

## Chapter 7

### Print Culture and the Modern World

#### ❖ The First Printed Books

- The earliest print technology was developed in China, Japan and Korea. From AD 594 onwards, books in China were printed by rubbing paper.
- China remained the major producer of printed material by printing vast numbers of textbooks for the civil service examinations held for recruiting its personnel.
- Academicians and merchants used print in their everyday lives. Many people started to read and write.
- Shanghai became the hub of new print culture, catering to the Western-style schools. There was a gradual shift from hand printing to machine printing.

#### ❖ Print in Japan

- **AD 768-770:** Buddhist missionaries from China introduced hand-printing technology to Japan
- The Buddhist *Diamond Sutra* was the oldest Japanese book.
- The illustrated collections of paintings depicted an elegant urban culture involving artisans, courtesans and teahouse gatherings.

#### ❖ Print Comes to Europe

- **11<sup>th</sup> century:** Chinese paper reached Europe through the silk route
- In Italy, Marco Polo brought the knowledge of print.
- Scribes or skilled hand writers were employed by wealthy or influential patrons and booksellers for increasing the production of handwritten manuscripts.
- However, the handwritten manuscripts could not satisfy the ever increasing demand for goods because the manuscripts were fragile, awkward to handle and could not be carried around or read easily.
- By the early 15<sup>th</sup> century, woodblocks were being widely used in Europe for printing textiles, playing cards and religious pictures with simple, brief texts.
- **1430s:** Johann Gutenberg developed the printing press
- The first book printed on Gutenberg's printing press was the Bible. It took three years to print 180 copies of the Bible.
- Printed books at first closely resembled the written manuscripts in appearance and layout.

- **1450-1550:** Printing presses were set up in most countries of Europe. 20 million copies of printed books flooded the European markets during the second half of the 15<sup>th</sup> century.
- The time and labour required for producing each book decreased and multiple copies could be produced with greater ease.
- Common people now had access to books and therefore the oral culture of a hearing public was now replaced by a reading public.
- Oral culture entered print and the printed material was orally transmitted. Printers began publishing new ballads and folktales with profusely illustrated pictures.

#### ❖ Religious Debates and the Fear of Print

- The new printed literature was criticized as it was feared that if there was no control over what was printed and read, then rebellious and irreligious thoughts might spread. Those who disagreed with established authorities could now print and circulate ideas.
- **1517:** A religious reformer, Martin Luther wrote '*Ninety-five Theses*' criticizing many of the practices and rituals of the Roman Catholic Church.
- Luther's writings were immediately reproduced in vast numbers and read widely. This led to a division within the Church and to the beginning of the Protestant Reformation.
- Several scholars think that print brought about a new intellectual atmosphere and helped spread the new ideas that led to the Reformation.
- **1558:** The Roman Church, troubled by effects of popular readings and questionings of faith, imposed several controls over publishers and booksellers and began to maintain an Index of Prohibited Books.

#### ❖ The Reading Mania

- By the end of the 18<sup>th</sup> century, literacy rates in Europe were as high as 60 to 80%.
- Churches of different denominations set up schools in villages, carrying literacy to peasants and artisans.
- New forms of literature appeared in print that targeted new audiences.
- There were almanacs or ritual calendars, along with ballads and folktales.
- In England, penny chapbooks were carried by petty pedlars known as chapmen. They were sold for a penny and could be afforded even by the poor.
- Ancient and medieval scientific texts were compiled and published. Maps and scientific diagrams were widely printed. The discoveries of Isaac Newton and the

writings of Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely printed and read.

- People believed that books could change the world, liberate society from despotism and tyranny and herald a time when reason and intellect would rule.

#### ❖ **Print Culture and the French Revolution**

- Print culture created the conditions within which French Revolution occurred.
- Print popularized the ideas of the Enlightenment thinkers. They attacked the sacred authority of the Church and the despotic powers of the state; thus, eroding the legitimacy of a social order based on tradition. Voltaire and Rousseau were widely read.
- All values, norms and institutions were re-evaluated and discussed by a public that was inquisitive, critical and rational. Hence, new ideas of social revolution came into being.
- **By the 1780s:** Literature mocked the royalty and criticized their morality. This led to the growth of hostile sentiments against the monarchy.

#### ❖ **Children, Women and Workers**

- As primary education became compulsory from the late nineteenth century, children became an important category of readers.
- **1857:** A children's press devoted to literature for children alone was set up in France.
- Women became important readers and writers. The writings of George Eliot, Jane Austen and the Bronte sisters were read and enjoyed.
- In the 19<sup>th</sup> century, lending libraries in England became instruments for educating white-collar workers, artisans and lower middle-class people.

#### ❖ **Further Innovations**

- By the mid-19<sup>th</sup> century, Richard M. Hoe of New York had perfected the power-driven cylindrical press, which printed 8,000 sheets per hour.
- In the late 19<sup>th</sup> century, the offset print was developed that could print about 6 colours at a time.
- From the turn of the 20<sup>th</sup> century, presses operated electrically, methods of feeding paper were improvised, the quality of plates became better, automatic paper reels and photoelectric controls of the colour register were introduced.
- 19<sup>th</sup> century periodicals serialized important novels, which gave birth to a particular way of writing.

- **1920s:** In England, popular works were sold in cheap series, called the Shilling Series.
- Book jackets were also introduced.

### ❖ India and the World of Print

- India had a very rich and old tradition of handwritten manuscripts in Sanskrit, Arabic, Persian and other vernacular languages. Manuscripts were copied on palm leaves or on handmade paper. They would be preserved between wooden covers or sewn together. They were highly expensive, fragile and illegible.
- **Print Comes to India**
  - **Mid-16<sup>th</sup> century:** The first printing press came to Goa with Portuguese missionaries.
  - **By 1674:** About 50 books had been printed in Konkani and in Karana languages.
  - **Cochin, 1579:** Catholic priests printed the first Tamil book
  - **1713:** Catholic priests printed the first Malayalam book
  - **By 1710:** Dutch protestant missionaries had printed 32 Tamil texts
  - **From 1780:** James Augustus Hickey began editing the *Bengal Gazette*, a weekly magazine.
- **Religious Reform and Public Debates**
  - From the early 19<sup>th</sup> century, there were intense debates around religious issues. Some criticized existing practices and campaigned for reform, while others countered the arguments of reformers.
  - Public tracts and newspapers spread the new ideas and generated discussions and expressions from the public.
  - **1821:** Raja Ram Mohan Roy published the *Sambad Kaumudi* and the Hindu orthodoxy commissioned the *Samachar Chandrika* to oppose his opinions.
  - **From 1822:** Two Persian newspapers were published, *Jam-i-Jahan Nama* and *Shamsul Akhbar*. A Gujarati newspaper, the *Bombay Samachar*, was also published.
  - In North India, the *ulema* were deeply anxious about the collapse of Muslim dynasties. They used cheap lithographic presses, published Persian and Urdu translations of Holy Scriptures and printed religious tracts and newspapers.
  - **Calcutta, 1810:** The first printed edition of the *Ramcharitmanas* of Tulsidas, a 16<sup>th</sup> century text, appeared.

