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Question-1

Write a note on Guiseppe Mazzini.

Solution:

Giuseppe Mazzini was born in Genoa in 1807, and he became a member of the secret society of the Carbonari. As a young man of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states. Mazzini believed that God had intended nations to be the natural units of mankind. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 1 The Rise of Nationalism in Europe Download 2017 2018 New Edition PDF

Question-2

Write a note on Count Camillo de Cavour.

Solution:

Chief Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat. Like many other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859. Apart from regular troops, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray.

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Ouestion-3

Write a note on The Greek war of independence.

Solution:

An event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of independence. Greece had been part of the Ottoman Empire since the fifteenth century. The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821. Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.

Ouestion-4

Write a note on Frankfurt parliament.

Solution:

In the German regions a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-

German National Assembly. On 18 May 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt parliament convened in the Church of St Paul. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. When the deputies offered the crown on these terms to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly

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Ouestion-5

What steps did the French revolutionaries take to create a sense of collective identity among the French people? **Solution:**

From the very beginning, the French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people. 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. A new French flag, the tricolour, was chosen to replace the former royal standard. The Estates General was elected by the body of active citizens and renamed the National Assembly. New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation. A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory. Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted. Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

Question-6

Who were Marianne and Germania? What was the importance of the way in which they were portrayed? **Solution:**

Female allegories were invented by artists in the nineteenth century to represent the nation. In France she was christened Marianne, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from those of Liberty and the Republic – the red cap, the tricolour, the cockade. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps. Similarly, Germania became the allegory of the German nation. In visual representations, Germania wears a crown of oak leaves, as the German oak stands for heroism.

Ouestion-7

Briefly trace the process of German unification.

Solution:

Nationalist feelings were widespread among middle-class Germans, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament. This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia. From then on, Prussia took on the leadership of the movement for national unification. Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy. Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

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Question-8

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

Solution:

Within the wide swathe of territory that came under his control, Napoleon set about introducing many of the reforms that he had already introduced in France. Through a return to monarchy Napoleon had, no doubt, destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient. 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. This Code was exported to the regions under French control. In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues. In the towns too, guild restrictions were removed. Transport and communication systems were improved. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom. Businessmen and small-scale producers of goods, in particular, began to realise 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

Question-9

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

Solution:

Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament. Nineteenth-century liberals also stressed the inviolability of private property. The memory of the French Revolution nonetheless continued to inspire liberals. One of the major issues taken up by the liberal-nationalists, who criticised the new conservative order, was freedom of the press.

Parallel to the revolts of the poor, unemployed and starving peasants and workers in many European countries in the year 1848, a revolution led by the educated middle classes was under way. Events of February 1848 in France had brought about the abdication of the monarch and a republic based on universal male suffrage had been proclaimed. In other parts of Europe where independent nation-states did not yet exist – such as Germany, Italy, Poland, the Austro-Hungarian Empire – men and women of the liberal middle classes combined their demands for constitutionalism with national unification. They took advantage of the growing popular unrest to push their demands for the creation of a nation-state on parliamentary principles – a constitution, freedom of the press and freedom of association.

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Ouestion-10

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

Solution:

In Britain the formation of the nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process. There was no British nation prior to the eighteenth century. The primary identities of the people who inhabited the British Isles were 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 grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands. The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its centre, came to be forged. The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members. The growth of a British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed. The Catholic clans that inhabited the Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland

Ouestion-11

Why did nationalist tensions emerge in the Balkans?

Solution:

The most serious source of nationalist tension in Europe after 1871 was the area called the Balkans. The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro whose inhabitants were broadly known as the Slavs. A large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive. All through the nineteenth century the Ottoman Empire had sought to strengthen itself through modernisation and internal reforms but with very little success. One by one, its European subject nationalities broke away from its control and declared independence. The Balkan peoples based their claims for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers. Hence the rebellious nationalities in the Balkans thought of their struggles as attempts to win back their long-lost independence.

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- O.1. Write a note on
- (a) What was meant by the 'civilizing mission' of the colonisers?
- (b) Huynh Phu So.

Ans. Like the British in India, the French claimed that they were bringing modem civilisation to the Vietnamese. They were of the opinion that Europe had developed the most advanced civilization. So it became the duty of the Europeans to introduce modem ideas in their colonies.

- (i) They introduced modern education.
- (ii) Tonkin Free Schools were opened to provide modern education.

Motive : The real motive behind this motion was to exploit the natural and human resources of Vietnam.

(b) Huynh Fhu So was a Buddhist religious scholar who was a native of the Mekong river delta.

His role in arousing the anti-imperialist sentiments:

- **(i) Founder of Hoa Hao Movement:** Huynh Phu was the founder of the Hoa Hao Movement which drew on religious ideas popular in the anti-French uprisings of the nineteenth century.
- (ii) Social reformer: He was a great social reformer as he opposed the sale of child brides, gambling, and the use of alcohol and opium.
- (iii) Struggle against foreign rule: Huynh Phu So faced a great deal of trouble when he began to spread his ideas of religion, because most of his followers were Vietnamese nationalists.

The colonial government declared him mad, called him the Mad Bonze, and put him in a mental asylum. The French authorities exiled him to Laos, and sent many of his followers to concentration camps. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 2 The Nationalist Movement in Indo-China Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.2. Explain the following –

- (a) Only one-third of the students in Vietnam would pass the school-leaving examinations.
- (b) The French began building canals and draining lands in the Mekong delta.
- (c) The government made the Saigon Native Girls School take back the students it had expelled. [CBSE 2014(D)]

Or

Why did a major protest erupt in 1926 in the Saigon Native Girls School in Vietnam? Explain. [CBSE 2014]

Or

Describe the incident that took place in 1926 in Saigon Native Girls School.

[CBSE 2014]

(d) Rats were most common in the modern, newly built areas of Hanoi.

- **Ans.** (a) This was largely because of a deliberate policy of failing students, particularly in the final year, so that they could not qualify for the better-paid jobs. Usually, as many as two-thirds of the students were failed, (b) The French began by building canals and draining lands in the Mekong delta to increase cultivation. The vast system of irrigation works canals and earthworks built mainly with forced labour, increased rice production, and allowed the export of rice to the international market. The area under rice cultivation went up from about 274,000 hectares in 1873 to around 1.1 million hectares in around 1900 and about 2.2 million in 1930. Vietnam exported two- thirds of its rice production and by 1931, had become the third largest exporter of rice in the world.
- (b) In 1926, a major protest erupted in the Saigon Native Girls School. A Vietnamese girl sitting in one of the front seats was asked to move to the back of the class, and allow a local French student to occupy the front bench. She refused. The principal, also a colon (French people in the colonies), expelled her. When angry students protested, they too were expelled, leading to a further spread of open protests. Seeing the situation getting out of control, the government forced the school to take the students back. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 2 The Nationalist Movement in Indo-China Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (c) The French part of Hanoi was built as a beautiful and clean city with wide avenues and a well-laid-out sewer system, while the 'native quarter' was not provided with any modem facilities. The refuge from the old city drained straight but into the river or, during heavy rains or floods, overflowed into the streets. Thus, what was installed to create a hygienic environment in the French city became the cause of the plague. The large sewers in the modern part of the city, a symbol of modernity, were an ideal and protected breeding ground for the rats. The sewers also served as a great transport system, allowing the rats to move around the city without any problem. And rats began to enter the well-cared homes of the French through the sewage pipes.

Q.3. Describe the ideas behind the Tonkin Free School. To what extent was it a typical example of colonial ideas in Vietnam? [CBSE 2009 (F), 2013 (O)]

Ans. Ideas behind Tonkin Schools:

- (i) Spread of Western style Education: These schools were started in 1907 to provide a Western style education. This education included classes in science, hygiene and French (these classes were held in the evening and had to be paid for separately).
- (ii) To consolidate their power: The French were faced with yet another problem in the sphere of education: the elites in Vietnam were powerfully influenced by Chinese culture. To consolidate their power, the French had to counter this Chinese influence. So they systematically dismantled the traditional educational system and established French schools for the Vietnamese.
- (iii) Educated labour for administration: The French needed an educated local labour force.
- (iv) To demonstrate superiority of French culture: Many scholars believed that by learning the language, the Vietnamese would be introduced to the culture and civilisation of France. This would help create an 'Asiatic France solidly tied to European France'. The educated people in Vietnam would respect French sentiments and ideals, see the superiority of French culture, and work for the French NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 2 The Nationalist Movement in Indo-China Download 2017 2018 New Edition PDF http://freehomedelivery.net/

It was a typical example of colonial ideas as

- (i) Civilising Mission: Like the British in India, the French claimed that they were bringing modern civilisation to the Vietnamese. They took for granted that Europe had developed the most advanced civilisation. So it became the duty of the Europeans to introduce these modern ideas to the colony even if this meant destroying local cultures, religions and traditions, because these were seen as outdated and prevented modern development.
- (ii) Racial Discrimination policy: The French considered themselves as superior race. They started policy of discrimination even in schools also. The front rows in the schools were reserved for the French students only.
- (iii) Justification of French rule: School textbooks glorified the French and justified colonial rule. The

Vietnamese were represented as primitive and backward, capable of manual labour but not of intellectual reflection; they could work in the

fields but not rule themselves; they were 'skilled copyists' but not creative. School children were told that only French rule could ensure peace in Vietnam.

- (iv) Use of education to change the values and culture: By introducing French schools the French tried to change the values, norms and perceptions of the people, to make them believe in the superiority of French civilisation and the inferiority of the Vietnamese.
- (v) Failing the Vietnamese in the final year: Only the Vietnamese elite comprising a small fraction of the population could enroll in the schools, and only a few among those admitted ultimately passed the school-leaving examination. This was largely because of a deliberate policy of failing students, particularly in the final year, so that they could not qualify for the better-paid jobs.

Q. 4. What was Phan Chu Trinh's objective for Vietnam? How were his ideas different from those of Phan Boi Chau? [CBSE March 2011]

Ans.Both Phan Boi Chau and Phan Chau Trinh were Vietnamese nationalists to the core. Both were absolutely anti-colonialists and worked to free Vietnam from the French domination.

Chau and Trinh, both wanted to modernise Vietnam. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 2 The Nationalist Movement in Indo-China Download 2017 2018 New Edition PDF http://freehomedelivery.net/

In short, both Chau and Trinh were looking at the same end – a free sovereign modern Vietnam. However, they differed on the means to pursue the same end. Their views on different issues can be briefly tabulated as follows:

Issue	Phan Boi Chau	Phan Chu Trinh
Monarchy	Accepted monarchy and wanted to make use of it to achieve the goal. He did not want any popular uprising against monarchy.	Wished to overthrow monarchy out-rightly. Planned to rouse the people to abolish monarchy.
	Advocated for the help of the court to resist the French.	Opposed to the idea of resisting the French with the help of the court.
Democracy	Profoundly influenced by China; accepted a political framework headed by monarch.	Profoundly influenced by the democratic ideals of the west; desired to establish a democratic republic.
Modernisation	His priority was to drive the French out.	Wanted the French to set up legal and educational institutions, and develop agriculture and industries.

Q. 5. How did the textbooks represent Vietnamese during the period of French colonization? Explain. [CBSE 2014]

- **Ans.** (i) School textbooks glorified the French and justified colonial rule while Vietnamese were represented as primitive and backward.
- (ii) They were capable of manual labour but not of intellectual reflection.
- (iii) They could work in the fields but not rule themselves.
- (iii) They were 'skilled copyists' but not creative.
- (iv) School children were told that only French rule could ensure peace in Vietnam. Since the establishment of French rule, the Vietnamese peasant no longer lives in constant terror of pirates.

Q.6. To counter the Chinese influence what steps did the French take in the sphere of education? What were the two broad opinions on this question? [CBSE 2012]

Ans. (1) To counter Chinese influence, French took the following steps:

- (i) They dismantled the traditional education system of Vietnam.
- (ii) They established French school of Vietnamese.
- (iii) They propagated Western culture among Vietnamese youths.
- (iv) The few who learnt French and acquired French culture were to be rewarded with French citizenship. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 2 The Nationalist Movement in Indo-China Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(2) Two broad opinions:

- (i) Some emphasized the need to use the French language as medium of instruction.
- (ii) Others were opposed to French being the only medium of instruction. They suggested French to be taught in higher classes and Vietnamese in lower classes.

Q.7. How was the idea of "looking modem" implemented in Tonkin Free School? Explain. [CBSE 2012]

- **Ans.** (i) Students were suggested to adopt Western style of education.
- (ii) This education included classes in science, hygiene and French.
- (iii) Traditionally, Vietnamese youths kept long hair. They were asked to cut their hair short.
- (iv) These schools encouraged students to wear western clothes to play western games.
- (v) French promoted the youths to study Western customs.

Q.8. How did the long war between the US and Vietnam come to an end? Describe. [CBSE 2012]

Ans. (i) The US failed to achieve its objective. Vietnam's resistance could not be crushed.

- (ii) It proved costly to the US. There were high casualties on the US side.
- (iii) It was the first war shown on the television. Battles were shown on daily news world over.
- (iv) People were disillusioned with the US and its policy of war was criticized.
- (v) Widespread questioning of government policy strengthened moves to end war. Finally, a peac treaty was signed in Paris in January, 1974. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 2 The Nationalist Movement in Indo-China Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.9. Explain the reasons for the French Colonisers to scrap the bounty programme for rat hunting in 1902-03. [CBSE 2014]

Or

What was the purpose to start 'Rat Hunt' programme by the French in Vietnam in 1902? How the purpose got defeated ?[CBSE 2012]

Or

Describe the 'Rat Hunt' activity introduced by the French in Vietnam. [CBSE 2015 (O)]

Ans. (1) (i) The modern part of Hanoi was struck by bubonic plague. To fight the plague, French started Rat Hunt programme in 1902.

- (ii) The people were paid for each rat they hunted.
- (2) (i) The purpose of rat hunt was finally defeated.
- (iii) The French hired Vietnamese workers to catch the rats and paid them for the same. This proved a failed attempt.
- (iv) Vietnamese befooled the government by just showing the tail and allowing the rate to go free.
- (v) They took it as a way to earn profit. Defeated by the resistance of the weak, the French were forced to scrap the bounty programme. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 2 The Nationalist Movement in Indo-China Download 2017 2018 New Edition PDF http://freehomedelivery.net/

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Q.1. Explain:

- (a) Why is the growth of nationalism in the colonies linked to an anti-colonial movement?
- (b) How did the First World War help in the growth of the National Movement in India? [CBSE2014]

Or

Explain any four facts to show how did the First World War help in the growth of the National Movement in India. [CBSE March 2011]

- (a) Why were Indians outraged by the Rowlatt Act?
- (b) Why did Gandhiji decide to withdraw the Non-Cooperation Movement?
- **Ans.** (a) (i) In India, as in Vietnam and many other colonies, the growth of modem nationalism is intimately connected to the Anti-colonial Movement. People began discovering their unity in the process of their struggle with colonialism. The sense of being oppressed under colonialism provided a shared bond that tied many different groups together.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (ii) The European powers considered their culture more civilised, modern and superior. They forcefully started imposing their culture on the colonies. This also aroused the feeling of nationalism.
- (iii) Gandhiji used 'Satyagraha' against the Britishers. This also promoted the spirit of nationalism among the people.
- (iv) The anti-colonial movement was a united struggle by the people against the foreigners. The united struggle was responsible for arousing the spirit of nationalism.
- (b) The War created a new economic and political situation:
- (i) It led to a huge increase in defence expenditure which was financed by war loans and increasing taxes, customs duties were raised, and income tax introduced.
- (ii) Through the war years, prices increased doubling between 1913 and 1918 leading to extreme hardships for the common people.NCERT SOLUTIONS For Class 10 History
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- (iii) Villagers were called upon to supply soldiers, and the forced recruitment in rural areas caused widespread anger.
- (c) (i) Rowlatt Act was passed through the Imperial Legislative Council on a report of the Sedition Committee, headed by Justice Rowlatt.

- (ii) It was the black act which gave the government and the police to repress political activities, and allowed detention of political prisoners without tried for two years.
- (iii) The Act was passed despite the united opposition of the Indian members of the Council. This Act became one of the factors due to which Gandhiji launched Non-Cooperation Movement.
- (d) In February 1922, Gandhiji decided to withdraw the Non-Cooperation Movement due to the following reasons:
- (i) The movement was turning violent. At Chauri-Chaura in Gorakhpur, a peaceful demonstration in a bazar turned into a violent clash in which more than 20 policemen were killed.
- (ii) Gandhiji felt that the Safyagrahis needed to be properly trained before they would be ready for mass struggle.
- (iii) Within the Congress, some leaders were tired of mass struggles and wanted to participate in elections to the provincial councils, which were set up under the Government of India Act, 1919.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iv) Industrialists, workers, peasants etc. interpreted the term 'Swaraj' in their own way. At many places like that of Andhra Pradesh, leaders like Alluri Sitaram Raju asserted that India could be liberated only by the use of force. But there values were not approved by the Congress.

Q.2. What is meant by the idea of Satyagraha?

Explain the idea of Satyagraha according to Gandhiji. [CBSE 2014 (D)]

- It was a non-violent method of mass agitation against the Oppressor.
- It emphasised the power of truth and the need to search the truth.
- It suggested that if the cause was true, if the struggle was against injustice, there is no need for physical force to fight the oppressor.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- People-including the oppressors had to be persuaded to see the truth instead of being forced to accept truth through the use of violence.
- By this struggle, truth was bound to be victorious.

Q.3. Write a newspaper report on:

- (a) The Jallianwala Bagh massacre
- (b) The Simon Commission
- Ans. (a) The Jallianwala Bagh massacre: A public meeting was announced for the 13th April, 1919, at Jallianwala Bagh, Amritsar to protest against the Rowlatt Act. The people were allowed to assemble there. After they had gathered there in thousands, General Dyer marched there with armoured cars and troops. Without giving any warning to the people to disperse, he ordered firing on the unarmed, and the peaceful people. The casualties among the Indians were very heavy. Dyer's purpose in doing so was to 'produce a moral effect', to create in the minds of Satyagrahis, a feeling of terror and awe. This massacre of innocent people in thousands converted Mahatma Gandhi into a non-cooperator.
- (b) (i) The Indian members of the Central Legislative Assembly exposed the drawbacks in the Government of India Act of 1919 A.D. As a result of it, the Simon Commission was appointed in 1927 A.D. to suggest any further constitutional reforms. This commission consisted of seven members and its Chairman was Sir John Simon.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(ii) Why was it boycotted by the Indians?

But Indians boycotted the Simon Commission, because there was no Indian member in this commission. The terms of the commission's appointment did not give any indication of 'Swaraj', while the demand of the Indians was only 'Swaraj'. Therefore, the Indian National Congress, the Muslim League and other parties decided to oppose the Simon Commission.

(iii) Methods: Indian people organised hartals all over the country. They also held black flag demonstration with the slogan, "Simon go back", when the Commission reached Bombay (Mumbai). Such demonstrations were held everywhere it went. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.4. List all the different social groups which joined the Non-Cooperation Movement of 1921. Choose any three, and write about their hopes and struggles to show why they joined the movement.

Ans. Social Groups who took part in the NonCooperation Movement. In the Non-Cooperaton Movement (1920-1922), the following social groups took part.

- (I) Middle-class people in the towns.
- (i) The movement in the cities: The Movement started with middle-class participation in the cities. Thousands of students left government-controlled schools and colleges, headmasters and teachers resigned, and lawyers gave up their legal practices.
- (ii) Boycott of council elections: The Council elections were boycotted in most provinces except Madras (Chennai), where the Justice Party, the party of the nonBrahmans, felt that entering the council was one way of gaining some power, something that usually only Brahmans had an access to.
- (iii) Swadeshi: The Non-Cooperation Movement had a great impact on the Indian textile industry. Swadeshi goods, especially cloth got a great impetus. Foreign goods were boycotted, liquor shops picketed, and foreign cloth burnt in huge bonfires.
- (iv) Impact on industry: In many places, merchants and traders refused to trade in foreign goods or finance foreign trade. Due to this, the demand of Indian textile mills and handlooms went up. The increase in demand provided a big relief to the vanishing textile industry of India. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- **(v) Movement in the countryside:** Though people in the countryside interpreted the idea of 'Swaraj' in their own way but they participated in the movement on large scale. In Awadh, peasants launched the movement against the talukdars and landlords. Whereas the plantation workers launched the movement against the tea estate owners.
- (II) Peasants in the rural areas.
- (i) Participants: In the countryside, the movement was led by the peasants, tribals and the local leaders. For example, in Awadh, it was Baba Ramchandra sanyasi, who had earlier been to Fiji as an indentured labourer.

(ii) Why the rural people participated?

The movement here was not against the Britishers but against talukdars and landlords. The problems of the rural people were different from those of the urban people:

- The talukdars and landlords were demanding very high rents and a variety of other taxes.
- Peasants had to do begarand work at the landlord's farms without any payment.
- The peasants had no security of tenure. They were regularly evicted so that they could acquire no security of tenure.

As the problems of the people were different, their demands were also different. The peasant movement demanded:

- Reduction of revenue
- Abolition of begar
- Redistribution of land
- Social boycott of oppressive landlords.

(iii) Ways of protests: The Movement in the countryside had a different angle. In many places, Nai-dhobi bandhs were organised by the Panchayats to deprive the landlords of the services of barbers, cobblers, washermen, etc. Even national leaders like Jawaharlal Nehru went to villages in Awadh to know the grievances of the people. By October, the Awadh Kissan Sabhas were set up headed by Jawaharlal Nehru, Baba Ramchandra, and a few others. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/

When the movement spread in 1921, the houses of talukdars and merchants were attacked. The movement turned violent which was not liked by some of the Congress leaders.

(III) Tribal people.

Most of the tribal people were dependent on forests for their livelihood but under the new Forest Policy, the government had put several restrictions on the people :

- Closing large forest area for the tribal people.
- Forcing the local people to contribute begar.
- Preventing people from entering the forests to graze their cattle, or to collect fuelwood and fruits.

All these steps enraged the hill people. Not only were their livelihoods affected, but they felt that their traditional rights were also being denied. So the people revolted.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(IV) Plantation workers.

(i) For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed, and it meant retaining a link with the village from which they had come.

- The government had passed the Inland Emigration Act of 1859 under which plantation workers were not permitted to leave the tea estates without permission, and in fact, they were rarely given such permission.
- When the plantation workers heard of the Non-Cooperation Movement, thousands of them defied the authorities, left the plantations and headed towards their homes.
- The plantation workers believed that the Gandhi Raj was coming, and everyone would be given land in their own villages.

Q.5. Discuss the Salt March to make clear why it was an effective symbol of resistance against colonialism. [CBSE 2015 (O)]

Ans. The Salt March was an effective symbol of resistance against colonialism because-

- (i) It was the first time that Indian leaders decided to violate law. People were now asked not only to refuse cooperation with the British, but also to break colonial laws.
- (ii) Thousands of Indians in different parts of the country broke the salt law, manufactured salt and demonstrated in front of the government salt factories. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iii) As the movement spread, foreign cloth was boycotted and liquor shops were picketed. Peasants

refused to pay revenue and 'chaukidari taxes', village officials resigned, and in many places forest people violated forest laws – going into Reserved Forests to collect wood and graze cattle.

- (iv) Worried by the development, the colonial government began arresting the Congress leaders, one by one. This led to violent clashes in many places. Angry crowd demonstrated in the streets, facing armoured cars and police firing. Many were killed.
- (v) When Mahatma Gandhi himself was arrested, industrial workers in Sholapur attacked police posts, municipal buildings, law courts and railway stations all structures that symbolised the British rule.
- (vi) The outcome of the movement was the Gandhi-Irwin Pact which was signed by Gandhiji with Irwin on 5th March, 1931. By this Gandhi-Irwin Pact, Gandhiji consented to participate in a Round Table Conference in London and the government agreed to release the political prisoners.

Q.6. Imagine you are a woman participating in the Civil Disobedience Movement. Explain what the experience meant to your life.

'Women played a very important role in the Civil Disobedience Movement.' Explain.

Ans.(i) Women participated in large numbers in the Civil Disobedience Movement.

- (ii) During the movement, thousands of women came out of their homes to listen to Gandhiji.
- (iii) They participated in protest marches, manufactured salt, and picked foreign cloth and liquor shops.
- (iv) Many were put to jail by the police. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (v) Moved by Gandhiji's call, they began to see service to the nation as a sacred duty of women.

Q.7. Why did the political leaders differ sharply over the question of separate electorates ?[CBSE2015]

Ans. By the system of separate electorates, we mean such a system when people of one religion only vote for a candidate of their own religion. Using such a system, was a mischief of the British Government who wanted to divide the people to weaken the national movement. By doing so, the British wanted to prolong their stay in India.

The different political leaders differed over the question of separate electorates because of the following reasons:

- (1) The Congress leaders opposed the policy of the British Government in instigating different peoples in demanding separate electorate. They knew well that it was all the mischief of the British Government who encouraged different people to ask for separate electorates because such a policy would weaken the national movement, and prolong Britishers stay in India. The Congress leaders were one and all in favour of joint electorates.
- (2) The Muslim leaders, like Muhammed Iqbal and Mr Jinnah asked for separate electorates to safeguard the political interests of the Muslims. In their opinion, the majority of the people were Hindus, and so in case of joint electorates, the Muslims would have little chance of winning the seats. As such, they would always be at the mercy of the Hindus. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 3 Nationalism in India Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (3) The leaders of the Depressed Classes, Dr. B.R. Ambedkar, also asked for separate electorates because in the joint electorates, he feared the dominance of the upper electorates or the upper caste Hindus in the elections. By the Poona Pact he, however, agreed to have joint electorates with the Hindus, provided the seats for the Depressed Classes were fixed or reserved in the Provincial and Central Legislative Councils.

Outcome: Lord Irwin announced in October 1929, a vague, offer of 'dominion status' for India.

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Q.1. Give two examples of different types of global exchanges which took place before the 17th century, choosing one example from Asia, and one from the America.

Ans. (i) Exchange of food: Food offers many examples of long distance cultural exchange. It is believed that 'noodles' travelled west from China to become 'spaghetti'.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(ii) Exchange of germs: The Portuguese and Spanish conquests and colonisation of America was decisively underway by the mid-sixteenth century. The European conquest was not just a result of superior firepower. In fact, the most powerful weapon of the Spanish conquerors was not a conventional military weapon at all. It was the germs such as those of smallpox that they carried on their person. Because of their long isolation, America's original inhabitants had no immunity against these diseases that came from Europe. Smallpox in particular proved a deadly killer. Once introduced, it spread deep into the continent, ahead even of any European reaching there. It killed and decimated whole communities, paving the way for conquest.

Q.2. Explain how the global transfer of disease in the pre-modem world helped in the colonisation of America. [CBSE 2008 (O), Sept. 2010, 2011]
Ans. Refer Q.No. 2, Value Based Questions.

- Q.3. Write a note and explain the effects of the following:
- (a) The British government's decision to abolish the Corn Laws.
- (b) The coming of rinderpest to Africa.
- (c) The death of men of working-age in Europe because of the World War.
- (d) The Great Depression on the Indian economy.
- (e) The decision of MNCs to relocate production to Asian countries.
- Ans. (a) Refer Q.No. 2, Long Answer Type Questions.

(b) Refer Q.No. 5, Value Based Questions.

- (c) (i) Reduction in the work force: Most of the killed and injured were men of working age. These deaths and injuries reduced the able-bodied workforce in Europe. With fewer numbers within the family, the household income declined after the war.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (ii) New Social Set-up: The entire societies were reorganised for war as men went to battle, women stepped in to undertake jobs that earlier only men were expected to do.

(d) Refer Q.No. 17, Long Answer Type Questions.

- (e) (i) Wages are relatively low in Asian countries due to excess supply of workers.
- (ii) Most of these economies have low cost structure.
- (iii) Most of these countries have a huge market.

Q.4. Give two examples from history to show the impact of Science and Technology on food availability.

- **Ans.** (i) Availability of cheap food in different markets: Improvements in transport; faster railways, lighter wagons and larger ships helped move food more cheaply and quickly from the far away farms to the final markets.
- (ii) Impact on meat: Till the 1870s, meat from America was shipped to Europe in the form of live animals which were then slaughtered in Europe. But live animals took up a lot of ship space. But the invention of refrigerated ships made it possible to transport meat from one region to another. Now animals were slaughtered in America, Australia or New Zealand, and then transported to Europe as frozen meat. The invention of refrigerated ship had the following advantages:
- 1. This reduced shipping costs and lowered meat prices in Europe.
- 2. The poor in Europe could now consume a more varied diet.
- 3. To the earlier, monotony of bread and potatoes many, not all, could add meat, butter and eggs.
- 4. Better living conditions promoted social peace within the country, and support for imperialism abroad.

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

Ans. Refer Q.No. 10, Long Answer Type Questions.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

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

Ans. Self-explanatory Note: Students can refer **Q.No. 4 LAQ** and **5 LAQ** (Long Answer Type Questions.)

Q.7. Explain the three types of movements or flows within international economic exchange. Find one example of each type of flow which involved India and Indians, and write a short account of it. [CBSE 2008, Sept. 2011]

Or

Explain the three types of flows within international economic exchange by giving any one example each. [CBSE Sept. 2010]

Ans. Refer Q.No. 9, Short Answer Type Questions

Q.8. Explain the cause of the Great Depression.

Ans. Refer Q.No. 15, Long Answer Type Questions.

Q.9. (i) Explain what referred to as the G-77 countries.

(ii) In what ways can G-77 be seen as a reaction to the activities of the Bretton Woods Twins?

Ans. (i) Refer Q.No. 52, Very Short Answer Type Questions

- (ii) By establishing G-77, they could.
- 1. Get real control over their natural resources.
- 2. More assistance in their development.
- 3. Fairer prices for raw materials.NCERT SOLUTIONS For Class 10 History

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4. Better access for their manufactured goods.

LAQ Q.1. What was the importance of Silk Routes?

Or

How did Silk Routes link the world? Explain with three suitable examples. [CBSE 2008 (D)]

 \mathbf{Or}

Explain any three characteristics of Silk Routes. [CBSE Comp. (D) 2008, Sept. 2010, 2012]

 \mathbf{Or}

Enumerate the importance of Silk Routes. [CBSE Sept. 2010]

Ans. (i) The silk routes are a good example of vibrant pre-modem trade and cultural links between the distant parts of the world.

- (ii) The silk route was used by the Chinese traders to export silk to other countries.
- (iii) These routes were used by traders to trade goods from one country to another.
- (iv) Trade and cultural exchange always went hard in hand. Early Christian missionaries almost certainly travelled through this route to Asia, as did the early Muslim preachers, a few centuries later.
- (v) These routes were also used to spread religions Buddhism emerged from eastern India to spread ir. several directions through intersecting points on the silk routes.

Q.2. Explain the impacts of scrapping of the Corn Law. [CBSE Sept, 2010, 2014] Or

What was the result of the abolishing of Corn Laws? [CBSE Sept, 2010, 2012]

Ans. (i) The scrapping of Corn Laws lead to free trade of food grains.

- (ii) After the abolition of Corn Laws, food could be imported into Britain more cheaply than it could be produced within the country.
- (iii) British farmers were unable to compete with imports. Vast areas of land were now left uncultivated, and thousands of men and women were thrown out of work. They flocked to the cities or migrated overseas
- (iv) Increase in demand due to fall in prices and increase in income leads to mismatch between demand and supply of food grains.NCERT SOLUTIONS For Class 10 History

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(v) Many countries of the world like Russia. America and Australia and some eastern European countries started exporting food grains to Britain which gave further set back to the local producers.

Q.3. 'By 1890, a global agricultural economy had taken shape.' Explain by giving example.

Or

Describe any three changes in the global agricultural economy after 1890. [CBSE 2014]

- **Ans.** (i) Food and other products: Food and Other products started flowing from far away places. It was no longer grown by a peasant tilling his own land, but by an agricultural worker, perhaps recently arrived, who was now working on a large farm that only a generation ago. had perhaps been a forest.
- (ii) Infrastructure: The food and other products being transported by railways bud: for that very purpose and by ships which were increasingly manned in these decades by low paid workers from southern Europe Asia Africa and the Caribbean Islands.
- (iii) Raw materials: Indian farmers were producing raw cotton and other farm products to British industry. World trade between 1820 and 1914 multiplied about 25 to 40 times.
- (iv) Scrapping of Corn Law: The scrapping of the Corn Laws laid the foundation of free trade. Now food could be imported or exported into Britain freely.
- (v) Commercialisation of agriculture in colonies: The imperial countries took various steps to commercialise agriculture in their colonies. For example. British government built a network of irrigation canals to transform semi desert waste land of West Punjab into fertile agricultural land.

Q.4. "The example of indentured labour migration from India and other parts of the world illustrates the two-sided nature of the 19th century" world." Explain by giving examples.

Or

Why 19th century indentured has been described as a 'new system of slavery'? Explain. [CBSE Sept. 2010, 2012, 2014]

Ans. (i) It was a world of faster economic growth as well as greater misery, higher income for some, and poverty for others, technological advances in some areas, and new forms of exploitation in others. In India, indentured labourers were hired under contracts which promised the return travel to India, after they had worked for five years on their employer's plantation.

- (ii) Most of the indentured workers migrated in hope for a bright future, but they were exploited by the recruiting agent and by the employer.
 - They had to pay a commission to the recruiting agent.
 - The agents used to provides false information to the workers regarding their final destination, modes of travel, the nature of work and living and working conditions.
 - Sometimes, agents even forcibly abducted less willing migrants.

Q.5. 'The indentured workers had discovered their own ways of surviving." Explain. [CBSE 2013]

Or

How did the indentured labourers maintain their cultural identity in other part of the world? [CBSE 2013]

Ans. (i) Many of the indentured labourers escaped into the jungles.

- (ii) They started celebrating festivals like Hosay in which both the Hindus and Muslims, who had migrated from India participated.
- (iii) Many of the migrants joined or became part of the Rastafarianism, ie. a religious movement born out of black slums of Jamaica.
- (iv) They started creating their own way of enjoyment like Chutney Music. The Chutney Music has beer, created by Indo- Caribbean people. The Music derives elements from Indian film songs.
- (v) They developed a new culture which was a blend of the new culture and the traditional culture of the indentured labourers.

Q.6. Explain the impact of the First World War on Britain.

 \mathbf{Or}

How did the First World War change the economic life of the people in Britain? Explain. [CBSE 2008 (D)]

 \mathbf{Or}

Describe in brief the world economic conditions of the post First World War period. [CBSE 2010 (D), Sept. 2012, 2013]

Ans. (i) The post-war economic recovery proved difficult as the heavy expenditure on the World War I weakened the British economy

- (ii) While Britain was preoccupied with war, industries had development in Japan and India. So now Britain had to face competition from these countries, especially from Japan.
- (iii) To finance war expenditures. Britain had borrowed liberally from the United States (US). This meant that at the end of the war. Britain was burdened with huge external debts.
- (iv) The war had led to an economic boom, i.e., to a large increase in demand, production, prices and employment. When the war boom ended production contracted, employment and unemployment increased.
- (v) The economic hardship of the war period forced the people of British colonies against them. For example. Non-Cooperation movement was launched in India.

Q.7. What was the impact of the Great Depression on USA? Explain. [CBSE 2013]

Ans. (i) With the fall in prices and the prospect of a depression, the US banks also slashed domestic lending, and called back loans.

- (ii) Farms were unable to sell their harvests.
- (iii) Faced with falling income, many households in the US could not repay what they had borrowed, and were forced to give up their homes, cars and other consumer durables.
- (iv) industrial production registered a fail of about 35 per cent.NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (v) The number of the unemployed started rising, and in 1933. it touched 17 million. As unemployment soared, people trudged long distances looking for any work they could find. Ultimately, the US banking system itself collapsed.

Q.8. Explain the consequences of the Second World War.

 \mathbf{Or}

Describe in brief the destruction caused during the Second World War. [CBSE 2010 (O), Sept. 2012]

Ans. (i) Death and Destruction: More than GO million people, or about 3 per cent of the world's population, are believed to have been killed, directly or indirectly, as a result of the tear. Millions or more were injured too. Many big cities were reduced to ashes.

- (ii) Damage to Agriculture. Trade and Industries: The World War II caused a great damage to agriculture, trade and commerce. The terrible battles fought in different countries, made large tracts of land infertile. Lakhs of industries were destroyed which caused a severe damage to the industrial production. Many industries were closed down in the absence of sufficient raw materials.
- (iii) Increase in Soviet Russia's Power and Prestige: The Second World War boosted up the power and prestige of the Soviet Union. Russian influence started increasing in the international held, and many countries got attracted towards communism. (iv) USA becomes a Super Power: The World War II made USA the supreme power of the world Undoubtedly, the USA played an important role in the victory of the Allies. After the war, no European country was either as powerful or as prosperous as the United States of America (USA).
- (v) New Economic system: The main aim of the post-war international economic system was to

preserve economic Stability and full employment in the industrial world. The Bretton Woods conference established the International Monetary fund IMP to deal with external surpluses and deficits its member nations. The International Bank for Reconstruction and Development (popularly known as the World Bank) was set up to finance post-war reconstruction.

Q.9. 'Economists and politicians drew two key lessons from inter-war economic experiences.' Explain. [CBSE Sept 2012]

Ans. (i) Full employment: An industrial society based on mass production cannot be sustained without mass consumption. But to ensure mass consumption, there was a need for high and stable income Income could not be stable if employment was unstable Thus, stable income also required a stead. full employment.

(ii) Intervention of government: Before the Second World War, most of the economists believed that capitalist economies or markets are self-sustaining. i.e. there is no need for government intervention. But the inter-war period proved that markets alone could not guarantee full employment. Therefore, the government would have to step into minimise fluctuations of price, output and employment. Economic stability could be ensured only through the intervention of the government.

Q.10. What is meant by the Bretton Woods Agreement? Explain. [CBSE Sept. 2010. 2011]

Ans. The Bretton Woods Conference took place in the July of 1944 at Bretton Woods in New Hamsphire, USA. Under this system, the International Monetary Fund (IMP) and the International Bank for Reconstruction and Development (IBRD) were established.

The main terms of this agreement were:

- (i) Formation of IMF and IBRD (also called the World Bank).
- (ii) To establish monetary cooperation amongst the member countries.
- (iii) Adjustable peg foreign exchange rates system was followed, i. the exchange rates were fixed, with the provision of changing them if necessary.

Currencies were required to be convertible for trade related and other current account transactions. The governments, however, had the power to regulate capital flows.

(iv) All member countries were required to subscribe to the IMF's capital.

Q.11. What were the impacts of the Bretton Woods system? Explain.

Ans. (i) Bretton Woods system inaugurated an era Of unprecedented growth of trade and income for the Western industrial nations and Japan.

- (ii) It provided a big boost to the world trade which grew annually at over 8 per cent between 1950 and 1970. and incomes at nearly 5 per cent.
- (iii) The grow-h was also mostly stable, without large fluctuations.
- (iv) The system also controlled the unemployment which averaged less than 5 per cent in most industrial countries.
- (v) These decades also saw the worldwide spread of technology and enterprise. Developing countries were in a hurry to catch up with the advanced industrial countries. Therefore, they invested vast amounts of capital, importing industrial plans and equipment featuring modern technology.

Q.12. 'In the. 19th century, all over the world more than 150 million people migrated from one country to another.' Explain the factors responsible for this migration.

Ans. (i) Abolition of Corn Laws and free trade: The scrapping of the Corn laws laid the foundation of free trade. Now, food could be imported Or exported into Britain freely.

(ii) New Economic activities: The free trace led to development of railways and new ports. People had to settle or, the lands to bring them under cultivation. This meant building homes and settlements. All the construction activities needed labour. The demand for labour in places where labour was in short

supply led to migration.

- (iii) Role of technology: The railways, steamships, lighter wagons helped the people to move from one country to another. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ (iv) Imperialism: The wave of imperialism engulfed the whole world and due to this people migrated from one nation to another.
- (v) Different flows: The flow of trade accompanied with capital paved way for the flow of labour.

Q.13. Explain the role of technology in shaping the world economy of the 19th century. [CBSE 2010 (D)]

Or

What was the impact of technology on food availability? Explain with the help of examples. [CBSE Sept. 2010, 2011, 2014]

 \mathbf{Or}

What was the role of technology in transforming in the 19th century world? Explain with an example. [CBSE Sept. 2010]

- **Ans.** (i) Transformation of the world economy: Technology played a major role in all these developments. Railways, steam shipping, telegraph, etc. were important inventions without which it was not possible to imagine the transformation of nineteenth-century world.
- (ii) Linking the markets: New investments and improvements in transport: faster railways. lighter wagons and larger ships helped move food more cheaply and quickly from far away farms to final markets.
- (iii) Impact on the meat trade: Till the 1870s, moat from America was shipped to Europe in the form of live animals which were then slaughtered in Europe. But live animals took up a lot of ship space. Many also died in voyage, fell ill. lost weight or became unfit to eat. So the prices of meat were very high and it was beyond the reacts of the European poor. Due to high price, the demand and production was low. But the invention of refrigerated ships made it possible to transport meat from one region to another.
- (iv) Social peace and Imperialism: The refrigerated ships reduced shipping cost and lowered meat prices in Europe. The poor in Europe could now consume a more varied diet. Better living conditions promoted social peace within the country and support for Imperialism abroad.
- (v) Colonialism: Technology played very important role in linking the world markets which promoted the sprit of colonialism.

Q.14. Define the term 'Trade Surplus'. How was the income received from trade surplus with India used by Britain? [CBSE 2010, 2012, 2011]

Ans. When the value of exports is higher than value of imports, it is called as 'Trade Surplus'.

- (ii) Britain used this surplus to balance its trade deficits with other countries that is. with countries from which Britain was importing more than it was selling to.
- (iii) This is how n multi-lateral settlement system works—it allows one country's deficit with another country to be settled by its surplus with a third country.
- (iv) By helping Britain balance its deficits. India played a crucial role in the late- nineteenth century world economy.
- (v) Britain's trade surplus in India also helped to pay the so-called 'home charges' that included private remittances home by British officials and traders, interest payments on India's external debt, and pensions of British officials in India.

