



# SOCIAL SCIENCE

**TERM - I** **90 Minutes**

**CBSE - Class X**

**Strictly as per the Latest CBSE Syllabus released on 5th July,  
2021 (CBSE Cir.No.Acad-51/2021)**

### *Salient Features*

- ❖ Chapterwise Concept Map and Quick Notes.
- ❖ As per Latest NCERT Norms, the Objective Type Questions - Multiple Choice Questions, Assertion and Reason Type Questions and Case Based Questions are included.
- ❖ Useful for Board Exam 2021-22 (November - December)



**SURA PUBLICATIONS**  
**Chennai**

2021-22 Edition

**All rights reserved © SURA Publications.**

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, digitally, electronically, mechanically, photocopying, recorded or otherwise, without the written permission of the publishers. Strict action will be taken.

**ISBN: 978-93-5330-397-6**

**Code No: CB10\_18**

---

**Author**

**Mrs. Chitra, M.A.**  
Chennai

**Mrs. Subha Sarathy** M.Sc., M.Phil.  
Chennai

**Edited by**

**Mrs. PG. Helan Sathiya, M.Com., M.Phil.**  
Chennai



**SURA PUBLICATIONS**

1620, 'J' Block, 16<sup>th</sup> Main Road, Anna Nagar, Chennai - 600 040.

Phones : 044-48629977, 48627755

Mobile : 80562 94222 / 80562 15222

Email : [orders@surabooks.com](mailto:orders@surabooks.com)

Website : [www.surabooks.com](http://www.surabooks.com)



**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
( शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन )  
**CENTRAL BOARD OF SECONDARY EDUCATION**  
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

CBSE/DIR (ACAD)/2021

Date: July 05, 2021  
Circular No: Acad-51/2021

All the Heads of Schools affiliated to CBSE

**Subject: Special Scheme of Assessment for Board Examination Classes X and XII for the Session 2021-22**

COVID 19 pandemic caused almost all CBSE schools to function in a virtual mode for most part of the academic session of 2020-21. Due to the extreme risk associated with the conduct of Board examinations during the second wave in April 2021, CBSE had to cancel both its class X and XII Board examinations of the year 2021 and results are to be declared on the basis of a credible, reliable, flexible and valid alternative assessment policy. This, in turn, also necessitated deliberations over alternative ways to look at the learning objectives as well as the conduct of the Board Examinations for the academic session 2021-22 in case the situation remains unfeasible.

CBSE has also held stake holder consultations with Government schools as well as private independent schools from across the country especially schools from the remote rural areas and a majority of them have requested for the rationalization of the syllabus, similar to last year in view of reduced time permitted for organizing online classes. The Board has also considered the concerns regarding differential availability of electronic gadgets, connectivity and effectiveness of online teaching and other socio-economic issues specially with respect to students from economically weaker section and those residing in far flung areas of the country. In a survey conducted by CBSE, it was revealed that the rationalized syllabus notified for the session 2020-21 was effective for schools in covering the syllabus and helped learners in achieving learning objectives in a less stressful manner.

In the above backdrop and in line with the Board's continued focus on assessing stipulated learning outcomes by making the examinations competencies and core concepts based, student-centric, transparent, technology-driven, and having advance provision of alternatives for different future scenarios, the following schemes are introduced for the Academic Session for Class X and Class XII 2021-22.



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002  
'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi – 110002





## 2. Special Scheme for 2021-22

### A. Academic session to be divided into 2 Terms with approximately 50% syllabus in each term:

The syllabus for the Academic session 2021-22 will be divided into 2 terms by following a systematic approach by looking into the interconnectivity of concepts and topics by the Subject Experts and the Board will conduct examinations at the end of each term on the basis of the bifurcated syllabus. This is done to increase the probability of having a Board conducted classes X and XII examinations at the end of the academic session.

### B. The syllabus for the Board examination 2021-22 will be rationalized similar to that of the last academic session to be notified in July 2021. For academic transactions, however, schools will follow the curriculum and syllabus released by the Board vide Circular no. F.1001/CBSE-Acad/Curriculum/2021 dated 31 March 2021. Schools will also use alternative academic calendar and inputs from the NCERT on transacting the curriculum.

### C. Efforts will be made to make Internal Assessment/ Practical/ Project work more credible and valid as per the guidelines and Moderation Policy to be announced by the Board to ensure fair distribution of marks.

## 3. Details of Curriculum Transaction

- Schools will continue teaching in distance mode till the authorities permit in-person mode of teaching in schools.
- Classes IX-X: Internal Assessment** (throughout the year-irrespective of Term I and II) would include the 3 *periodic tests, student enrichment, portfolio and practical work/ speaking listening activities/ project.*
- Classes XI-XII: Internal Assessment** (throughout the year-irrespective of Term I and II) would include end of topic or unit tests/ exploratory activities/ practicals/ projects.
- Schools would create a student profile for all assessment undertaken over the year and retain the evidences in digital format.
- CBSE will facilitate schools to upload marks of Internal Assessment on the CBSE IT platform.
- Guidelines for Internal Assessment for all subjects will also be released along with the rationalized term wise divided syllabus for the session 2021-22. The Board would also provide additional resources like sample assessments, question banks, teacher training etc. for more reliable and valid internal assessments.







**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
( शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन )  
**CENTRAL BOARD OF SECONDARY EDUCATION**  
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

**4. Term I Examinations:**

- At the end of the first term, the Board will organize **Term I Examination** in a flexible schedule to be conducted between November-December 2021 with a window period of 4-8 weeks for schools situated in different parts of country and abroad. Dates for conduct of examinations will be notified subsequently.
- The Question Paper will have Multiple Choice Questions (MCQ) including case-based MCQs and MCQs on assertion-reasoning type. Duration of test will be **90 minutes** and it will cover only the rationalized syllabus of **Term I only** (i.e. approx. 50% of the entire syllabus).
- Question Papers will be sent by the CBSE to schools along with marking scheme.
- The exams will be conducted under the supervision of the External Center Superintendents and Observers appointed by CBSE.
- The responses of students will be captured on OMR sheets which, after scanning may be directly uploaded at CBSE portal or alternatively may be evaluated and marks obtained will be uploaded by the school on the very same day. The final direction in this regard will be conveyed to schools by the Examination Unit of the Board.
- Marks of the **Term I Examination** will contribute to the final overall score of students.

**5. Term II Examination/ Year-end Examination:**

- At the end of the second term, the Board would organize **Term II or Year-end Examination** based on the rationalized syllabus of Term II only (i.e. approximately 50% of the entire syllabus).
- This examination would be held around **March-April 2022** at the examination centres fixed by the Board.
- The paper will be of **2 hours duration** and have questions of different formats (case-based/ situation based, open ended- short answer/ long answer type).
- In case the situation is not conducive for normal descriptive examination a **90 minute MCQ** based exam will be conducted at the end of the Term II also.
- Marks of the Term II Examination would contribute to the final overall score.





**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
( शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन )  
**CENTRAL BOARD OF SECONDARY EDUCATION**  
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

**6. Assessment / Examination as per different situations**

**A. In case the situation of the pandemic improves and students are able to come to schools or centres for taking the exams.**

Board would conduct Term I and Term II examinations at schools/centres and the theory marks will be distributed equally between the two exams.

**B. In case the situation of the pandemic forces complete closure of schools during November-December 2021, but Term II exams are held at schools or centres.**

Term I MCQ based examination would be done by students online/offline from home - in this case, the weightage of this exam for the final score would be reduced, and weightage of Term II exams will be increased for declaration of final result.

**C. In case the situation of the pandemic forces complete closure of schools during March-April 2022, but Term I exams are held at schools or centres.**

Results would be based on the performance of students on Term I MCQ based examination and internal assessments. The weightage of marks of Term I examination conducted by the Board will be increased to provide year end results of candidates.

**D. In case the situation of the pandemic forces complete closure of schools and Board conducted Term I and II exams are taken by the candidates from home in the session 2021-22.**

Results would be computed on the basis of the Internal Assessment/Practical/Project Work and Theory marks of Term-I and II exams taken by the candidate from home in Class X / XII subject to the moderation or other measures to ensure validity and reliability of the assessment.

In all the above cases, data analysis of marks of students will be undertaken to ensure the integrity of internal assessments and home based exams.