### ❖ New Forms of Publication

- New literary forms such as novels, lyrics, short stories and essays about political and social matters reinforced the new emphasis on human lives and intimate feelings and the political and social rules that shaped such things.
- By the end of 19<sup>th</sup> century, visual images could be easily reproduced in multiple copies. Painters such as Raja Ravi Verma produced images for mass circulation.
- Cheap prints and calendars were easily available in the *bazaar*. These prints shaped ideas about modernity and tradition, religion and politics, and society and culture.
- By the 1870s, there were imperial caricatures lampooning nationalists as well as nationalist cartoons criticizing imperial rule.

#### ❖ Women and Print

- Liberal husbands and fathers began educating their womenfolk at home and sent them to schools.
- Many journals began carrying writings by women and explained why women should be educated.
- Conservative Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading Urdu romances.
- **1876:** Rashsundari Debi's autobiography, *Amar Jiban*, was published. It was the first full-length autobiography published in the Bengali language.
- **From 1860s:** Few Bengali women such as Kailashbashini Debi wrote books highlighting the experiences of women.
- **In 1880s (Maharashtra):** Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of upper-caste Hindu women, especially widows.

#### ❖ Print and the Poor People

- Very cheap and small books were brought to markets in 19<sup>th</sup> century. Madras towns sold at crossroads, allowing poor people travelling to markets to buy them.
- Public libraries were set up from the early 20<sup>th</sup> century. These libraries were mostly located in cities and towns and at times in prosperous villages.
- **1871:** Jyotiba Phule, the Maratha pioneer of 'low caste' protest movements, wrote about the injustices of the caste system in his *Gulamgiri*.
- In the 20<sup>th</sup> century, B. R. Ambedkar in Maharashtra and E. V. Ramaswamy Naicker in Madras, better known as Periyar, wrote powerfully on caste and their writings were read by people all over India.

- **1938:** Kashibaba, a Kanpur millworker, wrote and published *Chhote Aur Bade Ka Sawal*. The poems of Kashibaba and Sudarsan Chakr (another Kanpur millworker) were compiled in *Sacchi Kavitayan*.
- **By 1930s:** Bangalore cotton millworkers set up libraries for educating themselves. These were sponsored by social reformers who tried to restrict excessive drinking among them, for bringing literacy and, sometimes, for propagating the message of nationalism.

### ❖ Print and Censorship

- **Before 1789:** The colonial state under the East India Company was too concerned with censorship.
- **By 1820s:** The Calcutta Supreme Court passed certain regulations to control press freedom and the Company began encouraging publication of newspapers that would celebrate the British rule.
- **In 1835:** Faced with urgent petitions by editors of the English and vernacular newspapers, Governor-General Bentinck agreed to revise press laws. Thomas Macaulay formulated new rules that restored their earlier freedoms.
- After the revolt of 1857, press freedoms were clamped down.
- **1878:** The Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press.
- **1907:** When the Punjab revolutionaries were deported, Bal Gangadhar Tilak wrote with great sympathy about them in his *Kesari*. This led to his imprisonment in 1908.
- During the First World War, under the Defence of India Rules, 22 newspapers had to furnish securities.

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## Chapter 3

### Nationalism in India

#### ❖ Nationalism

It involves a strong identification of a group of individuals with a political entity defined in national terms, i.e., a nation.

- Modern nationalism was associated with the formation of nation-states.
- In India, as in many other colonies, the growth of nationalism is connected to the anti-colonial movement under the leadership of Mahatma Gandhi.

#### ❖ The First World War, Khilafat and Non-Cooperation Movement

The war played an important role in shaping India's freedom struggle.

- Increase in defence expenditure due to the war led to the increase in taxes, custom duties, prices and the introduction of war loans.
- Extreme hardships, poverty and forced recruitments in the army made people hostile to the British rule.
- During 1918–19 and 1920–21, food shortages due to the failure of crops and famines and epidemics, that took a heavy toll of life, created resentment among the people of India against the foreign rule.

#### ❖ Satyagraha

Satyagraha means appeal for truth. Mahatma Gandhi introduced this concept during his stay in South Africa. It is based on the ideals of truth and non-violence.

- **January, 1915:** Mahatma Gandhi returned to India from South Africa.
- **Champaran Satyagraha, 1916:** First Gandhian mass-movement in India against the oppressive plantation system in Champaran (Bihar).
- **Kheda Satyagraha, 1917:** Gandhiji led the movement in Kheda district of Gujarat, demanding relaxation of the revenue tax owing to the poverty experienced by the farmers because of the outbreak of plague and crop failure.
- **Ahmedabad Mill Strike, 1918:** Gandhiji organised a Satyagraha against the cotton mill owners demanding an increase in the workers' wages and bonus.

#### ❖ The Rowlatt Act (1919)

- Passed by the British Government.
- The Act gave the government enormous powers for repressing political activities and allowed detention of political prisoners for two years without any trial.
- **6<sup>th</sup> April, 1919:** Gandhi started the non-violent civil disobedience movement for opposing the Rowlatt Act with a nation-wide *hartal*.
- Shops were closed down, rallies were organised and rail workshop workers went on strike. Widespread attacks on banks, post offices and railway stations took place.
- Government brutally repressed the nationalists. Martial law was imposed and General Dyer took command.
- **Jallianwala Bagh Massacre, 13<sup>th</sup> April, 1919**

- A number of people had assembled at Jallianwala Bagh in Amritsar for attending the annual *Baisakhi* fair.
- General Dyer surrounded the park and opened fire on the crowd, killing hundreds of people.

- **Aftermath of Jallianwala Bagh Massacre**

- Crowds took to the streets in many north Indian towns. Strikes, clashes with the police and attacks on government buildings were extensively witnessed.
- The British used brutal repression, seeking to humiliate and terrorise people. People were flogged and villages were bombed.
- This violence forced Gandhi to stop the movement.

