

LEARNSEA

NCERT NOTES FOR HISTORY

10th Standard

India and the Contemporary World- II

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1 THE RAISE OF NATIONALISM IN EUROPE

During the 19th century, nationalism emerged as a force which brought about sweeping changes in the political and mental world of Europe. The end result of these changes was the **emergence of the nation-state** in the place of the multi-national dynastic empires of Europe. The first clear expression of nationalism came with the **French Revolution in 1789**.

The French Revolution and the Idea of the Nation:

- France was a **full-fledged territorial state** in 1789 under the rule of an **absolute monarch**.
- The French revolution made **political and constitutional changes** which led to the **transfer of sovereignty** from the monarchy to a body of French citizens.
- The French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people and thus bolster the feeling of French-nation.
- The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.
- The ideas of **la patrie (the fatherland)** and **le citoyen (the citizen)** were introduced that emphasised the notion of a united community enjoying equal rights under a constitution.
- A new **French flag, the tricolour**, was chosen to replace the former royal standard.
- The **Estates General** was elected by the body of active citizens and renamed the **National Assembly**.
- New hymns were composed, oaths taken, and martyrs commemorated, all in the name of the nation.
- A **centralised administrative system** was put in place and it formulated uniform laws for all citizens within its territory.
- **Internal customs duties and dues were abolished**, and a uniform system of weights and measures was adopted.
- **Regional dialects** were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

The Civil Code of 1804:

- It is also known as the **Napoleonic Code**.
- It **abolished 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 i.e. the Dutch Republic, 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.
- **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.

The Making of Nationalism in Europe:

- **Till mid-eighteenth century** in Europe there were no 'nation-states.
- Modern day states such as Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.
- The **Habsburg Empire** that ruled over Austria-Hungary, was a patchwork of many different regions and peoples.
 - It included the **Alpine regions**, the Tyrol, Austria, and the Sudetenland as well as Bohemia, where the aristocracy was predominantly German speaking.
 - It **also included the Italian-speaking provinces** of Lombardy and Venetia. The only tie binding these diverse groups together was a common allegiance to the emperor.

The Aristocracy and the New Middle Class:

- Socially and politically, a landed aristocracy was the dominant class, they were united by a common way of life that cut across regional divisions.
- They spoke French for purposes of diplomacy and in high society. Their families were often connected by ties of marriage.
- This powerful aristocracy was, however, numerically a small group. The majority of the population was made up of the peasantry.
- Industrialization began in England in the second half of the eighteenth century, but in France and parts of the German states it occurred only during the nineteenth century.
- In its wake, new social groups such as a working-class population, and middle classes made up of industrialists, businessmen, professionals came to existence.
- It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

Liberal Nationalism:

- The term '**liberalism**' derives from the Latin root liber, **meaning free**.
- For the new middleclass liberalism stood for **freedom for the individual and equality of all before the law**.
- In the economic sphere, liberalism stood for the **freedom of markets and the abolition of state-imposed restrictions** on the movement of goods and capital.
 - In 1834, **a customs union was formed**, which abolished tariff barriers and reduced the number of currencies from over thirty to two.
 - The **creation of railway networks** further stimulated mobility, harnessing economic interests to national unification.

A New Conservatism after 1815:

Collectively, Britain, Russia, Prussia, and Austria defeated Napoleon in 1815. Following this the European governments were **driven by a spirit of conservatism**. Conservatives believe that traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property, could be strengthened by modernization.

Treaty of Vienna of 1815:

- In 1815, representatives of the European powers – **Britain, Russia, Prussia, and Austria**, met at Vienna to draw up a settlement for Europe.
- The Congress was hosted by the **Austrian Chancellor Duke Metternich**.
- The treaty was aimed at **undoing most of the changes that had come about in Europe during the Napoleonic wars**. It aimed to **restore the monarchies** that had been overthrown by Napoleon and create a new conservative order in Europe.
- As a result, the **Bourbon dynasty** deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.
- A series of states were set up on the boundaries of France to prevent French expansion in future.

About Conservative Regime:

Conservative regimes **set up in 1815**, were autocratic.

They **did not tolerate criticism and dissent** and sought to curb activities that questioned the legitimacy of autocratic governments.

Most of them **imposed censorship laws** to control what was said in newspapers, books, plays and songs and reflected the ideas of liberty and freedom associated with the French Revolution.

The Revolutionaries:

- The memory of the French Revolution 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**.
- During the years following 1815, the fear of repression drove many liberal nationalists underground.
- Secret societies sprang up in many European states to train revolutionaries and spread their ideas.
- To be revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the **Vienna Congress**, and to fight for liberty and freedom.
- One of such liberal nationalists was **Giuseppe Mazzini**, who established **Secret societies** to train revolutionaries and spread their ideas.

Giuseppe Mazzini:

- He was **Born in Genoa** in 1807. He opposed to monarchy and advocated for democratic republics.
- He became a **member of the secret society** of the Carbonari.
- He founded two underground societies: **Young Italy in Marseilles** and **Young Europe in Berne**, whose members were from Poland, France, Italy, and the German states.

The Age of Revolutions: 1830-1848

As conservative regimes tried to consolidate their power in Europe; liberal nationalists belonging to the educated middle-class elite, such as professors, schoolteachers led the revolution against these regimes.

July Revolution:

- The first upheaval took place in France in **July 1830**.
- The **Bourbon kings** who had been restored to power during the conservative reaction after 1815, were now overthrown by liberal revolutionaries who installed a constitutional monarchy with Louis Philippe at its head.
- The July revolution sparked an uprising in Brussels which **led to Belgium breaking away from the United Kingdom of the Netherlands**.

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.
- Poets and artists lauded Greece as the cradle of European civilization and mobilized public opinion to support its struggle against a Muslim empire.
- The **English poet Lord Byron** organized funds and later went to fight in the war, where he died of fever in 1824. Finally, the **Treaty of Constantinople of 1832** recognized Greece as an independent nation.

The Romantic Imagination and National Feeling:

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

Romanticism:

- Romanticism was a **cultural movement** which sought to develop nationalist sentiment.
- Romantic artists and poets **generally criticized the glorification of reason and science** and focused instead on emotions, intuition and mystical feelings.
- Their effort was **to create a sense of a shared collective heritage**, a common cultural past, as the basis of a nation.
- The **emphasis on vernacular language and the collection of local folklore** was not just to recover an ancient national spirit, but also to carry the modern nationalist message to large audiences who were mostly illiterate.