Q.15 What do you know about the Great Depression? Explain the major factors responsible for the Great Depression. [CBSE 2008 (F), Sept. 2010, 2011, 2012, 2013] Ans. This was a period during which most parts of the world experienced catastrophic decline in

production, employment, income and trade. The state of Economic Depression set in the United States of America in 1929 and engulfed the entire world. Tins state of Economic Depression set in the United States of America (USA) in 1929. and engulfed the entire world. Hence, it is known as the Greet Depression. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Causes of Economic Depression:

- (i) Conditions created by the War: There was an immense industrial expansion in view of the increased demands of goods related to army during the period of the First World War. After the war, the industries went through the same proliferation. However, the sharp decrease in demands for military and war products gave birth to the economic depression.
- (ii) Overproduction in agriculture:
- Agricultural overproduction was one another major factor responsible for the depression. This was made worse by falling agricultural prices. As prices slumped, and agricultural income declined, farmers tried to expand production, and bring a larger volume of produce to the market to maintain their overall income. This worsened the glut in the market, pushing down prices even further. The farm produce rotted for lack of buyers.
- (iii) Shortage of loans: In the mid 1920s, many countries financed their investments through loans from the US. While it was often very easy to raise loans in the US during the boom period, but the US overseas lenders panicked at the first sign of trouble.
- (iv) Multiple effect: The withdrawal of lenders from the market had a multiple effect. In Europe, it led to the failure of some major banks, and the collapse of currencies such as the British pound and the sterling.
- In Latin America and elsewhere, it intensified the slump in agricultural and raw material prices. The US attempt to protect its economy in the depression by doubling import duties also dealt another severe blow to the world trade.

Q.16. How did Henry Ford revolutionise mass production in the US? Explain. [CBSE 2012]

- **Ans.** (i) Henry Ford adopted the assembly line of a Chicago slaughterhouse to his new car plant in Detroit.
- (ii) The assembly line allowed a faster and cheaper way of producing vehicles. It forced workers to repeat a single task mechanically and continuously.
- (iii) This increased their efficiency in the single task and the speed of production too.
- (iv) Standing in front of the conveyer belt, no worker could delay the motion or take a break.
- (v) In the beginning many workers quit, since they could not cope up with the stress of work.
- (vi) Henry Ford doubled their 'wages and against that he not only increased the speed of the conveyer belt but also banned trade unions.

Q.17. Explain the impact of the Great Depression on the Indian economy. [CBSE Sept. 2010, 2014]

 \mathbf{Or}

Explain the impact of the Great Depression on Indian farmers in the early twentieth century. [CBSE 2009 (F), Sept. 2012]

- **Ans.** (i) Impact on trade: The depression immediately affected Indian trade. India's exports and imports nearly halved between 1928 and 1934. As international prices crashed, prices in India plunged. Between 1928 and 1934 wheat prices in India fell by about 50 per cent.
- (if) Impact on farmers: The fall in prices had a deep impact on the poor farmers. Though agricultural prices fell sharply, but the colonial government refused to give any relief to the farmers in taxes. Peasants producing tor the world market were the worst hit.

- (iii) Impact on Urban India: The depression proved less grim for urban India. Because of falling prices those with fixed income-say town-dwelling landowners, who received rents and middle-class salaried employees now found themselves better off. Every thing low cost.
- (iv) High Industrial investment: Industrial investment also grew as the government extended tariff protection to industries, under the pressure of nationalist opinion.
- (v) Political Impact: The Great Depression paved way for Gandhiji to launch the Civil Disobedience movement.

Q.18. G-77 can be seen as a reaction to the activities of Bretton Woods Twins. Explain the statement with five arguments. [CBSE 2013]

- **Ans.** (i) The Bretton Woods Twins the IMF and the World Bank were dominated by the former colonial powers As a result, most developing countries did not benefit from the fast growth that the western economies experienced in die 1950s and 1960s. So. they organised themselves as a croup the group of 77 of G-77 to demand a new International economic order.
- (ii) Former colonial powers exploited the natural resources for developing nations through the IMF and the World Bank.
- (iii) The developing nations organised themselves into G-77 so as to gain real control over then natural resources.
- (iv) They wanted to get more development assistance and fairer prices tor raw materials.
- (v) They also wanted a better opportunity for their manufactured goods in the markets of developed nations.

Q.19. What were the factors which were responsible for the end of the Bretton Woods system?

- Ans. (i) The Decline of US Currency: After 1960s, the US was no longer the dominant economic power as it had been for more than two decades The US dollar now no longer commanded confidence as the world's principal currency. Tire dollar could not maintain is value in relation to gold.
- (ii) New powers: By the mid-1960s, the E E C and Japan had become international economic powers in their own right. With total reserves exceeding those of the US. with higher levels of growth and trade, and with per capita income approaching that of the US. Europe and Japan were narrowing the gap between themselves and the United States. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iii) Rise of Western Commercial Banks:
- From the mid-1970s, the International financial system also changed in important ways. Earlier, developing countries could turn to international institutions for loans and development assistance. But now, they were forced to borrow from Western commercial banks and private lending institutions. This led to periodic debt crises in the developing world and lower income along with increased poverty, especially in Africa and Latin America.
- (iv) Problem of unemployment: The industrial world was also hit by unemployment that began rising from the mid-1970s, and remained high until the early 1990s. From the late 1970s, MNCs also began to shift production operations to low-wage Asian countries.
- (v) Rise of China and Soviet Union: China had been cut off from the post-war world economy since its revolution in 1949. But new economic policies in China and the collapse of the Soviet Union and the Soviet* style communism in Eastern Europe brought many countries back into the fold of the world economy.
- (vi) Low cost structure in China: The Chinese economy emerged ns a new super power due to low cost structure. Wages were relatively low- in countries like China. Thus they became attractive destinations for investment by foreign MNCs competing to capture the world markets.

Q.20. What were the main sources of attraction for Europeans to come to Africa in the late nineteenth century? How did they exploit their resources? [CBSE 2010 (F)]

Ans: (i) Europeans were attracted to Africa due to its vast resources of land and minerals.

- (ii) Europeans came to Africa hoping to establish plantations and mines to produce crops and minerals for export to Europe. (iii) Inheritance laws were changed so that peasants were displaced from land: only one member of a family was allowed to inherit land, as a result of which the others were pushed into the labour market.
- (iv) Europeans divided different regions of Africa among themselves.
- Q.21. Explain any four measures adopted by America for postwar (First World War) recovery. [CBSE Sept. 2010]
- Ans. (i) USA moved towards mass production which lowered the cost of production.
- (ii) Due to lower cost of production producers started giving higher wages to the worker.
- (iii) The demand for common household products boomed the housing sector
- (iv) The housing and consumer boom of the 1920s created the basis of prosperity in the US. Large investments in housing and household goods seemed to create a cycle of higher employment and incomes, rising consumption demand, more investment, and yet more employment and incomes.
- (v) In 1923. the US resumed exporting capital to the rest of the world and became the largest overseas lender.

Q.1. 'The pre-modern world shrank greatly in the 16th century.' Explain.

Ans. (i) Because the European sailors found a sea route to Asia and successfully crossed the western ocean to America.

The Portuguese and the Spanish conquests and colonialisation of America was decisively under way by the mid-16th century.

Precious metals, particularly silver, from mines located in presently Peru and Mexico enhanced Europe's wealth and financed its trade with Asia. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.2. What were Corn Laws? Why were these Laws abolished? [CBSE 2009 (F) Sept. 2010, 2014]

Ans. The Corn Laws were British trade laws to regulate the export or import of corn.

- (i) These laws were abolished:
- (ii) Because restriction of imports lead to high food prices.
- (iii) These laws restricted the free trade. Landlords, industrialists and urban dwellers were against these laws.

Q.3. Highlight three main features of life of African people before the coming of Europeans. [CBSE 2013]

Ans. (i) Africa had abundant land and a relatively small population.

- (ii) For centuries, land and livestock sustained African livelihoods. Agriculture and animal rearing was the main occupation of the people. Most of the villages and families were self-sufficient.
- (iii) People rarely worked for a wage. There were few consumer goods that wages could buy.

Q.4. What were the main reasons for the attraction of Europeans to Africa ? [CBSE Sept. 2010, 2014]

Ans. (i) Europeans were attracted to Africa in search of valuable minerals like gold, coal, silver, etc.

- (ii) They were attracted to Africa due to its vast resources of land.
- (iii) They went to Africa hoping to establish plantations and mines.

Q.5. Give three examples to show that the world changed with the discovery of new sea routes to America. [CBSE Sept. 2010, 2011, 2012]

Ans. (i) Before the discovery of the sea routes, America had been cut off from regular contact with the rest of the world for millions of years. But from the sixteenth century, its vast lands and abundant crops and minerals began to transform trade and lives everywhere.

- (ii) Precious metals, particularly silver, from mires located in present day Peru and Mexico also enhanced Europe's wealth and financed its trade with Asia. Legends spread in seventeenth-century Europe about South America's fabled wealth. Many expeditions set off in search of El Dorado, the fabled city of gold
- (iii) With the discovery of sea routes three types of movements or flows became prominent. i.c\. the flow of goods, labour and capital.

Q.6. "India played a crucial role in the late 19th century world economy". Explain. [CBSE 2014]

Ans. (i) Britain had a 'trade surplus' with India. Britain used this surplus to balance its trade deficits with other countries.

- (ii) Britain's trade surplus in India also helped pay the so-called 'home charges' that included private remittances home by 3ntish officials and traders, interest payments or. India's external debt, and pensions of British officials in India.
- (iii) in the nineteenth century, hundreds of thousands of Indian and Chinese labourers went to work on plantations in mines and in rood and railway construction projects around the world.
- (iv) India also provided raw material to the developing industries of the world. 77 + 1000
- (v) India become a major market for the final goods: especially cotton textile.

Q.7. Name any two world institutions which were established under the Bretton Woods. Also mention one objective of each.

Ans. (i) International Monetary Fund.

(ii) World Bank.

Objective:

- (a) IMF To deal with external surpluses and deficits o! its member nations.
- (b) IBRD To finance post-war reconstruction. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.8. Why thousands of people fled Europe for America in the 19th century? Or

Why did thousands of people flee away from Europe to America in the 19th century? Give any three reasons. [CBSE Sept. 2010]

Ans. (i) Until the 19th century, poverty and hunger were common in Europe.

(ii) Cities were crowded and deadly diseases were widespread.

(iii) Religious conflicts were common and religious dissenters were persecuted So people migrated from Europe to America.

Q.9. "Economists of the 19th century identify three types of movements or 'flows' within international economic exchanges." Explain. [CBSE Sept. 2011. 2012]

Ans. (i) The flow of trade: The flow of trade refers largely to trade in goods. For example, wheat travelled from Russia, America and Australia to Britain.

(ii) The flow of labour: This includes the migration of people in search of employment. For example, more than 50 million people migrated from Europe to America and Australia In search of jobs.

(iii) The movement of capital: This covers the movement of capital for short-term or long-term investments over long distances. For example, capital flowed from financial centres such as London to other parts of the world.

Q.10. Explain indentured labour with lire help of an example.

Ans. A bonded labourer under contract to work for an employer tor a specific period of rime, to pay off a passage a new country or home. In the nineteenth century, hundreds of thousands o: Indian and Chinese labourers went to work on plantations, in mines and ill roads and railway construction projects around the world.

In India, indentured labourers were hired under contracts which promised the return travel to India after they had worked five years on their employer's plantation. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.11. Why did the European employers find it difficult to recruit labour in Africa? Give two methods they used to recruit and retain labour. [CBSE 2011)

Or

Why was there a shortage of labour willing to work for wages in Africa in the 1890s? How did Europeans try to recruit and retain labour? Explain any two methods. [CBSE 2012]

 \mathbf{Or}

What methods were used by the European employers to recruit and retain the African labourers?

Ans. The European employers found it difficult to recruit labour in Africa because historically. Africa had abundant land and a relatively small population. For centuries, land and livestock sustained African livelihood and people rarely worked for wages.

Methods to recruit and retain labour:

- (i) Heavy taxes: Tile colonial government started imposing heavy taxes which could be paid only by working for wages on plantations and mines.
- (ii) New inheritance laws: Inheritance laws were changed so that the peasants were displaced from land: only one member of a family was allowed to inherit land, others were pushed into the labour market
- (iii) Restriction on movement: Miners were also enclosed in compounds, and were not allowed to move about freely.

Q.12. Mention any four factors responsible for indentured labour.

Ans. (i) Decline of cottage industry in India.

(ii) Increase in land rents.

- (iii) Loss of cattle wealth due to rinderpest in Africa.
- (iv) Unemployment and poverty.

Q.i3. What was the impact of industrialisation in Britain on Indian economy?

Ans. (i) With industrialisation, the British cotton manufacturers began to expand and industrialists pressurised the government to restrict the cotton imports, and protect the local industries. Tariffs were imposed on doth imports into Britain. Consequently, the inflow of fine Indian cotton began to decline.

- (ii) From the early nineteenth century. British manufacturers also began to search the overseas markets for their cloth.
- (iii) The British machine-made textile products started giving a tough competition to the Indian textile industry at home. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

So there was a decline in the share of cotton textiles from some 30 per cent around 1800 to 15 per cent by 1815. By the 1870s, this proportion had dropped to below 3 percent.

Q.14. "India played a crucial role in the late 19th century world economy." Explain by giving an example.

Or

What was the importance of the Indian trade for the Britishers?

How did India play a crucial role in the nineteenth century world economy? Explain with examples. [CBSE Comp. (O) 2008]

Ans. fi) Trade Surplus: Britain had a trade surplus with India, i e., a situation under which the value of exports is more than the imports. Britain used this surplus to balance its trade deficit with other countries.

- (ii) Home charges: Britain's trade surplus in India also helped to pay the so called 'home charges' that included private remittances home by British officials and traders, interest payments on India's external debts and pensions of the British officials in India.
- (iii) Major supplier of cotton: India remained a major supplier of raw cotton to Britain which was required to feed the cotton textile industry of Britain.
- (iv) Supplier of indentured workers: Many indentured workers from Bihar. Uttar Pradesh, Central India migrated to other countries to work in mines and plantations.

Q.15. Name the countries involved in the First World War.

Ans. The war was the outcome of the rivalry between the two strong armed camps or the European powers, i.e.. Triple Alliance and Triple Entente or the Central Powers.

On the one side were the Allies – Britain. France and Russia (later joined by the US) and on the opposite side were the Centre Powers – Germany, Austria-Hungary and the Ottoman Turkey.

Q.16. What is NIF.O?

Why did Group 77 countries demand a New International Economic Order? Explain. [CBSE 2009 (D). Sept, 2010]

Or

Why did most of the developing countries organise themselves as a group — the Group of 77 (G-77)? [CBSE 2012)

Ans. NIEO is the New International Economic Order. NIEO was a set of proposals put forward during the 1970s by the developing countries with the following main objectives:

(i) To revise the international economic system in favour of the developing countries.

- (if) The developing nations wanted a system that would give them a real control over their natural resources.
- (iii) The developing countries wanted to set up a system under which they could get a fairer price for raw materials, and better access for their manufactured goods in the developed countries markets.
- (iv) Developing countries must be entitled to regulate and control the activities of the Multinational Corporations (MNCs). NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.17. Mention the impact of the First World War on agricultural economies.

Ans. (i) The agricultural economies also suffered because of First World War.

(ill Before the War. Eastern Europe was a major supplier of wheat in the world market.

(iii) When this supply was disrupted during the First World War. wheat production of Canada. America and Australia expanded dramatically. But once the War was over, production in Eastern Europe revived and created a glut in the wheat output. Grain prices fell, rural income declined and farmers fell deeper into debt.

Q.18. 'The First World War was modern industrial war'. Explain.

Or

Explain how the First World War was so horrible a war like none other before. [CBSE 2010 (0)]

Or

How far is it correct to say that "The First World Wax was the First modem industrial war"? Explain. [CBSE Sept. 2010]

Ans. i) The First World War saw the use of machine guns, tanks, aircraft, chemical weapons, etc. on a massive scale.

- (ii) These were all increasingly products of modern large-scale industry. To fight the war. millions of soldiers had to be recruited from around the world. and moved to the front lines on large ships and trains.
- (iii) The scale of death and destruction 9 million dead and 20 million injured was unthinkable before the industrial age, without the use of industrial arms.

Q.19. What is the difference between fixed exchange rate and floating exchange rate? Ans. Difference table (Image)

Q.20. "The First World War was fought between two power blocs" Explain.

Ans. The First World War was fought from 1914 – 1918. On the one side were the Allies – Britain. France and Russia (later joined by the US): and on the opposite side were the Central Powers – Germany. Austria – Hungary and Ottoman Turkey.

Q.21. What was mass production? Explain its impact on the world economy of earlier 20th century.

Ans. Production of goods on large-scale with the help of machines is known as mass production. Impact:

- (i) Mass production lowered costs and prices of engineered goods Thanks to higher wages, more workers could now afford to purchase durable consumer goods such as cars. Car production in US rose from 2 million in 1919 to more than 5 million in 1929. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (ii) The demand for refrigerators, washing machines, etc. was also fuelled by a boom in house construction and home ownership, financed once again by loans.
- (iii) The housing and consumer boom of the 1920s created the basis of prosperity in the US. Large investments in housing and household goods seemed to create a cycle of higher employment and incomes, rising consumption demand, more investment, and yet more employment and incomes.

Q.22. Write any three factors responsible for indentured labour migration from India. [CBSE Sept. 2010. 2013]

- **Ans.** (i) Most Indian indentured workers came from the present day regions of eastern Uttar Pradesh. Bihar. Central India and the dry- districts of Tamil Nadu. In the mid-nineteenth century these regions experienced many changes cottage industries declined, land rents rose, lands were cleared for mines and plantations. All this affected the lives of the poor, they failed to pay then rents, became deeply indebted.
- (ii) On the other hand workers were required in other countries for plantations, mines, road and railway construction projects.
- (iii) In hope for better future in other countries many workers from India started migrated in other countries.

Q.1. What is globalisation? [CBSE Sept. 2011, 2012]

Ans. Movement of people, goods and sen/ices across the nations has been termed as globalisation.

Q.2. What were silk routes? [CBSE 2014]

Ans. These were the routes which knitted together vast regions of Asia and linked Asia with Europe and northern Africa. These routes are known to have existed since before the Christian Era and thrived almost till the 15th century.

Q.3. Define Rinderpest. [CBSE Sept. 2010, 2011, 2012]

Ans. Rinderpest, also referred to as "cattle plague" is a serious contagious disease of cattle. It is caused by a virus which is related to that of human measles, canine distemper, etc.

Q.4. 'The pre-modem world shrank greatly in the 16th century". Why?

- **Ans.** (i) Because European sailors found a sea route to Asia and successfully crossed the western ocean to America.
- (ii) The Portuguese and the Spanish conquest and colonialisation of America was decisively under way by the mid-16th century.

Q.5. Who discovered America?

Ans. Christopher Columbus.

Q.6. Name some of the important food items which travelled from far away places to India.

Ans. Potatoes, soya, ground nuts, maize, tomatoes, etc.

Q.7. What was the most powerful weapon of the Spanish conqueror to colonise America ?

Ans. The germs such as those of smallpox.

Q.8. What was the impact of germs on the America's original inhabitants?

Ans. America's original inhabitants had no immunity against the disease. So it killed and decimated whole communities. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.9. Which two countries were among the world's richest until the 18th century? Ans. China and India.

Q.10. What changed the world profoundly in the 19th century?

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

Q.11. Mention any two factors which were responsible for price rise of food grains in Britain in the late 18th century.

Ans. Increase in population and restrictions on the import of food grains.

Q.12. What were Corn Laws? Why these Laws were abolished?

Ans. The laws allowing the British government to restrict the import of com were popularly known as the 'Com Laws'. Unhappy with high food prices, industrialists and urban dwellers forced the abolition of the Com Laws.

Q-13. Name the countries which wore exporting food grains to Britain. Hold Manner of the Countries which wore exporting food grains to Britain. Hold Manner of the Countries which wore exporting food grains to Britain.

Q.14. What steps were taken by the British government to improve agriculture in West Punjab?

Ans. (i) A network of irrigation canals was built.

(ii) The canal colonies were settled by peasants from other parts of Punjab.

Q.15. What at the factors which transformed 19th century world?

Ans. The railways steamship and the telegraph.

Q.16. What were the canal colonies? Why and where they were set up?

Ans. The semi-waste areas of Punjab, after being irrigated by new canals, began to be called canal colonies. They were created to grow wheat and cotton for export.

Q.17. 'Till the 1870's meat was an expensive luxury beyond the reach of the European poor". Give reason.

Ans. Before 1870's animals were shipped live from America to Europe and then slaughtered. Live animal took up a lot of ship space. Many also died in voyage, fell id, lost weight or became unfit to eat.

Q.18. Name the technology which enabled the transportation of perishable foods over

Ans. Refrigerated ships. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.19. Name any four colonial powers of the 19th century.

Ans. (i) Britain (ii) USA

(iii) France (iv) Germany

Q.20. Why most of the borders of African countries run straight?

Ans. Most of the borders of African countries are straight because Africa was divided on paper in conference halls in Europe.

Q.21. Name the disease which had terrifying impact on people's livelihoods and local economy of Africa during 1890's.

Ans. Cattle plague or rinderpest.

Q.22. 'Before the arrival of outsiders most of the Africans had a little reason to work for a wage'. Give reasons.

Ans. (i) Before the arrival of outsiders, Africa had abundant land and a relatively small population. Agriculture and animal rearing was the main occupation of the people. Most of the villages and families were self-sufficient.

(ii) In Africa, there were few consumer goods that wages could buy.

Q.23. Why were European attracted to Africa in die late 19th century? Give one reason. Ans. Due to its vast resources of land and minerals.

Q.24. How rinderpest arrived in Africa in the late 1880's? [CBSE 2014]

Ans. It was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in East Africa.

Q.25. Who was indentured labourer?

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

Q.26. Name any four regions of India from where indentured workers came.

Ans. (i) Uttar Pradesh (ii) Tamil Nadu (iii) Bihar (iv) Central India

Q.27. What were the main destinations of Indian indentured migrants?

Ans. Caribbean islands, Mauritius and Fiji.

Q.28. What is the meaning of 'cultural fusion'? Give two examples. [CJBSE 2012]

Ans. Cultural fusion is a process under which two or more than two cultures intermingle and produce a new culture.

- (i) Hosay
- (ii) Chutney

Q.29. How were the indentured workers exploited by the recruiting agents?

Ans. They provided them false information about final destination, modes of travel, the nature of work and living and working conditions. Sometimes agents even forcibly abducted less willing wages.

Q.30. What was Hosay? What was its importance?

Ans. In Trinidad the annual Muharram procession was transferred into a riotous carnival called 'Hosay'. It was one of the way to preserve the culture by indentured labourers.

Q-31. When and why was indentured labour migration abolished?

Ans. It was abolished in 1921 as it was opposed by Indian leaders.

Q.32. Name any two Indian groups of bankers who financed export agriculture in Central and South-east Asia.

Ans. (i) Shikaripuri shroffs

(ii) Nattukottai Chettiars

Q.33. Why did the inflow of fine Indian cotton begin to decline in the 19th century?

Ans. Tarrifs were imposed by the British government to protect local industries.

Q.34. Define 'trade surplus'. Why Britain had a trade surplus with India? [CBSE Sept. 2014

Ans. It is a situation under which value of exports is more than imports. Britain had a 'trade surplus' because India was exporting food products to Britain which had less market value and it was importing finished goods which had higher market value.

Q.35. How was the income received from trade surplus with India used by Britain? [CBSE 2008 (D)]

Ans. Britain's trade surplus in India also helped to pay the so-called 'home charges' that included private remittances home by British officials and traders, interest payments on India's external debt and pensions of British officials in India.

Q.36. "The First World War was the first modern industrial war". Justify the answer.

Ans. The first modern industrial war. It saw the use of machine guns, tanks, aircraft, chemical weapons, etc. on a massive scale. These were all increasingly products of modem large-scale industry.

Q.37. The First World War was a war like no other before. Justify.

Ans: (i) The war included world's leading industrial nations which now harnessed the vast powers of modem industry. -

(ii) The war was fought in air, on land and in water.

Q.38. Name any two countries which became major supplier of wheat during the First World War.

Ans. Canada, America and Australia.

Q.39. What was mass production? Who was pioneer of mass production? [CBSE 2014]

Ans. Production of goods on large-scale is known as mass production. Henry Ford was pioneer of mass production.

Q.40. Which was the world's first mass produced car?

Ans. The T-Model.

Q.41. What was Henry Ford's best cost cutting decision?

Ans. Under this he doubled the wages of workers but recovered the loss by speeding up the production line.

Q.42. 'The agricultural regions and communities were the worst affected by the Great Depression of 1929'. Give one reason.

Ans. This was because the fall in agricultural prices was greater and more prolonged than that in the prices of industrial goods.

Q.43. Name the economist who thought that India gold exports during the Great Depression of 1929 promoted global economic recovery.

Ans. John Maynard Keynes.

Q.44. Name the movement launched by Gandhiji during the Great Depression of 1929. Ans. Civil Disobedience Movement

Q.45. Which two crucial influences, shaped post-war reconstruction?

Ans. (i) USA emerged as the dominant economic, political and military power in the western world. (ii) Dominance of the Soviet Union.

Q.46. Name any two world institutions which were established under the Bretton Woods. Also mention one objective of each. [CBSE 2014]

Ans. (i) International Monetary Fund. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ (ii) World Bank.

Q.47. What was the main aim of the post-war international economic system in the world?

Ans. Economic stability and full employment.

Q.48. Why were IMF and International Bank for Reconstruction and Development formed?

Ans. (i) IMF-To deal with external surpluses and deficits of its member nations. (ii) IBRD – To finance post-war reconstruction.

Q.49. What is difference between international momentary system and the Bretton Woods system?

Ans. The international monetary system is the system linking national currencies and monetary system whereas the Bretton Woods system was based on fixed exchange rates.

Q.50. What were the limitations of IMF and the World Bank? Mention any two.

Ans. (i) They were not equipped to cope with the challenge of poverty and lack of development in the former colonies.

(ii) They were controlled by USA as it had veto power.

Q.51. Why China and other Asian countries became attractive destination for investment by foreign MNC's?

Ans. This is because of the low cost structure of Chinese economy, most importantly its low wages.

Q.52. What is G-77?

Ans. The G-77 is a loose coalition of developing nations, designed to promote its members collective economic interests and create an enhanced joint negotiating capacity for the United Nations. There were 77 founding members, but the organisation has since expanded to 130 member countries.

Q.1. Why were the Corn Laws scrapped? Explain any three reasons. [CBSE Comp. (D) 2008, 2009 (F), Sept. 2011]

Ans. Unhappy with high food prices, industrialists and urban dwellers forced the abolition of the Corn Laws.

- (i) High prices: Population in Britain grew in the late 18th century. Due to high population, the demand of food grain in Britain went up. With high demand, price of food grains also started rising.
- (II) Urban dwellers: With the expansion of industrialisation cities were expanding. More and more people were purchasing food grains from the market. As the prices were pushing up there was a social unrest. This forced the government to scrap Corn Laws.
- (HI) Industrialists and landlords: Most of the industrialists and the landlords were also not in the favour of Corn Laws because these laws hindered the free trade.
- Q.2. Read the following passage, and answer the questions that are given below: Grow more jute, brothers, with the hope of greater cash. Costs and debts of jute will make your hopes get dashed. When you have spent all your money and got the crop off the ground _____traders, sitting at home, will pay only? Rs.5 a maund.
- (i) Who made profits from jute cultivation according to the jute growers?
- (ii) Explain the factors which were responsible for the poor condition of jute cultivators.

Ans. (i) Traders.

(ii) The Great Depression of 1929 was responsible for their condition.

The cultivators grew raw jute that was processed in factories for export in the form of gunny bags. But as gunny exports collapsed, the price of raw jute crashed more than 60 per cent. Peasants who borrowed in the hope of better times or to increase the output in the hope of higher income faced ever lower prices, and fell deeper and deeper into debt. Thus, the Bengal jute growers lament.

Q.3. Why was there a need for clearing lands in Britain during the nineteenth century? Explain any three reasons.

[CBSE Comp. (D) 2008]

- **Ans.** (i) High demand for foodgrains: Population in Britain grew at a very fast rate in the late 18th century. Due to high population the demand for foodgrains went up. To fulfil the need for foodgrains land was cleared.
- (ii) Railway: It was not enough merely to clear lands for agriculture. Railways were needed to link the agricultural regions to the ports. So land was cleared to lay new railway lines.
- (iii) New harbours: Land was also cleared to build new harbours and old ones expanded to ship the new cargoes.
- (iv) Homes and settlements: People had to settle on the land to bring them under cultivation. This meant building homes and settlements.

Q.4. How was the food problem solved in Britain after the scrapping of the 'Corn Laws' ? Explain. [CBSE 2009 (O)]

- **Ans.** (i) Import of food: Through corn laws, various restrictions were imposed on the import of food but after the Corn Laws scrapped, food could be imported into Britain more cheaply than it could be produced within the country. Traders started importing cheap food from Eastern Europe, Russia, America and Australia.
- (ii) Global agricultural economy: Large- scale import of foodgrains shaped way for global agricultural economy. Food no longer came from a nearby village or town, but from thousands of miles away. Large farms were created. These farms were linked by railways and roads.

(iii) Import from canal colonies: The British colonial government in India and other colonies built a network of irrigation canals to transform semi-desert wastes into fertile agricultural lands that could grow wheat and cotton for export to Britain

Q.1. "Food offers many examples of long distance cultural exchange." Explain. [CBSE Sept. 2011]

Or

Assess with examples the contribution of food to the process of globalisation of the early periods. [CBSE 2012]

- **Ans.** (i) Many of our common foods, such as potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes, etc. were not known to our ancestors. These food items reached our country through travellers. It is believed that noodles travelled west from China to , become spaghetti. Or, perhaps the Arab traders took pasta to the 5th century Sicily, an island in Italy.
- (ii) Many of the food items which are consumed by us today were introduced by travellers and explorers. In fact, many of our common foods came from America's original inhabitants as our continent was discovered by Columbus, who came from America.
- (iii) Europeans poor began to eat better and live longer with the introduction of the potatoes.

Q.2. 'The Portuguese and Spanish used all ethical and unethical methods to colonise America". Justify.

Or

How were the germs used as a powerful weapon by the Portuguese and the Spanish for the colonisation of America?

- **Ans.** (i) The Portuguese and the Spanish had a strong firepower and army.
- (ii) But along with these, they also used germs and viruses for conquering parts of America.
- (iii) As America was isolated, so the original inhabitants had no immunity against these dreadful germs and viruses.
- (iv) Smallpox proved a deadly killer. Once introduced, it spread deep into the continent killing several communities, and paving the way for conquests. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (v) These germs were more dangerous as compared to guns and firearms because guns could be brought or captured, but there was no answer for these germs.

Q.3. "European conquests produced many painful economic, social and ecological changes through which the colonised societies were brought into the world economy." Explain. [CBSE 2015]

Ans. (i) In 1885 the big European powers met in Berlin to complete the carving up of Africa between them.

(ii) Rinderpest a cattle disease arrived in Africa in the late 1880s. It was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in East Africa. Entering Africa in the east, rinderpest moved west 'like forest fire', reaching Africa's Atlantic coast in 1892. It reached the Cape (Africa's southernmost tip) five years later. Along the way rinderpest killed 90 per cent of the cattle. The loss of cattle destroyed African livelihoods. Planters, mine owners and colonial governments now successfully monopolised what scarce cattle resources remained, to strengthen their power and to force Africans into the labour market. In the era of conquests even a disease affecting cattle reshaped the lives and fortunes of thousands of people and their relation with the rest of the world.

(iii) The example of indentured labour migration from India also illustrates the two-sided nature of the nineteenth-century world. It was a world of faster economic growth as well as great misery, higher incomes for some and poverty for others, technological advances in some areas and new forms of coercion in others.

Q.4. What were the social advantages of invention of refrigerated ships?

Ans. (i) This reduced the shipping costs, and lowered meat prices in Europe.

- (ii) The poor in Europe could now consume a more varied diet.
- (iii) To the earlier, monotony of bread and potatoes many, not all, could add meat, butter or eggs.
- (iv) Better living conditions promoted social peace within the country, and support for imperialism abroad.

Q.5. What was the impact of the spread of rinderpest or the cattle plague on the African people? Explain. [CBSE 2009 (O)]

Or

How did rinderpest change .the economy of the African society? [CBSE Sept. 2010, 2011]

 \mathbf{Or}

Explain the social impact of introduction of rinderpest in Africa.

Or

Describe briefly the effects of rinderpest in Africa in the 1890's. [CBSE Sept. 2011, 2012, 2014]

- **Ans.** (i) Arrival of rinderpest: Rinderpest arrived in Africa in the late 1880s. Within two years, it spread in the whole continent reaching Cape Town (Africa's southernmost tip) within five years.
- (ii) Loss of Cattle: The germs of the disease were carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in Eastern Africa. The rinderpest killed about 90 per cent of the cattle.
- (iii) Loss of livelihood: As cattle was the main wealth of the people so the loss of cattle destroyed the African livelihoods.
- (iv) African into labour market: Planters, mine owners and colonial governments now successfully monopolised what scarce cattle resources remained, to strengthen their power, and to force the Africans into the labour market.
- (v) Subdue of Africa : Control over scarce resource of cattle enabled the European colonisers to conquer and subdue Africa.

Q.6. Explain the social and economic impacts of the First World War. Suggest any two ways to save the world from the Third World War.

Or

"The First World War was mainly fought in Europe but its impact was felt around the world." Explain by giving examples.

What was the impact of the First World War on the socio-economic conditions of the world? Write four points. [CBSE Sept. 2010, 2011]

- **Ans.** (i) A Total War: The First World War was totally different from the previous wars. The fighting involved the world's leading industrial nations, who now harnessed the vast powers of modern industry to inflict the greatest possible destruction on their enemies.
- (ii) Modem industrial war: This war was thus the first modem industrial war. It saw the use of machine guns, tanks, aircraft, submarines, liquid fire, chemical weapons, etc., on a massive scale. These were all increasingly products of modern large-scale industry.
- (iii) Reduction In the workforce: Most of the killed and maimed were men of working age. These

deaths and injuries reduced the able-bodied workforce in Europe. With fewer numbers within the family, household incomes declined after the war.

- (iv) New social set-up: The war was responsible for reorganising the whole society and economy. During the war, industries were restructured to produce war-related goods. So, there was a shortage of consumer goods. The entire societies were also reorganised for war, as men went to battle, women stepped into to undertake jobs that earlier only men were expected to do.
- (v) Emergence of America as a Super World Power: The United States of America (USA) became a Super World Power after the war. American companies and the people had floated huge loans to the Allies during the war. As a result of it, her economic supremacy was established. Thus, the war transformed the US from being an international debtor to an international creditor.

Suggestions:

- (i) The membership of the Security Council (UNO) should be expanded.
- (ii) International exchange programmes.

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

- ◆ **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.
- ◆ 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 NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 4 The Making of Global World Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- ♦ **Fixed exchange rates**: When exchange rates are fixed, and governments intervene to present movements in them.
- ◆ Flexible or floating exchange rates: These rates fluctuate depending on demand and supply of currencies in foreign exchange markets, in principle without interference by governments
- ♦ **Globalisation**: Movement of people, goods and services across the nations has been termed as globalisation.
- ♦ Silk routes: These were the routes which knitted together vast regions of Asia and linked. Asia with Europe and northern Africa. These routes are known to have existed since before the Christian Era, and thrived almost till the 15th century.
- ♦ **Corn Laws**: The laws allowing the British government to restrict the import of corn were popularly known as the 'Com Laws'.
- ◆ **Trade Surplus:** it is a situation under which value of exports is more than imports.
- ♦ **G-77**: The G* 77 is a loose coalition of developing nations, designed to promote its member's collective economic interests and create an enhanced join: negotiating capacity of the United Nations.
- ♦ **Assembly line production :** The assembly line is a manufacturing process in which interchangeable parts are added to a product in sequential manner to create a finished product.

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- Q.1. Explain the following:
- (a) Woman workers in Britain attacked the Spinning Jenny. [CBSE Sept. 2011]
- (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 the weavers in India. [CBSE Sept. 2011]NCERT SOLUTIONS For Class 10 History
- http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- **Ans. (a)** The Spinning Jenny was invented by James Hargreaves in 1764. This machine speeded up the spinning process and reduced the labour demands. By the use of this machine, a single worker could make a number of spindles, and spin several threads at n time. It simply meant that as a result of this machine, many weavers would be left without any job and became unemployed. It was this lea:

of unemployment which —ace women workers, who survived on hand spinning. began attacking the new machines.

- **(b)** The earlier phase of industrialisation in which large scale production was carried out for international market not at factories but in decentralised units.
- (i) **Huge demand:** The world trade expanded at a very fast rate during the 17th and the 18th centuries. The acquisition of colonies
- was also responsible for the increase in demand. The town producers failed to produce the required quantity.

(ii) Powerful town producers:

- The town producers were very powerful,
- The producers could not expand the production a: will. This was because in the towns, urban crafts and trade guilds were powerful. These were associations of producers that trained craftspeople, maintained control over production, regulated competition and prices, and restricted the entry of new people within the trade.
- (iii) **Monopoly rights:** The rulers granted different guilds the monopoly right to produce and trade in specific products It was therefore difficult for new merchants to set up business in towns. So they turned to the countryside.
- (iv) **New economic situation in the countryside:** Open fields were disappearing in the countryside and the commons were being enclosed. Cottagers and poor peasants who were earlier depended on common lands became jobless So when merchants came around and offered advances to produce, peasants households eagerly agreed.
- (c) (i) Most of the European companies had huge resources, so it was very difficult for the Indian merchants and traders to face the competition.
- (ii) The European companies were gaining power by securing a variety of concessions from the local courts.
- (iii) Some of the companies got the monopoly rights to Dade.
- All this resulted in the decline of the old ports of Surat and Hoogly through which local merchants had operand. Exports from these ports fell dramatically, the credit that had financed the earlier trade began drying up. and the local bankers slowly went bankrupt.
- (iv)In the last years of the seventeenth century, the gross value of -race that passed through Sura: had been t 16 million. By the 1740s. it had slumped to 3 million rupees.
- (v) With the passage of time. Surat and Hoogly decayed. Bombay (Mumbai), and Calcutta (Kolkata) grew.
- (d) (i) Monopoly right : Once the East India Company established political power, it asserted a monopoly right to trade. NCERT SOLUTIONS For Class 10 History

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- (ii) **New system:** After establishing monopoly over trade: t proceeded to develop a system of management and control that would eliminate competition, control costs, and ensure regular supplies of cotton and silk goods. This it did through a series of steps.
- (iii) **Appointing Gomasthas:** The Company tried to eliminate the existing traders and brokers connected with the doth trade, and establish a more direct control over the weavers. It appointed a paid secant called the Gomostha to supervise weavers, collect supplies, and examine the quality of cloth.
- (iv) **System of advances:** To have a direct control over the weavers, the company- started the

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

(v) **Use of power:** The places where the weaver refused to cooperate the Company used its police. At many places weaver were often beaten and flogged for delays in supply.

Q.2. Write True or False against each statement:

- (a) At the end of the 19th century, 80 per cent of the total workforce in Europe was employed in the technologically advanced industrial sector.
- (b) The international market for textiles was dominated by India till the eighteenth century.
- (c) The American Civil War resulted in the reduction of cotton exports from India.
- (d) The introduction of the fly shuttle enabled the handloom workers to improve their productivity.

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

Q.3. Explain what is meant by proto industrialisation.

Ans. The parly phase of industrialisation in which large-scale production was carried out for international market not at factories but in decentralised units.

Q.4. Why did some industrialists in the nineteenth century Europe prefer hand labour over machines? [CBSE Sept. 2010, 2011]

Ans. (i) Expensive new technology: New technologies and machines were expensive, so the pioducers and the industrialists were cautious about using them.

- (ii) Costlier repair: The machines often broke down and the repair was costly.
- (iii) Less effective: They were not as effective as their inventors and manufacturers claimed.
- (iv) Availability of cheap workers: Poor peasants and migrants moved to cities in large numbers in search of jobs. So the supply of workers was more than the demand. Therefore, workers were available at low wages.
- (v) Uniform machine-made goods: A range of products could be produced only with hand labour. Machines were oriented to producing uniforms, standardised goods for a mass market. But the demand in the market was often for goods with intricate designs and specific shapes. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/ In the mid-nineteenth century. Britain, for instance. 500 varieties of hammers were produced, and 15 kinds of axes. These required human skill, not mechanical technology.

Q.5. How did the East India Company procure regular supplies of cotton and silk textiles from the Indian weavers?

- **Ans.** (i) Monopoly right: Once the East India Company established political power, it asserted a monopoly right to trade
- (ii) New system: After establishing monopoly over trade: t proceeded to develop a system of management and control that would eliminate competition, control costs, and ensure regular supplies of cotton and silk goods. This it did through a series of steps.
- (iii) Appointing Gomasthas: The Company tried to eliminate the existing traders and brokers connected with the doth trade, and establish a more direct control over the weavers. It appointed a paid secant called the Gomostha to supervise weavers, collect supplies, and examine the quality of cloth.
- (iv) System of advances: To have a direct control over the weavers, the company-started the system

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

(v) Use of power: The places where the weaver refused to cooperate the Company used its police. At many places weaver were often beaten and flogged for delays in supply.

Q.6. Imagine that you have been asked to write an article for an encylopedia on Britain and the history of cotton. Write your piece using information from the entire chapter. Ans. Self- explanatory.

Q.7. Why did the industrial production in India increase during the First World War? [CBSE Sept. 2011]

Ans. (i) Decline of Manchester: With British mills busy with war production to meet the needs of the army. Manchester imports into India declined.

