

MODERN INDIA

Previous Year Question Analysis
2021-2023





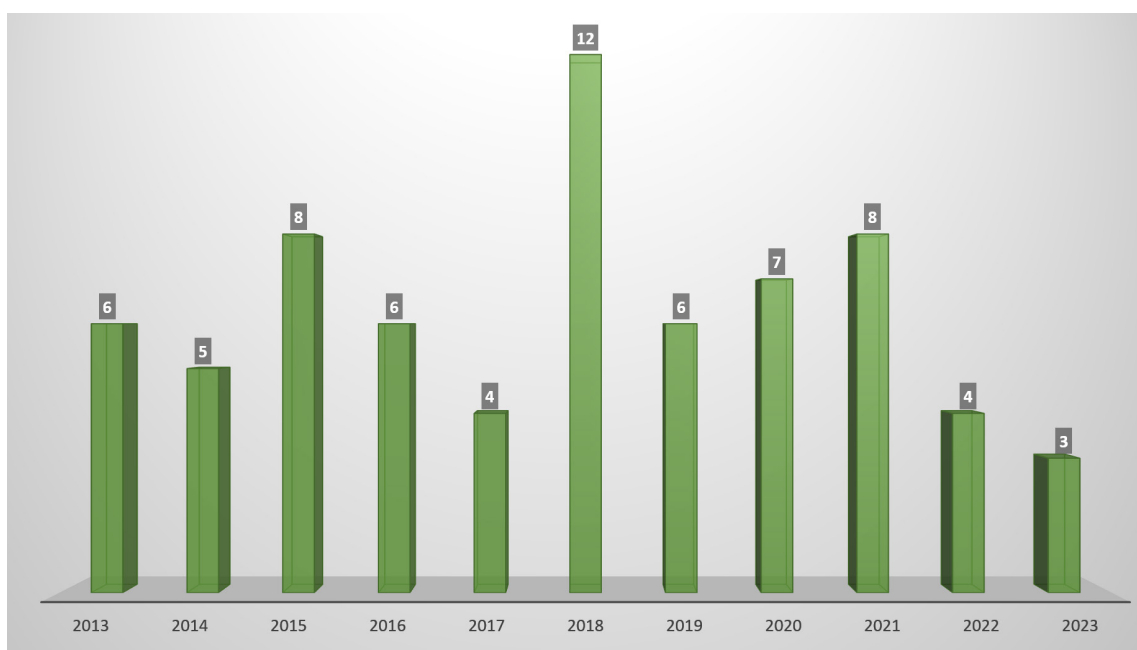
PREFACE

FORTUNE IAS ACADEMY is presenting an in-depth analysis of past year's questions (from 2021 to 2023) and providing comprehensive explanations of the key terms and concepts essential for prelims preparation.

TREND ANALYSIS



The following graph examines the pattern of questions from Modern Indian History spanning from 2013 to 2023:



Topic wise analysis of previous year questions:

TOPICS/ YEARS	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Advent of Europeans and colonialism						2		2	1	1	
Peasant, Tribal revolts & movements	1					1					
Socio religious reform movements				1							
Organisations			1		1	2	2				
British Policies & constitutional acts		1	1	1		3	2		1	1	1
INC sessions		1	1	1							
Swadeshi movement		1	1	1			1	1			1
Civil disobedience movement			1								
Quit India Movement	1								1		
Other major events	1		1	1		1	1	1		1	
Constitutional development of India	1					1					
Chronology based questions					1	1					
Important personalities	1		1	1	1	1			3	1	1
Terms/ Books/ Committee	1	2	1		1			1	1		
Others								2	1		

STRATEGIC ANALYSIS



THE QUESTIONS FROM THE PAST THREE YEARS ARE DIVIDED INTO FOUR CATEGORIES:

Factual questions

It demands basic facts from static sources like NCERT, class notes, and other standard materials.

Current affairs questions

Current affairs questions demands general awareness about current events of National and International importance.

Conceptual questions

Such questions require knowledge of fundamental concepts along with conceptual clarity.

Application questions

It demands application of factual and conceptual knowledge to current events.

THE QUESTIONS ARE CLASSIFIED BASED ON ITS DIFFICULTY LEVEL:

EASY

The questions which can be answered from basics (NCERTs, and class notes) and does not need deep knowledge. Such questions are typically cracked by aspirants.

MODERATE

Moderate questions require decent level of conceptual clarity along with cognitive analysis. It can be solved through constant practice and revision.

HARD

Hard questions demand deeper understanding of concepts with critical thinking skills. Most of the aspirants leave such questions due to its increased difficulty.

Wishing you a productive and enjoyable learning experience!!

2021-PRELIMS PREVIOUS YEAR QUESTIONS

Type of the questions: Factual

1. Consider the following statements :

- 1) The Montagu-Chelmsford Reforms of 1919 recommended granting voting rights to all the women above the age of 21.
- 2) The Government of India Act of 1935 gave women reserved seats in legislature.

Which of the statements given above is/are correct?

- a) 1 only
- b) 2 only ✓
- c) Both 1 and 2
- d) Neither 1 nor 2

Difficulty level: Easy

EXPLANATION

Government of India Act of 1919

- In **August 1917**, the British Government declared its aim for a **responsible government** in India. Consequently, the Government of India Act of 1919, also known as the **Montagu-Chelmsford Reforms**, came into effect in 1921.
- It **did not grant voting rights to all women above the age of 21**; instead, it allowed limited voting rights to some women, primarily those meeting certain property or educational qualifications.

