

# Class - X

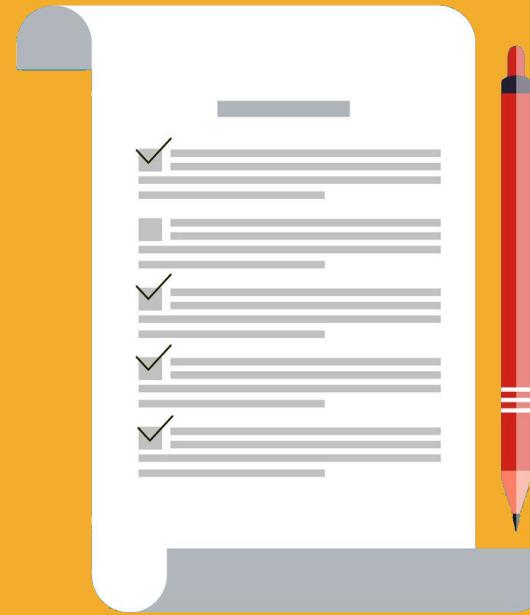
# Notes

# Complete

# History

Crafted with love ❤️

By Digraj Singh Rajput

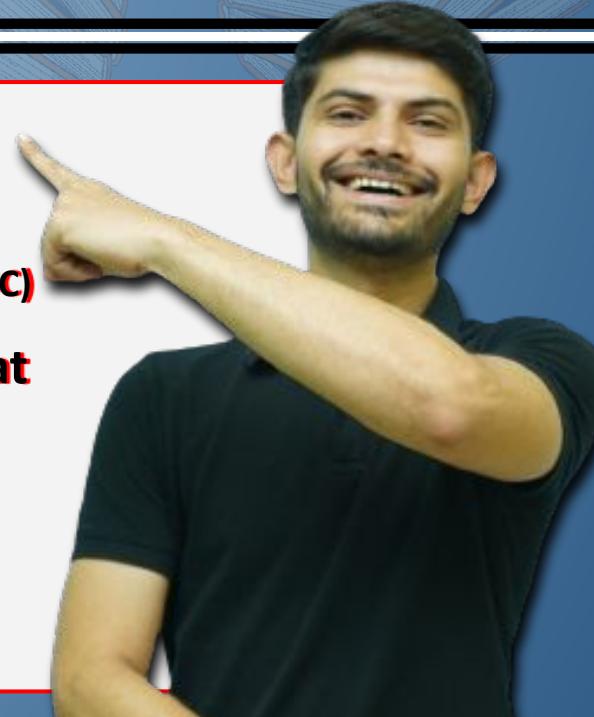


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# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



The Dream of Worldwide Democratic and Social Republics - The Pact  
Between Nations, a print prepared by Frédéric Sorrieu, 1848



## The dream of worldwide democratic and social republics



- The first print of the series, shows the peoples of Europe and America - men and women of all ages and social classes - marching in a long train, and offering homage to the *statue of Liberty* as they pass by it.
- She bears a torch in one hand and charter of the rights of man in the other.
- On the earth in the foreground of the image lie the shattered remains of the *symbols of absolutist institutions*.



## Sorrieu's Utopian Vision



- The peoples of the world are grouped as distinct nations, identified through their flags and national costume.
- Leading the procession, way past the statue of Liberty, are the United States and Switzerland, which by this time were already nation-states.
- France, identifiable by the revolutionary tricolour, has just reached the statue.
- She is followed by the peoples of Germany, bearing the black, red and gold flag.
- Following the German peoples are the peoples of Austria, the Kingdom of the Two Sicilies, Lombardy, Poland, England, Ireland, Hungary and Russia.
- From the heavens above, Christ, saints and angels gaze upon the scene.



Symbolise fraternity among the nations of the world. 😠

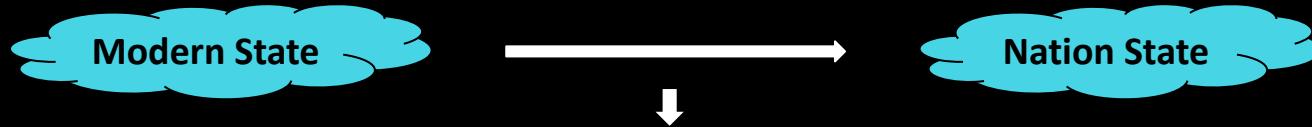


Connect with the theme of the chapter

## The Rise of Nationalism

→ Brought about sweeping changes in the political and mental world of Europe.

Emergence of **nation state** in place of the multinational dynastic empire of Europe.



The majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent.



Was it so easy? 😠



Nation State



Created a sense of collective identity.



- This commonness did not exist from time immemorial.
- It was forged through struggles, through the actions of leaders and the common people.



Theme of the chapter 🤓

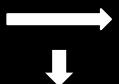


The diverse processes through which nation-states and nationalism came into being in nineteenth-century Europe.



## The French Revolution and the Idea of Nation

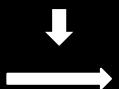
→ The first clear expression of nationalism



French Revolution in 1789



The French revolution led to the transfer of sovereignty.



Monarchy



Body of French citizens





French Revolution in 1789



Shift of power



**But how the sense of collective identity amongst the French people was created?** 😠



- The ideas of ***la patrie*** (the fatherland) and ***le citoyen*** (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.
- A ***new French flag***, the tricolour, was chosen to replace the former royal standard.
- The Estates General was elected by the body of active citizens and renamed the ***National Assembly***.
- New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.
- A centralised administrative system was put in place and it formulated ***uniform laws for all citizens*** within its territory.
- Internal customs duties and dues were abolished and a ***uniform system of weights and measures*** was adopted.
- ***Regional dialects were discouraged*** and French, as it was spoken and written in Paris, became the common language of the nation.



## Objective of French Revolution



The revolutionaries further declared that it was the mission and the destiny of the French nation to liberate the peoples of Europe from despotism.

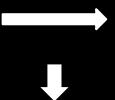


Help other peoples of Europe to become nations.

# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



French Revolution



Europe



Napoleon

- Jacobic clubs
- French armies which moved into Holland, Belgium, Switzerland and much of Italy in the 1790s.
- Outbreak of the revolutionary wars, the French armies began to carry the idea of nationalism abroad.



Napoleon and his role 😠



Napoleon → France → Europe



- Napoleon set about introducing many of the reforms that he had already introduced in France.
- Through a return to monarchy Napoleon had, no doubt, destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.



Civil code of 1804



Napoleon



## Civil code of 1804



Usually known as *napoleonic code*. 😐



- Did away with all privileges based on birth, established equality before the law and secured the right to property.
- Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
- In the towns too, guild restrictions were removed.
- Transport and communication systems were improved.
- Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.



Outcome





The reactions of the local populations to French rule were mixed.



- Initially, in many places such as Holland and Switzerland, as well as in certain cities like Brussels, Mainz, Milan and Warsaw, the French armies were welcomed as harbingers of liberty.
- But the initial enthusiasm soon turned to hostility, as it became clear that the new administrative arrangements did not go hand in hand with political freedom.



Increased taxation, censorship, forced conscription into the French armies required to conquer the rest of Europe, all seemed to outweigh the advantages of the administrative changes.



## The Making of Nationalism in Europe

Making of nationalism



No nationalism



No nation states

Explain

What we know today as Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.



## The example of Habsburg Empire



- Ruled over Austria-Hungary, for example, was a patchwork of many different regions and peoples.
- It included the Alpine regions - the Tyrol, Austria and the Sudetenland - as well as Bohemia, where the aristocracy was predominantly German-speaking.
- It also included the Italian-speaking provinces of Lombardy and Venetia.
- In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects.
- In Galicia, the aristocracy spoke Polish.
- Besides these three dominant groups, there also lived within the boundaries of the empire, a mass of subject peasant peoples.



## The Aristocracy and The New Middle Class

Aristocracy

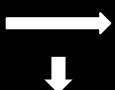


New middle class





Rich landed aristocracy



Socially and politically a dominant class on the continent. 😠

Aristocratic class



- United by a common way of life that cut across regional divisions.
- They owned estates in the countryside and also townhouses.
- They spoke French for purposes of diplomacy and in high society.
- Their families were often connected by ties of marriage.
- This powerful aristocracy was, however, numerically a small group.



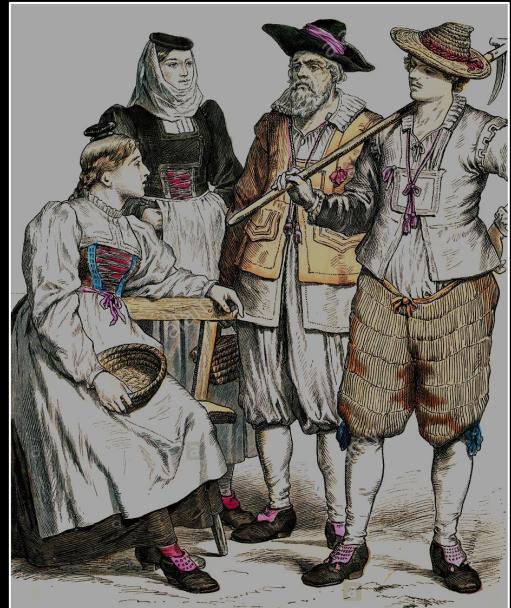
*Then who were in majority?* 😠

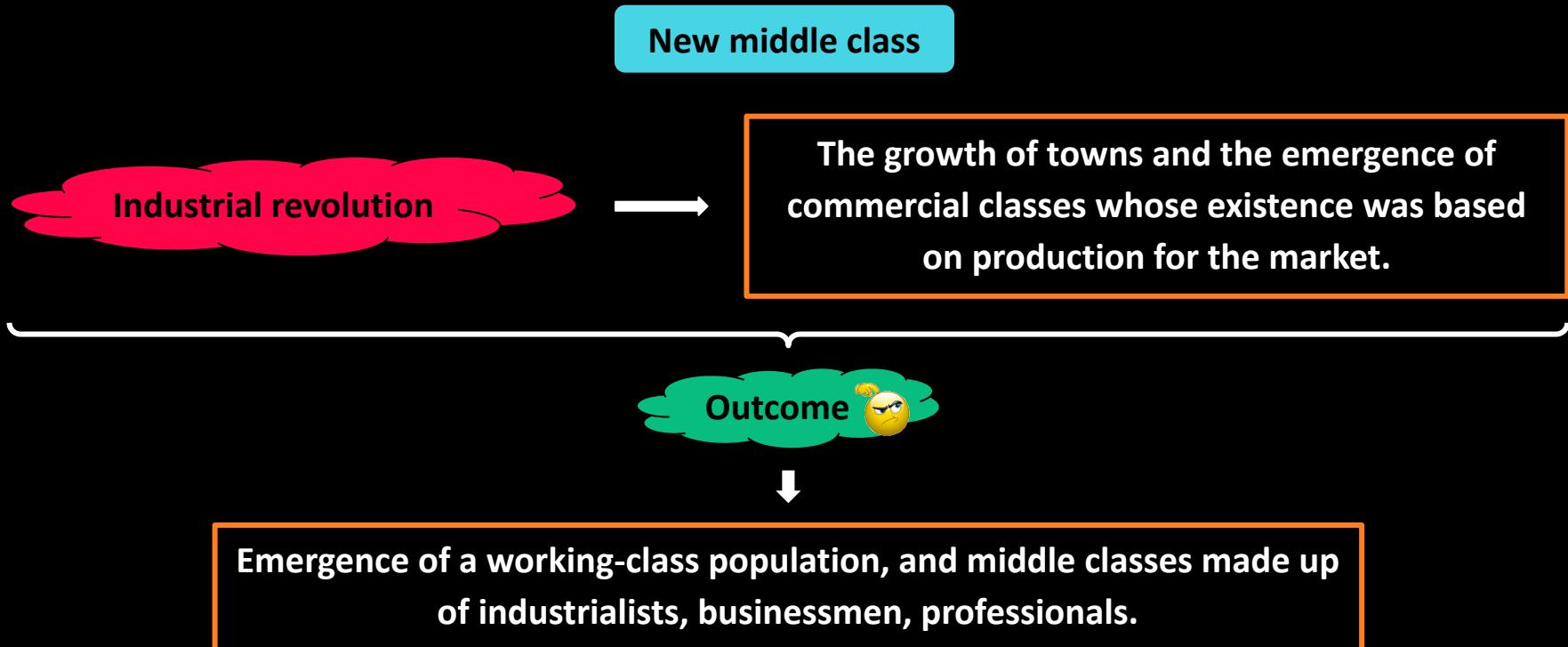


***The majority of the population was made up of the peasantry.***



- To the west, the bulk of the land was farmed by tenants and small owners.
- While in Eastern and Central Europe the pattern of landholding was characterised by vast estates which were cultivated by serfs.





**It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.**



## What did Liberal Nationalism Stand for?

Liberal

+

Nationalism



Ideas of national unity in early-nineteenth-century Europe were closely allied to the ideology of liberalism. 😡

Liber

→ It means 'free' in latin. →

For the new middle classes liberalism stood for freedom for the individual and equality of all before the law.

Liberalism

Political



Economic





## Liberalism in Political Sphere



- It emphasised the concept of government by consent.
- Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges.
- A constitution and representative government through parliament.
- Nineteenth-century liberals also stressed the inviolability of private property.

*Yet, equality before the law did not necessarily stand for universal suffrage.*



Connect with French Revolution 😠



## Liberalism in Economic Sphere



The emerging middle classes demanded for the freedom of markets and the abolition of state imposed restrictions on the movement of goods and capital.



Why?



- Challenges in the economic set up at that time. 🤔
- Differences in unit of weight and measurement of goods. (*E.g.* - *Elle*)



Such conditions were viewed as obstacles to economic exchange and growth by the new commercial classes.



*∴ Creation of a unified economic territory was demanded.*



- In 1834, a customs union or **zollverein** was formed at the initiative of Prussia and joined by most of the German states.
- The union abolished tariff barriers and reduced the number of currencies from over thirty to two.
- The creation of a network of railways further stimulated mobility, harnessing economic interests to national unification.



A wave of economic nationalism strengthened the wider nationalist sentiments growing at the time.



## A New Conservatism after 1815

Connect the story

Defeat of Napoleon, 1815



Spirit of conservatism ↑



What is conservatism? 😠

Conservatives

+

Ism



Conservatives believed that established, traditional institutions of state and society - like the monarchy, the Church, social hierarchies, property and the family - should be preserved.



Were conservatives against the change?



- Most conservatives, did not propose a return to the society of pre-revolutionary days.
- Modernisation could in fact strengthen traditional institutions like the monarchy.



How? A thinking emoji with a yellow face, a hand on its chin, and a red thought bubble above it.



A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.



Defeat of Napoleon, 1815

→ Spirit of conservatism →

Aftermath 😊



Duke Metternich

## Treaty of Vienna



- Representatives of the European powers - Britain, Russia, Prussia and Austria - who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.
- The Congress was hosted by the **Austrian Chancellor Duke Metternich**.
- The main intention was to restore the monarchies that had been overthrown by Napoleon, and create a new conservative order in Europe.



## Changes introduced under treaty of vienna



- The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power.
- France lost the territories it had annexed under Napoleon.
- A series of states were set up on the boundaries of France to prevent French expansion in future.



- Thus the kingdom of the Netherlands, which included Belgium, was set up in the north and Genoa was added to Piedmont in the south.
- Prussia was given important new territories on its western frontiers, while Austria was given control of northern Italy.
- Russia was given part of Poland while Prussia was given a portion of Saxony.



## The new conservative regime **V/S** The society



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



The memory of the French Revolution nonetheless continued to inspire liberals.



## The Revolutionaries

Conservative regime after 1815



Drove many liberal nationalists underground. 😠



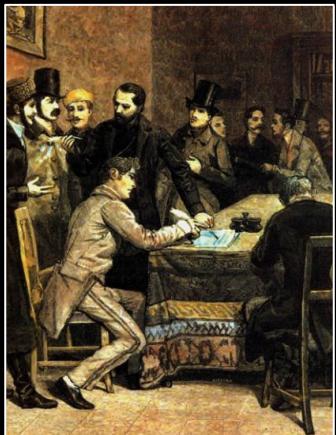
Secret societies sprang up in many European states to train revolutionaries and spread their ideas.



Revolutionary



- A commitment to oppose monarchical forms that had been established after the Vienna Congress, and to fight for liberty and freedom.
- Most of these revolutionaries also saw the creation of nation-states as a necessary part of this struggle for freedom.



Giuseppe Mazzini and the founding of Young Europe in Berne 1833.



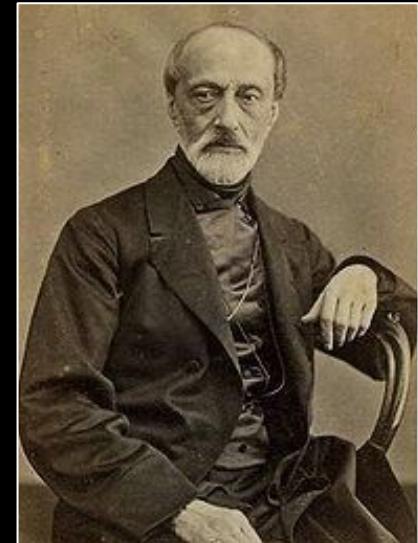
## Giuseppe Mazzini



- Italian revolutionary, born in Genoa in 1807.
- He became a member of the secret society of the Carbonari.
- As a young man of 24, he was sent into exile in 1831 for attempting a revolution in Liguria.
- He subsequently founded two more underground societies.



- ➔ Young Italy in Marseilles.
- ➔ Young Europe in Berne.





## The idea of Giuseppe Mazzini



***"He believed that God had intended nations to be the natural units of mankind."***



- Italy could not continue to be a patchwork of small states and kingdoms.
- It had to be forged into a single unified republic within a wider alliance of nations.
- This unification alone could be the basis of Italian liberty.

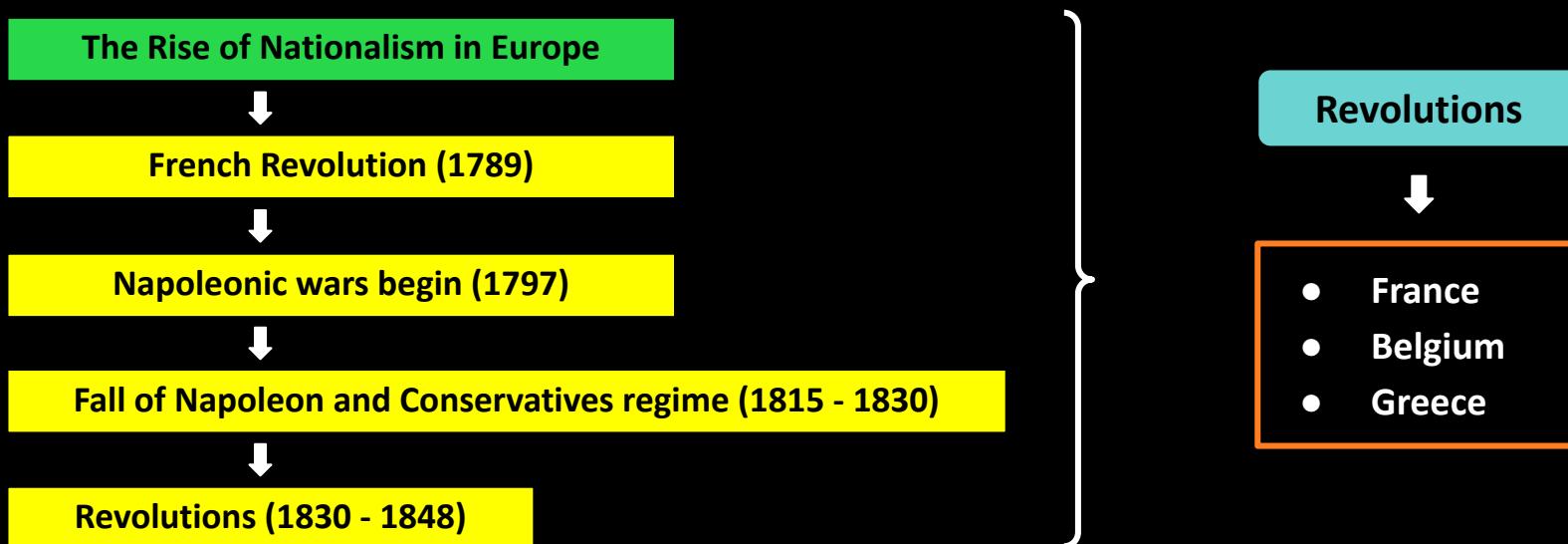
Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives.

- Metternich described him as '**the most dangerous enemy of our social order**'.



## The Age of Revolutions: 1830 - 1848

Connect the story



Led by the liberal-nationalists belonging to the educated middle-class elite.

Among whom were professors, schoolteachers, clerks and members of the commercial middle classes.



## July revolution in france



'When France sneezes, the rest of Europe catches cold.'

- *Duke Metternich*

- The Bourbon kings who had been restored to power during the conservative reaction after 1815, were now overthrown by liberal revolutionaries.
- Installed a constitutional monarchy with Louis Philippe at its head.



Louis Philippe

# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation

'When France sneezes, the rest of Europe catches cold.'



July Revolutions



Sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.





## Greek War of Independence



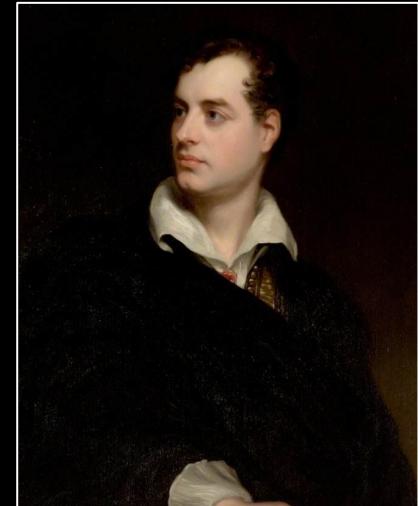
- An event that mobilised nationalist feelings among the educated elite across Europe.
  - Greece had been part of the Ottoman Empire since the fifteenth century.
  - The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821.
  - Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.
  - Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against a Muslim empire.
- The **Treaty of Constantinople of 1832** recognised Greece as an independent nation.



### Lord Byron



- English poet who fought for the Greek war of independence.
- He organised funds and later went to fight in the war, where he died of fever in 1824.





## The Romantic Imagination and National Feelings

Theme



- Nationalism did not come about only through wars and territorial expansion.
- Culture played an important role in creating the idea of the nation: art and poetry, stories and music helped express and shape nationalist feelings.



## Romanticism



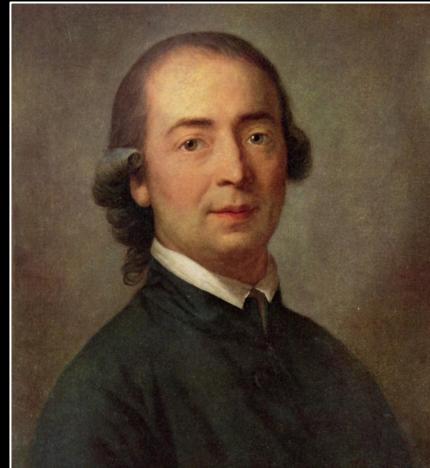
- An ideology where culture, art and ideas are focused upon to create a form of nationalist sentiments.
- Romantic artists and poets generally criticised the glorification of reason and science and focused instead on emotions, intuition and mystical feelings.
- Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.



## Ideas of Johann Gottfried Herder



- Claimed that true German culture was to be discovered among the common people - **das volk**.
- It was through folk songs, folk poetry and folk dances that the true spirit of the nation (**volksgeist**) was popularised.
- So collecting and recording these forms of folk culture was essential to the project of nation-building.



Johann Gottfried Herder



Role of Vernacular language and local folklore



Helpful in recovering an ancient national spirit.



Important to carry the modern nationalist message to large audiences who were mostly illiterate.



Example of Poland



- Poland, had been partitioned at the end of the eighteenth century by the Great Powers - *Russia, Prussia and Austria*.
- Even though Poland no longer existed as an independent territory, national feelings were kept alive through music and language.

# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



## Karol Kurpinski



Celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.





**Language too 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 instruction.
- The use of Polish came to be seen as a symbol of the struggle against Russian dominance.