Growth of Romanticism in Poland:

- Poland, which had been partitioned at the end of the eighteenth century by the Great Powers – **Russia, Prussia and Austria**.
- Although Poland no longer existed as an independent territory, national feelings were kept alive through music and language.
- **Karol Kurpinski**, for example, celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.
- Russia occupied Poland, as a result, the Polish language was forced out of schools and the Russian language was imposed everywhere. After a fierce struggle against Russian dominance clergy in Poland began to use Polish language as a weapon of national resistance.

Johann Gottfried Herder (1744-1803):

- A **German Philosopher** who **popularised the idea of Romanticism** in Germany.
- He claimed that true German culture was to be discovered among the **common people – das volk**.

It was through folk songs, folk poetry and folk dances that the true spirit of the nation (volksgeist) was to be popularised.

Socio- Economic Conditions of Europe during 1830s:

- The 1830s were years of great **economic hardship** in Europe. The first half of the nineteenth century saw an enormous increase in population all over Europe. In most countries there were more seekers of jobs than employment.
- Population from rural areas migrated to the cities to live in overcrowded slums. Small producers in towns were often faced with **stiff competition from imports of cheap machine-made goods** from England, where industrialisation was more advanced than on the continent.
- In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations. The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

The Making of Germany and Italy**Unification of Germany:**

- 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.
- However, the initiative to nation-building was **repressed by the combined forces of the monarchy and the military**.
- **Otto von Bismarck** was the **architect of unification of Germany**. He carried out unification with the help of the Prussian army and bureaucracy.

- He led three wars over seven years with **Austria, Denmark and France** which 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.

Unification of Italy:

- Italians were scattered over several dynastic states as well as the **multi-national Habsburg Empire**.
- During the middle of the nineteenth century, Italy was divided into seven states, of which only one, **Sardinia-Piedmont**, was ruled by an Italian princely house.
- The north was under **Austrian Habsburgs**, the centre was ruled by the **Pope** and the southern regions were under the domination of the **Bourbon kings of Spain**.
- During the 1830s, **Giuseppe Mazzini** tried to unite Italian Republic, however he failed in his attempt. Now the onus lies on **Sardinia-Piedmont under its ruler King Victor Emmanuel II** to unify the Italian states through war.
- Later, Chief Minister Cavour through a tactful diplomatic alliance with France ensured the victory of Sardinia-Piedmont over the Austrian forces in 1859.
- In 1860, a large number of armed volunteers under the leadership of **Giuseppe Garibaldi** marched into South Italy and the Kingdom of the Two Sicilies.
- They succeeded in winning the support of the local peasants and drove out the Spanish rulers. In 1861 Victor Emmanuel II was proclaimed king of united Italy.

The Strange Case of Britain:

- In Britain, the **formation of nation- state** is a different process from Europe where revolution marked the rise of nation-state, unlike there in Britain it is a long drawn-out process.
- British-isles were ethnic- **English, Welsh, scot or Irish**. All these groups had their own culture and political aspirations.
- As the economic status of English grew, the English parliament began to wield its authority and coerced other identities to form nation-state.
- The **act of Union (1707) between England and Scotland resulted** in formation of UK, this act not only systemically suppressed institutions of Scotland but dampen the spirit of Scotland Culture.
- On the other hand, Ireland was divided deeply on the lines of **Catholics and Protestants**. The English helped Protestants to establish their rule over largely catholic country.
- **Catholics revolt** were suppressed, and Ireland was formally incorporated into United Kingdom in 1801.
- A new British nation was forged through propagation of English symbols such as British flag and use of English language.

Visualising the Nation:

- Artists in the eighteenth and nineteenth centuries personified a nation in the **form of person**. They tried to give the abstract idea of the nation a concrete form.

- These artists **portrayed female figures as nation**.
- Artists personified France as **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.
- In Germany, 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.

Allegory: When an abstract idea (for instance, greed, envy, freedom, liberty) is expressed through a person or a thing. An allegorical story has two meanings, **one literal and another symbolic**.

Nationalism and Imperialism:

- Many countries in the world which had been colonised by the European powers in the nineteenth century began to oppose imperial domination.
- The **anti-imperial movements that developed everywhere were nationalist**, in the sense that they all struggled to form independent nation-states.
- They were **inspired by a sense of collective national unity**, forged in confrontation with imperialism. European ideas of nationalism were nowhere replicated, for people everywhere developed their own specific variety of nationalism.

Political Situation in Balkan Region:

- 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**.
- **Ottoman Empire** controlled a large part of the Balkans but the spread of the ideas of romantic nationalism in the Balkans together and the disintegration of the Ottoman Empire made this region very explosive.
- One by one, its European subject nationalities broke away from Ottoman empire 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.

Role of European Powers in Balkan Region:

- **The Balkan region** became the scene of **big power rivalry**. There was intense rivalry among the European powers over trade and colonies as well as naval and military might.

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- Each power such as **Russia, Germany, England, Austro-Hungary** was keen on countering the hold of other powers over the Balkans and extending its own control over the area. This led to a series of wars in the region and finally the First World War.

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NATIONALISM IN INDIA

In India, the growth of modern 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. But each class and group felt the effects of colonialism differently, their experiences were varied, and their notions of freedom were not always the same.

The First World War, Khilafat and Non-Cooperation

Socio-Economic Condition of India during First World War:

- The war 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.
- During the war years between 1913 and 1918, **prices got doubled**, leading to extreme hardship for the common people.
- Villages were called upon to supply soldiers, and the **forced recruitment in rural areas** caused widespread anger.
- Crops failed in many parts of India, resulting in **acute shortages of food**. This was accompanied by an **influenza epidemic**.

The Idea of Satyagraha:

- Upon Mahatma Gandhi's return to India in 1915 from South Africa, the idea of satyagraha gained momentum. He successfully used the technique of Satyagraha in South Africa against the racist regime.
- Satyagraha emphasised the **power of truth and the need to search for truth**.
- It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor.
- Without seeking vengeance, a satyagrahi could win the battle through nonviolence. This could be done by appealing to the conscience of the oppressor.
- **Examples:**
 - **Champaran Satyagraha:** In 1917, Gandhi Ji travelled to Champaran in Bihar to **inspire the peasants** to struggle against the oppressive plantation system.
 - **Kheda Satyagraha:** It was organised to support the peasants of the **Kheda district of Gujarat** whose crop got failed due to drought.

The Rowlatt Act:

- This Act gave the government enormous powers to **repress political activities and allowed detention of political prisoners without trial for two years**.
- It had been hurriedly passed through the **Imperial Legislative Council** despite the united opposition of the Indian members.

