



## HISTORY CHAPTER – 1 THE RISE OF NATIONALISM IN EUROPE

*Question and Answers from the text book*

### I. Write in Brief

1. Write a Note on:

- a) Giuseppe Mazzini:** Giuseppe Mazzini was an Italian revolutionary, born in Genoa in 1807. He was a member of the secret society of the Carbonari. At the age of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He founded underground societies named ‘Young Italy’ in Marseilles and ‘Young Europe’ in Berne, whose members were like-minded young men from Poland, France, Italy and the German States.
- b) Count Camilo de Cavour:** Cavour was chief minister of Sardinia-Piedmont state who led the movement to unify the regions of Italy. He was neither a revolutionary nor a democrat. Like many other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian. He engineered a careful diplomatic alliance with France, which helped Sardinia-Piedmont defeat the Austrian forces in 1859, and thereby free the northern part of Italy from the Austrian Habsburgs.
- c) The Greek War of Independence:** This was a successful war of independence waged by Greek revolutionaries between 1821 and 1829 against the Ottoman Empire. The Greeks were supported by the West European countries, while poets and artists hailed Greece as the cradle of European civilisation. Finally, the Treaty of Constantinople of 1832 recognised Greece as an independent nation.
- d) The Frankfurt Parliament:** It was an all-German National Assembly formed by the middle-class professionals, businessmen and prosperous artisans belonging to the different German regions. It was convened on 18 May, 1848 in the Church of St. Paul, in the city of Frankfurt. This assembly drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. However, it faced opposition from the aristocracy and military. Also, as it was dominated by the middle classes, it lost its mass support base. In the end, it was forced to disband on 31 May, 1849.
- e) The role of women in nationalist struggles:** The issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years. Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations. Despite this, they were denied suffrage during the election of the Assembly. When the Frankfurt Parliament convened in the Church of St. Paul, women were admitted only as observers to stand in the visitors’ gallery.

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

**Answer**

- The French revolutionaries took many important steps to create a sense of collective identity among the French people which were: Ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasising the notion of a united community enjoying equal rights under a constitution.
- A new French flag, a tricolour replaced the royal standard.
- The Estates General was renamed the National Assembly and was elected by a group of active citizens.
- New hymns, oaths and martyrs commemorated in the name of the nation.
- A central administrative system made uniform laws for the entire nation.
- Discouraging regional dialects and promoting French as a common language of the nation.

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

**Answer**

Marianne and Germania were respective female allegories for the French and the German nation. They stood as personifications of ideals like ‘liberty’ and ‘the republic’. The importance of the way in which they were portrayed lay in the fact that the public could identify with their symbolic meaning, and this would instil a sense of national unity in them.

4. Briefly trace the process of German unification.

**Answer**

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

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

**Answer**

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

- He established civil code in 1804 also known as the Napoleonic Code. It did away

with all privileges based on birth. It established equality before law and secured the right to property. He simplified administrative divisions, abolished feudal system, and freed peasants from serfdom and manorial dues.

- In towns too, guild systems were removed. Transport and communication systems were improved.
- Peasants, artisans, businessmen and workers enjoyed the new found freedom.

## **II. Discuss**

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

### **Answer**

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

- Politically, they demanded constitutionalism with national unification, nation-state with a written constitution and parliamentary administration.
- Socially, They wanted to rid society of its class-based partialities and birth rights. Serfdom and bonded labour had to be abolished.
- Economically they demanded freedom of markets and right to property. Abolition of state imposed restrictions on the movements of goods and capital.

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

### **Answer**

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

- Romanticism was a European cultural movement aimed at developing national unity by creating a sense of shared heritage and common history. The Romantic artists' emphasis on emotions, intuition and mystical feelings gave shape and expression to nationalist sentiments. The strength of art in promoting nationalism is well exemplified in the role played by European poets and artists in mobilising public opinion to support the Greeks in their struggle to establish their national identity.

