

TEACHER'S HANDBOOK



History

10



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The Rise of Nationalism in Europe

Check Your Progress 1

Multiple-Choice Questions

1. Who among the following artists prepared a series of four prints visualising his dream of a world made up of 'democratic and social Republics'?

- (a) Ernst Renan (b) Frederic Sorrieu
(c) Karl Kaspar Fritz (d) Napoleon

Ans. (b) Frederic Sorrieu

2. What was the primary aim of introducing measures like *la patrie* and *le citoyen* by the French revolutionaries?

- (a) To establish regional autonomy
(b) To promote a sense of collective identity and equality under a constitution
(c) To maintain the former royal standards
(d) To create a class-based society

Ans. (b) To promote a sense of collective identity and equality under a constitution

3. Which of the following regions was predominantly German-speaking within the Habsburg Empire?

- (a) Lombardy (b) Venetia
(c) Bohemia (d) Transylvania

Ans. (c) Bohemia

4. Which one of the following is the most popular form of government in the contemporary world?

- (a) Dictatorial Government
(b) Constitutional Monarchy
(c) Military Government
(d) Democratic Government

(CBSE 2023)

Ans. (d) Democratic Government

5. Who among the following hosted the 'Vienna Congress' in 1815?

- (a) Chancellor Metternich
(b) Ernst Renan

(c) William I

(d) Otto von Bismarck

(CBSE 2024)

Ans. (a) Chancellor Metternich

6. Which one of the following ideologies were the European Governments driven by after the defeat of Napoleon in 1815?

- (a) Socialism (b) Conservatism
(c) Liberalism (d) Romanticism

(CBSE 2023)

Ans. (b) Conservatism

7. Why did the initial enthusiasm for Napoleon's reforms turn into hostility in the conquered regions?

- (a) The administrative changes were not beneficial to the local populations.
(b) The reforms did not include political freedom and brought increased taxation and forced conscription.
(c) The French armies failed to abolish the feudal system and serfdom.
(d) Transport and communication systems were not improved.

Ans. (b) The reforms did not include political freedom and brought increased taxation and forced conscription.

8. How did Napoleon's reforms influence the regions under his control?

- (a) They maintained the feudal system and serfdom.
(b) They abolished privileges based on birth and promoted equality before the law.
(c) They restricted the freedom of peasants, artisans, and businessmen.
(d) They preserved guild restrictions and manorial dues.

Ans. (b) They abolished privileges based on birth and promoted equality before the law.

9. What significant change was made to the French flag during the revolution?
- The addition of royal symbols
 - The replacement of the former royal standard with the tricolour
 - The inclusion of regional emblems
 - The adoption of a single colour

Ans. (b) The replacement of the former royal standard with the tricolour

10. How did the French revolutionaries ensure uniformity within the nation?
- By allowing regional dialects to flourish
 - By formulating uniform laws and adopting a standard system of weights and measures
 - By decentralising administrative power
 - By maintaining internal customs duties and dues

Ans. (b) By formulating uniform laws and adopting a standard system of weights and measures

11. Which institution was renamed the National Assembly during the French Revolution?
- The Royal Council
 - The Estates General
 - The House of Commons
 - The Senate

Ans. (b) The Estates General

12. What role did Jacobin clubs play in spreading revolutionary ideas across Europe?
- They promoted regional independence movements.
 - They campaigned for religious reforms.
 - They supported the restoration of monarchy in France.
 - They prepared the way for French armies by spreading the idea of nationalism.

Ans. (d) They prepared the way for French armies by spreading the idea of nationalism.

13. What was the declared mission of the French nation, according to the revolutionaries?
- To expand French territory in Europe
 - To promote economic ties with other nations
 - To liberate the peoples of Europe from despotism
 - To maintain traditional monarchies across Europe

Ans. (c) To liberate the peoples of Europe from despotism

14. The German philosopher 'Johann Gottfried' belonged to which one of the following schools of thought?

- Socialist
 - Liberalist
 - Romanticist
 - Marxist
- (CBSE 2024)**

Ans. (c) Romanticist

15. Which of these was a key characteristic of the Romanticism as a cultural movement?

- An emphasis on urban development and technology
- A focus on emotions, mystical feelings, and intuition
- A preference for minimalist and abstract art forms
- Support for rationalism and empirical evidence

Ans. (b) A focus on emotions, mystical feelings, and intuition

16. Which one of the following territories did the Habsburg Empire rule over?

- Austria–Hungary
- France
- England
- Spain

Ans. (d) Spain

17. What impact did the revolutionary wars have on the spread of nationalism?

- They restricted the spread of revolutionary ideas to France alone.
- They enabled French armies to carry the idea of nationalism abroad.
- They led to the decline of Jacobin clubs.
- They reinforced the power of regional dialects in France.

Ans. (b) They enabled French armies to carry the idea of nationalism abroad.

18. In which year did the Greek war of independence begin?

- 1886
- 1789
- 1821
- 1832

Ans. (c) 1821

19. From which of the following countries Giuseppe Garibaldi belonged to?

- Austria
- Italy
- Greece
- Spain

Ans. (b) Italy

20. Arrange the following events in the correct chronological order as they occurred during the formation and dissolution of the Frankfurt Parliament. Choose the correct answer from the given options.

- Friedrich Wilhelm IV, King of Prussia, rejects the crown offered by the deputies.
- 831 elected representatives marched in a festive procession to the Church of St Paul to convene the Frankfurt parliament.
- The parliament drafted a constitution for a German nation to be headed by a monarchy under parliamentary control.
- The parliament, dominated by the middle classes, lost support from workers and artisans.

- E. Troops were called in, and the assembly was forced to disband.

Options:

- (a) BCADE (b) ABCDE
(c) CBADE (d) BACDE (CBSE 2023)

Ans. (a) BCADE

Very Short Answer Type Questions

21. Explain Frederic Sorrieu's dream in the context of democratic and social republics in France during 1848. (CBSE 2023)

Ans. Sorrieu envisioned a world in which democratic and social republics would thrive, promoting the principles of liberty, equality, and fraternity. His artworks illustrated a society where individuals were organised into separate nations, each characterised by their unique flags and traditional attire.

22. "Conservative regimes set up in Europe in 1815 were autocratic." Support the statement by giving any two arguments. (CBSE 2024)

Ans. Conservative regimes set up in 1815 were autocratic. They did not tolerate criticism and dissent, and sought to curb activities that questioned the legitimacy of autocratic governments. Most of them imposed censorship laws to control what was said in newspapers, books, plays and songs and reflected the ideas of liberty and associated with the French Revolution.

23. Explain Romanticism as a cultural movement in Europe. (CBSE 2023)

Ans. Romanticism emerged as a significant cultural movement in Europe during the late 18th century, continuing until the mid-19th century. This movement arose as a response to the Age of Enlightenment and the Industrial Revolution, emphasising the value of imagination, individual perspective, and a deep appreciation for the natural world.

24. What was the impact of events in France on the rest of Europe?

Ans. The events in France rattled the clergy and noblemen in other absolute monarchies of Europe.

25. What was the main aim of the French revolutionaries?

Ans. The main aim of the French revolutionaries was to abolish monarchy in France and establish a republican government.

26. What do you understand by the term 'liberalism'?

Ans. The term 'liberalism' is derived from the Latin word 'liber', which means free.

27. What economic benefits did the *zollverein* provide to the German states in the 19th century?

Ans. The Zollverein removed economic barriers,

standardised weights, measures, and currencies, promoting economic unity and growth among the German states.

28. Examine the ideas of liberal nationalism in Europe during the 19th century. (CBSE 2023)

Ans. For the new middle classes, liberalism stood for freedom for the individual and equality of all before the law. Politically, it emphasised the concept of government by consent. Liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament. 19th century liberals also stressed the inviolability of private property.

29. Identify two central goals of 19th century European liberalism and mention a reform that reflected each.

Ans. Key goals included promoting government by consent and economic freedom, reflected in constitutional governance and the abolition of trade restrictions, respectively.

Short Answer Type Questions

30. Discuss the measures adopted by French revolutionaries to develop the idea of a nation.

Ans. After 1815, due to repressive measures of the autocratic governments many liberal-nationalists went underground and established secret societies in Europe to train and revolutionaries and propagate their ideas. Revolutionaries were in favour of the creation of nation-states for their freedom struggle. Many revolutionaries like, Giuseppe Mazzini from Italy came to the forefront and led the struggle to oppose the monarchy. Mazzini founded two underground societies namely, Young Italy in Marseilles and Young Europe in Berne in order to achieve the goal.

31. What was the reaction of the local population to French rule in the areas conquered by Napoleon Bonaparte?

Ans. The reaction of the local population to French rule was mixed. Initially, in many places such as Holland and Switzerland, as well as in certain cities like Brussels, Milan, the French armies were welcomed. But the initial enthusiasm turned into hostility, as the new administrative arrangements did not go hand in hand with political freedom. Censorship, increased taxation, mandatory conscription to conquer the rest of Europe all seemed to outweigh the advantages of the administrative changes.

32. Write a short note on the growth of liberal nationalism.

Ans. The term 'liberalism' is derived from the Latin

word 'liber', which means free. According to the new middle classes, liberalism meant freedom for every individual and equality before law. In political terms, it advocated the concept of government by consent. Liberalism was in favour of the freedom of markets and abolishing the state-imposed restrictions on the movement of goods. It also advocated for the creation of a unified economic territory for the unrestricted movement of goods and people.

- 33.** Elucidate on the economic benefits of the Napoleonic reforms for businessmen and small-scale producers.

Ans. Napoleon's reforms, including uniform laws, standardised weights and measures, and a common national currency, facilitated smoother trade and economic activities. These changes reduced barriers, allowing businessmen and small-scale producers to efficiently move and exchange goods and capital across regions, boosting economic growth and integration within the territories.

- 34.** Explain the role played by the Romantic artists in fostering feelings of nationalism.

Ans. The feeling of nationalism developed not only due to wars or territorial expansion, but culture also played a vital role in the creation of the idea of the nation. Romantic artists laid emphasis on emotions, mystical feelings, etc. as the basis of a nation. German philosopher Johann Gottfried claimed that the true spirit of the nation can be popularised through folk songs, poetry and dances. Vernacular languages were also promoted in order to propagate the nationalist message to the large masses as most of them were illiterate.

- 35.** How did the diverse linguistic and ethnic composition of the Habsburg Empire affect its political unity?

Ans. The diverse linguistic and ethnic composition created significant barriers to political unity. Different groups spoke different languages and had distinct cultural identities, which prevented them from seeing themselves as part of a single, unified nation. The only common bond was their allegiance to the emperor, not a shared identity or culture.

- 36.** Describe the ethnic and linguistic diversity in Hungary within the Habsburg Empire.

Ans. In Hungary, half of the population spoke Magyar, while the other half spoke various dialects. This linguistic diversity reflected the broader ethnic diversity, with numerous ethnic groups coexisting within the region, each with its own language and cultural traditions.

Long Answer Type Questions

- 37.** Explain liberalism in political and economic fields prevailing in Europe in the 19th century.

(CBSE 2011)

Ans. The concept of liberalism is very broad and comprehensive. The ideology of liberalism became popular in the early 19th century. 'Liberalism' is derived from the Latin word 'liber', which means free. For the middle class liberalism meant freedom for the individual and equality of all before the law. The concept of political liberalism meant government based on consent. It is the type of government where constitution is supreme and is based on the free will of the people. Parliament, an elected body, represents symbol of democracy. It also meant end of autocracy. Economically, the concept of liberalism meant natural right to property. It further stood for the freedom of markets and the abolition of state imposed restrictions on the movement of goods. Liberals were also in the favour of unified economic territory which comprised of common currency, unrestricted movement of people, goods and services.

- 38.** Explain the important features and outcome of the Civil Code of 1804 introduced by Napoleon.

Ans. Napoleon introduced many reforms in order to make the administrative system more efficient. Some of the important features of the Civil Code of 1804 are as follows: ended all privileges based on birth, established equality before the law, secured right to property, ended the feudal system, liberated peasants from serfdom, guild restrictions were removed, communications and transport systems were revived, peasants, workers, artisans and businessmen were enjoying their freedom, legal system of France was reformed, introduction of standard weights and measures, common currency helped in economic development, simplified the administrative divisions.

- 39.** How would you evaluate Napoleon as an administrator who created a more rational and efficient system? Elucidate with suitable examples.

(CBSE SP 2024)

Ans. Napoleon had, no doubt, destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more national and efficient. The Civil Code of 1804 – usually known as the Napoleonic Code – did away with all privileges based on birth, established equality before the law and secured the right to property. This Code was exported to the regions under French control. In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon

simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues. In the towns too, guild restrictions were removed. Transport and communication systems were improved.

40. Discuss the revolution of the liberals in 1848.

Ans. At the same time when the poor, starved peasants and workers were revolting in Europe in 1848, another revolt led by the educated middle class was going on. The liberal middle class people combined their demands for constitutionalism with national unification and took advantage of the growing unrest in order to push for creating of a nation-state on parliamentary principles. In German regions various political organisations came together in the city of Frankfurt and voted for an all-German National Assembly. On 18th May 1848, the 831 elected representatives marched to the Frankfurt Parliament convened in the Church of St. Paul and drafted a constitution for a German nation headed by a monarchy subject to parliamentary control. There was no consensus even among the liberals regarding issue of extending political rights to women. Despite their active participation in liberal movement, women were denied suffrage (right to vote) during election of the Assembly. Conservative forces were successful in suppressing the liberal movements in 1848, but they could not restore the old order.

41. How did the ideology of 'liberalism' affect the Europe in early 19th century? Explain.

(CBSE 2024)

Ans. The ideology of liberalism profoundly influenced Europe during the early 19th century, resulting in notable political, economic, and social transformations. The term "liberalism" is derived from the Latin word *liber*, signifying "free." This ideology advocated for representative governance and constitutional authority, facilitating the development of parliamentary systems and the broadening of voting rights. Additionally, liberalism championed free markets and the elimination of trade barriers, contributing to the rise of capitalism and industrialisation. It also prioritised individual rights and legal equality, which culminated in the dismantling of feudal privileges, the curtailment of clerical influence, and the advancement of civil liberties. Furthermore, liberalism frequently intersected with nationalist movements, playing a crucial role in the unification of Germany and Italy.

42. Analyse the dual nature of Napoleon's impact on the regions under his control, focusing on both the positive reforms and the negative consequences.

Ans. Napoleon's impact on the regions under his control was dual-faceted.

Positively, he introduced significant reforms like the Civil Code of 1804, which abolished birth-based privileges, established equality before the law, and secured property rights. He simplified administrative divisions, abolished feudalism, and improved transport and communication, benefiting peasants, artisans, and businessmen.

However, these benefits were overshadowed by negative consequences. The new administrative arrangements did not extend political freedom, leading to increased taxation, censorship, and forced conscription. These oppressive measures generated hostility among the local populations, who initially welcomed the French as liberators. The duality of Napoleon's rule thus created a complex legacy of both progressive reforms and authoritarian control.

43. Analyse the decisions taken by the conservatives at the Congress of Vienna in the year 1815.

(CBSE SP 2024)

Ans. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future. The Netherlands, which included Belgium, was set up in the north and Genoa was added to Piedmont in the south. Prussia was given important new territories on its western frontiers, while Austria was given control of northern Italy. But the German confederation of 39 states that had been set up by Napoleon was left untouched. In the east, Russia was given part of Poland while Prussia was given a portion of Saxony. The main intention was to restore the monarchies that had been overthrown by Napoleon, and create a new conservative order in Europe.

Check Your Progress 2

Multiple-Choice Questions

1. Select the region where people spoke Gaelic language.

- | | |
|--------------|-------------------|
| (a) England | (b) Ireland |
| (c) Scotland | (d) None of these |

Ans. (c) Scotland

2. In which year was Ireland incorporated into the United Kingdom?

- | | |
|----------|----------|
| (a) 1848 | (b) 1801 |
| (c) 1901 | (d) 1830 |

Ans. (b) 1801

3. Which empire ruled over a large part of Balkan region?

- (a) British Empire (b) French Empire
(c) Ottoman Empire (d) Mughal Empire

Ans. (c) Ottoman Empire

4. Choose the correct option from the following regarding Central Powers in the First World War.

- (a) Germany, Austria-Hungary and Ottoman Turkey
(b) Britain, France and Russia
(c) Italy, Japan and Russia
(d) France, Austria-Hungary and China (CBSE 2023)

Ans. (a) Germany, Austria-Hungary and Ottoman Turkey

5. Which of the following does the symbol “crown of oak leaves” stand for?

- (a) Freedom
(b) Shows readiness to fight.
(c) Willingness to make peace.
(d) Heroism.

(CBSE SP 2024)

Ans. (d) Heroism.

Very Short Answer Type Questions

6. Which state led the movement to unify Germany and who holds the credit to unifying Germany?

Ans. The nation-building process in Germany had demonstrated the dominance of Prussian state power. The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany. Otto von Bismarck is credited with unifying Germany.

7. Who was proclaimed the Emperor of Germany in January 1871 and where?

Ans. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

8. Which event made the Balkan area more explosive?

Ans. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region more explosive.

9. Analyse the role of Chief Minister Cavour who led the movement to unite the regions of Italy.

(CBSE 2023)

Ans. Cavour skillfully orchestrated a diplomatic alliance with France, which enabled Sardinia-Piedmont to triumph over the Austrian forces in 1859. He spearheaded military operations aimed at the unification of Italy, driven by his vision of a unified nation characterised by a constitutional monarchy and economic modernisation.

10. What is Germania depicted with in visual representations, and what does the representation symbolise?

Ans. Germania wears a crown of oak leaves, symbolising heroism.

Short Answer Type Questions

11. Describe any two features of nationalism in the last quarter of the 19th century.

Ans. Nationalism no longer retained its liberal-democratic approach by the last quarter of the 19th century. Major European powers manipulated the nationalist aspirations to fulfil their imperialist goals. Many countries colonised by the European powers in the 19th century began to oppose the imperial domination. European ideas of nationalism were nowhere replicated. Balkans region was the source of most serious nationalist tension in Europe after 1871, due to its ethnic and geographical diversity which comprised of the modern day Romania, Bulgaria, Greece, Croatia, Slovenia, Albania and others.

12. Analyse the process of German Unification.

(CBSE 2024)

Ans. Bismarck was the architect of German unification, using the Prussian army and bureaucracy to lead the process. In 1866, Prussia defeated Austria in the Austro-Prussian War, which led to the creation of the North German Confederation. In 1871, the German princes proclaimed the founding of the German Empire at Versailles. The Prussian king, William I, was proclaimed German Emperor.

13. Analyse the process of Italian Unification. (CBSE 2024)

Ans. Giuseppe Mazzini formed a secret society called Young Italy for the dissemination of his goals. The failure of revolutionary uprisings both in 1831 and 1848 meant that the mantle now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify Italy. Apart from regular troops, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray. In 1860, they marched into South Italy and the Kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers. In 1861 Victor Emmanuel II was proclaimed king of united Italy.

14. Discuss the political conditions in Italy before its unification.

Ans. Like other European regions, Italy was also divided into seven states during the middle of the 19th century. Kingdom of the Two Sicilies, Papal states, Lombardy and Venetia were ruled by Austrians, and Tuscany, Modena and Parma, Sardinia-Piedmont were ruled by an Italian princely house. Chief Minister Cavour, neither a revolutionary nor a democrat, led the movement for the unification of Italy. Cavour engineered a

diplomatic alliance with France through which, Sardinia-Piedmont was successful in defeating the Austrian forces in 1859.

15. How did the Act of Union impact Scotland?

Ans. The formation of the nation-state in Britain was the outcome of a long-drawn process. The English Parliament after seizing power from the monarchy in 1688 was the instrument through which a nation-state of Britain came into existence. The Act of Union (1707) between Scotland and England resulted in the formation of the 'United Kingdom of Great Britain'. Scotland's distinct culture was systematically suppressed by the British. The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland. Ireland was also suppressed in the similar manner. The English helped the Protestants of Ireland in establishing their dominance over Catholic majority.

16. Explain the significance of portraying nations as female figures.

Ans. During eighteenth and nineteenth centuries, the Nations were portrayed as female figures by the artists. By doing so they personified a nation. For example, during the French Revolution artists portrayed the ideas such as Liberty, Justice and the Republic through female allegory. In the same manner, Germania became the allegory of the German nation.

Long Answer Type Questions

17. Explain how nationalism aligned with imperialism led Europe to the First World War.

Ans. Nationalism no longer retained its liberal-democratic approach by the last quarter of the 19th century. Major European powers manipulated the nationalist aspirations to fulfil their imperialist goals. Balkans region was the source of most serious nationalist tension in Europe after 1871, due to its ethnic and geographical diversity which comprised of the modern day Romania, Bulgaria, Greece, Croatia, Slovenia, Albania and others. The disintegration of the Ottoman Empire, which ruled over large part of the Balkans, turned this region more volatile. The Balkan states tried to gain more territories at the expense of the others. During this period, the European powers like Russia, England, Germany, and Austro-Hungary wanted to get hold of the Balkan area, which resulted into a rivalry among them and this finally led to the First World War in 1914.

18. Evaluate the role of Otto von Bismarck in the unification of Germany. (CBSE 2024)

Ans. Otto von Bismarck, was the architect of unification of Germany which he carried out with the help of the Prussian army and bureaucracy. Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

On the bitterly cold morning of 18 January 1871, an assembly comprising the princes of the German states, representatives of the army, important Prussian ministers including the chief minister Otto von Bismarck gathered in the Hall of Mirrors in the Palace of Versailles to proclaim the new German Empire headed by Kaiser William I of Prussia.

The nation-building process in Germany had demonstrated the dominance of Prussian state power. The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany. Prussian measures and practices often became a model for the rest of Germany.

19. Explain the process of formation of 'United Kingdom of Great Britain'. (CBSE 2024)

Ans. The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its centre, came to be forged. The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members. The growth of a British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed. The Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence. The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland.

20. Evaluate the role of Giuseppe Mazzini in the unification of the Italian Republic. (CBSE 2024)

Ans. Giuseppe Mazzini became a member of the secret society of the Carbonari. As a young man of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states.

Mazzini believed that God had intended nations to be the natural units of mankind. So, Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic within a wider alliance of nations. This unification alone could be the basis of Italian liberty. Following his model, secret societies were set up in Germany, France, Switzerland and Poland. Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as 'the most dangerous enemy of our social order'.

21. Why were female allegories created? Who was Germania? What was the importance of the way in which she was visually represented? (CBSE 2016)

Ans. During eighteenth and nineteenth centuries, the Nations were portrayed as female figures by the artists. By doing so they personified a nation. The female figure became an allegory of the nation. For example, during the French Revolution, artists portrayed the ideas such as Liberty, Justice and the Republic through female allegory. In France, she was christened Marianne who underlined the idea of a people's nation. Marianne images were marked on coins and stamps. In the same manner, Germania became the allegory of the German nation. Germania wears a crown of oak leaves, as the German oak stands for heroism.

Self-Assessment

Multiple-Choice Questions

1. A direct vote by the people on a specific political question, often related to independence or governmental changes. Which of the following describes the statement?
- (a) Liberalism (b) Democracy
(c) Plebiscite (d) Unification

Ans. (c) Plebiscite

2. Which one of the following countries did not attend the Congress of Vienna of 1815?
- (a) Russia (b) Prussia
(c) Austria (d) Spain

Ans. (d) Spain

3. Place the following events or conditions in chronological order regarding the composition of the Habsburg Empire. Choose the correct answer from the options given below.
- A. Diverse peoples live within the Habsburg Empire, speaking different languages and belonging to different ethnic groups.
B. The Habsburg Empire includes the Alpine regions, Bohemia, Lombardy, and Venetia.

- c. The only unifying factor among the diverse groups is their allegiance to the emperor.
D. Eastern and Central Europe are under autocratic monarchies with autonomous territories.

Options:

- (a) DBAC (b) ABDC
(c) DABC (d) BDCA

Ans. (a) DBAC

4. Who amongst the following Italian leaders was neither a revolutionary nor a democrat?

- (a) Garibaldi (b) Mazzini
(c) Victor Emmanuel (d) Cavour

Ans. (d) Cavour

5. When did the Napoleonic Wars begin, following Napoleon's invasion of Italy?

- (a) 1797 (b) 1814
(c) 1821 (d) 1848

Ans. (a) 1797

6. What significant event marked the end of Napoleon's rule?

- (a) Unification of Italy
(b) The fall of Napoleon and the Vienna Peace Settlement
(c) The Greek struggle for independence
(d) Revolutions in Europe

Ans. (b) The fall of Napoleon and the Vienna Peace Settlement

7. What kind of sentiments did the Romantic artists try to develop among the people?

- (a) Individualistic and personal fulfilment
(b) Nationalist sentiments based on a shared collective heritage
(c) Globalisation and acceptance of diverse cultures
(d) Scientific and technological advancement

Ans. (b) Nationalist sentiments based on a shared collective heritage

8. How did Romantic artists typically differ from their Enlightenment predecessors in their approach to art?

- (a) They relied more heavily on factual and historical accuracy.
(b) They focused more on emotions and personal expression.
(c) They emphasised the importance of economic themes.
(d) They adopted a more restrained and realistic artistic style.

Ans. (b) They focused more on emotions and personal expression.

9. What was a significant geopolitical development in the Habsburg and Ottoman Empires in 1905?
- Economic collapse
 - Unification movements
 - Rise of Slav nationalism
 - Outbreak of widespread wars

Ans. (c) Rise of Slav nationalism

10. Arrange the following events in chronological order and choose the correct option.

- Treaty of Constantinople
- Hamburg granted autonomy to Hungary
- Balkan Conflict
- Napoleonic Civil Code

Options:

- | | |
|---------------------|---------------------|
| (a) IV, II, I & III | (b) III, II, IV & I |
| (c) IV, I, II & III | (d) I, IV, III & II |

(CBSE 2024)

Ans. (c) IV, I, II & III

11. Why did the diverse linguistic and ethnic composition of the Habsburg Empire hinder the development of a unified political identity?
- Different languages and ethnic groups promoted a strong sense of unity.
 - The lack of a common culture and language prevented the formation of a collective identity.
 - The empire had a unified political system that encouraged diversity.
 - Allegiance to the emperor was sufficient for political unity.

Ans. (b) The lack of a common culture and language prevented the formation of a collective identity.

12. What was the primary factor binding the diverse peoples of the Habsburg Empire together?

- A shared language
- A common culture
- A collective identity
- Allegiance to the Emperor

Ans. (d) Allegiance to the Emperor

13. What was the primary focus of the revolutions across Europe in 1848?

- National independence from colonial powers
- Economic reforms and demand for constitutions
- Establishment of communist states
- Restoration of monarchies

Ans. (b) Economic reforms and demand for constitutions

14. Which years mark the beginning and completion of the unification of Italy?

- | | |
|---------------|---------------|
| (a) 1848–1859 | (b) 1859–1870 |
| (c) 1866–1871 | (d) 1797–1815 |

Ans. (b) 1859–1870

15. How did the use of female allegories like Marianne in France and Germania in Germany reflect the broader goals of nation-building in the 18th and 19th centuries?

- They were used to reinforce traditional gender roles and domestic values.
- They helped personify abstract national ideals and foster a sense of unity and identity.
- They served primarily as religious symbols to unite people under a common faith.
- They were created to promote artistic expression and cultural diversity within nations.

Ans. (b) They helped personify abstract national ideals and foster a sense of unity and identity.

16. Arrange the process of nation-state formation in Great Britain, focusing on key events such as the Act of Union and the incorporation of Ireland, chronologically and choose the correct answer from the options given below.

- The Act of Union (1707) created the United Kingdom of Great Britain, imposing English influence on Scotland.
- The incorporation of Ireland (1801) solidified English dominance over a divided Catholic and Protestant population.
- The formation of the British nation was gradual, involving the suppression of Scottish and Irish cultures.
- The English parliament's power after 1688 was crucial in forging a unified British nation-state.
- The British identity was propagated through symbols like the Union Jack, the national anthem, and the English language.

Options:

- | | |
|-----------|-----------|
| (a) BCADE | (b) ABCDE |
| (c) CBADE | (d) BACDE |

Ans. (b) ABCDE

17. Arrange the following events in chronological order and choose the correct option from the following.

- Treaty of Constantinople
- Defeat of Napoleon
- Unification of Italy
- Unification of Germany

Options:

- | | |
|-----------------------|-----------------------|
| (a) I, II, IV and III | (b) II, III, I and IV |
| (c) II, I, IV and III | (d) IV, I, III and II |

(CBSE 2024)

Ans. (b) II, III, I and IV

18. Arrange the following incidents in chronological order and choose the correct option.

- French Revolution

- II. Napoleon's invasion of Italy
- III. Unification of Italy
- IV. Vienna Peace Treaty

Options:

- (a) I, II, IV, III
- (b) II, IV, I, III
- (c) II, III, I, IV
- (d) I, III, II, IV (CBSE 2024)

Ans. (a) I, II, IV, III

19. Which of the following was an allegory of the French nation?

- (a) Marianne
- (b) Germania
- (c) Liberty
- (d) None of these

Ans. (a) Marianne

20. Place the following events in chronological order. Choose the correct answer from the options given below.

- A. Napoleon introduces the Civil Code of 1804.
- B. Napoleon abolishes the feudal system in regions under French control.
- C. Napoleon restores monarchy in France.
- D. Local populations react with hostility due to increased taxation and forced conscription.

Options:

- (a) ACBD
- (b) CABD
- (c) ABCD
- (d) CBAD

Ans. (b) CABD

Assertion-Reason Type Questions

For questions number 21 to 33, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (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.

21. Assertion (A): The first clear expression of nationalism came with the French Revolution in 1897.

Reason (R): The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.

Ans. (d) A is false but R is true.

22. Assertion (A): Artists in the 18th and 19th centuries found a way out by personifying a nation.

Reason (R): In other words, they represented a country as if it were a person.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

23. Assertion (A): Ideas of national unity in early-19th century Europe were closely allied to the ideology of liberalism.

Reason (R): The term 'liberalism' derives from the French root *liber*, meaning free.

Ans. (c) A is true but R is false.

24. Assertion (A): The Grimm brothers' extensive travels through various German villages were crucial to the preservation of German folktales.

Reason (R): By collecting tales directly from the oral traditions of local people, the Grimm brothers ensured these stories maintained their cultural authenticity and reflected a pure German spirit.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

25. Assertion (A): The Habsburg Empire was a patchwork of many different regions and people.

Reason (R): The regions within the Habsburg Empire were unified by a common language and culture.

Ans. (c) A is true but R is false.

26. Assertion (A): Despite its cultural and historical richness, Italy was politically fragmented in the mid-19th century, divided among several states, including foreign dynasties and the Papal States.

Reason (R): Giuseppe Mazzini's efforts to unify Italy through his revolutionary ideology and the establishment of the Young Italy secret society failed, placing the responsibility of unification on Sardinia-Piedmont under King Victor Emmanuel II.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

27. Assertion (A): On Prussian initiative 'zollverein' Custom Union was formed.

Reason (R): It was to create unified economic territory allowing the unhindered movement of goods, people and capital. (CBSE 2024)

Ans. (b) Both A and R are true, but R is not the correct explanation of A.

28. Assertion (A): A merchant traveling from Hamburg to Nuremberg in 1833 faced significant trade barriers due to the presence of multiple customs barriers and varied local measurements.

Reason (R): The complex and varying regional regulations hindered economic growth, prompting the creation of the *zollverein* to standardise and facilitate trade.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

29. Assertion (A): Napoleon's Civil Code of 1804 established equality before the law and secured the right to property.

Reason (R): The Civil Code of 1804 did away with all privileges based on birth.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

30. Assertion (A): 'The Act of Union 1707' between England and Scotland resulted in the formation of 'United Kingdom of Great Britain'.

Reason (R): England wanted to impose its influence on Scotland. (CBSE 2024)

Ans. (a) Both A and R are true, and R is the correct explanation of A.

31. Assertion (A): The most serious source of nationalist tension in Europe after 1871 was the area called the Balkans.

Reason (R): The Balkans was a region of geographical and ethnic variation, comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro. (CBSE 2024)

Ans. (b) Both A and R are true, but R is not the correct explanation of A.

32. Assertion (A): The most serious source of nationalist tension in Europe after 1871 was Balkan.

Reason (R): A large part of the Balkan was under the control of Ottoman Empire. (CBSE 2024)

Ans. (a) Both A and R are true, and R is the correct explanation of A.

33. Assertion (A): During the 18th and 19th centuries, artists personified nations using female figures to represent abstract ideas.

Reason (R): Female allegories, such as Marianne in France and Germania in Germany, were used to symbolise the unity, ideals, and heroism of their respective nations.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

Match the Following

34. Match the following attributes of allegory of Germania given in Column A with its significance in Column B. Choose the correct answer from the given options.

Column A (Attributes)	Column B (Significance)
A. Broken Chains	1. Heroism
B. Breast-Plate with eagle	2. Readiness to flight
C. Crown of oak leaves	3. Strength
D. Sword	4. Being free

Codes:

	A	B	C	D
(a)	1	2	3	4
(b)	4	3	1	2
(c)	2	1	4	3
(d)	3	4	2	1

(CBSE 2023)

Ans. (b) 4 3 1 2

35. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Napoleon invades Italy; Napoleonic wars begin	1. 1848
B. Fall of Napoleon; the Vienna Peace Settlement	2. 1797
C. The Greek struggle for independence begins	3. 1821
D. Revolutions in Europe; demand for constitutions and nation-states	4. 1815
E. Slav nationalism gathers force in the Habsburg and Ottoman Empires	5. 1905

Codes:

	A	B	C	D	E
(a)	1	2	3	4	5
(b)	2	4	3	1	5
(c)	2	3	4	5	1
(d)	3	4	5	1	2

Ans. (b) 2 4 3 1 5

36. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Nationalism in post-1848 Europe	1. Led the unification of Germany with the help of the Prussian army and bureaucracy
B. 1848 German Confederation effort	2. Symbolised the official proclamation of the German Empire
C. Junkers of Prussia	3. Shifted from democratic ideals to promoting state power and political domination
D. Otto von Bismarck	4. Attempted to create a nation-state governed by an elected parliament
E. January 1871, Hall of Mirrors	5. Supporters of the monarchy and military repression of liberal initiatives

Codes:

	A	B	C	D	E
(a)	1	2	3	4	5
(b)	3	4	5	1	2
(c)	2	3	4	5	1
(d)	3	4	5	1	2

Ans. (b) 3 4 5 1 2

37. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A (Years)	Column B (Events)
A. 1871	1. The Prussian king, William I, was proclaimed German Emperor.
B. 1861	2. Victor Emmanuel II was proclaimed king of united Italy.
C. 1688	3. The English Parliament seized power from the monarchy.
D. 1707	4. The Act of Union between England and Scotland.