- **Criticism:** The Rowlatt Satyagraha was limited mostly to cities and towns.

## ❖ **Non-Cooperation Movement**

Began in January 1921

- **Causes**

- **Khilafat issue:** After the First World War, the British sought to overthrow the Khalifa, the spiritual head of the Islamic world and the Turkish Emperor. This was deeply resented by Muslims all over the world, including the Indian Muslims.
- **Rowlatt Act:** The dissatisfaction from the Rowlatt Act and the failure of the Rowlatt Satyagraha.
- **Jallianwala Bagh:** The atrocious killing of hundreds of innocent people by the British at Jallianwala Bagh had made the Indian masses resentful towards the British rule.
- Gandhiji wanted to launch a mass movement encompassing the entire nation and all communities.

- **Methods:** Surrendering of government titles, boycott of civil services, army, police, courts and legislative councils, school, and foreign goods; and a full civil disobedience campaign.

- **Disagreements**

- Few Congress members were not in support of the idea of boycotting the council elections as they wanted to bring about changes in the system by being in power. C.R. Das and Motilal Nehru formed the Swaraj Party within the Congress to argue for a return to council politics.
- Some leaders feared the movement to turn violent.

- **Events**

- **March, 1919 (Bombay):** Khilafat Committee was formed with leaders such as *Muhammad Ali* and *Shaukat Ali*.
- **September, 1920:** Gandhi, in the Calcutta session of the Congress, convinced other leaders of the need to start a non-cooperation movement in support of Khilafat as well as for *Swaraj*.



- **December, 1920 (Nagpur):** Non-cooperation programme adopted by the Congress.
- **The Movement in the Towns:** The students left government schools and colleges, headmasters and teachers resigned, lawyers gave up their legal practices and the council elections were boycotted in most provinces except Madras. Foreign goods were boycotted, liquor shops picketed and foreign cloth burnt in huge bonfires.
- **1921 and 1922:** The import of foreign cloth dropped. Merchants and traders refused to trade in foreign goods or finance foreign trade. Production of Indian textile mills and handlooms went up.
- **Rebellion in the Countryside:** The peasants had to do *begar* and work without pay in the farms of oppressive landlords. The peasant movement demanded reduction of revenue, abolition of *begar* and social boycott of oppressive landlords. In Awadh, the peasants were led by Baba Ramchandra. The houses of *talukdars* and merchants were attacked, bazaars were looted and grain hoards were taken over in many places. Local leaders told the peasants that Gandhiji had declared that no taxes were to be paid and land was to be redistributed among the poor.
- *Nai-dhobi* bands were organised by the *panchayats* for depriving landlords of the services of even barbers and washer men.
- **October, 1920:** The ***Oudh Kisan Sabha*** was set up headed by Jawaharlal Nehru, Baba Ramchandra and few others.
- **Revolt by Tribals:** The government had closed large forest areas, preventing people from entering the forest to graze their cattle or to collect fuel wood and fruits. Alluri Sitaram Raju led the guerrilla warfare in the Gudem Hills of Andhra Pradesh. The rebels attacked police stations, attempted to kill British officials and carried on guerrilla warfare for achieving *swaraj*.
- **Swaraj in the Plantations:** Under the ***Inland Emigration Act of 1859***, the plantation workers were not allowed to leave the tea gardens without permission. 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 villages.
- **Impediments**
  - Movement slowed because *khadi* cloth was often more expensive than mass-produced mill cloth and therefore, expensive for the poor people.
  - Indian educational institutions were slow to come in place of the boycotted British ones.
- **February, 1922:** Mahatma Gandhi decided to withdraw the Non-Cooperation Movement because of its violent face in many places.

## ❖ Simon Commission

- Constituted by the Tory government of Britain under pressure of mass movements in India.
- Sir John Simon was the Chairman.
- Sought to look into the demands of the nationalists and suggest changes in the constitutional structure of India.
- Arrived in India in 1928. Congress and the Muslim League along with the other parties received the commission with black flags and slogans such as “Go back Simon”.
- **October, 1929:** The Commission recommended a ‘*dominion status*’ for India in coming future and a Round Table Conference for discussing a future constitution for India.

#### ❖ Effects of Simon Commission

- **December, 1929:** Under the presidency of Jawaharlal Nehru, the Lahore session of Congress formalized the demand of “*Purna Swaraj*”. 26<sup>th</sup> January, 1930 was celebrated as the Independence Day.
- **1930:** Dr. B. R. Ambedkar established the Depressed Classes Association.

#### ❖ Civil Disobedience Movement

- **Medium:** Gandhiji chose salt as the medium for protesting against the British rule.
- **31<sup>st</sup> January, 1930:** Gandhi sent a letter to Viceroy Irwin stating eleven demands ranging from industrialists to peasants. The most important of the demands was the abolition of salt tax as salt was the most essential commodity for the common man.
- The government was asked to accept the demands by 11<sup>th</sup> march, failing which a civil disobedience movement would be started.
- **Salt March**
  - Marked the beginning of the Civil Disobedience Movement.
  - Started from Gandhi’s ashram in Sabarmati to the Gujarati coastal town of Dandi, spanning a distance of 240 miles.
  - **6<sup>th</sup> April, 1930:** Gandhi reached Dandi with thousands of followers and ceremonially violated the law by manufacturing salt from sea water.
- **Spread**
  - Soon, the movement spread to the entire nation.
  - Colonial laws were violated, salt was manufactured in numerous places, foreign clothes were burnt and liquor shops were picketed.
  - Peasants refused to pay revenue and *chaukidari* taxes.
  - Village officials resigned and at many places people violated forest laws by going into reserved forests for collecting wood.
- **Government’s Response**
  - **April, 1930:** Abdul Ghaffar Khan was arrested
  - **May, 1930:** Gandhiji was arrested