Folk songs, dances and poetry contributed to popularizing the spirit of nationalism and patriotic fervour in Europe. Collecting and recording the different forms of folk culture was important for building a national consciousness. Being a part of the lives of the common people, folk culture enabled nationalists to carry the message of nationalism

to a large and diverse audience. The Polish composer Karol Kurpinski celebrated and popularised the Polish nationalist struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

- Language also played a distinctive role in developing nationalist feelings in Europe. An example of this is how during Russian occupation, the use of Polish came to be seen as a symbol of struggle against Russian dominance. During this period, Polish language was forced out of schools and Russian language was imposed everywhere. Following the defeat of an armed rebellion against Russian rule in 1831, many members of the clergy in Poland began using language as a weapon of national resistance. They did so by refusing to preach in Russian, and by using Polish for Church gatherings and religious instruction. The emphasis on the use of vernacular language, the language of the masses, helped spread the message of national unity.

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

### **Answer**

The development of the German and Italian nation states in the nineteenth century

- Political fragmentation: Till the middle of the nineteenth century, the present-day nations of Germany and Italy were fragmented into separate regions and kingdoms ruled by different princely houses.
- Revolutionary uprisings: Nineteenth-century Europe was characterised by both popular uprisings of the masses and revolutions led by the educated, liberal middle classes. The middle classes belonging to the different German regions came together to form an all-German National Assembly in 1848. However, on facing opposition from the aristocracy and military, and on losing its mass support base, it was forced to disband. In the Italian region, during the 1830s, revolutionaries like Giuseppe Mazzini sought to establish a unitary Italian Republic. However, the revolutionary uprisings of 1831 and 1848 failed to unite Italy.
- Unification with the help of the army: After the failure of the revolutions, the process of German and Italian unification was continued by the aristocracy and the army. Germany was united by the Prussian chief minister Otto von Bismarck with the help of the Prussian army and bureaucracy. The German empire was proclaimed in 1871.
- The Italian state of Sardinia-Piedmont played a role similar to that played by Prussia. Count Camillo de Cavour (the Chief Minister) led the movement to unite the separate states of nineteenth-century Italy with the help of the army and an alliance with France. The regions annexed by Giuseppe Garibaldi and his Red Shirts joined with the northern regions to form a united Italy. The Italian nation was proclaimed in 1861. The papal states joined in 1870.

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

### **Answer**

- The history of nationalism in Britain unlike the rest of Europe because:  
In Britain the formation of the nation-state was not the result of a sudden upheaval or

revolution.

- The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish.
- The Act of Union (1707) between England and Scotland resulted in the formation of the ‘United Kingdom of Great Britain’ meant that England was able to impose its influence on Scotland. Scotland’s distinctive culture and political institutions were systematically suppressed.
- The Scottish highlanders were forbidden to speak their Gaelic language or wear their national dress and large numbers were forcibly driven out of their homeland.
- The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country. Catholic revolts against British dominance were suppressed. Ireland was forcibly incorporated into the United Kingdom in 1801.
- The symbols of the new Britain – the British flag, the national anthem, the English language were actively promoted and the older nations survived only as subordinate partners in this union.

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

### **Answer**

Nationalist tensions emerged in the Balkans because of the spread of ideas of romantic nationalism as also the disintegration of the Ottoman Empire that had previously ruled over this area. The different Slavic communities in the Balkans began to strive for independent rule. They were jealous of each other and every state wanted more territory, even at the expense of others. Also, the hold of imperial power over the Balkans made the situation worse. Russia, Germany, England, Austro-Hungary all wanted more control over this area.

These conflicts ultimately led to the First World War in 1914.



## HISTORY CHAPTER – 1 THE RISE OF NATIONALISM IN EUROPE

During the nineteenth century, nationalism emerged as a force which brought about sweeping changes in the political and mental world of Europe.

The end result of these changes was the emergence of the *nation-state* in the place of the multi-national dynastic empires of Europe.

A *modern* state, in which a centralized power exercised sovereign control over a clearly defined territory, had been developing over a long period of time in Europe.

But a *nation-state* was one in which the majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent. The diverse processes through which nation-states and nationalism came into being in nineteenth-century Europe.