- (ii) Increase in demand: With the decline of imports suddenly. Indian mills had a vast home market to supply.
- (iii) Demand from army: As the War prolonged. Indian factories were called upon to supply war need;i.e., jute bags, doth for the army uniforms, tents and leather boots, horse and mule saddles, and a host of other items.
- (iv) New factories: New factories were set up. and old ones ran multiple shifts. Many new workers were employed, and everyone was made to work for longer hours. Over the war years, industrial production boomed.
- (v) Downfall of British industry and boon for home industry: After the war Manchester could never recapture its old position in the Indian market. Unable to modernise and compete with the US. Germany and Japan, the economy of Britain crumbled after the war. Cotton production collapsed and exports of cotton cloth from Britain fell dramatically. Within the colonies, local industrialists gradually consolidated their position, substituting foreign manufactures and capturing the home market.

WE ARE WJTH YOU.....

LAQ Q.l. 'In the seventeenth and the eighteenth centuries, the merchants from the towns in Europe began moving to the countryside.' Give reasons.

 \mathbf{Or}

Explain any three major problems faced by the new European merchants in setting up their industries in towns before the Industrial Revolution. [CBSE 2008 (D) Sept. 2012] Or

What is meant by proto-industrialisation? Why was it successful in the countryside in England in the 17th century? [CBSE Sept. 2008. 2011. 2012]

Throw light on production during the proto-industrialisation phase in Europe in the 17th and 18th centuries with an example. [CBSF. Sept. 2010]

Ans. The earlier phase of industrialisation in which large scale production was carried out for international market not at factories but in decentralised units.

- (i) Huge demand: The world trade expanded at a very fast rate during the 17th and the 18th centuries. The acquisition of colonies
- was also responsible for the increase in demand. The town producers failed to produce the required quantity.
- (ii) Powerful town producers:
- The town producers were very powerful, NCERT SOLUTIONS For Class 10 History

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- The producers could not expand the production a: will. This was because in the towns, urban crafts and trade guilds were powerful. These were associations of producers that trained craftspeople, maintained control over production, regulated competition and prices, and restricted the entry of new people within the trade.
- (iii) Monopoly rights: The rulers granted different guilds the monopoly right to produce and trade in specific products It was therefore difficult for new merchants to set up business in towns. So they turned to the countryside.
- (iv) New economic situation in the countryside: Open fields were disappearing in the countryside and the commons were being enclosed. Cottagers and poor peasants who were earlier depended on common lands became jobless So when merchants came around and offered advances to produce, peasants households eagerly agreed.

Q.2. Why did the peasants agree to accept advances made by the merchants to produce goods for them in Europe during the 17th and the 18th centuries*? Explain three reasons. [CBSE Comp. (D) 2008]

Or

How were new merchant groups in Europe able to spread their business in the countryside before the Industrial Revolution ? Explain.

Or

Briefly explain the method and system of production in the countryside in England. [CBSE 2013]

- **Ans.** (i) Disappearing open field system: In the countryside, the open field system was prevailing. i.e., land was free and anyone could use it for production. But as the population increased, the open field system started disappearing. The rich landlords started enclosing the open fields.
- (ii) Cottagers and poor peasants: They had earlier depended on common lands for their survival, gathering the firewood, berries, vegetables, hay and straw. Now they had to look for alternative sources of income.
- (iii) Small fields i As most of the land was acquired by the rich landlords, the poor had tiny plots of land which could not provide work for all the members of the household. So when merchants came around, and offered advances to produce goods for them, peasant households eagerly agreed.
- (iv) Full utilisation of family labour resources: By working for the merchants, the poor peasants and the artisans could continue to remain in the countryside, and cultivate their small plots
- (v) Income: Income from proto-industrial production supplemented their shrinking income from cultivation. It also allowed them a fuller use of their family labour resources.

Q.3. Mention any four features of the proto-industrial system. [CBSE Svpt. 2010] Or

Explain the main features of proto-industrialisation. [CBSE 2010 (0)]

What was proto-industrialisation? Why did the poor peasants and artisans in the countryside begin to work for the merchants from the towns? [CBSE 2012] NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/ Ans. (i) Impact on cottagers and peasants: After the disappearing of open field system cottagers and poor peasants 'who had earlier depended on common lands for their survival, gathering their firewood, berries, vegetables, hay and straw, had to now look for alternative sources of income. Many had tiny plots of land which could not provide work for all members of the household. So when merchants cam around and offered advances to produce good; for them, peasant households eagerly

- agreed. By working for the merchants, they could remain in the countryside and continue to cultivate their small plots. Income from proto-industrial production supplemented their shrinking income from cultivation. It also allowed them a fuller use of their family labour resources.
- (ii) Closed relationship between countryside and towns: Within this system a close relationship developed between the town and the countryside. Merchants were based in towns but the work was done mostly in the countryside.
- (iii) Role of merchants: The whole system of production was controlled by merchants and the goods were produced by a vast number of producers working within their family farms, not in factories At each stage of production 20 to 25 workers were employed by each merchant.
- (iv) Market: With the expansion of world trade and the acquistion of colonies in different parts of the world, the demand for goods began growing. So the Merchants were producing these goods for international market.
- (v) Not factories: The goods were no: produced in factories by the cotta cottagers and Hie peasants and their families.

Q.4. Explain any five causes of industrial revolution in England. [CBSE 2013.2014]

- **Ans.** (i) Growing International Market: In the seventeenth and eighteenth centuries, merchants from the towns in Europe began moving to the countryside, supplying money to peasants and artisans, persuading them to produce for an international market.
- (ii) Increase in demand: With the expansion of world trade and the acquisition of colonies in different pans of the world, the demand for goods began growing. It was controlled by merchants and the goods were produced by a vast number of producers working within their family farms, not in factories.
- (iii) Proto-industrial System: The expansion o: market and demand lead to proto-industrial growth which provided a base to Industrial Revolution. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iv) New Inventions: A series of inventions in the eighteenth century increased the efficacy of each step of the production process (carding, twisting and spinning, and rolling'1 They enhanced the output per worker, enabling each worker to produce more, and they made possible the production or stronger threads and yarn. Then Richard Arkwright created the cotton mill.
- (v) Availability of Capital: The vast amount of capital which England had accumulated out of profits of her growing trade enabled her to make large expenditure on machinery and buildings. This led to new technological developments.
- (vi) Availability of Raw Material: The availability of coal and iron ores in large quantities greatly helped the growth of numerous industries in England.

Q.5. Why the production of cotton industry boomed in the late 19th century? Or

How had a series of inventions in the eighteenth century increased the efficiency of each step of the production process in cotton textile industry? Explain. [CBSE 2008]

- **Ans.** (i) New inventions: A series of inventions in the eighteenth century simplified each step of the production process (carding, twisting, spinning, and rolling).
- (ii) Increase in output: The new inventions helped in increasing the output per worker, enabling each worker to produce more. (iii) Improvement in Quality: Along 'with quantity, there was improvement in quality also The new invention made possible the production of stronger threads and yam.
- (iv) Creation of cotton mill: It was Richard. Arkwright who created the cotton mill. Mow. the costly new machines could be purchased, set up and maintained in the mill Within the mill, all the processes were brought together under one roof and management.
- (v) All under single roof: This allowed a more careful supervision over the production process, a

watch over quality and the regulation of labour, all of which had been difficult to do so when production was in the countryside.

Q.6. Why did the network of export trade in textiles controlled by the Indian merchants break down by the 1750s? Mention any two effects of such a breakdown? [CBSE 2013]

Ans. (i) European trading companies gained power. First, they acquired trading concessions from local rulers, then monopolised rights to trade.

(ii)This resulted in the decline of the old ports of Surat and Hoogly.

- (iii)Exports from the old ports fell dramatically and local bankers slowly went bankrupt. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/ Impacts:
- (a) Weavers devoted entire time to weaving. They were forced to accept the prices fixed by the company.
- (b) There were reports of dashes between weavers and gomasthas. The new gomasthas were outsiders. They acted arrogantly, marched into villages with sepoys and peons, and punished weavers for delays in supply. The weavers lost the space to bargain for prices and sell to different buyers (c) Weavers deserted villages and migrated, setting up looms in other villages where they had some family relations.

Q.7. Why were most of the producers reluctant to use the new technology? Explain by giving examples.

Or

Why did industrialists not want to get rid of hand labour once machines were introduced? [CBSE Sept. 2010]

Or

"The modem industrialisation could not marginalise the traditional industries in England". Justify the statement with any four suitable arguments. [CBSE Sept. 2010] Or

Why did the industrialists of Europe prefer hand labour over machines during the 19'1, century? Explain any five reasons. [CBSE Sept. 2012. 2013]

- **Ans.** (i) Expensive new technology: New technologies and machines were expensive, so the pioducers and the industrialists were cautious about using them.
- (ii) Costlier repair: The machines often broke down and the repair was costly.
- (iii) Less effective: They were not as effective as their inventors and manufacturers claimed.
- (iv) Availability of cheap workers: Poor peasants and migrants moved to cities in large numbers in search of jobs. So the supply of workers was more than the demand. Therefore, workers were available at low wages.
- (v) Uniform machine-made goods: A range of products could be produced only with hand labour. Machines were oriented to producing uniforms, standardised goods for a mass market. But the demand in the market was often for goods with intricate designs and specific shapes. In the mid-nineteenth century. Britain, for instance. 500 varieties of hammers were produced, and 15 kinds of axes. These required human skill, not mechanical technology.

Q.8. Explain the major features of the industrialisation process of Europe in the 19th century. [CBSE Compt. 2008 (O)]

Ans. (i) Major industries: Cotton and metal industries were the most dynamic industries in Britain. Cotton was the leading sector i:i the first phase of industrialisation up to the l\$40s. but the iron and steel industry led the way after 1840. With the expansion of railways in England from the l840s and in

the colonies from the l86os. the demand tor iron and steel increased rapidly. By 1873. Britain was exporting iron and steel worth about 577 million, double the value of its cotton export.

- (ii) Domination of traditional industry: The modem machinery and industries could not easily displace traditional industries. Even at the end of the nineteenth century, less than 20 per cent of the total workforce was employed in technologically advanced industrial sectors. Textile was a dynamic sector, but a large portion of the output was produced not within factories, but outside, within the domestic units.
- (iii) Base for growth: The pace of change in the 'traditional' industries was not set by steam powered cotton or metal industries. They were the ordinary and small innovations which built up the basis o! growth in many non-mechanised sectors such as food processing, building, pottery, glass work, tanning, furniture making and production of implementing sectors. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iv) New inventions: A series of inventions the eighteenth century increased the efficacy, of each step of the production process (carding, musing and spinning end rolling). They enhanced the output pet worker, enabling each worker to produce more, and they made possible the production of stronger threads and yam. Then Richard Arkwright created the cotton mill.
- (v) Slow pace: Though technological inventions were stung place but their pace was very slow. They did not spread dramatically across the industrial landscape New technologies and machines were expensive, so the producers and the industrialists were cautious about using them The machines often broke down, and the repair was costly. They were not as effective as their inventors and manufacturers claimed.
- Q.9. Historians now have come to increasingly recognise that the typical worker in the mid-19th century was, not a machine operator, but the traditional craftsperson and a labourer. Justify by giving examples. [CBSE 2009 ID)]

Why do historians agree that the typical worker in the mid-nineteenth century was not a machine operator but the traditional craftsperson and labourer? [CBSE Sept. 2010. 2013]

Ans: (i) Slow pace of technology of new machines: Though Technological inventions were taking place, bur their pace was very slow They did not spread dramatically across The industrial landscape. (ii) Expensive: New technologies and machines were expensive, so the producers and the industrialists were cautious about using them. The machines often broke down and the repair was costly. They were not as effective as their inventors and manufacturers claimed. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(iii) Limited use of machines: James Wat improved the seam engine produced by Newcomen, and patented the new engine in 178I. His industrialist friend Mathew Boulton manufactured the new model. But they could no: find sufficient buyers. At the beginning of the nineteenth century, there

were approximately 321 steam engines, all over England. Of these. were in cotton industries. 9 in wool industries, and the rest in mining, canal works and iron works. No other industry was using steam engine even in the late 19th century. So even the most powerful new- technology that enhanced the productivity of labour manifold was slow to be accepted by the industrialists.

Q.10. 'The process of industrialisation brought with it miseries for the newly emerged class of industrial workers.' Explain. [CBSE 2014]
Or

Explain the miserable conditions of industrial workers in Britain during the nineteenth

century. [CBSE 2009 lP]

 \mathbf{Or}

How did the abundance of labour in the market affect the lives of the workers in Britain during the nineteenth century? Explain with examples. [CBSE 2008 (O) Compt.]

Describe the lifestyle of the British workers of the nineteenth century. [CBSE 2010 IO). 2014]

 \mathbf{Or}

Explain how the condition of the workers steadily declined in the early twentieth century Europe. [CBSE Sept. 2010. 2011]

- **Ans.** (i) More workers than the demand: There was an abundance of workers in the market than the demand This had an adverse impact on the lives of the workers. Due to the shortage of work, most of the workers failed to get jobs So they offered their services at lower wages. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (ii) Seasonality of work: Seasonality of work any industries meant prolonged periods without work. After the busy season was over, the poor were on the streets again. Some returned to the countryside after the winter, when the demand for labour in the rural areas opened up in places. But most looked for odd jobs, which till the mid-nineteenth century were difficult to find.
- (iii) Low real wages: Though the wages increased somewhat in the early 19th century, but the increase was nullified by increase in prices. During the Napoleonic ware, the red wages fell significantly.
- (iv) Poverty and unemployment: At the best of times, till the mid-nineteenth century, about 10 per cent of the urban population was extremely poor The unemployment rate was also very high.
- (v) Housing problem: Factory or workshop owners did not house live migrant workers. Many job seekers had to wait weeks, spending nights under bridges or night in shelters.

Q.11. Mention the major features of Indian textiles before the age of machine industries.

- **Ans.** (i) The Age of Indian Textiles: Historically, India was one of the leading producer; of cotton textile. Silk and cotton products of India dominated the international market. India was known for its finer varieties of cotton. The Armenian and Persian merchants took these goods from Punjab to Afghanistan. Persia and Central Asia. Though most of the trade was carried through land routes, but the sea route was and Hoogly were the most important pore; which were used for trade.
- (ii) A complex and complete market i Before the arrival of the outsiders, the Dade was handled by a variety of Indian merchants and bankers. The whole process of Dade basically involved three steps:
- Financing production
- Carrying or transporting goods
- Supplying goods to the exporters

Supply merchant; linked the port towns to the inland regions. They gave advances to weavers, procured the woven cloth from weaving village;, and carried the supply to the ports At the port, the big shippers and export merchants had brokers, who negotiated the price. and bought goods from the supply merchants operating inland. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New

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Q.12 'The port of Surat and Hoogly declined by the end of the ISth century.' Explain. [CBSE Sept. 2012]

Ans. (i) Most of the European companies had huge resources, so it was very difficult for the Indian merchants and traders to face the competition.

- (ii) The European companies were gaining power by securing a variety of concessions from the local courts
- (iii) Some of the companies got the monopoly rights to Dade.
- All this resulted in the decline of the old ports of Surat and Hoogly through which local merchants had operand. Exports from these ports fell dramatically, the credit that had financed the earlier trade began drying up. and the local bankers slowly went bankrupt.
- (iv)In the last years of the seventeenth century, the gross value of -race that passed through Sura: had been t 16 million. By the 1740s. it had slumped to 3 million rupees.
- (v) With the passage of time. Surat and Hoogly decayed. Bombay (Mumbai), and Calcutta (Kolkata) grew.

Q-13. What steps were taken by the East India Company to contiol the market of cotton and silk goods ? [CBSE 2009 (D)] Or

The establishment of political power by the East India Company resulted in ruination of the Indian weavers. Support the statement with suitable examples. [CBSE 2012]

Ans. (i) Monopoly right : Once the East India Company established political power, it asserted a monopoly right to trade

- (ii) New system: After establishing monopoly over trade: t proceeded to develop a system of management and control that would eliminate competition, control costs, and ensure regular supplies of cotton and silk goods. This it did through a series of steps.
- (iii) Appointing Gomasthas: The Company tried to eliminate the existing traders and brokers connected with the doth trade, and establish a more direct control over the weavers. It appointed a paid secant called the Gomostha to supervise weavers, collect supplies, and examine the quality of cloth.
- (iv) System of advances: To have a direct control over the weavers, the company- started the system of advances. Once an order was placed, the weavers were given loans to purchase the raw material for their production. Those, who took loans had to hand over the doth they produced to the Gomastha. They could not take it to any other trader.
- (v) Use of power: The places where the weaver refused to cooperate the Company used its police. At many places weaver were often beaten and flogged for delays in supply.

Q-14. Why the system of advances proved harmful for the weavers?

Ans. (i) No chance of bargaining: The weavers lost any chance of bargaining.

- (ii) Leasing of land: Most of the weavers had to lease out the land and devote all their time to weaving. Weaving in fact, came to absorb the labour of the entire family.
- (iii) Dependency for food on others: Most of the weavers after losing their land became dependent on others tor the food supplies.
- (iv) Clashes with Gomasthas: The new Gomaszhes were outsiders, with no long term social link with the village. So they acted arrogantly, marched into villages with the police, and punished weavers for delay in supply.

So. there were reports of clashes between weavers and Gomasthas. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.15. 'By the beginning of the 19th century, there was a long decline of textile exports from India.' Explain by giving reasons. [CBSE 2008] Or

Explain three reasons for the decline of Indian textile industry by the end of 19th century. [CBSE Sept. 2010]

- **Ans.** (i) Development of cotton industries in England: As cotton industries developed in England, industrial group; began worrying about imports from other countries. They pressurised the government to impose import duties on cotton textiles so that Manchester goods could sell in Britain without facing any competition from outside.
- (ii) Growth of mills and falling demand:
- With growing mill; and falling home demand British industrialists persuaded the East India Company to sell British manufactures in Indian markets as well.
- (iii) Two edge policy: To sell its manufactures in India East India Company followed a two edged policy i.e. no taxes on import; but high taxes on exports.
- (iv) Manchester goods in India: Cotton weavers and small producer; in India thus faced two problems at the same time, their export market collapsed and the local market shrank, being glutted with Manchester imports. Produced by machines at lower costs, the imported cotton goods were so cheap that weavers could no: easily compete with them.
- (v) Shortage of raw material: By the 1860;, weavers faced a new problem. They could not get sufficient supply of raw cotton of good quality When the American Civil War broke out and cotton supplies from the US were cut off. Britain turned to India. As raw cotton exports from India increased, the price of raw cotton shot up. Weavers in India were starved of supplies and forced to buy raw cotton at exorbitant prices. In this, situation weaving could not pay. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.16. Who were the entrepreneurs or business groups in India during the 19th century

- **Ans.** (i) Dwarakanath Tagore: He was a leading trader of 3engal. Dwarakanath Tagore accumulated his wealth through China trade, before he turned to industrial investment. He set up six joint stock companies in the 1830s and 40s. Though his enterprises sank in the 19th century, yet he showed way to many of the China traders, who later became successful industrialists.
- (ii) Dinshaw Petit: He was a Parsi entrepreneur, and was the founder of the first textile mill in India.
- (iii) Jamsetji Nusseruanji Tata: He is generally accepted as the "Father of Indian industry." He had accumulated his wealth partly from exports to China and partly from raw cotton shipments to England.
- (iv) Seth Hukumchand: Seth Hukumchand was a Marwari businessman, who set up the first Indian jute mill in Calcutta (Kolkata) in 1917.
- (v) Birlas: The Birias belonged to the Marwari group, who had established a business in cotton dealership.

Q.17. By the first decade of the 20th century, a series of changes affected the pattern of industrialisation in India. Explain. [CBSE 2008. Sept. 2013]

- **Ans.** (i) Swadeshi and Boycott Movements: The launching of Swadeshi and Boycott Movements after the Partition of Bengal provided impetus to indian industries. There was an increase in the demand of Indian goods, especially of clothes.
- (ii) Industrial groups: Industrial groups had also organised themselves to protect their collective interests, pressurising the government to increase tariff, the protection, and grant other concessions.
- (iii) Decline of exports to China: From 1906. moreover, the export of Indian yarn to China declined since produce from Chinese and Japanese mills had flooded the Chinese markets.
- (iv) First World War: For explanation see Q.No. 19 Long Answer Type Questions. 0.18. What was the condition of Indian industries before the. First World War?

Q.18 How did it change after the First World War ? [CBSE 2013]

Ans. Before the First World War:

i) The early cotton mills in India produced coarse cotton yam rather than fabric. Only imported yam was of the superior variety, (ii) By the first decade of the 20th century, a series of changes affected the pattern of industrialisation. Industrialists in India began shifting from yam to cloth production. (iii) Till the First World War. industrial growth was slow. The war created a dramatically new situation.

After the First World War:

- (i) With British mills busy with war production to meet the needs of the army. Manchester imports into India declined. Suddenly. Indian mills had a vast home marker to supply.
- (ii) As the war prolonged. Indian factories were called upon to supply war needs e.g., jute bags, cloth for army uniforms, tents, leather boots, etc. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iii) New factories were set up and old one; ran multiple shifts Over the war years industrial production boomed.
- (iv) After the war. local industrialists gradually consolidated their position. Substituting foreign manufactures and capturing the home market.

0.19. Explain the impact of the First World War on the Indian industries. [CBSE Sept. 2010]

Or

Describe the peculiarities of Indian industrial growth during the First World War. [ICBSE 2010(0)]

Or

How did the World War prove to be a boon to the Indian Industries? Explain. [CBSE Sept. 2012]

- **Ans.** (i) Decline of Manchester: With British mills busy with war production to meet the needs of the army. Manchester imports into India declined.
- (ii) Increase in demand: With the decline of imports suddenly. Indian mills had a vast home market to supply.
- (iii) Demand from army: As the War prolonged. Indian factories were called upon to supply war need;i.e., jute bags, doth for the army uniforms, tents and leather boots, horse and mule saddles, and a host of other items.
- (iv) New factories: New factories were set up. and old ones ran multiple shifts. Many new workers were employed, and everyone was made to work for longer hours. Over the war years, industrial production boomed.
- (v) Downfall of British industry and boon for home industry: After the war Manchester could never recapture its old position in the Indian market. Unable to modernise and compete with the US. Germany and Japan, the economy of Britain crumbled after the war. Cotton production collapsed and exports of cotton cloth from Britain fell dramatically. Within the colonies, local industrialists gradually consolidated their position, substituting foreign manufactures and capturing the home market.

Q.20. Explain the methods used by producers to expand their markets in the 19th century. [CBSE Sept. 2012]

Or

How did the British manufacturers attempt to take over the Indian market with the help of advertisements? Explain with three examples. [CBSE 200S (D). 2014] Or

"Consumers are created through advertisement." Support the statement with three suitable examples. [CBSE Sept. 2012]

- **Ans.** (i) Advertisement: Advertisements through newspapers, magazines, hoarding; were the most important method used by the producers to expand the market. It played a major role in expanding the markets, and shaping a new consumer culture. Advertisements make products appear desirable and necessary.
- (ii) Labelling: Labelling was another method used by the producers to expand their market. When Manchester industrialists began selling cloth in India, they cut labels on the cloth bundles.

When buyers saw 'MADE IN MANCHESTER' written in bold on the labels, they were expected to feel confident about buying the cloth. NCERT SOLUTIONS For Class 10 History

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But labels did not only carry words and texts. They also carried images, and were very often beautifully illustrated.

- (iii) Calendars: By the nineteenth century, manufacturers were printing calendars to popularise their products. Unlike newspapers and magazines, calendars were used even by people, who could not read. They were hung in tea shops and in poor people's homes just as much as in offices and middle-class apartments. Those, who hung the calendars had to see the advertisements, day after day, through the year. Even in these calendars, images of gods and goddesses were used to attract the consumers.
- (iv) Images of important personages: Along with the images of gods, figures of important personages, of emperors and nawabs were also used. The message very often seemed to say; if you respect the royal figure, then respect this product; when the product was being used by kings, or produced under royal command, its quality could not be questioned.
- (v) Advertisement by Indian producers:

Indian manufacturers were also using the same tactics. When Indian manufacturers advertised, the nationalist message was clear and loud. If you care for the nation, then buy products that Indians produce. Finally, advertisements became a vehicle of the nationalist message of Swadeshi.

- Q.21. 'Industrialisation was a mixed blessing.' Explain by giving examples. [CBSE 2014] Ans. (i) Cheap goods: The machine made goods were cheap and fine. So people of colonies could purchase cheap, fine and a variety of goods.
- (ii) New entrepreneurs: The process of industrialisation provided an opportunity to Indian entrepreneurs to factories. Though they were junior players, but they earned a good amount.
- (iii) Growth of industrial sector: Before the arrival of outsiders, most of the people were involved in agriculture, but the process of industrialisation provided them opportunity to work in other fields. Life of the workers:

The process of industrialisation brought with it miseries for the newly emerged class of industrial workers.

- (i) More workers than the demand: There was an abundance of workers in the market than the demand This had an adverse impact on the lives of the workers. Due to the shortage of work, most of the workers failed to get jobs So they offered their services at lower wages.
- (ii) Seasonality of work: Seasonality of work any industries meant prolonged periods without work. After the busy season was over, the poor were on the streets again. Some returned to the countryside after the winter, when the demand for labour in the rural areas opened up in places. But most looked for odd jobs, which till the mid-nineteenth century were difficult to find.
- (iii) Low real wages: Though the wages increased somewhat in the early 19th century, but the increase was nullified by increase in prices. During the Napoleonic ware, the red wages fell significantly.
- (iv) Poverty and unemployment: At the best of times, till the mid-nineteenth century, about 10 per cent of the urban population was extremely poor The unemployment rate was also very high.
- (v) Housing problem: Factory or workshop owners did not house live migrant workers. Many job

seekers had to wait weeks, spending nights under bridges or night in shelters. Impact on weavers:

To have a direct control over the weavers, the company started the system of advances. Once an order was placed, the weavers were given loans to purchase the raw material, for their production. Those who took loans had to handover the cloth they produced to the Gomastha. They could not take it to any other trader.

The system of advances proved very harmful for the weavers.

- (i) The weavers lost any chance of bargaining.
- (ii) Most of the weavers had to lease out the land, and devote all their time to weaving. Weaving in fact, came to absorb the labour of the entire family. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iii) Impact on merchants and traders: The coming of machine-made clothes to India had some serious implications on the merchants on the Indian economy:
- 1. Collapse In the export market: Before the industrialisation, the Indian traders were exporting their products to different countries of the world. But with the entry of machine-made cloth, they lost their world market.
- 2. Shrinking of the local market: The machine-made clothes were finer and cheaper. So the producers failed to compete with them. So along with the world market, they started losing the home market also.

Q.22. Explain the role of Indian merchants and bankers in the network of export trade. Or

What role did the Indian merchants play in the growth of textile industries before 1750? Explain any three points. [CBSE 2011]

- **Ans.** (i) From the late eighteenth century, the British in India began exporting opium to China and took tea from China to England (it) Many Indians became junior players in this trade, providing finance, procuring supplies, and shipping consignments.
- (iii) Having earned through trade, some of these businessmen had visions of developing industrial enterprises in India
- (iv) Some merchants from Madras traded Burma while others had links with the Muddle East and East Africa. There were yet other commercial groups, but they were not directly involved in external trade. They operated within India, carving goods from one place to another, banking money, transferring funds between cities, and financing traders.

Q.23. Give reasons why the handloom weavers in India survived the onslaught of the machine made textiles of Manchester ? [CBSE Sept. 2010] Or

How did small scale industries survive in India despite of Industrialisation ? [CBSE 2013]

- **Ans.** (i) Many started adopting new technology without excessively pushing up costs. By the second decade of the 20th century most of the weavers were using looms with a fly shuttle.
- (ii) The new technology increased productivity per worker, speeded up production and reduced labour demand.
- (iii)Some weavers who wove fine varieties managed to survive as the machine made products failed to attract rich and nobles. There were many weavers who were producing specialised products likeBansari or Baluchari saris, lungis. and handkerchiefs. (iv)Swadeshi movement launched by Indian nationalist provided a boost to handloom demand. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.1. What was the role of trade guilds? Explain.

Ans. (i) Trade guilds were associations of producers that trained craft people, maintained control over production, regulated competition and prices

(ii) They enjoyed monopoly rights to produce and trade in specific products

(iii) They also had the right to restrict the entry of new producers into the trade.

Q.2. The proto-industrialisation helped in building a close relationship between the town and the countryside". Explain.

Ans.(i) Merchants were based in towns but the work was done mostly in the countryside by the peasant households.

(ii) A merchant clothier in England purchased wool from a wool stapler, and carried it to the spinners: the yarn (thread) that was

spun was taken in subsequent stages of production to weavers, fullers, and then to dyers.

(iii) The finishing was done in London before the export merchant sold the cloth in the international market.

Q.3. During the first World War years, industrial production in India boomed. Give reasons.

Ans. (i) Manchester imports into India declined as British mills were busy with war production. (ii) Indian industries were also called upon to supply war needs; Jute bags, doth for the army uniform, tents and leather boots (iii) Even after the war. Manchester failed to recapture its old position.

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Distinguish between industrialisation and proto-industrialisation. [CBSE 2014]

Proto-industrialisation	Industrialisation	
(i) Under this the whole process of production was decentralised.	(i) Under this the whole process of production was centralised.	
(ii) As the process was decentralised so it was difficult to supervise and maintain the quality.	(ii) As the process of production was carried under one roof so it was easy to supervise and maintain the quality.	Deliver Are w77# you.
(iii) Goods were pro- duced by a vast number of produc- ers working within their family farms not in factories.	(iii) Goods were pro- duced by profes- sional workers.	

- **Q.5.** Who created the cotton mill? How did it help in improving the production? **Ans**. Richard Arkwright had created the Cotton mill.
- (i) The costly machines could be purchased, set up and maintained in the mills.
- (ii) Within the mills, all the processes were brought together under one roof and managed. This allowed a more careful supervision over the production process, a watch over quality and the regulation of labour, all of which had been difficult to do when the production was in the countryside.
- Q. 6. What were the problems of Indian weavers at the early 19th century? [CBSE 2009 (O). Sept. 2010. 2011)

Or 1

Explain the miserable conditions of Indian weavers during the East India Company'? regime in the eighteenth century. [CBSE 200S IF). Sept. 2010) Or

Describe any four impacts of Manchester imports on the cotton weavers of India. [CBSE Sept. 2011)

Ans. (i) Collapse of local and foreign market:

Due to industrialisation in Britain, their export market collapsed.

As British traders started exporting machine- made clothes to India, so their local market shrank.

(ii) Shortage of raw material: As raw cotton was being exported to England, there was a shortage of raw materials.

When the American Civil War broke out. and the cotton supplies from the United States were cut off. Britain turned to India. As raw cotton exports Iron India increased, the price of raw cotton shot up Weavers in India were starved of supplies and forced to buy raw cotton at higher prices.

- (iii) Clashes with Gomasthas: Gomasthas were appointed by the government to supervise weavers to collect supplies and examine the quality of cloth. The Gomasthas acted arrogantly and punished weavers for delays in supply. So. the weavers dashed with them.
- (iv) System of advances: The Britishers started the system of advances to regularise the supply of cotton and cloth. The weavers eagerly took the advances, in a hope to cam more but they faded to do so They even started losing small plots of land which they had earlier cultivated. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.7. Write a short note on the development of factories in India. Or

Explain the growth of factories in India.

Ans.(i) Cotton and jute mills were the first to be established in India The first cotton mill was set up in 1854 at Bombay Mumbai (ii) By 1864. the number rose to four The textile null was followed by the jute mill which came into existence in 1855 in Bengal.

- (iii) Another jute mill was established in 1862 in Bengal itself.
- (iv) In North India, the Elgin Mill was started in Kanpur in the 1860s. and a year later, the first cotton mill of Ahmedabad was set up
- (v) By 1874. the first spinning and weaving mill of Madras (Chennai) began is production.

Q.8. How were the Indian merchant industrialists discriminated by the Britishers?

Mention some of the problems of the Indian merchant industrialists.

- **Ans.** (i) Limited market: With the introduction of Manchester good in the Indian market the market within which Indian merchants could function became increasingly limited
- (ii) Restriction on export of manufactured goods: The Indian merchants and traders were barred from trading with Europe in manufactured goods, and had to export only raw materials and food grains-raw- cotton. opium and wheat, indigo recquired by the British.
- (iii) Introduction of modern ships: With the entry of modem ships Indian merchant were edged out of the shipping business.
- (iv) Exclusive chambers of the Europeans: The European merchant-industrialists had their exclusive chamber of commerce, and Indians were not allowed to become its members.

Q.9. Explain the major features of pre colonial trade and industries.

- **Ans.** (i) Major good: Before the age of machine industries, silk and cotton goods from India dominated the international market in textiles Coarser cottons were produced in many countries, but the finer varieties often came from India
- (ii) Trading partners: Armenian and Persian merchants took the goods from Punjab to Afghanistan. eastern Persia and Central Asia. Bales of fine textiles were carried on camel back via the north-west frontier, through mountain passes and across deserts.
- (iii) Major ports: A vibrant sea trade operated through the main pre-colonial ports. Surat on the Gujarat coast connected India to the Gulf and Red Sea Ports Masulipatam on the Coromandel coast and Hoogly in Bengal had trade links with Southeast Asian ports.

Q.10. What was the impact of colonisation of India on the Indian traders and merchants?

Ans. (i) By the 1970s this network, controlled by Indian merchants, was breaking down. (ii) The European companies gradually gained power – first securing a variety of concessions from local courts, then the monopoly rights to trade. This resulted in a decline of the old ports of Surat and Hoogly through which local merchants had operated. Exports from those ports fell dramatically, the credit that had financed the earlier trade began drying up and the local banker slowly went bankrupt. (iii) While Surat and Hoogly decayed. Bombay and Calcutta grew This shift from the old ports to the new ones was an indicator of the growth of colonial power Trade through the new ports came to be controlled by European companies, and was carried in

European ships. While many of the old trading houses collapsed, those that wanted to survive had to now operate within a network shaped by European trading companies. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.11. Name the provinces where most of the large-scale industries were located. How can you say that small-scale production continued to predominate even in the late 20th century?

Ans. Bengal and Bombay (Mumbai)

- (i) Only a small proportion of the total industrial labour force worked in registered factories. i.e. only 5 per cent.
- (ii) There was an expansion in the handicraft industries.
- (iii) In the 20th century, handloom cloth production expanded steadily, i.e. almost trebling between 1900 and 1940.

Q.12. in the 20th century, the handloom cloth production expanded steadily, i.e.. almost trebling between 1900 and 1940.' Give reasons. Or

What led to expansion In handloom craft production between 1900 and 1940? [CBSE Sept. 2010]

- **Ans.** (i) Handicrafts producers adopted a new technology which helped in improving the production without excessively pushing up the costs
- (ii) By the second decade of the Twentieth century, most of the weavers started using looms with a fly shuttle. This increased productivity per worker, speeded up production, and reduced the labour demand. By 1941. over 35 per cent of handlooms in India were fitted with fly shuttles: in regions like Travancore, Madras (Chennai) Mysore, Cochin and Bengal where the proportion was 70 to 80 per cent.
- (iii) There were several other small innovations that helped weavers to improve their productivity, and compete with the mill sector.

Q.13. "By the 1860s Indian weavers failed to get sufficient supply of raw cotton of good quality". Give reason.

- **Ans.** (i) American Civil War: 1860s was the era of American Civil War. When the American Civil War broke out and cotton supplies from The US were cut off, Britain turned to India. As raw cotton exports from India increased, the price of raw cotton shot up Weavers in India were starved of supplies and forced to buy raw cotton at exorbitant prices.
- (ii) Industrialisation in India: By the end of the 19th century factories in India began producing machine made cloth. This also reduced the supply of raw cotton ill the market.

Q.14. Why was East India Company keen on expanding textile exports from India during the 1760? Explain any three reasons. [CBSE 2013]

Ans. (i) Consolidation of the Fast India Company's power after the 1760s did not initially lead to a decline in textile export from India.

- (ii) British cotton industries had not yet expanded.
- (iii) Fine Indian textiles were in great demand in Europe.

Q.15. Name any two European Managing Agencies which controlled a large sector of the Indian industries. Describe any three functions performed by such agencies. (CBSE 2013)

Ans. European Managing Agencies which controlled a large sector of the Indian industries were : (i) Bird Heiglers & Co.

- (ii) Andrew Yule, and
- (iii) Jardme Skinner & Co.

Functions:

- (i) European Managing Agencies mobilised capital. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (ii) They set up joint stock companies and managed them.
- (iii)In most instances. Indian financiers provided the capital while the European Agencies made all investment and business decisions. The European merchants- industrialists had then own chambers of commerce which Indian businessmen were not allowed to join.

Q.16. Mention any five restrictions imposed by the British government upon the Indian merchants In the 19th century. [CBSE 2011]

Ans. (i) The spare within which Indian merchants could function, became limited.

- (ii) They were barred from Trading with Europe in manufactured goods.
- (iii) They had to export mostly raw materials and foodgrains, raw cotton, opium, wheat and indigo required by the British.
- (iv) They were gradually edged out of the shipping business.
- (v) Till the First World War, European Managing Agencies controlled a large sector of Indian industries.

Q.17. "Certain group of weavers were in a better position than others to survive the competition with mill industries-. Explain. [CBSE 2014]

- **Ans.** (i) Producers of coarse cloth: Amongst weavers some produced coarse cloth while others wove finer varieties. The coarser cloth was bought, by the poor and its demand fluctuated violently. In times of bad harvests and famines when the rural poor had little to eat. and their cash income disappeared, they could not possibly buy cloth.
- (ii) Producers of finer varieties: The producers of finer varieties were in a better position because the demand for the finer varieties bought by the well- to-do was more stable. The rich could buy these even when the poor starved. Famines did not affect the sale of Banarasi or Baluchari saris. Moreover, as you have seen, mills could not imitate specialised weavers. Saris with woven borders, or the famous lungis and handkerchiefs of Madras, could not be easy displaced by mill production.

Q.18. Who was a jobber? Explain his functions. [CBSE 200S. Sept. 2010. 2011. 2012] Or Why was a jobber employed? How did jobber misuse his position and power? Explain. (CBSE 2013]

Ans. Getting lobs was always difficult, even when mills multiplied, and the demand tor workers increased. The numbers seeking work wore always more than the jobs available. Entry into the mills

was also restricted. Industrialists usually employed a jobber to get new recruits. Very often, the jobber was an old and trusted worker. He got people from his village, ensured them jobs, helped them settle in the city, and provided them money in times of crisis. The jobber, therefore, became a person with some authority and power. He begun demanding money and gifts for his favour, and began. controlling the lives of the workers.

Q.19. Why could Britain not recapture her hold on the Indian market after the Rrst World War ? Explain. [CBSE 2009 (F)]

Explain the impact of the First World War on Britain's economy? [CBSE Sept. 2010.2011]

Ans. During the war British mills were busy in war production to meet the needs of the army, Manchester's imports into India declined.

- (ii) After the war. Manchester could never recapture its old position in the Indian marker. Unable to modernise and compete With the United States. Germany and Japan, the economy of Britain crumbled after she war. Cotton production collapsed, and exports of cotton cloth from Britain fell dramatically.
- (iii) Within the colonies, local industrialists gradually consolidated the:: position, substituting foreign manufactures and capturing the home market.

Q.20. Why did the upper class people prefer to use hand products in the Victorian period? Explain with examples.

Why in Victorian Britain, the upper classes preferred things produced by hand? Give three reasons. (CBSE Sept. 2010)

Ans. The upper class people preferred to use hand products In the Victorian period because :

(i) They symbolized refinement and class.

(ii) They were better finished, in They were individually produced and carefully designed.

Q.1. What is proto-industrialisation?

Ans. The parly phase of industrialisation in which large-scale production was carried out for international market not at factories but in decentralised units.

Q.2. How was proto-industrialisation different from factory production?

Ans. Proto-industrialisation was a decentralised method of production which was controlled by merchants and the goods were produced by a vast number of producers located in different places whereas under factories production became centralised. Most of the processes were brought together under one roof and management.

Q.3. Why was it difficult for the new European merchants to set up business in town in the 17th and 18th centuries?

Ans. This was because urban Crafts and trade guilds were very powerful in the town.

Q.4 What were guilds?

Ans. These were associations of producers that trained craftspeople maintained control over production, regulated competition and prices. and restricted the entry of new people within the trade. Rulers granted different guilds the monopoly right to produce and trade in specific products.

0.5. Which industry was symbol of the new era? Ans. Cotton.

Q.6. Who created the cotton mill? [CBSE 2014]

Ans. Richard Arkwright.

Q.7. Who invented the steam engine? [CBSE Sept. 2010]

Ans. James Watt.

Q.8. Who discovered the Spinning Jenny? [CBSE Sept. 2010]

Ans. James Hargreaves.

Q.9. The introduction of which new technology in England angered women? [CBSE Sept. 2010]

Ans. The Spinning Jenny.

Q.10. Which pre-colonial port connected India to the Gulf countries and the Red Sea ports? [CBSE Sept. 2010, 2011]

Ans. Surat NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.11. What was Spinning Jenny?

Ans. It was a machine devised by James Hargreaves io speed up the spinning process. The machine could set in motion a number of spindles and spin several threads at the same time

Q.12. Name any two regions of colonial India which were famous for large-scale industries.

Ans. (i) Bombay (ii) Bengal

Q.13. Which were the two most dynamic industries of Britain in the early 19th century? Ans. Cotton and metal.

Q.14. "In Victorian Britain, the upper classes – the aristocrats and the bourgeoisie – preferred things produced by hand". Give reason.

Ans. Handmade products came to symbolise refinement and class.

Q.15. Why women workers attacked the spinning Jenny a machine which was introduced in Britain?

Ans. The fear of unemployment made workers hostile to the introduction of new technology.

Q.16. Name the goods from India Which dominated the international market before the age of machine industries.

Ans. Silk and Cotton.

Q.17. Name any three pre-colonial ports of India.

Ans. Surat. Masulipatnam and Hoogly

Q.18. Why the pre-colonial ports i.e. Surat and Masulipatnam declined by the 1750's?

Ans. Because the European companies gradually gained power-first securing a variety of concessions from local courts, then the monopoly rights to trade.

Q.19. Name the ports which grew during the colonial period.

Ans. Bombay and Calcutta

Q.20. Why was the East India Company keen on expanding textile exports from India during 1760's?

