

# NCERT Class 10 History Chapter wise Solutions – Free PDF Download

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NCERT Solutions for Class 10 History Chapter 1- The Rise of Nationalism in Europe

Question 1. Write a note on:

- a) Giuseppe Mazzini
- b) Count Camillo de Cavour
- c) The Greek war of independence
- d) Frankfurt Parliament
- e) The role of women in nationalist struggles

**Ans. a.**

- Giuseppe Mazzini: Giuseppe Mazzini was an Italian revolutionary, born in Genoa in 1807. He was a member of the secret society of the Carbonari. At the age of 24, he was sent into exile in 1831 for attempting a revolution in Liguria.
- Mazzini believed that God has intended the nations to be the natural units of mankind, So he did not want Italy to be a patchwork of small states and kingdoms.
- He founded underground societies named 'Young Italy' in Marseilles and 'Young Europe' in Berne, whose members were like-minded young men from Poland, France, Italy and the German States. Young Italy was a secret society formed to promote Italian unification: "One, free, independent, Republican Nation."
- Mazzini, an Italian nationalist was a fervent advocate of republicanism and envisioned a united, free and independent Italy.
- Often viewed in Italy of the time as a god-like figure, the antifascist Mazzini Society, founded in the United States in 1939 by Italian political refugees, took his name; they, like him, served Italy from exile.

**b.**

- Count Camilo de Cavour: Cavour was chief minister of Sardinia-Piedmont state who led the movement to unify the regions of Italy. He was neither a revolutionary nor a Democrat. Like many other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian. He engineered a careful diplomatic alliance with France, which helped Sardinia-Piedmont defeat the Austrian forces in 1859, and thereby free the northern part of Italy from the Austrian Habsburgs.
- Cavour's diplomacy had by this time earned him the reputation of being one of the most skilful of European statesmen.
- Cavour is remembered as probably the most significant figure in the Italian Risorgimento or resurgence.

**c.**

- The Greek War of Independence mobilised nationalist feelings among educated elite across Europe.
- This was a successful war of independence waged by Greek revolutionaries between 1821 and 1829 against the Ottoman Empire.
- Following years of negotiation, three Great Powers—Russia, Britain and France—decided to intervene in the conflict and each nation sent a navy to Greece.

- The Greeks were supported by the West European countries, while poets and artists hailed Greece as the cradle of European civilisation and mobilised the public opinion to support its struggle against a Muslim empire. Finally, the Treaty of Constantinople of 1832 recognised Greece as an independent nation.
  - The Greek Revolution is celebrated by the modern Greek state as a national day on 25 March.
- d.
- The Frankfurt Parliament: It was an all-German National Assembly formed by the middle-class professionals, businessmen and prosperous artisans belonging to the different German regions.
  - It was convened on 18 May 1848 in the Church of St. Paul, in the city of Frankfurt. This assembly drafted a constitution for the German nation to be headed by a monarchy subject to a parliament.
  - After long and controversial debates, the assembly produced the so-called Frankfurt Constitution which proclaimed a German Empire based on the principles of parliamentary democracy.
  - However, it faced opposition from the aristocracy and military. Also, as it was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support. In the end, it was forced to disband on 31 May 1849.
- e.
- The role of women in nationalist struggles: The issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years.
  - Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations. Despite this, they were denied suffrage during the election of the Assembly.
  - When the Frankfurt Parliament convened in the Church of St. Paul, women were admitted only as observers to stand in the visitors' gallery.
  - Nations were portrayed as female figures. The female form that was chosen to personify the nation did not stand for any particular woman in real life rather it sought to give the abstract idea of a nation a concrete form.
  - Thus women participated in nationalist movements but were not given equality in political rights.

Question 2. What steps did the French revolutionaries take to create a sense of collective identity among the French people?

**Ans.** The French revolutionaries took many important steps to create a sense of collective identity among the French people which were:

- Ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasising the notion of a united community enjoying equal rights under a constitution.
- A new French flag, a tricolour replaced the royal standard.
- The Estates General was renamed the National Assembly and was elected by a group of active citizens.
- New hymns, oaths and martyrs commemorated in the name of the nation.
- A central administrative system made uniform laws for the entire nation.
- Internal custom duties and dues were abolished and a uniform system of weights and measures was adopted.
- Discouraging regional dialects and promoting French as a common language of the nation.

Question 3. Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

**Ans.** Marianne and Germania were respective female allegories for the French and the German nation. They stood as personifications of ideals like 'liberty' and 'the republic'. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity to persuade them to identify with it. Marianne images were marked on coins and stamps. The importance of the way in which they were portrayed lay in the fact that the public could identify with their symbolic meaning, and this would instil a sense of national unity in them. Germania wears a crown of oak leaves as the German oak stands for heroism.

Question 4. Briefly trace the process of German unification.

**Ans.** In the 1800s, nationalist feelings were strong in the hearts of the middle-class Germans. They united in 1848 to create a nation-state out of the numerous German States. But the monarchy and the military got together to repress them and they gained support from the landowners of Prussia (the Junkers) too. Prussia soon became the leader of German unification movement. Its Chief Minister Otto von Bismarck was the architect of the process with support from Prussian army and Prussian bureaucracy. The unification process was completed after Prussia won wars with Austria, Denmark and France over seven years time. The new state placed a strong emphasis on modernising currency banking, legal and judicial systems in Germany. In January 1871, the Prussian king, William I, was proclaimed the German Emperor in a ceremony held at Versailles.

Question 5. What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him?

**Ans.** Napoleon introduced the following changes to make the administrative system more efficient in the areas ruled by him:

- He established civil code in 1804 also known as the Napoleonic Code. It did away with all privileges based on birth. It established equality before the law and secured the right to property.
- He simplified administrative divisions, abolished feudal system, and freed peasants from serfdom and manorial dues.
- In towns too, guild systems were removed. Transport and communication systems were improved.
- Peasants, artisans, businessmen and workers enjoyed the new found freedom.
- Each state possessed its own currency and weights and measures.

Discuss

Question 1. Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?

**Ans.** The 1848 revolution of the liberals refers to the discontent and various national movements pioneered by educated middle classes alongside the revolts of the poor, unemployed and starving peasants and workers in Europe. While in countries like France, food shortages and widespread unemployment during 1848 led to popular uprisings, in other parts of Europe (such as Germany, Italy, Poland and the Austro-Hungarian Empire), men and women of the liberal middle classes came together to voice their demands for the creation of nation-states based on parliamentary principles. The political, social and economic ideas supported by the liberals were:

- Politically, they demanded constitutionalism with national unification, a nation-state with a written constitution and parliamentary administration. They wanted to establish individual freedom and equality before the law and equal political rights.
- Socially, they wanted to rid society of its class-based partialities and birthrights. Serfdom and bonded labour had to be abolished. The Issue of political rights to women also was a social issue. Liberal also stressed the inviolability of private property.