### THE FRENCH REVOLUTION AND THE IDEA OF THE NATION

1. The first clear expression of nationalism came with the French Revolution in 1789.
2. The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
3. The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution.
4. The Estates General was elected by the body of the active citizens and renamed the National Assembly.
5. Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
6. The revolutionaries further declared that it was the mission and the destiny of the French nation to liberate the peoples of Europe from despotism.
7. Students and other members of educated middle classes began setting up Jacobin club.
8. Their activities and campaigns prepared the way for the French armies which moved into Holland, Belgium, Switzerland and much of Italy in the 1790's.
9. The French armies began to carry the idea of nationalism abroad.
10. 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.
11. The Civil Code of 1804 – usually known as the Napoleonic Code - did away with all privileges based on birth, established equality before the Law and secured the right to property.
12. Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
13. Transport and communication systems were improved.
14. Businessmen and small-scale producers of goods, in particular, began to realize that uniform laws, standardised weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.
15. In many places such as Holland and Switzerland, Brussels, Mainz, Milan, Warsaw,

- the French armies were welcomed as harbingers of Liberty.
- 16. It became clear that the new administrative arrangements did not go hand in hand with political freedom.
  - 17. Increased taxation, censorship, forced conscription into the French armies required to conquer the rest of the Europe, all seemed to outweigh the advantages of the administrative changes.

### **THE MAKING OF NATIONALISM IN EUROPE**

- 1. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.
- 2. They did not see themselves as sharing a collective identity or a common culture.
- 3. The Habsburg Empire ruled over Austria Hungary.
- 4. In Hungary, half of the population spoke Magyar while the other half of the spoke a variety of dialects.
- 5. Besides these three dominant groups, there also lived within the boundaries of the empire.
- 6. The only tie binding these diverse groups together was a common allegiance to the emperor.

### **THE ARISTOCRACY AND THE NEW MIDDLE CLASS**

- 1. Socially and politically, a landed aristocracy was the dominant class on the continent.
- 2. The members of this class were by a common way of life that cut across regional divisions.
- 3. Their families were often connected by ties of marriages.
- 4. This powerful aristocracy was, however, numerically a small group. The growth of towns and the emergence of commercial classes whose existence was based on production for the market.
- 5. Industrialization began in England in the second half of the eighteenth century, but in France and parts of the German states it occurred only during the nineteenth century.
- 6. In its wake, new social groups came into being: a working-class population, and middle classes made up of industrialists, businessmen, professionals.
- 7. 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?**

- 1. In early-nineteenth-century Europe were closely allied to the ideology of liberalism.
- 2. The term 'liberalism' derives from the Latin root *liber*, meaning free.
- 3. Liberalism stood for freedom for the individual and equality of all before the law.
- 4. It emphasized the concept of government by consent.
- 5. A constitution and representative government through parliament.
- 6. The right to vote and to get elected was generated exclusively to property-owning men.
- 7. Men without property and all women were excluded from political rights.
- 8. Women and non-propertied men and women organised opposition movements demanding equal political rights.
- 9. The abolition of state-imposed restrictions on the movement of goods and capital.
- 10. A merchant travelling in 1833 from Hamburg to Nuremberg to sell his goods would have to pass through 11 customs barriers and pay a customs duty of about 5% at each one of them.

11. Obstacles to economic exchanges and growth by the new commercial classes, who argued for the creation of a unified economic territory allowing the unhindered movement of goods, people and capital.
12. The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

### **A NEW CONSERVATION AFTER 1815**

1. Following the defeat of Napoleon in 1815, European governments were driven by a spirit of **conservatism**.
2. Most conservatives, however, did not propose a return to the society of pre-revolutionary days.
3. That modernization could in fact strengthen traditional institutions like the monarchy.
4. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.
5. 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.
6. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.
7. German confederation of 39 states that had been set up by Napoleon was left untouched.
8. Autocratic did not tolerate criticism and dissent, and sought to curb activities that questioned the legitimacy of autocratic government.

