

Important Questions for Class 10 History

CBSE Class 10 History Important Questions Chapter 1 – The Rise of Nationalism In Europe

1 Mark Questions

1. Who was Frederic sorrieu?

- (a) A Philosopher
- (b) A Painter
- (c) A Politician
- (d) A Revolutionaries

Ans. (b) A Painter

2. Which of the following is true with reference to Romanticism?

- a) Concept of government by consent
- b) Freedom for the individual
- c) Cultural movement
- d) Freedom of markets

Ans. c) Cultural movement

3. What was the basic philosophy of the conservatives?

- a) They opposed monarchical forms.
- b) They were the supporters of democracy
- c) They wanted to glorify folk art and vernacular language.
- d) They stressed the importance of tradition and established institutions and customs.

Ans. d) They stressed the importance of tradition and established institutions and customs.

4. Who was count Cavour?

- a) The chief Minister of Italy
- b) Revolutionary of Germany
- c) A catholic missionary
- d) The chancellor of Germany

Ans. a) The chief Minister of Italy

5. Which of the following state lead the unification of Germany?

- (a) Bavaria
- (b) Prussia
- (c) Rhineland
- (d) Hanover

Ans. (b) Prussia

6. Who hosted the congress of Vienna in 1815

- (a) Cavour
- (b) King victor Emanuel

- (c) Bismarck
- (d) Duke Metternich

Ans. (d) Duke Metternich

7. What was this main objective of the treaty of Vienna of 1815?

- (a) To undo the changes brought about in Europe during Napoleonic war.
- (b) To plan the unification of Germany
- (c) To restore the democracy in Europe.
- (d) To overthrow the Bourbon dynasty

Ans. (a) To undo the changes brought about in Europe during Napoleonic war.

8. Which of the following treaty recognized Greece as an independent nation?

- (a) Treaty of Versailles
- (b) Treaty of Constantinople
- (c) Treaty of Frankfurt
- (d) Treaty of Vienna

Ans. b) Treaty of Constantinople

9. At which of the following places was the Frankfurt assembly convened ?

- (a) At the palace of Prussia
- (b) At the half of Mirrors in palace of Versailles.
- (c) At the church of St peters
- (d) At the church of St panli

Ans. (d) At the church of St panli

10. "The aim of the Zollverein is to bind the Germans economically in to a nation". Who wrote these words?

Ans. Friedrich List, Professor of Economics at the University of Tübingen in Germany.

11. Name the kings who had been restored to power after Vienna congress by the conservatives?

Ans. Bourbon Kings

12. Name the secret societies founded by Giuseppe Mazzini?

Ans. Young Italy in Marseilles and Young Europe in Berne

13. Potatoes were not known to people in Asia and Europe till the discovery of which great Island?

Ans. Ireland

14. What was the major objective of the Vienna Congress of 1815?

Ans. The objective of Vienna Congress was to undoing most of the changes that had come about in the Europe during the Napoleonic War.

15. What was the concept of modern states?

Ans. Centralized power exercised sovereign control over a clearly defined territory.

16. When was the Customs union or Zollverein founded?

Ans. 1834

17. Against whom, the industrial workers, artisans and peasants revolted in 1848 Europe?

Ans. Monarchy

18. Who had hosted the meeting of representatives of European powers at Vienna in 1815?

Ans. The Austrian Chancellor Duke Metternich

19. Why and when Mazzini was sent to exile?

Ans. Mazzini was sent to exile for attempting a revolution in 1831.

20. Name the Irish catholic who revolted against the British domination.

Ans. Wolf Tone

21. Write any one statement regarding the doctrine of liberal nationalism?

Ans. It stood for freedom of Individual, for equality of all before law and it emphasized government by consent.

22. Who was proclaimed the first king of Italy?

Ans. Victor Emmanuel II

23. Who said, "True German culture is to be discovered among common people."

Ans. Johann Gottfried Herder

24. Who described the Italian revolutionary nationalist Mazzini as the most dangerous enemy of our social order?

Ans. Duke Metternich

25. Who was Count Cavour?

Ans. The chief Minister of Italy

26. Who was the guiding force for the unification of England in 1707?

Ans. The English Parliament.

27. Name the area which was ruled by Habsburg Empire?

Ans. Austria-Hungary

28. When was the Frankfurt Parliament held?

Ans. In 1848

29. Who were the architects of the unification of Germany?

Ans. The Prussian Chancellor Bismarck and the Prussian King William-I

31. Explain the concept of a national state

Ans. Most of its citizens developed a common identity. They shared history. This commonness came as a result of great struggle by the leaders and the common people.

32. Explain the measures and practices creating sense of collective identity among the people of France.

Ans. The ideas of the father land (la patrie le citoyen (la citizen) a new French flag emphasized the nation of a united community. A new French flag, New hymns were composed, A centralized administrative was set up, Internal customs duties were abolished.

33. Explain the decision of the congress of Vienna.

Ans. The bourbon dynasty was restored in France, A number of states were set up on the boundaries of France Prussia was given important new territories, Austria got control) of northern Italy, Russia was given part of Poland.

34. Why the 1830s was the year of great economic hardship in Europe?

Ans. Increase in population, unemployment migration, price rise, stiff competition in the market, Bad condition of peasants.

35. Why did national tensions emerge in the Balkan?

Ans. Ethnic variation spread of nationalism Disintegration of Ottoman Empire, claim of independence by using history to prove that they had once been independent. Area of intense conflict, Mutual jealousy matters were further complicated because the Balkans also became the scene of big power rivalry.

CBSE Class 10 History Important Questions Chapter 1 – The Rise of Nationalism In Europe

3 Mark Questions

1. Describe the process by which Germany was unified.

Ans. By 1848, the popular effort failed to succeed in installing constitutional monarch in Germany. Their after the task for unification of Germany was taken over by Prussia and its chief minister Otto von Bismarck who followed a policy of "blood and Iron" within a period of seven years there were fought with Denmark Austria and France. These states were defeated. In January 1871 the process of unification of Germany was completed. The Prussian king William I was proclaimed German Emperor.

2. Describe the process of unification of Italy.

Ans. During 1830s. G. Mazzini decided to make a programme to unite Italy and formed a society young Italy After earlier failures king Victor Emmanuel II took to unify the Italian state through war and he got the whole hearted support of minister Cavour made a tactful alliance with France and defeated Austrians forces in 1859. Now he was able to secure the support of Garibaldi. In 1860 Garibaldi led the famous expedition to south Italy and freed the states from Bourbon rulers in 1861 before the completion of unification Victor Emmanuel II was proclaimed the king of united Italy.

3. Can you make a distinction between the revolution of 1830s and the revolution of 1848 in France?

Ans.

The revolution of 1830	The revolution 1848
1. This revolution was led by Liberal nationalists belonging to the educated middle class elites of France.	1. This revolution was started by the unemployed poor peasants and workers.
2. By this revolution the kings of Bourbon dynasty restored to power by conservatives were overthrown by the liberal nationalists.	2. Through this revolution a republic was established on the basis of Universal Adult Franchise.
3. A constitutional monarchy with Louis Philippe as its head was established in France	3. Constitutional monarchy was abolished so the king Louis Philippe had fled away.

4. Who was Giuseppe Garibaldi? What was his contribution in the freedom Movement of Italy?

Ans. 1. Giuseppe Garibaldi: Giuseppe Garibaldi is the most celebrated Italian freedom fighter. He came from a family engaged in Coastal trade and was a sailor in the merchant navy.
2. Contribution: In 1833 he met Mazzini and joined the young Italy movement and participated in a republican uprising in Piedmont in 1834. The uprising was suppressed. Giuseppe Garibaldi had to flee to South America, where he lived in exile till 1848. In 1854, he supported Victor Emmanuel-II in his efforts to unify the Italian

States. Giuseppe Garibaldi led the famous expedition of the thousand to South Italy. In 1867, Garibaldi led an army of volunteers to Rome to fight the last obstacle to the unification of Italy.

5. How would you explain the fate of Ireland?

- Ans.** 1. Ireland was a country deeply divided between Catholics and Protestants.
2. The English helped the Protestants of Ireland to establish their dominance over largely Catholic country.
3. Catholic revolts against British dominance were suppressed.
4. After a failed revolt led by wolf Tone and his United Irishmen, Ireland was forcibly incorporated in to United Kingdome in 1801

6. Why was the Napoleonic rule over other regions unpopular with some sections of Europe?

- Ans.** Due to following reasons the Napoleonic rule over other regions was unpopular with some sections of Europe:
1. The newly acquired territories had to face increased taxation and censorship.
2. The forced conscription into French army to conquer other parts of Europe was not popular with the newly conquered people.
3. Administrative reforms did not go hand with political freedom. The newly annexed regions found themselves under French rule.

7. Identify Cavour, telling the part played by him in the unification of Italy.

- Ans.** 1. The real credit for the unification of Italy goes to Cavour, who became the Prime Minister of Sardinia in 1852 A.D.
2. He then dedicated himself his body and soul together to achieve his goal independence and the unification of Italy. For this purpose he took recourse to diplomatic man oeuvres or shrewd diplomacy.
3. He took sides in many ways to attract other states like Lombardy, Modena, Parma and Tuscany to throw off the Austrian Yoke and join Sardinia.
4. He had unified the whole of Italy under Sardinia.

8. Explain the three features of the class of landed aristocracy of Europe.

- Ans.** 1. During the mid-eighteenth century, a landed aristocracy was dominant class in Europe both politically and socially.
2. The members of this landed aristocracy were united by a common ways of life that cut across regional division.
3. They owned huge properties both in rural and urban areas.
4. Their families were tied together by matrimonial relations and they wielded much power in their respective countries.

9. Outline the features of Vienna Treaty.

- Ans.** 1. This treaty took Place in 1815 at Vienna, Austria.
2. In this treaty the representatives of European Powers-Russia, Britain, Prussia andAustria were met.
3. The meeting was hosted by the Austrian Chancellor Duke Metternich.
4. The objective of Vienna Congress was to undoing most of the changes that had come about in the Europe during the Napoleonic War.

10. Identify king Victor Emmanuel, telling the part played by him in the unification of Italy.

- Ans.** 1. He was the king of Sardinia who helped all revolutionaries whose main aim was to achieve the unification of Independence of Italy.
2. It was Emmanuel who finally completed the task of unification, after Cavour had died, by annexing the Papal territories of Venetia and Rome.
3. In this way, the united Italy came into existence in the year 1871A.D.

11. Who was Marianne and Germania? What was the importance of the way in which they were portrayed?

- Ans.** 1. Marianne: In France nation was christened as Marianne, a popular Christian name which underlined the idea of a people nation. Statues of Marianne with red cap, the tricolor and the cockade, were erected at public squares to remind the public of the national symbol of unity. Marianne images were marked on coins and stamps as well.
2. Germania: In Germany Germania became the allegory of German nation. In visual representations, she is shown wearing a crown of oak leave, as the German oak stands for heroism.

12. Identify Napoleon, telling the part played by him in the France.

- Ans.** 1. He was a great French general, who won many battles for the revolutionary France and raised his nation's prestige.
2. In many parts of Europe like In the Dutch Republic in Switzerland, Italy and Germany, he simplified administrative divisions, abolished the feudal system and freed peasants from the serfdom and the manorial dues.
3. There was a time when he had become a terror for all the European monarchs. But in the end, his limited resources collapsed in the face of fourth coalition of the European nations.
4. He was defeated in the battle of Waterloo in 1815 A.D. and was sent as a prisoner to spend his last days at the small island of St. Helena where he died in the year 1821 A.D.

13. How did nationalism and the idea of nation states emerge? Explain.

- Ans.** 1. The nationalism and the idea of nation states emerged among the culturally diverse and regional- social groups of European continent.
2. With the formation of European society, due to industrialization, the new middle class emerged. It comprised labour, working class population, industrialization, businessmen, professionals etc.
3. The educated and liberal population among the middle class thought to unite the culturally compatible sections of European society. Hence they thought of nationalism and this led to the emergence of the idea of nation states.

14. Which three issues were visualized by Frederic Sorrieu?

- Ans.** Frederic Sorrieu was a French artist prepared a series of four prints visualizing his dreams of a world.
1. The first print of the series shows the people of Europe and America of the ages and social classes marching in a long train. They are offering homage to the statue of liberty as they pass by it.
2. His second vision named Utopian vision, the people of the world are grouped as distinct nations, identify through their flags and national costume.
3. On the earth in the foreground of the image lie the shattered remains of the symbols of absolutist institutions. His work shows his dream on democratic and social republics.

15. Can you explain the factors responsible for economic hardships faced by European people during 1830s?

- Ans.** 1. The 1830s were the years of great economic hardship in Europe.
2. During the first half of the Nineteenth Century there was an immense increase in population all over the Europe. Due to which the supply of workers increased and the demand was very less. Problem of unemployment was faced by Europeans.
3. Small producers and manufacturers of towns face a stiff competition from imports of cheap machine made products.
4. In those regions of Europe where aristocracy still enjoyed powers, Peasants struggled under the Burdon of Feudal dues and obligations.

16. "Napoleon had destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles." Justify the statement with suitable arguments.

Ans. Following were the reforms brought by Napoleon in the administrative system:

1. The civil Code of 1804, usually known as the Napoleonic Code, did away with all privilege based on birth.
2. It established equality before law and secured the right to property.

3. Napoleon simplified administrative division, abolished the feudal system and freed peasants from serfdom and manorial dues.
4. In the towns too, guild restrictions were removed.
5. Transportation and communication system was improved.

17. Name the female allegory that represents France. Describe her main characteristics.

- Ans.**
1. Those of liberty and republic.
 2. These were the red cap, the tricolor, the cocarde.
 3. Statues of Marianne were erected in public squares.
 4. Her images were marked on coins and stamps of 1850s.

18. What were the impacts of Treaty of Vienna on European people?

- Ans.** Representatives of the European power, Britain, Russia, Prussia and Austria signed treaty of Vienna in 1815. Following are its impact on European people:
1. Deposed Bourbon dynasty was restored to power. Future expansion of French was prevented.
 2. Prussia was given important new territories on its Western frontier, while Austria was given control of the Northern Italy.
 3. In the east Russia was given part of Poland while Prussia was given a portion of Saxony.
 4. The treaty slowed down the growth of nationalism. There was an effort to restore Monarchies that had been overthrown by Napoleon and to create a new conservative order in Europe.

19. How Europe was closely allied to the ideology of Liberalism?

- Ans.** The efforts of the complaint against the seller. In Europe the educated, liberal middle class spearheaded the nationalist movement. They stood for the freedom of individual and equality of all before the law. Following were the political, social and economic ideas supported by the liberals.
1. Political ideas-The ideology of liberalism supported the ideas of national unity and abolition of aristocratic privileges. It also advocated for a constitutional and representative government through parliament. It did not stand for the idea of universal suffrage.
 2. Social ideas- They supported freedom for the individual and idea of equality of all before the law.
 3. Economic ideas- There was freedom of market and abolition of state imposed restrictions on the movement of goods and capital. Zollverein abolished tariff barriers and reduced the number of currencies. Introduction of a system of weights and measures also strengthen the ideology of liberalism.

20. Justify the statement with suitable example that, "nationalism, aligned with imperialism, led Europe to disaster in 1914."

- Ans.**
1. By the last quarter of the nineteenth century, nationalism no longer retained its idealistic liberal democratic sentiment of the first half of the century but became a narrow creed with limited ends.
 2. Nationalism aligned with imperialism led Europe to disaster in 1914. But, many countries in the world which were colonised were in a very bad shape.
 3. During the period an intense rivalry among the European powers emerged over trade and colonies as well as naval and military might. This led to a series of wars in the region and final the First World War.

21. Who was Bismarck? How did he unify Germany as a nation state?

- Ans.** Bismarck was the Prime Minister of the Prussian king Kaiser William-I. He was the architect of German Unification.
1. He made Prussia to take over the leadership of the movement of national unification. He followed the policy of Blood and Iron.
 2. The land owners in Prussia were in support of the movement. He materialized this nationalist sentiment.
 3. He sought the help of the Prussian army and made many secret alliances to fight wars.

4. Finally he defeated Austria, Denmark and France and German Unification was declared with King William-I as the head of the state.

22. Who was the main architect of the nation-state in England? Describe their contribution.

Ans. British parliament was the main architect of the nation state in England because it seized power from monarchy in 1707.

1. The parliament through the Act of Union 1707 formed the United Kingdom of Great Britain.
2. This act enables England to impose its influence on Scotland.
3. Ireland was deeply divided between Catholic and Protestants. The English helped Protestants to establish their dominance over largely Catholic Country.
4. After a failed revolt led by wolf Tone and his united Irishmen, Ireland was forcibly incorporated into United Kingdom in 1801.
5. A new British nation was forged through the propagation of a dominant English culture.

23. Give a brief description of the revolt led by the Silesian Weavers in 1845?

Ans. 1. In 1845 the Silesian weavers revolted against contractor who supplied them raw material for finishing textile but drastically reduced their payments.
2. Dissatisfied and resented weavers emerged from their homes on 4th June and marched in pairs up to the mansion of their contractor demanding higher wages.
3. The contractor fled with his families to a neighboring village which ultimately refused shelter to such a person.

24. Explain any three beliefs of the conservatism that emerged after 1815.

Ans. After the defeat of Napoleon in 1815 European government were driven by a spirit of conservatism. Conservatives believed that:

1. Established traditional institution of state and society like monarchy, church, social hierarchy, property and family should be preserved.
2. Most conservatives believed that they should not return to the society of pre-revolutionary days.
3. They believed that modernization could in fact strengthen traditional institutions like monarchy. It could make the state power more effective and strong.

25. Explain any three ways in which nationalist feelings were kept alive in Poland in the 18th and 19th century.

Ans. 1. They used music to keep their unity and identity. Karol Kurpiniski kept up the national struggle by staging his polish operas and music.
2. The Polish people used dances like polonaise and mazurka making them into nationalist symbols.
3. The use of Polish came to be seen as a symbol of struggle against Russian dominance. In 1831, there was a Polish armed rebellion against Russian rule but the rebellion was crushed.

26. What were the main symbols of independent nations?

Ans. The main symbols of an independent nation are:

1. The national Flag
2. The national Anthem
3. The national language
4. The national Seal

Every country is identified through these symbols which are distinct from others.

27. How did Romanticism seek to develop a particular form of nationalist sentiments during 18th century?

Ans. A Romanticism refers to a cultural movement which sought to develop a particular form of national sentiments.
B Romanticism artists and poets generally criticized the glorification of reason and science and focused on emotions, institutions and mystical feeling.

C Their efforts was to create a sense of shared collective heritage, a common culture of past, as the basis of nation.

D Some German Romantics believed that through folk songs, the true spirit of the nation can be popularized. German culture was to be discovered among common people.

28. How did the growth of industrialization change the social and political equation of Europe?

Ans. Industrialization in its wake brought considerable change in socio-political sphere. Western and central parts of Europe witnessed rapid growth of industrialization leading to the growth of towns and cities and a strong commercial class whose existence was based on production for the market.

1. This industrialization also resulted in the emergence of working class population and a new middle class comprising industrialist, businessmen and professionals.
2. It was among these educated, liberal, middle classes that the ideas of national unity and abolition of aristocratic privileges gained popularity. All these changes had great impact on the society and political life of the people.

CBSE Class 10 History Important Questions Chapter 1 – The Rise of Nationalism In Europe

5 Mark Questions

1. How did the Journalist Wilhelm Wolff describe the revolt led by the Silesia weavers against contractors in 1845?

Ans. In 1845, weavers of Silesia had led a revolt against contractors who supplied them raw materials. They gave them order for finished textiles but drastically reduced their payments.

1. The workers were living in extreme poverty and misery.
2. The desperate need for has been taken advantage of by the contractors to reduce the prices of the goods they order.
3. On 4 June at 2 P.M. a large crowd of weavers emerged from their homes and marched in pairs up to the mansion of their contractor demanding higher wages.
4. They were treated with scorn and threats alternately.
5. A group of weavers entered in to a house of a contractor. They smashed the window panes, furniture and porcelain. They entered the storehouse and tore to shreds the supplies of cloth.
6. The contractor fled away with his family to a neighboring village and came back after 24 hours with army.

2. “The use of Polish language came to be seen as a symbol of the struggle against Russian dominance”. Justify the statement.

Ans. Language played an important role in developing nationalist sentiments. After Russian occupation, the Polish language was forced out of schools and the Russian language was imposed everywhere. In 1831, an armed rebellion against Russian rule took place which was ultimately crushed. Following this, many members of the clergy in Poland began to use language as a weapon of national resistance. Polish was used for church gatherings and all religious instructions. As a result, a large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities as punishment for their refusal to preach in Russian. So we say that the use of Polish came to be seen as a symbol of the struggle against Russian dominance.

3. How would you categorise the factors which promoted the building up of the dominance of English ethnic in British Isles?

Ans. Economic Prosperity: The Industrial revolution helped in the economic prosperity of the English nation. It succeeded in extending its influence over the other nations of the island with the help of trade and wealth.

1. English Parliament: 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.
2. The Act of Union 1707: According to this act the United Kingdom of Great Britain was formed and Scotland merged in to England. British parliament became stronger.
3. Majority of English members in the British Parliament: Due to the Act of 1707 United Kingdom was formed and the parliament dominated by the English members. This was a major factor to uplift the identity of British.

4. Setback to Scotland's distinctive culture and identity: 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

4. What ideas justify that the first half of nineteenth century were the years of Hunger, hardship and Revolts?

Ans. The 1830s were years of great economic hardship.

1. The first half of nineteenth century saw an enormous increase in population all over the Europe.
2. In most countries of the Europe there were more job seekers than employment.
3. Population from rural areas migrated to the cities to live in overcrowded slums. Small producers in town were often faced with stiff competition from imports of cheap machine made goods from England, where industrialization
4. This was especially so in textile production, which was carried out mainly in homes or small workshops and was only partly mechanized.
5. In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.
6. The rise of food prices or a year of bad harvest led to widespread anger in towns and country.
7. In 1848 due to food shortage and unemployment the population of Paris started a revolution.

5. Which conditions were viewed as obstacles to economic exchange and growth by the new commercial classes during the 19th century Europe?