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- Mahatma Gandhi wanted **non-violent civil disobedience** against such unjust laws, which would start with a hartal on 6th April.
 - Rallies were organised in various cities, workers went on strike in railway workshops, and shops closed down.
 - To clamp down the situation, few local leaders were picked up by the British official from Amritsar.
 - On 10 April, the police in Amritsar fired upon a peaceful procession, provoking widespread attacks on banks, post offices and railway stations. **Martial law** was also imposed, and **General Dyer took command**.
 - **On 13 April 1919**, the **Jallianwala Bagh incident** took place. A large crowd gathered in the enclosed ground of Jallianwala Bagh to protest the government's new repressive measures.
 - Crowd was not aware about the martial law that had been imposed in area. General Dyer took the command of area, blocked the exit points, and opened fire on the crowd, killing hundreds.
 - His **objective** was to '**produce a moral effect**', to create in the minds of satyagrahis a feeling of terror and awe.
 - **Indian's Response:** Crowds took to the streets in many north Indian towns. There were strikes, clashes with the police and attacks on government buildings.
 - **Government's Response:** The government responded with brutal repression, seeking to humiliate and terrorise people.

The Khilafat Issue:

- In First world war, the Ottoman Turkey got defeated. It was anticipated that a harsh peace treaty was going to be imposed on the Ottoman emperor – the **spiritual head of the Islamic world (the Khalifa)**.
- **To defend the Khalifa's temporal powers**, a **Khilafat Committee was formed in Bombay** in March 1919.
- Muslim leaders like the brothers **Muhammad Ali and Shaukat Ali**, began discussing with Mahatma Gandhi about the possibility of a united mass action on the issue.
- Gandhiji saw this as an opportunity to bring Muslims under the umbrella of a unified national movement.
- At the **Calcutta session of the Congress in September 1920**, Gandhiji put forward a plan to launch a non-cooperation movement in support of Khilafat as well as for swaraj.

Prelude to Non-Cooperation Movement:

- In **Hind Swaraj (1909)**, Mahatma Gandhi declared that British rule was established in India with the cooperation of India and survived only because of this cooperation.
- If Indians refused to cooperate, British rule in India would collapse within a year, and swaraj would come.

Differing Strands within the Movement:

The Non-Cooperation-Khilafat Movement began in January 1921. **The underlying spirit of movement was 'Swaraj'**. However, the term Swaraj was interpreted in different manner by different groups of people. They interpreted the term swaraj in their own ways, imagining it to be a time when all suffering and all troubles would be over.

The Movement in the Towns:

- Middle class enthusiastically participated in Non-cooperation Movement.
- Students left government-controlled schools and colleges, headmasters and teachers resigned, and lawyers gave up their legal practices.
- The **council elections were boycotted** in most provinces **except Madras**.
 - The **Justice Party**, the party of the non-Brahmans, felt that entering the council was one way of gaining some power – something that usually only Brahmans had access to.
- Foreign goods were boycotted, liquor shops picketed, and foreign cloth burnt in huge bonfires.
- However, soon this movement gradually slowdown in cities due to following reasons:
 - **Khadi cloth** was often **more expensive** than mass-produced mill cloth and poor people could not afford to buy it.
 - For the movement to be successful, alternative Indian institutions had to be set up so that they could be used in place of the British ones. These were slow to come up. So, students and teachers began trickling back to government schools and lawyers joined back work in government courts.

Rebellion in the Countryside:

The Non-Cooperation Movement spread to the countryside. It drew into its fold the struggles of peasants and tribal.

- **Awadh Region:**
 - In Awadh region, peasants were **led by Baba Ramchandra – a sanyasi**.
 - The movement here was against talukdars and landlords who demanded from peasants exorbitantly high rents and a variety of other cesses.
 - Peasants had **to do beggar and work at landlords' farms** without any payment.
 - In many places nai – dhobi bandhs were organised by panchayats to deprive landlords of the services of even barbers and washermen.
 - **Jawaharlal Nehru set up the Oudh Kisan Sabha** to understand the grievances of peasants.
 - As the movement spread in 1921, the houses of talukdars and merchants were attacked, bazaars were looted, and grain hoards were taken over.
- **Gudem Hills of Andhra Pradesh:**
 - **In forest region of Gudem Hills**, the colonial government had closed large forest areas, preventing people from entering the forests to graze their cattle which enraged the people.
 - The hill people revolted under the leadership of **Alluri Sitaram Raju**. Although he was inspired by Gandhi's Non- Cooperation. But at the same time, he asserted that India could be liberated only using force, not non-violence.

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

Swaraj in the Plantations:

- Under the **Inland Emigration Act of 1859**, plantation workers were not permitted to leave the tea gardens without permission.
- 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.
- When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities, left the plantations, and headed home.
- They believed that Gandhi Raj was coming, and everyone would be given land in their own village.
- They raised the slogan '**Swatantra Bharat**' during their agitation.

Chauri Chaura Incident (1922):

- Chauri Chaura is a village in Gorakhpur, Uttar Pradesh. At Chauri- Chaura a peaceful demonstration in a bazaar turned into a violent clash with the police.
- Hearing of the incident, Mahatma Gandhi called a halt to the Non-Cooperation Movement.

Towards Civil Disobedience:

After, withdrawal of Non-cooperation movement, within congress few leaders felt that it was the time to enter provincial councils through elections under the aegis of **Government of India Act 1919**. In this pursuit **C.R. Das and Motilal Nehru formed the Swaraj Party** within Congress. However, the leaders such as Jawaharlal Nehru and Subhash Chandra Bose pressed for more radical mass agitation aimed at gaining full independence.

Arrival of Simon Commission:

- Tory government in Britain constituted a Statutory Commission under Sir John Simon to review the functioning of the **Government of India Act 1919** and suggest changes which suit the Indian-Political System.
- Simon Commission arrived in India in **1928**, it was greeted with the slogan '**Go back Simon**'.
- Simon Commission was boycotted as it did not contain any Indian member.
- During protests against Simon Commission, **Lala Lajpat Rai** died due to Lathi blows of police.

Purna Swaraj:

- In December 1929, under the presidency of Jawaharlal Nehru, the **Lahore Congress formalised the demand of 'Purna Swaraj' or full independence for India.**

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- It was declared that **26 January 1930, would be celebrated as the Independence Day** when people were to take a pledge to struggle for complete independence.