- Economically they demanded freedom of markets and right to property. Abolition of state imposed restrictions on the movements of goods and capital.

Question 2. Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

**Ans.** Three examples to show the contribution of culture to the growth of nationalism in Europe were:

- Romanticism was a European cultural movement aimed at developing national unity by creating a sense of shared heritage and common history. The Romantic artists' emphasis on emotions, intuition and mystical feelings gave shape and expression to nationalist sentiments. The strength of art in promoting nationalism is well exemplified in the role played by European poets and artists in mobilising public opinion to support the Greeks in their struggle to establish their national identity.
- Folk songs, dances, and poetry contributed to popularising the spirit of nationalism and patriotic fervour in Europe. Collecting and recording the different forms of folk culture was important for building a national consciousness. Being a part of the lives of the common people, folk culture enabled nationalists to carry the message of nationalism to a large and diverse audience. The Polish composer Karol Kurpinski celebrated and popularised the Polish nationalist struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.
- The language also played a distinctive role in developing nationalist feelings in Europe. An example of this is how during the Russian occupation, the use of Polish came to be seen as a symbol of struggle against Russian dominance. During this period, the Polish language was forced out of schools and the Russian language was imposed everywhere. Following the defeat of an armed rebellion against Russian rule in 1831, many members of the clergy in Poland began using language as a weapon of national resistance. They did so by refusing to preach in Russian, and by using Polish for Church gatherings and religious instruction. 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 Russia. The emphasis on the use of vernacular language, the language of the masses, helped spread the message of national unity.

Question 3. Through a focus on any two countries, explain how nations developed over the nineteenth century.

**Ans.** The development of the German and Italian nation-states in the nineteenth century.

- Political fragmentation: Till the middle of the nineteenth century, the present-day nations of Germany and Italy were fragmented into separate regions and kingdoms ruled by different princely houses.
- Revolutionary uprisings: Nineteenth-century Europe was characterised by both popular uprisings of the masses and revolutions led by the educated, liberal middle classes. The middle classes belonging to the different German regions came together to form an all-German National Assembly in 1848. However, on facing opposition from the aristocracy and military, and on losing its mass support base, it was forced to disband. From then on Prussia took on the leadership of the movement for national unification.
- In the Italian region, during the 1830s, revolutionaries like Giuseppe Mazzini sought to establish the unitary Italian Republic. However, the revolutionary uprisings of 1831 and 1848 failed to unite Italy.
- Unification with the help of the army: After the failure of the revolutions, the process of German and Italian unification was continued by the aristocracy and the army. Germany was united by the Prussian chief minister Otto von Bismarck with the help of the Prussian army and bureaucracy. The German Empire was proclaimed in 1871.

- The Italian state of Sardinia-Piedmont played a role similar to that played by Prussia. Count Camillo de Cavour (the Chief Minister) led the movement to unite the separate states of nineteenth-century Italy with the help of the army and an alliance with France. The regions annexed by Giuseppe Garibaldi and his Red Shirts joined with the northern regions to form a united Italy. The Italian nation was proclaimed in 1861 and Victor Emmanuel II was proclaimed king of united Italy. The papal states joined in 1870.

Question 4. How was the history of nationalism in Britain unlike the rest of Europe?

**Ans.** The history of nationalism in Britain was unlike the rest of Europe because.

In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution.

- The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish.
- The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation state, with England at its centre, came to be forged.
- The Act of Union (1707) between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain' meant that England was able to impose its influence on Scotland. Scotland's distinctive culture and political institutions were systematically suppressed.
- The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress and large numbers were forcibly driven out of their homeland.
- The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country. Catholic revolts against British dominance were suppressed. Ireland was forcibly incorporated into the United Kingdom in 1801.
- The symbols of the new Britain – the British flag, the national anthem, the English language were actively promoted and the older nations survived only as subordinate partners in this union.

Question 5. Why did nationalist tensions emerge in the Balkans?

**Ans.**

- Balkans were comprised of various geographic and ethnic nations like modern Romania, Bulgaria, Albania, and many. A large part of the Balkans was under the control of the Ottoman empire.
- Nationalist tensions emerged in the Balkans because of the spread of ideas of romantic nationalism as also the disintegration of the Ottoman Empire that had previously ruled over this area. The different Slavic communities in the Balkans began to strive for independent rule. One by one European subject nationalities broke away from its control and declared independence.
- They were jealous of each other and every state wanted more territory, even at the expense of others. Also, the hold of imperial power over the Balkans made the situation worse. Russia, Germany, England, Austro-Hungary all wanted more control over this area. These conflicts ultimately led to the First World War in 1914.

NCERT Solutions for Class 10 History Chapter 3- Nationalism in India

Write in brief

Question 1. Explain:

- (a) Why growth of nationalism in the colonies is linked to an anti-colonial movement?
- (b) How the First World War helped in the growth of the National Movement in India?

(c) Why Indians were outraged by the Rowlatt Act?

(d) Why Gandhiji decided to withdraw the Non-Cooperation Movement?

**Ans.** (a) Nationalism is a feeling that combines all the people of the nation into a single unit. It is a powerful sentiment that binds people together in a common bond beyond their communal, lingual, caste or religious differences. In all the colonies of the world, the imperialist power exploited the people socially, religiously, economically and politically.

- Colonization affected people's freedom, and nationalist sentiments surged during the process of struggle against imperial domination.
- The sense of oppression and exploitation became a common bond for people from different walks of life, and this resulted in the growth of nationalist ideals.
- Although each class or group of people felt that they were being oppressed under colonialism, the effects of colonialism were felt differently.
- People started uniting against the colonialism which strengthened the sense of nationalism further.

Thus, the growth of nationalism in the colonies is linked to anti-colonial movements.

(b)

- During the First World War, the British army conducted forced recruitment from rural areas in India.
- To finance the defence expenditure, high customs duties and income taxes were imposed.
- Also, during 1918-19 and 1920-21, crops failed in many parts of India, thereby resulting in acute food shortages. Accompanied by epidemics it accounted for 12 to 13 million deaths. All this caused extensive anger and opposition against the British colonial rule.
- People hoped that their hardships would end after the war was over. But this did not happen.
- The war had given rise to many social and economic problems. The Montague-Chelmsford Reforms of 1919 could not satisfy the aspirations of the Indians. There arose a general discontent among the Indian masses against the British rule.