#### **The Revolutionaries**

1. During the years following 1815, the fear of repression drove many liberal-nationalists underground.
2. Revolutionary at this time meant a commitment to oppose monarchical forms and to fight for liberty and freedom.
3. Giuseppe Mazzini, born in Genoa in 1807, he became a member of the secret society of the Carbonari.
4. He was sent into exile in 1831 for attempting a revolution in Liguria.
5. Mazzini believed that god had intended nations to be the natural units of mankind.
6. Secret societies were set up in Germany, France, Switzerland and Poland.
7. Metternich described him as ‘The most dangerous enemy of our social order’.

#### **The Age of Revolution: 1830 - 1848**

1. As conservative regimes tried to consolidate their power, liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.
2. ‘When France sneezes’, Metternich once remarked, ‘the rest of Europe catches cold’.
3. An event that mobilized nationalist feelings among the educated elite across Europe was the Greek war of independence.
4. Greece had been the part of the Ottoman Empire since the fifteenth century.
5. Greeks living in exile and also from many west Europeans who had sympathies for ancient Greek culture.

## **THE ROMANTIC IMAGINATION AND NATIONAL FEELING**

1. The development of nationalism did not come about only through wars and territorial expansions.
2. Culture played an important role in creating the idea of the nation: art and poetry, stories and music helped express and shape nationalist feeling.
3. Let us look at Romanticism, a culture movement which sought to develop a particular form of nationalist sentiments.
4. Romantic artists and poet generally criticised the glorification of reason and science and focused instead on emotions, institution and mystical feelings.
5. Other romantics were through folk song, folk poetry and folk dances that the true spirit of the nation.
6. National feelings were kept alive through music and languages.
7. Karol Kurpinski, celebrated the national struggles through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.
8. Language too played an important role in developing nationalist sentiments.
9. Russian language was imposed everywhere.
10. Many members of the clergy in Poland began to use language as a weapon of national resistance.
11. As a result, a large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities as punishment for their refusal to preach in Russians.

## **HUNGER, HARDSHIP AND POPULAR REVOLT**

1. The 1830s were years of great economic hardship in Europe.
2. The first half of the nineteenth century saw an enormous increase in population.
3. In most countries there were more seekers of jobs than employment.
4. Population from rural areas migrated to the cities to live in overcrowded slum.
5. Food shortage and widespread unemployment brought the population of Paris out on the roads.
6. National Assembly proclaimed a republic, granted suffrage to all adult males above 21, and guaranteed the right to work.
7. Earlier, in 1845, weavers in Silesia had lead a revolt against contractors who supplied them raw material and gave them orders for finished textile.
8. 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 contractors demanding higher wages.
9. The contractors fled with his family to a neighbouring village which, however, refused to shelter such a person.
10. He returned 24 hours later having requisitioned the army.
11. In the exchange that followed, eleven weavers were shot.

## **1848: THE REVOLUTION OF THE LIBERALS**

1. The poor, unemployment and starving peasants and workers in many European countries in the years 1848, a revolution led by the educated middle classes was under way.
2. Men and women of the liberal middle classes combined their demands for constitutionalism with national unification.
3. They drafted a constitution for a German nation to be headed by a monarchy subject to a

- parliament.
4. Wilhelm IV, King of Prussia, rejected it and joined other monarchs to oppose the elected assembly.
  5. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded.
  6. The issue of extending political rights to women was a controversial one within the liberal movement.
  7. Women had formed their own political associations, founded newspaper and taken part in political meeting and demonstrations.
  8. Women were admitted only as observers to stand in the visitors' gallery.
  9. Monarchs were beginning to realize that the cycles if revolution and repression could be ended by granting concessions to the liberal-nationalist revolutionaries.

## **THE MAKING OF GERMAN AND ITALY**

### **GERMANY – CAN THE ARMY BE THE ARCHITECT OF A NATIONAL**

1. After 1848, nationalism in Europe moved away from its association with democracy and revolution.
2. This can be observed in the process by which Germany and Italy came to be unified as nation-states.
3. Nationalist feelings were widespread among middle-class Germans.
4. This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners of Prussia.
5. Prussia took on the leadership of the movement.
6. Three wars overseen years-with Austria, Denmark, and France-ended in Prussian victory and completed the process of unification.
7. The nation-building process in Germany had demonstrated the dominance of Prussian state power.
8. The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany.