The Salt March and the Civil Disobedience Movement:

- The civil disobedience movement began with Gandhi's salt march along with his **78 followers** to a coastal town known as **Dandi in Gujarat**.
- On 6 April, 1930 he reached Dandi, and ceremonially violated the law, manufacturing salt by boiling sea water.
- Thousands in different parts of the country broke the salt law, manufactured salt, and demonstrated in front of government salt factories.
- 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.
- **Government's Response:**
 - The colonial government **responded with a policy of brutal repression and arrest of the Congress leaders one by one**. This led to violent clashes in many palaces.
 - **For Example:** Abdul Ghaffar Khan, a devout disciple of Mahatma Gandhi, was arrested in April 1930, at Peshawar.
 - Satyagrahis were attacked, women and children were beaten, and about 100,000 people were arrested.
- **Gandhi-Irwin Pact:**
 - Mahatma Gandhi decided to call off the **Civil Disobedience Movement** and entered a pact with Lord Irwin on **5 March 1931**.
 - By the Gandhi-Irwin Pact, Gandhiji consented to participate in a Round Table Conference and the government agreed to release the political prisoners.

Participation of Various Groups in the Civil Disobedience Movement

- **Rich Peasant Communities:**
 - The **Patidars of Gujarat and the Jats of Uttar Pradesh** were rich peasants, active in the movement.
 - Being producers of commercial crops, they were very hard hit by the trade depression and falling prices. Their cash income due to great depression disappeared they found it impossible to pay the government's revenue demand.
 - For them, the fight for swaraj was a struggle against high revenues. But they were deeply disappointed when the movement was called off in 1931 without the revenue rates being revised.
- **Poor Peasantry:**
 - The poorer peasantry was not just interested in the lowering of the revenue demand unlike rich peasants.
 - Many of them were small tenants cultivating land they had rented from landlords.
 - As the Depression continued and cash incomes dwindled, the small tenants found it difficult to pay their rent. They wanted the unpaid rent to the landlord to be remitted.

- **Business classes:**

- Business classes were **against colonial policies that restricted business activities**.
- They wanted protection against imports of foreign goods, and a rupee-sterling foreign exchange ratio that would discourage imports.
- To organise business interests, they formed the **Indian Industrial and Commercial Congress in 1920 and the Federation of the Indian Chamber of Commerce and Industries (FICCI) in 1927**.
- Prominent industrialists like **Purshottamdas Thakurdas and G. D. Birla** supported the Civil Disobedience Movement through financial assistance.

- **Industrial working classes:**

- The industrial working classes **did not participate in the Civil Disobedience** Movement in large numbers, except in the Nagpur region.
- There were strikes by railway workers in 1930 and dockworkers in 1932. In 1930 thousands of workers in Chotanagpur tin mines wore Gandhi caps and participated in protest rallies and boycott campaigns.
- But the Congress was reluctant to include workers' demands as part of its programme of struggle. It felt that this would alienate industrialists and divide the antiimperial forces.

- **Women:**

- Women **participated in civil disobedience movement** in large numbers.
- During Gandhiji's salt march, thousands of women came out of their homes to listen to him. They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops.
- **In urban areas these women were from high-caste families;** in rural areas they came from rich peasant households.

- **The Limits of Civil Disobedience:**

- Dalit participation in the Civil Disobedience Movement was **limited**, particularly in the Maharashtra and Nagpur region. As the Congress had ignored the Dalits, for fear of offending the sanatanis, the conservative high-caste Hindus.
- Muslim political organisations were also lukewarm in their response to the Civil Disobedience Movement. After the decline of the Non-Cooperation-Khilafat movement, a large section of Muslims felt alienated from the Congress.

The Sense of Collective Belonging:

The Sense of Collective Belonging to a nation in people comes when people begin to believe that they are all part of the same nation. This sense of collective belonging comes when they discover some unity that binds them together and partly through the experience of united struggles.

Contribution of People in growth of Nationalism:

- **Bankim Chandra Chattopadhyay:**

- It was in the twentieth century, with the growth of nationalism, that the identity of India came to be visually associated with the image of Bharat Mata. The image was first created by **Bankim Chandra Chattopadhyay**.

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- He wrote '**Vande Mataram**' as a hymn to the motherland. Later it was included in **his novel Ananda math** and widely sung during the Swadeshi movement in Bengal.
 - **Abanindranath Tagore:**
 - Moved by the Swadeshi movement, Abanindranath Tagore **painted his famous image of Bharat Mata**. In this painting Bharat Mata is portrayed as an ascetic figure; she is calm, composed, divine and spiritual.
 - **Natesa Sastri:**
 - In Madras, he **published a massive four-volume collection of Tamil folk tales, The Folklore of Southern India**.
 - He believed that folklore was national literature; it was 'the most trustworthy manifestation of people's real thoughts and characteristics.
 - **Mahatma Gandhi:**
 - Gandhiji had **designed the Swaraj flag**. It was again a tricolour (red, green, and white) and had a spinning wheel in the centre, representing the Gandhian ideal of self-help.
 - Carrying the flag, holding it aloft, during marches became a symbol of defiance.
 - **Interpretation of History & Nationalism:**
 - Through their Historical prism, the British saw Indians as backward and primitive, incapable of governing themselves.
 - However, history was reinterpreted by Indians. The achievements in ancient times when art and architecture, science and mathematics, religion and culture, law and philosophy, crafts and trade had flourished instil a sense of pride.

3

THE MAKING OF A GLOBAL WORLD

The Pre-modern world:

- Globalisation' is not a recent phenomenon which has emerged in last 50 years rather it has a long history.
- From ancient times, travellers, traders, priests and pilgrims travelled vast distances for knowledge, opportunity and spiritual fulfilment, or to escape persecution. They carried goods, money, values, skills, ideas, inventions, and even germs and diseases.
- **For Example:** As early as 3000 BCE an active coastal trade linked the Indus valley civilisations with present-day West Asia.

Silk Routes Link the World:

- The silk routes are a **good example of vibrant pre-modern trade and cultural links** between distant parts of the world.
- Historians have identified several silk routes, over land and by sea, knitting together vast regions of Asia, and linking Asia with Europe and northern Africa. They are known to have existed since before the Christian Era and thrived almost till the fifteenth century.
- Through these silk routes not only trade and cultural exchange took place between various parts of world but various Christian missionaries, Muslim preachers spread the message of their religion.

Food Travels: Spaghetti and Potato

- Food offers many examples of long-distance cultural exchange. Traders and travellers introduced new crops to the lands they travelled.
- **For Example:**
 - It is believed that noodles travelled west from China to become spaghetti or perhaps Arab traders took pasta to fifth-century Sicily, an island now in Italy.
 - Foods such as potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes were not known to our ancestors until about five centuries ago. These foods were only introduced in Europe and Asia after Christopher Columbus discovered Americas.
- **Potato** became an **important part of diet of Europe's poor** in Ireland however when a disease destroyed the potato crop in the mid-1840s, hundreds of thousands died of starvation.