Codes:

	A	B	C	D
(a)	1	2	3	4
(b)	2	4	1	3
(c)	4	1	3	2
(d)	2	3	4	1

Ans. (a) 1 2 3 4

38. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

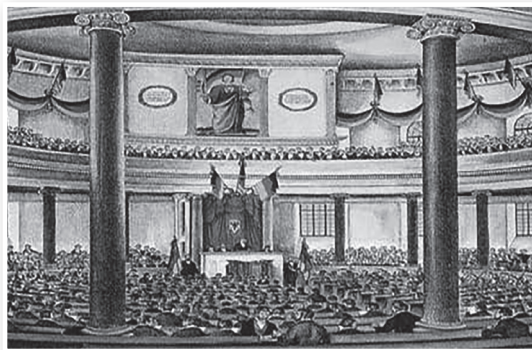
Column A	Column B
A. Predominant language in Bohemia	1. Magyar and various dialects
B. Language spoken by the aristocracy in Galicia	2. German-speaking
C. Italian-speaking provinces in Austria-Hungary	3. Lombardy and Venetia
D. Language spoken by half the population in Hungary	4. Polish
E. People living in the north of Austria-Hungary	5. Bohemians and Slovaks

Codes:

	A	B	C	D	E
(a)	1	2	3	4	5
(b)	2	4	3	1	5
(c)	2	3	4	5	1
(d)	3	4	5	1	2

Ans. (b) 2 4 3 1 5

Study the Pictures and Answer the Questions



39. Identify the above painting from the options given below.

- (a) Frankfurt Parliament
- (b) Reichstag
- (c) Duma
- (d) The House of Parliament

(CBSE 2023)

Ans. (a) Frankfurt Parliament



40. Which of the following statements correctly depicts the above image?

- (a) The Planting of Tree of Liberty in Zweibrücken, Germany.
- (b) The Planting of Tree of Liberty in Munich, Germany.
- (c) The Planting of Tree of Liberty in Frankfurt, Germany.
- (d) The Planting of Tree of Liberty in Bonn, Germany.

Ans. (a) The Planting of Tree of Liberty in Zweibrücken, Germany.

Find the Incorrect Option

41. (a) In 1831, an armed rebellion against Russian rule took place which was ultimately crushed.
 (b) A National Assembly proclaimed a republic, granted suffrage to all adult males above 21, and guaranteed the right to work.
 (c) On 18 June 1858, 524 elected representatives marched in a festive procession to take their places in the Frankfurt parliament convened in the Church of St Paul.

- (d) The Habsburg rulers granted more autonomy to the Hungarians in 1867.

Ans. (c) On 18 June 1858, 524 elected representatives marched in a festive procession to take their places in the Frankfurt parliament convened in the Church of St Paul.

Correct and Rewrite the Following Statement

42. The ideas of *la patrie* (the citizen) and *le citoyen* (the fatherland) emphasised the notion of a united community enjoying equal rights under a constitution.

Ans. The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.

Fill in the Blanks

- 43.** The German word *das volk* means common people.
- 44.** Poland was partitioned at the end of 18th century by Russia, Prussia and Austria.
- 45.** The British Parliament seized power from the monarchy in 1688.

Very Short Answer Type Questions

- 46.** Name the European powers that collectively defeated Napoleon and what happened to the European government after the defeat of Napoleons?
- Ans.** Britain, Russia, Prussia and Austria collectively defeated Napoleon. The delegates drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future.
- 47.** What were the Jacobin clubs?
- Ans.** When people in other European cities came to know about the events in France, students along with the educated middle class constituted Jacobin clubs.
- 48.** During which period did all adult males enjoy the right to vote in France?
- Ans.** All adult males in France enjoyed the right to vote under the Jacobins.
- 49.** Who had created a confederation of 39 German states and when?
- Ans.** Napoleon created a confederation of 39 German states but it was left untouched by the Treaty of Vienna of 1815.

Short Answer Type Questions

- 50.** Discuss the theme of Frederic Sorrieu's paintings.
- Ans.** Frederic Sorrieu prepared a series of four prints which visualised his dream of a world made up of 'democratic and social Republics'. The first print depicts men and women of all ages and social classes – marching in a long train and offering homage to the statue of Liberty. In the foreground lie the shattered remains of the symbols of absolutist institutions. The United States and Switzerland is leading the procession way past the statue of Liberty. France is identifiable by the revolutionary tricolour and it is followed by the peoples of Germany, bearing the black, red and gold flag. German people are followed by the people of Austria, the Kingdom of Two Sicilies, Lombardy, Poland, England, Ireland, Hungary and Russia. From the heavens above, Christ, saints and angels gaze upon the scene.
- 51.** Describe the growth of nationalism through culture.
- Ans.** The feeling of nationalism developed not only due to wars or territorial expansion, but culture also played a vital role in the creation of the idea of the nation. Romantic artists laid emphasis on emotions, mystical feelings, etc. as the basis of a nation. German philosopher Johann Gottfried claimed that the true spirit of the nation can be popularised through folk songs, poetry and dances. Vernacular languages were also promoted in order to propagate the nationalist message to the large masses as most of them were illiterate.
- 52.** Write a short note on *zollverein*.
- Ans.** *Zollverein* or a customs union was constituted in 1834 at the initiative of Prussia which was later joined by most of the German states. This union abolished the tariff barriers and reduced the number of currencies to two from thirty. The creation and development of the railways network further stimulated mobility, harnessing economic interests for national unification.

Paragraph Based Questions

- 53.** Read the sources given below and answer the questions that follow:

Source A – The Aristocracy and the New Middle Class

Socially and politically, a landed aristocracy was the dominant class on the continent. The members of this class were united by a common way of life that cut across regional divisions. They owned estates in the countryside and also town-houses. They spoke French for purposes of diplomacy and in high society. Their families were often connected by ties of marriage.

- (a) Which language was spoken by the people belonging to landed aristocracy?

Source B – What did Liberal Nationalism Stand For?

For the new middle classes liberalism stood for freedom for the individual and equality of all before the law. Politically, it emphasised the concept of government by consent. Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament.

- (b) What did liberalism mean for the new middle class?

Source C – Hunger, Hardship and Popular Revolt

The 1830s were years of great economic hardship in Europe. The first half of the 19th century saw an enormous increase in population all over Europe. In most countries there were more seekers of jobs than employment. Population from rural areas migrated to the cities to live in overcrowded slums.

- (c) Discuss the impact of increase in population across Europe.

- Ans.** (a) People belonging to landed aristocracy used to speak French for diplomatic purposes and in high society.
- (b) For the new middle class, liberalism meant freedom for an individual and equality of all before the law. It further emphasised on the concept of government by the consent.
- (c) With the enormous increase in population all over Europe, people faced great economic hardships as there were more seekers of jobs than employment opportunities. Further the rural people who migrated to the cities were forced to live in overcrowded slums with no basic amenities.

Case Based Questions

- 54.** Socially and politically, a landed aristocracy was the dominant class on the continent. The members of this class were united by a common way of life that cut across regional divisions. They owned estates in the countryside and also town-houses. They spoke French for purposes of diplomacy and in high society. Their families were often connected by ties of marriage. This powerful aristocracy was, however, numerically a small group. The majority of the population was made up of the peasantry. To the west, the bulk of the land was farmed by tenants and small owners, while in Eastern and Central Europe the pattern

of landholding was characterised by vast estates which were cultivated by serfs. In Western and parts of Central Europe the growth of industrial production and trade meant the growth of towns and the emergence of commercial classes whose existence was based on production for the market. Industrialisation began in England in the second half of the 18th century, but in France and parts of the German states it occurred only during the 19th century. In its wake, new social groups came into being: a working-class population, and middle classes made up of industrialists, businessmen, professionals. In Central and Eastern Europe these groups were smaller in number till the late 19th century. It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

- 54.1** How did industrialisation influence the emergence of new social groups in Europe during the 18th and 19th centuries?

Ans. Industrialisation led to the emergence of new social groups such as the working-class population and middle classes comprised of industrialists, businessmen, and professionals.

- 54.2** What role did the educated, liberal middle classes play in advocating for national unity following the abolition of aristocratic privileges?

Ans. The educated, liberal middle classes were instrumental in advocating for national unity following the abolition of aristocratic privileges. They popularised ideas of national unity and played a significant role in promoting nationalist sentiments across Europe.

- 54.3** How did the pattern of landholding differ between Western and Eastern/Central Europe, and what was the impact of industrialisation on social structures?

Ans. In Western Europe, land was farmed by tenants and small owners, while in Eastern and Central Europe, vast estates were cultivated by serfs. Industrialisation, beginning in England and later in France and German states, led to the growth of towns and the emergence of new social groups, including a working-class population and middle classes of industrialists, businessmen, and professionals.

- 55.** Equality before the law did not necessarily stand for universal suffrage (the right to vote). In revolutionary France, the first political experiment in liberal democracy, the right to vote and to get elected was granted exclusively to property-owning men. Men without property and all women were excluded from political rights. The differentiation was done as active and passive citizens. Active

citizens were the ones with voting rights and passive citizens had no voting rights. Only for a brief period under the Jacobins did all adult males enjoy suffrage. However, the Napoleonic Code went back to limited suffrage and reduced women to the status of a minor, subject to the authority of fathers and husbands. Throughout the nineteenth and early twentieth centuries, women and non-propertied men organised opposition movements demanding equal political rights. Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations. Despite this they were denied suffrage rights during the election of the Assembly. When the Frankfurt parliament convened in the Church of St Paul, women were admitted only as observers to stand in the visitors' gallery.

55.1 Write about active citizens and passive citizens all to the information given in above source.

Ans. Active citizens were the ones with voting rights and passive citizens had no voting rights. In France, the right to vote and to get elected was granted exclusively to property-owning men. Men without property and all women were excluded from political rights.

55.2 How did the Napoleonic Code impact suffrage rights and the status of women in France?

Ans. The Napoleonic Code reverted to limited suffrage, granting voting rights exclusively to property-owning men, while reducing women to minors under the authority of fathers and husbands, denying them suffrage and reinforcing gender inequalities.

55.3 Discuss the role of women in advocating for suffrage rights during the nineteenth and early twentieth centuries.

Ans. Women formed political associations, founded newspapers, participated in political meetings, and organised demonstrations to demand equal political rights. Despite their activism, they were denied suffrage rights, even as observers, during significant political events such as the election of the Assembly and the convening of the Frankfurt parliament.

56. After 1871, the Balkans emerged as the most serious source of nationalist tension in Europe. This region, comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia, and Montenegro, was home to a diverse mix of ethnic groups broadly known as the Slavs. Much of the Balkans was under Ottoman control, and as the Ottoman Empire weakened, the spread of romantic nationalism fueled desires for independence. Throughout the 19th century,

Balkan nationalities sought to break free from Ottoman rule, basing their claims on historical independence. This led to intense conflicts as different Slavic groups struggled to define their identities and expand their territories. The situation was further complicated by the involvement of major European powers—Russia, Germany, England, and Austro-Hungary—each seeking to expand its influence in the region. This competition contributed to a series of wars and eventually culminated in the outbreak of the First World War.

56.1 How did the disintegration of the Ottoman Empire contribute to the rise of nationalist movements in the Balkans?

Ans. The weakening Ottoman Empire allowed Balkan ethnic groups to seek independence, exploiting the power vacuum to reclaim historical sovereignty.

56.2 In what ways did the rivalry among European powers exacerbate tensions in the Balkans, leading to broader conflicts?

Ans. European powers' competition for influence in the Balkans intensified local conflicts, contributing to regional wars and setting the stage for World War I.

56.3 Analyse the role of Romantic nationalism in the Balkan independence movements and how it influenced the region's political landscape.

Ans. Romantic nationalism, which emphasised a shared heritage, culture, and historical experiences, played a crucial role in the Balkan independence movements.

(a) It helped unify various ethnic groups around the idea of nationhood and justified their struggles for independence.

(b) This ideology also contributed to the fierce competition among different nationalities within the region, as each group sought to define its own identity and secure territory.

57. The emphasis on vernacular language and local folklore in Poland, especially after its partition by Russia, Prussia, and Austria in the late 18th century, played a critical role in sustaining national spirit among the largely illiterate population. Despite losing its independence, Poland kept its national feelings alive through cultural forms such as music and language. Composer Karol Kurpinski infused nationalistic sentiments into his operas and transformed traditional dances into symbols of national resistance. After the 1831 armed rebellion against the Russian occupation was suppressed, the Polish language became a significant tool for national resistance. It was extensively used in church services and religious instruction, leading

to severe repercussions from Russian authorities, including the imprisonment and exile of many Polish clergy. The persistent use of Polish under such oppressive conditions underscored its role as a defiant symbol against Russian dominance.

57.1 How did the emphasis on vernacular language and local folklore contribute to sustaining national spirit in Poland after its partition in the late 18th century?

Ans. The emphasis on vernacular language and local folklore provided a means for the largely illiterate population to maintain a sense of national identity despite losing independence. Composer Karol Kurpinski's incorporation of nationalistic sentiments into his operas and the transformation of traditional dances into symbols of resistance further bolstered national spirit.

57.2 Analyse the role of the Polish language in national resistance against Russian dominance after the suppression of the 1831 armed rebellion.

Ans. The Polish language became a significant tool for national resistance after the suppression of the 1831 armed rebellion. It was extensively used in church services and religious instruction, despite severe repercussions from Russian authorities, including the imprisonment and exile of Polish clergy. The persistent use of Polish under oppressive conditions highlighted its role as a defiant symbol against Russian dominance.

57.3 How did the suppression of the 1831 armed rebellion impact the use of the Polish language as a tool for national resistance, and what were the repercussions faced by Polish clergy?

Ans. The suppression of the 1831 armed rebellion intensified the use of the Polish language as a tool for national resistance, particularly in church services and religious instruction. However, Russian authorities responded with severe repercussions, including the imprisonment and exile of many Polish clergy who dared to promote national sentiments through the use of the Polish language.

58. In 1815, representatives of the European powers – Britain, Russia, Prussia and Austria – who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the

boundaries of France to prevent French expansion in future. Thus the kingdom of the Netherlands, which included Belgium, was set up in the north and Genoa was added to Piedmont in the south. Prussia was given important new territories on its western frontiers, while Austria was given control of northern Italy. But the German confederation of 39 states that had been set up by Napoleon was left untouched. In the east, Russia was given part of Poland while Prussia was given a portion of Saxony. The main intention was to restore the monarchies that had been overthrown by Napoleon, and create a new conservative order in Europe.

58.1 Where did the European powers meet in 1815?

Ans. The representatives of the European powers – Russia, Prussia, Britain and Austria – who collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.

58.2 Which dynasty was restored to power after the French Revolution?

Ans. The Bourbon dynasty was restored to power after the French Revolution and France was forced to leave the territories it had occupied during Napoleon's reign.

58.3 What was the purpose of the German confederation and how many states were there in it?

Ans. The German Confederation was a coalition of 39 German-speaking states located in Central Europe, established by the Congress of Vienna in 1815. Its purpose was to harmonise the economies of the individual German-speaking nations and to serve as a successor to the Holy Roman Empire, which had been disbanded in 1806.

Long Answer Type Questions

59. "The French Revolution created a sense of collective identity amongst the French people." Explain the statement with suitable arguments.

(CBSE 2024)

Ans. The French Revolution fostered a collective identity among the citizens of France through various significant measures. The French language emerged as the national tongue, supplanting local dialects. The tricolour flag became the emblem of the nation, replacing the royal standard. The Estates General was transformed into the National Assembly, which was elected by active citizens. New national hymns, oaths, and martyrs were honoured in the spirit of the nation. A centralised administrative framework was established, ensuring uniform laws across the country. The Constitution laid the foundation for a cohesive community, guaranteeing equal rights for all

citizens. Additionally, a standardised system of weights and measures was implemented. The French Revolution, which commenced in 1789 and concluded in the late 1790s, is regarded as the inaugural manifestation of nationalism.

60. What was the main objective of the Treaty of Vienna? How was that objective fulfilled?

Ans. The Treaty of Vienna of 1815 was signed with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The objective was fulfilled through some of these important provisions:

- (i) The Bourbon dynasty was restored to power, due to which France lost the territories annexed by Napoleon.
- (ii) Prussia was given new territories to its west and northern Italy came under the control of Austria.
- (iii) German confederation of 39 states was left untouched.
- (iv) Some part of Poland was given to Russia and Prussia got control over some parts of Saxony.

61. 'The 1830s were years of great economic hardship in Europe'. Explain.

Ans. During the decade of 1830s, European people experienced great economic hardships, due to enormous increase in the population all over Europe. People migrated from rural areas to cities in search of employment. Cheap machine made goods from England gave a stiff competition to the small producers particularly in the textile products. Peasants were under the burden of feudal dues. Not only this, the rise of food prices and a year of bad harvest added to widespread economic hardships. As a result of these hardships, in year 1848 the residents of Paris came out on the roads in revolt and Louis Philippe was forced to flee. In response to this revolt, the National Assembly proclaimed a Republic, suffrage was granted to all males above 21 years of age and right to work was guaranteed.

62. "The Greek war of independence mobilised nationalist feelings among the educated elite across Europe." Explain the statement with suitable arguments. (CBSE 2024)

Ans. The Greek War of Independence stirred nationalist sentiments among the educated elite throughout Europe for several reasons. Greeks in exile rallied behind their homeland's quest for freedom. Additionally, Western Europeans who admired ancient Greek culture offered their support. Poets and artists celebrated Greece as the birthplace of European civilisation, galvanising public opinion in favour of its battle against a Muslim empire.

Notably, the English poet Lord Byron not only raised funds but also travelled to participate in the conflict, ultimately succumbing to fever in 1824. Ultimately, the Treaty of Constantinople in 1832 acknowledged Greece as a sovereign nation.

———— Let's Compete ————

Multiple-Choice Questions

1. What did the ideas of *la patrie* and *le citoyen* signify in the French Revolution?
 - (a) The fatherland and the citizens
 - (b) The nation and the citizens
 - (c) The motherland and the country
 - (d) The nation-state and the citizens

Ans. (a) The fatherland and the citizens

2. When was the Treaty of Vienna signed?
 - (a) 1581
 - (b) 1518
 - (c) 1815
 - (d) 1851

Ans. (c) 1815

3. Which one of the following powers was not interested in expanding its control in the Balkan region?
 - (a) Germany
 - (b) Russia
 - (c) England
 - (d) Finland

Ans. (d) Finland

4. Which of these did the conservatives not believe in preserving?
 - (a) Monarchy
 - (b) The Church
 - (c) Democracy
 - (d) Social hierarchies

Ans. (c) Democracy

5. The first expression of nationalism came with
 - (a) the French Revolution.
 - (b) the American War of Independence.
 - (c) the Russian Revolution.
 - (d) the Indian Freedom Struggle.

Ans. (a) the French Revolution.

6. Name the customs union formed by Prussia in 1834.
 - (a) *Elle*
 - (b) *Zollverein*
 - (c) European Union
 - (d) *La Patrie*

Ans. (b) *Zollverein*

7. Which one of the following does not belong to the same group?
 - (a) Young Italy
 - (b) Jacobins
 - (c) Carbonari
 - (d) Young Europe

Ans. (b) Jacobins

8. Who founded Young Italy?
 - (a) Otto von Bismarck
 - (b) Giuseppe Garibaldi
 - (c) Giuseppe Mazzini
 - (d) Cavour

Ans. (c) Giuseppe Mazzini

9. Which of the following was the result of the Act of Union 1707?

- (a) United Kingdom of Great Britain
- (b) United Kingdom of Scotland
- (c) United Kingdom of Germany
- (d) United Kingdom of Ireland

Ans. (a) United Kingdom of Great Britain

10. Which one of the following became an allegory of the German nation?

- (a) Mazzini
- (b) Germania
- (c) Marianne
- (d) Justitia

Ans. (b) Germania

———— Life Skills ————

1. 'The army can be an architect of a nation'. Do you agree or disagree with this statement? Explain with reference to the unification of Germany.

Ans. As per my knowledge and understanding, it is correct to say that army can be an architect of a nation. It can be easily proved by the unification of Germany. After 1848, nationalism in Europe moved away from its association with democracy and revolution. The liberal initiative of 1848 to

nation-building was repressed by the combined forces of the monarchy and the military supported by the large landowners of Prussia. Prussia led the movement for national unification. Otto von Bismarck carried out the process with the help of the Prussian army and bureaucracy. Three wars were fought for over seven years with Austria, Denmark and France, which ended in the victory of Prussia and thus the process of unification was completed.

2. The Balkan issue was one of the major factors responsible for the First World War. Support your answer with examples.

Ans. Balkan region was the source of most serious nationalist tension in Europe after 1871, due to its ethnic and geographical diversity which comprised of the modern day Romania, Bulgaria, Greece, Croatia, Slovenia, Albania and others. The disintegration of the Ottoman Empire, which ruled over large part of the Balkans, turned this region more volatile. The Balkan states tried to gain more territories at the expense of the others. During this period, the European powers like Russia, England, Germany, and Austro-Hungary wanted to get hold of the Balkan area, which resulted into a rivalry among them and this finally led to the First World War in 1914.

2

Nationalism in India

Check Your Progress

Multiple-Choice Questions

1. Identify the correct option that describes the act given below.

- The Act was passed by the Imperial Legislative Council.
- It gave power to the government to repress political activities.
- It empowered the government to detain political prisoners without trial.

Options:

- Rowlatt Act
- Vernacular Press Act
- Government of India Act
- Inland Emigration Act

(CBSE SP 2024)

Ans. (a) Rowlatt Act

2. Arrange the following statements in sequential order based on the events that shaped the Non-Cooperation movement and choose the correct answer from the given options.

- General Dyer opened fire at the large crowd gathered in the enclosed ground of Jallianwala Bagh.
- "Forced recruitment" carried out by the British government and the economic hardships faced by the people during the first world war.
- The defeat of the Ottoman Emperor of Turkey led to the formation of the Khilafat movement.
- Gandhiji launched a nationwide satyagraha against the Rowlatt Act.

Options:

- IV, III, II, I
- II, I, IV, III
- I, IV, III, II
- I, II, III, IV

(CBSE SP 2024)

Ans. (b) II, I, IV, III

3. Which one of the following pairs regarding Indian nationalism is correctly matched?

Leaders	Contribution
(a) Sardar Patel	– Hindustan Socialist Republican Army
(b) Bhagat Singh	– Swaraj Party
(c) C R Das	– Bardoli Satyagraha
(d) Jawahar Lal Nehru	– Oudh Kisan Sabha

(CBSE 2024)

Ans. (d) Jawahar Lal Nehru – Oudh Kisan Sabha

4. Arrange the following events in chronological order and choose the correct option.

- Formation of Khilafat Committee in Bombay
- Jallianwala Bagh Massacre
- Bardoli Satyagraha
- Withdrawal of Non-Cooperation Movement

Options:

- I, II, III, IV
- II, I, IV, III
- I, II, IV, III
- III, IV, II, I

(CBSE 2024)

Ans. (a) I, II, III, IV

5. Choose the correct option, related to the founders of the 'Swaraj Party' within the Congress.

- Subhas Chandra Bose and Jawaharlal Nehru
- Acharya Kripalani and Jayaprakash Narayan
- C.R. Das and Motilal Nehru
- Mahatma Gandhi and Sardar Patel

(CBSE 2024)

Ans. (c) C.R. Das and Motilal Nehru

6. Arrange the following events of Indian National Movement in chronological order and choose the correct option.

- Formation of Swaraj Party
- Lahore Session of the Indian National Congress
- Gandhi-Irwin Pact
- Formation of Depressed Class Association.

Options:

- (a) II, III, I and IV (b) I, II, IV and III
(c) I, III, II and IV (d) IV, III, II and I

(CBSE 2024)

Ans. (b) I, II, IV and III

7. At which session of the Indian National Congress was the resolution for Purna Swaraj adopted?

- (a) Lahore (b) Calcutta
(c) Nagpur (d) Bombay

Ans. (a) Lahore

8. Gandhiji in his book *Hind Swaraj* said that

- (a) the British must quit India.
(b) Indians must refuse to cooperate with the British.
(c) the Government must concede the right to make salt.
(d) Indians must be involved in the governance of India.

(CBSE 2011)

Ans. (b) Indians must refuse to cooperate with the British.

9. Who announced in 1929 an offer of 'dominion status' for India in an unspecified future?

- (a) Lord Curzon (b) Lord Wavell
(c) Lord Irwin (d) Lord William Bentinck

Ans. (c) Lord Irwin

Very Short Answer Type Questions

10. Why did Gandhi decide to call off the Rowlatt Satyagraha in 1919?

Ans. Gandhi called off the Rowlatt Satyagraha because it turned violent, which contradicted his principles of non-violence and satyagraha.

11. How did the Jallianwalla Bagh massacre influence the Indian independence movement?

Ans. The Jallianwalla Bagh massacre intensified anti-British sentiments and led to increased participation in the national movement.

12. What do you understand by the term 'begar'?

Ans. Labour that villagers were forced to contribute without any payment.

13. Who used the term 'harijan' for the first time and what does it mean?

Ans. Mahatma Gandhi used the term 'harijan' for the first time for untouchables. It means the children of God.

14. When was the Gandhi-Irwin Pact signed and why?

Ans. The Gandhi-Irwin Pact was signed on March 5, 1931, between Mahatma Gandhi and Lord Irwin, the Viceroy of India. This agreement was formalised in London prior to the commencement of the Second Round Table Conference, with the primary objective to end the Civil Disobedience Movement.

15. What resolution was passed at Calcutta session of Congress in September 1920? (CBSE 2016)

Ans. Resolution to start a non-cooperation movement in support of Khilafat was passed at the Calcutta session of Congress in September 1920.

Short Answer Type Questions

16. Describe any four economic effects of the Non-Cooperation Movement. (CBSE 2011)

Ans. Some of the important economic effects of the Non-Cooperation Movement were as follows:

- Foreign goods were boycotted; liquor shops picketed and foreign cloths were burnt by the Indians.
- As people boycotted foreign cloths and goods, the import of foreign cloth halved between 1921 and 1922 and its value dropped from ₹ 102 crore to ₹ 57 crore.
- As people began wearing only Indian cloths and discarded foreign cloths, the production of Indian textile mills and handloom went up.
- Merchants and traders also refused to trade in foreign goods and finance foreign trade.

17. Describe any three causes that led to the Non-Cooperation Movement. (CBSE 2024)

Ans. Mahatma Gandhi felt that the movement was turning violent in many places and satyagrahis needed to be properly trained before they would be ready for mass struggles. Within the Congress, some leaders were by now tired of mass struggles and wanted to participate in elections to the provincial councils. They felt that it was important to oppose British policies within the councils, argue for reform and also demonstrate that these councils were not truly democratic.

18. What were the immediate effects of the 1929 Lahore session of Indian National Congress? (CBSE 2024)

Ans. At its annual session held in Lahore in December 1929, under the presidentship of Jawaharlal Nehru, the Indian National Congress passed a resolution declaring 'Poorna Swaraj' to be the goal of the national movement. On December 31, 1929, the newly adopted tricolour flag was unfurled and January 26th was fixed as the Independence Day which was to be celebrated every year, pleading to the people not to submit to British rule any longer.

19. Discuss the role played by Jawaharlal Nehru in organising the peasants of Awadh.

Ans. In Awadh region, Baba Ramchandra led the peasant movement against the talukdars and landlords who demanded high rents from the peasants. In June 1920, Jawaharlal Nehru

started a tour of villages around Awadh in order to understand the grievances of villagers. By October 1920, the Oudh Kisan Sabha was set up which was headed by Jawaharlal Nehru, Baba Ramchandra and others. Within a span of one month, more than 300 branches were set up in villages around the Awadh region. When the Non-Cooperation Movement started in 1921, the efforts of the Congress were to integrate the Awadh peasant struggle into the wider struggle.

20. How did people belonging to different communities, regions or language groups develop a sense of collective belonging in the National Movement? Explain with examples. (CBSE 2024)

Ans. The identity of the nation is most often symbolised in a figure or image. It was in the twentieth century, with the growth of nationalism, that the identity of India came to be visually associated with the image of Bharat Mata. The image was first created by Bankim Chandra Chattopadhyay. In the 1870s he wrote 'Vande Mataram' as a hymn to the motherland. Later it was included in his novel Anandamath and widely sung during the Swadeshi movement in Bengal.

21. Why did the initial enthusiasm of the merchants and industrialists fade during the later stages of the Civil Disobedience Movement? (CBSE 2011)

Ans. Initially the merchants and industrialists boosted the Civil Disobedience Movement by giving the financial support and promoted boycott by refusing to deal in foreign goods. They wanted to expand their business for which they wanted assurance against the import of foreign goods. But when the Second Round Table Conference failed they lost their enthusiasm. All the industrialists were apprehensive of the spread of militant activities and were worried about the disruption of business activities. Another reason for worry was the growing influence of socialism amongst the youth members of the Indian National Congress.

22. Describe any three causes of 'Civil Disobedience Movement.' (CBSE 2024)

Ans. One of the factors that contributed to the Civil Disobedience Movement of 1930 was the refusal of British authorities to confer Dominion status upon India, a demand articulated in the Nehru Report. The introduction of the Simon Commission in 1928, composed solely of British members, played a significant role in galvanising the movement. Mahatma Gandhi appealed to the Viceroy to adopt an 11-point programme aimed at improving the welfare of the populace, however, the British government did not take any action in response.

23. "Workers had their own understanding of Mahatma Gandhi and the notion of 'Swaraj'." Explain the statement with examples. (CBSE 2024)

Ans. For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed, and it meant retaining a link with the village from which they had come. Under the Inland Emigration Act of 1859, plantation workers were not permitted to leave the tea gardens without permission, and in fact they were rarely given such permission.

Long Answer Type Questions

24. Analyse the implications of First World War on the economic and political situation of India. (CBSE 2023)

Ans. First of all, the war created a new economic and political situation. It led to a huge increase in defence expenditure which was financed by war loans and increasing taxes: customs duties were raised and income tax introduced. Through the war years prices increased – doubling between 1913 and 1918 – leading to extreme hardship for the common people. Villages were called upon to supply soldiers, and the forced recruitment in rural areas caused widespread anger. Then in 1918–19 and 1920–21, crops failed in many parts of India, resulting in acute shortages of food. This was accompanied by an influenza epidemic. According to the census of 1921, 12 to 13 million people perished as a result of famines and the epidemic.

25. "The Gandhian idea of Satyagraha, emphasized the power of truth and struggle against injustice." Explain the statement with examples. (CBSE 2024)

Ans. Gandhi first conceived the idea of satyagraha in 1906 in response to a law that discriminated against Asians in South Africa. The idea of satyagraha emphasised the power of truth and the need to search for truth. It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor. Without seeking vengeance or being aggressive, a satyagrahi could win the battle through nonviolence. This could be done by appealing to the conscience of the oppressor. People – including the oppressors – had to be persuaded to see the truth, instead of being forced to accept truth through the use of violence. By this struggle, truth was bound to ultimately triumph. Mahatma Gandhi believed that this dharma of non-violence could unite all Indians.

26. How did people belonging to different communities, regions and language groups develop a sense of collective belonging in the late-nineteenth century India? Explain with examples. (CBSE 2024)

Ans. Individuals from various communities, regions, and linguistic backgrounds in India cultivate a shared sense of belonging through several means:

- (i) The concept of the nation is frequently represented by the image of Bharat Mata.
- (ii) Bankim Chandra Chattopadhyay composed 'Vande Mataram' as an ode to the motherland.
- (iii) The novel Anandamath was released, which featured themes related to 'Vande Mataram'.
- (iv) Inspired by the Swadeshi movement, Abanindranath Tagore created a painting of Bharat Mata, depicting her as an ascetic figure characterised by calmness, composure, divinity, and spirituality.
- (v) The use of icons and symbols was crucial in bringing people together and fostering a sense of nationalism.
- (vi) During the Swadeshi movement in Bengal, a tricolour flag (red, green, and yellow) was designed.

27. When was Civil Disobedience Movement launched? How was it different from the Non-Cooperation Movement? (CBSE 2016)

Ans. To achieve the goal of 'Complete Independence', Mahatma Gandhi launched Civil Disobedience Movement. Along with 78 followers, Gandhiji started his salt march. Gandhiji covered a total distance of 240 miles from his ashram in Sabarmati to the town of Dandi in 24 days. Mahatma Gandhi reached Dandi on 6th April 1930 and violated the law by manufacturing salt from sea water. This event marked the beginning of the Civil Disobedience Movement. This movement was different from the Non-Cooperation Movement in one aspect that people were now asked not only to refuse to cooperate with the British but also to break the colonial laws.

