

## 6. Colonialism and Urban Change

### Exercise

A. Tick (✓) the correct option (MCQs) :

1. c                      2. a                      3. b                      4. a

B. Fill in the blanks :

1. Chandennagore and Puducherry were founded by the French.
2. Mughalsarai and Jamalpur are examples of Railway Junction.
3. It took 20 years to build New Delhi.
4. Mughal Emperor Shah Jahan laid the foundation of Shahjahanabad.
5. The cities were divided into thanas or wards.

C. State whether true or false :

1. True      2. False      3. True      4. False      5. True

D. Match the following :

- |   |   |
|---|---|
| 1. The British policy, aimed at ruining | • of the economy, led to de-urbanisation. |
| 2. Bharat was made to export            | • raw materials to England.               |
| 3. Army cantonments were set up         | • to check foreign invasions.             |

**E. Very Short answer questions :**

1. In 1658, Madras became a Presidency
2. Shimla, Nainital, Mussoorie
3. Shah Jahan
4. Seven cities

**F. Short answer questions :**

1. During the British rule, villages lost their self-sufficiency and the entire economy was focussed on British interests. Similarly, there was a shift in the importance of cities also. This shift was evident in case of those cities and towns that declined due to decrease in the demand for manufactured goods. There were many other cities which lost their importance as centres of regional power when their rulers were defeated by the British. In such cases, people who had been living in those cities left them forever and moved back to villages in the countryside. This process of reverse migration from cities to villages was called de-urbanisation. Cities such as Dhaka, Seringapatnam, Masulipatnam and Surat experienced this phenomenon most prominently. Following de-urbanisation, a very small proportion of Indians was left in these cities.

2. The city of New Delhi had long, broad and straight avenues. There were no crowding 'Mohallas', or narrow streets. The streets were lined with sprawling mansions set in the middle of a large compound. The new city had to be a clean, healthy place, with better water supply, sewage disposal and drainage facilities. It had to be made green with trees and parks.

The British called old Delhi (Shahjahanabad) the walled city because it has a wall around it. Shah Jahan had canals and reservoirs built to ensure water supply to the residents of Shahjahanabad. A wide road linked the Red fort to the Lahori Gate. This is called Chandni Chowk. The road had fountains and shady trees, and along its length were bazaars.

Shahjahanabad had numerous gardens, places of worship, educational institutions and mausoleums. Various sections of the people lived in close nearness. So, the havelis (mansions) of the nobles and wealthy people stood amidst the thatched mud houses of the poor artisans and craftsmen, all packed together in crowded mohallas (neighbourhoods). Narrow lanes separated the houses.

3. The Partition of India in 1947 was a momentous event in the history of India. It greatly affected the structure of Delhi's population and life in a number of ways.



In the early days of the partition rioting took place in Delhi when thousands of people were killed and their houses were looted and burnt. About two-third of the Muslims migrated to Pakistan. Delhi became the city of refugees.

The large-scale migration from West Punjab to Delhi changed the social structure of Delhi population. Now the Punjabi culture began to dominate the local culture which was based on Urdu traditions and customs.

**G. Long answer questions :**

1. At many places in India, new towns developed to meet the needs of colonialism. The administrative centres ranged from the large presidency cities—Madras, Calcutta and Bombay—to towns around district headquarters. Towns also grew around residencies (the official residences of the British residents), as in Lucknow, Pune and Hyderabad. With the introduction of railways, towns sprang up at important railway junctions. Mughalsarai and Jamalpur are examples.

Army cantonments to set up check foreign invasions and internal revolts developed into townships. One example is Danapur near Patna.

The British built towns in the hills, where they could spend time away from the hot and humid plains. They called these hill stations. Some hill stations such as Shimla, Nainital and Mussoorie are popular tourist resorts even today.

Centres that traded in exportable commercial crops such as cotton, sugar cane and indigo urbanised rapidly. The old town of Mirzapur, for example, flourished as an important centre of cotton trade.

2. In 1638, Mughal Emperor Shah Jahan laid the foundations of Shahjahanabad, which we today call Old Delhi. The British called Old Delhi the 'Walled City' because it had a wall around it. Most of this wall no longer exists, and only a few of the fourteen or so gates remain.