Reasons for People Migration:

- Until the nineteenth century, poverty and hunger were common in Europe. Cities were crowded and deadly diseases were widespread.
- Religious conflicts were common, and religious dissenters were persecuted. Therefore, people fled to Europe for America.

Role of Disease in Conquest:

- The **Spanish colonised America** not by a conventional military weapon rather 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.

New Trade Routes & Trade:

- The pre-modern world shrank greatly in the sixteenth century after European sailors found a sea route to Asia and reached America through western ocean.
- The Indian Ocean had known a bustling trade, with goods, people, knowledge, customs, etc. criss-crossing its waters. However, the entry of the Europeans helped expand or redirect some of these flows towards Europe.

The Nineteenth Century (1815-1914):

- In the nineteenth century's world, Economic, political, social, cultural and technological factors interacted in complex ways to transform societies and reshape external relations.
- To understand the World Economy in nineteenth century's, Economists identify **three types of movement or 'flows' within international economic exchanges:**
 - **The first** is the **flow of trade** which in the nineteenth century refer red largely to trade in goods (e.g., cloth or wheat).
 - **The second** is the **flow of labour** – the migration of people in search of employment.
 - **The third** is the **movement of capital for short-term or long-term investments** over long distances.

Corn Laws:

- The **Corn Laws** were **tariffs and trade restrictions on imported food and grain ("corn")** enforced in the United Kingdom between 1815 and 1846.
- They were designed to keep grain prices high to favour domestic producers and represented British mercantilism.
- Population growth from the late eighteenth century had increased the demand for food grains in Britain as a result the price of agricultural products went up.
- Unhappy with high food prices, industrialists and urban dwellers forced the abolition of the Corn Laws. After the Corn Laws were scrapped, food could be imported into Britain more cheaply than it could be produced within the country.

Role of Technology in making of a Global Agricultural Economy:

- The railways, steamships, the telegraph were important inventions that transformed the nineteenth-century world.
- Railways linked the agricultural regions to the ports. New harbours were build and old ones expanded to ship the new cargoes.
- Till the 1870s, animals were shipped live from America to Europe and then slaughtered when they arrived there. During voyage many animals fell ill or became unfit to eat.
- Meat was hence an expensive luxury beyond the reach of the European poor. But with the introduction of Refrigerated ship it was possible to carry perishable foods over long distances which lowered the meat prices.

Late nineteenth-century Colonialism:

- **Markets flourished and trade increased** in the late nineteenth century, it is important to realise that there was a darker side to this process. In many parts of the world, the expansion of trade and a closer relationship with the world economy also meant a loss of freedoms and livelihood.
- Late nineteenth-century European conquests produced many painful economic, social and ecological changes through which the colonised societies were brought into the world economy.
- Rival European powers in Africa drew up the borders demarcating their respective territories. In **1885** the big European powers met in Berlin to complete the carving up of Africa between them.
- Britain and France made vast additions to their overseas territories in the late nineteenth century. Belgium and Germany became new colonial powers. The US also became a colonial power in the late 1890s by taking over some colonies earlier held by Spain.

Impact of European Colonialism on Colonised Societies:

- **Shift to Labour Pattern:** Traditionally, in Africa people were involved in agriculture due to vast resources of land and minerals but Europeans forced them to work on wages in their plantations.
- **Arrival of Diseases: Rinderpest, or the Cattle Plague** arrived in Africa in the late 1880s which killed 90 per cent of cattle. It was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in East Africa.

Indentured Labour Migration from India:

- In the nineteenth century, hundreds of thousands of Indian and Chinese labourers went to work on plantations, in mines, and in road and railway construction projects around the world.
- 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 their rents, became deeply indebted and were forced to migrate in search of work.
- The main destinations of Indian indentured migrants were the **Caribbean islands (mainly Trinidad, Guyana and Surinam), Mauritius and Fiji**. Closer home, Tamil migrants went to Ceylon and Malay).
- **Nineteenth-century indenture** has been described as a '**new system of slavery**'. Plantation workers were working living in harsh conditions and have few legal rights.

Survival of Indentured Labour in harsh Conditions:

- Indentured labour working in harsh conditions developed new forms of individual and collective self-expression, blending different cultural forms.
- In Trinidad the annual Muharram procession was transformed into a riotous carnival called '**Hosay (for Imam Hussain)**' in which workers of all races and religions joined.

- The **protest religion of Rastafarianism** (made famous by the Jamaican reggae star Bob Marley) is an expression that **reflect social and cultural links with Indian migrants to the Caribbean.**
- **'Chutney music', popular in Trinidad and Guyana,** is another creative contemporary expression of the post-indenture experience.

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.

Indian Trade, Colonialism and the Global System:

- Historically, fine cottons produced in India were exported to Europe. With industrialisation, British cotton manufacture began to expand, and industrialists pressurised the government to restrict cotton imports and protect local industries.
- Tariffs were imposed on cloth imports into Britain. Consequently, the inflow of fine Indian cotton began to decline.
- Indian textiles **now faced stiff competition** in other international markets. Exports from India, saw a steady decline of the share of cotton textiles: from some 30 per cent around 1800 to 15 per cent by 1815.
- However, **export of raw materials increased fast.** Between 1812 and 1871, the share of raw **cotton exports rose** from **5 per cent to 35 percent.**

Britain: Multilateral Settlement System:

- **Britain grew opium in India** and exported it to China and, with the money earned through this sale, it financed its tea and other imports from China.
- British had a **trade surplus with India** owing to higher exports to India.
- Britain used this surplus to balance its trade deficits with other countries – that is, with countries from which Britain was importing more than it was selling to.
- This gave rise to a multilateral settlement system which allows one country's deficit with another country to be settled by its surplus with a third country.

The Inter-war economy:

The First World War (1914-18) was mainly fought in Europe. But its impact was felt around the world. During this period the world experienced widespread economic and political instability.

Wartime Transformations:

- The First World War was fought between the Allies – Britain, France and Russia (later joined by the US); and the Central Powers – Germany, Austria-Hungary and Ottoman Turkey.
- The war saw the participation of leading industrial nations. During the war, industries were restructured to produce war-related goods.