(c)

- The Indians helped the British Government during World War I. They were hopeful that after the war, the government would give them many rights.
- However, the government did not do anything and therefore, there was an immense discontent among the people.
- To cope with the situation, they passed the Rowlatt Act 1919. Imperial Legislative council passed the Rowlatt Act against the opposition of Indians.
- It gave the government autocratic powers to repress political activities besides allowing it to detain political prisoners without a trial, for two years.
- The Indians were outraged by this act as it was clearly undemocratic and oppressive and hurt national sentiments and dignity.
- Rallies were organized in various cities, workers went on strike in railway workshops and shops were closed down.

(d)

- Gandhiji had declared that the non-cooperation movement will be a non-violent one.
- He decided to withdraw the Non-Cooperation Movement due to various incidents of violence perpetrated by the masses, especially the Chauri Chaura incident in 1922 where the people clashed with the police, setting a police-station on fire.
- Although he had stopped the national revolt single-handedly, on 10 March 1922, Gandhi was arrested. On 18 March 1922, he was imprisoned for six years for publishing seditious materials. This led to the suppression of the movement and was followed by the arrest of other leaders.

- Gandhiji felt that the people were not yet ready for a mass struggle and that satyagrahis needed to be properly trained for non-violent demonstrations.

Question 2. What is meant by the idea of satyagraha?

**Ans.**

- Satyagraha was a novel method of mass agitation in a non-violent way.
- The idea of Satyagraha emphasized upon the power of truth and the need to search for truth. It suggested that if the cause was true and if the struggle was against injustice, then physical force was not necessary to fight the oppressor.
- Through non-violent methods, a Satyagraha could appeal the conscience of the oppressor by the power of truth.
- People -including the oppressors -had to be persuaded to see the truth through the use of non-violence.
- Gandhiji firmly believed that the truth was bound to ultimately triumph.

Question 3. Write a newspaper report on:

(a) The Jallianwala Bagh massacre

(b) The Simon Commission

**Ans. (a)**

- On 13th April 1919, a large crowd had gathered in the enclosed ground of JallianwalaBagh – some to protest against the British government's repressive measures, others to attend the annual Baishakhi Fair.
- These people were unaware of the imposition of Marshal Law in the city. General Dyer, the Commander, blocked the exit points from the Bagh and opened fire upon the innocent citizens.
- Dyer went with Sikh, Gurkha, Baluchi, Rajput troops from 2-9th Gurkhas, the 54th Sikhs and the 59th Sind Rifles they entered the garden, blocking the main entrance after them, took up position on a raised bank and on Dyer's orders fired on the crowd for about ten minutes, directing their bullets largely towards the few open gates through which people were trying to flee, until the ammunition supply was almost exhausted.
- Dyer's intention was to produce a 'moral effect' and terrorize satyagrahis. Hundreds of innocent people including women and children were killed and wounded due to this indiscriminate firing by the British soldiers,
- This incident angered masses of India ultimately led to nation-wide outrage. Jallianwala Bagh incident was the most brutal incident in the History of India.

(b)

- The Simon Commission was constituted by the Tory Government in Britain, under Sir John Simon. The objective of the Commission was to look into the functioning of the constitutional system in India and suggest some constitutional changes.
- But nationalists in India opposed the Commission because it had not a single Indian member. Therefore, when the Simon Commission arrived in India in 1928, it was greeted with the slogan "Go Back Simon".
- The Commission was strongly opposed by many in India and met with protests in every major Indian city it visited
- All parties, including Congress and the Muslim league, participated in the demonstrations. Thus it brought a sense of unity in Indians for the moment.
- The Simon commission recommendations formed the basis of the Act of 1935.

Question 4. Compare the images of Bharat Mata in this chapter with the image of Germanian Chapter 1.

**Ans.**

- The image of Germania was the symbol of German nation whereas; the image of Bharat Mata was the symbol of the Indian nation.
- Both images inspired nationalists who worked very hard to unify their respective countries and to attain a liberal nation.
- The image of Bharat Mata is different from that of Germania in the sense that the former reflects the religious basis of its making. The image of Bharat Mata painted by Abanindranath Tagore is bestowed with learning, food, clothing, and some ascetic quality also whereas the image of Germania was painted by Philip Veit in the year 1848.
- Another painting of Bharat Mata in which we find Mata holding Trishul and standing beside a lion and an elephant – symbols of power and authority. This image appears to be more akin to the image of Germania where she holds a sword and a shield.
- These images popularized the idea of sacrifice and devotion to the mother nation.

### Discuss Project

Question 1. List all the different social groups which joined the Non-Cooperation Movement of 1921. Then choose any three and write about their hopes and struggles to show why they joined the movement.

**Ans.** The different social groups that joined the Non-Cooperation Movement of 1921 were the urban middle class comprising lawyers, teachers, and headmasters, students, peasants, tribals and workers.

- The middle class joined the movement because the boycott of foreign goods would make the sale of their textiles and handlooms go up.
- The peasants took part in the movement because they hoped they would be saved from the oppressive landlords, high taxes taken by the colonial government abolition of begar and variety of other cesses.
- The tribals employed guerrilla tactics to fight the British in some parts of India, the Gudum rebels attacked police stations & attempted to kill British officials. Means they were inspired by the Gandhiji but were not keen to follow nonviolent ways of struggle
- Plantation workers took part in the agitation hoping they would get the right to move freely in and outside the plantations, maintain a link with the village they had come from and get land in their own villages.

Question 2. Discuss the Salt March to make clear why it was an effective symbol of resistance against colonialism.

**Ans.**

- Gandhiji thought the salt was an effective symbol of resistance against colonialism because it was done in revolt against a commodity- salt, used by the rich and the poor alike. An item of daily use could resonate more with all classes of citizens than an abstract demand for greater political rights.
- The tax on salt and the government monopoly over its production was a severely oppressive administrative move.
- By breaking the salt law India showed their intention of non-cooperation and to break the oppressive colonial laws.
- The Salt March was effective also because Gandhiji met a large number of commoners during the march and he taught them the true meaning of swaraj and non-violence. By peacefully defying law and making salt against government orders,
- Gandhiji set forth an example to the whole nation of how the oppressor could be confronted in a non-violent manner. This also led to the Civil Disobedience Movement in 1930.



Question 3. Imagine you are a woman participating in the Civil Disobedience Movement. Explain what the experience meant to your life.

**Ans.** I was very happy to participate in the Civil Disobedience Movement because I understood that I have to serve the nation in whatever capacity I could. I had heard Gandhiji speaking and asking us to participate in this movement I feel service to the nation as a sacred duty of women. Inspired by him, I also offered Satyagraha. Picketed liquor shops and shops selling foreign cloth and also courted arrest. I felt empowered by these activities and felt that women also can help the men in the ultimate goal of achieving independence from the British. I felt very proud to be the part of the movement but also I felt that the participation of women was taken by many Indians as symbolic.