Ans. Following were the obstacles viewed by the new commercial classes, to the economic exchange and growth during the 19th century Europe

1. There was enormous increase in population all over Europe.
2. Population from rural areas migrated to the cities to live in overcrowded slums and could not afford to fulfill the basic needs.
3. Unemployment increased. In most countries, there were more job seekers than employment.
4. Cheap machine made goods from England were giving stiff competition to small producers of European Towns.
5. The price of food inflated many folds due to bad harvest. It led to a widespread pauperism in European towns.

6. How would you justify that the Act of union was a major setback to the Scottish Identity?

Ans. 1. 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.

2. The British Parliament was henceforth dominated by its English members.
3. The growth of a British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed.
4. Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence.
5. The Scottish Highlanders were forbidden to speak their Gaelic Language or wear their national dress, and large number were forcibly driven out their homelands.

7. Mention the obstacles in the way of the Italian Unification.

Ans. 1. Division of Italy into so many states: The division of Italy into many states and their mutual quarrels rendered Italy quite weak.

2. Foreign Rules: Foreign countries like France and Austria established their control over a large part of Italy. Napoleon the French emperor had conquered the whole of Italy. Thus the foreign rule was a big hurdle in the way of the Italian Unification.
3. Congress Of Vienna: After the downfall of Napoleon the congress of Vienna once again divided Italy into small states and thus played a great havoc with the task of Italian unification.
4. The Pope of Rome: The pope of Rome was keeping Rome and its adjoining territories under his dominance as such he was also proving a great hurdle in the way of the Italian unification.

5. Reactionary rulers: Reactionary rulers in most of the Italian states were also proving a great hurdle in the way of Italian Unification.

8. Explain the different factors which led to the rise of nationalism in Europe.

Ans. Following are the factors which led to the rise of Nationalism in Europe:

1. Decline of Feudalism: Feudal lords were a great tumbling bloc in the way of the rise of the nationalism feelings among the people. But their mutual warfare and crusades weakened them.
2. Weakness of Papacy and the Roman Empire: The renaissance and reformation movements led to awakening among the people and weakened the authority of the pope and the Holy Roman Empire. Consequently, national churches and national states were established in many countries.
3. Foreign Rule: in certain countries foreign rule also played an important part in the growth of nationalism.
4. Reaction against Injustice: Sometimes reaction against the arbitrary rule of unjust monarchs also gave birth to the feeling of nationalism.
5. Contribution of Great writers: The writings of great poets, politicians and philosophers like Machiavelli, J.S. Mill, Fitch, Mazzini, Garibaldi etc. went a long way in rousing political consciousness and national spirit among the people.

9. Describe the dissimilarities between the process of unification of Italy and Germany.

Ans.

Unification of German	Unification of Italy
1. The German Unification was not supported by armed volunteers.	1. In Italian unification, Garibaldi had won the support of local peasants to drive out the Spanish rulers.
2. No secret societies were formed so as to achieve the goal of unification of Germany.	2. In Italy Mazzini formed Young Italy.
3. German in its unification had to fight against France and Austria.	3. In Italian unification Cavour had a tactful diplomatic alliance with France and Austria.
4. Bismarck follows the policy of Blood and Iron for German Unification.	4. Cavour used his excellent diplomatic skills in Italian unification.
5. The process of unification completed with Prussian Victory in 1871, when Kaiser William-I was declared the head of the state.	5. In 1861, Victor Emmanuel-II was proclaimed the king of united Italy.

10. How did the Balkan issue become one of the major factors responsible for the First world War?

- A. Balkans was a region of geographical and ethnic variations comprising modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia, Herzegovina, Slovenia, Serbia and Montenegro whose inhabitants were known as slaves.
- B. A large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkan together with the disintegration of the Ottoman Empire made this region very explosive.
- C. As the different Slavic nationalism struggled to define their identity and independence, the Balkan area became as area of intense conflict.
- D. The Balkan states were jealous of each other and each hoped to gain more territory at the expense of other. Balkans also became as area of big power rivalry.
- E. Each European power such as Russia, Germany, England, Austria-Hungary was keen on countering the hold of other powers over Balkans and this led to a series of wars eventually the First World War.

CBSE Class 10 History Important Questions Chapter 2 – The Nationalist Movement in Indo-China

2016

Very Short Answer Type Questions [1 Mark]

Question 1.

What was the result of the peace negotiations in Geneva that followed the French defeat in Vietnam?

Answer:

At the peace negotiations in Geneva that followed the French defeat in Vietnam the Vietnamese were forced to accept the division of the country into North and South Vietnam.

Question 2.

Name the writer who wrote a play based on the lives of Trung sisters.

Answer:

Phan Boi Chau wrote a play based on the lives of the Trung sisters in 1913.

Question 3.

What were the two bases of colonial economy in Vietnam?

Answer:

The two bases of colonial economy in Vietnam were rice cultivation and rubber plantation.

Question 4.

Who were called colons in Vietnam?

Answer:

French people living in Vietnam were called colons.

Question 5.

What was main aim of the Scholar's Revolt of 1868?

Answer:

The main aim of the Scholar's Revolt of 1868 was to oppose the spread of Catholicism and to uproot French power.

Question 6.

Name the writer who wrote a play based on the lives of the Trung sisters.

Answer:

Refer to answer 2

Question 7.

What was the main aim to establish Tonkin Free School in Vietnam by French?

Answer:

The Tonkin Free School was started in 1907 to provide western-style education. The school encouraged the adoption of western styles.

Question 8.

Name the writer who wrote the book The History of the Loss of Vietnam.

Answer:

Phan Boi Chau wrote the book The History of the Loss of Vietnam.

Short Answer Type Questions [3 Marks]

Question 9.

How did nationalism emerge in Vietnam through the efforts of different sections of society to fight against the French? Analyse.

Answer:

Nationalism in Vietnam emerged through the efforts of different sections of the society in the following ways.

- Many religious movements from the 18th century were hostile to western presence. An early movement against French control and spread of Christianity was the Scholars Revolt of 1868, led by the officials of the imperial court.
- In the late 19th century, the resistance to French domination was led by Chu Trinh (1867-1940), an eminent nationalist. He was the major figure in anti-colonial resistance and formed the Revolutionary Society (Duy Tan Hoi). Another revolutionary was Phan Chu Trinh, who was hostile to monarchy and opposed the idea of resisting the French with the help of the court. His desire was to establish a democratic republic.
- 'Go East Movement' became popular in the early 20th century. The main objective was to overthrow the puppet emperor and re-establish the Nguyen dynasty, that had been deposed by the French. These nationalists wanted foreign help and arms and appealed to the Japanese as fellow Asians. Developments in China inspired the Vietnamese. China became a republic in 1911. Inspired by these, the Vietnamese students organised the Association for the Restoration of Vietnam.

Question 10.

'The Ho Chi Minh Trail became advantageous to Vietnamese in the war against the US.' Support the statement with arguments.

Answer:

The Ho Chi Minh Trail was a usual way in which the Vietnamese, with limited resources, fought the war against the US, who had the advantage of advanced technology.

- The Vietnamese Trail was an immense network of footpaths and roads which moved through Laos and Cambodia, i.e. from north to south. Most part of the trail was outside Vietnam, neighbouring Laos and Cambodia with branch lines extending to South Vietnam.
- There were support bases and hospitals along the trail for soldiers to get rest and medical services.
- Along the trail, supplies were transported in trucks and in some parts porters, mainly women, carried the cargo on their backs or on bicycles. The US regularly bombed this trail to disrupt supplies but the damage was repaired very quickly.

Question 11.

'French tried to solve educational problems in Vietnam in different ways.' Support the statement.

Answer:

The French tried to solve the educational problems in Vietnam in different ways.

- The French systematically dismantled the traditional educational system and established French schools, glorifying themselves and justifying their colonial rule. However, not all teachers and students blindly follow the new curriculum and sometimes even resisted them.
- The French needed an educated labour force but they feared that education would create a problem. Once educated, the Vietnamese would question colonial domination and French citizens in Vietnam might lose their jobs.
- French opened schools like Tonkin Free School to spread western-style education. Subjects included science, hygiene and French and the schools encouraged western style such as short haircuts.

Long Answer Type Questions [5 Marks]**Question 12.**

'US entry into the war in Vietnam marked a new phase that proved costly to Vietnam as well as to the Americans.' Analyse the statement.

Answer:

US entry into the war in Vietnam marked a new phase that proved costly to Vietnam as well as to the Americans. The statement can be analysed giving the following reasons.

- From 1965 to 1972, over 3,403,100 United States services personnel served 'in Vietnam. Even though United States had the advanced technology and medical supplies, casualties were very high. About 47,244 died in battle and many were listed as disabled.
- Thousands of United States troops arrived with heavy weapons and tanks, and backed by powerful bombers—B52s. The widespread use of chemical weapons—Napalm, Agent Orange and phosphorous bombs—destroyed many villages and jungles. Civilians died in large numbers.
- The effect of the war was felt within the United States as well. Many were against the war and critical of the government for getting involved in the war, which was indefensible.
- The anger spread in the United States, when youth were recruited for the war. Compulsory service in the armed forces could be waived for university graduates. It meant that those Americans, who were sent to fight the war, did not belong to the privileged elite but were minorities and children of working-class families.
- The United States media and films played a major role in criticising the war. John Ford Coppola's Apocalypse Now showed the moral confusion that the war had caused in the United States.

Question 13.

'The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battlefield.' Analyse the statement with arguments.

Answer:

The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a Battlefield. This statement can be analysed giving the following arguments.

- At the Geneva convention held in 1954, after the defeat of France, Vietnamese were persuaded to accept the division of Vietnam into North and South Vietnam. This division gave birth to a series of events that turned Vietnam into a battlefield of death and destruction.
- North Vietnam was led by Ho Chi Minh and the communists whereas South Vietnam was under Bao Dai, who was later overthrown by a coup led by Ngo Dinh Diem.
- Diem built a repressive and authoritarian government. Anyone opposing the regime was called a communist and was put into jail and killed.
- Diem retained a French law, Ordinance 10, that permitted Christianity but outlawed Buddhism. His dictatorial rule was opposed and the people united under the banner of National Liberation Front (NLF).
- With the support of Ho Chi Minh's government, the NLF fought for the unification of the country. The US government feared the alliance. It was worried about the communist gaining power, decided to intervene, sending in troops and arms.

Question 14.

'Women were represented as warriors as well as workers in Vietnam in the 1960s.' Analyse the statement with examples.

Answer:

Women played an important role in Vietnam, as warriors as well as workers in the 1960s, during their struggle against the US.

- During the anti-imperialist struggle against the US, women, whether young or old, played an important role. They were brave fighters. They formed women militia and shot down fighter planes.
- Stories have shown women as dedicated workers. They had rifle in one hand and hammer in the other. Nguyen Thi Xuan was reported to have shot down a jet with just 20 bullets.
- Besides being warriors, women managed other works also. They helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy.
- The women volunteers protected 2195 km long Ho Chi Minh Trail and guarded 2500 key points.

- They built six airstrips, neutralised tens of thousands of bombs, transported cargo, weapons and food and shot down fifteen planes. There were about 1.5 million women in regular army, the militia, local forces and professional teams

2015

Very Short Answer Type Questions [1 Mark]

Question 15.

How was the maritime silk route useful for Vietnam?

Answer:

The maritime silk route was useful for Vietnam as it brought in goods, people and new ideas.

Question 16.

What is the meaning of concentration camps?

Answer:

Concentration camps were the prisons where people were detained without due process of law. In these camps, prisoners were tortured and given brutal treatment.

Question 17.

Why were Nghe An and Ha Tinh provinces called the electrical fuses of Vietnam?

Answer:

These two provinces were called the electrical fuses of Vietnam because besides being the poorest, these provinces were the first to blow, when the system was under pressure.

Short Answer Type Questions [3 Marks]

Question 18.

Describe the major protest that erupted in Saigon Native Girls School in 1926, in Vietnam.

Answer:

In 1926, in the Saigon Native Girls School, a Vietnamese girl, sitting in one of the front seats, was asked to move to the back seat of the class and give her front seat to a local French student.

The Vietnamese girl refused to do so. The French principal expelled the Vietnamese girl and the other students who supported this. This led to a protest by other Vietnamese students who were angry at the discrimination.

The widespread protests compelled school authorities to take back all students to the school.

Question 19.

How did Paul Bernard argue in favour of economic development of Vietnam? Explain.

Answer:

Paul Bernard, an influential writer and policy-maker argued in favour of economic development of Vietnam in the following ways. According to him:

- The economy of the colonies needed to be developed. The purpose of acquiring colonies was to make profits.
- If the economy of the colony was developed and the standard of living of the people improved, they would buy more goods leading to more profits. the market would expand leading to better profit for French business

Question 20.

How was the education policy unfavourable to the Vietnamese students during the colonial period? Explain.

Answer:

During the colonial period, educational policy was unfavourable to Vietnamese students in the following ways.

- The Tonkin Free School was started in 1907 to provide western style education including science, hygiene and French. It encouraged western styles like having short haircuts. It was against Vietnamese culture as they traditionally kept long hair.

- School textbooks glorified the French and justified colonial rule that was unacceptable to the Vietnamese.
- The Vietnamese were represented as primitive and backward and capable only of manual labour.

Long Answer Type Questions [5 Marks]

Question 21.

Describe the major problems in the field of education for the French in Vietnam.

Answer:

The following were the main problems in the field of education for the French in Vietnam.

- The main problem was to decide how far should the Vietnamese be educated because the French, living in Vietnam, were scared that they might lose their jobs to the educated Vietnamese.
- The elites in Vietnam were greatly influenced by Chinese culture. To consolidate their power, the French had to counter the Chinese influence. So they systematically dismantled traditional system and established a French school for the Vietnamese.
- The main problem for the French was thus to come out with a strategy to replace Chinese, the language used by elite, by another language acceptable to the Vietnamese.
- There were two broad opinions. While one group emphasised the need to use the French language, the other group suggested that Vietnamese should be taught in lower classes and the French in higher classes.
- The first group felt that by learning French the Vietnamese would be introduced to the culture and civilization of France and would be solidly tied to European France. The Vietnamese educated in French would respect French sentiments and ideals and realise the superiority of French culture and work for the French.

Question 22.

Describe the 'Rat Hunt' activity introduced by the French in Vietnam.

Answer:

- In 1903, the modern part of Hanoi was struck by bubonic plague caused and spread by rats.
- The large sewers in the; modern part of Hanoi became the breeding ground for the rats and also acted as a great transport system allowing the rats to move freely and enter well-cared-for homes through drains.
- To stem the invasion of rats, the French in 1902 hired Vietnamese workers and paid them for each rat they caught.
- Rats began to be caught in thousands but there was no end to rat invasions. The Vietnamese now started a collective bargaining. Those who did the dirty job of entering sewers, realised that if they came together they could negotiate higher bounty. They discovered innovative ways for making profit. Since they were paid when they gave the tail of a rat as a proof they started dipping the tail of the rats and releasing them, so that the process could be repeated over and over again. Defeated by the resistance, the French were forced to scrap the rat hunt programme.

Question 23.

Describe the Scholar's Revolt of 1868 against the spread of Christianity in Vietnam.

Answer:

The following points describe the Scholar's Revolt of 1868 against the spread of Christianity in Vietnam.

- The Scholar's Revolt was organised by the Vietnamese in 1868 against the French control and the spread of Christianity.
- It was led by officials at the imperial court who were against the spread of Catholicism by the French.
- They led a general uprising in Ngu An and Ha Tien provinces where many Catholics were killed.
- The French crushed the movement.
- However the uprising served to inspire other patriots to rise up against the French.

Question 24.

Describe any five steps taken by the French for the development of Mekong Delta Region.

Answer:

The following were the five steps taken by the French for the development of Mekong Delta Region.

- The French built canals and draining lands to increase cultivation. The vast system of irrigation increased rice production and allowed the export of rice to international market. Eventually Vietnam became the third largest exporter of rice in the world.
- The French organised various infrastructure projects to help to transport goods for trade.
- They moved military garrisons to control the entire region.
- Trans-Indo-China rail network was constructed to link the northern and southern parts of Vietnam and China.
- They pressurised the government in Vietnam to develop the infrastructure further.

Question 25.

'The role of women varied in the anti-imperialist movement in Vietnam.' Examine the statement.

Answer:

Refer to answer 14

2014

Short Answer Type Questions [3 Marks]**Question 26.**

Why did major protest erupt in 1926 in the Saigon Native Girls School in Vietnam? Explain.

Answer:

Refer to answer 18

Question 27.

How did the students in Vietnam fight against colonial government efforts to prevent Vietnamese from qualifying for 'white-collar jobs'? Explain.

Answer:

The students in Vietnam fight against colonial government efforts to prevent Vietnamese from qualifying for 'white-collar jobs' as the

- students all over Vietnam protested and resisted French efforts to prevent 'white-collar' jobs to the Vietnamese. They were inspired by patriotic feelings among educated students, who were convinced that it was their duty to fight for the benefit of the people.
- the Vietnamese elite and French saw that their position was threatened by the new educated Vietnamese students.
- Vietnamese students, by 1920, were forming political parties such as Party of Young Annam and publishing nationalist journals such as Annamese student.

Question 28.

Explain the ideas of Phan Chu Trinh to establish a democratic republic in Vietnam

Answer:

The following were the ideas of Phan Chu Trinh to establish a democratic republic in Vietnam.

- He was intensely hostile to the idea of monarchy and opposed to the idea of taking help from the court to resist the French.
- He was profoundly influenced by the democratic ideals of the West and did not want a complete rejection of Western Civilisation.
- He accepted the ideal of liberty and demanded that the French should establish legal and educational institutions and develop agriculture and industries.

Long Answer Type Questions [5 Marks]

Question 29.

'The measures taken by the French to control the spread of bubonic plague in Hanoi created a serious problem.' Explain the statement.

Answer:

The measures taken by the French to control the spread of bubonic plague in Hanoi created a serious problem. This statement can be explained in the following ways.

- To prevent the rat invasion, a rat hunt was started in 1902. Vietnamese workers were employed by the French and paid them for each rat killed.
- Since thousands of rats were to be caught, the situation went out of hand.
- Those who entered the sewers, found if they came together, they would get a higher bounty. The bounty was given when the tail was shown as a proof, that the rat has been killed.
- The rat-catchers clipped the tail of the rat and released it. The process could be repeated. Some people even started raising rats to get a bounty.
- Ultimately the French had to cancel the bounty programme. Rat hunt had created a serious problem. The bubonic plague swept through the area in 1903 and in subsequent years.

Question 30.

Explain with examples how religious groups played an important role in the development of anti-colonial feelings in Vietnam.

Answer:

Religious groups played an important role in the development of anti-colonial feelings in Vietnam.

- Scholars Revolt: An early movement against the spread of Christianity and French control was the Scholar's Revolt in 1868. It was led by the officials of the imperial court who were angered by the spread of Catholicism and French power. They led a general uprising in Ngu An and Ha Tien provinces where over a thousand Catholics were killed. Vietnamese organisers of this movement were angry because from 17th to 18th century, nearly 3,00,000 Vietnamese were converted to Christianity by the French. Although the French crushed the movement, it had great impact on the Vietnamese.
- Hoa Hao Movement: The movement began in 1939 in the fertile Mekong delta and gained a lot of popularity. This movement used popular religious ideas in the anti-French uprisings of the 19th century. Hoa Hao Movement was started by Huynh Phu So. He performed miracles and helped the poor. He was opposed to the sale of child brides, gambling, use of alcohol and opium. The French tried to suppress the movement. Movements like this always have a contradictory relationship with mainstream nationalism. Political parties took their support but disliked their activities. Yet they helped in arousing anti-imperialist sentiments.

Long Answer Type Questions [5 Marks]

Question 31.

'Women were represented not only as warriors but also as workers in Vietnam.' Support the statement with examples.

Answer:

Refer to answer 14

2013

Short Answer Type Questions [3 Marks]

Question 32.

Explain any three steps taken by the French to develop cultivation in Mekong delta.

Answer:

Refer to answer 24

Question 33.

Explain the contribution of Ho Chi Minh in the freedom movement of Vietnam.

Answer:

The following points sum up the contribution of Ho Chi Minh in the freedom movement of Vietnam.

- Ho Chi Minh was the leaders of the Vietnamese struggle for independence and unification. He brought together the nationalist groups and established the Vietnamese Communist Party.
- In 1940, Japan occupied Vietnam. So nationalists had to fight the Japanese as well as the French. The League for the Independence of Vietnam, which came to be known as Vietminh fought the Japanese occupation and recaptured Hanoi. Ho Chin Minh became the Chairman of Democratic Republic of Vietnam in 1945. He led the Communist Party.
- After the US intervention in Vietnam, he supported NLF (National Liberation Front) with resources and army against the US. He died in 1969, a few years before the unification of Vietnam.

Question 34.

Explain the views of Phan Chu Trinh as a nationalist.

Answer:

Refer to answer 28

Question 35.

Why was the 'Tonkin School' started in Vietnam? Explain any three reasons.

Answer:

The Tonkin Free School was started in Vietnam in 1907 because of the following reasons.

- The Vietnamese elite were strongly influenced by Chinese culture. In order to counter this it was necessary to have western influence on the people and this was done through Tonkin Free Schools. It was to provide western- style education.
- The school encouraged the adoption of western style. For example, having short-hair.
- The approach of the school was to make students think modern and look 'modern'.

Question 36.

How were women shown as warriors in Vietnam? Explain with three example.

Answer:

Refer to answer 14

Long Answer Type Questions [5 Marks]**Question 37.**

How were Vietnamese nationalists inspired by Japan and China to set up a democratic republic? Explain with examples.

Answer:

Vietnamese nationalists had a close relationship with Japan and China. They were inspired by these two countries in the following ways.

- Japan had modernised itself and had resisted colonisation by the West.
- Japan's victory over Russia in 1907 proved its military capabilities.
- Developments in China also inspired Vietnamese nationalists. China overthrew the long established monarchy in 1911 and set up a republic.
- Inspired by these developments, Vietnam students organised the Association for the Restoration of Vietnam.
- Now, the nature of the anti-French independence movement changed from setting up a constitutional monarchy to setting up a democratic republic.