28. Discuss the role played by Dr B R Ambedkar in uplifting the Dalits or depressed classes.

Ans. Dr B R Ambedkar resolved the issue of social injustice through political empowerment of the depressed classes. Due to his efforts the Dalits organised themselves and demanded for reservation in educational institutions and separate electorate. Dr B R Ambedkar founded Depressed Classes Association in 1930. He had differences with Mahatma Gandhi at the 2nd Round Table Conference regarding demand of separate electorates for Dalits. When the British government agreed to his demand of separate electorate, Gandhiji started a fast unto death because he believed that the separate electorate would prove to be a hurdle in the process of social integration. As a result, Dr Ambedkar accepted Gandhiji's thought and the Poona Pact

was signed in September 1932, which gave the Depressed Classes reserved seats in provincial and central legislative councils, but they were to be voted by the general electorate.

29. Discuss in detail how the reinterpretation of history created a feeling of nationalism in India.

Ans. The reinterpretation of history created a feeling of nationalism in India as Indians realised that their glorious past was destroyed and degraded by the western influence. Many famous inventions took place in India. Our nation excelled in various disciplines like science, maths, art and architecture. India was also known for its textile products, spices and handicrafts. Now the Indians understood that the British ruined their rich economy and culture. The British believed that Indians were unskilled and thought themselves to be a superior race. However, Indian history depicted a different story which instilled in Indians a feeling of pride in their rich culture and past. Due to which they united against the British and created a feeling of nationalism.

30. Analyse the role of folklore and symbols in the revival of nationalism in India during late 19th century. (CBSE 2023)

Ans. Folklore, including myths, legends, and traditional practices, helped create a sense of shared cultural identity among India's diverse communities. Symbols like the Indian flag, traditional attire, and images of historical figures like Gandhi were used to express resistance against colonial rule. Nationalist leaders used folklore and symbols to reinterpret India's past and counter the colonial narrative of India's inferiority. Nationalist leaders promoted folklore and traditional practices to restore pride in Indian heritage and promote self-sufficiency. Rabindranath Tagore led the movement for folklore revival in Bengal, collecting ballads, nursery rhymes, and myths. Natesa Sastri published a four-volume collection of Tamil folk tales called The Folklore of Southern India.

— Self-Assessment —

Multiple-Choice Questions

1. Arrange the following events in the correct chronological order and choose the correct answer from the given options.
 - A. Mahatma Gandhi organises a satyagraha movement among cotton mill workers in Ahmedabad.
 - B. Mahatma Gandhi returns to India from South Africa.
 - C. Mahatma Gandhi organises a satyagraha movement in the Kheda district of Gujarat.

- D. Mahatma Gandhi leads a satyagraha movement in Champaran, Bihar.

Options:

- (a) ABCD (b) BDCA
(c) CBAD (d) DCAB

Ans. (b) BDCA

2. When did Mahatma Gandhi return to India from South Africa?

- (a) January 1915 (b) January 1917
(c) January 1918 (d) January 1920

Ans. (a) January 1915

3. During the Civil Disobedience Movement, which flag did Gandhiji design that symbolised the Gandhian ideal of self-help?

- (a) The Indian National Flag
(b) The Swaraj Flag
(c) The Tricolour Flag
(d) The Swadeshi Flag

Ans. (b) The Swaraj Flag

4. When did the Non-Cooperation-Khilafat Movement start?

- (a) January 1921 (b) March 1930
(c) February 1922 (d) December 1923

Ans. (a) January 1921

5. Which of the following best explains why the Congress faced challenges in maintaining unity within the Civil Disobedience Movement?

- (a) The British government's repressive measures were too strong.
(b) The movement lacked a clear and consistent leadership structure.
(c) Diverse social groups had varied aspirations and expectations, leading to conflicts.
(d) There was insufficient participation from rural areas.

Ans. (c) Diverse social groups had varied aspirations and expectations, leading to conflicts.

6. Where did Mahatma Gandhi organise a satyagraha movement to support peasants affected by crop failure and a plague epidemic in 1917?

- (a) Champaran (b) Kheda
(c) Ahmedabad (d) Transvaal

Ans. (b) Kheda

7. Who led the movement to collect and preserve Indian folklore, and published a massive four-volume collection of Tamil folk tales?

- (a) Rabindranath Tagore
(b) Natesa Sastri
(c) Bankim Chandra Chattopadhyay
(d) Abanindranath Tagore

Ans. (b) Natesa Sastri

8. Which Act restricted plantation workers in Assam from leaving the tea gardens without permission?

- (a) The Rowlatt Act
(b) The Inland Emigration Act
(c) The Government of India Act
(d) The Vernacular Press Act

Ans. (b) The Inland Emigration Act

9. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

- A. Implementation of the Inland Emigration Act
B. Non-Cooperation Movement
C. Workers in Assam defy authorities and leave plantations.

Options:

- (a) ACB (b) ABC
(c) BAC (d) CAB

Ans. (b) ABC

10. Which pact resolved the issue of separate electorates for Dalits, and was signed between Mahatma Gandhi and Dr B R Ambedkar in 1932?

- (a) Lucknow pact (b) Nagpur pact
(c) Poona pact (d) Surat pact (CBSE 2011)

Ans. (c) Poona pact

11. Who among the following was the author of the famous novel *Anandmath*?

- (a) Natesa Sastri
(b) Bankim Chandra Chattopadhyay
(c) Rabindranath Tagore
(d) None of these

Ans. (b) Bankim Chandra Chattopadhyay

12. How did the use of symbols like the tricolour flag and cultural elements like folklore contribute to the sense of nationalism during the Indian freedom struggle?

- (a) They provided financial support to the movement.
(b) They created a visual and emotional connection that unified people across different regions and communities.
(c) They focused on promoting economic independence.
(d) They emphasised the importance of military strength.

Ans. (b) They created a visual and emotional connection that unified people across different regions and communities.

Assertion-Reason Type Questions

For question numbers 13 to 19, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (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.

13. **Assertion (A):** Mahatma Gandhi returned to India in January 1917.

Reason (R): He had come from South Africa where he had successfully fought the racist regime with a novel method of mass agitation which he called satyagraha.

Ans. (d) A is false but R is true.

14. **Assertion (A):** The First World War had ended with the defeat of Ottoman Turkey.

Reason (R): In his famous book *Hind Swaraj* (1909) Jawaharlal Nehru declared that British rule was established in India with the cooperation of Indians.

Ans. (c) A is true but R is false.

15. **Assertion (A):** In 1917, Mahatma Gandhi organised a satyagraha movement in Champaran.

Reason (R): The peasants in Champaran were struggling against the oppressive plantation system.

Ans. (a) Both A and R are true and R is the correct explanation of A.

16. **Assertion (A):** Rowlatt Act was passed in the year 1919. This Act gave the government enormous powers to repress political activities.

Reason (R): It allowed detention of political prisoners without trial for two years.

Ans. (a) Both A and R are true and R is the correct explanation of A.

17. **Assertion (A):** Mahatma Gandhi successfully organised satyagraha movements in various places in India after returning from South Africa.

Reason (R): Gandhiji believed in the power of non-violent resistance and appealed to the conscience of the oppressor.

Ans. (a) Both A and R are true and R is the correct explanation of A.

18. **Assertion (A):** C R Das and Motilal Nehru formed the Swaraj Party within the Congress.

Reason (R): In February 1922, Mahatma Gandhi decided to withdraw the Non-Cooperation Movement.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

19. **Assertion (A):** Plantation workers in Assam interpreted swaraj as the right to move freely and retain a connection with their villages.

Reason (R): The Inland Emigration Act of 1859 restricted plantation workers from leaving the tea gardens without permission, which was rarely granted.

Ans. (a) Both A and R are true and R is the correct explanation of A.

Match the Following

20. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Baba Ramchandra	1. Set up the Oudh Kisan Sabha
B. Jawaharlal Nehru	2. Led the peasant movement in Awadh
C. Non-Cooperation Movement	3. Organised by panchayats to deprive landlords of barbers and washermen's services
D. <i>Nai-Dhobi Bandhs</i>	4. Included struggles of peasants and tribals in the countryside
E. <i>Talukdars</i> and landlords	5. Demanded high rents and various cesses from peasants

Codes:

A	B	C	D	E
(a) 1	2	3	4	5
(b) 2	1	4	3	5
(c) 4	2	1	5	3
(d) 3	4	2	1	5

Ans. (b) 2 1 4 3 5

21. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A (Years)	Column B (Events)
A. 1928	1. Simon Commission arrived in India.
B. 1929	2. Lord Irwin announced a vague offer of 'dominion status' for India in an unspecified future.
C. 1930	3. Independence Day Pledge.
D. 1931	4. Gandhi-Irwin Pact.

Codes:

	A	B	C	D
(a)	1	2	3	4
(b)	2	4	1	3
(c)	4	1	3	2
(d)	2	3	4	1

Ans. (a) 1 2 3 4

Study the Picture and Answer the Question



22. Which of the following statement correctly depicts the given image?

- (a) General Dyer's 'crawling orders' being administered by British soldiers, Amritsar.
- (b) General Dyer's 'crawling orders' being administered by British soldiers, Lucknow.
- (c) General Dyer's 'crawling orders' being administered by British soldiers, Lahore.
- (d) General Dyer's 'crawling orders' being administered by British soldiers, Bombay.

Ans. (a) General Dyer's 'crawling orders' being administered by British soldiers, Amritsar.

Find the Incorrect Option

- 23. (a) In December 1931, Gandhiji went to London for the conference, but the negotiations broke down and he returned disappointed.
- (b) To organise business interest, business classes formed the Indian Industrial and Commercial Congress in 1926 and FICCI in 1939.
- (c) Dr B R Ambedkar clashed with Mahatma Gandhi at the second Round Table Conference by demanding separate electorates for Dalits.

- (d) Moved by the Swadeshi movement, Abanindranath Tagore painted his famous image of Bharat Mata.

Ans. (b) To organise business interest, business classes formed the Indian Industrial and Commercial Congress in 1926 and FICCI in 1939.

Correct and Rewrite the Following Statement

24. Mahatma Gandhi found in salt a powerful symbol that could unite the nation. On January 31, 1932, he sent a letter to Viceroy Irwin stating fifteen demands.

Ans. Mahatma Gandhi found in salt a powerful symbol that could unite the nation. On 31 January 1930, he sent a letter to Viceroy Irwin stating eleven demands.

Fill in the Blanks

- 25. In 1919, a nationwide satyagraha was launched against the Rowlatt Act.
- 26. Mahatma Gandhi withdrew the Non-Cooperation Movement after hearing about the incident at Chauri Chaura in Gorakhpur.
- 27. The Swaraj flag designed by Mahatma Gandhi had three colours.

Very Short Answer Type Questions

28. How did Mahatma Gandhi's experiences in South Africa influence his approach to organising the Indian independence movement upon his return to India in 1915?

Ans. Mahatma Gandhi's experiences in South Africa shaped his nonviolent resistance strategy, organisational skills, and empathy for the oppressed. He developed Satyagraha, emphasised self-reliance, and led inclusive movements, which became crucial to India's independence struggle.

29. Who was the author of the famous book *Hind Swaraj*? (CBSE 2014)

Ans. Mahatma Gandhi was the author of the famous book *Hind Swaraj*.

30. In which year did the Simon Commission arrive in India and why?

Ans. The Simon Commission reached India in 1928 with the objective of examining constitutional reform. Its purpose was to analyse the Government of India Act of 1919 and to propose recommendations for the governance of India.

31. What was the main provision of the Inland Emigration Act of 1859?

Ans. According to the provisions of the Inland Emigration Act of 1859, the plantation workers were not allowed to leave the tea gardens without permission.

32. List any two associations formed by the business classes in India.

Ans. In order to protect their business interests, business class constituted the Indian Industrial and Commercial Congress in 1920 and the Federation of the Indian Chamber of Commerce and Industries in 1927.

Short Answer Type Questions

33. How did the Rowlatt Act and the subsequent satyagraha shape Gandhi's future strategies and the involvement of different communities in the independence movement?

Ans. The Rowlatt Act and the subsequent satyagraha significantly influenced Gandhi's future strategies. The widespread resentment against the Rowlatt Act unified various groups, demonstrating the potential of mass mobilisation. However, the violence, especially the Jallianwalla Bagh massacre, highlighted the brutality of British rule and the need for non-violent resistance. Gandhi's emphasis on non-violence and better organisation became stronger. Recognising the necessity of broader inclusion, he incorporated issues like the Khilafat movement to unite Hindus and Muslims. This approach not only strengthened the movement but also fostered a sense of collective identity and purpose among diverse communities. The events underscored the importance of addressing local grievances while maintaining a unified national front against colonial rule.

34. Write a short note on the Khilafat issue.

Ans. Mahatma Gandhi realised that it is not possible to organise a mass movement without Hindu-Muslim unity, so he took up the Khilafat issue. Khilafat committee was constituted in Bombay in March 1919 and Muslim leaders like Shaukat Ali and Muhammad Ali had discussion with Gandhiji for the possibility of a united mass struggle. Gandhiji convinced other leaders of the Congress at the Calcutta session of the Congress in September 1920 to start a non-cooperation movement in support of Khilafat.

35. Which incident turned the Non-Cooperation Movement violent and what was its outcome?

Ans. The attack on a local police station by angry peasants at Chauri Chaura in Gorakhpur district of Uttar Pradesh, on 5th February 1922 turned the Non-Cooperation Movement violent. This incident changed the whole situation. Gandhiji was shocked by this incident, so he withdrew the Non-Cooperation Movement on 12th February 1922.

36. Explain the role of women in the Civil Disobedience Movement, with examples. (CBSE 2024)

Ans. During Gandhiji's salt march, thousands of women came out of their homes to listen to him. They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops. Many went to jail. In urban areas these women were from high-caste families; in rural areas they came from rich peasant households. Moved by Gandhiji's call, they began to see service to the nation as a sacred duty of women.

37. How did the Indian folklore and symbols strengthen the idea of nationalism during the twentieth century? Explain with examples. (CBSE 2024)

Ans. Symbols like the tricolour flag, the charkha, and representations of Bharat Mata emerged as significant instruments in the nationalist movement. Indian folklore, encompassing traditional narratives, songs, and dances, frequently conveyed themes of defiance against colonial domination and fostered a sense of pride in Indian identity.

38. Briefly discuss any four features of the Civil Disobedience Movement.

Ans. This movement was different from the Non-Cooperation Movement in one aspect that people were now asked not only to refuse to cooperate with the British but also to break the colonial laws. As a result, thousands of people broke the salt law. Foreign cloth was boycotted and liquor shops were picketed. Peasants refused to pay land revenue and chaukidari taxes, people also violated forest laws by going into the reserved forests to collect wood and graze cattle. Seeing this, the British started arresting Congress leaders which resulted in violent clashes between police and common masses. Khan Abdul Ghaffar Khan (also known as Frontier Gandhi) was arrested in 1930. A month later, Mahatma Gandhi was also arrested due to which industrial workers in Sholapur attacked government buildings, courts and railway stations.

39. How did symbols like the tricolour flag and the image of Bharat Mata help in promoting nationalism among Indians during the freedom struggle?

Ans. Symbols like the tricolour flag and the image of Bharat Mata created a visual representation of the nation that people could identify with. The tricolour flag, designed with colours and symbols representing unity among different communities, and the image of Bharat Mata, symbolising the motherland, evoked emotional responses and a sense of pride. These symbols unified people by providing a common identity and a rallying point for the nationalistic sentiments during the freedom struggle.

40. Elucidate the contribution of cultural processes like folklore, song, and the reinterpretation of history in fostering a sense of nationalism and collective identity during the freedom struggle.

Ans. Cultural processes like folklore, songs, and reinterpretation of history played a crucial role in fostering nationalism among Indians. Folklore and songs recorded by nationalists helped preserve traditional culture and instilled a sense of pride in the nation's heritage. By collecting and promoting folk tales and legends, leaders like Rabindranath Tagore and Natesa Sastri emphasised the richness of India's cultural past. The reinterpretation of history highlighted India's glorious achievements in art, science, and governance, countering the British portrayal of Indians as backward. These cultural elements contributed to a collective identity by connecting people with their shared heritage and motivating them to unite against colonial rule for a better future.

Paragraph Based Questions

41. Read the sources given below and answer the questions that follow:

Source A – Why Non-Cooperation?

Gandhiji proposed that the movement should unfold in stages. It should begin with the surrender of titles that the government awarded, and a boycott of civil services, army, police, courts and legislative councils, schools, and foreign goods. Then, in case the government used repression, a full civil disobedience campaign would be launched. Through the summer of 1920 Mahatma Gandhi and Shaikat Ali toured extensively, mobilising popular support for the movement.

- (a) Discuss the strategy adopted by Mahatma Gandhi for Non-cooperation Movement.

Source B – The Movement in the Towns

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 ₹ 102 crore to ₹ 57 crore. In many places merchants and traders refused to trade in foreign goods or finance foreign trade.

- (b) What was the impact of Non-Cooperation Movement?

Source C – Towards Civil Disobedience

When the Simon Commission arrived in India in 1928, it was greeted with the slogan 'Go back Simon'. All parties, including the Congress and the Muslim League, participated in the

demonstrations. In an effort to win them over, the viceroy, Lord Irwin, announced in October 1929, a vague offer of 'dominion status' for India in an unspecified future, and a Round Table Conference to discuss a future constitution.

- (c) Discuss the response received by the Simon Commission.

- Ans.** (a) Mahatma Gandhi suggested that the movement should unfold in different stages. According to him, titles awarded by the government should be surrendered, people should boycott civil services, army, police, courts and legislative councils, schools and foreign goods.
- (b) The effects of Non-cooperation movement were more dramatic on the economic front as the foreign goods were boycotted on large scale, liquor shops were picketed and imported cloths were burnt across India in huge bonfires. The value of imported cloths dropped and the traders refused to trade in foreign goods.
- (c) Simon Commission was greeted with the slogan 'Go back Simon' when it arrived in India in 1928. All political parties like the Congress and the Muslim League organised demonstrations across the country.

Case Based Questions

42. It is said of "passive resistance" that it is the weapon of the weak, but the power which is the subject of this article can be used only by the strong. This power is not passive resistance; indeed, it calls for intense activity. The movement in South Africa was not passive but active ...
- 'Satyagraha is not physical force. A satyagrahi does not inflict pain on the adversary; he does not seek his destruction ... In the use of satyagraha, there is no ill will whatever. 'Satyagraha is pure soul force. Truth is the very substance of the soul. That is why this force is called satyagraha. The soul is informed with knowledge. In it burns the flame of love. ... Non-violence is the supreme dharma ...' It is certain that India cannot rival Britain or Europe in force of arms. The British worship the war god and they can, all of them become, as they are becoming, bearers of arms. The hundreds of millions in India can never carry arms. They have made the religion of non-violence their own ...
- In his famous book *Hind Swaraj* (1909) Mahatma Gandhi declared that British rule had been established in India, with the cooperation of Indians, and had survived only because of this cooperation. If Indians refused to cooperate, British rule would collapse within a year.

42.1 Why did Gandhiji say that passive resistance is not the weapon of the weak?

Ans. Gandhiji viewed passive resistance, which he termed 'Satyagraha,' as not merely a tool for the weak; rather, it demands significant inner fortitude, ethical conviction, and bravery to withstand suffering without resorting to retaliation.

42.2 "Satyagraha is pure soul-force." Substantiate this statement in 20 words.

Ans. Satyagraha is pure soul force because truth is the soul's very substance. This is why this force is known as Satyagraha.

42.3 What according to Mahatma Gandhi is the best weapon to use to collapse British rule in India? (CBSE SP 2024)

Ans. Mahatma Gandhi asserted that the most effective means to dismantle British rule in India is through non-cooperation. He emphasised that the establishment of British authority in India relied heavily on the collaboration of the Indian populace, and that this rule persisted solely due to such cooperation. Gandhi believed that if the Indian people were to withdraw their support, the British regime would likely disintegrate within a year.

43. The idea of satyagraha emphasised the power of truth and the need to search for truth. It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor. Without seeking vengeance or being aggressive, a *satyagrahi* could win the battle through non-violence. After arriving in India, Mahatma Gandhi successfully organised satyagraha movements in various places. In 1917, he travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system. Then, in 1917, he organised a satyagraha to support the peasants of the Kheda district of Gujarat. Affected by crop failure and a plague epidemic, the peasants of Kheda could not pay the revenue, and were demanding that revenue collection be relaxed. In 1918, Mahatma Gandhi went to Ahmedabad to organise a satyagraha movement amongst cotton mill workers. Satyagraha is not physical force. A *satyagrahi* does not inflict pain on the adversary; he does not seek his destruction. In the use of satyagraha, there is no ill-will whatever. Satyagraha is pure soul-force. Truth is the very substance of the soul. That is why this force is called satyagraha. Non-violence is the supreme dharma.

43.1 How did Gandhi's idea of satyagraha differ from traditional methods of resistance?

Ans. Gandhi's idea of satyagraha differed from traditional methods of resistance by emphasising non-violence and truth. Instead of using physical force or seeking vengeance, satyagrahis aimed to win over the oppressor through moral persuasion and soul-force, demonstrating that non-violence was the supreme dharma.

43.2 Why was the Kheda satyagraha significant in Gandhi's early efforts in India?

Ans. The Kheda satyagraha was significant because it addressed the immediate economic hardships faced by peasants due to crop failure and a plague epidemic. By demanding the relaxation of revenue collection, it demonstrated the practical application of satyagraha to resolve local grievances through non-violent means.

43.3 Analyse the impact of Gandhi's early satyagrahas in Champaran, Kheda, and Ahmedabad on the broader Indian independence movement.

Ans. Gandhi's early satyagrahas in Champaran, Kheda, and Ahmedabad were crucial in establishing non-violent resistance as an effective tool against colonial oppression. In Champaran, Gandhi mobilised peasants against the oppressive plantation system, setting a precedent for future mass movements. The Kheda satyagraha showcased the power of collective action to address economic grievances, while the Ahmedabad movement highlighted the plight of industrial workers, expanding the base of the independence movement. These successes demonstrated the efficacy of satyagraha, galvanised support across various social strata, and laid the foundation for larger national campaigns against British rule.

44. The failure of the Cripps Mission and the effects of World War II led to widespread discontent in India, prompting Gandhiji to call for the British to completely withdraw. On July 14, 1942, the Congress Working Committee passed the 'Quit India' resolution in Wardha, demanding immediate power transfer. The All India Congress Committee endorsed it on August 8, 1942, calling for a non-violent mass struggle. Gandhiji's famous 'Do or Die' speech galvanised the movement, which paralysed the state machinery as people joined in hartals, demonstrations, and processions. This mass movement saw widespread participation from students, workers, peasants, and leaders like Jayprakash Narayan, Aruna Asaf Ali, and Ram Manohar Lohia, as well as women like Matangini Hazra, Kanaklata Barua, and Rama Devi. The British forcefully responded, but it took over a year to suppress the movement.

44.1 What was the primary demand of the 'Quit India' resolution passed by the Congress Working Committee in July 1942?

Ans. The primary demand was the immediate transfer of power to Indians and the complete withdrawal of the British from India.

44.2 How did Gandhiji's 'Do or Die' speech contribute to the Quit India Movement?

Ans. Gandhiji's 'Do or Die' speech inspired widespread participation and galvanised the Indian populace to join the non-violent mass struggle against British rule.

44.3 Analyse the role of different societal groups and leaders in the Quit India Movement. How did their participation impact the movement?

Ans. The Quit India Movement saw the active participation of various societal groups, including students, workers, and peasants, making it a mass movement. Leaders like Jayprakash Narayan, Aruna Asaf Ali, and Ram Manohar Lohia, along with women such as Matangini Hazra, Kanaklata Barua, and Rama Devi, played significant roles. Their involvement brought legitimacy, widespread support, and a sense of unity to the movement, making it more impactful and challenging for the British to suppress.

45. In the Gudem Hills of Andhra Pradesh, tribal peasants interpreted Mahatma Gandhi's message of swaraj differently, leading to a militant guerrilla movement in the early 1920s. The colonial government's closure of large forest areas, restricting access to grazing, fuelwood, and fruits, enraged the hill people as it affected their livelihoods and denied their traditional rights. Forced labour for road building further fueled their anger, leading to a revolt. Led by Alluri Sitaram Raju, who claimed to have special powers and was seen as a divine figure, the rebels admired Gandhi's ideals but believed in achieving liberation through force rather than non-violence. The Gudem rebels engaged in guerrilla warfare, attacking police stations and attempting to kill British officials. Raju was eventually captured and executed in 1924, becoming a folk hero over time.

45.1 How did the colonial government's policies in the Gudem Hills contribute to the rise of the militant guerrilla movement?

Ans. The colonial government's closure of forests and forced labour policies angered the hill people, as these actions denied their traditional rights and affected their livelihoods, leading to the rise of the militant guerrilla movement.

45.2 Why was Alluri Sitaram Raju able to captivate and lead the Gudem rebels effectively?

Ans. Alluri Sitaram Raju captivated the Gudem rebels by claiming to have special powers, presenting himself as a divine figure, and advocating for the use of force to achieve swaraj, which resonated with the rebels' frustrations and aspirations.

45.3 Analyse the differences between the tribal peasants' interpretation of swaraj in the Gudem Hills and Mahatma Gandhi's vision of swaraj. How did these differing interpretations impact their methods of resistance?

Ans. The tribal peasants in the Gudem Hills, led by Alluri Sitaram Raju, believed in achieving swaraj through militant guerrilla warfare, in contrast to Gandhi's vision of non-violent resistance. This difference led the Gudem rebels to adopt violent methods, such as attacking police stations and attempting to kill British officials, which Gandhi and the Congress did not approve of. Their interpretation was shaped by immediate grievances and a sense of denied traditional rights, making them resort to force rather than non-violence.

46. In Awadh, peasants were led by Baba Ramchandra – a *sanyasi* who had earlier been to Fiji as an indentured labourer. The movement here was against talukdars and landlords who demanded from peasants exorbitantly high rents and a variety of other cesses. Peasants had to do *begar* and work at landlords' farms without any payment. As tenants they had no security of tenure, being regularly evicted so that they could acquire no right over the leased land. The peasant movement demanded reduction of revenue, abolition of *begar*, and social boycott of oppressive landlords. In many places *nai-dhobi bandhs* were organised by panchayats to deprive landlords of the services of even barbers and washer-men. Tribal peasants interpreted the message of Mahatma Gandhi and the idea of swaraj in yet another way. In the Gudem Hills of Andhra Pradesh, for instance, a militant guerrilla movement spread in the early 1920s led by Alluri Sitaram Raju. Here, as in other forest regions, the colonial government had closed large forest areas, preventing people from entering the forests to graze their cattle, or to collect fuelwood and fruits. This enraged the hill people. Not only were their livelihoods affected but they felt that their traditional rights were being denied. When the government began forcing them to contribute *begar* for road building, the hill people revolted.

- 46.1** What were the primary grievances of the peasants in Awadh under Baba Ramchandra's leadership?
- Ans.** The primary grievances included exorbitantly high rents and various cesses demanded by talukdars and landlords, compulsory unpaid labour (begar), and the lack of security of tenure, leading to regular evictions and loss of rights over leased land.
- 46.2** How did the *nai-dhobi bandhs* function as a form of protest against landlords in Awadh?
- Ans.** The *nai-dhobi bandhs* were organised by panchayats to socially boycott oppressive landlords by depriving them of essential services provided by barbers and washermen, thereby pressuring them to accede to the peasants' demands.
- 46.3** Compare the methods of resistance used by peasants in Awadh and tribal peasants in the Gudum Hills. How did their approaches reflect their unique circumstances and interpretations of swaraj?
- Ans.** Peasants in Awadh, led by Baba Ramchandra, used non-violent methods like demanding revenue reductions, abolishing begar, and organising *nai-dhobi bandhs* for social boycotts. These methods reflected their agrarian grievances and desire for economic relief and security of tenure. In contrast, tribal peasants in the Gudum Hills, led by Alluri Sitaram Raju, adopted militant guerrilla tactics due to the colonial government's restrictions on forest access, which affected their traditional livelihoods and rights. Their revolt was a direct response to enforced begar for road building and reflected a more immediate and forceful interpretation of swaraj aimed at reclaiming their autonomy and traditional rights.
- 47.** Dr B R Ambedkar, who organised the Dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the second Round Table Conference by demanding separate electorates for Dalits. When the British government conceded Ambedkar's demand, Gandhiji began a fast unto death. He believed that separate electorates for Dalits would slow down the process of their integration into society. Ambedkar ultimately accepted Gandhiji's position and the result was the Poona Pact of September 1932. It gave the Depressed Classes (later to be known as the Schedule Castes) reserved seats in provincial and central legislative councils, but they were to be voted in by the general electorate. The Dalit movement, however, continued to be apprehensive of the Congress led national movement. Some of the Muslim

political organisations in India were also lukewarm in their response to the Civil Disobedience Movement. After the decline of the Non-Cooperation-Khilafat movement, a large section of Muslims felt alienated from the Congress.

- 47.1** Why did Dr B R Ambedkar clash with Mahatma Gandhi?
- Ans.** During the second round table conference, Dr B R Ambedkar demanded the separate electorates for Dalits whereas Gandhiji believed that separate electorates for depressed classes would affect their integration in the society. This led to the clashes between Dr B R Ambedkar and Mahatma Gandhi.
- 47.2** What was the outcome of the Poona Pact?
- Ans.** The Poona Pact was signed between Dr B R Ambedkar and Mahatma Gandhi in September 1932. In this pact depressed classes were given reserved seats in provincial and central legislative councils but to be voted in a general electorate.
- 47.3** What kind of response did the Civil Disobedience Movement receive from the Muslim political organisations in India?
- Ans.** The Civil Disobedience Movement received a lukewarm response from the Muslim political organisations in India. After the withdrawal of the Non-Cooperation-Khilafat movement, a large section of Muslims felt alienated from the Congress.

Long Answer Type Questions

- 48.** Discuss the extent of people's participation in the Non-Cooperation Movement in the towns and explain the reasons for the slow-down of the Non-Cooperation Movement in cities.
- Ans.** The Non-Cooperation-Khilafat Movement started in January 1921 in which several social groups participated each with its own explicit aspirations. Though all of them responded to the call of Swaraj, but the term had different meaning for different people. The movement started with the participation of middle-class in the cities. The students left government schools and colleges, teachers resigned, lawyers gave up their legal practices and the council elections were boycotted in most provinces except Madras where the Justice Party thought that entering the council was one of the ways to gain some power. Foreign goods were boycotted; liquor shops picketed and bonfires of foreign cloth were burnt. However, the movement slowed down in the cities due to several reasons like Khadi cloth was expensive in comparison to the mill cloth and poor people could not afford it, in the same way the boycott

of British institutions posed a problem and alternative Indian institutions were needed to be set up so that they can be used in place of British institutions but they were slow to come up, due to which students and teachers started to return to government schools and lawyers resumed their work in courts.

49. Analyse how the varied aspirations and grievances of different social groups impacted their participation in the Civil Disobedience Movement. What challenges did this pose for Congress?

Ans. The Civil Disobedience Movement had a varied impact on different social groups in India. Rich peasants, like the Patidars and Jats, participated enthusiastically because they were hit hard by the trade depression and falling prices, seeing the movement as a fight against high revenue demands. Poorer peasants, struggling to pay rent to landlords, joined radical movements seeking rent remission but often felt neglected by Congress. The business class supported the movement initially to oppose colonial economic policies but became apprehensive after the failure of the Round Table Conference. The industrial working classes participated selectively, focusing on their grievances like low wages and poor working conditions. Women from high-caste and rich peasant families actively participated, viewing national service as a sacred duty. The varied aspirations and grievances of these groups shaped their participation, posing significant challenges for the Congress in maintaining unity and addressing diverse demands without alienating any group, leading to phases of disunity and inner conflict.

50. Analyse the role of women in Civil Disobedience Movement. (CBSE 2023)

Ans. An important feature of the Civil Disobedience Movement was the large-scale participation of women. During Gandhiji's salt march, thousands of women came out of their homes to listen to him. They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops. Many went to jail. In urban areas these women were from high-caste families; in rural areas they came from rich peasant households. Moved by Gandhiji's call, they began to see service to the nation as a sacred duty of women. They coordinated assistance initiatives and raised awareness regarding the fight for freedom. Their engagement in the movement marked a significant turning point in altering the gender dynamics within the political landscape. The participation of women played a crucial role in transforming societal perceptions of women's abilities and entitlements.

51. How were the various social groups involved in the Civil Disobedience Movement? Explain with examples. (CBSE 2024)

Ans. Various social groups played distinct roles in the struggle for independence from British rule. Wealthy agrarians, like Patidars in Gujarat and the Jats in Uttar Pradesh, engaged in the movement to voice their grievances against excessive taxation and declining agricultural prices. Impoverished farmers rallied to demand the resolution of unpaid rents. Industrialists, like Purshottamdas and G D Birla, established the Federation of Indian Chambers of Commerce and Industry (FICCI) to challenge colonial regulations that hindered their enterprises, advocating for safeguards against foreign competition and the stabilisation of the rupee-sterling exchange rate. Urban industrial workers took to organising strikes and protests to highlight their struggles with inadequate working conditions and meagre wages. Women participated in the independence movement by joining marches, boycotting imported goods, and producing salt. Intellectuals, writers, and artists contributed to shaping public sentiment through their creative expressions in art, literature, and journalism. The Indian National Congress effectively mobilised the populace through non-violent resistance and organised boycotts.

52. Analyse the role of the business classes in Civil Disobedience Movement. (CBSE 2023)

Ans. Keen on expanding their business, the business class reacted against the colonial policies that restricted business activities. They wanted protection against imports of foreign goods, and a rupee-sterling foreign exchange ratio that would discourage imports. To organise business interests, they formed the Indian Industrial and Commercial Congress in 1920 and the Federation of the Indian Chamber of Commerce and Industries (FICCI) in 1927. Led by prominent industrialists like Purshottamdas Thakurdas and G D Birla, the industrialists attacked colonial control over the Indian economy, and supported the Civil Disobedience Movement when it was first launched. They gave financial assistance and refused to buy or sell imported goods. Most businessmen came to see swaraj as a time when colonial restrictions on business would no longer exist and trade and industry would flourish without constraints.

