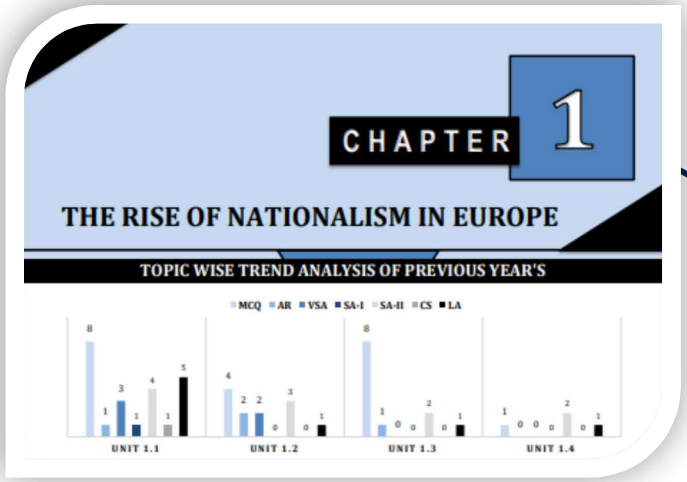
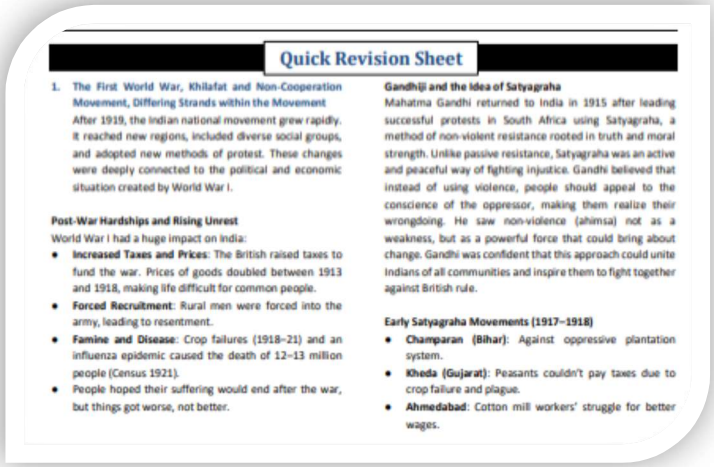
Highlights of the CBSE Social Science Book



CBSE Question Trend Analysis by Topic: Understand the Patterns in Frequently Asked Questions.



Quick Revision Sheet

1. The First World War, Khilafat and Non-Cooperation Movement, Differing Strands within the Movement

After 1919, the Indian national movement grew rapidly. It reached new regions, included diverse social groups, and adopted new methods of protest. These changes were deeply connected to the political and economic situation created by World War I.

Post-War Hardships and Rising Unrest

World War I had a huge impact on India:

- **Increased Taxes and Prices**: The British raised taxes to fund the war. Prices of goods doubled between 1913 and 1918, making life difficult for common people.
- **Forced Recruitment**: Rural men were forced into the army, leading to resentment.
- **Famine and Disease**: Crop failures (1918–21) and an influenza epidemic caused the death of 12–13 million people (Census 1921).
- People hoped their suffering would end after the war, but things got worse, not better.

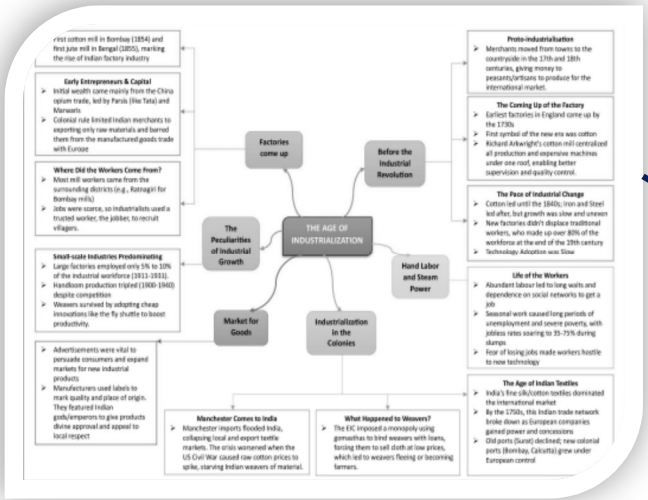
Gandhiji and the Idea of Satyagraha

Mahatma Gandhi returned to India in 1915 after leading successful protests in South Africa using Satyagraha, a method of non-violent resistance rooted in truth and moral strength. Unlike passive resistance, Satyagraha was an active and peaceful way of fighting injustice. Gandhi believed that instead of using violence, people should appeal to the conscience of the oppressor, making them realize their wrongdoing. He saw non-violence (ahimsa) not as a weakness, but as a powerful force that could bring about change. Gandhi was confident that this approach could unite Indians of all communities and inspire them to fight together against British rule.

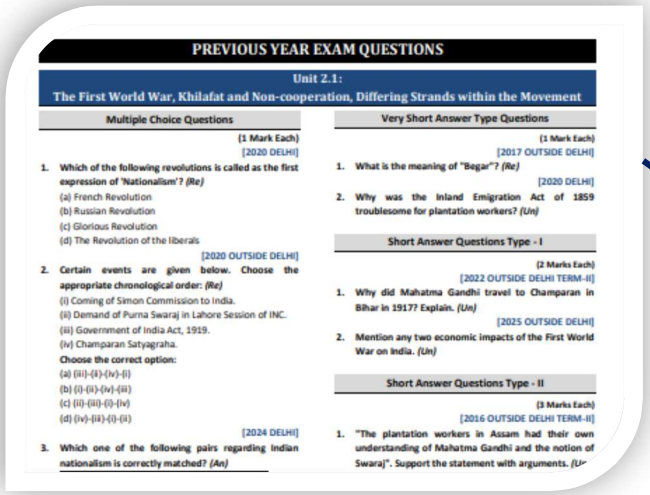
Early Satyagraha Movements (1917–1918)

- **Champaran (Bihar)**: Against oppressive plantation system.
- **Kheda (Gujarat)**: Peasants couldn't pay taxes due to crop failure and plague.
- **Ahmedabad**: Cotton mill workers' struggle for better wages.

Quick Revision Notes: Essential Chapter Points and Summaries for Quick Recall.



MindMap: A Visual Tool to Connect and Recall Key Concepts Efficiently.



PREVIOUS YEAR EXAM QUESTIONS

Unit 2.1:
The First World War, Khilafat and Non-cooperation, Differing Strands within the Movement

Multiple Choice Questions

(1 Mark Each)

[2020 DELHI]

1. **Which of the following revolutions is called as the first expression of 'Nationalism'? *(Re)***
   (a) French Revolution
   (b) Russian Revolution
   (c) Glorious Revolution
   (d) The Revolution of the liberals

[2020 OUTSIDE DELHI]

2. **Certain events are given below. Choose the appropriate chronological order: *(Re)***
   (i) Coming of Simon Commission to India.
   (ii) Demand of Purna Swaraj in Lahore Session of INC.
   (iii) Government of India Act, 1919.
   (iv) Champaran Satyagraha.
   Choose the correct option:
   (a) (iii)-(ii)-(iv)-(i)
   (b) (i)-(ii)-(iv)-(iii)
   (c) (ii)-(iii)-(i)-(iv)
   (d) (iv)-(iii)-(i)-(ii)

[2024 DELHI]

3. **Which one of the following pairs regarding Indian nationalism is correctly matched? *(An)***

Very Short Answer Type Questions

(1 Mark Each)

[2017 OUTSIDE DELHI]

1. **What is the meaning of "Begar"? *(Re)***

[2020 DELHI]

2. **Why was the Inland Emigration Act of 1859 troublesome for plantation workers? *(Un)***

Short Answer Questions Type - I

(2 Marks Each)

[2022 OUTSIDE DELHI TERM-II]

1. **Why did Mahatma Gandhi travel to Champaran in Bihar in 1917? Explain. *(Un)***

[2025 OUTSIDE DELHI]

2. **Mention any two economic impacts of the First World War on India. *(Un)***

Short Answer Questions Type - II

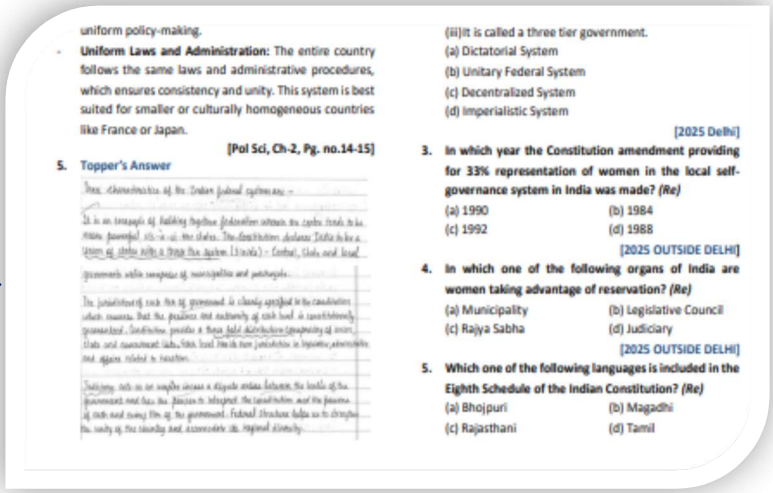
(3 Marks Each)

[2016 OUTSIDE DELHI TERM-II]

1. **"The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj". Support the statement with arguments. *(Un***

CBSE Previous Year Questions: Detailed Chapterwise and Topicwise Breakdown with Cognitive Level Tagging for the Last 10 Years.

Toppers' Answer: Real Exam Responses for Effective Learning and Insight.



uniform policy-making.

- **Uniform Laws and Administration:** The entire country follows the same laws and administrative procedures, which ensures consistency and unity. This system is best suited for smaller or culturally homogeneous countries like France or Japan.