- Women and children were beaten by the government and peaceful *satyagrahis* were attacked.
- About 100,000 people were arrested.
- **Gandhi-Irwin Pact and End of Movement**
  - **5<sup>th</sup> March, 1931:** Gandhiji called off the movement entering into a pact with Viceroy Lord Irwin. He consented to participate in the Round Table Conference and the government agreed to release the political prisoners.
  - **December, 1931:** Gandhiji went to London for the Second Round Table Conference. The conference was a futile exercise as nothing fruitful came out of it for India.
- The Civil disobedience movement was re-launched but by 1934 it lost momentum.
- **Participation by People**
  - Rich peasant communities such as the *Patidars* of Gujarat and the *Jats* of Uttar Pradesh took part in the movement. Trade depression and falling prices caused a decrease in the cash income of these rich peasant communities. They decided to oppose the high revenue demands of the government through their participation in the Civil Disobedience Movement.
  - The poorer peasantry found difficulties in paying their rent due to the depression and the decrease in the cash income. They wanted the unpaid rent to the landlord to be remitted.
  - The business class wanted protection against imports of foreign goods and a rupee-sterling foreign exchange ratio that would discourage imports. They also opposed the colonial policies that restricted business activities.
  - The business class, under the leadership of prominent industrialists such as Purshottamdas Thakurdas and G.D. Birla, attacked colonial control over the Indian economy, gave financial assistance and refused to buy or sell imported goods.
- **Causes of Failure**
  - The Civil Disobedience Movement was called off without the fulfilment of the demand of the rich peasant communities.
  - Many rich peasant communities decided not to join the restarted Civil Disobedience Movement.
  - The Congress was unwilling to support the 'no rent' campaigns due to the fear of upsetting the rich peasants and landlords.
  - The spread of militant activities, worries of prolonged business disruptions, growing influences of socialism amongst the young Congress members and the failure of the Round Table Conference led to the withdrawal of support to the movement by the business class.
  - Industrial workers did not participate in the Civil Disobedience Movement except in Nagpur.

- The *dalits* (untouchables) did not participate as the Congress sided with the conservative high-caste Hindus.
- Muslim organizations and communities also sparsely participated in the movement. The Muslims alienated from the movement due to the fear of the dominance of the Hindu majority
- ❖ **1920:** Formation of the Indian Industrial and Commercial Congress
- ❖ **1927:** Formation of the Federation of the Indian Chamber of Commerce and Industries (FICCI).
- ❖ **Demands of *Dalits***
  - During the course of the civil- disobedience movement, many *dalit* leaders separately demanded reservation of seats in the educational institutions and separate electorate for the legislative council elections.
  - **1930:** Dr B.R. Ambedkar organised the *dalits* into the Depressed Classes Association
  - Gandhiji began a fast unto death for opposing the demand of separate electorates for *dalits* because he believed that this would disunite the Indian masses.
  - **Poona Pact (September, 1932)**
    - Signed between Ambedkar and Gandhiji.
    - It gave the depressed classes reserved seats in provincial and central legislative councils, which were to be voted in by the general electorate.
- ❖ **Upsurge of Nationalism**
  - A sense of unity and nationalism was inspired by history and fiction, folklore and songs, popular prints and symbols.
  - Abanindranath Tagore's image of *Bharat Mata* and Bankim Chandra Chattopadhyay's song *Vande Mataram* united many people and communities.
  - During the Swadeshi Movement, a tri-colour (red, green and yellow) flag was designed. It had eight lotuses representing eight provinces of British India and a crescent moon, representing Hindus and Muslims.
  - **1921:** Gandhiji had designed the tri-colour Swaraj flag (red, green and yellow) with the spinning wheel at the centre. This flag represented the Gandhian ideal of self-help.
  - The glorious developments in the ancient times when art and architecture, science and mathematics, religion and culture, law and philosophy, and crafts and trade flourished were discovered with the help of history. This instilled pride and united the Indians.

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## Chapter 2

### The Nationalist Movement in Indo-China

#### ❖ Indo-China

Indo-China comprises the modern countries of Vietnam, Laos and Cambodia under the Chinese rule.

#### ❖ Vietnam

- Gained formal independence in 1945.
- The Republic of Vietnam was formed after three decades of their independence.
- Even after independence, Chinese culture and systems of government were maintained in Vietnam.
- Vietnam functioned as the maritime silk route that brought in goods, ideas and people.
- **Colonial Domination of Vietnam**
  - **1858:** French troops landed in Vietnam.
  - **Mid-1880s:** France had established a firm grip over the other regions of Vietnam.
  - **Post Franco-Chinese War:** French assumed control over Tonkin and Annam.
  - **1887:** French Indo-China was formed.
  - Realisation of sufferings experienced under the French rule mobilised nationalist resistance in Vietnam.
  - The French built canals and drainage lands in the Mekong delta to increase cultivation. This benefitted production and export of rice.
  - **1931:** Vietnam was the third largest exporter of rice in the world.
  - A trans-Indo-China rail network was built in order to adjoin the Northern and Southern parts of Vietnam and China. Vietnam was connected with other parts of China and Southeast Asia through railways.

#### ❖ Benefits of Colonies for French

- Colonies were important for supplying natural resources and other essential goods.
- Like all advanced European nations, France also thought of spreading the benefits of civilization to the backward people.

#### ❖ Economy of Vietnam

- Depended on rice cultivation and rubber plantations owned by the French and small Vietnamese elite.
- Rail and port facilities provided services to this economy.

- Indentured Vietnamese labour was used in the rubber plantations.
- France did not industrialize the economy.
- Rural areas experienced landlordism and decline in the standard of living.

#### ❖ **Barriers in Economic Development of Vietnam**

- High population levels
- Low agricultural productivity
- Extensive indebtedness among the peasants

#### ❖ **Colonial Education**

- French colonialist in Vietnam believed that only they can civilize the local people by bringing modern education in the country.
- French started a “Civilizing Mission” in Vietnam. It was carried out at the cost of local cultures, religions and traditions.
- French administration required educated local labour force.
- At the same time, they also feared that educated Vietnamese might ask questions to colonial domination.
- French citizens living in Vietnam were scared of losing their jobs to the educated Vietnamese mass. Therefore, educational policies concerning the Vietnamese were opposed and challenged by the French population.
- The elites in Vietnam were powerfully influenced by the Chinese culture. The French administration had to consolidate their power by countering the Chinese influence over culture, language and society. This was done by dismantling the traditional education system and establishing French schools in Vietnam.
- French education was seen as a means of knowing the foreign culture and literature by some, while others rejected the use of French as the medium of instruction in Vietnam.
- The few people who acquired French culture and learnt their language were to be rewarded with French citizenship.
- Education was limited to a few classes. Only the Vietnamese elite could enrol in the schools and only a handful of them passed the final exams.
- School textbooks glorified the French and degraded the Vietnamese.
- **1907:** The Tonkin Free School was started for providing Western-style education.
- Schools introduced and encouraged the adoption of western ideas to be modern and also look modern.
- **Resistance in Schools**



- Vietnamese teachers and students who were rapidly increasing in numbers opposed the curriculum either through open opposition or silent resistance.
- The Vietnamese teachers subtly modified and criticized the texts.
- Students fought against the colonial government's efforts in providing the posts of white-collar jobs only for the French.
- **1920s:** Students were forming various political parties such as the **Party of Young Annam** and publishing nationalist journals ("*Annamese student*").
- Schools became the hubs of the formation of political ideas and revolutions.
- The Vietnamese intellectuals feared the loss of both the Vietnamese territory and culture. They believed that the native culture and customs were being devalued and the development of a master–slave mentality was on the progress in the country.
- Colonial education and its resistance ultimately added to the larger picture of the entire revolution.