Question 4. Why did political leaders differ sharply over the question of separate electorates?

**Ans.**

- Political leaders differed sharply over the question of separate electorates because of differences in opinion.
- While those supporting the cause of minorities and the Dalits believed that only political empowerment would resolve their social backwardness, Dalit leaders like Dr. Ambedkar demanded a separate electorate.
- others like Gandhiji thought that separate electorates would further slow down the process of their integration into society. Also, it was feared that the system of separate electorates would gradually divide the country into numerous fragments because every community or class would then ask for separate representations.
- Even Muslim leaders favoured the separate electorates as they feared their identity and culture would be in danger due to the domination of majority. They feared that the culture and identity of minorities would be submerged under the domination of Hindu majority.

#### NCERT Solutions for Class 10 History Chapter 4- The Making of a Global World

Question 1. Give two examples of different types of global exchanges which took place before the seventeenth century, choosing one example from Asia and one from the Americas.

**Ans.** Examples of the different types of global exchanges which took place before the seventeenth century:

Asia and Europe –

- Traders and travellers introduced new type crops where they travelled.
- It is believed that noodle travelled to Europe from China to become spaghetti.
- Chinese pottery, textiles, spices from India and south east Asia
- Precious metals like Gold and Silver flowed from Europe to Asia via Silk Route.

America- Europe- Asia

- Common foods like potatoes, Soya, groundnuts, maize, tomatoes, chillies, sweet potatoes etc reached from native America to Europe and Asia after Christopher Columbus accidentally discovered America.
- Even germs of diseases like smallpox were carried on their person from Europe to America.

Question 2. Explain how the global transfer of disease in the pre-modern world helped in the colonization of the Americas.

**Ans.**

- Europeans like Spaniards, Portuguese flowed into America after its discovery.
- The germs of smallpox were carried on their person.

- The global transfer of disease in the pre-modern world helped in the colonization of the Americas because the native American Indians were not immune to the diseases that the settlers and colonizers brought with them.
- The Europeans were more or less immune to smallpox, but the native Americans, having been cut off from the rest of the world for millions of years, had no defence against it. These germs killed and wiped out whole communities, paving the way for foreign domination.
- Weapons and soldiers could be destroyed or captured, but diseases could not be fought against. But not diseases such as smallpox to which the conquerors were mostly immune.

Question 3. Write a note to explain the effects of the following:

1. The British government's decision to abolish the Corn Laws.
2. The coming of rinderpest to Africa.
3. The death of men of working age in Europe because of the World War.
4. The Great Depression on the Indian economy.
5. The decision of MNCs to relocate production to Asian countries.

**Ans.** (a) The British government's decision to abolish the Corn Laws led to the inflow of cheaper agricultural crops from America and Australia. British agriculture was unable to compete with imports.

Many English farmers left their profession and migrated to towns and cities. Some went overseas. This indirectly led to global agriculture and rapid urbanization, a prerequisite of industrial growth. Faster industrial growth in Britain also led to higher incomes, and therefore more food imports. In Eastern Europe, Russia, America and Australia-lands were cleared and food production expanded to meet the British demand.

(b) Rinderpest was devastating cattle disease which was carried by infected cattle from British Asia to Eastern Africa in 1890s. It spread in Africa like a wild forest fire. The coming of rinderpest to Africa caused a loss of livelihood and the local economy for countless Africans. Using this situation to their advantage, colonizing nations conquered and subdued Africa by monopolizing scarce cattle resources to force Africans into the labour market to work for a wage.

(c) Most of the victims of world war belonged to young generations of working men. As a result, it reduced the able-bodied workforce in Europe, thereby reducing household income.

Entire societies were reorganised for war as men went to battle, women stepped in to undertake jobs that earlier only men were expected to do.

The role of women increased and led to a demand for more equality of status. It made the feminist movement stronger. Women started working alongside men in every field. Women and youngsters became more independent and free with long-term effects.

(d) By the early twentieth century, the global economy had become an integral one. The impact of the Great Depression in India was felt especially in the agricultural sector. It was evident that the Indian economy was closely becoming integrated into a global economy. India was a British colony and exported agricultural goods and imported manufactured goods. The fall in agricultural price led to a reduction of farmers' income and agricultural export.

As international prices crashed, prices in India also plunged. Between 1928 and 1934 wheat prices in India fell by 50%.

India's trade exports and imports almost halved between 1928 and 1934

The government did not decrease their tax and so, many farmers and landlords became more indebted to moneylenders and corrupt officials. It led to great rural unrest in India.

In these depression years, India became an exporter of precious metals, notably gold.

(e) Impact of MNC's decision to relocate production in Asian Countries:

- It provided for cheap labour to MNC's.
- It stimulated world trade.
- Increased capital inflow in the Asian Countries.

- Brought about new technology and production methods to the Asian Countries.
- Greater choice of goods and services to the people.
- Greater employment opportunities for Asian countries.
- Rapid economic transformation resulting in the growth of economies like India, China.

Question 4. Give two examples from history to show the impact of technology on food availability.

**Ans.** Two examples from history to show the impact of technology on food availability were:

- Improvement in transport – Faster railways, lighter wagons and larger ships helped transport food more cheaply and quickly from production units to even faraway markets.
- Export of meat to Europe – Meat which was out of reach of poor Europeans became accessible. Refrigerated ships helped transport perishable foods such as meat, butter and eggs over long distances. Now animals were slaughtered for food at the starting point in America, Australia or New Zealand-and then transported to Europe as frozen meat. This reduced shipping cost and lowered meat prices in Europe.

Better living conditions promoted social peace within the country and support for imperialism abroad.

Question 5. What is meant by the Bretton Woods Agreement?

**Ans.**

- The main aim of the post war international economic system was to ensure economic stability and full employment in the industrial world.
- The Bretton Woods Agreement is the landmark system for monetary and exchange rate management established in 1944.
- Its framework was agreed upon at the United Nations Monetary and Financial Conference held in July 1944 at Bretton Woods in New Hampshire, USA.
- It established the International Monetary Fund and the World Bank to deal with external surpluses and deficits of member nations and financed post-war reconstruction. Setting up a system of rules, institutions, and procedures to regulate the international monetary system these accords established the International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (IBRD), which today is part of the World Bank Group.
- The post war international economic system is also often described as the Bretton Woods system.

Discuss

Question 6. Imagine that you are an indentured Indian labourer in the Caribbean. Drawing from the details in this chapter, write a letter to your family describing your life and feelings.