## Hunger, Hardship and Popular Revolt

1830's



The years of great economic hardship in Europe.



Reasons



Increase in population ↑



Unemployment ↑



Migration



Overcrowded slums



The rise of food prices or a year of bad harvest led to widespread pauperism in town and country. 😠



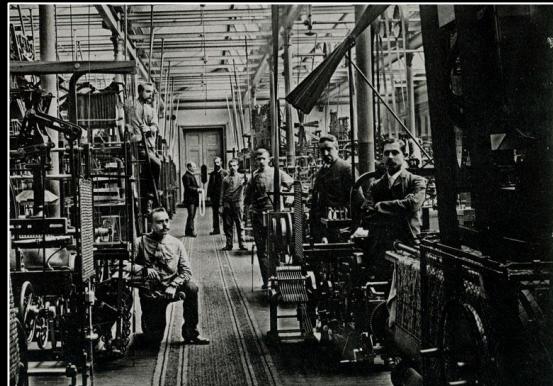
→ ***Industrialisation in England further created hardships.*** 😠



How? 😠



- Imports of cheap machine-made goods from England.
- Small producers in town faced shift competition.
- Textile production (mainly at small scale) suffered a lot.



In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.

Outcomes 😠



Hunger

+

Hardship

=

Popular Revolt

Revolts of poor in France, 1848

\*Louis Philippe



- Food shortages and widespread unemployment brought the population of Paris out on the roads.
- Barricades were erected and Louis Philippe was forced to flee.



Results A yellow rounded rectangle containing the word "Results" next to a smiling emoji with a sweat drop on its forehead.

- A National Assembly proclaimed a Republic.
- Granted suffrage to all adult males above 21.
- Guaranteed the right to work.



## The story of revolt is Silesia



The journalist **Wilhelm Wolff** described the events in a Silesian village as follows:



In these villages (with 18,000 inhabitants) cotton weaving is the most widespread occupation ... The misery of the workers is extreme. The desperate need for jobs has been taken advantage of by the contractors to reduce the prices of the goods they order ...

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. They were treated with scorn and threats alternately. Following this, a group of them forced their way into the house, smashed its elegant windowpanes, furniture, porcelain ... another group broke into the storehouse and plundered it of supplies of cloth which they tore to shreds ... The contractor fled with his family to a neighbouring village which, however, refused to shelter such a person. He returned 24 hours later having requisitioned the army. In the exchange that followed, eleven weavers were shot.



## 1848: The Revolution of the Liberals

### The revolutions in 1848

Revolt of the poor, 1848

Revolt of educated middle classes

- Events of February 1848 in France had brought about the abdication of the monarch and a republic based on universal male suffrage had been proclaimed.
- In other parts of Europe where independent nation-states did not yet exist - such as Germany, Italy, Poland, the Austro-Hungarian Empire.
- Men and women of the liberal middle classes combined their demands for constitutionalism with national unification.

They took advantage of the growing popular unrest to push their demands for the creation of a nation state on parliamentary principles - a constitution, freedom of the press and freedom of association.



## *The revolution of liberals in Germany region*

In German region



- Members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt. 😠



To vote for an *All - German National Assembly*



- On 18 May 1848, 831 elected representatives marched in a festive procession to take their places in the *Frankfurt parliament convened in the Church of St Paul*.
- They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament.

Outcomes





All German National Assembly



Wanted monarchy subject to the constitution.

Outcomes 



- When the deputies offered the crown on these terms to **Friedrich Wilhelm IV**, King of Prussia.
- He rejected it and joined other monarchs to oppose the elected assembly.
- While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded.
- The parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support.
- In the end troops were called in and the assembly was forced to disband.



The issue of extending political rights to women.



Controversial

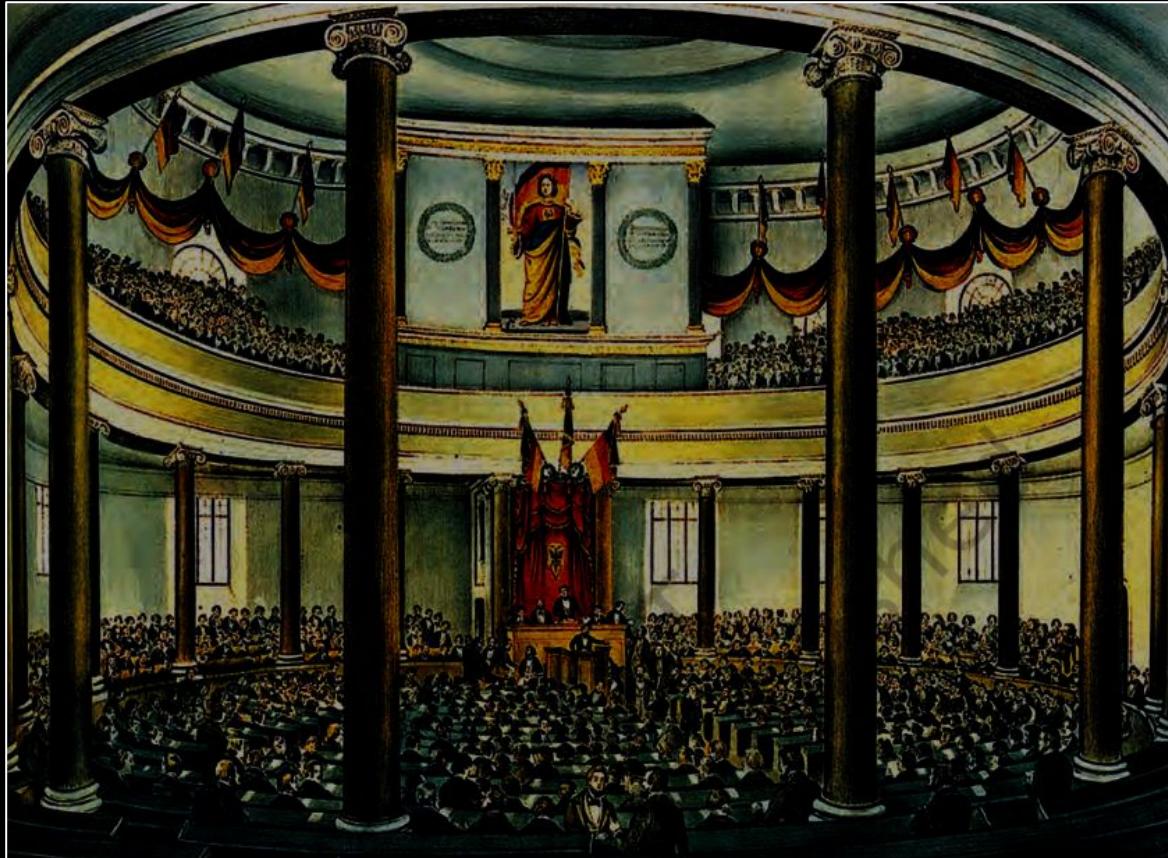


Explain



- Within the liberal movement, 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 rights during the election of the Assembly.
- When the Frankfurt parliament convened in the Church of St Paul, women were admitted only as observers to stand in the visitors' gallery.

# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



*The Frankfurt parliament in the  
Church of St Paul.*

Contemporary colour print. Notice the women in the upper left gallery.



Was the revolution of the liberals, 1848 a failed attempt? 😠



Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order.



Explain 😐



- Monarchs were beginning to realise that the cycles of revolution and repression could only be ended by granting concessions to the liberal-nationalist revolutionaries.
- Hence, in the years after 1848, the autocratic monarchies of Central and Eastern Europe began to introduce the changes that had already taken place in Western Europe before 1815.
- Thus serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia.
- The Habsburg rulers granted more autonomy to the Hungarians in 1867.



## The Making of Germany

Germany - Can the army be the architect of a Nation? 😊



Connect the story



- After 1848, nationalism in Europe moved away from its association with democracy and revolution.
- Nationalist sentiments were often mobilised by conservatives for promoting state power and achieving political domination over Europe.



The making of Germany and Italy as nation state.



The liberal middle class Germans in 1848



Tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament.

Outcomes



This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia.



*Then how Germany was unified?*



Army the architect of a nation



- After the failed attempt of liberals, Prussia took on the leadership of the movement for national unification.



How?



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

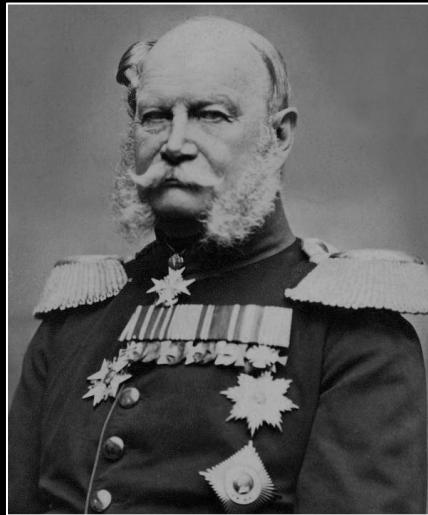


Otto Von Bismarck

# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



Friedrich Wilhelm IV



William I



Unification of Germany 😐

VS

Making of Germany 😐

Explain 😠

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

# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



**Unification of Germany (1866-71)**



## Italy Unified

Italy too had a long history of political fragmentation.



- During the middle of the nineteenth century, Italy was divided into seven states, of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.
- The north was under Austrian Habsburgs.
- The centre was ruled by the Pope.
- The southern regions were under the domination of the Bourbon kings of Spain.
- Even the Italian language had not acquired one common form and still had many regional and local variations.



Italian states before unification, 1858



Then how Italy was unified? 😠



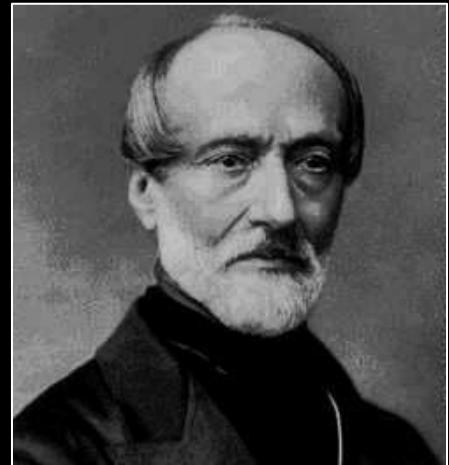
- During the 1830s, *Giuseppe Mazzini* had sought to put together a coherent programme for a unified Italian Republic.
- He had also formed a secret society called Young Italy for the dissemination of his goals.



Failed



The failure of revolutionary uprisings both in 1831 and 1848 meant that the mantle now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.





How and Why would the King Victor Emmanuel II unify the Italian states? 😤



How?



→ Unification of Italy with the help of *Cavour and Garibaldi*.



Why?



In the eyes of the ruling elites of this region, a unified Italy

→ offered them the possibility of economic development and political dominance.





## → Contribution of chief minister cavour 😠



- Chief Minister Cavour who led the movement to unify the regions of Italy 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.
- Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.



***Italy after unification.***

The map shows the year in which different regions become part of a unified Italy.



## → Contribution of Giuseppe Garibaldi



- A large number of armed volunteers under the leadership of Giuseppe Garibaldi fought for the unification of southern part of Italy.
- In 1860, they marched into South Italy and the Kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.

*In 1861 Victor Emmanuel II was proclaimed king of united Italy.*





Unification of Germany 😐

VS

Making of Germany 😐

Explain 😠

- Much of the Italian population, among whom rates of illiteracy were very high, remained blissfully unaware of liberal nationalist ideology.
- The peasant masses who had supported Garibaldi in southern Italy had never heard of Italia, and believed that 'La Talia' was Victor Emmanuel's wife!



\*Victor Emmanuel





## The Strange Case of Britain

Strange??

- In Britain the formation of the nation-state was not the result of a sudden upheaval or revolution.
- It was the result of a long-drawn-out process.



The primary identities of the people who inhabited the British Isles were ethnic ones.



- English
- Welsh
- Scot
- Irish

- The English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands.

# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



English Parliament

→ Seized power from monarchy in 1688 at the end of a protracted conflict. 😠

+

Act of union 1707

- Between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain'.
- England was able to impose its influence on Scotland.
- The British parliament was henceforth dominated by its English members.

+

Incorporation of Ireland

Impact





## Impact of Act of Union 1707

- The growth of a British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed.
- The Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence.

### Catholics V/S Protestants 😡

- The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress.
- Large numbers were forcibly driven out of their homeland.



## Incorporation of Ireland



- It was a country deeply divided between Catholics and Protestants.
- The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country.
- Catholic revolts against British dominance were suppressed.
- Revolt led by Wolfe Tone and his United Irishmen (1798).
- Ireland was forcibly incorporated into the United Kingdom in 1801.





Forging a new British nation 😠



A new 'British nation' was forged through the propagation of a dominant English culture.



The symbols of the new Britain - the British flag (Union Jack), the national anthem (God Save Our Noble King), the English language - were actively promoted and the older nations survived only as subordinate partners in this union.



## Visualising the Nation

How does one go about giving a face to a nation? 🤔



Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation.



How? 🤔



- Nations were then portrayed as female figures.
- It sought to give the abstract idea of the nation a concrete form.
- The female figure became an allegory of the nation.



## French Revolution



- Artists used the female allegory to portray ideas such as Liberty, Justice and the Republic.
- These ideals were represented through specific objects or symbols.



+



= Liberty



= Justice



Postage stamps of  
1850 with the figure of  
Marianne  
representing the  
Republic of France.



Allegory of France



Marianne



- Underlined the idea of a people's nation.
- Her characteristics were drawn from those of Liberty and the Republic - the red cap, the tricolour, the cockade.
- Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it.
- Marianne images were marked on coins and stamps.



# Class 10th - History - The Rise of Nationalism in Europe - Full Chapter Explanation



Allegory of Germany



Germania



In visual representations, Germania wears a crown of oak leaves, as the German oak stands for heroism.





## Nationalism and Imperialism

Nationalism

VS

Imperialism

By the last quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment.



Why?



- Nationalist groups became increasingly intolerant of each other and ever ready to go to war.
- The major European powers, in turn, manipulated the nationalist aspirations of the subject peoples in Europe to further their own imperialist aims.



## Balkans



- A region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.
- Inhabitants were broadly known as *the Slavs*.



The Balkan area became most serious source of nationalis tension in Europe after 1871.



Explain





Ottoman Empire



Disintegration of the Ottoman Empire

+

Spread of Romantic nationalism

The Balkan region became explosive. 😠



- One by one, European subject nationalities broke away from its control and declared independence.
- The Balkan peoples based their claims for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers.
- Hence the rebellious nationalities in the Balkans thought of their struggles as attempts to win back their long-lost independence.



## Slavic Nationalities



Struggle to define their identity and independence.



- Balkan area became an area of intense conflict.
- The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of the others.



Balkan region became the ground for *big power rivalry*.

- Each power - Russia, Germany, England, Austro-Hungary - was keen on countering the hold of other powers over the Balkans, and extending its own control over the area.

This led to a series of wars in the region and finally the First World War.



Nationalism, aligned with imperialism, led Europe to disaster in 1914.



*Is nationalism of no use?* A yellow thinking emoji with a hand on its chin.



Many countries in the world which had been colonised by the European powers in the nineteenth century began to oppose imperial domination.



Anti-imperial movements = Nationalism



- In the sense that they all struggled to form independent nation-states, and were inspired by a sense of collective national unity, forged in confrontation with imperialism.
- The idea that societies should be organised into 'nation-states' came to be accepted as natural and universal.



# Chapter Completed





## Introduction -

Nationalism



Connect with the previous chapter



- Formation of nation-states.
- Change in people's understanding of who they were, and what defined their identity and sense of belonging.
- New symbols and icons, new songs and ideas forged new links and redefined the boundaries of communities.



*How did this consciousness emerge in India?*





## Introduction -

Nationalism in India



Nationalism is intimately connected to the anti-colonial movement.

Explain



- Discovering their unity in the process of their struggle with colonialism.
- But each class and group felt the effects of colonialism differently, their experiences were varied, and their notions of freedom were not always the same.

Question



*Then how did the Indian national movement became unified?*



The Congress under *Mahatma Gandhi* tried to forge these groups together within one movement.



## The First World War, Khilafat and Non-Cooperation -

1919 and Nationalism

First World War

→ 1914 - 18

Was India affected by the first world war?



Created a new economic  
and political situation.



Explain

Forged the feeling of  
nationalism.





## The First World War, Khilafat and Non-Cooperation -

### Impact of the First World War on Indian National Movement

1. **World War** → Increase in the defence expenditure. ↑  
↓  
By war loans and increasing taxes: customs duties were raised and income tax introduced.
2. Price of essential commodities increased ↑ → Extreme hardship for common people.
3. Villages were called upon to supply soldiers, and the **forced recruitment** in rural areas caused widespread anger.



## The First World War, Khilafat and Non-Cooperation -

4. **Crop failures** → Acute shortage of food.  
+  
Outbreak of influenza epidemic  
↓  
According to the census of 1921, 12 to 13 million people perished as a result of famines and the epidemic.

Hopes

**v/s**

Reality



At this stage a new leader appeared and suggested a new mode of struggle.



## The Idea of Satyagraha -

→ Mahatma Gandhi returned to India in January 1915.



Satyagraha



Fought the racist regime in South Africa with a novel method of mass agitation.



What is the idea of satyagraha? A small icon of Guru Nanak Devji's face, rendered in yellow and black stripes, positioned next to the question.



Satya + Agraha



[Truth + To hold firm]



- The idea of satyagraha emphasised the power of truth and the need to search for truth.



## The Idea of Satyagraha -

### Philosophy of Satyagraha



- If the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor.
- Without seeking vengeance or being aggressive, a satyagrahi could win the battle through nonviolence.

How?



- By appealing to the conscience of the oppressor.
- People – including the oppressors – had to be persuaded to see the truth, instead of being forced to accept truth through the use of violence.



## The Idea of Satyagraha -

### Experiments of Satyagraha in India



#### Champaran, Bihar

- In 1917 he travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system.





## The Idea of Satyagraha -

### **Kheda, Gujarat**

- Then in 1917, he organised a satyagraha to support the peasants of the Kheda district of Gujarat.
- Affected by crop failure and a plague epidemic, the peasants of Kheda could not pay the revenue, and were demanding that revenue collection be relaxed.



### **Ahmedabad, Gujarat**

- In 1918, Mahatma Gandhi went to Ahmedabad to organise a satyagraha movement amongst cotton mill workers.





## The Rowlatt Act -

कहानी बड़ी है?



Rowlatt Act



Rowlatt Satyagraha



Jallianwala Bagh Incident



Khilafat Movement



NCM

What was Rowlatt Act?



A black law passed through the imperial legislative council. It gave the government enormous power to repress political activities and allowed detention of political prisoners without trial of two years.

What was Rowlatt Satyagraha?



Mahatma Gandhi wanted a non violent civil disobedience against such unjust laws and decided to make a hartal against this on 6 April, 1919. (Peacefully)



## The Rowlatt Act -

The Rowlatt Satyagraha



The British administration decided to clamp down on nationalists.

How?



- Local leaders were picked up from Amritsar.
- Mahatma Gandhi was barred from entering Delhi.
- On 10 April, the police in Amritsar fired upon a peaceful procession, provoking widespread attacks on banks, post offices and railway stations.



Violence



*Martial law* was imposed and *General Dyer* took command.



## The Rowlatt Act -

### Jallianwala Bagh Incident



- On 13 April the infamous Jallianwala Bagh incident took place.
- On that day a large crowd gathered in the enclosed ground of Jallianwala Bagh.



- To protest against the government's new repressive measure.
- To attend the annual Baisakhi fair.

→ Many villagers were unaware of the martial law that had been imposed.





## The Rowlatt Act -

### Jallianwala Bagh Incident and aftermath



- Crowds took to the streets in many north Indian towns.
- There were strikes, clashes with the police and attacks on government buildings.

### Government's response



- The government responded with brutal repression, seeking to humiliate and terrorise people.

→ **Seeing violence spread, Mahatma Gandhi called off the movement.** A yellow emoji with a furrowed brow and a wide-open mouth, conveying anger or distress.



## The Rowlatt Act -

→ Rowlatt Satyagraha was limited mostly to cities and towns.



Mahatma Gandhi now felt the need to launch a more broad-based movement in India.



Problem



No such movement could be organised without bringing the Hindus and Muslims closer together.



Khilafat Issue



## The Rowlatt Act -

### Khilafat Issue



The First World War had ended with the defeat of Ottoman Turkey. And there were rumours that a harsh peace treaty was going to be imposed on the Ottoman emperor - the spiritual head of the Islamic world (the Khalifa).



Explain

- A young generation of Muslim leaders like the brothers Muhammad Ali and Shaukat Ali, began discussing with Mahatma Gandhi about the possibility of a united mass action on the issue.
- Gandhiji saw this as an opportunity to bring Muslims under the umbrella of a unified national movement.

∴ Calcutta session of the Congress in September 1920, he convinced other leaders of the need to start a non-cooperation movement in support of Khilafat as well as for swaraj.



## Why Non-Cooperation -

Gandhi's idea in Hind Swaraj (1909)



- Declared that British rule was established in India with the cooperation of Indians, and had survived only because of this cooperation.
- If Indians refused to cooperate, British rule in India would collapse within a year, and swaraj would come.



∴ Non-cooperation was essential



Question



How could non-cooperation become a movement?



## Why Non-Cooperation -

Non-Cooperation



Non-Cooperation movement



***Movement should unfold in stages.***



- It should begin with the surrender of titles that the government awarded, and a boycott of civil services, army, police, courts and legislative councils, schools, and foreign goods.
- In case the government used repression, a full civil disobedience campaign would be launched.

Challenge



Many within the Congress were reluctant to boycott the council elections scheduled for November 1920.



After an intense tussle with the Congress, finally, at the Congress session at Nagpur in December 1920, a compromise was worked out and the Non-Cooperation programme was adopted.



## Differing Strands within the Movement -

Connect the dots 



Non-Cooperation - Khilafat Movement



- Began in January 1921.
- Various social groups participated in this movement.
- Each with its own specific aspiration.
- All of them responded to the call of Swaraj, but the term meant different things to different people. 

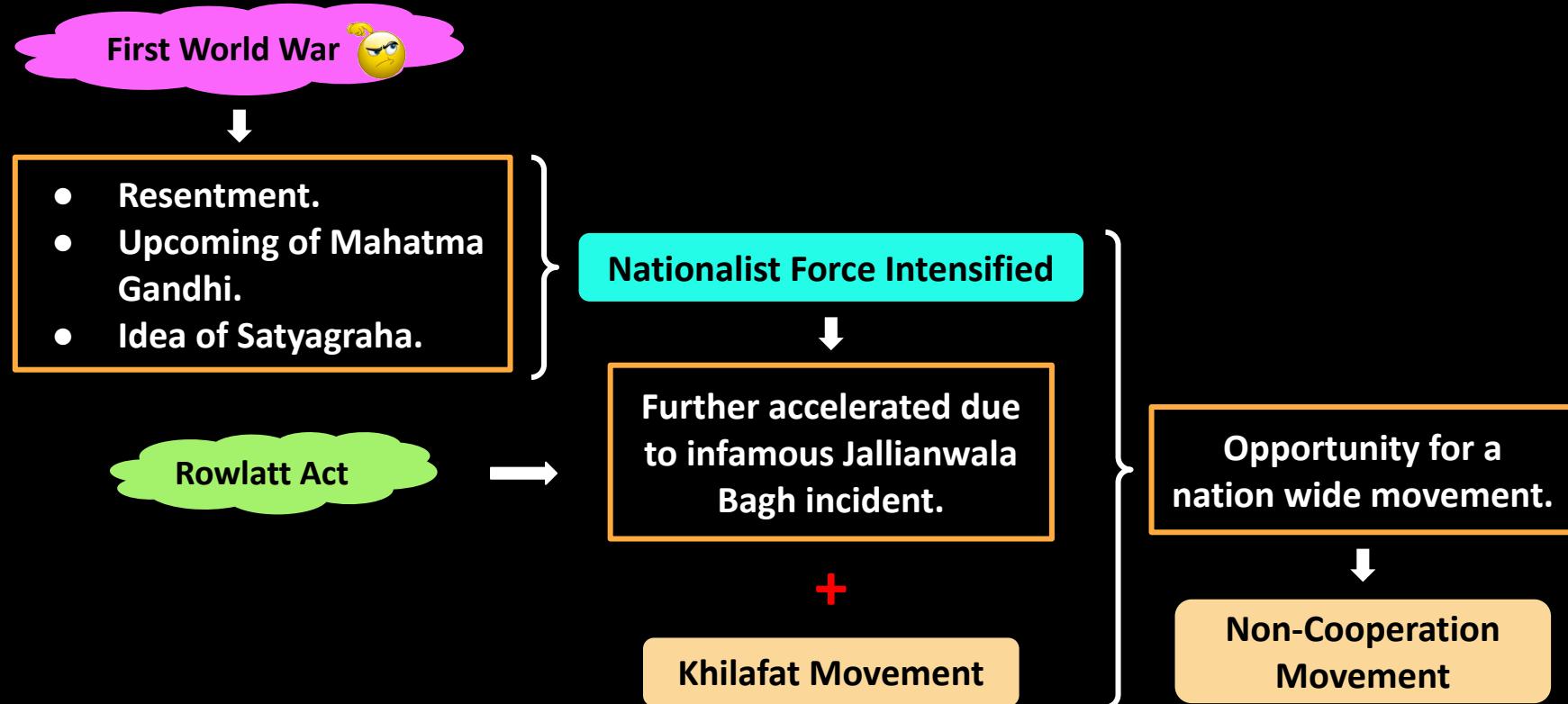
The movement in the towns

Rebellion in the countryside

Swaraj in the plantations



## Differing Strands within the Movement -





## The Movement in the Towns -

Cities

→ Middle class participation →

How?