#### ❖ Health and Hygiene

In the colonies, health and hygiene of the natives was neglected by the colonialist powers, which resulted in the outbreak of many fatal diseases.

- **1903:** The modern part of Hanoi was struck by **Bubonic Plague**. The French hired Vietnamese workers and paid them for each rat they caught. Thousands of rats were caught. The Vietnamese caught the rats, clipped off the tail and let the rat go free again. This way, the rats continued to stay and the Vietnamese gained both economical and political advantage. The rat-hunt also provided an early lesson in the success of collective bargaining for the Vietnamese. The French authorities could not prevent the bubonic plague due to the many anti-French actions by the Vietnamese people.

#### ❖ Religion and Anti-Colonialism

- Religion played an important role in fighting colonialism in Vietnam.
- The French introduced Christianity in Vietnam. This was resented by Vietnamese people who practiced Buddhism and Confucianism.
- The French believed that the flaw of worshipping supernatural forces by the Vietnamese needs to be corrected.
- **The Scholars Revolt (1868)** took place as a movement against the spread of Christianity and French power. This revolt was led by the officials at the imperial court.
  - The Vietnamese led a general uprising in the provinces of Ngu and Ha Tein and over a thousand Catholics missionaries were killed. This inspired other patriots to rise against the French government.

- The revolt was finally suppressed by the French.

- **Hoa Hoa Movement (1939)**

Occurred in the fertile Mekong delta area

- Founder: **Huynh Phu So**
- Opposed useless expenditure, sale of child brides, gambling and also the use of alcohol and opium.
- The French tried to suppress the Hoa Hoa Movement by putting Huynh Phu So in a mad asylum. They called him 'Mad Bonze'.
- The doctors became followers of his words and declared him sane as opposed to the expectation of the French government.
- Huynh Phu So was exiled to Laos and his followers were sent to the concentration camps. This further aroused anti-colonial sentiments in the Vietnamese people.

#### ❖ The Vision of Modernisation

- Late 19<sup>th</sup> century: The resistance to French domination was led by Confucian scholars and activists.
- **1903: Phan Boi Chau (1867-1940)** formed the Revolutionary Society *Duy Tan Hoi* and became a major anti-colonial revolutionary figure. **Prince Cuong De** headed the society. Phan's most influential book "*The History of the Loss of Vietnam*" focuses on the loss of sovereignty and severance of ties with China.
- **Phan Chu Trinh (1871-1926):** A nationalist, he strongly differed with Phan Boi Chau. He opposed monarchy and the idea of resisting the French with the help of the court. He wanted to establish a democratic republic. He was immensely influenced by the democratic ideals of the West. He criticized the French for not resorting to liberty. He demanded the French to set up legal and educational institutions and develop agriculture and industries.

#### ❖ Relations with Japan and China

- Vietnamese nationalists had a close relationship with Japan and China.
- China and Japan were the places where a wider Asian network of revolutionaries existed. They also acted as the places of refuge for the early Vietnamese nationalists.
- Go East Movement was popularized in the first decade of the 20<sup>th</sup> century.
- **1907-08:** 300 Vietnamese went to Japan for acquiring modern education.
- The concerns of these students were:
  - Ending the French rule
  - Re-establishing the Nguyen Dynasty
- The Vietnamese looked for foreign arms and aid from Japan.
- The Vietnamese students established a branch of the Restoration Society in Tokyo.
- **1907:** Japan's victory over Russia

- **1908:** The Japanese Ministry of Interior clamped down the Restoration Society. Many including Phan Boi Chau were deported and exiled to China and Thailand.
- **Viet-Nam Quan Phuc Hoi:** The Vietnamese students organized the Association for the Restoration of Vietnam. They were inspired by the establishment of a Republic in China in **1911** by **Sun Yat Sen**.
- The Vietnamese now wanted a Democratic Republic over a Constitutional Monarchy.

#### ❖ **Communist Movement and Vietnamese Nationalism**

- The Great Depression of 1930 had greatly affected Vietnam. Prices of rice and rubber fell, which generated rural debts, rural uprising and unemployment.
- **February 1930:** The Vietnamese Communist Party (Vietnamese Cong San Dang), later renamed as the Indo-Chinese Communist Party established by **Ho Chi Minh**.
- **1940:** Japan occupied Vietnam for achieving its imperial aspiration of controlling Southeast Asia.
- **September 1945:** The *League for the Independence of Vietnam* (Viet Nam Doc Lap Dong Minh) fought the Japanese and recaptured the lost territory of Hanoi. It came to be known as the *Vietminh*.
- The Democratic Republic of Vietnam with Ho Chi Minh as its Chairman was formed.

#### ❖ **The New Republic of Vietnam**

- The new Republic of Vietnam faced many challenges.
- The French used the Emperor, Bao Dai, as their puppet in order to regain their rule.
- **1954:** Finally, the French troops led by General Vo Nguyen Glap were finally defeated after eight years of fighting at **Dien Bien Phu** by the Vietminh.
- Peace negotiations in Geneva after the French defeat led to the spilt of Vietnam into North Vietnam and South Vietnam.
- **North Vietnam:** Ho Chi Minh and the communist took control of North Vietnam.
- **South Vietnam:** Bao Dai's regime was established in South Vietnam.
- The Bao Dai regime was overthrown by a coup led by **Ngo Dinh Diem**.
- Diem built a repressive and authoritarian government. People who opposed him were branded as communists and were jailed and killed.
- This dictatorial regime was opposed by the people united under the banner of the **National Liberation Front (NLF)**.
- NLF received help from North Vietnam with which they fought for the unification of the country.