53. Explain in detail the contribution of folklore in strengthening the idea of nationalism in India.

Ans. History and fiction, folklore and songs, symbols all of them played an important role in developing and spreading the idea of nationalism. In the

20th century, the identity of India came to be visualised through the image of Bharat Mata. The image was first created by Bankim Chandra Chattopadhyay and in 1870s he wrote 'VandeMataram' as a hymn to the motherland which was widely sung during the Swadeshi Movement. A movement to revive Indian folklore also helped in developing the ideas of nationalism. Rabindranath Tagore started collecting ballads, nursery rhymes and led the movements for reviving the folk. Natesa Sastri published a collection of Tamil folk tales, The Folklore of Southern India. With the development of national movement, the leaders became more aware of such icons and symbols which helped in unifying people and developing a feeling of nationalism.

54. "There were variety of cultural processes through which Indian Nationalism captured people's imagination." Explain the statement with examples. (CBSE 2024)

Ans. Indian literature and poetry significantly contributed to the advancement of nationalist sentiments and the encouragement of resistance against colonial domination. Authors and poets like Bankim Chandra Chattopadhyay and Rabindranath Tagore harnessed their literary talents to instill a sense of patriotism, cultural pride, and unity among the Indian populace. A notable example is Bankim Chandra Chattopadhyay's novel 'Anandamath,' which brought the song 'Vande Mataram' to prominence, transforming it into a powerful anthem for the nationalist cause. In addition, historians and intellectuals endeavoured to reframe Indian history, emphasising the accomplishments and contributions of Indian civilisation while contesting colonial narratives that depicted Indians as primitive and inferior. This period also witnessed the rise of various cultural revival movements throughout India, aimed at celebrating indigenous traditions, languages, and arts as a form of resistance against colonial cultural dominance. Indian nationalism manifested itself through diverse avenues of mass mobilisation and popular culture, encompassing songs, theatrical performances, visual arts, and symbolic representations.

———— Let's Compete ————

Multiple-Choice Questions

1. In which year did Gandhiji return to India?
- | | |
|------------------|------------------|
| (a) January 1920 | (b) January 1916 |
| (c) January 1915 | (d) January 1931 |

Ans. (c) January 1915

2. Which one of the following is not true regarding the impact of the First World War?
- The hardships ended with the War with the introduction of the Rowlatt Act.
 - Forced recruitment of the soldiers was introduced in the villages.
 - Defence expenditure resulted in increased taxes.
 - Income tax was introduced and customs duties increased.

Ans. (a) The hardships ended with the War with the introduction of the Rowlatt Act.

3. Champaran Satyagraha was launched by Gandhiji against
- high revenue demands.
 - mill owners.
 - salt taxes.
 - oppressive plantation system.

Ans. (d) oppressive plantation system.

4. The Non-Cooperation programme was adopted at which Indian National Congress session?

- | | |
|-------------------|-----------------|
| (a) Lahore 1929 | (b) Nagpur 1920 |
| (c) Calcutta 1920 | (d) Bombay 1918 |

Ans. (b) Nagpur 1920

5. Who took command when martial law was enforced in Amritsar in 1919?

- | | |
|--------------------|-------------------|
| (a) Sir John Simon | (b) Lord Curzon |
| (c) General Dyer | (d) None of these |

Ans. (c) General Dyer

6. Who formed the Justice Party of Madras?

- | | |
|-------------|------------------|
| (a) Judges | (b) Brahmins |
| (c) Muslims | (d) Non-Brahmins |

Ans. (d) Non-Brahmins

7. Who among the following organised the Dalits into the Depressed Classes Association?

- | | |
|--------------------|-------------------|
| (a) Mahatma Gandhi | (b) J L Nehru |
| (c) B R Ambedkar | (d) None of these |

Ans. (c) B R Ambedkar

8. Who among the following was also known as the Frontier Gandhi?

- Subhas Chandra Bose
- Lala Lajpat Rai
- Bal Gangadhar Tilak
- Khan Abdul Ghaffar Khan

Ans. (d) Khan Abdul Ghaffar Khan

9. Who among the following was the leader of the Muslim League?

- | | |
|-------------------------|---------------------|
| (a) Muhammad Ali Jinnah | (b) Dr B R Ambedkar |
| (c) Jawaharlal Nehru | (d) Mahatma Gandhi |

Ans. (a) Muhammad Ali Jinnah

10. Who said 'swaraj would not come for a hundred years if untouchability is not eliminated'?

- (a) B R Ambedkar (b) Mahatma Gandhi
(c) Subhas Chandra Bose (d) Motilal Nehru

Ans. (b) Mahatma Gandhi

———— Life Skills ————

1. 'The high point of Congress activity and nationalist unity were followed by phases of disunity and inner conflict between groups'. Analyse this statement.

Ans. A growing anger against the British rule brought together various groups and classes of Indians into a common struggle for the freedom in the first half of the 20th century. The Indian National Congress under the leadership of Gandhiji channelised common people's grievances into an organised movement for independence from the British rule. Through various movements, the nationalists tried to forge a national unity. People belonging to diverse groups and classes participated in these movements. Indian National Congress attempted to resolve the differences and ensured that the demands of one group did not alienate another. So it is true to say that the high point of Congress activity and nationalist unity

were followed by phases of disunity and inner conflict between groups.

2. Nationalism spread when people began to believe that they were all part of the same nation. Explain this statement.

Ans. The united struggle against the British colonists was the most important factor responsible for arousing the sense of nationalism. In the 20th century, the identity of India came to be visualised through the image of Bharat Mata. The image was first created by Bankim Chandra Chattopadhyay and in 1870s he wrote 'Vande Mataram' as a hymn to the motherland which was widely sung during the Swadeshi Movement. A movement to revive Indian folklore also helped in developing the ideas of nationalism. Rabindranath Tagore started collecting ballads, nursery rhymes and led the movements for reviving the folk. Natesa Sastri published a collection of Tamil folk tales, The Folklore of Southern India. With the development of national movement, the leaders became more aware of such icons and symbols which helped in unifying people and developing a feeling of nationalism. During Swadeshi Movement in Bengal, a tricolour flag was designed which had eight lotuses representing eight provinces of the British India and a crescent moon which represented Hindus and Muslims.

The Making of a Global World

— Check Your Progress 1 —

Multiple-Choice Questions

- What significant change occurred in the sixteenth century that made the world seem smaller?
 - The rise of European empires
 - European sailors found sea routes to Asia and America
 - The invention of the printing press
 - The spread of the Black Death

Ans. (b) European sailors found sea routes to Asia and America

- Which one of the countries passed Corn Laws to restrict the import of corn?

- India
- Britain
- China
- France

(CBSE 2011)

Ans. (b) Britain

- Who among the following discovered the Americas?

- Christopher Columbus
- Ferdinand Magellan
- Vasco da Gama
- Marco Polo

Ans. (a) Christopher Columbus

- Most of the Indian indentured workers came from

- North-eastern states.
- Karnataka.
- Eastern Uttar Pradesh.
- Western Rajasthan.

Ans. (c) Eastern Uttar Pradesh.

- Which of the following was a key product transported westward on the Silk Routes?

- Spices
- Textiles
- Chinese silk
- Pottery

Ans. (c) Chinese silk

- Which regions were connected by the Silk Routes?

- Asia and Europe
- Asia and Africa
- Asia, Europe, and northern Africa
- Asia and the Americas

Ans. (c) Asia, Europe, and northern Africa

- 'Buddhism emerged from eastern India and spread in several directions.' Read the following reasons for its spread and choose the correct option.

- Due to cultural exchange
- Due to Silk Route
- Due to trade & travellers
- Due to European efforts

Options:

- Only I, II and IV are correct.
- Only II, III and IV are correct.
- Only I, II and III are correct.
- Only I, III and IV are correct.

(CBSE 2024)

Ans. (c) Only I, II and III are correct.

- Choose the correct option to fill in the blank.

..... from India and Southeast Asia travelled through 'Silk Route' to other parts of the world.

- Gold and silver ornaments
- Clothes and spices
- Grain and pulses
- Iron and other metals

(CBSE 2024)

Ans. (b) Clothes and spices

- Arrange the following technological developments in chronological order and choose the correct answer from the options given below.

- Introduction of refrigerated ships.
- Live animals shipped from America to Europe.
- Development of faster railways and larger ships.

Options:

- BCA
- CBA
- BAC
- ABC

Ans. (a) BCA

Very Short Answer Type Questions

10. Why was the Indian subcontinent central to the flows of the trading network before the sixteenth century? Explain. (CBSE 2024)
- Ans.** The Indian subcontinent served as a pivotal centre for trade networks prior to the 16th century, owing to its strategic position at the intersection of significant trade routes and its abundant natural resources.
11. "The Silk Route was a good example of vibrant pre-modern trade and cultural links between distant parts of the world." Explain the statement with any two examples. (CBSE 2024)
- Ans.** Commodities such as silk, spices, gemstones, and textiles were exchanged among Asia, Europe, and the Middle East. In exchange, Europe supplied Asia with valuable metals, including gold and silver. The Silk Route also facilitated the dissemination of ideas, religions, and philosophies. Notably, Buddhism, which began in India, made its way to China and Japan through these trade networks.
12. What was the most powerful weapon of the Spanish colonisers? How did they deploy it?
- Ans.** The most powerful weapon of the Spanish conquerors was not a conventional military weapon at all. It was the germs such as those of smallpox that they carried on their person. Because of their long isolation, America's original inhabitants had no immunity against these diseases that came from Europe. Smallpox in particular proved a deadly killer.
13. What was British India's single-largest export from the 1820s? Why was it exported to China?
- Ans.** In the 1820s, opium emerged as the most significant export of British India. To address the trade deficit caused by the European appetite for luxury goods from China, the British East India Company cultivated opium in Bengal. This strategy enabled British merchants to engage in the illicit trade of opium, selling it to Chinese smugglers for distribution within China.
14. When and why was the migration of indentured labour abolished in India?
- Ans.** The indentured labour migration was abolished in 1921 due to opposition of India's nationalist leaders.
15. What enabled the efficient transport of meat from America to Europe in the late nineteenth century?
- Ans.** The development of refrigerated ships in the late nineteenth century enabled the efficient transport of meat from America to Europe, reducing costs and prices, and making meat more accessible to the European poor.

16. Mines of which precious metal enhanced Europe's wealth and financed its trade with Asia? Where were these mines located?

Ans. The extraction of precious metals, especially silver, from mines in what are now Peru and Mexico significantly contributed to the accumulation of wealth in Europe and facilitated its commercial exchanges with Asia.

Short Answer Type Questions

17. State the causes for a westwards shift in trade.
- Ans.** Poverty and hunger was a common feature in Europe until the nineteenth century. Deadly diseases, religious conflicts were common, so thousands fled from Europe for America. Till eighteenth century, India and China were among the richest countries in the world. However, from fifteenth century, China restricted its overseas contacts. The increase in importance of America gradually transferred the centre of world trade towards the West and now Europe emerged as the centre of world trade.
18. Describe the impact of 'rinderpest' on people's livelihoods and local economy in Africa in the 1890s. (CBSE 2018)
- Ans.** The example of European imperial impact on colonised societies was the fast-spreading disease of cattle plague or rinderpest which arrived in Africa in 1890s, had a shocking impact on people's living and the native economy. Rinderpest was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in East Africa. Rinderpest killed almost 90 per cent of the cattle. Europeans were attracted to Africa due to its vast natural resources of land and minerals. They came to Africa with an aim to establish plantations and mines to produce crops and minerals for export to Europe.
19. What were the 'Corn Laws'? How was it abolished? Explain. (CBSE 2015)
- Ans.** The population growth from the late 18th century increased the demands for food grains in Britain. Due to expansion of urban centres and industrial growth, the demand for agricultural products went up which in turn led to increase in prices of food grain. Under the pressure of landed group the government restricted the import of corn. Industrialists and urban dwellers were unhappy with the high food prices and they forced the abolition of Corn Law. After abolition of the Corn Laws, it was possible to import the food into Britain more cheaply in comparison to local production. As a result of this, British agriculture was not able to compete with the imports.

20. Discuss the crucial role played by India in the nineteenth-century world economy.

Ans. There was an upward trend in export of food grain and raw material from India to Britain and the rest of the world. But the value of British exports to India was much higher in comparison to British imports from India. So Britain had a trade surplus with India. This trade surplus helped Britain to balance its trade deficits with other nations. So India played an important role in the late nineteenth century world economy by helping Britain balance its deficits.

21. How did food promote long-distance cultural contacts in the pre-modern world? Explain. (CBSE 2024)

Ans. Food offers many examples of long-distance cultural exchange. Traders and travellers introduced new crops to the lands they travelled. Even 'ready' foodstuff in distant parts of the world might share common origins. Take spaghetti and noodles. It is believed that noodles travelled west from China to become spaghetti. Or, perhaps Arab traders took pasta to fifth-century Sicily, an island now in Italy.

22. Explain the factors responsible for indentured labour migration from India.

Ans. In the nineteenth century, hundreds of thousands of Chinese and Indian labourers went to different parts of the world to work on plantations, in mines and in road and railway construction projects. Most of the Indian indentured workers were from the present-day regions of eastern Uttar Pradesh, Bihar, central India and the dry districts of Tamil Nadu. The main reasons for their migration were, cottage industries declined, land rents were increased, and lands were cleared for mines and plantations. As a result poor could not pay their rents and became extremely indebted and were forced to migrate in search of work.

23. How was the 'Silk Route' an example of vibrant pre-modern trade? Explain. (CBSE 2024)

Ans. The name 'silk routes' points to the importance of West-bound Chinese silk cargoes along this route. Historians have identified several silk routes, over land and by sea, knitting together vast regions of Asia, and linking Asia with Europe and northern Africa. Chinese pottery also travelled the same route, as did textiles and spices from India and Southeast Asia. In return, precious metals – gold and silver – flowed from Europe to Asia.

24. How did the Berlin Conference of 1885 impact Africa and its people?

Ans. The Berlin Conference of 1885 resulted in European powers dividing Africa into territories, drawing borders with little regard for ethnic or

cultural boundaries. This led to the colonisation of vast regions, significantly disrupting local societies and economies, leading to loss of autonomy and profound long-term social, political, and economic consequences for the African people.

Long Answer Type Questions

25. Describe the importance of the Silk Routes.

(CBSE 2010, 2011)

Ans. Silk route is an example of large scale trade and cultural links between various regions of the world. The name 'silk route' signifies the importance of Chinese silk cargoes to the Western world through this route. Silk routes existed even before the Christian era. Cultural and trade relations developed simultaneously, as Christian missionaries and Muslim preachers travelled through this route to Asia in order to propagate Christianity and Islam respectively. Buddhism emerged in eastern India and it was propagated to other parts of the world through intersecting points on this route.

26. 'Technological advances were often the result of larger social, political and economic factors'. Explain this statement with reference to the trade in meat.

Ans. Some of the important inventions like the railways, steamships, and the telegraph helped in transforming the nineteenth century world. These technological advances were the result of social, political and economic factors. For example, till the 1870s, animals were shipped alive from America to Europe and were slaughtered on their arrival. This process posed many problems like many animals died in voyage; they took up a lot of space on ships, lost weight and others. So meat was expensive and poor could not afford it. Due to high prices the demand and production was low till the new technology developed. Refrigerated ships were used to transport perishable items over long distances. Frozen meat could now be transported, making it available for the poor in Europe.

27. How did the abolition of the Corn Laws impact food production and the agricultural workforce in nineteenth-century Britain, and what were the broader social and economic consequences of these changes?

Ans. The abolition of the Corn Laws in nineteenth-century Britain allowed for cheaper food imports, making it more economical than domestic production. This led to a decline in British agriculture as it could not compete with imported food prices. Vast areas of farmland were left uncultivated, causing widespread

unemployment among agricultural workers. Consequently, many displaced workers moved to urban areas, contributing to the growth of cities, or migrated overseas in search of better opportunities. This shift had significant social and economic consequences, including increased urbanisation and changes in labour dynamics. It also underscored the interconnectedness of global trade and its impact on local economies, altering traditional patterns of food production and consumption.

— Check Your Progress 2 —

Multiple-Choice Questions

1. In which one of the following countries was 'mass production' an important feature in the 1920s?

(a) United States of America
(b) Poland
(c) France
(d) Japan

(CBSE 2023)

Ans. (a) United States of America

2. Which one of the following groups of countries was known as the Allies?

(a) Germany, Japan and Italy
(b) Britain, France and Russia
(c) India, Britain and Italy
(d) France, India and Germany

(CBSE 2010, 2011)

Ans. (b) Britain, France and Russia

3. Which one of the following countries has an effective right of veto over IMF and the World Bank?

(a) The USA (b) UK
(c) France (d) Germany

Ans. (a) The USA

4. Which of the following organisations were established during the Bretton Woods Conference?

(a) The IMF and UNO
(b) The IMF and ILO
(c) The IMF and General Assembly
(d) The IMF and the World Bank

Ans. (d) The IMF and the World Bank

5. What led to the collapse of the fixed exchange rate system?

(a) Rising costs of US overseas involvements
(b) The introduction of new economic policies in China
(c) The rise of MNCs
(d) The increasing confidence in the US dollar

Ans. (a) Rising costs of US overseas involvements

6. What was the primary role of the IMF and World Bank when they were initially created?
- (a) To address poverty in developing countries
(b) To meet the financial needs of industrial countries
(c) To control international trade tariffs
(d) To provide military support to allied nations

Ans. (b) To meet the financial needs of industrial countries

7. Arrange the following in chronological order and choose the correct answer from the given options.
- I. The Bretton Woods conference established the International Monetary Fund.
II. The Second World War broke out between the Axis and Allied groups.
III. A car manufacturer Henry Ford adopted the 'assembly line method' for production.
IV. The Western economies organized themselves as a group – 'The Group of 77'.

Options:

(a) III, II, I and IV (b) I, II, III and IV
(c) IV, III, II and I (d) IV, II, III and I

(CBSE 2023)

Ans. (a) III, II, I and IV

8. What did the Group of 77 (G-77) demand in the New International Economic Order (NIEO)?

(a) More military aid
(b) Higher tariffs on exports
(c) Increased colonisation efforts
(d) Control over natural resources and fairer trade practices

Ans. (d) Control over natural resources and fairer trade practices

9. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

A. Japan and Europe become less dependent on the IMF and World Bank.
B. End of the Second World War.
C. Creation of the IMF and World Bank.
D. Formation of the New International Economic Order (NIEO).

Options:

(a) BCAD (b) CBAD
(c) BACD (d) ABDC

Ans. (a) BCAD

Very Short Answer Type Questions

10. Name the two power blocs that fought the First World War.

Ans. The First World War was fought between two power blocs, i.e., the Allies including Britain,

France and Russia (later joined by the US) and the Central Powers including Germany, Austria-Hungary and Ottoman Turkey.

11. Define the term 'tariff'.

Ans. Tax imposed on a country's imports from the rest of the world.

12. What do you understand by 'exchange rates'?

Ans. Exchange rate link national currencies for purposes of international trade. There are broadly two kinds of exchange rates: fixed exchange rate and floating exchange rate.

13. What is the post-war international economic system also known as? What was its aim?

Ans. The post-war international economic system is known as the Bretton Woods system. The primary objective of the Bretton Woods system was to ensure economic stability and achieve full employment within industrialised countries.

14. What was the average unemployment rate in most industrial countries during the Bretton Woods era?

Ans. The average unemployment rate in most industrial countries during the Bretton Woods era was less than 5%.

Short Answer Type Questions

15. Write a short note on the industrial practices adopted by Henry Ford to speed up the production of cars.

Ans. Henry Ford adapted the assembly line of a slaughterhouse in Chicago to his new car plant established in Detroit. The assembly line forced workers to repeat a single task continuously like fitting a particular part to the car at a pace dictated by the conveyor belt. This prevented workers from delaying the motions, taking extra break or even chit chatting with the co-workers. Due to introduction of assembly line, workers quit the jobs in large numbers. In order to overcome the higher attrition rate, Henry Ford doubled the daily wage to \$5 in January 1914 and also banned trade unions to operate from his plants.

16. Discuss the impact of the Great Depression on the Indian economy.

Ans. The Great Depression had immediate effect on Indian trade and economy. Both exports and imports of India nearly halved between 1928 and 1934. The price of wheat in India fell by 50 per cent. Peasants and farmers suffered more in comparison to the urban dwellers because the colonial government refused to reduce revenue demands. Peasants who took loans to increase the output in the hope of higher incomes faced even lower prices and fell deeper into debt. Peasants exhausted all their savings, mortgaged

lands and sold jewellery and precious metals they had, to meet their expenses. India became an exporter of precious metals particularly gold, which helped speed up the British recovery. In urban India, because of the fall in prices, the fixed salaried people found themselves better off.

17. Write a short note on the two lessons learnt by economists and politicians from the inter-war economic experience.

Ans. Economists and politicians learnt two significant lessons from inter-war economic experiences. First, an industrial society based on mass production cannot sustain without mass consumption and to ensure this there was a need for high and stable incomes. Income cannot be stable if employment was unstable, so stable incomes require secure employment. The second lesson was related to a country's economic links with the outside world. The objective of full employment can only be accomplished if governments had authority to regulate the flows of goods, capital and labour.

18. What measures did developing countries take to catch up with advanced industrial nations during the Bretton Woods era?

Ans. During the Bretton Woods era, developing countries invested vast amounts of capital in importing modern industrial plants and equipment. This investment aimed to adopt advanced technology and enterprise to accelerate their economic growth and catch up with Western industrial nations.

19. How did the Bretton Woods system contribute to economic stability and growth in the post-war period?

Ans. The Bretton Woods system contributed to economic stability and growth by fostering an environment where world trade grew annually by over 8%, incomes rose by nearly 5%, and unemployment rates averaged less than 5%. This system provided a stable framework for economic expansion and technological advancement.

20. What were the limitations of the IMF and the World Bank? Mention any two. (CBSE 2012)

Ans. After Second World War many colonies in Asia and Africa emerged as free, independent nations. Economy of these nations was handicapped by long periods of colonial rule. The IMF and the World Bank were designed to meet the financial needs of the industrial countries. They were not equipped to manage the challenge of poverty and lack of development in these colonies. Europe and Japan rapidly rebuilt their economies and they were not dependent on the IMF and the World Bank anymore.

Long Answer Type Questions

- 21.** Explain in detail the causes of the Great Depression.
- Ans.** The Great Depression which started around 1929 continued till the mid-1930s. Almost every part of the world experienced decline in production, employment, incomes and trade. Agricultural regions and communities were the worst affected.

Causes of the Great Depression

- (i) *Agricultural overproduction:* The decreasing agricultural prices caused a drop in agricultural incomes. The farmers now tried to expand production and bring a bigger volume of produce to the market for sustaining their overall income. This deteriorated the situation in the market, pushing down prices even further. Farm produce decayed for a lack of buyers.
 - (ii) In the first half of 1928, US overseas loans were more than \$1 billion. However, a year later it was one quarter of that amount. Countries dependent on US loans now faced an acute crisis.
 - (iii) The withdrawal of the US loans resulted in the failure of some major banks and the collapse of currencies such as the British Pound Sterling.
- 22.** Discuss the impact of First World War on the US economy.
- Ans.** The First World War was the first modern industrial war which witnessed the use of machine guns, tanks, aircrafts, chemical weapons, etc. on a massive scale. During this war, the industries were also restructured to produce war related goods. Men went to the battle field and women undertook their jobs. Britain borrowed large sums of money from US banks and the US public. This war transformed the US from being an international debtor to an international creditor. By the end of war, the US and its citizens owned more overseas assets than foreign governments and citizens owned in the US.
- 23.** Describe the steps taken by the economists and politicians of the world to overcome the global economic crisis that arose after the Second World War.
- Ans.** The primary objective of the post-war international economic system was to preserve economic steadiness and full employment in the industrial world. Its agenda was approved at the United Nations Monetary and Financial Conference held in July 1944 at Bretton Woods in New Hampshire, USA. The Bretton Woods conference established the International Monetary Fund (IMF) to deal

with external surpluses and deficits of its member nations. The International Bank for Reconstruction and Development (World Bank) was set up to finance post-war reconstruction. The IMF and the World Bank are referred to as the Bretton Woods institutions or sometimes the Bretton Woods twins. The IMF and the World Bank commenced their financial operations in 1947.

Self-Assessment

Multiple-Choice Questions

- 1.** What was the most powerful weapon of the Spanish conquerors in the Americas?
 - (a) Superior firepower
 - (b) Alliances with local tribes
 - (c) Smallpox and other European diseases
 - (d) Advanced navigation techniques
- Ans.** (c) Smallpox and other European diseases
- 2.** Which one of the following religions emerged from eastern India and spread in several directions through intersecting points on the 'Silk Routes'?
 - (a) Hinduism
 - (b) Christianity
 - (c) Buddhism
 - (d) Jainism
- Ans.** (c) Buddhism (CBSE 2024)
- 3.** What was a significant consequence of the introduction of refrigerated ships for European consumers?
 - (a) Increased meat prices
 - (b) Meat became a luxury item
 - (c) Reduced meat prices and more varied diets
 - (d) Decreased demand for meat
- Ans.** (c) Reduced meat prices and more varied diets
- 4.** The Central Powers did not include
 - (a) Austria-Hungary.
 - (b) Germany.
 - (c) Ottoman Turkey.
 - (d) Japan.
- Ans.** (d) Japan. (CBSE 2010, 2011)
- 5.** What is the full form of IMF?
 - (a) International Maritime Force
 - (b) International Monetary Fund
 - (c) International Military Fund
 - (d) International Marine Fund
- Ans.** (b) International Monetary Fund
- 6.** Which of the following West Indies cricketers trace their roots to indentured labour migrants from India?
 - (a) Vivian Richards and Gary Sobers

- (b) Chris Gayle and Dwayne Bravo
- (c) Ramnaresh Sarwan and Shivnarine Chanderpaul
- (d) Brian Lara and Courtney Walsh (CBSE 2010)

Ans. (c) Ramnaresh Sarwan and Shivnarine Chanderpaul

7. Which system led to unprecedented growth in trade and incomes for Western industrial nations and Japan after WWII?
- (a) Gold Standard System
 - (b) Bretton Woods System
 - (c) Fixed Exchange Rate System
 - (d) Floating Exchange Rate System

Ans. (b) Bretton Woods System

8. Arrange the following in the order they occurred and choose the correct answer from the options given below.
- A. Developing countries experienced less benefit from fast Western economic growth.
 - B. IMF and World Bank were created.
 - C. The IMF and World Bank began to shift focus to developing countries.
 - D. Many colonies in Asia and Africa gained independence.

Options:

- (a) BDCA (b) DBAC
- (c) ACBD (d) BADC

Ans. (a) BDCA

9. From the mid-1970s, where did developing countries primarily seek loans and development assistance?
- (a) International institutions
 - (b) Western commercial banks and private lending institutions
 - (c) The IMF and World Bank
 - (d) Local banks

Ans. (b) Western commercial banks and private lending institutions

10. Arrange the following events in chronological order and choose the correct answer from the options given below.
- A. Bretton Woods Conference
 - B. Formation of the Group of 77 (G-77)
 - C. End of the Second World War
 - D. Shift of IMF and World Bank focus to developing countries

Options:

- (a) CADB (b) ACBD
- (c) CDAB (d) ADCB

Ans. (a) CADB

Assertion-Reason Type Questions

For question numbers 11 to 23, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (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.

11. **Assertion (A):** From ancient times, travellers, traders, priests, and pilgrims travelled vast distances for knowledge, opportunity and spiritual fulfillment, or to escape persecution.

Reason (R): As early as 3000 BCE an active coastal trade linked the Indus valley civilizations with present-day West Asia.

Ans. (a) Both A and R are true and R is the correct explanation of A.

12. **Assertion (A):** The Silk Routes were essential for the exchange of not only goods but also cultural and religious ideas.

Reason (R): Traders and travellers along the Silk Routes carried precious metals from Asia to Europe.

Ans. (c) A is true but R is false.

13. **Assertion (A):** The Indian subcontinent was a crucial point in the pre-modern trade networks of the Indian Ocean.

Reason (R): European entry into the Indian Ocean expanded and redirected trade flows towards Europe.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

14. **Assertion (A):** Between 1812 and 1871, the share of raw cotton exports rose from 5 per cent to 35 per cent.

Reason (R): Britain grew opium in China and exported it to India and, with the money earned through this sale, it financed its tea and other imports from India.

Ans. (c) A is true but R is false.

15. **Assertion (A):** The development of refrigerated ships in the 1870s significantly reduced the cost of transporting meat from America to Europe.

Reason (R): Refrigerated ships allowed animals to be slaughtered at the source and transported as frozen meat, which was more efficient and economical.

Ans. (a) Both A and R are true and R is the correct explanation of A.

16. Assertion (A): The Great Depression began around 1929 and lasted till the mid-1930s.

Reason (R): Economists identify three types of movement or 'flows' within international economic exchanges.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

17. Assertion (A): The First World War was fought between two power blocs.

Reason (R): On the one side were the Allies – Britain, France and Russia.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

18. Assertion (A): The late nineteenth century was a period of expanding trade and increased prosperity.

Reason (R): European conquests during this time resulted in significant economic, social, and ecological changes in colonised societies.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

19. Assertion (A): Developing countries experienced increased poverty and lower incomes from the mid-1970s.

Reason (R): They were forced to borrow from Western commercial banks, leading to periodic debt crises.

Ans. (a) Both A and R are true and R is the correct explanation of A.

20. Assertion (A): The introduction of floating exchange rates helped stabilise the international financial system.

Reason (R): The fixed exchange rate system collapsed due to the weakened confidence in the US dollar and its inability to maintain its value in relation to gold.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

21. Assertion (A): Developing countries benefited significantly from the rapid growth experienced by Western economies in the 1950s and 1960s.

Reason (R): Developing countries invested heavily in modern industrial plants and equipment to catch up with advanced nations.

Ans. (d) A is false but R is true.

22. Assertion (A): The Bretton Woods institutions were initially created to address the financial needs of developing countries.

Reason (R): The IMF and World Bank shifted their

focus to developing countries after Europe and Japan's economies recovered.

Ans. (d) A is false but R is true.

23. Assertion (A): The Bretton Woods system led to stable economic growth in the post-war period.

Reason (R): The system provided a framework where world trade grew annually by over 8% and incomes by nearly 5%.

Ans. (a) Both A and R are true and R is the correct explanation of A.

Match the Following

24. Match the following items given in Column A with those in Column B. Choose the correct answer from the given options:

Column A	Column B
A. Chinese silk	1. Travelled westward along the Silk Routes
B. Precious metals	2. Spread through intersecting points on the Silk Routes
C. Early Christian missionaries	3. Flowed from Europe to Asia
D. Buddhism	4. Used the Silk Routes for cultural exchange

Codes:

A	B	C	D
(a) 1	3	4	2
(b) 4	3	2	1
(c) 1	2	4	3
(d) 2	1	3	4

Ans. (a) 1 3 4 2

25. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Bretton Woods Conference	1. Introduction of floating exchange rates
B. Group of 77 (G-77)	2. Economic policies opening up the country
C. Collapse of the fixed exchange rate system	3. Established IMF and World Bank
D. China's economic reforms	4. Demanded New International Economic Order

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 1	3	4	2
(c) 4	2	1	3
(d) 3	4	1	2

Ans. (d) 3 4 1 2

26. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A (Years)	Column B (Events)
A. 1929	1. The Great Depression
B. 1944	2. United Nations Monetary and Financial Conference.
C. 1947	3. The IMF and the World Bank commenced financial operations.
D. 1914	4. First World War.

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 2	4	1	3
(c) 4	1	3	2
(d) 2	3	4	1

Ans. (a) 1 2 3 4

Study the Picture and Answer the Question



27. Which of the following statement correctly depicts the above given image?

- Silk Route trade as depicted in a Chinese cave painting, eighth century.
- Silk Route trade as depicted in a Portuguese cave painting, tenth century.
- Silk Route trade as depicted in an Egyptian cave painting, eleventh century.
- Silk Route trade as depicted in an Ajanta cave painting, seventh century.

Ans. (a) Silk Route trade as depicted in a Chinese cave painting, eighth century.

Find the Incorrect Option

28. (a) In Africa, in the 1890s, a fast-spreading disease of cattle plague or rinderpest had a terrifying impact on people's livelihoods and the local economy.

- The rinderpest killed 60 per cent of the cattle.
- In the nineteenth century, hundreds of thousands of Indian and Chinese labourers went to work on plantations, in mines, and in road and railway construction projects around the world.
- In Trinidad the annual Muharram procession was transformed into a riotous carnival called 'Hosay'.

Ans. (b) The rinderpest killed 60 per cent of the cattle.

Correct and Rewrite the Following Statement

29. Britain and Italy made vast additions to their overseas territories in the late nineteenth century. Belgium and France became new colonial powers. Japan also became a colonial power in the late 1890s by taking over some colonies earlier held by Spain.

Ans. Britain and France made vast additions to their overseas territories in the late nineteenth century. Belgium and Germany became new colonial powers. The US also became a colonial power in the late 1890s by taking over some colonies earlier held by Spain.

Fill in the Blanks

- Unhappy with high food prices, industrialists and urban dwellers forced the abolition of the Corn Laws.
- One important feature of the US economy of the 1920s was mass production.
- From the late 1970s MNCs also began to shift production operations to low-wage Asian countries.

Very Short Answer Type Questions

33. What was 'El Dorado' in South America famous?

Ans. 'El Dorado' in South America is famous for gold.

34. How was the Indian subcontinent crucial for the trade network during the sixteenth century? Explain.

(CBSE 2024)

Ans. In the sixteenth century, the Indian subcontinent played a vital role in the global trade network, owing to its advantageous position along key maritime routes that linked Europe, Asia, and Africa. This region functioned as a central point for the interchange of commodities, cultural practices, and intellectual concepts among these areas, thereby promoting the growth of international commerce.