- Thousands of students left government-controlled schools and colleges, headmasters and teachers resigned.
- Lawyers gave up their legal practices.
- The council elections were boycotted in most provinces except Madras.



Justice party refused to boycott the elections.



Why?





### The Movement in the Towns -

***The effects of non-cooperation on the economic front were more dramatic.***



- Foreign goods were boycotted.
- Liquor shops picketed.
- Foreign cloth burnt in huge bonfires.
- The import of foreign cloth halved between 1921 and 1922.
- Merchants and traders refused to trade in foreign goods or finance foreign trade.
- People began discarding imported clothes and wearing only Indian ones.
- Production of Indian textile mills and handlooms went up.



## The Movement in the Towns -



*The boycott of foreign cloth, July 1922.*

Foreign cloth was seen as the symbol of  
Western economic and cultural  
domination.



## The Movement in the Towns -

### Limitation of the NCM in towns



- Khadi cloth was often more expensive than mass produced mill cloth and poor people could not afford to buy it.
- Boycott of British institutions posed a problem.



- Alternative Indian institutions had to be set up so that they could be used in place of the British ones.
- These were slow to come up. So students and teachers began trickling back to government schools and lawyers joined back work in government courts.



## Rebellion in the Countryside -

Non-Cooperation



Cities to countryside

Participation by peasants

Participation by tribals

Connect with the broad topic

### 2 Differing Strands within the Movement

The Non-Cooperation-Khilafat Movement began in January 1921. Various social groups participated in this movement, each with its own specific aspiration. All of them responded to the call of Swaraj, but the term meant different things to different people.



## Rebellion in the Countryside -

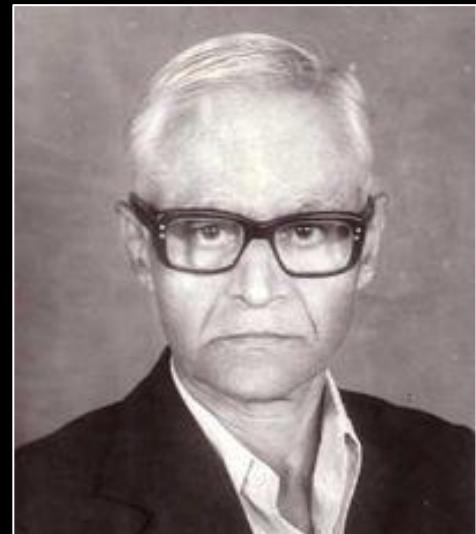
### Participation by peasants



In Awadh, peasants were led by **Baba Ramchandra**.



- A sanyasi who had earlier been to Fiji as an indentured labourer.
- The movement here was against talukdars and landlords who demanded from peasants exorbitantly high rents and a variety of other cesses.
- The peasant movement demanded *reduction of revenue, abolition of begar, and social boycott of oppressive landlords*.
- **Nai-dhobi bandhs** were organised.





## Rebellion in the Countryside -

NCM, congress and peasant participation



- In June 1920, Jawaharlal Nehru began touring around villages.
- By October, the **Oudh Kisan Sabha** was set up headed by **Jawaharlal Nehru, Baba Ramchandra** and a few others.
- Within a month, over 300 branches had been set up in the villages around the region.



The effort of the Congress was to integrate the Awadh peasant struggle into the wider struggle.

Why?

Limitation of peasant participation in NCM



## Rebellion in the Countryside -

Limitation of peasant participation in NCM



Violence



- The houses of talukdars and merchants were attacked, bazaars were looted, and grain hoards were taken over.
- In many places local leaders told peasants that Gandhiji had declared that no taxes were to be paid and land was to be redistributed among the poor.
- The name of the Mahatma was being invoked to sanction all action and aspirations. 😡



## Rebellion in the Countryside -

### Participation by tribals



- In the Gudem Hills of Andhra Pradesh, a militant guerrilla movement spread in the early 1920s.



Strict Forest Law



Enraged the hill people.



Livelihood of tribals people were affected and their traditional rights were being denied.

- When the government began forcing them to contribute begar for road building, the hill people revolted.



## Rebellion in the Countryside -

Alluri Sitaram Raju



→ Claimed that he had a variety of special powers - 🙄



- Make correct astrological predictions.
- Heal people.
- He could survive even bullet shots.



→ The rebels proclaimed that he was an incarnation of God.





## Rebellion in the Countryside -

Alluri Sitaram Raju



- Talked of the greatness of Mahatma Gandhi.
- Persuaded people to wear khadi and give up drinking.
- At the same time he asserted that India could be liberated only by the use of force, not non-violence.



Consequences



- The Gudem rebels attacked police stations, attempted to kill British officials and carried on guerrilla warfare for achieving swaraj.
- Raju was captured and executed in 1924, and over time became a folk hero.



## Swaraj in the Plantations -

Swaraj for plantation workers



- 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.

Why?



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.



## Swaraj in the Plantations -

### Non-Cooperation Movement



- Thousands of workers defied the authorities, left the plantations and headed home.
- They believed that Gandhi Raj was coming and everyone would be given land in their own villages.
- They, however, never reached their destination.

Conclusion



The notion of swaraj was interpreted in their own ways, still it was pan India movement.



- Imagining it to be a time when all suffering and all troubles would be over, they were also emotionally relating to an all-India agitation.
- They were identifying with a movement which went beyond the limits of their immediate locality. *E.g. Slogans of Swatantra Bharat.*



## Swaraj in the Plantations -

Calling off of Non-Cooperation Movement



Chauri Chaura incident 😡



- In February, 1922 at chauri chaura in Gorakhpur (UP).
- A peaceful demonstration in a bazaar turned into a violent clash with the police.
- Hearing of the incident, Mahatma Gandhi called a halt to the Non-Cooperation Movement.



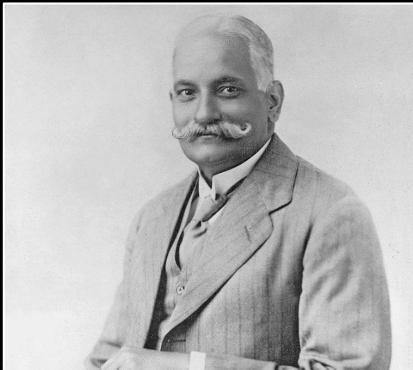
# Class 10th - History - Nationalism in India



## Toward Civil Disobedience -



C.R. Das



Motilal Nehru



Jawaharlal Nehru



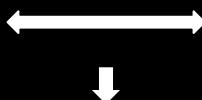
Subhash Chandra Bose



## Toward Civil Disobedience -

Non-Cooperation Movement  
[1921 - 22]

Civil Disobedience Movement  
[1930 - 31]



What was happening in this time period? 😠

Training of people for another mass struggle.

Why? 😠

- Within the Congress, some leaders were by now tired of mass struggles and wanted to participate in *elections to the provincial councils* that had been set up by the Government of India Act of 1919.



Explain



C. R. Das and Motilal Nehru formed the **Swaraj Party** within the Congress to argue for a return to council politics.

But younger leaders like **Jawaharlal Nehru and Subhas Chandra Bose** pressed for more radical mass agitation and for full independence.



## Toward Civil Disobedience -

In such a situation of internal debate and dissension two factors again shaped Indian politics towards the late 1920s.



Economic depression



Simon Commission





## Toward Civil Disobedience -

Worldwide Economic Depression (1929)



Explain



- Agricultural prices began to fall from 1926 and collapsed after 1930. 😞
- Countryside was in turmoil.



As the demand for agricultural goods fell and exports declined, peasants found it difficult to sell their harvests and pay their revenue.





## Toward Civil Disobedience -

Simon Commission



What? Why? When? How? 🤔



The new Tory government in Britain constituted a Statutory Commission under *Sir John Simon*, to look into the functioning of the constitutional system in India and suggest changes.

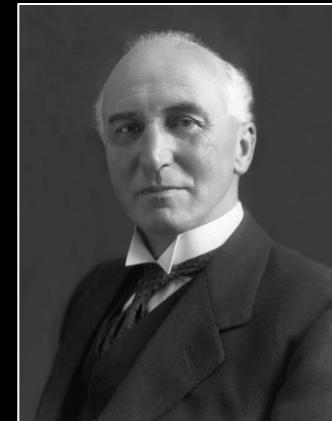


एक दिक्कत थी पर 🤔



The commission did not have a single Indian member. They were all British.

∴ When the Simon Commission arrived in India in 1928, it was greeted with the slogan 'Go back Simon'.





## Toward Civil Disobedience -

### Demonstration against Simon Commission

∴ To counter this



The viceroy, Lord Irwin, announced in October 1929, a vague offer of '**dominion status**' for India in an unspecified future, and a Round Table Conference to discuss a future constitution.

### Response of Indians



- The radicals within the Congress, led by Jawaharlal Nehru and Subhas Chandra Bose, became more assertive.
- The liberals and moderates, who were proposing a constitutional system within the framework of British dominion, gradually lost their influence.



## Toward Civil Disobedience -

### Lahore Congress Session



- In December 1929, under the presidency of Jawaharlal Nehru, the Lahore Congress formalised the demand of '*Purna Swaraj*' or full independence for India.
- It was declared that 26 January 1930, would be celebrated as the Independence Day.
- But the celebrations attracted very little attention. 😠



∴ Mahatma Gandhi had to find a way to relate this abstract idea of freedom to more concrete issues of everyday life.





## The Salt March and the Civil Disobedience Movement -

Salt March



Background

Why Salt?



Irwin was unwilling to negotiate

- On 31 Jan 1930, Gandhiji sent a letter to Viceroy Irwin starting eleven demands.
- One demand was to abolish the salt tax.
- It was an ultimatum to be fulfilled by 11 March. If the demands were not fulfilled by 11th march, congress would launch a civil disobedience Campaign.

- Gandhiji started his famous salt march from his ashram in *Sabarmati to the Gujarati coastal town of Dandi*.
- Walked 240 miles for 24 days.
- On 6 April they reach Dandi, ceremonially violated salt law by manufacturing salt.



Beginning of the Civil Disobedience Movement



## The Salt March and the Civil Disobedience Movement -

Dandi March



Marked the beginning of the Civil Disobedience.



Question



***How was this movement different from the Non-Cooperation Movement?***



People were now asked not only to refuse cooperation with the British,  
but also to break colonial laws.



Explain





## The Salt March and the Civil Disobedience Movement -

How did the Civil Disobedience movement unfolded?



- Thousands in different parts of the country broke the salt law.
- Manufactured salt and demonstrated in front of government salt factories.
- Foreign cloth was boycotted, and liquor shops were picketed.
- Peasants refused to pay revenue and **chaukidari taxes**, village officials resigned.
- Many places forest people violated forest laws - going into Reserved Forests to collect wood and graze cattle.



Response of the government





## The Salt March and the Civil Disobedience Movement -

Response of the government



- The colonial government began arresting the Congress leaders one by one.

*E.g.* - Arrest of Abdul Ghaffar Khan.

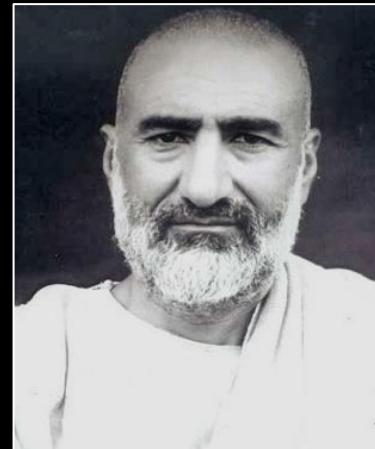
- When Mahatma Gandhi himself was arrested, industrial workers in Solapur attacked - all structures that symbolised British rule.



A frightened government responded with a policy of brutal repression. 😡



Peaceful satyagrahis were attacked, women and children were beaten, and about 100,000 people were arrested.





## The Salt March and the Civil Disobedience Movement -

Violence everywhere



- Mahatma Gandhi once again decided to call off the movement.
- Entered into a pact with Irwin on 5 March 1931.



Explain



Gandhi-Irwin Pact

Gandhi agreed to call off the movement and consented to participate in a Round Table Conference in London and the government agreed to release the political prisoners.



## The Salt March and the Civil Disobedience Movement -

Gandhiji, second round table conference and outcome



- In December 1931, Gandhiji went to London for the conference.
- But the negotiations broke down and he returned disappointed.
- Back in India, he discovered that the government had begun a new cycle of repression.



- Ghaffar Khan and Jawaharlal Nehru were both in jail.
- The Congress had been declared illegal.
- A series of measures had been imposed to prevent meetings, demonstrations and boycotts.

Explain





## The Salt March and the Civil Disobedience Movement -

**Relaunch of Civil Disobedience\***



But this time the movement was  
not so successful.



Why? A yellow emoji with a red thought bubble containing the word "Why?" and a confused expression.



For over a year, the movement continued, but  
by 1934 it lost its momentum.



## How Participants saw the Movement -

Connect the Topic 😠



Different Social groups that participated in the Civil Disobedience Movement.



Village

Town

1. Rich Peasant

X

2. Poor Peasant

X

3. Industrialists

4. Workers

5. Women



## How Participants saw the Movement -

### 1. Participation of rich peasants in Civil Disobedience Movement



→ Being producers of commercial crops, they were very hard hit by the trade depression and falling prices.

∴ It was difficult for them to pay government's revenue demand.



The refusal of the government to reduce the revenue demand led to widespread resentment.

For them the fight for swaraj was a struggle against high revenues.



Their disappointment

Supported Civil Disobedience Movement



## How Participants saw the Movement -

### 2. Participation of poor peasants in Civil Disobedience Movement



Interested in the lowering of the revenue demand.



They wanted the unpaid rent to the landlord to be remitted.



*∴ They joined a variety of radical movements,  
often led by Socialists and Communists.*



Explain

Analyse

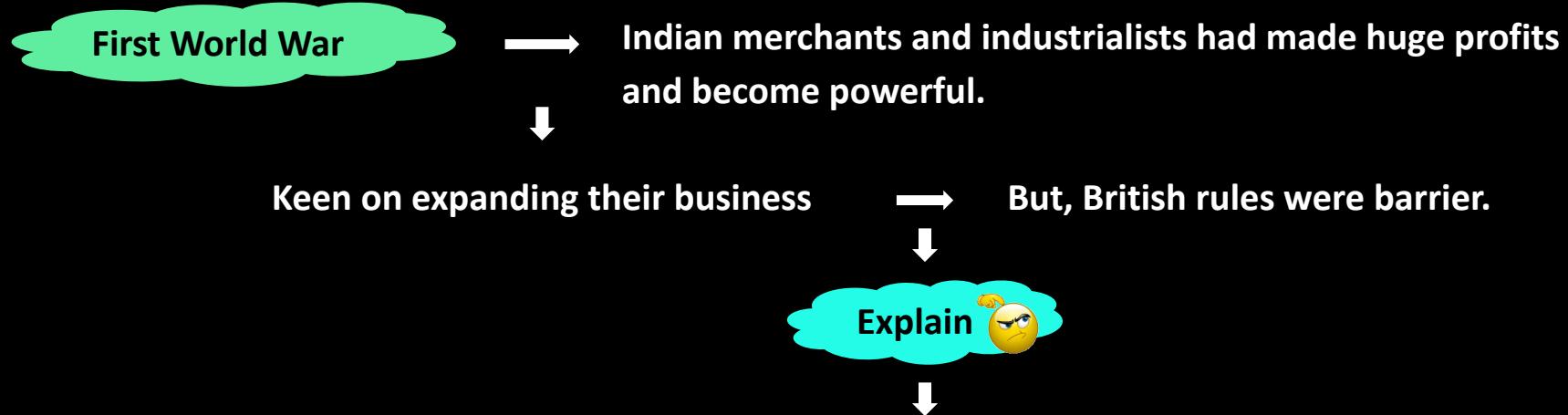


Apprehensive of raising issues that might upset the rich peasants and landlords, the Congress was unwilling to support 'no rent' campaigns in most places.



## How Participants saw the Movement -

### 3. Participation of business class in Civil Disobedience Movement



- They wanted protection against imports of foreign goods.
- Rupee-sterling foreign exchange ratio that would discourage imports.
- They formed the Indian Industrial and Commercial Congress in 1920.
- The Federation of the Indian Chamber of Commerce and Industries (FICCI) in 1927.



## How Participants saw the Movement -

Participation and expectations from CDM



- Prominent industrialists like **Purshottamdas Thakurdas and G. D. Birla**, supported the Civil Disobedience Movement.
- They gave financial assistance and refused to buy or sell imported goods.
- Most businessmen came to see swaraj as a time when colonial restrictions on business would no longer exist and trade and industry would flourish without constraints.

→ ***Failure of second round table conference.***



Disappointment

- They were apprehensive of the spread of militant activities.
- Worried about prolonged disruption of business.
- The growing influence of socialism amongst the younger members of the Congress.





## How Participants saw the Movement -

### 4. Participation of workers in Civil Disobedience Movement



- Participation was not in large numbers, except in the Nagpur region.
- As the industrialists came closer to the Congress, workers stayed aloof. A yellow emoji with a confused expression, showing both hands near its head.

*Participation of some workers adopting the idea of the Gandhian Programme.*



- Boycott of foreign goods.
- There were strikes by railway workers in 1930 and dockworkers in 1932.
- In 1930 thousands of workers in Chotanagpur tin mines wore Gandhi caps and participated in protest rallies and boycott campaigns.



Response of the Congress A yellow emoji with an angry expression, showing a raised fist and a furrowed brow.



## How Participants saw the Movement -

### 5. Participation of women in Civil Disobedience Movement



- During Gandhi's salt march, thousands of women came out of their homes to listen to him.
- They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops.
- They began to see service to the nation as a sacred duty of women.
- This increased public role did not necessarily mean any radical change in the way the position of women was visualised.



Explain



- {
- Gandhiji was convinced that it was the duty of women to look after home and hearth, be good mothers and good wives.
  - The Congress was reluctant to allow women to hold any position of authority within the organisation.



## How Participants saw the Movement -

Connect the Topic



Different Social groups that participated in the Civil Disobedience Movement.



Village

Town

1. Rich Peasant

X

2. Poor Peasant

X

3. Industrialists

4. Workers

5. Women



## The Limits of Civil Disobedience -

Untouchables

X

Brahmins

- Begun to call themselves dalit or oppressed.
- For long the Congress had ignored the dalits, for fear of offending.

Sanatanis  
[High Caste Hindu]

Explain A light blue thought bubble containing the word "Explain" followed by an angry face emoji.

- But Mahatma Gandhi declared that swaraj would not come for a hundred years if untouchability was not eliminated.



## The Limits of Civil Disobedience -

→ ***Efforts put in by Mahatma Gandhi for the upliftment of 'untouchables'.*** 😠



- He called the 'untouchables' **harijan**, or the children of God.
- Organised satyagraha to secure them entry into temples, and access to public wells, tanks, roads and schools.
- He himself cleaned toilets to dignify the work of the bhangi.
- Persuaded upper castes to change their heart and give up 'the sin of untouchability'.



→ But many dalit leaders were keen on a different political solution to the problems of the community. 😠





## The Limits of Civil Disobedience -

Demands of the dalit leaders for their community 😡



- Reserved seats in educational institutions.
- Separate electorate that would choose dalit members for legislative councils.



*Political empowerment*



Connect with Civil Disobedience Movement 😡



## The Limits of Civil Disobedience -

Dr. B.R. Ambedkar



Mahatma Gandhi



Organised the dalits into the Depressed Classes Association in 1930.

Clashed with Mahatma Gandhi at the second Round Table Conference by demanding separate electorates for dalits.

When the British government conceded Ambedkar's demand, Gandhiji began a fast unto death.



Explain A thinking emoji with a hand on its chin.



Poona Pact of September, 1932



## The Limits of Civil Disobedience -

Poona Pact



It gave the Depressed Classes (later to be known as the Schedule Castes) reserved seats in provincial and central legislative councils, but they were to be voted in by the general electorate.



The Dalit movement, however, continued to be apprehensive of the Congress led national movement.



## The Limits of Civil Disobedience -

Muslim

X

Hindu

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

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

Relations worsened

- Each community organised religious processions with militant fervour, provoking Hindu-Muslim communal clashes and riots in various cities.



## The Limits of Civil Disobedience -

The Congress and the Muslim League made efforts to renegotiate an alliance, and in 1927 it appeared that such a unity could be forged.



Debate over the question of representation in the future assemblies.



Muhammad Ali Jinnah

X

M.R. Jayakar

Willing to give up the demand for separate electorates, if Muslims were assured reserved seats in Bengal and Punjab.

At the All Parties Conference in 1928 M.R. Jayakar of the Hindu Mahasabha strongly opposed efforts at compromise.

Consequences



An atmosphere of suspicion and distrust between communities.



## The Sense of Collective Belonging -

Nationalism



- {
- People begin to believe that they are all part of the same nation.
- When they discover some unity that binds them together.



Question



How did people belonging to different communities, regions or language groups develop a sense of collective belonging?



- Through the experience of united struggles.
- Variety of cultural processes through which nationalism captured people's imagination.



*History and fiction, folklore and songs, popular prints and symbols, all played a part in the making of nationalism.*



## The Sense of Collective Belonging -

→ The identity of a nation



Symbolised in a figure or image



Why?

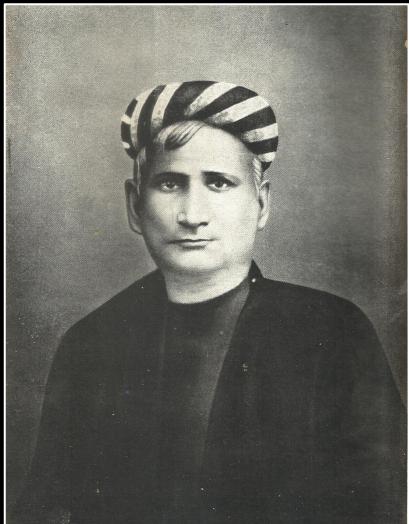


This helps create an image with which people can identify the nation.

India = Bharat mata



- The image was first created by *Bankim Chandra Chattopadhyay*.
- In the 1870s he wrote '*Vande Mataram*' as a hymn to the motherland.
- Later it was included in his novel Anandamath and widely sung during the Swadeshi movement in Bengal.





## The Sense of Collective Belonging -

→ Painting of **Bharat Mata** painted by **Abanindranath Tagore**.



- Abanindranath Tagore painted his famous image of Bharat Mata.
- Bharat Mata is portrayed as an ascetic figure.
- She is calm, composed, divine and spiritual. In subsequent years, the image of Bharat Mata acquired many different forms, as it circulated in popular prints, and was painted by different artists.
- Devotion to this mother figure came to be seen as evidence of one's nationalism.