- Entire societies got reorganised for war – as men went to battle, women stepped in to undertake jobs that earlier only men were expected to do.
- Britain borrowed large sums of money from US banks. Thus, **the war transformed the US from being an international debtor to an international creditor.**

Post-war Recovery

Economic Position of Britain after war:

- During pre-war period, Britain was the world's leading economy. However, after war Britain was burdened with huge external debts as it took loans from US to finance war time expenditures.
- It found difficult to recapture its earlier position of dominance in the Indian market, and to compete with Japan internationally.
- The war had **led to an economic boom**, that is, to a large increase in demand, production and employment.
- When the war boom ended, production contracted and unemployment increased.

Rise of Mass Production and Consumption:

- Post war US economy resumed its strong growth in the early 1920s. In 1920s US economy was **characterised by mass production. Henry Ford**, a well-known pioneer of mass production used assembly line method to increase output.
- The **T Model Ford** was the **world's first mass-produced car**. Mass production lowered costs and prices of engineered goods. Due to rise in wages more workers could now afford to purchase durable consumer goods such as car.
- In 1923, the US resumed exporting capital to the rest of the world and became the largest overseas lender. US imports and capital exports also boosted European recovery and world trade and income growth over the next six years.

The Great Depression:

- The Great Depression began around 1929 and lasted till the mid1930s.
- During this period most parts of the world experienced catastrophic declines in production, employment, incomes and trade.
- In general, agricultural regions and communities were the worst affected. This was because the fall in agricultural prices was greater and more prolonged than that in the prices of industrial goods.

Factors:

- **Speculation on borrowed money**, which led to the collapse of American Share Market.
- Rapid selling created further fall.
- **Failure of banks** to provide credit to agriculture and industries.
- **Economic inactivity** due to First World War.
- The US attempt to protect its economy in the depression by doubling import duties also dealt another severe blow to world trade.

India and the Great Depression:

- India's exports and imports **nearly halved between 1928 and 1934**. As international prices crashed, prices in India also plunged. Between 1928 and 1934, wheat prices in India fell by 50 percent.
- Agricultural prices fell sharply but the colonial government refused to reduce revenue demands which adversely impacted peasants and farmers.
- In these depression years, India became an exporter of precious metals, notably gold.
- In urban areas middle-class salaried employees found themselves better off due to falling prices.
- **Industrial investment also grew** as the government extended tariff protection to industries, under the pressure of nationalist opinion.

Rebuilding a World Economy:

- The Second World War was **fought between the Axis powers (mainly Nazi Germany, Japan and Italy) and the Allies (Britain, France, the Soviet Union and the US)**.
- Vast parts of Europe and Asia were devastated, and several cities were destroyed by aerial bombardment or relentless artillery attacks. The war caused an immense amount of economic devastation and social disruption.
- Two crucial influences shaped post-war reconstruction. The first was **the US's emergence as the dominant economic, political and military power** in the Western world and the second was the dominance of the Soviet Union.

Post-war Settlement and the Bretton Woods Institutions:

- The main aim of the post-war international economic system was **to preserve economic stability and full employment** in the industrial world.
- Its framework was agreed upon at the **United Nations Monetary and Financial Conference held in July 1944 at Bretton Woods** in New Hampshire, USA.

Bretton Woods System:

- The post-war international economic system is also often described as the **Bretton Woods system**.
- This system consists of **International Monetary Fund (IMF) and the World Bank**. Both these institutions are known as the **Bretton Woods twins**.
- **IMF dealt with external surpluses and deficits of its member nations** while the **World Bank was set up to finance post war reconstruction**.
- It was **based on fixed exchange rates**. In this system, national currencies, for example the Indian rupee, were pegged to the dollar at a fixed exchange rate.
- Decision-making in these institutions is controlled by the Western industrial powers. The US has an effective right of veto over key IMF and World Bank decisions.

Performance of The Bretton Woods system: The Early Post-war Years

- The Bretton Woods system inaugurated an era of unprecedented growth of trade and incomes for the Western industrial nations and Japan.
- World trade **grew annually at over 8 per cent between 1950 and 1970** and incomes at nearly 5 per cent. The growth was also mostly stable, without large fluctuations.

G-77 & New International Economic Order (NIEO):

- Faster economic growth of western countries **did not percolate** to the third world countries.
- In an attempt to increase their bargaining power at World level, these countries constituted them into a group known as - **the Group of 77 or G-77 to demand a New International Economic Order (NIEO)**.
- Through NIEO, these countries aimed a system which would give them control over their natural resources, more development assistance, fair prices for raw material and better access for their manufactured goods in the developed countries, market.



4

THE AGE OF INDUSTRIALISATION

Before the Industrial Revolution:

The history of Industrialisation is often linked with **setting up of modern-day factories** in eighteenth century in Britain. However, there was large-scale industrial production for international market which was not based on factories.

Proto Industrialisation:

- In the seventeenth and eighteenth centuries, merchants from the towns in Europe supplied money to peasants and artisans, persuading them to produce for an international market.
- These peasants, artisans produced hand made goods to cater the need of international market. This phase of industrialisation as

The Coming Up of the Factory:

- The **earliest factories in England came up by the 1730s**. But it was only in the late eighteenth century that the number of factories multiplied.
- A series of inventions in the eighteenth century increased the efficacy of each step of the production process (carding, twisting and spinning, and rolling).
- **For Example:** Britain was importing 2.5 million pounds of raw cotton to feed its cotton industry. By 1787 this import soared to 22 million pounds. This increase was linked to a number of changes within the process of production.

The Pace of Industrial Change:

In England the industrial change was not on expected pace due to following reasons:

- **Cotton and iron and steel industry were the leading sector** while other industries could not catch the pace.
- New industries **could not easily displace traditional industries**.
- New technology was expensive and merchants and industrialists were cautious about using it.

Hand Labour and Steam Power:

- In Victorian Britain, there was **no shortage of hand labour as poor peasants** moved to cities in large numbers in search of jobs.
- Industrialists in Britain were keen to employ labour in factories for following reasons:
 - Due to **plenty of labour available**, there were **low wages**.
 - **Large capital investment** was needed in machines.
 - In factories such as breweries only seasonal demand of labour was there.
- However, in countries such as US in nineteenth- century industrialists were keen on using mechanical power due to shortage of human labour.

Life of the Workers and Introduction of Spinning Jenny:

- Life of workers in Britain was grim, workers find jobs in market on the basis of their social connections.

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- The incomes of workers fluctuated due to seasonal nature of work.
 - **The Spinning Jenny** was introduced in the woollen industry, women who survived on hand spinning began attacking it.