[Pol Sci, Ch-2, Pg. no.14-15]

5. Topper's Answer

(iii)It is called a three tier government.
(a) Dictatorial System
(b) Unitary Federal System
(c) Decentralized System
(d) Imperialistic System

[2025 Delhi]

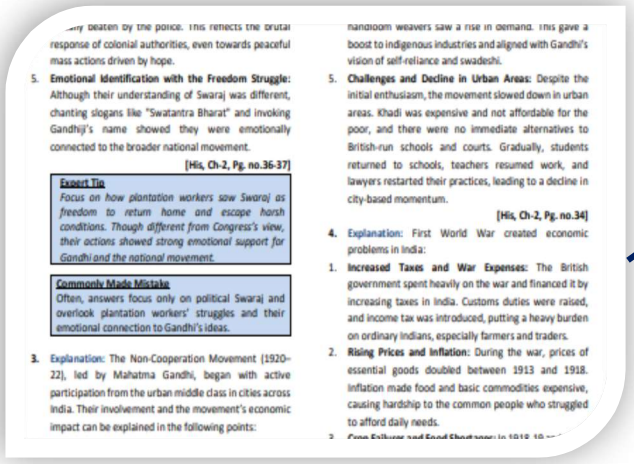
3. **In which year the Constitution amendment providing for 33% representation of women in the local self-governance system in India was made? *(Re)***
   (a) 1990 (b) 1984
   (c) 1992 (d) 1988

[2025 OUTSIDE DELHI]

4. **In which one of the following organs of India are women taking advantage of reservation? *(Re)***
   (a) Municipality (b) Legislative Council
   (c) Rajya Sabha (d) Judiciary

[2025 OUTSIDE DELHI]

5. **Which one of the following languages is included in the Eighth Schedule of the Indian Constitution? *(Re)***
   (a) Bhojpuri (b) Magadhi
   (c) Rajasthani (d) Tamil



response of colonial authorities, even towards peaceful mass actions driven by hope.

5. **Emotional Identification with the Freedom Struggle:** Although their understanding of Swaraj was different, chanting slogans like "Swatantra Bharat" and invoking Gandhiji's name showed they were emotionally connected to the broader national movement.

[His, Ch-2, Pg. no.36-37]

Expert Tip
Focus on how plantation workers saw Swaraj as freedom to return home and escape harsh conditions. Though different from Congress's view, their actions showed strong emotional support for Gandhi and the national movement.

Commonly Made Mistake
Often, answers focus only on political Swaraj and overlook plantation workers' struggles and their emotional connection to Gandhi's ideas.

3. Explanation: The Non-Cooperation Movement (1920–22), led by Mahatma Gandhi, began with active participation from the urban middle class in cities across India. Their involvement and the movement's economic impact can be explained in the following points:

handloom weavers saw a rise in demand. This gave a boost to indigenous industries and aligned with Gandhi's vision of self-reliance and swadeshi.

5. **Challenges and Decline in Urban Areas:** Despite the initial enthusiasm, the movement slowed down in urban areas. Khadi was expensive and not affordable for the poor, and there were no immediate alternatives to British-run schools and courts. Gradually, students returned to schools, teachers resumed work, and lawyers restarted their practices, leading to a decline in city-based momentum.

[His, Ch-2, Pg. no.34]

4. Explanation: First World War created economic problems in India:

1. **Increased Taxes and War Expenses:** The British government spent heavily on the war and financed it by increasing taxes in India. Customs duties were raised, and income tax was introduced, putting a heavy burden on ordinary Indians, especially farmers and traders.
2. **Rising Prices and Inflation:** During the war, prices of essential goods doubled between 1913 and 1918. Inflation made food and basic commodities expensive, causing hardship to the common people who struggled to afford daily needs.

Common Mistakes and Expert Tips: Avoid Pitfalls and Enhance Your Performance.

CONTENTS

SOCIAL SCIENCE

PART-A: HISTORY 1

Section I - Events and Processes..... 1

Chapter 1 The Rise of Nationalism in Europe 1

Chapter 2 Nationalism in India..... 18

Section II - livelihoods, Economies and Societies..... 37

Chapter 3 The Making of the Global World.. 38

Chapter 4 The Age of Industrialisation..... 47

Section III - Everyday Life, Culture and Politics..... 53

Chapter 5 Print Culture and The Modern World 54

Section IV - Out of Syllabus..... 67

Chapter 6 Out of Syllabus Questions 68

Section V - Map based Questions..... 75

Chapter 7 Map Based Questions..... 76

PART-B: GEOGRAPHY 82

Chapter 1 Resources and Development 83

Chapter 2 Forest and Wildlife Resources 92

Chapter 3 Water Resources..... 98

Chapter 4 Agriculture..... 106

Chapter 5 Minerals and Energy Resources... 118

Chapter 6 Manufacturing Industries..... 131

Chapter 7 Lifelines of National Economy 143

Chapter 8 Map based Questions 152

PART-C: POLITICAL SCIENCE..... 159

Chapter 1 Power-sharing 160

Chapter 2 Federalism 169

Chapter 3 Gender, Religion and Caste.....182

Chapter 4 Political Parties 192

Chapter 5 Outcomes of Democracy.....206

Chapter 6 Out of syllabus questions 220

PART-D: ECONOMICS 225

Chapter 1 Development 226

Chapter 2 Sectors of the Indian Economy 236

Chapter 3 Money and Credit 251

Chapter 4 Globalisation and the Indian Economy.....265

Chapter 5 Consumer Rights.....280

Chapter 6 Out of Syllabus.....286

TREND ANALYSIS (2016-2025)

No. of Questions Asked in Previous Exams

SOCIAL SCIENCE		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
PART-A: HISTORY											
Section I	**Events and Processes**										
Chapter 1	**The Rise of Nationalism in Europe**										
Unit 1.1	The French Revolution and the Idea of the Nation	2	2	-	3	4	-	3	3	3	3
Unit 1.2	The Age of Revolution: 1830 - 1848	3	1	-	1	1	-	5	-	1	-
Unit 1.3	The Making of Germany and Italy	-	-	-	-	-	-	6	1	5	-
Unit 1.4	Visualising the Nation: Nationalism and Imperialism	1	-	1	-	-	-	-	-	-	2
Chapter 2	**Nationalism in India**										
Unit 2.1	The First World War, Khilafat and Non-cooperation, Differing Strands within the Movement	2	3	1	1	5	-	4	1	2	4
Unit 2.2	Towards Civil Disobedience, The Sense of Collective Belonging	4	4	1	3	2	-	-	3	4	3
Section II	**Livelihoods, Economies and Societies**										
Chapter 3	**The Making of the Global World**										
Unit 3.1	The Pre-Modern World and the Nineteen Century (1815 - 1914)	-	-	-	2	2	-	-	4	3	3
Unit 3.2	The Inter-War Economy and Rebuilding a World Economy: The Post-War Era	-	-	1	-	1	-	-	-	-	-
Chapter 4	**The Age of Industrialisation**										
Unit 4.1	Before the Industrial Revolution: Hand Labour and Steam Power	-	-	-	-	-	-	-	1	-	-
Unit 4.2	Industrialisation In the Colonies, Market For Goods	-	-	-	1	1	-	-	1	-	-
Section III	**Everyday Life, Culture and Politics**										
Chapter 5	**Print Culture and The Modern World**										
Unit 5.1	Print Culture and The Modern World	-	-	2	4	4	-	-	1	1	1
Unit 5.2	The Nineteenth Century and Growth of Press in India	-	-	-	1	3	-	-	3	2	4
Section IV	**Out of Syllabus**										
Chapter 6	**Out of Syllabus Questions**	6	5	7	9	2	-	-	-	-	-
Section V	**Map based Questions**										
Chapter 7	**Map Based Questions**	2	2	1	2	2	-	1	2	2	2

PART-B: GEOGRAPHY											
Chapter 1	**Resources and Development**										
Unit 1.1	Development of Resources and resource Planning	-	-	2	4	3	-	4	2	3	4
Unit 1.2	Land and Soil as Resource	-	-	-	-	1	-	2	1	-	1
Chapter 2	**Forest and Wildlife Resources**										
Unit 2.1	Flora and Fauna in India, Conservation of Forest and Wildlife in India	-	-	-	-	-	-	-	1	3	2
Chapter 3	**Water Resources**										
Unit 3.1	Water Scarcity and Water Conservation, multipurpose River Projects	-	-	1	4	-	-	1	2	1	1
Unit 3.2	Rainwater Harvesting	-	-	-	-	-	-	-	-	1	-
Chapter 4	**Agriculture**										
Unit 4.1	Types of Farming, Cropping Pattern	-	-	1	2	-	-	2	1	4	2
Unit 4.2	Major Crops, Technological and Institutional Reforms	-	1	1	1	2	-	-	3	-	3
Chapter 5	**Minerals and Energy Resources**										
Unit 5.1	Minerals and their Mode of Occurrence	1	1	-	-	-	-	-	1	2	2
Unit 5.2	Metallic and Non-Metallic Minerals and their Conservation	1	2	-	-	1	-	-	-	-	2
Unit 5.3	Conventional Sources of Energy	1	-	-	1	1	-	-	-	2	-
Unit 5.4	Non-Conventional Sources of Energy and Conservation of Energy Resources	2	1	-	-	-	-	-	-	-	1
Chapter 6	**Manufacturing Industries**										
Unit 6.1	Manufacturing Industries Importance and Classification	3	1	1	-	-	-	1	2	1	-
Unit 6.2	Agro-Based and Mineral-Based Industries	1	1	-	-	5	-	1	1	1	-
Unit 6.3	Industrial Pollution and Environmental Degradation	1	-	-	3	-	-	-	1	-	-
Chapter 7	**Lifelines of National Economy**										
Unit 7.1	Transport	1	1	1	1	3	-	1	3	-	-
Unit 7.2	Major Sea Ports and International Trade	-	1	-	-	2	-	-	1	-	-
Chapter 8	Map based Questions	2	2	1	2	2	-	2	2	2	2
PART-C: POLITICAL SCIENCE											
Chapter 1	**Power-sharing**										
Unit 1.1	Belgium and Sri Lanka, Majoritarianism in Sri Lanka	-	-	-	2	1	-	4	3	2	3
Unit 1.2	Accommodation in Belgium and Forms of Power Sharing	-	-	-	1	1	-	3	1	2	1
Chapter 2	**Federalism**										
Unit 2.1	Federalism and India as a Federal Country	-	-	-	2	2	-	9	2	3	3
Unit 2.2	Federalism in Practice and Decentralisation in India	-	-	1	-	2	-	-	3	2	4
Chapter 3	**Gender, Religion and Caste**										