**Bharat Mata, Abanindranath Tagore, 1905.**

Notice that the mother figure here is shown as dispensing learning, food and clothing. The mala in one hand emphasises her ascetic quality. Abanindranath Tagore, like Ravi Varma before him, tried to develop a style of painting that could be seen as truly Indian.



## The Sense of Collective Belonging -

→ Idea of Nationalism → *Movement to revive Indian folklore.*



Explain A yellow thinking emoji with a small orange tuft of hair and a thoughtful expression.

- Nationalists began recording folk tales sung by bards and they toured villages to gather folk songs and legends.
- These tales, they believed, gave a true picture of traditional culture that had been corrupted and damaged by outside forces.
- 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.



## The Sense of Collective Belonging -

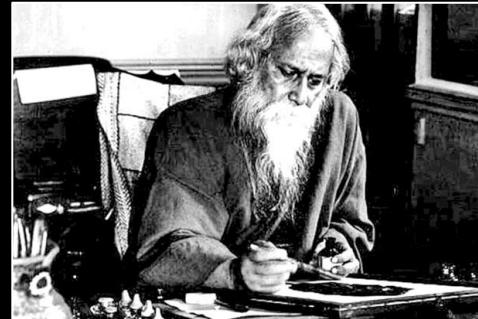
Movement to revive Indian folklore 😠



- In Bengal, **Rabindranath Tagore** himself began collecting ballads, nursery rhymes and myths, and led the movement for folk revival.
- In Madras, **Natesa Sastri** published a massive four-volume collection of Tamil folk tales, *The Folklore of Southern India*.



*'The most trustworthy manifestation of people's real thoughts and characteristics.'*



Rabindranath Tagore



Natesa Sastri



## The Sense of Collective Belonging -

- Nationalist used ***icons and symbols*** in unifying people and inspiring in them a feeling of nationalism.



### Tricolour flag used in Swadeshi movement



- A tricolour flag (red, green and yellow) was designed.
- It had eight lotuses representing eight provinces of British India.
- A crescent moon, representing Hindus and Muslims.





## The Sense of Collective Belonging -

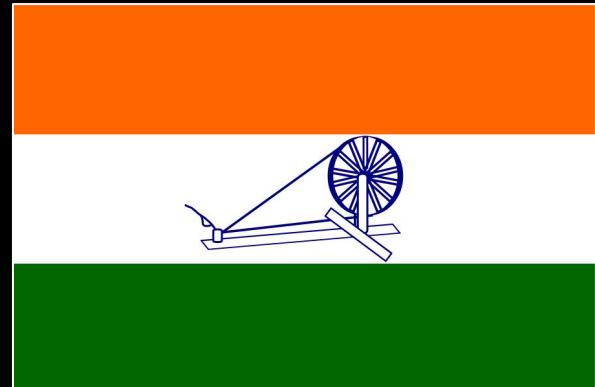
- Nationalist used ***icons and symbols*** in unifying people and inspiring in them a feeling of nationalism.



Swaraj flag



- 1921, Gandhiji had designed the Swaraj flag. It was again a tricolour (red, green and white).
- Had a spinning wheel in the centre, representing the Gandhian ideal of self-help.
- Carrying the flag, holding it aloft, during marches became a symbol of defiance.





## The Sense of Collective Belonging -

Feelings of nationalism was created through reinterpretation of history



- Many Indians began feeling that to instill a sense of pride in the nation, Indian history had to be thought about differently.

Why? A yellow thinking emoji with a small tuft of hair and a thoughtful expression.



The British saw Indians as backward and primitive, incapable of governing themselves.



In response, Indians began looking into the past to discover India's great achievements.



How? A yellow thinking emoji with a small tuft of hair and a thoughtful expression.



## The Sense of Collective Belonging -

Nationalist's efforts to reinterpret history



- They wrote about the glorious developments in ancient times when art and architecture, science and mathematics, religion and culture, law and philosophy, crafts and trade had flourished.
- This glorious time, in their view, was followed by a history of decline, when India was colonised.
- Nationalist histories urged the readers to take pride in India's great achievements in the past and struggle to change the miserable conditions of life under British rule.



Challenge 😬



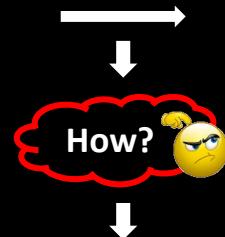
When the past being glorified was Hindu, when the images celebrated were drawn from Hindu iconography, then people of other communities felt left out.



## Conclusion -

Growing anger against the Colonial government

Brought various groups and classes together



- The Congress under the leadership of Mahatma Gandhi tried to channel people's grievances into organised movements for independence.
- Through such movements the nationalists tried to forge a national unity.
- Diverse groups and classes participated in these movements with varied aspirations and expectations.

Challenge

A light cyan thought bubble containing the word "Challenge" and a thinking emoji.



## Conclusion -

Challenge



∴ The Congress continuously attempted to resolve differences, and ensure that the demands of one group did not alienate another.



- This is precisely why the unity within the movement often broke down.
- Phases of disunity and inner conflict between groups.



What was emerging was a nation with many voices wanting freedom from colonial rule.



## Quit India Movement -

Failure of Cripps Mission

+

Effects of World War II



***Widespread discontentment in India.***



- This led Gandhiji to launch a movement calling for complete withdrawal of the British from India.
- The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic '***Quit India***' resolution.



Immediate transfer of power to Indians and quit India.

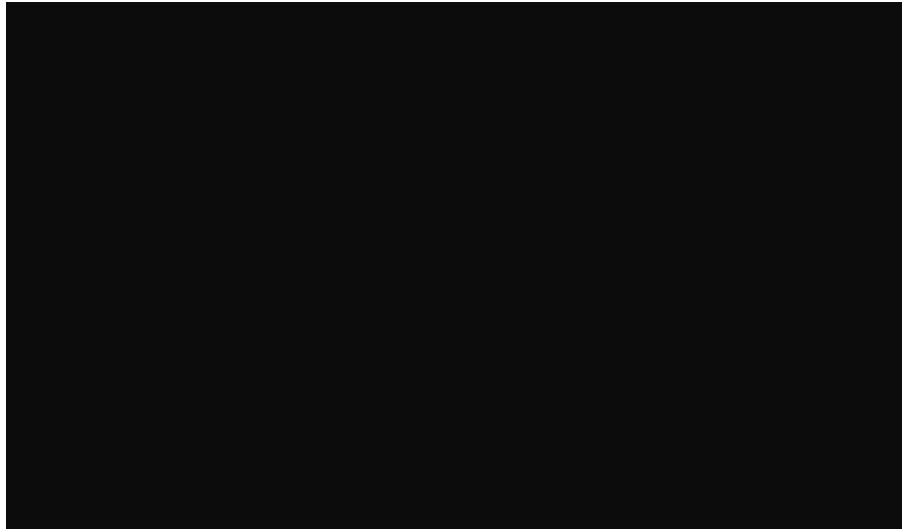


## Quit India Movement -

How did the movement unfolded?

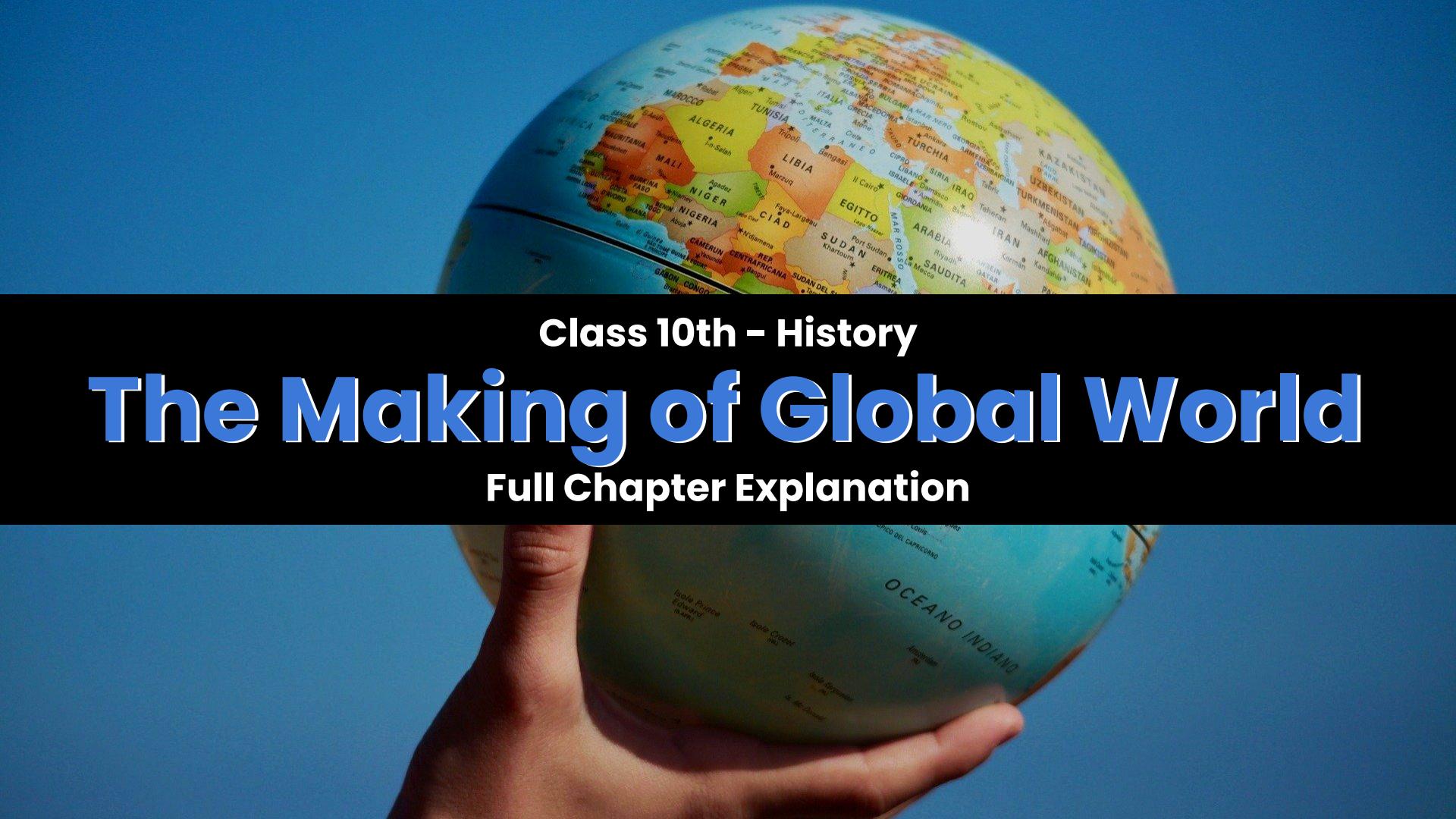


- On 8 August 1942 in Bombay, the All India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country.
- Gandhiji delivered the famous '*Do or Die*' speech.
- The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement.
- It also saw the active participation of leaders, namely, *Jayprakash Narayan, Aruna Asaf Ali and Ram Manohar Lohia* and many women such as *Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi* in Odisha.
- The British responded with much force, yet it took more than a year to suppress the movement.



# Chapter Completed





Class 10th - History

# The Making of Global World

Full Chapter Explanation



## Introduction

Understand the heading 😕



The making of a Global World



Past



Process



Present



# Class 10th - History - The Making of a Global World - Full Chapter Explanation



Pre - Modern world

V/S

Modern world



Role of various tangible and intangible factors

[Trade, Food, Disease, Technology etc in making of global world]

Economic development  
(Globalisation)

War

Rebuilding of world



Colonialism,  
Entrepreneurs,  
Trade etc



Situation of  
economy society  
and politics



Bretton Woods institution,  
Decolonisation, Independence,  
Beginning of globalisation

Western + Indian perspective



What we are going to study in this video?

- **The Pre-modern world**
- **The Nineteenth century (1815 - 1914)**
- **The inter - war economy**
- **Rebuilding a world economy: The post - war era**



## *The Pre - Modern world*

Modern **V/S** Global



The making of the global world has a long history – of trade, of migration, of people in search of work, the movement of capital, and much else.



We need to understand the phases through which this world in which we live has emerged.

# Class 10th - History - The Making of a Global World - Full Chapter Explanation



From ancient times

→ Travellers, traders, priests and pilgrims travelled



Why

- For knowledge, opportunity and spiritual fulfilment, or to escape persecution.
- They carried goods, money, values, skills, ideas, inventions, and even germs and diseases.

Inter  
connection





## Silk Routes link the world

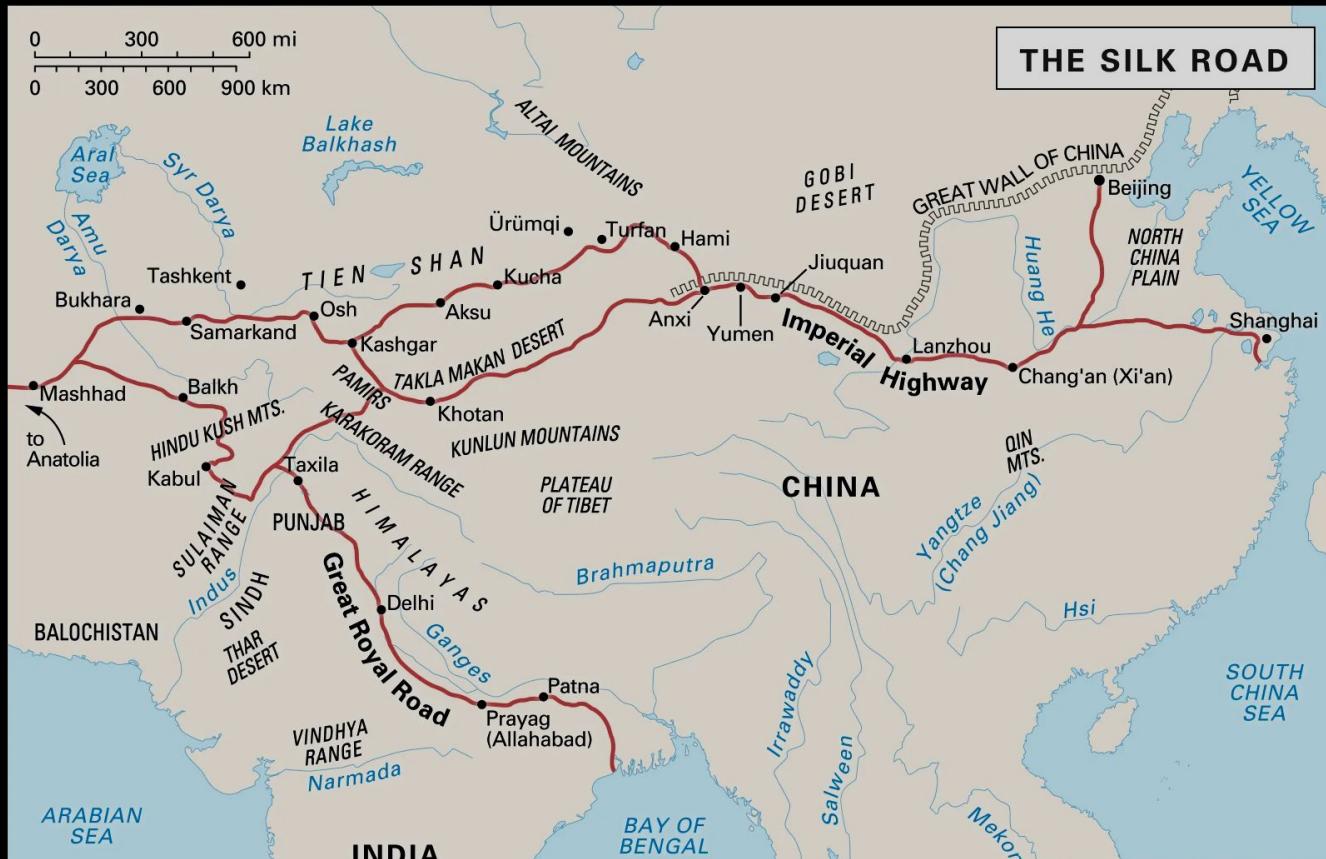
Silk Routes

→ Good example of vibrant pre-modern trade and cultural links between distant parts of the world.



- 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.
- They are known to have existed since before the Christian Era and thrived almost till the fifteenth century
- Chinese pottery also travelled the same route, as did textiles and spices from India and Southeast Asia.
- In return, precious metals - gold and silver-flowed from Europe to Asia.

# Class 10th - History - The Making of a Global World - Full Chapter Explanation





**Trade and cultural exchange always went hand in hand.** 😠



- Christian missionaries almost certainly travelled this route to Asia.
- Muslim preachers came from these route.
- Buddhism emerged from eastern India and spread in several directions through intersecting points on the silk routes.



## Food Travels: Spaghetti and potato

Traders and travellers introduced new crops to the lands they travelled

Noodles



Spaghetti



China

To

West

Arab traders took pasta to fifth-century Sicily, an island now in Italy.



Possibilities of long-distance cultural contact even in the pre-modern world.



Christopher Columbus



Accidentally discovered Americas



- Many of our common foods such as potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes, and so on were not known to our ancestors until about five centuries ago.
- In fact, many of our common foods came from America's original inhabitants - the American Indians.



**The new crops could make the difference between life and death** 😠

↓  
How?



The introduction of potatoes made this possible. 😠



- Europe's poor began to eat better and live longer with the introduction of the humble potato.
- Ireland's poorest peasants became so dependent on potatoes that when disease destroyed the potato crop in the mid-1840s, hundreds of thousands died of starvation.





## Conquest, Disease and Trade



### Connect with the making of modern world

European sailors found a sea route to Asia and also successfully crossed the western ocean to America.



Pre modern world shrank



- Indian Ocean had known a bustling trade.
- The Indian subcontinent was central to these flows and a crucial point in their networks.
- The entry of the Europeans helped expand or redirect some of these flows towards Europe.

# Class 10th - History - The Making of a Global World - Full Chapter Explanation

## Discovery of America

→ Vast lands and abundant crops and minerals began to transform trade and lives everywhere.



- Precious metals, particularly silver, from mines located in present day Peru and Mexico also enhanced Europe's wealth and financed its trade with Asia.
- Expeditions of EL Dorado





## The Portuguese and Spanish conquest and colonisation of America



- European conquest was not just a result of superior firepower.
- In fact, the most powerful weapon of the Spanish conquerors was the germs such as those of smallpox that they carried on their person.



Explain



## How disease helped the Europeans to conquest America? 😠

America's long isolation

→ America's original inhabitants had no immunity against these diseases that came from Europe.



Smallpox in particular proved & deadly killer.



- It spread deep into the continent, ahead even of any Europeans reaching there
- It killed and decimated whole communities, paving the way for conquest.



Until the nineteenth century, poverty and hunger were common in Europe.



- Cities were crowded and deadly diseases were widespread.
- Religious conflicts were common, and religious dissenters were persecuted.



∴ Thousands therefore fled Europe for America.

---

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Many of them started plantation farming, which was worked upon by the slaves captured from Africa



## **Change in economic powers in making of Global World**



- Until well into the eighteenth century, China and India were among the world's richest countries.
- They were also pre-eminent in Asian trade.
- However, from the fifteenth century, China is said to have restricted overseas contacts and retreated into isolation.
- China's reduced role and the rising importance of the Americas gradually moved the centre of world trade westwards.
- Europe now emerged as the centre of world trade.



## The Nineteenth Century (1815 - 1914)



Economic, political, social, cultural and technological factors interacted in complex ways to transform societies and reshape external relations.



Economists identify three types of movement or 'flows' within international economic exchanges.

Flow of Trade

Flow of Labour

Flow of Capital



## Flow of Trade

## Flow of Labour

## Flow of Capital



Referred largely to trade in goods (e.g., cloth or wheat).



The migration of people in search of employment.



Short-term or long-term investments over long distances.

All three flows were closely interwoven and affected people's' lives more deeply now than ever before. 😠



- The interconnections could sometimes be broken.
- For example, labour migration was often more restricted than goods or capital flows.



## A World Economy Takes Shape



The changing pattern of food production and consumption in industrial Europe.



- Traditionally, countries liked to be self-sufficient in food.
- But in nineteenth-century Britain, self-sufficiency in food meant lower living standards and social conflict.

Explain





## Eighteenth Century



- As urban centres expanded and industry grew, the demand for agricultural products went up, pushing up food grain prices.
- Under pressure from landed groups, the government also restricted the import of corn.
- The laws allowing the government to do this were commonly known as the **Corn Laws**.
- Unhappy with high food prices, industrialists and urban dwellers forced the abolition of the Corn Laws. 😠



## *Impact of the abolition of corn laws*



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

# Class 10th - History - The Making of a Global World - Full Chapter Explanation



Corn law

Imports

Food prices

As food prices fell, consumption in Britain rose.



Industrial growth led to higher incomes and more food imports



Around the world - in Eastern Europe, Russia, America and Australia - lands were cleared and food production expanded to meet the British demand.

→ Transport?



## This is How a World Economy Took Shape

Migration → Farming on Newlands → Transportation connecting world



- Railways were needed to link the agricultural regions to the ports.
- New harbours had to be built and old ones expanded to ship the new cargoes.



- People had to settle on the lands to bring them under cultivation.
- This meant building homes and settlements.



Flow of labour and capital



Thus, by 1890, a global agricultural economy had taken shape, accompanied by complex changes in labour movement patterns, capital flows, ecologies and technology



- Food no longer came from a nearby village or town, but from thousands of miles away.
- It was not grown by a peasant tilling his own land, but by an agricultural worker.
- It was transported by railway, built for that very purpose, and by ships.



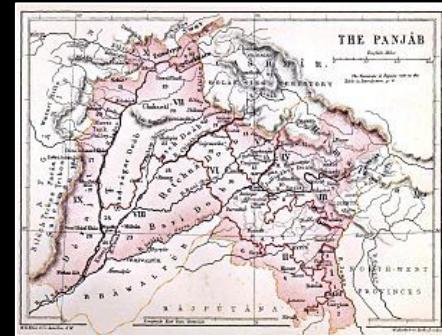
**What was the situation in our country when world economy was taking shape?**



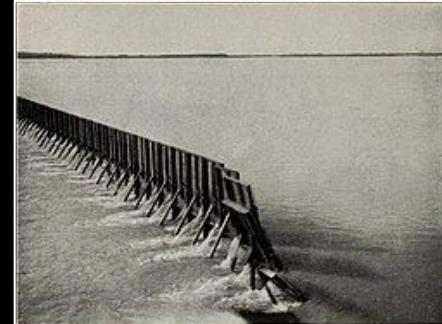
- Here the British Indian government built a network of irrigation canals to transform semidesert wastes into fertile agricultural lands that could grow wheat and cotton for export.



## The Canal Colonies



- The Canal Colonies, were settled by peasants from other parts of Punjab.
- Similar story can be traced for cotton and rubber.





## Role of Technology



The railways, steamships the telegraph, for example, were important inventions without which we cannot imagine the transformed nineteenth-century world



Technological Advances

→ Result of larger social, political and economic factors.

**Example:** Colonisation stimulated new investments and improvements in transport faster railways, lighter wagons and larger ships helped move food more cheaply and quickly from faraway farms to final markets.



**The Trade in meat offers a good example of this connected process.** 😠



- Animals were shipped live from America to Europe and then slaughtered when they arrived there.
- But live animals took up a lot of ship space.
- Many also died in voyage, fell ill, lost weight, or became unfit to eat.
- Meat was hence an expensive luxury beyond the reach of the European poor.



High prices in turn kept demand and production down



**How technology solved this problem?** 😠



The development of new technology → **Refrigerated ships**



**Explain** 😠

← Enabled the transport of perishable foods 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 costs and lowered meat prices in Europe.
- The poor in Europe could now consume a more varied diet.
- Better living conditions promoted social peace within the country and support for imperialism abroad.



## *Late Nineteenth - Century Colonialism*



Nineteenth Century

→ Trade flourished and markets expanded



- There was a darker side to this process.
- The expansion of trade and a closer relationship with the world economy also meant a loss of freedoms and livelihoods.



European conquests produced many painful economic, social and ecological changes through which the colonised societies were brought into the world economy.



## Observation



- In 1885 the big European powers met in Berlin to complete the carving up of Africa between them.
- Britain and France made vast additions to their overseas territories in the late nineteenth century.
- Belgium and Germany became new colonial powers.
- The US also became a colonial power in the late 1890s by taking over some colonies earlier held by Spain.