Spinning Jenny:

- Devised by **James Hargreaves** in **1764**, this machine speeded up the spinning process and reduced labour demand.
- By turning one single wheel a worker could set in motion number of spindles and spin several threads at the same time.

Industrialisation in the Colonies

Advent of Colonialism and Indian Textiles:

- Before, the onset of machine industries International market in textiles was **dominated by silk and cotton goods of India**. A variety of Indian merchants and bankers were involved in this network of export trade-financing production, carrying goods and supplying exporters.
- **Surat and Hooghly** were traditional trade centres, however with the emergence of European Companies new trade centre such as Bombay and Calcutta grew.
- Many of the old trading houses collapsed, and those who survived had to now operate within a network shaped by European trading companies.

Steps taken by East India Company to Monopolise Trade:

As the East India Company **established political power**, it took the following steps to monopolize trade over its other European competitors:

- It appointed a paid servant called the **Gomastha to supervise weavers**, collect supplies, and examine the quality of cloth.
- It prevented Company weavers from dealing with other buyers through the system of advance.

Impact of British Cotton Industries on India:

- Industrial groups in England worried by the **influx of imports from India** pressured government to impose import duties on cotton products from India.
- This strategy **promoted the market of Manchester goods in Britain** without competition from outside.
- Subsequently, the export market of Indian cotton products declined and Indian local markets were flooded with Manchester imports.

Factories Coming up:

- The **first cotton mill in Bombay** came up in **1854**. In Bengal, the first being set up in 1855.
- 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.

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- By 1874, the first spinning and weaving mill of Madras began production.

Contribution of Early Entrepreneurs in Industrial Development:

- In Bengal, **Dwarkanath Tagore** set up six joint-stock companies in the 1830s and 1840s.
- In Bombay, **Parsis like Dinshaw Petit and Jamsetjee Nusserwanjee Tata** who built huge industrial empires in India.
- **Seth Hukumchand, a Marwari businessman** who set up the first Indian jute mill in Calcutta in 1917.

Impact of Swadeshi Movement on Industries:

- In the beginning of 20th century, the swadeshi movement gathered momentum, nationalists mobilised people to boycott foreign cloth.
- Industrial groups organised themselves to protect their collective interests, pressurising the government to increase tariff protection and grant other concessions.

Impact of First World War on Industries in India:

- Manchester imports into India declined as British mills were busy with war production to meet the needs of the army. Suddenly, it **led to creation of vast home market to supply goods.**
- Indian factories supplied war needs such as jute bags, cloth for army uniforms, tents and leather boots.
- Local industrialists gradually consolidated their position, substituting foreign manufactures and capturing the home market.

Use of Technology and Handlooms:

- By the second decade of the twentieth century weavers started using looms with a fly shuttle.
- This **increased productivity per worker**, speeded up production and reduced labour demand.
- By 1941, over 35 per cent of handlooms in India were fitted with fly shuttles.

Market for Goods:

British manufacturers used advertisement to shape a new consumer culture which created the demands of their products in market.

Use of Symbols in Advertisement:

- **MADE IN MANCHESTER' label** was used by British manufacturers in India to promote their product. This label was promoted as hallmark of quality.
- Images of Indian gods and goddesses such as Krishna or Saraswati was used by the manufacturers so that a product from a foreign land appear somewhat familiar to Indian people.

5 PRINT CULTURE AND THE MODERN WORLD

Print, Culture and the Modern World:

The earliest kind of print technology was developed in **China, Japan and Korea**. This was a system of **hand printing**.

Print Culture in China:

- From AD 594 onwards, **books in China** were printed by rubbing paper.
- The imperial state in China was the **major producer of printed material**. Print material was in great demand in China as state conducted civil services examination for which textbooks were printed in large numbers.
- By the **seventeenth century**, the uses of print diversified. Reading increasingly became a leisure activity. The new readership preferred fictional narratives, poetry.
- **Western printing techniques and mechanical presses were imported** in the late nineteenth century as Western powers established their outposts in China.
- **Shanghai** became the hub of the new print culture. From hand printing there was now a gradual shift to mechanical printing.

Print in Japan:

- **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**.
- In medieval Japan, poets and prose writers were regularly published, and books were cheap and abundant.
- In the late eighteenth century, in the urban circles at **Edo** (now, **Tokyo**), illustrated collections of paintings depicted an **elegant urban culture, involving artists, courtesans, and teahouse gatherings**.

Print Comes to Europe:

- In the eleventh century, Chinese paper reached Europe via the **silk route**.
- In 1295, **Marco Polo** introduced the **technology of woodblock printing in Italy** after his exploration in China. Soon the wood block printing spread to other parts of Europe.
- Luxury editions were still handwritten on very expensive **vellum**, meant for aristocratic class.
- Gradually, the demand for books increased, booksellers all over Europe began exporting books to many different countries.
- By the early fifteenth century, woodblocks were being widely used in Europe to print textiles, playing cards, and religious pictures with simple, brief texts.

Gutenberg and the Printing Press:

- Gutenberg was the **son of a merchant** and grew up on a large agricultural estate. From his childhood he had seen wine and olive presses.
- In 1448, the **Gutenberg Press** was established by him. The **first book he printed was the Bible**. About 180 copies were printed in 3 years.

- Although these books were printed, a unique touch remained borders were illuminated by hand with foliage and other patterns.

The Print Revolution and Its Impact:

This **shift from hand printing to mechanical printing** is known as the **print revolution**. It was a new way of producing books. Printing revolution ensured the reach of ancient and medieval texts to a **broader audience**.

Impact of Printing Books:

- Printing **reduced the cost of books**.
- The **time and labour** required to produce each book came down, and multiple copies could be produced with greater ease.
- Printed Books **increased the readership** in the market.
- Access to books created a **new culture of reading**.
- Earlier, reading was restricted to the elites. Printed material **helped to reach the content to illiterate section of society** through recitals in taverns and public gatherings.

Taverns: Places where people gathered to drink alcohol, to be served food, and to meet friends and exchange news.

Religious Debates and the Fear of Print:

- Print **created the possibility** of wide circulation of ideas and introduced a new world of debate and discussion.
- Even those who disagreed with established authorities could now print and circulate their idea.
- In 1517, the religious reformer **Martin Luther wrote Ninety Five Theses**, criticising many of the practices and rituals of the Roman Catholic Church.
- Luther's writings were reproduced in vast numbers and read widely. This leads to a division within the Church and to the **beginning of the Protestant Reformation**.

The Reading Mania:

- In seventeenth and Eighteenth centuries, **churches of different denominations** set up schools in villages for imparting education to peasants and artisans.
- As a result, by the end of the eighteenth century, in some parts of **Europe literacy rates were as high as 60 to 80 per cent**.

