

**BRITISH RULE IN
INDIA
COURSEWORK
ASSIGNMENTS**

SOURCE A: from a speech made by the Prime Minister, David Lloyd George, in the House of Commons in 1922. He was speaking in a debate on recruitment to the Indian Civil service.

I can see no period when the Indians can do without the guidance and assistance of the small nucleus of the British Civil Service of British officials in India. They are the steel frame of the whole structure. If you take that steel frame out, the whole fabric will collapse.

SOURCE B: from a statement issued by the British Chiefs of Staff in 1946

From the military point of view one of India's most important assets is an almost inexhaustible supply of manpower. Without this help it would have been difficult to have won the last two wars.

SOURCE C: from a speech made by Winston Churchill in the House of Commons in 1935

We have as good a right to be in India as anyone there. Our government of India is not irresponsible. It is the best government that India has ever had and ever will have. We hope once and for all to kill the idea that the British in India are moving out of the country as soon as they have been able to set up a government to take their place.

SOURCE D: from 'Tea Tales of Assam', written by a tea planter who lived in India until 1926; this was published after his return to Britain.

The British in India in those days expected and received a certain standard of courtesy and politeness. There were certain rules of polite procedure shown towards both the British and upper-class Indians, such as closing an umbrella, which was being used as a sunshade when speaking to or passing a European. If riding a pony, an Indian was expected to dismount and lead the pony when passing on the road.

SOURCE E: a photograph showing Indians being punished after the Amritsar massacre in 1919.



SOURCE F: from 'Biographical Notes', written by C. F. Andrews, a British missionary who lived in India from 1904 to 1940. He was a supporter of Gandhi.

When I was a child in England I never heard one single word of blame with regard to British rule in India. The idea was always impressed on me that it was the most glorious event in the whole of British history.

I hardly heard anything really good about the people of India. They were intellectually dull. They had no moral standards. There were stories about the treatment of Indian women and the treatment of the lower classes and widows. Since then I have found that all of these stories were one-sided.

SOURCE G: from a book written by a British soldier who served in India from 1929 to 1939

India was a waste from the ordinary soldier's point of view and looking back on it I think the British Government missed an opportunity. They could have made India a vast country of agriculture and industry. Nothing was done to stem the tide of disease, misery and poverty. This is talking as a soldier. I don't know how the civilians looked at it, but I think they looked on Indians as just cattle, people who made up a number.

SOURCE H: from a report published in 1946 by the Government of India

It is not good enough to say that labourers are better off in plantations than they would have been in their home villages. This is only a way of exploiting their economic weakness. They appear to be happy, but this happiness is based on their ignorance of anything better.

SOURCE J: from an interview with an Englishwoman who spent thirty-five years in India until independence. This interview was conducted in 1975.

I can honestly say that at the time when we were living and working in India, there was absolutely no feeling of exploitation, no feeling of being wicked imperialists. In fact in those days we did not think imperialists were necessarily wicked. We thought we were bringing enlightenment to the backward parts of the world.

Where a question does not mention a particular source, candidates may refer to any of the sources which they consider to be appropriate, or use their own knowledge.

Assignment 1: Assessment Objective 1

1. Describe relations between British and Indians in the 1920s and 1930s. (12)
2. Why did campaigns for independence develop in the 1920s and 1930s? (18)

Assignment 2: Assessment Objectives 2 and 3

1. What can you learn from Source A about British attitudes to India? (3)
2. Use Source B and your own knowledge to help you describe the advantages that Britain gained from India. (6)
3. Use Sources D and E and your own knowledge to explain why demands for independence in India increased after the First World War. (9)
4. Source I suggests that the British brought real benefits to India. Do you agree that this was the case? (12)

Markscheme

Assignment 1: Assessment Objective 1

1. Target: Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. unequal, used as servants, beaten etc.

(1-4)

Level 2: Developed statements supported by relevant knowledge, e.g. details of work and roles of Indians, way India was used as a resource by the British etc.

(5-8)

Level 3: Developed exposition supported by selected knowledge showing understanding of a range of effects, e.g. British leaders did not believe that Indians were capable of governing themselves, paternalistic colonialism etc.

(9-12)

2. Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. lists of events in 1920s and 1930s etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of events, Rowlatt, Amritsar, GoI Acts, Gandhi, Salt etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge showing understanding of interrelationship of factors and making links between them, e.g. role of Gandhi in Congress, failure of British to offer Home Rule etc.

(11-15)

Level 4: Sustained argument supported by precisely selected knowledge assessing importance of factors, e.g. let down after First World War, Rowlatt and Amritsar appeared to show real intentions of the British etc.

(16-18)

Assignment 2: Assessment Objectives 2 and 3

1. Target: Comprehension of a source

Level 1: Points taken at face value from the source, e.g. the British were indispensable, they were very important to India etc. (1-2)

Level 2: Inferences made, e.g. Indians were incapable of governing themselves, the British were superior, Indians were regarded as of lower standing etc. (3)

2. Target: Comprehension of source/recall of knowledge

Level 1: Simple statements using the source at face value supported by some own knowledge, e.g. manpower, taxation, goods etc. (1-2)

Level 2: Developed statements making inferences from the source supported by relevant knowledge, e.g. details of the above etc. (3-4)

Level 3: Developed explanation supported by selected knowledge, e.g. British governments made use of the natural resources of India, importing cheap cotton to maintain domestic industries, India was kept in a subordinate position, salt etc. (5-6)

3. Target: Comprehension of sources/recall of knowledge

Level 1: Simple statements taking the sources at face value supported by some own knowledge, e.g. Montagu-Chelmsford, Rowlatt, Amritsar, Gandhi etc. (1-3)

Level 2: Developed statements making inferences from the sources supported by relevant knowledge of above people/events. (4-6)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. shows understanding of the range of reasons, failure of promises after First World War, role of Gandhi in transforming Congress etc. (7-9)

4. Target: Evaluation of an interpretation/recall of knowledge

Level 1: Simple statements using the sources at face value, supported by some own knowledge, e.g. yes/no, it was all bad. Indians were united etc.

(1-3)

Level 2: Developed statements making inferences from the sources supported by relevant own knowledge, e.g. no, the Indians were vey badly treated, India was used for its resources etc.

(4-6)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. can make a judgement India was drained of resources but British also attempted to develop the country, many British people worked ther for long periods etc.

(7-9)

Level 4: Sustained argument using the sources supported by precisely selected knowledge, e.g. reaches a balanced judgement, although there was much resentment at the time, relations between Britian and India have been very good, English is the business language of India etc.

(10-12)