The destructive impact of colonialism on the economy and livelihoods of colonised people.



Rinderpest



Fig. 10 – Map of colonial Africa at the end of the nineteenth century.



## Rinderpest, or the Cattle Plague

→ What, when, where and how?

### Context:

**How the colonialism had a destructive impact on the economy and livelihoods of colonised people?**

### History

- Africa had abundant land and a relatively small population.
- Land and livestock sustained African livelihoods, and people rarely worked for a wage.
- In late nineteenth-century Africa, there were few consumer goods that wages could buy.



Attracted by the vast resources of land and minerals in Africa, Europeans arrived in Africa



Problem



A shortage of labour willing to work for wages.



***Que. what steps were taken by Europeans to arrange labours?***



- Employers used many methods to recruit and retain labour.
- Heavy Taxes were imposed which could be paid only by working for wages on plantations and mines.
- Inheritance laws were changed only one member of a family was allowed to inherit land, as a result of which the others were pushed into the labour market.
- Mineworkers were also confined in compounds and not allowed to move about freely.



## Rinderpest arrived in Africa in late 1880's

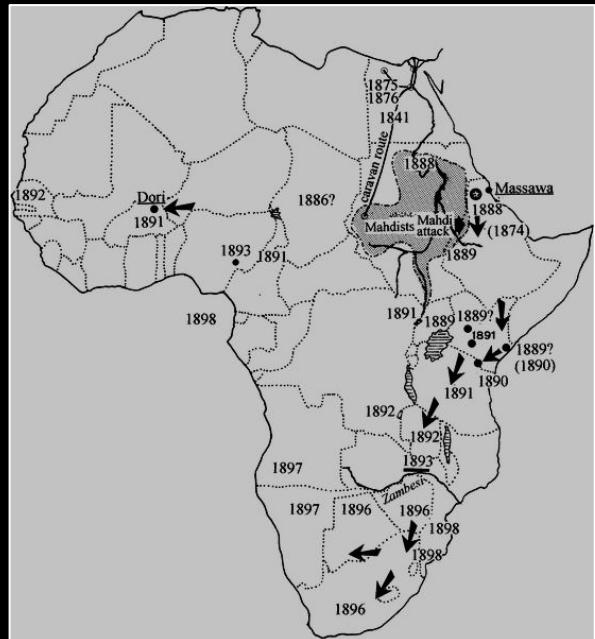


- It was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in East Africa.
- Entering Africa in the east, rinderpest moved west 'like forest fire', reaching Africa's Atlantic coast in 1892.
- It reached the Cape (Africa's southernmost tip) five years later.



**Rinderpest killed 90 per cent of the cattle.**

**Impact**





## Impact of rinderpest on the Africa and its people



- The loss of cattle destroyed African livelihoods.
- Planters, mine owners and colonial governments now successfully monopolised what scarce cattle resources remained, to strengthen their power and to force Africans into the labour market.
- Control over the scarce resource of cattle enabled European colonists to conquer and subdue Africa.



## *Indentured Labour Migration from India*

Indentured labour



A bonded labourer under contract to work for an employer for a specific amount of time, to pay off his passage to a new country or home



Illustrates the two-sided nature of the nineteenth-century world.

- Faster economic growth
- Higher incomes
- Technological advances



- Great misery
- Poverty for others
- Coercion in others



## Indentured Labour Migration from India



- Went to work on plantations, in mines, and in road and railway construction projects around the world.
- In India, indentured labourers were hired under contracts which promised return travel to India after they had worked five years on their employer's plantation.
- Most Indian indentured workers came from the present-day regions of eastern Uttar Pradesh, Bihar, central India and the dry districts of Tamil Nadu



Why



→ Because these regions experienced many changes.



- Cottage industries declined, land rents rose, lands were cleared for mines and plantations.
- All this affected the lives of the poor: they failed to pay their rents, became deeply indebted and were forced to migrate in search of work.

# Class 10th - History - The Making of a Global World - Full Chapter Explanation



Indentured labour



Migration from India



Where did they go? 🤔



- The main destinations of Indian indentured migrants were the Caribbean islands (mainly Trinidad, Guyana and Surinam), Mauritius and Fiji.
- Closer home, Tamil migrants went to Ceylon and Malaya.
- Indentured workers were also recruited for tea plantations in Assam.



How?



## ***How the indentured labourers were recruited?***



- Recruitment was done by agents engaged by employers and paid a small commission.
- Many migrants agreed to take up work hoping to escape poverty or oppression in their home villages.
- Agents also tempted the prospective migrants by providing false information about final destinations, modes of travel, the nature of the work, and living and working conditions.
- Often migrants were not even told that they were to embark on a long sea voyage.
- Sometimes agents even forcibly abducted less willing migrants.



Nineteenth - Century indenture = New system of slavery



- On arrival at the plantations, labourers found conditions to be different from what they had imagined.
- Living and working conditions were harsh, and there were few legal rights.



But workers discovered their own ways of surviving





## **How did the Indentured labour survived the odds?**



- Many of them escaped into the wilds, though if caught they faced severe punishment.
- Others developed new forms of individual and collective self-expression, blending different cultural forms, old and new.
- In Trinidad the annual Muharram procession was transformed into a riotous carnival called '**Hosay**' (for Imam Hussain) in which workers of all races and religions joined.
- Similarly, the protest religion of **Rastafarianism** (made famous by the Jamaican reggae star Bob Marley) is also said to reflect social and cultural links with Indian migrants to the Caribbean.
- '**Chutney music**', popular in Trinidad and Guyana, is another creative contemporary expression of the post-indenture experience.

These forms of cultural fusion are part of the making of the global world, where things from different places get mixed, lose their original characteristics and become something entirely new.



## Indentured labour in the modern world



- Most indentured workers stayed on after their contracts ended, or returned to their new homes after a short spell in India.
- There are large communities of people of Indian descent in these countries.
- Similarities in the name 😠



Fig. 15 — Indentured labourers photographed for identification.  
For the employers, the numbers and not the names mattered.

From the 1900s India's nationalist leaders began opposing the system of indentured labour migration as abusive and cruel



∴ It was abolished in 1921.





## Indian Entrepreneurs Abroad

Indian Bankers

→ The Shikaripuri shroffs and Nattukottai Chettians



- They were amongst the many groups of bankers and traders who financed export agriculture in Central and Southeast Asia, using either their own funds or those borrowed from European banks.
- They had a sophisticated system to transfer money over large distances, and even developed indigenous forms of corporate organisation.

Indian traders and moneylenders also followed European colonisers into Africa.

Example: Hyderabadi Sindhi traders and their flourishing trade.



## Indian Trade, Colonialism and Global system

Traditionally

Trade

After the Indus Traditionally

Fine cottons produced in India  
were exported to Europe

- British cotton manufacture began to expand, and industrialists pressurised the government to restrict cotton imports and protect local industries.
- Tariffs were imposed on cloth imports into Britain.



Impact



Consequently, the inflow of fine Indian  
cotton began to decline in Britain



- The inflow of fine Indian cotton began to decline ↓
- The outflow of machine made British goods increased ↑



Explain



- British manufacturers also began to seek overseas markets for their cloth.
- Excluded from the British market by tariff barriers, Indian textiles now faced stiff competition in other international markets.
- Steady decline of the share of cotton textiles: from some 30 per cent around 1800 to 15 per cent by 1813.
- By the 1870s this proportion had dropped to below 3 per cent.



## What did India export then?



- While exports of manufactures declined rapidly, export of raw materials increased equally fast.



Why

### Example

- Between 1812 and 1871, the share of raw cotton exports rose from 5 per cent to 35 per cent.
- Some is the story for indigo opium.

- British manufactures flooded the Indian market.
- Food grain and raw material exports from India to Britain and the rest of the world increased



**Britain had a 'Trade surplus' with India**



- The value of British exports to India was much higher than the value of British imports from India.
- Britain used this surplus to balance its trade deficits with other countries - that is, with countries from which Britain was importing more than it was selling to.



**Multilateral settlement system**

→ It allows one country's deficit with another country to be settled by its surplus with a third country.

- Britain's trade surplus in India also helped pay the so-called '**home charges**'.



Included private remittances home by British officials and traders, interest payments on India's external debt, and pensions of British officials in India.



## *The Inter-war Economy*



### First world war (1914-18)

Mainly fought in Europe

→ its impact was felt around the world.



During this period, the world experienced widespread economic and political instability, and another catastrophic war.



## Wartime Transformations



The First World War was a war like no other before.



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.



*"First modern industrial war"*



**Why the first world war is considered as the first modern industrial war?** 😠



- It saw the use of machine guns, tanks, aircraft, chemical weapons, etc. on a massive scale.
- These were all increasingly products of modern large scale industry.
- To fight the war, millions of soldiers had to be recruited from around the world and moved to the frontline on large ships and trains
- The scale of death and destruction - 9 million dead and 20 million injured - was unthinkable before the industrial age, without the use of industrial arms



**Impact** 😠

# Class 10th - History - The Making of a Global World - Full Chapter Explanation





## Impact of the first world war? 😠

1. The killed and maimed were men of working age



Reduced able - bodied work force in Europe



Household incomes declined after the war

2. Industries were restructured to produce war related goods



As men went to battle, women stepped in to undertake jobs  
that earlier only men were expected to do.



3. The war led to the snapping of economic links between some of the world's largest economic powers which were now fighting each other.
  4. U.S became an international creditor 
- ↓
- Britain borrowed large sums of money from US banks as well as the US public.
  - The US and its citizens owned more overseas assets than foreign governments and citizens owned in the US.

# Class 10th - History - The Making of a Global World - Full Chapter Explanation



## Post War Recovery

Decline in the position of Britain



Increase in the unemployment



Crisis in agricultural economics





## Decline in the position of Britain

**Britain**

→ Which was the world's leading economy in the pre-war period, in particular, faced a prolonged crisis.



How?

- While Britain was preoccupied with war, industries had developed in India and Japan
- After the war, Britain found it difficult to recapture its earlier position of dominance in the Indian market, and to compete with Japan internationally.
- To finance war expenditures, Britain had borrowed liberally from the US. at the end of the war, Britain was burdened with huge external debts.



## Increase in the unemployment

↑ War = ↑ Demand (war related products) = ↑ Production = ↑ Employment = ↑ Economic boom

- When the war boom ended, production contracted and unemployment increased.
- At the same time, the government reduced bloated war expenditures to bring them into line with peacetime revenues.



- These developments led to huge job losses - in 1921 one in every five British workers was out of work
- Indeed, anxiety and uncertainty about work became an enduring part of the post-war scenario.



## Crisis in Agricultural Economies

- Before the war, Eastern Europe was a major supplier of wheat in the world market.
- When this supply was disrupted during the war, wheat production in Canada, America and Australia expanded dramatically.
- But once the war was over, production in Eastern Europe revived and created a glut in wheat output.
- Grain prices fell, rural incomes declined, and farmers fell deeper into debt.



## Rise of mass production and consumption



In U.S.A., recovery was quicker 😠



Mass production 😠

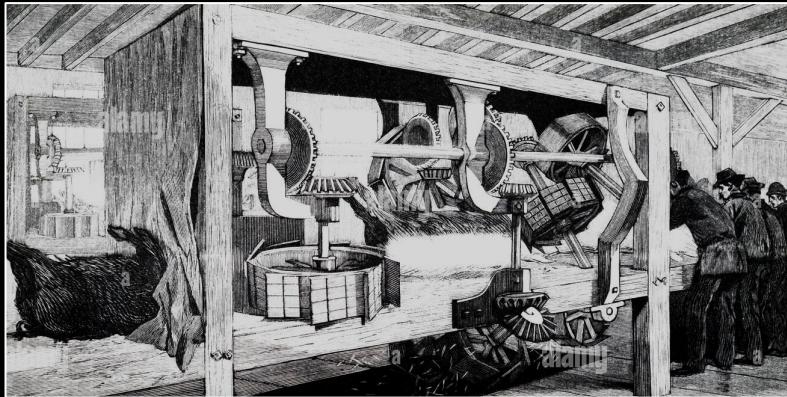
→ One important feature of the US economy of the 1920s was mass production.



## Mass production

- Pioneer of mass production was the car manufacturer Henry Ford
- He adopted the assembly line of a Chicago slaughterhouse, (in which slaughtered animals were picked apart by butchers as they came down a conveyor belt) to his new car plant in Detroit.
- He realised that the ‘assembly line’ method would allow a faster and cheaper way of producing vehicles.
- 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 conveyor belt.
- Standing in front of a conveyor belt, no worker could afford to delay the motions, take a break, or even have a friendly word with a workmate.

# Class 10th - History - The Making of a Global World - Full Chapter Explanation





## Mass production model by Henry Ford

### Advantages

- Ford's cars came off the assembly line at three-minute intervals.
- The T Model Ford was the world's first mass-produced car.

### Challenges

- At first workers at the Ford factory were unable to cope with the stress of working on assembly lines in which they could not control the pace of work.
- So they quit in large numbers.

### Solution



- Ford doubled the daily wage to \$5 in January 1914
- At the same time, he banned trade unions from operating in his plants.



*"Best cost-cutting decision"*



Fordist industrial practices soon spread in the US and Europe in the 1920's



Impact? 😕

- Mass production lowered costs and prices of engineered goods
- Thanks to higher wages, more workers, could now afford to purchase durable consumer goods such as cars.
- There was a spurt in the purchase of refrigerators, washing machines, radios, gramophone players, all through a system of hire-purchase (i.e., on credit repaid in weekly or monthly instalments).
- Boom in house construction and homeownership, financed once again by loans.



Cycle of higher employment and incomes, rising consumption demand, more investment, and yet more employment and incomes



## The Great Depression (1929 - 1930s)



- During this period most parts of the world experienced Catastrophic declines in production, employment, incomes and trade.
- Agricultural regions and communities were the worst affected.
- This was because the fall in agricultural prices was greater and more prolonged than that in the prices of industrial goods



Reasons for the great depression 



## Reasons for the Great depression 😠

### 1. Agricultural overproduction remained a problem

- As prices slumped, and agricultural income declined, farmers tried to expand production and firing a larger volume of produce to the market to maintain their overall income
- This worsened the glut in the market, pushing down prices even further

### 2. Withdrawal of US loan 😠

- In the mid-1920s, many countries financed their investments through loans from the US.
- While it was often extremely easy to raise loans in the US when the going was good, US overseas lenders panicked at the first sign of trouble.
- Countries that depended crucially on US loans now faced an acute crisis.



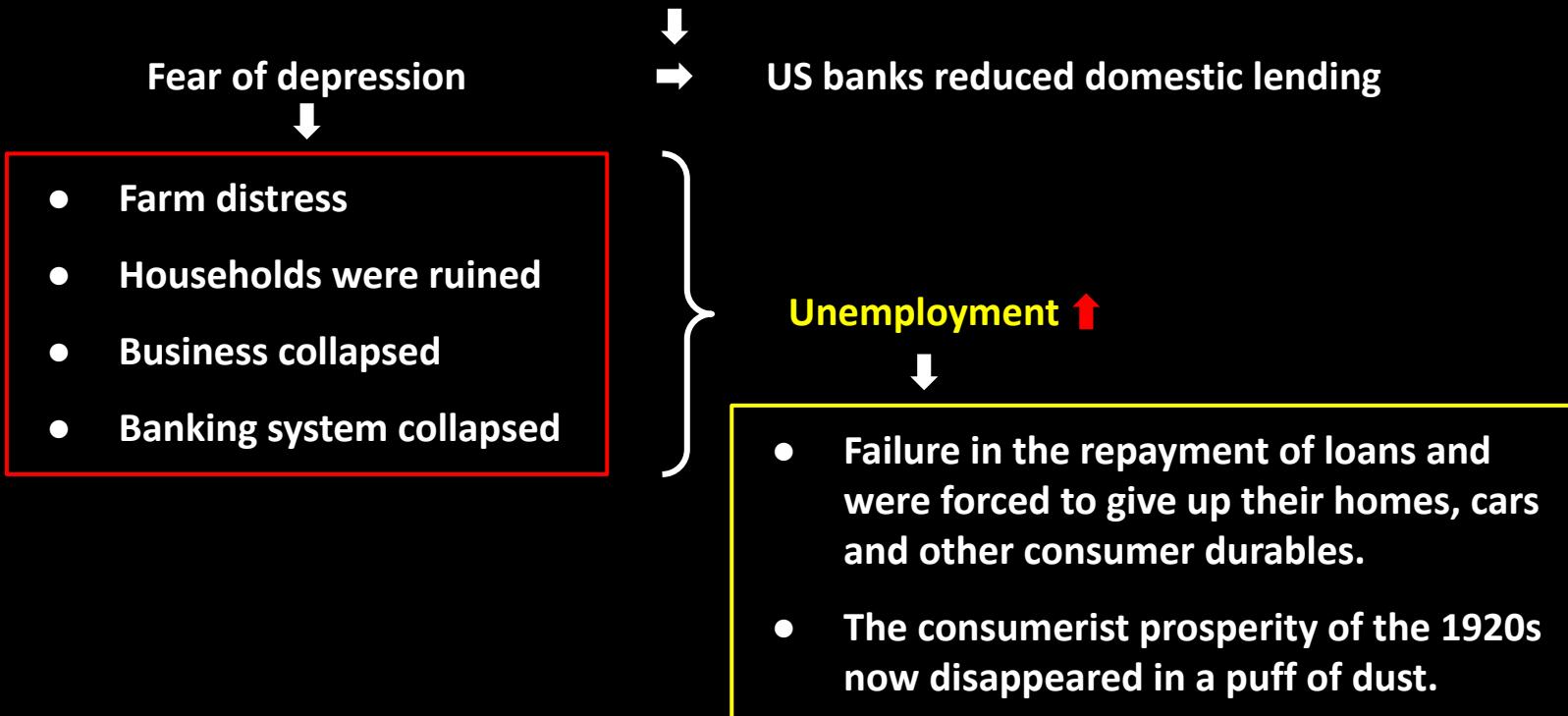
## USA and the Great Economic Depression 😠



- The withdrawal of US loans affected much of the rest of the world, though in different ways.
- In Europe it led to the failure of some major banks and the collapse of currencies such as the British pound sterling.
- In Latin America, and elsewhere, it intensified the slump in agricultural and raw material prices.
- The US attempt to protect its economy in the depression by doubling import duties also dealt another severe blow to world trade.



## The impact on the US Economy 😠





## India and The Great Depression

**Impact of great depression on India** ➔ Shows the integrated nature of the economy



**India in the Nineteenth Century** 😞

- Exporter of agricultural goods
  - Importer of manufactured goods
- } **Depression affected Indian trade**



## India and The Great Depression



Peasants and farmers suffered more than urban dwellers. →

Explain



**Impact on Rural area**



**Impact on Urban area**





## Impact of the Great Depression on Rural area



- Agricultural prices fell sharply.
  - The colonial government refused to reduce revenue demands.
- Peasants producing for the world market were the worst hit.



### Example of fall in the jute price

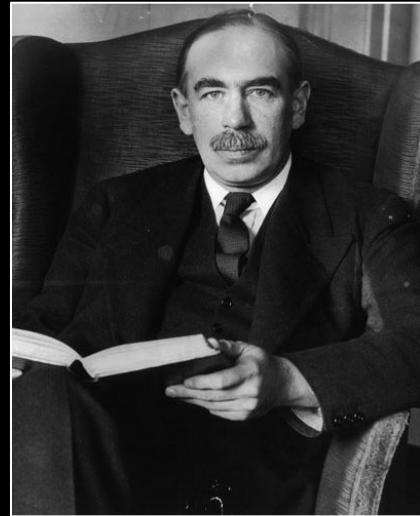
- Across India, peasants' indebtedness increased.
- They used up their savings, mortgaged lands, and sold whatever jewellery and precious metals they had to meet their expenses.



## *Role played by India in the Recovery from Depression* 😠



- In these depression years, Who pro India became an exporter of precious metals, notably gold.
- The famous economist **John Maynard Keynes** thought that Indian gold exports promoted global economic recovery.
- They certainly helped speed up Britain's recovery, but did little for the Indian peasant.
- Rural India was thus seething with unrest when Mahatma Gandhi launched the civil disobedience movement at the height of the depression in 1931.





## *Impact of the Great Depression on Urban area* 😠



→ The depression proved less grim for urban India.



- Because of falling prices, those with fixed incomes (say town-dwelling landowners who received rents and middle-class salaried employees) now found themselves better off.
- Everything cost less
- Industrial investment also grew as the government extended tariff protection to industries, under the of nationalist opinion.



## ***Rebuilding a World Economy: The Post-War Era***

### **Second world war (1939-45)**

Axis power

Nazi Germany, Japan and Italy

Allies power

Britain, France, the Soviet Union and the US

**It was a war waged for six years on many fronts,  
in many places, over land, on sea, in the air.**



- Death and destruction was enormous
- At least 60 million people, or about 3 percent of the world's 1939 population, are believed to have been killed, directly or indirectly, as a result of the war.
- Millions more were injured.



## Impact of Second World War 😠



- Many more civilians than soldiers died from war-related causes.
- Vast parts of Europe and Asia were devastated, and several cities were destroyed by aerial bombardment or relentless artillery attacks.
- The war caused an immense amount of economic devastation and social disruption.
- Two crucial influences shaped post-war reconstruction. 😠
  - US's emergence as the dominant economic, political and military power in the Western world.
  - The dominance of the Soviet Union.



## Post-war settlement and the Bretton Woods institutions

Economists and Politicians drew two key lessons from inter-war economic experiences.



1. Mass production needs mass consumption
2. Country's economic link with outside world should be controlled by government



Explain





## i) Mass production needs mass consumption



Needs high and stable income 😠

→ But markets alone could not guarantee full employment



∴ Governments would have to step in to minimise fluctuations of price, output and employment.

Economic stability could be ensured only through the intervention of the government.



ii) Country's economic link with outside world should be controlled by government



The goal of full employment could only be achieved if governments had power to control flows of goods, capital and labour.

## Conclusion



The main aim of the post-war international economic system was to preserve economic stability and full employment in the industrial world.

→ How

Its framework was agreed upon at the United Nations Monetary and Financial Conference held in July 1944 at Bretton Woods in New Hampshire, USA.



Fig. 26 – Mount Washington Hotel situated in Bretton Woods, US.  
This is the place where the famous conference was held.



→ Conference of Bretton Woods → 

**International Monetary Fund (IMF)**



Was established to deal with external surpluses and deficits of its member nations

**The International bank for reconstruction and development (World Bank)**



It was set up to finance post-war reconstruction.

- The IMF and the World Bank are referred to as the **Bretton Woods institutions, or sometimes the Bretton Woods twins.**
- The post-war international economic system is also often described as the **Bretton Woods system.**



- The IMF and the World Bank commenced financial operations in 1947.
- Decision-making in these institutions is controlled by the Western industrial powers.
- The US has an effective right of veto over key IMF and World Bank decisions.



**Impact** A yellow emoji with a furrowed brow and a frown, enclosed in a red speech bubble-like cloud.



## Working of Bretton Woods system



- The international monetary system is the system linking national currencies and monetary system.
- The Bretton Woods system was based on fixed exchange rates.
- In this system, national currencies, for example the Indian rupee, were pegged to the dollar at a fixed exchange rate.
- The dollar itself was anchored to gold at a fixed price of \$35 per ounce of gold.



## The early post-war years

- The Bretton Woods system inaugurated an era of unprecedented growth of trade and incomes for the Western industrial nations and Japan. 

  - World trade grew annually at over 8 per cent between 1950 and 1970 and incomes at nearly 5 per cent.
  - The growth was also mostly stable, without large fluctuations.
  - For much of this period the unemployment rate, for example, averaged less than 5 per cent in most industrial countries.

- The worldwide spread of technology and enterprise

### Developing countries **V/S** Developed Countries

∴ They invested vast amounts of capital, importing industrial plant and equipment featuring modern technology.



## Decolonisation and Independence

→ Situation after second world war → Decolonisation 



- Over the next two decades, most colonies in Asia and Africa emerged as free, independent nations.
- They were, however, overburdened by poverty and a lack of resources, and their economies and societies were handicapped by long periods of colonial rule.

