

1. Prema N / Divya V U / Bhavan's Vidya Mandir, Eroor
2. History / Chapter 2. Nationalism In India
- 3.a. Core Concept: The Salt March and the Civil Disobedience Movement, page no- 39
3. b. Expected Learning Outcome: Analyse how the Civil Disobedience Movement differs from the Non-Cooperation Movement.
3. C. Typology: Distinguish/Compare

Q 1.

Which of the following statements accurately distinguishes between the NonCooperation Movement and the Civil Disobedience Movement?

- a. Thousands in different parts of the country broke the salt law, manufactured salt, and demonstrated in front of government salt factories.
- b. People were asked not only to refuse cooperation with the British but also to break colonial laws.
- c. British rule was established in India with the cooperation of Indians and had survived only because of this cooperation.
- d. Movement should begin with surrendering titles that the government awarded and a boycott of civil services.

Answer:- b

Q 2.

- 3.a. Core Concept: The Salt March and the Civil Disobedience Movement. page no- 39
3. b. Expected Learning Outcome: Enhances the feeling of nationalism and unity.
3. C. Typology: Assertion (A) and Reason (R)

Q 2. Two statements are marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

Assertion (A): Mahatma Gandhi found in salt a powerful symbol that could unite the nation.

Reason(R): Salt was something consumed by the rich and the poor alike, and it was one of the most essential items of food.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A)
- b. Both A and R are true and R is not the correct explanation of A.
- c. (A) is correct but (R) is wrong
- d. (A) is wrong but (R) is correct.

Answer:- a.

Q 3.

3.a. Core Concept: Towards Civil Disobedience. Page no -38

3. b. Expected Learning Outcome: Evaluate various facets of the Nationalistic movement.

3. C . Typology : Evaluate

Q 3. Evaluate the impacts of the arrival of the Statutory Commission under Sir John Simon by choosing the appropriate statements among the following options:

- a. All parties, including the Congress and the Muslim League, participated in the demonstrations.
 - b. Viceroy, Lord Irwin, announced in October 1929, a vague offer of ‘dominion status’ for India in an unspecified future.
 - c. When the Simon Commission arrived in India in 1928, it was greeted with the slogan ‘Go back, Simon’.
 - d. Local leaders were picked up from Amritsar, and Mahatma Gandhi was barred from entering Delhi.
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- a. Statements a and d are appropriate.
 - b. Statements a,b, and c are appropriate.
 - c. All the statements are appropriate.
 - d. Only statement d is appropriate.

Answer:- b

Q 4.

3.a. Core Concept: The Sense of Collective Belonging. Page no -47

3. b. Expected Learning Outcome: Get familiarized with the concept of our National identity in Bharat Mata

3. C . Typology: **Assertion** and **Reason**

Q 4. Two statements are marked as Assertion (**A**) and Reason (**R**). Mark your answer as per the codes provided below:

Assertion (A): The identity of the nation, is most often symbolised in a figure or image.

Reason(R): This helps create an image with which people can identify the nation.

- a. Both (**A**) and (**R**) are true and (**R**) is the correct explanation of (**A**)
- b. Both **A** and **R** are true and R is not the correct explanation of **A**.
- c. (**A**) is correct but (**R**) is wrong
- d. (**A**) is wrong but (**R**) is correct.

Answer:- a.

Q 5.

3.a. Core Concept: Quit India Movement. Page no - 49.

3. b. Expected Learning Outcome: Sensitize about National Consciousness.

3. C . Typology : Source-based

Q 5. Read the source given below and answer the questions that follow:

The failure of the Cripps Mission and the effects of World War II created widespread discontentment in India. This led Gandhiji to launch a movement calling for the complete withdrawal of the British from India. The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India. On 8 August 1942 in Bombay, the All-India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country. It was on this occasion that Gandhiji delivered the famous 'Do or Die' speech. The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement. People observed hartals, and demonstrations and processions were accompanied by

national songs and slogans. The movement was truly a mass movement that brought into its ambit thousands of ordinary people, namely students, workers, and peasants. It also saw the active participation of leaders, namely, Jayprakash Narayan, Aruna Asaf Ali, and Ram Manohar Lohia, and many women such as Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi in Odisha. The British responded with much force, yet it took more than a year to suppress the movement.

1. What is the importance of the 'Quit India' resolution?
2. 'The Quit India Movement made the British realise that their days are numbered in India'. Why?
3. State two reasons for the launching of the Quit India Movement.

Answer:-

1. 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India, the complete withdrawal of the British from India.
2. The movement was truly a mass movement that brought into its ambit thousands of ordinary people, namely students, workers, and peasants. It also saw the active participation of many leaders and women. The British responded with much force, yet it took more than a year to suppress the movement.
3.
 1. The failure of the Cripps Mission.
 2. The effects of World War II and the widespread discontentment in India.

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2. History/ Nationalism in India.

3a. Expected learning outcome-To learn and understand the importance of the incidence and the people.