Unit 3.1	Gender and politics	-	-	-	1	2	-	-	2	2	3
Unit 3.2	Religion, Communalism and politics	-	-	2	-	2	-	-	1	1	1
Unit 3.3	Caste and Politics	-	-	-	1	1	-	-	-	-	-
Chapter 4	**Political Parties**										
Unit 4.1	An Introduction of Political Parties and Types of Party Systems	3	-	1	2	2	-	2	5	3	2
Unit 4.2	National and Regional Parties: Challenges and Reforms	3	3	-	-	4	-	1	-	1	2
Chapter 5	**Outcomes of Democracy**										
Unit 5.1	How do we Assess Democracy's Outcomes and Political outcomes of Democracy	1	4	-	3	2	-	1	4	5	3
Unit 5.2	Economic and Social Outcomes of Democracy: Challenges and Reforms	-	3	2	1	-	-	-	1	-	1
Chapter 6	**Out of syllabus questions**	9	6	2	3	1	-	-	-	-	-
PART-D: ECONOMICS											
Chapter 1	**Development**										
Unit 1.1	National Development , Income and other Criteria to compare different Nation	-	-	1	3	2	-	1	4	3	1
Unit 1.2	Public Facilities and Sustainable Development	-	-	1	-	4	-	1	4	4	4
Chapter 2	**Sectors of the Indian Economy**										
Unit 2.1	Sectors of Economic Activities and Ways to create more Employment	-	-	-	4	5	-	6	4	3	3
Unit 2.2	Division of Sectors in Terms of Organised and Unorganised, Public and Private Sector	-	-	1	-	4	-	1	4	2	6
Chapter 3	**Money and Credit**										
Unit 3.1	Money and Credit	7	5	2	6	4	-	2	4	6	5
Chapter 4	**Globalisation and the Indian Economy**										
Unit 4.1	Globalisation and Indian Economy	6	5	2	3	4	-	2	5	6	4
Chapter 5	**Consumer Rights**										
Unit 5.1	Consumer Rights	2	4	1	2	-	-	-	-	-	-
Chapter 6	**Out of Syllabus**	1	4	-	2	2	-	-	-	-	-

SOCIAL SCIENCE

PART-A

“HISTORY”

HISTORY

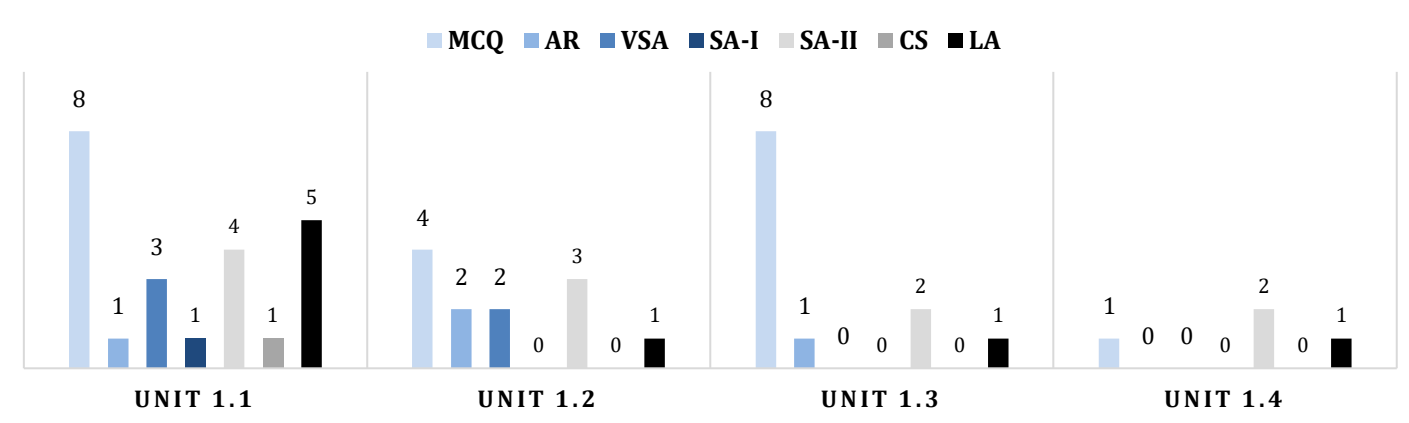
SECTION-I

"Events & Processes"

CHAPTER 1

THE RISE OF NATIONALISM IN EUROPE

TOPIC WISE TREND ANALYSIS OF PREVIOUS YEAR'S



Quick Revision Sheet

1. The French Revolution and the Idea of the Nation

The first clear expression of **nationalism** appeared during the **French Revolution in 1789**. At the time, France was a unified territorial state ruled by an absolute monarch. However, the Revolution brought about major political and constitutional changes, transferring **sovereignty from the king to the people**. The revolutionaries declared that the nation now belonged to its citizens, and they would shape its future. From the beginning, they introduced several measures to create a sense of **collective identity** among the French people:

- **Symbols and Language**: They introduced the concepts of la patrie (the fatherland) and le citoyen (the citizen) to promote a united community of equal citizens. A new tricolour flag replaced the royal standard.
- **Political Changes**: The Estates General was elected by active citizens and renamed the National Assembly.
- **Cultural Practices**: New hymns, oaths, and ceremonies were created to honour national martyrs and celebrate unity.
- **Administrative Reforms**: A centralised system was established to apply uniform laws across the country. Internal trade barriers were removed, a standard system of weights and measures was adopted, and French (spoken in Paris) became the national language, replacing regional dialects.

The revolutionaries believed it was France's mission to spread liberty and nationalism across Europe. When people in other parts of Europe heard about the French Revolution, students and the educated middle class began forming Jacobin clubs in cities like Mainz, Brussels, Milan, and Warsaw. These clubs supported the Revolution and prepared the way for the **French armies**, which began moving into countries like **Holland, Belgium, Switzerland, and Italy** in the **1790s**. Through these actions, **French armies spread nationalism across Europe**.

Napoleon's Role in Spreading Nationalism

After the Revolution, Napoleon Bonaparte rose to power. Although he became an emperor and ended democracy in France, he still introduced many important reforms based on revolutionary principles. In 1804, Napoleon introduced the **Napoleonic Code**, which aimed to improve governance by making laws more uniform and fair. It **abolished privileges based on birth**, **ensured equality before the law**, and **protected property rights**. These reforms were not limited to France—they were also implemented in regions like the Dutch Republic, Switzerland, Italy, and parts of Germany, spreading the principles of modern governance across Europe.

Napoleon made major reforms: he simplified administration, abolished feudalism, freed peasants, and boosted trade by improving transport, communication, and removing trade barriers. These changes helped peasants, workers, and businessmen through uniform laws, standard measures, and a common currency.

At first, regions like Holland, Switzerland, Italy, and Germany welcomed French rule. But soon, heavy taxes, strict censorship, and forced conscription led to discontent. Though reforms were useful, lack of political freedom caused growing resistance and a decline in Napoleon's support.

The Making of Nationalism in Europe

- **Europe Before Nation-States:** In the mid-18th century, Europe was fragmented into small kingdoms, duchies, and regions without unified nation-states. Large empires like the Habsburg Empire ruled diverse peoples who lacked a shared national identity.
- **Social Structure: Aristocracy and New Middle Class:** A powerful aristocracy dominated society, but industrialization led to the rise of a new middle class—industrialists, businessmen, and professionals—who supported ideas of national unity and liberal reforms.
- **Liberal Nationalism:** Liberalism emphasized freedom, equality before the law, constitutional government, and individual rights, though voting was often limited to property-owning men. Liberals sought to end autocracy and promote political participation for the middle class.
- **Economic Nationalism and the Zollverein:** Economic integration was seen as essential for national unity. The Zollverein, a customs union in the German states, removed trade barriers, simplified currency, and encouraged economic cooperation, strengthening nationalist sentiments.
- **Conservative Reaction After 1815:** The Congress of Vienna restored monarchies and established a conservative order that opposed revolutionary ideas, restricted freedoms, and censored opposition to maintain traditional authority.
- **Revolutionary Leaders and Movements:** Figures like Giuseppe Mazzini championed the creation of nation-states based on democratic republics and national unity. His efforts inspired secret societies across Europe that aimed to overthrow monarchies and establish national governments.

Imp Dates

1797	Napoleon invades Italy; Napoleonic Wars begin.
1814-1815	Fall of Napoleon; Congress of Vienna establishes new conservative order.
1821	Greek struggle for independence begins
1834	Formation of the Zollverein (German customs union).
1848	Revolutions across Europe; demands for constitutions, nation-states, and freedom.
1859-1870	Unification of Italy.
1866-1871	Unification of Germany

2. The Age of Revolutions (1830-1848)

- Conservative regimes across Europe were trying to strengthen their control, but liberalism and nationalism were becoming more revolutionary ideas in places like Italy, Germany, the Ottoman provinces, Ireland, and Poland.
- These revolutions were mainly led by the educated middle class (teachers, professors, clerks, merchants) demanding liberal reforms and national unity.
- **1830**: In France, the Bourbon monarchy was overthrown in the July Revolution and replaced by a constitutional monarchy under Louis Philippe. The revolution in France inspired the Belgian uprising and Belgium separated from the Netherlands.
- **1821-1832**: Greek War of Independence sought to break free from Ottoman rule; supported by European philhellenes (artists, poets, public opinion). In 1832, the Treaty of Constantinople recognized Greece as an independent state.

Culture, Romanticism, and National Feeling

- Romantic movement emphasised emotion, heritage, folk culture (songs, stories, dances) and a shared past as central to national identity.

- Figures like Johann Gottfried Herder claimed that true culture lies with "the people" (das Volk). Scholars such as the Grimm Brothers recorded folk tales and worked on the German language to nurture national spirit.
- In Poland (partitioned by Russia, Prussia, Austria), despite loss of territory, cultural identity was kept alive via folk arts, language, church services, and music (e.g. polonaise, mazurka).