### Role of IMF and World Bank in the situation

Before

After

Process

Outcome



→ Newly Independent Nation → Challenges → Need help

## Role of IMF and World Bank

- The IMF and the World Bank were designed to meet the financial needs of the industrial countries.
  - They were not equipped to cope with the challenge of poverty and lack of development in the former colonies.
- 
- But as Europe and Japan rapidly rebuilt their economies, they grew less dependent on the IMF and the World Bank.
  - Thus, from the late 1950s, the Bretton Woods institutions began to shift their attention more towards developing countries.

Challenge



Neocolonialism





## **Challenges faced by newly independent countries after independence** 😠



- As colonies, many of the less developed regions of the world had been part of Western empires.
- Now, ironically, as newly independent countries facing urgent pressures to lift their populations out of poverty, they came under the guidance of international agencies dominated by the former colonial powers.
- Even after many years of decolonisation, the former colonial powers still controlled vital resources such as minerals and land in many of their former colonies.
- Large corporations of other powerful countries, for example the US, also often managed to secure rights to exploit developing countries' natural resources very cheaply.



- At the same time, most developing countries did not benefit from the fast growth the Western economies experienced in the 1950s and 1960s.



## Decolonisation and Independence

## → Problems and Challenges



- Therefore, they organised themselves as a group - the **Group of 77 (or G-77)** - to demand a new international economic order (NIEO).
- By the NIEO they meant 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 manufactured goods in developed countries' markets.





End of Bretton Woods and the beginning of Globalisation



End of Bretton Woods

|| The beginning of Globalisation

The collapse of the system of fixed exchange rates and  
the introduction of a system of floating exchange rates.



Question





→ Reasons for the collapse of the system of fixed exchange rates and the introduction of a system of floating exchange rates.



- From the 1960s, the rising costs of its overseas involvements weakened the US's finances and competitive strength.
- The US dollar now no longer commanded confidence as the world's principal currency.
- It could not maintain its value in relation to gold.



## Changes in the International Financial System 😠



- Earlier, developing countries could turn to international institutions for loans and development assistance
- But now they were forced to borrow from Western commercial banks and private lending institutions.



Impact



- This led to periodic debt crises in the developing world, and lower incomes and increased poverty, especially in Africa and Latin America.

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Industrial world

→ Unemployment was rising (1970's - 1990's)

why



MNCs also began to shift production operations to low-wage Asian countries.



### → Why MNCs also began to shift production operations to low-wage Asian countries?



- Low cost of production, fall of Soviet Union, new economic policies in China.
- Example of China



- Thus they became attractive destinations for investment by foreign MNCs competing to capture world markets.
- The relocation of industry to low-wage countries stimulated world trade and capital flows.
- In the last two decades the world's economic geography has been transformed as countries such as India, China and Brazil have undergone rapid economic transformation

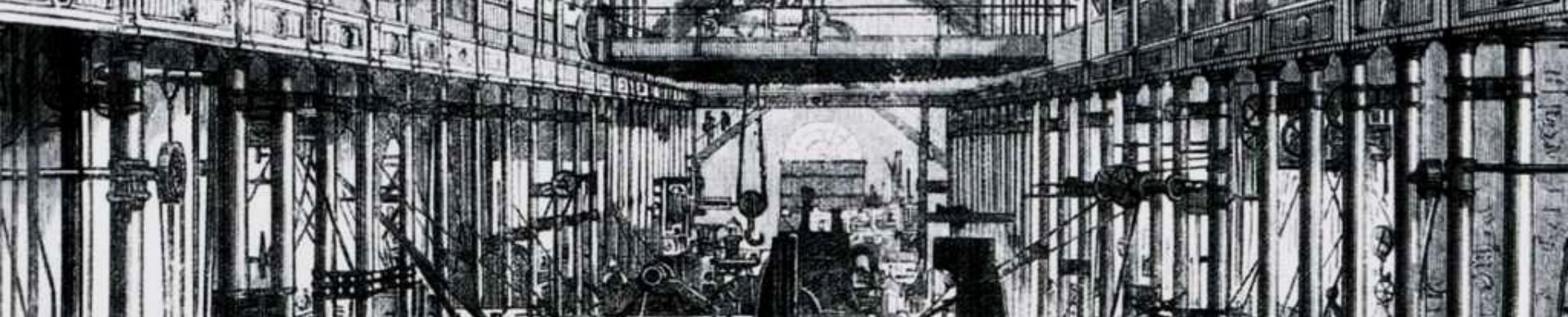


Globalisation



# Chapter Completed





Class 10th - History

# The Age of Industrialisation

Full Chapter Explanation





## Introduction

*Understand the heading* 😡



## Industrialisation

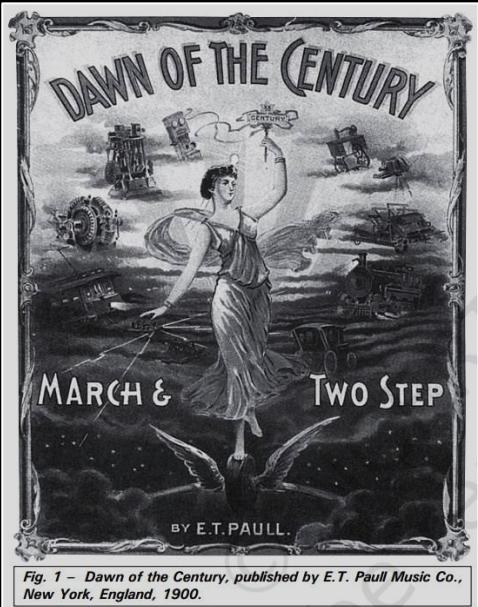
Western perspective

Indian perspective

Theme of the chapter



*In 1900, a popular music publisher E.T. Paull produced a music book that had a picture on the cover page announcing the 'Dawn of the Century'*



- At the centre of the picture is a goddess-like figure, the angel of progress, bearing the flag of the new century.
- She is gently perched on a wheel with wings, symbolising time.
- Her flight is taking her into the future.
- Floating about, behind her, are the signs of progress: railway, camera machines, printing press and factory.

Fig. 1 – Dawn of the Century, published by E.T. Paull Music Co., New York, England, 1900.



Fig. 2 – Two Magicians, published in Inland Printers, 26 January 1901.

*Picture on the pages of trade magazine*



- It shows two magicians.
- The one at the top is Aladdin from the Orient who built a beautiful palace with his magic lamp.
- The one at the bottom is the modern mechanic, who with his modern tools weaves a new magic: builds bridges, ships, towers and high-rise buildings.
- **Aladdin is shown as representing the East and the past, the mechanic stands for the West and modernity.**



## Analyse the Images



- Triumphant account of the modern world. 😠
- Modern world is associated with rapid technological change and innovations, machines and factories, railways and steamships.
- The history of industrialisation thus becomes simply a story of development.



Questions 😠



## *Before the Industrial Revolution*

Industrialisation

= Growth of factory industry



When we talk of industrial production we refer to factory production. When we talk of industrial workers we mean factory workers. Histories of industrialisation very often begin with the setting up of the first factories.



Problem with such idea A yellow circular emoji with a frowny face and a sweat drop on its forehead.



Even before factories began to dot the landscape in England and Europe, there was large-scale industrial production for an international market.



Proto - industrialisation



## Proto - Industrialisation in Practice

Merchants from the towns in Europe began moving to the countryside, → 



Supplying money to peasants and artisans, persuading them to produce for an international market.

---

---

World trade ↑

→ The acquisition of colonies → The demand for goods began growing ↑



But merchants could not expand production within towns. 



### Why merchants could not expand production within towns? 😠



- Urban crafts and **trade guilds** were powerful.
- These were associations of producers that trained craftspeople, maintained control over production, regulated competition and prices, and restricted the entry of new people into the trade.
- Rulers granted different guilds the monopoly rights to produce and trade in specific products.

∴ It was difficult for new merchants to set up business in towns. So they turned to the countryside.



## How production took place in the countryside during Proto - Industrialisation

Merchant

→ Moved to countryside



Poor peasants and artisans began to work for merchants. →

Why?



- This was a time when open fields were disappearing and commons were being enclosed
- Cottagers and poor peasants who had earlier depended on common lands for their survival, gathering their firewood, berries, vegetables, hay and straw, had to now look for alternative sources of income.
- Many had tiny plots of land which could not provide work for all members of the household.

∴ In this situation, merchants provided an alternative source of income



The relationship developed between towns and countryside



Merchants were based in towns, but the work was done mostly in the countryside. 😠

Towns



Countryside

Advanced



Spinning



Weaving



Dying

Finishing in London



Selling in International market



## Proto - Industrial System



- Part of a network of commercial exchanges.
- It was controlled by merchants and the goods were produced by a vast number of producers working within their family farms, not in factories.
- At each stage of production, 20 to 25 workers were employed by each merchant.





## *The coming up of the factory*



1730's to late eighteenth century.



The first symbol of the new era was cotton



In 1760 Britain was importing 2.5 million pounds of raw cotton to feed its cotton industry. By 1787 this import soared to 22 million pounds.



This increase was linked to a number of changes within the process of production.



## Reasons for the increase of cotton consumption



- A series of inventions in the eighteenth century increased the efficacy of each step of the production process (carding, twisting and spinning, and rolling).
- They enhanced the output per worker, enabling each worker to produce more, and they made possible the production of stronger threads and yarn.
- Then **Richard Arkwright** created the cotton mill

Countryside (Manual)

→ To →

Towns (Mills with machines)



- Within the mill, all the processes were brought together under one roof and management.
- This allowed a more careful supervision over the production process, a watch over quality, and the regulation of labour.

Factories



Factories



Factories increasingly became an intimate part of the English landscape.



- So visible were the imposing new mills, so magical seemed to be the power of new technology. That contemporaries were dazzled.
- They concentrated their attention on the mills, almost forgetting the bylanes and the workshops where production still continued.



Fig. 5 – Industrial Manchester by M. Jackson, The Illustrated London News, 1857.  
Chimneys billowing smoke came to characterise the industrial landscape.



## *The pace of Industrial change*



- How rapid was the process of industrialisation?
- Does industrialisation mean only the growth of factory industries?



Solution

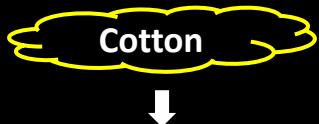




## The pace of Industrial change

First

→ The most dynamic industries in Britain were clearly cotton and metals



Growing at a rapid pace, cotton was the leading sector in the first phase of industrialisation up to the 1840s.

With the expansion of railways, in England from the 1840s and in the colonies from the 1860s, the demand for iron and steel increased rapidly

→ By 1873 Britain was exporting iron and steel worth about £77 million, double the value of its cotton export.



## The pace of Industrial change

Second

→ The new industries could not easily displace traditional industries



- Even at the end of the nineteenth century, less than 20 per cent of the total workforce was employed in technologically advanced industrial sectors.
- Textiles was a dynamic sector, but a large portion of the output was produced not within factories, but outside, within domestic units.



## The pace of Industrial change

Third

→ Traditional industries too had development,  
they were not stagnant. 



Seemingly ordinary and small innovations were the basis of growth in many non-mechanised sectors such as food processing, building, pottery, glass work, tanning, furniture making, and production of implements.



## The pace of Industrial change

Fourth

→ Technological changes occurred slowly 😠



- New technology was expensive and merchants and industrialists were cautious about using it.
- The machines often broke down and repair was costly.
- They were not as effective as their inventors and manufacturers claimed.



Example: The case of the steam engine



## The case of the steam engine 😠



- James Watt improved the steam engine produced by Newcomen and patented the new engine in 1781.
- His industrialist friend Matthew Boulton manufactured the new model.
- But for years he could find no buyers. 😠

So even the most powerful new technology that enhanced the productivity of labour manifold was slow to be accepted by industrialists



## *Hand labour and steam power*

In Victorian Britain, there was no shortage of human labour.

→ They were demanding work.



- When there is plenty of labour, wages are low.
- So industrialists had no problem of labour shortage or high wage costs.
- They did not want to introduce machines that got rid of human labour and required large capital investment.



Question



Why industrialist prefer hand labour over steam power A yellow thinking emoji with a small speech bubble.



## Why industrialist prefer hand labour over steam power? 😠

1. **Plenty of labours who were willing to work for low wages.**
2. **Seasonal nature of industries demanded labour for a specific season**
  - Gas works and breweries were especially busy through the cold months. So they needed more workers to meet their peak demand.
  - Book binders and printers, catering to Christmas demand, too needed extra hands before December.
  - At the waterfront, winter was the time that ships were repaired and spruced up.

∴ Industrialists usually preferred hand labour rather than machines.



Why industrialist prefer hand labour over steam power?

### 3. A range of products could be produced only with hand Labour.

- Machines were oriented to producing uniform, standardised goods for a mass market.
- But the demand in the market was often for goods with intricate designs and specific shapes
- In mid-nineteenth-century Britain, for instance, 500 varieties of hammers were produced and 45 kinds of axes. These required human skill, not mechanical technology.

#### Example

- The aristocrats and the bourgeoisie—preferred things produced by hand.
- Countries with labour shortage (America) → been on using machines



## ***Life of workers***



The abundance of labour in the market affected the lives of workers.

Explain



**Migration from countryside**

→ **Towns**

→ **Possibility of jobs**



- Spending weeks in seeking jobs
- Sleeping under bridges and night shelters and night refuges.



The actual possibility of getting a job depended on existing networks of friendship and kin relations.

Reality





→ Seasonality of work in many industries meant prolonged periods without work. 



- After the busy season was over, the poor were on the streets again.
- Some returned to the countryside after the winter, when the demand for labour in the rural areas opened up in places.
- But most looked for odd jobs, which till the mid-nineteenth century were difficult to find.



- Wages increased somewhat in the early nineteenth century. But they tell us little about the welfare of the workers.



**Wages *V/S* Real wages**



Increase in price ↑ = ↓ Decrease in wages

- The income of workers depended not on the wage rate alone



- What was also critical was the period of employment:
- The number of days of work determined the average daily income of the workers.

**Unemployment ↑**



Rise in the unemployment ↑

= More poors →

Hostility towards the technology  
replacing the workers.

!! Attacks on spinning Jenny !!

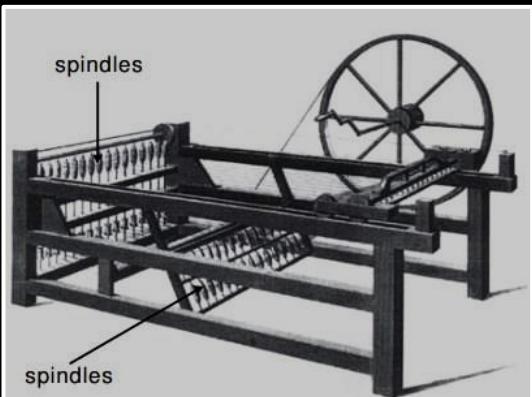


Fig. 11 – A Spinning Jenny, a drawing by T.E. Nicholson, 1835.

Notice the number of spindles that could be operated with one wheel.



In was a machine devised by James Hargreaves in 1764 Which consist of number spindles, operated by turning a single wheel which can spin several threads at the same time. It replaced the hand spinning and labour work.

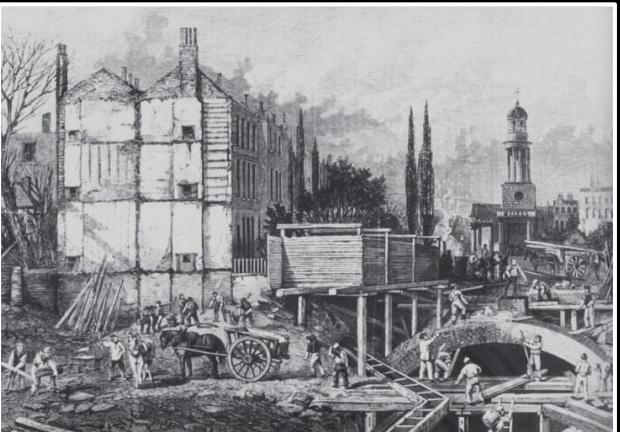


Fig. 12 – A shallow underground railway being constructed in central London. Illustrated Times, 1868.  
From the 1850s railway stations began coming up all over London. This meant a demand for large numbers of workers to dig tunnels, erect timber scaffolding, do the brick and iron works. Job-seekers moved from one construction site to another.

*How did the situation improved?* 😠



→ Construction and building activities in cities opened up greater opportunities of employment. 😠



- Roads were widened, new railway stations came up, railway lines were extended, tunnels dug, drainage and sewers laid, rivers embanked.
- The number of workers employed in the transport industry doubled in the 1840s, and doubled again in the subsequent 30 years.



## *Industrialisation in the colonies*

We will take a look of Factory industries and non - mechanised sector.



→ Textile industries will be in focus 😡

## The age of Indian Textile



Before the age of machine industries, silk and cotton goods from India dominated the international market in textiles.

Why? 😡

How? 😡



Why and how the Indian handmade goods dominated international market?



1. **Quality of Indian products.**
2. **Demanded all over the world.**
  - Armenian and Persian merchants took the goods from Punjab to Afghanistan, eastern Persia and Central Asia.
  - A vibrant sea trade operated through the main pre-colonial ports. Surat on the Gujarat coast connected India to the Gulf and Red Sea Ports; Masulipatam on the Coromandel coast and Hoogly in Bengal had trade links with Southeast Asian ports.



Why and how the Indian handmade goods dominated international market? 🤔



*A variety of Indian merchants and bankers were involved in this network*



- Supply merchants linked the port towns to the inland regions.
- They gave advances to weavers, procured the woven cloth from weaving villages, and carried the supply to the ports.
- At the port, the big shippers and export merchants had brokers who negotiated the price and bought goods from the supply merchants operating inland.



By the 1750s this network, controlled by Indian merchants, was, breaking down.



Why? A yellow emoji with a confused expression, enclosed in a red thought bubble.



!! Coming up of Europeans !!



Explain A yellow emoji with a confused expression, enclosed in a teal thought bubble.



Coming up of European companies and breaking down of Indian system



European companies

- Gained concessions from local courts.
- Monopoly rights to trade **X** competition to local merchants



Impact A yellow emoji with a frowny face, enclosed in a red thought bubble.



- *Decline of the old ports of Surat and Hoogly* through which local merchants had operated.
- Exports from these ports fell dramatically.
- The local bankers slowly went bankrupt



Decline in the ports of Surat and Hooghly ⚡

Rise in the ports of Bombay and Calcutta ↑

- This shift from the old ports to the new ones was an **indicator of the growth of colonial power**
- Trade through the new ports came to be controlled by European companies, and was carried in European ships.
- While many of the old trading houses collapsed, those that wanted to survive had to now operate within a network shaped by European trading companies.

How did these changes affect the life of weavers and other artisans? 😠



## *What happened to weavers?*

### Phase - I

**Before East India company gained political power**



- British cotton industries had not yet expanded
- Indian fine textiles were in great demand in Europe.
- Competition from The French, Dutch, Portuguese as well as the local traders compete in the market, to secure woven cloth.

**Impact**



### Phase - II

**After East India company gained political power**



- It could assert a monopoly right to trade.
- It proceeded to develop a system of management and control that would eliminate competition, control costs, and ensure regular supplies of cotton and silk goods.

**Explain**





Impact on weavers and supply merchants before East India company gained political power?



The situation was advantageous to Weavers A yellow circular emoji with a frowny face and a sweat drop.



- Demand for Indian fine textiles → so the company was keen on expanding textile exports from India.
- It was difficult for East India Company to ensure regular supply of goods due to competition.



The weaver and supply merchants could bargain and try selling the produce to the best buyer



How did company eliminated competition, control cost and ensured regular supplies?



1. The Company tried to eliminate the existing traders and brokers connected with the cloth trade



- Establish a more direct control over the weaver. → A red thought bubble containing the text "How?" next to a yellow angry face emoji.



Through Gomastha A yellow angry face emoji.



A paid servant appointed to supervise weavers, collect supplies, and examine the quality of cloth.



How did company eliminated competition, control cost and ensured regular supplies?



2. It prevented Company weavers from dealing with other buyers →

How?



- Through the system of advances.
- Once an order was placed, the weavers were given loans to purchase the raw material for their production.
- Those who took loans had to hand over the cloth they produced to the Gomasthas.
- They could not take it to any other trader.



Impact





The system created by British started many problems 😠



- Weavers had to engage on the full time basis
  - Clashes between weavers and gomasthas. 😡
- They were different from the supply merchants.
- The new gomasthas were outsiders, with no long-term social link with the village.
- They acted arrogantly, marched into villages with sepoy and peons, and punished weavers for delays in supply—often beating and flogging them.



Impact on weavers? 😡



## Impact on weavers? 😔



- The **weavers lost the space to bargain** for prices and sell to different buyers.
- The price they received from the Company was miserably low.
- The **loans** they had accepted **tied them to the Company**.
- **Weavers deserted villages and migrated**, setting up looms in other villages where they had some family relation.
- Weavers along with the village traders **revolted**, opposing the Company and its officials.
- Many weavers began refusing loans, **closing down their workshops and taking to agricultural labour**.



## *Manchester Comes to India*

Henry Patallo, 1772

→ “The demand for Indian textiles could never reduce, since no other nation produced goods of the same quality”



*But exports from India declined.* 😠



- In 1811-12 piece-goods accounted for 33 per cent of India's exports
- By 1850-51 it was no more than 3 per cent.



- Why did this happen?
- What were its implications?



## Why there was a decline of cotton exports from India? 😬

Cotton industries in England



Persuaded the East India Company  
to sell British manufactures in Indian  
markets as well

→ They pressurised the government to impose import duties on cotton textiles so that Manchester goods could sell in Britain without facing any competition from outside.

Impact



- Exports of British cotton goods increased dramatically in the early nineteenth century.
- Exports of Indian cotton goods decreased dramatically in the early nineteenth century.



Cotton weavers in India thus faced two problems at the same time:

1. Their export market collapsed
2. The local market shrank, being glutted with Manchester imports.

Explain



By the 1860s, weavers faced a new problem. ➡ Problem of the supply of raw cotton





Why the Indian weavers faced with the problem of the supply of raw cotton in the 1860s?

American Civil War

→ Cotton supplies from the US were cut off



Britain turned to India

→ Raw cotton exports from India ↑ = The price of raw cotton shot up ↑



Weavers in India were starved of supplies and forced to buy raw cotton at exorbitant prices.



Factories in India began production, flooding the market with machine-goods.



## Factories Come Up



- **The first cotton mill in Bombay came up in 1854** and it went into production two years later.
- By 1862 four mills were at work with 94,000 spindles and 2,150 looms
- Around the same time **jute mills came up in Bengal**, the first being set up in **1855** and another one seven years later, in 1862.
- In north India, the **Elgin Mill was started in Kanpur in the 1860s**, and a year later the **first cotton mill of Ahmedabad was set up**.
- By 1874, the first spinning and weaving mill of Madras began production.



Questions





## *The Early Entrepreneurs*



- The history of many business groups goes back to trade with China.
- The British in India began exporting opium to China and took tea from China to England.
- Many Indians became junior players in this trade



How?



Providing Finance, procuring supplies, and shipping consignments

Having earned through trade, some of these businessmen had visions of developing industrial enterprises in India.



### Who were the early Entrepreneurs?

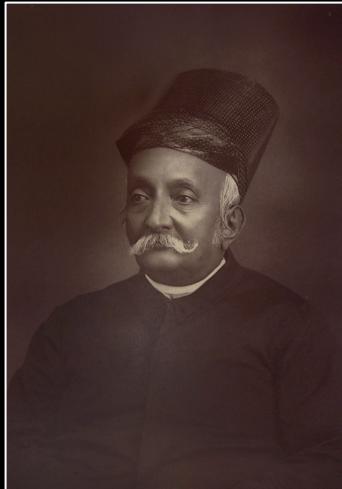


- In Bengal, **Dwarkanath Tagore** made his fortune in the China trade before he turned to industrial investment, setting up six joint-stock companies in the 1830s and 1840s.
- In Bombay, **Parsis like Dinshaw Petit and Jamsetjee Nusserwanjee Tata** who built huge industrial empires in India, accumulated their initial wealth partly from exports to China, and partly from raw cotton shipments to England.
- **Seth Hukumchand**, a Marwari businessman who set up the first Indian jute mill in Calcutta in 1917 also traded with China.
- So did the father as well as grandfather of the famous industrialist **G.D Birla**.