  
**Dr. Joseph Emmanuel**  
Director (Academics)



‘शिक्षा सदन’, 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002  
‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi – 110002





## केन्द्रीय माध्यमिक शिक्षा बोर्ड

( शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन )

## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Ministry of Education, Govt. of India)

NO.: F.1001/CBSE-Acad/Curriculum/2021

July 22, 2021

Cir.No. Acad- 53/2021

All the Heads of Schools affiliated to CBSE

**Subject: Term wise syllabus for Board Examinations to be held in the academic session 2021-22 for Secondary and Senior Secondary classes and guidelines for the conduct of the Internal Assessment/Practicum/Project.**

This is in continuation to Board's circular number Acad 51/2021 dated July 05, 2021 regarding Special Scheme of Assessment for Board Examination for Classes X and XII for the Session 2021- 22. The syllabus for the two terms mentioned in the scheme in all subjects for classes IX to XII are hereby notified vide this circular. In addition to syllabus for term end board examinations, guidelines for the conduct of Internal Assessment/Practicum/Project are also enclosed.

Schools are requested to share the term wise syllabus and guidelines for the conduct of board examinations and Internal Assessment / Practicum / Project available on CBSE Academic Website <http://www.cbseacademic.nic.in> at the link [http://cbseacademic.nic.in/Term-wise-curriculum\\_2022.html](http://cbseacademic.nic.in/Term-wise-curriculum_2022.html) with all their teachers and students

**Dr Joseph Emmanuel**  
Director (Academics)

# CONTENTS

Subject	Section	Title	Page No.
India and the Contemporary World-II	Unit I	EVENTS & PROCESSES	
		I. The Rise of Nationalism in Europe	1 - 18
Contemporary India II		Chapter 1 – Resources and Development	19 - 34
		Chapter 3 – Water Resources	35 - 44
		Chapter 4 – Agriculture	45 - 60
Democratic Politics-II	Unit I	Chapter 1 – Power Sharing	61 - 72
		Chapter 2 – Federalism	73 - 86
Understanding Economic Development		Chapter 1 – Development	87 - 95
		Chapter 2 – Sectors of the Indian Economy	96 - 108
Map work			109 - 114

## Course Structure

Class X (2021 - 22)

### TERM - I

Max. Marks : 40			
Unit No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	12	10
II	Contemporary India – II	16	10
III	Democratic Politics – II	14	10
IV	Economics	20	10
Total		62	40

### TERM - II

Max. Marks : 40			
Unit No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	34	10
II	Contemporary India – II	19	10
III	Democratic Politics – II	14	10
IV	Economics	22	10
Total		89	40



## Course Content - X

Term - I		
Unit 1: India and the Contemporary World – II		
	Themes	Learning objectives
Section 1: Events and Processes		
1.	<b>The Rise of Nationalism in Europe</b>	
	<ul style="list-style-type: none"> <li>♦ The French Revolution and the Idea of the Nation</li> <li>♦ The Making of Nationalism in Europe</li> <li>♦ The Age of Revolutions: 1830-1848</li> <li>♦ The Making of Germany and Italy</li> <li>♦ Visualizing the Nation</li> <li>♦ Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>♦ Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>♦ Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>♦ Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> </ul>
Unit 2: Contemporary India – II		
	Themes	Learning objectives
1.	<b>Resources and Development</b>	
	<ul style="list-style-type: none"> <li>♦ Types of Resources</li> <li>♦ Development of Resources</li> <li>♦ Resource Planning in India</li> <li>♦ Land Resources</li> <li>♦ Land Utilization</li> <li>♦ Land Use Pattern in India</li> <li>♦ Land Degradation and Conservation Measures</li> <li>♦ Soil as a Resource</li> <li>♦ Classification of Soils</li> <li>♦ Soil Erosion and Soil Conservation</li> </ul>	<ul style="list-style-type: none"> <li>♦ Understand the value of resources and the need for their judicious utilization and conservation.</li> </ul>
3.	<b>Water Resources</b>	
	<ul style="list-style-type: none"> <li>♦ Water Scarcity and The Need for Water Conservation and Management</li> <li>♦ Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>♦ Rainwater Harvesting</li> </ul>	<ul style="list-style-type: none"> <li>♦ Identify different Dams in the country.</li> </ul>
<b>Note:</b> The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as listed will be evaluated in Board Examination.		
4.	<b>Agriculture</b>	
	<ul style="list-style-type: none"> <li>♦ Types of farming</li> <li>♦ Cropping Pattern</li> <li>♦ Major Crops</li> <li>♦ Technological and Institutional Reforms</li> <li>♦ Impact of Globalization on Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>♦ Explain the importance of agriculture in national economy.</li> <li>♦ Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.</li> <li>♦ Explain various government policies for institutional as well as technological reforms since independence.</li> </ul>

Unit 3: Democratic Politics – II		
	Themes	Learning objectives
1.	<b>Power Sharing</b>	
	<ul style="list-style-type: none"> <li>Case Studies of Belgium and Sri Lanka</li> <li>Why power sharing is desirable?</li> <li>Forms of Power Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with the centrality of power sharing in a democracy.</li> <li>Understand the working of spatial and social power sharing mechanisms.</li> </ul>
2.	<b>Federalism</b>	
	<ul style="list-style-type: none"> <li>What is Federalism?</li> <li>What make India a Federal Country?</li> <li>How is Federalism practiced?</li> <li>Decentralization in India</li> </ul>	<ul style="list-style-type: none"> <li>Analyse federal provisions and institutions.</li> <li>Explain decentralization in rural and urban areas.</li> </ul>
Unit 4: Economics		
	Themes	Learning objectives
1.	<b>Development</b>	
	<ul style="list-style-type: none"> <li>What Development Promises - Different people different goals</li> <li>Income and other goals</li> <li>National Development</li> <li>How to compare different countries or states?</li> <li>Income and other criteria</li> <li>Public Facilities</li> <li>Sustainability of development</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with concepts of macroeconomics.</li> <li>Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li> <li>Understand the importance of quality of life and sustainable development.</li> </ul>
2.	<b>Sectors of the Indian Economy</b>	
	<ul style="list-style-type: none"> <li>Sectors of Economic Activities</li> <li>Comparing the three sectors</li> <li>Primary, Secondary and Tertiary Sectors in India</li> <li>Division of sectors as organized and unorganized</li> <li>Sectors in terms of ownership: Public and Private Sectors</li> </ul>	<ul style="list-style-type: none"> <li>Identify major employment generating sectors.</li> <li>Reason out the government investment in different sectors of economy.</li> </ul>

## LIST OF MAP ITEMS CLASS X (2021-22) - Term - I

### A. GEOGRAPHY

#### Chapter 1: Resources and Development

##### a. Major soil Types

#### Chapter 3: Water Resources

##### Dams:

##### a. Salal

##### b. Bhakra Nangal

##### c. Tehri

##### d. Rana Pratap Sagar

##### e. Sardar Sarovar

##### f. Hirakud

##### g. Nagarjuna Sagar

##### h. Tungabhadra

**Note:** The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as listed above will be evaluated in Board Examination.