Hardships, Revolts, and the 1848 Revolutions

- Economic crisis: Rapid population growth, unemployment, food shortages, and feudal burdens caused widespread hardship.
- Worker revolts: In 1845, Silesian weavers revolted due to low wages and exploitation.
- 1848 Revolutions: France: Overthrew Louis Philippe, declared a Republic, granted male suffrage, and set up national workshops. German states: Frankfurt Parliament tried to unify Germany; crown offered to Prussian king, who rejected it; movement failed.

Imp Dates

1830	Revolution in France; Louis Philippe becomes constitutional monarch.
1845	Silesian weavers' revolt due to wage cuts; brutally suppressed.
1848	Revolution in France; Republic declared, universal male suffrage granted.
18 May 1848	Frankfurt Parliament convened to unify Germany; failed as the king rejected the crown.

3. The Making of Germany and Italy

Germany – Can the Army be the Architect of a Nation?

- After the failed liberal revolutions of 1848, German nationalism shifted from a democratic to a conservative movement led by Prussia. The monarchy, military, and powerful landowners known as Junkers played a key role in this shift.
- Otto von Bismarck, the Prussian chief minister, became the main architect of German unification. He combined diplomacy, political strategy, and military action to unite the fragmented German states.
- Between 1864 and 1871, Prussia fought three major wars: first against Denmark to gain Schleswig and Holstein, then against Austria to assert dominance over the German Confederation, and finally against France, which rallied the southern German states to join Prussia.
- The victory over France in the Franco-Prussian War (1870-71) was the final step in unification. In January 1871, King William I of Prussia was crowned German Emperor in the Palace of Versailles, marking the official creation of the German Empire.
- The new German state was dominated by Prussia's military and bureaucratic power. It modernized its economy and legal systems, using Prussian models as a standard for the entire empire.

Unification of Italy

- Italy was politically fragmented in the mid-19th century into seven states: north under Austrian Habsburgs, central regions under the Pope, south under Spanish Bourbons, and Sardinia-Piedmont ruled by an Italian princely house.
- **Giuseppe Mazzini** promoted a republican vision and founded **Young Italy**, but failed revolutionary attempts in 1831 and 1848.
- The unification mantle passed to **Sardinia-Piedmont**, led by King **Victor Emmanuel II** and Chief Minister **Cavour**.
- Cavour, a diplomat rather than a revolutionary, allied with France to defeat Austria in 1859.
- Armed volunteers under **Giuseppe Garibaldi** marched into southern Italy in 1860, gaining peasant support and driving out Spanish rulers.
- In **1861**, Victor Emmanuel II was proclaimed king of a united Italy. However, many Italians, especially peasants, remained unaware of nationalist ideology.

Britain – The Strange Case

- The formation of Britain as a nation-state was a slow and gradual process that did not involve a sudden revolution, unlike many other European countries. Before the eighteenth century, the people living in the British Isles primarily identified themselves through their ethnic groups—English, Welsh, Scots, and Irish—each with their own distinct cultural traditions and political systems.
- England's rising power led to the 1707 Act of Union, merging England and Scotland into the United Kingdom, where English dominance sidelined Scottish political power and culture.
- The dominance of England in the new union resulted in the systematic suppression of Scottish culture and political autonomy. Particularly harsh was the repression faced by the Scottish Highlanders, who were forbidden from speaking their Gaelic language and wearing their traditional dress, as part of efforts to eliminate their distinct identity and assert English control.

- Ireland was incorporated into the UK in 1801 after Catholic revolts failed, with English-supported Protestants dominating the largely Catholic population.
- Following these political unions, the British state promoted a unified British national identity by emphasizing symbols such as the Union Jack flag, the national anthem "God Save the King," and the English language. This promotion of a singular British culture effectively overshadowed and marginalized the older ethnic identities of the Scots, Welsh, Irish, and other groups within the kingdom.

4. Visualising the Nation

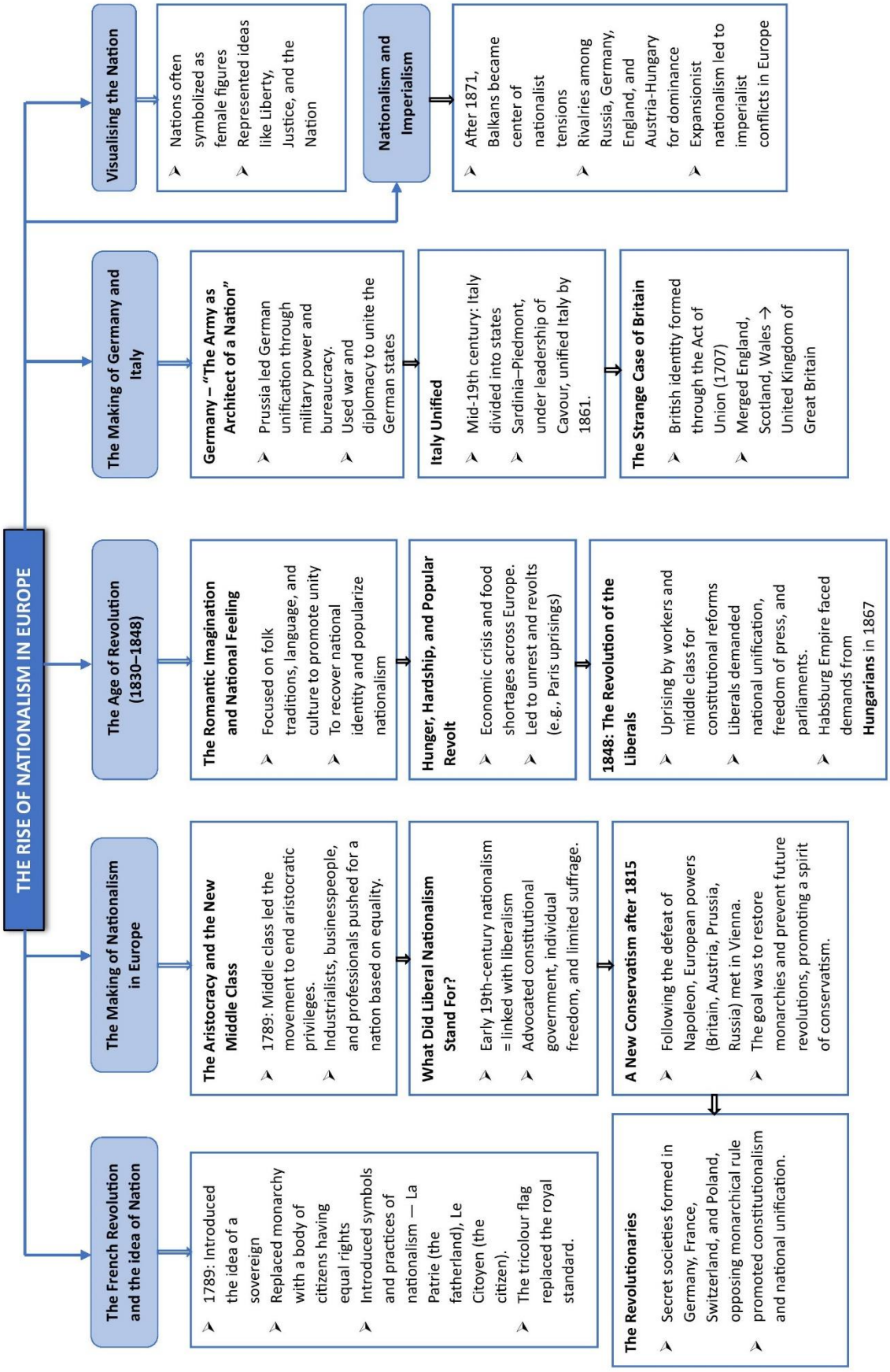
Artists in the 18th and 19th centuries represented nations as female figures to give a human face to an abstract idea like a nation. These figures were allegories, meaning symbolic representations rather than real women.

- Female figures symbolized key ideals like Liberty (represented by the red cap or broken chains) and Justice (a blindfolded woman with weighing scales).
- **Marianne** – France's National Symbol: Marianne was a female allegory representing the French nation, embodying liberty and the republic. She is depicted with symbols such as the red cap, tricolor flag, and cockade. Statues of Marianne were placed in public squares to encourage unity and patriotism, and her image appeared on coins and stamps.
- **Germania** – Germany's National Symbol: Germania, representing the German nation, wore a crown of oak leaves symbolizing heroism (linked to the German oak). Other symbols included a breastplate with an eagle (strength of the empire), a sword (readiness to fight), and an olive branch (peace). The black, red, and gold tricolor flag symbolized liberal-nationalist ideals of 1848. Rays of the rising sun symbolized the start of a new era.
- Philip Veit painted Germania in 1848 for the Frankfurt Parliament, highlighting her role as a symbol of German unity and nationalism.

Nationalism and Imperialism

- By the late 19th century, nationalism became more aggressive and intolerant, with different groups ready to fight. European powers used these nationalist movements to further their imperial interests.
- The Balkans, a diverse region under the weakening Ottoman Empire, became a center of nationalist struggles. Various Slavic groups sought independence, leading to intense conflicts fueled by territorial rivalries and historical claims.
- Great powers like Russia, Germany, England, and Austro-Hungary competed for influence in the Balkans, worsening tensions and contributing to the outbreak of World War I.
- Nationalism combined with imperialism caused major conflicts in Europe, especially in the Balkans, leading to disaster in 1914.Meanwhile, colonies worldwide began nationalist movements to gain independence from European rule, creating their own unique versions of nationalism.
- By the early 20th century, the idea of organizing societies into nation-states became widely accepted globally as a natural concept.