Question 38.

Describe any five features of the 'go east movement'.

Answer:

The main features of the go east movement were as following.

- The 'go east movement' became popular in the first decade of the 20th century. In 1907-1908, about 300 Vietnamese students went to Japan to acquire modern education.
- The primary objective for many of them was to acquire means and formulate plans to drive away the French from Vietnam, to overthrow the puppet emperor and establish Nguyen dynasty that had been overthrow by the French.
- The nationalists looked for foreign help. They appeared to Japan as fellow Asians. Japan had successfully resisted the foreigners, modernised herself and defeated Russia in 1907.
- Vietnamese students established a branch of the Restoration Society in Tokyo.
- Japanese Ministry clamped down on them and deported them to China or Thailand.

Question 39.

How did the entry of United States into the war in Vietnam Provo costly to the Vietnamese as well as to the Americans? Explain.

Answer:

Refer to answer 12

2012

Short Answer Type Questions [3 Marks]**Question 40.**

Describe infrastructural projects which were developed by the French colonisers in Vietnam.

Answer:

The infrastructural projects which were developed by the French colonisers in Vietnam were as follows.

- Construction of trans-Indo-China rail network that linked the northern and southern parts of Vietnam and China.
- The final link with Yunan in China was completed by 1910.
- The second link connected Vietnam to Siam (previously, Thailand) through the Cambodian capital Phnom Penh. These projects helped in the movements of goods for trade and move military garrisons.

Question 41.

Describe any three steps taken by the French to develop agriculture in Vietnam.

Answer:

Steps taken by the French to develop agriculture in Vietnam were:

- The French began building canals and draining land in the Mekong delta to increase cultivation.
- The vast system of irrigation works—canals and earthworks—built mainly with forced labour increased rice production.
- This was followed by infrastructure projects, like trans-Indo-China rail network, to help to transport of goods.

Question 42.

Describe any three steps taken by the French of suppress the movement inspired by Huynh Phu So.

Answer:

The movement started by Huynh Phu So was the Hoa Hao movement. The French tried to suppress the movement started by Huynh Phu So in the following ways.

- The French declared him mad, called him the Mad Bonze.
- He was put in a mental asylum.
- The French authorities exiled him to Laos and sent many of his followers to concentration camps

Long Answer Type Questions [4\5 Marks]

Question 43.

'The division of Vietnam set in motion a series of events that turned the country into a battlefield.' Support the statement.

Answer:

Refer to answer 13

Question 44.

What were the two major problems before the French in the field of colonial education in Vietnam? How did they try to solve these problems? Explain.

Answer:

Refer to answer 21

Question 45.

How did Japan and China inspired Vietnamese Nationalists to drive out the French from Vietnam? Explain.

Answer:

Refer to answer 37

Short Answer Type Questions 13 Marks]

Question 46.

Explain the views of Paul Bernard regarding the economy of Vietnam.

Answer:

Refer to answer 19

Question 47.

Describe the 'rat hunt scheme' ordered by the French in Hanoi.

Answer:

Refer to answer 22

Question 48.

Explain the reactions within United States to its involvement in the Vietnam War during the 1960s.

Answer:

National Liberation Front fought for the unification of Vietnam with the help of Ho Chi Minh. The US saw this alliance as a decisive alliance and feared that the communists may gain power. It led the US to intervene decisively and sent its troops and arms to Vietnam. The war proved costly for both the US and Vietnam in terms of casualties and loss of money. The effect of this war was felt within the US as well. Many were critical of the government for getting unnecessarily involved in the war. Compulsory service in the armed forces sparked their sentiments further. It was felt that those belonging to the privileged elite classes were exempted from this provision but people belonging to the minorities and working class had to follow this. The US media and films supported and criticised the war. John Ford Coppola's Apocalypse Now reflected the moral confusion that the war had created in the US.

Question 49.

Explain any three features of the "go east movement" in Vietnam.

Answer:

Refer to answer 38

Question 50.

Explain any three characteristics of the 'Tonkin Free School' in Vietnam.

Answer:

Refer to answer 35

Question 51.

Explain any three points how school textbooks in Vietnam glorified the French and justified colonial rule.

Answer:

The textbooks introduced in schools glorified the French and justified the colonial rule in the following ways.

- Vietnamese were represented as primitive and backward capable only of manual work and could not have any intellectual thought and that they could work only in field.
- Vietnamese were portrayed as incapable of ruling themselves and that the only French rule could ensure peace in Vietnam.
- They stated that the Vietnamese were not creative by themselves but were skilled copyists.
- Books taught that since the establishment of the French rule the Vietnamese peasants no longer lived in fear of pirates and that they have created calm situation so that the peasants could 'work with a good heart'. (any three)

Question 52.

Explain the role of women as warriors in Vietnam during the 1960s.

Answer:

Refer to answer 14

Question 53.

Explain any three factors that led to the outbreak of bubonic plague in the modern part of Hanoi in 1903.

Answer:

The factors that led to the outbreak of bubonic plague in the modern part of Hanoi in 1903 were as follows.

- The latest ideas of architecture and engineer were used to build a new modern city in the French-occupied region of Hanoi with wide avenues and well laid-out sewer system whilst the native region became the dumping ground and refused from the city drained into rivers which during rainy season overflowed into the street.
- The large sewer became an ideal breeding grounds for rats and also served as a wonderful transport system for them. The rat enter into the well- cared-for homes of the French through the sewage pipes.
- In order to overcome to the rat menace a rat hunt scheme was devised by the colonizers who paid to the natives to get rid of the rats. However, the natives took advantages of the scheme and did not kill the rats but just clipped their tails so that the process could be repeated.
- Some natives began raising rats in their homes so the numbers of rats actually increased instead of decreasing.

Question 54.

Explain any three developments in Japan and China that inspired Vietnamese nationalists.

Answer:

Refer to answer 37

Question 55.

Explain three features of the 'Ngo Dinh Diem' regime.

Answer:

Ngo Dinh Diem acquired power from Bao Dai after a coup. The following were the features of his regime.

- He built a repressive and authoritarian government.
- Anyone opposed him was called a communist and was jailed and killed.
- Christianity was permitted and Buddhism was outlawed.

Long Answer Type Question [4\5 Marks]

Question 56.

Explain any four ways in which teachers and students organised resistance against the French in Vietnam.

Answer:

The teachers and students organised resistance against the French in Vietnam in the following ways.

- They began to oppose the curriculum either openly or in silent.
- Teachers modified and criticised the texts.
- Students protested against the colonial government in context of providing white-collar jobs only to French.
- Students formed various political parties such as Party of Young Annam and also published nationalist journals.
- Schools became a hub of political ideas and revolutions.

2010

Very Short Answer Type Questions [1 Mark]**Question 57.**

When did Vietnam gain formal independence?

Answer:

Vietnam gained formal independence in September 1945. However it was only after three decades of fighting with France and US when it gained true independence.

Question 58.

Mention any two major barriers to economic growth in Vietnam.

Answer:

The two major barriers to economic growth in Vietnam were as follows.

- High population levels
- Low agricultural productivity
- Extensive indebtedness among the peasants

Question 59.

In which area of Vietnam was Hoa Hao movement more popular?

Answer:

The Hoa Hao movement was more popular in the fertile Mekong delta area.

Question 60.

Where was the rat hunting started in Vietnam?

Answer:

Rat hunting was started in Vietnam in Hanoi.

Question 61.

Name the founder of the Hoa Hao Movement.

Answer:

The founder of the Hoa Hao Movement was Huynh Phu So.

Short Answer Type Questions [3 Marks]**Question 62.**

Why was conflict started in Vietnam against French colonizers in all areas of life? Explain.

Answer:

The conflict started in Vietnam against the French colonizers in all areas of life due to the following reasons

- The French, in order to civilise the natives, introduced modern education and dismantled the traditional education system in Vietnam. They followed the policy of discrimination against the Vietnamese students and deliberately failed the Vietnamese students so that they cannot qualify for top jobs.

- Vietnam's religious beliefs were a mixture of Buddhism and Confucianism. French introduced Christianity against their interest which resulted in the Hoa Hao Movement by the Vietnamese in 1939.
- The French textbooks too glorified French rule and ridiculed Vietnamese culture.
- French tried to create modern Vietnam with modern architecture and engineering skills to build a modern city in Hanoi but the native quarter was deprived of modern facilities.

Question 63.

What was the main motive of the French to develop the infrastructural projects in Vietnam? Explain how far did they succeed in their mission?

Answer:

The main motive of the French in the development of infrastructural projects in Vietnam was as follows.

- To ensure the regular supply of natural resources and other necessary goods, the French colonists took up various infrastructural development projects to make more profit.
- They began by building canals and draining lands in the Mekong delta to increase cultivation. The vast system of irrigation work—canals and earthworks—built mainly with forced labour increased rice production and enabled the export of rice in international market.
- To facilitate trade, various projects were started to transport goods for trade, to move military garrisons and control the entire region.
- Construction of trans-Indo-China rail network that linked northern Vietnam with southern Vietnam and China was completed by 1910.
- Paul Bernard, an influential policy-maker argued that the purpose of acquiring colonies was to make profits which is possible if the standard of living of the people improved to enable them to buy goods so infrastructural development to develop the economy of the colonies was necessary.

Question 64.

'The schools became an important place for political and cultural battles in Vietnam against French colonialism.' Support the statement with examples.

Answer:

The French sought to strengthen their rule in Vietnam through the control of education, change their values, norms and perceptions. The Vietnamese intellectuals feared that Vietnam may lose not just their territory but also their culture. The schools became an important place for political and cultural battles in Vietnam against French colonialism in the following ways.

- They wanted to use education as a power to motivate the students to resist against the colonial rule.
- Teachers and students did not follow the curriculum framed by the French. While teaching, Vietnamese teachers quietly modified the text which was against Vietnam.
- The Vietnamese students faced discrimination. In the Saigon Native Girls School, a Vietnamese girl was asked to vacate the front seat for a French student, but she refused and was expelled. Angry students protested and they too were expelled. This moved the people for an open protest and the government forced the school to take the students back.
- Some students' groups have formed various political parties such as Party of Young Annam. They began to highlight the misrule of the French and made the people aware of their culture.
- Many of the Vietnamese students also sought to go to Japan and sought help to overthrow the French rule from Vietnam.

Question 65.

Describe the ideas of Phan Chu Trinh regarding the establishment of Democratic Republic of Vietnam.

Answer:

Refer to answer 28

Question 66.

Describe the role of women in the anti-imperialist movement in Vietnam.

Answer:

Refer to answer 14

CBSE Class 10 History Important Questions Chapter 3 – Nationalism in India

1 Mark Questions

1. Which of the following is true with reference to Satyagraha?

- (A) It emphasized the muscle power
- (B) It emphasized the Power of truth
- (C) Gandhiji successfully fought the racist regime of South Africa with the novel method.

a) Only A is true

b) Only B is true

c) Both A and B are true

d) Both B and C are true

Ans. d) Both B and C are true

2. At which place congress session of September 1920 held.

a) Nagpur

b) Calcutta

c) Lahore

d) Madras

Ans. b) Calcutta

3. Who was the leader of the Peasant Movements of Awadh?

a) Alluri sitaram Raju

b) Baba Ramchandra

c) Mahatma Gandhi

d) None of the above

Ans. b) Baba Ramchandra

4. Under which act the Plantations workers of Assam were not permitted to leave the tea garden?

a) The Rowlatt Act

b) Cripps Mission

c) The Inland Migration act

d) The Inland Emigration act

Ans. d) The Inland Emigration act

5. Name the leaders who founded Swaraj Party?

a) CR Das and Motilal Nehru

b) CR Das and Jawaharlal Nehru

c) CR Das and Gandhiji

d) CR Das and Dr B.R Ambedkar

Ans. a) CR Das and Motilal Nehru

6. At which of the following place did Gandhiji make salt out of sea water

(a) Ahmedabad

(b) Wardha

(c) Sabarmati

(d) Dandi

Ans. d) Dandi

7. Who wrote 'Hind Swaraj'?

a) Subhas Chandra Bose

b) Jawaharlal Lal Nehru

c) Mahatma Gandhi

d) Sardar Patel

Ans. c) Mahatma Gandhi

8. Which incident forced Gandhiji to halt the Non – cooperation movement?

a) Jallianwala Bagh massacre

b) The Rowlett act

c) Chauri Chaura

d) Arrest of Alluri Sitaram Rammaya

Ans. c) Chauri Chaura

9. Who among the following led the civil disobedience movement in Peshawar ?

a) Maulana Abul Kalam Azad

b) Mohamad Ali

c) Khan Abdul Gaffar Khan

d) None of the above

Ans. c) Khan Abdul Gaffar Khan

10. Who first created the image of Bharatmata?

(a) Abanindranath Tagore

(b) Bankim Chandra Chattopadhyay

(C) Rabindra nath Tagore

d) None of the above

Ans. (b) Bankim Chandra Chattopadhyay

11. Who was the leader of the peasants in the Gudem Hills of Andhra Pradesh?

Ans. Alluri Sitaram Raju

12. Which pact reserved seats for Dalits in the provincial and central legislative assembly?

Ans. Poona Pact

13. Which political party formed within the congress to argue for return to council elections?

Ans. Swaraj Party

14. Why did Gandhiji begin fast unto death when Dr B. R. Ambedkar demanded separate electorate for Dalits?

Ans. Separate electorate would create divisions in the society.

15. Name the leaders that formed the Swaraj Party?

Ans. Motilal Nehru and C. R. Das

16. In which year did Gandhiji decided to launch a nationwide Satyagraha against the Rowlatt Act?

Ans. 1919

17. In which year was kheda Satyagraha organized?

Ans. 1917

18. Name the object which was found to be a powerful symbol according to Gandhiji that could unite the nation.

Ans. Salt.

19. Name the place where Non Cooperation movement was called off?

Ans. Chauri Chaura

20. When was police fired in united province at peasants near Rae Bareli?

Ans. on 6 January 1921

21. In which year Ahmedabad mill worker's Satyagraha was organized?

Ans. 1918

22. Name the rebel leader of tribal people of Andhra Pradesh?

Ans. Alluri Sitaram Raju

23. Who was M.R. Jayakar?

Ans. He was member of Hindu Mahasabha, who strongly opposed the efforts of compromise during all Parties Conference in 1928.

24. What is Begar?

Ans. Begar is a type of labour that villagers were forced to contribute without any payment.

25. Which name was given by Gandhiji to the Dalits?

Ans. Harijans or the children of God.

26. When and where was the second round Table conference held?

Ans. The second round table conference was held at London in December 1931.

27. What were the effects of non cooperation on the economic front?

Ans. Foreign goods were boycotted, Liquor shops picketed and foreign cloth burnt in huge bonfire many traders refused to import foreign cloth the import of foreign cloth reached to half.

28. What were the causes for the gradual slowing down of the Non- co operation movement in the cities?

Ans. (1) Khadi was more expensive than the mill produced cloth and the poor could not afford it.
(2) British institutions were boycotted but the process of establishing Indian institutions was slow so the students and teachers started joining the British institution again.

29. Describe the main events leading to civil disobedience.

Ans. 1) World wide economic depression
2) Simon commission was constituted in 1929 and no Indian member was appointed.
3) Lord Irwin announced that Dominion State would be granted to India.
4) At the Lahore congress session resolution for purna swaraj was passed.

30. What did freedom mean to Plantation workers in Assam?

Ans. 1) Right to move freely in and out of their enclosures.
2) Retaining link with their villages
3) They were not allowed to leave the tea garden without permission which they wanted.

CBSE Class 10 History Important Questions Chapter 3 – Nationalism in India

1 Mark Questions

1. Which of the following is true with reference of Satyagraha?

- (A) It emphasized the muscle power
- (B) It emphasized the Power of truth
- (C) Gandhiji successfully fought the racist regime of South Africa with the novel method.

- a) Only A is true
- b) Only B is true
- c) Both A and B are true
- d) Both B and C are true

Ans. d) Both B and C are true

2. At which place congress session of September 1920 held.

- a) Nagpur
- b) Calcutta
- c) Lahore
- d) Madras

Ans. b) Calcutta

3. Who was the leader of the Peasant Movements of Awadh?

- a) Alluri sitaram Raju
- b) Baba Ramchandra
- c) Mahatma Gandhi
- d) None of the above

Ans. b) Baba Ramchandra

4. Under which act the Plantations workers of Assam were not permitted to leave the tea garden?

- a) The Rowlatt Act
- b) Cripps Mission
- c) The Inland Migration act
- d) The Inland Emigration act

Ans. d) The Inland Emigration act

5. Name the leaders who founded Swaraj Party?

- a) CR Das and Motilal Nehru
- b) CR Das and Jawaharlal Nehru
- c) CR Das and Gandhiji
- d) CR Das and Dr B.R Ambedkar

Ans. a) CR Das and Motilal Nehru

6. At which of the following place did Gandhiji make salt out of sea water

- (a) Ahmedabad
- (b) Wardha
- (c) Sabarmati
- (d) Dandi

Ans. d) Dandi

7. Who wrote 'Hind Swaraj'?

- a) Subhas Chandra Bose
- b) Jawaharlal Lal Nehru
- c) Mahatma Gandhi
- d) Sardar Patel

Ans. c) Mahatma Gandhi

8. Which incident forced Gandhiji to halt the Non – cooperation movement?

- a) Jallianwala Bagh massacre
- b) The Rowlett act
- c) Chauri Chaura
- d) Arrest of Alluri Sitaram Rammaya

Ans. c) Chauri Chaura

9. Who among the following led the civil disobedience movement in Peshawar ?

- a) Maulana Abul Kalam Azad
- b) Mohamad Ali
- c) Khan Abdul Gaffar Khan
- d) None of the above

Ans. c) Khan Abdul Gaffar Khan

10. Who first created the image of Bharatmata?

- (a) Abanindranath Tagore
- (b) Bankim Chandra Chattopadhyay
- (C) Rabindra nath Tagore
- d) None of the above

Ans. (b) Bankim Chandra Chattopadhyay

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CBSE Class 10 History Important Questions Chapter 3 – Nationalism in India

5 Mark Questions

1. Read the passage and write down the answers of given questions:

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.

1. Who is this great man who spoke these words?
2. Name two methods used by him during the struggle for independence?
3. What is Satyagraha?
4. For what purpose the Satyagraha was used by the person named by you in South Africa?
5. What is difference between physical force and soul-force?

Ans. 1. Mahatma Gandhi

2. Satyagraha and Non-Violence

3. It was a non-violence method of mass agitation against the oppressor. The method suggested that if the cause was true, if the struggle was against injustice, there is no need for physical force to fight the oppressor.

4. Against injustice and apartheid system in South Africa,

5. Satyagraha is a soul force whereas arms force is a physical force. Physical force depends upon ill-will while in the use of Satyagraha there is no ill-will.

2. Identify the reasons that why Muslim Political organizations in India were lukewarm in their response to the civil disobedience Movement.

Ans. 1. Some of the Muslim political organizations in India were also lukewarm in their response to the Civil Disobedience Movement.

2. After the decline of the Non- Cooperation–Khilafat movement, a large section of Muslims felt alienated from the congress.

3. From the mid-1920s the congress came to be more visibly associated with openly Hindu religious nationalist group like the Hindu Mahasabha.

4. As relation between Hindus and Muslims worsened, each community organized religious processions with militant fervor, provoking Hindu-Muslim communal clashes and riots in various cities.

5. Every riot deepened the distance between the two communities.

3. Explain the issue behind the Khilafat Movement.

Ans. 1. The First World War had ended with the defeated of Ottoman Turkey.

2. There were rumors that a harsh peace treaty was going to be imposed on the Ottoman emperor –the spiritual head of the Islamic world.

3. To defend the Rowlatt Act, Mahatma Gandhi felt, to take the Khilafat issue.

4. To bring the Hindus and Muslims closer, he felt, to take the Khilafat issue.

5. Muslim leaders Muhammad Ali and Shaukat Ali began discussing with Gandhiji the possibilities of a united mass action on the issue.

6. Later at Calcutta Session in 1920, Gandhiji convinced the leaders in congress, to start a non cooperation movement in support of khilafat.

4. Read the passage and write down the answers of given questions:

On 6 January 1921, the police in United Provinces fired at peasants near Rae Bareilly. Jawaharlal Nehru wanted to go to the Place of firing, but was stopped by the police. Agitated and angry, Nehru addressed the peasants who gathered around him. This is how later described the meeting: “they behaved as brave men, calm and unruffled in the face of danger. I do not know how they felt but I know what my feelings were. For a moment my blood was up, non-violence was almost forgotten-but for a moment only. The thought of the great leader, who by God’s goodness has been sent to lead us to victory, came to me, and I saw the kisans seated and standing near me, less excited, more peaceful than I was-and the moment of weakness passed, I spoke to

them in all humanity on non-violence-I needed the lesson more than they heeded me and peacefully dispersed.”

Quoted in Sarvapalli Gopal, Jawaharlal Nehru: A Biography, Vol.1.

1. Name the Movement during which the police in the united province fired at the peasants.
2. Name the leader about which Jawaharlal Nehru is talking about.
3. Name the weapons used by the leaders during National Movement for independence.
4. What was Nehru’s feeling and how did he change them?
5. What is source of the above passage?

Ans. 1. Non-Cooperation Khilafat Movement.

2. Mahatma Gandhi.

3. Satyagraha and Non Violence.

4. He was very angry but the thought of Mahatma Gandhi changed his feelings.

5. Quoted in Sarvapalli Gopal, Jawaharlal Nehru: A Biography, Vol.1

5. Why was Gandhiji decided to call off the Rowlett Satyagraha?

Ans. 1. Gandhiji in 1919 decided to launch a nationwide satyagraha against Rowlett Act (1919)

2. On 13 April the famous Jallianwala Bagh incident took place. As the news of Jallianwala Bagh spread, crowd took to the streets in many north Indian towns.

3. There were strikes, classes with the police and attacks on government buildings.

4. The government responded with brutal repression, seeking to humiliate and terrorize people.

5. Satyagrahis were forced to rub their noses on the ground, crawl on the streets, and do salute to all sahibs.

6. People were flogged and village around Gujranwala in Punjab now in Pakistan were bombed.

Seeing violence spread, Mahatma Gandhi called of the movement

6. How did the revival of Indians folklore develop the ideas of Nationalism among Indians? Explain.

Ans. 1. Idea of nationalism also developed through a movement to revive Indian folklore.