The two most eye-catching buildings in Shahjahanabad are the Lal Quila (Red Fort), within which the emperor's palace complex is situated, and the Jama Masjid, one of Asia's largest mosques. Shah Jahan had canals and reservoirs built to ensure water supply to the residents of Shahjahanabad. A wide road linked the Red Fort to the Lahori Gate in the western wall of the city. This road was called Chandni Chowk after a chowk (open space) with a pool that reflected the chandni (moonlight). From the pool, a canal ran along the road. The road had fountains and shady trees, and along its

length were bazaars (markets) bustling with economic activity. Another wide road ran from the north to the south of the city, separating the Red Fort and the Jama Masjid.

Shahjahanabad had numerous gardens, places of worship, educational institutions and mausoleums. Various sections of the people lived in

close nearness. So, the havelis (mansions) of the nobles and wealthy people stood amidst the thatched mud houses of the poor artisans and craftsmen, all packed together in crowded mohallas (neighbourhoods). Narrow lanes separated the houses.

3. The Partition of India in 1947 was a momentous event in the history of Bharat. It brought about many changes both in Bharat and Pakistan. It greatly affected the structure of Delhi's population and life in a number of ways.
  - (i) In the early days of the partition, rioting took place in Delhi when thousands of people were killed and their houses were looted and burnt. About two-third of the Muslims migrated to Pakistan.
  - (ii) Delhi became the city of refugees. Till the construction of new houses, they stayed in schools, barracks and camps. Some occupied the residences of the persons who had migrated to Pakistan. Later on, new colonies like Rajendra Nagar, Patel Nagar, Tilak Nagar and Lajpat Nagar were constructed to accommodate them.
  - (iii) The large-scale migration from West Punjab to Delhi changed the social structure of Delhi population. Now the Punjabi culture began to dominate the local culture which was based on Urdu traditions and customs.

## 7. Education Under the British Rule

### Exercise

**A. Tick (✓) the correct option (MCQs):**

1. a                      2. b                      3. a                      4. c

**B. Fill in the blanks:**

1. In Bharat, there were **pathshalas** and **maktabas** for elementary education.
2. **Lord Macaulay** strongly recommended the western system of education.
3. **Sayajirao Geakwad III** was the first Bharatiya ruler to introduce free and compulsory education in his state.
4. The Mohammedan Anglo-Oriental College was started by **Sir Syed Ahmed Khan**.
5. Rabindranath Tagore wanted to combine the best elements of **Western and Indian** education system.

**C. State whether true or false:**

1. True              2. False              3. True              4. False              5. False

**D. Very Short answer questions:**

1. Sanskrit, accounts, Persian
2. The British government wanted the education system to be useful to the needs of the colonial empire. Lord Macaulay recommended the Western system as it encouraged rational thinking and scientific research. Besides, the British felt a strong need for Indians who could be employed as clerks to help them in dealing with the locals.
3. Charter Act of 1833
4. It was decided the medium of education would be English.
5. Mahatma Gandhi
6. Modern English education was beneficial for Indians who wanted to learn modern science & Technology.

**E. Short answer questions:**

1. The Wardha Scheme was prepared by Gandhiji. It is also known as Basic education or 'Nai Talim'. According to the Wardha Scheme:
  - (i) The medium of instruction is to be the mother tongue.
  - (ii) Free & compulsory education is to be given for 8 years (from 6 to 14 years).
  - (iii) Education is to centre around some productive work like spinning, weaving, leather work, pottery, basket making etc.
  - (iv) Textbooks to be avoided as far as possible.
  - (v) Cleanliness, health, play and recreation should be given sufficient importance.
2. Mahatma Gandhi was totally against western education. Gandhiji gave his own ideas about education. The scheme prepared by him is the Wardha Scheme of basic Education. It is also known as Basic Education or



Nai Talim. In July 1937, Gandhiji wrote in the Harijan, "By education, I mean all-round drawing out of the best in child and man—body, mind and spirit."

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- (v) Cleanliness, health, play and recreation should be given sufficient importance.

But, still it could not become popular.