#### Chapter 4: Agriculture

##### a. Major areas of Rice and Wheat

##### b. Largest / Major producer States of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

## Course Content - X

Term - II		
Unit 1: India and the Contemporary World – II		
	Themes	Learning objectives
<b>Section 1: Events and Processes</b>		
2.	<b>Nationalism in India</b>	
	<ul style="list-style-type: none"> <li>The First World War, Khilafat and Non - Cooperation</li> <li>Differing Strands within the Movement</li> <li>Towards Civil Disobedience</li> <li>The Sense of Collective Belonging</li> </ul>	<ul style="list-style-type: none"> <li>The First World War, Khilafat and Non - Cooperation</li> <li>Differing Strands within the Movement</li> <li>Towards Civil Disobedience</li> <li>The Sense of Collective Belonging</li> </ul>
<b>Section 2: Livelihoods, Economies and Societies</b>		
<b>Note:</b> Any one theme of the following. The theme selected should be assessed in the periodic test only and will not be evaluated in the board examination:		
3.	<b>The Making of a Global World</b>	
	<ul style="list-style-type: none"> <li>The Pre-modern world</li> <li>The Nineteenth Century (1815-1914)</li> <li>The Inter war Economy</li> <li>Rebuilding a World Economy: The Post-War Era</li> </ul>	<ul style="list-style-type: none"> <li>Show that globalization has a long history and point to the shifts within the process.</li> <li>Analyze the implication of globalization for local economies.</li> <li>Discuss how globalization is experienced differently by different social groups.</li> </ul>
4.	<b>The Age of Industrialization</b>	
	<ul style="list-style-type: none"> <li>Before the Industrial Revolution</li> <li>Hand Labour and Steam Power</li> <li>Industrialization in the colonies</li> <li>Factories Come Up</li> <li>The Peculiarities of Industrial Growth</li> <li>Market for Goods</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with the Pro- to-Industrial phase and Early – factory system.</li> <li>Familiarize with the process of industrialization and its impact on labour class.</li> <li>Enable them to understand industrialization in the colonies with reference to Textile industries.</li> </ul>
Unit 2: Contemporary India – II		
	Themes	Learning objectives
5.	<b>Minerals and Energy Resources</b>	
	<ul style="list-style-type: none"> <li>What is a mineral?</li> <li>Mode of occurrence of Minerals</li> <li>Ferrous and Non-Ferrous Minerals</li> <li>Non-Metallic Minerals</li> <li>Rock Minerals</li> <li>Conservation of Minerals</li> <li>Energy Resources                             <ul style="list-style-type: none"> <li>➤ Conventional and Non-Conventional</li> </ul> </li> <li>Conservation of Energy Resources</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of minerals and energy resources and places of their availability</li> <li>Feel the need for their judicious utilization</li> </ul>
<b>Note:</b> The theoretical aspect of chapter 'Minerals and Energy Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as given in the Map List will be evaluated in Board Examination		

<b>6.</b>	<b>Manufacturing Industries</b>	
	<ul style="list-style-type: none"> <li>♦ Importance of manufacturing</li> <li>♦ Contribution of Industry to National Economy</li> <li>♦ Industrial Location</li> <li>♦ Classification of Industries</li> <li>♦ Spatial distribution</li> <li>♦ Industrial pollution and environmental degradation</li> <li>♦ Control of Environmental Degradation</li> </ul>	<ul style="list-style-type: none"> <li>♦ Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.</li> <li>♦ Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.</li> </ul>
<b>7.</b>	<b>Life Lines of National Economy</b>	
	<ul style="list-style-type: none"> <li>♦ Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> <li>♦ Communication</li> <li>♦ International Trade</li> <li>♦ Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>♦ Explain the importance of transport and communication in the ever-shrinking world.</li> <li>♦ Understand the role of trade and tourism in the economic development of a country.</li> </ul>

### Unit 3: Democratic Politics – II

	Themes	Learning objectives
<b>6.</b>	<b>Political Parties</b>	
	<ul style="list-style-type: none"> <li>♦ Why do we need Political Parties?</li> <li>♦ How many Parties should we have?</li> <li>♦ National Political Parties</li> <li>♦ State Parties</li> <li>♦ Challenges to Political Parties</li> <li>♦ How can Parties be reformed?</li> </ul>	<ul style="list-style-type: none"> <li>♦ Analyze party systems in democracies.</li> <li>♦ Introduction to major political parties, challenges faced by them and reforms in the country.</li> </ul>
<b>7.</b>	<b>Outcomes of Democracy</b>	
	<ul style="list-style-type: none"> <li>♦ How do we assess democracy's outcomes?</li> <li>♦ Accountable, responsive and legitimate government</li> <li>♦ Economic growth and development</li> <li>♦ Reduction of inequality and poverty</li> <li>♦ Accommodation of social diversity</li> <li>♦ Dignity and freedom of the citizens</li> </ul>	<ul style="list-style-type: none"> <li>♦ Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>♦ Understand the causes for continuation of democracy in India.</li> <li>♦ Distinguish between sources of strengths and weaknesses of Indian democracy.</li> </ul>

### Unit 4: Economics

	Themes	Learning objectives
<b>3.</b>	<b>Money and Credit</b>	
	<ul style="list-style-type: none"> <li>♦ Money as a medium of exchange</li> <li>♦ Modern forms of money</li> <li>♦ Loan activities of Banks</li> <li>♦ Two different credit situations</li> <li>♦ Terms of credit</li> <li>♦ Formal sector credit in India</li> <li>♦ Self Help Groups for the Poor</li> </ul>	<ul style="list-style-type: none"> <li>♦ Understand money as an economic concept.</li> <li>♦ Understand the role of financial institutions from the point of view of day-to-day life.</li> </ul>
<b>4.</b>	<b>Globalization and the Indian Economy</b>	
	<ul style="list-style-type: none"> <li>♦ Production across countries</li> <li>♦ Interlinking production across countries</li> <li>♦ Foreign Trade and integration of markets</li> <li>♦ What is globalization?</li> <li>♦ Factors that have enabled Globalization</li> <li>♦ World Trade Organization</li> <li>♦ Impact of Globalization on India</li> <li>♦ The Struggle for a fair Globalization</li> </ul>	<ul style="list-style-type: none"> <li>♦ Explain the working of the Global Economic phenomenon.</li> </ul>

## LIST OF MAP ITEMS

### CLASS X (2021-22) - Term - II

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

Chapter - 2 Nationalism in India – (1918 – 1930) for Locating and Labelling / Identification

1. **Indian National Congress Sessions:**

- a. Calcutta (Sep. 1920)      b. Nagpur (Dec. 1920)
- c. Madras (1927)

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

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagrah
- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

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

Chapter 5: Minerals and Energy Resources

**Power Plants-(Locating and Labelling only)**

a. Thermal

- ♦ Namrup      ♦ Singrauli      ♦ Ramagundam

b. Nuclear

- ♦ Narora      ♦ Kakrapar      ♦ Tarapur      ♦ Kalpakkam

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

**Cotton Textile Industries:**

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

**Iron and Steel Plants:**

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

**Software Technology Parks:**

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

**Chapter 7: Lifelines of National Economy**

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

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

**International Airports:**

- a. Amritsar (Raja Sansi)      b. Delhi (Indira Gandhi International)
- c. Mumbai (Chhatrapati Shivaji)      d. Chennai (Meenam Bakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)      f. Hyderabad (Rajiv Gandhi)



## Internal Assessment

	Marks	Description
Periodic Assessment	10 Marks	Pen Paper Test Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self- Assessment, etc.
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>♦ Classwork and Assignments</li> <li>♦ Any exemplary work done by the student</li> <li>♦ Reflections, Narrations, Journals, etc.</li> <li>♦ Achievements of the student in the subject throughout the year</li> <li>♦ Participation of the student in different activities like Heritage India Quiz</li> </ul>
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> <li>♦ Project Work</li> </ul>
<b>Total</b>	<b>20 Marks</b>	

## Project Work CLASS X (2021-22)

**05 Marks**

**05 Periods**

- Every student has to compulsorily undertake **any one project** on the following topics:  
Consumer Awareness  
OR  
Social Issues  
OR  
Sustainable Development
- Objective:** The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.  
Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.  
If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, **different forms of Art** may be integrated in the project work.

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

- The distribution of marks over different aspects relating to Project Work is as follows:
- The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.
- A Summary Report should be prepared highlighting:
  - ♦ objectives realized through individual work and group interactions;
  - ♦ calendar of activities;
  - ♦ innovative ideas generated in the process (like comic strips, drawings, illustrations, script play etc.);
  - ♦ list of questions asked in viva voce.
- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report should be handwritten by the students themselves.
- Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

Chapter

1

# The Rise of Nationalism in Europe

## Concept Map



### 1. The French Revolution and the Idea of the Nation

- France, a territorial state in 1789 under the rule of an absolute monarch.
- The political and constitutional changes due to French revolution led to the transfer of sovereignty from the monarchy.
- The French revolutionaries introduced various measures to create a sense of collective identity among the French people.
- The ideas of la patrie and le citoyen emphasised the notion of a united community.
- A new French flag, estate general hymns were introduced.
- French became the common language of the nation.
- French armies moved to Holland, Belgium Italy & Switzerland to spread the idea of nationalism.

### 2. The Making of Nationalism in Europe

- **2.1 The Aristocracy and the New Middle Class**  
In 1789, the members of this class were united by a common way of life that cut across regional divisions. A working class population, and middle classes (which was composed of industrialists, businessmen, and professionals) made the new social groups.
- **2.2 What did Liberal Nationalism Stand for?**  
Ideas of national unity in early-nineteenth-century Europe were closely allied to the ideology of liberalism. Napoleonic Code reverted to the earlier system of limited suffrage.
- **2.3 A New Conservatism after 1815**  
In 1834, a customs or Zollverein was formed, at the initiative of Prussia and was joined by most of the German states. One of the major issues taken up was freedom of the press.
- **2.4 The Revolutionaries**  
Secret societies were set up in Germany, France, Switzerland and Poland. Mazzini's relentlessly opposed the monarchy.