35. Which were two countries among the richest countries in the world until the eighteenth century? Which one retreated to isolation in fifteenth century?

Ans. Until well into the eighteenth century, China and India were among the world's richest countries. They were also pre-eminent in Asian trade. However, from the fifteenth century, China is said to have restricted overseas contacts and retreated into isolation.

36. What economic challenges did Britain face after the First World War?

Ans. After the First World War, Britain struggled to regain market dominance, faced huge external debts from war-time borrowing, and experienced a contraction in production and rising unemployment, with one in five British workers out of work by 1921.

37. How did the revival of wheat production in eastern Europe after the First World War impact global agricultural economies?

Ans. The revival of wheat production in eastern Europe created a glut in the global market, leading to falling grain prices, declining rural incomes, and increased debt for farmers in other major wheat-producing regions like Canada, America, and Australia.

38. Who was V S Naipaul? (CBSE 2015)

Ans. V S Naipaul was the Nobel Prize-winning writer.

39. "Until the nineteenth century, poverty and hunger were common in Europe." Analyse the statement. (CBSE 2024)

Ans. Cities were crowded and deadly diseases were widespread. Religious conflicts were common, and religious dissenters were persecuted. Thousands therefore fled Europe for America. Here, by the eighteenth century, plantations worked by slaves captured in Africa were growing cotton and sugar for European markets.

40. What challenges did newly independent countries face after WWII?

Ans. Newly independent countries faced challenges of poverty and lack of resources due to the long periods of colonial rule, which left their economies and societies underdeveloped.

41. Why did the IMF and World Bank shift their focus to developing countries in the late 1950s?

Ans. As Europe and Japan rebuilt their economies and became less dependent on the IMF and World Bank, these institutions shifted their focus to developing countries to address their financial needs.

42. What do you understand by 'trade surplus'?

Ans. There was an upward trend in export of food grain and raw material from India to Britain and the rest of the world. But the value of British exports to India was much higher in comparison

to British imports from India. So Britain had a trade surplus with India.

Short Answer Type Questions

43. How did the Europeans manage to surmount the problem of shortage of labour in Africa?

Ans. Europeans were attracted to Africa due to its vast natural resources of land and minerals. They came to Africa with an aim to establish plantations and mines to produce crops and minerals for export to Europe. But Europeans faced a shortage of labour in Africa due to the unwillingness of the self-sufficient people to work for wage. They imposed heavy taxes, which could be paid only by working for wages on plantations and mines. Inheritance laws were also modified according to which only one member of a family was allowed to inherit the land, due to which the other members were forced to work as labourers.

44. How did the system of indentured labour migration impact Indian migrants' cultural expressions, and what were some new forms that emerged?

Ans. The harsh conditions faced by Indian indentured labourers led to the development of new forms of cultural expression, blending different traditions. Examples include the 'Hosay' carnival in Trinidad, Rastafarianism in the Caribbean, and 'Chutney music' in Trinidad and Guyana. These forms of cultural fusion illustrate how migrants adapted and created new identities, contributing to the making of a global world.

45. Explain why was the US economy strong in the early 1920s.

Ans. First World War helped boost the US economy. The US economy resumed its strong growth in the early 1920s which helped in quicker recovery. The most striking feature of the US economy of the 1920s was mass production. Henry Ford, a car manufacturer, was the well-known pioneer of mass production. He adapted the assembly line of a slaughterhouse in Chicago to his new car plant established in Detroit. The assembly line forced workers to repeat a single task continuously like fitting a particular part to the car at a pace dictated by the conveyor belt. This prevented workers from delaying the motions, taking extra break or even chit chatting with the co-workers.

46. How did the former colonial powers continue to influence newly independent countries after decolonisation?

Ans. Former colonial powers continued to influence newly independent countries by controlling vital resources such as minerals and land. Additionally, large corporations from powerful countries, like

the US, secured rights to exploit natural resources in developing countries cheaply, maintaining economic dominance.

47. Why did China and other Asian countries become attractive destinations for investments by the foreign MNCs? (CBSE 2012)

Ans. The industrial world was hit by higher unemployment rates which started in the mid-1970s and remained high until the early 1990s. MNCs began to shift production operations to low-wage Asian countries from the late 1970s. China was cut off from the post-war world economy since its revolution in 1949. Due to new economic policies in China and the collapse of the Soviet Union brought many countries back into the fold of the world economy. Wages were low in countries like China in comparison to other countries, so they became attractive destinations for investment by foreign MNCs. The relocation of industry to low-wage countries stimulated world trade and capital flows.

48. What was the purpose of the Group of 77 (G-77), and what did they demand?

Ans. The Group of 77 (G-77) was formed by developing countries to demand a New International Economic Order (NIEO). They sought real control over their natural resources, increased development assistance, fairer prices for raw materials, and better access for their manufactured goods in developed countries' markets.

Paragraph Based Questions

49. Read the sources given below and answer the questions that follow:

Source A – Wartime Transformations

The First World War, as you know, was fought between two power blocs. On the one side were the Allies – Britain, France and Russia (later joined by the US); and on the opposite side were the Central Powers – Germany, Austria-Hungary and Ottoman Turkey. When the war began in August 1914, many governments thought it would be over by Christmas. It lasted more than four years.

- (a) Name the countries which belonged to the two powers blocs.

Source B – Rise of Mass Production and Consumption

The move towards mass production had begun in the late nineteenth century, but in the 1920s it became a characteristic feature of industrial production in the US. A well-known pioneer of mass production was the car manufacturer Henry Ford.

- (b) What was the important feature of the US economy of the 1920s?

Source C – Indentured Labour Migration from India

Most Indian indentured workers came from the present-day regions of eastern Uttar Pradesh, Bihar, central India and the dry districts of Tamil Nadu. In the mid-nineteenth century these regions experienced many changes – cottage industries declined, land rents rose, lands were cleared for mines and plantations.

- (c) What is indentured labour? To which regions most of the indentured workers belonged?

Ans. (a) The two power blocs were Allies and Central powers.

- The countries belonged to Allies were – Britain, France and Russia (later joined by the US).
- The countries belonged to Central Powers were – Germany, Austria-Hungary and Ottoman Turkey.

- (b) The important feature of the US economy of the 1920s was the mass production. Henry Ford was the well known car manufacturer and a pioneer of mass production.

- (c) A bonded labourer under contract to work for an employer for a specific amount of time, to pay off his passage to a new country or home. Most of them belonged to the present-day regions of eastern Uttar Pradesh, Bihar, central India and the dry districts of Tamil Nadu.

Case Based Questions

50. In Africa, in the 1890s, a fast-spreading disease of cattle plague or rinderpest had a terrifying impact on people's livelihoods and the local economy. This is a good example of the widespread European imperial impact on colonised societies. Historically, Africa had abundant land and a relatively small population. For centuries, land and livestock sustained African livelihoods and people rarely worked for a wage. In late nineteenth-century Africa there were few consumer goods that wages could buy. In the late nineteenth century, Europeans were attracted to Africa due to its vast resources of land and minerals. Europeans came to Africa hoping to establish plantations and mines to produce crops and minerals for export to Europe. But there was an unexpected problem – a shortage of labour willing to work for wages. Employers used many methods to recruit and retain labour. Heavy taxes were imposed which could be paid only by working for wages on plantations and mines. Inheritance laws were

changed so that peasants were displaced from land. Only one member of a family was allowed to inherit land, as a result of which the others were pushed into the labour market. Mine-workers were also confined in compounds and not allowed to move about freely.

50.1 How did the cattle plague or rinderpest in the 1890s affect African livelihoods and the local economy?

Ans. The rinderpest outbreak devastated livestock, which were central to African livelihoods, causing widespread economic disruption and forcing people to seek wage labour.

50.2 What was one method used by European employers in Africa to recruit and retain labour for plantations and mines?

Ans. European employers imposed heavy taxes that could only be paid by working for wages on plantations and mines, forcing Africans into the labour market.

50.3 Discuss the impact of European colonisation on African societies in the late nineteenth century, focusing on labour recruitment and economic changes.

Ans. European colonisation disrupted traditional African livelihoods by imposing heavy taxes, changing inheritance laws, and confining mine workers. These measures displaced peasants, pushing them into the labour market to work on European plantations and mines. The rinderpest outbreak exacerbated this by destroying livestock, further forcing Africans to seek wage labour. This shift significantly altered African economies and societies, integrating them into the colonial economic system focused on exporting crops and minerals to Europe.

51. Population growth from the late eighteenth century had increased the demand for food grains in Britain. As urban centres expanded and industry grew, the demand for agricultural products went up, pushing up food grain prices. Under pressure from landed groups, the government also restricted the import of corn. The laws allowing the government to do this were commonly known as the 'Corn Laws'. Unhappy with high food prices, industrialists and urban dwellers forced the abolition of the Corn Laws. After the Corn Laws were scrapped, food could be imported into Britain more cheaply than it could be produced within the country. British agriculture was unable to compete with imports. Vast areas of land were now left uncultivated, and thousands of men and women were thrown out of work. They flocked to the cities or migrated overseas.

As food prices fell, consumption in Britain rose. From the mid nineteenth century, faster industrial growth in Britain also led to higher incomes, and therefore more food imports. Around the world – in Eastern Europe, Russia, America and Australia – lands were cleared and food production expanded to meet the British demand.

51.1 What do you understand by 'Corn Laws'?

Ans. The laws that were imposed to restrict the import of corns by the government in order to fulfil the demands of food grains in Britain is commonly known as corns laws.

51.2 Why were people migrated overseas and to other cities?

Ans. The British agriculture failed to produce enough food for the population. This led to the uncultivated land and thousands of men and women were thrown out of work. Many people were migrated to other cities and overseas.

51.3 What were the effects of the scrapping Corn Laws in Britain?

Ans. After the Corn Laws were scrapped, food could be imported into Britain more cheaply than it could be produced within the country. British agriculture was unable to compete with imports. Vast areas of land were now left uncultivated, and thousands of men and women were thrown out of work. They flocked to the cities or migrated overseas.

52. Britain grew opium in India and exported it to China and, with the money earned through this sale, it financed its tea and other imports from China. Over the nineteenth century, British manufactures flooded the Indian market. Food grain and raw material exports from India to Britain and the rest of the world increased. But the value of British exports to India was much higher than the value of British imports from India. Thus, Britain had a 'trade surplus' with India. Britain used this surplus to balance its trade deficits with other countries – that is, with countries from which Britain was importing more than it was selling to. By helping Britain balance its deficits, India played a crucial role in the late-nineteenth-century world economy. Britain's trade surplus in India also helped pay the so-called 'home charges' that included private remittances home by British officials and traders, interest payments on India's external debt, and pensions of British officials in India.

52.1 How did Britain use the money earned from exporting opium to China?

Ans. Britain used the money earned from exporting opium to China to finance its imports of tea and other goods from China.

52.2 What was the economic impact of Britain's trade surplus with India in the late nineteenth century?

Ans. Britain's trade surplus with India helped balance its trade deficits with other countries and financed private remittances, interest payments, and pensions of British officials in India.

52.3 Explain how India played a crucial role in balancing Britain's trade deficits in the late nineteenth century and discuss the broader implications of this for the global economy.

Ans. India played a crucial role in balancing Britain's trade deficits by providing a trade surplus, where the value of British exports to India exceeded Indian exports to Britain. This surplus allowed Britain to offset its trade deficits with other countries, from which it imported more than it exported. Additionally, this surplus financed Britain's "home charges," including remittances, interest payments, and pensions for British officials in India. This arrangement underscored India's pivotal role in sustaining the British economy and maintaining global economic stability during the late nineteenth century, highlighting the interconnectedness of colonial economies and their impact on global trade dynamics.

53. In the 1890s, the cattle plague rinderpest had a devastating impact on African societies, illustrating the profound effects of European imperialism. This disease, brought by infected cattle from British Asia, spread rapidly across Africa, killing 90% of the cattle and destroying livelihoods. Historically, Africans relied on abundant land and livestock, rarely working for wages. However, as Europeans sought to exploit Africa's resources, they faced a labour shortage. The rinderpest crisis forced many Africans into the labour market, as their primary means of sustenance vanished. European colonisers imposed heavy taxes and changed inheritance laws to recruit labour for plantations and mines, further consolidating their control. This event highlights how European conquest reshaped African economies and societies, integrating them into the global economy through coercive means.

53.1 How did the cattle plague rinderpest facilitate European colonisation efforts in Africa?

Ans. Rinderpest killed 90% of African cattle, destroying traditional livelihoods and forcing Africans into the labour market, which European colonisers exploited to recruit workers for plantations and mines.

53.2 What role did the spread of rinderpest play in transforming the African labour market in the late nineteenth century?

Ans. The spread of Rinderpest decimated cattle populations, destroying livelihoods and compelling

many Africans to seek wage labour, thus transforming the labour market and facilitating European exploitation and control.

53.3 Explain the strategies used by European colonisers to address the labour shortage in Africa during the late nineteenth century and their broader impact on African societies.

Ans. European colonisers imposed heavy taxes payable only through wage labour, changed inheritance laws to displace peasants, and confined mineworkers to compounds. These strategies forced Africans into the labour market, undermining traditional economies and social structures, and consolidating European control over African resources.

54. Economists and politicians drew two key lessons from the inter-war economic experience: mass production requires mass consumption, which in turn demands high and stable incomes and full employment, achievable only through government intervention; and full employment necessitates control over international flows of goods, capital, and labour. These lessons shaped the post-war international economic system, leading to the establishment of the IMF and the World Bank at the 1944 Bretton Woods Conference. These institutions aimed to ensure economic stability and reconstruction, with decision-making dominated by Western industrial powers, particularly the US. The Bretton Woods system, based on fixed exchange rates, linked national currencies to the US dollar, which was anchored to gold.

54.1 What role did government intervention play in ensuring economic stability and full employment according to the lessons learned from the inter-war period?

Ans. Government intervention was necessary to minimise economic fluctuations in price, output, and employment, as markets alone could not guarantee stable incomes and full employment.

54.2 Why was controlling international flows of goods, capital, and labour considered essential for achieving full employment in the post-war period?

Ans. Controlling international flows was essential because it allowed governments to manage economic stability and ensure that domestic full employment goals were met without being undermined by external economic pressures.

54.3 What was the reason of establishing IMF and the World Bank? Describe the main aim of both the institutions.

Ans. The International Monetary Fund (IMF) and the World Bank were founded with the aim of

fostering international economic collaboration and contributing to the development of a more stable and thriving global economy. These institutions aimed to ensure economic stability and reconstruction, with decision-making dominated by Western industrial powers, particularly the US.

Long Answer Type Questions

55. How did the three types of economic flows identified by economists – trade, labour, and capital – interact in the nineteenth century, and what were the implications of their interconnections and occasional disconnections for societies during that time?

Ans. In the nineteenth century, the three economic flows of trade, labour, and capital interacted intricately to shape societies and their external relations. Trade primarily involved the exchange of goods like cloth and wheat, labour entailed the migration of people seeking employment, and capital referred to investments over long distances. These flows were deeply interwoven, profoundly affecting people's lives. For instance, increased trade demanded more labour, prompting migrations, while capital movements funded new ventures, fuelling further trade and employment opportunities.

However, the interconnections could be disrupted; labour migration was often more restricted than the flow of goods or capital. Understanding these flows together highlights the complexities of the nineteenth-century world economy, revealing how economic activities were globally interlinked and how their occasional disconnections could impact societal dynamics.

56. How did the European exploration in the sixteenth century impact global trade networks, and what were the consequences for indigenous populations in the Americas?

Ans. European exploration in the sixteenth century profoundly impacted global trade networks by discovering sea routes to Asia and America. This expanded and redirected trade flows towards Europe, integrating vast new lands and resources. The Indian subcontinent, central to pre-existing Indian Ocean trade, saw its role reshaped as European powers established dominance. America's introduction brought abundant crops, minerals, and precious metals, particularly silver from Peru and Mexico, which increased Europe's wealth and financed Asian trade.

However, the European conquest of the Americas had devastating consequences for indigenous populations. Diseases like smallpox, brought by Europeans, decimated communities that had no

immunity, facilitating conquest and colonisation. This demographic collapse paved the way for European dominance and reshaped the Americas' socio-economic landscape.

57. The First World War was the first modern industrial war. Explain. (CBSE 2010)

Ans. The First World War was fought between two power blocs, i.e., the Allies including Britain, France and Russia (later joined by the US) and the Central Powers including Germany, Austria-Hungary and Ottoman Turkey. The First World War was the first modern industrial war which witnessed the use of machine guns, tanks, aircrafts, chemical weapons, etc. on a massive scale. In this war around nine million lost their lives and twenty million were injured. Most of the people killed or injured in this war were young men which led to the decline in number of able-bodied workforce in Europe. During this war, the industries were also restructured to produce war related goods. Men went to the battle field and women undertook their jobs.

58. What was the main aim of the post-war international economic system? Mention two Bretton Woods institutions established in 1944 with their objectives. (CBSE 2015)

Ans. The primary objective of the post-war international economic system was to preserve economic steadiness and full employment in the industrial world. Its agenda was approved at the United Nations Monetary and Financial Conference held in July 1944 at Bretton Woods in New Hampshire, USA. The Bretton Woods conference established the International Monetary Fund (IMF) to deal with external surpluses and deficits of its member nations. The International Bank for Reconstruction and Development (World Bank) was set up to finance post-war reconstruction. The IMF and the World Bank are referred to as the Bretton Woods institutions or sometimes the Bretton Woods twins. The IMF and the World Bank commenced their financial operations in 1947. The US has an actual right of veto over key decisions of IMF and World Bank.

Let's Compete

Multiple-Choice Questions

1. Which of the following was used by the Spanish conquerors to colonise America during the mid-seventeenth century?
- | | |
|------------------------------|--------------------|
| (a) Artillery guns | (b) Tanks |
| (c) Spread of smallpox germs | (d) Hydrogen bombs |

Ans. (c) Spread of smallpox germs

2. Which among the following European countries was the first one to land in America?

- (a) Germany (b) Britain
(c) Spain (d) France

Ans. (c) Spain

3. In which year did the European powers meet in Berlin to complete the carving up of Africa?

- (a) 1885 (b) 1890
(c) 1914 (d) 1918 (CBSE 2011)

Ans. (a) 1885

4. The term 'canal colonies' is related to

- (a) Uttar Pradesh. (b) Punjab.
(c) Rajasthan. (d) Haryana.

Ans. (b) Punjab.

5. In which one of the following countries was the Chutney Music popular?

- (a) Fiji (b) Ceylon
(c) Trinidad and Guyana (d) Mauritius

Ans. (c) Trinidad and Guyana

6. From which one of the following countries did Britain borrow large sums of money during the First World War?

- (a) Russia (b) France
(c) USA (d) Germany

Ans. (c) USA

7. Why did wheat prices in India fall by 50 per cent between 1928 and 1934?

- (a) Less production (b) Floods
(c) Great Depression (d) Droughts (CBSE 2011)

Ans. (c) Great Depression

8. Who among the following adopted the concept of assembly line for the production of automobiles?

- (a) Bob Marley (b) Henry Ford
(c) Samuel Morse (d) Sir Jamsetji Tata

Ans. (b) Henry Ford

9. The Bretton Woods monetary system was based on which of the following?

- (a) Fixed exchange rates
(b) Floating exchange rates
(c) Floating as well as fixed exchange rates
(d) None of these

Ans. (a) Fixed exchange rates

10. What was the Bretton Woods system?

- (a) Post-war international economic system
(b) Post-war military system
(c) Post-war political system
(d) Post-war social system

Ans. (a) Post-war international economic system

Life Skills

1. 'The First World War was mainly fought in Europe but its impact was felt around the world'. Justify the statement with appropriate examples.

Ans. The impact of First World War was felt around the world. It took more than three decades to overcome the crisis resulted due to this war. Britain borrowed large sums of money from US banks and the US public. This war transformed the US from being an international debtor to an international creditor. By the end of war, the US and its citizens owned more overseas assets than foreign governments and citizens owned in the US. First World War helped boost the US economy. The US economy resumed its strong growth in the early 1920s which helped in quicker recovery. The most striking feature of the US economy of the 1920s was mass production. Henry Ford, a car manufacturer, was the well-known pioneer of mass production.

2. How did the global transfer of diseases contribute in the colonisation of Africa and South America? Explain in your own words.

Ans. Success of European powers in colonising Africa and South America was not the result of only superior firepower, but the germs like those of smallpox that they carried to America. American inhabitants were not immune against these diseases that came from Europe because of their long isolation. Particularly, Smallpox proved to be deadly killer and paved the way for European conquest. Poverty and hunger was a common feature in Europe until the nineteenth century. Deadly diseases, religious conflicts were common, so thousands fled from Europe for America.

The Age of Industrialisation

— Check Your Progress 1 —

Multiple-Choice Questions

1. Who among the following devised the Spinning Jenny?

- (a) Samuel Luke
- (b) James Watt
- (c) James Hargreaves
- (d) Richard Arkwright

(CBSE 2012)

Ans. (c) James Hargreaves

2. What was the symbol of the new era?

- (a) Cotton
- (b) Iron industry
- (c) Railways
- (d) None of these

Ans. (a) Cotton

3. Name the country which was the first to undergo Industrial Revolution.

- (a) France
- (b) Britain
- (c) Germany
- (d) USA

(CBSE 2011)

Ans. (b) Britain

4. What symbol did ET Paull's music book cover use to represent technological advancement and the future?

- (a) A steam engine
- (b) An angel of progress
- (c) A factory
- (d) A camera

Ans. (b) An angel of progress

5. In the trade magazine image, who is depicted as representing the East and the past?

- (a) The modern mechanic
- (b) The angel of progress
- (c) Aladdin
- (d) A railway worker

Ans. (c) Aladdin

6. What challenges did rural peasants face that made them willing to work for merchants during proto-industrialisation?

- (a) High taxes on land
- (b) Enclosure of common lands and loss of open fields
- (c) Lack of access to urban markets
- (d) Poor weather conditions

Ans. (b) Enclosure of common lands and loss of open fields

7. What was a key factor in securing a job in Victorian Britain's factories?

- (a) Level of education
- (b) Existing networks of friendship and kin relations
- (c) Previous work experience
- (d) Proximity to the factory

Ans. (b) Existing networks of friendship and kin relations

8. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

- A. James Watt patents his improved steam engine.
- B. The earliest factories in England begin to appear.
- C. Britain exports iron and steel worth about £77 million.
- D. Britain imports 2.5 million pounds of raw cotton.

Options:

- (a) BDAC
- (b) DBAC
- (c) ADBC
- (d) BADC

Ans. (b) DBAC

9. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

- A. Expansion of railways in England.
- B. Creation of the first cotton mill by Richard Arkwright.

- c. Industrialisation of the iron and steel industry.
- d. The rise of proto-industrialisation.

Options:

- (a) DBAC
- (b) BDAC
- (c) ACBD
- (d) DACB

Ans. (a) DBAC

Very Short Answer Type Questions

10. What do you understand by the term 'Orient'?

Ans. The countries to the east of the Mediterranean, usually referring to Asia. The term arises out of a western viewpoint that sees this region as pre-modern, traditional and mysterious.

11. Define the process of carding.

Ans. The process in which fibres, such as cotton or wool, are prepared prior to spinning.

12. Who were the staplers and fullers?

Ans. Stapler is a person who 'staples' or sorts wool according to its fibre. Fuller is a person who 'fulls' – that is, gathers – cloth by pleating.

13. Write one advantage of the Spinning Jenny.

Ans. Spinning Jenny speeded up the spinning process and reduced labour demand. By turning one single wheel a worker could set in motion a number of spindles and spin several threads at the same time.

14. What is proto-industrialisation?

Ans. Proto-industrialisation refers to the phase of large-scale industrial production for international markets before the establishment of factories, where merchants employed peasants and artisans in the countryside to produce goods.

15. How did social connections affect job prospects for jobseekers in Victorian Britain?

Ans. Social connections played a crucial role, as having a relative or friend in a factory increased the likelihood of quickly securing a job, whereas those without connections often faced prolonged job searches and difficult living conditions.

Short Answer Type Questions

16. What were the principal features of the process of industrialisation in Europe in the nineteenth century? (CBSE 2011)

Ans. Some of the principal features of the process of industrialisation in Europe in the nineteenth century were as follows:

- Cotton and metals were the most dynamic industries in Britain. Cotton was the leading sector in the first phase of industrialisation up to the 1840s.
- After cotton, the iron and steel industry led the way after 1840.

- The demand for iron and steel increased rapidly with the expansion of railways in England from the 1840s and in the colonies from the 1860s.

- By 1873, Britain was exporting iron and steel double the value of its cotton exports.

17. Discuss how the cloth merchants developed a close relationship between towns and countryside in England.

Ans. During the phase of proto-industrialisation, a close relationship developed between the towns and countryside. During seventeenth and eighteenth centuries, the European merchants in towns started moving to the countryside where they supplied money to peasants and artisans to produce for an international market. Merchants offered peasants advances to produce goods for them. The advantage of working for merchants was that peasants could remain in the countryside and also cultivate their small lands simultaneously. A merchant clothier in England purchased wool from a wool stapler and carried it to the spinners.

18. Explain why there was no shortage of human labour in Victorian Britain in the mid-nineteenth century.

Ans. During Victorian era there was no shortage of human labour in Britain. So industrialists were not interested in the introduction of machines which needed large amount of capital investments. Many industries like Gas works and breweries, book-binders and printers were seasonal in nature which needed hand labour. In all these industries, the industrialists preferred to hire hand labour. There were some products which could be produced only with hand labour. Machines were used in the production of uniforms, standardised goods for mass consumption. But the hand made goods were in demand for their intricate designs and specific shapes among the upper classes – the aristocrats and the bourgeoisie, because handmade products symbolised refinement and class as these products were individually produced and carefully designed. Machine made goods were mostly for exports to the colonies.

19. How did proto-industrial production benefit peasant households in the countryside?

Ans. Proto-industrial production supplemented peasants' shrinking agricultural income, allowing them to remain in the countryside and fully utilise their family labour. It provided an alternative income source during a time when common lands were enclosed and small plots were insufficient for their needs.

20. How did Richard Arkwright's cotton mill revolutionise the production process?

Ans. Richard Arkwright's cotton mill centralised the production processes, bringing carding, twisting, spinning, and rolling under one roof. This allowed for better supervision, quality control, and labour regulation, which were difficult when production was spread across village households in the countryside.

Long Answer Type Questions

21. What was the impact of industrialisation on the life of workers?

Ans. The availability of workers in abundance in the market had an adverse impact on the lives of the workers. The possibility of getting a job depended on the networks of friendship and kin relations. But everyone did not have social connections, due to which many job seekers had to wait for weeks spending nights on the streets or in shelters. Seasonal nature of work in many industries meant prolonged periods without work. After the busy season the poor were on the streets again. Some of them returned to the countryside when demand for labour opened in rural areas. There was an upward trend in the wages in the early nineteenth century but subsequent increase in prices of goods nullified such increase. Fear of unemployment made many workers hostile to new technology. In times of slump, the proportion of unemployed ranged between 3 per cent and 75 per cent.

22. What is meant by proto-industrialisation? Why was it successful in the countryside in England in the seventeenth century? (CBSE 2011, 2012)

Ans. Even before the introduction of factories in England and Europe for industrial production, there was large-scale industrial production for international markets. According to many historians this phase of industrialisation is known as proto-industrialisation. It was successful in the countryside because:

- During seventeenth and eighteenth centuries, the European merchants in towns started moving to the countryside where they supplied money to peasants and artisans to produce for an international market.
- As a result of expansion of world trade and the acquisition of colonies the demand for goods increased. Merchants were not able to fulfil this demand because urban crafts and trade guilds were powerful in towns.
- These trade guilds had control over production, regulated competition and prices and did not allow the entry of new entrants in the

trade. Guilds also had a monopoly rights for producing the specific products, so it was difficult for the merchants to establish their business in towns which forced them to turn towards countryside.

- Poor peasants and artisans who earlier depended on common lands for their survival had to now look for alternative sources of income, so they were forced to work for merchants.

23. Discuss the impact of labour, market abundance and seasonal work on the lives of workers in Victorian Britain, including their response to new technologies.

Ans. The abundance of labour in Victorian Britain led to low wages and fierce competition for jobs. Many jobseekers relied on social connections to find work, while others faced long waits and harsh living conditions. Seasonal work meant prolonged periods of unemployment, forcing workers to seek odd jobs or return to rural areas. Wage increases in the early nineteenth century did not significantly improve workers' welfare due to price fluctuations and inconsistent employment. The fear of unemployment made workers hostile to new technologies, as seen with the Spinning Jenny in the woollen industry, which led to resistance and conflict. After the 1840s, increased building activities and infrastructure projects provided more employment opportunities, especially in the transport industry, improving job prospects for many workers.

— Check Your Progress 2 —

Multiple-Choice Questions

1. Whom did the British government appoint to supervise weavers, collect supplies and examine the quality of cloth?
(a) Jobbers (b) *Gomasthas*
(c) Sepoy (d) Policeman (CBSE 2011)

Ans. (b) *Gomasthas*

2. Where was the first cotton mill set up in India in 1854?
(a) Madras (b) Kanpur
(c) Ahmedabad (d) Bombay

Ans. (d) Bombay

3. Which of the following mechanical devices was used for weaving with jute ropes and pulleys, which helped to weave wide pieces of cloth?
(a) Fly shuttle (b) Handloom
(c) Spinning Jenny (d) Power loom

Ans. (a) Fly shuttle

4. Which products were primarily established by managing agencies in India?

- (a) Textiles and automobiles
- (b) Tea, coffee, mining, indigo, and jute
- (c) Steel and cement
- (d) Pharmaceuticals and electronics

Ans. (b) Tea, coffee, mining, indigo, and jute

5. What impact did the swadeshi movement have on Indian industries?

- (a) Increased import of British goods
- (b) Decline in local production
- (c) Mobilised people to boycott foreign cloth and pressured for tariff protection
- (d) Shifted focus to mining

Ans. (c) Mobilised people to boycott foreign cloth and pressured for tariff protection

6. What technological change helped weavers improve productivity in the twentieth century?

- (a) Power looms
- (b) Fly shuttle looms
- (c) Steam engines
- (d) Electric motors

Ans. (b) Fly shuttle looms

7. Arrange the following events in the correct chronological order and choose the correct answer from the given options.

- A. Establishment of the first jute mill in Bengal.
- B. Production begins at the first cotton mill in Bombay.
- C. The first cotton Mill is established in Ahmedabad.
- D. The first spinning and weaving mill in Madras begins production.
- E. The Elgin Mill starts in Kanpur.

Options:

- (a) ABECD
- (b) BAECD
- (c) ABCDE
- (d) BADEC

Ans. (a) ABECD

Very Short Answer Type Questions

8. How were Indian merchants and bankers involved in the export trade in 18th century?

Ans. A variety of Indian merchants and bankers were involved in the export trade through financing production, carrying goods and supplying exporters. Supply merchants linked the port towns to the inland regions. They gave advances to weavers, procured the woven cloth from weaving villages, and carried the supply to the ports.

9. Who were *gomasthas*? Mention any two functions of *gomasthas*. (CBSE 2010, 2011, 2012)

Ans. The company appointed a paid servant called the *gomasthas* to supervise weavers, collect supplies

and examine the quality of cloth. They prevented Company weavers from dealing with other buyers.

10. How did advertisements help in creating new consumers? Give two reasons.

Ans. Advertisements makes product appear desirable and necessary. They try to shape the minds of people and create new needs.

11. Which two ports grew during the colonial rule? Who controlled the trade through these two ports?

Ans. Ports of Bombay and Calcutta grew during the colonial rule. This shift from the old ports to the new ones was an indicator of the growth of colonial power. Trade through the new ports came to be controlled by European companies, and was carried in European ships.

12. What did many weavers do in response to the harsh treatment by *gomasthas*?

Ans. In response to the harsh treatment by *gomasthas*, many weavers abandoned their villages, migrated to other areas where they had family connections, or refused Company advances and shifted to agricultural labour to escape the oppressive system.

13. What challenges did cotton weavers face by the early nineteenth century?

Ans. By the early nineteenth century, cotton weavers faced numerous challenges, including reduced bargaining power, lower prices for their goods, conflicts with *gomasthas*, and the economic necessity of abandoning weaving for agricultural labour due to oppressive conditions.

14. What was the role of the *gomastha*?

Ans. The role of the *gomastha* was to supervise weavers, collect the produced cloth, ensure the quality of textiles, and enforce the Company's control over the weavers, preventing them from engaging with other buyers or negotiating better prices.

Short Answer Type Questions

15. Discuss the role played by the European managing agencies in the industrial development of India during the nineteenth century.

Ans. The industrial production in India was controlled by European Managing Agencies. They were interested in certain kinds of products due to which they established tea and coffee plantations, acquired land at cheap rates from the colonial government. They also invested in mining, indigo and jute industries. These products were primarily for export purpose and not for sale in local markets of India. In the late nineteenth century, when Indian businessmen started establishing industries they avoided competition with Manchester goods in the Indian market.

16. Explain any three problems faced by the Indian cotton weavers by the turn of the nineteenth century.

Ans. Indian cotton weavers faced major issues at the same time. Their export market collapsed and the local market shrank, which was flooded with Manchester imports. These goods were produced by machines at a lower cost, so the imported cotton goods were so cheap that it was not easy for the weavers to compete with them.

In the 1860s, weavers faced another problem; they were not able to get a sufficient supply of raw cotton of good quality. When Civil War broke out in the US, the cotton supplies from the US were stopped as a result Britain turned to India for raw cotton. Due to raw cotton exports from India to Britain increased, the price of raw cotton increased and Indian weavers were forced to buy raw cotton at unreasonable prices.

17. Write a short note on the development of factories in India. Name the provinces where most of the large industries were located.