- 3. A humble beginning in the field of education was made by the Charter Act of 1833. It provided a sum of Rs 1 lakh to be spent annually on spreading education. But issues such as the nature of education—modern western education or traditional Indian education and the medium of instruction—English or vernacular were still unresolved. These issues were resolved when the English Education Act was passed in 1835. It was decided that the money provided for education would be spent on promoting western education through the medium of English.
- 4. Sir Syed Ahmed Khan, a great reformist of his age, felt the need of modern education for Muslims and started a school way back in 1875, which later became a college under the name of 'Mohammedan Anglo-Oriental College' and ultimately became a university. It imparted education in science, humanities and technical subjects in English. Students from all over the country came to study here.

**F. Long answer questions :**

- 1. In 1854, an official report called 'Wood's Despatch', after its author Charles Wood, recommended the establishment of a graded system of English-medium schools, colleges and universities in India.  
This document was the first comprehensive plan for the spread of education in India and was considered the "Magna Carta of English Education in India." The main recommendations of the Despatch were :  
Graded schools were to be established in the hierarchy as university, college, high school, middle school and primary school.  
Government of India was asked to assume responsibility for education of the masses, thus repudiating the downward filtration theory, at least on paper.  
English was recommended as the medium of instruction for higher studies and Indian languages or vernaculars at school level.
- 2. Sir Sayed Ahmed Khan wanted to spread modern scientific thought among the Muslims. He understood that religious and social life of the

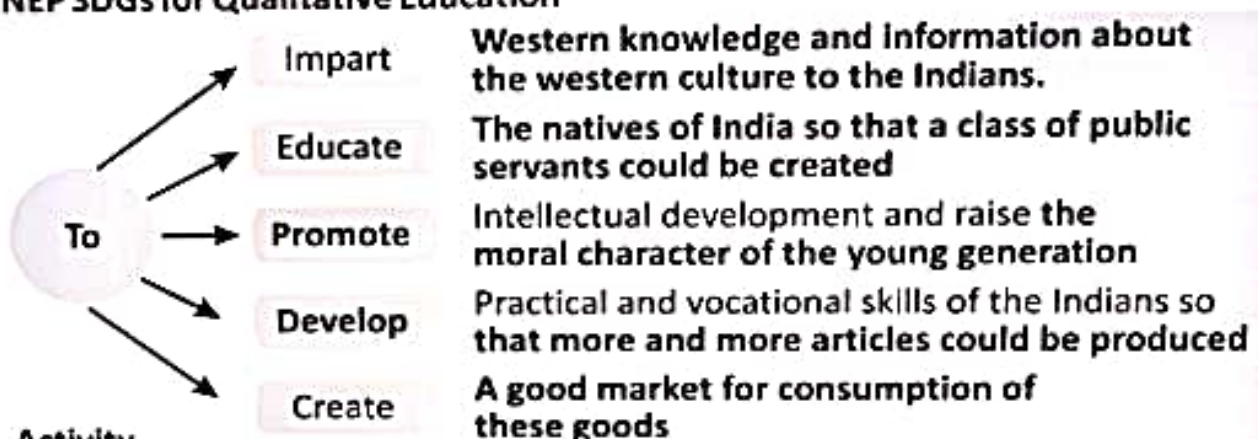
Muslims could be improved only by adopting modern modern scientific knowledge. The people in his scientific society translated various western sciences in Urdu to facilitate understanding of common people in muslim communities. He also supported education in the medium of English Language.

Though he faced opposition from some orthodox muslims he continued his social reform. To accelerate the desire of education among muslims and to motivate them to come up, Sir Syed Ahmed Khan brought a journal with the name *Tehzibul Akhlaq*. As a result a new direction was given to the social and political thinking of the Muslims. In 1875, he founded the Muhammedan Anglo-Oriental College at Aligarh as a centre for spreading western science and culture. Later this college grew into Aligarh Muslim University. The doors of this college were open to all the Indians. Sayyed Ahmed Khan was helped by a group of followers who were collectively described as Aligarh School. He employed European teachers in this college.

Sayyed Ahmad Khan also tried to bring about social reforms. He wrote in favour of raising the status of women and advocated the removal of purdah and spread of education among women. He also criticised the customs of polygamy and easy divorce.