### 3. The Age of Revolutions: 1830-1848

- **3.1 The Romantic Imagination and National Feeling**  
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.
- **3.2 Hunger, Hardship and Popular Revolt**  
In 1830s food shortages and widespread unemployment brought the population of Paris out on the roads
- **3.3 1848: The Revolution of the Liberals**  
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. The Habsburg rulers granted more autonomy to the Hungarians in 1867.

## THE RISE OF NATIONALISM IN EUROPE



### 6. Nationalism and Imperialism

- These rivalries were very evident in the way the Balkan problem unfolded. Each power – Russia, Germany, England, Austro-Hungary – was keen on countering the hold of other powers over the Balkans, and extending its own control over the area.



### 5. Visualising the Nation

- The female form that was chosen to personify the nation sought to give the abstract idea of the nation a concrete form. In Germany 'Germania' was chosen as an allegory of "Christianed Marianne" was chosen.



### 4. The Making of Germany and Italy

- **4.1 Germany – Can the Army be the Architect of a Nation?**  
The nation-building process in Germany had demonstrated the dominance of Prussian state power. Prussian measures and practices often became a model for the rest of Germany.
- **4.2 Unification of Italy**  
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.
- **4.3 The Strange Case of Britain**  
The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish. The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain'.



## Quick Notes

### The French Revolution and the Idea of Nation

- ♦ In 1848, Frederic Sorrieu a French artist prepared a series of four prints visualizing his dream of a world made up of democratic and social republic.
- ♦ During 19<sup>th</sup> century nationalism emerged forcing many changes in political and mental world of Europe.
- ♦ Introduction of various measures and practices created sense of collective identity among the people of France.
- ♦ France was under absolute monarchy in 1789.
- ♦ The Revolution transferred the sovereignty from the monarch to the French people.
- ♦ Ideas of *La patrie* (the fatherhood) and *Le citoyen* (the citizen) adopted.
- ♦ New French Flag, the tricolour, adopted replacing the royal standard.
- ♦ Estates General elected by citizens and renamed the National Assembly.
- ♦ A centralized political system established.
- ♦ Internal custom dues abolished.
- ♦ Uniform weights and measures adopted.
- ♦ French became the language of the nation.
- ♦ French armies moved into Holland, Belgium, Switzerland and Italy in the 1790s with a promise of liberating the people from their despotic rulers.
- ♦ Rise of Napoleon and his reforms.
- ♦ Revolutionaries help other peoples of Europe to become nation.

### Napoleon (1769-1821)

- ♦ He ruled France from 1799 to 1815.
- ♦ He assumed absolute powers in 1799 by becoming the First Consul.
- ♦ Militarily, Napoleon proved to be an oppressor for the people of the conquered territories.
- ♦ Taxation and censorship were imposed and military services were made mandatory.

### Civil Code/Napoleonic Code (1804)

- ♦ It established equality before law.
- ♦ It abolished all privileges based on birth.
- ♦ It granted the right to property to French citizens.
- ♦ It simplified administrative divisions.
- ♦ It abolished feudal system and freed peasants from serfdom.
- ♦ It removed restrictions on guilds in towns.
- ♦ It improved transport and communication.

### Nationalism in Europe

- ♦ Today, Germany, Italy and Switzerland were divided into Kingdom, duchies and cantons these divisions were having their autonomous rulers.
- ♦ They did not see themselves as sharing a collective identity or a common culture.
- ♦ They even spoke different languages and belonged to different ethnic groups. E.g., The Habsburg Empire of Austria-Hungary comprised French, Italian and German-speaking people.
- ♦ Alpine regions such as the Tyrol, Austria and the Sudetenland – as well as Bohemia, the aristocracy was predominantly German-speaking.
- ♦ The provinces of Lombardy and Venetia were Italian-speaking.
- ♦ In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects.
- ♦ In Galicia, the aristocracy spoke Polish.
- ♦ Industrialization in England, Emergence of a working class and liberalism.
- ♦ After the defeat of Napoleon, the European government follows the spirit of conservations conservative regimes were autocratic Revolutionaries at that time fight for liberty and freedom. E.g. Mazzini, a young Italy and Young Europe.

## Chapter 1: The Rise of Nationalism in Europe

3

- ♦ Europe was broadly divided into two classes during this period namely,
  - a) Aristocracy
  - b) Peasantry

### Reasons for Liberalism to be a Concern in Europe

- ♦ Universal Adult Suffrage was not granted to the people by the Napoleonic Code. Men without property and women were denied the right to vote.
- ♦ The status of women to minor, subjected to the authority of fathers and husbands.
- ♦ Markets were not free as the 39 confederacies of France had their own laws which posed problems for the free movement of goods.
- ♦ There were no standard weights and measures and no fixed rates of custom duties, which greatly affected the trade.

### Results of Liberalism

- ♦ End of autocracy and clerical privileges
- ♦ Introduction of a constitution and representative government
- ♦ Inviolability of private property
- ♦ Removal of trade restrictions
- ♦ Freedom of markets

### Zollverein

- ♦ It is a customs union formed in 1834 at the initiative of Prussia.
- ♦ It abolished tariff barriers.
- ♦ It also reduced the number of currencies from over thirty to two.

### A New Conservatism after 1815

- ♦ Conservatism is a political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change.
- ♦ It arose after the defeat of Napoleon in 1815 at the Battle of Waterloo.

### Conservative Regimes of 1815

- ♦ They did not tolerate criticism and dissent.
- ♦ They were autocratic

- ♦ They sought to curb activities that questioned the legitimacy of autocratic governments.
- ♦ They imposed censorship laws to control the press for curbing the liberal ideals.

### Congress of Vienna (1815)

- ♦ In 1815, representatives of the European powers – Britain, Russia, Prussia and Austria – who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.
- ♦ The Congress was hosted by the Austrian Chancellor Duke Metternich.

### Salient Features of Congress of Vienna or Provisions of the Treaty of Vienna of 1815

- ♦ The Bourbon dynasty restored to power in France.
- ♦ France was disposed of its conquered territories.
- ♦ Kingdom of Netherlands, which included Belgium, was set up in the North and Genoa was set up in the South for preventing French expansion in future.
- ♦ Prussia was given new territories, including a portion of Saxony.
- ♦ Austria got control over Northern Italy.
- ♦ Russia got Poland.
- ♦ Napoleon's confederation of 39 states was not changed.

### The Revolutionaries

- ♦ 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.

### Objectives of Secret Societies

- ♦ Training the revolutionaries and spreading their ideas throughout Europe.
- ♦ Opposing monarchical governments established after the Vienna Congress of 1815.
- ♦ Fighting for liberty and freedom from autocratic rule.
- ♦ Emphasizing the idea of creation of nation states.





## Italian Revolutionary

*Giuseppe Mazzini*

- ◆ He was an Italian revolutionary, born in Genoa in 1807.
- ◆ He became the member of the secret society of the Carbonari.
- ◆ He was sent to exile for attempting a revolution in Liguria in 1831.
- ◆ He founded two underground societies 'Young Italy' in Marseilles and 'Young Europe' in Berne.
- ◆ The members of these societies were from Poland, France, Italy and the German states.
- ◆ He contributed to the unification of Italy.
- ◆ He inspired the youth of Italy with national ideas.
- ◆ Metternich described him as 'the most dangerous enemy of our social order'.
- ◆ His harsh opposition to kingdom and his vision of democratic republic frightened the traditionalist.

## The Age of Revolution (1830- 48)

*July Revolution, France (1830)*

- ◆ The Bourbon Kings who had been restored to power after 1815 were overthrown by liberal revolutionaries.
- ◆ Louis Philippe was installed as a constitutional monarch.
- ◆ The July Revolution sparked an uprising in Brussels.
- ◆ Belgium broke away from the United Kingdom of Netherlands.

*Greek War of Independence (1821)*

- ◆ It is an event that mobilised nationalist feelings among the educated elite across Europe.
- ◆ Since 15<sup>th</sup> Century, Greece was part of the Ottoman Empire.
- ◆ The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks in 1821.
- ◆ The nationalists in Greece got support from West European countries.
- ◆ Poets and artists, who were inspired by the ancient Greek culture and literature, also supported the revolution.