Measures Which made literature popular:

- New forms of popular literature appeared in print, targeting new audiences. Booksellers employed pedlars who roamed around villages, carrying little books for sale.
- There were **almanacs or ritual calendars**, along with ballads and folktales.
- In England, penny chapbooks were carried by petty pedlars known as **chapmen**, who sold books which a poor could buy.

- In France, were the **“Biliotheque Bleue”**, which were low-priced small books printed on poor quality paper, bound in cheap blue covers.

Books as Vehicles of Change:

- By the mid-eighteenth century, there was a common conviction that books were a **means of spreading progress and enlightenment**.
- Many believed that books could change the world, liberate society from despotism and tyranny, and herald a time when reason and intellect would rule.
- **For Example: Louise-Sebastien Mercier**, a novelist in eighteenth-century proclaimed that: 'The printing press is the **most powerful engine of progress and public opinion** is the force that will sweep despotism away.'

Print Culture and the French Revolution:

Many Historians are of the view that the **French Revolution has its genesis in print culture** due to following reasons:

- Print popularised the ideas of the Enlightenment thinkers such as **Voltaire and Rousseau**. Collectively, their writings provided a critical commentary on tradition, superstition and despotism.
- Print **created a new culture of dialogue and debate** which recognised the need to question existing ideas and beliefs.
- By the 1780s there was an outpouring of literature that mocked the royalty and criticised their morality.
- Cartoons and caricatures typically suggested that the monarchy remained absorbed only in sensual pleasures while the common people suffered immense hardships.

The Nineteenth Century:

The nineteenth century saw massive improvement in mass literacy in Europe, bringing in large numbers of new readers among children, women and workers.

Children:

- Children became an **important category of readers**, as primary education became compulsory from the late nineteenth century.
- A children's press, devoted to literature for children alone, was set up in France in 1857.
- The **Grimm Brothers in Germany** spent years compiling traditional folk tales gathered from peasants which were published in 1812.

Women:

- Women became important **readers as well as writers**.
- **Penny magazines** were especially meant for women, as were manuals teaching proper behaviour and housekeeping.
- Famous Women Novelists: **Jane Austen, the Bronte sisters, George Eliot**.

Workers:

- In the nineteenth century, **lending libraries** in England became instruments for educating white-collar workers, artisans and lower-middle-class people.
- Political tracts and autobiographies were written by workers from the mid-nineteenth century after the working day was gradually shortened.

Innovation in Press:

- By the **late eighteenth century**, the press came to be **made out of metal**.
- **Power-driven Cylindrical Press:** Richard M. Hoe developed this press in mid-nineteenth century. This Press was capable of printing 8,000 sheets per hour.
- **Offset Press:** In the late nineteenth century, the offset press was developed which could print up to six colours at a time.
- **Electrically Operated Presses** accelerated printing operations from the turn of the twentieth century.
- Methods of **feeding paper improved**, the quality of plates became better, automatic paper reels and photoelectric controls of the colour register were introduced.
- Printers and publishers continuously developed new strategies to sell their product.
 - In the 1920s in England, popular works were sold in cheap series, called the **Shilling Series**.

India and the World of Print:

- Before the age of print, in India there was 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**.
- Manuscripts were **highly expensive and fragile**. They could not be read easily because they were written in different styles.

Evolution of Print in India:

- The printing press **first came to Goa** with Portuguese missionaries in the mid-sixteenth century.
- **Jesuit priests** learnt Konkani and printed several tracts.
- From 1780, **James Augustus Hickey** began to edit the **Bengal Gazette**, a weekly magazine. It published gossip about the East India Company's senior officials in India.

Religious Reform and Public Debates:

- From the early nineteenth century, there were intense debates around religious issues. These debates were carried out in public and in print.
- Printed tracts and newspapers not only spread the new ideas, but they shaped the nature of the debate.
- Matters like **widow immolation, monotheism, Brahmanical priesthood, idolatry** were debated between social and religious reformers and the Hindu orthodoxy.
- To reach a wider audience, the ideas were printed in the everyday, spoken language of ordinary people.

- **Rammohun Roy** published the **Sambad Kaumudi** from 1821 and the Hindu orthodoxy commissioned the **Samachar Chandrika** to oppose his opinions.
- 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.

New Forms of Publication:

- Printing created an appetite for new kinds of writing. By the end of the nineteenth century, a new visual culture was taking shape. With the setting up of an increasing number of printing presses, visual images could be easily reproduced in multiple copies.
- Painters like **Raja Ravi Varma** produced images for mass circulation. By the 1870s, caricatures and cartoons were being published in journals and newspapers, commenting on social and political issues.

Women and Print:

- Liberal husbands and fathers began educating their womenfolk at home and sent them to schools after the mid-nineteenth century.
- However, Conservative Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading Urdu romances.
- In East Bengal, in the early nineteenth century, **Rashundari Debi** wrote her autobiography **Amar Jiban which was published in 1876**.
- **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.
- 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.
- In Punjab folk literature was widely printed from the early twentieth century. **Ram Chaddha** published the fast-selling **Istri Dharm Vichar** to teach women how to be obedient wives.

Print and the Poor People:

- Public libraries were set up by rich local patrons from the early twentieth century for poor people so that they could get the access to books.
- From the late nineteenth century, issues of caste discrimination began to be written about in many printed tracts and essays. **Jyotiba Phule** wrote about the injustices of the caste system in his **Gulamgiri (1871)**.
- **Kashibaba, a Kanpur millworker**, wrote and published *Chhote Aur Bade Ka Sawal* in 1938 to show the links between caste and class exploitation.
- **Sacchi Kavitayan** a collection written by Kanpur millworker under the name of Sudarshan Chakr were published.

Print and Censorship:

- Before 1798, the English East India Company was not enthused about the local press in India rather it was concerned about the publications of its own employees who were critical of Company misrule.
- The Company was worried that such criticisms might be used by its critics in England to attack its trade monopoly in India.
- By the 1820s, the **Calcutta Supreme Court** passed regulations to control **press freedom** and the Company began encouraging publication of newspapers that would celebrate British rule.
- After the revolt of 1857, the British government took measures to check the growth of vernacular newspapers due to their nationalist fervour.
- In 1878, the **Vernacular Press Act** was passed. It provided the government with **extensive rights to censor reports and editorials** in the vernacular press.
- **Balgangadhar Tilak edited Kesari**. This led to his imprisonment in 1908, provoking in turn widespread protests all over India.