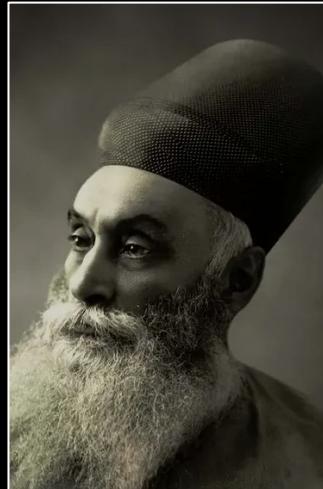
# Class 10th - History - The Age of Industrialisation - Full Chapter Explanation



Dwarkanath Tagore



Dinshaw Petit



Jamsetjee  
Nusserwanjee  
Tata



Seth Hukumchand



G.D. Birla



*Capital was accumulated through other trade networks* 😠



- Trade with Burma, Middle East and East Africa
- Groups operated in India (Carrying goods from one place to another, banking money, transferring funds between cities, and financing traders.)
- When opportunities of investment in industries opened up, many of them set up factories.



Colonial control over Indian trade



Difficulties for Traders



- They were barred from trading with Europe in manufactured goods.
- Had to export mostly raw materials and food grains raw cotton, opium, wheat, and indigo—required by the British.
- They were also gradually edged out of the shipping business.



*Situation till first World War* 😠



- European Managing Agencies in fact controlled a large sector of Indian industries.
- Three of the biggest ones were **Bird Heiglers & Co., Andrew Yule, and Jardine Skinner & Co.**
- These Agencies mobilised capital, set up joint-stock companies and managed them.
- In most instances Indian financiers provided the capital while the European Agencies made all investment and business decisions.
- The European merchant-industrialists had their own chambers of commerce, which Indian businessmen were not allowed to join.



## *Where did the workers come from?*

Factories needed workers



With the expansion of factories,  
this demand increased.



- In 1901, there were 584,000 workers in Indian factories.
- By 1946 the number was over 2,436, 000.

Where did the workers come from? A yellow emoji with a thinking cap and a hand on its chin.



Where did the workers come from? 🤔



- In most industrial regions, workers came from the districts around.
- Peasants and artisans who found no work in the village went to the industrial centers in search of work.

### Example

- In Bombay, the came from district of ratnagiri
- While the mills of Kanpur got most of their textile hands from the villages within the district of Kanpur.
- Most often, mill workers moved between the village and the city, returning to their village homes during harvests and festivals.



Where did the workers come from?



- Over time, as news of employment spread, workers travelled great distances in the hope of work in the mills.

## Example

- From U.P to textile mills of Bombay and jute mills of Calcutta.
- Getting a job was not an easy task



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



## Role of Jobber



- Industrialists usually employed a jobber to get new recruits. Very often the jobber was an **old and trusted worker**.
- He got people from his village, ensured them jobs, helped them settle in the city and provided them money in times of crisis.
- 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.



Fig. 20 – A head jobber.  
Notice how the posture and clothes emphasise the jobber's position of authority.

The number of factory workers increased over time. However, they were a small proportion of the total industrial workforce.



## *The Peculiarities of Industrial Growth*



Different segments of industrial ventures 😠

European managing agencies



- They established tea and coffee plantations, acquiring land at cheap rates from the colonial government.
- They invested in mining, indigo and jute.
- Import of Manchester made goods.

Indian businessmen



- They avoided competing with Manchester goods in the Indian market.
- Production of coarse cotton yarn rather than fabric.
- The yarn produced in Indian spinning mills was used by hand loom weavers in India or exported to China.



*A series of changes affected the pattern of industrialisation.*



## 1. Swadeshi movement



- Nationalists mobilised people to boycott foreign cloth.
- Industrial groups organised themselves to protect their collective interests, pressurising the government to increase tariff protection and grant other concessions.
- Swadeshi products captured the imagination of market.



*A series of changes affected the pattern of industries*



## 2. Industrialists in India began shifting from yarn to cloth production.



- Exports of Indian goods to China declined.
- Produce from Chinese and Japanese mills flooded the Chinese market.
- Cotton piece goods production in India doubled between 1900 and 1912.



## First world war and industrial growth



- British mills busy with war production to meet the needs of the army.
- Manchester imports into India declined



Indian mills had a vast home market to supply.

---

---

Indian factories were called upon to supply war needs:  
jute bags, cloth for army uniforms, tents and leather  
boots, horse and mule saddles and a host of other items.



**Impact** 😠



## Impact of the first world war on industrial growth



New factories ↑



Working hours ↑



Workers ↑



!! Industrial production boomed !!



- Manchester could never recapture its old position in the Indian market.
- local industrialists gradually consolidated their position, substituting foreign manufactures and capturing the home market.



*Small scale industries predominate*



*Understand the heading* 😠



- Large industries formed only a small segment of the economy.
- Only a small proportion of the total industrial labour force worked in registered factories: 5 per cent in 1911 and 10 per cent in 1931.
- The rest worked in small workshops and household units, often located in alleys and bylanes, invisible to the passer-by.
- handicrafts production actually expanded in the twentieth century.
- hand loom cloth production expanded steadily: almost trebling between 1900 and 1940.



*How did this happen?* 😠



How did the handicraft and hand loom production expanded and weavers survived, despite problems?



1. *Technological changes was one reason* 😠



- Handicrafts people adopt new technology if that helps them improve production without excessively pushing up costs.

## Example

- Weavers using looms with a fly shuttle.
- This increased productivity per worker, speeded up production and reduced labour demand.





## Fly shuttle.



- It is a mechanical device used for weaving, moved by means of ropes and pulleys.
- It places the horizontal threads (called the weft) into the vertical threads (called the warp).
- The invention of the fly shuttle made it possible for weavers to operate large looms and weave wide pieces of cloth.





How did the handicraft and hand loom production expanded and weavers survived, despite problem?



## 2. *Certain groups of weavers were in a better position than others to survive the competition with mill industries*

Producer of coarse cloths

v/s

Producer of fine variety cloths



- The coarser cloth was bought by the poor
- Its demand fluctuated violently
- Bought by the well-to-do was more stable.
- Less fluctuation : the rich could buy these even when the poor starved



Mills could not imitate specialised weaves. Saris with woven borders, or the famous lungis and handkerchiefs of Madras, could not be easily displaced by mill production.



## Weavers, hardships and survival



- **Weavers and other craftspeople, who continued to expand production through the twentieth century, did not necessarily prosper.**
- **They lived hard lives and worked long hours.**
- **Very often the entire household-including all the women and children had to work at various stages of the production process.**
- **But they were not simply remnants of past times in the age of factories.**
- **Their life and labour was integral to the process of industrialisation.**



## *Market for Goods*



Recall the whole chapter A yellow emoji with a thinking bubble above its head.



Connect with the heading A yellow emoji with a thinking bubble above its head.



- When new products are produced, people have to be persuaded to buy them.
- They have to feel like using the product.



*How was this done?*



## How the market for goods was created?



### 1. Advertisement was the one way.



- They try to shape the minds of people and create new needs.
- They appear in newspapers, magazines, hoardings, street walls, television screens.
- But if we look back into history we find that from the very beginning of the industrial age, advertisements have played a part in expanding the markets for products, and in shaping a new consumer culture.



## How the market for goods was created?



### 2. Use of labels as a mark of quality



- When Manchester industrialists began selling cloth in India, they put labels on the cloth bundles.
- When buyers saw **MADE IN MANCHESTER** written in bold on the label, they were expected to feel confident about buying the cloth.
- They also carried images and were very often beautifully illustrated.
- If we look at these old labels, we can have some idea of the mind of the manufacturers, their calculations, and the way they appealed to the people.

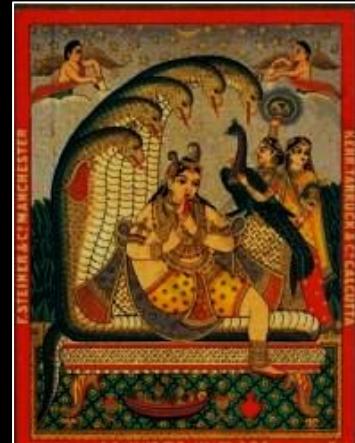


Fig. 26(a) – Manchester labels, early twentieth century.  
Images of numerous Indian gods and goddesses – Kartika, Lakshmi, Saraswati – are shown in imported cloth labels approving the quality of the product being marketed.



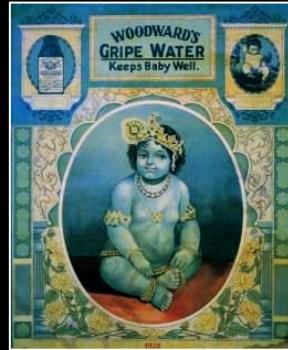
## How the market for goods was created?



### 3. Use of Images and illustrations.



- Images of Indian gods and goddesses regularly appeared on these labels.
- It was as if the association with gods gave divine approval to the goods being sold.
- The imprinted image of Krishna or Saraswati was also intended to make the manufacture from a foreign land appear somewhat familiar to Indian people.





## How the market for goods was created?



### 4. Printing of calendars to advertise. 😠



- Manufacturers were printing calendars to popularise their products.
- It captured the imagination of people as they saw them again and again.
- Unlike newspapers and magazines calendars were used even by people who could not read.
- Figures of important personages, of emperors and nawabs, adorned advertisement and calendars.
- When the product was being used by kings, 😠 produced under royal command, its quality could not be questioned.

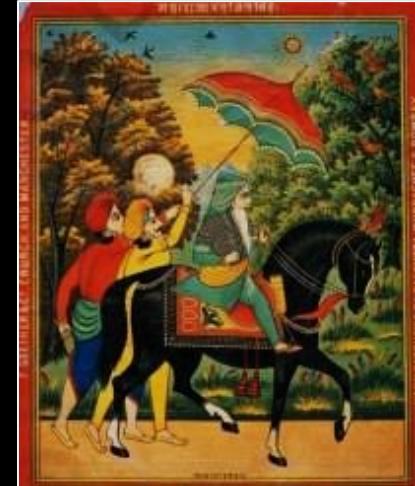


Fig. 26(b) – Maharaja Ranjit Singh on a Manchester label.  
Historic figures are used to create respect for the product.



## How the market for goods was created?



### 5. Nationalist message through products 😠



- If you care for the nation, then buy products that Indians produce.
- It captured the imagination of people as they saw them again and again
- Advertisements became a vehicle of the nationalist message of swadeshi.



Fig. 28 – An Indian mill cloth label.  
The goddess is shown offering cloth produced in an Ahmedabad mill, and asking people to use things made in India.



# Chapter Completed





Class 10th - History

# Print Culture and the Modern World

Full Chapter Explanation





## Introduction



Can you imagine the life without print? 🤔



### Theme

→ Print itself has a history which had shaped the contemporary world.



- What is this history?
- When did printed literature begin to circulate?
- How has it helped create the modern world?

Expansion of print from East Asia to its expansion in Europe and in India.



## The first printed books

The earliest kind of print technology



China, Japan and Korea

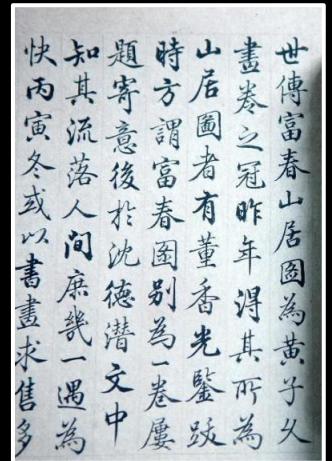
} Hand printing 😠

From AD 594 onwards, books in China were printed by rubbing paper against the inked surface of woodblocks.



↓ Limitation 😠

As both sides of the thin, porous sheet could not be printed.





## Print and China

### → The traditional Chinese 'accordion book'



- Folded and stitched at the side.
- Superbly skilled craftsmen could duplicate, with remarkable accuracy, the beauty of calligraphy.



### → Chinese bureaucracy and its role in print 😠

- China possessed a huge bureaucratic system which recruited its personnel through civil service examinations.
- Textbooks for this examination were printed in vast numbers under the sponsorship of the imperial state.
- From the sixteenth century, the number of examination candidates went up and that increased the volume of print.





As urban culture bloomed in China.



Uses of print diversified.



Print was no longer used just by scholar-officials. Merchants used print.



They collected trade information.

*Reading became a leisure activity.*



- The new readership preferred fictional narratives, poetry, autobiographies, anthologies of literary masterpieces, and romantic plays.
- Rich women began to read, and many women began publishing their poetry and plays.
- Wives of scholar-officials published their works, and courtesans wrote about their lives.



## ***Role of technology in spreading reading culture.***



- **Western printing techniques and mechanical presses were imported in the late nineteenth century as Western powers established their outposts in China.**
- **Shanghai became the hub of the new print culture, catering to the Western-style schools.**
- **Shift from hand printing to mechanical printing.**





## Print in Japan

Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768-770. Containing six sheets of text and woodcut illustrations.

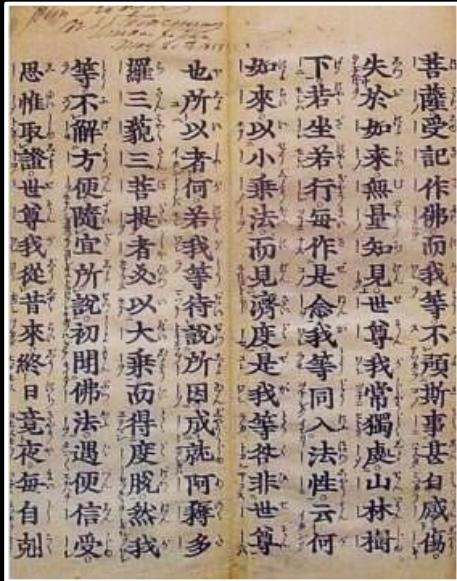


Oldest Japanese book prints was **Buddhist diamond sutra**[A.D 868]

- Printing of pictures on textiles, playing cards and paper money



*Printing to visual material* 😊





*Upcoming of visual material in printing.* 😠



- led to interesting publishing practices.
- In the late eighteenth century, in the flourishing **urban circles at Edo** illustrated collections of paintings depicted an elegant urban culture, involving artists, courtesans, and teahouse gatherings.
- Libraries and bookstores were packed with hand-printed material.
- Shift from hand printing to mechanical printing.



## Kitagawa Utamaro and ukiyo

Kitagawa Utamaro, born in Edo in 1753, was widely known for his contributions to an art form called ukiyo.

'Pictures of the floating world' or depiction of ordinary human experiences, especially urban ones.

These prints travelled to contemporary US and Europe and influenced artists like Manet, Monet and Van Gogh.



An ukiyo print by  
kitagawa utamaro



A morning scene, ukiyo print by Shunman Kubo, late eighteenth century.  
A man looks out of the window at the snowfall while women prepare tea  
and perform other domestic duties.



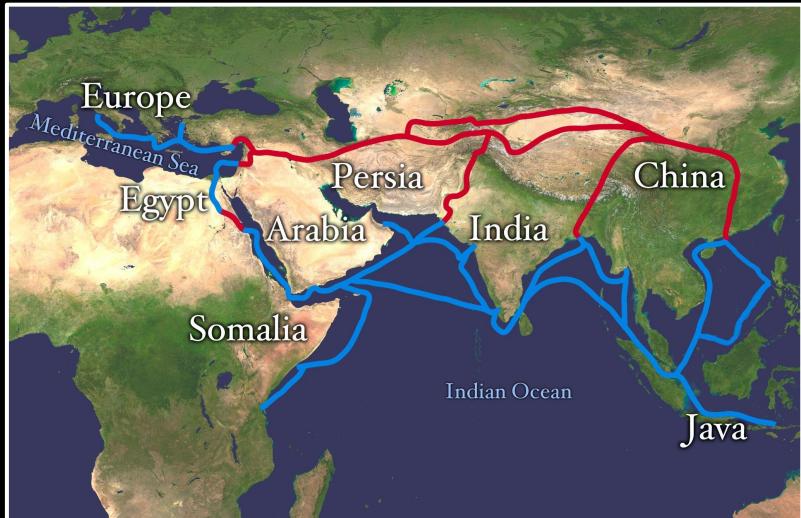
## *Print comes to Europe*



### Silk route and its significance 😠



- Silk and spices from China flowed into Europe
- In the eleventh century, Chinese paper reached Europe via the same route.
- Paper made possible the production of manuscripts, carefully written by scribes.





## Marco Polo and his contribution. 😠



- Then, in 1295, Marco Polo, a great explorer, returned to Italy after many years of exploration in China.
- China already had the technology of woodblock printing.



Marco Polo brought this knowledge back with him.

Impact



- Italians began producing books with woodblocks.
- Soon the technology spread to other parts of Europe.



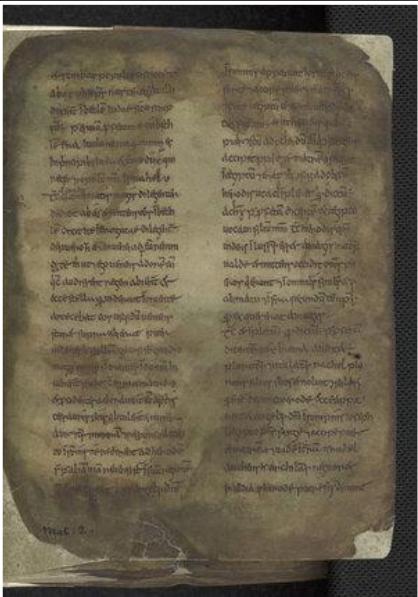
***Connect with the chapter age of industrialisation*** 😠

Aristocrats and rich



→ **Class status and refinement**

- Luxury editions were still handwritten on very expensive **vellum**.
  - Aristocratic circles and rich monastic libraries scoffed at printed books as **cheap vulgarities**
- 
- 
- Merchants and students in the university towns bought the cheaper printed copies.



↓  
Impact





*How the increasing demand was met?*



- Production of handwritten manuscripts was also organised in new ways to meet the expanded demand.
- Scribes or skilled hand writers were no longer solely employed by wealthy or influential patrons but increasingly by booksellers as well.
- More than 50 scribes often worked for one bookseller.



**Limitations** A red-outlined cloud-shaped callout bubble containing the word "Limitations". To the right of the text is a small yellow emoji of a face with a frowny mouth and a single tear.



*The production of handwritten manuscripts could not satisfy  
the ever-increasing demand for books.*



- Copying was an expensive, laborious and time-consuming business.
- Manuscripts were fragile, awkward to handle, and could not be carried around or read easily.



**Woodblock Printing**

With the growing demand for books, woodblock printing gradually became more and more popular.



*Further need of quicker and cheaper reproduction of texts.*



**Invention of a new print technology**



- At Strasbourg, Germany, **Johann Gutenberg** developed the first-known printing press in the 1430s.
- Gutenberg was the son of a merchant and grew up on a large agricultural estate.
- From his childhood he had seen wine and olive presses.
- Subsequently, he learnt the art of polishing stones, became a master goldsmith, and also acquired the expertise to create lead moulds used for making trinkets.



**He used all this knowledge to his invention.**



*Fig. 5 – A Portrait of  
Johann Gutenberg,  
1584.*



## Gutenberg's Printing Press



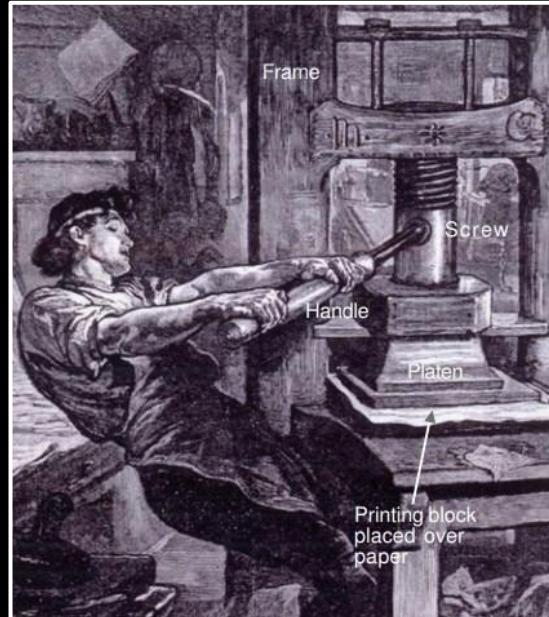
- Gutenberg adapted existing technology to design his innovation.
- The olive press provided the model for the printing press.
- Moulds were used for casting the metal types for the letters of the alphabet.
- By 1448, Gutenberg perfected the system.
- The first book he printed was the Bible.
- About 180 copies were printed and it took three years to produce them.





## Gutenberg's printing press explained

- Notice the 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 top of a sheet of damp paper.
- Gutenberg developed metal types for each of the 26 characters of the Roman alphabet and devised a way of moving them around so as to compose different words of the text.
- This came to be known as the **moveable type printing machine**, and it remained the basic print technology over the next 300 years.





### A Printer's workshop, sixteenth century.

- This picture depicts what a printer's shop looked like in the sixteenth century. All the activities are going on under one roof.
- In the foreground on the right, **compositors** are at work, while on the left **galleys** are being prepared and ink is being applied on the metal types; in the background, the printers are turning the screws of the press, and near them **proofreaders** are at work.
- Right in front is the final product the double-page printed sheets, stacked in neat piles, waiting to be bound.



The new technology did not entirely displace the existing art of producing books by hand.



Explain



→ Printed books at first closely resembled the written manuscripts in appearance and layout.



- The metal letters imitated the ornamental handwritten styles.
- Borders were illuminated by hand with foliage and other patterns.
- Illustrations were painted.
- In the books printed for the rich, space for decoration was kept blank on the printed page.
- Each purchaser could choose the design and decide on the painting school that would do the illustrations.





Between 1450 - 1550



Printing production expanded



- Printing presses were set up in most countries of Europe.
- Printers from Germany travelled to other countries, seeking work and helping start new presses.
- The second half of the fifteenth century saw 20 million copies of Printed books flooding the markets in Europe.
- The number went up in the sixteenth century to about 200 million copies.

This shift from hand printing to mechanical printing led to the print revolution.



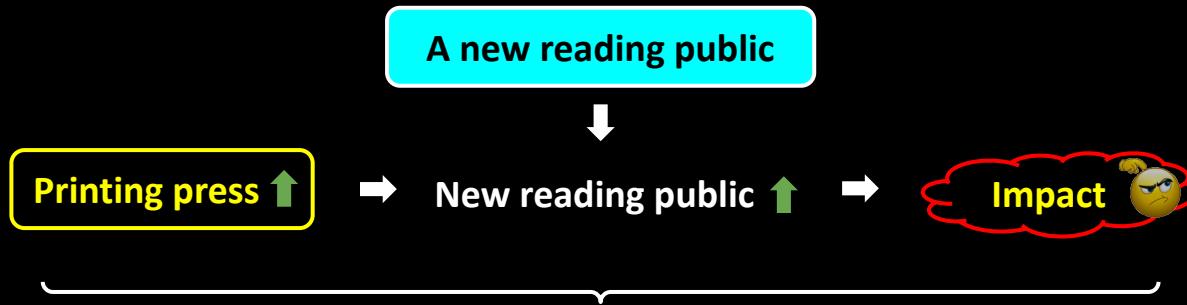
## *The Print Revolution and its Impact*



### Why Print revolution? 🤔



- It transformed the lives of people
- Changing their relationship to information and knowledge.
- It influenced popular perceptions
- Opened up new ways of looking at things.



- Printing reduced the cost of books.
- The time and labour required to produce each book came down.
- Multiple copies could be produced with greater ease.
- Books flooded the market.



Book → Reading Public → Created a new culture of Reading



- Earlier, reading was restricted to the elites. Common people lived in a world of oral culture.
- Before the age of print, books were not only expensive but they could not be produced in sufficient numbers.



Print revolution



Now books could reach out to wider sections of people.

Hearing public → Reading public



The transition from hearing public to reading public was not so simple. →

Problems



Books could be read only by the literate, and the rates of literacy in most European countries were very low



How the publishers persuade people towards prints? 🤔



- Printers began publishing popular ballads and folk tales, and such books would be profusely illustrated with pictures.
- These were then sung and recited at gatherings in villages and in taverns in towns.
- Print was transmitted orally and the hearing public and reading public became intermingled.