2. In late nineteenth century India, nationalists began recording folk tales sung by bards and they toured villages to gather folk songs and legends.

3. These tales they believed gave a true picture of traditional culture that had been corrupted and damaged by outside forces.

4. It was essential to preserve this folk tradition in order to discover one’s national identity and restore a sense of pride in one’s past.

5. In Bengal, Rabindernath Tagore himself began collecting ballades, nursery rhymes and myths and the movement for folk revival.

7. “Ideas of nationalism also developed through a movement to revive Indian folklore? Support the statement with suitable examples?”

Ans. 1. Ideas of nationalism also developed through a movement a revive India folklore.

2. In the late nineteenth century India, nationalists began recording folk tales sung by bards and they toured villages to gether folk songs and legends.

3. It was essential to preserve this folk tradition in order to discover one’s national identity and restore a sense of pride in one’s past.

4. In Bengal Rabindernath Tagore himself began collecting ballads, nursery rhymes and myths, and led the movement for folk revival.

5. In madras Natesa Shastri published a massive four-volume collection of Tamil folk tales, the Folklore of Southern India.

6. He believed that folklore was national literature; it was most trustworthy manifestation of people’s real thought and characteristics.

8. Can you identify the different limitations of Civil Disobedience Movement?

- Ans.** 1. Limited participation of Dalits: Dalits participation in the civil Disobedience movement was very limited, particularly in Maharashtra and Nagpur region where their organization was quite strong.
2. No Participation of Muslims: Some of the Muslim political organizations in India were also Lukewarm in their response to the Civil Disobedience Movement. After Non-Cooperation-Khilafat movement Muslims felt alienated from the congress.
3. Dominant role of Sanatanis and Hindu Mahasabha: The role of Sanatanis and Hindu Mahasabha was very dominant. Due to the fear of Sanatanis the conservative high class Hindus, congress ignored the Dalits. Congress was very close to Hindu Mahasabha. Hindus Mahasabha strongly opposed the efforts of compromise between Congress and Muslim League.
4. Clash between BR Ambedkar and Mahatma Gandhi: In 1930 Dr B R Ambedkar clashed with Mahatma Gandhi at the second round table conference by demanding separate electorate for Dalits.
5. Participants have different aspirations: Participation had their own aspirations. There was a contrast between the demands of industrialist and working class. Contrast was also there in the demand of Rich peasants and poor peasants. United struggle was not there.

9. How the plantation workers of Assam understand Mahatma Gandhiji and the notion of swaraj?

Ans. Workers too had their own understanding of Mahatma Gandhi and the notion of swaraj. 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. When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities, left the plantations and headed home. They believed the Gandhi Raj was coming and everyone would be given land in their own villages. They, however, never reached their destination. Stranded on the way by a railway and steamer strike, they were caught by the police and brutally beaten up.

10. Explain the contribution of Gandhiji to uplift the position of Untouchables in the society?

- Ans.** 1. Gandhiji declared that swaraj would not come for a hundred years if untouchability was not eliminated.
2. He called the untouchables Harijans children of God,
3. He organized satyagraha to secure them entry into temples and to access to public wells, tanks, roads and schools,
4. He himself cleaned toilets to dignify the work of Bhangi (the Sweepers).
5. He persuaded the upper castes to change their heart and give up the sin of untouchability.

CBSE Class 10 History Important Questions Chapter 4 – The Making of a global world

1 Mark Questions

1. What was the Bretton wood system?

- (a) Post war the military system
 (b) Post war political system
 (c) Post war international economic system
 (d) None of these

Ans. (c) Post war international economic system

2. What did indentured labour mean?

- (a) Cheap Labour
 (b) Free Labour
 (c) Bonded Labour
 (d) None of these

Ans. (c) Bonded Labour

3. What were 'Canal Colonies'?

- (a) Large Colonies
- (b) Sea Ports
- (c) Large Canals
- (d) Irrigated areas

Ans. (d) Irrigated areas

4. Which food traveled west from china to be called "Spaghetti"?

- (a) Soya
- (b) Groundnuts
- (c) Potato
- (d) Noodles

Ans. (d) Noodles

5. Which disease spread like wild fire in Africa in the 1890's?

- (a) Cattle plague
- (b) Small pox
- (c) Pneumonia
- (d) None of these

Ans. (a) Cattle plague

6. Which was the Tabled city of gold?

- (a) Peru
- (b) Mexico
- (c) El Doeodo
- (d) Spain

Ans. (c) El Doeodo

7. Who adopted the concept of assembly line to produce automobiles?

- (a) Samuel Morse
- (b) Henry Ford
- (c) T. Cuppla
- (d) Imam Husain

Ans. (b) Henry Ford

8. The Descendants of indentures workers is a Noble Prize winning writer is-

- (a) Bob Morley
- (b) V. S. Naipaul
- (c) Amartya Sen
- (d) Ram Naresh Sarwan

Ans (b) V. S. Naipaul

9. The great Depression begin in

- (a) 1927
- (b) 1928
- (c) 1929
- (d) 1930

Ans. (c) 1929

10. The Chutney music popular in-

- (a) North America
- (b) South America
- (c) Japan
- (d) China

Ans. (b) South America

11. Rinderpest is a?

- (a) Cattle disease in Africa
- (b) Cattle disease in China
- (c) Cattle disease in India
- (d) Cattle disease in Russia

Ans. (a) Cattle disease in Africa

12. Which of the following is not a economic exchange?

- (a) Flow of Labour
- (b) Flow of Capital
- (c) Flow of Knowledge
- (d) Flow of Trade

Ans. c) Flow of Knowledge

13. Name the route which knitted together vast regions of Asia, and linked Asia with Europe and Northern Africa.

Ans. Silk Route

14. Who discovered America?

Ans. Christopher Colombes

15. Who was known as the 'Bismarck of Italy'?

Ans. Garibaldi was known as the Bismarck of Italy.

16. Which disease proved deadly killer for people of America?

Ans. Smallpox

17. Which law restricts the British Government to restrict the import of corn?

Ans. Corn Laws

18. Who was V S Naipaul?

Ans. He was a writer, whose forefather migrated as indentured worker.

19. Name the countries which were considered allied powers.

Ans. Britain, France and Russia

20. Who made the best cost cutting decision?

Ans. Henry Ford

21. What was the time period of Great Depression?

Ans. 1929-1930

22. The common foods were not known to our ancestors. Name some of the common foods.

Ans. Many of our common foods such as potatoes, soya, groundnuts, maize, tomatoes, chilies, sweet potatoes were not known to our ancestors.

23. In the mid 1940s Ireland's thousands of poorest peasants died of starvation. Why?

Ans. Ireland's poorest peasants become so independent on potatoes that when disease destroyed the potatoes crop in the mid 1840s hundreds of thousands died of starvation.

24. Why all over the world some 150 millions are estimated to have left their homes, crossed oceans and settle down in vast distances?

Ans. In search of better future.

25. Which was the most powerful weapon used by Spanish to conquer America?

Ans. Germs

26. Which method was used by Henry Ford to increase car production?

Ans. Assembly line

27. Which food item came from Arab region to Sicily?

Ans. Pasta

28. What is meant by Rinderpest?

Ans. It was a deadly cattle disease. It spread in Africa in 1880s.

29. When were the first Multinational Companies established?

Ans. 1920s.

30. What are cowries?

Ans. Cowries are seashells, used as a currency in olden days.

31. What was the importance of the Indian trade for the British?

- Ans.**
1. Trade Surplus – Britain had a Trade Surplus with Indian. Britain used this Surplus to balance its trade deficit with other countries.
 2. Home Charges – Britain's trade Surplus in India also helped to pay the so called homecharges that included private remittance home by British officials and traders, interest payments on India's external debt and pensions of British officials in India.
 3. Major Supplier of cotton – India remained a major supplier of raw cotton to British which was required to feed the cotton textile industry of Britain.
 4. Supplier of indentured workers – Many indentured workers from Bihar, U.P., central India migrated to other countries to work in mines and plantations.

32. How Bretton Woods System Worked?

- Ans.**
1. The international monetary system is the system linking national currencies and monetary system.
 2. The Bretton Woods system was based on fixed exchange rates. In this system the national currencies were pegged to the dollar at a fixed exchange rate.
 3. The Bretton Woods system inaugurated an era of unprecedented growth of trade and incomes for the western industrial nations.

33. What were the effects of the British Government's decision to abolish the corn laws?

- Ans.**
1. Food could be imported into Britain more cheaply than it would be produced within the country.
 2. British agriculture was unable to compete with imports. Vast Areas of land were left uncultivated and people started migrating to cities or other countries.

3. As food prices fell, consumption in Britain rose. Faster industrial growth in Britain also led to higher incomes and therefore more food imports.
4. Around the world in eastern Europe, Russia, America and Australia land was cleared and food production expanded to meet the British demand.

34. What were the advantages of invention of refrigerated ship?

- Ans.**
1. This reduced the shipping costs and lowered meat prices in Europe.
 2. The poor in Europe could now consume a more varied diet.
 3. To the earlier, monotony of Bread and Potatoes many, not all could add meat, butter or egg.
 4. Better living conditions promoted social peace within the country and support for imperialism abroad.

CBSE Class 10 History Important Questions Chapter 4 – The Making of a global world

3 Mark Questions

1. Explain the impacts of the First World War?

- Ans.**
1. It was the first modern industrial war which involved industrial nations.
 2. Machine guns, tanks, aircraft, chemical weapons etc are used on a massive scale.
 3. Unthinkable death and destruction.
 4. Most of the people killed and injured were men of working age.
 5. Declined the household income.
 6. Men were forced to join in the war.
 7. Women stepped into undertake jobs which they were not used to.

2. What were the effects of the great Depression on the Indian economy?

- Ans.**
1. The economy depression immediately affected Indian Trade, as India's exports and imports nearly halved between 1928-1934
 2. Agriculture prices fell sharply, but the colonial government refused to reduce revenues. Peasants producing for the world markets were worst hit.
 3. Raw jute was produced, processed in the industries to make gunny bags. Its exports collapsed and prices fell by 60% peasants of Bengal fell into debt traps.
 4. Peasants used up their savings mortgaged lands and sold their precious jewelry to meet their expenses.

3. 19th century indenture has been described as a 'New system of slavery'. Explain .

- Ans.**
- In the 19th century, hundreds of thousands of Indians and Chinese laborers went to work on plantations in mines and in mines and in road and railways construction projects around the world.
1. In India, indentured laborers were hired under contracts which promised return travel to India after they had worked for five years on plantations.
 2. Gradually in India cottage industries declined, land rents rose, land was cleared for mines and plantations. All this affected the lives of the poor. They failed to pay their rents became indebted, and were forced to migrate in search of work.
 3. The main destinations of Indian indentured migrants were the Caribbean islands, Trinidad, Guyana, Surinam, Mauritius, Fiji and Ceylon and Malaya.
 4. Recruitment was done by agent engaged by employers and paid small commission.

4. "One important feature of the US economy in the 1920's was mass production." Explain.

- Ans.**
1. A well known pioneer of mass production was the car manufacturer, 'Henry Ford'.
 2. He adopted an assembly line technique of a slaughter house.
 3. He realized that the 'Assembly line' method would allow a faster and cheaper way of producing vehicles.
 4. This method forced workers to repeat a single task mechanically and continuously
 5. This was a way of increasing output per worker by speeding up the pace of work.

6. This doubling of daily wages was considered 'best cost – cutting decision' he had ever made.

5. Give evidences to prove that there was a vibrant pre-modern trade and cultural link between different parts of the world.

- Ans.** 1. The travelers, traders, priests and pilgrims carried goods, money, values, skills, ideas and inventions.
2. The Indus valley civilization had an active coastal trade linked with the present-day West Asia around 3000 BCE.
3. The Silk routes are a good example of vibrant pre-modern trade and cultural links between distant parts of the world.

6. In what ways did food items offer scope for long distance cultural exchange?

- Ans.** 1. Food offers many examples of long distance cultural exchange. Traders and travelers introduced new crops to the lands they traveled.
2. It is believed that noodles travelled to the West from China to become spaghetti. Arab traders took pasta in fifth century Sicily in Italy.
3. Many of our common foods such as potatoes, soya, groundnuts, maize, tomatoes, chilies, and sweet potatoes and so on were not known to India until about five centuries ago. These foods were only introduced in Europe and Asia after Columbus accidentally discovered America.

7. "The most powerful weapon of Spanish conquest of America was not the conventional military weapon at all" Explain.

- Ans.** 1. The Portuguese and Spanish conquests colonized America by the mid-sixteenth century. European conquest was not a result of superior firepower.
2. They carried a lot of germs such as those of smallpox on their person.
3. America's original inhabitants had no immunity against this disease that came from Europe. Smallpox proved a deadly killer.
4. Once introduced, it killed and decimated whole communities, paving the way of conquest.

8. Describe the important developments that greatly shrank the pre-modern world.

- Ans.** 1. The world changed a lot in the nineteenth century. Many economic, political, social, cultural and technological factors interacted in complex way to transform societies and reshape relations between countries.
2. One can identify three types of movements or flows in the transaction. The first is the flow of trade which in the nineteenth century referred largely to trade in goods.
3. The second is the flow of labour-migration of people in search of employment.
4. The third is the movement of capital for short or long term investments over long distances.

9. Why were corn laws introduced and later abolished in Britain in the late 18th century?

- Ans.** 1. Population growth from the late 18th century had increased the demand for food grains in Britain pushing up the prices.
2. Under pressure from farmers, the government restricted the import of corn. These laws were commonly known as the Corn Laws.
3. The industrialists and people living in cities forced the government to abolish Corn Laws.

10. Describe the impact of food imports on Britain in the nineteenth century.

- Ans.** 1. After the Corn Laws were abolished, food could be imported into Britain more cheaply than it could be produced within the country.
2. British agriculture was unable to compete with imports.
3. Vast areas of land were now left uncultivated, and thousands of men and women were thrown out of work.
4. They flocked to the cities or migrated overseas.

11. Explain the three types of flow or movements within international economic exchange.

- Ans.** 1. The first is the flow of trade which in the nineteenth century referred largely to trade.
2. The second is the flow of labour- the migration of people in search of employment.
3. The third is the movement of capital for short term or long term investments over long distance.

12. When and why did world Bank and IMF start financial interventions in the developing countries?

- Ans.** 1. The International Monetary fund and the World Bank were created to meet the financial needs of the industrial countries.
2. When Europe and Japan rapidly rebuilt their economy, these become less dependent on the IMF and the World Bank. Thus from the late 1950s the Breton Woods institutions, World Bank and IMF, began to turn their attention towards developing countries.
3. The newly independent countries facing problem of poverty came under the guidance of international agencies dominated by the former colonial powers.

13. Why did the developing countries organize the G-77?

- Ans.** 1. The developing countries did not benefit from the fast growth the western economies experienced in the 1950s and 1960s under the guidance of World Bank and IMF.
2. They organized themselves as a group –the group of 77- to demand a new international economic order.
3. NIEO means a system that would give them real control over their natural resources, more development assistance, fairer prices for raw materials, and better access for their manufacturing goods in developed countries markets.

14. Why did fixed exchange rate system collapsed in the 1960s?

- Ans.** 1. Despite years of stable and rapid growth, not all was well in this post-war world. From the rising costs of its overseas involvements weakened the US's finances and competitive strength.
2. The US dollar now no longer commanded confidence as the world's principal currency. It could not maintain its value in relation to gold.
3. This eventually led to the collapse of the system of fixed exchange rates.

15. Explain how Bretton Wood's institution inaugurated an era unprecedented growth for western industrial nations and Japan.

- Ans.** 1. The IMF gave money to developed countries to help them reconstruct and reshape their economy.
2. They aimed at global stability of economies and better employment opportunist.
3. To make this possible, they gave credit loans. They also maintained a balance a world trade.
4. Japan and other western countries were helped by these institutions in post war reconstruction and to help them have stable economies.

16. Explain the impact of Great Depression of 1929 on the Indian economy giving three points.

- Ans.** 1. Indian imports as well as exports almost halved between 1928 and 1934.
2. As International prices crashed prices in India also plunged.
3. Wheat prices fell by 50%.
4. Although agricultural prices fell sharply yet the colonial government refused to reduce revenue demands.

17. Describe the significance of silk route in the pre-modern period in the field of Trade, cultural exchange and religion.

- Ans.** 1. Pre-modern world changed with the discovery of new sea routes to America. It shrank greatly in the sixteenth century after European sailors found a sea route to Asia and also successfully crossed the western ocean to America.
2. Before its discovery America had been cut off from regular contact with the rest of the world. But from the sixteenth century, its vast lands and abundant crops and minerals began to transform trade and lives everywhere.

3. Precious metals particularly silver, from mines located in present day Peru and Mexico enhanced Europe's wealth and financed its trade with Asia.

18. Enumerate the importance of silk routes.

- Ans.**
1. The name of silk routes points to the importance of west-bound Chinese silk cargoes along this route.
 2. 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.
 3. Early Christian missionaries travelled through this route to Asia, as did early Muslims preachers a few centuries later.

19. Highlight three main features of life of African people before the coming of Europeans.

- Ans.**
1. Africa had abundant land and a relatively small population.
 2. For centuries land and livestock sustained African livelihoods. Agriculture and animal rearing was the main occupation of the people. Most of the villages and families were self sufficient.
 3. People rarely worked for a wage. There were a few consumer goods that wages could buy.

20. What is the meaning of cultural fusion?

- Ans.**
1. Cultural fusion is a phenomenon which emerges when two or more cultures intermingle and produce a new culture.
 2. Indentured labour used to live and work in very harsh conditions. This forced them to seek new avenues of comforts and relaxations. This balanced different cultural form.

21. Give three examples how indentured labour system led to cultural fusion.

- Ans.**
1. In Trinidad, the annual Muharram procession was transformed into a riotous carnival called Hosey in which workers of all races and religion joined.
 2. The protest religion of Rastafarianism is also said to reflect social and cultural links with Indian Migrants to the Caribbean.
 3. Chutney music is another creative contemporary expression of the post-indenture experience.

22. What attracted the Europeans to Africa? Give any three reasons.

- Ans.**
1. Africa had vast resources of land and minerals. Its population was very small and land was abundant.
 2. Europeans were hoping to establish plantations and mines to produce crops for minerals for export to Europe. They faced a shortage of labour willing to work for wages. But they used many methods like heavy taxes to recruit and retain labour.
 3. In Africa industrial revolution did not take place. Also African countries were militarily weak and backward.

23. Explain any three factors responsible for the Great Depression of 1929.

- Ans.**
1. Due to agricultural over production, prices slumped and income declined. Farmers expanded the production to maintain their overall income. This worsened the glut in the market.
 2. In the mid-1920s, US financed many countries through loans but in 1929 these countries faced an acute crisis. US loan withdrawal affected the whole Europe.
 3. Major Banks collapsed along with currencies such as British pound and sterling. The US attempts to protect its economy in depression by doubling its import duties affected the world badly.

24. How did the great depression of 1929 affected the farmers in India?

- Ans.**
1. Earlier colonial India had become an exporter of agricultural goods and importer of manufacturers. Due to Great Depression, India's exports and imports nearly halved between 1928 and 1934. During this period, wheat prices in India fell by 50%. Peasants producing for the world market were the worst hit.
 2. Though agricultural prices fell sharply.
 3. Peasants fell deeper into debt. They used up their savings, mortgaged land.

25. How did the great depression of 1929 affected the middle classes in India?

- Ans.** 1. Because of falling prices, those with fixed income- urban landlords who received rents, salaried employees, found themselves better-off. Everything costs less.
2. Industrial investment also grew as the government extended tariff protection to industries under the pressure of nationalist opinion.

26. Examine the impact of First World War on European societies.

- Ans.** 1. The First World War cost mass scale death and destruction. More than nine million people were dead and about twenty million people were injured.
2. During the war, industries were restructured to produce war related goods.
3. Entire societies were also reorganized for war related goods.

27. Explain the impact of the Great Depression of 1929-1934 on the world's economy.

- Ans.** 1. There happened deterioration of the economic conditions of the capitalist.
2. There had been great fall in the industrial production as the demand for goods of all types also fell.
3. Unemployment soared very high.
4. There was a great fall in the living standard of the people.
5. Agricultural prices fell disastrously.

28. Highlight the main problems occurred after the First World War.

- Ans.** 1. The main problem of post war recovery was to preserve economic stability and full employment in the industrial world. Anxiety and Uncertainty about work become an enduring part of the post war scenario.
2. Britain which was the world's leading economy in the pre-war period, in particular faced a prolonged crises.
3. Britain was burdened with huge external debts. Many industrial economies were in crises.

29. Briefly explain the key lessons which economists and politicians drew out from inter-war economic experiences.

- Ans.** 1. An Industrial society based on mass production cannot be sustained without mass consumption for which there was a need for stable incomes guaranteed by stable employment. This economic stability had to be ensured by the government.
2. The goal of full employment could only be achieved if governments had power to control flows of goods, capital and labour.
3. The main aim of the post war international economic system was to preserve economic stability and full employment in the industrial world.

30. How can you say that ancient silk routes helped in spreading of the values of one place to another?

- Ans.** 1. These routes helped in spreading science and technology.
2. Spread of religious thoughts and religious practices.
3. Spread of various clothing patterns.
4. Spread of spirituous ideas and moral values.

31. Colonization led to which changes?

- Ans.** 1. It stimulated new investment in foreign lands.
2. It led to improvement in transport and communication.
- Faster railways, lighter wagons and larger ships to move food more quickly and cheaply from faraway places to final market were introduced.

32. Explain any three problems faced by Indian cotton textile weavers by the turn of the 19th century.

- Ans.** 1. The first was the Industrial Revolution in England as result of which England stopped all imports of textiles from India.
2. It flooded the Indian market with machine made cloths which were cheaper and more attractive.
3. The East India Company bought almost all the cotton from the Indian bazaars and sent to England to feed the cotton factories there. Almost no or very little cotton as a raw material was left for the Indian textile industries.