MIND MAP


THE RISE OF NATIONALISM IN EUROPE
The French Revolution and the idea of Nation
1789: Introduced the idea of a sovereign
Replaced monarchy with a body of citizens having equal rights
Introduced symbols and practices of nationalism — La Patrie (the fatherland), Le Citoyen (the citizen).
The tricolour flag replaced the royal standard.
The Making of Nationalism in Europe
The Aristocracy and the New Middle Class
1789: Middle class led the movement to end aristocratic privileges.
Industrialists, businesspeople, and professionals pushed for a nation based on equality.
What Did Liberal Nationalism Stand For?
Early 19th-century nationalism = linked with liberalism
Advocated constitutional government, individual freedom, and limited suffrage.
A New Conservatism after 1815
Following the defeat of Napoleon, European powers (Britain, Austria, Prussia, Russia) met in Vienna.
The goal was to restore monarchies and prevent future revolutions, promoting a spirit of conservatism.
The Revolutionaries
Secret societies formed in Germany, France, Switzerland, and Poland, opposing monarchical rule
promoted constitutionalism and national unification.
The Age of Revolution (1830–1848)
The Romantic Imagination and National Feeling
Focused on folk traditions, language, and culture to promote unity
To recover national identity and popularize nationalism
Hunger, Hardship, and Popular Revolt
Economic crisis and food shortages across Europe.
Led to unrest and revolts (e.g., Paris uprisings)
1848: The Revolution of the Liberals
Uprising by workers and middle class for constitutional reforms
Liberals demanded national unification, freedom of press, and parliaments.
Habsburg Empire faced demands from Hungarians in 1867
The Making of Germany and Italy
Germany – "The Army as Architect of a Nation"
Prussia led German unification through military power and bureaucracy.
Used war and diplomacy to unite the German states
Italy Unified
Mid-19th century: Italy divided into states
Sardinia–Piedmont, under leadership of Cavour, unified Italy by 1861.
The Strange Case of Britain
British identity formed through the Act of Union (1707)
Merged England, Scotland, Wales → United Kingdom of Great Britain
Visualising the Nation
Nations often symbolized as female figures
Represented ideas like Liberty, Justice, and the Nation
Nationalism and Imperialism
After 1871, Balkans became center of nationalist tensions
Rivalries among Russia, Germany, England, and Austria-Hungary for dominance
Expansionist nationalism led to imperialist conflicts in Europe

PREVIOUS YEAR EXAM QUESTIONS

Unit 1.1: The French Revolution and the Idea of the Nation

Multiple Choice Questions

(1 Mark Each)

[2020 OUTSIDE DELHI]

1. **Which one of the following was NOT the reason for the popularity of scientific ideas among the common people in eighteenth century Europe? *(An)***
   (a) Printing of idea of Isaac Newton
   (b) Development of printing press
   (c) Interest of people in science and reason
   (d) Traditional aristocratic groups supported it

[2020 OUTSIDE DELHI]

2. **Which among the following best signifies the idea of liberal nationalism of nineteenth century Europe? *(Ev)***
   (a) Emphasis on social justice
   (b) State planned socio-economic system
   (c) Freedom for individual and equality before law
   (d) Supremacy of State oriented nationalism.

[2022 TERM-I]

3. **Industrialisation began in which one of the following European countries in the second half of the eighteenth century? *(Re)***
   (a) Germany (b) France
   (c) Italy (d) England

[2022 TERM-I]

4. **Which types of governments were mainly driven in Europe after the defeat of Napoleon in 1815? *(Re)***
   (a) Conservative (b) Liberal
   (c) Federal (d) Feudal

[2022 TERM-I]

5. **Which one of the following groups of countries collectively defeated Napoleon in 1815? *(Re)***
   (a) Britain, Russia, Prussia and Austria
   (b) Britain, Russia, Prussia and Australia
   (c) Britain, Russia, Netherlands and Germany
   (d) Britain, Luxembourg, Germany and Italy

[2023 DELHI]

6. **Arrange the following in chronological order and choose correct option: *(Re)***
   (I) Napoleonic wars
   (ii) The Treaty of Vienna
   (iii) Greek Struggle for Independence
   (iv) Slay Nationalism in Ottoman Empire
   Code:
   (a) (iii), (ii), (i) and (iv) (b) (i), (ii), (iii) and (iv)
   (c) (iv), (iii), (ii) and (i) (d) (iv), (ii), (iii) and (i)

[2024 DELHI]

7. **Arrange the following events in chronological order and choose the correct option from the following: *(Un)***
   (I) Treaty of Constantinople
   (II) Defeat of Napoleon
   (III) Unification of Italy
   (IV) Unification of Germany
   Code:
   (a) I, II, IV and III (b) II, III, I and IV
   (c) II, I, IV and III (d) IV, I, III and II

[2025 DELHI]

8. **Arrange the following events in the chronological order and choose the correct option: (Ap)**
   I. The Treaty of Vienna
   II. The beginning of Napoleonic wars
   III. Proclamation of the Prussian King William I as German Emperor
   IV. Proclamation of Victor Emmanuel II as the King of Italy
   Code:
   (a) I, III, IV and II (b) II, IV, I and III
   (c) II, I, IV and III (d) III, II, IV and I

Assertion and Reason

(1 Mark)

[2024 OUTSIDE DELHI]

1. **Two statements are given below. They are Assertion (A) and Reason (R). Read both statements and choose the correct option: *(Ev)***
   Assertion (A): On Prussian initiative 'Zolleverin' Custom Thion was formed.
   Reason (R): It was to create unified economic territory allowing the unhindered movement of goods, people and capital.
   (a) Both (A) and (R) are correct and (R) is the correct explanation of (A).
   (b) Both (A) and (R) are correct, but (R) is not the correct explanation of (A).
   (c) (A) (A) is true, but (R) is wrong.
   (d) (A) is wrong, but (R) is true.

Very Short Answer Type Questions

(1 Mark Each)

[2019 DELHI]

1. **Interpret the concept of 'liberalisation' in the field of economic sphere during the nineteenth century in Europe. *(Un)***

[2019 OUTSIDE DELHI]

2. **Explain the aim to form 'Zollverein', a Customs Union, in 1834 in Germany. *(Re)***

[2020 OUTSIDE DELHI]

3. **Name the Civil Code of 1804 which established equality before law and secured the right to property in France. *(Re)***

Short Answer Questions Type I

(2 Marks)

[2023 OUTSIDE DELHI]

1. **How did the "Treaty of Constantinople" of 1832 recognize Greece as an independent nation? Explain. *(Un)***

Short Answer Questions Type II

(3 Marks Each)

[2017 DELHI]

1. **Describe any three steps taken by the French revolutionaries to create a sense of collective identity amongst the French people. *(An)***

[2019 DELHI]

2. **How had Napoleonic code exported to the regions under French control? Explain with examples. *(An)***

[2023 DELHI]

3. **"Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism." Examine the statement. *(Ev)***

[2025 DELHI] MRQ

4. **Describe the steps taken by French revolutionaries to create a sense of national unity and belonging. *(Un)***

Case/ Source based Questions

(4 Marks)

[2025 OUTSIDE DELHI]

1. **Read the given source and answer the questions that follow:**

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. To be revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the Vienna Congress, and to fight for liberty and freedom. Most of these revolutionaries also saw the creation of nations-states as a necessary part of this struggle for freedom.

(i) Mention any one political demand of the liberals. *(Re)*

(ii) Mention the main cause for the rise of secret societies in European States. *(Re)*

(iii) Analyse the reasons for many liberal-nationalists going underground after 1815. *(An)*

Long Answer Type Questions

(5 Marks Each)

[2016 DELHI TERM-II] MRQ

1. **Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people. *(An)***

[2016 OUTSIDE DELHI TERM-II]

2. **"Napoleon had destroyed democracy in France but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient." Analyse the statement with arguments. *(An)***

[2017 OUTSIDE DELHI]

3. **"The first clear expression of nationalism came with the 'French Revolution' in 1789." Examine the statement. *(Ev)***

[2020 DELHI]

4. **How did ideas of national unity in early nineteenth century Europe allied to the ideology of liberalism? Explain. *(An)***

[2024 DELHI]

5. **How did the ideology of 'liberalism' affect Europe in the early nineteenth century? Explain. *(An)***

EXPLANATION

Multiple Choice Questions

1. **Explanation: (d)** In the 18th century, scientific ideas spread due to printing, public interest, and the Enlightenment. But **traditional aristocrats usually opposed** these ideas because they challenged old beliefs and power structures.

[His, Ch-1, Pg. no.8]

2. **Explanation: (c)** Liberal nationalism in 19th-century Europe focused on individual rights, personal freedoms, and **equality before the law** — not on state control or social justice. It aimed to create a nation of free citizens governed by a constitution.

[His, Ch-1, Pg. no.9]

3. **Explanation: (d)** Industrialisation first began in **England** in the second half of the 18th century, making it the birthplace of the Industrial Revolution, due to factors like coal, iron, labor, and capital.

[His, Ch-1, Pg. no.9]

4. **Explanation: (a)** After Napoleon's defeat in 1815, **conservative governments** took control across Europe. They aimed to restore monarchies, preserve traditional institutions, and suppress revolutionary ideas.

[His, Ch-1, Pg. no.10]

5. **Explanation: (a)** Napoleon was defeated in 1815 at the Battle of Waterloo by a coalition of **Britain, Russia, Prussia, and Austria**, the major powers of Europe at that time.

[His, Ch-1, Pg. no.10]

6. **Explanation: (b)** (i), (ii), (iii) and (iv)

(i) Napoleonic Wars – 1803–1815
(ii) The Treaty of Vienna – 1815
(iii) Greek Struggle for Independence – 1821–1832
(iv) Slav Nationalism in Ottoman Empire – Mid to late 19th century onward

[His, Ch-1, Pg. no. 8]

7. **Explanation: (*)**

Answer is (*):- No option is correct
Correct chronological order is: II, I, III, IV

- Defeat of Napoleon - 1815
- Treaty of Constantinople - 1832
- Unification of Italy - 1861
- Unification of Germany - 1871

[His, Ch-1, Pg. no. 8]

8. **Explanation: (c)** Chronological order of events:

1. II. The beginning of Napoleonic wars (1797)
2. I. The Treaty of Vienna (1815)
3. IV. Proclamation of Victor Emmanuel II as King of Italy (1861)
4. III. Proclamation of Prussian King William I as German Emperor (1871)

[His, Ch-1, Pg. no. 8, 11, 19, 21]

Assertion and Reason

1. **Explanation: (a)** Both (A) and (R) are correct and (R) is the correct explanation of (A).