- ◆ The English poet Lord Byron organised funds and later went to fight in the war, where he died of fever in 1824.
- ◆ The *Treaty of Constantinople* recognized Greece as an independent nation in 1832.

## The Romantic Imagination and National Feeling

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

*Romanticism*

- ◆ It is a cultural movement which sought to develop a particular form of nationalist sentiment.
- ◆ Romantic artists and poets focused on emotions, intuition and mystical feelings.
- ◆ The Romantic artists and poets effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.
- ◆ German philosopher and Romanticist Johann Gottfried Herder (1744-1803) believed that true German culture can be discovered only among common people (*das volk*) through their practice of folk traditions.

*Nationalist Feelings*

- ◆ The emphasis on vernacular language and the collection of local folklore helped to carry the modern nationalist message to large illiterate audiences.
- ◆ In Poland, national feelings were kept alive through music and language.
- ◆ Karol Kurpinski, celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.
- ◆ Language too played an important role in developing nationalist sentiments.
- ◆ After Russian occupation, the Polish language was forced out of schools and the Russian language was imposed everywhere.
- ◆ The use of Polish came to be seen as a symbol of the struggle against Russian dominance.



### Great Economic Hardship in Europe

- ♦ The first half of the nineteenth century saw an enormous increase in population all over Europe due to the migration of population from rural areas to the cities to live in overcrowded slums.
- ♦ The ratio of the rise of population was larger than that of employment generation.
- ♦ Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England, where industrialization was more advanced than on the continent.
- ♦ The textile production was carried out mainly in homes or small workshops and was only partly mechanised.
- ♦ The peasants struggled under the burden of feudal dues and obligations while the aristocracy enjoyed the power.
- ♦ The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

### The Revolution of the Liberals [1848]

- ♦ It was a revolution led by the educated middle classes.
- ♦ Events of February 1848 in France had brought about the abdication of the monarch and a republic based on universal male suffrage had been proclaimed.
- ♦ In other parts of Europe 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.

### Germany [1848]

- ♦ 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<sup>th</sup> May, 831 elected representatives marched to take their places in the Frankfurt Parliament.

- ♦ They drafted a Constitution for a German nation based on constitutional monarchy.
- ♦ When the deputies offered the crown to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly.
- ♦ Since the opposition of the aristocracy and military became stronger, the social basis of parliament eroded.
- ♦ The parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support.
- ♦ The assembly was forced to disband.

### Consequences of Liberal Movement

- ♦ The conservative forces were able to suppress liberal movements in 1848, but could not restore the old order.
- ♦ After 1848, the autocratic monarchies of Central and Eastern Europe began to introduce the changes that had already taken place in Western Europe before 1815.
- ♦ The serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia.
- ♦ The Habsburg rulers granted more autonomy to the Hungarians in 1867.

### The Making of Germany and Italy

#### Unification of Germany

- ♦ After 1848, nationalism in Europe moved away from its association with democracy and revolution.
- ♦ Nationalist sentiments were often mobilised by conservatives for promoting state power and achieving political domination over Europe.
- ♦ Middle class German tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament.
- ♦ However, liberal initiative to nation-building was repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia.
- ♦ Prussia with its chief minister, Otto von Bismarck took on the leadership of the movement for national unification with the help of the Prussian army and bureaucracy.

- ◆ Prussia emerged victorious after fighting three wars over seven years against the combined forces of Austria, Denmark and France and the process of unification of Germany was completed.
- ◆ In January 1871, the Prussian king, Kaiser William I, was proclaimed German Emperor in a ceremony held at Hall of Mirrors in the Palace of Versailles.
- ◆ The nation-building process in Germany had demonstrated the dominance of Prussian state power.
- ◆ The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany.
- ◆ Prussian measures and practices often became a model for the rest of Germany.

#### Unification of Italy

- ◆ 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 ruled by Austrian Habsburgs, the centre by the Pope and the southern regions by the Bourbon kings of Spain.
- ◆ During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic.
- ◆ He had also formed a secret society called 'Young Italy' for the dissemination of his goals.
- ◆ The failure of revolutionary uprisings both in 1831 and 1848 fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.
- ◆ Chief Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat.
- ◆ With a tactful diplomatic alliance with France by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.
- ◆ In 1859, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray.
- ◆ In 1860, Sardinia-Piedmont's forces marched into south Italy and the Kingdom of the Two Sicillies and drove out the Spanish rulers.

- ◆ In 1861, *Victor Emmanuel* was declared as the king of united Italy and Rome was declared the capital of Italy.

#### Britain as a Nation

- ◆ Britain was not a nation state prior to 18<sup>th</sup> century.
- ◆ The primary identities were based on ethnicity who inhabited the British Isles such as English, Welsh, Scot or Irish.

1688:

- ◆ England established as a nation state.
- ◆ English parliament seized power from the monarchy.

1707:

- ◆ The United Kingdom of Great Britain formed with the Act of the Union between England and Scotland.
- ◆ England dominated Scotland and Ireland in all spheres.
- ◆ British Parliament was dominated by English members.

1801:

- ◆ Ireland was forcibly taken by the British after the failed revolution led by Wolfe and his United Irishmen in 1798.
- ◆ A new 'British nation' was forged through the propagation of a dominant English culture.
- ◆ The symbols of the New Britain – the British flag (Union Jack), the national anthem (God Save Our Noble King), the English language were actively promoted.

#### Visualising the Nation

- ◆ Nation was personified in the female form by the artists of the 19<sup>th</sup> century.
- ◆ The female figure became an allegory of the nation.
- ◆ During the French Revolution artists used the female allegory to portray ideas such as Liberty, Justice and the Republic.
- ◆ The attributes of Liberty are the red cap, or the broken chain, while Justice is a blindfolded woman carrying a pair of weighing scales.
- ◆ In France she was christened Marianne.
- ◆ Her characteristics were the red cap, the tricolour, the cockade.

## Chapter 1: The Rise of Nationalism in Europe

7

- ♦ The statues of Marianne 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.
- ♦ Germania became the allegory of the German nation.
- ♦ Her characteristic was a crown of oak leaves, as the German oak stands for heroism.

### Meaning of the Symbols

S. No	Attributes	Significance
1.	Broken chains	Being freed
2.	Breastplate with eagle	German empire strength
3.	Crown of oak leaves	Heroism
4.	Sword	Readiness to fight
5.	Olive branch around the sword	Willingness to make peace
6.	Black, red and gold tricolour	Flag of the liberal-nationalists in 1848, banned by the Dukes of the German states
7.	Rays of the rising sun	Beginning of a new era

### Nationalism and Imperialism

- ♦ By the last quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment.
- ♦ The major European powers manipulated the nationalist aspirations of the subject peoples in Europe to further their own imperialist aims.

### *The Balkans after 1871*

- ♦ 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 consisting of 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 disintegration of the ruling Ottoman Empire and the spread of the ideas of romantic nationalism made this area explosive.
- ♦ The Ottoman Empire had sought to strengthen itself through modernisation and internal reforms.
- ♦ The Balkan States were fiercely jealous of each other and wanted to gain more territory at the expense of the other.
- ♦ European powers such as Russia, Germany, England and Austro-Hungary were keen on opposing the hold of other powers over the Balkans for extending their own area of control.
- ♦ This led to a series of wars and finally ended in the First World War [1914].
- ♦ Nationalism, aligned with imperialism, led Europe to disaster in 1914.
- ♦ 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 developed by nationalists struggled to form independent nation-states.