33. Describe briefly the effects of Rinderpest in Africa in the 1890s.

- Ans.** 1. As a result of this fatal disease, 90% of the cattle in Africa died.
2. Completely impoverished and broken Africans were forced into the labour market, which they were resisting for long.
3. The loss of cattle destroyed livelihood of many Africans.

34. Why did fixed exchange rate system collapsed in the 1960s?

- Ans.** 1. Despite years of stable and rapid growth, not all was well in this post-war world. From the rising costs of its overseas involvements weakened the US's finances and competitive strength.
2. The US dollar now no longer commanded confidence as the world's principal currency. It could not maintain its value in relation to gold.
3. This eventually led to the collapse of the system of fixed exchange rates.

CBSE Class 10 History Important Questions Chapter 4 – The Making of a global world

5 Mark Questions

1. After nineteenth century, how did the indentured laborers discover own ways of survival? Explain.

- Ans.** 1. Migrants were provided false information about living and working conditions. On arrival at the plantations, these labourers found the conditions harsh. There were a few legal rights.
2. The indentured workers discovered their own ways of surviving. Many of them escaped into wilds. Though if caught, they face severe punishment.
3. Others developed new forms of individual and collective self expression, blending different cultural forms, old and new.
4. In Trinidad, the annual Muharram procession was transformed into a riotous carnival, called Hosay in which workers of all races and religions joined.
5. The protest religion Rastafarianism reflects social and cultural links with Indian migrants to Caribbean. Many cultural things from different places get mixed lose their original characteristics and become something entirely new.

2. How was the food problem solved in Britain after scrapping of the Corn Laws?

- Ans.** 1. After scrapping of the Corn Laws, food could be imported into Britain more cheaply than it could be produced within the country. So Britain began to import food grains from rest of the world.
2. Around the world, especially in Eastern Europe, Russia, America and Australia, land was cleared and food production expanded to meet the British demand.
3. There had been complex changes in labour movements patterns, capital flow, ecology and technology.
4. Crops were not grown by a peasant tilling his, own land but by an agricultural worker. Food came from thousands of mile away.
5. Food and other essential commodities were transported by railways and by ships manned by low paid workers from southern Europe, Asia, Africa and Caribbean islands.

3. Why have the historians described the nineteenth century indentured as a 'new system of slavery'? Explain any five reasons.

- Ans.** 1. Recruiting agents gave false information to tempt the labourers.
2. Labourers were some time, forcibly abducted.

3. On arriving at the plantation, they found conditions to be different from but they had imagined.
4. Their living conditions were very harsh.
5. Their payments were very little. Deductions were made from wages if the work was found unsatisfactory. The workers had no legal rights.

4. What was Rinderpest? State any four effects of the coming of Rinderpest in Africa.

- Ans.** 1. Rinderpest is a cattle plague that affected the cattle of Africa. It was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in east Africa.
2. In the late nineteenth century Europeans were attracted to Africa due to its vast resources of land and minerals and hoping to establish plantations and mines.
 3. But they faced a problem of shortage of labour willing to work for wages.
 4. Africans had and livestock and were not ready and willing to work for wages.
 5. Rinderpest, the cattle plague was brought into the country by imported cattle and had a devastating effect on the indigenous cattle wiping out 90% of Africa's cattle.
 6. The loss of cattle forced the Africans to come into the labour market and work in plantation and mines.

5. What was the impact of technology on food availability? Explain with the help of examples.

- Ans.** 1. Technology in the form of improvements in transport- faster railways, lighter wagons and larger ships helped to move food more cheaply and quickly from far away farms to final markets.
2. Earlier animals were shipped alive from America to Europe and then slaughtered when they arrived there. Meat was hence an expensive luxury beyond the reach of the European poor.
 3. Then came a technology namely refrigerated ships, which enabled to transport of perishable foods over long distances.
 4. Now animals were slaughtered for food and then transported to Europe as frozen meat. This reduced shipping cost and lowered meat prices in Europe.
 5. To the earlier monotony of bread and potatoes many, though not all, could now add meat to their diet.

6. Define the term Trade Surplus. How was the income received from trade surplus with India used by Britain?

- Ans.** 1. When the value of exports is higher than value of imports, it called as Trade Surplus.
2. 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.
 3. This is how a multi-lateral settlement system works-it allows one country's deficit with another country to be settled by its surplus with a third country.
 4. By helping Britain balance its trade deficits, India played a crucial role in the late 19th century world economy.
 5. Britain's trade surplus in India also helped to pay the so called home charges that included private remittances home by British officials and traders, interest payments on India's external debt, and pension of British officials in India.

7. Why is it said that India played a crucial role in the Nineteenth century world economy? Explain.

- Ans.** 1. In the nineteenth century, Britain was a major economic power, she had built a trade network worldwide and had a huge income.
2. The value of British exports to India was much higher than the value of British imports from India. Thus, Britain had trade surplus with India.
 3. There were some countries where Britain was spending more on her imports and earning less from exports, Britain had to meet trade deficit with these countries.
 4. Britain used her trade surplus with India to balance her trade deficits with other countries.
 5. Britain's trade surplus with India also helped her to pay the so called home charges. Thus by helping Britain balance its deficits, India played a crucial role in the late nineteenth century world economy.

8. From where did Henry Ford draw inspiration, regarding the assembly line method? Describe the assembly line method in the industrial production sector.

Ans. 1. Henry Ford was car manufacturer.

2. He drew inspiration regarding the assembly line method from a Chicago Slaughter house.

3. The assembly line forced workers to repeat a single task mechanically and continuously such as fitting a particular part to the car at a pace dictated by the conveyer belt.

4. This was way of increasing the output per worker by speeding up the pace of work as he could not afford to delay the motion or take a break.

5. This could not allow the worker to have even a friendly word with the workmate. As a result, Henry Ford's cars came off the assembly line at three minute intervals.

9. How far is it correct to say that the first world war was the first modern industrial war? Explain.

Ans. 1. The fighting involved the world's leading industrial nations which now harnessed the vast powers of modern industry to inflict the greatest possible destruction on their enemies.

2. It saw the use of machineguns, tanks, aircrafts, and chemical weapons on a massive scale. These were all increasingly products of modern large scale industry.

3. The scale of death and destruction was vast that is nine million dead and twenty million injured.

4. It was unthinkable before the industrial age, without the use of industrial arms.

5. During the war, industries were restricted to produce war related goods.

10. Explain any three effects of the great depression 1929-1930 on the United States.

Ans. . United states were greatly affected by the great depression of 1929. With the fall in prices US banks had also slashed domestic lending called bank loans.

1. Many houses and businesses collapsed.

2. Faced with falling income, many household were unable to repay the loans.

3. They had to give up their houses, cars and other consumer durables.

4. Unemployed soared, people trudged long distances looking for work.

5. Unable to recover investment and loans and repay depositors, thousands of banks went bankrupt and other forced to close. By 1933, over four thousand banks had closed and one lakhs then thousands companies has collapsed.

CBSE Class 10 History Important Questions Chapter 5 – The Age of Industrialization

1 Mark Questions

1. Guilds were associations of-

(a) Industrialization

(b) Exporters

(c) Traders

(d) Producers

Ans. (d) Producers

2. Which of the following best defines a Jobber?

(a) Employed by industrialists to get new recruits

(b) Old trusted worker

(c) Person of authority and power

(d) Controlled lives of workers

Ans. (a) Employed by industrialists to get new recruits

3. First country to undergo industrial revolution is-

(a) Japan

- (b) Britain
 - (c) Germany
 - (d) France
- Ans. (b) Britain

4. 18th Century India witnessed the decline of which port town?

- (a) Surat
- (b) Bombay
- (c) Calcutta
- (d) Madras

Ans. (a) Surat

5. The paid servants of the East India Company were

- (a) Seth
- (b) Mamlatdar
- (c) Gomastha
- (d) Lambardar

Ans. (c) Gomastha

6. Who devised the Spinning Jenny?

- (a) Samuel Luck
- (b) Richard Arkwright
- (c) James Hargreaves
- (d) James Watt.

Ans. (c) James Hargreaves

7. When was the first cotton mill set up in India in?

- (a) 1814
- (b) 1824
- (c) 1854
- (d) 1864

Ans. c) 1854

8. What was the fly shuttle used for-

- (a) Washing
- (b) Weaving
- (c) Drying
- (d) Sowing

Ans. (b) Weaving

9. Who invented the steam engine-

- (a) James Watt
- (b) New Camen
- (c) Richard Arkwright
- (d) None of the above

Ans. (a) James Watt

10. In 1990s which popular music publishers produced a music book?

Ans. E. T. Paul

11. When did the earliest factories come up in England?

Ans. 1730s

12. Which were the two most dynamic industries in Britain?

Ans. Cotton and Metal industries

13. Who improved the steam engine produced by New Comen?

Ans. James Watt

14. Which Indian port connected India to the Gulf and Red Sea Ports?

Ans. Surat Port

15. Which two Indian ports had links with South East Asian countries during pre-colonial period?

Ans. Hoogly and Masulipattam Ports

16. What was the name of the paid servant who was appointed by the English Company to deal with the Indian weavers?

Ans. Gomasthas

17. When was the first cotton mill set up in India?

Ans. 1854

18. By 1873, Britain was exporting steel and iron worth how many millions to foreign countries?

Ans. About 77 million pounds

19. Who were the first European nations to come to India?

Ans. The Portuguese

20. When was the first jute mill established in India?

Ans. 1917

21. Who set up the first jute mill in Calcutta?

Ans. Seth Hukamchand

22. Who was the English industrialist to manufacture the new model of steam engine?

Ans. Mathew Boulton

23. Name the new trading centers that emerged in India under colonial rule.

Ans. Bombay and Calcutta

24. Name the industrialist who made a fortune in the China trade in the 1830s.

Ans. Dwarkanath Tagore

25. Where was the Elgin Mill set up?

Ans. At Kanpur

26. What is proto-industrialization?

Ans. The early phase of industrialization in which large scale production was carried out for international market not at factories but in decentralized units.

27.The introduction of which new technology in England angered women?

Ans. The Spinning Jenny

28.Name the European managing agencies which controlled the large sector of Indian industries.

Ans. Bird Heiglers and Co, Andre Yule and Jardine Skinner and Co

29.Who was a jobber?

Ans. Jobber was a person employed by industrialists to get new recruit.

30. What was the result of First World War on Indian industries?

Ans. First World War gave a great boost to the Indian Industries because of the following reasons-

1. The British mills became busy with the production of War materials so all its exports to India virtually stopped.
2. Suddenly Indian mills got clearance to produce different articles for the home market.
3. The Indian factories were called upon to supply various war related material like- Jute bags, clothes for uniforms, tents and leather boots for the forces and so on.

31. Who was a jobber? Explain his functions.

Ans. Industrialists usually employed a jobber to get new recruits. Very often the jobber was an old and trusted worker.

1. He got people from his village ensured them jobs, helped them settle in the city and provided them money in time of crisis.
2. Jobbers became persons with authority and power. He began demanding money and gifts for the favor he did and started controlling the lives of workers.

CBSE Class 10 History Important Questions Chapter 5 – The Age of Industrialization

3 Mark Questions

1. What were the problems of Indians weavers at the early 19th century?

Ans. 1. Shortage of raw material – as raw cotton exports from India increased the price of raw cotton shot up. Weavers in India were starved of supplies and forced to buy raw cotton at higher prices.

2. Clashes with Gomasthas- the Gomasthas acted arrogantly and punished weavers for delays in supply. So the weavers clashed with them.

3. System of Advances- The Britishers started the system of advances to regularize the supply. The weavers eagerly took the advances in a hope to earn more but they failed to do so. They even started losing small plots of land which they had earlier cultivated.

2. What does the picture indicate on the famous book 'Dawn of the century'?

Ans. 1. There is an angel of progress, bearing the flag of the new century and is gently perched on a wheel with wings symbolizing time.

2. The figure is taking into the future.

3. Floating about behind her are the signs of progress- Railway, Camera, Machines, Printing press and factory.

3. Why were Victorian industrialists not interested to introduce machines in England? Give reasons.

Ans. 1. In Victorian Britain, there was no shortage of human labour. So industrialists had no problem of labour shortage or high wage cost.

2. New technology was expensive and merchants and industrialists were cautious about using it. The machines often broke down and repair was costly.

3. They were not as effective as their inventors and manufacturers claimed.

4. “Although wages increased somewhat in the nineteenth century, yet they could not improve the welfare of the workers.” How far do you agree with the statement?

Ans. I agree with this statement due to the following facts:

1. The average figures hide the variations between traders and the fluctuations from year to year.
2. When prices rose sharply during prolonged Napoleonic war, the real value of what the workers earned fell significantly.
3. The same wages could now buy fewer things.
4. The income of workers depended not on the wage rate alone. What was also critical was the period of employment.

5. Explain the position of Indian Textiles in the international market before machines were introduced in India.

- Ans.**
1. Before the age of machine industries, silk and cotton goods from India dominated the international market in textiles.
 2. Coarser cotton was produced in many countries, but the finer varieties often came from India.
 3. Bales of fine textiles were carried on camel back via the North West frontier. Also, a vibrant sea trade operated through main pre-colonial ports- Surat, Masulipatnam and Hoogly.

6. Who were Gomasthas? How did they help the east India Company to assert a monopoly right to trade? Explain.

- Ans.**
1. The East India Company appointed a paid servant called the Gomastha to supervise weavers, collect supplies and examine the quality of cloths.
 2. Those weavers who took loans have the hand over the clothes they produced to the Gomastha. They could not take it to any other trader
 3. The new Gomasthas were outsiders. They acted arrogantly, marched into villages with sepoy and peons, and punished weavers for delays in supply.

7. Why did the network of export trade in textiles controlled by the Indian merchants break down by the 1750s?

- Ans.**
1. European trading companies gained power. First, they acquired trading concessions from local rulers, the monopolized rights to trade.
 2. This resulted in the decline of the old ports of Surat and Hoogly.
 3. Export from the old ports fell dramatically and local bankers slowly went bankrupt.

8. Why was the East India Company keen on expanding textile exports from India during the 1760's?

- Ans.**
1. Consolidation of the East India Company's power after the 1760's did not initially lead to a decline textile export from India.
 2. British cotton industries have not yet expanded.
 3. Fine India textiles were in the Great demand in Europe.

9. How were machines and technology glorified in England in the early 20th century through pictures on the cover pages of some books?

- Ans.**
1. The cover page of a music book published by E. T. Paul in 1900 shows the sign of progress as the picture of railway, camera, machines, printing press and factory.
 2. The glorification of machines and technology is even more marked on the cover page of a trade magazine.
 3. The trade magazine shows two magicians. Aladdin is shown as representing the East and the past. Where the one is the mechanic with modern tools and builds bridges, ships, towers and high raised buildings. He represented the west and modernity.

10. What were trade guilds? How did they make it difficult for new merchants to set business in towns of England?

- Ans.**
1. Guilds were associations of producers that trained crafts people, maintained control over production, regulated competition and prices and restricted the entry of new people into the trade.

2. Rulers granted different guilds the monopoly right to produce and trade in specific product.
3. It was, therefore, difficult for new merchants to set up business in towns, so they turned to the countryside.

11. Why were most of the producers reluctant to use new technology? Give any three reasons.

- Ans.**
1. Most of the producers were reluctant to use the new technology that enhanced the productivity of labour manifold. The cost of machines was very high and the cost of repair was also very high.
 2. The reason was that the typical workers in the mid nineteenth century were not a machine operator but the traditional crafts person and labour.
 3. In the industries where production fluctuated with the season, industrialists preferred hand labour than machines.

12. How did the cloth merchants develop a close relationship between the towns and countryside in England?

- Ans.**
1. Cloth merchants purchased wool from a wool stapler and carried it to the spinner.
 2. The yarn was spun and taken in subsequent stages of production to weavers, fullers and then to dyers.
 3. The finishing was done in London before the export merchant sold the cloth in the international market.

13. How did the proto-industrialization successful in the countryside in England in the 17th century?

- Ans.**
1. The peasants had been shut-out of village commons due to enclosure system.
 2. Peasants now have to look for alternative source of income. When merchants offered advance to produce goods for them, peasant households readily agreed to do work for them.
 3. They could cultivate their small plots and supplement their shrinking income from cultivation

14. "The typical worker in the mid-19th century was not a machine operator but the traditional crafts person and labourer." Support the statement with examples.

- Ans.**
1. The demand in the market was often for goods with intricate designs and 45 kinds of axes. These required human skill; not mechanical technologies.
 2. The aristocrats and bourgeois prefer things produced by hands.
 3. Handmade products came to symbolize refinement and class.
 4. Hand products were better finished, individually produced and carefully designed.

15. What was the impact of new trade network on weavers, introduced by East India Company in India?

- Ans.**
1. Weavers caught in the web of system of advances introduced by East India Company.
 2. The Devoted entire time to weaving. They were forced to accept the prices fixed by the company.
 3. There were reports of clashes between weavers and Gomasthas. Gomasthas acted very arrogantly and punished weavers for delay in supply. The weavers lost the space to bargain for prices and sell to different buyers.
 4. Some weavers deserted the village and migrated, setting up looms in other villages where they had some family relations.

16. "The old ports of Surat and Hoogly declined by the end of the 18th century." Give reasons.

- Ans.**
1. As the European companies were gaining power, they had secured monopoly rights to trade.
 2. Local bankers were slowly going bankrupt.
 3. The credit that has financed earlier trade began drying up.
 4. Company had started its own trade from the new ports of Bombay and Calcutta.

17. How did the presence of Gomasthas in the villages create problem for the cotton weavers? Explain.

- Ans.**
1. There were clashes between weavers and Gomasthas in many weaving villages.
 2. Weavers were regularly supervised by the Gomasthas.
 3. The weavers were punished by Gomasthas for delay in supplies.
 4. The weavers lost the space to bargain for price.
 5. They were unable to sell their products to different buyers.

18. Describe the functions performed by European Managing Agencies.

- Ans.** 1. European Managing Agencies mobilized capital.
2. They set up joint stock companies and managed them.
3. In most instances, Indian financiers provided the capital while the European agencies made all investment and business decisions.
4. The European merchant industrialists had their own chamber of commerce which Indian businessmen were not allowed to join.

19. How did Jobbers misuse his position and power? Explain.

- Ans.** 1. Jobbers provide employment the job seekers.
2. They sometimes asked for money as bribe.
3. Even they demanded some gifts for his favour and controlled the lived of workers.

20. Describe the achievements of any three early industrialists in British India?

- Ans.** 1. Jamsetjee Jeejeebhoy was the son of a Parsi weaver. He was involved in the China trade of India.
2. Dishaw Petit built a huge industrial empire in India. He was involved in China trade and raw cotton shipments to England.
3. Seth Hukamchand was a Marwari Businessman who set up the first Indian jute mill in Calcutta in 1917. He also traded with china.

21. Explain the contribution of Dwarkanath tagore and Jamsetjee Nusserwanjee Tata in shaping the industrial development of India.

- Ans.** 1. Dwarkanath tagore was involved in China trade. Later he set up six joint-stock companies in 1830s and 1840s. He believed that India would develop through westernization and industrialization. He invested in shipping, shipbuilding, mining, banking etc.
2. J. N. Tata was initially involved in China trade and raw cotton shipments to England. In 1912, he set up the first iron and steel works in India at Jamshedpur.

22. Mention any three restrictions imposed by the British government upon the Indian merchants in the 19th century.

- Ans.** 1. They were barred from trading with Europe in manufactured goods.
2. They had to export mostly raw materials and food grains, raw cotton, opium, wheat and indigo required by the British.
3. The space, within which Indian merchants could function, became limited.

23. Trace the development of cotton and textile industries in India.

- Ans.** 1. The first cotton mill came up in Bombay in 1854.
2. By 1862, four mills were with 94000 spindles and 2150 looms.
3. The First cotton mill of Ahmadabad came up in 1860s.
4. By the 1874, the first spinning and weaving mill of madras began its production.

24. What was the condition of Indian Industries before the First World War?

- Ans.** 1. The early cotton mills in India produced coarse cotton yarn rather than fabric. Only imported yarn was of the superior variety.
2. By the first decade of the 20th century, a series of changes affected the pattern of industrialization. Industrilisation in India began shifting from yarn to clothing production.
3. Till the First World War, industrial growth was slow.

25. How did the Industrial pace change after the First World War in India?

- Ans.** 1. During First World War British mills busy with war production to meet the needs of the army, Manchester imports into India declined. Due to this reason Indian mills had a vast home market to supply.
2. As the war prolonged Indian factories were called upon to supply war needs.
3. New factories were set up and old ones ran multiple shifts. Over the war years industrial production boomed.

26. “Despite of stiff competition from machine made thread, the Indian handloom production not only survived, but also saw a steady growth in the 20th century”. Explain

- Ans.** 1. Adopting technological changes by the weavers to increase production without raising costs.
2. Those who catered to the rich always had a demand for their goods like Banarsi and Baluchari Saris.
3. Mills could not imitate specialised weaves. Example: Saris with intricate borders, lungies and handkerchief.
4. Handmade products came to symbolize refinement and class.

27. What were the positive aspects of industrialization in India?

- Ans.** 1. This resulted in cheap and good quality goods.
2. New entrepreneur set up factories and gain huge profits.
3. New jobs for labour were created.
4. Mass labour shifted from agriculture to industries.

28. What were the negative aspects of industrialization in India?

- Ans.** 1. Industrialization resulted in mass migration from rural to urban areas that further led to overcrowding and urban slums.
2. Merchants and traders lost their secured export markets. As a result they become junior players under Britishers.
3. Weavers were greatly affected by industrialization, maximum weaver left weaving.

29. “Consumers are created through advertisement.” Explain.

- Ans.** 1. Advertisements make products appear desirable and necessary.
2. They try to mend the minds of people and create their needs.
3. They appear in newspapers, street walls, magazines and expand the markets for goods and products.
4. Advertisements shape a new consumer culture.

30. In which three ways did the British and the Indian manufacturer and traders advertise their goods?

- Ans.** 1. The Manchester made clothes carried a label with “Made in Manchester” written in bold. This assured the buyers of the quality of the cloth.
2. The British manufacturers used images of Gods and Goddesses on the labels. It symbolizes the divine approval for the commodity.
3. The Indian manufacturers printed the image of Bharat Mata and a nationalist message on the labels.