**Ans.** I am working in Trinidad (Caribbean) as an indentured labourer. Through this letter, I want to tell you about my hardship and misbehaviour of the contractor towards me. The contractor at the time of hiring me did not provide the correct information regarding the place of work, mode of travel and living and working conditions.

Very few legal rights are provided to us. The contractor uses harsh and abusive language at the worksite. He treats us like coolies and we are an uneasy minority in the cocoa plantations in Trinidad. Sometimes agents even forcibly abducted me though I was not willing to do the work. Whenever I do not attend my work, I am prosecuted and sent to jail. There is a lot of work at the plantations with a heavy workload and sometimes I have to finish all of it one day. In case of unsatisfactory work (in the contractor's thinking), my wages are cut. I am living a life of a slave and in great trouble.

Question 7. Explain the three types of movements or flows within international economic exchange. Find one example of each type of flow which involved India and Indians, and write a short account of it.

**Ans.** The three types of movements or flows within the international economic exchange are trade flows, human capital flows and capital flows or investments. These can be explained as—the trade in agricultural products, migration of labour, and financial loans to and from other nations.

Flow of trade – India was a hub of trade in the pre-modern world, and it exported textiles and spices in return for gold and silver from Europe. After colonization, the flow of Indian textiles i.e. fine Indian cotton to Britain declined and the local market shrank.

Flow of labour – In the field of labour, indentured labour was provided for mines, plantations and factories abroad, in huge numbers, in the nineteenth century. This was an instrument of colonial domination by the British. These labours migrated in hope of better future but were exploited to a greater extent. All over the world, some 150million are estimated to have left their homes, crossed oceans and vast distances over land in search of a better future.

Flow of Capital -Lastly, Britain took generous loans from the USA to finance the World War. Capital flowed from financial centres such as London. Since India was an English colony, the impact of these loan debts was felt in India too. The British government increased taxes, interest rates, and lowered the prices of products it bought from the colony. Indirectly, but strongly, this affected the Indian economy and people.

Question 8. Explain the causes of the Great Depression.

**Ans.** The Great Depression was a result of many factors: Post world war – I economy was already fragile.

- Prosperity in the USA during the 1920s created a cycle of higher employment and incomes. It led to rise in consumption and demands. More investment and more employment created tendencies of speculations which led to the Great Depression of 1929 Up to the mid-1930s.
- Stock market crashed in 1929. It created panic among investors and depositors who stopped investing and depositing. As a result, it created a cycle of depreciation. The result was a profound psychological shock and a loss of confidence in the economy among both consumers and businesses.
- Failure of the banks. Some of the banks closed down when people withdrew all their assets, leaving them unable to invest. There was also less money to lend, partly because people were hoarding it in the form of cash. Some banks called back loans taken from them at the same dollar rate in spite of the falling value of the dollar. It was worsened by British change in policy to value pound at the pre-war value.

Question 9. Explain what is referred to as the G-77 countries. In what ways can G-77 be seen as a reaction to the activities of the Bretton Woods twins?

**Ans.** G-77 countries is an abbreviation for the group of 77 countries that demanded a New International Economic Order (NIEO); a system that would give them real control over their natural resources, without being victims of neo-colonialism, that is, a new form of colonialism in trade practised by the former colonial powers. The Group of 77 (G77) at the United Nations is a coalition of 134 developing nations, designed to promote its members' collective economic interests and create an enhanced joint negotiating capacity in the United Nations.

The G-77 can be seen as a reaction to the activities of the Bretton Woods twins (the International Monetary Fund and the World Bank) because these two institutions were designed to meet the financial needs of industrial and developed countries, and did nothing for the economic growth of former colonies and developing nations.

Write in brief

Question 1. Explain the following:

1. Women workers in Britain attacked the Spinning Jenny.
2. In the seventeenth century merchants from towns in Europe began employing peasants and artisans within the villages.
3. The port of Surat declined by the end of the eighteenth century.
4. The East India Company appointed gomasthas to supervise weavers in India.

**Ans.** (a)

- Women workers in Britain were surviving on the hand spinning job.
- Spinning Jenny speeded up the spinning process and reduced labour demand. By turning one single wheel a worker could set in motion a number of spindles and spin several threads at the same time.
- They developed a valid fear that the new machine may take up their jobs and make them unemployed.
- Already the cottage and poor peasants were facing economic constraints due to various reasons.
- All these things made women workers turn violent and they started attacking Spinning Jenny.

(b)

- The demand for goods increased with the expansion of world trade merchant needed more production.
- The trade and commerce guilds controlled the market, raw materials, employees, and also production of goods in the towns. So the merchants could not expand production within towns.
- This created problems for merchants who wanted to increase production by employing more men.
- Therefore, they turned to peasants and artisans who lived in villages.

(c)

- By the end of the eighteenth century European companies in a trade with India gradually gained power
- They secured many concessions from local courts as well as the monopoly rights to trade.
- Exports from the ports like Surat felled dramatically, the credit that had financed the earlier trade began drying up and local bankers here went slowly bankrupt.
- Gross value of trade from Surat declined from Rs.16 million at the end of the seventeenth century to Rs.3 million by 1740.
- The old trading houses collapsed, those that wanted to survive had to now operate within a network shaped by European trading companies.

(d) The English East India Company appointed Gomasthas for:

- The East India company wanted to ensure regular supply of fine silk and cotton textiles.
- To eliminate the existence of traders and brokers and establish direct control over the weavers through Gomasthas who supervised weavers, collected supplies and examined the quality of cloth.
- To eliminate weavers from dealing with other buyers by means of advances and control. In this manner, weavers who took loans and fees in advance were obligated to the British and could not take their cloth to any other trader.
- Thus company controlled costs and eliminated bargaining power of the weavers.

- There were often reports of clashes between weavers and gomsthas. They acted arrogantly, marched into villages with sepoys and peons, and punished weavers for delays in the supply-often beating and flogging them.

Question 2. Write True or False against each statement:

1. At the end of the nineteenth century, 80 percent of the total workforce in Europe was employed in the technologically advanced industrial sector.
2. The international market for fine textiles was dominated by India till the eighteenth century.
3. The American Civil War resulted in the reduction of cotton exports from India.
4. The introduction of the fly shuttle enabled hand loom workers to improve their productivity.

**Ans.** (a) False (b) True (c) False (d) True

Question 3. Explain what is meant by proto-industrialization.

**Ans.** Proto-industrialization is the phase of industrialization that was not based on the factory system. Before the coming of factories, there was large-scale industrial production for an international market. This part of industrial history is known as proto-industrialization. This period was marked by merchants from towns getting products made in villages. The merchants supplied money to the peasants in the countryside. The land was becoming scarce in villages. Small plots of land were not enough to meet the need for a growing population. Peasants were looking for some additional sources of income.