Ans. The consolidation of East India Company power after the 1760s did not initially lead to a decline in textile exports from India. British cotton industries had not yet expanded and Indian fine textiles were in great demand in Europe. So the company was keen on expanding textile exports from India. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.21."Before establishing political power in Bengal and Carnatic in the 1760 and 1770s, the East India Company had found it difficult to ensure a regular supply of goods for export. Give reasons.

Ans. The French. Dutch. Portuguese as well as the local traders competed in the market to secure woven cloth. So the weaver and supply merchants could bargain and try selling the produce to the best buyer.

Q.22.Who were Gomasthas? [CASE 2014]

Ans. They were the paid servants o: the East India Company who use to supervise weavers, collect supplies and examine the quality of cloth.

Q.23. Why there were clashes between weavers and gomasthas?

Ans. The new gomasthas were outsiders, with no long term social link with the village. So they acted arrogantly, marched into villages with the police and punished weavers for delay in supply. So. there were reports of dashes between weavers and gomasthas.

Q-24. 'By 1860. Indian weavers could not get sufficient supply of raw cotton of good quality.' Give reason.

Ans. When the American Civil War broke out and cotton supplies bom the US were cut oil. Britain turned to India. As raw cotton exports from India increased, the price of raw cotton 'hot up. Weavers in India were starved of supplies.

Q.25. Name the European Managing agencies which controlled the large sector of Indian industries.

Ans. (i) Bird Heiglers and Co.

- (ii) Andrew Yule.
- (iii) Jardine Skinner and Co.

Q.26. When was the first cotton mill established in Bombay?

Ans. 1S54.

Q.27. Name any four major centres of cotton textile of India during the colonial period.

Ans. (i) Bombay – 1854

- (ii) Kanpur I860
- (iii) Ahmedabad 1861
- (iv) Madras 1874

Q.28. Name any four entrepreneurs of India who set factories during colonial period.

Ans. (i) Dwarakanath Tagore

- (ii) Dinshaw Petit
- (iii) Jamset Ji Nusserwanji Tata
- (iv) Seth Hukumchand.

Q.29. "Under the colonial era the Indian merchants were discriminated and space within which Indian merchants could function became increasingly limited'. Justify.

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

0.30. What was fly shuttle?

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

Q.31. What was the impact of the First World War on the British industries?

Ans. After the war. Manchester could never recapture its old position in the Indian market. Unable to modernise and compete with the US. Germany and Japan, the economy of Britain crumbled after the war. Cotton production collapsed ar.d exports of cotton cloth from Britain fell dramatically. Within the colonies, local industrialists gradually consolidated their position, substituting foreign manufactures and capturing the home market.

Q.32. Who was a jobber?

Ans. Jobber was an old and trusted worker employed by the Indian industrialists to recruit the new workers.

Q.33. During the first world war years industrial production in India boomed. Give reason.

Ans. (i) Manchester imports into India declined as British mills were busy with war production. (ii) Indian industries were also called upon to supply war needs ;jute bags, cloth for army uniform, tents and leather boots.

Q.34. What was the result of the import of Manchester cloth to India?

Ans. (i) It ruined the cloth industry in India because the Manchester cloth was both cheap, showy and durable.

(ii) The weavers were forced to give up their ancestral profession of cloth weaving and had to work as labourers in urban areas. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.35. Name the provinces where most of the large-scale industries were located during the colonial period.

Ans. Bengal and Bombay.

Q.36. What technological change helped in improving production of India industry during the 20th century?

Ans. The introduction of Fly shuttle.

Q.37. Mow the Indian and British manufacturers tried to expand their market? **Ans.** They tried to expand their market through advertisements.

Q.38. What was importance of advertisements in expanding the market during the colonial period?

Ans. (ii) Advertisements make products appear desirable and necessary, (ii) These try to shape the minds of people and create new needs.

Q.39. "When Indian manufacturers advertised, the nationalist message was clear and loud." What was the message?

Ans. if you care for the nation, then buy products that the Indians produce.

Q.1. What is meant by proto-industrialisation? How did it affect the rural peasants and artisans? [CBSE 2012]

Or

How did the poor peasants and artisans benefit during the proto-industrialisation phase? [CBSE 2011]

Ans. It was the phase of industrialisation before the Industrial Revolution, where there was large-scale industrial production for an international market which was not factory based. Impact:

- (i) Full utilisation of family labour resources: By working for the merchants the poor peasants and the artisans could continue to remain in the countryside and cultivate their small plots.
- (iii) Income: Income from proto-industrial production supplemented their shrinking income from cultivation. It also allowed them a fuller use of their family labour resources.

Q.2. How were machines and technology . glorified in England in the early 20th century through pictures on the cover pages of some books ? [CBSE 2013]

Ans. (i) The cover page of a music book published by E.T. Paul in 1900 shows the sign of progress as the picture of railway, camera, machines, printing press and factory. Above all, 'DAWN OF THE CENTURY' is printed, (ii) The glorification of machines and technology is even more marked on the cover page of a trade magazine. NCERT SOLUTIONS For Class 10 History

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(ii) The trade magazine shows two magicians. Aladdin is shown as representing the East and the past. Whereas the one is the motor mechanic with modern tools and builds bridges, ships, towers and high rise buildings. He represents the west and modernity.

Q.3. When Manchester industrialists began selling cloth in India, they put labels with pictures on the cloth bundles. Why did they do so? Explain.

Ans. (i) They used these pictures to advertise their products and to expand their markets. (ii) Images of Indian gods and goddesses regularly appeared on these labels. It was as if the association with gods gave divine approval to the goods being sold. The imprinted image of Krishna or Saraswati was also intended to make the manufacturer from a foreign land appear somewhat familiar to Indian people.

(iii) Figures of important personages, emperors and nawabs, adorned advertisements and calendars. The messages very often seemed to say; if you respect the royal figure, then respect this product; when the product was being used by kings, or produced under royal command, its quality could not be questioned.

Q.4. How did the abundance of labour in the market affect the lives of the workers in Britain during the nineteenth century? Explain with examples. [CBSE Comp. (O) 2008]

Ans. (i) Many job-seekers had to wait for weeks, spending nights under bridges or in night shelters. Some stayed in night refuges that were set up by private individuals; others went to the Casual Wards maintained by the Poor Law authorities.

(ii) Seasonality of work in many industries meant prolonged periods without work. After the busy season was over, the poor were on the streets again. Some returned to the countryside after the

winter, when the demand for labour in the rural areas opened up in places. But most looked for odd jobs, which till the mid-nineteenth century were difficult to find.

(iii) Wages increased somewhat in the early nineteenth century. But they tell us little about the welfare of the workers. The average figures hide the variations between trades and the fluctuations from year to year. For instance, when prices rose sharply during the prolonged Napoleonic War, the real value of what the workers earned fell significantly, since the same wages could now buy fewer things.

Q.1. Mention any three social causes of the clashes between Gomasthas and Villagers. [CBSE 2014]

Ans. (i) Gomasthas were outsiders and had no long term social link with the village.

(ii) They acted arrogantly.

(iii) They marched into villages with sepoys and peons, and punished weavers for delays in supply often beating and flogging them. NCERT SOLUTIONS For Class 10 History

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Q.2. 'Industrialisation brought a big change in social structure. Do you agree? Justify. Ans. Yes, I do agree with the statement.

- (i) Industrialisation forced the workers to migrate from urban areas to cities.
- (ii) It encouraged spirit of individualism among both men and women, and a freedom from the collective values that were a feature of the smaller rural communities.
- (iii) It widened the gap between rich and poor.

Q.3. Explain the impact of industrialisation on

- (a) Women
- (b) Children
- (c) Do you think child labour is still a major problem? Suggest any two ways to check child labour.
- Ans. (i) Industrialisation provided an opportunity to women to come out and work.
- (ii) Industrialisation had a negative impact on the children as they were also employed in hazardous factories.
- (iii) Very often the entire household -including all the women and children had to work at various stages of the production process. But they were not simply remnants of past times in the age of factories. Their life and labour was integral to process of industrialisation.
- (iv) Yes, child labour still is a major problem. Child labour can be checked by:
- (i) Spread of education
- (ii) Removal of poverty.

Q.4. What is the importance of advertisement? How advertisement was used by the Britishers to expand the market for their products?

Ans. (i) Advertisements make products appear desirable and necessary. Advertisement shape the minds of people and create new needs.

- (ii) They help in forming a new consumer culture.
- (iii) When Manchester industrialists began selling cloth in India, they put labels on the cloth bundles. The label was needed to make the place of manufacture and the name of the company familiar to the buyer. The label was also to be a mark of quality. When buyers saw 'MADE IN MANCHESTER' written in bold on the label, they were expected to feel confident about buying the cloth.

Q.5. Assess the impact of the American Civil War on the plight of Weavers in India during second half at the 18th century. [CBSE 2014]

Ans. As raw cotton was being exported to England, there was a shortage of raw materials. When the American Civil War broke out, and the cotton supplies from the United States were cut off, Britain turned to India. As raw cotton exports from India increased, the price of raw cotton shot up. Weavers in India were starved of supplies and forced to buy raw cotton at higher prices.

Proto: Indicating the first or early form of something.

- ◆ **Stapler**: A person, who 'Staples' or sorts woo! according to its fibre.
- ◆ Fuller: A person who 'fulls' that is. gathers cloth by pleating
- ◆ **Carding**: The process in which fibres, such as cotton or wool, are prepared prior to spinning.
- ♦ **Spinning Jenny:** Devised by James Hargreaves in 1764. this machine speeded up the spinning process, and reduced the labour demand. 3;. turning one single wheel, a worker could set in motion a number of spindles, and spin several threads at the same time.
- ◆ **Sepoy:** This is how the British pronounced the word, sipahi, meaning an Indian soldier in the service of the British.
- ♦ **Gomastha**: A paid servant of the British government to supervise weavers, collect supplies and examine the quality of cloth. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 5 The Age of Industrialization Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- ◆ **Proto-industrialisation**: The early phase of industrialisation in which large-scale production was carried out for international market not at factories but in decentralised units.
- ◆ **Trade Guilds:** These were the associations of producers that trained craftspeople, maintained control over production, regulated competition and prices, and restricted the entry of new people within the trade.
- ◆ **Jobber**: Jobber was an old and trusted worker employed by the Indian industrialists to recruit the new workers.

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Q.1. Give three reasons why the population of London expanded from the middle of the eighteenth century.

[CBSE 2008 ID). Sept. 2010. 2011]

Ans. (i) Industrialisation was the most important factor which attracted people to London. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(ii) The textile industry of London attracted a large number of migrants, fit The city of London attracted people from all walks of life like clerks, shopkeepers, soldiers, servants, labourers, beggars, etc.

Q.2. What were the changes in the kind of work available to women in London between the nineteenth and the twentieth centuries? Explain the factors which led to this change.

Ans. (i) Employment in Factories: In the 18th and the 19th centuries, a large number of women were employed in the factories because during that period, most of the production activities were carried with the help of the family.

(ii)Technological Developments and loss of jobs: But with the technological advancement, women gradually lost their industrial jobs and were forced to do household work. They also tried to increase the family income by activities like tailoring, washing or matchbox making.

(iii) Employment during War: However, in the 20th century, women again started getting employed in wartime industries and offices because most of the male citizens were fighting at the front.

- Q.3. How does the existence of a large urban population affect each of the following? Illustrate with historical examples.
- (a) A private landlord.
- (b) A Police Superintendent incharge of law and order.
- (c) A leader of a political party.

Ans. (a) Effects of large urban population over a private landlord: As a result of industrialisation, a large number of people from the rural areas moved to London, thereby increasing the population of London manifold. Such a situation created many problems for most of the residents of London. However, some sections of the society, such as the private landlords stood to gain. They sold their land to the needy people a: very high rates. They built cheap tenements on their land, rented them to the poor workers, and amassed quite large sums of money as rents, NCERT SOLUTIONS For Class 10

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- (b) Effects of large urban population on a police superintendent : A large urban population of London created many problems for the police Superintendent, who was incharge of law and order
- (i) The overcrowding of London led to the growth of crime in that city According to one estimate. there were about 20.000 criminals living in London in the 1870s. The presence of such a large number of criminals in London created a serious law and order problem for the Police Superintend.
- (ii) When a fire in the slums burnt down many small tenements and killed many people, the police had a hard Time to control the situation.
- (iii) Many movements of the workers for better wages, better housing facilities and Just voting rights meant a great headache for the police.
- (c) Effects of a Large Urban Population on a Leader of a Political Party: A large City population was a great threat to the law and order of the city. The political parties could easily instigate such crowds to any agitation against the government. Most political movements of the 19th century, like the Chartist Movement for the right to vote for every adult and 10 hours movement, etc., were the direct results of the overcrowding of London.

Q.4. Give explanations for the following:

- (a) Why did the well off Londoners supported the need to build housing for the poor in the nineteenth century?
- (b) Why were a number of Bombay films about the lives of migrants?
- (c) What led to the major expansion of Bombay's population in the mid-nineteenth century?
- **Ans**.(a):(i) Living in slums was very dangerous for the labourers. They lived upto an average age of 29 years as compared to the average life expectancy of 55 among the higher and the middle classes. (ii) Such slums were not only harmful for the slum dwellers, but they were also a threat to the public

health, and could easily lead to any epidemic,

- (iii) Poor housing could prove a great fire hazard and could engulf other areas in the fire disaster.
- (iv) Especially, after the Russian Revolution of 1917. it was felt that poor housing could lead to any social disaster, and could lead to rebellions by the poor slum dwellers.
- (v) Lack of proper houses was also increasing the pollution level.
- (b) Most of the people in the film industry were themselves migrants who came from cities like Lahore, Calcutta, Madras and contributed to the national character of the industry. Those who came from Lahore, then in Punjab, were especially important for the development of the Hindi film industry. Many famous writers, like Ismat Chughtai and Saadat Hasan Manto, were associated with the Hindi cinema. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (c) (i) In 1819, Bombay became the capital of Bombay Presidency. So it attracted more and more people towards the city.
- (ii) With the growth of trade in cotton and opium, a large number of traders and bankers along with artisans and shopkeepers came to settle in Bombay or Mumbai.
- (iii) As a result of the establishment of many industries along with the expansion of the cotton industry, more and more people migrated to Bombay from the neighbouring areas, especially from the nearby district of Ratnagiri.
- (iv) Bombay dominated the maritime trade of India with the European countries.
- (v) The introduction of railways, also encouraged a higher scale of migrants to this city.
- (vi) Famine in the dry regions of Kutch drove a large number of people into Bombay or Mumbai.
- (vii) When Bombay became the hub of Indian films, many new people—artists, dramatists, play writers, poets, singers, story writers flocked to this city despite its massive overcrowding.

Q.5. What forms of entertainment came up in the nineteenth century England to provide leisure activities for the people?

- **Ans.** (i) London Season: For wealthy Britishers there had long been an annual 'London Season. Several cultural events, such as the opera, the theatre and the classical music performances were organised for an elite group of 300-400 families in the late eighteenth century.
- (ii) Pleasure gardens: Pleasure gardens came in the 19th century to provide facilities for sports, entertainment and refreshments for the well-to-do.
- (iii) Pubs for working class: Working classes met in pubs to have a drink: exchange news and sometimes, also to organise for political action.
- (iii) Libraries and museums: Libraries, art galleries and museums were established in the nineteenth century to provide people with a sense of history and pride in the achievements of the British.
- (iv) Music halls and cinemas: Music hails were popular among the lower classes and, by the early twentieth century, cinema became the great mass entertainment for the mixed audiences
- (vi) Beaches: British industrial workers were increasingly encouraged to spend their holidays by the sea. so as to derive the benefits of the sun and the bracing winds.

Q.6. (a) Explain the social changes in London which led to the need for the Underground Railway.

[CBSE 2009 (O), Sept. 2010,2011] (b) Why was the development of the Underground Railway criticised?

[CBSE Sept. 2010, 2011]

Ans.(a) (i)Industrialisation was the most important factor responsible for the urbanisation in the modem period.

- (ii)London soon started emerging as a great industrial centre with a population of about 6,75,000. Over the 19th century, London continued to expand, and its population multiplied fourfold.
- (iii)The city of London attracted people from all walks of life like clerks, shopkeepers, soldiers, servants, labourers, beggars, etc.
- (iv)The living conditions in London changed dramatically when people started migrating from the countryside to the city in search of jobs. This was largely because accommodation was not provided to the labourers by the factory owners.
- (v)The labourers had to live in cheap and unsafe tenements provided by the individual landowners. (vi)Poverty was clearly visible in the city. In 1887, Charles Booth conducted a survey, and concluded that about one million landowners were very poor, and were expected to live only upto an average age of 29. These people were more likely to die in a workhouse, hospital or a lunatic asylum. Meanwhile, the city had extended beyond the range where people could walk to work. So the planners realised the need for a means of transport.
- (b) (i) Many fell that the "iron monsters added to the mess and unhealthiness of the city. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (ii) To make approximately two miles of railway, about 900 houses had to be destroyed.
- (iii) The London Tube Railway led to a massive displacement of the London poor.

Q.7. Explain what is meant by the Haussmannization of Paris. To what extent would you support or oppose this form of development? Write a letter to the editor of a newspaper, to either support or oppose this, giving reasons for your view.

Ans. Haussmannization of Paris: It simply means that the new city o: Pahs was designed by the chief architect of new Paris. At the instance of Napoleon 111 (a nephew of Napoleon Bonaparte). Haussmann built the new city of Paris for continuous 17 years (between 1852 ro 1869). He designed straight, broad avenues (or boulevards), and open spaces and transplanted full grown trees. By 1370. about one-fifth of the streets of Paris were the creation of Haussmann. In addition, night patrols were

introduced, bus shelters were built, and tap water was introduced. Opposition of Haussmannization: Many opposed this form o: development About 3.50.000 people were evicted from the centre of Paris. Some said that the city of Paris had been monstrously transformed. Some lamented the passing of an earlier way of life, and the development of an upper class culture. Others believed that Haussmann had killed the street and its life to produce an empty boring city. Arguments in Support of Haussmannization: The new Pans city soon got converted into a civic pride as the new capital became the toast of all of Europe. Paris became the hub of many new architectures. social and intellectual developments that were very influenced through the 20th century in many parts of the world. Letter to the Editor to Self Explanatory.

Q.8. To what extent docs government regulations and new laws solve problems of pollution? Discuss one example each of the success and failure of legislation to change the quality of:

- (a) public life
- (b) private life
- **Ans.** The government regulations and new laws had a mixed history of the successes and failures : (i)New legislations in London were not taken seriously by the factory owners. They were not ready to spend on technologies that would improve their machines.
- (ii)The Smoke Abatement Acts of 1847 and 1853 failed to clean the air.
- (iii)Calcutta (Kolkata) became the first Indian dry to get the smoke nuisance legislation. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iv) In 1920, the nee mills of Tollygunge began to burn rice husk instead of coal, leading residents to complain that 'the air is filled up with black soot which falls like drilling rain from morning rill night, and it has become impossible to live'. The inspectors of the Bengal Smoke Nuisance Commission finally managed to control the industrial smoke.
- LAQ Q.1. Mention the major characteristics of an ancient town. [CBSE Sept. 2010. 2012] Ans. (i) The towns and the Cities that first appeared along the river valleys like Ur and Mohenjodaro were larger in scale than other human settlements.
- (ii) These cities were the centres of political power, administrative network, trade and industry, religious institutions and intellectual activities.
- (iii) These cities supported various social group such as artisans, merchant; and priests
- (iv) These cities varied greatly in size and complexity. Some were metropolises and oilier; smaller urban centres.
- (v) Industrialisation played an important role in the expansion of cities.

Q.2. Explain with examples how has industrialisation changed the form of urbanisation In England in the modem period.[CBSE 2010]

Ans. (i)Towns and Cities that first appeared along river valleys, such as Ur. Nippur and Mohenjodaro. were larger in scale than other human settlements.

- (ii) The ancient cities could develop only when an increase in food supplies made it possible to support A wide range of non-food producers.
- (iii) The cities were often the centre; of political power, administrative networks, trade and industry, religious institutions, and intellectual activity, and supported various social groups such as artisans, merchants and priests. But the industrialisation changed the form of urbanisation. The modern towns like London. Leeds. Manchester developed because they attracted large number of workers to the textile mills.
- (iv) The city of London became a powerful magnet for migrant populations, even though it did not hove large factories.

Q.3. What did historian Gareth Stedman Jones say about the 'City of London ? [CBSE 2013]

- **Ans.** (i) London was a city of clerks and shopkeepers.
- (ii) It was a city of small masters and skilled artisans.
- (in) It was a city of growing number of semi skilled and sweated out workers, of soldiers and servants, of casual labourers, street sellers and beggars.
- (iv)Apart from the London dockyards, five major types of industries that employed large number of people were: Clothing and footwear, wood and furniture, metals and engineering, printing and stationery and precision products such as surgical instruments, watches and objects of precious metal.
- (v) During the Fire World War. London began manufacturing motor care and electrical goods and the number of large factories increased until they accounted for nearly one- third of all jobs in the city.

Q.4. Explain the rise of London as a modem city.

Ōr

Explain the expansion of London over nineteenth century. [CBSE2008 Comp. ID] Or

Explain any three reasons for which the population of London expanded during the 19th century. {CBSE Sept. 2010. 2011}

Ans.(i)By 1750, one out of every nine people of England and Wales lived in London. It was a colossal city with a population of about 6,75,000.

- (ii)Over the nineteenth century. London continued to expand Its population multiplied fourfold in the 70 years between 1810 and I860, increasing from 1 million to about 4 million. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iii) The city of London was a powerful magnet for migrant populations, even though it did not have large factories.
- (iv) The nineteenth century London, was a city of clerks and shopkeepers, of small masters and skilled artisans, of a growing number of semi skilled and sweated out workers, of soldiers and servants, of casual labourers, street-sellers and beggars.
- (v) During the First World War (1914-18). London began manufacturing motor cars and electrical goods, and the number of large factories increased until they accounted for nearly one-third of all Jobs in the city.

Q.5. Explain any four characteristics of marginal groups in London. [CBSE Sept. 2010] **Ans.** (i) Most of the poor people were criminals who lived by stealing.

- (ii) A large number of women worked ir. factories in the late 18th and the early 19th century.
- (iii) With technological developments, women gradually lost their industrial jobs, and were forced to work within the households, (iv) Large number of children were pushed into low-paid work by their parents.
- (v) Factories employed large number of women in the late lfi1 and early 1911 century.

Q.6. Describe three main features of Charles Booth's first social survey of low skilled London workers. [CBSE 2013]

- **Ans**. (i) Charles Booth conducted the first social survey of low-skilled London workers the East End of London. He found that about 1 million Londoners i.e. about one-fifth of the population of London at the rime, were very poor.
- (ii) These poor people were expected to live only upto an average age of 29 in comparison to the average life expectancy of 55 among the gentry and middle classes.
- (iii) These people were more than likely to die in a workhouse, hospital or lunatic asylum.

- (iv) He concluded that London needed the rebuilding of at least 4,00,000 rooms to house its poorest citizens.
- (v) For a while the better-off city dwellers continued to demand that slums simply be cleared away. But gradually, a large number of people began to recognise the need for housing for the poor.

Q 7. Explain any five steps taken to clean up London in the 19th century. [CBSE 2010 (D). Sept. 2010. 11. 12. 13]

- **Ans.** (i) Housing problem: The most important problem of London was housing the migrants. To house the new migrants and workers large block of apartments were built.
- (ii) Principle of Garden City and Green Belt: Architect and planner Ebenezer Howard developed the principle of the Garden city, a pleasant space full of plants and trees, where people would both live ar.c work. Many architects also supported the idea of Green Belt around London
- (iii) Housing and British government: Between the two World Wars (1919-391 the responsibility for housing the working classes was accepted by the British state, and a million houses, most of them single family- cottages. were built by local authorities. Meanwhile, the City had extended beyond the range where people could walk to work, and the development of suburbs made new forms of mass transport absolutely necessary.
- (iv) New transport system: The London underground railway was built to carry- people to arid fro the city. As a result the population of the city became more dispersed.
- (v) Control over Criminalisation: To check the growth of criminalisation. the population of criminals was counted, their activities ware watched, and their ways of life were investigated. In an attempt to discipline the population, the authorities imposed high penalties for crime and offered work to those who were considered the deserving poor.

Q.8. "The function and the shape of the family were completely transformed by life in the industrial city". Explain by giving examples. [CBSE Sept. 2014]

- **Ans.** (i) Family In the 18th century: In the 18th century, (under proto-industralisation) the family had been a unit of production and consumption as well as of political decision making (ii) Family under industrialisation: Ties between members of households loosened, and among the working class the institution of marriage tended to break down. Women of the upper and middle daises in Britain, on Use other hand, fared increasingly higher levels of isolation, although their Lives were made easier by domestic maids who cooked, cleaned and cared for young children on low wages. (iii) Individualism: The city no doubt encouraged a new spirit of individualism among both men and women, and a freedom from the collective values that were a feature of the smaller rural communities NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/ (iv) Family and role of women: Men and women did not have equal access to this new urban space As women lost their industrial jobs and conservative people railed again?: their presence in public spaces women were forced to withdraw into their homes. The public space became increasingly a male preserve, and the domestic sphere was seen as the proper place for women Most political movements of the nineteenth centuiy, such as Chartism (a movement demanding the vote for all adult males) and the 10-hour movement (limiting hours of work in factories), mobilised large number of men Only gradually did women come to participate in political movements for suffrage that demanded the right to vote for women or for named women's right to property.
- (v) Family and market: By the 20th century family now consisted of much smaller units but it became the heart of new market of goods and services and of ideas.

Q.9. When and where was the very first section of the underground railway in the world opened? Describe in brief the difficulties of travelling in that underground railway? (CBSE 2010 (O), Sept. 2012)

Ans. The first section of the underground railway :n the world was opened on 10th January, 1863 between Paddington and Farrington street in London.

- (i)People were afraid to travel under ground.
- (ii)The compartments were overcrowded and polluted by smoke.
- (iii) The atmosphere was a mixture of sulphur, coal and dust with foul fumes from the gas lamps.
- (iv)Many felt that the iron monsters added to the mess and unhealthiness of the city,
- (v)Suffocation due to lack of oxygen supply and heat.

Q.10. 'The London underground railway eventually became a huge success.' Explain. Or

How far was underground railway able to solve transport problems as well as housing crisis in London in nineteenth century? [CBSE 2009 (F)]

- Ans. (i) By 1880 the expanded train service was carrying about 40 million passengers a year.
- (ii)By the 20th century most of large metropolises such as New York, Tokyo, etc. built underground railway.
- (iii) Population in the city became more dispersed as now it was easy to travel.
- (iv) The new transport system broke down social distinctions.
- (v)The severe housing shortage problems of London to some extent were solved

Q.11. What were the sources of leisure for the London city life? [CBSE Sept. 2012] Or

What was the tradition of 'London Season'? Explain different forms of entertainment that came up in 19th century England to provide leisure activities for the people? (CBSE 2009 (0))

What forms of entertainment came up in the 19th century in England to provide leisure activities?

[CBSE Sept. 2010. 2013]

Or

Mow did the people entertain themselves in their leisure time in urban Britain in the 19th century? [CBSE Sept. 2010]

 \mathbf{Or}

How did the people of all classes entertain themselves in their leisure time in Urban Britain after industrialisation ? (CBSE Sept. 2011)

- **Ans.** (i) London Season: For wealthy Britishers there had long been an annual 'London Season. Several cultural events, such as the opera, the theatre and the classical music performances were organised for an elite group of 300-400 families in the late eighteenth century.
- (ii) Pleasure gardens: Pleasure gardens came in the 19th century to provide facilities for sports, entertainment and refreshments for the well-to-do. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iii) Pubs for working class: Working classes met in pubs to have a drink: exchange news and sometimes, also to organise for political action.
- (iii) Libraries and museums: Libraries, art galleries and museums were established in the nineteenth century to provide people with a sense of history and pride in the achievements of the British.
- (iv) Music halls and cinemas: Music hails were popular among the lower classes and, by the early twentieth century, cinema became the great mass entertainment for the mixed audiences
- (vi) Beaches: British industrial workers were increasingly encouraged to spend their holidays by the sea. so as to derive the benefits of the sun and the bracing winds

Q.12. Explain the lifestyle of workers of mid-nineteenth century in Britain.

Ans. (i) Seasonal work: In most of the industries, the demand for labour was seasonal. The actual possibility of getting a job depended on existing networks of friendship and kin relations.

- (ii) Low wages: The workers were getting very low wages. At the best of times till the mid-nineteenth century, about 10% of the population was extremely poor.
- (iii) Women workers: Factories employed large number of women. With technological development women gradually lost their industrial jobs.
- (iv) Problem of Housing: Most of the workers were living in slums. Factory or workshop owners did not house the migrant workers,
- (v) Source of Fun and Leisure: For the poor workers the streets often were the only place for rest, leisure and fun. The working poor created spaces of entertainment wherever they lived.

Q.13. 'A large city population was thus both a threat and an opportunity.' Explain.

Ans. A large city population led to development of new means of transportation.

- (i) A large city population provided a wide market to the industry.
- (ii) In the severe winter of 1886. when outdoor work came to a standstill, the London poor exploded in a riot, demanding relief from the terrible conditions of poverty. Alarmed shopkeepers closed down their establishments, fearing the 10,000-strong crowd that was marching from Deptford to London. The marchers had to be dispersed by the police.
- (iii) A similar not occurred in late 1SS7. This rime, it was brutally suppressed by the police in what came to be known as ihe Bloody Sunday of November 1887.

Q.14. "City development everywhere occurred at the expense of ecology". Justify. "City development everywhere occurred at the expense of ecology and the environment." Explain.

- **Ans.** (i) To develop Cities natural features were flattened out or transformed in response to the growing demand for space tor factories, housing and other institutions.
- (ii) Large quantities of refuse and waste products polluted air and water, while excessive noise became a feature of urban life. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/
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- (iii) The widespread use of coal in homes and industries in nineteenth century England raised serious problems. In industrial cities such as Leeds, Bradford and Manchester, hundreds of factory chimneys spewed black smoke into the skies.
- (iv) Shopkeepers, home owners and others complained about the black fog that descended on their towns, causing bad tampers, smoke-related illnesses, and dirty clothes.
- (v) The vast mass of one room houses occupied by the poor wore a serious threat to public health.

Q.15. Describe in brief the development of Bombay (Mumbai) as the Prime city of India.

- **Ans.** (i) In the seventeenth century. Bombay was a group of seven islands under Portuguese control. In 1661, control of the islands passed into British hands after the marriage of Britain's King Charles II to the Portuguese princess.
- (ii) The East India Company quickly shifted its base from Surat, its principal western port, to Bombay.
- (iii) At first Bombay was the major outlet for cotton textiles from Gujarat.
- (iv) Later, in the nineteenth century, the city functioned as a port through which large quantities of raw materials such as cotton and opium would pass.
- (v) Gradually, it also became an important administrative centre in western India, and then, by the end of the nineteenth century, a major industrial centre.
- (vi) Bombay became the capital of the Bombay Presidency in 1819 after the Maratha defeat in the Anglo Maratha war. The city quickly expanded. With the growth of trade in cotton and opium, large

communities of traders and bankers as well os artisans and shopkeepers came to settle in Bombay. The establishment of textile mills led to a fresh surge ill migration.

Q.16. Explain the factors which led to the expansion of Bombay. Or

Explain what led to the expansion of Bombay's population in the mid 19th century.

- **Ans**. (i) Bombay as capital city: Bombay became the capital of the Bombay Presidency in 1519. after the Maratha defeat in the Anglo Maratha war. The city quickly expanded. With the growth of trade in cotton and opium, large communities of traders and bankers as well as artisans and shopkeepers came to settle in Bombay.
- (ii) Industrialisation: The establishment of textile mills led to a fresh surge in migration. The first cotton textile mill in Bombay was established in 1854. By 1921, there were So cotton mills with about 1,46,000 workers. Only about one-fourth of Bombay's inhabitants between 1881 and 1931 were born in Bombay ,the rest came from outside. Large numbers flowed in from the nearby district of Ratnagiri to work in the Bombay mills.
- (iii) Introduction of railways: The first railway was introduced from Bombay to Thane in 1853 It was at the junction head of two major railways. The development of railway encouraged an even higher scale of migration into the city.
- (iv) Famines: Famines in the dry regions of Kutch drove large number of people into Bombay in 1888-89. The flood of migrants in some years created panic and alarm in official circles.
- (e) Bombay as a film city: By 1925. Bombay had become India's film capital. Most of the people in the film industry were themselves migrants who came from cities like Lahore. Calcutta. Madras, etc

Q.17. What were chawls? Mention major features of chawls. Or

The chawls of Bombay were a small cosmopolitan community in themselves. Explain. [CBSE 2014]

Ans.(i) Chawls were multi storeyed structure had been built from atleast the 1860s in the native parts of the town.

- (ii) Like the tenements in London, these houses were largely owned by private landlords, such as merchants, bankers, and building contractors, looking for quick ways of earning money from anxious migrants.
- (iii) Each chawl was divided into smaller one- room tenements which had no private toiler. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iv) Ttiete was an open, space in the middle of chawls for social and cultural gatherings.
- (v) People who belonged to the 'depressed classes' found it even more difficult to find housing. Lower castes were kept out of many chawls and often had to live in shelters made of corrugated sheets, leaves, or bamboo poles.

Q.18. Explain the housing problem of Bombay (Mumbai).

- **Ans.** (i) Bombay (Mumbai) was a crowded city because a person living in Bombay had a mere 9.5 square yards of space
- (ii) About 70 per cent of the working people lived in the thickly populated chawls of Bombay (Mumbai). Chawls were multi storeyed structures, built since 1860s in the native parts of the town.
- (iii) The homes were small, so the streets and neighbourhood were used for a variety of activities and social functions.
- (iv)People belonging to the depressed classes, found ft very difficult to find houses.

Q.19. Explain the various land reclamation projects launched in Bombay (Mumbai) which helped in its expansion. [CBSE Sept 2010. 2011]

Throw light on some of the land reclamation projects of Bombay. [CBSE Sept. 2010. 2012]

- **Ans.** (i) A project was launched in 1754 to join the seven islands of Bombay into one landmass. Then the Governor of Bombay. William Hornby approved the building of the great sea wall to prevent the Hooding of The low lying areas of Bombay,
- (ii) In 1864, the Back Bay Reclamation Company won the right to reclaim the western foreshore from the tip of Malabar Hill to the end of Colaba Most of the hills were levelled by the company to construct buildings.
- (iii) By the 1870s, although most of the private companies closed down duo to the mounting cost, the city had expanded to about 22 square miles.
- (iv) The Bombay Port Trust, also launched a reclamation project to build a dry dock between 1914 and 1918 The Trust used the excavated earth to create the 22 acre Ballard Estate. Subsequently, the famous Marine Drive of Bombay (Mumbai) was developed.

Q 20 Why is Mumbai (Bombay) known as the city of dreams? Give three reasons. [CBSE 2008(D) 2010. 2011]

"Bombay appears to many as a city of dreams-Mayapuri.- Explain by giving examples. [CBSE Sept. 2010]

Ans. (i) Film industry: Bombay film industry has contributed in a big way to produce an —age of City as a blend of dream and reality, it is Indias film capital providing employment to more than 10 lakh people.

Most of the people in the film industry were themselves migrants and became successful. This has encouraged more migration.

- (ii) Employment: Bombay is one of the most important industrial towns of India providing employment to skilled, and unskilled workers. It also provides employment lo women workers.
- (iii) Spacious bungalows: Film producers heroes and industrialists live in sprawling spacious bungalows which attract large number of migrants to the city.

Q-21. Why is Bombay (Mumbai) known as the city of hardship? {CBSE Sep:. 2011}

- **Ans.** (i) Housing problems: Bombay Mumbai is a crowded city. Rich, traders, film producers, etc., live in sprawling spacious bungalows whereas 70% of the working people live in thickly populated chawls.
- (ii) Class division: People who belonged to the depressed classes found it difficult to find housing. Lower castes were kept out of many chawls.
- (iii) Film industry: Many Bombay (Mumbai films dealt with the arrival in the city of new migrants and their encounters with the real pressures of daily life.
- (iv) Pollution: City development everywhere occurred at the expense of ecology and the environment Natural features were flattened out or transformed in response to the growing demand for space for factories, housing and other institutions. Large quantities of refuse and waste products polluted air and water, while excessive none became a regular feature of urban life NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (v) Wide gap between rich and poor: Bombay Fort area which formed the heart of the city in early 1 SCO's was divided between a native loan where most of the Indians lived, and a European or white section'. The gap between natives and whites and rich was poor was very wide.

Q.22. Explain the social life of people living In Bombay (Mumbai). Or

Highlight the principal features of the social life of people living in Bombay.

- **Ans.** (i) Overcrowded city: Bombay was a crowded city. While every Londoner in the :840s enjoyed an average space of 155 square yards. Bombay had a mere 9.5 square yards. By 1872. when London had an average of 8 persons per house, the density in Bombay was as high as 20
- (ii) Separate living areas for the natives and the white: The Bombay Fort area which formed the heart of the city in the early 1800s was divided between a 'native' town, where most of the indians lived, and a European or 'while section. A European suburb and an industrial zone began to develop to the north of the Fort settlement area, with a similar suburb and cantonment in the south.
- (iii) Living space for the rich: Like the European elite, the richer Parsi. Muslim and upper case traders and industrialists of Bombay lived in sprawling, spacious bungalows In contrast, more than 70 per cent of the working people lived in the thickly populated chawls of Bombay.
- (iv) Life in chawls: More than 70 per cent of the working people lived in the thickly populated chawls of Bombay.
- (v) Depressed classes and housing problem: People who belonged to the 'depressed classes' found it even more difficult to find housing. Lower castes were kept out of many chawls and often had to live in shelters made of corrugated sheets, leaves, or bamboo poles.

Q.23. How was the social life of the people transformed because of city life? Explain. Or

How was the condition of urban family transformed by the 20th century? [CBSE 2013]

Ans. (i) City life and the migrants: The new dries attracted large number of migrants. As there was shortage of work so many of them made a living from crime.

- (ii) City life and children: Large number of children were pushed into low paid work, often by their parents. As they were underpaid so many of them also .Mailed making their living from crime, it was only after the passage of -he compulsory Elementary Education Act in 1870 and the Factories Act that children were kept out of industrial work.
- (iii) Industrialisation and life of workers: The abundance of labour in the market affected the lives of worker As news of possible jobs travelled to the countryside, hundreds tramped to the c:ties. Many job classmate seekers had to wait weeks, spending nights under bridges or in night shelter.
- (iv) City life and individualism: The city no doubt encouraged a new spirit of individualism among both men and women, and a freedom from the collective values that were a feature of the smaller rural communities.
- (v) City life and women: Men and women did not have equal access to this new urban space. As women lost their industrial jobs and conservative people railed against their presence in public spaces, women were forced to withdraw into Shier homes The public space became increasingly a male preserve, and the domestic sphere was seen as the proper place for women.

Q.24. "Bombay films, have contributed in a big way to produce an image of the city as a blend of dream and reality, of slums and star bungalows.' Explain.

Ans. (i) Film industry: Bombay (Mumbai has always been associated with the film industry, and is popular as a city of dreams. The film industry provides employment to more than 10 lakh people. Many Bombay films deal with the arrival in the city of new migrants and their encounters with the real pressures of daily life. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(ii) Songs: Some popular songs from the Bombay film industry also speak about city's life. For example, a song from 'Guest House (1959); 'Jiska juta usika sar,dil hai chote beda shahor,re vah re vah teri Bombia' (Bombay, you city what a place! Here one gets beaten with one's own shoes! The city

is big but peoples hearts are small!)

- (iii) Migrants and Film Industry: Most of the people in the film industry were themselves migrants who came from cities like Lahore, Calcutta (Kolkata), Madras Chennai and contributed to the national character of tint industry. Those, who came from Lahore and Punjab, were especially important for the development of the Hindi film industry Many famous writers, like Ismat Chughtai and Saadat Hasan Manto, were associated with the popular Hindi Cinema.
- (iv) Big spacious bungalows: Most of me industrialists, film producers, heroes and rich people live in sprawling spacious bungalows which attract large number of people.

Q.25. Explain the major features of the cities of colonial India.

- **Ans.** (i) The pace of urbanisation was slow under the colonial rule Till the early 20th century, approximately only 11 per cent of Indians were living in cities, and most of these were from the three Presidency cities.
- (ii) These were multifunctional cities because they had major ports, warehouses, homes and offices, army comps, educational institutions, museums and libraries.
- (iii)Bombay (Mumbai) was the Premier city of India and it expanded rapidly.

Q.1. Who wrote the novel 'Debganer Martye Aagaman' (The Gods visit Earth)? What was the plot of the novel? Explain.

Or

Describe in brief how did 'The city of Calcutta' both amaze and confuse the Gods'. [CBSE 2013]

Ans. (i) In his book Durgacharan Ray has written about the visit of Brahma (the creator) and Other Gods to Calcutta.

(ii) As Varuna the Rain God, conducted them around the capital of British India, the gods were wonders Buck by the big. modem city the train itself, the large ships on the river Ganges, rectories belching smoke, bridges and monuments and a dazzling a nay of shops selling a wide range of commodities, iii The gods were so impressed by the marvels of the teeming metropolis that they decided to build a Museum and a High Court in Heaven.

Q.2. "Three historical processes have shaped modern cities in a decisive way-. Explain.

Ans. (i) The rise of industrial capitalism attracted large number of workers to cities.

- (ii) The colonial rule over large parts of the world also helped in the development of cites, for example. Indian dries of Calcutta and Bombay developed because of Britishers.
- (iii) Development of democratic ideals also played important role in bidding new towns and cities because these cities were needed for administrative purposes.

Q.3. "Industrialisation changed the form of urbanisation in the modem period". Explain.

Or

Describe the role of industrialisation in shaping the modem cities in England. [CBSE 2014]

- **Ans.** (i) The early industrial cities of Britain such as Leeds and Manchester attracted large number of migrants to the textile mills set up in the late eighteenth century. In 1851. more than three-quarter; of the adults living in Manchester were migrants from rural areas.
- (ii) London's doming and footwear, wood and furniture, metals and engineering, priming and stationery, etc. attracted larc-e number or skilled as well as unskilled workers
- (iii) The first cotton textile mill in 30mbay was established in 1854. By 1921. there were 85 cotton mills with about 1.46.000 workers. Only about one-fourth of Bombay's inhabitants between 1851 and

1931 were born in Bombay: the rest came from outside. Large numbers flowed in from the nearby district of Ratnagiri to work in the Bombay mills.