3b. Typology-MCQs

3c. Questions

1. Why did General Dyer open fire on peaceful crowd in Jallianwalla Bagh? Mark the most important factor.

- (a) To punish the Indians
- (b) To take revenge for breaking martial laws
- (c) To create a feeling of terror and awe in the mind of Indians
- (d) To disperse the crowd

Answer--C

2. Why was the Simon Commission sent to India?

- (a) To look into the Indian constitutional matter and suggest reform

- (b) To choose members of Indian Council
- (c) To settle disputes between the government and the Congress leaders
- (d) To set up a government organisation

Answer--A

3. Why was Alluri Sitarama Raju well known?

- (a) He led the militant movement of tribal peasants in Andhra Pradesh.
- (b) He led a peasant movement in Avadh.
- (c) He led a satyagraha movement in Bardoli.
- (d) He set up an organisation for the upliftment of the dalits.

Answer--A

4. 'Hind Swaraj' was written by:

- (a) Abul Kalam Azad
- (b) Mahatma Gandhi
- (c) Sardar Patel
- (d) Subhas Chandra Bose

Answer--B

5. Who among the following two leaders led the Khilafat Movement?

- (a) Muhammad Ali Jinnah and Abul Kalam Azad
- (b) Gandhiji and Sardar Patel
- (c) Shaukat Ali and Muhammad Ali
- (d) Abul Kalam Azad and Jawaharlal Nehru

Answer—C

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Subject: HISTORY/ NATIONALISM IN INDIA

Core Concept: The Rowlatt Act (Pg 31)

Expected Learning Outcome: Analyse the impact of the Rowlatt Act.

Typology: Assertion and Reason.

Q1. Assertion: (A) The Rowlatt Act was passed in 1919.

Reason: (R) The Act allowed detention of political prisoners without trial for three years.

In the question given above there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.
- (c) A is true but R is false.
- (d) A is false but R is true.

Ans) Option C

Core Concept: Swaraj in Plantations (Pg 36)

Expected Learning Outcome: Evaluate the meaning of freedom by the plantation workers in Assam.

Typology: MCQ.

Q2. What was the effect of the Non-Cooperation Movement on the plantation workers in Assam?

- a) They left the plantations and headed home.
- b) They went on strike.
- c) They destroyed the plantations.
- d) Boycott of foreign clothes.

Ans) Option A

Core Concept: Rebellion in the Countryside (Pg 34)

Expected Learning Outcome: Examine the events.

Typology: Match the following.

Q3.

Column A	Column B
I. Forced Recruitment	1. Labour without any payment
II. Boycott	2. A form of demonstration
III. Picket	3. A form of protest
IV. Begar	4. A process of making people to join the army

Choose the correct answer from the option given below:

- a) I-4, II-3, III-2, IV-1
- b) I-3, II-4, III-1, IV-2
- c) I-4, II-1, III-3, IV-2
- d) I-4, II-2, III-1, IV-3

Ans) Option A

Core Concept: 1.3 (Pg 56)

Expected Learning Outcome: Identify the author

Typology: MCQ

Q4. Who is the author of the book Hind Swaraj?

- a) Bhagat Singh
- b) Jawaharlal Nehru
- c) Subash Chandra Bose
- d) Mahatma Gandhi

Ans) Option D

Core Concept: The Movement in the Towns (Pg 58)

Expected Learning Outcome: Analyse the significance of the movement in the towns.

Typology: Case based.

Q5. Read the source given below and answer the questions that follow.

The movement started with middle-class participation in the cities. Thousands of students left government-controlled schools and colleges, headmasters and teachers resigned, and lawyers gave up their legal practices. The council elections were boycotted in most provinces except Madras, where the Justice Party, the party of the non-Brahmans, felt that entering the council was one way of gaining some power – something that usually only Brahmans had access to. The effects of non-cooperation on the economic front were more dramatic. Foreign goods were boycotted, liquor shops picketed, and foreign cloth burnt in huge bonfires. The import of foreign cloth halved between 1921 and 1922, its value dropping from Rs 102 crore to Rs 57 crore. In many places merchants and traders refused to trade in foreign goods or finance foreign trade. As the boycott movement spread, and people began discarding imported clothes and wearing only Indian ones, production of Indian textile mills and handlooms went up.

- (i) Explain the role of 'Justice Party in boycotting of Council elections'. (1m)
- (ii) Why did this movement slowed down in cities? (2m)
- (iii) Explain the effect of 'Boycott Movement on foreign textile trade'. (1m)

Ans) (i) The Justice Party members were non-brahmans and so far had not been able to win elections, as the Brahman candidates always won. They thought it was a golden opportunity for them to enter the councils. So, they decided not to boycott council elections.

(ii) The movement slowed down in cities because khadi was more expensive than mill cloth and poor people could not afford it. Boycott of British institutions posed a problem as there was no alternative Indian institutions. So teachers and students began trickling back to government schools and lawyers joined back work in government courts.

(iii) The effects of Boycott Movement on foreign textile trade was that the foreign goods were boycotted, liquor shops picketed and foreign cloth burnt in huge bonfires.