31. How were machines and technology glorified in England in the early 20th century through pictures on the cover pages of some books?

- Ans.** 1. The cover page of a music book published by E. T. Paul in 1900 shows the sign of progress as the picture of railway, camera, machines, printing press and factory.
2. The glorification of machines and technology is even more marked on the cover page of a trade magazine.
3. The trade magazine shows two magicians. Aladdin is shown as representing the East and the past. Where the one is the mechanic with modern tools and builds bridges, ships, towers and high raised buildings. He represented the west and modernity.

32. Describe the functions performed by European Managing Agencies.

- Ans.** 1. European Managing Agencies mobilized capital.
2. They set up joint stock companies and managed them.

3. In most instances, Indian financiers provided the capital while the European agencies made all investment and business decisions.
4. The European merchant industrialists had their own chamber of commerce which Indian businessmen were not allowed to join.

33. Explain the main features of Proto – Industrialization?

Ans. Main features of Proto Industrialization-

1. Production was not based on factories.
2. Large scale home based production for international market.
3. Merchants move to country side and supplied money for artisans to produce for international market.
4. It provided alternative source of income.
5. Income from pro-industrial production supplemented their shrinking income from.
6. Helped in fuller use of their family labour resources.
7. Close relationship.

34. How did the British market expanded their goods in India?

- Ans.**
1. Advertisement of product – Advertisement make products appear desirable and necessary. They try to shape the minds of people and create new needs. During the industrial age advertisements have played a major role in expanding the market for products.
 2. Putting labels on the cloths bundles – The labels was needed to make the place of manufacture and the name of the company familiar to the buyer. When buyers saw 'MADE IN MANCHESTER' written in bold on a label. They would feel confident about buying the cloths.
 3. Images of Indian Gods gave approval to the goods being sold. Images of Krishna and Saraswati was intended to make the manufacture from a foreign land appear some what familiar to the Indian People.
 4. Printing Calendars to popularizes their products unlike newspapers and magazines, calendars were used even by people who could not read. They were hung in the tea shops and in poor people's homes, just as much as in offices and in middle class houses.

35. 'The Industrial Revolution was a mixed Blessing.' Explain?

Ans. Blessing of the Industrial Revolution –

1. Production by machines has met the growing need of the growing population of the world.
2. Only machines have made it possible for the mankind to meet the primary necessities of food, cloths and shelter
3. Machines have relieved man of the drudgery of tiring and unpleasant jobs.
4. Machines have brought more leisure.

Harmful effects of Industrial Revolution-

1. The industrial Revolution shattered the rural life by turning the farmers into landless labourers.
2. Rural unemployment forced the unemployed farmers to migrate to cities in search of jobs
3. The cities became overcrowded and many problems of insanitation and housing arose.
4. The industrial Revolution gave birth to imperialism

36. Why the system of advances proved harmful for the weavers?

Ans.

1. No chance of bargaining – The weavers lost any chance of bargaining.

2. Leasing of land – most of the weavers had to lease out the land and devote all their time to weaving.
3. Dependency for food on others – most of the weavers after loosing their land became dependent on other for the food supplies.
4. Clashes with Gomasthas – Gomasthas acted arrogantly, marched into villages with police and punished weavers for delay in supply.

CBSE Class 10 History Important Questions Chapter 5 – The Age of Industrialization

5 Mark Questions

1. Describe any five characteristics of the proto-industrialization system.

- Ans.** 1. Even before factories began to dot the landscape in England and Europe there was large scale industrial production for an international market which was not based on factories. This phase of industrialization is known as proto-industrialization.
2. Merchants from the town in Europe began moving to the countryside, supplying money to peasants and artisans, persuading them to produce for an international market.
3. With the expansion of world trade and the acquisition of colonies in different parts of the world, the demand for goods began to increase.
4. But merchants could not expand production within towns. This was because; here urban crafts and trade guilds were powerful.
5. In the countryside poor peasants and artisans began working for merchants. This was a time when open fields were disappearing and commons were being enclosed.

2. Explain the five causes of industrial revolution in England.

- Ans.** 1. A series of inventions in the eighteenth century increased the efficacy of each step of the production process and paved the way for industrialization in England.
2. There had been enormous expansion in overseas trade of Britain; this was one of the major causes of technological revolution.
3. The vast amount of capital which England had accumulated out of profits of her growing trade enabled her to make large expenditure on the machinery and building. This led to new technological developments.
4. The geographical location of England greatly helped in industrial revolution.
5. It had extensive coastline and many navigable rivers when water was the easiest means of transportation.

3. Describe any five major problems faced by new European merchants in setting up their industries in towns before the industrial revolution.

- Ans.** 1. Due to expansion of world trade the merchants wanted to expand their production. But trade and craft guilds were very powerful.
2. They could create many problems for the merchants in their towns.
3. Rulers had granted the monopoly rights to different guild to produce and trade in specific products.
4. In the countryside, peasants and artisans were available for work.
5. Craft guilds were very powerful. They maintain control over production, regulated competition and prices and restricted the entry of new people into the trade.

4. Why did the poor peasants and artisans in the countryside begin to work for the merchants from the towns?

- Ans.** 1. Open fields were disappearing and commons were being enclosed.
2. Tiny plots of land did not provide enough for the family.
3. By working for merchants, peasants could remain in the countryside and cultivate their land.
4. Income from proto-industrial production supplemented their income from cultivation.
5. The family labour resources could be fully used.

5. How were the lives of workers negatively affected due to abundance of the labour? Explain.

- Ans.** 1. The abundance of labour in the market affected the lives of workers adversely. When there is plenty of labour wages are low.
2. The actual possibility of getting a job depended on existing networks for friendship and kin relations.
3. Many job seekers had to wait weeks, spending nights under bridges or in night shelters.
4. Seasonality for work in many industries means prolonged periods without work.
5. Although, wages increased somewhat in the early nineteenth century but they tell us little about the welfare of the workers.

6. Explain any five reasons why the industrialists in Europe prefer hand labour over machines.

Ans. 1. Industrialists had no problem of labour shortage or high wage costs.

2. In many industries, the demand for labour was seasonal. Gas works and breweries were especially busy through cold months. So they needed more workers to meet their peak demand.

3. Book binders and printers, catering to Christmas demand, needed extra hands before December. All those industries where production fluctuated with the season, industrialists usually prefer by employing workers for the season.

4. A range of products could be produced only with hand labour.

5. In Victorian Britain the upper classes –aristocrats and bourgeoisie- prefer things produced by hand. Handmade products came to symbolize refinement and class.

7. Why were hand made products preferred in Victorian Britain? Explain any five reasons.

Ans. 1. Handmade products came to symbolize refinement and class.

2. They were better finished.

3. They were individually produced.

4. They were carefully designed.

5. Machine made goods were for the export to the colonies.

8. What problems were faced by the Indian cotton weavers in the nineteenth century? Explain.

Ans. 1. Their export market collapsed due to increase in import duties on them in England.

2. Their local market shrank as they were flooded with cheap Manchester imports.

3. They could not get sufficient supply of raw cotton of good quality.

4. When the American civil war broke out and cotton supplies from the US were cut off, Britain turned to India. Indian weavers were forced to buy cotton at very high prices.

5. By the end of nineteenth century, factories in India began production and flooded the market with machine goods. This created the problem of survival for weaving industries.

9. How did East India Company procure the regular supply of cotton and silk goods?

Ans. 1. The East India Company had to face obstacle to procure regular supply of cotton and silk textiles from Indian weavers.

2. The French, Dutch, Portuguese as well as the local traders competed in the market. However, the East India Company establishes political power and asserted monopoly right to trade.

3. The company tried to eliminate existing traders and have direct control over the weaver and appointed a paid servant called Gomasthas to supervise and collect supplies.

4. It prevented company weavers from dealing with other buyers. One way of doing was through the system of advances.

5. Those weavers, who took loans, had to hand over the cloth they produced to the Gomasthas. They could not take it to any other trade.

10. Explain how the conditions of the workers steadily declined in the early twentieth century of Europe.

Ans. 1. Workers travelled great distances in the hope of work in the mills.

2. For workers, getting jobs was always difficult, even when mills multiplied and the demand for workers increased.

3. The numbers seeking work were always more than the jobs available.

4. Entry into the mills was also restricted. Industrialists usually employed a jobber to get new recruits.

5. The Jobber therefore became a person with some authority and power. He began demanding money and gifts for his favour and controlling the lives of workers.

CBSE Class 10 History Important Questions Chapter 6 – Work, Life and Leisure

2016

Short Answer Type Questions [3 Marks]

Question 1.

How did people entertain themselves in the chawls of Bombay?

Answer:

The people in the chawls of Bombay entertained themselves in the following ways.

- Streets were used for different leisure activities. Magicians, monkey players or acrobats performed their acts here.
- People used to exchange news about jobs, strikes, riots or demonstrations.
- Liquor shops and akharas too came up where people spent their time.

Question 2.

Explain the concept of the 'Garden City'? Who developed this system in London?

Answer:

The concept of the 'Garden City' was introduced to decongest localities in London. It was thought to have more green spaces that would serve as new lungs for the city that had been choking under pollution and crowd. For this less polluted large block of apartments were to be made to house the growing population in London. A pleasant space, full of plants and trees and beautiful views, would be developed where people would both live and work. This system was developed by an England based architect and planner Ebenezer Howard.

Question 3.

'The chawls of Bombay were a small cosmopolitan community in themselves'. Explain the statement.

Answer:

The chawls of Bombay were a small cosmopolitan community in themselves because of the following reasons.

1. Chawls were multi-storeyed low cost buildings that were built during 1860s to house the anxious migrants into the city of Bombay.
2. These were owned by private landlords who looked for quick ways of making money.
3. Each chawl was divided into smaller one room tenement with no private toilet.
4. In the middle of the chawl there was an open space for social and cultural gatherings.
5. People from different social backgrounds lived here. Those who belonged to the depressed classes found it difficult to find space in these chawls. They lived in shelter along the roads by using corrugated sheets, leaves or bamboo poles.

Long Answer Type Question [5 Marks]

Question 4.

Explain any five social changes that took place in the family life in the 18th century in London.

Answer:

Family became a unit of production and consumption along with political decision making. Functions and shape of the family transformed. Following were the social changes that took place in the family life in the 18th century in London.

- Ties between the members of the family began to loosen with marriages breaking down.
- Women among the lower social classes, who worked for wages, controlled their lives themselves.
- Spirit of individualism developed among men and women.
- As women lost their jobs from industries, public spaces became male dominated and domestic sphere was meant ideal for women.
- Women faced higher levels of isolation despite being helped by maids.

2015

Short Answer Type Questions [3 Marks]

Question 5.

Examine the condition of people living in chawls of Bombay.

Answer:

The people living in chawls were living in pitiful condition.

- Many people lived together in single tenements.

- Due to closeness of gutters and animal shelters, people had to keep their windows shut even in humid weather.
- There were no private toilets or water connections, which often led to quarrels among residents.

Question 6.

Who are philanthropists? Explain any two steps taken to control crime in London in the 1870s.

Answer:

Philanthropists were social workers, who worked for social upliftment and public morality. They took to donating time and money to fulfil their purpose. The following were the steps taken to control crime in London in the 1870s.

- Counting of criminal population, keeping a watch on their activities and investigating their way of life
- Imposing huge penalties and offering work for deserving poor.

Question 7.

When and why was the Rent Act passed in Bombay during the British days? What was its outcome?

Answer:

Rent Act was passed in Bombay in 1918 to keep the rents reasonable. It had a negative effect as landlords withdrew houses from the market, thus causing severe housing crises.

Question 8.

Explain how the underground railway was able to solve transport problems as well as housing crisis in London in the nineteenth century?

Answer:

The problem of transport and housing crises was solved by underground railway in the following ways.

- The London underground railway partially solved the housing crises by carrying large masses of people to and from the city.
- Better-planned suburbs and a good railway network enabled a large number of people to live outside London and travel to work. A large number of houses were built for the working class, most of them were single-family cottages.
- By 1880, the expanded train service was carrying 40 million passengers a year

Long Answer Type Questions [5 Marks]

Question 9.

Describe the features of the big modern city of Calcutta (Kolkata) as viewed by the gods in the novel written by Durgacharan Roy.

Answer:

The following were the features witnessed by the gods in the novel written by Durgacharan Roy.

- The city was big and modern with improved transportation like train, large ships on rivers, etc.
- New forms of production units were belching smoke from the chimneys.
- Rivers were bounded by bridges. Monuments and a dazzling array of shops were selling a wide range of commodities.
- There were a lot of opportunities for trade and commerce, education and jobs.
- There was a negative aspect of the cities too. Poverty and poor housing were common with cheats and thieves, making their living by their tricks.
- The city had a confusing state of caste, religious and gender identities
- The city also witnessed breaking down of social distinctions, (any five)

Question 10.

State the history of air pollution in Calcutta during the nineteenth century.

Answer:

The following points sum up the history of air pollution in Calcutta during the nineteenth century.

- Calcutta had a long history of air pollution. Its inhabitants inhaled grey smoke, particularly in the winter. Since the city was built on marshy land, the resulting fog combined with smoke to generate thick black smog.
- High levels of pollution were a consequence of the huge population that depended on dung and wood as fuel in their daily life. But the main polluters were the industries and establishments that used steam engines run on coal.

- Colonial authorities were at first intent on clearing the place of miasmas, or harmful vapours, but the railway line, introduced in 1855, brought a dangerous new pollutant into the picture coal from Raniganj.
- The high content of ash in Indian coal was a problem. Many pleas were made to banish the dirty mills from the city, with no effect.
- However, in 1863, Calcutta became the first Indian city to get smoke nuisance legislation.

2014

Short Answer Type Questions [3 Marks]

Question 11.

State any three characteristics of the ancient cities.

Answer:

The following were the three characteristics of the ancient cities.

- Towns and cities, that first appeared along river valleys, such as Ur, Nippur and Mohenjodaro in ancient times, were larger in scale than other human settlements of those times.
- There were certain conditions needed for the development of ancient cities. It could develop only when an increase in food supplies made it possible to support a wide range of non-food producers.
- Cities were often the nucleus of political power, administrative network, trade and industry, religious institutions, and knowledge production. It supported variegated social groups such as artisans, merchants and priests.

Question 12.

Explain any three features of chawls of Bombay (Mumbai).

Answer:

The following were the three features of chawls of Bombay.

- Chawls were multi-storeyed structures that had been built from at least the 1860s in the native parts of the town.
- Each chawl was divided into smaller one-room tenements, which had no private toilets.
- Chawls were also the place for the exchange of news about jobs, strikes, riots or demonstrations.

Question 13.

Explain how the underground railways was able to solve transport problems as well as housing crisis in London in the late nineteenth century?

Answer:

Refer to answer 8.

Question 14.

Describe various steps which were taken to clean up London.

Answer:

The following steps were taken to clean up London.

- Attempts were made to decongest localities, reduce pollution and landscape the city.
- Large apartments were built to accommodate the growing population.
- Rent control was introduced to ease the impact of severe housing shortage.
- Green open spaces were extended to beautify the city.

Question 15.

Ties between members of household loosened in Britain in the era of industrialization. Explain the statement.

Answer:

The function and shape of the family was completely transformed by life in the industrial city.

- Ties between members of households loosened.
- Among working class, the institution of marriage tended to break down.
- Women of upper and middle classes in Britain faced increasingly high level of isolation. Their lives though were made easier by maids who cooked, cleaned and cared for young children on low wages.
- Women who worked had some control over their lives, especially among the lower social classes.
- When women lost their industrial jobs, conservative people forced them to withdraw into their homes.

- The 20th century saw another change; the family became the heart of new market of goods, services and of ideas. Families after the war became smaller units.
- The city encouraged a new spirit of individualism among both men and women, and freedom from the collective values.

Question 16.

How was the family life transformed in the industrial city during the 18th century?

Answer:

Refer to answer 15.

Question 17.

Why was the underground rail criticized in London? Explain the reasons.

Answer:

The underground railway in London was constructed to solve the housing problem. It was criticized initially because of the following reasons.

- A newspaper reported the danger to health and asphyxiation (lack of air) and heat in the train compartments.
- It was referred to as iron monsters, which added to the mess of the city. Charles Dickens in *Dombey and Son* described its destructive process of construction.
- About 900 houses were destroyed to make two miles of railways.
- It led to a large-scale displacement of the poor.
- The underground railway created huge ecological and environmental problem. The process of construction led to large-scale destruction of forests and other natural features.

Long Answer Type Question [5 Marks]

Question 18.

Explain the changes in the work available to women in London during the 19th and 20th century.

Answer:

The following were the changes in the work available to women in London during the 19th and 20th century.

- Factories employed large numbers of women in the late eighteenth and early nineteenth centuries.
- With technological developments, women gradually lost their industrial jobs and were forced to work within households.
- The 1861 census recorded a quarter of a million domestic servants in London, of whom the vast majority were women, many of them recent migrants.
- A large number of women used their homes to increase family income by taking in lodgers or through activities like tailoring, washing and matchbox making.
- There was a change once again in the twentieth century. As women got employment in wartime industries and offices, they withdrew from domestic service.

2013

Short Answer Type Question [3 Marks]

Question 19.

"The congestion in the nineteenth century industrial city led to a yearning for clean country air." Explain how the wish of the people fulfilled.

Answer:

The following points sum up how the Londoners got their wish for a clean air fulfilled.

- Due to the increasing pollution level, Londoners made demands for new 'lungs' for the city. Some attempts were made to bridge the gap between city and countryside through ideas like the Green Belt around London.
- The notion of the Garden City came into being, which was a pleasant space full of plants and trees, where people would both live and work.
- Smoke Abatement Acts of 1847 and 1853 were passed to clear the air.

Long Answer Type Question [5 Marks]

Question 20.

How was the condition of urban family transformed by the 20th century?

Answer:

The condition of urban family transformed in the following ways.

- By the twentieth century, the urban family had been transformed once again due to First World War. Women played an important part in this.
- This transformation came into being partly by the experience of the valuable wartime work done by women, who were employed in large numbers to meet war demands.
- The family now consisted of much smaller units and helped each other in the processes of production.
- Due to these developments, the family became the heart of a new market. It propelled the production of goods and services, and ideas.
- The ties between the members of households loosened and institution of marriage broke down.

2012

Short Answer Type Questions [3 Marks]**Question 21.**

How did the development or expansion of Bombay (Mumbai) differ from that of London? Give any three points of difference.

Answer:

The development or expansion of Bombay and London was different in the following ways.

- The development of Bombay was the result of fear about spread of plague epidemic, whereas the development of London was the outcome of the fear of spread of social disorder.
- Bombay faced scarcity of land while London had plenty of land in the countryside.
- The pace of development in Bombay was slower as compared to that in London.
- Bombay developed as a port town while London developed as an industrial town.

Question 22.

Who are philanthropists? Explain any two steps taken to control crime in London in the 1870s.

Answer:

Refer to answer 6.

Question 23.

Explain any three problems faced by people who migrated to Bombay in the mid-nineteenth century.

Answer:

The problems faced by migrated people in Bombay in the mid nineteenth century were as follows.

- Housing: They were forced to live in cheap and unsafe multistoreyed structures called chawls. More than 70 per cent migrants lived in these thickly-populated chawls. They were overcrowded with no toilets and privacy.
- Shortage of water and other basic amenities: Water was scarce, which led to daily quarrels at the tap. People had to use streets and neighbourhood for cooking, washing and sleeping.
- Caste discrimination: Depressed classes faced difficulties in finding house. They were kept out of chawls and had to live in shelters made of sheets, leaves or bamboo poles.
- Fear of spread of diseases: Being overcrowded and built in an unplanned way, there was a constant danger of spread of epidemic diseases like plague and other communicable diseases in chawls.

2011

Short Answer Type Question [3 Marks]**Question 24.**

Why was the land reclamation in Bombay necessary? Mention any two land reclamation projects taken up in Bombay.

Answer:

Being a multi-functional presidency city of British India, Bombay witnessed a huge surge in migration. To accomodate a large number of people, the expansion of the city was required, which always posed a problem because of the scarcity of land. The only way to solve this problem was land reclamation. Two land reclamation projects taken up in Bombay in the late 18th century were as follows.

- Reclamation of the western foreshore from the tip of Malabar Hill to the end of Colaba by Back Bay Reclamation Company in 1864.

- Development of dry dock between 1914 and 1918 by Bombay Port Trust, where the excavated earth was used to create Ballard Estate.

Long Answer Type Question [5 Marks]

Question 25.

How did the city development occur at the cost of ecology and environment?

Answer:

The city development occurred at the cost of ecology and environment in the following ways.

- Growing demands for factories, housing, etc. led to the destruction of natural fractures like countryside and forests.
- Large quantities of refuse and waste from homes polluted air and water.
- Widespread use of coal and wood in homes raised serious environmental issues.
- In industrial cities, black smoke from chimneys turned the skies grey and vegetation degraded.
- Excessive noise from industries and railways became a feature of urban life.

2010

Long Answer Type Question [5 Marks]

Question 26.

Describe in brief the development of Bombay (Mumbai) as the Prime City of India.

Answer:

In the seventeenth century, Bombay was a group of seven islands under Portuguese control. It passed into British hands after the marriage of Britain's King Charles II to the Portuguese Princess.

- It became a prominent base for East India Company after it had shifted from Surat. It became a major cotton textile outlet.
- Later, it began functioning as a port, which dealt with raw materials like cotton and opium.
- After the Anglo-Maratha war and the defeat of Marathas, it became the capital of Bombay Presidency in 1819.
- The city expanded quickly. As trade grew, communities like traders, bankers, artisans and shopkeepers settled in Bombay.
- The establishment of textile mills and migration of people made it a prime city of India.

2009

Short Answer Type Question [3 Marks]

Question 27.

What was the tradition of London Season? Explain different forms of entertainment which came up in 19th century England to provide leisure activities for the people?

Answer:

In the late 18th century, various cultural events like the opera, the theatre and classical music performances were organised for wealthy and elite group of England. These events were organised annually. This was called London Season. With the coming of 19th century, other forms of entertainment provided leisure activities like the following.