Q.4. What type of life were the marginal groups of London living in the 1870s? Explain.

Ans. (i) Most of the marginal groups included unemployed migrants, women and their children.

(ii) Most of them made their living from crime.

(iii) Many of them made their living by stealing lead from roofs, food from shops, lumps of coal, and clothes drying on hedges. There were others who were more skilled at their trade, expert at their jobs. They were the cheats and tricksters, pickpockets and petty thieves crowding the streets of London. (iv) A large number of women used their homes to increase family income by taking in lodgers or through such activities ns tailoring, washing or matchbox making, NCERT SOLUTIONS For Class 10

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(v)With industrialisation a large number of children were pushed into low paid work.

Q.5. What was the impact of industrialisation and urbanisation on the family in Britain in the nineteenth century? [CBSE 2010. 2011 2012]

Ans. (i) Women gradually lost their industrial jobs and were forced to work within households, (ii) A large number of women used their homes to increase family income by taking in lodgers. (iii) Through the activities of tailoring, washing or matchbox making, they could increase their income. Large number of children were pushed into low paid work during this period.

Q.6. Explain the housing problem of Londoners which occurred due to industrialisation.

Ans. A large number of people began pouring in London after the Industrial Revolution,

(ii) Factory or workshop owners did not house the migrants.

(iii) individual landowners put up cheap, and usually unsafe, tenements for the new arrivals.

(iv) Due to shortage of houses people started living in slums.

Q.7.Mention any three steps which were taken by the government to check criminalisation of London.

Ans. (i)The authorities imposed high penalties for crime, and offered work to those who were considered the 'deserving poor.'

- (ii) The Compulsory Elementary Education Ac; and the Factories Act were passed through which the children were kept out of industrial work.
- (iii) Tire population of criminals was counted and their activities were watched.

Q.8. (i) Who conducted the First social survey of low skilled London workers? (ii) Mention any four factors responsible for the increase in criminal activities in London in the 1870s.

Ans. (i) Charles Booth conducted the first survey of low skilled London workers in 1887.

- (ii) (a) Increasing population
- (b) Low wages
- (c) Lack of education
- (d) Pushing large number of children into low paid work by their parents.

Q.9. Explain any three reasons for the increasing concern about the need for housing for the poor in London after the Industrial Revolution. [CHSE 2008 (Oh 2009 (F), Sept. 2010]

 \mathbf{Or}

Why were mass housing schemes planned for workers In London, after the Russian Revolution in 1917? Explain. [CBSE 2010 F]

Or

Why well off Londoners supported the need of building houses for the poor in the 19th century?

[CBSE Sept. 2011. 2012]

Ans. (i) The poor and filthy living conditions of one room houses which posed a serious threat to public health.

(ii) There was danger of fire hazards.

(iii) There was a fear of social disorder or rebellion by the workers, especially after the Russian Revolution in 1917. So to prevent the London poor from turning rebellious workers' mass housing scheme was introduced.

Q.10. Mention various measures which were taken to decongest London in the nineteenth and twentieth centuries. [CBSE. 2009 (O)]

Ans. (i) Large blocks of apartments were built

- (ii) Rent control was introduced in Britain during the First World War to ease the impact of a severe housing shortage.
- (iii)Between the two World Wars (1919-39) the responsibility for housing the working classes was accepted by the British state, and a million houses, most of thorn single-family cottages. were built by local authorities.
- (iv) Underground railway was built in 1863 which enabled large number of people TO live outside central London.

Q.11. (i) When and where was the London underground railway started? [CBSE 2009 (F) Sept. 2010] NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(ii) How did the underground railway help in solving the housing problem? [CBSE Sept. 2010]

Ans. The firs section of the underground railway in the world opened on 10th January. 1863 between Paddington and Farrington street in London.

- (ii) (a) The London underground railway partially solved the housing crisis by carrying large masses of people to and from the city.
- b) Large number of people started living outside central London.

Q.12. Who designed the garden city of New Earswick? Mention its two features. [CBSE Sept. 2012]

Ans. The garden city of New Earswick was designed by Raymond Unwin and Barry Parker.

(i) There were common garden spaces, beautiful view's, and great attention was paid to every detail.

(ii)These houses could be afforded by only well-off workers.

Q.13. Why some people were against the London Underground Railway? (CBSE Sept. 2012)

Ans. (i) Many fell that the "iron monsters added to the mess and unhealthiness of the city.

(ii) To make approximately two miles of railway, about 900 houses had to be destroyed.

(iii) The London Tube Railway led to a massive displacement of the London poor.

Q.14. What was the impact of city life on women? Explain. [CBSE 2014]

Ans. (i) Women of the upper and middle classes in Britain, faced increasingly higher levels of

isolation, although their lives were made easier by domestic maids who cooked, cleaned and cared for young children on low wages.

- (ii) Women who worked for wages had some control over their lives, particularly among the lower social classes. However, many social reformers felt that the family, as an institution had broken down, and needed to be saved or reconstructed by pushing these women back into the home.
- (iii) The city life was dominated by men and women who were forced to withdraw into their homes.
- (iv) Most of the conservatives were against the presence of women in the public places.

Q.15. What were the changes in the kind of work available to women in London between the 19th and 20th centuries? Explain the factors which led to this change.

 \mathbf{Or}

Explain giving three reasons, how women gradually lost their industrial jobs due to technological development, during the early nineteenth century in Britain. [CBSE 2009 (F)]

Or

How the condition of women workers changed from 19th and 20th centuries in London ? [CBSE Sept. 2010]

Ans. (i) Employment in Factories: In the 18th and the 19th centuries, a large number of women were employed in the factories because during that period, most of the production activities were carried with the help of the family.

(ii)Technological Developments and loss of jobs: But with the technological advancement, women gradually lost their industrial jobs and were forced to do household work. They also tried to increase the family income by activities like tailoring, washing or matchbox making. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(iii) Employment during War: However, in the 20th century, women again started getting employed in wartime industries and offices because most of the male citizens were fighting at the front.

Q.16.Mention the problems which the authorities faced while trying to provide pollution free environment to the people living in the cities.

Ans. (i) Factory owners and steam engine owners did not want to spend on technologies that would improve their machines.

(ii) By the 1840s. a few towns such as Derby. Leeds and Manchester had laws to control smoke in the city. But smoke was not easy to monitor or measure, and owners go! away with small adjustments to their machinery' that did nothing to stop the smoke.

(iii) Moreover, the Smoke Abatement Acts of 1547 and 1853. as they were called, did nor always work to clear the air.

Q.17. What is meant by the term individualism? Explain. [CBSE 2013]

Ans. (i)Individualism is a theory which promotes the liberty, rights or independent action of the individual, rather than of the community.

(ii)This is a freedom from the collective values that were a feature of small rural communities.

(iii) Ties between members of household loosened, and among the working class the institution of marriage tended to break down.

Q.18 Mention any three features of the London Season.

Ans. (i) The London Season evolved in the 17th and 18th centuries.

(ii)it was basically for wealthy Britshers

(iii) Several cultural events, such as the opera, the theatre, and classical music performances were organised for an elite group of 300-400 families

Q.19. "Cities of the 19th century also became the breeding grounds for the politics". Explain by taking examples from London.

- **Ans.** (i) In 1556 when outdoor work came to a standstill, the London poor exploded in a riot, demanding relief from the terrible conditions of poverty.
- (ii) In 1857 once again poor came on to the streets for the similar demands.
- (iii) In 1889 thousands of workers of London dockyard went on strike demanding to recognise dockworkers union.

Q.20. (i) Under whose control was Bombay in the 17th century? Why the control of island passed into the British hands?

(ii) How did the development or expansion of Bombay differ from London? [CBSE Sept. 2012]

- **Ans.** (i) In the seventeenth century. Bombay (Mumbai) was a group of seven islands under the Portuguese control. In 1661. the control of the islands passed into the British hands after the marriage of Britain's King Charles II t the Portuguese princess.
- (ii) (a) It was an overcrowded city where a person hod only about 9.5 square yard of space, whereas it was around 155 square yard per person in London.
- (b) The city did not grow according to a plan, whereas London grew according to a plan.

Q.21. Give reasons for the following:

- (i) The Rent Act led to the housing crisis in Bombay (Mumbai).
- (ii) Expansion of the city has always posed a problem in Bombay (Mumbai).
- (iii) What were chawls?

Ans. (i) Because landlords withdrew houses from the market.

- (ii) Because of the scarcity of land
- (iii) Chawls were multistoreyed structures built since 1560s in the native parts of Bombay Mumbai) These were largely owned by private landlords who were looking for quick ways of earning money from the anxious migrants. Each chawl was divided into smaller one room tenements which had no private toilets.

Q.22. Mention any three factors which promoted migration to Bombay or presently. Mumbai. [CBSE Sept. 2012. 2013]

Ans. (i)Bombay now Mumbai; was the hub of trade in opium and cotton.

- (ii) Bombay (now Mumbai) was also at the junction head of two major railways. The railways encouraged a large number o! people to migrate into the city.
- (iii) The establishment of textile mills.

Q.23'The policy of racialism and discrimination was visible in the colonial cities.' Explain by giving examples.

Ans. The Bombay (Mumbai) fort area was divided between a 'native town' where most of the Indians lived and a 'white section where the Europeans lived.

- (ii) A European suburb and an industrial zone developed to the North ol the fort area with a similar suburb and cantonment in the South. NCERT SOLUTIONS For Class 10 History
- http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iii) The richer Parsi, Muslims and upper caste traders and industrialists of Bombay lived in sprawling spacious bungalows whereas 70% of the working people lived in chawls.

Q.24. Mention any four features of houses of the Bombay city which developed during the colonial period.

Ans. (i)Most of the houses were owned by private landlords.

(ii) Most of the people were living in chawls.

(iii)The houses were very small. So streets and neighbourhoods were used for a variety of activities such as cooking, washing and sleeping etc.

(iv)The richer Parsi. Muslims and upper casts traders lived in spacious bungalows.

Q.1. Who wrote the novel 'Debganer Martye Aagaman?

Ans. Durgacharan Ray.

Q.2. What was the theme of the novel 'Debganer Martye Aagaman'?

Ans. The basic aim of the novel was to explain the city life of Calcutta. Q.2. Ans.

Q.3. What is urbanisation? NCERT SOLUTIONS For Class 10 History

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Ans. Development of cities and towns is known as urbanisation.

Q.4. 'Three historical processes have shaped modern cities in decisive ways'. What were these processes?

Ans.The rise of industrial capitalism the establishment of colonial rule over large parts of the world and the development of colonial rule over large pans of the world.

Q.5. What factor helped in the development of ancient cities?

Ans. Ancient cities could develop cue to an increase in food supplies which made it possible to support a wide range of non-food producers.

Q.6. Name any three ancient cities.

Ans.(i) Ur

(ii) Nippur

(iii) Mohenjodaro

WE ARE WJTH YOU.....

Q.7. Why were the migrants attracted towards London and Manchester?

Ans.Because Jobs were easily available to workers in the textile mills.

Q.8. Who was Henry Mayhew?

Ans. He was a writer and a philosopher who wrote several volumes on the London labour and compiled long lists of those who made a living from crime.

Q.9. Who are philanthropist? [CBSE 2014]

Ans. Someone who works for social upliftment and charity, donating time and money for the purpose.

Q.10.Mention any two steps which were taken by the government to check criminalisation of London. [CBSE 2014]

Ans. (i) The authorities imposed high penalties for crime and offered work to those who were considered me 'deserving poor'.

(ii) The Compulsory Elementary Education Act was passed through which the children were kept out

of Industrial work.

(iii)Population of criminals was counted and their activities were watched.

Q.11. Who wrote The Bitter Cry of Outcast London'?

Ans. Andrew Mearns.

Q.12. Name the acts through which children were kept out of industrial work in London.

Ans. (i) Compulsory Elementary Education Act in 1870.

(ii) Various Factories Acts.

Q.13. Who conducted the First social survey of low skilled London workers?

Ans. Charles Booth. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.14. What was Temperance Movement?

Ans. A largely middle class led social reform movement which emerged in Britain and America from the nineteenth century onwards, it identified alcoholism as the cause of the nun of families and society, and aimed at reducing the consumption of alcoholic drinks particularly among the working classes.

Q.15. Mention any four factors responsible for increase in criminal activities in London in the 1870s.

Ans. (i) Increasing population

(ii) Low wages

(iii) Lack of education

(iv) Pushing large number of children into low paid work by their parents.

Q.16. Who conducted a survey in London in 1887? What was its result?

Ans. In 1887. Charles Booth conducted a survey and concluded that 1 million landowners were very poor and were expected to live only upto an average age of 29 These people were more likely to die in a workhouse, hospital or lunatic asylum.

Q.17. Who was Ebenezer Howard?

Ans. He was an architect and a planner who developed the idea of the garden city, a pleasant space full of plan's and new. where people could live and work. He believed that this would also produce better quality citizens

Q.18. Who developed the principle of the Garden City?

Ans. Ebenezer Howard

Q.19. When was the London Underground railway started?

Ans. The first section of the Underground railway in London opened on 10" January. 1S63 between Paddington and Farrington street in London NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Q.20. How did underground railway help in solving housing problem?

Ans. London Underground partially solved the housing crisis by carrying large masses of people to and fro the city.

Q.21. Name the presidency cities of colonial India.

Ans. Calcutta and Madras.

Q.22. Mention any two factors which promoted migration to Bombay.

Ans.(i) It was the hub of trade in opium and cotton,

(ii) Bombay was also at the junction head of two major railways. The railways encouraged a large number of people to migrate into the city.

Q.23. Under whose control was Bombay in the 17th century? Why the control of island passed into British hands?

Ans. In the seventeenth century. Bombay was a group of seven islands under Portuguese control In 1661 control of the islands passed into British hands after the marriage of Britain's King Charles II to the Portuguese princess.

Q.24. How did the development or expansion of Bombay differ from London?

Ans. (i)Bombay was overcrowded city where a person had only 9.5 square yard of space whereas it was 155 square yard in London, (io Bombay did not grow according to a plan whereas London grew according to a plan.

Q.25. When did Bombay become the capital of the Bombay Presidency?

Ans. In 1619. after the Maratha defeat in the Anglo- Maratha war.

Q.26.When was first cotton mill established in Bombay? NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/ Ans. 1854.

Q.27. Name any two factors which promoted migration into Bombay.

Ans. (i) Introduction of railways.

(ii) Establishment or textile industry.

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Q.28.What were chawls? (CBSE 2013. 2014]

Ans. Chawls were multistoreyed structures built Since l860s in the native parts of Bombay. These were largely owned by private landlords who were looking for quick ways of earning money from the anxious migrants. Each chawl was divided into smaller one room tenements which had no private toilets.

Q.29."The rapid and unplanned expansion of Bombay led to many problems-. Mention the major problems.

Ans. (i) Water crisis

- (ii) Crisis of housing
- (iii) Lack of space
- (iv) Caste and family group dashes.

Q.30.'The policy of racialism was visible In the colonial cities'. Explain by giving examples.

Ans. (i) The Bombay fort area was divided between a 'native town' where mes o: the Indians lived and a 'white section.' where the Europeans lived. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(ii) A European suburb and an. industrial zone developed to the North of the fort area with a similar suburb and cantonment in the South.

Q.31. When and why was City of Bombay Improvement Trust established?

Ans. The City of Bombay Improvement Trust wa> established in 1898 for clearing poorer homes out of the City centre.

Q.32. Give reason for the following:

- (i) The Kent Act led to housing crisis in Bombay.
- (ii) Expansion of the city has always posed a problem in Bombay.

Ans. (i) Because landlords withdrew houses from the market. '

(ii)Because of scarcity of land.

Q.1. (a) What were Chawls?

(b) Mention any two features of Chawls.

Ans. (a) Chawls were multistoreyed structures which had been built from at least the 1860's in the "native' parts of the town

(b) These houses were largely owned by I private landlords, such as merchants, bankers and building contractors looking for quick ways of earning money from anxious migrants.

Q.2.Compare Bombay (Mumbai) and London keeping in mind the following points.

- (i) Average space for each person.
- (ii) No. of persons living in a house.
- (iii) Underground railway.

Ans.(i) While every landowner in the 1840s enjoyed an average space of 165 square yards. Bombay (Mumbai) had a mere 9.5 square yards.

- (ii) By 1872. when London had an average of S persons per house, the density in Bombay was as high as 20.
- (iii) The first section of the underground railway in the world was opened on 10th January,1863 between Paddington and Farrington street in London Low underground railway in Bombay was constructed.

Q.3.Describe the development of film industry in Bombay. [CBSE. 2013]

Ans. (i) Harishchandra Sakharam Bhatwardekar produced India's first movie in 1896. This was a scene of a wrestling match in Bombay's Hanging Gardens. Then, Dadasaheb Phalke made "Raja Harishchandra' in 1913.

(ii) By 1925. Bombay had become India's film capital, it was producing films for a national audience. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

(iii) The amount of money invested in about 50 Indian films in 1947 was 756 million. By 1987. the film industry employed 5,20,000 people.

Q.4. How did people entertain themselves in the chawls? [CBSE 2013]

Ans. (i) There was an open space in the middle of four chawls. There the magicians, monkey players or acrobats used to regularly perform their acts.

- (ii) The Nandi bull used to come. There was the Kadaklakshmi. The performers beat themselves on their naked bodies in order to fill their stomachs.
- (iii) Chawls were also the place for the exchange of news about jobs, strikes, riots or demonstrations.

Q.5. Describe two historic processes that have shaped modem cities in decisive ways. [CBSE 2013]

Ans. (1) The rise of industrial capitalism:

- (i) Many decades after the beginning of the industrial revolution, most western countries were largely rural.
- (ii) Indusm'alisaTion changed the form of urbanisation in die modem period.
- (iii) Cities were often the centres of political power, administrative network, trade and industry, religious institutions and intellectual activity, and supported various social groups such as artisans, merchants and priests.
- (2) The establishment of colonial rule over large parts of the world:
- (i) In the 17th century. Bombay was a group of seven islands under Portuguese control.
- (ii) In 1661. control of the islands passed into British hands after the marriage of Britain's King Charles-II to the Portuguese princess. The East India Company quickly shifted its base from Surat to Bombay.
- (iii) Bombay became the capital of the Bombay Presidency in 1819, after the Maratha defeat in the Anglo Maratha war.

Q.1.Mention any four social evils prevailing in London in 1870V Mention any two steps taken by the authorities to check these social evils. (CBSE Sept. 2012)

Ans. Increasing criminal activities

- (ii) Child labour.
- (iii) Falling public morality,
- (iv) Increasing rate of unemployment Steps:
- (i) Population of criminals was counted, in an attempt to discipline, the population, the authorities imposed high penalties. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 6 Work Life and Leisure Download 2017 2018 New Edition

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(ii) Compulsory Elementary Education Act 1570 was passed.

Q.2. How was family life transformed because of city life? Which moral values can you learn from the rural life?

Ans. (i) The dry encouraged spirit of Individualism

- (ii) The public space became increasingly a male preserve and the domestic sphere was seen as the proper place tor women.
- (iii)Gradually women came to participate in political movement for suffrage

Values of rural life:

- (i) Rural life was based on collective values.
- (ii) Communities were interdependent.

Q.3. Explain the pollution problem of Calcutta. [CBSE Sept. 2010. 2011.2012] Or

How did the development of cities influence the ecology and environment in late nineteenth century? Explain by giving an example of Calcutta (Kolkata). (CBSE 2009 D)

Explain any three causes of air pollution in Calcutta (Kolkata) in the nineteenth and early twentieth century. Which body-controlled Industrial pollution? [CBSE Sept. 2010. 2013]

- **Ans.** (i) Calcutta or Kolkata had a long history of air pollution. Its inhabitants inhaled grey smoke, particularly in the winter. Since the cry was built on marshy land, the resulting fog combined with smoke to generate a thick black smog.
- (ii)Burning of dung and wood fuel were the main sources of air pollution.
- (iii) Colonial authorities at first intended to clear I the place of miasmas, or harmful vapours, but the railway lines introduced in 1855, brought a dangerous new pollutant into the picture coal from Raniganj. The high content of ash in the Indian coal was a problem Many pleas were made to banish the dirty mills from the city, but without any results, NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/
- (iv) Calcutta (Kolkata) was the first city to get | smoke nuisance legislation in 1863.
- (v) The inspectors of the Bengal Smoke Nuisance I Commission finally managed to control the industrial smoke. Controlling domestic smoke, however, was for more difficult.

Q.4. Explain the impact of industrialisation on children.

- **Ans.** (i) A large number of children were pushed into low paid work, often bit their parents. In Most of the children were underpaid so ill was more profitable to make A living from crime rather working in a small underpaid factory.
- (iii) It was only after the passage of the Compulsory Elementary Education Act 1S70 and the Factory Act that children were kept out industrial work.

Q.5. Explain the impact of industrialisation on the life of women.

Explain any five, major changes that came in women's life of nineteenth century of Britain. [CBSE 2012]

- Ans. (i) Women as workers: Factories employed large number of women in the late eighteenth and early nineteenth centuries With technolog:cal developments, women gradually lost their industrial jobs, and were forced to work within households. The 1861 census recorded a quarter of million domestic servants in London, of whom the vast majority were women, many of them recent migrants. A large number of women used their homes to increase family income by raking in lodgers or through such activities as tailoring, washing or matchbox making. However, there was a change once again in the twentieth century. As women got employment in wartime industries and offices, they withdrew from domestic service.
- (ii) Women and conservatives: Men and
- women did no: have equal access to this new urban space. As women lost their industrial jobs and conservative people railed against their presence in public spaces, women were forced to withdraw into their homes. The public space became increasingly a male preserve, and the domestic sphere was seen as the proper place for women.
- (iii) Women and political movements: Most political movements of the nineteenth century, such as Chartism (a movement demanding the vote for all adult males! and the 10-hour movement (limiting hours of work in factories), mobilised large number of men. Only gradually did women come to participate in political movements for suffrage that demanded the right to vote for women, or for married women's rights to property (from the 1870s).
- (iv) Women and war time: The two world wars of the 20th century once again transformed the life of women They were employed in large numbers to meet war demands.

Metropolis: A large, densely populated city of a country or state, often the capital of the region.

Urbanisation: Development of a city or town.

Temperance movement: A largely middle- class-led social reform movement which emerged in Britain and America from the nineteenth century onwards. It identified alcoholism as the cause of the ruin of families and society, and aimed at reducing the consumption of alcoholic drinks, particularly amongst the working classes. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 6 Work Life and Leisure Download 2017 2018 New Edition PDF http://freehomedelivery.net/

Individualism: A theory which promotes the liberty, rights or independent action of the individual, rather than that of the community. Presidency cities: "he capitals of the Bombay. Bengal and Madras Presidencies in British India.

Akharas: Traditional wrestling schools, generally located in every neighbourhood, where young people were trained to ensure both physical and moral fitness.

Depressed classes: A term often used to denote those who were seen within the caste order as 'lower castes' and 'untouchables'. Reclamation: The reclaiming of marshy or submerged areas or other wastelands for settlements, cultivation or other use.

Chawls: Chawls were multistoreyed structures built since lS60s in the native parts of Bombay, presently known as Mumbai. These were largely owned by private landlords, who were looking for quick ways of earning money from the anxious migrants. Each chawl was divided into smaller one room tenements which had no private toilets.

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Class 10 History Chapter 7 Print Culture and the Modern World NCERT SOLUTIONS For Download 2017 2018 New Edition PDF

- Q.1. Give reasons for the following:
- (a) Woodblock print only came to Europe after 1295. [CBSE 2013]
- (b) Martin Luther was in favour of print, and spoke out in praise of it.
- (c) The Roman Catholic Church began keeping an Index of Prohibited books from the mid-sixteenth century.
- (d) Gandhi said the fight for 'Swaraj is a fight for the liberty of speech, liberty of the press and freedom of association.
- Ans. (a) Refer Q.No. 5 HOTS.
- (b) Because it was the printing press which gave him a chance to criticise many of the practices and rituals of the Roman Catholic Church. NCERT SOLUTIONS For Class 10 History
- http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/
- (c) Print and popular literature encouraged many distinctive interpretations of religious faiths and ideas. In the 16th century, Manocchio, a miller in Italy began to read books available readily in his locality. He gave a new interpretation of the Bible, and formulated a view of God, and creation that enraged the Roman Catholic Church.

As a result, Manocchio was hauled up twice, and ultimately executed when the Roman Church began its inquisition, and to repress the therapeutical ideas. After this several control measures were imposed on publishers and booksellers. In 1558, the Roman Church decided to maintain an Index of prohibited books.

(d) Mahatma Gandhi uttered these words in 1922 during the Non-Cooperation Movement (1920-

1922). Because according to him without the liberty of speech, the liberty of the press and freedom of association, no nation can even survive. If the country was to get free from foreign domination, then these liberties were quite important. If there is no liberty of speech, liberty of press and freedom of association, then there is no nationalism. Nationalism requires these three prerequisites for its survival. Mahatma Gandhi fully knew the fact. That is why, he said so, particularly about these three freedoms. How could one ever think of nationalism in the absence of these three essential conditions

- Q.2. Write short notes to show that you know about:
- (a) The Gutenberg Press.
- (b) The Erasmus's idea of the printed book.
- (c) The Vernacular Press Act. [CBSE Sept. 2011, 2012]
- Ans. (a) Refer Q.No. 4, Long Answer Type Questions.
- (b) Erasmus's idea of the printed book: Erasmus, a Latin scholar and a Catholic reformer, who criticised the excesses of Catholicism, but kept his distance from, Luther, expressed a deep anxiety about printing. He wrote in Adages (1508):

To what corner of the world do they not fly, these swarms of new books? It may be that one here and there contributes something worth knowing, but the very multitude of them is hurtful to scholarship, because it creates a glut and even in good things, satiety is most harmful... [printers] fill the world with books, not just trifling things (such as I write, perhaps), but stupid, ignorant, slanderous, scandalous, raving, irreligious and seditious books, and the number of them is such that even the valuable publications lose their value.'

(c) The Vernacular Press Act: The revolt of 1857 forced the government to curb the freedom of the press. After the revolt, enraged Englishmen demanded a clamp down on the 'native' press. As vernacular newspapers became assertively nationalist, the colonial government began debating measures of strict control. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/In 1878, the Vernacular Press Act was passed, on the model of Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. The government started keeping regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspapers were given a warning and if the warning was ignored, the press was liable to be seized, and the printing machinery could be confiscated.

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

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

Ans. (a) Refer Q. No. 17, Long Answer Type Questions.

- (b) Refer Q. No. 3, Value Based Questions.
- (c) (i) Reformers used newspapers, journals and books to highlight the social evils prevailing in the society. Raja Ram Mohan Roy published the Sambad Kaumudi to highlight the plight of widows.
- (ii) From the 1860s, many Bengali women writers like Kailashbashini Debi wrote books highlighting the experiences of women about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour and treated unjustly by the menfolk, they served.

In the 1880s, in the present day Maharashtra, Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of the upper-caste Hindu women, especially the widows.

The poor status of women was also expressed by the Tamil writers.

(iii) Jyotiba Phule was a social reformer. He wrote about the poor condition of the 'low caste'. In his book Gulamgiri (1871), he wrote about the injustices of the caste system.

In the 20th century, B.R. Ambedkar also wrote powerfully against the caste system. He also wrote against untouchability.

E.V. Ramaswamy Naicker, also known as Periyar, too wrote about the caste system prevailing in Madras (Chennai).

Q.4. Write about the different innovations in the printing technology during the 19th century? [CBSE Sept. 2010]

Ans. (i) By the mid-nineteenth century, Richard M. Hoe of New York had perfected the power-driven cylindrical press. This was capable of printing 8,000 sheets per hour. This press was particularly useful for printing newspapers.

- (ii) In the late nineteenth century, the offset press was developed which could print up to six colours at a time.
- (iii) From the turn of the twentieth century, electrically operated presses accelerated printing operations.

Q.5. Why did some people in the eighteenth century Europe think that print culture would bring enlightenment and end despotism? [CBSE Sept. 2010, 2011] Or

Assess the impact of print revolution on the European society. [CBSE 2013]

- **Ans.** (i) Spreading of new ideas: After the coming of the print culture, the ideas of scientists and philosophers now became more accessible to the common people. Ancient and medieval scientific texts were compiled and published.
- (ii) Scientific discoveries: Maps and more accurate scientific diagrams were widely printed. When scientists like Issac Newton began to publish their discoveries, they could influence a much wider circle of scientifically-minded readers.
- (iii) Writings of scholars: The writings of thinkers such as Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely printed, and could gain popularity. Thus, their ideas about science, reasoning and rationality found their way into popular literature. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/
- (iv) Books as medium of progress: By the mid-18th century, books became a medium of spreading progress and enlightenment which could change the society and the world. It was also believed that the books could literate society from despotism and tyranny.
- (v) Ideas of enlightened thinkers: The print popularised the ideas of the enlightened thinkers like that of Martin Luther who attacked the authority of the Church and the despotic power of the state, e.g., Voltaire and Rousseau.
- (vi) A new culture of dialogue and debate : The print created a new culture of dialogue and debate and the public, became aware of reasoning and recognised the need to question the existing ideas and beliefs.

Q.6. Why did some people fear the effect of the easily available printed books? Choose one example from Europe and one from India. [CBSE Sept. 2011]

Explain the role played by print in bringing about a division in the Roman Catholic Church. [CBSE Sept. 2011]

Or

Explain the role played by print in the spreading of Protestant Reformation. [CBSE

2012, 2013]

Ans. Not everyone welcomed the printed books and those, who did, also had fear about them. Many were of the opinion that printed words and the wider circulation of books, would have a negative impact on people's minds. They feared that if there was no control over what was printed and read, then rebellious and irreligious thoughts might gain importance. There was also fear in the minds of scholars that the authority of 'valuable' literature would be destroyed. The new print was criticised by religious authorities, monarchs, as well as by writers and artists.

Let us consider the implication of this in one sphere of life in the early modern Europe, i.e., religion. Martin Luther was a German monk, priest, professor and a Church reformer. In 1517, he wrote Ninety Five Theses and openly criticised many of the practices and rituals of the Roman Catholic Church. A printed copy of this was pasted on a Church door in Wittenberg. It challenged the Church to debate his ideas. Luther's writings were immediately copied in vast numbers and read widely. This led to a division within the Church, and led to the beginning of the Protestant Reformation.

Manx; conservative FUndus believed that a literate girl would be widowed and Muslims believed that

Manx; conservative FUndus believed that a literate girl would be widowed and Muslims believed that educated women could get corrupted by reading Urdu romances. There were many instances of women defying this prohibition.

Q.7. What were the effects of the spread of print culture for the poor people in the nineteenth century India?

Ans. Refer Q. No. 3, Value Based Questions.

Q.8. Explain how the print culture assisted the growth of nationalism in India. [CBSE Sept. 2010, 2011]

Ans. (i) New ideas and debates: There were many who criticised the existing practices and campaigned for reforms, while others countered the arguments of the reformers. These debates were carried out openly in public and in print. Printed tracts and newspapers not only spread the new ideas, but they also shaped the nature of the debate. All this assisted the growth of nationalism. (ii) Connecting various communities: Print did not only stimulate the publication of conflicting opinions amongst communities, but it also connected communities and people living in different parts of India. Newspapers conveyed news from one place to another, creating pan-Indian identities. (iii) Print and newspaper: Despite repressive measures, nationalist newspapers grew in numbers in all parts of India. They reported on colonial misrule and encouraged nationalist activities. When Punjab revolutionaries were deported in 1907, Balgangadhar Tilak wrote with great sympathy about them in Kesari.

(iv) Various novels on national history: Many novels written by Indian novelists like Bankim's Anandamath created a sense of pan-Indian belonging. Munshi Premchand's novel, Godan highlighted how Indian peasants were exploited by the colonial bureaucrats. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/(v) Various images of Bharatmata: Printers like Raja Ravi Verma and Rabindranath Tagore produced images of Bharatmata which produced a sense of nationalism among Indians. The devotion to mother figure came to be seen as an evidence of one's nationalism.

LAQ Q.1. Trace the history of print in China.

Or

How did China remain a major producer of printed materials for a long time? Or

'The imperial state in China, was the major producer of printed material.' Support this statement. [CBSE 2014]

Ans. (i) Hand Printing: The earliest kind of print technology was developed in China, Japan and

Korea. This was a system of hand printing. From AD 594 onwards, books in China were printed by rubbing paper – also invented there- against the inked surface of woodblocks. As both sides of the thin, porous sheet could not be printed, the traditional Chinese 'accordion book' was folded and stitched at the side. Superbly skilled craftsmen could duplicate, with remarkable accuracy, the beauty of calligraphy.

- (ii) Major producer: The imperial state in China was, for a very long time, the major producer of printed material. China possessed a huge bureaucratic system which recruited its personnel through civil service examinations. Textbooks for this examination were printed in vast numbers under the sponsorship of the imperial state. From the sixteenth century, the number of examination candidates went up and that increased the volume of print.
- (iii) Printing in the 17th century: By the seventeenth century, as urban culture bloomed in China, the uses of print diversified. Print was no longer used just by scholar officials. Merchants used print in their everyday life, as they collected trade information. Reading increasingly became a leisure activity. The new readership preferred fictional narratives, poetry, autobiographies, anthologies of literary masterpieces, and romantic plays. Rich women began to read, and many women began publishing their poetry and plays. Wives of scholar-officials published their works and courtesans wrote about their lives.
- (iv) Printing in the 19th century: This new reading culture was accompanied by a new technology. Western printing techniques and mechanical presses were imported in the fate nineteenth century as Western powers established their outposts in China. Shanghai became the hub of the new print culture, catering to the Western-style schools. From hand printing there was now a gradual shift to mechanical printing. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

O a Marting same of the important characteristics of print culture of Israe

Q.2. Mention some of the important characteristics of print culture of Japan.

Ans. (i) Introduced by the Buddhist missionaries: The Buddhist missionaries from China introduced the handprinting technology into Japan around AD 768-770.

- (ii) Old book: The oldest Japanese book, printed in AD 868, is the Buddhist Diamond Sutra, containing six sheets of text and woodcut illustrations.
- (iii) Material: Playing cards, paper money and textile products were used for printing pictures.
- (iv) Cheap books: In the medieval Japan, the works of poets and prose writers were regularly published, and books were cheap and abundant.
- (v) Print in Edo (Tokyo): In the late 18th century, in the flourishing urban circles at Edo (later to be known as Tokyo), illustrated collections of paintings depicting an elegant urban culture, involving artists, courtesans and teahouse gatherings.

Q.3. Trace the history of print in Europe.

How did print culture develop in Europe ? Explain. [CBSE 2010, 2012 (D)] Or

How did print come to Europe from China? Explain. [CBSE Sept. 2010, 2011]

Ans. (i) Paper from China: Paper reached Europe from China through the Silk route in the 11th century. With this, the production of manuscripts written by scribes became a regular feature. (ii) Role of travellers and explorers: Marco Polo, a great explorer reached Italy after several years of exploration in China in the year 1295. Marco Polo brought back with him the technology of woodblock printing. Now Italians started publishing books with woodblocks. The technology became popular in other parts of Europe, as well.

- (iii) Woodblock printing: By the early fifteenth century, woodblocks started being widely used in Europe to print textiles, playing cards and religious pictures with simple, brief texts. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/
- (iv) Johann Gutenberg and the printing press: A major revolution in the print technology was brought by Johann Gutenberg. He developed the first known printing press in the 1430's. The first book he printed was the Bible.
- (v) Spread of printing presses: In the next hundred years i.e. between 1450 and 1550, printing presses were set up in most countries of Europe.

Q.4. Who was Johann Gutenberg? Explain his role in the history of printing. [CBSE Sept. 2010]

 \mathbf{Or}

Who invented the printing press? How did he develop the print technology? [CBSE 2009 (F)]

Ans. Johann Gutenberg was a German goldsmith and inventor, credited with the inventing of the movable type printing in Europe.Gutenberg was the son of a merchant, and his childhood was spent on a large agricultural estate. From his childhood, he had seen wine and olive presses. By and by, he learnt the art of polishing stones, became a master goldsmith, and also acquired the expertise to create lead moulds used for making trinkets. (Trinket-A small item of jewellery that is cheap or of low quality). Using this knowledge, Gutenberg adapted the existing technology to design his innovation. The olive press became the base model for the printing press and moulds were used for casting the metal types for the letters of the alphabet. By 1448, Gutenberg perfected the system. In 1455, Gutenberg published his 42-lines Bible, commonly known as the Gutenberg Bible. About 180 copies were printed most on paper and some on vellum.

Q.5. In which way did the early printed books closely resemble the manuscripts? Explain.

[CBSE 2013]

Or

Give three ways in which early printed books closely resembled manuscripts. [CBSE 2011]

Ans. (i) Early printed books were technically printed but those were not very different from manuscripts.

- (ii) There were many kinds of same features available in similar books which made printed books closely resembling with manuscripts.
- (iii) Both printed books and manuscripts looked similar because metal letters imitated the ornamental handwritten style.
- (iv) Like handwritten manuscripts, borders of printed books were also illuminated by hand with foliage and other patterns and illustrations were painted.
- (v) In the books printed for rich people, space for decoration was kept blank on the printed pages.
- (vi) Each buyer could choose the design and decide on the painting school that would do the illustrations.

Q.6. What were the features of the new books which were produced in Europe after the invention of the Gutenberg's press? [CBSE Sept. 2010]

Ans. (i) Cheap: The books produced were very cheap as compared to earlier books.

(ii) Resemblance with manuscript: Printed books resembled greatly the written manuscripts in appearance and layout. The metal letters imitated the ornamental handwritten styles.

- (iii) Handwork: Borders of the books were illuminated by hand, with foliage and other patterns.
- (iv) Role of painting: Illustrations were painted. The books printed for the elites had space for decoration.
- (v) Different painting schools: Different painting schools prevailed and a person could choose the design and decide on the painting school that would do the illustrations exclusively for him. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

Q.7. Mention some of the innovations which have improved the printing technology after the 17th century. [CBSE Sept. 2010]

Highlight any three innovations which have improved the printing technology from 19th century onwards. [CBSE 2014]

Ans. Invention which improved the printing technology after 17th century are listed below:

- (i) Metal Press: In the 19th century, there were a series of innovations in the printing technology. Now the press was made out of metal.
- (ii) Rotary Printing Press: Richard March Hoe, an American inventor designed and improved the printing press. He invented the Rotary Printing Press, a design much faster than the old flat-bed printing press. The new press could print* about 8,000 sheets per hour. The new press was very useful for printing newspapers.
- (iii) Offset Press: In the late nineteenth century, the offset press was developed which could print up to six colours at the same time.
- (iv) Electrically Operated Presses: From the turn of the twentieth century, electrically operated presses accelerated printing operations. A series of many other developments followed. Methods of feeding paper improved, the quality of plates became better, automatic paper reels and photoelectric control of the colour register were introduced.

The accumulation of several individual mechanical improvements transformed the appearance of the printed texts.

Q.8. "Oral culture and print culture were complimentary to each other". Justify the statement with any three suitable arguments. [CBSE 2013]

Ans. (i) Earlier, reading was restricted to the elites. Common people lived in a world of oral culture. (ii) With the printing press, books could reach out to wider sections of society. If earlier, there was a hearing public, now a reading public came into being.

(iii) Publishers had to keep in mind the wider reach of the printed books. Even those who did not read, could enjoy listening to the books being read out.

(iv) So, printers began publishing popular ballads and folk tales and such books would be profusely illustrated with pictures. These were then sung and recited at gatherings in villages and in taverns in towns. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition

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Q.9. How did the oral culture enter print and how was the printed material transmitted orally? Explain with suitable examples. [CBSE 2008 (F), Sept. 2012] Or

How did the printers manage to attract the people, largely illiterate, towards, printed books?

[CBSE Sept. 2012]

Ans. Oral culture entered print in the following ways:

- (i) Printers published popular ballads and folk tales.
- (ii) Books were profusely illustrated with pictures.

Printed material was transmitted orally in the following ways:

- (i) These were sung at gatherings in villages, taverns and in towns.
- (ii) They were recited in public gatherings. For example, Indian novelist Bankim Chandra Chattopadhyay used to read out his novels to a gathering.

Q.10. Explain the role of print in the religious reforms in India. [CBSE 2011]

- **Ans.** (i) Debate over social issues: Print initiated an intense controversies between social and religious reformers and the Hindu orthodoxy over matters like widow immolation, monotheism, Brahmanical priesthood and idolatry. In Bengal, as the debate developed, tracts and newspapers proliferated, circulating a variety of arguments. To reach a wider audience, the ideas were printed in the everyday, spoken language of ordinary people.
- (ii) Ideas of Reformers: Print carried the ideas of social reformers to the common people. For example Sambad Kaumudl carried the ideas and philosophy of Raja Ram Mohan Roy.
- (iii) Reforms in Muslims: In north India, the ulama were deeply anxious about the collapse of Muslim dynasties. They feared that colonial rulers would encourage conversion, change the Muslim personal laws. To counter this, they used cheap lithographic presses, published Persian and Urdu translations of holy scriptures, and printed religious newspapers and tracts. The Deoband Seminary, founded in 1867, published thousands upon thousands of fatwas telling Muslim readers how to conduct themselves in their everyday lives, and explaining the meanings of Islamic doctrines.
- (iv) Reforms in Hindus: Among Hindus, too, print encouraged the reading of religious texts, especially in the vernacular languages. The first printed edition of the Ramcharitmanas of Tulsidas, a sixteenth-century text, came out from Calcutta in 1810.

Q.11. 'Print not only stimulate the publication of conflicting opinions amongst communities, but it also connected communities and people in different parts of India.' Explain.