The features of this Act were as follows:

- It relaxed the central control over the provinces by **demarcating and separating the central and provincial subjects**.
- It further **divided the provincial subjects** into two parts- **transferred and reserved**.
 - » The **transferred subjects** (local self government, education, public health, agriculture etc.) were to be **administered by the Governor with the aid of Ministers** responsible to the legislative council.
 - » The **reserved subjects** (justice, police, land revenue and irrigation), were to be **administered by the Governor and his executive council** without being responsible to the legislative

council.

- » This **dual scheme of governance** was known as '**dyarchy**'.
- It introduced, for the first time, **bicameralism** and **direct elections** in the country.
- It **granted franchise to a limited number of people** on the basis of property, tax or education.
- It required that the **three of the six members of the Viceroy's executive Council** (other than the Commander-in-Chief) **were to be Indian**.
- It **extended the principle of communal representation** by providing separate electorates for **Sikhs, Indian Christians, Anglo-Indians and Europeans**.
- It created a **new office of the High Commissioner for India in London**.
- It provided for the **establishment of a public service commission**. Hence, a Central Public Service Commission was set up in 1926 for recruiting civil servants.
- It **separated, for the first time, provincial budgets from the Central budget** and authorised the provincial legislatures to enact their budgets.
- It provided for the appointment of a **statutory commission** to inquire into and report on its working **after ten years** of its coming into force.

Government of India Act of 1935

The features of this Act were as follows:

- It provided for the establishment of an **All-India Federation** consisting of provinces and princely states as units. However, the federation never came into being as the princely states did not join it.
- The **Act divided the powers between the Centre and units in terms of three lists- Federal List** (for Centre, with 59 items), **Provincial List** (for provinces, with 54 items) and the **Concurrent List** (for both, with 36 items).
- **Residuary powers** were given to the **Viceroy**.
- It **abolished dyarchy in the provinces** and introduced '**provincial autonomy**' in its place.
- The Act introduced **responsible Governments** in provinces, that is the **Governor was required to act with the advice of ministers** responsible to the provincial legislature. (This came into effect in 1937 and was discontinued in 1939).

- It provided for the **adoption of dyarchy at the Centre**. Consequently, the federal subjects were divided into reserved subjects and transferred subjects. However, this provision of the Act did not come into operation at all.
- It **introduced bicameralism in six out of eleven provinces**.
- It further **extended the principle of communal representation** by providing **separate electorates for depressed classes** (Scheduled Castes), **women** and **labour** (workers).
- The Government of India Act 1935 **abolished the Council of India**, established by the Government of India Act 1858.
- It **extended the franchise**. About 10 percent of the total population got the voting right.
- It provided for the **establishment of a Reserve Bank of India** to control the currency and credit of the country.
- It provided for the establishment of not only a **Federal Public Service Commission**, but also a **Provincial Public Service Commission and Joint Public Service Commission** for two or more provinces.
- It provided for the establishment of a **Federal Court**, which was set up in **1937**.

RELATED PYQs

- Q1. The Government of India Act of 1919 clearly defined
- a) the separation of power between the judiciary and the legislature
 - b) the jurisdiction of the central and provincial governments
 - c) the powers of the Secretary of State for India and the Viceroy
 - d) None of the above
- [2015]
- Q2. The Montague-Chelmsford Proposals were related to
- a) social reforms
 - b) educational reforms
 - c) reforms in police administration
 - d) constitutional reforms
- [2016]

2. With reference to 8th August, 1942 in Indian history, which one of the following statements is correct?
- a) The Quit India Resolution was adopted by the AICC. ✓
 - b) The Viceroy's Executive Council was expanded to include more Indians.
 - c) The Congress ministries resigned in seven provinces.
 - d) Cripps proposed an Indian Union with full Dominion Status once the Second World War was over.

Difficulty level: Moderate

EXPLANATION

Quit India Movement



- The Quit India Movement is also known as the **August Movement**.
- In **July 1942**, during a Congress Working Committee meeting in **Wardha**, a resolution was passed, authorizing Gandhi to lead a non-violent mass movement. This resolution, known as the '**Quit India**' resolution, proposed by **Jawaharlal Nehru** and seconded by **Sardar Patel**, was approved at the All India Congress Committee meeting in Bombay in August.
- The Quit India Resolution was **ratified at the Congress meeting at Gwalior Tank, Bombay**, on August 8, 1942.

The meeting also resolved to:

- demand an **immediate end to British rule** in India.
- form a **provisional Government** of India after British withdrawal.

- **Gandhi** was named the **leader of the struggle**.
- After the failure of the Cripps Mission to secure Indian support for the British war effort, Gandhi made a call to **Do or Die** in his Quit India speech.
- The All India Congress Committee launched a mass protest demanding what Gandhi called "**An Orderly British Withdrawal**" from India.
- Almost the entire leadership of the Indian National Congress was imprisoned without trial within hours of Gandhi's speech.
- The **British refused to grant immediate independence**, saying it could happen only after the war had ended.
- However, the Quit India movement assured India's independence which came 5 years after the movement was launched, on 15th August 1947.

RELATED PYQs

Q1. Quit India Movement was launched in response to

- Cabinet Mission Plan
- Cripps Proposals
- Simon Commission Report
- Wavell Plan

[2013]

Q2. With reference to Indian freedom struggle, consider the following events:

- Mutiny in Royal Indian Navy
- Quit India Movement launched
- Second Round Table Conference

What is the correct chronological sequence of the above events?