3. There were major drawbacks in the educational system under the British :
  - (i) The growth of education was not uniform at all levels. A lot of attention was paid to the expansion to high schools and colleges.
  - (ii) The primary schools suffered because of lack of funds. Mass education was neglected.
  - (iii) The spread of education was limited to the middle and upper-middle classes. The promoters of English education wanted to create a class of Indians who would be English in their thinking and habits.
  - (iv) The education of girls was neglected. The result was that by 1921, only 2 out of 100 Indian women were able to read and write.

#### NEP SDGs for Qualitative Education





## 8. Changing World of Arts

### Exercise

- A. Tick (✓) the correct option (MCQs):**

1. b                      2. a                      3. c

- B. Fill in the blanks :**

- Fill in the blanks :**
1. **Thomas Daniell and William Daniell** were the two painters of realistic landscape painting tradition.
  2. The proper growth of art education in India began with the setting up of the **Calcutta Art Studio**.
  3. **Raja Ravi Verma** was famous for his paintings of mythological subjects and portraits.
  4. **Felico Beato and Samuel Bourne** photographed India during the period of the Revolt of 1857.
  5. The **Fort St. George** is one of the earliest British buildings in India.

- C. State whether true or false :**

- State whether true or false:
1. True      2. True      3. True      4. False      5. False

- D. Very Short answer questions :**

1. Thomas Daniell and William Daniell
2. In rural Bengal there were patuas, who were narrators of religious and mythological stories. They made clay images to illustrate their narrations. Later they began to paint their illustrations on pieces of cloth called 'patas'.  
During British rule, many patuas migrated from the villages and settled around the temple at Kalighat in Calcutta. Their patas, called Kalighat patas, were usually made on cheap thin paper.  
The Kalighat patas depicted gods, goddesses, saints, mythological figures and various social events.
3. Bhartendu Harish Chandra and Prem Chandra
4. Victoria Terminus, Prince of Wales Museum, Gateway of India, General post office

- E. Short answer questions:**

1. The Europeans introduced gramophone records in India. Western jazz and pop music also became popular. Western instruments such as the piano, violin and guitar began to be used in Indian music. The harmonium was also adapted from a Western instrument. In the mid-nineteenth century, both Indian and Western classical music were popular in India.
2. From the mid-nineteenth century onwards photography became popular. Photographers from Europe travelled to India and began promoting photography. One of the photographers was Felice Beato. He and Samuel Bourne photographed India during the period of the Revolt of 1857. They were more keen to capture British military triumphs rather than to capture the cultural diversity of India.



With the growth of nationalism the theme of photography underwent a change. Indian photographers began to record the rising tide of nationalism. Meetings and processions were photographed and so were the movements launched by Mahatma Gandhi.

3. In rural Bengal there were 'patuas', who were narrators of religious and mythological stories. They made clay images to illustrate their narrations. Later they began to paint their illustrations on pieces of cloth called 'patas'.
4. In rural Bengal, there were patuas who were narrators of religious and mythological stories. They made clay images to illustrate their narrations.

**F. Long answer questions :**

1. One popular imperial tradition was realistic landscape painting. These paintings looked real and lifelike. The artists painted scenes of nature of crowded streets and monuments. They used the technique of perspective in which objects which were near appeared bigger and objects which were far appeared smaller.

The second tradition was portrait painting. Many Indian nawabs had their portraits painted by European artists. Painting portraits in miniature was less popular now.

The third popular tradition was 'Historical painting.' This tradition highlighted various episodes of British imperial history and glorified British victories in India. The painters painted scenes of battle, conquest of Indian territories and similar themes.

2. There was a lot of symbolism in the paintings of the period of British rule. The colonial masters often sought to glorify their rule through the paintings which they commissioned. Especially in paintings which featured both Bharatiya and British subjects, the former were often shown as inferior and subservient, whereas the latter was shown as superior and regal looking. Through the paintings, the British also sought to create an image of invincibility. They commissioned many paintings in which they depicted their military victories against native rulers. In some paintings, the Bharatiya princes are actually shown as bowing before the British officials. This was a part of the propaganda drive initiated by the British to show Bharatiyas in a poor light.
3. The coming of the Europeans had its impact on architecture as well. The Victoria Terminus was built in 1888 and was named after the Queen of England, Queen Victoria. Another building was Prince of Wales Museum. It was constructed to commemorate the visit of Prince of Wales. The Gateway of India is one of the most popular structures in the city. It was built to mark the visit of King George V and Queen Mary in 1911. The General Post Office at Mumbai is an architectural marvel. Its dome is similar to that of Gol Gumbaz in Bijapur.