DATE LINE

1700	
	1714 – George – 1 became the king of Great Britain
	1715 – Louis XV became the king of France
	1740 – 1748 – The war of the Austrian Succession
	1756 – 1763 – The Seven Years War
	1776 – The American Declaration of Independence
	1789 – The French Revolution
	1797 – Napoleon Invaded Italy, Napoleonic Wars Begins
1800	
	1804 – Napoleonic Code
	1814 – The First Treaty of Paris
	1814 – 1815 – Fall of Napoleon, the Vienna Peace Settlement, Napoleon escaped from Elba, gathered a new army, but was defeated at Waterloo.
	1815 – Treaty of Vienna
	1821 – Greek Struggle for independence began
	1831 – Giuseppe Mazzini established Young Italy
	1832 – Greece gained independence from the Ottoman Empire, Treaty of Constantinople
	1849 – 1878 – The reign of Victor Emmanuel–II of Piedmont: Sardinia.
	1852 – Camillo Cavour became the premier of Sardinia – Piedmont.
	1859 – Piedmont and France defeated Austria, Piedmont annexed Lombardy.
	1859 – 1861 – The Unification of Italy.
	1861 – Giuseppe Mazzini established Young Italy
	1861 – The Kingdom of Italy was announced. Victor Emmanuel –II of Piedmont-Sardinia became the King of Italy.
	1866 – 1871 – The Unification of Germany
	1867 – Prussia created the North German Confederation.
	1870 – After France declared war on Prussia, Italy annexed Rome.
	1870 – 1871 – Franco – Prussian war.
	1871 – The Prussian king William I was proclaimed German Emperor at Versailles, Germany annexed Alsace and Lorraine.
1900	
	1905 – Slav Nationalism gathered force in the Habsburg and Ottoman Empires.
	1914 – The First World War
1915	

### Technical Terms

**Absolutist:** Literally, a government or system of rule that has no restraints on the power exercised. In history, the term refers to a form of monarchical government that was centralized, militarized and repressive. In other words, it is a system of government wherein limitless powers are vested in a single person or body.

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

**Conservatism:** A political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change.

**Ethnic:** It relates to a common racial, tribal, or cultural origin or background that a community identifies with or claims.

**Feminist:** It refers to awareness of women's rights and interests based on the belief of the social, economic and political equality of the genders.

**Ideology:** It is system of ideas reflecting a particular social and political vision.

**Junkers:** They are the large landowners of Prussia.

**Modern State:** It refers to a state in which sovereignty is exercised by a centralized power over a specific territory and population.

**Nationalism:** A feeling of oneness with the society or the state, love and devotion for the motherland and belief in the political identity of one's country are the basic attributes of nationalism.

**Nation State:** It refers to a state that establishes itself as a separate political and geographical entity and function as a complete and sovereign territorial unit.

**Plebiscite:** A direct vote by which all the people of a region are asked to accept or reject a proposal.

**Suffrage:** It is the right to vote.

**Utopian:** It is a vision of a society that is so ideal that it is unlikely to actually exist.

### Objective Type Questions

#### I. Multiple Choice Questions

- Which of the following statement is not true with reference to Napoleon?
  - He promoted democracy in France
  - He introduced Napoleonic Code
  - The Napoleonic Code was exported to all regions under French control
  - He made the administrative system more rational and efficient.
- How did the new artists depicted Liberty during the French Revolution?
  - Rays of the rising Sun
  - Blindfolded woman carrying a pair of weighting scales.
  - As a female figure with a Torch of Enlightenment in one hand and the Charter of Rights of Man in the other hand.
  - The gold red and black tricolour
- What does '*la patrie*' and '*le citoyen*' signify in the French Revolution?
  - The fatherland and the citizens
  - The state and the community
  - The motherland and the children
  - The community and the citizens
- When did Napoleon invade Italy?
  - 1790
  - 1797
  - 1821
  - 1905
- What was the main function of the Prussian – Zollverein?
  - Reduce custom duties
  - Abolish tariff barriers
  - Impose custom duties on imported goods
  - Introduce new rules for trade.
- Which measuring unit is "Elle" in Germany?
  - Height
  - Thread
  - Cloth
  - Land



7. Which customs union was formed by Prussia to abolish tariff barriers?
  - a) Zollverein
  - b) La Patrie
  - c) Elle
  - d) European Economic Union
8. When was Congress of Vienna held?
  - a) 1915
  - b) 1845
  - c) 1815
  - d) 1885
9. Conservatives did not believe in establishing and preserving \_\_\_\_\_.
  - a) Traditional institutions of state and society
  - b) The monarchy
  - c) Social hierarchies
  - d) The democracy
10. Who was described as "the most dangerous enemy of social value" by Duke Metternich?
  - a) Giuseppe Mazzini
  - b) Johann Gottfried
  - c) Louis Philippe
  - d) Karol Kurpinski
11. An allegory of the French nation is \_\_\_\_\_.
  - a) Germania
  - b) Marianne
  - c) Liberty
  - d) None of these
12. Who was neither a revolutionary nor a democrat?
  - a) Mazzini
  - b) Victor Emmanuel II
  - c) Cavour
  - d) Garibaldi
13. Which one of the following is not true regarding the "Balkan Problem"?
  - a) The Balkans were not under the control of Ottoman Empire
  - b) The Balkan states were very jealous of each other
  - c) Each state wanted to gain mere territory at the expense of others.
  - d) The Balkan were also the scene of big power rivalry
14. Which country was not interested in extending their own control over the Balkans?
  - a) England
  - b) Russia
  - c) Germany
  - d) Switzerland
15. Who founded the underground societies namely, Young Italy in Marsellies?
  - a) Cavour
  - b) Metternich
  - c) Giuseppe Garibaldi
  - d) Giuseppe Mazzini
16. Which country is known as the cradle of European civilisation?
  - a) Italy
  - b) England
  - c) France
  - d) Greece
17. What does a blind-folded woman carrying a pair of weighing scales symbolizes?
  - a) Equality
  - b) Liberty
  - c) Justice
  - d) Harmony
18. Who hosted the Congress at Vietnam in 1815?
  - a) King of Netherlands
  - b) Giuseppe Mazzini
  - c) Duke Metternich
  - d) Otto Von Bismarck
19. Which treaty recognised Greece as an independent nation?
  - a) Treaty of Versailles
  - b) Treaty of Vienna
  - c) Treaty of Constantinople
  - d) Treaty of Lausanne
20. Who said these words, "When France sneeze the rest of the Europe catches a cold"?
  - a) Bismarck
  - b) Mazzini
  - c) Metternich
  - d) Garibaldi
21. What does the crown of Oak leaves signifies?
  - a) Willingness to make peace
  - b) Heroism
  - c) Being freed
  - d) Beginning a new era
22. German empire strength is signified by
  - a) Broken chains
  - b) Sword
  - c) Breastplate with eagle
  - d) Rays of rising sun
23. 'Bismarck of Italy' was
  - a) Garibaldi
  - b) Mazzini
  - c) Cavour
  - d) Metternich

## Chapter 1: The Rise of Nationalism in Europe

11

- 24. The term *Das Volk* means**  
 a) Economists      b) Political leaders  
 c) Common People      d) Traders
- 25. Napoleonic code (1804)**  
 a) Established equality before law  
 b) Simplified administrative divisions  
 c) Improved transport and communication  
 d) All of the above
- 26. In Galicia, the aristocracy spoke**  
 a) French      b) Magyar  
 c) German      d) Polish
- 27. The July Revolution sparked an uprising in**  
 a) Poland      b) France  
 c) Brussels      d) England
- 28. Wilhelm Wolff was a**  
 a) Painter      b) Philosopher  
 c) Poet      d) Journalist
- 29. Prussia created the North German confederation in**  
 a) 1867      b) 1861  
 c) 1871      d) 1900
- 30. Slav Nationalism gathered force in the Habsburg and Ottoman Empire in**  
 a) 1914      b) 1905  
 c) 1870      d) 1871
- 31. Who led the protest movement against the protestants in Ireland?**  
 (a) Garibaldi      (b) Wolfe Tone  
 (c) Mazzini      (d) Cavour
- 32. Identify the correct statement with regard to 'The Act of Union-1707' from the following options.**  
 (a) The British monarchy surrendered the power to English Parliament.  
 (b) The British parliament seized power from Ireland.  
 (c) The formation of the 'United Kingdom of Great Britain'  
 (d) The British nation was formed as a result of a war with Scotland and Wales.
- 33. Which of the following was the result of the Act of union 1707?**  
 (a) United kingdom of Irish  
 (b) United kingdom of Scotland  
 (c) United kingdom of America  
 (d) United kingdom of Great Britain
- 34. Who was proclaimed German Emperor after its unification?**  
 (a) The Prussian king William I  
 (b) The Russian king William II  
 (c) The chief minister, Otto van Bismarck  
 (d) Lenin
- 35. Which of the following revolutions is called as the first expression of 'Nationalism'?**  
 (a) French Revolution  
 (b) Russian Revolution  
 (c) Glorious Revolution  
 (d) The Revolution of the liberals