- 1-2-3
- 2-1-3
- 3-2-1
- 3-1-2

[2017]

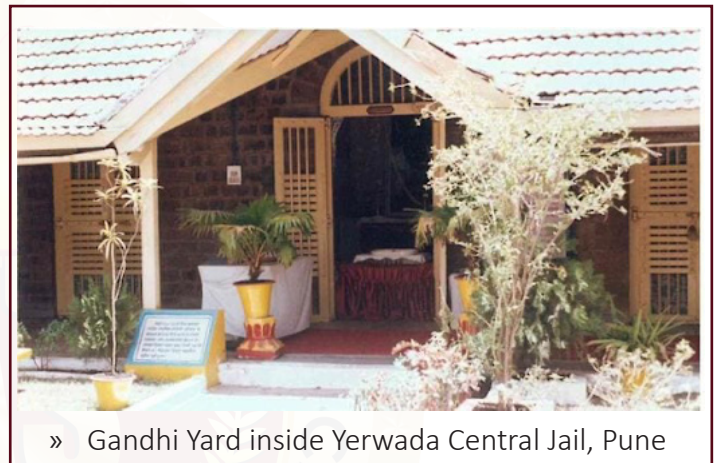
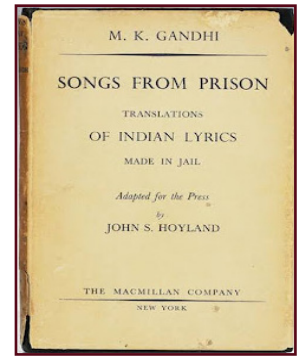
3. **Who among the following is associated with 'Songs from Prison', a translation of ancient Indian religious lyrics in English?**

- Bal Gangadhar Tilak
- Jawaharlal Nehru
- Mohandas Karamchand Gandhi ✓
- Sarojini Naidu

Difficulty level: Hard

EXPLANATION

- The '**Songs From Prison**', was **written by Gandhiji** during his imprisonment **in Yerwada Jail, Poona in 1930**.
- The original matter being taken partly from the Upanishads and other Sanskrit scriptures, and partly from the poets of the Bhakti school of thought and devotion.
- Gandhi prepared these translations mainly for his English friends and especially for Mirabeau.
- **John Hoyland** prepared Gandhi's translations for publication in the West under the title Songs From Prison.



» Gandhi Yard inside Yerwada Central Jail, Pune

4. **Who among the following was associated as Secretary with Hindu Female School which later came to be known as Bethune Female School?**

- Annie Besant
- Debendranath Tagore
- Ishwar Chandra Vidyasagar ✓
- Sarojini Naidu

Difficulty level: Easy

EXPLANATION

Hindu Female School

- Bethune College, a centre for academic excellence and achievement, started its journey in **1879**.

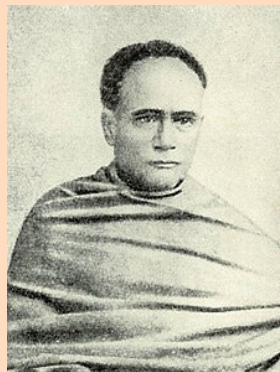
- Being the **first women's college in India** as well as **in Asia**, since its establishment, Bethune College has helped in enlightening women's lives by playing a pivotal role in women's education and emancipation.
- The College owes its origin to **John Elliot Drinkwater Bethune** (1801-1851) who established **Calcutta Female School, the first school for girls in Calcutta.**

- J.E.D Bethune arrived in India in 1848, as the **Law member of the Governor General's Council** and by virtue of his position, Bethune became the **President of the Council of Education.**
- He considered education as the only means for the rapid improvement of women and took a keen interest in spreading education of women as well as in eradication of social evils.
- After his death in August, 1851, this school came to be known as Bethune School.

- **Pandit Iswar Chandra Vidyasagar was the first Secretary of Bethune School.**

Ishwar Chandra Vidyasagar

- Ishwar Chandra Vidyasagar (1820-1891) was one of the pillars of **Bengal renaissance** who managed to continue the social reforms movement that was started by Raja Rammohan Roy in the early 1800s.



- Ishwar Chandra Vidyasagar **opened schools for girls** and brought significant reforms in the education sector by bringing justice and equality for women through education.
- He brought **social reforms to change the orthodox Hindu society** from within.
- He wrote for periodicals and newspapers like 'Tattwabodhini Patrika', 'Somprakash', 'Sarbashubhankari Patrika', and 'Hindu Patriot'.
- His contributions to simplify and modernize Bengali prose earned him the title of "**Father of Bengali prose**".

- **Works:** Betaal Panchavinsati, Banglar Itihaas, Mahabharata etc.
- Ishwar Chandra Vidyasagar's social reforms included '**Bidhobabivah**' on the **widow's right to remarry** (1855), '**Bahubivah**' on the **banning of polygamy** (1871), and '**Balyabivah**' on the **flaws of child marriage.**

5. In the first quarter of seventeenth century, in which of the following was/were the factory/factories of the English East India Company located?

- 1) Broach
- 2) Chicacole
- 3) Trichinopoly

Select the correct answer using the code given below.

- a) 1 only ✓
- b) 1 and 2
- c) 3 only
- d) 2 and 3

Difficulty level: Hard

EXPLANATION

English East India Company

- The British East India company was mainly formed **for the exploitation of trade** with East and Southeast Asia and India.
- It was incorporated by **royal charter on December 31, 1600** granted by **Queen Elizabeth.**
- Starting as a **monopolistic trading body**, the company became involved in politics and **acted as an agent of British imperialism in India** from the early 18th century to the mid-19th century.
- By the first quarter of the seventeenth century, EIC had **established factories at Surat, Broach, Ahmedabad, Agra, Baroda, Masulipatnam, Armagaon and Orissa.**



- Company opened their **first factory in the South at Masulipatam in 1611**.
- **Chicocole and Trichinopoly** was under the control of regional kingdoms and there were **no EIC factories**.