## Religious Debates and the Fear of Print

- Print created the possibility of wide circulation of ideas, and introduced a new world of debate and discussion.  
\_\_\_\_\_
- Even those who disagreed with established authorities could now print and circulate their ideas.

Not everyone welcomed the printed book, and those who did also had fears about it.



Explain A yellow thinking emoji with a small sweat drop on its forehead.



## Fears associated with the spread of print? 😠



Religious authorities, monarchs as well as many writers and artists were apprehensive of the effects of the easy availability of printed.



- It was feared that if there was no control over what was printed and read then *rebellious and irreligious thoughts might spread.*
- The authority of 'valuable' literature would be destroyed.
- This anxiety was the basis of widespread criticism of the new printed literature that had begun to circulate.



## Martin Luther and the Protestant Reformation



- In 1517, the religious reformer Martin Luther **wrote Ninety Five Theses** criticising many of the practices and rituals of the Roman Catholic Church.
- It challenged the Church to debate his ideas.
- Luther's writings were immediately reproduced in vast numbers and read widely.
- This lead to a division within the Church and to the beginning of the **Protestant Reformation**.
- Deeply grateful to print, Luther said, 'Printing is the ultimate gift of God and the greatest one.'



Analyse the situation without print?





## Print and Dissent

Print and popular religion literature

→ Stimulated many distinctive individual interpretations of faith even among little-educated working people.

Example: **Menocchio**, A miller in Italy, reinterpreted the message of the Bible and formulated a view of God and Creation that enraged the Roman Catholic Church.



He was inquisited for expressing heretical ideas and executed

∴ The Roman Church, imposed severe controls over publishers and booksellers and began to maintain an **Index of Prohibited Books from 1558**.



## *The reading Mania*

Literacy rates( 17th and 18th century )



How



- Churches of different denominations set up schools in villages.
- Carrying literacy to peasants and artisans.
- As literacy and schools spread in European countries, there was a virtual reading mania.



*New forms of popular literature appeared in print, targeting new audiences.* 



- Booksellers employed pedlars who roamed around villages, carrying little books for sale. There were almanacs or ritual calendars, along with ballads and folktales.
- In England, penny chapbooks were carried by petty pedlars known as chapmen, and sold for a penny, so that even the poor could buy them.
- In France, were the "Biliotheque Bleue", which were low-priced small books printed on poor quality paper, and bound in cheap blue covers.
- Periodical press and newspapers carried the information about current affairs with entertainment, wars and trade.
- The ideas of scientists and philosophers now became more accessible to the common people. Scientists like Isaac Newton began to publish their discoveries the writings of thinkers such as Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely printed and read.



Tremble, therefore tyrants of the world



Understand the heading 😠

By the mid-eighteenth century, there was a common conviction that books were a means of spreading progress and enlightenment.



- Books could change the world, liberate society from despotism and tyranny, and herald a time when reason and intellect would rule.
- Louise - Sébastien Mercier** a novelist declared “The printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism Away”.
- Mercier proclaimed: Tremble, therefore, tyrants of the world! Tremble before the virtual writer.



Mercier, his novels and the role of print 😠





## Print culture and French revolution



Many historians have argued that print culture created the conditions within which French Revolution occurred.



How



Three types of arguments have been usually put forward.

First



Print popularised the ideas of the Enlightenment thinkers.



- Their writings provided a critical commentary on tradition, superstition and despotism.
- Demanded that everything be judged through the application of reason and rationality.
- 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.





**Second**

→ Print created a new culture of dialogue and debate.



- All values, norms and institutions were re-evaluated and discussed by a public that had become aware of the power of reason.
- The need to question existing ideas and beliefs.

**Third**

→ By the 1780s there was an outpouring of literature that mocked the royalty and criticised their morality.



- Questions about the existing social order. (3 Estate)
- Cartoons and caricatures about the situation where the monarchy remained absorbed only in sensual pleasures while the common people suffered immense hardships circulated.



Conclusion

→ Did print culture lead to the French Revolution



Print

→ Spread of idea.



- But we must remember that people did not read just one kind of literature.
- If they read the ideas of Voltaire and Rousseau, they were also exposed to monarchical and Church propaganda.
- They accepted some ideas and rejected others.

Print did not directly shape their minds, but it did open up the possibility of thinking differently.



## The nineteenth century



The nineteenth century saw vast leaps in mass literacy in Europe.



Impact



Increase in the large number of readers





## Children, women and worker

### Children



As primary education became compulsory = Children became an important category of readers.



- Production of school textbooks became critical for the publishing industry.
- A children's press, devoted to literature for children alone, was set up in France in 1857.
- The Grimm Brothers in Germany spent years compiling traditional folk tales gathered from peasants.
- Anything that was considered unsuitable for children or would appear vulgar to the elites, was not included in the published version.



## Women



- Women became important as readers as well as writers.
- Penny magazines were especially meant for women, as were manuals teaching proper behaviour and housekeeping.
- Some of the best-known novelists were women: **Jane Austen, the Bronte sisters, George Eliot.**
- Their writings became important in defining a new type of woman: a person with will, strength of personality, determination and the power to think.





## Workers



- **Lending libraries** had been in existence from the seventeenth century onwards.
- In the nineteenth century, lending libraries in England became instruments for educating white-collar workers, artisans and lower-middle-class people.
- Sometimes, self-educated working class people wrote for themselves.
- 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.





## Further Innovations



Series of development occurred in printing technology



- By the mid-nineteenth century **Richard M. Hoe** of New York had perfected the **power-driven cylindrical press**.
  - In the late nineteenth century, the **offset press** was developed which could print up to six colours at a time
  - **Electrically operated presses** accelerated printing operations.
  - A series of other developments followed. 😠
- Methods of feeding paper improved, the quality of plates became better, automatic paper reels and photoelectric controls of the colour register were introduced.



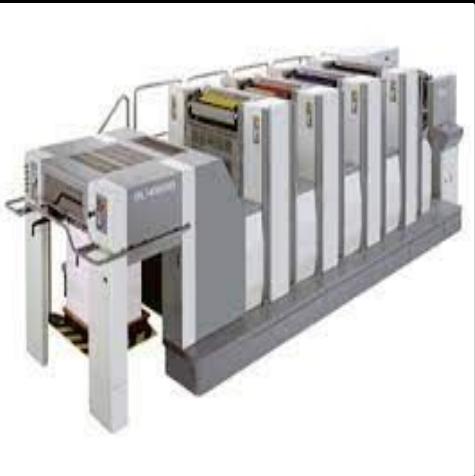
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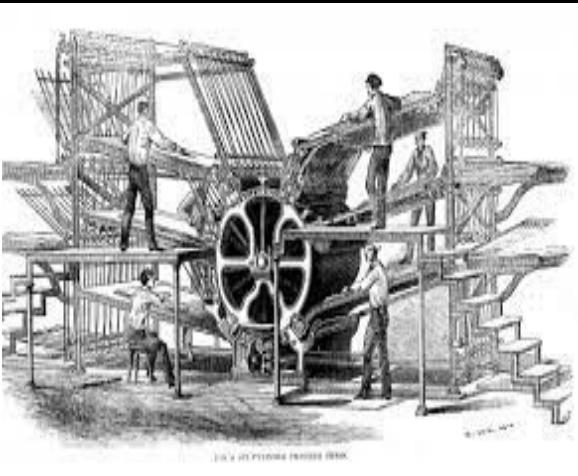
# Class 10th - History - Print Culture and the Modern World - Full Chapter Explanation



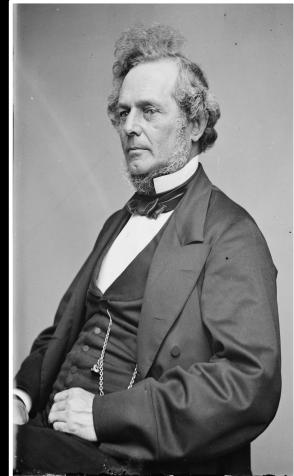
**Electrically  
operated  
presses**



**Offset press**



**Power-driven cylindrical press.**



**Richard M.  
Hoe**



**Printers and publishers continuously developed new strategies to sell their product.**



- Nineteenth-century **periodicals serialised important novels**, which gave birth to a particular way of writing novels.
- In the 1920s in England, popular works were sold in cheap series, called the **Shilling Series**.
- The dust cover or the **book jacket** is also a twentieth-century innovation.
- **Great depression** → Publishers feared a decline in book purchases. To sustain buying, they brought out cheap paperback editions.



*India and the world of print*



Print and India 😡

Before

Manuscripts before the age of print

After

Print comes to India

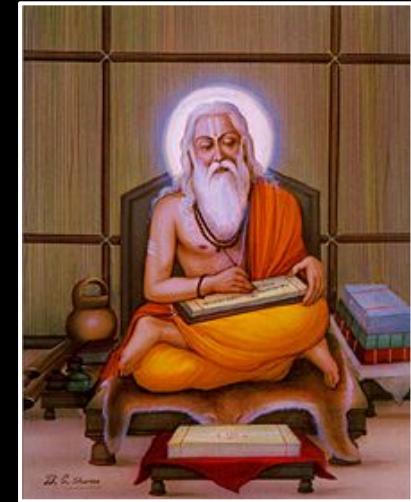


## Manuscripts Before the Age of Print

India

→ Rich and old tradition of handwritten manuscripts 😵

- Manuscripts were copied on palm leaves or on handmade paper.
- Pages were sometimes beautifully illustrated.
- They would be either pressed between wooden covers or sewn together to ensure preservation.
- Continued till the introduction of print.



Problems 😵



## Problems associated with manuscripts



- Highly expensive and fragile. They had to be handled carefully.
- They could not be read easily as the script was written in different styles.
- Manuscripts were not widely used in everyday life.



Pre Colonial Bengal

→ An extensive network of village primary school was developed



- Students very often did not read texts.
- They only learnt to write.
- Teachers dictated portions of texts from memory and students wrote them down.



Many thus became literate without ever actually reading any kinds of texts.



## Print comes to India



The printing press first came to Goa with Portuguese missionaries in the mid-sixteenth century.



- Jesuit priests learnt Konkani and printed several tracts.
- By 1674, about 50 books had been printed in the Konkani and in Kanara languages.
- Catholic priests printed the first Tamil book in 1579 at Cochin.
- In 1713 the first Malayalam book was printed by them.
- By 1710, Dutch Protestant missionaries had printed 32 Tamil texts, many of them translations of older works.



Print comes to India

→ The English language press



- The English language press did not grow in India till quite late.
- English East India Company began to import presses from the late seventeenth century.

From 1780, James Augustus Hickey began to edit the Bengal Gazette



- "A commercial paper open to all, but influenced by none".
- Hickey published a lot of advertisements, including those that related to the import and sale of slaves.
- He also published a lot of gossip about the Company's senior officials in India.



Impact





James Augustus Hickey

→ Wrote against British



Enraged by this, Governor-General Warren Hastings persecuted Hickey.



Encouraged the publication of officially sanctioned newspapers that could counter the flow of information that damaged the image of the colonial government.

There were Indians, too, who began to publish Indian newspapers. Brought out by Gangadhar Bhattacharya, who was close to Rammohun Roy.



Bengal Gazette



## *Religious reform and public debates*



*From the early nineteenth century, there were intense debates around religious issues*



## Various interpretations

Some criticised existing practices and campaigned for reform.



While others countered the arguments of reformers.



These debates were carried out in public and with print a wider public could now participate in these public discussions and express their views. New ideas emerged through these clashes of opinions.



*Time of intense controversies between social and religious reformers and the Hindu orthodoxy* 😠



Over matters like widow immolation, monotheism,  
Brahmanical priesthood and idolatry.



Impact



- Tracts and newspapers proliferated; circulating a variety of arguments.
- The ideas were printed in the everyday, spoken language of ordinary people.
- Rammohun Roy published the **Sambad Kaumudi** from 1821 and the Hindu orthodoxy commissioned the **Samachar Chandrika** to oppose his opinions.
- From 1822, two Persian newspapers were published, **Jam-i-Jahan Nama** and **Shamsul Akbar**
- In the same year, a Gujarati newspaper, the **Bombay Samachar**, made its appearance.



## Religious reform and public debates

→ Among Muslims

- Ulama were deeply anxious about the collapse of Muslim dynasties.
- They feared that colonial rulers would encourage conversion, change the Muslim personal laws.



To counter this, they used cheap lithographic presses, published Persian and Urdu translations of holy scriptures, and printed religious newspapers and tracts.

- The **Deoband Seminary**, founded in 1867, published thousands upon thousands of fatwas telling Muslim readers how to conduct themselves in their everyday lives, and explaining the meanings of Islamic doctrines.





## Religious reform and public debates

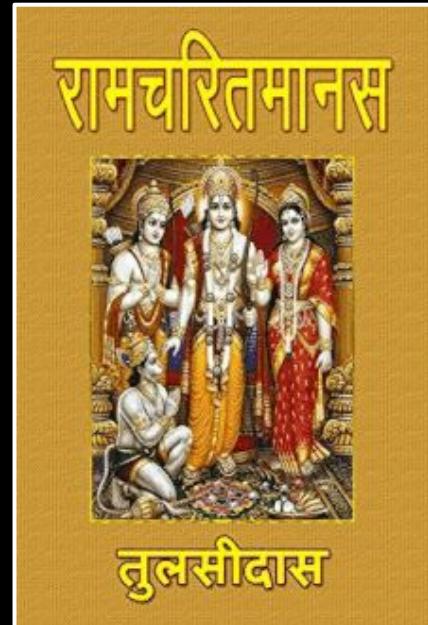
→ Among Hindus



Among Hindus, too, print encouraged the reading of religious texts. especially in the **vernacular languages**.



- The first printed edition of the **Ramcharitmanas of Tulsidas**, a sixteenth-century text, came out from Calcutta in 1810.
- From the 1880s, the **Naval Kishore Press** at Lucknow and the **Shri Venkateshwar Press** in Bombay published numerous religious texts in vernaculars.
- Printed material was read by and read out to faithful.





## Conclusion



**Religious texts, therefore, reached a very wide circle of people, encouraging discussions, debates and controversies within and among different religions.**

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- It also connected communities and people in different parts of India.
- Newspapers conveyed news from one place to another, creating pan-Indian identities.



## *New forms of Publication*

Print

→ People wanted to see their own lives, experiences, emotions and relationships reflected in what they read.



- New forms of publications emerged.
  - For readers, it opened up new worlds of experience, and gave a vivid sense of the diversity of human lives.
- ↓
- New literary forms also entered the world of reading lyrics, short stories, essays about social, political matters and Novels.
  - They reinforced the new emphasis on human lives and intimate feelings, about the political and social rules that shaped such things.



**Visual culture was taking shape** 😠

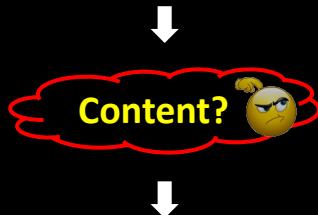


- With the help of printing presses, visual images and printed material could be reproduced in multiple copies.
- Painters like **Raja Ravi Varma** produced images for mass circulation.
- Poor wood engravers who made woodblocks set up shop near the letterpresses, and were employed by print shops.
- Cheap prints and calendars, easily available in the bazaar, could best even by the poor to decorate the walls of their homes or places of work.
- Print began shaping popular ideas about modernity and tradition, religion and politics, and society and culture.





By the 1870s, caricatures and cartoons were being published in journals and newspapers, commenting on social and political issues.



- Some caricatures ridiculed the educated Indians' fascination with Western tastes and clothes.
- Others expressed the fear of social change.
- There were imperial caricatures lampooning nationalists.
- Nationalist cartoons criticising imperial rule.



The cover page of Indian Charivari. The Indian Charivari was one of the many journals of caricature and satire published in the late nineteenth century. Notice that the imperial British figure is positioned right at the centre. He is authoritative and imperial; telling the natives what is to be done. The natives sit on either side of him, servile and submissive. The Indians are being shown a copy of Punch, the British journal of cartoons and satire. You can almost hear the British master say - 'This is the model, produce Indian versions of it.'



## Women and Print



Women came in the center of print 😡



- Women's reading, therefore, increased enormously in middle-class homes.
- Liberal husbands and fathers began educating their womenfolk at home, and sent them to schools.
- Women's schools were set up in the cities and towns.
- Material was printed. 😡

Problem





Women and print

→ Not all families were liberal.



- Conservative Hindus believed that a literate girl would be widowed
  - Muslims feared that educated women would be corrupted by reading Urdu romances.
- 
- 

Rebel women defied such prohibition.



Explain





## Sultana's Dream

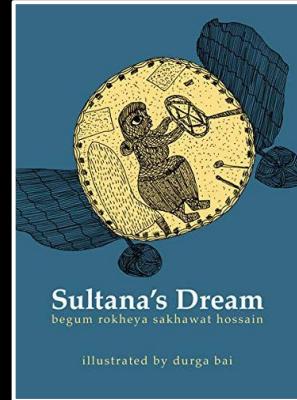


- Story of a girl in a conservative Muslim family of north India who secretly learnt to read and write in Urdu.

## Rashsundari Debi



- A young married girl in a very orthodox household, learnt to read in the secrecy of her kitchen. Later, she wrote her autobiography **Amar Jiban** which was published in 1876.
- It was the first full-length autobiography published in the Bengali language.





Print

→ Possibility/Interest in highlighting what women would have to say about their own lives.



- From the 1860s, 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.
- In the 1880s, in present-day Maharashtra, **Tarabai Shinde** and **Pandita Ramabai** wrote with passionate anger about the miserable lives of upper-caste Hindu women, especially widows.
- A woman in a Tamil novel expressed what reading meant to women who were so greatly confined by social regulations: For various reasons, my world is small ... More than half my life's happiness has come from books.



Tarabai Shinde



Pandita Ramabai



While Urdu, Tamil, Bengali and Marathi print culture had developed early, Hindi printing began seriously only from the 1870's



- Large segment of it was devoted to the education of women.
- 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.
- Some of them offered household and fashion lessons to women and brought entertainment through short stories and serialised novels.

Vernacular? 🤔



## Women and print at vernacular level



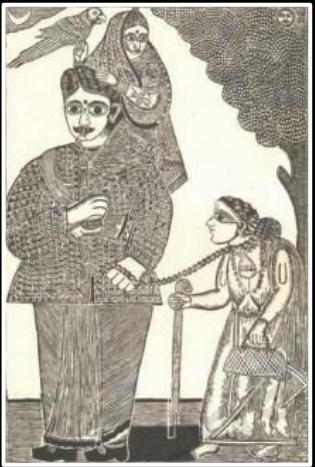
### In Punjab

- Ram Chaddha published the fast-selling *Istri Dharm Vichar* to teach women how to be obedient wives.
- The *Khalsa Tract Society* published cheap booklets with a similar message.
- Many of these were in the form of dialogues about the qualities of a good woman.

### In Bengal

- An entire area in central Calcutta - the *Battala* - was devoted to the printing of popular books.
- Here you could buy cheap editions of religious tracts and scriptures, as well as literature that was considered obscene and scandalous.
- Pedlars took the Battala publications to homes, enabling women to read them in their leisure time.

## Class 10th - History - Print Culture and the Modern World - Full Chapter Explanation



**Ghor Kali The End of the World**, coloured woodcut, late nineteenth century. The artist's vision of the destruction of proper family relations. Here the husband is totally dominated by his wife who is perched on his shoulder. He is cruel towards his mother, dragging her like an animal, by the noose.



An Indian couple, black and white woodcut. The image shows the artist's fear that the cultural impact of the West has turned the family upside down. Notice that the man is playing the veena while the woman is smoking a hookah. The move towards women's education in the late nineteenth century created anxiety about the breakdown of traditional family roles.



## Print and the poor



- Cheap small books were sold so that poor people can afford them.
- **Public libraries** were set up from the early Twentieth century, expanding the access to books.
- For rich local patrons, setting up a library was a way of acquiring prestige.



Print and the poor

→ What was the content written and read?



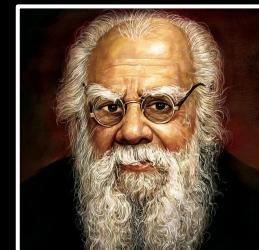
Issues of caste discrimination began to be written about in many printed tracts and essays



- **Jyotiba Phule**, the Maratha pioneer of low caste protest movements, wrote about the injustices of the caste system in his **Gulamgiri (1871)**.
- **B.R. Ambedkar** in Maharashtra and **E. V. Ramaswamy Naicker** in Madras, better known as Periyar, wrote powerfully on caste and their writings were read by people all over India.
- Local protest movements and sects also created a lot of popular journals and tracts criticising ancient scriptures and envisioning a new and just future.



B.R. Ambedkar      Jyotiba Phule



Ramaswamy Naicker



**Workers in factories were too overworked and lacked the education to write much about their experiences**



- **Kashibaba**, a Kanpur mill worker, wrote and published **Chhote Aur Bade Ka Sawal** in 1938 to show the links between caste and class exploitation.
- The poems of another Kanpur mill worker, who wrote under the name of **Sudarshan Chakr** between 1935 and 1955, were brought together and published in a collection called **Sacchi Kavitayan**.
- By the 1930s, Bangalore cotton mill workers set up libraries to educate themselves, following the example of Bombay workers.
- These were sponsored by social reformers who tried to restrict excessive drinking among them, to bring literacy and, sometimes, to propagate the message of nationalism.

# Class 10th - History - Rise of Popular Movements - Full Chapter Explanation



*Print and censorship*



Understand the heading 😠



Censorship

Against Englishmen in India

Against vernacular and nationalist press

Explain





Print and censorship

→ Against Englishmen in India



- Before 1798, the colonial state under the East India Company was not too concerned with censorship.
- Its early measures to control printed matter were directed against Englishmen in India who were critical of Company misrule and hated the actions of particular Company officers.
- The Company was worried that such criticisms might be used by its critics in England to attack its trade monopoly in India.
- By the 1820s, the Calcutta Supreme Court passed certain regulations to control press freedom and the Company began encouraging publication of newspapers that would celebrate British rule.



Demand for moderation was there



Explain





- In 1835, faced with urgent petitions by editors of English and vernacular newspapers.
- Governor - General Bentinck agreed to revise press laws.



Governor - General Bentinck



Thomas Macaulay, a liberal colonial official, formulated new rules that restored the earlier freedoms.



Thomas Macaulay



Print and censorship

→ Against vernacular and nationalist press



Revolt of 1857

→ The attitude to freedom of the press changed. 😠



Enraged Englishmen demanded a clamp down on the 'native' press.



In 1878, the Vernacular Press Act was passed.



## The vernacular press act



- Passed in 1878 was modelled on the Irish Press Laws.
- It provided the government with extensive rights to censor reports and editorials in the vernacular press.
- From now on the government kept regular track of the vernacular newspapers published in different provinces.
- When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.



Impact

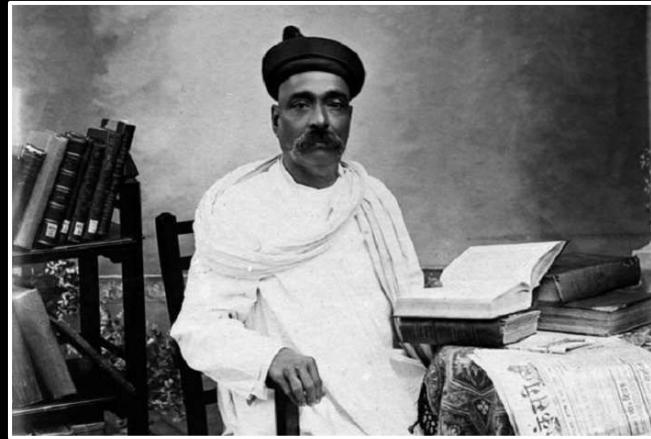




Despite repressive measures, nationalist newspapers grew in numbers in all parts of India.



- They reported on colonial misrule and encouraged nationalist activities.
- Attempts to throttle nationalist criticism provoked militant protest.
- This in turn led to a renewed cycle of persecution and protests.
- When Punjab revolutionaries were deported in 1907, **Balgangadhar Tilak** wrote with great sympathy about them in his **Kesari**. This led to his imprisonment in 1908, Provoking in turn widespread protests all over India.





# Chapter Completed



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