Discuss Project work

Question 1. Why did some industrialists in nineteenth-century Europe prefer hand labour over machines?

**Ans.** Some industrialists in nineteenth-century Europe preferred hand labour over machines because:

- Machines were costly, ineffective, difficult to repair, and needed huge capital investments.
- Labour was available at low wages at that period of time as unemployment was high. So industrialists did not want to introduce machines that got rid of human labour and required large capital investment.
- Most of the industries were seasonal. In seasonal industries, only seasonal labour was required. In all such industries where production fluctuated with the season, industries usually preferred hand labour, employing workers for the season.
- Markets from Upper classes demanded a variety of designs and colour and specific type could not be fulfilled by machine made clothes. Intricate designs and colours could be done by human-skills only.
- In Victorian age, the aristocrats and other upper class people preferred articles made by hand only. Handmade products came to symbolise refinement and class. They were better finished, individually produced and carefully designed.

Question 2. How did the East India Company procure regular supplies of cotton and silk textiles from Indian weavers?

**Ans.** The English East India Company used different means to procure silk and cotton from the weavers:

- Once East India company established political supremacy it monopolised the trade and eliminated its rival traders controlled the costs and ensured regular supplies of cotton and silk goods.
- They developed a system of management and direct control over the weavers by appointing paid supervisors called Gomasthas.

- Gomasthas supervised weavers and also collected supplies and examined cloth quality of the weavers.
- He ensured prevention of Company weavers from dealing with other buyers through a system of advances and loans. As loans flowed in demand for fine textiles expanded, weavers eagerly took advances, hoping to earn more. Now they had to lease out the land and devote all their time to weaving .
- In many villages, there were reports of clashes between weavers and gomasthas. They acted arrogantly, marched into villages with sepoy and peons, and punished weavers for delays in supply -often beating and flogging them.

Question 3. Imagine that you have been asked to write an article for an encyclopedia on Britain and the history of cotton. Write your piece using information from the entire chapter.

**Ans.** *Britain and the History of Cotton*

During the seventeenth and eighteenth centuries, merchants would trade with rural people in textile production. A clothier would buy wool from a wool stapler, carry it to the spinners then take the yarn to the weavers, fuller and dyers for further levels of production. London was the finishing centre for all these goods. This phase in British manufacturing history is known as proto-industrialisation. In this phase, factories were not an essential part of the industry.

The first symbol of the new era of factories was cotton. Its production increased manifolds in the late nineteenth century and early twenties. Imports of raw cotton sky-rocketed from 2.5 million pounds in 1760 to 22 million pounds in 1787. This happened because of the invention of the cotton mills and new machines and better management under one roof. Till 1840 cotton was one of the leading sectors in the first stage of industrialisation.

Most inventions in the textile production sector were met with disregard and hatred by the workers because machines implied less hand labour and lower employment was required. The Spinning Jenny was one of such invention. Women in the woollen industry opposed and sought to destroy it because it was taking over their place in the labour market.

Before such technological advancements, Britain imported silk and cotton goods from India in vast numbers. Fine textiles from India were brought in high demand in Great Britain. When the East India Company attained political power, they exploited the weavers and textile industry in India to its fullest potential, often by force, for the benefit of their own interest. Later Manchester became the hub of cotton production. Subsequently, India was turned into the major buyer of British cotton goods.

During the First World War, British factories were too busy providing for war needs. Hence, demand for Indian textiles rose once again. The history of cotton in Britain is replete with such fluctuations of demand and supply.

Question 4. Why did industrial production in India increase during the First World War?

**Ans.** India witnessed increased industrial production during the First World War due to the following reasons:

- British industries became busy in producing and supplying war-needs. Therefore, they stopped exporting British goods or clothes for colonial markets like that in India. Manchester imports to India declined.
- It was a good opportunity for Indian industries to fill in empty Indian markets with their own products. Hence industrial production in India increased.
- As the war prolonged the British colonial government asked Indian factories to supply the war goods like – jute bags, cloth or army uniforms, tents and leather boots, horse and mule saddle, etc.
- The increased demands of a variety of products led to the setting up of new factories in the cities and old ones increased their production.

- New workers were employed and everyone was made to work longer hours to increase production.

NCERT Solutions for Class 10 Social Science History Chapter 6 Work, Life and Leisure

## NCERT Questions

### Question 1.

Give two reasons why the population of London expanded from the middle of the eighteenth century.

**Answer:**

**(a)** London dockyards employed a large number of people which led to increase in population of London.

**(b)** Five major types of industries, viz., clothing and footwear, wood and furniture, metals and engineering, printing and stationery, and precision products were set up which attracted people from neighbouring areas.

### Question 2.

What were the changes in the kind of work available to women in London between the nineteenth and the twentieth century? Explain the factors which led to this change.

**Answer:**

In the early nineteenth century, a large number of women were employed in factories because during that period,, most of the production activities were carried with the help of households. But with technological developments, women gradually lost their industrial jobs and were forced to work within households. According to 1861 census, about one-fourth of a million women worked as domestic servants in London. Many women used their homes to increase family income by taking in lodgers or through activities such as tailoring, washing or matchbox making. However, there was a change after the First World War began. Women again started getting employed in wartime industries and offices as most of the men had went to battle. Thus, they withdrew domestic service.

### Question 3.

How does the existence of a large urban population affect each of the following? Illustrate with historical examples.

**(a)** A private landlord

**(b)** A Police Superintendent in charge of law and order

**(c)** A leader of a political party

**Answer:**

**(a)** As a result of industrialisation, a large number of people from the rural areas began to move to the cities for seeking jobs in industries. It led to manifold increase in urban population, and created the problem of labour for the private landlords.

**(b)** Large urban population of London led to the growth of crime in the city. According to an estimate, in the 1870s London was a city of about 20,000 criminals. Thus, such a situation created a serious law and order problem for the Police Superintendent.

**(c)** Large urban population was a great threat to the leaders of the political parties. Such crowds could be easily instigated to any agitation against the government. Most political movements of the 19th century, such as Chartism and the 10-hour Movement, were the consequences of overcrowding of London.

### Question 4.

Give explanations for the following:

**(a)** Why well-off Londoners supported the need to build housing for the poor in the nineteenth century.

**(b)** Why a number of Bombay films were about the lives of migrants.

**(c)** What led to the major expansion of Bombay's population in the mid-nineteenth century.



**Answer:**

**(a)** The better off city dwellers supported the need to build housing for the poor because the vast mass of one-room houses occupied by the poor were seen as a serious threat to public health.