### Answers

1	2	3	4	5	6	7	8	9	10	11	12
(a)	(c)	(a)	(b)	(b)	(c)	(a)	(c)	(d)	(a)	(b)	(c)
13	14	15	16	17	18	19	20	21	22	23	24
(a)	(d)	(d)	(d)	(c)	(c)	(c)	(c)	(b)	(c)	(a)	(c)
25	26	27	28	29	30	31	32	33	34	35	
(d)	(d)	(c)	(d)	(a)	(b)	(b)	(c)	(d)	(a)	(a)	

**II. Match Based Type Questions**

1. Match the Column I with Column II and select the correct answer.

	Column I		Column II
A.	1815	(i)	Unification of Italy
B.	1859	(ii)	Treaty of Vienna
C.	1814	(iii)	First World War
D.	1914	(iv)	Treaty of Paris

Choose the correct option :

- a) A - (i), B - (ii), C - (iii), D - (iv)  
 b) A - (ii), B - (i), C - (iv), D - (iii)  
 c) A - (iv), B - (ii), C - (i), D - (iii)  
 d) A - (iii), B - (i), C - (iv), D - (ii)

**Ans. (b)** A - (ii), B - (i), C - (iv), D - (iii)

2. Match the Column I with Column II and select the correct answer.

	Column I		Column II
A.	Victor Emmanuel II	(i)	Prussia
B.	North German Confederation	(ii)	Kingdom of Italy
C.	Giuseppe Mazzini	(iii)	Habsburg and Ottoman Empire
D.	Slav nationalism	(iv)	Young Italy

Choose the correct option :

- a) A - (iv), B - (ii), C - (i), D - (iii)  
 b) A - (i), B - (ii), C - (iii), D - (iv)  
 c) A - (iii), B - (i), C - (iv), D - (ii)  
 d) A - (ii), B - (i), C - (iv), D - (iii)

**Ans. (d)** A - (ii), B - (i), C - (iv), D - (iii)

3. Match the Column I with Column II and select the correct answer.

	Column I		Column II
A.	Crown of Oak leaves	(i)	Being freed
B.	Broken chains	(ii)	Heroism
C.	Olive branch around the sword	(iii)	Symbol of the German empire
D.	Breastplate with eagle	(iv)	Willingness to make peace

Choose the correct option :

- a) A - (i), B - (ii), C - (iii), D - (iv)  
 b) A - (ii), B - (iii), C - (iv), D - (i)  
 c) A - (ii), B - (i), C - (iv), D - (iii)  
 d) A - (iv), B - (i), C - (ii), D - (iii)

**Ans. (c)** A - (ii), B - (i), C - (iv), D - (iii)

4. Match the Column I with Column II and select the correct answer.

	Column I		Column II
A.	Sword	(i)	Beginning of a new era
B.	Black, red and gold tricolour	(ii)	Large landowners
C.	Rays of the rising sun	(iii)	Flag of the liberal-nationalists
D.	Junkers	(iv)	Readiness to fight

Choose the correct option :

- a) A - (iv), B - (iii), C - (i), D - (ii)  
 b) A - (i), B - (ii), C - (iii), D - (iv)  
 c) A - (ii), B - (iii), C - (iv), D - (i)  
 d) A - (iii), B - (ii), C - (i), D - (iv)

**Ans. (a)** A - (iv), B - (iii), C - (i), D - (ii)

5. Match the Column I with Column II and select the correct answer.

	Column I		Column II
A.	Meaning of 'Le Citoyen'	(i)	Free
B.	Meaning of 'La Patrie'	(ii)	The fatherland
C.	Meaning of 'elle'	(iii)	The citizen
D.	Meaning of 'libre'	(iv)	The measure of cloth

Choose the correct option :

- a) A - (i), B - (ii), C - (iii), D - (iv)  
 b) A - (ii), B - (iii), C - (iv), D - (i)  
 c) A - (iii), B - (ii), C - (iv), D - (i)  
 d) A - (iv), B - (i), C - (ii), D - (iii)

**Ans. (c)** A - (iii), B - (ii), C - (iv), D - (i)

### III. Assertion and Reason Type Questions

**Direction:** In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and chose the correct option:

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.
- (c) A is true but R is false.
- (d) A is false but R is true.

1. **Assertion (A):** From the very beginning, the French revolutionaries introduced various measures and practices like the ideas of *la patrie* and *le citoyen*

**Reason (R):** This was done to create a sense of collective identity amongst the French people.

**Ans. (a)** Both A and R are true and R is the correct explanation of A.

2. **Assertion (A):** On 18 May 1848, 831 elected representatives marched in the Frankfurt parliament.

**Reason (R):** The elected representatives revolted against the issue of extending political rights to women.

**Ans. (c)** A is true but R is false.

3. **Assertion (A):** Culture played an important role in creating the idea of the nation.

**Reason (R):** Weavers in Silesia had led a revolt against contractors who supplied raw material and gave them orders for finished textiles but drastically reduced their payments.

**Ans. (b)** Both A and R are true but R is not the correct explanation of A.

4. **Assertion (A):** Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous rule.

**Reason (R):** They were closely bound to each other inspite of their autonomous rule.

**Ans. (c)** A is true but R is false.

5. **Assertion (A):** Giuseppe Mazzini worked with the conservation for the monarchy.

**Reason (R):** Italy could not continue to be a patchwork of small states and kingdoms.

**Ans. (d)** A is false but R is true.

6. **Assertion (A):** Ideas of national unity in early-nineteenth century Europe were closely allied to the ideology of liberalism.

**Reason (R):** Napoleon's administrative measures had created out of countless small principalities a confederation of 39 states..

**Ans. (b)** Both A and R are true but R is not the correct explanation of A.

7. **Assertion (A):** A large part of the Balkans was under the control of the Ottoman Empire.

**Reason (R):** The French Revolution transferred the Sovereignty from the people to the monarch.

**Ans. (c)** A is true but R is false.

### IV. Picture Based Type Questions

1. Which of the following aspect best signifies this image of Germania?



- (a) Heroism and Justice
- (b) Folk and cultural tradition
- (c) Austerity and Asceticism
- (d) Revenge and vengeance

**Ans. (a)** Heroism and Justice



2. The painting "The Dream of worldwide Democratic and Social Republics" was prepared by whom?



- (a) Napoleon Bonaparte  
(b) Giuseppe Mazzini  
(c) Giuseppe Garibaldi  
(d) Fredric Sorrieu

**Ans.** (d) Fredric Sorrieu

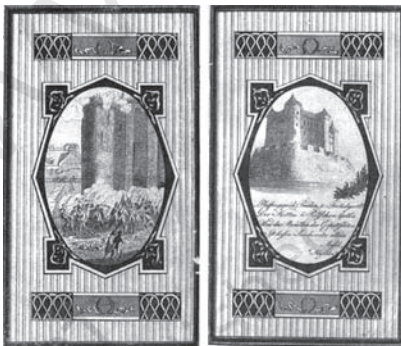
3. Who is represented as a postman in the given image?



- (a) Henry Patullo (b) Duke Metternich  
(c) Napoleon Bonaparte  
(d) Giuseppe Mazzini

**Ans.** (c) Napoleon Bonaparte

4. The cover of German almanac designed by the journalist Andreas Rebmann in 1798 describes which event.



- (a) The city of Mainz  
(b) Two buildings of France  
(c) Storming of Bastille Fort  
(d) None of these

**Ans.** (c) Storming of Bastille Fort

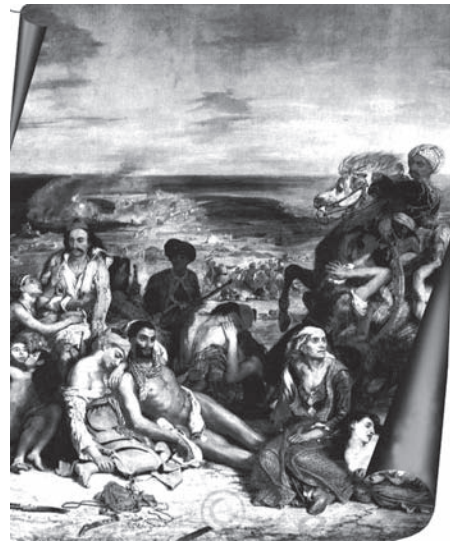
5. Which of the following option best signifies this caricature?