### **ITALY UNIFIED**

1. Like Germany, Italy too had a long history of political fragmentation.
2. Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
3. Italy was divided into seven states.
4. Italian language had not acquired one common form and still had many regional and local variations.
5. Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic.
6. Young Italy for the dissemination of his goals.
7. The failure of revolutionary uprising 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.
8. Italy offered them the possibility of economic development and political dominance.
9. Italy was neither a revolutionary nor a democrat.

10. Italian population, among whom rates of illiteracy were high, remained blissfully unaware of liberal-nationalist ideology.

### **THE STRANGE CASE OF BRITAIN**

1. The model of the nation or the nation-state, some scholars have argued, is Great Britain.
2. It was the result of a long-drawn-out process.
3. There was no British nation prior to the eighteenth century.
4. ‘United Kingdom of great Britain’ meant, in effect, that England was able to impose its influence on Scotland.
5. The British parliament was henceforth dominated by its English members.
6. Ireland was forcibly incorporated into the United Kingdom in 1801.
7. British flag, the national anthem, the English language – were actively promoted and the older nations survived only as subordinate partners on this union.

### **VISUALIZING THE NATION**

1. While it was easy enough to represent a ruler through a portrait or a statue.
2. In other words they represented a country as if it were a person.
3. Nations were then portrayed as a female figure.
4. The female figures became an **allegory** of the nation.
5. Christened Marianne, a popular Christian name, which underlined the idea of people’s nation.

### **NATIONALISM AND IMPERIALISM**

1. By the quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment of the first half of the century, but became a narrow creed with limited ends.
2. The most serious source of nationalists tension in Europe after 1871 was the area called the Balkans.
3. The Balkans was a region of geographical and ethnic variation.
4. One by one its European subjects nationalities broke away from its control and declared independence.
5. The Balkan area became an era of intense conflict.
6. The Balkan states were jealous of each other and each hoped to gain more territory at the expense of each other.
7. But the idea that societies should be organized into ‘nation-states’ came to be accepted as natural and universal.



## HISTORY CHAPTER – 2 NATIONALISM IN INDIA

The growth of modern nationalism is intimately connected to anti-colonial movement. The congress under the leadership of Mahatma Gandhi tried to forge groups together within one movement. However, the unity did not emerge without conflict.

### FIRST WORLD WAR, KHILAFAT AND NON-COOPERATION

1. National Movement was spreading in New areas in 1919 and incorporating new social groups and developing new modes of struggle.
2. Mahatma Gandhi came to India and The Idea of Satyagraha emphasised the power of truth and the need to search for truth.
3. He advocated that physical force was not necessary to fight the oppressor.
4. In 1916, He travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system.

### THE IDEA OF SATYAGRAHA

1. Mahatma Gandhi returned to India in January, 1915. His heroic fight for the Indians in South Africa was well-known. His novel method of mass agitation known as Satyagraha had yielded good results.
2. The idea of Satyagraha emphasized the power of truth and the need to search for truth.
3. In 1916, Gandhi travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system.
4. In 1917, crops field in Kheda district of Gujarat, but the government refused to remit land revenue and insisted on its full collection.
5. In 1918, Mahatma Gandhi intervened in a dispute between workers and mill owners of Ahmedabad. He advised to workers to go on strike and to demand a 35% increase in wages.
6. Satyagraha brought Gandhiji into close touch with the workers in the urban areas.

### THE RAWLATT ACT

1. When the Rawlatt act 1919, was passed hurriedly through the Imperial Legislative Council inspire of unanimous opposition of the Indian members, Gandhiji's patience comes to an end.
2. Gandhi wanted non-violent civil disobedience against such unjust laws, which would start with a hartal on 6<sup>th</sup> April.
3. 6th April 1919 was observed as Satyagraha Day when people all over the country observed fast and hartal.
4. 1919, the country witnessed a remarkable political awakening in India.
5. Local leaders were picked up from Amritsar and Mahatma Gandhi was barred from entering Delhi.
6. On 10<sup>th</sup> April, the police in Amritsar fired upon a peaceful procession, provoking widespread attacks on banks.