- **The Entry of the U.S. into the War (1965-1972)**

- The US feared communists gaining power in South Vietnam; therefore, they intervened by sending in their troops.
  - Thousands of US troops arrived with heavy weapons and tanks. Chemical weapons such as Napalm, Agent Orange and Phosphorus were used for destroying Vietnamese villages.
  - Many criticised the U.S. government for entering into an indefensible war.
  - Service in the armed forces was made compulsory for all the US citizens except for university graduates.
- The war arose because of the fear of the establishment of a communist rule in South Vietnam and other countries in the area.
  - The Vietnamese were ready to sacrifice anything for their independence. This determination gave them the courage to fight with the most technologically advanced country in the world.

- ❖ **Ho Chi Minh (1890-1969)**

- His real name was Nguyen Van Thanh.
- Born in Central Vietnam.
- Became an active member of the Comintern and met Lenin.
- **May 1940:** Returned to Vietnam after spending time in Europe, Thailand and China.
- **1943:** Took the name of Ho Chi Minh.
- Became President of the Vietnam Democratic Republic and served the party for 40 years.
- Died on 3<sup>rd</sup> September, 1969.

- ❖ **Ho Chi Minh Trail**

- An immense network of footpaths and roads ("the trail") was used for transporting man and material from North to South Vietnam.
- The trail had support bases and hospitals along the way. Supplies were mainly transported by porters who were mainly women. However, in some places trucks were used for the same.
- Most of the trail was in Laos and Cambodia with branch lines extending into South Vietnam.
- The US bombed these trails regularly but to no avail as they were built again very quickly by the Vietnamese.
- By these trails, the Vietnamese showed how meagre resources can be used to great advantage.

## ❖ Women As Rebels

- In Vietnam, women enjoyed greater equality than in China, especially among the lower classes.
- However, they had no say when it came to determining their future and role in public life.
- The status of women gained prominence along with the rise of the nationalist movement.
- Writers and political thinkers idealized women who rebelled against the social norms.
- **1930: *Nhat Linh***, a writer, dealt with the scandalous issue of rejecting the forced arranged marriage of a girl. His novel portrays a women character who marries a person involved in the national politics out of her own choice.

## • Heroes of the Past

- **1913: Phan Boi Chau** wrote a play on the lives of the **Trung sisters** who had fought against the Chinese domination in 39-43CE.
- Trung sisters came to be idealized and glorified in paintings, plays and novels representing the indomitable will of the Vietnamese nationalists.
- Trung sisters are said to have gathered 30000 forces in order to resist the Chinese for two years. When ultimately defeated by the Chinese, they committed suicide instead of surrendering to the enemy.
- **Trieu Au (3<sup>rd</sup> century CE)**: She was an orphan and lived with her brother. She left home, went into the jungles, organized a large army and resisted the Chinese rule. Ultimately, she was defeated by the Chinese forces after which she drowned herself. She became a sacred figure and not only a martyr.

## • Women as Warriors

- **1960s**: Various photographs and stories portrayed women as brave, young and dedicated.
- The women were equally represented as a worker along with their warrior image. Therefore, they were shown with a rifle in one hand and a hammer in the other.
- The casualties of war increased as a result of which many women were urged to join the struggle.
- The women helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy. They kept open 2,195 km of strategic roads and guarded 2,500 key points along the Ho Chi Minh trail.

They also built 6 airstrips, neutralized tens of thousands of kilograms of cargo, weapons and food and shot down 15 planes. There were 1.5 million women in the regular army, the militia, the local forces and professional teams in Vietnam.

## ❖ The End of the War

- **Consequences**

- The US failed to crush the Vietnamese resistance.
- Thousands of young US soldiers and Vietnamese civilians lost their lives.
- Many were disillusioned by the actions of the US.
- Noam Chomsky called the war “the greatest threat to peace, to national self-determination and to international cooperation”.
- This was called the first television war as battle scenes were shown on news programmes.
- **January 1974:** A peace settlement with the US was signed in Paris for ending the war.
- **30<sup>th</sup> April 1975:** The NLF occupied the presidential palace in Saigon to end the conflict between them (NLF) and the Saigon regime.
- Ultimately, Vietnam was united.

### Contribute to this Revision Note:

If you find anything of importance missing from this note, email it to us at [revision-notes@meritnation.com](mailto:revision-notes@meritnation.com), and we'll add it to this note under your name!



# The Age of Industrialisation

## 5

### CHAPTER

## Tips and Tricks

- **Introduction:** Glorification of machines and technology.

- **Before the Industrial Revolution**

- (i) **Proto-industrialisation.**

- (ii) **The Coming up of the Factory**

- (a) Earliest factories in England (1730's).
    - (b) Cotton, the first symbol of the new era.
    - (c) Series of inventions increase efficiency of each step of the production process.

- (iii) **The Pace of Industrial Change**

- (a) Cotton and metals the most dynamic industries in Britain.
    - (b) Slow technological changes.

- (iv) **Hand Labour and Steam Power**

In Victorian Britain, no shortage of human labour, wages low. Demand for labour seasonal, range of products could only be produce by hand, machines produced uniforms unfit to cater to individual, elite tastes.

### **Life of Workers**

Possibility of getting a job depended on networks. Seasonality of work, fear of unemployment, workers hostile to the introduction of new technology, after 1840 demand for infrastructure facilities open up greater opportunities for employment.

- **Industrialisation in the Colonies**

- (i) **The Age of Indian Textiles**

- (a) Before the age of machine and industries Indian cotton and silk goods dominated the international markets in textiles.
    - (b) Indian merchants and bankers involved in the network of export trade.

- (c) Coming of Europeans and East India Company (EICo), break down in network of exports controlled by Indian merchants, decline of old ports like Surat and Hoogly, growth of Bombay and Calcutta.

- (ii) **What Happened to Weavers**

- (a) The company established direct control over weavers through advances, gomasthas.
    - (b) Clashes between weavers and gomasthas.
    - (c) Migration of weavers.

- (iii) **Manchester Comes to India**

- (a) Decline of textile exports from India.
    - (b) Industrial groups in Britain pressurise government to impose duties to deter Indian textile imports.
    - (c) Cotton weavers in India face problems—collapse of the export market, and shrinkage of the local market.
    - (d) Outbreak of Civil War in America-Britain turns to India.
    - (e) Indian weavers starve of raw cotton of good quality.

- (iv) **Factories come up:** Cotton mill, Bombay 1854, Jute mill Bengal 1855, Elgin Mill, Kanpur 1860s.