- (a) Napoleon Bonaparte in the French Parliament  
(b) Kaiser William II in the Prussian Parliament  
(c) Victor Emmanuel II in the Italian Parliament  
(d) Otto von Bismarck in the German Reichstag (Parliament)

**Ans.** (d) Otto von Bismarck in the German Reichstag (Parliament)

6. Which idea is best expressed in this image?



- (a) Nationalism (b) Revolution  
(c) Romanticism (d) Conservatism

**Ans.** (c) Romanticism



### V. Case Based Type Questions

#### 1. Read the extract given below and answer the questions that follows:

What we know today as Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories. Eastern and Central Europe were under autocratic monarchies within the territories of which lived diverse peoples. They did not see themselves as sharing a collective identity or a common culture. Often, they even spoke different languages and belonged to different ethnic groups. The Habsburg Empire that ruled over Austria-Hungary, for example, was a patchwork of many different regions and peoples. It included the Alpine regions – the Tyrol, Austria and the Sudetenland – as well as Bohemia, where the aristocracy was predominantly German-speaking. It also included the Italian-speaking provinces of Lombardy and Venetia. In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects. In Galicia, the aristocracy spoke Polish. Besides these three dominant groups, there also lived within the boundaries of the empire, a mass of subject peasant peoples – Bohemians and Slovaks to the north, Slovenes in Carniola, Croats to the south, and Roumans to the east in Transylvania. Such differences did not easily promote a sense of political unity. The only tie binding these diverse groups together was a common allegiance to the emperor.

**Answer the following MCQs by choosing the most appropriate option.**

##### (i) Who were the land owning class?

- (a) Peasantry
- (b) Aristocracy
- (c) Social group
- (d) Industrialists

**Ans.** (b) Aristocracy

##### (ii) Markets were not free as the \_\_\_\_\_ confederacies of France had their own laws which posed problems for the free movement of goods.

- (a) 28
- (b) 38
- (c) 29
- (d) 39

**Ans.** (d) 39

##### (iii) Who were denied the right to vote?

- (a) Men without property and women
- (b) Women and men with property
- (c) All men and women
- (d) Only women

**Ans.** (a) Men without property and women

##### (iv) Which measuring unit is “Elle” in Germany?

- (a) Height
- (b) Thread
- (c) Cloth
- (d) Land

**Ans.** (c) Cloth

#### 2. Read the extract given below and answer the questions that follows:

After 1848, nationalism in Europe moved away from its association with democracy and revolution. Nationalist sentiments were often mobilised by conservatives for promoting state power and achieving political domination over Europe. This can be observed in the process by which Germany and Italy came to be unified as nation-states. As you have seen, 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.

**Answer the following MCQs by choosing the most appropriate option.**

##### (i) Who was proclaimed German Emperor in a ceremony held at Hall of Mirrors in the Palace of Versailles?

- (a) Kaiser William I
- (b) Otto von Bismarck
- (c) Genera von Roon
- (d) Victor Emmanuel II

**Ans.** (a) Kaiser William I

##### (ii) What did the nation-building process in Germany demonstrated?

- (a) A strong emphasis on modernising the currency.
- (b) A judicial systems in Germany.
- (c) The dominance of Prussian state power.
- (d) The possibility of economic development and political dominance.

**Ans.** (c) The dominance of Prussian state power.

(iii) Who was the chief commander of the Prussian army?

- (a) Kaiser William I
- (b) Otto von Bismarck
- (c) General von Roon
- (d) Victor Emmanuel II

**Ans.** (c) General von Roon

(iv) Who had sought to put together a coherent programme for a unitary Italian Republic?

- (a) Victor Emmanuel II
- (b) Otto von Bismarck
- (c) General von Roon
- (d) Giuseppe Mazzini

**Ans.** (d) Giuseppe Mazzini

**3. Read the extract given below and answer the questions that follows:**

Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation. In other words they represented a country as if it were a person. Nations were then portrayed as female figures. The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form. That is, the female figure became an allegory of the nation. During the French Revolution artists used the female allegory to portray ideas such as Liberty, Justice and the Republic.

**Answer the following MCQs by choosing the most appropriate option.**

(i) Which was not the characteristic of Marianne?

- (a) Tricolour
- (b) Cockade
- (c) Blue cap
- (d) All of these

**Ans.** (c) Blue cap

(ii) The attributes of Liberty is/are

- (a) broken chain
- (b) red cap
- (c) both (a) and (b)
- (d) blindfolded woman

**Ans.** (c) both (a) and (b)

(iii) What did the statues of Marianne remind the public?

- (a) The national symbol of unity
- (b) To persuade them to identify with it
- (c) To give the abstract idea of the nation
- (d) Both (a) and (b)

**Ans.** (d) Both (a) and (b)

4. What was the significance of 'Broken chains'?

- (a) Being freed
- (b) Heroism
- (c) Readiness to fight
- (d) Willingness to make peace

**Ans.** (a) Being freed

**4. Read the extract given below and answer the questions that follows:**

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. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded. The parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support. In the end troops were called in and the assembly was forced to disband. The issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years. Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations.

**Answer the following MCQs by choosing the most appropriate option.**

(i) In which year all men of 21 years and above in France regardless of their wealth did get the right to vote?

- (a) 1848
- (b) 1819
- (c) 1845
- (d) 1854

**Ans.** (a) 1848

(ii) Where was the Frankfurt parliament convened?

- (a) Church of St. John
- (b) Church of St. Paul
- (c) Church of St. Mary
- (d) None of these

**Ans.** (b) Church of St. Paul

(iii) People from which classes mainly constituted the members of many political association in the German region?

- (a) Businessmen
- (b) Prosperous artisans
- (c) Middle-class professionals
- (d) All the above

**Ans.** (d) All the above

(iv) What was the role of women in the church of St. Paul?

- (a) They were admitted only as observers to stand in the visitor's gallery
- (b) They dominated and fought for their right
- (c) Both 'a' and 'b'
- (d) None of these

**Ans.** (a) They were admitted only as observers to stand in the visitor's gallery

5. Read the extract given below and answer the questions that follows:

Nations were then portrayed as female figures. The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form. That is, the female figure became an allegory of the nation.

Similar 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.

**Answer the following MCQs by choosing the most appropriate option.**

(i) What was the name given to the female allegory in French?

- (a) Marianne
- (b) Mazzini
- (c) Garibaldi
- (d) Cavour

**Ans.** (a) Marianne

(ii) Marianne image were marked on \_\_\_\_ and \_\_\_\_.

- (a) Coins
- (b) Stamps
- (c) Oak leaves
- (d) 'a' and 'b'

**Ans.** (d) 'a' and 'b'

(iii) What was the main characteristic of Germania?

- (a) Coins and stamps
- (b) Gold bracelet
- (c) Crown of Oak leaves
- (d) All of these

**Ans.** (c) Crown of Oak leaves

(iv) What does the crown of oak leaves worn by Germania stand for?

- (a) Freedom
- (b) Unity
- (c) Heroism
- (d) Readiness to fight

**Ans.** (c) Heroism

6. Read the extract given below and answer the questions that follows:

Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property and the family – should be preserved. Most conservatives, however, did not propose a return to the society of pre-revolutionary days. Rather, they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institutions like the monarchy. It could make state power more effective and stronger. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe. In 1815, representatives of the European powers who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future.

Answer the following MCQs by choosing the most appropriate option

(i) Which of the following statements correctly describes about European conservative ideology?

- (a) Preservation of believes introduced by Napoleon
- (b) Preservation of two sects of Christianity
- (c) Preservation of socialist ideology in economic sphere
- (d) Preservation of traditionalist beliefs in state and society

**Ans.** (c) Preservation of socialist ideology in economic sphere

(ii) Identify the purpose to convene the Vienna of Congress in 1815 from the following options?

- (a) To declare competition of German unification
- (b) To restore conservative regime in Europe
- (c) To declare war against France
- (d) To start the process of Italian Unification

**Ans.** (b) To restore conservative regime in Europe

(iii) What did conservatives focus on at the Congress of Vienna? Select the appropriate option.

- (a) To re-establish peace and stability in Europe.
- (b) To establish socialism in Europe
- (c) To introduce democracy in France
- (d) To set up a new Parliament in Austria

**Ans.** (a) To re-establish peace and stability in Europe.

(iv) How did the Congress of Vienna ensure peace in Europe? Select the appropriate option

- (a) With the restoration of Bourbon Dynasty
- (b) Austria was not given the control of Northern Italy
- (c) Laying out a balance of power between all the great powers in Europe.
- (d) By giving power to the German confederation

**Ans.** (c) Laying out a balance of power between all the great powers in Europe.