4. a. **Growth of the Press :** During the nineteenth century, a powerful press grew both in English and in the vernacular. With the growth of political activities by Indians in the second half of the nineteenth century, there was a sudden increase in the number of Indian newspapers. They gave voice to the grievances of the Indians and their social, economic and political demands. During the freedom movement they were a powerful medium to mobilize the people. Many newspaper owners suffered prosecution at the hands of the British for supporting the nationalist movement.
- b. The proper growth of art education in India began with the setting up of the Calcutta Art Studio. It produced lifelike images on a variety of themes. The paintings carried nationalist messages. With the rise of nationalism, religious symbols began to be used to express nationalist ideas. In some paintings, India was depicted as Bharat Mata.

Abanindranath Tagore was one among them who consciously tried to recreate a national art style. He and a few others tried to revive the classical Indian tradition of painting. The school of painting that developed as a result came to be known as Bengal school with centres at Calcutta and Shantiniketan. Raja Ravi Verma of Travencore gained popularity during this period for his paintings of mythological subjects and portraits. Rabindranath Tagore was also a leading painter of the period, who tried to preserve Indian tradition.

Among the early twentieth century painters, Jamini Roy and Amrita Shergill are the leading names.

#### **NEP Cross-Cultural Learning**

**Given below are some paintings of different schools/painters/events. Go to your library and search about them. Make a PowerPoint presentation in the development of painting in the colonial period :**

**Do it yourself.**

#### **Activity**

**Do it yourself.**

## **9. Rise of Nationalism**

### **Exercise**

#### **A. Tick (✓) the correct option (MCQs) :**

1. b                      2. c                      3. a                      4. c

#### **B. Fill in the blanks :**

1. Modern means of transport and communication enabled people to move and mix with each other.
2. Bal Gangadhar Tilak spread the message of freedom through his writings in Kesari and Maratha.



3. Lord Curzon divided the province of **Bangal** into two parts.
4. The aim of the Swadeshi and Boycott movement was the development of **Nationalism**.
5. **Abhinava Bharat Society** and **Anushilan Samiti** were the two most important revolutionary societies.

**C. State whether true or false :**

1. True      2. True      3. False      4. True      5. True

**D. Very Short answer questions :**

1. (i) Surendranath Banerjee      (ii) Dinshaw Wacha  
(iii) Dadabhai Naoroji      (iv) Pheroze Shah Mehta  
(v) Gopal Krishna Gokhale etc
2. Since the whole of India was brought under one British government, its people felt a new sense of political unity. Uniform laws and an all-India administrative machinery wove the whole landmass into one.
3. In 1905, Lord Curzon, the viceroy of India, partitioned Bengal into West Bengal & East Bengal.
4. Apart from the Moderates and the Radicals there was a group of young men who believed in the use of violence and force to drive the British out of the country. These young people organized secret societies and used firearms and explosives.
5. To challenge the partition of Bengal, 'Swadeshi Movement' was launched. Swadeshi or the use of Indian goods became the main feature of this movement.  
The aim of the Swadeshi and Boycott movement was the development of self-reliance or 'Atma-Shakti'.  
A significant feature of this movement was the participation by the student community & women.

**E. Short answer questions :**

1. The following associates were the forerunners of the Indian National Congress :  
The British Indian Association founded by Surendranath Banerjee in 1851, the Bombay Association (1852), Madras Native Association (1852) founded by Sabramania Iyer and Ananda Charlu, Poona Sarvajanik Sabha founded by Justice Ranade in 1870 and the Bombay Presidency Association established by Pheroze Shah Mehta and Badruddin Tyabji in 1885.  
The period from 1885-1905 is considered to be the Moderate Phase of Congress. The leaders had modest demands and adopted peaceful methods to put forward their demands in front of the British. Some important moderate leaders were Surendranath Banerjee, Dinshaw Wacha, Dadabhai Naoroji, Pheroze Shah Mehta and Gopal Krishna Gokhale. Their main demands were :  
(i) Elected representatives in the provincial and central legislative councils.

