpore (West Bengal)	Sepoy Mangal Pandey attacked British officers; his execution spread discontent

Place / person	What happened
Meerut (Uttar Pradesh)	Sepoys killed British officers and marched to Delhi
Delhi	They proclaimed the elderly, powerless Mughal emperor Bahadur Shah Zafar leader (his "empire" was a small area of Delhi); military decisions taken by the commanders
Kanpur	Rebels under Nana Saheb captured it; after promising safe passage to British civilians they massacred over 200 men, women and children (reasons still debated)
Lucknow, Jhansi	Key cities captured by sepoy; revolt spread across northern and central India
British response	Systematic and extremely brutal: recapture of Delhi (September 1857) with house-to-house massacres; mass executions at Kanpur to terrorise; villages burned and crops destroyed - countless deaths, vastly more than those by rebels

Why did it fail? What did it achieve?

- According to some historians it failed because the sepoy lacked a **unified command and a consistent strategy**, despite heroic leaders.
- But it was a **turning point**: it sowed the seed of the idea that **foreign domination was unacceptable**, which grew in the early 20th century into a full-fledged freedom struggle (with different methods).
- **1858**: the British **Crown took direct control** from the Company → the **British Raj**. Policy shifted from aggressive expansion to **consolidation**; the Indian Army was **reorganised to prevent unified resistance**.

Two heroines

- **Rani Lakshmibai of Jhansi**: fought to save her kingdom from annexation; with **Tatia (Tantia) Tope**, Nana Saheb's military adviser, escaped besieged Jhansi and **captured the Gwalior fort** (treasury and arsenal). Killed on the battlefield on **18 June 1858**. The British officer who led the attack on Jhansi called her the "best and bravest of the rebels". Tatia Tope fought till early 1859, was betrayed and hanged.
- **Begum Hazrat Mahal of Awadh**: resisted after her kingdom was annexed; led the **defence of Lucknow**; rejected British offers of safe passage; finally took refuge in **Nepal**. When **Queen Victoria's proclamation (November 1858)** ended Company rule and promised non-interference in religion and more Indians in administration, she issued a **counter-proclamation** warning Indians not to trust such promises.

Kuch Mazedaar Questions - 1857

Q1. What was the immediate trigger of the 1857 Rebellion?

Ans. The rumour that rifle cartridges were greased with cow and pig fat, offending Hindu and Muslim sepoys.

Q2. Why is "Sepoy Mutiny" no longer used by historians?

Ans. The revolt involved far more than soldiers (rulers, peasants, civilians) and had political and economic causes; "mutiny" understates it and expresses the colonial point of view.

Q3. Whom did the rebels in Delhi choose as leader? Was he powerful?

Ans. Bahadur Shah Zafar, the elderly Mughal emperor; he had little real power - military decisions were taken by commanders.

Q4. Why did the Rebellion fail?

Ans. Lack of unified command and consistent strategy, and the strong, brutal British response.

Q5. What changed in 1858?

Ans. The British Crown ended the East India Company's rule and took direct control (British Raj); the Indian Army was reorganised and policy shifted to consolidation.

Q6. Who was Begum Hazrat Mahal?

Ans. The leader of Awadh who defended Lucknow, refused to surrender, took refuge in Nepal and warned Indians against Queen Victoria's promises.

Q7. Why was the Vellore Mutiny of 1806 important?

Ans. It was an early sign of sepoy discontent: new uniform rules violated Hindu and Muslim religious practices and sepoys seized Vellore fort before being crushed.

The Legacy of European Colonialism in India

Subjugation, not a "civilising mission"

- The conquest was **not a civilising mission** - India's civilisation was **much older than Europe's**. It was a process of **subjugation and exploitation executed systematically, with brutal repression if necessary**.
- Except for a small Indian elite who accepted British rule as inevitable, Indians suffered **abuse, exploitation, violence and uprooting**.

Largely unintended consequences

- It **opened (or re-opened) India to the world** and the world to India. ("Re-opened" because India had ancient trade and cultural links with the Greeks, Romans, West and Southeast Asia long before - the colonial era renewed them in a new form.)
- The British (and the French to a lesser extent) **documented everything**: meticulous **geographical surveys**, long lists of **ethnic groups** (flawed - based on unscientific notions of "race"; genetics shows races do not exist), studies of **monuments**, restoration of ruined ones, and the beginning of **archaeology**.
- **But they** (and other colonial powers) **stole thousands of statues, paintings, jewels, manuscripts and artefacts** and sent them to European museums and private collections - a profound cultural loss, though it also promoted some appreciation of Indian art in Europe. Today there are **debates and efforts to repatriate** such treasures.