Type of the questions: Current Affairs

1. With reference to Madanapalle of Andhra Pradesh, which one of the following statements is correct?
 - a) Pingali Venkayya designed the tricolour Indian National Flag here.
 - b) Pattabhi Sitaramaiah led the Quit India Movement of Andhra region from here.
 - c) Rabindranath Tagore translated the National Anthem from Bengali to English here. ✓
 - d) Madame Blavatsky and Colonel Olcott set up headquarters of Theosophical Society first here.

Difficulty level: Hard

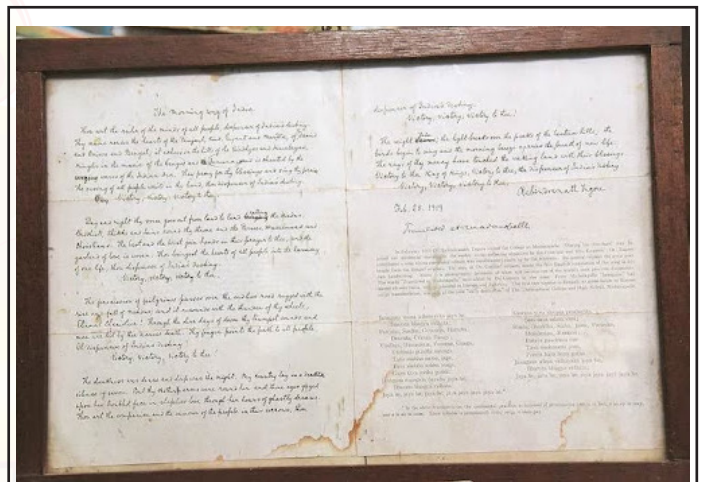
Relevance: On July 25, 2021, Hon'ble Prime Minister Shri Narendra Modi had given the clarion call to the people of India to sing the National Anthem together in Mann Ki Baat. The whole country has announced joyful participation in Azadika Amrit Mahotsav by singing the National Anthem.

EXPLANATION

- Madanapalle is a **town in Chittoor district**, which was then a part of the Madras Presidency and is now in **Andhra Pradesh**.
- The **Besant Theosophical College** in Madanapalle, Andhra Pradesh, may not be in public memory currently, but its unique history is tied to India's freedom movement.



- The Besant Theosophical College was set up and formally opened by the then Governor of Madras, **Lord Pentland** on July 19, 1915, in the presence of Annie Besant.
- It was initially affiliated to the Madras University, but disaffiliated in June 1917 due to the involvement of Besant in the Home Rule Movement.
- **Tagore was the Chancellor of the University**.
- He stayed at a cottage known as **Olcot Bungalow** (named after Colonel Henry Steel Olcott, one of the founders of the Theosophical Society), which was near the college.



» A copy of Tagore's English translation of the National Anthem.

- He wrote out the translation of the National Anthem into English as the **'Morning Song of India'** in his own handwriting on February 28, 1919 from here.
- **Margaret Cousins** wrote the **musical notes** for Tagore's lyrics in Madanapalle in 1919.

Indian National Anthem

- The National Anthem of India Jana-Gana-Mana, **composed originally in Bengali by Rabindranath Tagore**, was adopted in its Hindi version by the Constituent Assembly as the National Anthem of India on **24 January 1950**.
- It was first sung on 27 December **1911** at the **Kolkata Session of the Indian National Congress**.
- The complete song consists of **five stanzas**. The first stanza contains the full version of the National Anthem.

- Playing time of the full version of the national anthem is approximately **52 seconds**.
- The national anthem is a **symbol of our pride**.
- The singing/playing of National Anthem on various occasions and need for paying due respect to the National Anthem by observance of proper decorum on such occasions are regulated by **'Orders relating to the National Anthem of India'** and **'The Prevention of Insults to National Honour Act, 1971'**.
- The **song Vande Mataram, composed in Sanskrit by Bankimchandra Chatterji**, is the **National Song** of India.

2. In the context of Colonial India, Shah Nawaz Khan, Prem Kumar Sehgal and Gurbaksh Singh Dhillon are remembered as

- leaders of Swadeshi and Boycott Movement
- members of the Interim Government in 1946
- members of the Drafting Committee in the Constituent Assembly
- officers of the Indian National Army ✓

Difficulty level: Hard

Relevance: A museum inaugurated by the Prime Minister Narendra Modi at the Red Fort intended to commemorate Subhash Chandra Bose's 122nd birth anniversary. The new museum stands at the site where the historic trial of three INA generals — Prem Kumar Sehgal, Shah Nawaz Khan, and Gurbaksh Singh Dhillon — was conducted by the colonial state in 1945.

EXPLANATION

Indian National Army



- The idea of creating an army out of the Indian prisoners of war (POWs) was originally that of **Mohan Singh**, an Indian army officer.