[CBSE 2008 (O), 2009 (D), Sept. 2011]

How did print help connect communities and people in different parts of India? Explain with examples. [CBSE Sept. 2010, 2011]

- **Ans.** (i) Debate on religious, social and economic issues: From the early nineteenth century, there were serious debates on religious, social and economic issues. Different people had different opinions regarding the colonial society. Reformers offered a variety of new interpretations of the beliefs of different religions. There were many who criticised the existing practices and campaigned for reforms while others countered.
- (ii) Impact on debates: These debates were carried out openly in public and in print. Printed tracts and newspapers not only spread the new ideas, but they also shaped the nature of the debates.
- (iii) New ideas and clashes: A wider range of people could now participate in these public discussions and express their views. New ideas emerged through these clashes of opinions.
- (iv) Pan-Indian identities: Newspapers conveyed news from one place to another, creating pan-Indian identities. Newspapers reported on colonial misrule and encouraged nationalist activities. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition

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(v) Print and depressed classes: From the 19th century, issue of caste discrimination began to be written. Jyotiba Phule, Dr B.R. Ambedkar, E. V. Ramaswamy wrote extensively on the depressed classes and provided the depressed classes a common platform.

Q.12. "By the end of the 19th century a new visual culture was taking shape." Write any three features of this new visual culture. [CBSE Comp. (O) 2008, Sept. 2010, 2011]

- **Ans.** (i) Printing Press and visual culture: The Printing press had a deep impact on the visual images also. Now, visual images could be easily reproduced in multiple copies.
- (ii) Images for mass circulation: Painters like Raja Ravi Verrna produced images for mass circulation. Wood engravers, who, made woodblocks were employed by the print shops. Cheap prints and calendars could be bought even by the poor.
- (iii) Caricatures and cartoons: By the 1870s, caricatures and cartoons were being published in journals and newspapers. Some of these made fun of the educated Indian's fascination to copy Western tastes and clothes. Some openly criticised the imperial rule.
- (iv) Reduction of cost and visual culture:

Mass production of visual images reduced the cost of production. So cheap prints and calendars were available in the market even for the poor to decorate the walls of their homes.

(v) Indian form: The new visual culture acquired distinctively Indian forms and style. Artists like Raja Ravi Verma depicted the scenes from Hindu epics.

Q.13. 'Not everyone welcomed the printed books, and those who did also had fears about it.' Explain by giving examples.

- **Ans.** (i) Fear of negative thoughts: Many were of the opinion that printed words and the wider circulation of books, would have a negative impact on people's minds.
- (ii) Rebellious and irreligious thoughts: They feared that if there was no control over what was printed and read, then rebellious and irreligious thoughts might gain importance.
- (iii) Destruction of valuable literature :

There was also a fear in the minds of scholars that the authority of 'valuable' literature would be destroyed.

- (iv) Criticism of Roman Catholic Church: Martin Luther was a German monk, priest, professor and a Church reformer. In 1517, he wrote Ninety Five Theses and openly criticized many of the practices and rituals of the Roman Catholic Church. This led to a division within the Church, and led to the beginning of the Protestant Reformation,
- (v) Compilation of ancient and medieval scientific text: The ideas of scientists and philosophers now became more accessible to the common people. Ancient and Medieval scientific texts were compiled and published, and maps and scientific diagrams were widely printed. When scientists like Issac Newton began to public their discoveries, they could influence a much wider circle of scientifically minded readers. The writings of thinkers such as Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely printed and read. Thus their ideas about science, reason and rationality found their way into popular literature.

Q.14. Why did people in the eighteenth century Europe think that print culture would bring enlightenment and end despotism? [CBSE 2011]

- **Ans.** (i) Increase in literacy rate: Through the seventeenth and eighteenth centuries literacy rates went up in most parts of Europe. By the end of the eighteenth century, in some parts of Europe literacy rates were as high as 60 to 80 per cent. As literacy and schools spread in European countries, there was a virtual reading mania.
- (ii) Role of periodicals: The periodical press developed from the early eighteenth century, Newspapers and journals carried information about wars and trade, as well as news of developments in other places.
- (iii) Ideas of scientists and philosophers: Similarly, the ideas of scientists and philosophers now became more accessible to the common people. Ancient and medieval scientific texts were compiled and published, and maps and scientific diagrams were widely printed. The writings of thinkers such as Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely printed and read. Thus their

ideas about science, reason and rationality found their way into popular literature. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

(iv) Print a powerful engine of progress:

Louise-Sebastien Mercier, a novelist in eighteenth-century France, declared: 'The printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away.' In many of Mercier's novels, the heroes are transformed by acts of reading.

Q.15. Explain the factors which were responsible for creating a virtual reading mania in Europe. [CBSE 2014]

Or

How did a new reading public emerged with the printing press? Explain. [CBSE 2010 (D)]

 \mathbf{Or}

Explain any three reasons for an increase in reading mania in Europe in the 18th Century.

[CBSE Sept. 2011]

Ans. (i) Johann Gutenberg's printing press: The

revolution in printing was brought by Johann Gutenberg's printing press. With the invention of printing press, the cost of producing a book came down. So now even the common people could afford the books.

- (ii) Increase in literacy rate: The seventeenth and the eighteenth centuries saw the rapid rise of literacy rate in most parts of Europe. Churches of different denominations set up schools in villages. By the end of the eighteenth century, in some parts of Europe, the literacy rate was as high as 60 to 80 per cent.
- (iii) New forms of literature: New forms of popular literature were printed, which targeted new audiences. There were almanacs or ritual calendars, along with ballads and folk tales. –
- (iv) Periodicals: The next phase was the development of periodicals. The periodicals combined information about current affairs with entertainment. Newspapers and journals carried information about wars and trade, as well as news of developments in other places.

Q.16. 'Many historians have argued that print culture created the conditions within which the French Revolution occurred.' Explain. [CBSE 2009 (O)]

"Print culture created the conditions within which French revolution occurred." Give any three suitable arguments to support the statement. [CBSE Sept. 2010, 2011]

- **Ans.** (i) Ideas of the enlightened: The print popularised the ideas of the enlightened thinkers, who attacked the authority of the Church and the despotic power of the state, e.g., Voltaire and Rousseau.
- (ii) New culture: The print created a new culture of dialogue and debate and the public became aware of reasoning. They recognised the need to question the existing ideas and beliefs.
- (iii) Criticism of the noble class: The literature of 1780s mocked the royalty and criticised their morality and the existing social order. This literature led to the growth of hostile sentiments against the monarchy.
- (iv) New thinking : Print did not directly shape the minds of the people, but it did open up the possibility of thinking differently. NCERT SOLUTIONS For Class 10 History
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- (v) Role of means of mass communication: Means of mass communication like newspaper, journals,

chapbooks carried information about wars, trade as well as news of development in other places. All this had a impact on the minds of the people.

Q.17. What did the spread of print culture in the 19th century Europe mean to : (a) Children (b) Women (c) Workers.

Explain, how had the print culture changed the way of life of women in late nineteenth century in India. [CBSE 2010 (D)]

Ans. (a) Children:

- (i) As primary education became compulsory from the late nineteenth century, children became an important category of readers.
- (ii) Production of school textbooks became critical for the publishing industry.
- (iii) A children's press, devoted to literature for children alone, was set up in France in 1857. This press published new works as well as old fairy tales, and folk tales.
- (iv) The Grimm Brothers in Germany spent years compiling traditional folk tales gathered from peasants.
- (v) Anything that was considered unsuitable for children or would appear vulgar to the elites, was not included in the published version. Rural folk tales thus acquired a new form. In this way, print recorded old tales, but also changed them.
- (b) Women:
- (i) Women as readers: Lives and feelings of women began to be written in intense ways. So women became important as readers. Penny magazines were especially meant for women, as were manuals teaching proper behaviour and housekeeping.
- (ii) Women as writers: Many women novelists like Jane Austin, Bronte Sisters, George Eliot wrote about women. Novels and other journals began exploring the world of women their emotions, identities, their experiences and problems. The writings of woman became important in defining a new type of woman a person with will, strength of personality, determination and the power to think.
- (iii) Novels and books on women: As the readership of women was increasing publishers started producing novels and journals for women. Many journals began carrying writings by women, and explained why women should be educated.
- (c) Workers:
- (i) Lending Libraries: Lending libraries had been in existence from the seventeenth century onwards. In the nineteenth century, lending libraries in England became instruments for educating the white-collar workers, artisans and lower-middle-class people.
- (ii) Autobiographies: Sometimes, self- educated working class people wrote for themselves. After the working day was gradually shortened from the mid nineteenth century, workers had some time for self-improvement and self expression. They wrote political tracts and autobiographies in large numbers. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition

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(iii) Novels on the lives of the workers: In the 19th century, Europe entered the industrial age. Factories came up, profits increased and the economy grew. But at the same time, workers faced problems of unemployment, low wages, poor working conditions. Many novelists such as Charles Dickens and Thomas Hardy wrote about the adverse impact of industrialisation on the lives of workers.

Q.18. Trace the growth of print technology in India.

Ans. (i) Handwritten manuscripts: India had a very rich and old tradition of handwritten manuscripts in Sanskrit, Arabic, Persian, as well as in various vernacular languages. Manuscripts

were copied on palm leaves or on handmade paper.

- (ii) Print came to India: The printing press first came to Goa with Portuguese missionaries in the mid 16th century.
- (iii) James Hicky and print: From 1780, James Augustus Hicky began to edit the Bengal Gazette, a weekly magazine.
- (iv) Print in the 18th century: By the close of the 18th century, a number of newspapers and journals appeared in print. The first Indian weekly i.e. Bengal Gazette also came into picture in the late 18th century
- (v) Print in the 19th century: By the end of the 19th century, a visual culture started taking place. By 1870's caricatures and cartoons were being published in journals and newspapers.

Q.19. How did the women writers use the print to express their opinions regarding the status of women in India ? Explain. Or

"Printing technology gave women a chance to share their feelings with the world outside." Support the statement with any five suitable examples. [CBSE 2013]

- **Ans.** (i) Rashsundari Debi, a young married girl in a very orthodox household, learnt to read in the secrecy of her kitchen. Later, she wrote her autobiography Amar Jiban which was published in 1876. It was the first full-length autobiography published in the Bengali language.
- (ii) From the 1860s, many Bengali women writers like Kailashbashini Debi wrote books highlighting the experiences of women- about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour and treated unjustly by the menfolk, they generally, served.
- (iii) In the 1880s, in present-day Maharashtra, Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of the upper-caste Hindu women, especially the widows. The poor status of women was also expressed by the Tamil writers.
- (iv) In the early 20th century, the journals written by women became very popular in which women's education, widowhood, widow remarriage, etc., were discussed. Some of them offered fashion lessons for women too.

Q-20. 'Printing press played a major role in shaping the Indian society of the 19th century.' Explain by giving examples. [CBSE Sept. 2012, 2013]

Explain the role of press in shaping the Indian society in the 19th century.

Or

How did print introduce debate and discussion? Write three points. [CBSE Sept. 2010, 2011, 2012]

Or

"Print led to intense controversies between social and religious reformers and Hindu orthodoxy." Support this statement with examples. [CBSE 2013]

- **Ans.** (i) Variety of opinions: From the early nineteenth century, there were serious debates on religious, social and economic issues. Different people had different opinions regarding the colonial society. People and social reformers offered a variety of new interpretations of the beliefs of different religions.
- (ii) Shaping the opinion: Printed tracts and newspapers not only spread the new ideas, but they also shaped the nature of the debate. A wider section of public could now participate in these public discussions, and express their views. New ideas emerged through these clashes of opinions.
- (iii) Social reforms This was a time period of intense controversies between social and religious reformers, and the Hindu orthodoxy over the social evils like widow immolation, child marriage, sati system, pardah system, etc. In Bengal, as the discussions and debates developed, tracts and newspapers proliferated circulating a variety of arguments.

For example: Raja Ram Mohan Roy published the Sambad Kaumudi from 1821, and the Hindu orthodoxy commissioned the Samachar Chandrika to oppose Roy's opinions. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

(iv) Pan Indian: Newspapers, magazines, visual images helped in creating pan Indian identity.

(v) National newspapers: Despite repressive measures, national newspapers grew in numbers in all parts of India. They reported on colonial misrule and encouraged nationalist activities. These national newspapers provided a base to the freedom struggle.

Q.21.How were ideas and information written before the age of print in India? How did the printing technique begin in India? Explain. [CBSE 2008, Sept. 2010] Or

Explain the role of missionaries in the growth of press in India. [CBSE Sept. 2010]

Ans. (i) India had a very rich and old tradition of handwritten manuscripts – in Sanskrit, Arabic, Persian, as well as in various vernacular languages. Manuscripts were copied on palm leaves or on handmade paper. Pages were sometimes beautifully illustrated. They would be either pressed between wooden covers or sewn together to ensure preservation.

(ii) Manuscripts continued to be produced till well after the introduction of print, down to the late nineteenth century.

Beginning (coming) of print technology in India.

- (i) The printing press first came to Goa with Portuguese missionaries in the mid-sixteenth century. Jesuit priests learnt Konkani and printed several tracts. By 1674, about 50 books had been printed in the Konkani and in Kanara languages.
- (ii)The Catholic priests printed the first Tamil book in 1579 at Cochin, and in 1713, the first Malayalam book was printed by them.
- (iii) By 1710, Dutch Protestant missionaries had printed 32 Tamil texts, many of them were translations of older works.

Q.22. How was die print used to spread the religious texts by various communities? Explain by giving examples. [CBSE 2010 (F)]

Or

What was the main fear of the 'Ulamas'? State any two steps taken by the 'Ulamas' to defend their religion? [CBSE 2013]

Or

How did religious communities in India make use of printing technology to spread their ideas? Explain. [CBSE-2012]

Ans. (A) Print and the Muslims:

- (i) Ulemas and the print: In North India, the Ulemas, i.e., the religious heads of Muslims were deeply worried about the collapse of the Muslim dynasties. They feared that the colonial rulers would encourage conversion, and would change the Muslim personal laws. To counter this, they used cheap lithographic presses which published Persian and Urdu translations of the holy scriptures, and printed religious newspapers and tracts.
- (ii) Deoband Schools: The Deoband Seminary which was founded in 1867, published many fatwas making Muslim readers aware of the code of conduct to be followed in their everyday lives, and explained the meanings of Islamic doctrines.
- (iii) Various Muslim Sects: All through the nineteenth century, a number of Muslim sects and seminaries appeared, each with a different interpretation of faith. Each was keen on enlarging its followers and countering the influence of its opponents. The Urdu print helped them conduct these battles in public. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7

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(B) Print and the Hindus:

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

- (i) The first printed edition of the Ramcharitmanas of Tulsidas came out from Calcutta (Kolkata) in 1810.
- (ii) In the mid-nineteenth century, cheap lithographic editions flooded the North Indian markets.
- (iii) From the 1880s, the Naval Kishore Press at Lucknow and the Shri Venkateshwar Press in Bombay published many religious texts in vernacular languages,
- (iv) The printed text was cheap, land portable. These could be easily carried by the people at any place and time. They could also be read out to large groups of illiterate men and women.
- (v) Religious texts and books started reaching a very wide circle of people, encouraging debates and controversies within and among different religions.

Q.23. Explain the impact of print culture on Indian women. [CBSE 2009 (O), Sept. 2012]

 \mathbf{Or}

Explain any three impact of printed books on women in India in the nineteenth century.

[CBSE Sept. 2010]

- Ans. (i) Women education: Writers started writing about the lives and feelings of women, and this increased the number of women readers. Women got interested in education, and many women schools and colleges were set up. Many journals started emphasising the importance of women education.
- (ii) Women writers: In East Bengal, in the early nineteenth century, Rashsundari Debi, a young married girl wrote her autobiography, Amar Jiban (means 'my life') which was published in 1876. From the 1860s, many Bengali women writers like Kailashbashini Debi wrote books highlighting the experiences of women, about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour, and treated unjustly by the menfolk, they served. In the 1880s, in the present-day Maharashtra, Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of the upper-caste Hindu women, especially the widows. The poor status of women was also expressed by the Tamil writers.
- (iii) Hindu writing and women: While Urdu, Tamil, Bengali and Marathi print culture had developed earlier, Hindu printing began seriously only from the 1870s. Soon, a large section of it was devoted to the education of women.
- (iv) New journals: In the early 20th century, the journals written by women, became very popular in which women's education, widowhood, widow remarriage, etc., were discussed. Some of them offered fashion lessons for women.
- (v) Teachings for women: Ram Chaddha published Istri Dharam Vi char to teach women how to be obedient wives. The Khalsa Tract Society published cheap booklets with a similar message. Many of these were in the form of dialogues about the qualities of a good woman.

Q.24. Describe the issue of caste as taken by the novelists in India. [CBSE 2013]

Ans. (i) Jyotiba Phule, the Maratha pioneer of low caste protest movements, wrote about the injustices of the caste system in his Gulamgiri.

- (ii) In the twentieth century, B.R. Ambedkar in Maharashtra and E.V. Ramaswamy Naiker in Madras wrote on caste and their writings were read by people all over India.
- (iii) Local protest movements and sects also created a lot of popular journals and tracts criticising ancient scriptures and envisioning a new and just future.

- (iv) Kashibaba, a Kanpur mill worker wrote Chhote Aur Bade Ka Sawal in 1938 to show the links between caste and class exploitation.
- (v) The poems of Sudarshan Chakr were brought together and published in a collection called Sacchi Kavitayan.

Q.1. How were earlier books printed (before 15th century)? Explain.

Ans. (I) The earlier kind of print technology was a system of hand printing.

- (ii) From AD 594 onwards, books in China were printed by rubbing paper also invented there against the inked surface of woodblocks. As both sides of the thin, porous sheet could not be printed, the traditional Chinese 'accordion book' was folded and stitched at the side. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/
- (iii) Superbly skilled craftsmen could duplicate, with remarkable accuracy, the beauty of calligraphy.

Q.2. How did China remain a major producer of printed materials for a long time? [CBSE 2013]

Or

"The imperial state in China, was the major producer of printed material." Support this statement with examples. [CBSE 2013. 2012. 2014]

Ans. Textbooks for the civil service examination were printed in vast numbers under the sponsorship of the imperial state

- (ii) Merchants used print in their everyday life as they collected trade information.
- (iii)The new readership preferred fictional narratives, poetry, romantic plays
- (iv) Rich women began to read and many women began publishing their poetry and plays.

Q.3. 'By the 17th century, as urban culture Ans. bloomed in China, the uses of print diversified.' Explain by giving examples. [CBSE Sept. 2010] RE WJ7H YOU.

How did a new reading culture bloom in China? Explain.

- **Ans.** (i) With the blooming of urban culture, the uses of print diversified. Print was no longer used just by scholar-officials.
- (ii) Merchants also started using print in their everyday life, to collect trade information Reading increasingly became a leisure activity.
- (iii) The readers preferred fictional narratives, poetry, autobiographies, anthologies of literary masterpieces and romantic plays.
- (iv) Rich women began to read a great variety of books and many women began to publish their poetry and plays. Wives of scholar-officials published their works, and courtesans started writing about their lives.

Q.4. Describe the progress of print in Japan. [CBSE Sept. 2010. 2011. 2013]

- **Ans.** (i) Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768-770. The oldest Japanese book, printed in AD 868, is the Buddhist Diamond Sutra. Pictures were printed on textiles, playing cards and paper money.
- (ii) In medieval Japan, poets and prose writers were regularly published, and books were cheap and abundant.
- (iii) Printing of visual material led to interesting publishing practices. In the late eighteenth century,

in the flourishing urban circles at Edo (later to be known os Tokyo), illustrated collections of paintings depicted an elegant urban culture, involving artists, courtesans, and tea house gatherings.

Q.5. How had the earliest printing technology developed in the world? Explain. [CBSE 2012]

Ans. (i) The earnest kind of print technology was developed in China, Japan, and Korea.

- (ii) Up to 6th century, the print was used only by scholar officials.
- (iii) Then the Buddhist missionaries introduced hand printing technology,
- (iv) Marco Polo brought woodblock printing from China to Italy.
- (v) The invention of the printing press proved great miracle in spreading knowledge.

Q.6. Who was Marco Polo? What was his contribution to print culture? [CBSE 2013] Ans. Marco Polo was a great Italian explorer.

Contribution:

- (i) in 1295. Marco polo returned to Italy after many years of exploration in China.
- (ii) He brought the knowledge of woodblock printing with him.
- (iii) Now in Italy, books started to be produced with woodblocks and soon the technology spread to other parts of Europe.

Q.7. How did Gutenberg personalise the printed hooks suiting to the tastes and requirement of others? [CBSE 2012]

Ans. (i)Borders were illuminated by hand with foliage and other patterns.

- (ii) Illustrations were painted in the painting school of the buyer's choice,
- (iii) In the books printed for the rich blank spares were left for decoration. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/
- (iv) Each buyer could choose the design, verses were highlighted by hand with colours,
- (v) The overall outlook of the book was properly taken care of.

Q.8. Explain the main features of the first printed Bible. [CBSE Sept. 2010] Or

Describe any three main features of the first printed Bible. [CBSE 2014]

Ans: (i) About 18O copies were printed ar.d it took three years to produce them.

- (ii) The text was printed in the new Gutenberg press with metal type, but the borders were carefully designed, painted and illuminated by hand by artists.
- (iii) Every page of each copy was different.
- (iv) Different colours were used within the letters in various places.

Q.9. 'The shift from handprinting to mechanical printing led to the print revolution.' Explain.

- **Ans.** (i) In the hundred years between 1450 and 1550, the printing presses were set up in most of the countries of Europe.
- (ii) Printers from Germany travelled to other countries, seeking work and helping to start new presses. As the number of printing presses grew, book production boomed
- (iii) The second half of the fifteenth century saw around 20 million copies of printed books flooding the markets in Europe. The number went up in the sixteenth century to about 200 million copies.
- (iv) It influenced popular perceptions and opened up new ways of looking at things

Q.10. How did printing press create a new-reading public? Explain. [CBSF. Sept. 2013] Or

"There was a virtual reading mania in European countries in the 18th century". Explain the factors responsible for this virtual reading mania.

- **Ans.** (i) Low cost of production: With the printing press, a new reading public emerged. Printing reduced the cost of books. The time mid labour required to produce each book came down, and multiple copies could be produced with greater ease. Books flooded the market, reaching out to an ever-growing readership.
- (ii) Accessibility of books: Access to books created a new culture of reading. Earlier, reading was restricted to the elites. Common people lived in a world of oral culture They heard sacred texts read out ,ballads recited, and folk tales narrated Knowledge was transferred orally. People collectively heard a story, or saw a performance. Before the age of print, books were not only expensive but they could not be produced in sufficient numbers. Now books could reach out to wider sections of people. (iii) Increase in literacy rate: Through the. seventeenth and eighteenth centuries literacy rates went up in most parts of Europe. Churches of different denominations set up schools in Villages, carrying literacy to peasants and artisans. By the end of the eighteenth century, in some parts of Europe literacy rates were as high as 60 to 80 per cent. As literacy and schools spread in European countries, there was a virtual reading mania.

Q.11. Explain the common conviction of people in the mid-18th century about the books and print culture, [CBSE 2013]

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

- (ii) Many believed that books could change the world, liberate society from despotism and tyranny, and herald a time when reason and intellect would rule.
- (iii) Louise-sebastian Mercier, a novelist in Prance declared. "The printing press is most powerful engine of progress and public- opinion is the force that will sweep despotism away."

Q.12. State any three points of importance of penny chapbooks. [CBSE Sept. 2010.2011] Or

Describe some of the new printed books which were sold by the pedlars in villages in the eighteenth century Europe. [CBSE-2012, 2014]

Ans. (i) Pocket sue books that were sold by travelling pedlars called chapmen

- (ii) These became popular from the time of the sixteenth-century print revolution.
- (iii) It includes many kinds of printed material such as pamphlets, political and religious tracts, nursery rhymes, poetry, folk tales, children's literature and almanacs. Where there were illustrations, they would be popular prints.

Q.13. 'Print popularised the ideas of the Enlightenment thinkers.' Explain. [CBSE 2014] Or

How did ideas about science, reason and rationality find their way into popular literature in the 18th century Europe ? [CBSE Sept. 2010]

Ans. (i) Collectively, the writings of thinkers provided a critical commentary on tradition, superstition and despotism.

- (ii)Scholars and thinkers argued for the rule of reason rather than custom, and demanded that everything be judged through the application of reason and rationality,
- (iii) They attacked the sacred authority of the Church and the despotic power of the state, thus eroding the legitimacy of a social order based on tradition.
- (iv) The Writings of Voltaire and Rousseau were read Widely: and those who read these books saw the world through new eyes, eyes that were questioning, critical and rational

Q.14. How did the ideas of scientists and philosophers become more accessible to common people after the beginning of print revolution in Europe ? [CBSE Sept. 2010. 2012]

Ans. (i) The ideas of scientists and philosophers now became more accessible to the common people.

- (ii) Ancient and medieval scientific texts were compiled and published, and maps and scientific diagrams were widely printed.
- (iii) When scientists like Isaac Newton began to publish their discoveries, they could influence n much wider circle of scientifically minded readers
- (iv) The writings of thinkers such as Thomas Paine. Voltaire and Jean Jacques Rousseau were also widely printed and read. Thus their ideas about science, reasoning and nationality found their way into popular literature. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

Q.15. Who was Louise-Sebastien Mercier? What were his Ideas about print?

'Tremble, therefore, tyrants of the world! Tremble before the virtual writer! Explain this statement. [CBSE 2014]

Ans. Louise-Sebastien Mercier was a French dramatist and a novelist in the eighteenth century. He declared "The printing press a the most powerful engine of progress and public opinion is the force that will sweep despotism away.' In most of his novels, he had shown his love for reading. In most of his novels, the heroes are transformed by the acts of reading Convinced of the power of print in bringing enlightenment, and destroying the basis of despotism, Mercier proclaimed: "Tremble, therefore, tyrants of the world! Tremble before the virtual writer!"

Q.16 Explain any three features of handwritten manuscripts before the age of print in India.

[CBSE Sept. 2010. 2011, 2012. 2013]

Ans. (i) Handwritten were copied on palm leaves or on handmade papers.

- (ii) Pages were beautifully illustrated.
- (iii) They were pressed between wooden covers or sewn together to ensure preservation,
- (iv) Manuscripts were available in vernacular languages.
- (v) Manuscripts Highly expensive and fragile,
- (vi) They could no: he read easily as script was written in different styles.

Q.17 "The Bengal Gazette was a commercial paper open to all. but influenced by none." Justify the claim of James Augustus Hickey. [CBSE 2012]

Ans. From 1780. James Augustus Hickey began to edit the Bengal Gazette, a weekly magazine that described Itself as a commercial paper open to all. but influenced by none' So it was private English enterprise, proud of its independence from colonial influence, chat began English printing in India. Hickey published a lot of advertisements, including those that related to the import and sale of slaves. But he also published a lot of gossip about the Company's senior officials in India. Enraged by this, Governor-General Warren Hastings persecuted Hickey, and encouraged the publication of officially sanctioned newspapers that could counter the flow of information that damaged the image of the colonial government.

Q.18. Why did the woodblock method become popular in Europe ? [CBSE 2015] Or

What were the drawbacks of the handwritten manuscripts?

 \mathbf{Or}

Mention the shortcomings of manuscripts. [CBSE Sept. 2011, 2012, 2014]

Ans. (i) The production of handwritten manuscripts could not meet the ever-increasing demand for books.

- (ii) Copying was an expensive, laborious and time-consuming business.
- (iii) The manuscripts were fragile, awkward to handle and could not be carried around or read easily. By the early fifteenth century, woodblocks started being widely used in Europe to print textiles, playing cards and religious pictures with simple, brief texts.

Q.19. From the early 19th century, there were intense debates around the religious issues. Printed tracts and newspapers not only spread the new ideas, but they shaped the nature of debate also. Explain by giving examples.

- **Ans.** (i) Different groups confronted the changes happening within colonial society in different ways, and offered a variety of new interpretations of the beliefs of different religions. A wider public could now participate in these public discussions and express their views. New ideas emerged through these clashes of opinions.
- (ii) This was a time of intense controversies between social and religious reformers and the Hindu orthodoxy over matters like widow immolation, monotheism, Brahmanical priesthood and idolatry. In Bengal, as the debate developed, tracts and newspapers proliferated, circulating a variety of arguments. To reach a wider audience, the ideas were printed in the everyday, spoken language of ordinary people. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition

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(iii) Raja Ram Mohan Roy published the Sambad Kaumudi from 1821 and the Hindu orthodoxy commissioned the Samachar Chandrika to oppose his opinions. From 1822, two Persian newspapers were published, Jam-i-Jahan Nama and Shamsul Akhbar.

Q.20. Explain the steps which were taken by the British government or the colonial government to control the freedom of press.

- Ans. (i) Earlier measures: Before 1798, the colonial state under the East India Company was not too concerned with censorship. Strangely, its early measures to control printed matter were directed against Englishmen in India who were critical of Company misrule and hated the actions of particular Company officers. The Company was worried that such criticisms might be used by its critics in England to attack its trade monopoly in India.
- (ii) Regulations of Calcutta Supreme Court: By the 1820s, the Calcutta Supreme Court passed certain regulations to control press freedom and the Company began encouraging publication of newspapers that would celebrate Brtish rule. In 1835, faced with urgent petitions by editors of English and vernacular newspapers, Governor- General Bentinck agreed to revise press laws. Thomas Macaulay, a liberal colonial official, formulated new rules that restored the earlier freedoms.
- (iii) Vernacular Press Act: After the revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the 'native' press. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.

Q.1. Name the countries where the earliest kind of print technology was developed. Ans. (i) China (ii) Japan (iii) Korea

Q.2. What is calligraphy?

Ans. The art of beautiful and stylish writing is known as calligraphy.

Q.3. Who was the major producer of printed material in China? For what purpose this material was used?

Ans. The Imperial Slate in China was the major producer of printed material. The textbooks were used by the students appearing for service examination.

Q.4. When and by whom was hand printing technology introduced in Japan? (CBSE 2014)

Ans. Buddhist missionaries from China introduced hand printing technology inter Japan around AD 768 -770

Q.5. Which is the oldest book to be printed in Japan?

Ans. The oldest Japanese book, printed in AD 565. is the Buddhist Diamond Sutra, containing Six sheets of text end woodcut illustrations.

Q.6. Which material was used to print pictures in Japan?

Ans. Playing cards, textiles and paper money was used to print pictures.

Q.7. Who was Marco Polo?

Ans. Marco Polo was one of the greatest explorer who returned to Italy in 1295 after men, years of exploration in China Marco Polo brought the knowledge of woodblock printing to Europe. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

Q.8. Who were scribes?

Ans. Scribes were skilled persons who used to write manuscript for the publishers.

Q.9. Who developed the first printing press?

Ans. Johann Guttenberg of Germany-1430.

Q.10. Name the first book published by Johann Guttenberg.

Ans. Bible.

Q.11. What were ballads? (CBSE 2014)

Ans. A historical account or folk tale in verse, usually sung or recited.

Q 12. What was print revolution?

Ans. It was a revolution which not only reduced the cost of production of books but also changed their relationship with information and knowledge It influenced popular perceptions and people starred looking the world in a different way.

0.13. What was the role of cartoons and caricatures in the French Revolution?

Ans. Cartoons and caricatures highlighted how the ordinary people peasants, artisans, and workers had a hard time while the nobility enjoyed life and oppressed them Circulation of cartoons led to the growth of hostile sentiments against the monarchy.

Q.14. What is manuscript?

Ans. Manuscript is a handwritten material

Q.15 Why manuscripts were not widely used in everyday life?

Ans. Manuscripts were highly expensive and fragile. They had to be handled carefully, and they could not be read easily. So manuscripts were not widely used in everyday life.

0.16. Who started publishing Sambad Kaumudi from 1821?

Ans. RajaRam Mohan Roy.

Q.17. Who was Martin Luther?

Ans. He was a protestant reformer who favoured printing. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

Q.18. What was Protestant Reformation?

Ans. It was a 16th century movement to reform the Catholic Church dominated by Rome.

Q.19. What were Biliotheque Blue?

Ans. These are low priced small books printed in France. These were printed on poor quality-paper and bound in cheap blue covers.

Q-20. What was the basic objective of Ninety Five Theses?

Ans. The basic objective of the Ninety Five Theses was to criticise many of the practice; and rituals of the Roman Catholic Church.

Q.21. Who said "Printing is the ultimate gift of God and the greatest one?] [CBSE 2010. 11, 12]

Ans. Martin Luther.

Q.22. What were Chap books? (CBSE 2014)

Ans. These pocket size books that were sold by travelling pedlars called chapmen. These became popular from the time of the 16th century print revolution.

Q-23. "The printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away". Who said these words?

Ans.Louise Sebastien Merrier.

Q-24. Name two scholars whose writings inspired French people.

Ans. Voltaire and Rousseau.

Q-25. Name any two women novelist of the 19th century.

Ans. Jane Austen and George Biot

Q-26. Who invented power driven cylindrical press? What were its advantages?

Ans. Richard M Hoe of New York.

Advantages:

1) The press was capable of printing S.OQO sheets per hour. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017

2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/2) The press was useful for printing newspapers.

Q.27. Name any four languages in which Indian manuscript was prepared before the age of print.

Ans. (1) Sanskrit (2) Arabic (3) Persian (4) Bengali.

Q.28. When did the first printing press come to India?

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

Q.29. Who printed the first Tamil book?

Ans. Catholic priests printed the first Tamil book in 1579.

Q.30. Name the first Weekly that appeared in India. Who bought it out? (CBSE 2014) Ans. Konkani. Kanara and Tamil.

Q.31. Name the first weekly that appeared in India. Who brought it out? (CBSE 2014) Ans. James Augustus Hickey.

Q.32. Why did Governor General Warren Hastings persecute Hickey?

Ans. Because he criticised the British Government regarding slave trade.

Q.33. Which was first Indian newspaper? By whom was it brought?

Ans. Bengal Gazette. It was brought by Ganadhar Bhattacharya

Q.34. In north India, the ulama were deeply anxious about the collapse of Muslim dynasties. They feared that colonial rulers would encourage conversion, change the Muslim personal laws. Mention any two steps taken by them to counter this.

Ans. (i) They used cheap lithographic presses to publish holy scripts.

(ii) They published holy scripts in persian and Urdu.

Q.35. Name the printing presses which published numerous religious texts in vernaculars from the 1880s.

Ans. (i) Naval Kishore Press Lucknow.

(ii) Shri Venkateshwar Press – Bombay

Q.36. Who was the author of Amar Jiban?

Ans. Rashsundari Debi.

Q.37. Who wrote Istri Dharam Vichar?

Ans. Ram Chadtha.

Q.38 Name any four Indian women writers of the 19th century.

Ans. |1) Rashsundari Debi NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

- (2) Kailashbashini Debi
- (3) Tarabai Shinde
- (4) Pandita Ramabai.

Q.39. Who wrote Gulamgiri? (CBSE 2014)

Ans. Jyotiba Phule.

Q.40. What was the theme of the book Gulamgiri?

Ans. The basic theme of the book was about the injustice of the caste system

Q.41.What was Vernacular Press Act? (CBSE 2014)

Ans. It was an act which was passed by the colonial government to dam the freedom of press The Act prodded the government with extensive rights top censor reports and editorials in the Vernacular press.

Q.42.Name an Act which was passed by the British government to keep a regular track of the vernacular newspapers.

Ans. The Vernacular Press act – 1878.

Q.43. Name the paper with which Bal Gangadhar Tilak was associated.

Ans. Kesari

Q.44.'Liberty of speech ... liberty of the press ... freedom of association. The government of India is now seeking to crush the three powerful vehicles of expressing and cultivating public opinion, the fight for swaraj, for Khilafat ... means a fight for this threatened freedom before all else....'

Who said these words?

Ans. Mahatma Gandhi.

Q.1. What was an 'accordion book"? Describe any two features of hand printing in China?

Ans. Accordion book was the traditional book of China. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/ Features:

- (i) These were printed by rubbing paper against the inked surface of woodblocks.
- (ii) The beauty of calligraphy was duplicated by skilled craftsmen.

Q.2. Study the given paragraph and answer the following questions that follow: 'Liberty of speech.... liberty of the press freedom of association. The government of India is now seeking to crush the three powerful vehicles of expressing and cultivating public opinion. The fight for Swaraj, for Khilafat means a fight for this threatened freedom before all else'

(i) Who said these words?

Ans. Mahatma Gandhi.

(ii) Name the freedoms he is talking about.

Ans. Freedom of Speech, Freedom of Press and the Freedom of Association.

Q.3. 'The printing press is the most powerful engine of progress and public opinion and a force that will sweep despotism away.'

Ans. Louise Sebastien Mercier.

Q.4. Why were the printed books popular even among illiterate people? [CBSE Sept. 2010, 2012]

Ans. (i) Those who could not read enjoyed listening to books being read out. So printers began publishing popular ballads and folk tales illustrated with pictures.

(ii) These books were then sung and recited at gathering in villages and in taverns in towns.

(iii) Indian writers like Bankim Chandra Chattopadhyay himself used to read his novels for illiterate gathering.

Q.5. "Woodblock print came to Europe after 1295". Give any three reasons to explain the above statement. [CBSE Sept. 2010]

Ans. (i) Paper reached Europe through the Silk Route in the 11th century.

(ii) In 1295, Marco Polo, a great explorer, returned to Italy after many years of exploration in China. He brought with him the knowledge of woodblock printing.

(iii) Italy began producing with woodblocks, and soon the technology spread to other parts of Europe.

Q.6. Trace the growth and development of print technology. Or

How had the earliest print technology developed in the world? Explain.

Ans. (i) Print technology in the 6th and 7th century: From AD 594 onwards, books in China were printed by rubbing paper against the inked surface of woodblocks.

(ii) Role of travellers and explorers: Marco Polo, a great explorer reached Italy after several years of exploration in China in the year 1295. Marco Polo brought back with him the technology of woodblock printing. Now Italians started publishing books with woodblocks. The technology became popular in other parts of Europe, as well.

(iii) Gutenberg and the printing press: The major turning point in the growth of print technology came in 1448 when Johann Gutenberg invented the first printing press. The shift from hand printing to mechanical printing led to the print revolution.

(iv) Print in the 19th century and 20th century: By the late eighteenth century, the press came to be made out of metal. Through the nineteenth century, there were a series of further innovations in printing technology. By the mid-nineteenth century, Richard M. Hoe of New York had perfected the power- driven cylindrical press.

Q.7. What did the spread of print culture in 19th century mean to the Reformers?

Ans. (i) In 1517, the religious reformer Martin Luther wrote Ninety Five Theses criticising many of the practices and rituals of the Roman Catholic Church. A printed copy of this was posted on a church door in Wittenberg. It challenged the Church to debate his ideas. Luther's writings were immediately reproduced in vast numbers and read widely. This lead to a division within the Church and to the beginning of the Protestant Reformation.

(ii) In India the print started intense controversies between social and religious reformers and the Hindu orthodoxy over matters like widow immolation, monotheism, Brah- manical priesthood and idolatry.

(iii) Jyotiba Phule, the Maratha pioneer of 'low caste' protest movements, wrote about the injustices of the caste system in his Gulamgiri (1871). NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/ (iv) In the twentieth century, B.R. Ambedkar in Maharashtra and E.V. Ramaswamy Naicker in Madras, wrote powerfully on caste and their writings were read by people all over India.

Q.8. What restrictions were imposed by the Vernacular Press Act on the Indian Press? Explain. [CBSE-2011]

Or

In what ways the Vernacular Press Act of 1878 was a repressive step by the Government ? Explain. [CBSE-2011]

Ans. (i) The British government began to perceive vernacular newspapers as a threat to its rule. This led to the enactment of Vernacular Press Act in 1878.

- (ii) It provided the government with extensive right to censor reports and editorials in the vernacular newspapers.
- (iii) The government started regularly tracking the vernacular newspapers.
- (iv) For any report which proved anti-British rule, the newspaper was first warned.
- (v) For the second mistake, there was provision to seize the press and confiscate the machinery.

Q.1. Mention any four social values which print culture promoted.

Ans. (i) Print culture promoted application of reasoning and rationality.

- (ii) It created a new culture of dialogue and debate.
- (iii) It did open up the possibility of thinking differently.
- (iv) It promoted spirit of people's rule i.e., democracy.

Q.2 How the growth of print culture lead to women empowerment? Explain.

- **Ans.** (i) Women became important as readers as well as writers. Penny magazines were especially meant for women, as were manuals teaching proper behaviour and housekeeping. When hovels began to be written in the nineteenth century, women were seen as important readers. Some of the best-known novelists were women: Jane Austen, the Bronte sisters, George Eliot. Their writings became important in defining a new type of woman: A person with will, strength of personality, determination and the power to think.
- (ii) Social reformers and novels created a great interest in women's lives and emotions, there was also an interest in what women would have to say about their own lives. From the 1860s, a few Bengali women like Kailashbashini Debi wrote books highlighting the experiences of women-about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour and treated unjustly by the very people they served. In the 1880s, in present-day Maharashtra, Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of upper-caste Hindu women, especially widows. A woman in a Tamil novel expressed what reading meant to women who were so greatly novel confined by social regulations: 'For various reasons, my world is small ... More than half my life's happiness has come from books.
- (iii) While Urdu, Tamil, Bengali and Marathi print culture had developed early, Hindi printing began seriously only from the 1870s. Soon, a large segment of it was devoted to the education of women. In the early twentieth century, journals, written for and sometimes edited by women, became extremely popular. They discussed issues like women's education, widowhood, widow remarriage and the national movement. Some of them offered household and fashion lessons to women and brought entertainment through short stories and serialised novels.

Q.3. What were the effects of the spread of print culture for the poor people In the 19th century India? [CBSE Sept. 2010, 2011, 2012] Or

'From the late 19th century, issue of caste discrimination began to be written about in many printed tracts and essays.' Explain by giving examples.

Ans. (i) Public libraries: The print reached to the poor in the 19th century. Publishers started producing small and cheap books. These books were sold at crossroads. Public libraries were set up by the Christian missionaries and the rich people.