Let's explore - repatriation of heritage (discussion points)

- **For return**: the objects belong to the culture that made them; they were taken without consent (theft/plunder); people have a right to see their own heritage; returning them corrects a historical wrong.
- **For keeping them abroad**: some argue they are better preserved in major museums and seen by many people worldwide.
- **Middle path**: loans, shared exhibitions, digital copies, and returning objects with proven illegal removal - while strengthening museums at home.

Cultural influence flows both ways

- British scholars were not the first Europeans to learn Sanskrit but were among the first to **publish translations of Sanskrit texts into a European language**; the French, Germans and others followed. **Charles Wilkins** published the first English translation of the **Bhagavad Gita** in 1785 (Fig. 4.21).
- Motives were mixed: some scholars truly admired India's culture; others thought studying Indian texts would help prove the **superiority of Christianity**.
- The German philosopher **Hegel** compared the spread of Sanskrit texts to the "**discovery of a new continent**". Indian texts influenced European (and 19th-century American) philosophers, writers, poets, artists and sometimes statesmen.
- Lesson: **political domination may flow one way, cultural influence sometimes flows the other way.**

Zara Dimaag Lagao - Legacy

Q1. Name two things the colonial period "documented" or began in India.

Ans. Geographical surveys and ethnic lists; study and restoration of monuments - the beginning of archaeology.

Q2. Why were the British ethnic lists flawed?

Ans. They used the unscientific idea of "race"; genetics shows that "races" do not exist.

Q3. What was the cultural loss caused by colonial powers?

Ans. They carried away thousands of statues, paintings, jewels, manuscripts and other artefacts to European museums/collections.

Q4. What did Hegel mean by the "discovery of a new continent"?

Ans. That the spread of Sanskrit texts revealed an entirely new world of thought and literature to Europeans.

Q5. Why do the authors say Indians "funded their own subjugation" and yet colonialism had "unintended consequences"?

Ans. Because the main costs and burdens were borne by Indians while the main benefits went to Britain; the "positive" outcomes (surveys, archaeology, world contact, spread of Sanskrit) were by-products, not the aim.

Before We Move On – Quick Revision Sheet

Learn these by heart!

- Portuguese, Dutch, French and British came mainly for India's **wealth**; they fought among themselves and the **British won**.
- British ruthless **taxation** caused severe **famines** (millions of deaths); deliberate **deindustrialisation** devastated manufacturing.
- The British imposed their **administration, laws and education** to ensure total control.
- Portuguese **religious conversion** in Goa created lasting divisions; the French policy of **assimilation** created a small French-cultured elite in Pondicherry.
- Many **uprisings** from the late 18th century; the **Great Rebellion of 1857** threatened British rule for a while; most uprisings were **brutally repressed**.
- In the 19th century India's classical culture (through translated **Sanskrit texts**) **flowed back to the West**.

Year	Event
1498	Vasco da Gama at Kappad (Calicut)
1510	Portuguese capture Goa
1560	Inquisition at Goa (abolished 1812)
1674	French at Pondicherry
1741	Battle of Colachel; Travancore defeats Dutch
1746-63	Carnatic Wars
1757	Battle of Plassey
1770-72	Bengal famine (~10 million deaths)
1798	Hyderabad: first subsidiary alliance
1806	Vellore Mutiny
1818	Marathas defeated (3rd Anglo-Maratha War)
1835	Macaulay's Minute on Indian Education
1855-56	Santhal Rebellion
1857	Great Rebellion (Meerut, Delhi, Kanpur, Lucknow, Jhansi)
1858	Crown rule begins; Queen Victoria's Proclamation
1859-62	Indigo Revolt
1876-78	Great Famine (up to 8 million deaths)