- The Japanese handed over the Indian prisoners of war to Mohan Singh who tried to recruit them into an Indian National Army.
- The INA got a boost with the outbreak of the Quit India Movement in India. In September 1942, the first division of the INA was formed in Singapore.
- The second phase began with the arrival of Subhash Chandra Bose in Singapore.
- In Japan, **Rash Behari Bose** eventually became a naturalised citizen and founded the **Indian Club of Tokyo**, and gave lectures on the evils of Western imperialism.
- It was on the organisational spadework done by Rash Behari Bose that Subhash Chandra Bose could build up the Indian National Army.
- A **women's regiment** called the **Rani Jhansi Regiment** was also formed.
- The **INA headquarters was shifted to Rangoon** (in Burma) in January 1944.
- One INA battalion commanded by **Shah Nawaz** was allowed to accompany the Japanese Army to the Indo-Burma front and participate in the Imphal campaign.
- By the mid-1940s, the British went into panic mode because of the tremendous popularity of Subhas Chandra Bose and the nationwide appreciation and sympathy for the INA.
- This in turn triggered a naval mutiny in Bombay and several other stations.
- The trigger in 1946 was the British decision to court martial officers and men of the INA and the nationwide anger over these trials.



- These fears forced the British to commute the sentences of **three most prominent INA soldiers on trial—Prem Kumar Sehgal, Gurbaksh Singh Dhillon and Shah Nawaz Khan**.

- These senior-most officers of INA were trusted colleagues of Netaji.

3. Consider the following statements :

- 1) **St. Francis Xavier was one of the founding members of the Jesuit Order.**
- 2) **St. Francis Xavier died in Goa and a church is dedicated to him there.**
- 3) **The Feast of St. Francis Xavier is celebrated in Goa each year.**

Which of the statements given above are correct?

- a) 1 and 2 only
- b) 2 and 3 only
- c) 1 and 3 only ✓
- d) 1, 2 and 3

Difficulty level: Moderate

Relevance: ASI had begun restoration of St. Francis Xavier's casket in Goa.

EXPLANATION

St. Francis Xavier

- St. Francis Xavier was a **Spanish Jesuit** who lived as a **Roman Catholic missionary** in the **1500s**.
- He was **one of the first seven members of the Jesuit order** and travelled extensively, particularly in India, Southeast Asia, and Japan, to share his faith.
- St. Francis Xavier brought several novel strategies to missionary work that influenced generations of Roman Catholic missions.



- He is credited for the idea that **missionaries must adapt to the customs and language of the people** they evangelise.
- A **UNESCO World Heritage Monument, Bom Jesus Basilica** has the mortal remains of **St. Francis Xavier, Goa's** patron saint.
- Located at a distance of approximately 10 km from Panaji in Old Goa, the **Basilica of Bom Jesus is on the banks of River Mandovi**.
- St. Francis Xavier **died on December 3, 1552, on the island of Sancian** (now Shang-chuan Tao, off the Chinese coast) while trying to gain entrance to **China**, which was then closed to foreigners.
- The **Feast of St. Francis Xavier is observed on December 3rd** each year in Goa.

2022-PRELIMS PREVIOUS YEAR QUESTIONS

Type of the questions: Factual

1. In the Government of India Act 1919, the functions of Provincial Government were divided into 'Reserved' and 'Transferred' subjects.

Which of the following were treated as "Reserved" subjects ?

- 1) Administration of Justice
- 2) Local Self-Government
- 3) Land Revenue
- 4) Police

Select the correct answer using the code given below:

- a) 1, 2 and 3
- b) 2, 3 and 4
- c) 1, 3 and 4 ✓
- d) 1, 2 and 4

Difficulty level: Easy

EXPLANATION

Montagu - Chelmsford Reforms (Government of India Act 1919)

- In line with the government policy contained in Montagu's statement of August 1917, the government announced further **constitutional reforms** in July 1918, known as Montagu-Chelmsford or Montford Reforms.
- Based on these, the Government of India Act, 1919 was enacted.

Provincial government

- The Act introduced **dyarchy** for the executive at the level of the provincial government.
- Dyarchy means **the rule of two - executive councillors and popular ministers**. The governor has to be the executive head in the province.

Subjects were **divided into two lists**: 'reserved' and 'transferred'.

- The reserved list, under which the **subjects were to be administered by the governor through his executive council** of bureaucrats.

» It included subjects such as **law and order, finance, land revenue, irrigation** etc.

» **All important subjects** were kept in the reserved subjects of the Provincial Executive.

- The transferred subjects were to be **administered by ministers nominated from among the elected members** of the legislative council.

» It included subjects such as **education, health, local government, industry, agriculture, excise**, etc.

- In case of **failure of constitutional machinery in the province** the **governor could take over the administration of transferred subjects also**.

- The **Secretary of State for India** and the **Governor-General** could **interfere in respect of reserved subjects while in respect of the transferred subjects**, the scope for their interference was restricted.

- The governor **could veto bills and issue ordinances**.

2. With reference to the proposals of Cripps Mission, consider the following statements :

- 1) **The Constituent Assembly would have members nominated by the Provincial Assemblies as well as the Princely States.**
- 2) **Any Province, which is not prepared to accept the new Constitution would have the right to sign a separate agreement with Britain regarding its future status.**

Which of the statements given above is/are correct ?

- a) 1 only
- b) 2 only ✓
- c) Both 1 and 2
- d) Neither 1 nor 2

Difficulty level: Moderate

EXPLANATION

- In March 1942, a mission headed by Stafford Cripps was sent to India with constitutional proposals to seek Indian support for the second world war. **Stafford Cripps was a member of the British War Cabinet** who had **actively supported the Indian national movement**.



Why Cripps Mission was sent?

- Because of the **reverses suffered by Britain in South-East Asia**, the **Japanese threat to invade India** seemed real now and Indian support became crucial.
- **Pressure on Britain from the Allies** (USA, USSR, China) to seek Indian cooperation.