- (ii) Highlighting the issue of class discrimination: From the late 19th century, many writers started writing about the issue of class distinction. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/
 (i) Jyotiba Phule was a social reformer. He wrote about the poor condition of 'low caste'. In his book Gulamgiri (1871), he wrote about the injustices of the caste system.
- (ii) In the 20th century, B.R. Ambedkar also wrote powerfully against the caste system. He also wrote against untouchability.
- (iii) E.V. Ramaswamy Naicker, also known as Periyar, too wrote about the caste system prevailing in Madras (Chennai). The writings of these writers were read by people all over India. Local protest movements and sects also created a lot of popular journals and tracts criticising ancient scriptures with a view to creating new and just future.
- (iv) Poor workers and the print: Workers in factories were too overworked, and thus, lacked the education to write about their expectations and experiences. But Keshibaba, a Kanpur mill worker wrote and published Chhote Aur Bade Ka Sawal in 1938 to depict the links between caste and class exploitation. The poems of another Kanpur mill worker, who wrote under the name of Sudarshan Chakra between 1935 and 1955, were brought together, and published in a collection called Sacchi Kavitayain. By the 1930s, Bangaluru cotton mill workers set up libraries to educate themselves. By doing so, they were following the example of Bombay (Mumbai) workers. These libraries were sponsored by social reformers who tried to restrict excessive drinking among the poor, to bring literacy and, sometimes, to propagate the message of nationalism.

Q.4. What was the attitude of people in India in the nineteenth century towards women reading? How did women respond to this?

[CBSE 2011]

Or

How did the practice of reading and writing increase among women in India in the 19th century. Support your answer with the help of examples. [CBSE 2013]

- Ans. (i) Writings about lives and feelings of Women: Lives and feelings of women began to be written in particularly vivid and intense ways. Women's reading, therefore, increased enormously in middle-class homes.
- (ii) Women and liberal families: Liberal husbands and fathers began educating their womenfolk at home, and sent them to schools when women's schools were set up in the cities and towns after the mid-nineteenth century. Many journals began carrying writings by women, and explained why women should be educated. They also carried a syllabus and attached suitable reading matter which could be used for home-based schooling.
- (iii) Women and Conservatives: Conservative Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading Urdu romances. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/

Reaction:

- (i) Sometimes, rebel women defied such prohibition. In East Bengal, in the early nineteenth century, Rashsundari Debi, a young married girl in a very orthodox household, learnt to read in the secrecy of her kitchen. Later, she \yrote her autobiography Amar Jiban which was published in 1876. It was the first full-length autobiography published in the Bengali language.
- (ii) In the 1880s, in present-day Maharashtra, Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of upper-caste Hindu women, especially widows.
- (iii) A woman in a Tamil novel expressed what reading meant to women who were so greatly confined

by social regulations: 'For various reasons, my world is small. More than half my life's happiness has come from books.

(iv) In 1926, Begum Rokeya Sakhawat Hossein, a noted educationist and literary figure, strongly condemned men • for withholding education from women in the name of religion.

Q.5. Analyse the impact of print revolution on religion. [CJBS£ 2012]

- **Ans.** (i) Fear of spread of irreligious thoughts: Not everyone welcomed the printed book, and those who did also had fears about it. Many were apprehensive of the effects that the easier access to the printed word and the wider circulation of books, could have on people's minds. It was feared that if there was no control over what was printed and read then rebellious and irreligious thoughts might spread.
- (ii) Division of Church: In 1517, the religious reformer Martin Luther wrote Ninety Five Theses criticising many of the practices and rituals of the Roman Catholic Church. This lead to a division within the Church and to the beginning of the Protestant Reformation.
- (iii) Index of prohibited books: The Roman Church, troubled by such effects of popular readings and questionings of faith, imposed severe controls over publishers and booksellers and began to maintain an Index of Prohibited Books from 1558.
- (iv) Print and Muslims: To check conversion or fear of change of laws Muslims used cheap lithographic presses-, published Persian and Urdu translations of holy scriptures, and printed religious newspapers and tracts. The Deoband Seminary, founded in 1867, published many fatwas telling Muslim readers how to conduct themselves in their everyday lives, and explaining the meanings of Islamic doctrines.
- (v) Print and Hindus: Among Hindus, too, print encouraged the reading of religious texts, especially in the vernacular languages. The first printed edition of the RamcharitmantMS of Tulsidas, a sixteenth- century text, came out from Calcutta in 1810. Religious texts, therefore, reached a very wide circle of people, encouraging discussions, debates and controversies within and among different religions.

Calligraphy: The art of beautiful and Stylish writing is known as calligraphy.

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.

Protestant Reformation : A sixteenth-century movement to reform the Catholic Church dominated by Rome. Martin Luther was one of the main Protestant reformers Several traditions of the anti-Catholic Christianity developed out of the movement.

Seditious : Action, speech or writing that is seen as opposing the government. Denominations : Subgroups within a religion

Chapbook: A term used to describe pocket- size books that are sold by travelling pedlars called chapmen. These became popular from the time of the sixteenth-century print revolution.

Despotism : A system of governance in which absolute power is exercised by an individual, unregulated by legal and constitutional checks.

Ulemas: Legal scholars of Islam and the Sharia (a body of the Islamic law).

Fatwa: A legal pronouncement on Islamic law usually given by a mufti (legal scholar) to clarify issues on which the law is uncertain.

Marco Polo: Marco Polo was one of the greatest explorers who returned to Italy in 1295 after many years of exploration in China. Marco Polo brought the knowledge of woodblock printing to Europe. **Scribes:** Scribes were skilled persons who used to write manuscript for the publishers.

Biliotheque Bleue : These are low priced small books printed in France These were printed on poor quality paper and bound in cheap blue covers. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 7 Print Culture and the Modern World Download 2017 2018

New Edition PDF http://freehomedelivery.net/ncert-solutions-class-10-social-science-sst/ **Johann Gutenberg :** Johann Gutenberg was a German goldsmith and inventor credited with inventing the movable type of printing in Europe.

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- Q.1. Explain the following:
- (a) Social changes in Britain which led to an increase in women readers.
- (b) What actions of Robinson Crusoe make us see him as a typical coloniser? [CBSE Sept. 2011]

 \mathbf{Or}

"Daniel Defoe's Robinson Crusoe made the readers feel that they were part of a superior community". Support the statement. [CBSE 2013]

What actions of Robinson Crusoe made him as a typical coloniser? Explain. [CBSE 2013]

- (c) After 1740, the readership of novels began to include poorer people.
- (d) Novelists in colonial India wrote for a political cause.

Or

How does the novel Pariksha Guru reflect the inner and outer world of the newly

emerging middle classes? [CBSE Sept. 2010]

- **Ans.** (a) (i) The most exciting element of the novels of the 18th century was the involvement of women. The eighteenth century saw the middle classes become more prosperous. Women got more leisure to read as well as write novels. And novels began exploring the world of women-their emotions and identities, their experiences and problems. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/
- (ii) Many novels were about domestic life— a theme about which women were allowed to speak with authority. They . drew upon from their experiences, wrote about family life, and earned public recognition.
- (iii) The novels of Jane Austen give Us a glimpse of the world of women in genteel rural society in early-nineteenth century Britain. They make us think about a society which encouraged women to look for 'good' marriages, and find wealthy or propertied husbands. The first sentence of Jane Austen's Pride and Prejudice states: 'It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.'
- (b) The hero of Daniel Defoe's Robinson Crusoe (1719) is an adventurer and slave trader. Shipwrecked on an island, Crusoe treats coloured people not as human beings equal to him, but as inferior creatures. He rescues a 'native', and makes him his slave. He does not ask for his name but arrogantly gives him the name, Friday. But at times, Crusoe's behaviour wcis not seen as unacceptable or odd, for most writers saw colonialism as natural. Colonised people were seen as primitive and barbaric, less than human; and colonial rule was considered necessary to civilize them, and make them fully human.
- (c) Readership of novels began to include proper people after 1740 because:
- (i) The circulation of novels increased with the introduction of circulating libraries.
- (ii) Technological improvements in printing brought down the price of books and innovations in marketing led to expanded sales.
- (iii) In France, publishers found that they could make super profits by hiring out novels by the hour. The novel was one of the first mass produced items to be sold.
- (iv) The worlds created by the novels were absorbing and believable and they were seemingly real. Novels allowed
- individuals the pleasure of reading in private, as well as the joy of public reading or discussing stories with friends or relatives.
- (v) In rural areas, people would collect to hear one of them reading a novel aloud, often becoming deeply involved in the lives of the characters.
- (d) (i) Pariksha Guru reflects the inner and outer world of the newly emerging middle classes. The characters in the novel are caught in the difficulty of adapting to colonised society, and at the same time, preserving their culture and traditions.
- (ii) Premchand's Sewasadan deals mainly with the poor condition of women in society. Issues like child marriage and dowry are woven into the story of the novel. It also tells us about the ways in which the Indian upper classes used whatever little opportunities they got from colonial authorities to govern themselves. •
- (iii) Potheri Kunjambu, a 'lower-caste' writer from north Kerala, wrote a novel called Saraswativijayam in 1892, mounting a strong attack on caste oppression. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/
- (iv) From the 1920s, in Bengal too, a new kind of novel emerged that depicted the lives of peasants and 'low' castes. Advaita Malla Burman's (1914-51) Titash Ekti Nadir Naam (1956) is an epic about the

Mallas, a community of fisherfolk who live off Fishing in the river, Titash.

- (v) In Bengal, many historical novels were about Marathas and Rajputs. These novels produced a sense of a pan- Indian belonging.
- (vi) Bankim's Anandamath (1882) is a novel about a secret Hindu militia that fights Muslims to establish a Hindu kingdom. It was a novel that inspired many kinds of freedom fighters.
- (vii) Premchand's novels, for instance, are filled with all kinds of powerful characters drawn from all levels of the society. In his novels we meet aristocrats and landlords, middle-level peasants and landless labourers, middle class professionals, and people from all the margins of the society.

Q.2. Outline the changes in technology and society which led to an increase in the readers of the novel in the eighteenth century Europe. [CBSE Sept. 2013]

- **Ans.** (i) The invention of the print in the 18th century led to the popularity of the novels because now it became quite easy to print novels in large numbers. In ancient times, manuscripts were handwritten, and hence, their availability was very limited.
- (ii) The novels dealt with many social issues such as love and marriage, proper conduct for men and women, and so on. So common people were attracted towards them.
- (iii) Novels appealed to all the sections of the society, both middle class people like the shopkeepers and the clerks, as well as the aristocratic and gentlemanly classes.
- (iv) Novels not only attacked the ills of the society, but also suggested remedies. So they were much liked by one and all.
- (v) The novels became a popular medium of entertainment among the middle class and women readers.
- (vi) Most of the novelists used the vernacular, the language that is spoken by the common people.

Q.3. Write a note on:

- (a) Hie Oriya Novel
- (b) Jane Austen's portrayal of women
- (c) The picture of the new middle class which the novel Pariksha Guru portrays.

Ans. (a) The Oriya Novel: In 1877-78, ,Ramashankar Ray, a dramatist, began serialising the first Oriya novel Saudamani.

But he could not complete it. Within thirty years, however, Odisha produced a major novelist in Fakir Mohon Senapati (1843-1918). NCERT SOLUTIONS For Class 10 History

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The title of his novel Chaa Maria Atha Guntha (1902) portrays six acres and thirty- two decimals of land. It announces a new kind of novel that will deal with the question Q ^ of land and its possession. It is the story of Ramchandra Mangaraj, a landlord's manager, who cheats his idle and drunken master, and then eyes the plot of fertile land ^ owned by Bhagia and Shariya, a childless " weaver couple. Mangaraj fools this couple, and puts them into his debt so that he can take over their land. This pathbreaking work showed that the novel could make rural issues an important part of urban Ans. preoccupations. In writing this, Fakir Mohon anticipated a host of writers .in Bengal and elsewhere.

- (b)Jane Austen was an English novelist who gives us a glimpse of the world of women in the general rural society in the early 19th century. Her novels make us think about a society which encouraged women to look for 'good' marriages, and find wealthy or propertied husbands. The first sentence of Jane Austen's (1775-1817) Pride and Prejudice states: 'It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.' This observation allows us to see the behaviour of the protagonists, who are preoccupied with marriage and money, as typifying Austen's society.
- (c) Pariksha Guru reflects the inner and outer world of the newly emerging middle classes.

The characters in the novel are caught in the difficulty of adapting to colonised society and at the same time, preserving their own cultural identity. The world of colonial modernity seems to be both frightening and irresistible to the characters. The novel clearly intends to teach the reader the 'right way' to live, and expects all 'sensible men' to be worldly-wise and practical, to remain rooted in the values of their own traditions and culture, and to live with, dignity and honour.

In the novel, we see the characters attempting to bridge two different worlds through their actions: they take to new agricultural technology, modernise trading practices, change the use of Indian language, making them capable to transmitting both Western sciences and Indian wisdom. The young are urged to cultivate the 'healthy habit' of reading the newspapers. But the novel emphasises that all this must be achieved without sacrificing the traditional values of the middle-class household. With all its good intentions, Pariksha Guru could not win many readers, as it was perhaps too moralising in its style.

Q.4.Discuss some of the social changes in the nineteenth century Britain which Thomas Hardy and Charles Dickens wrote about.

Ans. Charles Dickens was the foremost English novelist of the Victorian era. He wrote about the terrible effects of industrialisation on people's lives and characters. His novels Hard Times and Oliver Twist became world famous,

- (i) Hard Times: His novel Hard Times (1854) describes Coketown, a fictitious industrial town, as a grim place full of machinery, smoking chimneys, rivers polluted purple and buildings that all looked the same. Here workers are known as 'hands', as if they had no identity other than as operators of machines. Dickens criticised not just the greed for profits but also the ideas that reduced human beings into simple instruments of production.
- (ii) Oliver Twist: In other novels too, Dickens focused on the terrible conditions of urban. life under industrial capitalism. His Oliver Twist (1838) is the tale of a poor orphan who lived in a world of petty criminals and beggars. Brought up in a cruel workhouse, Oliver was finally adopted by a wealthy man and lived happily ever after.

Q.5. Summarise the concern in both nineteenth- century Europe and India about women reading novels. What does this suggest about how women were viewed?

Ans. (i) When women began writing and reading novels, many people feared that they would now neglect the traditional role as wives and mothers, and homes would be in disorder.

(ii) It is not surprising that many men were suspicious of women writing novels or reading them. This suspicion cut across communities. Hannah Mullens, a Christian missionary and the author of Karuna o Phulmonir Bibaran (1852), reputedly the first novel in Bengali, tells her readers that she wrote in secret. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

In the twentieth century, Sailabala Ghosh Jaya, a popular novelist, could only write because her husband protected her. As we have seen in the case of the south, women and girls were often discouraged from reading novels.

Q.6. In what ways was the novel In colonial India useful for both the colonisers as well as the nationalists?

Ans. (i) Source of Information: Colonial administrators found the 'vernacular' novels a valuable source of information on native life and customs. Such information was useful for them in governing Indian society, with its large and a variety of communities and castes.

As outsiders, the British knew little about life inside Indian households. The novels in Indian languages often had descriptions of domestic life.

(ii) Novels and colonialism: The novel originated in Europe at a time when it was colonizing the rest

of the world. The early novel contributed to colonialism by marking the readers feel they were part of a superior community of fellow colonialists.

- (iii) The novel and nation making: The history written by colonial historians tended to depict Indians as weak, divided, and dependent on the British. These histories could not satisfy the tastes of the new Indian administrators and intellectuals. Nor did the traditional Puranic stories of the past-peopled by gods and demons, filled with the fantastic and the supernatural- seem convincing to those educated and working under the English system. Such minds wanted a new view of the past that would show that Indians could be independent minded and had been so in history. The novel provided a solution. In it, the nation could be imagined in a past that also featured historical characters, places, events and dates.
- (iv) Novels and struggle for freedom: The imagined nation of the novel was so powerful that it could inspire actual political movements. Banking's Anandamath (1882) is-a novel about a secret Hindu militia that fights Muslims to establish a Hindu Kingdom. It was a novel that inspired many kinds of freedom fighters.
- (v) Novels and common sharing novelists included: Various classes in the novel in such a way that they could be seen to belong to a shared world. Premchand's novels, for instance, are filled with all kinds of powerful characters drawn from all levels of society. In his novels you meet aristocrats and landlords, middle level peasants and landless labourers, middle class professionals and people from the margins of society. The women characters are strong individuals, especially those who come from the lower classes and are not modernised.

Q.7. Describe how the issue of caste was included in novels in India. By referring to any two novels, discuss the ways in which they tried to make readers think about the existing social issues.

- Ans. (i) Novels like Indirabai and Indulekha were written by members of the upper castes, and were primarily about the uppercaste characters. But all novels were not of this kind.
- (ii) Potheri Kunjambu, a 'lower-caste' writer from north Kerala, wrote a novel called Saraswativijayam in 1892, mounting a strong blow on caste oppression. This novel shows a young man from an 'untouchable' caste, leaving his village to escape the cruelty of his Brahmin landlord.
- He converted himself to Christianity, obtained modem education and returned as the judge in the local court. Saraswativijayam stressed the importance of education for the upliftment of the lower castes.
- (iii) From the 1920s, in Bengal too a new kind of novel emerged that depicted the lives of peasants and 'low' castes. Advaita Malla Burmaris (1914-51) Titash Ekti Nadir Naam (1956) is an epic about the Mallas, a community of fisherfolk who live off fishing in the river, Titash.
- (iv) While novelists before Advaita Malla had featured 'low castes' as their main character, Titash is special because the author is himself a 'low caste'.
- (v) The central character of Munshi Premchand's novel Rangboomi, Surdas is. a visually impaired beggar from a so-called 'untouchable caste.'

Q.8. Describe the ways in which the novels in India attempted to create a sense of pan-Indian belonging.

Ans. (i) To create a sense of equality: Colonial rulers regarded the contemporary culture of India as inferior, On the other hand, Indian novelist wrote to develop a modern literature of the country that could produce a sense of national belonging and cultural equality with their colonial masters. (ii) To protect values of India's tradition and culture: Many novelist like that of Srinivas Das had expressed their fear and anger about the intermining of Indian and Western culture. The world of colonial modernity seems to be both frightening and irresistible to the characters. The novel tries to teach the reader the 'right way' to live and expects all 'sensible men' to be worldly- wise and practical, to remain rooted in the values of their own tradition and culture, and to live with dignity and honour.

(iii) **Women novelists:** But women did not remain mere readers of stories written by men; soon they also began to write novels. In some languages, the early creations of women were poems, essays or autobiographical pieces. In the early decades of the twentieth century, women in south India also began writing novels and short stories. A reason for the popularity of novels among women was that it allowed for a new conception of womanhood. Stories of love – which was a staple theme of many novels – showed women who could choose or refuse their partners and relationships. It showed women who could to some extent control their lives. Some women authors also wrote about women who changed the world of both men and women.

(iv) Novels for low castes and peasants:

From the 1920s, in Bengal too a new kind of novel emerged that depicted the lives of peasants and 'low' castes. Advaita Malla Burman's (1914-51) Titash Ekti Nadir Naam (1956) is an epic about the Mallas, a community of fisherfolk who live off fishing in the river Titash. The novel is about three generations of the Mallas, about their recurring tragedies and the story of Ananta, a child born of parents who were tragically separated after their wedding night. Ananta leaves the community to get educated in the city. The novel describes the community life of the Mallas in great detail, their Holi and Kali Puja festivals, boat races, bhatiali songs, their relationships of friendship and animosity with the peasants and the oppression of the upper castes. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

(v) The novel and nation making: Many novelists wrote about Marathas and Rajputs. These novels produced sense of a pan Indian belonging. The imagined nation of the novel was so powerful that it could inspire actual political movements. Bankim's Anandamath (1882) is a novel about a secret Hindu militia that fights Muslims to establish a Hindu kingdom. It was a novel that inspired many kinds of freedom fighters.

LAQ Q.1. Mention some important reasons for the popularity of the novels. [CBSE Sept. 2010, 2011]

Or

Explain, how did novels become a popular medium of entertainment among the middle class during the late nineteenth century in India. [CBSE 2010 (D), Sept. 2013]

Why were the novels widely read and become popular very quickly? [CBSE Sept. 2011, 2012]

 Ω r

How did novels become popular among masses? (CBSE 2013)

Or

Assess the reasons for the popularity of the novel in Europe? [CBSE 2012]

Ans. (i) Cheap: Novels were very cheap as compared to manuscript. These circulated among few people. In contrast, because of being printed, novels were widely read and became popular very quickly.

- (ii) Novels catered to the need of common people: Printing created an appetite for new kinds of writing. As more and more people could now read, they wanted to see their own lives, experiences, emotions and relationships reflected in what they read. Novels, ideally catered to this need. It soon acquired distinctively Indian forms and styles. For readers, it opened up new worlds of experience, and gave a vivid sense of the diversity of human lives.
- (iii) New Readers: The novel first took firm root in England and France. Novels began to be written from the seventeenth century, but they really flowered from the eighteenth century. New groups of lower-middle-class people such as shopkeepers and clerks, along with the traditional aristocratic and gentlemanly classes in England and France now formed the new readership for novels.
- (iv) Hiring novels: Technological improvements in printing brought down the price of books and

innovations in marketing led to expanded sales. In France, publishers found that they could make super profits by hiring out novels by the hour. The novel was one of the first mass-produced items to be sold.

(v) New absorbing and believable world: The worlds created by novels were absorbing and believable, and seemingly real. While reading novels, the reader was transported to another person's world, and began looking at life as it was experienced by the characters of the novel. Besides, novels allowed individuals the pleasure of reading in private, as well as the joy of publicly reading or discussing stories with friends or relatives. In rural areas people would collect to hear one of them reading a novel aloud, often becoming deeply involved in the lives of the characters.

Q.2. How did Charles Dickens focus on the life of the industrial workers and the terrible conditions of urban life in his novels? Explain with examples. [CBSE 2008 (O)] Or

Explain the themes and issues of the . novels of Charles Dickens with examples. [CBSE Sept. 2010]

Elaborate upon the contribution of Charles Dickens in the field of novel writing. [CBSE-2012]

 \mathbf{Or}

Novels of Charles Dickens deal with which changes of the 19th century Britain? Mention any three such changes. [CBSE-2013]

Or

Which type of problems were highlighted by the novelist, Charles Dickens through his novel? Explain from any of his two novels. [CBSE-2013]

Explain any three aspects highlighted by Charles Dickens in his novel "Hard Times".

[CBSE-2012]

Ans. Charles Dickens was the foremost English novelist of the Victorian era. He wrote about the terrible effects of industrialisation on people's lives and characters. His novels Hard Times and Oliver Twist became world famous,

- (i) Hard Times: His novel Hard Times (1854) describes Coketown, a fictitious industrial town, as a grim place full of machinery, smoking chimneys, rivers polluted purple and buildings that all looked the same. Here workers are known as 'hands', as if they had no identity other than as operators of machines. Dickens criticised not just the greed for profits but also the ideas that reduced human beings into simple instruments of production.
- (ii) Oliver Twist: In other novels too, Dickens focused on the terrible conditions of urban. life under industrial capitalism. His Oliver Twist (1838) is the tale of a poor orphan who lived in a world of petty criminals and beggars. Brought up in a cruel workhouse, Oliver was finally adopted by a wealthy man and lived happily ever after.

Q.3. Novels had explained and focussed on the terrible conditions of urban life under industrial capitalism. Justify.

Ans. (i) Industrialisation and Charles Dickens:

In the nineteenth century, Europe entered the industrial age. Factories came up, business profits increased and the economy grew. But at the same time, workers faced problems. Cities expanded in an unregulated way and were filled with overworked and underpaid workers. The unemployed poor roamed the streets for jobs, and the homeless were forced to seek shelter in workhouses. The growth of industry was accompanied by an economic philosophy which celebrated the pursuit of profit and undervalued the lives of workers. Deeply critical of these developments, novelists such as Charles Dickens wrote about the terrible effects of industrialisation on people's lives and characters. His novel Hard Times (1854) describes Coketown, a fictitious industrial town, as a grim place full of machinery,

smoking chimneys, rivers polluted purple and buildings that all looked the same. Here workers are known as 'hands', as if they had no identity other than as operators of machines. Dickens criticised not just the greed for profits but also the ideas that reduced human beings into simple instruments of production. In other novels too, Dickens focused on the terrible conditions of urban life under industrial capitalism. His Oliver Twist (1838) is the tale of a poor orphan who lived in a world of petty criminals and beggars. Brought up in a cruel workhouse Oliver was finally adopted by a wealthy man and lived happily ever after. But not all novels about the lives of the poor gave readers the comfort of a happy ending.

- (ii) Emile Zola's: Germinal (1885) on the life of a young miner in France explores in harsh detail the grim conditions of miners' lives. It ends on a note of despair: the strike the hero leads fails, his coworkers turn against him, and hopes are shattered.
- (iii) Writings of Thomas Hardy: Thomas Hardy the 19th century British novelist wrote extensively about traditional rural communities of England that were fast vanishing.

Q.4. Who was Jane Austen? How do her novels give us a glimpse of the world of women in the general rural society in the early 19th century Britain? Or

How did Jane Austen portray the women of 19th century in her novel? [CBSE Sept. 2010, 2012]

Ans. Jane Austen was an English novelist who gives us a glimpse of the world of women in the general rural society in the early 19th century. Her novels make us think about a society which encouraged women to look for 'good' marriages, and find wealthy or propertied husbands. The first sentence of Jane Austen's (1775-1817) Pride and Prejudice states: 'It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.' This observation allows us to see the behaviour of the protagonists, who are preoccupied with marriage and money, as typifying Austen's society. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

Q.5. How did novels promote colonialism? Explain with an example of a novel. [CBSE Sept. 2010]

Or

What kind of novels were written for young boys in the 19th century? Explain. [CBSE Sept. 2010]

 \mathbf{Or}

How did novels make themselves relevant to young boys ? [CBSE Sept. 2011] Or

Explain any five features of novels written for the young in the last stage of 19 th century. [CBSE 2012]

Ans. (i) New type of man: Novels for young boys idealised a new type of man: Someone who was powerful, assertive, independent and daring. Most of these novels were full of adventure set in places remote from Europe.

(ii) Colonisers as hero and honourable :

The colonisers appear heroic and honourable-Books like R.L. Stevenson's' Treasure Island (1883) or Rudyard Kipling's Jungle Book (1894) became great hits.

- (iii) English Courage: G.A. Henty's historical adventure novels for boys were also widely popular during the height of the British empire. They aroused the excitement and adventure of conquering strange lands. They were always about young boys who witness grand historical events, get involved in some military action, and show what they called the 'English' courage.
- (Iv) Love stories and the young: Love stories written for adolescent girls also first became popular in

this period, especially in the United States, notably Ramona (1884) by Helen Hunt Jackson and a series entitles What Katy Did (1872) by Sarah Chauncey Woolsey, who wrote under the pen-name Susan Coolidge.

Q.6. Explain the history of growth of novels in India. [CBSE 2014] Or

Explain briefly the history of Hindi novel from starting to excellence. [CBSE 2011]

- **Ans.** (i) Beginning of the novels:- The modern novel form developed in India in the nineteenth century, as Indians became familiar with the Western novel. The development of the vernaculars, print and a reading public helped in this process.
- (ii) Earliest Novels: Some of the earliest Indian novels were written in Bengali and Marathi. The earliest novel in Marathi was Baba Padmanji's Yamuna Paryatan (1857), which used a simple style of storytelling to speak about the plight of widows. This was followed by Lakshman Moreshwar Halbe's Muktamala (1861). This was not a realistic novel; it presented an imaginary 'romance' narrative with a moral purpose.
- (iii) Colonial period and novels: Novels began appearing in south Indian languages during the period of colonial rule. Quite a few early novels came out of attempts to translate English novels into Indian languages. For example, o. Chandu Menon, a subjudge from Malabar, tried to translate an English novel called Henrietta Temple written by Benjamin Disraeli into Malayalam. But he quickly realised that his readers in Kerala were not familiar with the way in which the characters in English novels lived. So, he gave up this idea and wrote a delightful novel called Indulekha, which published in 1889 and, was the first modem novel in Malayalam.
- (iv) First Hindi novel: Many novels were actually translated and adapted from English and Bengali, but the first proper modern novel i.e. Pariksha Guru was written by Srinivas Das of Delhi.
- Q.7. Explain briefly the history of Hindi novel. [CBSE. Sep 2010, 12]
- Ans. (i) Pioneer of modem Hindi literature: In the north, Bharatendu Harishchandra, the pioneer of modern Hindi literature, encouraged many members of his circle of poets and writers to recreate and translate novels from other languages. Many novels were actually translated and adapted from English and Bengali under his influence, but the first proper modem novel was written by Srinivas Das of Delhi.
- (ii) Writings of Srinivas Das: Srinivas Das's novel, Published in 1882, reflected the inner and outer world of the newly emerging middle class.
- (iii) Writings of Devaki Nandan Khatri: The writings of Devaki Nandan Khatri created a novel-reading public in Hindi. His best-seller, Chandrakanta a romance with dazzling elements of fantasy is believed to have contributed immensely in popularising the Hindi language and the Nagari script among the educated classes of those times.
- Although it was apparently written purely for the 'pleasure of reading', this novel also gives some interesting insights into the fears and desires of its reading public.
- (iv) Munshi Premchand: It was with the writing of Premchand that the Hindi novel achieved excellence. He began writing in Urdu and then shifted to Hindi, remaining an immensely influential writer in both languages. He drew on the traditional art of kissa-goi (storytelling). Many critics think that his novel Sewasadan (The Abode of Service), published in 1916, lifted the Hindi novel from the realm of fantasy, moralising and simple entertainment to a serious reflection on the lives of ordinary people and social issues. Sewasadan deals mainly with the poor condition of women in society. Issues like child marriage and dowry.

Q.8. How had the different novelists of the colonial period taken up the task of modernisation of the Indians? Explain.

Ans. (i) Chandu Menon portrayed Indulekha, as a woman of breathtaking beauty, high intellectual abilities and artistic talent with an education in English and Sanskrit. NCERT SOLUTIONS For Class

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- (ii) Madhavan, the hero of the novel, was also presented in ideal colours. He was a member of the newly English-educated class of Nayars from the University of Madras, presently known as Chennai.
- (iii) The hero was also a 'first-rate Sanskrit scholar'. He was dressed in Western clothes. But, at the same time, he kept a long tuft of hair, according to the Nayar customs.
- (iv) The heroes and heroines in most of the novels were people who lived in the modern world. Thus, they were different from the ideal or mythological characters of the earlier poetic literature of India.
- (v) Characters like Indulekha arid Madhavan showed readers how Indian and foreign lifestyles could be brought together in an ideal combination.

Q.9. Write about some of the important characteristics of the Hindi novels. [CBSE Sept. 2010]

 \mathbf{Or}

How did the Hindi novels reflect the true picture of the Indian society of the 19th century?

 \mathbf{Or}

Explain the teachings given by Srinivas Das in his novel 'Pariksha Guru'. [CBSE 2010 (F), 2014]

In what ways did novels help to give the people a vision of being ideal characters without losing one's identity? Explain. [CBSE 2012]

Ans. (i) Pariksha Guru reflects the inner and the outer world of the newly emerging middle classes. The characters in the novel are caught in the difficulty of adapting to the colonised society, and at the same time preserving their own cultural identity. The world of colonial modernity seems to be both frightening and irresistible to the characters.

In the novel, we see the characters attempting to bridge two different worlds through their actions: they take to new agricultural technology, modernise trading practices, change the use of Indian language, making them capable of transmitting both Western sciences and Indian wisdom. But the novel emphasises that all this must be achieved without sacrificing the traditional values of the middle class household.

(ii) Munshi Premchand's novel Sewasadan (The Abode of Service), published in 1916, lifted the Hindi novel from the realm of fantasy, moralism and simple entertainment to a serious reflection on the lives of ordinary people and social issues. Sewasadan deals mainly with the poor condition of women . in the society. Premchand wrote on the realistic issues of the day, i.e., communalism, corruption, zamindari, debt, poverty, colonialism, etc. It also tells us about the ways in which the Indian upper classes used the space created by partial self-governance allowed under the colonial rule. Godan another novel written by Munshi Prem chand is an epic of the Indian peasantry. The novel tells the moving story of Hori and his wife Dhania, a peasant couple. Landlords, moneylenders, priests and colonial bureaucrats-all those who hold power in society-form a network of oppression, rob their land and make them into landless labourers. Ye Hori and Dhania retain their dignity to the end.

Q.10. What was the importance of novels?

Or

In what ways was the novel in colonial India useful for both the colonisers as well as the nationalists? [CBSE 2009 (O), Sept. 2010, 2011, 2012]

Or

"Novels were useful for both the colonial administrators and Indians in colonial India." Support the statement with example. [CBSE 2010 (O)]

 \mathbf{Or}

What Were the various uses of novels from the Indian point of view? [CBSE Sept.

2010]

Ans. (i) Source of Information : Colonial administrators found the 'vernacular' novels a valuable source of information on native life and customs. Such information was useful for them in governing Indian society, with its large and a variety of communities and castes.

As outsiders, the British knew little about life inside Indian households. The novels in Indian languages often had descriptions of domestic life.

- (ii) Novels and colonialism: The novel originated in Europe at a time when it was colonizing the rest of the world. The early novel contributed to colonialism by marking the readers feel they were part of a superior community of fellow colonialists. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/
- (iii) The novel and nation making: The history written by colonial historians tended to depict Indians as weak, divided, and dependent on the British. These histories could not satisfy the tastes of the new Indian administrators and intellectuals. Nor did the traditional Puranic stories of the past-peopled by gods and demons, filled with the fantastic and the supernatural- seem convincing to those educated and working under the English system. Such minds wanted a new view of the past that would show that Indians could be independent minded and had been so in history. The novel provided a solution. In it, the nation could be imagined in a past that also featured historical characters, places, events and dates.
- (iv) Novels and struggle for freedom: The imagined nation of the novel was so powerful that it could inspire actual political movements. Banking's Anandamath (1882) is-a novel about a secret Hindu militia that fights Muslims to establish a Hindu Kingdom. It was a novel that inspired many kinds of freedom fighters.
- (v) Novels and common sharing novelists included: Various classes in the novel in such a way that they could be seen to belong to a shared world. Premchand's novels, for instance, are filled with all kinds of powerful characters drawn from all levels of society. In his novels you meet aristocrats and landlords, middle level peasants and landless labourers, middle class professionals and people from the margins of society. The women characters are strong individuals, especially those who come from the lower classes and are not modernised.

Q.11. Who was Vaikkom Muhammad Basheer? Mention some features of his writing. [CBSE Sept. 2012]

Ans: Vaikkom Muhammad Basheer (1908-96) was one of the early Muslim writers to gain a wide popularity as a novelist in Malayalam. Basheer had little formal education. Most of his works were based on his own rich personal experience rather than on books from the past. When he was in class five at school, Basheer left home to take part in the Salt Satyagraha. Later, he spent years wandering in different parts of India, and travelling even to Arabia, working in a ship, living with sufis and Hindu sanyasis, and training as a wrestler. Basheer's short novels and stories were written in the ordinary language of conversation. With wonderful humour, Basheer's novels spoke about details from the everyday life of Muslim households. He also brought into the Malayalam writing themes which were considered very unusual at that time – poverty, insanity and life in prisons.

Q.12. Discuss how the issue of caste was included in the novels in India. [CBSE Sept. 2011]

Or

Describe, the theme of the novel . 'Saraswativijayam' written by Potheri Kunjambu.

Who is the author of novel "Saraswati vijayam"? Describe the theme of it. Or

How does 'Saraswativijayam' lay stress upon the importance of education for the

upliftment of the lower castes ? [CBSE 2012] Or

How did authors from so called low castes gain recognition in the world of literature? Explain with examples of any two such authors. [CBSE 2012]

- **Ans.** (i) Novels like Indirabai and Indulekha were written by members of the upper castes, and were primarily about the uppercaste characters. But all novels were not of this kind.
- (ii) Potheri Kunjambu, a 'lower-caste' writer from north Kerala, wrote a novel called Saraswativijayam in 1892, mounting a strong blow on caste oppression. This novel shows a young man from an 'untouchable' caste, leaving his village to escape the cruelty of his Brahmin landlord.
- He converted himself to Christianity, obtained modem education and returned as the judge in the local court. Saraswativijayam stressed the importance of education for the upliftment of the lower castes.
- (iii) From the 1920s, in Bengal too a new kind of novel emerged that depicted the lives of peasants and 'low' castes. Advaita Malla Burmaris (1914-51) Titash Ekti Nadir Naam (1956) is an epic about the Mallas, a community of fisherfolk who live off fishing in the river, Titash.
- (iv) While novelists before Advaita Malla had featured 'low castes' as their main character, Titash is special because the author is himself a 'low caste'.
- (v) The central character of Munshi Premchand's novel Rangboomi, Surdas is. a visually impaired beggar from a so-called 'untouchable caste.'

Q.13. Describe the reasons of the popularity of novels among the women. [CBSE 2013, 2014]

- Ans. (i) World of women: The most exciting element of the novel was the involvement of women. The eighteenth century saw the middle classes become more prosperous. Women got more leisure to read as well as write novels. And novels began exploring the world of women their emotions and identities, their experiences and problems. Many novels were about domestic life a theme about which women 'Were allowed to speak with authority. They drew upon their experience, wrote about family life and earned public recognition. The novels of Jane Austen give us a glimpse of the world of women.
- (ii) Women character as independent and assertive: But women novelists did not simply popularise the domestic role of women. Often their novels dealt with women who broke established norms of society before adjusting to them. Such stories allowed women readers to sympathise with rebellious actions. In Charlotte Bronte's Jane Eyre, published in 1847, young Jane is shown as independent and assertive. While girls of her time were expected to be quiet and well behaved, Jane at the age of ten protests against the hypocrisy of her elders with startling bluntness.
- (iii) New conception of womanhood: Another reason for the popularity of novels among women was that it allowed for a new conception of womanhood. Stories of love which was a staple theme of many novels showed women who could choose or refuse their partners and relationships. It showed women who could to some extent control their lives. Some women authors also wrote about women who changed the world of both men and women.
- (iv) Women novelist: There were many women novelist who wrote about family life, autobiographies their personal experiences as women and earned public recognisation. Jane Austen, Charlotte Bronte, Rokeya Hossein, Rashsundari Devi all wrote exclusively on women. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

Q.14. What did the novels in the nineteenth- century India mean to:

- (a) Women
- (b) Children

 \mathbf{Or}

What was the attitude of people in India in the 19th century towards women reading? How did women responded to this? [CBSE Sept. 2010, 2011]

- **Ans.** (i) Many people got worried about the effects of the novel on readers who were taken away from their real surroundings into an imaginary world where anything could happen. Women and children were advised not to read novels as they were seen as easily corruptible.
- (ii) Some parents kept novels in the lofts of their houses, out of their children's reach. Young people often read them in secret. This passion was not limited only to the youth. Older women-some of whom could not read—listened with fascinated attention to popular Tamil novels read out to them by their grandchildren.
- (iii) But women did not remain mere readers of stories written by men. Soon they also began to write novels.
- (iv) A reason for the popularity of novels among women was that it allowed for a new conception of womanhood. Stories of
- love-which was a staple theme of many novels-showed women who could choose or refuse their partners and relationships. Some women authors also wrote about women who changed the world of both men and women.
- (v) Rokeya Hossein (1880-1932) in Sultana's Dream (1905) showed a topsyturvy world in which women take the place of men. Her novel, Padmarag also showed the need for women to reform their condition by their own actions.
- (vi) Hannah Mullens, a Christian missionary and the author of Karunao Phulmonir Bibaran (1852), reputedly the first novel in Bengali, tells her readers that she wrote in secret.
- (vii) In the twentieth century, Sailabala Ghosh Jaya, a popular novelist, could only write because her husband protected her. As we have seen in the case of the south, women and girls were often discouraged from reading novels.
- Q.15. Why were children prevented from reading novels? Explain. (CBSE-2012)
- Ans. (i) Children would get carried away from their real surroundings into an imaginary world.
- (ii) It was feared that children would stay away from normal, disciplined life and would become rebels. .
- (iii) The novel would have immoral influences on children and they would become corrupt.
- (iv) Women and children were seen as easily corruptible, so they were advised to stay away from novels.

Q.16. Who is the author of novel "Titash Ekti Nadir Naam"? Why is it considered a special novel? Explain any four reasons. [CBSE 2013, 2014]

Who is the author of novel "Titash Ekti Nadir Naam"? Describe the theme of this novel. [CBSE 2012]

Ans. Advaita Malla Burman.

- (i) This book is an epic about the Mallas, a community of fisherfolk in the river Titash.
- (ii) The novel is about three generations of the Mallas.
- (iii) It describes the community life of Mallas their religious traditions, festivals and relationship.
- (iv) It discusses circumstances due to which slowly they broke up.
- (v) Their end comes together, as the river dries up.
- This is special because the author is himself from a low caste fisherfolk community.

Q.17. Describe the ways in which the novels in India attempted to create a sense of pan-Indian belonging. [CBSE Sept. 2011, 2014] Or

"Leading Indian novelists of the 19th century wrote for a National cause". Do you agree with the statement? Justify your answer. [CBSE Sept. 2010, 2011]

Or

How did novels fulfill the task of nation building in India? Explain. [CBSE 2012] Or How did the novels in India encourage nationalism? Explain any three points. [CBSE 2010]

Ans. (i) To create a sense of equality: Colonial rulers regarded the contemporary culture of India as inferior, On the other hand, Indian novelist wrote to develop a modern literature of the country that could produce a sense of national belonging and cultural equality with their colonial masters. (ii) To protect values of India's tradition and culture: Many novelist like that of Srinivas Das had expressed their fear and anger about the intermining of Indian and Western culture. The world of colonial modernity seems to be both frightening and irresistible to the characters. The novel tries to teach the reader the 'right way' to live and expects all 'sensible men' to be worldly- wise and practical, to remain rooted in the values of their own tradition and culture, and to live with dignity and honour. (iii) Women novelists: But women did not remain mere readers of stories written by men; soon they also began to write novels. In some languages, the early creations of women were poems, essays or autobiographical pieces. In the early decades of the twentieth century, women in south India also began writing novels and short stories. A reason for the popularity of novels among women was that it allowed for a new conception of womanhood. Stories of love – which was a staple theme of many novels – showed women who could choose or refuse their partners and relationships. It showed women who could to some extent control their lives. Some women authors also wrote about women who changed the world of both men and women.