Ans. The first cotton mill in Bombay was established in 1854, and by 1862 four mills started production with 94,000 spindles and 2,150 looms in total. First jute mill was established in Bengal in 1855. In north India, the Elgin Mill started operation in the 1860s, and a year later the first cotton mill of Ahmedabad was set up. In 1874, the first spinning and weaving mill of Madras started production. Most of the large industries were located in Bombay and Bengal.

18. How did the use of Indian gods and royal figures in advertisements help British and Indian manufacturers expand their markets?

Ans. The use of Indian gods and royal figures in advertisements helped British and Indian manufacturers by associating their products with familiar and respected images, giving an impression of divine or royal endorsement. This strategy made foreign products seem more acceptable and desirable to Indian consumers, expanding their market reach.

Long Answer Type Questions

19. Mention any three restrictions imposed by the British government upon Indian merchants in the nineteenth century. (CBSE 2011)

Ans. • As the colonial control tightened over Indian trade, the opportunities for the Indian merchants were very limited. They were not allowed to trade with Europe in manufactured goods and were supposed to export only raw materials and food grains needed by the British.

- With the introduction of modern ships by the British, the Indian merchants were edged out of the shipping business.
- European managing agencies, e.g. Andrew Yule, Bird Heighlers and Co., controlled a large sector of Indian industries. The European merchant industrialists had their own chamber of commerce where Indian businessmen were not allowed to join.

20. How did the British manufacturers attempt to take over the Indian market with the help of advertisements?

Ans. British manufacturers attempted to take over the Indian market with the help of advertisements in the following manner:

- Advertising has played an important role, from the very beginning of the industrial era, in the expansion of markets for products.
- During early phase of advertising, the labels on the products did not only carry words and texts but they also carried images.
- In order to attract Indian people images of Indian gods and goddesses appeared regularly on these labels. The objective behind these labels was to show that gods gave divine approval to the goods being sold. The images of Krishna or Saraswati were intended to make the product appear familiar to Indian people.
- In the late nineteenth century, manufacturers started printing calendars to popularise their products because calendars were also used by people who could not read newspapers and magazines. Images of gods, important personalities of emperors and nawabs were frequently printed on advertisement calendars.

21. How did the ideology of 'liberalism' affect the Europe in early nineteenth century? Explain. (CBSE 2024)

Ans. Liberalism promoted representative government and constitutional rule, which led to the establishment of parliamentary systems and the expansion of suffrage. Liberalism supported free markets and the removal of trade restrictions, which led to the growth of capitalism and industrialisation. emphasised individual rights and equality before the law, which led to the abolition of feudal privileges and the reduction of clerical power. The spread of liberal ideas sparked resistance from conservative forces, leading to social and political conflicts. It often intertwined with nationalist movements, which led to the unification of Germany and Italy.

22. Discuss the strategies used by British and Indian manufacturers to create new consumers and expand their markets in colonial India, focusing on the role of advertisements.

Ans. British and Indian manufacturers employed several strategies to create new consumers and expand markets in colonial India, primarily through advertisements. Manchester industrialists used labels with 'MADE IN MANCHESTER' to signify quality and reliability. They also incorporated images of Indian gods and goddesses on labels to give a sense of divine approval and familiarity. By the late 19th century, calendars featuring advertisements became widespread, reaching even illiterate populations. These calendars often depicted gods, emperors, and nawabs, suggesting that respected figures endorsed the products. Indian manufacturers used advertisements to convey a nationalist message, urging consumers to buy swadeshi products as an act of patriotism. These strategies effectively shaped consumer culture, making products appear desirable and necessary, and helped both British and Indian manufacturers expand their markets.

Self-Assessment

Multiple-Choice Questions

1. Who among the following believed that India would develop through westernisation and industrialisation?

- (a) Jamsetjee Jeejeebhoy (b) Dwarkanath Tagore
(c) Sir R J Tata (d) R D Tata

Ans. (b) Dwarkanath Tagore

2. The first Indian jute mill was set up in

- (a) 1904 (b) 1907
(c) 1913 (d) 1917

Ans. (d) 1917

3. The nationalists' message of 'swadeshi' was spread by the mill owners through

- (a) tariffs. (b) loans.
(c) advertisements. (d) All of these

Ans. (c) advertisements.

4. What does the modern mechanic symbolise in the trade magazine image?

- (a) The decline of industry
(b) Traditional craftsmanship
(c) The West and modernity
(d) The agricultural revolution

Ans. (c) The West and modernity

5. Why did merchants in seventeenth and eighteenth-century Europe turn to the countryside for production?

- (a) Urban areas were too polluted
(b) Urban craft guilds restricted new businesses

(c) The countryside had better infrastructure

(d) Countryside workers were more skilled

Ans. (b) Urban craft guilds restricted new businesses

6. How did the introduction of the spinning jenny affect workers in the woollen industry?

- (a) It was welcomed as a sign of progress.
(b) It led to widespread acceptance of new technology.
(c) It caused hostility and conflict as workers feared unemployment.
(d) It had no significant impact on workers.

Ans. (c) It caused hostility and conflict as workers feared unemployment.

7. What significant changes in employment occurred after the 1840s in Victorian Britain?

- (a) Decrease in building activities
(b) Increased opportunities in transport and infrastructure projects
(c) Reduction in the number of factories
(d) Shift from urban to rural employment

Ans. (b) Increased opportunities in transport and infrastructure projects

8. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

- A. Poor peasants and vagrants move to cities in search of jobs.
B. Industrialists prefer hand labour for seasonal industries.
C. Handmade products symbolise refinement and class in Victorian Britain.
D. Nineteenth-century America adopts mechanical power due to labour shortages.

Options:

- (a) ABCD (b) BADC
(c) CBAD (d) ADBC

Ans. (a) ABCD

9. What goods from India dominated the international market before the age of machine industries?

- (a) Wool and silk (b) Silk and cotton
(c) Cotton and wool (d) Silk and wool

Ans. (b) Silk and cotton

10. Which ports were major centres of sea trade in pre-colonial India?

- (a) Bombay and Calcutta
(b) Surat, Masulipatam, and Hooghly
(c) Madras and Pondicherry

(d) Karachi and Goa

Ans. (b) Surat, Masulipatam, and Hooghly

11. What happened to the old ports of Surat and Hooghly by the 1750s?

- (a) They flourished and expanded
- (b) They declined due to the rise of European companies
- (c) They became centres for European trade
- (d) They were modernised with new technology

Ans. (b) They declined due to the rise of European companies

12. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

- A. The gross value of trade through Surat falls to ₹ 3 million.
- B. European companies secure monopoly rights to trade.
- C. Armenian and Persian merchants transport goods from Punjab.
- D. The new ports of Bombay and Calcutta grow in importance.

Options:

- (a) CBAD
- (b) BCAD
- (c) ACDB
- (d) CABD

Ans. (a) CBAD

Assertion-Reason Type Questions

For question numbers 13 to 24, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (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.

13. Assertion (A): In the fifteenth and sixteenth centuries, merchants from the towns in Europe began moving to the countryside, supplying money to peasants and artisans, persuading them to produce for an international market.

Reason (R): With the expansion of world trade and the acquisition of colonies in different parts of the world, the demand for goods began growing.

Ans. (d) A is false but R is true.

14. Assertion (A): In 1760 Britain was importing 2.5 million pounds of raw cotton to feed its cotton industry.

Reason (R): By 1787 this import soared to 9 million pounds.

Ans. (c) A is true but R is false.

15. Assertion (A): At the beginning of the nineteenth century, there were not more than 321 steam engines all over England.

Reason (R): Of these, 80 were in cotton industries, nine in wool industries, and the rest in mining, canal works and iron works.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

16. Assertion (A): Before the age of machine industries, silk and cotton goods from India dominated the international market in textiles.

Reason (R): Armenian and Persian merchants took the goods from Punjab to Afghanistan, eastern Persia and Central Asia.

Ans. (a) Both A and R are true and R is the correct explanation of A.

17. Assertion (A): The earliest factories in England began to appear by the 1730s.

Reason (R): Technological inventions in the eighteenth century increased the efficiency of production processes, leading to the growth of factories.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

18. Assertion (A): Richard Arkwright's cotton mill allowed for better supervision and quality control of the production process.

Reason (R): The cotton mill centralised all production processes under one roof, which was previously difficult when production was dispersed in village households.

Ans. (a) Both A and R are true and R is the correct explanation of A.

19. Assertion (A): By the early nineteenth century, factories had become a prominent feature of the English landscape.

Reason (R): The new mills were imposing structures that symbolised the power of new technology, overshadowing smaller workshops.

Ans. (a) Both A and R are true and R is the correct explanation of A.

20. Assertion (A): Cotton production became the first symbol of the new industrial era in England.

Reason (R): The increase in raw cotton imports

was linked to a number of changes within the process of production, including new inventions.

Ans. (a) Both A and R are true and R is the correct explanation of A.

21. Assertion (A): The rapid growth of factories in England during the late eighteenth century was solely due to the increase in worker output.

Reason (R): Technological inventions in the eighteenth century enhanced the output per worker and made possible the production of stronger threads and yarn.

Ans. (d) A is false but R is true.

22. Assertion (A): By the end of the nineteenth century, the majority of the workforce in Britain was employed in technologically advanced industrial sectors.

Reason (R): Traditional industries and domestic production units continued to play a significant role in the economy.

Ans. (d) A is false but R is true.

23. Assertion (A): The typical worker in mid-nineteenth century Britain was a machine operator.

Reason (R): Traditional craftspeople and labourers remained the predominant workforce despite industrialisation.

Ans. (d) A is false but R is true.

24. Assertion (A): The abundance of labour in Victorian Britain led to low wages for workers.

Reason (R): There was a high demand for skilled labour, which resulted in higher wages and better living conditions for workers.

Ans. (c) A is true but R is false.

Match the Following

25. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A (Years)	Column B (Events)
A. 1854	1. The first cotton mill in Bombay came up.
B. 1855	2. First jute mill came up in Bengal.
C. 1874	3. The first spinning and weaving mill of Madras began production.
D. 1781	4. James Watt improved the steam engine produced by Newcomen and patented the new engine.

Codes:

A	B	C	D
(a) 1	2	3	4

(b) 2	4	1	3
(c) 4	1	3	2
(d) 2	3	4	1

Ans. (a) 1 2 3 4

26. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Invention of the cotton mill by Richard Arkwright	1. Centralised production processes under one roof
B. Expansion of railways in England	2. Increased demand for iron and steel
C. James Watt patents the steam engine	3. Improved efficiency of production processes
D. Britain's export of iron and steel in 1873	4. Worth about £77 million, double the value of cotton exports

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 2	1	4	3
(c) 3	4	2	1
(d) 4	3	1	2

Ans. (a) 1 2 3 4

27. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Proto-industrialisation	1. Employment for less than 20% of the workforce
B. Cotton industry's lead in early industrialisation	2. Significant textile production outside factories
C. Rise of traditional craftspeople	3. Large-scale production for international markets
D. Technological innovations' slow adoption	4. Expensive, unreliable machines limited widespread use

Codes:

A	B	C	D
(a) 3	2	1	4
(b) 2	3	4	1
(c) 1	4	3	2
(d) 4	1	2	3

Ans. (a) 3 2 1 4

28. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Seasonal demand for labour in Victorian Britain	1. Preferred hand labour for intricate designs
B. Abundance of human labour in Victorian Britain	2. Low wages and no labour shortage
C. Preference for handmade goods by the upper classes	3. Increased workforce needed during peak times
D. Use of mechanical power in nineteenth-century America	4. Minimize need for human labour

Codes:

A	B	C	D
(a) 3	2	1	4
(b) 2	1	3	4
(c) 4	3	2	1
(d) 1	2	4	3

Ans. (a) 3 2 1 4

29. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Introduction of new technologies	1. Resulted in resistance from workers
B. Bookbinders and printers	2. Required extra hands before December
C. Poor law authorities	3. Maintained Casual Wards for jobseekers
D. Nineteenth-century America	4. Preferred mechanical power due to labour shortage

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 3	4	2	1
(c) 2	3	1	4
(d) 4	1	3	2

Ans. (a) 1 2 3 4

30. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

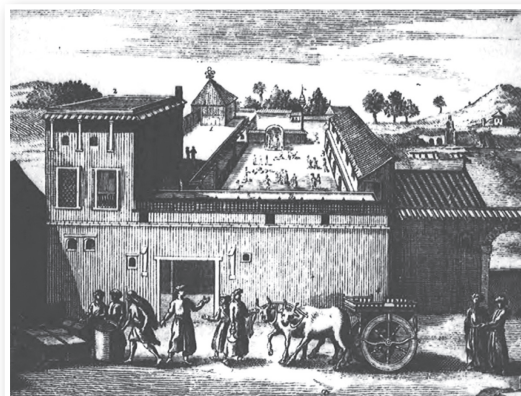
Column A (Textile Mill)	Column B (Year)
A. First cotton mill in Bombay	1. 1860
B. First jute mill in Bengal	2. 1860
C. Elgin Mill	3. 1874
D. First spinning and weaving mill	4. 1854
E. First cotton mill in Ahmedabad	5. 1855

Codes:

A	B	C	D	E
(a) 4	5	2	3	1
(b) 5	4	1	2	3
(c) 3	2	5	1	4
(d) 4	2	5	1	3

Ans. (a) 4 5 2 3 1

Study the Picture and Answer the Question



31. Which of the following statement correctly depicts the above given image?

- (a) The English factory at Surat, a seventeenth-century drawing.
- (b) The English factory at Calcutta, an eighteenth-century drawing.
- (c) The English factory at Bombay, a nineteenth-century drawing.
- (d) The English factory at Madras, a seventeenth-century drawing.

Ans. (a) The English factory at Surat, a seventeenth-century drawing.

Find the Incorrect Option

32. (a) Surat on the Gujarat coast connected India to the Gulf and Red Sea Ports; Masulipatam on the Coromandel Coast and Hoogly in Bengal had trade links with Southeast Asian ports.
- (b) Even at the end of the eighteenth century, less than 5 per cent of the total workforce was employed in technologically advanced industrial sectors.
- (c) In Victorian Britain, the upper classes – the aristocrats and the bourgeoisie – preferred things produced by hand.
- (d) The consolidation of East India Company power after the 1760s did not initially lead to a decline in textile exports from India.

Ans. (b) Even at the end of the eighteenth century, less than 5 per cent of the total workforce was employed in technologically advanced industrial sectors.

Correct and Rewrite the Following Statement

33. The first cotton mill in Bombay came up in 1862 and it went into production two years later. By 1855 four mills were at work with 83,000 spindles and 3,150 looms. Around the same time jute mills came up in Bengal, the first being set up in 1854.

Ans. The first cotton mill in Bombay came up in 1854 and it went into production two years later. By 1862 four mills were at work with 94,000 spindles and 2,150 looms. Around the same time jute mills came up in Bengal, the first being set up in 1855.

Fill in the Blanks

34. The first cotton mill in Bombay came up in **1854**.

35. The term 'Industrial Revolution' refers to **mass production by factories**.

36. The earliest factories in England came up by the **1730s**.

Very Short Answer Type Questions

37. What was the role of a stapler in cloth manufacturing during the proto-industrial period?

Ans. A stapler referred to an individual responsible for sorting wool based on its fibre characteristics. In the proto-industrial era, merchants would procure raw wool from a stapler before transporting it to spinners. The spun yarn would subsequently be delivered to weavers, fullers, and dyers for additional processing.

38. Define the term 'Sepoy'.

Ans. A 'Sepoy' is an Indian soldier in the service of the British.

39. Who were *Koshtis*?

Ans. *Koshtis* were a community of weavers.

40. What do you understand by the term 'trade guilds'?

Ans. Trade guilds were powerful in towns. These trade guilds had control over production, regulated competition and prices and did not allow the entry of new entrants in the trade. Guilds also had a monopoly rights for producing the specific products.

41. How does the trade magazine image contrast Aladdin and the modern mechanic in terms of representation?

Ans. The trade magazine image contrasts Aladdin as representing the East and the past, while the modern mechanic symbolises the West and modernity.

42. Why did Henry Patullo believe the demand for Indian textiles would never decline?

Ans. Henry Patullo believed the demand for Indian textiles would never decline because he thought

no other nation produced goods of the same quality, making Indian textiles highly sought after in international markets.

43. What impact did the development of cotton industries in England have on Indian textile exports?

Ans. The development of cotton industries in England led to import duties on Indian textiles and increased exports of British cotton goods to India, causing a significant decline in Indian textile exports and shrinking the local market for Indian weavers.

44. How did the American Civil War affect Indian weavers?

Ans. The American Civil War cut off cotton supplies from the US, leading Britain to source raw cotton from India, which increased raw cotton prices and reduced availability for Indian weavers, making it difficult and unprofitable for them to continue weaving.

45. How did the First World War impact Indian industrial growth?

Ans. The First World War shifted British mills' focus to war production, reducing Manchester imports to India and creating a vast home market for Indian mills. Indian factories supplied war needs, leading to a significant boom in industrial production.

Short Answer Type Questions

46. 'The port of Surat and Hoogly declined by the end of the eighteenth century'. Explain. (CBSE 2012)

Ans. The network which was controlled by the Indian merchants till 1750s started breaking down and the European companies started gaining power. They secured various concessions and monopoly rights to trade which led to the decline of old ports of Surat and Hoogly. The total value of trade that passed through Surat in the last years of seventeenth century was ₹ 16 million and by 1740s it declined to ₹ 3 million. The growth of Bombay and Calcutta ports was an indicator of the growth of colonial power.

47. Explain why many workers were against the use of Spinning Jenny.

Ans. The workers also turned hostile due to fear of losing jobs because of the introduction of new technology. When the Spinning Jenny was introduced in the woollen industry, women began attacking the new machines because it had an impact on their livelihood. Building activities intensified after 1840s, which in turn opened up the new opportunities of employment.

48. Who was a Jobber? Write any two functions.

Ans. Industrialists employed a jobber whose duty

was to get new recruits. A jobber was an old and trusted worker of the industrialists. His role was to bring people from his village, helped the workers to settle in the city and also provided them financial help in times of crisis. So a jobber was a person with some authority and power, who demanded money and gifts from workers for his favour.

49. How did the preference for handmade products reflect the social values of Victorian Britain's upper classes?

Ans. The upper classes in Victorian Britain preferred handmade products because they symbolised refinement and class. Handmade items were considered better finished, individually produced, and carefully designed, showcasing craftsmanship and attention to detail, which distinguished them from mass-produced machine-made goods typically exported to colonies.

50. What were the factors that influenced the fluctuations in workers' incomes in early nineteenth-century Britain?

Ans. Workers' incomes fluctuated due to variations in trade wages, yearly price changes, and periods of employment. During times of economic slump, unemployment soared, significantly impacting average daily incomes. High prices during events like the Napoleonic War also reduced the real value of wages, making it harder for workers to afford necessities.

51. What factors allowed certain groups of weavers to survive competition with mill industries?

Ans. Certain groups of weavers survived competition with mill industries due to stable demand for finer varieties of cloth, which were bought by the wealthy even during famines. Mills could not easily imitate specialised weaves, such as Banarasi and Baluchari saris or Madras lungis and handkerchiefs, preserving the market for traditional weavers.

Paragraph Based Questions

52. Read the sources given below and answer the questions that follow:

Source A – Where Did the Workers Come From?

In most industrial regions workers came from the districts around. Peasants and artisans who found no work in the village went to the industrial centres in search of work. Over 50 per cent workers in the Bombay cotton industries in 1911 came from the neighbouring district of Ratnagiri, while the mills of Kanpur got most of their textile hands from the villages within the district of Kanpur.

- (a) From where did the workers come to work in factories located in Bombay and Kanpur?

Source B – Small-scale Industries Predominate

This increased productivity per worker, speeded up production and reduced labour demand. By 1941, over 35 per cent of handlooms in India were fitted with fly shuttles: in regions like Travancore, Madras, Mysore, Cochin, Bengal the proportion was 70 to 80 per cent. There were several other small innovations that helped weavers improve their productivity and compete with the mill sector.

- (b) What do you understand by fly shuttle?

Source C – The Pace of Industrial Change

The most dynamic industries in Britain were clearly cotton and metals. Growing at a rapid pace, cotton was the leading sector in the first phase of industrialisation up to the 1840s. After that the iron and steel industry led the way. With the expansion of railways, in England from the 1840s and in the colonies from the 1860s, the demand for iron and steel increased rapidly.

- (c) Why was there an increase in the demand for iron and steel?

Ans. (a) Workers who worked in the cotton industry of Bombay came from the neighbouring district of Ratnagiri, while the workers who worked in the textile mills of Kanpur belonged to the villages within the district of Kanpur.

- (b) Fly shuttle is a mechanical device which is used for weaving, also improved the productivity, moved by means of ropes and pullies. It helped weavers to operate large looms and weave wide pieces of cloth.

- (c) With the expansion of railway network in England, Iron and steel industry led the way. Therefore, there is an increase in the demand for iron and steel.

Case Based Questions

53. The most dynamic industries in Britain were clearly cotton and metals. Growing at a rapid pace, cotton was the leading sector in the first phase of industrialisation up to the 1840s. After that the iron and steel industry led the way. With the expansion of railways, in England from the 1840s and in the colonies from the 1860s, the demand for iron and steel increased rapidly. The new industries could not easily displace traditional industries. Even at the end of the nineteenth century, less than 20 per cent of the total workforce was employed in technologically advanced industrial sectors. Textiles was a dynamic sector, but a large portion of the output

was produced not within factories, but outside, within domestic units. The pace of change in the 'traditional' industries was not set by steam-powered cotton or metal industries, but they did not remain entirely stagnant either. Seemingly ordinary and small innovations were the basis of growth in many non-mechanised sectors such as food processing, building, pottery, glass work, tanning, furniture making, and production of implements. New technology was expensive and merchants and industrialists were cautious about using it. The machines often broke down and repair was costly. They were not as effective as their inventors and manufacturers claimed.

53.1 Why did the cotton industry lead the first phase of industrialisation in Britain up to the 1840s?

Ans. The cotton industry led the first phase of industrialisation due to its rapid growth and high demand, which drove technological advancements and increased production efficiency, making it the most dynamic sector until the rise of the iron and steel industry.

53.2 How did traditional industries manage to grow despite the rise of technologically advanced sectors in Britain?

Ans. Traditional industries managed to grow through small, incremental innovations in various sectors such as food processing, building, pottery, and furniture making. These changes did not require large capital investments and allowed these industries to remain competitive and productive.

53.3 Discuss the reasons why new technology was not rapidly adopted in all industrial sectors in Britain during the nineteenth century.

Ans. New technology was not rapidly adopted due to several factors – the high cost of new machines, the frequent breakdowns and costly repairs, and the cautious approach of merchants and industrialists who doubted the effectiveness of these technologies. Additionally, traditional industries, which employed a significant portion of the workforce, relied on non-mechanised, small-scale innovations to sustain growth, further slowing the widespread adoption of new technologies.

54. The East India Company tried to eliminate the existing traders and brokers connected with the cloth trade, and establish a more direct control over the weaver. It appointed a paid servant called the *gomastha* to supervise weavers, collect supplies, and examine the quality of cloth. It prevented Company weavers from dealing with other buyers. One way of doing this was through the system of advances. Once an order was placed, the weavers were given loans to purchase

the raw material for their production. Those who took loans had to hand over the cloth they produced to the *gomastha*. They could not take it to any other trader. Soon, however, in many weaving villages there were reports of clashes between weavers and *gomasthas*. Earlier supply merchants had very often lived within the weaving villages, and had a close relationship with the weavers, looking after their needs and helping them in times of crisis. The new *gomasthas* were outsiders, with no long-term social link with the village. They acted arrogantly, marched into villages with sepoys and peons, and punished weavers for delays in supply – often beating and flogging them. The weavers lost the space to bargain for prices and sell to different buyers. The price they received from the Company was miserably low and the loans they had accepted tied them to the Company.

54.1 How did the East India Company attempt to control the weavers and the cloth trade?

Ans. The East India Company attempted to control the weavers and the cloth trade by eliminating existing traders and brokers, appointing *gomasthas* to supervise weavers, and implementing a system of advances that bound weavers to sell their cloth exclusively to the Company.

54.2 Why did the appointment of *gomasthas* lead to clashes with the weavers?

Ans. Clashes occurred because *gomasthas*, who were outsiders with no social ties to the villages, acted arrogantly, enforced harsh measures, and punished weavers for delays. This was in stark contrast to the earlier supply merchants who had close relationships with weavers and supported them in times of need.

54.3 What were the economic and social impacts of the East India Company's policies on Indian weavers?

Ans. The East India Company's policies economically tied weavers to the Company through loans, restricting their ability to sell to other buyers and reducing their bargaining power, leading to low prices for their products. Socially, the presence of *gomasthas* disrupted village life, as they were outsiders who enforced strict control, leading to resentment and clashes. Weavers lost traditional support networks, suffered from increased oppression, and experienced a significant decline in their livelihoods.

55. Before the age of machine industries, India's silk and cotton goods dominated the international textile market. Armenian and Persian merchants transported these goods from Punjab through mountain passes and deserts, while a vibrant sea trade connected pre-colonial ports like Surat,

Masulipatam, and Hooghly to Southeast Asia and the Gulf. Indian merchants and bankers played a crucial role in financing production, transporting goods, and supplying exporters. By the 1750s, this network began breaking down as European companies secured trade monopolies and control over local courts. This led to the decline of old ports like Surat and Hooghly and the rise of new colonial ports like Bombay and Calcutta. European companies controlled trade through these new ports, forcing Indian merchants to adapt to the new European-dominated trade network, significantly altering the Indian economy.

55.1 How did the rise of European companies in the 18th century affect Indian ports like Surat and Hooghly?

Ans. The rise of European companies led to the decline of Indian ports like Surat and Hooghly by securing trade monopolies, which reduced exports and dried up credit, causing local bankers to go bankrupt.

55.2 What role did Indian merchants and bankers play in the pre-colonial export trade network?

Ans. Indian merchants and bankers financed production, transported goods, and supplied exporters, linking port towns to inland regions and facilitating the flow of goods to international markets.

55.3 Explain how the shift from traditional Indian ports to new colonial ports impacted the Indian economy and trade networks.

Ans. The shift from traditional ports like Surat and Hooghly to new colonial ports like Bombay and Calcutta, controlled by European companies, disrupted the existing Indian trade networks. This transition reduced the autonomy of Indian merchants, collapsed many traditional trading houses, and integrated the Indian economy into a European-dominated trade system, significantly altering economic practices and reducing the influence of local financial systems.

56. In the 19th century, various groups in India established industries, often starting with fortunes made through trade with China. The British in India exported opium to China and imported tea to England, with many Indians participating as financiers and shippers. Prominent industrialists like Dwarkanath Tagore in Bengal, Dinshaw Petit and Jamsetjee Tata in Bombay, and Seth Hukumchand in Calcutta initially made their wealth through this trade. Merchants from Madras traded with Burma, the Middle East, and East Africa, while some commercial groups operated within India, handling goods, banking money, and

financing traders. However, as colonial control tightened, Indian merchants were restricted to exporting raw materials and edged out of the shipping business. European managing agencies controlled large sectors of Indian industries until WWI, often excluding Indian businessmen from key decision-making processes.

56.1 How did the tightening of colonial control over Indian trade affect Indian merchants?

Ans. The tightening of colonial control limited Indian merchants to exporting raw materials and food grains, barring them from trading manufactured goods with Europe. This restriction, along with being edged out of the shipping business, significantly reduced their operational space and profitability.

56.2 What were the primary sources of capital accumulation for Indian industrialists in the 19th century?

Ans. Indian industrialists accumulated capital primarily through trade with China (opium exports and tea imports), trading with regions like Burma, the Middle East, and East Africa, and participating in internal trade within India, such as banking, transferring funds, and financing traders.

56.3 Explain the role of European managing agencies in Indian industries until the First World War and their impact on Indian businessmen.

Ans. European Managing Agencies like Bird Heiglers & Co., Andrew Yule, and Jardine Skinner & Co. controlled a large sector of Indian industries, mobilising capital, setting up joint-stock companies, and making business decisions. Indian financiers provided the capital, but were excluded from decision-making processes and European chambers of commerce, limiting their influence and integration in the industrial sector. This control by European agencies marginalised Indian businessmen and restricted their growth within the colonial industrial framework.

57. In many industries the demand for labour was seasonal. Gas works and breweries were especially busy through the cold months. So they needed more workers to meet their peak demand. Bookbinders and printers, catering to Christmas demand, too needed extra hands before December. At the waterfront, winter was the time that ships were repaired and spruced up. In all such industries where production fluctuated with the season, industrialists usually preferred hand labour, employing workers for the season. A range of products could be produced only with hand labour. Machines were oriented to producing uniforms, standardised goods for a mass market.

But the demand in the market was often for goods with intricate designs and specific shapes.

57.1 Why did industrialists prefer to have human labour instead of machines?

Ans. Industrialists prefer to have human labour because they do not want to invest large capital on machineries. There were plenty of labourers who work on low wages. On the other hand the demand for labour was seasonal.

57.2 Why were handmade products preferred?

Ans. Handmade products were preferred because they symbolise refinement and class. These products were better finished, carefully designed and individually produced. They were mostly preferred by the upper class and the aristocrats.

57.3 Why was the demand for labour seasonal?

Ans. The demand for labour was seasonal because the gas work and breweries were busy during cold season, bookbinders and printer need maximum working hands before Christmas to fulfill the demands. Ships were also repaired in winters.

58. Market for Goods: One way in which new consumers are created is through advertisements. As you know, advertisements make products appear desirable and necessary. They try to shape the minds of people and create new needs. Today we live in a world where advertisements surround us. They appear in newspapers, magazines, hoardings, street walls, television screens. But if we look back into history, we find that from the very beginning of the industrial age, advertisements have played a part in expanding the markets for products, and in shaping a new consumer culture. When Manchester industrialists began selling cloth in India, they put labels on the cloth bundles. The label was needed to make the place of manufacture and the name of the company familiar to the buyer. The label was also to be a mark of quality. When buyers saw 'MADE IN MANCHESTER' written in bold on the label, they were expected to feel confident about buying the cloth. **(CBSE 2023)**

58.1 How was the marketing of goods done in India by the British? Why was human labour preferred instead of machines?

Ans. The industrialists from Manchester affixed labels to the bundles of cloth that were exported to India. These labels indicated the name of the company and the location of production, aiming to instill confidence in the buyer regarding the quality of the merchandise. The British favoured the use of human labour, as the costs associated with purchasing, maintaining, and repairing machinery were high.

58.2 How were the new consumers created through advertisement during colonial India?

Ans. British manufacturers used labels on products to indicate the place of manufacture and company name, which helped consumers trust the quality of the product. For example, the phrase "MADE IN MANCHESTER" was used to instill confidence in the quality of the cloth. They used images of Indian gods and goddesses on labels and calendars to suggest that the product was approved by Indian people.

58.3 Identify the messages conveyed through advertisements during industrialisation.

Ans. During the period of industrialisation, advertisements communicated themes of modernity, convenience, quality, health, patriotism, and social standing to the consumer audience.

59. Yet, till the First World War, industrial growth was slow. The war created a dramatically new situation. With British mills busy with war production to meet the needs of the army, Manchester imports into India declined. Suddenly, Indian mills had a vast home market to supply. As the war prolonged, Indian factories were called upon to supply war needs – jute bags, cloth for army uniforms, tents and leather boots, horse and mule saddles and a host of other items. New factories were set up and old ones ran multiple shifts. Many new workers were employed and everyone was made to work longer hours. Over the war years industrial production boomed.

After the war, Manchester could never recapture its old position in the Indian market. Unable to modernise and compete with the US, Germany and Japan, the economy of Britain crumbled after the war. Cotton production collapsed and exports of cotton cloth from Britain fell dramatically. Within the colonies, local industrialists gradually consolidated their position, substituting foreign manufacturers and capturing the home market. **(CBSE 2023)**

59.1 Why did Manchester imports decline in India?

Ans. Manchester imports into India declined because British mills were busy with war production to meet the needs of the army.

59.2 Why could Manchester never recapture its old position in the Indian market after the First World War?

Ans. After the war, Manchester could never recapture its old position in the Indian market because it was unable to modernise and compete with the US, Germany and Japan.

59.3 Analyse any two benefits of the First World War to India.

Ans. Indian mills had a vast home market to supply.

As the war prolonged, Indian factories were called upon to supply war needs – jute bags, cloth for army uniforms, tents and leather boots, horse and mule saddles and a host of other items. New factories were set up and old ones ran multiple shifts. Many new workers were employed and everyone was made to work longer hours. Over the war years industrial production boomed.

Long Answer Type Questions

60. How did the First World War prove to be a boon to the Indian industries? (CBSE 2012)

Ans.

- During the First World War, the British mills were occupied in production to meet the needs of the army as a result Manchester imports into India declined. However, Indian mills had a huge local market to supply.
- Due to prolonged war, Indian factories were called upon to supply war needs like jute bags, cloth for army uniforms, tent, etc.
- After the war, Manchester could never recapture its share in the Indian market. The economy of Britain crumbled after the war as they were not able to compete with the US, Germany and Japan. In the colonies, local industrialists consolidated their position by capturing the home market.

61. How did the Indian and British merchants and manufacturers advertise their products in India to promote their sale?

Ans. Advertising has played an important role, from the very beginning of the industrial era, in the expansion of markets for products. During early phase of advertising, the labels on the products did not only carry words and texts but they also carried images. When the Manchester industrialists began to sell cloth in India, they put labels on the cloth bundles, with bold letters 'Made in Manchester' as a guarantee of quality. In order to attract Indian people images of Indian gods and goddesses appeared regularly on these labels. The objective behind these labels was to show that gods gave divine approval to the goods being sold. The images of Krishna or Saraswati were intended to make the product appear familiar to Indian people. In the late nineteenth century, manufacturers started printing calendars to popularise their products because calendars were also used by people who could not read newspapers and magazines. Images of gods, important personalities of emperors and nawabs were frequently printed on advertisement calendars.