They were overcrowded, badly ventilated and lacked sanitation. Poor housing could prove a great fire hazards. Moreover, there was a widespread fear of social disorder as people have become conscious about their rights after the Russian Revolution in 1917.

**(b)** Most of the people in the Bombay film industry were themselves migrants who came from cities like Lahore, Calcutta, Madras and contributed to the national character of the industry. Being migrants, they could easily represent the life of migrants.

**(c)** Bombay became the capital city of the Bombay Presidency in 1819, so it attracted more and more people towards it. With the growth of trade in cotton and opium, large communities of traders and bankers as well as artisans and shopkeepers came to settle in Bombay. Establishment of textile mills was also an important reason which led to a fresh surge in migration.

**Question 5.**

What forms of entertainment came up in nineteenth century England to provide leisure activities for the people?

**Answer:**

**(a)** From the late 18th century, there used to be annual 'London Season' for wealthy Britishers in which several cultural events, such as the opera, the theatre and classical music performances were organised.

**(b)** Working classes met in pubs to have a drink, exchange of news and sometimes also to organise for political action.

**(c)** Libraries, art galleries and museums were established.

**(d)** Music halls were popular among the lower classes.

**(e)** Cinema became the great mass entertainment for mixed audiences by the early 20th century.

**(f)** British industrial workers were very much encouraged to spend their holidays by the sea to derive the benefits of the sun and bracing wind.

**Question 6.**

Explain the social changes in London which led to the need for the Underground railway. Why was the development of the Underground criticised?

**Answer:**

With industrialisation, the city of London became a powerful magnet for migrant populations. When a large number of people started migrating from the countryside to the city for jobs and due to this living conditions in London altered. London continued to expand and its population multiplied fourfold. Between the two World Wars, the responsibility for housing the working classes was accepted by the British state and a million houses were built by local authorities. Due to this, city had extended beyond the range where people could walk to work. So, the planners realised the need for a means of public transport. Consequently, the London Underground railway developed. The development of the Underground railway was criticised because:

**(a)** many felt that the 'iron monsters' added to the mess and unhealthiness of the city.

**(b)** to make approximately two miles of railways, 900 houses had to be destroyed.

**Question 7.**

Explain what is meant by the Haussmanisation of Paris. To what extent would you support or oppose this form of development? Write a Letter to the editor of a newspaper, to either support or oppose this, giving reasons for your view.

**Answer:**

**Haussmanisation of Paris :** It means that the new city of Paris was designed by Baron

Haussmann, the Prefect of the Seine. He was the chief architect of the new Paris. He rebuilt Paris for continuous 17 years. Straight, broad avenues or boulevards and open spaces were designed, and full grown trees transplanted. By 1870, one-fifth of the streets of Paris were Haussmann's creation. In addition, policemen were employed, night patrols were begun, and bus shelters and tap water introduced.

**Letter to either support or oppose Haussmanisation :** Do yourself.

**Question 8.**

To what extent does government regulation and new laws solve problems of pollution? Discuss one example each of the success and failure of legislation to change the quality of

(a) public life

(b) private life.

**Answer:**

Regulation and new laws of government had a mixed history of success and failure as follows:

(a) Smoke was not easy to monitor or measure, and the factory owners were not ready to spend on technologies that would improve their machines.

(b) The Smoke Abatement Acts of 1847 and 1853 failed to clean the air.

(c) Calcutta had a long history of air pollution, however, in 1863, it became the first Indian city to get smoke nuisance legislation.

(d) The inspectors of the Bengal Smoke Nuisance Commission finally managed to control industrial smoke, controlling domestic smoke was not easy.

NCERT Solutions for Class 10 History Chapter 7- Print Culture and the Modern World

Write in Brief

Question 1. Give reasons for the following:

(a) Woodblock print only came to Europe after 1295.

(b) Martin Luther was in favour of print and spoke out in praise of it.

(c) The Roman Catholic Church began keeping an Index of Prohibited books from the mid-sixteenth century.

(d) Gandhi said the fight for Swaraj is a fight for liberty of speech, liberty of the press, and freedom of association.

**Ans.** (a) Woodblock print was invented around the sixth century in China. It came to Europe, along with Marco Polo, an Italian explorer who stayed for several years in China. In 1295, he returned to Italy. Thereafter, the Italian began producing books with woodblocks, and soon the technology spread to other parts of Europe.

(b) Martin Luther was a great religious reformer of Germany. He was deeply grateful to print. He considered print as the ultimate gift of God. It was through print that people could be induced to think differently and motivated to take action.

In 1517, Martin Luther wrote 95 theses, he criticized many practices and rituals of the Roman Catholic Church. Through the publications of his protestant ideas, Martin Luther challenged the orthodox practices and rituals of the Roman Catholic Church. Luther's writings were immediately reproduced in vast numbers and read widely.

This led to a division within the Church and Protestant Reformation gained momentum. Luther's translation of the New Testament sold 5,000 copies within a few weeks and a second edition appeared within three months. In this way, print culture gave rise to a new intellectual atmosphere and helped in spreading new ideas. Therefore, Martin Luther was in favour of print and praise it tremendously.

(c) The Roman Catholic Church had to face many dissents from the mid-16th century onwards. People had written many books that interpreted God and the creation in their own ways or as

they liked. Therefore, the church banned such books and kept the record of such banned books. It was called the Index of Prohibited Books. For instance, Menocchio, a miller in Italy, began to read books that were available in his locality. He reinterpreted the message of the Bible and formulated a view of God and creation that enraged the Roman Catholic Church. The Roman Church, troubled by such effects of popular readings and questions of faith, imposed severe control in the form of maintaining an index of prohibited books.

(d) Gandhi considered that the liberty of speech, liberty of press and freedom of association were the three most powerful vehicles of expressing and cultivating public opinion. If a country wants to get freedom from foreign domination then these liberties are very important. Therefore, he said the fight for Swaraj was a fight for liberty of speech, press, and freedom for association. No nation could ever survive in the absence of these liberties.

Question 2. Write short notes to show what you know about:

- (a) The Gutenberg Press
- (b) Erasmus's idea of the printed book
- (c) The Vernacular Press Act

**Ans.** (a) The Gutenberg Press: The first printing press was developed by Johan Gutenberg in 1430s. It was a developed form of the olive and wine presses. By 1448 Gutenberg perfected this system. The Gutenberg Press had a long handle attached to the screw. This handle was used to turn the screw and press down the platen over the printing block that was placed on the top of a sheet of damp paper. The lead moulds were used for casting the metal types for the letters of alphabet. The first book he printed was Bible. He produced 180 copies of Bible in 3 years, which was much faster by standards of the time, at the time. Among his many contributions to printing are the invention of a process for mass-producing movable type; the use of oil-based for printing books; adjustable moulds; mechanical movable type; and the use of a wooden similar to the agricultural of the period.