(iv) Novels for low castes and peasants:

From the 1920s, in Bengal too a new kind of novel emerged that depicted the lives of peasants and 'low' castes. Advaita Malla Burman's (1914-51) Titash Ekti Nadir Naam (1956) is an epic about the Mallas, a community of fisherfolk who live off fishing in the river Titash. The novel is about three generations of the Mallas, about their recurring tragedies and the story of Ananta, a child born of parents who were tragically separated after their wedding night. Ananta leaves the community to get educated in the city. The novel describes the community life of the Mallas in great detail, their Holi and Kali Puja festivals, boat races, bhatiali songs, their relationships of friendship and animosity with the peasants and the oppression of the upper castes. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

(v) The novel and nation making: Many novelists wrote about Marathas and Rajputs. These novels produced sense of a pan Indian belonging. The imagined nation of the novel was so powerful that it could inspire actual political movements. Bankim's Anandamath (1882) is a novel about a secret Hindu militia that fights Muslims to establish a Hindu kingdom. It was a novel that inspired many kinds of freedom fighters.

Q.18. Explain the contribution of Premchand in Hindi novels. [CBSE Sept. 2010, 2011, 2013]

Or

Which is the most popular novel written by Premchand? When was it published? Write its theme. [CBSE 2008 (O)]

 \mathbf{Or}

"It was with the writings of Premchand that Hindi novel achieved excellence." Justify the statement. [CBSE 2013]

Ans. (i) Munshi Premchand was one of the greatest literary figures of the modern Hindi and Urdu literature. It was with the writing of Premchand that the Hindi novel matured into greatness.

(ii) He began writing in Urdu, and then shifted to Hindi. Premchand drew on the traditional art of kissa-goi (story telling).

(iii) Before Munshi Premchand, the Hindi literature was confined to the tales, the stories of magical

powers and other such escapist fantasies. His novel, Sewasadan (The Abode of Service), published in 1916, lifted the Hindi novel from the realm of fantasy. Sewasadan deals mainly with the poor condition of women in the society.

(iv) Premchand wrote on the realistic issues of the day, i.e., communalism, corruption, zamindari, debt, poverty, colonialism, etc.,

Q.19. "Premchand's novels are filled with all kinds of powerful characters drawn from all levels of the society." Support the statement by giving suitable examples. [CBSE 2009 (D), Sept. 2012]

Or

Why is Godan considered an epic on Indian peasantry? Explain. [CBSE Sept. 2010] Or

Briefly explain the theme of the novel 'Godan' written by Munshi Premchand. [CBSE Sept. 2010]

 \mathbf{Or}

Drawn from various strata of society, Prem Chand's characters create a community based on democratic value(s), substantiate the above statement with examples from any of his novels. [CBSE Sept. 2011]

Ans. (i) Sewasadan: In his novel Sewasadan, Munshi Premchand deals mainly with the poor condition of the Indian women in the society. He also exposes the double standards of the upper class of the era.

(ii) Rangbhoomi: His novel, Rangbhoomi centring around the exploitation of peasants of India during the British rule brings out the suffering of ordinary farmers and depicts the inhumanity of the colonial rule. The novel is not only valuable for its literary worth but also for the representation of the social and economic conditions of the underprivileged sections of the society. He has chosen Surdas, a visually impaired beggar from a so-called 'untouchable' caste as his hero which is very significant. While dealing with the pain and agony of common people under foreign rule, it focuses attention on the powerful current of nationalism which eventually shook the foundation of the British empire and brought us our independence.

(iii) Godan: Godan (The gift of cow), published in 1936, is considered the greatest Hindi novel of modern Indian literature. The novel's theme revolves around the socio-economic condition of the Indian peasantry. Landlords, moneylenders, priests and colonial bureaucrats – all those who hold power in society form a network of oppression to exploit the poor peasants. The protagonist, Hori, a poor peasant, desperately longs for a cow, a symbol of wealth and prestige in rural India. Hori gets a cow but pays with his life for it. After his death, the village priests demand a cow from his widow to bring his soul to peace.

Q.20. Explain how the writings of Munshi Premchand promoted the sense of nationalism among the Indians.

 \mathbf{Or}

How did the novels of Munshi Premchand promote the feeling of nationalism? Explain. [CBSE Sept. 2010, 2011]

Ans. (i) Munshi Premchand's novels are filled with all kinds of powerful characters drawn from all levels of the society. In his novels, one can meet aristocrats and landlords, middle- level peasants and landless labourers, middle-class professionals, and people from all the sections of the society.

(ii) The women characters are strong individuals, especially those who come from the lower classes, and are not modernised.

(iii) Premchand's novels look towards the future without forgetting the importance of the past.

(iv) Drawn from various stratas of the society, Premchand's characters create a community based on democratic values. The central character of his novel Rangbhoomi (The Arena), Surdas, is a visually impaired beggar from a so-called 'untouchable' caste. One can see Surdas struggling against the

forcible takeover of his land for establishing a tobacco factory.

(v) Godan (The Gift of Cow), published in 1936, remains Premchand's best-known work. It is an epic of the Indian peasantry. The novel tells the moving story of Hori, and his wife, Dhania, a peasant couple, who fought against landlords, moneylenders, priests and the colonial bureaucrats.

Q.21. What are the main features of novel 'Sewasadan' written by Munshi Premchand? Mention any three. [CBSE 2012]

Ans. (i) The Sewasadan (The Abode of Service), published in 1916, lifted the Hindi novel from the realm of fantasy, moralising and simple entertainment to a serious reflection on the lives of ordinary people and social issues.

- (ii) Sewasadan deals mainly with the poor condition of women in society.
- (iii) Issues like child marriage and dowry are woven into the story of the novel.
- (iv) It also tells us about the ways in which the Indian upper classes used whatever little opportunities they got from colonial authorities to govern themselves. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

Q.1. What Is a novel? Mention any two features of novel.

Ans. Novel is a modern form of literature that describes fictional characters and events, usually in the form of sequential story. Features:-

- (I) Novels began to be written from the 17th century, but really flowered from the 18th century.
- (ii) Most of the novels were written on social issues such as marriage relationship, the proper conduct of men and women etc.

Q.2. Explain the themes and issues of the novels of Thomas Hardy. [CBSE 2011]

Ans. (i) Thomas Hardy was a British novelist of the 19th century. He wrote about traditional rural communities of England.

- (ii) This was actually a time when large farmers fenced off land, bought machines and employed labourers to produce for the market. The old rural culture with its independent farmers was dying out.
- (iii) In his novel Mayor of Casterbridge (1886) Thomas Hardy has exclusively written about industrialisation and rural life. The novel is about Michael Henchard, a successful grain merchant, who becomes the mayor of the farming town of Casterbridge. He is an independent-minded man who follows his own style in conducting business. He can also be both unpredictably generous and cruel with his employees. Consequently, he is no match for his manager and rival Donald Farfrae who runs his business on efficient managerial lines and is well regarded for he is smooth and even-tempered with everyone.
- (iV) We can see that Hardy mourns the loss of the more personalised world that is disappearing, even as he is aware of its problems and the advantages of the new order.

Q.3. What do you mean by epistolary novel? Give One example.

Or

State the meaning of epistolary novel. Give one example for this type of novel. [CBSE 2013]

Ans. The form of novel which used the private and personal forrri of letters to tell a story are known as epistolary. Samuel Richardson's Pamela written in the 18th century explain much of its story through an exchange of letters between two lovers.

Q.4. Mention any three features of Pickwick Papers.

Ans. (i) Pickwick Papers were written by Charles Dickens.

- (ii) These papers were serialised in a magazine in 1836.
- (iii) Serialisation allowed readers to relish the suspense, discuss the characters of a novel and live for weeks with their stories like viewers of television soaps today.

Q.5- "The novels bring together many cultures". Explain. [CBSE 2010, 11] Or

How did the novels bring together different cultures?

- **Ans.** (i) Language: The novel uses the vernacular, the language that is spoken by common people. By coming closer to the different spoken languages of the people, the novel produces the sense of a shared world between diverse people in a nation. Novels also draw from different styles of language. A novel may take a classical language and combine it with the language of the streets and make them all a part of the vernacular that it uses.
- (ii) Bridging the gap between rural and urban culture: Many novelist like that of Thomas Hardy write exclusively about vanishing rural communities. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/
- (iiI) New culture: Under colonial rule, many of the English educated class found new Western ways of living and thinking attractive. So many Indian novelists started writing about this new culture developing in India.

Q.6. Who is the writer of the novel Germinal? What was the theme of the novel? Ans. Emile Zola, the French novelist wrote Germinal (1885). The novel is on the life of a young coalminer. In the novel, the writer tried his best to explain the harsh conditions under which the miners worked. It ends on a note of despair: The strike the hero leads fails, his co-workers turn against him, and his hopes are shattered.

Q.7. How most of the novels of the 19th century represented the true picture of the community and the society?

- **Ans.** (i) In the 19th century, Europe entered the industrial age. Novelists such as Charles Dickens and Emile Zola wrote about the terrible effects of industrialisation on people's lives and character.
- (ii) British novelist Thomas Hardy wrote about the traditional rural communities of England that were fast vanishing.
- (iii) In 'Pride and Prejudice' novelist Jane Austen has written about the social status of women.

Q-8. What did G.A. Henty write about in his novel? [CBSE Sept. 2010] Or

How did the novels for the young boys idealise a new type of man? Explain. [CBSE Sept. 2010, 2011]

- **Ans.** (i) He wrote about strange lands being conquered by the young Englishmen.
- (ii) He wrote novels for young boys idealising a new type of man; someone who was powerful, assertive, independent and daring.
- (iii) He represented the colonisers heroic and honourable.
- (iv) His novels were about young boys who witness grand historical events, get involved in some military action and show what they called English courage.

Q.9. Who was Charlotte Bronte? How has she presented the picture of a woman in her novels?

 \mathbf{Or}

Describe the depiction of women in the novels of Charlotte Bronte. [CBSE 2013] Or

In which way was women depicted in Charlotte Bronte's novel 'Jane Eyre'? [CBSE 2011]

Ans. Charlotte Bronte was an English novelist. Her novels dealt with women who broke the established norms of the society before adjusting to them. Such stories allowed women readers to sympathise with rebellious actions. In Charlotte Bronte's, Jane Eyre, published in 1874, young Jane is shown as independent and assertive woman or girl. While girls of her time were expected to be quiet and well behaved, Jane at the age of ten protests, against the hypocrisy of her elders with startling bluntness. She tells her aunt, who is always unkind to Jane: "People think you a good woman, but you are bad You are

deceitful! I will never call you aunt as long as I live."

Q.10. How did the early novels contribute to colonialism?

With the help of an example show how the early novels in Europe contributed to colonialism? [CBSE Sept. 2010, 2011]

Ans. (i) The early novels contributed to colonialism making the readers feel that they were a part of a superior community of fellow colonialists.

- (ii) The hero of Daniel Defoe's Robinson Crusoe is an adventurer and a slave trader, who treated the coloured people as sub-humans.
- (iii) Most of the writers of that time saw colonialism as natural.
- (iv) Colonised people were seen as primitive and barbaric, and colonial rule was considered necessary to civilize them.

Q.11. How were the poor people, for a long time, excluded in the publishing market in eighteenth century Europe? Explain any two reasons. [CBSE 2010 (D)]

Ans. (i) For a long time the publishing market excluded the poor. Initially, novels did not come cheap. Henry Fielding's Tom Jones (1749) was issued in six volumes priced at three shillings eachwhich was more than what a labourer earned in a week.

(ii) Literacy level of the poor was very low due to non-availability of schools for poor.

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Q.12. Why did the readership of novel begin to include poorer people? Give any three reasons. [CBSE 2013]

 \mathbf{Or}

"For a long time the publishing market excluded the poor." Give reasons for such an exclusion. [CBSE 2015]

Ans. (i) Introduction of libraries: But soon, people had easier access to books with the introduction of circulating libraries in 1740. (II) Cheap novels: Technological improvements in printing brought down the price of books and innovations in marketing led to expanded sales.

(iii) Hiring out novels: In France, publishers found that they could make super profits by hiring out novels by the hour. The novel was one of the first mass-produced items to be sold.

Q.13. "Social changes in Britain led to an increase in women readers". Explain. Or

Explain the factors that led to women writing novels in Europe. [CBSE 2012]

Ans. (I) Industrialisation: Industrialisation provided an opportunity to the women to work in factories. This provided them economic freedom.

(ii) Urbanisation: Industrialisation led to urbanisation. The urban families started provided equal opportunities both to men and women.

(iii) Increase in income: The eighteenth century saw the middle classes become more prosperous. Women got more leisure to read as well as write novels. And novels began exploring the world of women – their emotions and identities, their experiences and problems. Many novels were about domestic life – a theme about which women were allowed to speak with authority. They drew upon their experience, wrote about family life and earned public recognition.

Q.14. Mention some important characteristics of novels which increased their popularity among the readers.

Ans. (i) The most important characteristics of the novels were that they were about ordinary people, and were read by ordinary people. They were about the everyday life of the common people.

(ii) Most of the novels focused on the lives of the common people.

(iii) In the 19th century, Europe entered into the industrial age. This changed the social and economic structure of the society. Most of the novelists showed the terrible effects of industrialisation on people's lives.

(iv) The novel uses the vernacular language that is spoken by the common people. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

Q.15. Explain the contribution of Devaki Nandan Khatri in Hindi novels. [CBSE 2014]

Name the first Hindi modem novel which became a best seller. Who was its writer? Why was it so popular? [CBSE Sept. 2010]

Ans. Devaki Nandan Khatri was the first author of mystery novels in India. His writings created a novel-reading public in Hindi. His best-seller, Chandrakanta – a romance with dazzling elements of make-believe fantasy is believed to have contributed immensely in popularising the Hindi language. It also promoted the Nagari script among the educated classes of those times. Although, it was apparently written purely for the 'pleasure of reading', this .novel also gives some interesting insights into the fears and desires of its reading public.

0.16. Trace the history of novels of South India.

Ans. (i) Novels began appearing in South Indian languages during the period of colonial India. (ii) O. Chandu Menon tried to translate an English novel, but as his readers were not familiar with the ways in which the character in English novel lived, so he wrote, Indulekha in Malayalam in 1889. (iii) Kandukuri Viresalingam also started translating Oliver Goldsmith's Vicar of Wakefield, but finished up in writing a Telugu novel called Rajasekhara Caritamu in 1878.

Q.17. Explain any three features of early Bengali novels . [CBSE 2010 (D)] Or

Describe two kinds of novels that came to be written in Bengali in the 19th century. Name any two famous novelists of Bengal. [CBSE Sept. 2010]

Ans. (i) In the nineteenth century, the early Bengali novels lived in two worlds. Many of these novels were located in the past, their characters, events and love stories were based on historical events. Another group of novels depicted the inner world of domestic life in contemporary settings. Domestic novels frequently dealt with the social problems and romantic relationships between men and women.

- (ii) Besides the ingenious twists and turns of the plot and the suspense, the novel was also relished for its language. The prose style became a new object of enjoyment.
- (iii) Initially the Bengali novel used a colloquial style associated with urban life. It also used meyeli, the language associated with the women's speech. This style was quickly replaced by Bankim's prose which was Sanskritised but also contained a more vernacular style.

(iv) Bankim Chandra Chattopadhyay and Sarat Chandra Chattopadhyay were the two most popular novelists of Bengal.

Q.18. What were the issues raised by the novel Indulekha written in Malayalam ? [CBSE Sept. 2010]

Or

What led Chandu Menon to write Indulekha? [CBSE Sept. 2011,2014]

Ans. (i) The writer has written about the marriage practices of upper caste Hindus in Kerala.

- (ii) The writer has raised the issue of wedge between landlords and tenants.
- (iii) The writer has raised the issues of marriage and property.
- (iu) Chandu Menon clearly wants his readers to appreciate the new values of his hero and heroine and criticise the ignorance and immorality of Suri Nambuthire.
- Q.19. How did novels depict the lives of peasants and low castes? Explain with examples from India. [CBSE Sept. 2010, 2011] Ans. (i) Advaita Malla Burman's (1914-51) Titash Ekti Nadir Naam (1956) is an epic about the Mallas, a community of fisherfolk who live off fishing in the river Titash.
- (ii) The novel describes the community life of the Mallas in great detail, their Holi and Kali Puja festivals, boat races, bhatiali songs, their relationships of friendship and animosity with the peasants and the oppression of the upper castes.
- (iii) Godan (The Gift of Cow), published in 1936, remains Premchand's best-known work. It is an epic of the Indian peasantry. The novel tells the moving story of Hori and his wife Dhania, a peasant couple. Landlords, moneylenders, priests and colonial bureaucrats all those who hold power in society-form a network of oppression, rob their land and make them into landless labourers.

Q.20. Explain the role of novelists in the field of social reforms in India with the help of any three examples. [CBSE Sept. 2010]

Ans. (i) The novel Saraswativijayam stresses the importance of education for the upliftment of the lower castes.

- (ii) The writer of novel Indulekha wanted his readers to appreciate the new values of education and criticise the ignorance.
- (Hi) Novelist like Munshi Premchand wrote about the poor conditions of peasants and how they were being exploited by the landlords.

Q.1. What is a novel?

Ans. Novel is a modern form of literature born from print, a mechanical invention.

Q.2. What are major differences between a novel and a manuscript?

Ans: (i) Novel is born from print whereas manuscript is handwritten.

(ii) Manuscripts were difficult to prepare and there were only few readers whereas novels are easy to print and are widely read.

Q-3. Name the countries where the novel first took firm roots. [CBSE 2009 (o)]

Ans. The novel first took firm root in England and France.

Q.4. Who formed the readership for the novels?

Ans. New groups of lower-middle-class people such as shopkeepers, clerks, aristocrats and gentlemanly classes formed the new readership for the novels.

Q.5. Who was another of Pamela a novel based on exchange of letters between two lovers.

Ans. Samuel Richardson. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

Q.6. What was impact of serialisation of a novel?

Ans. It allowed readers to relish the suspense, discuss the character of a novel and live for weeks with its story.

Q.7. Who was the author of Pickwick Papers which was serialised in 1836? [CBSE 2014] Ans. Charles Dickens.

Q-8. Name a novelist who has written about terrible effects of industrialisation on people's lives and character.

Ans. Charles Dickens.

Q.9- Name any two most important novels written by Charles Dickens. What was the theme of the novels?

Ans: (i) Hard Times (ii) Oliver Twist.

In both the novels, Dickens had written about the terrible effects of industrialisation on people's lives and character.

Q.10. Identify the person given in the image.

Ans. Leo Tolstoy.

Q.11. Who is the writer of the Novel Germinal? What was the theme of the novel?

Ans. Emile Zola, the French novelist wrote Germinal (1885). The novel is on the life of a young coalminer. In the novel, the writer tried his best to explain the harsh conditions under which the

coalminer. In the novel, the writer tried his best to explain the harsh conditions under which the miners worked. It ends on a note of despair: the strike the hero leads fails, his coworkers turn against him and hopes are shattered.

Q.12. Name a novelist who wrote about traditional rural communities of England that were vanishing.

Ans. Thomas Hardy.

Q.13. How most of the novels of the 19th century represented the true picture of the community and the society?

Ans. (i) In the 19th century, Europe entered the industrial age. Novelists such as Charles Dickens and Emile Zola wrote about the terrible effects of industrialisation on peoples lives and character. (ii) British novelist Thomas Hardy wrote about traditional rural communities of England that were fast vanishing.

Q.14. Who was the author of Mayor of Casterbridge?

Ans. Thomas Hardy.

Q.15. Who was Leo Tolstoy?

Ans. He was a famous Russian novelist who wrote extensively on rural life and community.

Q.16. Which novel supplied the adventurous text for the young English population? [CBSE 2014]

Ans. Under Drake's Flag by G.A. Henty.

Q.17. What was the theme of the novel Jane Eyre written by Charlotte Bronte?

Ans.He has shown the main character i.e. Jane as independent and assertive while girls of her time were expected to be quiet and well behaved.

Q.18. "It is a truth universally accepted acknowledged, that a single man in possession of a good fortune, must be in want of a wife". Name the novel and the author.

Ans. Pride and Prejudice-Jane Austen.

Q-19. Name some important novelists who use to write for the young generation. Or

Name some of the important novels for the young. [CBSE 2014]

Ans. (i) R.L. Stevenson – Treasure Island

- (ii) Rudyard Kipling Jungle Book
- (iii) Helen Hunt Ramona
- (iv) Sarah Chauncey Woolsey What Katy Did

Q.20. Who is the author of the novel "Robinson Crusoe?

Ans. Daniel Defoe.

Q.21. Name the novelist who showed the darker 'side of colonial occupation.

Ans. Joseph Conrad.

Q.22. Who were the author's of the following novels?

Ans. (i) Yamuna Paryatan

(ii) Muktamala Ans. (i) Baba Radmaji's

(ii) Lakshman Moreshwar Halbe

Q.23. Which was the first modern novel in Nalayalam? [CBSE 2014]

Ans. Indulekha.

Q.24. Which was the first proper modem Hindi novel? Who was its author?

Ans. The first proper modern Hindi novel was Pariksha Guru. It was written by Srinivas Das in 1882.

Q.25. Who is known as the pioneer of modem Hindi literature?

Ans. Bharatendu Harishchandra.

Q.26. Who was the author of Pariksha Guru?

Ans. Srinivas Das.

Q.27. How did the vernacular novels help Britishers to expand their rule in India?

Ans. Novels provided valuable information to the colonial administrators regarding native life and customs.

Q.28. Name any two novelists of South India. Also mention the names of the novels written by them.

Ans. (i) Chandu Menon – Indulekha

(ii) Kandukuri Viresalingam-Rajasekhara Caritamu.

Q.29. Name any two famous Hindi novelists. Also mention the names of the novels written by them.

Ans. (i) Srinivas Das – Pariksha Guru (ii) Devaki Nandan Khetri – Chandrakanta

Q.30.Name the Mala novelist who tried to translate an English novel called Henrietta Temple.

Ans. Chandu Menon. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

Q.31.Which was the first modem novel in Malayalam? When was it published? Ans. Indulekha published in 1889 was the first modem novel in Malayalam.

Q.32.Who is the author of the novel 'Sewasadan'? What is the importance of the novel for the Hindi literature ?

Ans. Sewasadan was written by Munshi Premchand. The novel lifted the Hindi novel from the realm of fantasy, moralising and simple entertainment to a serious reflection on the lives of ordinary people and social issues.

Q.33. How was the sources of entertainment of the old merchant elite of Calcutta different from the new bhadralok?

Ans. The old merchant elite of Calcutta patronised public forms of entertainment such as Kabirlarai, musical soirees and dance performances whereas new bhadraloks found himself at home in the more private world of reading novels.

Q.34. During the 19th century, the early Bengali novelists lived in two worlds'. Explain.

Ans. (i) These were novelists who were located in the past, their characters, events and love stories based on historical events.

(ii) This group of novelists depicted the inner world of domestic life in contemporary settings.

Domestic novels frequently dealt with the social problems and romantic relationships between men and women.

Q.35.'In many novels written during the colonial period, the ideal person successfully deals with one of the central dilemmas faced by colonial subject'. What was the dilemma?

Ans. How to be modem without rejecting traditions, how to accept ideas coming from the West without losing one's identity.

Q.36. Who was Rokeya Hossein?

Ans. Rokeya Hossien (1880-1932) was a reformer who, after she was widowed, started a girl's school in Calcutta. She wrote a satiric fantasy in English called Sultana's Dream (1905) which shows a topsyturvy world in which women take the place of men. Her novel Padmarag also showed the need for women to reform their condition by their own actions.

Q.37. Name some novelists who have written about caste practices.

Ans. (i) Potheri Kunjambu – Saraswativijayam

(ii) Advaita Malla Burman's- Titash Ekti Nadir Naam.

Q.38. Name a novelist who wrote for lower- castes.

Ans. Potheri Kunjambu.

Q.39. 'The Novel is about an epic about the Mallas, a community of fisherfolk who live off fishing in the river Titash. Identify the novel and the author.

Ans. Titash Ekti Nadir Naam-Advaita Malla.

Q.40. Which was the first historical novel written in Bengal?

Ans. Bhadeb Mukhopadhyay's Anguriya Binimoy.

Q.41. Name a novel which is about a secret Hindu militia that fights Muslims to establish a Hindu Kingdom. It was a novel that inspired many kinds of freedom fighters. '

Ans. Bankim's Anandamath.

Q.42. How novels helped in popularising the sense of belonging to a common nation? **Ans.** (i) Imaging a heroic past.

(ii) Various classes were included so that they could be seen to belong to a shared world.

Q.43. Name any two novels written by Munshi Premchand. [CBSE 2014]

Ans. (i) Rangbhoomi (ii) Godan

Q.44. Why the novel Pariksha Guru could not win many readers?

Ans. It could not win many readers, as it was perhaps too moralising in its style.

Q.45., Which was the first proper modem novel in Hindi? What was its theme?

Ans. Pariksha Guru was the first proper modern novel in Hindi. The novel reflects the inner and outer world of the newly emerging middle class which is caught in the difficulty of adapting to colonised society and at the same time preserving their cultural identify.

Q.46. Who was the Hindi novelist whose writing took the Hindi novels to excellence? Ans. Munshi Premchand.

Q.47. Which was the first novel of Bankim Chandra Chattopadhyay?

Ans. Durgeshnandini in 1865.

Q.48. What is satire? Give one example. [CBSE 2014]

Ans. A form of representation through writing, drawing, painting, etc. that provides a criticism of society in a manner that is witty and clever. For example, Sultana's Dream by Rokeya Hossein.

Q.49. Who wrote Saraswativijayam? [CBSE 2014]

Ans. Potheri Kunjambu.

Q.50. What was the theme of Saraswativijayam?

Ans. Saraswativijayam stresses the importance of education for the upliftment of the lower caste.

Q.51. Who was the English author who showed the darker side of colonialism in his novels? [CBSE. Sept.2011]

Ans. Joseph Conard.

Q.52. Who wrote Anandmath? [CBSE 2014]

Ans. Bankim Chandra Chattopadhyay.

Q.53. The novel revolves around Surdas who is visually impaired and belongs to an untouchable caste. Identify the novel.

Ans. Rangbhoomi.

Q.54. The novel is an epic of the Indian peasantry and tells the moving story of Hori and his wife, Dhania. Identify the novel. [CBSE. Sept. 2011]

Ans. Godan.

Q.55. Who is the author of the novel 'Robinson Crusoe'? [CBSE. Sept.2011, 12] Ans. Daniel Defoe.

Q.56. Which of the following novel was written by Potheri Kunjambu and deals with the caste oppression? [CBSE. Sept. 2011,12]
Ans. Saraswativijayam.

Q.1. How was the involvement of women, the most important event of the novel in the 18th century? [CBSE Comp. (O) 2008]

Or

How did novels explore and depict the world of women? Explain it by giving examples. [CBSE Sept. 2010]

 \mathbf{Or}

How was the 'New Women' portrayed in the novels of the 18th century? Explain [CBSE 2013]

Ans. (i) World of women: Women got more leisure to read as well as write novels. And novels began exploring the world of women-their emotions and identities, their experiences and problems.

- (ii) Domestic life: Many novels were about domestic life a theme about which women were allowed to speak with authority. They drew upon their experience, wrote about their family life and earned public recognition.
- (iii) Women Authors: Jane Austen and Charlotte Bronte, George Eliot etc were some of the best known novelists of that era. They wrote about a society which encouraged women to look for good marriages and find wealthy or propertied husbands.
- (iv) Independent and assertive: But women novelists did not simply popularise the domestic role of women. Often their novels dealt with women who broke established norms of society before adjusting to them. Such stories allowed women readers to sympathise with rebellious actions. In Charlotte Bronte's Jane Eyre, published in 1847, young Jane is shown as independent and assertive. While girls of her time were expected to be quiet and well behaved, jane at the age of ten protests against the hypocrisy of her elders with startling bluntness. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/

Q.2. How were the stories and prose not new to India? Give three examples. [CBSE Comp. (O) 2008]

Ans. Stories in prose were not new to India. Banabhatta's Kadambari, written in Sanskrit in the seventh century, is an early example. The Panchatantra is another. There was also a long tradition of prose tales of adventure and heroism in Persian and Urdu, known as dastan.

Q.3. In what ways did the character of the novel 'Indulekha' show that India and foreign 'lifestyles' could be brought together in an ideal combination ? [CBSE Sept. 2010] Or

How did the characters like Indulekha and Madhavan inspire the contemporary

generations to strike a balance between the western ideas and Indian traditional culture? [CBSE 2012]

Ans. (i) At the time when the novel was written Indian girls were not allowed to choose their partners. The intelligent Indulekha refused to accept this practice and decided to marry to an educated and handsome boy of Nayar community.

(ii) The novel highlights how the women struggled to get out of unfair social norms of that time. (iii) Indulekha is a graceful Nair girl with good intelligence, artistic talent. She is a young and educated, knowledgeable young woman with education in English Sanskrit, who is in love with another young man, Madhavan, the hero of the novel, who was also presented in ideal colours, a member of newly educated class from University of Madras. The story details how the matrilineal society of those times, encourages Namboothiris to start a relationship with Indulekha. Indulekha promptly snubs the old Nambudiri man, but Madhavan in haste runs away from the household, to Bengal. There he makes a lot of good friends. In the end, he arrives back and is united with Indulekha.

Q.4. Differentiate between the novels written by Charlotte Bronte and the novels written by Jane Austen? [CBSE 2013]

Ans. (i) The novels of Jane Austen give us a glimpse of women in genteel rural society in their domestic role. Bronte talks about the women who broke established norms of the society.

(ii) Austen's characters are preoccupied with marriage and money while Bronte's characters are daring and assertive.

(iii) Austen's characters are opting for wealth and facilities. They wish to live a luxurious life while Bronte's character protests the hypocrisy of elders and wants to live a more dignified life at equal footage.

Q.5. How did serialisation of novels increase the popularity of novels and magazines? [CBSE 2012]

Ans. (i) Magazines were attractive and cheap since they were illustrated.

(ii) Serialisation of novels allowed the readers to enjoy suspense and discuss the characters for weeks. (iii) Serialisation of novels not only increased the circulation of magazines but also made novels more popular and readers kept waiting for the next episode eagerly.

Q.6. Explain the meaning of 'Jatra', Kabirlarai and Bhadralok. [CBSE 2013]

Ans. (i) Kabirlarai: It was a type of contest held among the poets. It was a public form of entertainment. The merchants of Calcutta used to patronise such contests.

(ii) Jatra: It is the tenth day after navaratra and is celebrated as the day of departure of Goddess Durga.

(iii) Bhadralok: It means those people who are well read and belong to rich families from upper class.

Q.7. "Novels were useful to different sectors of the society." Support your answer with suitable examples.

Or

Highlight any three contributions of novel to modern society. [CBSE 2014]

Ans. (i) Novel and industrialisation: Charles Dickens was the foremost English novelist of the Victorian era. He wrote about the terrible effects of industrialisation on people's lives and characters. His novels Hard Times and Oliver Twist became world famous.

(ii) New for the young: Novels for young boys idealised a new type of man: Someone, who was powerful, assertive, independent and daring. Most of these novels were full of adventure set in places remote from Europe. G.A. Henty a English novelist wrote exclusively for young boys.

(iii) Source of information for colonial administration: Colonial administrators found the 'vernacular' novels a valuable source of information on native life and customs. Such information was useful for

them in governing Indian society, with its large and a variety of communities and castes. As outsiders, the British knew little about life inside Indian households. The novels in Indian languages often had descriptions of domestic life.

- (Iv) Novels and struggle for freedom: The imagined nation of the novel was so powerful that it could inspire actual political movements. Bankim's Anandamath (1882) is a novel about a secret Hindu militia that fights Muslims to establish a Hindu Kingdom. It was a novel that inspired many kinds of freedom fighters.
- (v) Novels for Women: Many women novelists wrote exclusively on life of women, their emotions, their experiences and problems.

Q.8. Describe the earliest novels written in Bengali and Marathi. [CBSE 2013]

- **Ans.** (i) The earliest novel in Marathi was Baba Padmanji's Yamuna Paryatan (1857), which used a simple style of storytelling to speak about the plight of widows.
- (ii) This was followed by Lakshman Moreshwar Halbe's Muktamala (1861). This was not a realistic novel; it presented an imaginary 'romance' narrative with a moral purpose. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/
- (iii) Durgeshnandini written by Bankim Chandra Chattopadhyay was one of the earliest novel written in Bengali.

Q.9. Name the first novel written by Bankim Chandra Chattopadhyay. Describe his contribution to the Bengali novel. [CBSE 2010]

Ans. Durgeshnandini – 1885

- (i) His novels were relished for its language.
- (ii) The prose style became a new object of enjoyment.
- (iii) Initially the Bengali novel used a colloquial style associated with urban life. It also used meyeli, the language associated with women's speech. This style was quickly replaced by Bankim's prose which was Sanskritised but also contained a more vernacular style.
- (iv) By the twentieth century, the power of telling stories in simple language made Sarat Chandra Chattopadhyay (1876-1938) the most popular novelist in Bengal and probably in the rest of India.
- (v) Bankim's Anandamath (1882) is a novel about a secret Hindu militia that fights Muslims to establish a Hindu kingdom. It was a novel that inspired many kinds of freedom fighters.

Q.10. How were the modem Indian novels useful for the Indians in day to day life. [CBSE 2013]

 \mathbf{Or}

"Indian novelists used the novel as a powerful medium to criticize the defects of the society." Justify the statement with the suitable examples. [CBSE 2013]
Or

Explain any three reasons for making the novel popular in India. [CBSE 2014]

- **Ans.** (i) Indians used the novel as a powerful medium to criticise what they considered defects in their society and to suggest remedies. Writers like Viresalingam used the novel mainly to propagate their ideas about society among a wider readership.
- (ii) Novels also helped in establishing a relationship with the past. Many of them told thrilling stories of adventures and intrigues set in the past. Through glorified accounts of the past, these novels helped in creating a sense of national pride among their readers. At the same time, people from all walks of life could read novels so long as they shared a common language. This helped in creating a sense of collective belonging on the basis of one's language.
- (iii) Novels made their readers familiar with the ways in which people in other parts of their land spoke their language.

- (iv) As elsewhere in the world, in India too, the novel became a popular medium of entertainment among the middle class. The circulation of printed books allowed people to amuse themselves in new ways.
- (v) A reason for the popularity of novels among women was that it allowed for a new conception of womanhood. Stories of love
- which was a staple theme of many novels showed women who could choose or . refuse their partners and relationships.
- (vi) From the 1920s, in Bengal too a new kind of novel emerged that depicted the lives of peasants and 'low' castes. Advaita Malla
- Burman's (1914-51) Titash Ekti Nadir Naam (1956) is an epic about the Mallas, a community of fisherfolk who live off fishing in the river Titash.
- (vii) Basheer's short novels and stories were written in the ordinary language of conversation. With wonderful humour, Basheer's novels spoke about details from the everyday life of Muslim households.
- (viii) Premchand's novels, for instance, are filled with all kinds of powerful characters drawn from all levels of society. In his novels you meet aristocrats and landlords, middlelevel peasants and landless labourers, middle-class professionals and people from the margins of society.

Q.11. How did the novels play a significant role in awareness about the India's glorious past. [CBSE 2013]

Or

How did novels inspire the freedom fighters? Explain with two examples. [CBSE 2011]

- Ans. (i) To create a sense of equality: Colonial rulers regarded the contemporary culture of India as inferior. On the other hand, Indian novelist wrote to develop a modern literature of the country that could produce a sense of national belonging and cultural equality with their colonial masters.
- (ii) To protect values of India's tradition and culture: Many novelist like that of Srinivas Das had expressed their fear and anger about the intermining of Indian and Western culture. The world of colonial modernity seems to be both frightening and irresistible to the characters. The novel tries to teach the reader the 'right way' to live and expects all 'sensible men' to be worldly- wise and practical, to remain rooted in the values of their own tradition and culture, and to live with dignity and honour. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/
- (iii) The novel and nation making: Many novelists wrote about Marathas and Rajputs. These novels produced sense of a pan Indian belonging. The imagined nation of the novel was so powerful that it could inspire actual political movements. Bankim's
- Anandamath (1882) is a novel about a secret Hindu militia that fights Muslims to establish a Hindu kingdom. It was a novel that inspired many kinds of freedom fighters.
- (iv) Historical novels about Marathas and Rajputs: In Bengal, many historical novels . were about Marathas and Rajputs. These novels produced a sense of a pan-Indian belonging. They imagined the nation to be full of adventure, heroism, romance and sacrifice qualities that could not be found in the offices and streets of the nineteenth- century world. The novel allowed the colonized to give shape to their desires.
- (v) Shivaji as a nationalist : Bengali novel Anguriya Binimoy has shown Shivaji as a nationalist fighting for the freedom of Hindus.

Q.12. How did novel become a popular medium of entertainment among the middle class in India? Explain. [CBSE 2012]

Ans. (i) Colonisation: The modem novel form developed in India in, the nineteenth century, as Indians became familiar with the Western novel. Novels began appearing in south Indian languages during the period of colonial rule.

- (ii) Medium of entertainment: As elsewhere in the world, in India too, the novel became a popular medium of entertainment among the middle class. The circulation of printed books allowed people to amuse themselves in new ways. Picture books, translations from other languages, popular songs sometimes composed on contemporary events, stories in newspapers and magazines all these offered new forms of entertainment. Within this new culture of print, novels soon became immensely popular. In Tamil, for example, there was a flood of popular novels in the early decades of the twentieth century.
- (iii) Popularity of detective and mystery Novels: Detective and mystery novels often had to be printed again and again to meet the demand of readers: some of them were reprinted as many as twenty-two times.
- (iv) Novels and silent reading: The novel also assisted in the spread of silent reading. As late as the nineteenth century and perhaps even in the early twentieth century, written texts were often read aloud for several people to hear. Sometimes novels were also read in this way, but in general novels encouraged reading alone and in silence. Individuals sitting at home or travelling in trains enjoyed them.
- (iv) Novels and women: A reason for the popularity of novels among women was that it allowed for a new conception of womanhood. Stories of love which was a staple theme of many novels showed women who could choose or refuse their partners and relationships.

Q.1. Which social values Charles Dickens novel 'Hard Times' highlighted? Mention any three.

- **Ans.** (i) The novelist has explained how the poor roamed the streets for jobs and the homeless were forced to seek shelter in the workhouses.
- (ii) Due to industrialisation cities became place full of machinery, smoking chimneys, rivers polluted purple.
- iii) Industrialists reduced human beings into simple instruments of production.

Q.2.Explain the role of novelists in the field of social reforms in India with the help of any three examples. [CBSE 2014]

- Ans. (i) The novel Saraswatiuijayam stresses the importance of education for the upliftment of the lower castes.
- (ii) The writer of novel Indulekha wanted his readers to appreciate the new values of education and criticise the ignorance. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/Chapter 8 Novels Society and History Download 2017 2018 New Edition
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- (iii) Novelist like Munshi Premchand wrote about the poor conditions of peasants and how they were being exploited by the landlords.

Q.3. Which social issues were included in the novels in India? Explain by giving examples. [CBSE 2014]

'Novels helped in creating a sense of social awareness in India.' Explain. [CBSE 2012]

Ans. (i) Caste system: Many novelist like Potheri Kunjambu, Advaita Malla Burman, Munshi Premchand wrote exclusively on the caste system prevailing in the Indian society. They wrote how the depressed classes were being exploited by the Britishers and by the Indian people themselves.

(ii) Westernisation of Indian culture: Many poyels like Pariksha Guru reflects the inner and outer

(ii) Westernisation of Indian culture: Many novels like Pariksha Guru reflects the inner and outer world of the newly emerging middle classes. The characters in the novel are caught in the difficulty of adapting to colonised society and at the same time preserving their own cultural identity. The world of colonial modernity seems to be both frightening and irresistible to the characters. The novel tries- to teach the reader the 'right way' to live and expects all 'sensible men' to be worldly-wise and practical,

to remain rooted in the values of their own tradition and culture, and to live with dignity and honour. (iii) Communities based on democratic values: Novelist like Munshi Premchand highlighted the need to create a community based on democratic values.

Q.4. What were the favourite themes to women novelists in India? Explain giving any three examples. [CBSE 2012]

- **Ans.** (i) New conception of womanhood: A reason for the popularity of novels among women was that it allowed5 for a new conception of womanhood. Stories of love which was a staple theme of many novels showed women who could choose or refuse their partners and relationships. It showed women who could to some extent control their lives.
- (ii) Women changing the world: Some women authors also wrote about women who changed the world of both men and women.
- (iii) Satiric fantasy: Rokeya Hossein (1880–1932) a reformer who wrote a satiric fantasy in English called Sultana's Dream (1905) which shows a topsy-turvy world in which women take the place of men. Her novel Padmarag also showed the need for women to reform their condition by their own actions.
- (iv) Women's daily Life: Bengali writer Kailashbashini Debi wrote books highlighting the experiences of women about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour and treated unjustly by the very people they served.
- (v) Condition of upper caste women: In the 1880s, in present-day Maharashtra, Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of upper-caste Hindu women, especially widows.
- ♦ **Gentlemanly Classes :** People, who claimed a noble birth and a high social position. They were supposed to set the standard for proper behaviour.
- ◆ **Epistolary**: The form of novel which used the private and personal form of letters to tell a story are known as epistolary. Samuel Richardson's Pamela written in the 18th century explain much of its story through an exchange of letters between two lovers. NCERT SOLUTIONS For Class 10 History http://freehomedelivery.net/ Chapter 8 Novels Society and History Download 2017 2018 New Edition PDF http://freehomedelivery.net/ncert-solutions-for-class-10/
- ♦ **Vernacular**: The normal, spoken form of a language rather than the formal, literary form.
- ◆ **Satire**: A form of representation through writing, drawing, painting, etc., that provides a criticism of society in a manner that is witty and clever.
- ♦ **Serialised**: A format in which the story is published in instalments, each part in a new issue of a journal.
- ◆ **Novel**: Novel is a modem form of literature born from print, a mechanical invention.