62. How do the illustrations from ET Paull's music book and the trade magazine contribute to

our understanding of popular perceptions of industrialization, and what critical questions do they raise about the impact of industrialization on society?

Ans. The illustrations from ET Paull's music book and the trade magazine contribute to our understanding by glorifying technological advancements and industrialisation. The angel of progress and the modern mechanic symbolise rapid industrial growth and modernisation, embedding these ideas into popular imagination. However, these images also raise critical questions about whether industrialisation truly benefits society. They prompt us to consider if continuous mechanisation is always positive and what the broader impacts on people's lives are. By exploring the history of industrialisation in Britain and India, we can better understand the complexities of these changes, especially considering the different contexts, such as the influence of colonial rule on India's industrial development.

63. Discuss the impact of technological inventions and the creation of cotton mills on the industrial landscape of England in the late eighteenth and early nineteenth centuries.

Ans. Technological inventions in the eighteenth century, such as improvements in carding, twisting, spinning, and rolling, increased the efficiency of each production step, enhancing worker output and producing stronger threads and yarn. Richard Arkwright's creation of the cotton mill revolutionised the industry by centralising production processes under one roof, which allowed for better supervision, quality control, and labour regulation. This shift marked the transition from dispersed village household production to centralised factory production. By the early nineteenth century, factories became a prominent and imposing feature of the English landscape, symbolising the power of new technology. The rapid growth of mills overshadowed smaller workshops and bylanes, reflecting the profound changes brought by industrialisation.

64. Discuss the factors that influenced the reliance on hand labour in Victorian Britain's industries and compare this with the approach in nineteenth-century America.

Ans. In Victorian Britain, the abundance of cheap labour from poor peasants and vagrants migrating to cities kept wages low, making labour inexpensive. Industrialists preferred hand labour, especially for seasonal work in industries like gas works, breweries, bookbinding, and ship repair. Hand labour was essential for producing

goods with intricate designs and specific shapes, which machines could not replicate. Additionally, handmade products were favoured by the upper classes for their refinement and quality. In contrast, nineteenth-century America faced labour shortages and thus adopted mechanical power to minimise human labour. Industrialists in America invested in machines to maintain production efficiency and meet the high demand, reflecting a different industrial approach driven by labour availability and economic necessity.

65. Analyse the decline of traditional Indian ports and the rise of new colonial ports in the 18th century. How did this shift affect the Indian economy and trade networks?

Ans. By the 1750s, the traditional Indian ports of Surat and Hoogly declined as European companies secured trade monopolies and exerted control over trade networks. This shift resulted in a significant drop in exports from these ports and the collapse of local banking systems that had financed the earlier trade. The gross value of trade through Surat, for instance, fell from ₹ 16 million to ₹ 3 million by the 1740s. Meanwhile, new ports like Bombay and Calcutta grew in importance, signifying the rise of colonial power. Trade through these new ports was controlled by European companies and conducted via European ships. Many traditional trading houses collapsed, and those that survived had to adapt to the new European-dominated trade network, fundamentally altering the Indian economy and its pre-existing trade networks.

———— Let's Compete ————

Multiple-Choice Questions

- How do advertisements help to create new consumers?
 - They make product appear desirable and necessary.
 - They try to shape the minds of people and create new needs.
 - They help in expanding the markets for products.
 - All of the above.

Ans. (d) All of the above.

- What was the main function of 'jobber' employed by an industrialist?
 - To get new recruits
 - To collect money
 - To set up industries
 - To supply raw material

Ans. (a) To get new recruits

- Which one of the following was not a European managing agency dominating industrial production in India?

- Jardine Skinner & Co.
- Bird Heiglers & Co.
- Andrew Yule
- Elgin Mills

Ans. (d) Elgin Mills

- Why did Indian weavers not get sufficient raw cotton?
 - Due to increase in export of raw cotton.
 - Cotton crop perished in the bad weather.
 - There was no demand in the international market.
 - There was no demand in local markets.

Ans. (a) Due to increase in export of raw cotton.

- In which of the following ways did the early industrialists accumulate capital?
 - Trade with America
 - Trade with China
 - Moneylending
 - All of these

Ans. (b) Trade with China

- In which of the following industries was the demand for labour not seasonal?
 - Breweries
 - Printing
 - Mining
 - None of these

Ans. (c) Mining

- Which of the following explains proto-industrialisation?
 - Production based on factories.
 - Production for local consumption.
 - Production for export.
 - Early industrial production preceding stage of industrialisation.

(CBSE 2011)

- Ans.** (d) Early industrial production preceding stage of industrialisation.
- When did Indian businessmen begin establishing industries?
 - Early nineteenth century
 - Early twentieth century
 - Late nineteenth century
 - Late eighteenth century

Ans. (c) Late nineteenth century

- Which among the following movements mobilised Indians to boycott foreign goods?
 - Swadeshi Movement
 - Partition of Bengal
 - Civil Disobedience Movement
 - All of these

Ans. (a) Swadeshi Movement

- In which year did the first jute mill come up in Bengal?
 - 1910
 - 1885
 - 1855
 - 1857

Ans. (c) 1855

Life Skills

1. 'Despite stiff competition from machine-made thread, the Indian handloom production not only survived, but also saw a steady growth in the twentieth century. Write your views.

Ans. Though the number of factories grew after the war, large industries constituted only a small section of the economy. Around 67 per cent in 1911 were located in Bengal and Bombay, and the small-scale production was predominant over the rest of the country. Only a small proportion, about 5 per cent in 1911 and 10 per cent, of the total industrial labour, worked in registered factories. The remaining continued to work in small workshops and residential units. The twentieth century witnessed an expansion in handicrafts production and that is true even for the handloom sector. People engaged in handicrafts adopted new technology to improve production without incurring much costs and this can be proved by the fact that, by the second decade of the twentieth century weavers were using looms with a fly shuttle. In the regions like Travancore, Madras, Mysore, Cochin, Bengal about 70 to 80 per cent of the handlooms were fitted with fly shuttles.

2. By the first decade of the twentieth century a series of changes affected the pattern of industrialisation in India. Explain.

Ans. In the late nineteenth century, when Indian businessmen started establishing industries they avoided competition with Manchester goods in the Indian market. But a series of changes affected the pattern of industrialisation in the first decade of the twentieth century. During Swadeshi movement, nationalists mobilised common masses to boycott foreign cloth. In order to protect their collective interests, the industrial groups organised themselves to pressurise the government to increase tariff protection and for the grant of other concessions. From 1906 onwards, the export of Indian yarn to China declined due to produce from Chinese and Japanese mills flooded the Chinese market. So the Indian industrialists shifted their focus from yarn to cloth production. During the First World War, the British mills were occupied in production to meet the needs of the army as a result Manchester imports into India declined. However, Indian mills had a huge local market to supply. Due to prolonged war, Indian factories were called upon to supply war needs like jute bags, cloth for army uniforms, tent, etc. After the war, Manchester could never recapture its share in the Indian market. The economy of Britain crumbled after the war as they were not able to compete with the US, Germany and Japan. In the colonies, local industrialists consolidated their position by capturing the home market.

Print Culture and the Modern World

— Check Your Progress 1 —

Multiple-Choice Questions

1. Which of the following is an enlightenment thinker whose writings are said to have created conditions for a revolution in France?

(a) Louis-Sebastien Mercier
(b) Rousseau
(c) Menocchio
(d) Gutenberg

(CBSE 2010, 2011)

Ans. (b) Rousseau

2. Who was Martin Luther?

(a) Religious reformer of England
(b) Religious reformer of France
(c) Religious reformer of Italy
(d) Religious reformer of Germany

Ans. (d) Religious reformer of Germany

3. In which year did Gutenberg perfect the system of printing press?

(a) 1448 (b) 1484
(c) 1844 (d) 1184

Ans. (a) 1448

4. Consider the statements given below and choose the correct answer.

Statement I: Western printing techniques and mechanical press were imported in the late 19th century as western powers established their outposts in China.

Statement II: Beijing became the hub of the new print culture, catering to western style schools.

Options:

(a) Statement (I) is correct and (II) is incorrect.
(b) Statement (I) is incorrect and (II) is correct.
(c) Both (I) & (II) are incorrect.
(d) Both (I) & (II) are correct.

(CBSE SP 2024)

Ans. (a) Statement (I) is correct and (II) is incorrect.

5. Where was the earliest kind of print technology developed?

(a) Europe (b) China, Japan, and Korea
(c) India (d) The Middle East

Ans. (b) China, Japan, and Korea

6. How were traditional Chinese 'accordion books' printed and assembled?

(a) By using movable type and stitching at the spine
(b) By rubbing paper against inked woodblocks and folding/stitching at the side
(c) By printing on parchment and binding with leather
(d) By typing on papyrus and gluing at the edges

Ans. (b) By rubbing paper against inked woodblocks and folding/stitching at the side

7. What was a significant change in print technology in China in the late nineteenth century?

(a) Introduction of colour printing
(b) Shift from hand printing to mechanical printing
(c) Development of digital printing
(d) Use of clay tablets for printing

Ans. (b) Shift from hand printing to mechanical printing

8. What is the oldest Japanese book, and when was it printed?

(a) *The Tale of Genji*, AD 1000
(b) *The Pillow Book*, AD 990
(c) *The Buddhist Diamond Sutra*, AD 868
(d) *The Kojiki*, AD 712

Ans. (c) *The Buddhist Diamond Sutra*, AD 868

9. Where was the first-known printing press developed?

(a) Paris, France (b) London, England
(c) Strasbourg, Germany (d) Rome, Italy

Ans. (c) Strasbourg, Germany

10. Who developed the first-known printing press?
 (a) Marco Polo (b) James Hargreaves
 (c) Johann Gutenberg (d) Thomas Edison

Ans. (c) Johann Gutenberg

11. In which decade was the first-known printing press developed?
 (a) 1390s (b) 1430s
 (c) 1470s (d) 1490s

Ans. (b) 1430s

12. What model did Gutenberg use for his printing press?
 (a) Wine press (b) Olive press
 (c) Paper press (d) Metal press

Ans. (b) Olive press

13. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.
- Introduction of hand-printing technology in Japan by Buddhist missionaries
 - Printing of the Buddhist Diamond Sutra
 - Flourishing of illustrated collections in Edo (Tokyo)
 - Regular publication of poets and prose writers in medieval Japan

Options:

- (a) ABDC (b) BACD
 (c) ACBD (d) DABC

Ans. (a) ABDC

Very Short Answer Type Questions

14. Why did the Roman Catholic Church impose control over publishers and booksellers? (CBSE 2018)

Ans. The Roman Catholic Church imposed control over publishers and booksellers because they had a fear that the large circulation of books would lead to decrease in their power and authority.

15. Which Chinese city became the hub of the new print culture in the nineteenth century? How?

Ans. Western printing techniques and mechanical presses were imported in the late nineteenth century as Western powers established their outposts in China. Shanghai became the hub of the new print culture, catering to the Western-style schools. From hand printing there was now a gradual shift to mechanical printing.

16. Which was the first book printed by Gutenberg? How many copies were printed and how many years did it take to produce?

Ans. The first book he printed was the Bible. About 180 copies were printed and it took three years to produce them.

17. What was print revolution? What caused the print revolution?

Ans. The Print Revolution marked a significant transition from manual printing methods to mechanical printing techniques, resulting in the extensive dissemination of ideas and information. Central to this transformation was the invention of the printing press, which played a pivotal role in the Print Revolution. By making books more accessible and simpler to produce, the printing press fostered the emergence of a new audience of readers.

18. What were the fears associated with the easier access to printed books in early modern Europe?

Ans. There were fears that easier access to printed books could spread rebellious and irreligious thoughts, undermining the authority of valuable literature and established religious and political authorities, leading to widespread criticism of the new printed literature.

19. What were penny chapbooks and Bibliotheque Bleue?

Ans. Penny chapbooks were low-priced books sold by petty pedlars in England, while Bibliotheque Bleue were similar low-priced small books printed on poor quality paper and bound in cheap blue covers in France.

Short Answer Type Questions

20. "The 'Print Revolution' had transformed the lives of people changing their relationship to information and knowledge". Analyse the statement. (CBSE 2018)

Ans. With the introduction of printing press, a new reader base emerged. There were various advantages of printing technology like cost of books was low, time and labour required for the production of each was less and multiple copies could be produced easily. Due to this, books flooded the market and they were within the reach of ever-growing readers. Earlier the reading activity was restricted only to the elite class and common people lived in an oral culture. The transfer of knowledge took place orally. Before the age of printing, books were both expensive and not possible to produce them in sufficient numbers. Now the scenario changed completely, earlier there was a hearing public which now transformed into a reading public.

21. 'Printed books at first closely resembled the written manuscripts in appearance and layout.' Explain.

Ans. The new technology did not displace the existing art of handwritten books; in fact the printed

books closely resembled the handwritten books in appearance and layout. The metal letters imitated the ornamental handwritten styles. Borders were illuminated by hand with foliage and other patterns, and illustrations were painted. In the books printed for the rich, space for decoration was kept blank on the printed page. Each purchaser could choose the design and decide on the painting school that would do the illustrations.

- 22.** How did access to books create a new culture of reading? Examine any three points. (CBSE 2015)

Ans. With the introduction of printing press, a new reader base emerged. Earlier the reading activity was restricted only to the elite class and common people lived in an oral culture. The transfer of knowledge took place orally. Before the age of printing, books were both expensive and not possible to produce them in sufficient numbers. Now the scenario changed completely, earlier there was a hearing public which now transformed into a reading public. However, this transition was not easy as the books could be read only by the literate and the rate of literacy was very low in most of the European countries till the twelfth century. Keeping this fact in mind the publishers began to publish popular ballads and folk tales with abundantly illustrated pictures in order to persuade the common people to welcome the printed books.

- 23.** How did print come into existence in Europe? Explain. (CBSE 2023)

Ans. In the 11th century, the introduction of Chinese paper to Europe via the Silk Route facilitated the creation of manuscripts by scribes. Marco Polo, after his travels in China, returned to Italy in 1295 with insights into woodblock printing. Subsequently, in the 1430s, Johannes Gutenberg developed the printing press, which enabled the efficient reproduction of texts by utilising interchangeable model pieces for producing numerous copies.

- 24.** How did access to books create a new culture of reading? Explain. (CBSE 2023)

Ans. The expansion of access to books has led to a notable rise in literacy rates. A broader audience, including individuals who previously lacked the financial means to purchase literature, has gained the opportunity to engage with written works. This shift has fostered a culture of reading, particularly of novels and storybooks. The advent of the printing press significantly contributed to this accessibility by lowering both the production costs and the time needed to create books.

- 25.** Explain how the transition from an oral culture to a reading culture was facilitated by the printing press.

Ans. Before the printing press, common people relied on oral transmission of knowledge, with stories and texts recited in public gatherings. The printing press made books cheaper and more available, fostering a reading culture. Publishers also appealed to the illiterate by printing illustrated ballads and folk tales, read aloud at gatherings, thus blending oral and reading cultures.

- 26.** How did the rise in literacy rates and the development of popular literature influence European society in the seventeenth and eighteenth centuries?

Ans. The rise in literacy rates, driven by church-established schools, led to a reading mania. Popular literature, such as penny chapbooks and *Bibliothèque Bleue*, became widely available. The periodical press combined current affairs with entertainment, making information accessible to a broader audience. This spread scientific and philosophical ideas, influencing a wider circle of readers and fostering intellectual curiosity.

Long Answer Type Questions

- 27.** 'The print culture created the conditions within which French Revolution occurred.' Explain.

Ans. Many historians believe that print culture shaped the conditions within which French Revolution took place, for which three types of arguments have been generally put forward.

- The print culture helped in popularising the ideas of the Enlightenment thinkers. Their writings provided a significant commentary on tradition, superstition and despotism. They were in favour of the rule of reason instead of custom, and raised a demand that everything should be judged through reason and rationality.
- Print developed a new culture of discussion and debate. The values, norms and institutions were re-evaluated and discussed by the public who were now aware of the power of reason, and acknowledged the necessity of questioning the existing ideas and beliefs. Thus, the new ideas of social revolution emerged.
- By the 1780s, a huge volume of literature was in the market that mocked the royalty. Through this process the print raised questions about the existing social order.

- 28.** Explain any three reasons for an increase in reading mania in Europe in the eighteenth century. (CBSE 2010, 2011)

Ans. During the seventeenth and eighteenth centuries, literacy rates increased in most of the European

countries. Churches established schools in villages which helped in increasing the literacy rates among peasants and artisans. As a result, by the end of the eighteenth century, literacy rates were as high as 60 to 80 per cent in some parts of Europe. Due to this the demand of books increased and printers produced books in ever-increasing numbers. Booksellers engaged pedlars who went from one village to another, carrying little books for sale. They used to carry almanacs or ritual calendars, along with ballads and folk tales.

29. Discuss the challenges and strategies involved in transitioning from an oral culture to a reading culture with the advent of the printing press.

Ans. The transition from an oral culture to a reading culture with the advent of the printing press faced several challenges, primarily due to low literacy rates in most European countries until the 20th century. Despite the reduced cost and increased availability of books, publishers had to persuade the common people to embrace printed books. They addressed this by printing popular ballads and folk tales, which were often illustrated to make them appealing to those who could not read. These books were read aloud in public gatherings such as villages and taverns, blending oral and reading cultures. This strategy not only made printed material accessible to the illiterate but also blurred the line between hearing and reading publics, creating an interconnected audience.

30. Discuss the impact of rising literacy rates and the development of print on the dissemination of scientific and philosophical ideas in seventeenth and eighteenth-century Europe.

Ans. The rise in literacy rates during the seventeenth and eighteenth centuries, aided by church-established schools, led to a significant increase in the reading public. This, combined with the development of print technology, created a virtual reading mania. Popular literature targeted new audiences, making books accessible to a broader section of society, including the less educated. The periodical press emerged, providing a mix of current affairs and entertainment, and newspapers and journals spread news about wars, trade, and scientific developments. Scientific works by figures like Isaac Newton and philosophical writings by thinkers like Thomas Paine, Voltaire, and Rousseau became widely available, influencing a larger circle of readers. This democratisation of knowledge fostered intellectual curiosity and spread ideas about science, reason, and rationality.

Check Your Progress 2

Multiple-Choice Questions

1. Who published the *Sambad Kaumudi* from 1821?
 (a) Rammohun Roy (b) Bal Gangadhar Tilak
 (c) Raja Ravi Varma (d) Dr B R Ambedkar

(CBSE 2010)

Ans. (a) Rammohun Roy

2. Who among the following was not a woman novelist?
 (a) George Eliot (b) Bronte Sisters
 (c) Maxim Gorky (d) Jane Austen

Ans. (c) Maxim Gorky

3. Which one of the following aspects was common between the writings of Dr B R Ambedkar and E V Ramaswamy Naicker?

- (a) Wrote on the caste system in India
 (b) Highlighted the experiences of women
 (c) Raised awareness about cultural heritage
 (d) Motivated Indians for their national freedom.

(CBSE 2023)

Ans. (a) Wrote on the caste system in India

4. Which one of the following pairs is correctly matched?

List-I (Authors)	List-II (Books)
(a) Jyotiba Phule	- <i>Amar Jiban</i>
(b) Sudarshan Chakra	- <i>Sachhi Kavayen</i>
(c) Rash Sundari Debi	- <i>Gulamgiri</i>
(d) Kashi Baba	- <i>Chotte aur Bade Sawal</i>

(CBSE 2024)

Ans. (d) Kashi Baba – *Chotte aur Bade Sawal*

5. Who among the following wrote about the injustices of the caste system in *Gulamgiri*?

- (a) Dr B R Ambedkar (b) Jyotiba Phule
 (c) Mahatma Gandhi (d) Bal Gangadhar Tilak

Ans. (b) Jyotiba Phule

6. Choose the correct option to fill in the blank.
 In the beginning of the 19th century,
 a girl married in a very orthodox household wrote an autobiography called '*Amar Jiban*'.

- (a) Pandita Ramabai (b) Rashsundari Devi
 (c) Tarabai Shinde (d) Kailashbhashini Debi

(CBSE 2024)

Ans. (b) Rashsundari Devi

7. Who perfected the power-driven cylindrical press capable of printing 8,000 sheets per hour?

- (a) Johann Gutenberg (b) Richard M Hoe
 (c) Benjamin Franklin (d) James Watt

Ans. (b) Richard M Hoe

8. Which printing technology developed in the late nineteenth century could print up to six colours at a time?

(a) Cylindrical press (b) Offset press
(c) Movable type press (d) Rotary press

Ans. (b) Offset press

9. What innovation did publishers introduce in the 1920s in England to make popular works more accessible?

(a) Hardcover editions (b) Shilling Series
(c) Illustrated editions (d) E-books

Ans. (b) Shilling Series

10. Which newspaper did Rammohun Roy publish in 1821 to promote social and religious reform?

(a) *Samachar Chandrika* (b) *Jam-i-Jahan Nama*
(c) *Shamsul Akhbar* (d) *Sambad Kaumudi*

Ans. (d) *Sambad Kaumudi*

Very Short Answer Type Questions

11. Who emerged as the new readers in nineteenth-century Europe? What was the main reason?

Ans. The nineteenth century saw vast leaps in mass literacy in Europe, bringing in large numbers of new readers among children, women and workers. As primary education became compulsory from the late nineteenth century, children became an important category of readers. Production of school textbooks became critical for the publishing industry. A children's press, devoted to literature for children alone, was set up in France in 1857.

12. Name any two languages in which manuscripts were written in India before the age of print. What type of manuscripts existed at that time?

Ans. India had a very rich and old tradition of handwritten manuscripts – in Sanskrit, Arabic, Persian, as well as in various vernacular languages. Manuscripts were copied on palm leaves or on handmade paper. Pages were sometimes beautifully illustrated.

13. Who wrote *Chhote Aur Bade Ka Sawal*? What was the main theme of this book?

Ans. Kashibaba wrote and published *Chhote Aur Bade Ka Sawal* in 1938. It shows the links between caste and class exploitation.

14. Which Governor-General agreed to revise the press laws? Why did he agree?

Ans. In 1835, responding to pressing requests from editors of both English and local language newspapers, Governor-General Bentinck consented to amend the existing press laws.

15. How did conservative families in the 19th century react to women's education? How did a few women respond?

Ans. Conservative families feared that educated women would face social consequences like widowhood or corruption. Some women defied these prohibitions by secretly learning to read and write, as seen in the story of a girl from a conservative Muslim family and Rashundari Debi in East Bengal.

Short Answer Type Questions

16. Write a short note on 'Battala'.

Ans. The Battala, an entire area in central Calcutta, was devoted to the printing of popular books. Here the cheap edition of religious tracts and scriptures, as well as literature that was considered obscene and scandalous was easily available. By the late nineteenth century, a lot of these books were being profusely illustrated with woodcuts and coloured lithographs. Pedlars took the Battala publications to homes which enabled the women to read them in their leisure time.

17. What new innovations did printers and publishers develop to sell their products? **(CBSE 2011)**

Ans. A series of various innovations in the printing technology helped in the growth of publishing industry. Richard M Hoe perfected the power-driven cylindrical press which was capable of printing 8,000 sheets per hour and it was particularly useful for printing newspapers. The offset press was developed which was capable of printing up to six colours at a time and from the turn of the twentieth century, electrically operated presses enhanced the printing operations. In order to sell their product, the printers and publishers developed new strategies. In England during 1920s, popular books were sold in cheap series, called the Shilling Series. The dust cover or the book jacket is also an innovation of twentieth century. During the Great Depression in the 1930s, publishers in order to sustain buying, they brought out cheap paperback editions.

18. Discuss the policy of censorship as practised by the East India Company.

Ans. Prior to 1789, the colonial state under the East India Company was very serious about the censorship. By 1820s, the Calcutta Supreme Court passed several regulations in order to control press freedom and the East India Company started encouraging the publication of only those newspapers that celebrated the British rule. In 1835, Governor-General Bentinck because of the imperative petitions by editors of the English and vernacular newspapers agreed to revise the press laws. Thomas Macaulay was the one who formulated new rules to restore their earlier freedoms. But after the Revolt of 1857, press freedoms were curtailed. In 1878, the Vernacular

Press Act was passed which was based on the Irish Press Laws. It gave the government extensive rights to censor reports and editorials in the vernacular press.

19. Explain the implication of print culture on the religious reforms in India during 19th century.

Ans. In the nineteenth century, Indian reformers harnessed the power of print culture to disseminate progressive ideas and expose immoral practices. They initiated the publication of newspapers and books in various languages, including vernacular, English, and Hindi, to communicate their perspectives on issues such as widow immolation, child marriage, monotheism, the Brahmanical priesthood, and idolatry to the general populace.

20. Who was James Augustus Hickey, and what was significant about his publication, the *Bengal Gazette*?

Ans. James Augustus Hickey was the editor of the *Bengal Gazette*, a weekly magazine started in 1780. It was notable for its independence from colonial influence, publishing advertisements and gossip about the Company's officials. His publication led to persecution by Governor-General Warren Hastings, who encouraged officially sanctioned newspapers to counter Hickey's influence.

Long Answer Type Questions

21. Why was the Vernacular Press Act passed in 1878? How did this empower the government to impose restrictions on the press? (CBSE 2015)

Ans. After crushing the Revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen were in favour of a clamp down on the 'native' press. As vernacular newspapers became assertively nationalist, the British started thinking of measures for stringent control. In 1878, the Vernacular Press Act was passed which was based on the Irish Press Laws. This Act empowered the government with extensive rights to censor reports and editorials in the vernacular press. As a result from now onwards the government was able to keep a regular track of the vernacular newspapers. If a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was asked to stop its operations and the printing machinery was confiscated.

22. 'By the end of the nineteenth century, a new visual culture was taking shape'. Explain.

Ans. A new visual culture developed by the end of the nineteenth century due to setting up of an increasing number of printing presses. Painters

like Raja Ravi Varma created images for mass circulation. Cheap prints and calendars were now easily available in the markets that could be bought even by the poor for decorating the walls of their homes. These prints shaped popular ideas about modernity and tradition, religion and politics, and society and culture. The publication of caricatures and cartoons in journals and newspaper started by the 1870s which commented on the social and political issues. There were nationalist cartoons criticising imperial rule.

23. Describe the development of the printing press in India, highlighting key contributions by different groups and the role of James Augustus Hickey in the English press.

Ans. The printing press was introduced to Goa by Portuguese missionaries in the mid-sixteenth century. Jesuit priests printed several tracts in Konkani and Kanara, with around 50 books printed by 1674. Catholic priests printed the first Tamil book in 1579 at Cochin and the first Malayalam book in 1713. Dutch Protestant missionaries printed 32 Tamil texts by 1710. The English press developed later, with the English East India Company importing presses from the late seventeenth century. In 1780, James Augustus Hickey began editing the *Bengal Gazette*, an independent weekly magazine that published advertisements and gossip about Company officials. This led to persecution by Governor-General Warren Hastings, who promoted officially sanctioned newspapers to counter Hickey's influence. By the late eighteenth century, several newspapers and journals emerged, including the first Indian-published newspaper, the *Bengal Gazette*, by Gangadhar Bhattacharya, who was close to Rammohun Roy.

Self-Assessment

Multiple-Choice Questions

1. Print culture first emerged in
(a) West Asia. (b) East Asia.
(c) Europe. (d) America.

Ans. (b) East Asia.

2. The first-known printing press was developed by
(a) Johann Gutenberg. (b) Richard M Hoe.
(c) Raja Ravi Varma. (d) William Bentinck.

Ans. (a) Johann Gutenberg.

3. Martin Luther published
(a) Eighty Five Theses. (b) A Tale of Two Cities.
(c) Ninety Five Theses. (d) Utopia. (CBSE 2010)

Ans. (c) Ninety Five Theses.

4. What was the significant impact of the printing press on the circulation of ideas?
- It made books more expensive.
 - It restricted the spread of new ideas.
 - It enabled wide circulation of ideas and introduced a new world of debate and discussion.
 - It limited access to information to the elites.

Ans. (c) It enabled wide circulation of ideas and introduced a new world of debate and discussion.

5. Who wrote the Ninety Five Theses, and what was its main criticism?

- John Calvin, criticising Protestantism
- Martin Luther, criticising the Roman Catholic Church
- Henry VIII, criticising the Anglican Church
- Thomas More, criticising the Reformation

Ans. (b) Martin Luther, criticising the Roman Catholic Church

6. What was the significant impact of the printing press on book production?

- It increased the cost of books.
- It limited the production of books to elites.
- It reduced the cost and labour required to produce books.
- It made books harder to access.

Ans. (c) It reduced the cost and labour required to produce books.

7. How did publishers appeal to the common people with low literacy rates?

- By printing only religious texts
- By publishing popular ballads and folk tales with illustrations
- By reducing the price of books
- By offering free books

Ans. (b) By publishing popular ballads and folk tales with illustrations

8. What was the main reason for the rise in literacy rates in Europe during the seventeenth and eighteenth centuries?

- Increased trade and commerce
- Churches setting up schools in villages
- Invention of the printing press
- Expansion of universities

Ans. (b) Churches setting up schools in villages

9. What type of literature was sold by pedlars in England and France?

- Encyclopedias and scientific journals
- Penny chapbooks and Bibliotheque Bleue
- Historical novels and travelogues
- Legal documents and official decrees

Ans. (b) Penny chapbooks and Bibliotheque Bleue

10. Who declared that 'The printing press is the most powerful engine of progress'?

- Isaac Newton
- Thomas Paine
- Louise-Sebastien Mercier
- Voltaire

Ans. (c) Louise-Sebastien Mercier

11. Which Enlightenment thinkers' writings were widely read and helped foster critical thinking before the French Revolution?

- Newton and Galileo
- Voltaire and Rousseau
- Descartes and Pascal
- Locke and Hobbes

Ans. (b) Voltaire and Rousseau

12. What was the primary purpose of the Deoband seminary's publications in the 19th century?

- To promote Western education
- To spread Hindu religious texts
- To guide Muslim daily life and explain Islamic doctrines
- To support colonial rulers

Ans. (c) To guide Muslim daily life and explain Islamic doctrines

13. Which press published numerous religious texts in vernacular languages from the 1880s?

- Bombay Samachar Press
- Naval Kishore Press
- Deoband Seminary Press
- Shamsul Akhbar Press

Ans. (b) Naval Kishore Press

14. Who wrote *Gulamgiri*, addressing the injustices of the caste system in 1871?

- Dr B R Ambedkar
- E V Ramaswamy Naicker
- Jyotiba Phule
- Sudarshan Chakr

Ans. (c) Jyotiba Phule

15. Which millworker's poems were published in a collection called *Sacchi Kavitayan*?

- Dr B R Ambedkar
- E V Ramaswamy Naicker
- Kashibaba
- Sudarshan Chakr

Ans. (d) Sudarshan Chakr

16. Who among the following published 'Samvad Kaumudi'?

- Rashsundari Debi
- Tarabai Shinde
- Raja Rammohan Roy
- Ram Chaddha

Ans. (c) Raja Rammohan Roy

17. Arrange the following events in the correct chronological order and choose the correct answer from the given options.

- A. Martin Luther writes the Ninety Five Theses.
- B. Johann Gutenberg develops the first-known printing press.
- C. Luther's translation of the New Testament sells 5,000 copies within a few weeks.
- D. Luther's writings lead to the Protestant Reformation.

Options:

- (a) BACD (b) ABCD
- (c) BCAD (d) ACBD

Ans. (a) BACD

18. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

- A. Isaac Newton publishes his discoveries.
- B. Churches set up schools in villages.
- C. Periodical press develops.
- D. Penny chapbooks sold in England.

Options:

- (a) BDCA (b) BCAD
- (c) CBDA (d) DABC

Ans. (a) BDCA

19. Arrange the following events in the correct chronological order and choose the correct answer from the options given below.

- A. First Tamil book printed in Cochin.
- B. James Augustus Hickey starts *Bengal Gazette*.
- C. First Malayalam book printed.
- D. Dutch Protestant missionaries print 32 Tamil texts.

Options:

- (a) ACDB (b) CABD
- (c) ADCB (d) DACB

Ans. (a) ACDB

20. Who among the following said – "Printing the ultimate gift of God and the greatest one"?

- (a) Martin Luther
- (b) Mahatma Gandhi
- (c) Johannes Gutenberg
- (d) Rashsundari Devi

(CBSE 2024)

Ans. (a) Martin Luther

Assertion-Reason Type Questions

For question numbers 21 to 32, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (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.

21. **Assertion (A):** A children's press, devoted to literature for children alone, was set up in France in 1857.

Reason (R): This press published new works as well as old fairy tales and folk tales.

Ans. (a) Both A and R are true and R is the correct explanation of A.

22. **Assertion (A):** Printing created an appetite for new kinds of writing.

Reason (R): For readers, it opened up new worlds of experience, and gave a vivid sense of the diversity of human lives.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

23. **Assertion (A):** *Amar Jiban* was published in 1876.

Reason (R): It was written by Kailashbashini Debi.

Ans. (c) A is true but R is false.

24. **Assertion (A):** The first to appear was the weekly *Bengal Gazette*, brought out by Rammohun Roy.

Reason (R): From 1780, James Augustus Hickey began to edit the *Bengal Gazette*, a weekly magazine that described itself as 'a commercial paper open to all, but influenced by none'.

Ans. (d) A is false but R is true.

25. **Assertion (A):** The invention of a new print technology was essential in the 15th century.

Reason (R): Handwritten manuscripts and woodblock printing could not meet the increasing demand for quicker and cheaper reproduction of texts.

Ans. (a) Both A and R are true and R is the correct explanation of A.

26. **Assertion (A):** The shift from hand printing to mechanical printing led to the print revolution.

Reason (R): Mechanical printing allowed for faster and more efficient production of books, leading to a significant increase in the number of printed copies.

Ans. (a) Both A and R are true and R is the correct explanation of A.