### JALLIANWALLA BAGH MASSACRE

1. A large crowd gathered in the enclosed ground of Jallianwala Bagh.
2. People came to protest against government's repressive measure while some came to attend the annual Baisakhi fair.
3. General Dyer entered the area. Blocked the exit points and opened fire on the crowd, killing hundreds.

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

4. Satyagrahis were forced to rub their noses on the ground, crawl on the streets and do Salaam (salute) to all Sahibs.

### **KHILAFAT MOVEMENT**

1. Rowlatt Satyagraha had been a widespread movement, it was still limited mostly to cities and towns.
2. Mahatma Gandhi now felt the need to launch a more broad based movement in India.
3. But he was certain that no such movement could be organized without bringing the Hindus and Muslims closer together.
4. The First World War had ended with the defeat of Ottoman Turkey. There were rumors that a harsh peace treaty was going to be imposed on the Ottoman Emperor, who was the spiritual head (Khalifa) of the Islamic world.
5. The Muslims of India decided to force Britain to change her Turkish policy.
6. A Khalifa Committee was formed under the leadership of Maulana Azad, Ajmal Khan and Hasrat Mohani.
7. 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.

### **DIFFERING STRANDS WITHIN THE MOVEMENT:**

1. Rebellion in the countryside: - From the cities, the noncooperation movement spread to the countryside. After the war, the struggles of peasants and tribal were developing in different parts of India.
2. One movement here war against talukdars and landlords who demanded from peasant exorbitantly high rents and a variety of other cesses.
3. Peasants had to do begar. The peasant movement demanded reduction of revenue, an abolition of begar and social boycott of oppressive landlords.
4. Oudh Kisan Sabha was setup headed by Jawaharlal Nehru and other, within a month, over 300 branches had been set up by the villagers.
5. Tribal peasants interpreted the message of Mahatma Gandhi and the idea of Swaraj in yet another way.
6. The colonial government had closed large forest areas preventing people from entering the forests to graze their cattle, or to collect fuel wood and fruits.
7. Alluri Sitaram Raju Claimed that he had a variety of special powers. He asserted that India could be liberated only by the use of force.

### **TOWARDS CIVIL DISOBEDIENCE**

1. Mahatma Gandhi decided to withdraw the Non-Cooperation Movement in 1922.
2. The movement was turning violent in many places and satyagrahis needed properly trained for mass struggle.
3. CR Das and Motilal Nehru formed the Swaraj Party within the Congress to argue for a return to council politics.
4. Salt was a powerful symbol that could unite the nation.
5. Salt march accompanied by 78 of his trusted volunteers.
6. Finally, Mahatma Gandhi once again decided to call off the movement and entered into a pact with Irwin on 5 March 1931.
7. Participants saw the movement in different angle such as Patidars of Gujarat and Jats of Uttar Pradesh.
8. To organise business interest, formed the Indian Industrial and commercial congress in 1920 and Federation of the Indian Chamber of Commerce and Industries (FICCI). Gandhi called to Untouchable that is Harijan, Children of God.

## **THE SENSE OF COLLECTIVE BELONGING**

1. Nationalist Movement Spreads when people belonging to different regions and communities begin to develop a sense of collective belongingness. The identity of a nation is most often symbolized in a figure or image.
2. This image of Bharat Mata was first created by Bankim Chandra Chattopadhyay in 1870 when he wrote ‘Vande Mataram’ for our motherland. Indian folk songs and folk sung by bards played an important role in making the idea of nationalism. In Bengal, Rabindranath Tagore and in Madras, Natesa, Sastri collection of folk tales and songs, which led the movement for folk revival.
3. During the Swadeshi Movement, a tri-color ( red, green and yellow ) flag was designed in Bengal. It had eight lotuses representing eight provinces and a crescent moon representing Hindus and Muslims.