Main Proposals

- An **Indian Union with a dominion status** would be set up; it would be **free to decide its relation with the Commonwealth** and **free to participate in the United Nations** and other international bodies.
- **After the end of the war, a constituent assembly would be convened to frame a new constitution. Members of this assembly would be partly elected by the provincial assemblies** through proportional representation and **partly nominated by the princes**.
- The British government would accept the new constitution subject to **two conditions**:
 - » **Any province not willing to join the Union could have a separate constitution** and form a separate Union.
 - » The **new constitution making body** and the British government would negotiate a treaty to effect the transfer of power and safeguard racial and religious minorities.

- In the meantime, **defence of India would remain in British hands** and the **governor-general's powers would remain intact**.

Why Cripps Mission Failed

- Congress objected to:
 - » the **offer of dominion status** instead of a provision for complete independence.
 - » **representation of the princely states by nominees** and not by elected representatives.
- The Muslim League:
 - » **criticised the idea of a single Indian Union**.
 - » **did not like the machinery for the creation of a constituent assembly** and the procedure to decide on the accession of provinces to the Union; and
 - » thought that the **proposals denied the Muslims the right to self-determination** and the creation of Pakistan.

RELATED PYQs

- Q1. The plan of Sir Stafford Cripps envisaged that after the Second World War
- a) India should be granted complete independence
 - b) India should be partitioned into two before granting independence
 - c) India should be made a republic with the condition that she will join the Commonwealth
 - d) India should be given Dominion status

[2016]

3. With reference to Indian history, consider the following statements:

- 1) The Dutch established their factories/warehouses on the east coast on lands granted to them by Gajapati rulers.
- 2) Alfonso de Albuquerque captured Goa from the Bijapur Sultanate.
- 3) The English East India Company established a factory at Madras on a plot of land leased from a representative of the Vijayanagara empire.

Which of the statements given above are correct ?

- a) 1 and 2 only
- b) 2 and 3 only ✓
- c) 1 and 3 only
- d) 1, 2 and 3

Difficulty level: Hard

EXPLANATION

Dutch East India Company in East Coast

- The United East India Company of the Netherlands was formed in **1602**.
- They were given permission by the Dutch government to trade in the East Indies including India.
- The **Dutch established their first factory in Masulipatam** (on the east coast) in **Andhra Pradesh** in **1605**.
- **Kapilendra Deva** founded the **Gajapati Dynasty in 1435 CE**.
- **The Gajapati rulers ruled over regions of Kalinga (Odisha), Andhra Pradesh and West Bengal etc. till 1541 CE.** (Thus option 1 is incorrect).

Alfonso de Albuquerque

- He was a **Portuguese general**, admiral, and statesman.
- He served as viceroy of Portuguese India from 1509 to 1515.
- Albuquerque **expanded Portuguese influence across the Indian Ocean** and he was a **skilled military commander**.
- He advanced the **three-fold Portuguese** grand scheme of **combating Islam, spreading Christianity, and securing the trade of spices** by establishing a Portuguese Asian empire.
- **Albuquerque captured Goa from the Bijapur Sultanate** and was the first European of the Renaissance to raid the Persian Gulf.
- The **Blue Water Policy** was introduced by **Francisco De Almeida** and **reversed by Alfonso de Albuquerque**.

English East India Company in Madras

- Before the arrival of the British, the Madras city, which was part of the ancient Tondaimandalam province, was an important centre for arts, administration, trade and military.
- From being **reigned by the Cholas, Pallavas, Pandyas, Vijayanagara rulers** to subsequent **settlements by the Portuguese and Dutch**, the region has a recorded history spanning several centuries.

- **August 22** is annually celebrated as **Madras Day**, to commemorate the foundation day of the city of Madras (now Chennai).
- It was on this day in 1639 that the town of Madrasapatnam, which later expanded and developed into modern-day Chennai, was purchased by the East India Company (EIC) from local kings.
- **Two representatives of the East India Company, Francis Day and Andrew Cogan, secured a grant for a strip of land that belonged to the Raja of Chandragiri**, which was under the control of a chieftain named **Damarla Venkatappa Nayak**. (He was a **chieftain appointed by the Vijayanagar rulers**).
- **EIC established a factory in Madras in 1639** on a plot of land **leased from a representative of the Vijayanagara empire**.

Type of the questions: Application

1. Consider the following freedom fighters :

- 1) Barindra Kumar Ghosh
- 2) Jogesh Chandra Chatterjee
- 3) Rash Behari Bose

Who of the above was/were actively associated with the Ghadar Party ?

- a) 1 and 2
- b) 2 only
- c) 1 and 3
- d) 3 only ✓

Difficulty level: Hard

Relevance: Udham Singh Statue controversy in association with renovation of Jallianwala Bagh Memorial. Udham Singh was a political activist who got associated with the Ghadar Party while in the US.

EXPLANATION

The Ghadar party

- The Ghadar party was an early **20-th century international political movement**.
- It was formed on **July 15, 1913**, in Astoria, Oregon, **United States**.

- The Ghadar Movement was **formed by expatriate Punjabis in the United States** with shared leadership from Sikhs, Hindus, and Muslims.
- The **founding members were Lala Har Dayal, Sant Baba Wasakha Singh Dadehar, Baba Jawala Singh, Santokh Singh, and Sohan Singh Bhakna.**
- The party was **originally named the Pacific Coast Hindustan Association.** It was renamed the Ghadar Party in 1914.
- The **goal** of the movement was to **assist in overthrowing British colonial rule in India.**
- The **headquarters** of the Ghadar Party were established in **San Francisco** (at the pacific coast of America) and the party published their **own weekly newspaper** known as the **Ghadar (Hindustan Ghadar).**
- Party founded an institution known as the **Yugantar Ashram.** The object of the institution being to instil patriotic feelings in young Indians and train them for a rising India.
- **Rash Behari Bose** was one of the **key organisers of the Ghadar Mutiny** and **founded the Indian Independence League.**
- The **Ghadar Rebellion was unsuccessful.** But it helped to raise awareness of the Indian independence movement.