- (ii) Recruitment of Indians for high government posts and holding of ICS exams in India.
  - (iii) Reduction of military expenditure, and tax burden.
  - (iv) Spread of education.
  - (v) Growth of industries in Bharat.
  - (vi) Amendment of the Arms Act.
  - (vii) Freedom of Speech and Expression.
2. The Indian National Congress aimed at enabling all national workers to be personally known to each other. They also planned to end the racial, religious and provisional prejudices, which would promote the feeling of national unity in the country.
  3. Two achievements of the moderates are :  
They sowed the seeds of nationalism spirit of unity among the Indians.  
They brought political consciousness by educating Bharatiyas. They instilled self-confidence among the people.
  4. As the British turned a deaf ear to them, the Bharatiya Nationalists realized that the British government was not sincere and just. So, they gradually lost faith on it, which ultimately resulted in the rise of Radicals or Extremists within the Congress.  
Leaders of the radical group discarded the policy of the Moderates. They were in favour of radical objectives & methods.
  5. In 1905, a session of Congress was held at Benaras which was presided by Gopal Krishna Gokhale. He did not oppose the swadeshi movement but moderates did not like the suppression of Swadeshi movement. This led to difference of opinion among members. In 1906 session held at Calcutta Dadabhai Naoroji declared self rule or swaraj as ultimate goal of Congress. This swaraj had a limited implication. It accepted right of participation in the government. It was accepted by the British government. In 1907 at Surat session moderates and extremists decided to split. Swadeshi became a national movement.

**F. Long answer questions :**

1. Leaders such as Lala Lajpat Rai, Bipin Chandra Pal, Bal Gangadhar Tilak, discarded the policy of the Moderates. The new group was called Radicals. They were in favour of radical objectives and methods. They strongly promoted radical ways to express their opinions and demands. They called for strong political actions such as strikes, boycotts and mass demonstrations to spread awakening among the people.
2. A number of factors—political, economic, social and cultural—led to the rise and growth of political consciousness towards the close of the 19th century. These factors are as follows :
  - (i) Political and Administrative Unification of India.
  - (ii) Influence of Western Education



(iii) Role of Newspapers, Journals and National Literature

(iv) Ilbert Bill Controversy

3. In order to appease the Moderates the government announced the Indian Councils Act. This was also known as the Morley-Minto reforms. Its main features were :

(i) More members were increased in the Central Legislative Councils and the Provincial Legislative Councils.

(ii) The powers of the members of the provincial councils remained advisory.

(iii) An Indian member, SP Sinha was accepted into the viceroy's executive council.

(iv) Separate electorates were introduced for Hindu and Muslim voters. They were to elect leaders from their own communities.

4. There are main demands of Moderates are :

(i) Elected representatives in the provincial and central legislative councils.

(ii) Recruitment of Indians for high government posts and holding of ICS exams in India.

(iii) Reduction of military expenditure, and tax burden.

(iv) Spread of education.

(v) Growth of industries in India.

(vi) Amendment of the Arms Act.

(vii) Freedom of Speech and Expression.

5. Apart from the Moderates and the Radicals there was a group of young men who believed in the use of violence and force to drive the British out of the country. These young people organized secret societies and used firearms and explosives. The two most important revolutionary societies that used violence and killed several British officers were the Abhinava Bharat Society in Maharashtra and the Anushilan Samiti in Bengal.

## 10. Bharat Marches Towards Freedom

### Exercise

#### A. Tick (✓) the correct option (MCQs) :

1. c                      2. a                      3. a                      4. b

#### B. Fill in the blanks :

- 6th April 1919, was observed as **All India Hartal Day**.
- Indigenous institutions such as **Jamia Millia Islamia & Kashi Vidyapeeth** were set up during the Non-Cooperation Movement.
- The resolution of **Purna-Swaraj** was passed by the Congress in its Lahore session.
- Gandhiji represented the INC at the Second Round Table Conference held at **London** in **1931**.
- The Muslim League launched the **Day of Deliverance** to get Pakistan by brutal force.