- Pubs for working class, where they met, drank, exchanged news and organised for political action.
- Pleasure gardens provided facilities for sport and refreshment for well-to-do families.
- Libraries and museums equipped people with a sense of pride in historical achievements.
- Music halls and cinema were popular among mixed audiences.
- Industrial workers relaxed on the beaches to get the benefits of sun and bracing winds.

CBSE Class 10 History Important Questions Chapter 7 – Print Culture and Modern World

1 Mark Questions

1. What is calligraphy?

(a) Poetry

(b) Textbooks

(c) Flowers arrangement

(d) Stylized

Ans (d) Stylized

2. What was Gutenberg's first printed book?

(a) Ballads

(b) Dictionary

(c) Bible

(d) None of these

Ans (c) Bible

3. What were 'Penny Chapbooks'?

(a) Pocket – sized books

(b) Journals

(c) Ritual Calendars

(d) Newspaper

Ans a) Pocket – sized books

4. Who introduced the printing press in India-

(a) French

(b) Italian

(c) Portuguese

(d) None of these

Ans (c) Portuguese

5. Who wrote 'My childhood My university'.

(a) Thomas wood

(b) Maxim Gorky

(c) George Eliot

(d) Jane Austen

Ans (b) Maxim Gorky

6. When was the Vernacular press act passed?

(a) 1878

(b) 1887

(c) 1867

(d) 1898

Ans (a) 1878

7. Who said, "Printing is the ultimate gift of god and the greatest one."

(a) Charles Dickens

(b) J. V. Schley

(c) Mahatma Gandhi

(d) Martin Luther

Ans (d) Martin Luther

8. Which is the oldest printed book of Japan

(a) Bible

(b) Diamond Sutra

(c) Mahabhart

(d) Ukiyo

Ans (b) Diamond Sutra

9. Who wrote 95 theses?

- (a) Martin Luther
- (b) Johann Gutenberg
- (c) J. V. Schley
- (d) Charles Dickens

Ans a) Martin Luther

10. Who authored 'Gitagovinda'?

- (a) Jayadeva
- (b) Raja Ram Mohan Roy
- (c) J. A. Hickey
- (d) Chandu Menon

Ans (a) Jayadeva

11. What do you understand from the Word 'Edo'?

Ans. Tokyo

12. What is meant by calligraphy?

Ans. The art of beautiful handwriting.

13. When was the oldest Japanese book the Diamond Sutra printed?

Ans. AD 868

14. Name the country where Civil Services Exam was conducted by the Imperial court.

Ans. China

15. Name the countries that developed earliest print technology?

Ans. Japan, China and Korea

16. What was woodblock printing?

Ans. Paper was rubbed against the inked surface of woodblocks

17. When and where were children Press set up?

Ans. Children Press was set up in France in 1857.

18. Who brought the first printing press to India?

Ans. The first printing press came to Goa with Portuguese missionaries in the mid 16th century.

19. On which material was manuscripts written in India?

Ans. Manuscripts were written on palm leaves or on handmade paper.

20. Who perfected the power driven Cylindrical Press?

Ans. Richard M Hoe of New York

21. Who was Mercier?

Ans. Mercier was a novelist in 18th century France.

22. Who was Menocchio?

Ans. Menocchio was a miller in Italy. He reinterpreted the message of Bible, which enraged the Catholic Church.

23. Who were peddlers?

Ans. Peddlers who roamed around the village carrying little books for sale.

24. Who developed the first known printing press?

Ans. John Guttenberg of Germany,

25. Which was the first book printed by first printing press?

Ans. Holy Book Bible

26. Who were Grimm Brothers?

Ans. Grimm Brothers were from German. They spent years in compiling traditional folk tales gathered from peasants.

27. Who produced the visual images for the manuscripts?

Ans. Painters like Raja Ravi Verma

28. What was the vernacular press act?

Ans. The Vernacular Press Act was passed in 1878 in India by colonial government. It provided the government with extensive rights to censor reports and editorials in the vernacular press.

29. Name the writer of the book 'Low Caste'.

Ans. Jyotiba Phule

30. Name two Persian newspapers published in India.

Ans. Jam-i-Jahanama and Shamsul Akber

31. Explain any three features of handwritten manuscripts before the age of print in India?

Ans.

1. They were copied on palm leaves or on handmade papers.
2. Pages were beautifully illustrated.
3. They were pressed between wooden covers or sewn together to ensure preservation.
4. Manuscripts were available in vernacular languages.
5. Highly expensive & fragile.
6. They could not be read easily as script was written in different styles.
7. They were not widely used in everyday life.

32. Why did the woodblock method become popular in Europe?

Ans.

1. Production of handwritten manuscripts could not meet the ever increasing demand for books.
2. Copying was an expensive, laborious and time consuming business.
3. The manuscripts were fragile, awkward to handle and could not be carried around or read easily.
4. By the early 15th century, woodblocks started being widely used in Europe to print textiles, playing cards and religious pictures with simple, brief texts.

33. What was the role of new 'visual image' culture in printing in India?

Ans.

1. In the end of 19th century a new visual culture had started.
2. With the increasing number of printing presses visual images could be easily reproduced in multiple copies.
3. Painters like 'Raja Ravi Verma' produced images for mass circulation.
4. Cheap prints and calendars were brought even by the poor to decorate the walls of their houses.

3 Mark Questions

1. "Print popularized the ideas of the idea of the enlightenment thinkers." Explain.

- Ans.** 1. Collectively the writings of thinkers provided a critical commentary on tradition, superstition and despotism.
2. Scholars and thinkers argued for the rule of reason rather than custom and demanded that everything to be judged through the application of reason and rationality.
3. 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.
4. The writing of Voltaire and Rousseau were read widely and those who read these books saw the world through new eyes, eyes that were questioning critical and rational.

2. How did a new reading public emerge with the printing revolution?

- Ans.** 1. Earlier reading was restricted to elites but now access to books created a new culture of reading.
2. Earlier books were very expensive and it was very difficult to reproduce the books in sufficient numbers.
3. Due to printing revolution books could reach to the wider section of people.
4. Earlier there was a hearing public but now a reading public emerged.

3. What was the reaction of religious authorities and monarchs about printing?

- Ans.** 1. Not everyone welcomed the printed books and those who did also had fears about it.
2. It was feared that if there was no control over what was printed and read then irreligious thoughts might spread.
3. The authority and value of the valuable literature would be destroyed.

4. What were the views of Mercier?

- Ans.** 1. According to Mercier, 'the printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away.'
2. In many of Mercier's novels, the heroes are transformed by the acts of reading.
3. Mercier believed that power of print will bring down despotism.

5. Explain the role of visual art and images in printing in India.

- Ans.** 1. With the increasing number of printing presses, visual images could be easily reproduced in multiple copies.
2. Painters like Raja Ravi Verma produced images for mass circulation.
3. Cheap prints and calendars were bought even by poor to decorate the walls of their houses.

6. Why was Menocchio hauled and executed?

- Ans.** 1. Menocchio a miller in Italy began to read books that were available in his locality.
2. He reinterpreted the message of bible and formulated a view of god and creation that enraged the Roman Catholic Church.
3. When the Roman Church began its inquisition and repress heretical ideas, Menocchio was hauled up twice and ultimately executed.

7. How print was used by the Imperial court of China?

- Ans.** 1. The imperial state in China was, for a very long time the major producer of printing material.
2. China possessed a huge bureaucratic system which recruited its personnel through civil services examinations.
3. Textbooks for this examination were printed in vast numbers under the sponsorship of the imperial state.

8. How print was diversified by the seventeenth century in China?

- Ans.** 1. By the seventeenth century as urban culture bloomed in China, the use of print diversified. Print was no longer used just by scholar-officials.
2. Merchants used print in their everyday life, as they collected trade information.

3. Reading increasingly became a leisure activity.
4. The new readership preferred fictional narratives, poetry, autobiographies, anthologies of literary masterpieces and romantic plays.

9. Explain the contribution of Kitagawa Utamaroto to art?

- Ans.** 1. Kitagawa Utamaro born in Edo in 1753 was widely known for his contributions to an art form called Ukiyo or depiction of ordinary human experiences, especially urban ones.
2. These prints travelled to contemporary US and Europe and influenced artists like Manet, Monet and van Gogh.
 3. Publishers like Tsutaya Juzaburo identified subjects and commissioned artists who drew the theme in outline.

10. How was print come to Europe?

- Ans.** 1. In the eleventh century Chinese paper reached Europe via silk route.
2. Paper made possible the production of manuscripts carefully written by scribes.
 3. Then in 1295 Marco Polo a great explorer returned to Italy after many years of exploration in China.
 4. China already had the technology of woodblock printing. Marco Polo brought this knowledge back with him

11. Explain the features of Indian Manuscripts before the age of age of print.

- Ans.** 1. India had a very rich and old tradition of hand written manuscripts in Sanskrit, Arabic, Persian, as well as in various vernacular languages.
2. Manuscripts were copied on palm leaves or on hand made paper.
 3. Pages were some time beautifully illustrated.
 4. They would be either pressed between wooden covers or sewn together to ensure preservation.

12. Explain the drawbacks of Indian manuscripts?

- Ans.** 1. Manuscripts were highly expensive and fragile.
2. They had to be handled carefully.
 3. They could not be read easily as the script was written in different styles.
 4. So manuscripts were not widely used in everyday life.

13. Write any three innovations related to printing press?

- Ans.** 1. By the mid-nineteenth century, Richard M Hoe of New York had perfected the power driven cylindrical press. This was capable of printing 8000 sheets per hour.
2. In the late nineteenth century, the offset press was developed which could print up to six colours at a time.
 3. From the turn of twentieth century, electrically operated presses accelerated printing operations.

14. What strategies were adopted by printers and publishers to sell their products in Europe?

- Ans.** 1. In nineteenth century periodical serialized important novels which gave birth to a particular way of writing novels.
2. In the 1920s in England popular works were sold in cheap series, called the Shilling Series.
 3. The dust cover or the book jacket is also a twentieth century innovation.

15. Why was Hickey persecuted by General Warren Hastings?

- Ans.** 1. 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 influence by none.
2. So it was private English enterprise, proud of its independence from colonial influence that began English printing in India.
 3. Hickey published a lot of advertisements, including those that related to the import and sale of slaves.
 4. But he also published a lot of gossips of company's senior officials in India. Enraged by this Hickey persecuted by General Warren Hastings.

16. How were lives and feelings of women written and printed in various books?

- Ans.** 1. Lives and feelings of women began to be written in particularly vivid and intense way.
2. Liberal husbands and fathers began educating their women at home and sent them to schools when women's schools were setup in the cities and towns after the mid 19th century.
3. Many journals began carrying writing by women and explained why women should be educated.

17. How were workers influenced by the print revolution?

- Ans.** 1. Lending libraries had been in existence from the seventeenth century onwards. In the nineteenth century lending libraries in England began instruments for educating white-collar workers, artisans and lower middle class people.
2. Some time self educating working class people wrote for themselves.
3. After the working day was gradually shortened from the mid nineteenth century, workers had some time for self-improvement and self expression. They wrote political tracts and autobiographies in large numbers.

18. How did the print popularized the ideas of the enlightened thinkers?

- Ans.** 1. The writings of enlightened thinkers provided a critical commentary on traditions, superstitions and despotism.
2. They argued for the rule of reason rather than custom, and demanded that everything be judged through the application of reason and rationality.
3. They attacked the scared authority of the church and the despotic power of the state.

19. Describe the contribution of scientists and philosophers in the development of popular literature.

- Ans.** 1. Historians have argued that writings of famous philosophers created the conditions within which French Revolution occurred.
2. The Scientists like Isaac Newton began to publish their discoveries they could influence a much wider circle of readers with the scientific bent of mind.
3. Ancient and medieval scientific texts were compiled and published and maps and scientific diagrams were widely printed.
4. The ideas of scientists and philosophers now became more accessible to the common people.

20. Which factor led to reading mania in the 17th and 18th centuries in Europe?

- Ans.** 1. In the seventeenth and eighteenth centuries literacy rate went up in most parts of Europe.
2. New forms of popular literature appeared in print, targeting new audiences. Book sellers employed peddlers who roamed around villages, carrying little books for sale.
3. Cheap books were available in the market and the production of books was very high.
4. Newspapers and journals carried information about wars and trade as well as news of developments in other places.

21. Highlight the common conviction of people in the mid 18th century about the print culture.

- Ans.** 1. Many people believed that books could change the world, liberate society from despotism and tyranny and a herald a time when reason and intellect would rule.
2. Louise-Sebastien Mercier a novelist in France declared, "The printing press most powerful engine of progresses and public opinion is the force that will sweep despotism away."
3. By the mid 18th century, there was a common conviction that books were a means of spreading progress and enlightenment.

22. Write about the uses of manuscripts in India?

- Ans.** 1. These written manuscripts provide information on the existence of different civilizations.
2. Manuscripts emphasizes on the importance of the survival of different civilizations.
3. The manuscripts are considered precocious as a source of history in the recent tomes.

23. Why did James Augustus Hickey claim that the “Bengal Gazette was a commercial paper open to all but influence by none”? Explain

- Ans.** 1. 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 influence by none.
2. So it was private English enterprise, proud of its independence from colonial influence that began English printing in India.
3. Hickey published a lot of advertisements, including those that related to the import and sale of slaves.
4. But he also published a lot of gossips of company’s senior officials in India. Enraged by this Hickey was persecuted by General Warren Hastings.

24. Examine the role of missionaries in the growth of press in India.

- Ans.** 1. The printing press first came to Goa with the Portuguese missionaries in the mid-16th century.
2. Catholic priests printed the first Tamil Book on Indian religion in 1579 at Cochin.
3. By 1710, Dutch protestant missionaries had printed 32 Tamil Texts many of them were translations of older works.

25. Explain any two steps taken by ‘Ulamas’ to defend their religion.

- Ans.** 1. Ulamas feared that colonial rulers would encourage conversion of religion to Christianity.
2. To counter this they used cheap lithographic presses, published Persian and Urdu translations of Holy Scripture and printed religious newspapers and tracts.
3. The Deoband Seminary published Fatwas telling Muslim readers how to conduct themselves in their everyday lives, and explaining the meaning of Islamic doctrine.

26. How did the religious communities in India make use of printing technology to spread their ideas? Explain.

- Ans.** 1. Ulamas of Muslim community used cheap lithographic presses, published Persian and Urdu translations of Holy Scripture and printed religious newspapers and tracts.
2. The Deoband Seminary published Fatwas telling Muslim readers how to conduct themselves in their everyday lives, and explaining the meaning of Islamic doctrine
3. Hindu published religious texts like Ramcharitmanas in vernacular language from Calcutta.
4. In Bengal ‘Samachar Chandrika’ was published by Hindu Orthodoxy.

27. Describe the issues related to caste as taken by the different reformers of India.

- Ans.** 1. Jyotiba Phule the Maratha pioneer of low caste protest movements wrote about the injustices of the caste system in his Gulamgiri.
2. In the twentieth century B.R. Ambedkar, E.V. Ramaswamy and Mahatma Gandhi wrote on caste discrimination and their writings were read by people of all over India.
3. Kashibaba a Kanpur mill worker wrote ‘Chhote or bade ka Sawal’ in 1938 to depict the relation between caste and class exploitation.

28. How did the Vernacular Press Act affected the vernacular newspapers?

- Ans.** 1. The Vernacular Press Act of 1878 was passed which empowered the government to censor reports and editorials.
2. Government kept a regular tract of vernacular newspapers. If a report was judged seditious, the newspaper was warned and if warning was ignored, strict actions were taken by the government.
3. In the case of violation of the act was repeated, the press was seized and the machines were confiscated.

29. Give three examples of women of conservative families who began to reading, writing in secrecy.

- Ans.** 1. Rashsundri Debi a young married girl of a very orthodox family learnt to read in secrecy of her kitchen and wrote her autobiography- ‘Amar Jiban’ in 1876.

2. Tarabai Shinde and Pandita Ramabai from Maharashtra wrote books and highlighted the miserable lives of widow in upper caste Hindu families.
3. Kailashbairi Debi wrote books about painful experiences how women had to go through in their families and imprisoned at home.

30. Explain any three reasons due to which children become large readers in the 19th century Europe?

Ans. 1. In Europe primary educations became compulsory.

2. Children became an important category of readers.
3. Grimm Brothers of Germany compiled folk tales from peasants and published a collection in 1812.
4. Production of school textbooks became critical for the publishing industry.
5. A children press was set up in France.

31. Explain any three reasons due to which women become large readers in the 19th century Europe?

Ans. 1. Especially penny magazines were published to attract the women readers.

2. Penny magazines were manuals teaching proper behaviors and housekeeping.
3. Literacy rate was increased among the women.
4. Some of the best known novelists were women.

32. How print revolution led to the development of reading mania in Europe.

Ans. As literacy and schools spread in European countries there was a virtual reading mania.

1. A new forms of popular literature appeared to target new readers
2. There were ritual calendars along with ballads and folk tales.
3. In England penny chapbooks were carried by petty peddlers known as chap men and sold for a penny, So that even poor could buy them.
4. In France these low priced books were called Bibliotheque Bleue as they were bound in cheap blue covers.
5. There were romances, histories, books of various sizes, serving developed to combine information on current affairs with entertainment.
6. Periodical press developed to combine information on current affairs with entertainment.
7. The idea of scientists and scholars had now become more accessible to the common people.

33. How did oral culture enter print and how was the printed material transmitted orally? Explain?

Ans. Oral culture entered print into the following ways –

1. Printers published popular ballads and folktales.
2. Books were profusely illustrated with pictures. Printed material was transmitted orally in the following ways:-
I. These were sung at gathering in villages, taverns and in towns.
II. They were recited in public gathering.

34. Explain the impact of print on Indian women.

Ans. 1. Writers started writing about the lives and features of women and this increased the number of women readers.

2. Women writers write their own autobiography. They highlighted the condition of women, their ignorance and how they forced to do hard domestic labour.
3. A large section of Hindu writing was devoted to the education of women.
4. In the early 20th century the journals written by women become very popular in which women's education, widowhood, widow remarriage were discussed.
5. Many writers published how to teach women to be obedient wives.

35. By the end of the 19th century a new visual cultural was taking shapes. Write any three features of this new visual cultural.

Ans. 1. Visual images could be easily reproduced in multiple copies.

2. Printers produced images for mass circulation cheap prints and calendars could be brought even by the poor.

3. By the 1870's caricatures and cartoons were being published in journals and news papers.
4. Mass production of cost and visual images reduced the cost of production. So cheap prints and calendars were available in the market even for the poor to decorate the walls of their homes.

36. 'Many Histories have argued that print culture created the conditions within which the French Revolution occurred.' Explain.

- Ans.** 1. The print popularized the ideas of the enlightened thinkers who attacked the authority of the church and the despotic power of the state.
2. The print created a new culture of dialogue and debate and the public become aware of reasoning. They recognized the need to question the existing ideas and beliefs.
3. The literature of 1780's mocked the royalty and criticized their morality and the existing social order. This literature led to the growth of hostile sentiments against.

CBSE Class 10 History Important Questions Chapter 7 – Print Culture and Modern World

5 Mark Questions

1. How did china remains a major producer of printed material for a long time?

- Ans.** 1. Merchants used print in their everyday life as they collected trade information.
2. Text books for the civil services examination were printed in vast numbers under the sponsorship of the imperial state.
3. The new readership preferred fictional narratives, poetry, romantic plays.
4. Rich women began to read and many women began publishing their poetry and plays.
5. Wives of scholar and officials published their work and courtesans wrote about their lives.

2. What were the chief characteristics of the earliest print culture in Japan? Explain.

- Ans.** 1. Buddhist monasteries from china introduced hand printing technology into Japan.
2. The oldest Japanese book printed in AD 868 in Diamond Sutra.
3. In Medieval Japan poets and prose writers were regularly published and books were cheap and abundant.
4. Printing of visual materials led to increasing publishing practices.
5. In the late 18th century in the flourishing urban circles city at Edo, illustrated collections of paintings depicted urban culture involving artisans, courtesans and tea house gathering.
6. Books for women, musical instruments, tea ceremony, flower arrangements, proper etiquettes were published.

3. Explain the main features of the first printed Bible?

- Ans.** 1. The first book printed by John Guttenberg was the holy book Bible.
2. It closely resembled the written manuscripts in appearance and layout.
3. The types of metal letters imitated the ornamental handwritten style.
4. Borders of the Bible were illuminated by hand with foliage and other patterns.
5. Printing of books for the commons and for elites was different.
6. About 180 copies were printed and it takes three years to print.

4. Explain the different stages of development of printing technology in China.

- Ans.** 1. From 594 A.D. the books were printed by rubbing paper against the inked surface of woodblocks in china.
2. The imperial court also got many textbooks printed for the civil services examination.
3. By the 17th century urban culture developed in China. Merchants used print in their everyday life as they collected trade information.
4. Wives of rich men, scholars and officials also began to write their autobiographies.
5. In the late 19th century, the mechanical printing press was established.
6. Shanghai became a hub of the new print culture.

5. Describe the development of Guttenberg's printing press.

- Ans.** 1. Drawing the knowledge from wine and olive presses Guttenberg developed the model of printing press and moulds were used for casting metal types for the letter of the alphabet.
2. By 1448, Guttenberg perfected the system of printing press. The first book he printed was the Bible. About 180 copies were printed and it took three years to print.
3. In the hundred years between 1450 and 1559, printing presses were set up in most of the countries of Europe.
4. Printers from Germany travelled to other countries seeking work and helping to start new printing presses.
5. This shift from hand printing to mechanical printing led to the print revolution.

6. Explain the different effects of Print revolution.

- Ans.** 1. Printing reduced the cost of books.
2. The time and labour required to produce each book came down, and multiple copies could be produced with greater ease.
3. Print created the possibility of wide circulation of ideas, and introduced a new world of debate and discussion.
4. Print brought about a new intellectual atmosphere and helped in spreading the new ideas that led to the reformation.
5. Due to print people become aware and they start asking questions to the authorities.
6. Print culture was responsible for French revolution.
7. The writings of the enlightened thinkers provided a critical commentary on tradition, superstition and despotism.