Person	Role
Vasco da Gama	Portuguese navigator, reached Kappad 1498

Person	Role
Rani Abbakka I and II	Ullal (Karnataka); resisted the Portuguese
Marthanda Varma	King of Travancore; won at Colachel 1741
Dupleix	French Governor-General 1742-54; sepoys, indirect rule
Robert Clive / Mir Jafar / Siraj-ud-daulah	Plassey 1757: conspiracy, betrayal, defeated Nawab
Lord Lytton	Viceroy during 1876-78 famine; free-market order; extravagant durbar
Dadabhai Naoroji, R.C. Dutt	Wrote on the drain of wealth; Naoroji first Indian in the House of Commons
Macaulay	Minute on Indian Education 1835
Sidhu and Kanhu Murmu	Led the Santhal Rebellion
Mangal Pandey, Bahadur Shah Zafar, Nana Saheb	1857: Barrackpore; nominal leader at Delhi; Kanpur
Rani Lakshmibai, Tatia Tope, Begum Hazrat Mahal	Leaders of 1857 at Jhansi/Gwalior; Lucknow
Charles Wilkins	First English translation of the Gita, 1785

Memory tricks

- **P-D-F-B** = Port-ugal, Dutch, French, British - order of arrival (Portuguese 1498 first).
- **Plassey** = Plot, not Power: Clive won with Mir Jafar's betrayal.
- **Lapse** = No male heir, state gone; **Subsidiary** = "You pay for my army, I take your foreign policy".
- **Famine years**: 1770 (10 million), 1876 (8 million) - "seventy, seventy-six".
- **Drain of wealth trio**: Naoroji (Poverty and Un-British Rule), Dutt (Economic History), Digby (quote).

NCERT Questions and Activities - Solved

Q1. What is colonialism? Give three different definitions based on the chapter or on your knowledge.

Ans. (i) Chapter: the practice where one country takes control of another region, establishing settlements there and imposing its political, economic and cultural systems. **(ii)** The domination of one people or country over another, using force or manipulation, mainly to exploit its resources and markets. **(iii)** A system in which a powerful country extends its rule over distant lands, treating the native people as subjects and the territory as a source of wealth.

Q2. Colonial rulers claimed a "civilising mission". Based on the chapter, was this true for India?

Ans. No. India's civilisation was much older than Europe's, with prosperous trade, industries, village self-government and a widespread education system. Under colonial rule: famines killed millions

(1770-72, 1876-78); huge wealth was drained; textiles and other industries were ruined; village governance was dismantled; the foreign legal system alienated people; education was reshaped to produce clerks; culture was looted. Some by-products (surveys, archaeology, wider world contact) were unintended and do not justify the "mission". The benefits mostly went to the colonisers.

Q3. How was the British approach different from earlier European powers like the Portuguese or the French?

Ans. Portuguese: naval power, cartaz system, spice monopoly, religious persecution (Goa Inquisition) - coastal, aggressive. **French:** imperial ambitions but modest trade; pioneered sepoys and puppet rulers; mostly no religious interference. **British:** began as a trading company with a pretence of trade, then used **divide and rule** (Plassey), subsidiary alliances and the Doctrine of Lapse to build control gradually; collected heavy revenue; reshaped the economy (raw materials/market), administration, law and education to ensure total control; made Indians pay for their own rule ("empire on the cheap").

Q4. "Indians funded their own subjugation" - what does this mean for railway and telegraph?

Ans. The railways and telegraph were built mainly to serve British commercial and strategic needs (moving raw materials to ports, distributing British goods, moving troops, controlling the country) but they were paid for out of **Indian tax revenue**. Likewise the cost of the colonial administration, the army and officials' lavish lifestyles - and even wars - were charged to Indians. So the Indians paid for the machinery that kept them subjugated.

Q5. What does "divide and rule" mean? Give examples.

Ans. A policy of keeping a population or its rulers divided so that they cannot unite against the ruler. Examples: playing on rivalries between regional rulers and on succession disputes; offering military support to one ruler against another; the **Battle of Plassey** (Clive bought Mir Jafar's betrayal); encouraging tensions between religious communities; subsidiary alliances making each ruler dependent on the British separately.

Q6. Choose one area of Indian life (agriculture, education, trade or village life). How was it affected by colonial rule? Signs today?

Ans. Sample (education): Before: pathashalas, madrasas, viharas and 100,000-150,000 village schools in Bengal and Bihar. After Macaulay's Minute (1835): English-medium schools to create clerks; traditional schools disappeared. Signs today: the prestige of English, the divide between English-educated elites and others, and the exam-and-job oriented schooling. **Idea:** present it as a short essay, a poem or a poster showing "before" and "after".

Q7. Imagine you are a reporter in 1857. Write a brief news report on Rani Lakshmibai's resistance at Jhansi, with a storyboard/timeline.