- Q1. The Ghadr (Ghadar) was a
- a) revolutionary association of Indians with headquarters at San Francisco
 - b) nationalist organization operating from Singapore
 - c) militant organization with headquarters at Berlin
 - d) communist movement for India's freedom with headquarters at Tashkent

[2014]

Barindra Kumar Ghosh

- Ghosh was an **Indian revolutionary and journalist.**
- He published the **Bengali weekly Jugantar** and was associated with the **Alipore Bomb Case.**

Jogesh Chandra Chatterjee

- He was an **Indian freedom fighter and revolutionary.**
- Jogesh Chandra became a member of the **Anushilan Samiti** and one of the founder members of **Hindustan Republican Association (HRA).**
- He was tried in the **Kakori conspiracy case.**

2023-PRELIMS PREVIOUS YEAR QUESTIONS

Type of the questions: Factual

1. By which one of the following Acts was the Governor General of Bengal designated as the Governor General of India?

- a) The Regulating Act
- b) The Pitt's India Act
- c) The Charter Act of 1793
- d) The Charter Act of 1833 ✓

Difficulty level: Easy

EXPLANATION

Charter Act of 1833

- The act was passed by the British Parliament to renew the Charter Act, 1813 of East India Company.

Features of the Act

- The **Governor General of Bengal became the Governor General of India** with exclusive legislative powers. The first Governor General of India was **Lord William Bentick**.
- Thus consolidated and **centralised the administration** of India.
- The presidencies of Bombay and Madras were deprived of their legislative powers.
- The **activities of East India Company as a commercial body came to an end**. The **Company purely became an administrative body**.
- The members of the **Governor General's council** were reduced by the **Pitt's India Act 1784** was again increased to 4.
- The **Indian Law Commission** was established in **1833** and **Lord Macaulay** was made its **first chairman**. It aimed to **codify all kinds of law** in India.
- The Act **separated the legislative functions of the Governor General in Council from the executive functions**.
- The act **permitted the English to settle freely in India**. It effectively **legalised British Colonisation** of India.

- The Act attempted to introduce a system of **open competition for selection of Civil Services**.

RELATED PYQs

Q1. Which of the following led to the introduction of English Education in India?

- 1. Charter Act of 1813
- 2. General Committee of Public Instruction, 1823
- 3. Orientalist and Anglicist Controversy

Select the correct answer using the code given below

- a) 1 and 2 only
- b) 2 only
- c) 1 and 3 only
- d) 1, 2 and 3

[2018]

Q2. Consider the following statements about 'the Charter Act of 1813':

- 1. It ended the trade monopoly of the East India Company in India except for trade in tea and trade with China.
- 2. It asserted the sovereignty of the British Crown over the Indian territories held by the Company.
- 3. The revenues of India were now controlled by the British Parliament.

Which of the statements given above are correct?

- a) 1 and 2 only
- b) 2 and 3 only
- c) 1 and 3 only
- d) 1, 2 and 3

[2019]

Type of the questions: Current Affairs

1. With reference to the Indian History, Alexander Rea, A.H. Longhurst, Robert Sewell, James Burgess and Walter Elliot were associated with

- a) archaeological excavations
- b) establishment of English Press in Colonial India
- c) establishment of Churches in Princely States
- d) construction of railways in Colonial India

Difficulty level: Hard

Relevance: News that a golden civilization beckons from underground at Adichanallur. It was in 1903-04 that British archaeologist Alexander Rea unearthed a treasure of over 9,000 objects here.

EXPLANATION

- With reference to Indian History, **Alexander Rea, A.H. Longhurst, Robert Sewell, James Burgess and Walter Elliot were associated with archaeological excavations** mainly in Southern India.

Alexander Rea

- He was a **British archaeologist** who worked mainly in South British India.
- He is known for **unearthing a sarcophagus from the hillocks of Pallavaram** in Tamil Nadu.
- **Publications:**
 - » Some Pre-historic Burial Places in Southern India
 - » Method of Archaeological preservation in India

A.H.Longhurst (Albert Henry Longhurst)

- Longhurst was a **British archaeologist and art historian**, working in India and Ceylon.
- In October 1913, he was appointed the **Superintendent of the Southern Circle, Archaeological Survey of India**.
- He oversaw archaeological excavations and conservation work at a number of important sites, including Hampi, Vijayanagara, and Nagarjunakonda.
- **Book:**
 - » **Hampi Ruins**

Robert Sewell

- He was a **civil servant** and **magistrate in Madras Presidency** in colonial India.
- In 1881 Robert Sewell was appointed to **prepare a list of antiquarian remains in the Madras Province**.
- He did exhaustive **surveys in Chirakkal, Wayanad, Kurumbranadu, Kozhikode, Eranadu, Valluvanad, Ponnani, Palakkad (Malabar), Kochi and Travancore**.
- He is **famous for investigations of Amaravati Stupa**.