Means of creating a feeling of nationalism was through reinterpretation of history. The nationalist writers 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





## HISTORY CHAPTER – 2 NATIONALISM IN INDIA

**Write in brief**

**Question 1. Explain:**

- (a) Why growth of nationalism in the colonies is linked to an anti-colonial movement?**
- (b) How the First World War helped in the growth of the National Movement in India?**
- (c) Why Indians were outraged by the Rowlatt Act?**
- (d) Why Gandhiji decided to withdraw the Non-Cooperation Movement?**

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

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

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

**(b)**

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

(c)

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

(d)

- Gandhiji had declared that the non-cooperation movement will be non-violent one. He decided to withdraw the Non-Cooperation Movement due to various incidents of violence perpetrated by the masses, especially the Chauri Chaura incident in 1922 where the people clashed with the police, setting a police-station on fire.
- Although he had stopped the national revolts single-handedly, on 10 March 1922, Gandhi was arrested. On 18 March 1922, he was imprisoned for six years for publishing seditious materials. This led to the suppression of the movement and was followed by the arrest of other leaders.
- Gandhiji felt that the people were not yet ready for a mass struggle and that satyagrahi is needed to be properly trained for non-violent demonstrations.

### **Question 2. What is meant by the idea of satyagraha? Answer:**

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

### **Question 3. Write a newspaper report on:**

(a) The Jallianwala Baghmassacre

(b) The Simon Commission

**Answer: (a)**

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

**(b)**

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

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

**Answer:**

- The image of Germania was the symbol of German nation whereas; the image of Bharat Mata was the

symbol of the Indian nation.

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

### **Discuss Project**

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

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

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

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

**Answer:**

- Gandhiji thought the salt was an effective symbol of resistance against colonialism because it was done in revolt against a commodity—salt, used by the rich and the poor alike. An item of daily use could resonate more with all classes of citizens than an abstract demand for greater political rights.
- The tax on salt and the government monopoly over its production was a severely oppressive

administrative move.

- By breaking the salt law India showed their intention of non-cooperation and to break the oppressive colonial laws.
- The Salt March was effective also because Gandhiji met a large number of commoners during the march and he taught them the true meaning of swaraj and non-violence.  
By peacefully defying law and making salt against government orders,
- Gandhiji set forth an example to the whole nation of how the oppressor could be confronted in a non-violent manner. This also led to the Civil Disobedience Movement in 1930.

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

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

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

**Answer:**

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



# Purni International School

Shree Swaminarayan Gurukul, Zundal

## CLASS -X

### SUBJECT: HISTORY

#### CHAPTER -3 AGE OF INDUSTRIALISATION

1. Prior the industrialisation revolution, industrial production meant factory production and industrial production worker meant factory workers. This phase is known as proto- industrialisation.
2. **Protective Tariff** - To stop the import of certain goods and to protect the domestic goods a tariff was imposed. This tariff was imposed in order to save the domestic goods from the competition of imported goods and also to save the interest of local producers.
3. **Life of the Workers**
  - After the busy season was over, labourers looked for even odd jobs.
  - The wages increased somewhat in the 19th century.
  - The income of workers dependent not on the wage rate alone, it also depended on a number of days of their work.
  - Fear of unemployment made workers hostile to the new introduction of new technology and then introduced woolen industry.
4. **Laissez, Faire** - According to the economists, for the fast trade a policy of Laissez Faire should be applied whereby government should neither interfere in trade nor in the industrial production. This policy was introduced by a British economist named Adam Smith.
5. **A policy of Protection** - The policy to be applied in order to protect the newly formed industry from stiff competition.
6. Imperial preference - During the British period, the goods imported from Britain to India be given special rights and facilities. Chamber of Commerce - Chamber of Commerce was established in the 19th century in order to take collective decisions on certain important issues concerning trade and commerce. Its first office was set up in Madras.
7. **Nationalist Message** - Indian manufacturers advertised the nationalist message very clearly. They said, if you care for the nation then buy products that Indians produce. Advertisement became a vehicle of a nationalist message of Swadesh.

## **Conclusion**

The age of industries has meant major technological change, growth of factories and making of the new industrial labour force.

8. Small scale industry production and hand technology also played a key role in Industrial revolution.





# Pujani International School

Shree Swaminarayan Gurukul, Zundal

CLASS -X

SUBJECT: HISTORY

## CHAPTER -3 AGE OF INDUSTRIALISATION

**Write in brief**

**Question 1. Explain the following:**

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

**Answer: (a)**

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

**(b)**

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

Therefore, they turned to peasants and artisans who lived in villages.