27. **Assertion (A):** The advent of the printing press led to fears of widespread rebellious and irreligious thoughts.

Reason (R): Uncontrolled printing could undermine the authority of valuable literature and established religious and political authorities.

Ans. (a) Both A and R are true and R is the correct explanation of A.

28. Assertion (A): The printing press led to the emergence of a new reading public.

Reason (R): The printing press reduced the cost and labour required to produce books, making them accessible to a wider audience.

Ans. (a) Both A and R are true and R is the correct explanation of A.

29. Assertion (A): The periodical press combined information about current affairs with entertainment from the early eighteenth century.

Reason (R): Newspapers and journals provided news on wars, trade, and developments in other places, making information accessible to a broader audience.

Ans. (a) Both A and R are true and R is the correct explanation of A.

30. Assertion (A): Louise-Sebastien Mercier believed that the printing press was the most powerful engine of progress.

Reason (R): He thought that public opinion formed through print could overthrow despotism.

Ans. (a) Both A and R are true and R is the correct explanation of A.

31. Assertion (A): Manuscripts were not widely used in everyday life in pre-colonial India.

Reason (R): The scripts in manuscripts were written in different styles, making them hard to read.

Ans. (a) Both A and R are true and R is the correct explanation of A.

32. Assertion (A): The Deoband Seminary published thousands of fatwas in the 19th century.

Reason (R): The Deoband Seminary aimed to counter the influence of colonial rulers and maintain Muslim personal laws.

Ans. (a) Both A and R are true and R is the correct explanation of A.

Match the Following

33. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A (Books)	Column B (Authors)
A. <i>Istri Dharm Vichar</i>	1. Ram Chaddha
B. <i>Sacchi Kavitayan</i>	2. Sudarshan Chakr
C. <i>Chhote Aur Bade ka Sawal</i>	3. Kashibaba
D. <i>Gulamgiri</i>	4. Jyotiba Phule

Codes:

A B C D
(a) 1 2 3 4

(b) 2 4 1 3
(c) 4 1 3 2
(d) 2 3 4 1

Ans. (a) 1 2 3 4

34. Match the following items given in Column A with those in Column B. Choose the correct answer from the given options:

Column A	Column B
A. Introduction of hand-printing technology to Japan	1. Late 18th century practice depicting urban culture
B. The Buddhist Diamond Sutra	2. AD 768-770
C. Illustrated collections in Edo (Tokyo)	3. AD 868
D. Printing on textiles, playing cards, and paper money	4. Diverse use of printing technology in medieval Japan

Codes:

A B C D
(a) 1 2 3 4
(b) 2 3 1 4
(c) 4 1 2 3
(d) 3 4 1 2

Ans. (b) 2 3 1 4

35. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A	Column B
A. Penny chapbooks	1. Low-priced small books in France
B. Bibliotheque Bleue	2. Low-priced books sold by petty pedlars in England
C. Almanacs	3. Books containing ritual calendars, ballads, and folktales
D. Periodical press	4. Combined information about current affairs with entertainment

Codes:

A B C D
(a) 2 1 3 4
(b) 3 2 1 4
(c) 1 3 4 2
(d) 4 3 2 1

Ans. (a) 2 1 3 4

Study the Pictures and Answer the Questions



36. Which of the following statement correctly depicts the above given image?

- (a) A Portrait of Johann Gutenberg, 1584.
- (b) A Portrait of James Augustus Hickey, 1584.
- (c) A Portrait of Warren Hastings, 1584.
- (d) A Portrait of Rammohun Roy, 1775.

Ans. (a) A Portrait of Johann Gutenberg, 1584.



37. Look at the picture given above. Identify the name of the senior litterateur shown in the image and choose the correct option.

- (a) Ram Mohan Roy
- (b) Raja Ravi Verma
- (c) Lakshminath Bezbaruah
- (d) Gangadhar Bhattacharya

Ans. (c) Lakshminath Bezbaruah

Find the Incorrect Option

38. (a) From 1822, two Persian newspapers were published, *Jam-i-Jahan Nama* and *Shamsul Akhbar*.
- (b) By the 1770s, caricatures and cartoons were being published in journals and newspapers, commenting on social and political issues.
- (c) In Bengal, an entire area in central Calcutta – the Battala – was devoted to the printing of popular books.
- (d) In the twentieth century, Dr B R Ambedkar in Maharashtra and E V Ramaswamy Naicker in Madras, better known as Periyar, wrote powerfully on caste and their writings were read by people all over India.

Ans. (b) By the 1770s, caricatures and cartoons were being published in journals and newspapers, commenting on social and political issues.

Correct and Rewrite the Following Statement

39. The printing press first came to Madras with French missionaries in the mid-eighteenth century. Jesuit priests learnt Konkani and printed several tracts. By 1774, about 38 books had been printed in the Konkani and in Kanara languages.

Ans. The printing press first came to Goa with Portuguese missionaries in the mid-sixteenth century. Jesuit priests learnt Konkani and printed several tracts. By 1674, about 50 books had been printed in the Konkani and in Kanara languages.

Fill in the Blanks

40. **Buddhist missionaries from China** introduced hand-printing technology to Japan around 768–770 CE.
41. The Ninety Five Theses by **Martin Luther** criticised the **rituals of the Roman Catholic Church**.
42. For women **Penny magazines** served as manuals on proper behaviour and housekeeping.

Very Short Answer Type Questions

43. Who maintained an index of Prohibited Books and why?
- Ans. The Roman Church, troubled by such effects of popular readings and questionings of faith, imposed severe controls over publishers and booksellers and began to maintain an Index of Prohibited Books from 1558.
44. Who wrote *Sacchi Kavitayan* and what were Sacchi Kavitayan?
- Ans. Sudarshan Chakr, a mill worker hailing from Kanpur, authored and released a compilation of poems titled *Sacchi Kavitayen*. This collection poignantly captures the experiences and hardships faced by mill workers, thereby drawing their interest towards the reading of printed literature.
45. Name one Indian painter who produced images for mass consumption. How was she/he a product of the virtual culture of the age?
- Ans. By the end of the nineteenth century, a new visual culture was taking shape. With the setting up of an increasing number of printing presses, visual images could be easily reproduced in multiple copies. Painters like Raja Ravi Varma produced images for mass consumption.
46. Where in India was the first printing press set-up and who introduced it? What were the first tracts printed?
- Ans. The printing press first came to Goa with Portuguese missionaries in the mid-sixteenth

century. Jesuit priests learnt Konkani and printed several tracts. By 1674, about 50 books had been printed in the Konkani and in Kanara languages. Catholic priests printed the first Tamil book in 1579 at Cochin, and in 1713 the first Malayalam book was printed by them.

47. How did early printed books resemble handwritten manuscripts?

Ans. Early printed books closely resembled handwritten manuscripts in appearance and layout, with metal letters imitating ornamental handwritten styles. Borders were illuminated by hand, and illustrations were painted, maintaining the aesthetic of traditional manuscripts.

48. What were the three main arguments that historians put forward to connect print culture with the French Revolution?

Ans. Historians argue that print culture: (i) popularised Enlightenment ideas criticising tradition and despotism, (ii) created a culture of dialogue and debate re-evaluating norms, and (iii) spread critical literature mocking royalty, fostering hostile sentiments.

49. How did the rise of printing affect the types of literature and visual culture in late 19th century India?

Ans. The rise of printing led to an increased demand for literature reflecting readers' lives, such as novels, short stories, and essays. It also fostered a new visual culture with mass-produced prints, paintings, caricatures, and cartoons, influencing popular ideas about modernity, tradition, and politics.

Short Answer Type Questions

50. What is a manuscript? Give four shortcomings of manuscripts. (CBSE 2011)

Ans. India had a long history of handwritten manuscripts mostly in Sanskrit, Arabic, Persian, and also in various vernacular languages. Manuscripts were copied on palm leaves or on handmade paper. Pages or leaves were either pressed between wooden covers or sewn together in order to preserve them. Manuscripts were produced even after the introduction of print. However, manuscripts were very expensive and fragile, so they needed to be handled with care and it was not possible to read them easily because the script was written in different styles. So manuscripts were not used widely in daily life.

51. What do you understand by the following terms?

(a) Penny Chapbooks (b) Bibliotheque Bleue.

Ans. (a) **Penny Chapbooks:** In England, petty pedlars known as chapmen carried penny chapbooks

and these books were sold for a penny so that even the poor people can afford to buy them.

(b) **Bibliotheque Bleue:** In France, 'Bibliotheque Bleue', were inexpensive small books printed on poor quality paper. The romances were also printed on four to six pages.

52. Who was Louis-Sebastien Mercier? How did he view the print culture?

Ans. Louis-Sebastien Mercier, a French novelist, declared: 'The printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away.' Influenced by the power of printed books in bringing enlightenment and destroying the foundation of despotism, Mercier proclaimed: 'Tremble, therefore, tyrants of the world! Tremble before the virtual writer!'

53. How did the printing press contribute to the Protestant Reformation initiated by Martin Luther?

Ans. The printing press allowed Martin Luther's Ninety Five Theses to be widely circulated, challenging the Roman Catholic Church and sparking debate. His writings were reproduced in large numbers, leading to the Protestant Reformation. Luther's translation of the New Testament sold rapidly, spreading his ideas and creating a new intellectual atmosphere that facilitated the Reformation.

54. How did Louise-Sebastien Mercier portray the impact of reading in his novels?

Ans. In Louise-Sebastien Mercier's novels, heroes are depicted as being transformed by acts of reading. They devour books, become lost in the world that books create, and are ultimately enlightened. This portrayal underscores Mercier's belief in the power of print to bring about enlightenment and challenge despotism.

55. How did print technology contribute to the religious debates in early 19th-century colonial India?

Ans. Print technology facilitated the widespread dissemination of ideas and opinions through newspapers and tracts. This allowed different religious groups to express their views, engage in public debates, and reach a broader audience. Reformers like Rammohun Roy used print to advocate for change, while orthodox groups used it to counter reformist arguments.

Paragraph Based Questions

56. Read the sources given below and answer the questions that follow:

Source A – Gutenberg and the Printing Press

Gutenberg was the son of a merchant and grew up on a large agricultural estate. From his childhood he had seen wine and olive presses.

Subsequently, he learnt the art of polishing stones, became a master goldsmith, and also acquired the expertise to create lead moulds used for making trinkets.

(a) Write a brief note on Gutenberg.

Source B – Print Culture and the French Revolution

Print created a new culture of dialogue and debate. All values, norms and institutions were re-evaluated and discussed by a public that had become aware of the power of reason, and recognised the need to question existing ideas and beliefs. Within this public culture, new ideas of social revolution came into being.

(b) What type of ideas and beliefs were recognised through print culture?

Source C – Children, Women and Workers

Women became important as readers as well as writers. Penny magazines were especially meant for women, as were manuals teaching proper behaviour and housekeeping. When novels began to be written in the nineteenth century, women were seen as important readers. Some of the best known novelists were women: Jane Austen, the Bronte sisters, George Eliot.

(c) Which characteristics of women were recognised in the books?

- Ans.** (a) Gutenberg was the son of a merchant. He acquired expertise in polishing stones, creating lead moulds that are used for making trinkets. He developed the first known printing press in 1430s. His first printed book was Bible.
- (b) Print culture had popularised the idea of many thinkers. People shared their ideas of social revolution. They argued for the rule of reason rather than custom. All the values and norms were re-evaluated and discussed.
- (c) The best known novelist women had shown the strong characteristics of women in their writing. Their writings became important in defining the strength of women personality, their will, their determination and their power to think. Women became the most important readers as well as writers.

Case Based Questions

57. Printed Words: This is how Mercier describes the impact of the printed word, and the power of reading in one of his books:

'Anyone who had seen me reading would have compared me to a man dying of thirst who was gulping down some fresh, pure water.. .. Lighting my lamp with extraordinary caution, I threw myself hungrily into the reading. An easy

eloquence, effortless and animated, carried me from one page to the next without my noticing it. A clock struck off the hours in the silence of the shadows, and I heard nothing. My lamp began to run out of oil and produced only a pale light, but still I read on. I could not even take out time to raise the wick for fear of interrupting my pleasure. How those new ideas rushed into my brain! How my intelligence adopted them!'

57.1 How does the passage reflect the immersive nature of reading of Mercier?

Ans. The passage reflects the immersive nature of reading for Mercier by showing how deeply he was absorbed in the act of reading.

57.2 Why did Mercier describe himself as a virtual writer?

Ans. Mercier described himself as a virtual writer, as he deeply envisioned and absorbed the material he encountered, akin to undergoing the experiences personally. The concepts derived from the literature seamlessly integrated into his own cognitive framework and comprehension.

57.3 How did reading influence Mercier's intellectual capacity and his engagement with new concepts? Explain in any two points. **(CBSE 2024)**

Ans. Through reading, Mercier was exposed to a variety of new concepts, which significantly broadened his understanding and intellectual abilities. His profound engagement with the material enabled him to assimilate and embrace these ideas with remarkable speed and depth.

58. The earliest kind of print technology was developed in China, Japan and Korea. This was a system of hand printing. From AD 594 onwards, books in China were printed by rubbing paper – also invented there – against the inked surface of woodblocks. As both sides of the thin, porous sheet could not be printed, the traditional Chinese 'accordion book' was folded and stitched at the side. Superbly skilled craftsmen could duplicate, with remarkable accuracy, the beauty of calligraphy. Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768–770. The oldest Japanese book, printed in AD 868, is the Buddhist 'Diamond Sutra', containing six sheets of text and woodcut illustrations. Pictures were printed on textiles, playing cards and paper money. For centuries, silk and spices from China flowed into Europe through the silk route. In the eleventh century, Chinese paper reached Europe via the same route. Paper made possible the production of manuscripts, carefully written by scribes. Then, in 1295, Marco Polo, a great explorer, returned to Italy after many

years of exploration in China and brought the technology of woodblock printing back with him.

58.1 When was hand-printing technology introduced and who introduced it?

Ans. Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768-770.

58.2 Describe the features of the Japanese book 'Diamond Sutra'.

Ans. The oldest Japanese book, printed in AD 868, is the Buddhist 'Diamond Sutra', containing six sheets of text and woodcut illustrations. Pictures were printed on textiles, playing cards and paper money.

58.3 When was woodblock printing introduced in Italy? Who played the significant role in its introduction and how?

Ans. In 1295, Marco Polo, a great explorer, returned to Italy after many years of exploration in China and brought the technology of woodblock printing back with him.

59. Print culture created the conditions within which French Revolution occurred. Print popularised the ideas of the Enlightenment thinkers. Collectively, their writings provided a critical commentary on tradition, superstition and despotism. They attacked the sacred authority of the Church and the despotic power of the state, thus eroding the legitimacy of a social order based on tradition. They saw the world through new eyes, eyes that were questioning, critical and rational. Print created a new culture of dialogue and debate. All values, norms and institutions were re-evaluated and discussed by a public that had become aware of the power of reason, and recognised the need to question existing ideas and beliefs. Within this public culture, new ideas of social revolution came into being. By the 1780s, there was an outpouring of literature that mocked the royalty and criticised their morality. In the process, it raised questions about the existing social order. Cartoons and caricatures typically suggested that the monarchy remained absorbed only in sensual pleasures while the common people suffered immense hardships. This literature circulated underground and led to the growth of hostile sentiments against the monarchy.

59.1 Which practices of the society did the enlightenment thinkers provide a critical commentary? How?

Ans. Print popularised the ideas of the Enlightenment thinkers. Collectively, their writings provided a critical commentary on tradition, superstition and despotism.

59.2 Which modes of literature have been used to show the extravagant life of the monarchy over the suffering of the common people? What kind of impact did it have on the law and social orders?

Ans. Cartoons and caricatures typically suggested that the monarchy remained absorbed only in sensual pleasures while the common people suffered immense hardships. This literature circulated underground and led to the growth of hostile sentiments against the monarchy.

59.3 Many historians have argued that print culture created the conditions which lead to the French Revolution. Do you agree?

Ans. Print culture created the conditions within which French Revolution occurred. Print popularised the ideas of the Enlightenment thinkers. A critical comment was made on tradition, superstition and despotism which opened the eyes of the reader.

60. The advent of the printing press led to the emergence of a new reading public by reducing the cost and labour required to produce books, allowing for mass production and wider distribution. This revolutionised the culture of reading, which had previously been limited to the elites and largely oral. While literacy rates remained low, publishers made printed books appealing to the common people by publishing popular ballads and folk tales, often illustrated with pictures. These books were read aloud in public gatherings, blending oral and reading cultures. Thus, the line between the hearing and reading public blurred, creating an interconnected audience that enjoyed both listening to and reading printed materials.

60.1 How did the printing press impact the cost and production of books?

Ans. The printing press reduced the cost and labour required to produce books, allowing for easier mass production and wider distribution.

60.2 What strategy did publishers use to make printed books appealing to the common people with low literacy rates?

Ans. Publishers published popular ballads and folk tales, often illustrated with pictures, which were read aloud at public gatherings, making printed books appealing to the common people.

60.3 Discuss how the printing press transformed the culture of reading and the relationship between oral and reading cultures.

Ans. The printing press revolutionised the culture of reading by making books more affordable and widely available, extending access beyond the elites to the common people. Publishers published illustrated popular ballads and folk

tales, which were read aloud in public, blending oral and reading cultures. This blurred the line between hearing and reading publics, creating an interconnected audience that enjoyed both listening to and reading printed materials.

- 61.** In the sixteenth century, print and popular religious literature encouraged diverse individual interpretations of faith, even among the less educated. Menocchio, an Italian miller, read locally available books and reinterpreted the Bible, which angered the Roman Catholic Church. The Church, concerned about such heretical ideas, launched the Inquisition and ultimately executed Menocchio. To control the spread of such ideas, the Church imposed strict regulations on publishers and booksellers and maintained an Index of Prohibited Books from 1558.

61.1 Who was Menocchio and what did he do that enraged the Roman Catholic Church?

Ans. Menocchio was an Italian miller who reinterpreted the message of the Bible, which angered the Roman Catholic Church.

61.2 What action did the Roman Catholic Church take in 1558 to control the spread of heretical ideas?

Ans. The Roman Catholic Church began to maintain an Index of Prohibited Books in 1558.

61.3 Explain how the availability of print and popular religious literature influenced individual interpretations of faith in the sixteenth century and the Church's response to it.

Ans. The availability of print and popular religious literature allowed even less-educated individuals to form their own interpretations of faith, as seen with Menocchio, who reinterpreted the Bible. This led to questioning and challenging established religious views, troubling the Roman Catholic Church. In response, the Church imposed strict controls on publishers and booksellers and created an Index of Prohibited Books in 1558 to curb the spread of heretical ideas.

- 62.** The earliest kind of print technology was developed in China, Japan and Korea. This was a system of hand printing. From AD 594 onwards, books in China were printed by rubbing paper – also invented there – against the inked surface of woodblocks. As both sides of the thin, porous sheet could not be printed, the traditional Chinese 'accordion book' was folded and stitched at the side. Superbly skilled craftsmen could duplicate, with remarkable accuracy, the beauty of calligraphy. The imperial state in China was, for a very long time, the major producer of printed material. China possessed a huge bureaucratic system which recruited its

personnel through civil service examinations. Textbooks for this examination were printed in vast numbers under the sponsorship of the imperial state. From the sixteenth century, the number of examination candidates went up and that increased the volume of print.

62.1 Write a note on print technology.

Ans. Print Technology was developed in a form of hand printing in China, Japan and Korea. Initially books were printed by rubbing paper against the inked surface of woodblocks in China. Social lives and cultures changed with the coming of print.

62.2 Define the term 'calligraphy'.

Ans. Calligraphy is an art of beautiful and stylised writing.

62.3 What was the role of China in print technology?

Ans. China played a very important role in print technology. China remained the major producer of printed material for many years. China possessed a huge bureaucratic system that recruited its personnel through civil services. Later, print was used by merchants in their everyday life. During late nineteenth century Western printing techniques and mechanical presses were imported and established in China. Shanghai became the hub of the new print culture.

- 63. Why Newspapers:** 'Krishnaji Trimbuck Ranade inhabitant of Poona intends to publish a Newspaper in the Marathi Language with a view of affording useful information on every topic of local interest. It will be open for free discussion on subjects of general utility, scientific investigation and the speculations connected with the antiquities, statistics, curiosities, history and geography of the country and of the Deccan especially... the patronage and support of all interested in the diffusion of knowledge and welfare of the people is earnestly solicited.'

Bombay Telegraph and Courier, 6 January, 1849

'The task of the native newspapers and political associations is identical to the role of the Opposition in the House of Commons in Parliament in England. That is of critically examining government policy to suggest improvements, by removing those parts that will not be to the benefit of the people, and also by ensuring speedy implementation.

These associations ought to carefully study the particular issues, gather diverse relevant information on the nation as well as on what are the possible and desirable improvements, and this will surely earn it considerable influence.'

Native Opinion, 3 April, 1870

(CBSE 2024)

63.1 Analyse the primary objective proposed by Ranade for publishing Marathi Language newspaper.

Ans. Krishnaji Trimbuck Ranade aimed to establish a Marathi language newspaper primarily to disseminate valuable information regarding both local and national issues, while also fostering an environment conducive to open dialogue and scientific inquiry.

63.2 Why did the *Bombay Telegraph* emphasise the role of newspaper in promoting welfare of Deccan region?

Ans. Newspapers could promote regional interests and welfare initiatives, and foster a sense of identity and unity among the people of the Deccan. Newspapers could highlight issues that affected the region, such as poverty, agricultural distress, and social inequalities.

63.3 What were the key responsibilities attributed to native newspapers? Mention any two.

Ans. Newspapers played a crucial role in disseminating information across various regions, thereby fostering a sense of Pan-Indian identity among the populace. They served as a platform to reveal the injustices of colonial governance and stimulated the rise of nationalist feelings. Additionally, these publications brought attention to social issues such as sati and idolatry, advocating for reform and contributing to the creation of a conducive environment for societal change.

64. Print and Censorship: The power of the printed word is most often seen in the way governments seek to regulate and suppress print. The colonial government kept continuous track of all books and newspapers published in India and passed numerous laws to control the press.

During the First World War, under the Defense of India Rules, 22 newspapers had to furnish securities. Of these, 18 shut down rather than comply with government orders. The Sedition Committee Report under Rowlatt in 1919 further strengthened controls that led to imposition of penalties on various newspapers. At the outbreak of the Second World War, the Defense of India Act was passed, allowing censoring of reports of war-related topics. All reports about the Quit India Movement came under its purview. In August 1942, about 90 newspapers were suppressed. (CBSE 2024)

64.1 What method did the colonial government employ to keep track of Indian newspapers?

Ans. The colonial government kept continuous track of all books and newspapers published in India and passed numerous laws to control the press.

64.2 How did the colonial government's laws affect the press?

Ans. During the First World War, under the Defence of India Rules, 22 newspapers had to furnish securities. Of these, 18 shut down rather than comply with government orders.

64.3 Analyse the impact of 'Sedition Committee' on newspapers.

Ans. The Sedition Committee Report under Rowlatt in 1919 further strengthened controls that led to imposition of penalties on various newspapers.

65. After the Revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the 'native' press. As vernacular newspapers became assertively nationalist, the colonial government began debating measures of stringent control. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated. (CBSE 2024)

65.1 On which rule was the 'Vernacular Press Act' based?

Ans. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press.

65.2 Why did the attitude of the British change towards the freedom of press after the Revolt of 1857? Explain.

Ans. After the Revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the 'native' press. As vernacular newspapers became assertively nationalist, the colonial government began debating measures of stringent control.

65.3 Explain any two impacts of passing the 'Vernacular Press Act.'

Ans. Vernacular Press Act provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.

66. Print Comes to India: From 1780, James Augustus Hickey began to edit the *Bengal Gazette*, a weekly magazine that described itself as 'a commercial paper open to all, but influenced by none'. So it was private English enterprise, proud of its independence from colonial influence, that began English printing in India. Hickey published a lot of advertisements, including those that related to the import and sale of slaves. But he also published a lot of gossip about the Company's senior officials in India. Enraged by this, Governor-General Warren Hastings persecuted Hickey, and encouraged the publication of officially sanctioned newspapers that could counter the flow of information that damaged the image of the colonial government. By the close of the eighteenth century, a number of newspapers and journals appeared in print. There were Indians, too, who began to publish Indian newspapers. The first to appear was the weekly *Bengal Gazette*, brought out by Gangadhar Bhattacharya, who was close to Raja Rammohan Roy. (CBSE 2024)

66.1 In which language was '*Bengal Gazette*' edited by James Augustus Hickey published?

Ans. Hickey's *Bengal Gazette* was an English language weekly.

66.2 Why was James Augustus Hickey persecuted?

Ans. Hickey published a lot of advertisements, including those that related to the import and sale of slaves. But he also published a lot of gossip about the Company's senior officials in India. Enraged by this, Governor General Warren Hastings persecuted him.

66.3 Which newspapers were encouraged during the 1780s? Why were they encouraged?

Ans. In the 1780s, the British authorities promoted the establishment of government-approved newspapers as a means to mitigate the negative portrayal of the colonial administration. This initiative was a direct reaction to the emergence of Hickey's *Bengal Gazette*, an English-language weekly that openly criticised the British government and its governance practices.

Long Answer Type Questions

67. 'Many historians argued that print created conditions within which French Revolution occurred'. Explain giving three arguments. (CBSE 2010)

Ans. Many historians believe that print culture shaped the conditions within which French Revolution took place, for which three types of arguments have been generally put forward.

- The print culture helped in popularising the ideas of the Enlightenment thinkers. Their writings provided a significant commentary on tradition, superstition and despotism. They were in favour of the rule of reason instead of custom, and raised a demand that everything should be judged through reason and rationality.
- Print developed a new culture of discussion and debate. The values, norms and institutions were re-evaluated and discussed by the public who were now aware of the power of reason, and acknowledged the necessity of questioning the existing ideas and beliefs. Thus, the new ideas of social revolution emerged.
- By the 1780s, a huge volume of literature was in the market that mocked the royalty. Through this process the print raised questions about the existing social order.

68. How did print help connect communities and people in different parts of India? Explain with examples. (CBSE 2010, 2011, 2015)

Ans. There were passionate debates around various religious issues from the beginning of the twentieth century. Different groups confronted the changes taking place in the colonial society through different means, and offered a mixture of new interpretations for different religions. Some were against the existing practices and campaigned in favour of reforms, while others were against the views of reformers. These debates took place in public as well as in print. Printed materials and newspapers not only spread the new ideas, but they also helped in shaping the nature of the debate. The print culture encouraged reading of religious texts among Hindus also. The first printed edition of the Ramcharitmanas of Tulsidas was published from Calcutta in 1810. The Naval Kishore Press at Lucknow and the Shri Venkateshwar Press in Bombay also started publishing religious texts in vernacular languages from 1880s. Religious texts thus reached to a very wide circle of people which encouraged discussions, debates and controversies within and among different religions.

69. Discuss the dual impact of the printing press on society in early modern Europe, considering both the spread of ideas and the apprehensions it caused.

Ans. The printing press revolutionised early modern European society by enabling the wide circulation of ideas, fostering debate, and allowing dissenting voices to be heard. It significantly reduced the

cost and labour required for book production, making literature accessible to a broader audience. This democratisation of knowledge led to the emergence of a new reading public and facilitated intellectual movements like the Protestant Reformation, with Martin Luther's Ninety Five Theses challenging the Roman Catholic Church. However, this innovation also caused apprehension among established authorities, who feared the spread of rebellious and irreligious thoughts. Religious authorities, monarchs, and even some writers and artists criticised the new printed literature, fearing it would undermine traditional values and authority. Despite these fears, the printing press ultimately transformed the dissemination of knowledge and ideas.

- 70.** Discuss how print culture in the eighteenth century is connected to the French Revolution, according to historians.

Ans. Historians argue that print culture was instrumental in creating conditions for the French Revolution by popularising Enlightenment ideas, which provided critical commentary on tradition, superstition, and despotism. Thinkers like Voltaire and Rousseau promoted reason and rationality, encouraging people to question the existing social order. Print also fostered a culture of dialogue and debate, where values, norms, and institutions were re-evaluated. By the 1780s, literature that mocked the royalty and criticised their morality circulated widely, raising questions about the monarchy and increasing hostile sentiments. Although print did not uniformly influence everyone, it opened up the possibility of thinking differently and contributed to the revolutionary atmosphere by challenging established authorities and promoting new ideas of social revolution.

- 71.** Describe the development of print culture related to women's lives and education in 19th-century India, including key figures and publications.

Ans. In 19th-century India, print culture significantly impacted women's lives and education. Women's experiences and emotions were increasingly written about, boosting women's reading in middle-class homes. Liberal families educated women at home and sent them to schools. Journals explained the importance of women's education and provided syllabuses for home-based schooling. Despite resistance from conservative families, some women, like Rashsundari Debi, secretly learned to read and write. Debi's "Amar Jiban," published in 1876, was the first full-length Bengali autobiography. Bengali women writers like Kailashbhashini Debi and Tarabai Shinde highlighted women's hardships. Hindi print culture

from the 1870s focused on women's education, and journals discussed social issues and provided entertainment. In Punjab, literature aimed to teach women to be obedient wives. The Battala area in Calcutta printed popular books, including religious texts and scandalous literature, widely read by women.

- 72.** Discuss the impact of the Vernacular Press Act of 1878 on nationalist activities and the press in India.

Ans. The Vernacular Press Act of 1878 had a significant impact on nationalist activities and the press in India. It provided the colonial government with extensive rights to censor reports and editorials in the vernacular press. Despite these repressive measures, the number of nationalist newspapers grew, reporting on colonial misrule and encouraging nationalist activities. This led to cycles of persecution and protests. The Act was intended to suppress nationalist sentiments, but it often provoked militant protests and widespread unrest. For example, Balgangadhar Tilak's sympathetic writing about deported Punjab revolutionaries in his newspaper Kesari led to his imprisonment in 1908, which in turn sparked widespread protests across India. The Act thus played a pivotal role in the struggle between colonial control and the burgeoning nationalist movement.

Let's Compete

Multiple-Choice Questions

- Calligraphy is an art of
 - painting.
 - beautiful and stylised writing.
 - drawing.
 - paper folding.

Ans. (b) beautiful and stylised writing.

- Who among the following developed the first printing press?
 - Erasmus
 - Marco Polo
 - Martin Luther
 - Johann Gutenberg

Ans. (d) Johann Gutenberg

- What was the basic objective of selling penny chapbooks in England?
 - Poor people could buy books
 - Rich people could read books
 - To educate common people
 - All of these

Ans. (a) Poor people could buy books

4. Who among the following travellers brought back the art of woodblock printing to Italy?

- (a) Menocchio
- (b) Louis-Sebastien Mercier
- (c) Marco Polo
- (d) Rousseau

Ans. (c) Marco Polo

5. Which was the first book printed by Johann Gutenberg?

- (a) The Bible
- (b) The Bhagvad Gita
- (c) The Koran
- (d) The Diamond Sutra

(CBSE 2010, 2011)

Ans. (a) The Bible

6. Which of the following books explore links between caste and class exploitation?

- (a) *Gulamgiri*
- (b) *Chhote Aur Bade Ka Sawal*
- (c) *Amar Jiban*
- (d) *Sacchi Kavitaayan*

Ans. (b) *Chhote Aur Bade Ka Sawal*

7. The Vernacular Press Act of 1878 was modelled on

- (a) Italian Press Laws.
- (b) German Press Laws.
- (c) American Press Laws.
- (d) Irish Press Laws.

Ans. (d) Irish Press Laws.

8. Which of the following newspapers was started by B G Tilak?

- (a) *Kesari*
- (b) *The Hindu*
- (c) *The Statesman*
- (d) *The Tribune*

(CBSE 2011)

Ans. (a) *Kesari*

9. Who among the following introduced hand printing technology in Japan?

- (a) Rulers of Sri Lanka
- (b) Buddhist missionaries from India
- (c) Buddhist missionaries from China
- (d) All of these

Ans. (c) Buddhist missionaries from China

10. Who among the following was responsible for the Reformation Movement?

- (a) George Eliot
- (b) Martin Luther
- (c) Maxim Gorky
- (d) James Lackington

Ans. (b) Martin Luther

Life Skills

1. 'Printing press played a major role in shaping nineteenth century Indian society'. Explain with two appropriate examples.

Ans. Printing created a desire for new forms of writing. With the increase in literacy rate, people now wanted their own lives, experiences, emotions and relationships to reflect in what they read. The novel catered to this need of the readers, which soon acquired typical Indian form and style. Other new literary forms were lyrics, short stories, essays about social and political matters. A new visual culture developed by the end of the nineteenth century due to setting up of an increasing number of printing presses. Painters like Raja Ravi Varma created images for mass circulation. Cheap prints and calendars were now easily available in the markets that could be bought even by the poor for decorating the walls of their homes. These prints shaped popular ideas about modernity and tradition, religion and politics, and society and culture. The publication of caricatures and cartoons in journals and newspaper started by the 1870s which commented on the social and political issues. There were nationalist cartoons criticising imperial rule.

2. 'The shift from hand printing to mechanical printing led to the print revolution'. Explain this statement with suitable arguments.

Ans. Gutenberg was an expert in creating lead moulds and he adapted the existing technology to design his innovation. The olive press worked as a model for developing the printing press, and the moulds were used for casting the metal types for the alphabets. The first book printed by Gutenberg was the Bible. He printed about 80 copies in three years which was very fast during that era. The new technology did not displace the existing art of handwritten books; in fact the printed books closely resembled the handwritten books in appearance and layout. Printing presses were set up in many countries of Europe in between 1450 and 1550 for which printers from Germany travelled to other countries. With the increase in number of printing presses, book production increased enormously. In the second half of the fifteenth century around 20 million copies were printed and that number went up to 200 million copies in the sixteenth century. So it is correct to say that, 'The shift from hand printing to mechanical printing led to the print revolution'.