[His, Ch-1, Pg. no.10]

Very Short Answer Type Questions

1. **Explanation:** In the 19th century, in the economic sphere, liberalism stood for the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital. During the nineteenth century this was a strong demand of the emerging middle classes.

[His, Ch-1, Pg. no.10]

2. **Explanation:** The aim to form the Zollverein, a Customs Union, in 1834 in Germany was to eliminate tariff barriers between the German states and promote economic unity and free trade. This helped in creating a sense of national unity and laid the foundation for the later political unification of Germany.

[His, Ch-1, Pg. no.9]

3. **Explanation:** The Civil Code of 1804 is called the Napoleonic Code (or Code Napoléon in French).

[His, Ch-1, Pg. no.6]

Short Answer Questions Type I

1. **Explanation:** The Treaty of Constantinople (1832) marked a significant moment in the history of Greek nationalism.

- The Treaty of Constantinople (1832) was signed between Greece and the Ottoman Empire, with the mediation and support of the Great Powers—Britain, France, and Russia. This treaty formally recognized Greece as an independent and sovereign nation, ending centuries of Ottoman control.
- The treaty was the outcome of the Greek War of Independence (1821–1829), during which Greek nationalists fought for freedom from Ottoman rule. The Great Powers supported Greece, both diplomatically and militarily, due to rising European sympathy for the Greek cause and shared Christian ties.

[His, Ch-1, Pg. no.13]

Short Answer Questions Type II

1. **Explanation:** Three steps taken by the French revolutionaries to create a sense of collective identity among the French people:

1. **Introduction of National Symbols and Practices:** The revolutionaries introduced the Tricolor flag to replace the royal standard, composed new national hymns, and organized oaths and martyr commemorations to unite people under common national symbols.
2. **Centralized Administration and Uniform Laws:** They established a centralized administrative system that created uniform laws for all citizens, abolished internal customs duties, and introduced a uniform system of weights and measures, which helped unify the country economically and legally.
3. **Promotion of a Common Language:** Regional dialects were discouraged, and French (as spoken in Paris) was

promoted as the common language of the nation, helping to unify people culturally and linguistically.

[His, Ch-1, Pg. no.5]

2. **Explanation:** The Napoleonic Code, established in 1804, aimed to unify and modernize France's legal system after the Revolution. It replaced outdated feudal laws with clear, equal, and secular rules, emphasizing property rights and individual freedoms. The Napoleonic Code was exported to the regions under French control through conquest and administrative reforms, bringing major political and legal changes to those areas.

1. **Introduction of Uniform Laws:** Napoleon introduced the Napoleonic Code (1804) in France, which abolished feudal privileges, ensured equality before the law, and secured the right to property. These laws were then exported to regions under French control, like the Dutch Republic, Switzerland, and parts of Italy and Germany.
2. **Administrative Reforms:** The French imposed uniform administrative systems, introduced standardised weights and measures, and improved transport and communication systems in the occupied territories, making governance more efficient and modern.
3. **End of Feudalism and Serfdom:** In the conquered areas, feudal systems were abolished, guild restrictions removed, and peasants were freed from serfdom and manorial dues. This helped create a more modern economy and spread the idea of liberal reforms across Europe.

[His, Ch-1, Pg. no.6]

Expert Tip

Focus on explaining both the purpose of the Napoleonic Code and how it was spread through reforms in conquered regions. Highlight key changes like legal equality and the end of feudalism.

3. **Explanation:** In early 19th century Europe, nationalism was closely linked with liberalism, especially among the middle class. Liberal ideas of freedom, equality, and constitutional government inspired demands for unified nation-states.

1. **Political Liberalism:** Liberals opposed autocracy and wanted constitutional rule where citizens had equal political rights, seeing this as essential for national unity.
2. **Middle-Class Support:** The educated middle class believed a nation should be based on common language, culture, and political rights, not monarchy or empire.
3. **Economic Liberalism:** Economic unity, like the German Zollverein customs union, promoted free trade and was seen as a step toward political unification.

[His, Ch-1, Pg. no.9]

4. **Explanation:** Steps taken by French revolutionaries to create a sense of national unity and belonging:

1. **National Symbols and Identity:** Introduced the tricolour flag, national hymns, and concepts like *la patrie* (the fatherland) and *le citoyen* (the citizen) to promote unity and equal citizenship.
2. **Political and Administrative Changes:** Replaced the monarchy with the National Assembly, created a centralised administration, uniform laws, and abolished internal customs duties.
3. **Cultural Unification:** Standardised weights and measures and promoted the French language spoken in Paris, while discouraging regional dialects to strengthen national identity.

[His, Ch-1, Pg. no. 5]

Case/ source based Questions

1. **Explanation:**

(i) **Explanation:** One political demand of the liberals was the establishment of a constitution and parliamentary government, where citizens had the right to vote and participate in law-making.

[His, Ch-1, Pg. no. 12]

(ii) **Explanation:** The main cause for the rise of secret societies was the fear of repression and suppression of liberal and nationalist ideas by conservative monarchies after the Vienna Congress of 1815.

[His, Ch-1, Pg. no. 12]

(iii) **Explanation:** After 1815, the Vienna Congress restored conservative monarchies across Europe, ending the reforms introduced during the Napoleonic period.

- **Fear of Repression:** After the Vienna Congress, conservative monarchies regained power and suppressed liberal and nationalist activities, making it unsafe for revolutionaries to openly express their ideas.
- **Need to Spread Ideas Secretly:** To continue their fight for liberty and freedom, liberal-nationalists formed secret societies to train revolutionaries and spread their ideas without being caught by the authorities.

[His, Ch-1, Pg. no. 12]

Long Answer Type Questions

1. **Explanation:** The French revolutionaries introduced several key measures to create a sense of collective identity among the French people:

1. **Sovereignty of the People:** The revolution transferred power from the absolute monarch to the people, declaring that the nation was made up of citizens with equal rights. This promoted the idea of 'la patrie'

(fatherland) and 'le citoyen' (citizen), uniting people as equals under the nation.

2. **National Symbols and Rituals:** The revolutionaries adopted the tricolour flag to replace the royal standard, composed new national hymns, introduced oaths, and commemorated martyrs to foster patriotism and national pride.
3. **Centralised Administration and Uniform Laws:** They created a centralized government with uniform laws applicable throughout France, abolished internal customs duties, and introduced a standard system of weights and measures, which helped integrate the economy and unify the people.
4. **Promotion of the French Language:** Regional dialects were discouraged and French became the common language of administration and communication, strengthening cultural unity.
5. **Exporting Nationalism:** The revolutionaries believed it was their mission to spread liberty and nationalism across Europe. The French armies carried these ideals abroad, inspiring other peoples to seek nationhood.

[His, Ch-1, Pg. no.5-12]

2. **Explanation:** Napoleon ended democracy in France but introduced administrative reforms based on revolutionary ideas to make governance more efficient and fair.

1. **End of Democracy:** Napoleon ended democratic rule by becoming Emperor, concentrating all power in himself, and suppressing freedom of speech and political opposition.
2. **Napoleonic Code (1804):** He introduced a unified legal system ensuring equality before law, protection of property rights, and abolition of feudal privileges—reflecting revolutionary ideals.
3. **Merit-based System:** Government jobs and military positions were given based on talent and merit, not birth—promoting fairness and efficiency.
4. **Centralized Administration:** He reorganized France into departments with appointed prefects, ensuring uniform and effective governance across the country.
5. **Tax and Financial Reforms:** Napoleon reformed the tax system to make it more efficient and fair, reducing corruption and increasing state revenue.

[His, Ch-1, Pg. no.6-7]

Expert Tip

Highlight how Napoleon ended democracy but applied revolutionary principles through reforms like the Napoleonic Code and merit-based administration to make governance efficient.

Commonly Made Mistake

Often, answers ignore administrative reforms, miss key examples like the Napoleonic Code, and confuse Napoleon's authoritarian rule with a rejection of revolutionary principles.

3. **Explanation:** The French Revolution of 1789 is considered the first clear and powerful expression of modern nationalism for several reasons:

1. **Transfer of sovereignty to the people:** The French Revolution (1789) shifted power from the absolute monarchy to the citizens, declaring that the nation consisted of the people who would shape its destiny.
2. **Creation of national symbols and identity:** The revolutionaries introduced symbols like the tricolour flag, new hymns, and the National Assembly to foster a sense of collective identity and unity among the French people.
3. **Standardization and centralization:** A centralized administrative system was created with uniform laws, abolition of internal customs duties, and a common language (French), which helped unify the diverse population.
4. **Promotion of equality and citizenship:** The ideas of 'la patrie' (fatherland) and 'le citoyen' (citizen) emphasized equal rights and responsibilities, replacing privileges based on birth and fostering a united community.
5. **Spread of nationalism beyond France:** Revolutionary ideas inspired other European peoples to seek freedom from despotic rule. French armies carried these ideals abroad during the revolutionary wars, encouraging nationalist movements across Europe.

[His, Ch-1, Pg. no.5-6]

4. **Explanation:** Ideas of national unity in early-nineteenth-century Europe were closely allied to the ideology of liberalism:

1. **Freedom and Equality:** Liberalism stood for individual freedom and equality before the law, opposing autocratic rulers and privileges of the clergy. National unity was seen as a way to establish governments based on these liberal ideals.
2. **Government by Consent:** Liberals believed in representative government through parliaments, where people's consent mattered. Nationalists wanted nations to be ruled by governments that represented the people of a particular nation.
3. **Economic Freedom:** Liberalism promoted free markets and the removal of trade barriers. For example, the Zollverein in Germany abolished internal tariffs,

encouraging economic integration and supporting national unity.

4. **Shared Identity:** National unity emphasized uniting people who shared a common language, culture, and history. Liberal nationalism saw this unity as essential to create a nation that guarantees liberty and rights.
5. **Opposition to Old Regimes:** Both nationalism and liberalism opposed the old autocratic and feudal systems. They worked together to promote new political and economic structures based on freedom, equality, and national self-rule.