#### C. State whether true or false :

1. True      2. False      3. True      4. True      5. False

#### D. Very Short answer questions :

- Gandhiji's method was called "**Satyagraha**"—a compound of the words Satya (Truth) and Agraha (holding fast). It was based on the principle of nonviolent, noncooperation, or passive resistance.
- The British government passed the Rowlatt Act on **18 March 1919**. According to this Act, the police could arrest any person and keep him in detention for two years without any trial.
- The national movement grew stronger after the formation of the Indian National Army (INA). It was popularly known as **Azad Hind Fauj**.  
In 1943, Subhash Chandra Bose, popularly called '**Netaji**', formed the **Azad Hind Fauj**.
- The failure of the Cripps Mission spread a wave of anger in the country. Gandhiji decided to launch his third major movement against British rule. This was the **Quit India Movement** of 1942.
- In 1931

#### E. Short answer questions :

- Non-violent and non-cooperation were the two pillars of Satyagrah.
- According to Rowlatt Act the police could arrest any person and keep him in detention for two year without any trial. That is why the people opposed the Rowlett Act.
- Chauri-Chaura** situated in Gorakhpur district. A violent incident take place here in 1922.
- In November 1927, Sir John Simon came to India to study the working of the Government of India Act 1919. This commission was called the **Simon Commission** after its Chairman Sir John Simon.



The Indian National Congress resolved to boycott the Commission. This was because :

All the members were Englishmen and

The government refused to accept the demand for self-government

5. In 1940, Muslim League passed a resolution demanding partition of the country and the creation of a state to be called Pakistan. After the failure of the Cabinet Mission, large scale communal riots started tearing the country apart.
6. Finally Lord Mountbatten, the Viceroy of India announced that India would become a free nation and a new state of Pakistan would be created along with a free India.

On July 20, 1947, the Indian Independence Act was passed in the British Parliament. India became independent on the midnight of 15 August 1947. Jawaharlal Nehru took over as the first Prime Minister of India and Lord Mountbatten became the first governor-general of India.

**F. Long answer questions :**

1. At a time when the Non-Cooperation movement was in full swing, Gandhiji called it off. The reason was a violent incident that took place at Chauri Chaura, Gorakhpur on 5 February 1922. As police fired on a group of people, they turned violent and set fire to a police station, causing the death of twenty-two English policemen. Gandhiji had wanted the movement to be non-violent, so he called it off in wake of this violence.
2. On Baisakhi day (13 April 1919), nearly one thousand people gathered at Jallianwala Bagh, Amritsar to protest against the arrest of their leaders. They were unaware of the Martial Law and gathered at Jallianwala Bagh. The Bagh was surrounded by the backwalls of the houses and had only one exit. General Dyer blocked the only entrance and opened fire on the innocent and peaceful crowd. On learning about the incident Rabindranath Tagore returned his Knighthood.
3. Gandhiji began the Civil Disobedience Movement with a 'Satyagraha' against the salt law. Gandhiji decided to start the movement by breaking this law, as salt was used by everybody and would unite all sections of the society cutting across barriers of class, caste and religion. He undertook the 'Dandi March'. A large number of people joined Gandhiji and his followers along the way. At Dandi, Gandhiji picked up a handful of natural salt and broke the salt law. This sparked off widespread civil disobedience.
4. The British passed the Government of India Act, 1935. It had the following features.
  - Creation of an All India Federation of British Indian Provinces and Indian states.
  - System of Dyarchy was introduced at the centre.

- The central legislature was to be bicameral.
- Provincial autonomy was granted

The Act was a failure as the provincial autonomy had serious limitations. The Congress rejected the Act in its 1936 Lucknow Session. However, it agreed to participate in the election to the provincial assemblies to be held in 1937.

5. The failure of the Cripps Mission spread a wave of anger in the country. Gandhiji decided to launch his third major movement against British rule. This was the Quit India Movement. But before the Congress could start the movement, the Government was quick to let loose a reign of terror. On 9 August, Gandhiji and other Congress leaders were arrested. The British followed a policy of severe repression. Over 90,000 people were arrested by the end of 1943. Nearly a 1000 were killed in police firing. Orders were passed in many areas to fire at crowds of agitating people from airplanes.

#### NEP Adaptive Education

Rearrange the following important events in their correct chronological order:

