

## Course Structure Class-X (2020-21)

### Theory Paper

No.	UNIT	MARKS
1.	India and the contemporary World -II	20
2.	Contemporary India-II	20
3.	Democratic Politics-II	20
4.	Understanding Economics Development	20

### COURSE CONTENT

Unit 1: India and the Contemporary World–II		60 Periods
Themes	Learning Objectives	
<i>Section 1: Events and Processes:</i>		
<b>1. The Rise of Nationalism in Europe:</b> <ul style="list-style-type: none"> <li>• The French Revolution and the Idea of the Nation</li> <li>• The Making of Nationalism in Europe</li> <li>• The Age of Revolutions:1830-1848</li> <li>• The Making of Germany and Italy</li> <li>• Visualizing the Nation</li> <li>• Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> </ul>	
<b>2. Nationalism in India:</b> <ul style="list-style-type: none"> <li>• The First World War, Khilafat and Non-Cooperation</li> <li>• Differing Strands within the Movement</li> <li>• Towards Civil Disobedience</li> <li>• The Sense of Collective Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize with the writings and ideals of different political groups and individuals.</li> <li>• Appreciate the ideas promoting</li> </ul>	

<p><i>Section 2: Livelihoods, Economies and Societies:</i> Any <b>one</b> theme of the following:</p> <p><b>3. The Making of a Global World:</b></p> <ul style="list-style-type: none"> <li>• The Pre-modern world</li> <li>• The Nineteenth Century(1815-1914)</li> <li>• The Inter-war Economy</li> <li>• Rebuilding a World Economy: The Post-War Era</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>4. The Age of Industrialization:</b></p> <ul style="list-style-type: none"> <li>• Before the Industrial Revolution</li> <li>• Hand Labour and Steam Power</li> <li>• Industrialization in the colonies</li> <li>• Factories Come Up</li> <li>• The Peculiarities of Industrial Growth</li> <li>• Market for Goods</li> </ul> <p><i>Section 3: Everyday Life, Culture and Politics:</i></p> <p><b>5. Print Culture and the Modern World:</b></p> <ul style="list-style-type: none"> <li>• The First Printed Books</li> <li>• Print Comes to Europe</li> <li>• The Print Revolution and its Impact</li> <li>• The Reading Mania</li> <li>• The Nineteenth Century</li> <li>• India and the World of Print</li> <li>• Religious Reform and Public Debates</li> <li>• New Forms of Publication</li> <li>• Print and Censorship</li> </ul>	<p>Pan Indian belongingness.</p> <ul style="list-style-type: none"> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> <li>• Discuss how globalization is experienced differently by different social groups.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Familiarize with the Pre- to-Industrial phase and Early – factory system.</li> <li>• Familiarize with the process of industrialization and its impact on labour class.</li> <li>• Enable them to understand industrialization in the colonies with reference to Textile industries.</li> <li>• Identify the link between print culture and the circulation of ideas.</li> <li>• Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>• Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> </ul>
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Unit 2: Contemporary India–II		55Periods
Themes	Learning Objectives	
<p><b>1. Resources andDevelopment:</b></p> <ul style="list-style-type: none"> <li>• Types of Resources</li> <li>• Development of Resources</li> <li>• Resource Planning in India</li> <li>• Land Resources</li> <li>• Land Utilization</li> <li>• Land Use Pattern in India</li> <li>• Land Degradation and Conservation Measures</li> <li>• Soil as a Resource</li> <li>• Classification of Soils</li> <li>• Soil Erosion and Soil Conservation</li> </ul> <p><b>2. Forest andWildlife</b></p> <ul style="list-style-type: none"> <li>• Biodiversity or BiologicalDiversity</li> <li>• Flora and Fauna inIndia</li> <li>• Vanishing Forests</li> <li>• Asiatic Cheetah: Where did theygo?</li> <li>• The Himalayan Yew in trouble</li> <li>• Conservation of forest and wildlifein India</li> <li>• ProjectTiger</li> <li>• Types and distribution of forests and wild life resources</li> <li>• Community andConservation</li> </ul> <p><i>Note: The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</i></p> <p><b>3. WaterResources:</b></p> <ul style="list-style-type: none"> <li>• Water Scarcity and The Need for Water Conservation and Management</li> <li>• Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>• Rain water Harvesting</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilization and conservation.</li> <li>• Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources.</li> <li>• Comprehend the importance of water as a resource as well as develop awareness towards its judicious use andconservation.</li> </ul>	

*Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.*

**4. Agriculture:**

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture

**5. Minerals and Energy Resources**

- What is a mineral?
- Mode of occurrence of Minerals
- Ferrous and Non-Ferrous Minerals
- Non-Metallic Minerals
- Rock Minerals
- Conservation of Minerals
- Energy Resources
  - Conventional and Non-Conventional
  - Conservation of Energy Resources

**6. Manufacturing Industries:**

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries
- Spatial distribution
- Industrial pollution and environmental

- Explain the importance of agriculture in nationaleconomy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and croppingpattern.
- Explain various government policies for institutional as well as technological reforms since independence.
- Identify different types of minerals and energy resources and places of theiravailability
- Feel the need for their judicious utilization
- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in someareas.
- Discuss the need for a planned industrial developmentand debate over the role of

<p>Degradation</p> <ul style="list-style-type: none"> <li>• Control of Environmental Degradation</li> </ul> <p><b>7. Life Lines of National Economy:</b></p> <ul style="list-style-type: none"> <li>• Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> <li>• Communication</li> <li>• International Trade</li> <li>• Tourism as a Trade</li> </ul>	<p>government towards sustainable development.</p> <ul style="list-style-type: none"> <li>• Explain the importance of transport and communication in the ever-shrinking world.</li> <li>• Understand the role of trade and tourism in the economic development of a country.</li> </ul>
<p><b>Unit 3: Democratic Politics– II</b> <span style="float: right;"><b>50 Periods</b></span></p>	
<p style="text-align: center;"><b>Themes</b></p> <p><b>1. Power Sharing:</b></p> <ul style="list-style-type: none"> <li>• Case Studies of Belgium and Sri Lanka</li> <li>• Why power sharing is desirable?</li> <li>• Forms of Power Sharing</li> </ul> <p><b>2. Federalism:</b></p> <ul style="list-style-type: none"> <li>• What is Federalism?</li> <li>• What make India a Federal Country?</li> <li>• How is Federalism practiced?</li> <li>• Decentralization in India</li> </ul> <p><b>3. Democracy and Diversity:</b></p> <ul style="list-style-type: none"> <li>• Case Studies of Mexico</li> <li>• Differences, similarities and divisions</li> <li>• Politics of social divisions</li> </ul> <p><i>Note: The chapter ‘Democracy and Diversity’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</i></p> <p><b>4. Gender, Religion and Caste:</b></p> <ul style="list-style-type: none"> <li>• Gender and Politics</li> <li>• Religion, Communalism and Politics</li> <li>• Caste and Politics</li> </ul>	<p style="text-align: center;"><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Familiarize with the centrality of power sharing in a democracy.</li> <li>• Understand the working of spatial and social power sharing mechanisms.</li> <li>• Analyse federal provisions and institutions.</li> <li>• Explain decentralization in rural and urban areas.</li> <li>• Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> <li>• Identify and analyse the challenges posed by communalism to Indian democracy.</li> <li>• Recognise the enabling and</li> </ul>

<p><b>5. Popular Struggles and Movements:</b></p> <ul style="list-style-type: none"> <li>• Popular Struggles in Nepal and Bolivia</li> <li>• Mobilization and Organization</li> <li>• Pressure Groups and Movements</li> </ul> <p><i>Note: The chapter 'Popular Struggles and Movements' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</i></p> <p><b>6. Political Parties:</b></p> <ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political Parties</li> <li>• State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul> <p><b>7. Outcomes of Democracy:</b></p> <ul style="list-style-type: none"> <li>• How do we assess democracy's outcomes?</li> <li>• Accountable, responsive and legitimate government</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of the citizens</li> </ul> <p><b>8. Challenges to Democracy:</b></p> <ul style="list-style-type: none"> <li>• Thinking about challenges</li> <li>• Thinking about Political Reforms</li> <li>• Redefining democracy</li> </ul> <p><i>Note: The chapter 'Challenges to Democracy' to be assessed in the Periodic</i></p>	<p>disabling effects of caste and ethnicity in politics.</p> <ul style="list-style-type: none"> <li>• Develop a gender perspective on politics.</li> <li>• Understand the vital role of people's struggle in the expansion of democracy.</li> <li>• Analyse party systems in democracies.</li> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> <li>• Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strengths and weaknesses of Indian democracy.</li> <li>• Reflect on the different kinds of measures possible to deepen democracy.</li> <li>• Promote an active and participatory citizenship.</li> </ul>
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<i>Tests only and will not be evaluated in Board Examination.</i>	
<b>Unit 4: Understanding Economic Development</b>	<b>50 Periods</b>
<b>Themes</b>	<b>Objectives</b>
<p><b>1. Development:</b></p> <ul style="list-style-type: none"> <li>• What Development Promises - Different people different goals</li> <li>• Income and other goals</li> <li>• National Development</li> <li>• How to compare different countries or states?</li> <li>• Income and other criteria</li> <li>• Public Facilities</li> <li>• Sustainability of development</li> </ul> <p><b>2. Sectors of the Indian Economy:</b></p> <ul style="list-style-type: none"> <li>• Sectors of Economic Activities</li> <li>• Comparing the three sectors</li> <li>• Primary, Secondary and Tertiary Sectors in India</li> <li>• Division of sectors as organized and unorganized</li> <li>• Sectors in terms of ownership: Public and Private Sectors</li> </ul> <p><b>3. Money and Credit:</b></p> <ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of money</li> <li>• Loan activities of Banks</li> <li>• Two different credit situations</li> <li>• Terms of credit</li> <li>• Formal sector credit in India</li> <li>• Self Help Groups for the Poor</li> </ul> <p><b>4. Globalization and the Indian Economy:</b></p> <ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with concepts of macroeconomics.</li> <li>• Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li> <li>• Understand the importance of quality of life and sustainable development.</li> <li>• Identify major employment generating sectors.</li> <li>• Reason out the government investment in different sectors of economy.</li> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to-day life.</li> <li>• Explain the working of the Global Economic phenomenon.</li> </ul>

<p>Markets</p> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• Factors that have enabled Globalisation</li> <li>• World Trade Organisation</li> <li>• Impact of Globalization on India</li> <li>• The Struggle for a fair Globalisation</li> </ul> <p><b>5. Consumer Rights:</b>  <i>Note: Chapter 5 'Consumer Rights' to be done as Project Work.</i></p>	<ul style="list-style-type: none"> <li>• Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.</li> </ul>
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**PROJECT WORK**  
**CLASS X (2020-21)**

05 Periods

05 Marks

1. *Every student* has to compulsorily undertake *any one project* on the following topics:

Consumer Awareness

**OR**

Social Issues

**OR**

Sustainable Development

2. **Objective:** The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.

If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.

3. The distribution of marks over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a.	Content accuracy, originality and analysis	2
b.	Presentation and creativity	2
c.	Viva Voce	1

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;

- calendar of activities;
- innovative ideas generated in the process;
- list of questions asked in viva voce.

7. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

8. The Project Report should be handwritten by the students themselves.

9. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

#### **PRESCRIBED BOOKS:**

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

*Note: Please procure latest reprinted edition (2019) of prescribed NCERT textbooks.*

**SOCIAL SCIENCE (CODE NO. 087)**  
**QUESTION PAPER DESIGN**  
**CLASS X**

Time:3 Hours

Max. Marks:80

Sr. No.	Typology of Questions	Objective Type (1 mark)	SA (3 marks)	LA (5 marks)	Map Skill	Total Marks	Weightage %
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	9	3	1	-	23	29%
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	4	2	2	-	20	25%
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	3	1	2	-	16	20%
4	<b>Analysing and Evaluating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations  Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	2	1	1	-	10	12%

5	<b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	2	1		-	5	6.5%
6	<b>Map Skill</b>				3+3	6	7.6%
	Total	1x20=20	3x8=24	5x6=30	6	80	100%

Internal Assessment: 20 Mark

## INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1"> <tr> <td>Pen Paper Test</td> <td>5 marks</td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td>5 marks</td> </tr> </table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
Pen Paper Test	5 marks					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Work done (Activities /Assignments)</li> <li>• Reflections, Narrations, Journals, etc.</li> <li>• Achievements of the student in the subject throughout the year</li> <li>• Participation of the student in different activities like Heritage India Quiz</li> </ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>				

### LIST OF MAP ITEMS CLASS X (2020-21)

#### A. HISTORY (Outline Political Map of India)

#### Chapter - 3 Nationalism in India – (1918 – 1930) for locating and labelling / Identification

##### 1. Indian National Congress Sessions:

- Calcutta (Sep. 1920)
- Nagpur (Dec. 1920)
- Madras (1927)

##### 2. Important Centres of Indian National Movement

- Champaran (Bihar) - Movement of Indigo Planters
- Kheda (Gujrat) - Peasant Satyagrah

- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

**B. GEOGRAPHY (Outline Political Map of India)**

**Chapter 1: Resources and Development (Identification only)**

- a. Major soil Types

**Chapter 3: Water Resources (Locating and Labelling)**

**Dams:**

- |                      |                    |
|----------------------|--------------------|
| a. Salal             | e. Sardar Sarovar  |
| b. Bhakra Nangal     | f. Hirakud         |
| c. Tehri             | g. Nagarjuna Sagar |
| d. Rana Pratap Sagar | h. Tungabhadra     |

*Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.*

**Chapter 4: Agriculture (Identification only)**

- a. Major areas of Rice and Wheat
- b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

**Chapter 5: Minerals and Energy Resources**

**Minerals (Identification only)**

**a. Iron Ores**

- |              |             |
|--------------|-------------|
| • Mayurbhanj | • Bellary   |
| • Durg       | • Kudremukh |
| • Bailadila  |             |

**b. Coal Mines**

- |            |           |
|------------|-----------|
| • Raniganj | • Talcher |
| • Bokaro   | • Neyveli |

**c. Oil Fields**

- |               |               |
|---------------|---------------|
| • Digboi      | • Bassien     |
| • Naharkatia  | • Kalol       |
| • Mumbai High | • Ankaleshwar |

**Power Plants**

**(Locating and Labelling only)**

**a. Thermal**

- Namrup
- Singrauli
- Ramagundam

**b. Nuclear**

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

**Chapter 6: Manufacturing Industries (Locating and Labelling Only)**

**Cotton Textile Industries:**

- a. Mumbai
- b. Indore
- c. Surat
- d. Kanpur
- e. Coimbatore

**Iron and Steel Plants:**

- a. Durgapur
- b. Bokaro
- c. Jamshedpur
- d. Bhilai
- e. Vijaynagar
- f. Salem

**Software Technology Parks:**

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune
- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

**Chapter 7: Lifelines of National Economy**

**Major Ports: (Locating and Labelling)**

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. NewMangalore
- e. Kochi
- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

**International Airports:**

- a. Amritsar (RajaSansi)
- b. Delhi (Indira Gandhi International)
- c. Mumbai (ChhatrapatiShivaji)
- d. Chennai (MeenamBakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (RajivGandhi)





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## Democratic Politics II

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7. Federalism
8. Democracy and Diversity (**For Periodic Assessment only**)
9. Gender, Religion and Caste
10. Popular Struggle and Movement
11. Political Parties
12. Outcomes of Democracy
13. Challenges to Democracy (**For Periodic Assessment only**)

## Contemporary India II

14. Resources and Development
15. Forest and wild life (**For Periodic Assessment only**)
16. Water Resource (**For Periodic Assessment only**)
17. Agriculture
18. Mineral and Energy Resources
19. Manufacturing Industries
20. Life Lines of National Economy

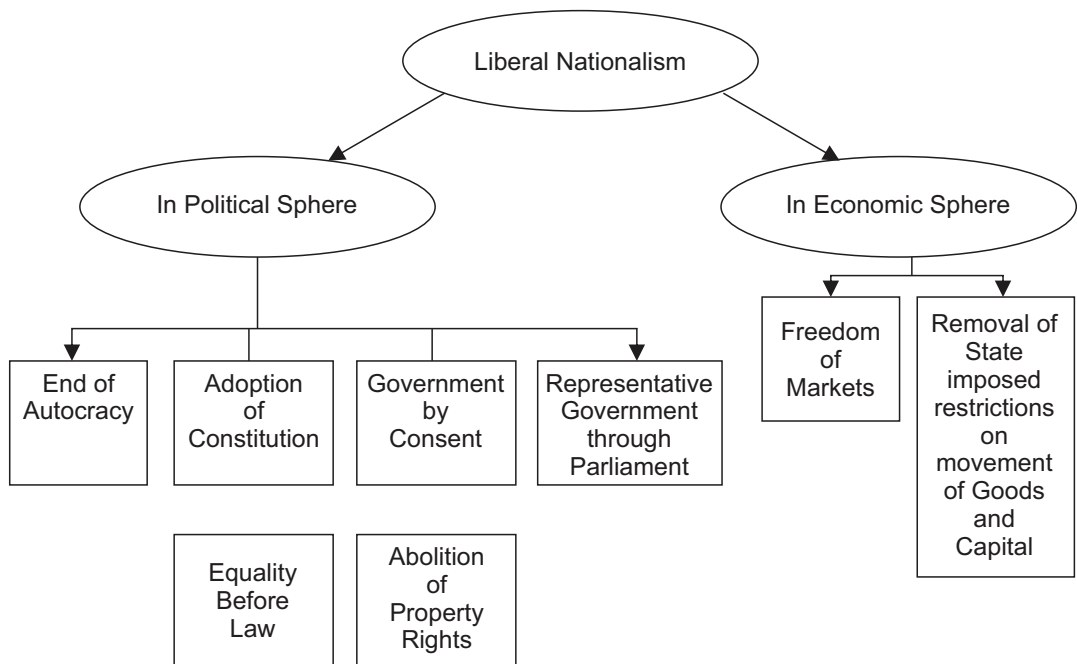
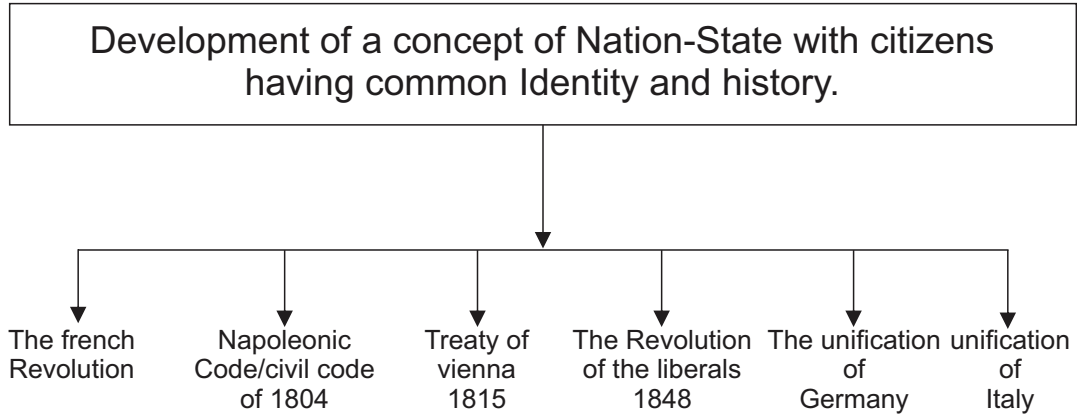
## Understanding Economic Development

21. Development
22. Sectors of the Indian Economy
23. Money and Credit
24. Globalisation and the Indian Economy



# History-Lesson-1

## The Rise of Nationalism in Europe



### Major events

1. In the 18th century Germany, Italy, Switzerland was divided into many states and each had an independent ruler.
2. French Revolution It was the first expression of nationalism. It ended monarchy in France and gave power to the citizens.
3. Napoleonic code of 1804: It did away with all privileges based on birth, established equality before the law and secured the right to property.
4. Revolutionary France mark the first political experiment in liberal democracy, the right to vote and to get elected was granted exclusively to property owning men. Men without property and all women were excluded from political rights only for a brief period under the Jacobins did all adult males enjoy right to vote however 'The Napoleonic code' went back to limited suffrage and reduced women to the status of a minor, subject to the authority of father's and husband's.
5. Vienna Congress in 1815: representatives of the European powers - Britain, Russia, Prussia and Austria - who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian chancellor Duke Metternich.
6. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at versailles.
7. In 1861 Victor Emmanuel II was proclaimed king of united Italy.
8. Women had form their own political associations, founded newspapers and taking part in political meeting and demonstrations. Despite this they were denied suffrage right during the election of the assembly.

### Important terms

1. **Absolutist** - Literally, a government or system of rule that has no restraints on the power exercised. in history, the term refers to a form of monarchical government that was centralised, militarised and repressive.
2. **Utopian** - A vision of a society that is so ideal that it is unlikely to actually exist.
3. **Plebiscite** - A direct vote by which all the people of a region are asked to accept or reject a proposal.
4. **Conservatism** - A political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change.

5. **Zollverein** was formed at the initiative of Prussia and joined by most of the German States. The union abolished tariff barriers and reduce the number of currencies from over thirty to two.
6. **Romanticism** - A cultural movement which sought to develop a particular form of Nationalist sentiment.
7. **Liberalism** derived from the Latin root liber meaning free.
8. **Junkers** - Important personalities and Large landowners of Prussia.

### Important Personalities

1. **Mazzini** - Mazzini is known for his noble efforts to achieve the unification of Italy. he is regarded as the spiritual force behind the Italian unification. he started the movement known as the Young Italy. He inspired the youths of not only Italy but of whole Europe to fight for freedom.
  2. **Garibaldi** - He is known as the physical force or the Sword of Italy. He, with Mazzini launched the young Italy movement for the unification of Italy. He involved The sardinian sailors to Revolt in 1835 A.D.
  3. **Cavour**- The real credit for the unification of Italy goes to cavour, who became the Prime Minister of sardinia in 1852 A.D. He, then dedicated himself, his body and soul together, to achieve his goal of independence and unification of Italy.
  4. **Bismarck** - He played the most important role in the unification of Germany, his policy of blood and iron was mainly responsible.
- Meaning of symbols

Symbol	Significance
Broken Chain	Being Freed
Symbol of German Empire Strength	Eagle Embossed Armour
Crown of Oak Leaves	Heroism
Sword	Readiness to Fight
Olive Branch on Sword	Willingness to make peace
Black, Red and Golden Flag	Flag of the liberal nationalism in 1848 banned by the dukes of the german states
Rising Sun	Beginning of New Era

## Objective Type Questions

### 1. Fill in the blank:-

\_\_\_\_\_ adopted the policy of blood and iron for the unification of Germany.

### 2. Correctly match the following:-

Symbol	Significance
(i) Broken Chains	(i) Beginnings of New Era
(ii) Crown of Oak Leaves	(ii) Symbol of German Empire-Strength
(iii) Eagle Embossed Armour	(iii) Being Freed
(iv) Rays of the Rising Sun	(iv) Heroism

### 3. Historically correct the statement:-

Cavour is considered the Bismarck of Germany

### 4. Choose the correct option:-

Generally a blindfolded woman carrying a pair of weighing scales represents:-

- a) Equality
- b) Liberty
- c) Secularism
- d) Justice

### 5. Write True (T) or False (F) at the end of the statements:-

- (i) The theory of separation of powers as by Frederic Sorrieu.
- (ii) Garibaldi formed the Red Shirt army of volunteers.
- (iii) The French Revolution occurred in 1815.
- (iv) Metetrnich said "When France sneezes the rest of Europe catches cold."
- (v) Zollverein was a customs union of Germany.

**Answers Objective type Questions:**

1. Otto Von Bismarck
2. (i) Broken Chains (v) Being freed  
(ii) Crown of Oak Leaves (vi) Heroism  
(iii) Eagle Embossed Armour (vii) Symbol of German Empire-Strength  
(iv) Rays of the rising sun (viii) Beginning of a New Era
3. Cavour is considered the Bismarck of Italy.
4. d) Justice
5. (i)  False  
(ii)  True  
(iii)  False  
(iv)  True  
(v)  True

**One Mark Questions:-**

1. Who was Frederic Sorrieu?
2. Who was Ernest Renan?
3. What was the allegory of German States?
4. Which principle was propounded by Montesquieu?
5. Which world famous event is regarded as clear expression of nationalism?
6. What was Zollverein? How was it responsible for economic unification of Germany?
7. Name two underground organisations established by Giuseppe Mazzini?
8. Name the region whose inhabitants were broadly known as Slavs?
9. In which year Vienna Congress was held?
10. Name the personality related to Vienna Congress?
11. Which Treaty was signed to bring about an end to the changes brought about by Napoleonic Wars?
12. When France sneezes the rest of Europe catches cold' who said this statement?
13. Which Treaty recognised Greece as an independent Nation?
14. Who spearheaded the protestant movement in Ireland?

### **Answers of One Mark Questions**

1. French Painter
2. French Philosopher
3. Germania Heroism
4. Separation of Powers
5. French Revolution
6. It was a German Customs Union which abolished tariff barriers
7. Young Italy and young Europe
8. Balkans
9. 1815
10. Duke Metternich
11. Vienna Congress
12. Meternich
13. Treaty of Constantinople
14. Wolfe Tone

### **3/5 marks questions**

1. What steps were taken by French revolutionaries to create a feeling of collectivism?
2. 'Napoleon's administrative measures had Revolutionized the whole administration. Comment
3. Discuss the role played by culture in creating the European concept of nation.
4. Discuss the process of unification of Germany.
5. What were the main stages of unification of Italy? What were the main problems?
6. In Britain the formation of the nation state was a result of long drawn out process. Discuss.
7. Which factors were responsible for the rise of nationalism in Europe?
8. "The French Revolution left an indelible mark on the world history." Evaluate this statement .
9. Discuss the main provisions of Civil Code of 1804.
10. What were the main features of the European ARISTOCRACY?
11. What was the main aim of the Vienna Congress of 1815 ? Discuss its main provisions?
12. What did European liberalism stand for in social, political and economic terms?
13. How did industrialisation change European social and economic equations?
14. Discuss the role of women in the Nationalist Movement in Europe?



15. In the 19th century what were the reasons for the wave of nationalism in Europe?
16. Discuss the three flows in international economic exchange during 1815-1914 ?
17. Why did the Balkan area became an area of intense conflict?

### **ANSWERS**

1.
  - Ideas of fatherland and citizenship
  - New national symbols
  - Centralised administrative system
  - National language
  - Uniform system of weights and measures
2. **Napoleonic code**
  - Reform in rural administrative system
  - Improvement in urban centres
  - Improvement in trade
3.
  - Culture played an important role in creating the idea of nation art and poetry stories and music help Express and shape Nationalist feelings
4.
  - In the beginning William I was the ruler of Prussia
  - Bismarck created the background for unification of Germany
  - Vienna Congress
  - Frankfurt parliament
  - Three wars over 7 years with Austria Denmark and France
5. **Unification of Italy**
  - 1832 Count Cavour became prime minister of Sardinia
  - Apart from regular Troops a large number of armed volunteers under the leadership of Garibaldi joined the fray and marched into South Italy
  - Venitia and Rome were captured ,
  - In 1871 William I was proclaimed. the king of united Italy,

**Problems in unification**

  - Long history of political separatism
  - Control of foreign powers
  - Rule of the Pope
  - Vienna Congress
  - Conservatives
6.
  - There was no British Nation prior to the 18th century
  - The primary identities of the people who inhabited the British Isles ethnic ones Such as English, Welsh, Scot or Irish
  - All of these ethnic groups had their own cultural and political traditions.

- But as the English Nation steadily gain wealth, importance and power, it was able to extend its influence over the other nations of the Island .

**7. Influence of Europe**

- Rise of nation States
- Encouragement to democratic principles
- Stress on social political and economic equality
- Demand of Human Rights by other Nations
- Revolutionary reactions by absolute monarchy

**8. Effects on France**

- Establishment of a democratic setup
- A new society based on equality fraternity and brotherhood
- New code of conduct
- Economic unification
- Equality before law
- Safeguarding proprietary rights

**Effects on the world**

- Rise of the middle class
- Era of liberalism begins
- Role of culture and language
- Greek war of independence

**9. The civil code of 1804**

- All privileges based on birth were abolished
- End of feudal system
- Improvement in the means of transport and Communication
- Uniform weights and measures
- Common currency

**10. The members of the Aristocracy were united by common way of life that cut across regional divisions**

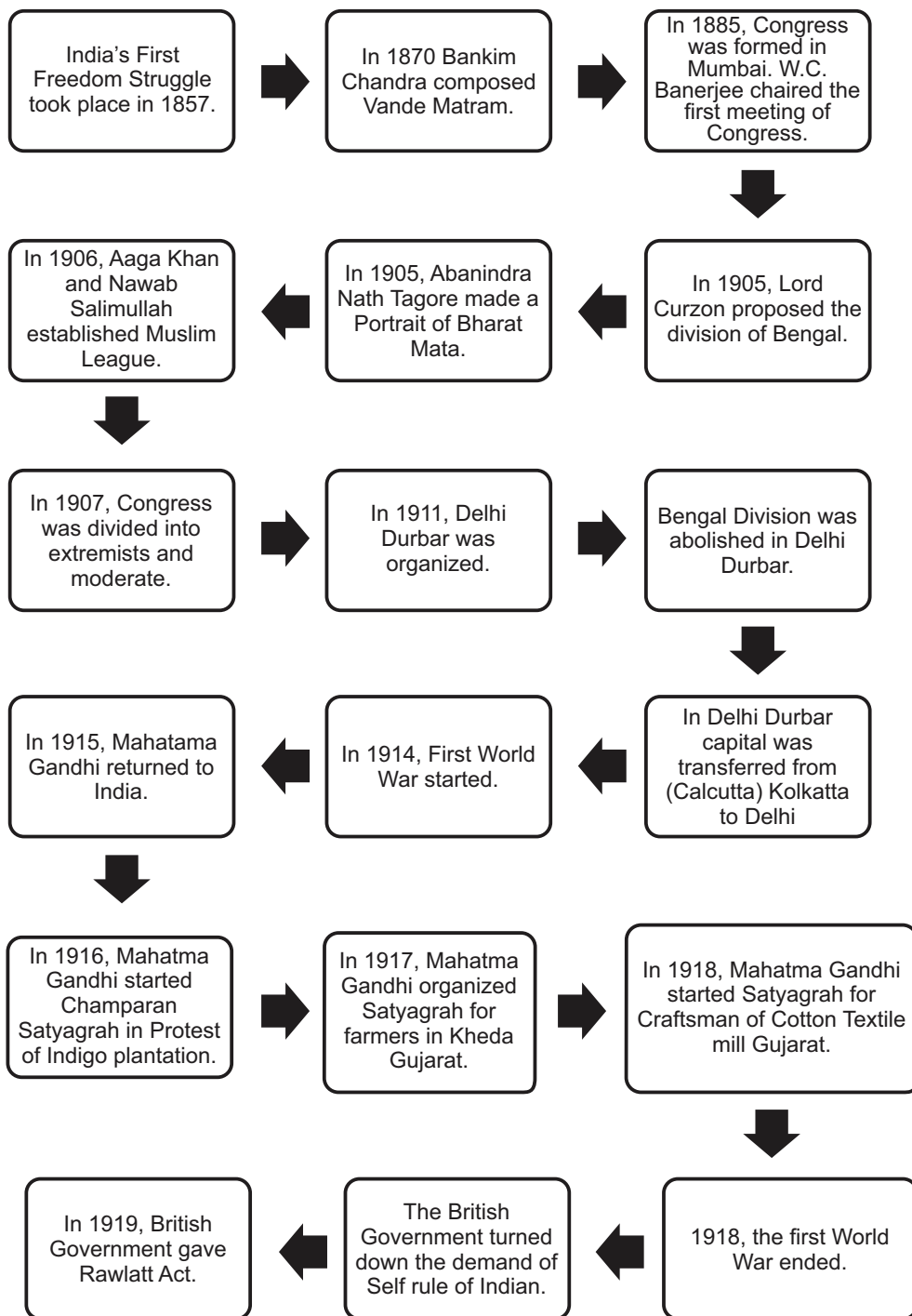
- They owned estates in the countryside and also townhouses
- They spoke French for the purpose of-diplomacy
- Their families were connected by ties of marriage
- This powerful aristocracy was however numerically a small group.

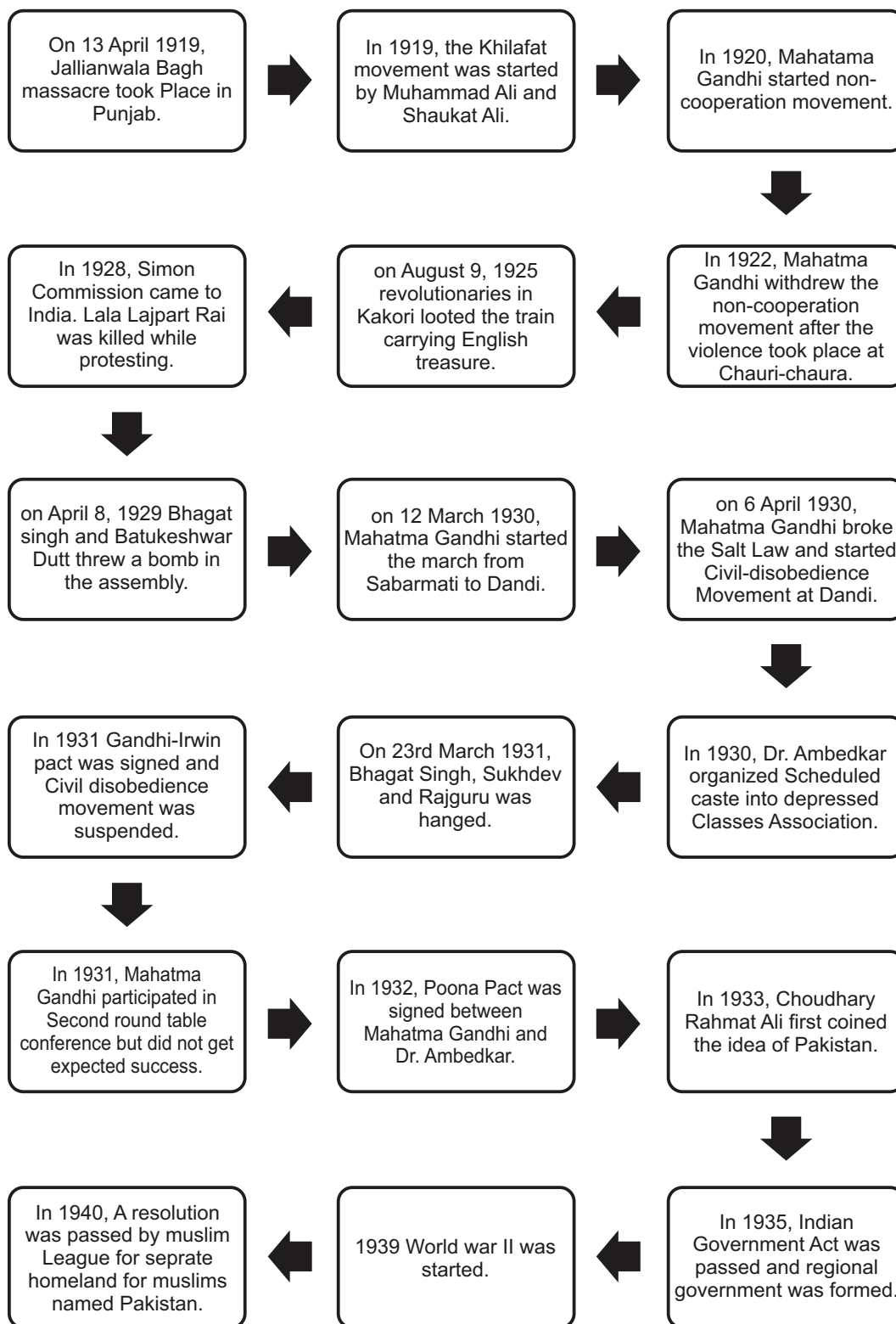
**11. a) Establishment of Empire in Northern Ireland**

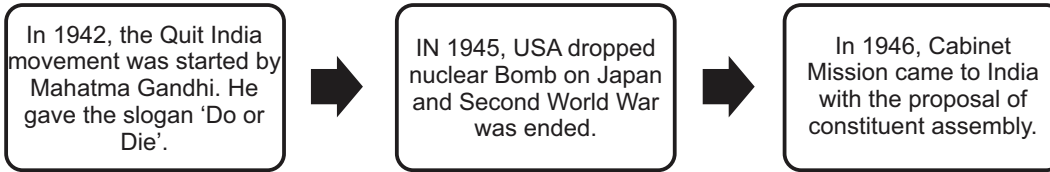
- b) The Treaty was drawn up with the objective of undoing most of the changes that had come about in Europe during the Napoleonic Wars
- c) The Bourbon dynasty was restored to power in France
- d) Prussia was given new territories
- e) The German Confederation of 39 States was left untouched

12.
  - a) Equality before law
  - b) Not in favour of adult suffrage
  - c) Wanted to end ban on free market and flow of goods by States
13.
  - a) Increase in industrial production in Western and Central Europe
  - b) Rise of labourers and middle class
  - c) Popularizing the idea of ending of special rights to aristocracy
14.
  - a) Women had formed their own political associations
  - b) Founded Newspapers
  - c) Took part in political meetings and demonstration
15.
  - a) Absolute monarchy
  - b) Rise in liberal ideas
  - c) Liberty, equality and fraternity ideas worth-spreading
  - d) Rise of educated middle class
16.
  - a) Flow of goods
  - b) Flow of capital
  - c) Flow of people
17.
  - a) The Balkan States were seriously jealous of each other.
  - b) Each hope to gain more territory at the expense of the others.
  - c) The Balkans also became the scene of big power rivalry.
  - d) The big European powers were working in holding its control over the Balkans and extending its control over the region.

**Chapter 2**  
**Nationalism in India**







**India became independent on August 15<sup>th</sup>, 1947.**

- Some Interesting Facts**
- At the time when India was free, Britain's Prime minister was Clement Atlee.
  - Subhash Chandra Bose gave the slogan "Give me Blood, I will give you freedom" and "Delhi Chalo".
  - Bal Gangadhar Tilak gave the slogan "Swaraj is my birth right and I shall have it".
  - Chandrashekar Azad gave the slogan "Ab bhi jiska khoon na khola khoon nahi wo Pani hai".
  - Ram Prasad gave the slogan "Sarfarooshi ki tamanna ab hamare dil main hai, dekhna hai zor kitna baazu-e-khati main hain".
  - Bhagat Singh gave the slogan "Inqilaab zindabad".
  - Pt. Madan Mohan Malviya gave the slogan of "Satyameva Jayate".

**1 Mark Questions**

- Q.1 When was the Rowlatt Act Passed?  
 1. 1912      2. 1914      3. 1919      4. 1920
- Q.2 When did First World War begin?  
 1. 1910      2. 1914      3. 1917      4. 1919
- Q.3 Where did Mahatma Gandhi launch the first Satyagrah in India?  
 1. Champaran      2. Kheda      3. Delhi      4. Calcutta

Q.4 Who is the author of book "Hind Swaraj"?

1. Jawahar Lal Nehru
2. Vallabh Bhai Patel
3. Mahatma Gandhi
4. Baba Ramchander

Q.5 Who was the founder of "Depressed Classes Association"?

1. Baba Ram Chander
2. Bhim Rao Ambedkar
3. Jawahar Lal Nehru
4. Shaukat Ali

Q. 6 After which of the following event, Mahatma Gandhi abruptly withdrew the Non-Cooperation Movement?

1. Jaliawalan Bagh Masscare
2. Rowllat Act
3. Chauri-Chaura
4. Dandi March

Q.7 Who was the founder of Muslim League?

1. Shaukat Ali Khan
2. Muhammad Ali
3. Both are correct
4. Both are wrong

Q.8 Who is the author of book "Discovery of India"?

1. Jawahar Lal Nehru
2. Bhim Rao Ambedkar
3. Mahatma Gandhi
4. Baba Ramchander

Q.9 Fill in the Blank.

In.....Session congress demanded complete Independence.

Q. 10 Fill in the Blank.

First president of Indian National Congress Was.....

Q. 11 Fill in the Blank.

Muslim league was formed in .....

Q.12 Fill in the Blank.

In 1919 Shaukat Ali and Muhammad Ali started .....movement in India.

Q.13 Fill in the Blank.

In.....Civil Disobedience Movement was withdrawn.

Q. 14 Which of the following statements are True about Alluri Sitaram Raju.

1. He was leader of tribal movement in Gudem hills in Andhra Pradesh.
2. He persuaded the tribal people to wear khadi and give up drinking.
3. He started a militant Guerrilla Movement.
4. All the statements are correct.

Q.15 Write the correct statement.

On 13 April 1920, Jaliawala Bagh massacre took Place in Punjab.

Q.16 Who created the first image of Bharat Mata?

Q.17 Who composed the song Vande Mataram?

Q.18 Where was the Indian National Congress formed?

Q.19 Who Started the Awadh Kisan Sabha?

Q.20 What do you mean by the word Satyagrah?

Q.21 What do you understand by the word Swadeshi?

Q.22 Why did the British government curtail the freedom of Press after 1857?

Q.23 In Madras who published massive four volume collection of Tamil folk tales?

Q.24 When was the second round table conference held?

Q.25 why was Rowlatt act called as an oppressive legislation?

### **Answers**

1. 1919

2. 1914

3. Champaran

4. Mahatma Gandhi

5. Bhim Rao Ambedkar

6. Chauri-Chaura

7. Both are wrong.

8. Jawahar Lal Nehru

9. 1929, Lahore .

10. W.C Banerjee .

11. 1906.

12. Khilafat Movement .

13. 1931

14. All the fact are true.

15. 13 April 1919.

16. Abindra nath Tagore

17. Bankim Chandra

18. Mumbai

19. Baba Ramchandra

20. Emphasis on the power of Truth. .

21. Focus on product which was prepared in own country.

22. To curb the Arousing spirit of Nationalism.

23. The Folklore of Southern India

24. 1931

25. Under this act political prisoners could be kept in jail for two years without trial.



### **3/5MARKS QUESTIONS**

1. Why was Non cooperation launched? How the notion of Swaraj was perceived by various strata in the society?
2. What were the reasons for starting the Khilafat Movement?
3. Under what circumstances Civil disobedience movement was called off?
4. How did the First World War help in the growth of nationalist movement in India
5. This sense of collective belonging came partly through the experience of united struggles role of folklore, songs, icons & images" Analyse the statement.
6. Who was Alluri Sitaram Raju? Explain his role in inspiring the rebels with Gandhiji's ideas?
7. Why did Gandhiji choose 'Salt' as the symbol of his Civil Disobedience Movement?
8. Write down the features of Civil Disobedience movement. How was this different from Non cooperation Movement?
9. Discuss the role of women in the Civil Disobedience Movement?
10. Why did Indians oppose Simon Commission?

### **ANSWERS 3/5MARKS QUESTIONS**

1. i) Atrocities on Indians after World War I<sup>st</sup>  
ii) Refusal of demand of Swaraj.  
iii) Passing of Rowlatt Act  
iv) Jallianwala Bagh Massacre  
v) Congress passed resolution on Non Cooperation Movement with thumping majority

### **Notion of Swaraj**

1. The movement in towns  
2. Rebellion in the country side  
3. Swaraj in the plantations
2. i) Humiliating terms of treaty of Versailles on Khalifas ii) Lucknow Pact  
iii) Starting of Non cooperation by the congress along with khilafat movement
3. i) Crackdown on Satyagrahis  
ii) Brutal suppression and many leaders were arrested  
iii) Gandhi Irwin Pact

4.
  - i) War created a new political and economic situation. It led to an increase in expenditure.
  - ii) The war led to a price rise and hardship for common people.
  - iii) War led to forced recruitment of people .
  - iv) Acute Shortage of food led to famine and misery .
  - v) Indians began to realize that they were drawn in a war unnecessarily. This feeling united Indians against the British.
5.
  - i) In late 19th century, Indian Nationalist began recording folk tales sung by bards and toured village together .
  - ii) The tales they believed gave true picture of traditional culture that was damaged by outside forces .
  - iii) It was essential to preserve this folk tradition in order to discover the National Identity .
  - iv) It restored a sense of pride in one's past during Swadeshi Movement, a tricolor flag was designed representing eight provinces through eight lotuses and a crescent moon symbolizing Hindu-Muslim unity
  - v) Later Gandhiji developed tricolor flag (Red, Green and White) with a spinning wheel at center representing self-help. Carrying the flag became a symbol of defiance.
  - vi) This image of Bharat Mata was first created by Bankim Chandra Chatopadhyay. In 1870 he wrote Vande Mataram a hymn to the mother land. Abanindranath Tagore in his painting portrayed Bharat Mata as calm, ascetic figure, composed, divine and spiritual
6.
  - i) Alluri Sita Ram Raju was a tribal leader in the Gudem hills of Andhra Pradesh
  - ii) He started a militant Guerilla Movement in the early 1920s.
  - iii) The tribal people were enraged by the British policy, but when the government began forcing them to contribute 'begar for road building, the hill people revolted.
  - iv) Raju inspired the hill people. He talked on the greatness of Mahatma Gandhi.
  - v) Inspired by Gandhiji's Non Cooperation Movement, he persuaded people to wear Khadi and give up drinking. But at the same time he did not believe in Non Violence, he thought that India could be liberated only by the use of force.
7.
  - i) Salt is consumed by both the poor and the rich, and is one of the most essential items of food everywhere in the world.

- ii) The British government had the monopoly on the production of salt in India
  - iii) By imposing a 'salt tax' the government hit both the rich and the poor, specially the poor. Gandhiji thought it was the most repressive Act of the British government and choose to defy it by breaking the "Salt Law".
8. i) Movement started with Salt March
- ii) Thousands broke salt law
  - iii) Foreign clothes boycotted
  - iv) Liquor shops were picketed
  - v) Peasants refused to pay taxes
- People were now asked not only to refuse cooperation with the British , but also to break colonial laws.
9. i) Women participation was in large scale
- ii) Participated in protest marches , manufactured salt
  - iii) Picketed foreign cloths and liquor shops
  - iv) Began to see service to the nation as their sacred duty
10. i) No mention of reform
- ii) Not even a single Indian was there.
  - iii) The Indian people felt offended by the commission.
  - iv) The fear that the British would lord it over them, without giving serious thought to their interests.

### **3/5 Marks questions**

Q.11 Plantation workers had their own understanding of Mahatma Gandhi's ideas and the notion of 'Swaraj'. Support the statement.

Q.12 How did a variety of cultural processes play an important role in making of nationalism in India? Explain with examples.

Q.13 "Not all social groups were moved by the abstract concept of "Swaraj". Support the statement in the light of of Civil Disobedience Movement in 1930s.

## **Answer**

Q.11 Plantation workers had their own meaning of Swaraj.

- Right to move freely in and out of the confined space.
- Retaining a link with the village from which they had come.
- When they heard of the Non-cooperation movement, thousand of workers defied authorities, left the plantation.
- They believed that Gandhi Raj was coming every one would be given land in their own villages.

Q. 12

- Sense of collective belonging come through the experience of united struggle.
- Variety of cultural processes through which nationalism captured peoples' imagination.
- History, fiction, folklore and songs, popular prints and symbol played important role in making of nationalism.
- Identity of nation is most often symbolized in a figure or an image.
- It helped to create an image with which people can identify the nation.

Q.13 Not all social groups were moved by the abstract concept of Swaraj.

- Many Schedule Castes and tribes came together under the umbrella of Depressed Class movement.
- Many leaders of these classes demanded their political representation through Reservation.
- Many Muslim Leaders expressed their concern about the status of Muslim as a minority of India.
- They feared their culture and identity be submerged under the domination of majority.

## **Practice Questions**

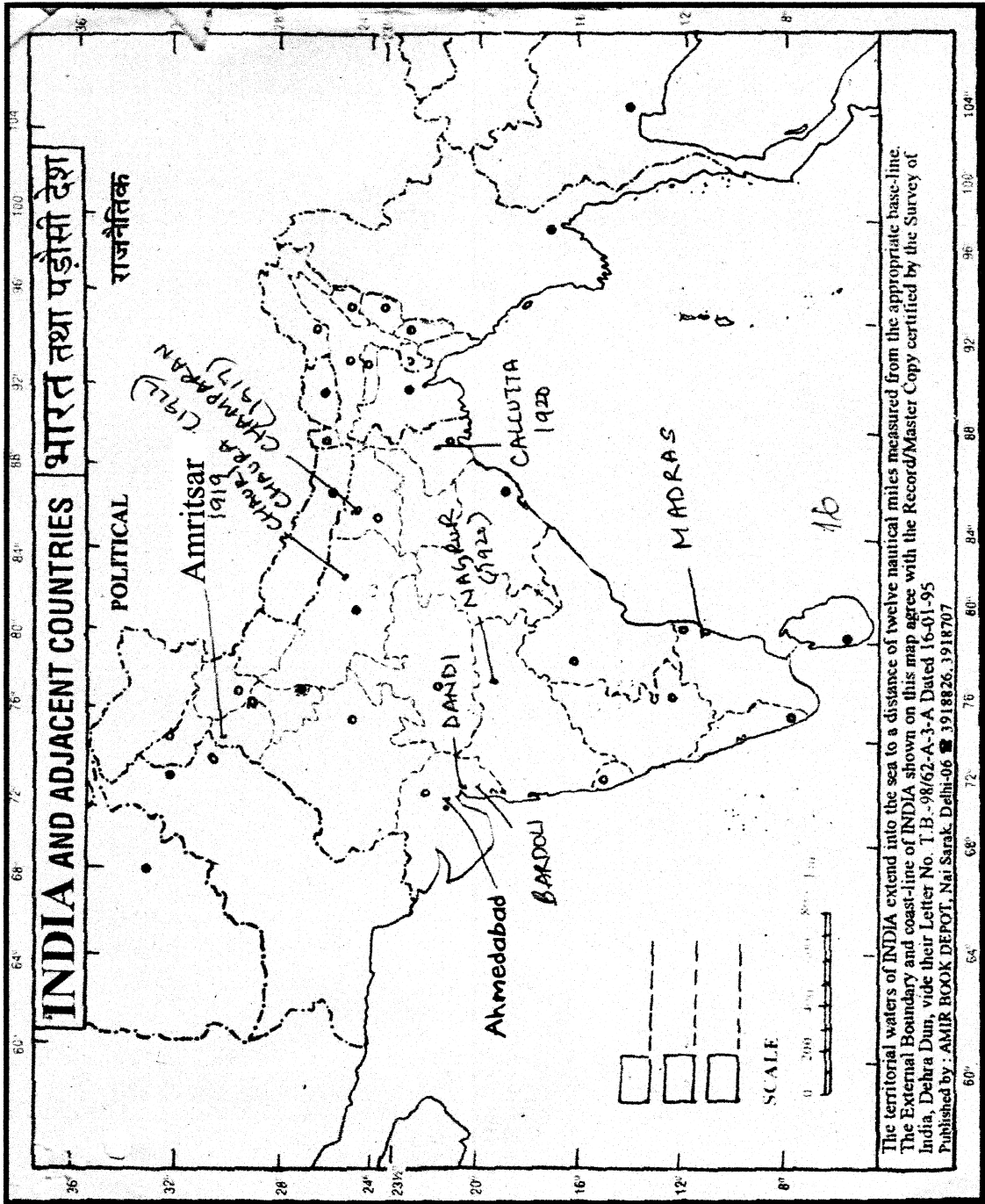
Q.1 How did people belonging to different communities, regions or language groups develop a sense of - collective belonging?

Q.2 What were the effects of Non-Cooperation movement on the economic front?

Q.3 What were the reason of gradual slowing down of the Non-cooperation Movement in the cities?

Q.4 Evaluate the role of Women in Different movement in India?

Q.5 Write a short note on 'Poona Pact'.



### Chapter-3

## THE MAKING OF A GLOBAL WORLD

Phases	Characteristics
	<ol style="list-style-type: none"> <li>1. Globalisation has a long history not something new</li> <li>2. In Ancient times travelless, traders, priests, pilgrims travelled</li> <li>3. Carrying goods, money, values, skills, ideas, inventions</li> <li>4. Silk route linked the world.</li> <li>5. Food travels:- From america to Europe and Asia</li> <li>6. Noodles from China to Italy to become spaghethi</li> <li>7. Indian ocean-bustiling trade link-</li> <li>8. Expeditions to Americas-brought precious metals</li> <li>9. Conquerors carried germs of small population pox to control</li> </ol>
The 19th Century (1815-1914)	<ol style="list-style-type: none"> <li>1. • Global agricultural economy developed</li> <li>2. • Food production expanded in Russia, America, Australia to meet the british demand</li> <li>4. In Britain corn law implemented industrialists and urban dwellers forced to abolish cornlaw</li> <li>5. Role of technology-Railway, steamship and telegraph</li> <li>6. European conquest of Asia and Africa as colonies</li> <li>7. Migration of indentured labour from India</li> <li>8. Fine Indian cotton exported to Europe.</li> <li>9. Indian bankers and traders financed export of to Agriculture flourishing emporia at busy ports world wide.</li> </ol>
The Inter war economy (Between two world wars)	<ol style="list-style-type: none"> <li>1. • First world war transformed US from debtor to creditor</li> <li>2. • Britain came under hugedebt</li> <li>3. • Wheat production fell in Europe but increased in Canada, America, Australia</li> <li>4. • Rise of mass production and consumption</li> <li>5. • The great depression of 1929 in US</li> <li>6. • India's imports and exports fell, peasants worst hit</li> <li>7. • India became exporter of Gold</li> <li>8. • Industrial investment grew in urban India</li> </ol>
The Post war era (After 2nd world war)	<ol style="list-style-type: none"> <li>1. • US and USSR emerged as world powers</li> <li>2. • Bretton woods conference established IMF and world bank</li> <li>3. •Decolonisation and Independence of Asian and African countries</li> <li>4. • By1960 dollar lost its command in worlds currency</li> <li>5. • Formation of G-77 who demanded new economic order</li> <li>6. • End of Bretton woods system.</li> </ol>

### Points to Remember

- 1) **Silk routes** - The 'silk routes' points to the importance of West-bound Chinese silk cargoes along this route. Historians have identified several silk routes, over land and by sea, knitting together vast regions of Asia, and linking Asia with Europe and northern Africa.
- 2) **Corn Law** - Under pressure from landed groups, the British government restricted the import of corn. The laws allowing the government to do this were commonly known as the 'Corn Laws'.
- 3) **Rinderpest Plague** - Rinderpest is a fast spreading cattle plague which hit Africa in the late 1880s.
- 4) **Bretton Woods** - Bretton Woods is the name of Hotel in USA where the National Monetary and Financial conference held in 1944 to ensure the stable economy.
- 5) **Flow of Goods** - Trade in goods such as grain and cloth.
- 6) **Flow of Labour** - Migration of people to new areas in search of work.
- 7) **Hosay** - 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.
- 8) **G-77** - G-77 was a group organized by developing countries to demand a New International Economic Order (NIEO) which would give these countries real control over their national resources, raw material, manufactured goods and their markets.
- 9) **Veto** - A constitutional right to reject a decision or proposal made by a law making body.
- 10) **Tariff** - Tax imposed on a country's imports from the rest of the world. Tariffs are levied at the point of entry, i.e., at the border or the airport.
- 11) **Exchange Rates** - They link national currencies for purposes of international trade. There are broadly two kinds of exchange rates: fixed exchange rate and floating exchange rate

### One Mark Questions-

- 1) Name the Allied Countries?
- 2) What is Al-Dorado in Latin America?
- 3) Which country has the veto power in IMF and world bank?
- 4) Around 500 years back which crop was not known by our ancestors?
- 5) Name those two inventions of nineteenth century which brought

changes in the world?

- 6) Why the price of wheat fell upto 50% between 1928 to 1934 in India?
- 7) Who discovered American continent?
- 8) Name the European country which conquered America?
- 9) Give any two factors which helped in making of global world?

**Answer Key**

- 1) Britain, France and Russia.
- 2) City of Gold.
- 3) United States of America
- 4) Potato.
- 5) 1) Steam engine 2) Railways
- 6) Due to Great Depression.
- 7) Christopher Columbus.
- 8) Spain
- 9) 1) Trade 2) In search of work 3) Money

**Short/Long Questions (3/5 Marks)**

- 1) What changes took place in the world due to the discovery of new sea routes of America?
- 2) Why the thousands of people run away from Europe to America in 19th century?
- 3) What were the impact of industrialization of cotton industries on Britain?
- 4) What were the causes of attraction of Europeans towards Africa?
- 5) What do you mean by Surplus trade? Why the balance of trade is always favorable for Britain in terms of India?
- 6) What were the impact of first world war on the economy of Britain?
- 7) What were the causes of Economic Depression?
- 8) What were the effect of Economic Depression on Indian economy?
- 9) Explain with the help of appropriate examples that how the agreement system was explained as new slave system in 19th century?
- 10) What is globalization? Explain three forms of exchange rates.
- 11) What do you mean by Bretton Woods agreement?

**Answer Key**

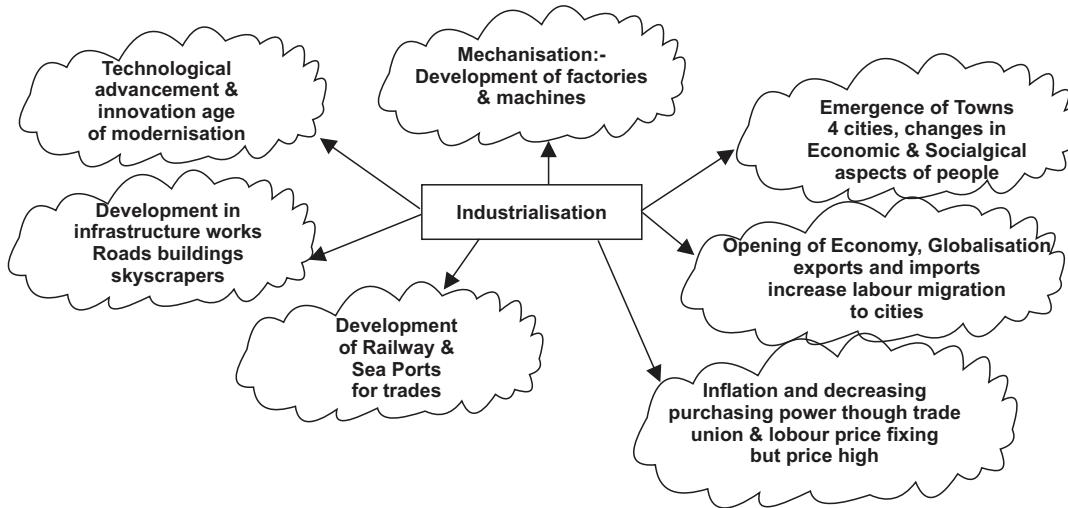
1. a) Europe's poor began to eat better and live longer with the introduction of the humble potato.



- b) Trade of slaves.
  - c) Frequent religious movements in Europe.
2.
    - a) Import of cheap goods to discontinue the Corn Law.
    - b) Spread of epidemic disease.
    - c) Religious conflict.
  3.
    - a) Fall in import of cotton in India due to import duty imposed by British government.
    - b) Indian garments had to face tough competition in international market.
    - c) Import of cotton in very cheap rate by British government.
  4.
    - a) Availability of vast resources of land and minerals.
    - b) To establish plantations and mines.
    - c) To produce crops and minerals for export to Europe.
  5. When export value is more than import value is known as Surplus Trade -
    - The excess of goods in the market of Britain.
    - Increase in export of grains and raw material exported to Britain and other countries of world from India.
    - The goods imported to India cost very high whereas the goods exported to Britain cost very less.
  6.
    - Hard to maintain the top position of Britain in Indian market.
    - After first world war Britain had to compete with Japan.
    - Debt taken by America during First world war.
    - Fall in demand of goods due to the end of war caused fall in production and increase in unemployment.
    - The heavy taxes imposed by the government to fulfill the losses of war which causes great fall in employment.
  7.
    - Agricultural overproduction
    - Falling agricultural prices.
    - Agricultural incomes declined.
    - Countries that depended crucially on US loans now faced an acute crisis. - The withdrawal of US loans affected much of the rest of the world. - Thousands of banks became bank corrupt
  8.
    - a) Import and export of country cut to the half.
    - b) Fall in the rate of grains upto 50% due to the fall of price in international market.
    - c) A great loss to farmers and peasants.

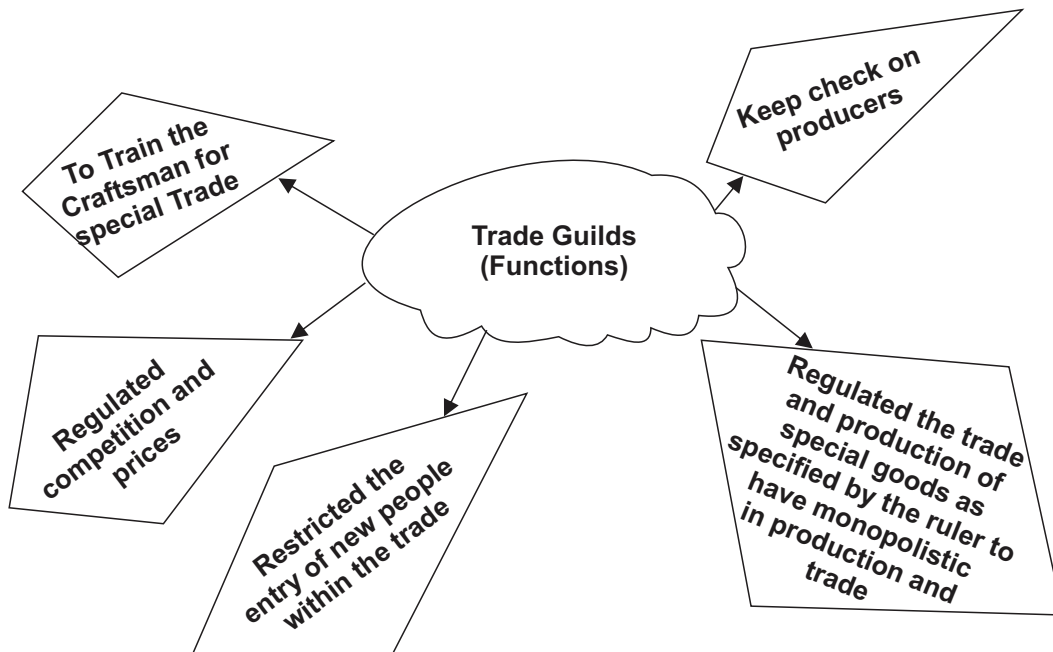
- d) The Great Depression was harmful for urban population and the economy.
  - e) The rural India was also affected badly due to the Great Economic Depression.
- 9.
- a) Agents provided false information to misguide the labourers.
  - b) Labourers were also kidnapped by the agents.
  - c) The living and working conditions of new place were very hard.
  - d) Wages were very low. The wages were deducted in terms of work was not done properly.
  - e) There were no legal rights for labourers.
10. Globalization is an economic system with the free movement of goods, technology, ideas and people across the globe.
- Flow of capital - Investment of capital for a short and long period in far off areas.
  - Flow of Goods - Trade in goods such as grain and cloth.
  - Flow of Labour - Migration of people to new areas in search of work.
11. Bretton Woods - Bretton Woods is the name of Hotel in USA where the National Monetary and Financial conference held in 1944 to ensure the stable economy.
- Establishment of IMF and World Bank.
  - Bretton Woods system was based on fixed exchange rate.

History  
Class X  
Lesson - 4  
The age of Industrialisation



**Guilds**

**Guilds : Association of producers that trained craftsman.**



## **Timeline of Events**

- 1600:- The East India company was established
- 1730:- The earliest factories in England were setup
- 1760:- Britain imported New cotton to feed its cotton industry
- 1764:- James Hargreaves, devised spinning Jenny
- 1767:- Richard Arkwright established the cotton mill
- 1781:- James watt improvised steam engine & patented it
- 1785:- Cart wright invented the powerloom which used steam power for spinning & weaving
- 1830-1840:- Dwarkanath Tagore setup 6 joint stock companies in Bengal
- 1840:- Cotton was the leading sector in the first phase of Industrialisation in Britain.
- 1850:- Railway station developed all over London
- 1854:- The first cotton mill was established in Bombay
- 1855:- The first Jute Mill was set up in Bengal
- 1860:- The supply of cotton reduced because of American Civil War
- 1860:- Elgin Mill was started in Kanpur
- 1861:- The first cotton mill was setup in Ahmedabad
- 1873:- Britain exported Iron & Steel
- 1874:- The first spinning & weaving mill & Madras began its production
- 1900:- E.T paul music company published "Dawn of Century"
- 1912:- J.N. Tata set up first Iron & Steel works in Jamshedpur
- 1917:- Seth Hukumchand set up first Jute Mill in Calcutta
- 1941:- use of Fly shuttle in more than 35 looms

## **Points to be Remember**

1. Orient-The countries of the East especially East Asia
2. Capital-That part of money when invested is used for trade purpose.
3. Socialism- Where factors of production are held by the government.
4. Spinning Jenny-Invented by James Hargreaves in 1764. It accelerated production.
5. Staples: A person who 'Staples' or sorts wool according to fibre.
6. Fuller: A person who 'Fulls' that it gathers cloth by pleating.
7. Carding: The process in when fibres such as cotton or wool are prepared prior to spinning.

8. Fly shuttle was a mechanical device used for weaving moved by means of ropes and pullies.
  9. First Jute Mill was established in Calcutica, in India
  10. James Watt invented Steam Engine.
  11. In India first cotton mill eastablished in 1854.
  12. Portuguese were the first Europeans to come India.
- | Inventor          | Inventors                     |
|-------------------|-------------------------------|
| 1. Fly Shuttle    | 1. John Kay                   |
| 2. Steam Engine   | 2. New Come an and James Watt |
| 3. Spinning Jenny | 3. James Hargreave            |

### Multiple Choice Question

- Q. 1 Who invented steam engine (CBSE 2010)
- |                |                       |
|----------------|-----------------------|
| (a) James Watt | (c) Richard Arpwright |
| (b) New Comen  | (d) E. T. Paull       |
- Q. 2 Which of the following were the most dynamic industries of the Great Britain? (CBSE 2010)
- |                                  |                               |
|----------------------------------|-------------------------------|
| (a) Cotton and Metal Industry    | (c) Cotton and Sugar Industry |
| (b) Metal & Agrobased industries | (d) Ship & Cotton             |
- Q. 3 Dwarkanath Tagore was a \_\_\_\_\_ (CBSE 2010)
- |                  |                     |
|------------------|---------------------|
| (a) Indusrialist | (c) Philosopher     |
| (b) Painter      | (d) Social Reformer |
- Q. 4 Which is associated with Gomasthas?
- |             |                                     |
|-------------|-------------------------------------|
| (a) Traders | (c) Businessman                     |
| (b) Servant | (d) Supervisor appointed by company |
- Q. 5 When did the exports of British cotton increase dramatically?  
(CBSE 2011)
- |                               |                         |
|-------------------------------|-------------------------|
| (a) In the early 17th century | (c) In early 19 century |
| (b) In the early 18 century   | (d) In early 20 century |
- Q. 6 Koshtis were
- |                            |                       |
|----------------------------|-----------------------|
| (a) A community of Weavers | (c) Cotton Weavers    |
| (b) Weavers                | (d) Landless Labourer |

- Q. 7 Which of the following were the Pre-colonial ports of India  
 (a) Surat & Masulispatnam      (c) Madras & Bombay  
 (b) Madras & Hoogly      (d) Bombay & Hoogly
- Q. 8 Who were Jobbers?  
 (a) A person employed by industrialist to new recruits  
 (b) A paid servant of East India company  
 (c) A person employed by farmer to sell their products  
 (d) A person doing most important job in a factory
- Q. 9 In 1911, 67 of the large industries were located in one of the following places in India  
 (a) Surat & Ahemdabad      (b) Bengal & Bombay  
 (c) Patna & Lucknow      (d) Delhi & Bombay
- Q. 10 The Nationalist message of swadeshi was spread  
 (a) Tariffs      (b) Advertisements  
 (c) Force      (d) Low prices

Answers to Multiple Choice

- (1) (a)      (4) d      (7) (a) (10) (b)  
 (2) (a)      (5) (c)      (8) (a)  
 (3) (a)      (6) (a)      (9) (b)

**One Mark Questions :**

1. In the 19th industrialist in which country started using machines.
2. In which decade factories opened in England ?
3. Who were Gomashtas ?
4. Which methods were adopted to create new consumers ?
5. In the initial phase of Industrialisation.
6. How did spinning Jenny accelerated production ?
7. What kind of products introduced European Managing Agencies ?
8. List two reasons for increase in demand of goods in the world.
9. How do Urban producers control production ?
10. Why industrialist were reluctant to use machines ?
11. Name two most important industries of Europe ?

**3/5 Marks Questions :**

1. How did the advent of Manchester create problems for Indian Weavers?
2. What were the reasons for increase in production during WWI ?
3. What were the reasons for great economic depression of 1930 ?
4. Why it was difficult for new merchants to establish trade in towns ?
5. Why new industrialist could not displace traditional industries ?
6. The network of Indian Merchants started break down why ?
7. Why did East India Company employ Gomashtas ?
8. Who were Jobbers ? What was their role ?
9. How did British manufactures captured Indian market through advertisement ?
10. How did increase Labour affect lines of workers ?
11. Why did some industrialists in the nineteenth century Europe prefer hand labour over machines ?

**Answer One Mark Questions :**

1. USA
2. In 1730s.
3. Supervisor appointed by East India Company over Weavers.
4. Through advertisements
5. Cotton and Metal Industries
6. Spinning
7. Plantation - Tea and Coffee
8.
  1. Increase in world trade
  2. Establishment of Colonies
9. Merchants used to give loans to Artisans
10. Cheap Human Labour - Availability
11. Cotton and steel industry

### 3/5 Marks Question

1.
  1. Decrease in export of India.
  2. Pressure on East India Company to see cloth.
  3. Low Cost.
  4. Shrinking of local markets.
  5. Non availability of good quality cotton fibre.
2.
  1. To meet war requirements new industries were established
  2. To produce for uniforms, shoes, tents.
  3. New workers were employed and working hours were increased.
3.
  1. Export declined after World War First.
  2. America capitalist stopped giving loans to European Countries.
  3. Over production in agriculture.
  4. Mechanisation of Industries.
4.
  1. In towns the guild system was powerful.
  2. Provide training to workers.
  3. Control the production.
  4. Tried to discourage new entrants into the profession.
5.
  1. Number of people working in industries was less.
  2. Slow changes in technology.
  3. Cloth industry was dynamic
  4. Technology was expensive.
  5. A large part of production was done in Handlooms
6.
  1. The European companies gradually gained power first securing a variety of concession from local courts.
  2. Then the monopoly right to trade.
  3. Decline of parts of Surat and Hoogly.
7.
  1. They gave loan to weavers.
  2. Thus prevented them dealing with the buyers.
  3. They themselves checked the quality of cloth.
8.
  1. Jobbers were kept for recruitment.
  2. Jobber was generally an old confident
  3. He used to bring people from villages.



9.
  1. Calenders, Newspapers and Magazines were used to sell products.
  2. Pictures of Indian Gods and goddess appeared on labels.
  3. It was intended to make the manufacture from a foreign land appear somewhat familiar to Indian people.
10.
  1. The lure of better jobs prospects attracted them to cities.
  2. Workers whose relations already were employed got jobs
  3. Those who did not have any relation friends waited for weeks and spend nights under bridges, night shelters.
11.
  1. There was no dearth of Human labour.
  2. They did not want to install new machines because it required more capital investment.
  3. For seasonal industry it was better to employ hand labour.
  4. There was a demand for fine intricate work in the market which could only be fulfilled handicrafts.

**3/5 Marks, Answers the questions with the help of key points**

Q. 1 What was the role of Trade guilds

**Key Points**

- Association of producers.
- Training to crafts people
- Control over production
- Regulated competition and prices and restricted entry of new people

Q. 2 Distinguish between Industrialisation and proto industrialisation

Ans Key Points

- (1) Centralisation/decentralisation
- (2) Supervision & Maintenance of quality
- (3) Production within family farms or factories

Q. 3 Explain any five causes of Industrial revolution in England (CBSE 2013, 2014)

Ans. Key Points

- Growing international Markets
- Increase in demand due to world
- Trade expansions
- Proto-industrial system
- New Inventions
- Availability of capital
- Availability of raw material

Q.4 Why the system of advances proved harmful for the weavers?

Keypoints

- No chance for bargaining
- Leasing of land
- Dependency for food on others
- Clashes with Gomasthas