[His, Ch-1, Pg. no.9-10]

5. **Explanation:** The ideology of liberalism had a deep impact on political and economic spheres in Europe in the early 19th century. It influenced the way people viewed freedom, government, and society.

1. **Political Liberalism – Demand for Rights:** Liberalism stood for the freedom of individuals, equality before the law, and a government based on the consent of the people. In many European countries, liberals demanded constitutional government, representative assemblies, and an end of autocratic rule.
2. **Abolition of Monarchical Privileges:** Liberals opposed the privileges of aristocracy and monarchy. They supported the idea of merit-based leadership and called for reforms to end feudal practices and hereditary privileges.
3. **Economic Liberalism – Free Markets:** Liberals supported the idea of a free market economy. They demanded the removal of trade restrictions imposed by states and guilds. This led to the growth of national markets and economic integration across regions.
4. **Promotion of Nationalism:** Liberalism played a key role in spreading nationalism. The idea of a nation-state with common laws, language, and currency gained popularity, especially in fragmented regions like Germany and Italy.
5. **Inspiration for Revolutions:** Liberal ideas inspired a number of revolutionary movements across Europe. The revolutions of 1830 and 1848 were largely motivated by liberal and nationalist goals aiming to establish democratic governments and national unification.

[His, Ch-1, Pg. no. 9]

Unit 1.2: The Age of Revolutions: 1830 -1848

Multiple Choice Questions

(1 Mark Each)

[2022 TERM-I]

1. In which one of the following countries did the first liberalist-nationalist upheaval take place in July 1830? *(Re)*

(a) France (b) Germany
(c) England (d) Italy

[2022 TERM-I]

2. Who among the following remarked "When France sneezes, the rest of Europe catches cold"? *(Re)*

(a) Lord Byron (b) Metterpich
(c) Johann Herder (d) Napoleon

[2022 TERM-I]

3. Read the facts regarding the Revolution of the Liberals in Europe during 1848 and choose the correct option: *(An)*

(i) Abdication of the monarch
(ii) Universal male suffrage had been proclaimed
(iii) Political Rights to women were given
(iv) Freedom of the press had been asked for
(a) Only (i) and (ii) are correct
(b) Only (i), (ii) and (iii) are correct
(c) Only (i) and (iv) are correct
(d) Only (i), (ii) and (iv) are correct

[2024 DELHI]

4. Which of the following terms refers to the belief in and advocacy for the social, political and economic equality of women? *(Re)*

(a) Patriarchy (b) Matriarchy
(c) Socialist (d) Feminists

Assertion and Reason

(1 Mark Each)

[2022 TERM-I]

1. Two statements are given below as Assertion (A) and Reason (R). Read the statement and choose the most appropriate option. (An)

Assertion (A): After the Russian occupation in Poland, the Russian language was imposed on its people.

Reason (R): The use of Polish soon became a symbol of struggle against Russian dominance.

(a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).

(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

[2022 TERM-I]

2. **Two statements are given below as Assertion (A) and Reason (R). Read the statement and choose the most appropriate option. (An)**
Assertion (A): Weavers in Silesia led a revolt against contractors in 1845.
Reason (R): Contractors had drastically reduced their payments.
(a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Very Short Answer Type Questions

(1 Mark Each)

[2016 DELHI TERM-II]

1. **Name the Treaty of 1832 that recognised Greece as an independent nation. *(Re)***

[2016 OUTSIDE DELHI TERM-II]

2. **Who remarked "when France sneezes the rest of Europe catches cold." *(Re)***

Short Answer Questions Type II

(3 Marks Each)

[2016 OUTSIDE DELHI TERM-II]

1. **"The decade of 1830 had brought great economic hardship in Europe". Support the statement with arguments. *(Ev)***

[2017 OUTSIDE DELHI]

2. **Describe any three economic hardships faced by Europe in the 1830s. *(An)***

[2019 OUTSIDE DELHI]

3. **Describe the great economic hardship that prevailed in Europe during the 1930s. *(An)* MRQ**

Long Answer Type Questions

(5 Marks)

[2020 DELHI]

1. **How did the Greek war of independence mobilise nationalist feelings among the educated elite across Europe? Explain. *(An)***

EXPLANATION

Multiple Choice Questions

1. **Explanation: (a)** The first liberal-nationalist uprising of July 1830 happened in **France**, leading to the overthrow of the Bourbon king Charles X and the establishment of a constitutional monarchy under Louis Philippe.

[His, Ch-1, Pg. no.13]

2. **Explanation: (b)** Austrian Chancellor **Klemens von Metternich** said this famous line to express how political changes or revolutions in France often influenced the rest of Europe, especially during the 19th century revolutions.

[His, Ch-1, Pg. no.13]

3. **Explanation: (d)** Only (i), (ii) and (iv) are correct

[His, Ch-1, Pg. no.17]

4. **Explanation: (d)** Feminists believe in and advocate for the social, political, and economic equality of women. They work to challenge and change systems that lead to gender inequality.

[His, Ch-1, Pg. no. 17]

Assertion and Reason

1. **Explanation: (a)** Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).

[His, Ch-1, Pg. no.15]

2. **Explanation: (a)** Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).

[His, Ch-1, Pg. no.16]

Very Short Answer Type Questions

1. **Explanation:** Treaty of Constantinople (1832) recognized Greece as an independent nation.

[His, Ch-1, Pg. no.13]

2. **Explanation:** The July Revolution of 1830 in France overthrew the Bourbon monarchy. Metternich said, "When France sneezes, the rest of Europe catches cold," as it sparked revolts like Belgium's independence movement.

[His, Ch-1, Pg. no.13]

Short Answer Questions Type II

1. **Explanation:** The decade of 1830 brought great economic hardship in Europe due to several reasons:

1. **Agricultural Crisis:** Poor harvests and crop failures led to food shortages and a rise in food prices, causing

widespread hunger and distress among the rural population.

2. **Industrial Problems:** Many industries faced downturns with factories closing and workers losing jobs, leading to increased unemployment and poverty in urban areas.
3. **Economic Inequality:** The benefits of industrial growth were unevenly distributed, causing dissatisfaction among workers and peasants, which fueled social unrest and revolutions during this period.

[His, Ch-1, Pg. no.15-16]

2. **Explanation:** Economic Hardships Faced by Europe in the 1830s:

1. **Agricultural Crisis and Food Shortages:** Europe experienced poor harvests in the early 1830s due to bad weather conditions, which led to food shortages and rising prices of staple crops like wheat and potatoes. This caused widespread hunger, especially among the poor and rural populations, increasing poverty and social unrest.
2. **Industrial Unemployment and Poor Working Conditions:** The rapid growth of industrialization led to many workers losing their jobs due to mechanization and factory closures during economic downturns. Those who had jobs often faced long working hours, low wages, and unsafe conditions, leading to widespread misery among the working class.
3. **Economic Recession and Financial Instability:** Europe faced an economic recession during the 1830s, with many banks and businesses failing. This recession led to reduced investments, lower demand for goods, and a decline in trade. The financial instability made it difficult for economies to grow and worsened living standards for many people. **[His, Ch-1, Pg. no.15-16]**

3. **Explanation:** During the 1930s, Europe faced a great economic hardship known as the Great Depression. This period was marked by:

- **Massive Unemployment**: Many people lost their jobs as factories closed and industries slowed down.
- **Bank Failures and Poverty**: Banks collapsed, leading to loss of savings and widespread poverty among the population.
- **Decline in Trade and Production**: International trade reduced significantly, causing a drop in industrial production and economic stagnation across countries.

[His, Ch-1, Pg. no.15-16]

Long Answer Type Questions

1. **Explanation:** Greek War of Independence mobilized nationalist feelings among the educated elite across Europe in the following ways:

1. **Romanticism and Sympathy:** The Greek struggle was seen as a fight to restore a glorious ancient civilization, which appealed to the Romantic ideals popular among European intellectuals, artists, and writers.
2. **Shared Cultural Heritage:** Educated Europeans felt a cultural connection with Greece because of its ancient history, philosophy, and contributions to Western civilization, which inspired them to support Greek independence.
3. **Opposition to Ottoman Rule:** The Greeks' fight against the Ottoman Empire symbolized a struggle against foreign domination and tyranny, resonating with liberal and nationalist ideas spreading across Europe.
4. **Support from Intellectuals:** Writers, poets, and thinkers like Lord Byron openly supported the Greek cause, raising awareness and inspiring people across Europe to identify with nationalist movements.
5. **Transnational Nationalism:** The Greek War helped spread the idea that nations with a shared language, culture, or history had the right to self-rule, motivating elites elsewhere to promote similar nationalist aspirations in their own countries.

[His, Ch-1, Pg. no.13]

Expert Tip

Focus on how the Greek War inspired European elites through shared culture, Romanticism, and opposition to foreign rule. Keep your explanation clear and linked to broader European nationalism.