- (a) **The Early Entrepreneurs:** Dwarkanath Tagore, J.N. Tata, Seth Hukumchand, Dinshaw Petit.

Till the First World War, European, Managing Agencies control a large sector of Indian industries.

- (b) **Where did the Workers Come from:** Industrial regions, Workers came from

districts around. Example, from United Provinces to work in Bombay mills.

Industrialists employ 'Jobbers' to recruit new recruits.

(c) **The Peculiarities of Industrial Growth**

(i) Most of the industries developed with an eye towards exports—tea and coffee plantations, mining, indigo and jute.

(ii) India produced coarse cotton yarn (thread) rather than fabric.

(iii) World War I dramatically changed the situation. Over the war years industrial production boomed.

(iv) After the war economy of Britain crumbles.

(d) **Small-scale Industries Predominate:**

(i) Large scale industries, mostly located in Bengal and in Bombay.

(ii) Small-scale production continues to predominate.

(iii) Expansion of handloom cloth production. Adoption of new technology *e.g.*, flyshuttle.

(iv) Weavers and crafts people despite growth live hard lives and work long hours.

• **Market for Goods:** Use of advertisements, labels, texts with beautiful images of Indian gods and goddesses. Indian manufacturers use advertisement as vehicle of nationalist message of *swadeshi*.

• **Conclusion:** Industrialisation entailed major technological changes, growth of factories and new industrial labour force. Yet hand technology and small-scale production remained an important part of the industrial landscape.

## Formative Assessment

### ORAL QUESTIONS (Conversation Type)

1. What do we associate industrialisation with?
2. Where in the world did industrialisation first occur?
3. When did the earliest factories come up in England?
4. What change occurred with the setting up of factories?
5. What made this change possible?
6. Do you think the pace of industrialisation was rapid. Why?
7. What are the negatives that human beings are facing, due to increased mechanisation of production processes?

### ORAL QUESTIONS

1. How did industrialisation in Britain impact India?
2. When and where did industries first come up in India?
3. Name any two early entrepreneurs in India.
4. How did they collect funds to undertake these industrial enterprises?
5. What are the Tata's most known for?

6. Where did the workers come from to work in Indian factories?
7. How did these workers seek jobs?
8. What really gave an impetus to Indian industries?

### TRUE OR FALSE

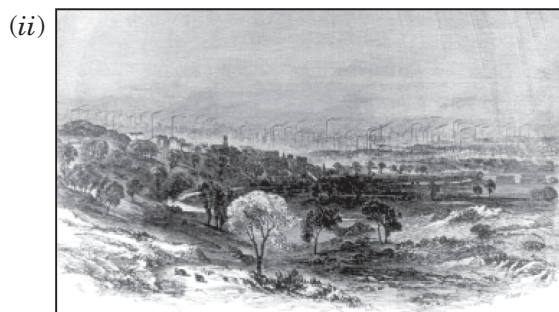
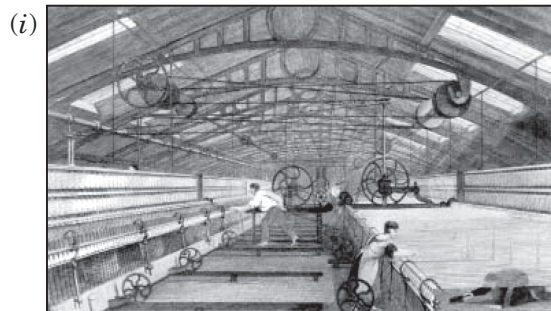
1. When merchants offered advances to peasant households to produce goods for them, they did not accept the offers eagerly.
2. Cotton was the leading sector in the first phase of industrialisation upto the 1840s.
3. Proto-industrial system was a part of a network of commercial exchanges.
4. Technological changes spread rapidly.
5. In Victorian England, there was no shortage of labour.
6. Gas works and breweries were especially busy throughout the hot months.
7. A range of products could be produced only with hand labour.
8. The abundance of labour in the market did not affect the lives of workers.
9. Supply merchants linked the port towns to inland regions.

10. By 1750's the network controlled by Indian merchants was breaking down.
11. Before the age of machine industries silk and cotton goods from India dominated the international market in textiles.
12. By 1860's the weavers had access to sufficient supply of raw cotton of good quality.
13. Most often mill workers moved between village and the city.
14. The jobber over time became a person with some authority and power.
15. The First World War gave a boost to production in Indian industries, and setting up of new factories.
16. Mills sought to imitate specialised weaves.
17. When buyers saw labels 'Made in Manchester' they were expected to reject foreign made cloth.
18. Images of gods and goddesses intended to make the manufacture from foreign land appear somewhat familiar to the Indian people.
19. Production in the countryside allowed careful supervision, watch over quality and regulation of labour.
20. In the early 19th century factories became an intimate part of the Indian landscape.
21. By 1873 Britain was exporting iron and steel worth £ 77 million, double the value of cotton exports.
22. In the late 19th century there were no more than 321 steam engines all over England.
23. As work in many industries was seasonal, after the busy season was over, the poor were on the streets again.
24. Seasonality of work in many industries meant prolonged periods without work.
25. By the 1740's value of trade that passed through Surat had slumped.
26. Trade through new ports continued to be controlled by Indian merchants and bankers.
27. In the early phase the East India Company had found it difficult to ensure a regular supply of goods.
28. Over time many weavers revolted, refused loans and took to agricultural labour.
29. Many Indians earned through trade with Burma, the Middle East and East Africa before becoming industrial entrepreneurs.
30. Seth Hukumchand who set up the first cotton mill in Calcutta in 1917, traded with China.
31. In most industrial regions workers came from districts around.

32. The early cotton mills in India produced coarse cotton yarn rather than fabric.
33. Handicrafts people adopted the fly shuttle to improve quality.
34. Like the images of gods, figures of important personages adorned advertisements and calendars.
35. The demand for finer cloth bought by the well-to-do fluctuated violently.
36. Weavers who expanded production through the 20th century lived hard lives and worked long hours.
37. Historic figures were used to create new needs for the product.
38. Advertisements became a vehicle of nationalist message of Swadeshi.