(b) Erasmus's idea of printed book: Erasmus was the Latin scholar and a Catholic reformer. He criticized the printing of books. He believed that if there was no control over what was printed and read, it would result in spread of religious and radical ideas. He was afraid of the circulation of the books with rebellious ideas. Also, the significance to valuable literature would be lost. He felt that it may be that one here and there contributes something worth knowing, but the very multitude of them is hurtful to scholarship.

(c) The Vernacular Press Act: Earliest newspaper in India was started by the British for themselves. During the course of the 19th century, a powerful Indian press grew, both in English and Indian languages. Therefore, the British wanted to take measure to control them. Modelled on the Irish Press Laws, it was passed in 1878. This law gave the government rights to censor reports and editorials in the vernacular press. If a 'seditious' report was published and the newspaper did not heed to an initial warning, then the press was seized and the printing machinery confiscated. No Indian was allowed to carry arms without license. This was a complete violation of the freedom of expression.

Question 3. What did the spread of print culture in nineteenth century India mean to:

- (a) Women
- (b) The poor
- (c) Reformers

**Ans.** (a) The spread of print culture in 19th century India benefited Indian women through learning and education. Many journals printed articles written by women and explained why women should be educated. There was a strong movement in support of women education. Reading matter was made available which could be used for home-based schooling. as a result, education among women spread widely. Some literate women started to write books and their autobiographies. Rashasundari Devi, a young married girl wrote her autobiography "Amar Jiban"

which was published in 1876. From 1860's a few Bengali women like Kailashbashini Debi wrote books highlighting the experiences of women about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour and treated unjustly by the very people they served. Overall, the print culture in 19th century India helped in the spread of the feeling of self-reliance among Indian women. In the early twentieth century, journals, written for and sometimes edited by women became extremely popular. They discussed issues like women's education, widowhood, widow remarriage and the national movement.

(b) The poor people benefited from the spread of print culture because of the availability of books at a low price. The readership among them increased due to the publication of low priced books. Public libraries were also set up from the early 20th century, expanding the access to the books where all people could gain knowledge. These libraries were located mostly in cities and towns and at times in prosperous villages. Issues of caste discrimination began to be written about in many printed tracts and essays. Encouraged and inspired by the social reformers, the people like factory workers too set up their libraries and some even wrote books. Kashibaba, a Kanpur mill worker wrote and published 'Chote aur Bade Ka Sawal' to show the links between caste and class exploitation.

(c) Indian reforms of 19th century utilized print culture as the most potent means of spreading their reformist ideas and highlight the unethical issues. They began publishing various vernacular and English and Hindi newspapers and books through which they could spread their opinions against widow immolation, child marriage, monotheism, Brahmanical priesthood and idolatry to the common people of the country. In this way, the spread of print culture in the 19th century provided them a space for attacking religious orthodoxy and to spread modern social and political ideas to the people of different languages across the country.

## Discuss

Question 1. Why did some people in 18th century Europe think that print culture would bring enlightenment and end despotism?

**Ans.** Before the invention of the printing press, access to print was limited. It was restricted to upper classes. Common people largely learnt from oral culture. Books were expensive and produced in insufficient numbers. However, with the advent of print culture, a new reading public emerged.

- It contributed to the spread of knowledge.
- The cost of books was reduced. The time and labour required to produce each book also reduced and multiple copies could be produced with greater ease. As a result, the market was flooded by books for all kind of readers. Now books could reach out wider sections of people.
- Print created the possibility of a wide circulation of ideas and introduced a new world of debate and discussion.
- Social reformers like Louise, Sebastian Mercier, and Martin Luther felt that the print culture is the most powerful engine of progress and public opinion and hence, it would definitely bring enlightenment and an end to despotism. Several scholars, in fact, think that print brought about a new intellectual atmosphere and helped spread the new ideas that led to the Reformation.

Question 2. Why did some people fear the effect of easily available printed books? Choose one example from Europe and one from India.

**Ans.** Some people, especially from the upper class, and powerful class feared the effect of easily available printed books. Their cause of fear was that due to the spread of literacy among the common people they may lose their position or authorities. Some people feared that this may lead to the spread of rebellions and irreligious thoughts. For example –

In Europe, the Roman Church, troubled by the effects of popular readings and questions of faith,

imposed severe controls over the publishers and booksellers and tried to curb the printed books through the Index of Prohibited Books.

In India, the Vernacular Press Act imposed restrictions on the Indian press and various local newspapers. Also, some religious leaders and some people from upper castes expressed their fear.

Question 3. What were the effects of the spread of print culture for poor people in nineteenth century India?

**Ans.** The effects of the spread of print culture for poor people in nineteenth century India were:

- The poor people benefited from the spread of print culture in India on account of the availability of low-price books and public libraries.
- Poor wood engravers who made wood blocks set up shops near the letterpresses and were employed by print shops.
- Enlightening essays were written against caste discrimination and its inherent injustices. These were read by people across the country.
- On the encouragement and support of social reformers, over-worked factory workers set up libraries for self-education, and some of them even published their own works, for example, Kashibaba and his "Chhote Aur Bade Ka Sawal".

Question 4. Explain how print culture assisted the growth of nationalism in India.

**Ans.** The print culture immensely helped the growth in the growth of nationalism in India in the following ways –

- In the 19th century, huge quantity of national literature was created. Revolutionised minds of people inspired them to throw away the British yoke.
- India Mirror, Bombay Samachar, The Hindu, Kesari-Indian newspapers exerted deep imprint on the minds of people.
- Nationalist press reported on colonial misrule and encouraged nationalist activities. For example, when Punjab revolutionaries were deported in 1907, Balgangadhar Tilak wrote with great sympathy about them. This in turn led to a renewed cycle of persecution and protests.
- Gandhiji spread his ideas of Swadeshi in a powerful way through newspaper. Many Vernacular newspapers came up in India to spread nationalism.
- Various novels on national history Many novels written by Indian novelists like 'Anandamath' written by Bankim Chandra Chattopadhyay, created a sense of pan-Indian belonging. Munshi Premchand's novel, 'Godan' highlighted how Indian peasants were exploited by the colonial bureaucrats.
- Various images of Bharatmata Painters like Raja Ravi Verma and Rabindranath Tagore drew images of Bharatmata which produced a sense of nationalism among Indians. The devotion to mother figure came to be seen as an evidence of one's nationalism.