**(c)**

- By the end of the eighteenth century European companies in a trade with India gradually gained power.
- They secured many concessions from local courts as well as the monopoly rights to trade.
- Exports from the ports like Surat fell dramatically, the credit that had financed the earlier trade began drying up and local bankers here went slowly bankrupt.
- Gross value of trade from Surat declined from Rs. 16 million at the end of the seventeenth

century to Rs.3 million by 1740.

- The old trading houses collapsed, those that wanted to survive had to now operate within a network shaped by European trading companies.

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

- The East India company wanted to ensure regular supply of fine silk and cotton textiles.
- To eliminate the existence of traders and brokers and establish direct control over the weavers through Gomasthas who supervised weavers, collected supplies and examined the quality of cloth.
- To eliminate weavers from dealing with other buyers by means of advances and control. In this manner, weavers who took loans and fees in advance were obligated to the British and could not take their cloth to any other trader.
- Thus company controlled costs and eliminated bargaining power of the weavers. There were often reports of clashes between weavers and gomsthas. They acted arrogantly, marched into villages with sepoys and peons, and punished weavers for delays in the supply-often beating and flogging them.

**Question 2. Write True or False against each statement:**

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

**Answer:** (a) False (b) True (c) False (d) True

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

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

## **Discuss Project work**

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

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

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

Victorian age, the aristocrats and other upper-class people preferred articles made by hand only. Handmade products came to symbolise refinement and class. They were better finished, individually produced and carefully designed.

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

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

- Once East India company established political supremacy it monopolised the trade and eliminated its rival traders controlled the costs and ensured regular supplies of cotton and silk goods.
- They developed a system of management and direct control over the weavers by appointing paid supervisors called Gomasthas.
- Gomasthas supervised weavers and also collected supplies and examined cloth quality of the weavers.
- He ensured prevention of Company weavers from dealing with other buyers through a system of advances and loans. As loans flowed in demand for fine textile expanded, weavers eagerly took advances, hoping to earn more. Now they had to lease out the land and devote all their time to weaving.
- In many villages, there were reports of clashes between weavers and gomasthas. They acted arrogantly, marched into villages with sepoy and peons, and punished weavers for delays in supply - often beating and flogging them.

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

**Answer:** *Britain and the History of Cotton*

During the seventeenth and eighteenth centuries, merchants would trade with rural people in textile production. A clothier would buy wool from a wool stapler, carry it to the

spinners then take the yarn to the weavers, fullers and dyers for further levels of production. London was the finishing centre for all these goods. This phase in British manufacturing history is known as proto-industrialisation. In this phase, factories were not an essential part of the industry.

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

1840 cotton was one of the leading sectors in the first stage of industrialisation.

Most inventions in the textile production sector were met with disregard and hatred by the workers because machines implied less hand labour and lower employment was required. The Spinning Jenny was one of such invention. Women in the woollen industry opposed and sought to destroy it because it was taking over their place in the labour market. Before such technological advancements, Britain imported silk and cotton goods from India in vast numbers. Fine textiles from India were brought in high demand in Great

Britain. When the East India Company attained political power, they exploited the weavers and textile industry in India to its fullest potential, often by force, for the benefit of their own interest. Later Manchester became the hub of cotton production. Subsequently, India was turned into the major buyer of British cotton goods.

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

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

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

- British industries became busy in producing and supplying war-needs.  
Therefore, they stopped exporting British goods or clothes for colonial markets like that in India.  
Manchester imports to India declined.
- It was a good opportunity for Indian industries to fill in empty Indian markets with their own products.

Hence industrial production in India increased.

- As the war prolonged the British colonial government asked Indian factories to supply the war goods like - jute bags, cloth or army uniforms, tents and leather boots, horse and mule saddle, etc. The increased demands of a variety of products led to the setting up of new factories in the cities and old ones increased their production.
- New workers were employed and everyone was made to work longer hours to increase production.