- **Book:**
 - » **A Forgotten Empire Vijayanagar: A Contribution to the History of India**

Walter Elliot

- A **Scottish civil servant** in colonial India (based in Madras), **archaeologist, numismatist and collector**.
- He **excavated and collected important sculptures from the Amaravati Stupa in 1845**.
- **Book:**
 - » **Coins of South India**

Type of the questions: Application

1. Consider the following statements :

Statement-I :

7th August is declared as the National Handloom Day.

Statement-II :

It was in 1905 that the Swadeshi Movement was launched on the same day.

Which one of the following is correct in respect of the above statements?

- a) Both Statement-I and Statement-II are correct and Statement-II is the correct explanation for Statement-II ✓
- b) Both Statement-I and Statement-II are correct but Statement-II is not the correct explanation for Statement-I
- c) Statement-I is correct but Statement-II is incorrect
- d) Statement-I is incorrect but Statement-II is correct

Difficulty level: Moderate

Relevance: India celebrated National Handloom day and the theme designated in 2023 is "Handlooms for Sustainable Fashion".

EXPLANATION

Handloom Sector

- The handloom sector is a **symbol of our country's rich and varied cultural heritage**, and is an important source of livelihood in rural and semi-rural parts of our country.

- It is also a sector that directly addresses women's empowerment with **over 70% of all weavers and allied workers being female.**

Swadeshi Movement and National Handloom Day

- The Swadeshi Movement which was **launched on 7th August, 1905** had encouraged indigenous industries.
- This movement was **aimed at boycotting British goods in favour of Indian-made products, and handloom textiles were one of the key products that were promoted during this time.**
- The **origins of National Handloom Day** can be traced back to the **Swadeshi Movement of 1905.**
- In **2015**, the **Government of India decided to designate the 7th August every year**, as the National Handloom Day, to honour the handloom weavers and their significant role in the country's economy and culture.
- The first National Handloom Day was inaugurated on 7 August 2015 by Prime Minister Narendra Modi in Chennai.
- This occasion highlights the significance of the handloom industry in our past and provides more power to those who are employed in it.

RELATED PYQs

- Q1. Which one of the following movements has contributed to a split in the Indian National Congress resulting in the emergence of 'moderates' and 'extremists'?
- Swadeshi Movement
 - Quit India Movement
 - Non-Cooperation Movement
 - Civil Disobedience Movement

[2015]

- Q2. The 'Swadeshi' and 'Boycott' were adopted as methods of struggle for the first time during the
- agitation against the Partition of Bengal
 - Home Rule Movement
 - Non-Cooperation Movement
 - visit of the Simon Commission to India

[2016]

Q3. With reference to the Swadeshi Movement, consider the following statements:

- It contributed to the revival of the indigenous artisan crafts and industries.
- The National Council of Education was established as a part of the Swadeshi Movement.

Which of the statements given above is/are correct?

- 1 only
- 2 only
- Both 1 and 2
- Neither 1 nor 2

[2019]

Q4. With reference to the book "Desh Katha" written by Sakharam Ganesh Deuskar during the freedom struggle, consider the following statements:

- It warned against the Colonial State's hypnotic conquest of the mind.
- It inspired the performance of swadeshi street plays and folk songs.
- The use of 'desh' by Deuskar was in the specific context of the region of Bengal.

Which of the statements given above are correct?

- 1 and 2 only
- 2 and 3 only
- 1 and 3 only
- 1, 2 and 3

[2020]



SUMMARY

Analyzing the trends in previous years' UPSC Prelims questions from 2021 to 2023 provides valuable insights into the distribution of questions across syllabus topics, the varying levels of question difficulty, and the extent to which current affairs play a significant role in the examination.

SUBJECT EMPHASIS:

- Important INC Sessions
- Socio Religious reform movements and outcomes of those movements
- Personalities eg: Gandhiji, Annie Besant, Ishwar Chandra Vidyasagar etc.
- Political associations before the Indian National Congress
- British policies (land revenue policies, economic policies)
- Constitutional acts Eg: Charter Act of 1833
- Major events - Swadeshi movement, Quit India Movement etc.
- Advent of Europeans and colonialism - british, dutch, portuguese etc

CURRENT AFFAIRS FOCUS:

- Greater attention should be directed towards topics that have remained in the news for an extended period and are closely related to both the syllabus and the foundational aspects of Modern Indian History.
 - » Places in news which have relevance in modern Indian history
 - » Eg: Significance of Madanapalle
 - » Personalities and the field associated
 - » Eg: St.Francis Xavier, A.H. Longhurst etc.
 - » Important events in modern history and associated celebrations in news
 - » Eg: National Handloom day



SUMMARY



TREND ANALYSIS:

- Certain topics are gaining relevance due to their current significance, and there is a possibility that these topics might be repeated in the forthcoming exams. Number of questions are decreasing from Modern Indian History in last three years.
 - » Chronology based questions and important dates
 - » Eg: 8th August 1942
 - » Important freedom movements and associated personalities
 - » Eg: Freedom fighters actively associated with the Ghadar Party
 - » Importance for Swadeshi movement, Civil disobedience movement, QIM, cabinet mission plan etc.
 - » Organisations and objectives
 - » Eg: Satyashodhak Samaj
 - » Constitutional laws and provisions
 - » Eg: Salient features of Government of India Act, 1935
 - » Committees and their objectives
 - » Books and authors
 - » Eg: 'Songs from prison' by Gandhiji

Prelims preparation acts as the initial gateway to our aspirations of a career in civil services. As the saying goes, the first step is often the most challenging. To reach our desired destination, it's crucial to make the right, and most importantly, smart choices. At **Fortune IAS Academy**, we aim to simplify this challenging exam stage through our test series program, leading you along the correct path to achieve your goals.