7. How did the ideas of scientists and philosophers become more accessible to common people after the beginning of print revolution in Europe?

- Ans.** 1. Ancient and medieval scientific texts were compiled and published, and maps and scientific diagrams were widely printed.
2. When scientists like Isaac Newton began to publish their discoveries, they could influence a much wider circle of scientific minded readers by his scientific logic.
3. The writings of thinkers such as Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely printed and read.
4. Those who read these books saw the world through new eyes.
5. There was an outpouring of literature that mocked the royalty and criticized their morality.

8. How did the printing technology give women a chance to share their feeling with the world outside?

- Ans.** 1. Due to print revolution women became an important as reader as well as writers.
2. Penny magazine and manuals were especially meant for women were published, which included teaching proper behavior and housekeeping.
3. When novels began to be written in the nineteenth century women were seen as important readers.
4. Getting influenced they start writing novels. Some of the best-known novelists were: Jane Austin, The Bronte Sisters and George Eliot.
5. Their writing became important in defining a new type of women- a person with will, strength of personality, determination and the power to think.

9. Highlight the development of print culture in India.

- Ans.** 1. The printing press first came to Goa with Portuguese missionaries in the mid sixteenth century.
2. By 1674, about 50 books had been printed in the local languages- Konkani and kannada.
3. By 1710, Dutch Protestants missionaries had printed 32 Tamil texts and many of them were translated of older works.
4. From 170, James Augustus Hickey began to edit the Bengal gazette- a weekly magazine.
5. By the close of the 18th century a number of newspapers and journals appeared in print. There were Indian too who began to publish Indian newspapers.

10. "Print led to intense controversies between social and religious reformers and Hindu orthodoxy." Support the statement with example.

- Ans.** 1. Print led to intense controversies between social and religious reformers and Hindu orthodoxy over matters like widow immolation, monotheism, brahmanical priesthood and idolatry.
2. In Bengal as the debate developed tracts and newspapers proliferated circulating a variety of arguments.
3. To reach a wider audience, the ideas were printed in the everyday spoken language of local people.
4. Raja Rammohan Roy published the 'Sambad kaumudi' from 1821 and the Hindu orthodoxy commissioned the 'Samachar Chandrik'a to oppose the opinions of Ram mohan Roy.
5. From 1822 two Persian newspapers were published, 'Jam-i-Jahan Nama ' and 'Shamsul Akbar'.

CBSE Class 10 History Important Questions Chapter 8 – Novels,Society and History

2016

Very Short Answer Type Questions [1 Mark]

Question 1.

Who wrote the first proper modern novel in Hindi?

Answer:

The first proper modern novel in Hindi was written by Srinivas Das of Delhi.

Question 2.

Which novel in Hindi, published in 1882, gives more emphasis to moral values?

Answer:

Pariksha Gum by Srinivas Das, published in 1882 gives more emphasis to moral values.

Question 3.

Name the first Hindi novel based on romance with dazzling element of fantasy.

Answer:

The first Hindi novel based on romance with dazzling element of fantasy was Chandrakanta by Devaki Nandan Khatri.

Short Answer Type Questions [3 Marks]

Question 4.

Differentiate between the novels written by Charlotte Bronte and Jane Austen.

Answer:

Following is the differentiation between the novels written by Charlotte Bronte and Jane Austen.

- Charlotte Bronte speaks about women who break established norms of the society whereas Austen's novels give the glimpse of women in cultured rural society in their domestic role.
- The characters portrayed by Bronte are daring, independent and assertive. Austen's characters are already preoccupied with marriage and money.
- Bronte protests the hypocrisy of elders and wants the women of her time to live a dignified life on equal footing. Austen encourages the typical men- oriented society.

Question 5.

When and in which languages were the modern form of novels developed in India? Give examples of any two earliest modern Indian Novels.

Answer:

The modern form of novels developed in India in the 19th century in the vernacular languages. Yamuna Paryatan (1857) by Baba Padmanji in Marathi and Muktamala (1861) by Lakshman Moreshwar Halbe were the two earliest modern Indian novels.

Question 6.

In what ways did novels help to give the people a vision of being ideal characters?

Answer:

Novels helped people by giving them a vision of being ideal characters in the following ways.

1. Srinivas Das through his characters in Pariksha Guru taught the readers to adopt the right way of life and encouraged men to be wise and practical and remain rooted to their values, traditions, culture etc. He also inspired people to live with honour and dignity.
2. Munshi Premchand through his novel Rangbhoomi and Godan stressed creating a community based on democratic values and urged people to maintain their dignity under any circumstances. Chandu Menon in Indulekha proves how different lifestyles and customs can be adopted in an ideal combination.

Long Answer Type Questions [5 Marks]

Question 7.

Briefly describe the journey of the development of novel in Hindi.

Answer:

The development of Hindi novel took place in the following ways.

1. Bharatendu Harishchandra pioneered modern Hindi literature. Many other poets and writers got encouraged and began to recreate, adapt and translate novels from English and Bengali.
2. Srinivas Das through Pariksha Guru in 1882 peeped into the inner world of emerging middle classes.
3. People were moved with the way they were taught the right way to live and develop a practical approach as stated in Pariksha Guru.
4. Devaki Nandan Khatri through Chandrakanta presented romance with impressive elements of fantasy which created a Hindi novel reading public.
5. It was with the in-depth understanding of Munshi Premchand into the daily life of his characters that the Hindi novel achieved excellence. Sevasadan, Godan and many more of his novels presented a real world above fantasy and entertainment to the readers. His art of storytelling, kissa goi attracted readers and critics.

Question 8.

Why did novels become popular among women in India? Explain with examples.

Answer:

Novels became popular among women in India because of the following reasons.

- The novels allowed women to have a new concept of womanhood.
- Love stories encouraged women that they too could choose or refuse relationships.
- Novels inspired women that they too could live their lives according to their wish.
- Novels like Padmarg by Rokeya Hossein, stressed the need of self reforms by women which caught their imagination.
- Satires like Sultana's Dream mocked the male dominated society by inverting the role of women with that of men.

Question 9.

Who translated the novel "Henrietta Temple" written by Disraeli in Malayalam? Why did the author give up the idea of translating English novels? What did he do instead in the literary field?

Answer:

O Chandu Menon translated the novel Henrietta Temple, written by Disraeli, into Malayalam. The author then gave up the idea of translating English novels because of the following reasons.

1. The readers could not relate the characters with their life and ways because they belonged to a foreign culture unknown to the Indian readers.
2. He felt that the direct translation of English novel was quite boring. He, therefore, took to writing his own novel in Malayalam. The product was Indulekha published in 1889.

2015

Very Short Answer Type Questions [1 Mark]

Question 10.

Which Hindi novel reflects the inner and the outer world of the newly-emerging middle class?

Answer:

Pariksha guru reflects the inner and outer world of the newly-emerging middle classes.

Question 11.

Which novel depicts a topsy-turvy world in which women take the place of men?

Answer:

Sultana's Dream written by Rokeya Hossein in 1905 shows a topsy-turvy world in which women take the place of men.

Short Answer Type Questions [3 Marks]**Question 12.**

Explain the contribution of Charles Dickens in the field of English literature.

Answer:

The following points sum up the contribution of Charles Dickens in the field of English literature.

- Charles Dickens wrote about the terrible effects of industrialisation on people's lives and characters. His novel *Hard Times* (1854) describes Coketown, a fictitious industrial town, as a grim place full of machinery, smoking chimneys and polluted rivers and buildings that looked the same.
- Dickens criticized not just the greed for profits but also the ideas that reduced human beings into simple instruments of production.
- In other novels too, Dickens focused on the terrible conditions of urban life under industrial capitalism. His novel *Oliver Twist* (1838) gives an insight into the life of a poor orphan who lived in a world of petty criminals and beggars.

Question 13.

Who was Potheri Kunjambu? Write about him.

Answer:

Potheri Kunjambu was a 'lower-caste' writer from north Kerala, who wrote a novel called *Saraswativijayam* in 1892, mounting a strong attack on caste oppression. This novel shows a young man from an 'untouchable' caste, leaving his village to escape the cruelty of his Brahmin landlord. He converts to Christianity, obtains modern education and returns as the judge in the local court. Meanwhile, the villagers, thinking that the landlord's men had killed him, file a case. At the conclusion of the trial, the judge reveals his true identity and the Brahmin landlord repents and reforms his ways. *Saraswativijayam* stresses the importance of education for the upliftment of the lower castes.

Question 14.

Assess the advantages of serialised novels published during nineteenth century Europe.

Answer:

The following were the advantages of serialised novels published during the nineteenth century Europe.

- Serialising the novel allowed the readers to enjoy the suspense in the stories.
- It made the reader discuss the characters of a novel and live for weeks with their stories, thus increasing anticipation for the next issue to come.
- It also led to magazines becoming popular as they were illustrated and cheaper than novels.

Question 15.

Describe the process of the development of novel in Hindi.

Answer:

The following points show the process of the development of novel in Hindi.

- The novel came to the Hindi belt in the nineteenth century. Poets and writers known to Bharatendu Harishchandra were encouraged by him to recreate and translate novels from other languages.
- This led to many translations of English and Bengali novels into Hindi. The first proper modern novel in Hindi was however written by Srinivas Rao in 1882. It was named *Pariksha guru*.
- It was with the writing of Premchand that the Hindi novel achieved excellence.

Long Answer Type Questions [5 Marks]**Question 16.**

How did novels in India attempt to create a sense of pan-India belonging? Explain

Answer:

Novels in India attempted to create a sense of pan-India belonging in the following ways.

- When colonial rulers regarded India as inferior, Indian novelists wrote to develop a modern literature that could produce a sense of national belonging and cultural equality with their colonial masters.

- Many novelists tried to teach the readers the right way of life and expected all sensible men to behave wisely, have a practical approach, remain rooted in the values of their traditions and to live with dignity and honour.
- Women were not merely the readers of stories written by men. Soon they also began to write novels. They started with poems, essays and autobiographical pieces. Some women writers wrote about men and women that changed the world of both men and women.
Novels began to be written on the low castes.
- Advita Malla Burman's Titash Ekta Nadir Naam depicts the life of the Mallas, a fish folk community, festivals, customs and their relationships of friendship and animosity with the peasants and oppression of the upper caste.
- Some novels wrote about Marathas and Rajputs. The imagined nation of the novels was so powerful that it could inspire actual political movements. Anandmath by Bankim Chandra brought forth a secret Hindu militia that fight Muslims to establish a Hindu kingdom and inspires many freedom fighters.

Question 17.

How did the characters like Indulekha and Madhavan inspire the contemporary generations to strike a balance between the Western ideas and Indian traditional culture?

Answer:

- Character like Indulekha and Madhavan showed readers how Indian and foreign lifestyles could be brought together in an ideal combination.
- Indulekha rejects foolish Nambuthiri and marries Madhavan. It shows that education should be valued as an asset. Being educated does not mean that one should do away with traditional customs like marriage.
- Both the characters showed a critical alliance based on caste, ignorance and immortality among high caste and virtue and wisdom of being educated.
- It provides a lesson to those living in dilemma of being English educated and losing their traditional values. It shows that two distinct lifestyles could be practised at the same time, without refusing the other.
- Marriage of Indulekha, an English educated beautiful and intelligent lady to a Sanskrit scholar dressed in western attire and keeping a tuft of hair according to his custom is depicted as a best example of a combination of foreign and Indian lifestyle.

Very Short Answer Type Questions [1 Mark]

Question 18.

By whom was the novel Hard Times written?

Answer:

The novel Hard Times was written by Charles Dickens.

Question 19.

What problem of the society was focused in the novel Hard Times, written by Charles Dickens?

Answer:

Charles Dickens, in his novel Hard Times, focused on the terrible effects of industrialization on people's lives and characters.

Short Answer Type Questions [3 Marks]

Question 20.

Who wrote the novel Saraswativijayam? Highlight any two messages given to the people through the novel.

Answer:

Saraswativijayam was written by Potheri Kunjambu. Two messages given to the people through the novel were as follows.

- Education is an effective tool for the upliftment of lower castes. In this novel an untouchable young man obtains education and becomes a judge in the local court.
- Caste-based inequalities are hindrance to the progress of a society.

Question 21.

Explain the picture of new middle class, which the novel Pariksha guru portrays.

Answer:

Pariksha guru shows the inner and outer world of the newly-emerging middle classes in India. The characters in

the novel faced contradiction in adapting to colonized society and the at same time fighting to save their own cultural identity. The world of colonial modernity seems to be both scary and irresistible to the characters of Pariksha guru. The novel sheds light upon the 'right way' to live and hoped all 'sensible men' to be worldly-wise and practical, to remain rooted in the values of their own tradition and culture.

Question 22.

How did novels become popular in India? Explain.

Answer:

The following points show how novels became popular in India.

- As Indians started reading the western novels, the modern novel form developed in India in the nineteenth century. The advent of vernaculars print and a reading public helped in this process.
- Novels became a popular medium of entertainment among the middle class. Detective and mystery novels had to be reprinted many times to meet the demand of the reading public.
- Indians used the novel as a powerful tool to reflect upon what they considered defects in their society and to suggest remedies.
- Novels helped to build a world of imagination where readers could identify themselves with the characters of particular novels.

Long Answer Type Questions [5 Marks]

Question 23.

"Premchand's novels are filled with powerful characters from all levels of society." Justify the statement.

Answer:

Premchand is said to depict characters from real-life situations.

- In his novels, one gets to meet aristocrats and landlords, middle-level peasants and landless labourers, middle-class professionals and people from the margins of society.
- The women characters are strong individuals, especially those who come from the lower classes and are not modernized.
- Drawn from various strata of society, Premchand's characters create a community, based on democratic values. The central character of his novel Rangbhoomi (The Arena), Surdas, is a visually-impaired beggar from the so-called untouchable caste. The very act of choosing such a person as the hero of a novel is significant.
- It makes the lives of the most oppressed section of society worthy of literary reflection.
- Godan (The Gift of Cow), published in 1936, remains Premchand's best-known work. It is an epic on the life of Indian peasantry.

Question 24.

Explain the aspects of Premchand's writings that make them special.

Answer:

The followings aspects of Premchand's writings make them special.

- Premchand's novels represent all kinds of strong characters drawn from each level of society. In his novels, one gets to know about the stratification within the society. Premchand gave special focus on the people from the margins of society.
- The women characters are strong individuals, especially those belonging to the lower classes.
- Drawn from various strata of society, Premchand's characters build a community, based on shared democratic values.
- Premchand's novels make the lives and struggles of the most oppressed section worthy of literary reflection.
- Godan (The Gift of Cow), published in 1936, became Premchand's best-known novel.

Short Answer Type Question [3 Marks]

Question 25.

Explain how novels assisted in the spread of silent reading.

Answer:

The novels assisted the spread of silent reading in the following ways.

- In the late-nineteenth and early-twentieth century, written texts were often read aloud for several people to hear.

- Sometimes novels were also read in this fashion, but, in general, novels encouraged reading alone and in silence because readers wanted to understand the nuances of characters.
- Individuals sitting at home or travelling in trains enjoyed reading novels. Even in a crowded room, the novel offered a special world of imagination into which the reader could slip and imagine.

Long Answer Type Questions [5 Marks]

Question 26.

Who is the author of novel Titash Ekti Nadir Naam? Why is it considered a special novel? Explain any four reasons.

Answer:

Titash Ekti Nadir Naam was written by Advita Malla Burman. It is special because of the following reasons.

- It is an epic about the three generations of the Mallas, a community of fish folk in the river Titash.
- It describes their religious traditions, festivals and community relationship.
- The novel highlights the breaking away of the community and the drying of the river, which brought an end to the Malla community.
- The novel is special because the author himself is a low caste from the Malla community, which was earlier featured as the protagonists,

Question 27.

How was the problem of being modern addressed by Indian novelists? Explain.

Answer:

The problem of being modern was addressed by the Indian novelists in the following ways.

- Chandu Menon has been successful in addressing the problem of being modern. Through his novel Indulekha, he showed how Indian and foreign lifestyles could be brought together in an ideal combination.
- Srinivas Das in his novel Pariksha guru cautions the young men of the well-to-do families against the dangerous influences of bad company.
- The Indian novels depicted the dilemma of the young to accept the modern ways of life or retain their age-old traditions and cultural identity.
- Fictional characters may easily adopt the western lifestyles, but this was not so in the real life, where the western culture could be accepted only after completely renouncing the earlier habits.
- Stories focused that new western ideas and lifestyle were thought of an ideal way of life and English language was placed higher than the regional language. So, accepting this order would take the young away from their native tongue and traditions.

2012

Short Answer Type Questions [3 Marks]

Question 28.

What type of problems were highlighted by the novelist Charles Dickens in his novels? Explain any two such problems.

Answer:

Charles Dickens, the foremost English novelist of Victorian era, wrote about the terrible effects of industrialisation on people's lives and characters. Hard Times and Oliver Twist were two such novels.

- In Hard Times, he portrayed human beings reduced to simple instruments of production along with the greed for profit. He drew a picture of polluted river, smoky environment and sounds of machines everywhere, workers were just hands of production with no identity.
- In Oliver Twist, he depicted a tale of a poor orphan living with petty criminals and beggars. In an urban industrial area, he is brought up in a cruel workhouse and is finally adopted by a wealthy man.

Question 29.

How did novels become popular among masses? Explain with examples.

Answer:

The following were the reasons for the novels becoming popular among masses.

- Print technology reduced the cost of production. Novels became cheap and could be afforded by all.
- The world created by novels was absorbing, believable and real, which attracted a large number of readers.

- Novels were a source of entertainment and provided the pleasure of reading in private and in public, discussion of characters, events and stories.

2011

Short Answer Type Questions [3 Marks]

Question 30.

With the help of an example show how the early novels in Europe contributed to colonialism.

Answer:

The early novels in Europe contributed to colonialism in the following ways,

- The early European novels made the readers feel that they were part of superior community.
- Most of the time, colonialism was portrayed as a natural phenomenon by writers.
- Novels depicted colonised people as barbaric, primitive and uncivilised and that colonialism was required to civilise them.
- Novels like Robinson Crusoe strengthen this colonial attitude where Robinson Crusoe, an adventurer and slave trader, treated coloured people as sub-humans.

Question 31.

State the significance of the novels of Premchand.

Answer:

Munshi Premchand was an iconic literary figure of modern Hindi and Urdu literature. It was with his writings that the Hindi novel matured into greatness.

- Premchand drew on traditional art of Kissa-goi (storytelling).
- He dealt with the real-life situations of that time and highlighted the plight of landless labourers, professionals, etc. He wrote on realistic issues like communalism, corruption, debt and poverty.
- The women characters in his novels came from lower class and were portrayed significantly. Many of his novels like Sevasadan were women-centered.

2010

Short Answer Type Questions [3 Marks]

Question 32.

Explain any three features of the early Bengali novels.

Answer:

The following were the features of early Bengali novels.

- Bengali novels in the nineteenth century portrayed two worlds. Some depicted past, its events and characters, other highlighted the inner world of domestic life.
- Some novels were based on love stories. At the same time, besides turns and twists of the plot and suspense, language was also relished.
- Domestic novels frequently dealt with social problems and romantic situations.

Question 33.

Explain how novels became a popular medium of entertainment among the middle class during the late-nineteenth century in India?

Answer:

Novels became a popular medium of entertainment among the middle class during the late-nineteenth century in India in the following ways,

- Novels created absorbing, believable and real world for the readers. Picture books, contemporary stories in newspapers and magazines offered a new form of entertainment for the middle class.
- While reading the novel, the reader transported himself to another world and began looking at life as experienced by the character of the novel.
- Novels allowed the individuals the pleasure of reading in private as well as in public. Detective and mystery novels were widely read.

Question 34.

“Novels were useful for both the colonial administrators and Indians in colonial India.” Support the statement with examples.

Answer:

Novels were useful to both colonisers and nationalists in the following ways.

- For colonial administrators, novels were a source to understand native life and customs. For nationalists, novels were a powerful medium to criticise defects of colonial masters and suggest remedies.
- Novels helped the colonisers to frame policies and govern Indian society with various communities and castes. Novels helped nationalists to establish a relationship with the past and to propagate their ideas about society and its people.
- Novels made the colonisers familiar with Indian domestic life. Novels glorified accounts of past and helped the nationalists in creating a sense of national pride among the readers.

Question 35.

Explain the teachings given by Srinivas Das in his novel Pariksha guru.

Answer:

Pariksha guru was perhaps too moralising in its style. The following were the teachings given by Srinivas Das in its novel Pariksha guru.

- By reflecting the inner and outer world of the newly-emerging middle class, he cautions young men of well-to-do families to live in a right way and expects them to be worldly and practical.
- He stresses the young to remain rooted with their values tradition and culture – and to live with dignity and honour.
- He urges the young to cultivate healthy habit of reading newspapers.

2009

Very Short Answer Type Question [1 Mark]**Question 36.**

Name the two countries of Western Europe where the novel first took firm root.

Answer:

The novel first took firm root in England and France.

Short Answer Type Questions [3 Marks]**Question 37.**

“Colonial administrators found vernacular novels a valuable source of information on native life and customs.” Support the statement with suitable examples.

Answer:

Vernacular novels were a valuable source of information on native life and customs. They were valuable for colonial administrators in the following ways.

- As colonial administrators were outsiders, they knew very little or nothing about Indian households.
- Information on native life and customs that the novels contained was useful for them in governing Indian society with a variety of communities and castes.
- Novels in Indian language depicted domestic life, religious beliefs and practices which were to be kept in mind before framing laws.

Question 38.

Explain any three reasons for the popularity of novels in eighteenth century Europe.

Answer:

The following were the reasons for the popularity of novels in eighteenth century Europe.

- Because of print, novels were cheap as compared to manuscripts. It led novels to be widely read and gain popularity.
- Novels depicted experiences, emotions, relationships and real-life experiences, which attracted the readers. For readers, it opened a new world of experience and gave vivid sense of diversity of human life.
- Novels targeted readers like young, old, women, shopkeepers, clerks and gentleman class through stories of adventure, housekeeping, politics, social life, etc.

Question 39.

In what ways were novels in colonial India useful for both the colonisers as well as the nationalists? Explain.

Answer:

Refer to answer 34.

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