Ans. Sample report: Jhansi, 1858 - The Rani of Jhansi, Lakshmibai, who refused to give up her kingdom to the Company, has again defied the British. Escaping the besieged fort of Jhansi with the help of Tatia Tope, she joined the rebel forces and seized the Gwalior fort with its treasury and arsenal. On 18 June 1858 she fell fighting on the battlefield. Even a British officer called her the "best and bravest of the rebels". **Timeline:** 1853-54 Jhansi annexed under Lapse → 1857 rebellion spreads from Meerut → 1858 siege of Jhansi → escape → Gwalior captured → 18 June 1858 killed.

Q8. Alternate history: India never colonised (about 300 words).

Ans. Ideas to include: India keeps its large share of world GDP; textile and steel industries continue to grow and modernise; village self-government and traditional schools evolve with science and

technology; trade with the world continues on equal terms; no famines caused by tax policy; princely and regional states perhaps stay diverse - maybe a federation; challenges too (possible internal conflicts, other powers). Write it as a story with a character (e.g. a weaver's granddaughter running a modern mill in 1900).

Q9. Role-play: a British official and Dadabhai Naoroji.

Ans. Official's points: railways, telegraph, law and order, English education, modern administration.

Naoroji's replies: Indian taxes paid for them; infrastructure served British interests; wealth drained to Britain (his book, 1901); famines; destruction of industry; British rule is "un-British" - against Britain's own ideals of justice and representation.

Q10. Explore a local resistance movement - report or poster.

Ans. Template: Name and place; Trigger (e.g. forest/land policy, tax); Leaders; Demands; British response (force, arrests, burning of villages); Remembered today (festivals, songs, monuments).

Examples: Kol, Santhal, Khasi, Indigo Revolt, Rani Abbakka, Sannyasi-Fakir.

Think about it / Let's explore - extra answers

- **"Sun never sets on the British Empire":** the empire stretched across continents, so the Sun was always shining on some part of it; it was not true forever - the empire ended after India's independence and decolonisation.
- **Why "re-opened"?** India already traded with the Greeks and Romans and others in ancient times.

Practice Time – Thoda Aur Practice!**A. Multiple choice questions**

1. Vasco da Gama reached Kappad near Kozhikode in: (a) 1448 (b) 1498 (c) 1510 (d) 1560
2. The Inquisition in Goa was established in: (a) 1498 (b) 1510 (c) 1560 (d) 1757
3. The Dutch declined in India after the Battle of: (a) Plassey (b) Colachel (c) Buxar (d) Panipat
4. Who trained Indian soldiers in European methods, creating "sepoys"? (a) Clive (b) Dupleix (c) Albuquerque (d) Macaulay
5. The Battle of Plassey was fought in: (a) 1741 (b) 1757 (c) 1818 (d) 1857
6. Under the Doctrine of Lapse a state was annexed if the ruler had no: (a) money (b) army (c) natural male heir (d) fort
7. The first ruler to enter a subsidiary alliance (1798) was of: (a) Mysore (b) Hyderabad (c) Travancore (d) Punjab
8. "Poverty and Un-British Rule in India" was written by: (a) R.C. Dutt (b) W. Digby (c) Dadabhai Naoroji (d) Macaulay
9. The Santhal Rebellion was led by: (a) Birsa Munda (b) Sidhu and Kanhu (c) Nana Saheb (d) Mangal Pandey
10. The "Minute on Indian Education" was written in: (a) 1757 (b) 1835 (c) 1857 (d) 1901
11. Who was proclaimed leader of the rebels at Delhi in 1857? (a) Nana Saheb (b) Bahadur Shah Zafar (c) Mir Jafar (d) Tipu Sultan
12. The British Crown took direct control of India in: (a) 1757 (b) 1835 (c) 1858 (d) 1947

B. Fill in the blanks

1. The Portuguese system of permits for ships in the Arabian Sea was called _____.
2. The 1770-72 famine killed about _____ million people in Bengal.
3. The song "Vande Mataram" appears in the novel _____ by Bankim Chandra Chattopadhyay.
4. The Indigo Revolt took place in _____ (region).
5. The _____ in Goa persecuted Hindus, Muslims, Jews and Christian converts.
6. _____ was the first Indian elected to the British House of Commons.

C. True or False

1. The British takeover of India was a sudden military invasion.
2. At Plassey, Mir Jafar's forces fought hard for the Nawab.
3. The railways were funded mostly by Indian taxes.
4. The 1857 Rebellion succeeded in ending British rule.
5. India's share of world GDP was about 5% at Independence.