## Chapter 5

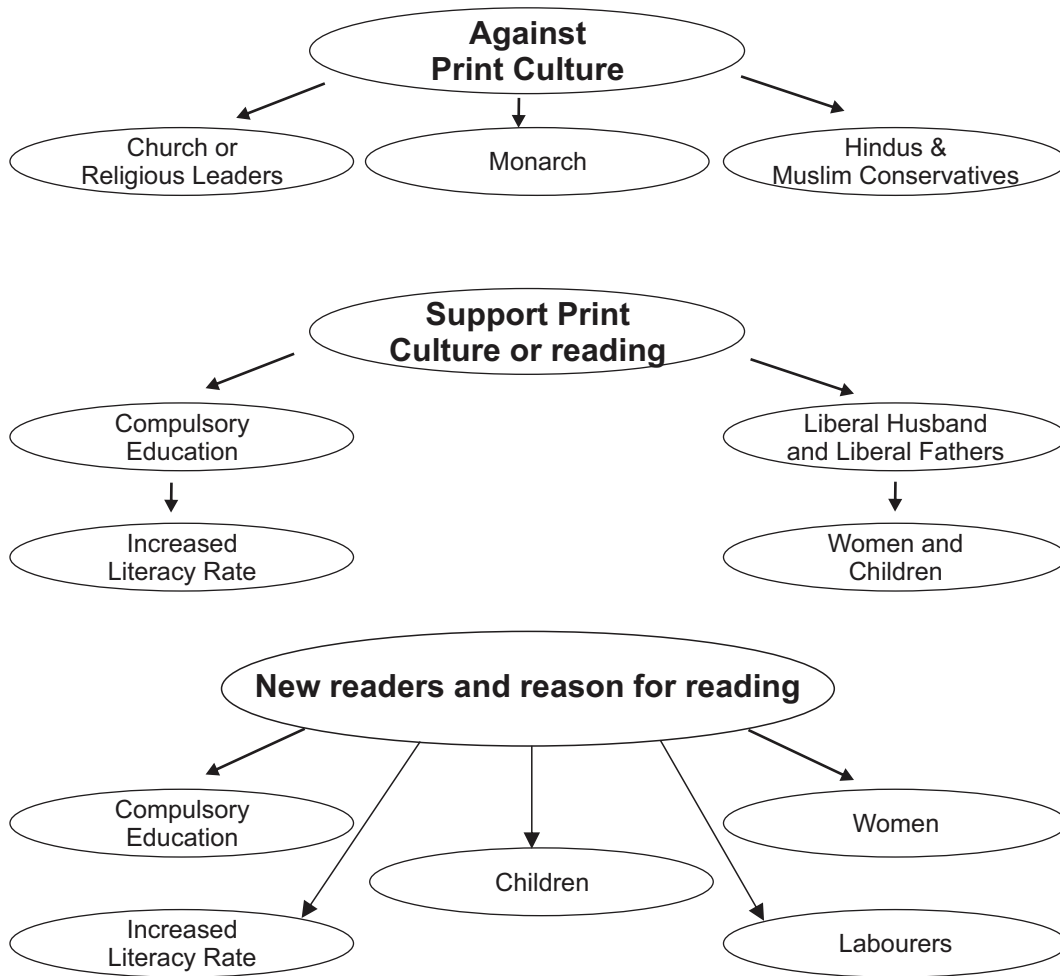
### Print Culture and Modern World

#### Key Points to Remember

- In 1295, Marco Polo, a great Italian explorer, brought the art of wood block Printing from China to Italy.
- Bible was published by Gutenberg in 1448.
- Erasmus, a Latin scholar wrote his book "Adages" in 1508. In his book shows great concern regarding printing.
- In 1517, the religious reformer Martin Luther wrote 95 thesis theses on Protestant Reformation.
- In 1780, James Augustus Hickey began to edit Bengal Gazette. He is widely known as Father of print culture in India.
- In 1820, Calcutta Supreme Court passed the Press Control Bill.
- In 1821, "Samvad Kamudi" was published by Raja Ram Mohan Ray.
- In 1822, Gujrati newspaper Bombay Samachar was published.
- In ancient times Manuscript were produced on Vellum and other parchment, on papyrus.
- A parchement made from skin of animals known as Vellum.
- The art of beautiful and stylized writing is known as Calligraphy.
- **Platen:** In letter place printing, platen is board which is pressed onto the back of the paper to get the impression from the type.
- **Compositor :** The person who composes the text for printing.
- **Galley :** Metal frame in which types are laid and the text composed.
- **Ballad :** A historical account or folk tale in verse, usually sung or recited.
- **Inquisition :** A former Roman Catholic court for identifying and punishing heretics.
- Diamond Sutra was the first printed book of Japan which was published in 868AD.
- **Despotism :** A system of government in which absolute power is exercised by an Individual, unregulated by legal and constitutional checks.
- **Ulama :** Legal Scholar of Islam and Sharia.
- **Fatwa :** A legal Pronouncement on Islamic law usually given by mufti to clarify issues on which the law is uncertain.
- **Almanac :** An annual publication giving astronomical data, information about the movements of the sun.
- In 1878, Vernacular Press Act was passed. It gave the government extensive 'right to censor reports and editorials in vernacular newspaper.

**Key Points:-**

- Print technology was developed in China, Japan and Korea.
- China used to recruit bureaucrats through examination. For this reason textbooks were printed in vast number in China.



### **Very Short Answer Type Questions ( 1 Mark Each)**

- Q.1 Who brought Printing to Europe?
- Q.2 Which was the first book printed by Gutenberg?
- Q.3 When the first paperback edition of books published?
- Q.4 Name the book sold by traveling paddler?
- Q.5 Which of the reading source is famous among Women?
- Q.6 Vernacular Press Act of 1878 was modeled on which Act?
- Q.7 Name the oldest printed book of Japan.
- Q.8 In which countries first printing was developed?
- Q.9 Which reformer is responsible for Protestant Reformation?
- Q.10 Who Wrote "Gulamgiri"?
- Q.11 Who brought wood Block Printing to Europe?
- Q.12 When and Who brought Print technology to India?
- Q.13 Printing is the ultimate gift of God and the greatest one. Who spoke these words?
- Q.14 The first printed edition of 'Ramcharitmanas' by Tulsidas came out in which year?
- Q.15 Name two Persian newspaper published in 1822?

### **ANSWERS**

- Ans. 1 Yohana Gutenberg
- Ans.2 Bible
- Ans.3 With the start of Great Depression
- Ans.4 Penny Chapbook
- Ans.5 Penny Magazines
- Ans.6 Irish Press laws
- Ans.7 Diamond Sutra
- Ans.8 China, Japan and Korea
- Ans.9 Martin Luther
- Ans.10 JyotibaPhule (1871)
- Ans.11 Marco Polo
- Ans.12 Sixteenth century, Portuguese
- Ans.13 Martin Luther
- Ans.14. Calcutta, 1810
- Ans.15 Jam — I — Jahan Nama and Shamsul Akhbar

### **Long Answer Type Question ( 3 or 5 Marks only)**

- Q.1 "Wood Block Printing came to Europe after 1295" Explain.
- Q.2 Print Culture created the conditions within which French Revolution occurred? Give reasons.
- Q.3 What are manuscript? Discuss their limitations.
- Q.4" Print did not only stimulate the publication of conflicting opinions amongst communities, but also connected communities and people in different parts of India." Elucidate.
- Q.5 Discuss the role of print culture in encouraging the role of Nationalism in India.
- Q.6 Why printed books became popular among less literate people?
- Q.7 Why was Vernacular Press Act passed in India?
- Q.8 The division within the Catholic Church was brought about by Print revolution. Discuss.
- Q.9 What was the reaction of society towards women literacy? How women reacted ?
- Q.10 What methods were adopted to popularize printed books among people?
- Q. 11 Explain the effect of print revolution?
- Q. 12 Why did some people fear the effect of easily available printed books? Choose one example from Europe and one from India.
- Q.13 Describe the drawbacks of handwritten manuscripts in comparison to printed materials?
- Q. 14 Why couldn't the production of handwritten manuscripts satisfy the ever increasing demand for books? Give the reasons?
- Q. 15 Explain the factors that helped in the rise of print culture in Europe?
- Q. 16 What steps were taken by the British to curb the freedom of press in India?
- Q. 17 What were the impact of print culture on Indian women? Explain with example.

### **ANSWER**

- Ans. 1** Wood Block Printing came to Europe after 1295 because:
- This technique was with China first.
  - Marco Polo returned to Italy and brought this knowledge with himself.
  - Now Italian began producing books with Wood Block.
  - Soon the technology spread in other parts of world.

**Ans.2**

- Print popularized the ideas of the Enlightenment thinkers.
- Print created a new culture of dialogue and debate
- By the 1780 there was an outpouring of literature that mocked the royalty and criticized their morality.

**Ans.3** Manuscripts were copied on palm leaves or on handmade paper.

- Manuscripts were highly expensive and fragile.
- They have to be handled carefully.
- They could not be read easily.

**Ans.4** It created a new platform for expression of ideas.

- It is the cheapest and most simplest way of communication.
- It brought about the problems of Indian Masses.
- A large number of religious books were being transmitted to Indian Masses.

**Ans.5**

- Despite repression nationalist newspapers were reaching every nook and corner of the country.
- They brought to light the misrule of the British.
- Revolutionary Bal Gangadhar Tilak started the newspaper named Kesari.
- Bal Gangadhar Tilak was imprisoned in 1908 which led to widespread protest all over India.

**Ans.6**

- Those who could not read at least can listen and enjoy.
- Folk songs and folk lore were published.
- Illustrated books were published.
- These were read out at rural meetings, pubs etc.

**Ans.7**

- As Vernacular newspaper became more assertive the colonial government sought to crush it.
- In 1878, Vernacular Press Act was passed.
- From now on the government can track the vernacular newspapers.

**Ans.8**

- Religious reformer Martin Luther wrote 95 theses criticizing Roman Catholic Church.
- A printed copy of these was posted on the church door in Wittenberg.
- It challenged the church to debate its ideas.

**Ans. 9**

- Liberal husbands and fathers began educating their womenfolk at home.
- They were sent to women schools at city and towns.
- Educated women encourage education for girls.

**Ans.10**

- Cheap books were being sold at Madras so that poor people were also buy read.
- Lending library were setup.
- Paperback edition of novels were printed to make them affordable to the masses.
- Literacy Rate was increased in Labour Class.
- It helps to send the message of Nationalism to masses

**Ans. 11** Printing reduces the cost of books,the time and labour required to produce each book came down.

- Multiple copies could be produce easily.
- circulation of ideas and open new world of debate and discussion.
- Brought new intellectual atmosphere, helped spread the new ideas that led to reformation.
- Indivisual interpretation of faith even among little educated people.
- The writing of enlightened thinkers helped in French revolution.

**Ans. 12** Rebellious and irreligious thoghts might spread.

- The authority of valuable literaturebwould be destroyed.
- it could encourage the revolution against political system and religious institution.
- Ex-In Europe,writings of enlightened authors helped in french revolution and started debate on the teachings of the church.
- in India,print encouraged the reading of religious texts in the vernacular languages.Debates were began on Sati and widow marriage etc.

**Ans. 13** handwritten manuscripts were highly expensive and fragile while printed materials were cheap and easy to carry.

- Handwritten manuscripts had to be handllled carefully and could not be carried around.
- They could not be read easily as the scripts were in different style too.



**Ans. 14** copying was an expensive, laborious and time consuming business. -Manuscripts were fragile and difficult to handle.  
-Not easily carried around or read easily.

**Ans. 15** Handwritten manuscripts could not satisfy the ever increasing demand for books.  
-copying was an expensive, laborious and time consuming business.  
-manuscripts were fragile that's why circulation was limited.  
-Woodblock were used for printing by early 15<sup>th</sup> century but this couldn't cater to the ever increasing demand for print materials.  
-Need for quicker and cheaper reproduction of books.

**Ans. 16** After the revolt of 1857, enraged Englishmen demanded a clamp down on the native press.  
-The Vernacular Press Act, 1878 was passed. it provided the government with extensive rights to censor reports in the vernacular press.  
-Government kept regular track of the vernacular newspapers.  
-when a report was judged as seditious, newspaper was warned and if the warning was ignored the press was liable to be seized and the printing machinery confiscated.

**Ans. 17** Print enabled women to read in silence, discuss and debate among the like minded persons. - Women express themselves and shape their ideas. -It connects women across caste religion or class.  
-many women writes their experiances and stories . -Many liberal husband and fathers allowed their wife and daughters to study.  
-many liberal husband & fathers allowed their wife and daughter to study.