Unit 1.3: The Making of Germany and Italy

Multiple Choice Questions

(1 Mark Each)

[2022 TERM-I]

1. **Who among the following was the architect for the unification of Germany? *(Re)***

(a) Otto Von Bismarck (b) William I
(c) Frederick III (d) William II

[2022 TERM-I]

2. **Who among the following sought to put together a coherent program for a unitary Italian Republic during the 1830s? *(Re)* x**

(a) Victor Emmanuel I (b) Victor Emmanuel II
(c) Giuseppe Mazzini (d) Count Cavour

[2022 TERM-I]

3. **Who among the following was proclaimed King of United Italy in 1861? *(Re)***
(a) Charles I (b) Victor Emmanuel II
(c) Giuseppe Garibaldi (d) Nero

[2022 TERM-I]

4. **On which of the following modern aspects did the new Germany place a strong emphasis? *(Re)***
(i) Currency
(ii) Banking
(iii) Legal system
(iv) Demography
Code:
(a) Only (i) and (ii) are correct
(b) Only (ii) and (iii) are correct
(c) Only (iii) and (iv) are correct
(d) Only (i), (ii) and (iii) are correct

[2022 TERM-I]

5. **Which one of the following Italian states was ruled by an Italian princely house? *(Re)***
(a) Papal State (b) Lombardy
(c) Venetia (d) Sardinia-Piedmont

[2022 TERM-I]

6. **Identify the characteristics of Cavour among the following and choose the correct option: *(An)***
(i) He was an Italian statesman.
(ii) He spoke French much better than Italian.
(iii) He was a tactful diplomat.
(iv) He belonged to a Royal family.
Code:
(a) Only (i) and (ii) are correct
(b) Only (i), (ii) and (iii) are correct
(c) Only (ii), (iii) and (iv) are correct
(d) Only (i), (ii) and (iv) are correct

[2023 OUTSIDE DELHI]

7. **Match the following and choose the correct option. *(Re)***

(Leader)		(Role)	
A.	Victor Emmanuel II	I.	Chief Minister of Italy
B.	Guiseppe Mazzini	II.	Young Italy Movement
C.	Guiseppe Garibaldi	III.	Conquered the Kingdom of Sicilies
D.	Count Cavour	IV.	Proclaimed as King of Unified Italy

(a) A-I, B-IV, C-III, D-II (b) A-II, B-I, C-IV, D-III
(c) A-IV, B-II, C-III, D-I (d) A-I, B-IV, C-II, D-III

[2024 DELHI]

8. **From which of the following countries Giuseppe Garibaldi belonged to? *(Re)***
(a) Austria (b) Italy
(c) Greece (d) Spain

Assertion and Reason

(1 Mark)

[2024 DELHI]

1. **Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option. *(Ev)***
Assertion (A): The most serious source of nationalist tension in Europe after 1871 was Balkan.
Reason (R): A large part of the Balkan was under the control of the Ottoman Empire.
(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.

Short Answer Questions Type II

(3 Marks Each)

[2024 OUTSIDE DELHI]

1. **Analyse the process of German Unification. *(An)***

[2024 OUTSIDE DELHI]

2. **Analyse the process of Italian Unification. *(An)***

Long Answer Type Questions

[2024 DELHI- 5 Marks]

1. **Explain the process of formation of the United Kingdom of Great Britain. *(Un)***

EXPLANATION

Multiple Choice Questions

1. **Explanation: (a)** **Otto Von Bismarck**, the Prime Minister of Prussia, was the main architect of German unification. He used military power and diplomacy (called "Blood and Iron" policy) to unite the German states under Prussian leadership.

[His, Ch-1, Pg. no.19]

2. **Explanation: (c)** In the **1830s**, **Giuseppe Mazzini** worked to unite Italy as a single republican nation. He founded Young Italy, a movement aiming for a democratic and united Italian Republic.

[His, Ch-1, Pg. no.20]

3. **Explanation: (b)** In **1861**, **Victor Emmanuel II** of Sardinia-Piedmont was proclaimed the King of a united Italy,

marking the official unification of most Italian states under his rule.

[His, Ch-1, Pg. no.21]

4. **Explanation: (d)** Only (i), (ii) and (iii) are correct

[His, Ch-1, Pg. no.19]

5. **Explanation: (d)** **Sardinia-Piedmont** was ruled by the House of Savoy, an Italian princely family, unlike the Papal States (ruled by the Pope) or Lombardy and Venetia (under Austrian control).

[His, Ch-1, Pg. no.20]

6. **Explanation: (b)** Only (i), (ii) and (iii) are correct

[His, Ch-1, Pg. no.21]

7. **Explanation: (c)** A-IV, B-II, C-III, D-I

A. Victor Emmanuel II → IV. Proclaimed as King of Unified Italy

B. Giuseppe Mazzini → II. Young Italy Movement

C. Giuseppe Garibaldi → III. Conquered the Kingdom of Sicilies

D. Count Cavour → I. Chief Minister of Italy

[His, Ch-1, Pg. no.20-21]

8. **Explanation: (b)** **Giuseppe Garibaldi** was an Italian nationalist and key figure in the Italian unification movement, often called the "Hero of Two Worlds."

[His, Ch-1, Pg. no. 20-21]

Assertion and Reason

1. **Explanation (a):-** Both, (A) and (R) are true and (R) is the correct explanation of (A).

[His, Ch-1, Pg. no. 19]

Short Answer Questions Type II

1. **Explanation:** The unification of Germany was a political and military process that culminated in 1871. It involved the following key stages:

1. **End of 1848 Revolutions and Rise of Prussian Leadership:** The liberal nationalist movement of 1848, which aimed to unite Germany under a parliamentary democracy, was suppressed by monarchies, the army, and Prussian landowners (Junkers). After this, Prussia took the lead in unifying Germany.
2. **Bismarck's Strategy and Wars:** Otto von Bismarck, Prussia's chief minister, used a combination of diplomacy and military force—winning three key wars against Denmark (1864), Austria (1866), and France (1870-71)—to weaken rival powers and bring German states together under Prussian control.
3. **Proclamation of the German Empire (1871):** In January 1871, King William I of Prussia was declared German Emperor at Versailles, marking the official unification of Germany. Prussia's dominance was reflected in the new empire's administration and modernization efforts.

[His, Ch-1, Pg. no.19]

2. **Explanation:** The Process of Unification of Italy:

1. **Fragmentation and Early Nationalist Efforts:** Italy was politically divided into multiple states—Austrian-controlled north, Papal central regions, Bourbon south, and only Sardinia-Piedmont ruled by an Italian dynasty. Early nationalist efforts by Giuseppe Mazzini and his secret group *Young Italy* aimed to create a unified republic, but their 1831 and 1848 uprisings failed.
2. **Role of Sardinia-Piedmont and Cavour:** After the failure of revolutionary movements, the leadership passed to Sardinia-Piedmont under King Victor Emmanuel II and his prime minister Cavour, who was a conservative elite rather than a revolutionary. Cavour skillfully formed a diplomatic alliance with France to defeat Austria in 1859, weakening Austrian control over northern Italy.
3. **Garibaldi and the Southern Campaign; Unification Achieved:** In 1860, nationalist volunteer Giuseppe Garibaldi led a popular campaign in southern Italy, gaining peasant support and overthrowing Spanish Bourbon rule in the Kingdom of the Two Sicilies. This helped unite Italy under Victor Emmanuel II, who was declared king in 1861, although many common people remained unaware of the nationalist ideas behind unification.

[His, Ch-1, Pg. no.20-21]

Long Answer Type Questions

1. **Explanation:** The formation of the United Kingdom of Great Britain was not the result of a sudden revolution but a long-drawn process involving the domination of England over the other regions in the British Isles. The process can be explained through the following points:

1. **No 'British Nation' Before the 18th Century:** Before the 18th century, people in the British Isles identified themselves as English, Scots, Welsh, or Irish. Each group had its own distinct culture, language, and political identity.
2. **Domination by England:** As England grew in power and wealth, it steadily extended its control over the other nations. The English Parliament became a powerful institution, especially after 1688, and was used to consolidate this control.
3. **Act of Union – 1707:** The political union between England and Scotland through the Act of Union (1707) resulted in the creation of the United Kingdom of Great

Britain. This allowed England to dominate Scotland politically and culturally.

4. **Suppression of Scottish Identity:** Scottish culture and institutions were systematically suppressed. For example, the Scottish Highlands were targeted — people were forbidden to wear traditional dress or speak Gaelic, and many were forcibly displaced.
5. **Union with Ireland – 1801:** Ireland, a majority Catholic country, was brought under British control with support from Irish Protestants. After a failed revolt in 1798, Ireland was forcibly united with Britain in 1801, forming the United Kingdom of Great Britain and Ireland.
6. **Creation of a 'British' Identity:** A new national identity was built by promoting **English culture** – such as the Union Jack (British flag), the national anthem (*God Save the King*), and the English language – while reducing the cultural status of other ethnic groups.

[His, Ch-1, Pg. no. 21-22]

Commonly Made Mistake

Students often assume the UK was formed through mutual agreement or a single event, rather than a gradual process of English dominance. They also tend to ignore key events like the Act of Union (1707) and the Union with Ireland (1801), or fail to mention the suppression of Scottish and Irish identities.

Unit 1.4: Visualising the Nation: Nationalism and Imperialism

Multiple Choice Questions

(1 Mark)

[2025 OUTSIDE DELHI]

1. **In reference to the Germania allegory the "olive branch around the sword" symbolizes which one of the following?** ***(Un)***

(a) Being freed
(b) Heroism and strength
(c) Willingness to make peace
(d) Beginning of a new era

Short Answer Questions Type-II

(3 Marks Each)

[2016 DELHI TERM-II]

1. **How had the female figures become an allegory of the nation during the nineteenth century in Europe? Analyse.** ***(An)***

[2025 Delhi]

2. **Describe the historical factors that contributed to the emergence of nationalist tensions in the Balkans.** ***(Un)***

Long Answer Type Questions

(5 Marks)

[2018 DELHI/ OUTSIDE DELHI]

1. **Describe the explosive conditions that prevailed in the Balkans after 1871 in Europe. (Ev)**

EXPLANATION

Multiple Choice Questions

1. **Explanation: (c)** In the Germania allegory, the sword represents readiness to fight or the ability to defend the nation, whereas the olive branch around the sword symbolizes a willingness to make peace, reflecting the idea that peace is preferred, but the strength to fight remains if necessary.

[His, Ch-1, Pg. no. 24]

Short Answer Questions Type-II

1. **Explanation:** During the 19th century, in Europe, female figures were used as allegories to represent nations. These symbolic representations helped inspire feelings of nationalism and unity among people. Here's how:

1. **Personification of the Nation**: Artists began to represent nations as female figures, giving the abstract idea of a country a human form. These figures stood for the identity, values, and spirit of the nation.
2. **Examples of Allegories**:

- Germany was represented by Germania, a powerful woman with a sword, crown, and flag, symbolizing strength and unity.
- France was symbolized by Marianne, wearing a red cap, representing liberty and the republic.
- Britannia stood for Britain, often shown with a shield and trident, representing naval power and protection.

3. **Symbolism and Nationalism**: These allegories used national symbols (like flags, animals, weapons) to evoke pride and unity. The female form made the nation feel nurturing yet strong, combining motherly care with fierce defense.

[His, Ch-1, Pg. no.23]

Commonly Made Mistake

Students often make the mistake of only listing female allegories without explaining their symbolic significance.