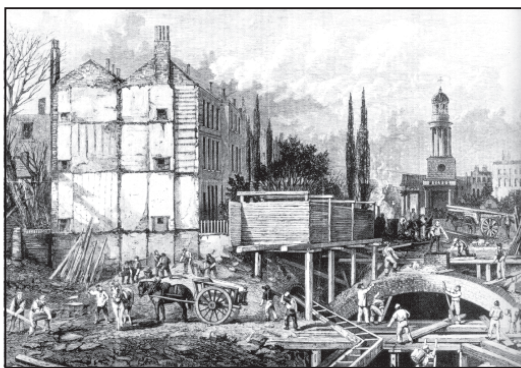
### QUIZ

#### 1. Identify the following pictures:

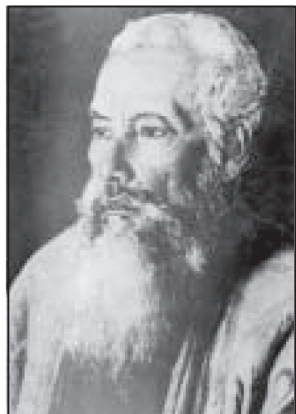




(iv)



(v)



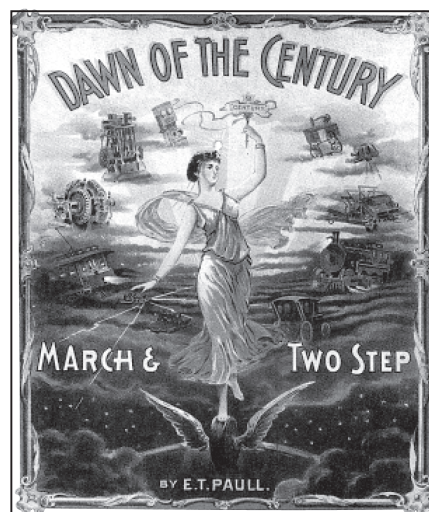
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(vii)



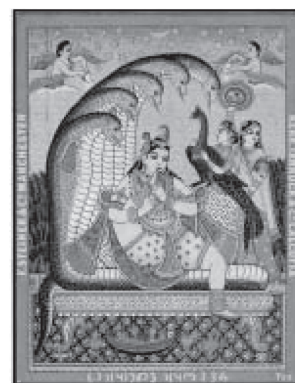
(viii)



(ix)



(x)



## 2. Answer the following:

- (i) Exclusive right to trade.
- (ii) Indian soldier.
- (iii) Seasonality of work.
- (iv) Precolonial port on the Coromandel Coast.
- (v) Speeded up the spinning process.
- (vi) Port having trade links with SE Asian ports.
- (vii) Desertion by weavers.
- (viii) Reason why Britain turned to India from the US for cotton supplies.
- (ix) Set up the 1st jute mill in India.
- (x) Trade venture in which most Indian entrepreneurs made capital.

- (xi) Movement in early 20th century that gave impetus to national industries.  
 (xii) Vehicle of nationalist message of Swadeshi.

### PUZZLE

Solve the Puzzle by filling the blank spaces with the help of hints:

⇒ **Horizontally**

2. Person who gathers cloth for pleating (6).
4. Early form of something (5).

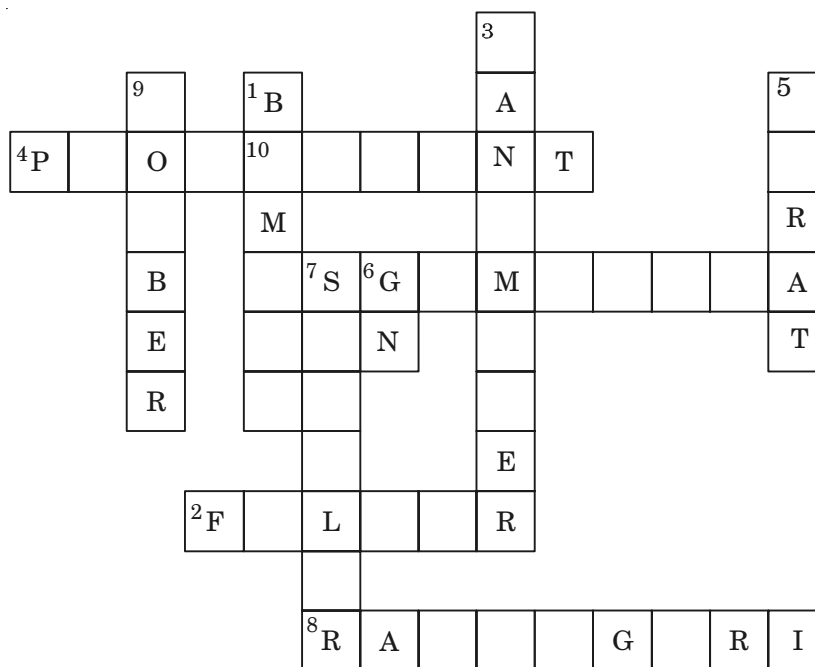
6. Paid servant (8).

8. District from where most of the cotton mill workers came from in Bombay (9).

10. Term referring to countries of Asia (6).

⇓ **Vertically**

1. Place of first cotton mill in India (6).
3. Intricate designs, specific shapes (4, 4).
5. Precolonial port (5).
7. Person who staples. (5)
9. Person incharge of new recruits (6).



### SUGGESTED PROJECTS

1. What has industrialisation meant to peoples lives.

2. Industrialisation and problem of Environment Degradation.

3. Conduct an interview with any worker and report how industrialisation has impacted his and his family's life.

### NOTES

## Assignments

<i>Name:</i> .....	<i>Class:</i> .....	<i>Section:</i> .....	<i>Roll No.:</i> .....	<i>Grade:</i> ....	<i>Teacher's sign.:</i> .....
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### CLASS ASSIGNMENT 1

#### Choose the correct answer:

1. Which of the following was the dynamic industry in England during the earliest phase of industrialisation (till 1840)

(a) Metals                      (b) Footwear  
(c) Cotton                      (d) Iron

.....

2. Which of the following countries were known as 'Orient'?

(a) New Zealand and Australia  
(b) African countries  
(c) China and Japan  
(d) Countries to the east of the Mediterranean

.....

#### Fill in the blank:

3. .... improved the steam engine produced by Newcomen.

#### Write True or False:

4. Merchants were based in town and the work was mostly done in towns.

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5. Define protoindustrialisation.

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6. State any 3 major problems faced by new European merchants in setting up their industries in towns before the Industrial Revolution.

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7. Give any three advantages of mill production.

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8. Explain, how rapid was the process of industrialisation? (3 pts.)

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9. Why did bourgeoisie in the Victorian period prefer handmade products in the 19th century?

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10. On the map of India mark two Indian sea ports from which vibrant trade was carried out with SE Asian ports.