D. Match the following

Column A	Column B
1. Marthanda Varma	(a) Fireballs from coconut shells
2. Rani Abbakka II	(b) Defeated the Dutch at Colachel
3. Dupleix	(c) Defence of Lucknow
4. Begum Hazrat Mahal	(d) Sepoys and indirect rule
5. Macaulay	(e) "English in taste, in opinions, in morals and in intellect"

E. Assertion - Reason

Options: (A) both true, R explains A; (B) both true, R does not explain A; (C) A true, R false; (D) A false, R true.

- 1. A:** The subsidiary alliance gave the British control without the cost of direct rule. **R:** Indian rulers had to pay for British troops stationed in their territory.
- 2. A:** The British called the 1857 revolt a "Sepoy Mutiny". **R:** It involved only soldiers and no civilians.
- 3. A:** Indian textile exports fell sharply in the 19th century. **R:** Britain imposed heavy duties on Indian cloth while British goods entered India with minimal tariffs.

F. Source-based - Itihaas Ki Khidki

Source 1: "The bones of the cotton weavers are bleaching the plains of India." - William Bentinck, Governor-General, 1834.

(i) What does this tell us about Indian weavers? (ii) Give two reasons for the ruin of the textile industry. (iii) What happened to the artisans?

Source 2: "I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia." - Macaulay, 1835.

(i) What attitude does this show? (ii) What was the aim of the new education? (iii) How did it divide Indian society?

G. Short and long answers

1. Compare the Portuguese, Dutch and French in India (aims, methods, fate).
2. Explain how the British used "divide and rule", the Doctrine of Lapse and the subsidiary alliance to expand.
3. Describe the 1770-72 and 1876-78 famines and the role of British policies.
4. What is the "drain of wealth"? Who studied it and what did they find?
5. How did colonial rule affect Indian industry, governance and education?
6. Describe the causes, course and results of the Great Rebellion of 1857.
7. Write a short note on: (a) Sannyasi-Fakir rebellion (b) Santhal rebellion (c) Indigo revolt.

H. Zara Dimaag Lagao (HOTS)

1. Why do you think British rulers used a "pretence of being traders" in the beginning?
2. Railways, the telegraph and English education are often called "benefits" of colonialism. Argue for and against this view in 4-5 lines each.
3. Why was the 1857 Rebellion called a "turning point" even though it failed?
4. Explain with an example how the same event (1857) can be described differently by the colonial rulers and by Indians.

Answer Key - Practice Time

Section	Answers
A. MCQ	1-(b); 2-(c); 3-(b); 4-(b); 5-(b); 6-(c); 7-(b); 8-(c); 9-(b); 10-(b); 11-(b); 12-(c)
B. Blanks	1. cartaz; 2. 10; 3. Anandamath; 4. (northern) Bengal; 5. Inquisition; 6. Dadabhai Naoroji
C. True/False	1-False (gradual, disguised as commerce); 2-False (they stood aside); 3-True; 4-False (failed, but a turning point); 5-True
D. Match	1-b; 2-a; 3-d; 4-c; 5-e
E. Assertion-Reason	1-(A); 2-(C) [it involved many civilians too]; 3-(A)
F. Source-based	Source 1: (i) weavers died/ruined in huge numbers; (ii) heavy duties on Indian cloth in Britain, minimal tariffs on British goods in India, British control of sea trade/exchange rates; (iii) they became poor and went back to overtaxed farming. Source 2: (i) belief that European knowledge is superior and contempt for Indian learning; (ii) to create Indians English in taste/opinions to serve British interests as clerks; (iii) English-educated elite vs the masses.

Hints for Sections G and H

- **H1:** Open conquest would have united Indian rulers against them; posing as traders let them gain footholds peacefully while rulers welcomed trade.
- **H2:** For: integrated markets, communication. Against: built to serve British trade and troops, paid by Indian taxes, routes ignored local trade, English education created clerks and divisions.
- **H3:** It spread the idea that foreign rule was unacceptable and grew into the freedom struggle; also made Britain change policy (Crown rule, army reorganisation, Queen's Proclamation).
- **H4:** British: "Sepoy Mutiny" - a soldiers' revolt; Indians/historians: "Great Rebellion" - a wider revolt against exploitation and annexation.

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