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# The Rise of Nationalism in Europe -Chapter 1

## **Nation (State):**

A large number of people of mainly common descent, language, history, inhabiting a territory bounded by defined limits and forming a society under one government is called a nation.

## **Frederic Sorrieu and his visualization:**

In 1848, Frederic Sorrieu, a French artist, prepared a series of four prints, visualizing his dream of a world made up of 'democratic and social republics', as he called them.

1. The first print shows the people of Europe and America marching in a long train, and offering homage to the Statue of Liberty as they pass by it. A female figure carries a torch of enlightenment in one hand and the Charter of the Rights of Man, in the other hand.
2. On the earth lies the shattered remains of the symbols of absolutist institutions.
3. In Sorrieu's Utopian vision, the people of the world are grouped as distinct nations, identified through their flags and national costumes.
4. Leading the procession are USA and Switzerland, followed by France and Germany. Following Germany are Austria, Kingdom of the two Sicilies, Lombardy, Poland, England, Ireland, Hungary and Russia.
5. From the heavens above, Christ, saints and angels gaze at the scene. The artist symbolizes fraternity among the nations of the world.

## **The French Revolution and the idea of Nation:**

1. Growth of nationalism in France.
2. Introduction of various measures and practices created sense of collective identity among the people of France.
3. Change of monarchy and establishment of republic, creation of new assembly.
4. Rise of Napoleon and his reforms. Revolutionaries help other people of Europe to become nation.

## The making of Nationalism in Europe:

- Germany, Italy and Switzerland were divided into Kingdom, duchies and cantones these divisions were having their autonomous rulers.
- Uses of different languages.
- Rise of middle class.
- Industrialization in England, emergence of a working class and liberalism.
- New conservatism after 1815 and preservation of traditional institution.
- After the defeat of Napoleon, the European government follows the spirit of conservatism. Conservative regimes were autocratic Revolutionaries at that time fought for liberty and freedom.  
Example, Mazzini's young Italy and Young Europe.

### Unification of Italy:

Giuseppe Mazzini had played an important role in the unification of Italy. He formed a secret society called 'Young Italy' in Marseilles, to spread his goals. He believed Italy could not continue to be a patchwork of small states and had to be forged into a single unified republic. During 1830's, Mazzini sought to put together a coherent programme for a unitary Italian Republic. As uprisings in 1831 and 1848 had failed, the mantle now fell on Sardinia-Piedmont under its ruler Emmanuel II to unify Italy.

Under Chief Minister Cavour, Sardinia-Piedmont succeeded in destroying the Austrian forces in 1859. Even Garibaldi joined the fray. In 1860, they marched into South Italy and the kingdom of the two Sicilies and with the help of the local peasants, drove out the Spanish rulers. In 1861, Victor Emmanuel II was proclaimed as King of United Italy.

### Unification of Germany:

In the 18th century, Germany was divided into a number of states. Some of these states ceased to exist during the Napoleonic wars. At the end of the war, there were still 39 independent states in Germany. Prussia was most powerful, dominated by big landlords known as Junkers.

- Nationalist feelings were widespread among middle class Germans who had tried to unite the different regions of the German federation into a nation-state governed by an elected Parliament.

- In May 1848, a large number of political associations came together to vote for an all-German National Assembly. Their representatives met at Frankfurt and the Frankfurt Assembly proposed the unification of Germany as a constitutional monarchy under the King of Prussia as emperor
- The King of Prussia rejected the offer and the liberal initiative of nation building was repressed by the combined forces of the monarchy, the military and the 'Junkers'.
- Then on, Prussia under its Chief Minister Otto Von Bismarck led the movement for unification of Germany. Bismarck carried out this process with the help of the Prussian army and the bureaucracy. He fought three wars over seven years with Denmark, Austria and France. Prussia was victorious in all these wars and the process of unification was completed as a result of Prussia's victory over France.
- Consequently, on 18th January 1871, an assembly comprising of princes of German States, representatives of the army, important Prussian ministers and Bismarck gathered in the Palace of Versailles and proclaimed the Prussian King, Kaiser William, the new German Emperor.

### **Visualizing the Nation:**

Marianne and Germania were both female allegories used by artists in the 19th century to represent the nation.

1. In France she was named Marianne, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from those of liberty and republic—the red cap, the tri-colour, the cockade. Statues of Marianne were erected in public squares as a national symbol of unity. Marianne images were marked on coins and stamps.
2. Instead of just having the idea of father land, they wanted to implant a suitable image in the minds of the people. They invariably chose the mother figure symbolizing nations—Britannia, Germania and Marianne reminding us of our concept of Matribhumi.
3. Germania became the allegory of the German nation. Germania wears a crown of oak leaves as German oak stands for heroism. It was hung from the ceiling of St. Paul's Church, where Frankfurt Parliament was convened, to symbolize the liberal revolution.

### **Napoleonic Code:**

1. The first major change was doing away with all privileges based on birth, establishing equality before law and securing the right to property.
2. Administrative divisions were simplified.
3. Feudal system was abolished and peasants were freed from serfdom and manorial dues (abuse of manorial lords).
4. In towns, guild restrictions were removed.
5. Transport and communication systems were improved.
6. Peasants, artisans, workers and new businessmen enjoyed a new found freedom.
7. Businessmen and small-scale producers of goods in particular began to realize that uniform laws, standardized weights and measures and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.

### **Nationalism and Imperialism:**

Last quarter of the 19th century nationalism became a narrow creed with limited ends, Intolerance Balkan became the sense of big power rivalry Nationalism, aligned with imperialism cause of World War I. Idea of a Nationalism was now same everywhere . But concept of National State was accepted universally.

## **The Nationalist Movement in Indo-China - Chapter 2**

### **INDO-CHINA:**

Comprises of Vietnam, Laos and Cambodia — French colony.

### **Views of Paul Bernard:**

Paul Bernard was an influential writer and policy-maker who strongly believed that the purpose of acquiring colonies was to make profits.

- According to him, the development of economy will raise the standard of people and people would buy more goods. The market would consequently expand, leading to better profit for French business.
- According to him, there were several barriers to economic growth in Vietnam, such as large population, low agricultural productivity and extensive indebtedness.

- To reduce the poverty and increase agricultural productivity, it was necessary to carry out land reforms.
- Industrialization was also essential for creating more jobs as agriculture was not likely to ensure sufficient employment opportunities.

### **Ho Chi Minh Trail:**

- The trail symbolizes how the Vietnamese used their limited resources to great advantage.
- The trail, an immense network of footpaths and roads was used to transport men and material from North to South.
- It was improved in late 1950s and from 1967 about 20,000 North Vietnamese troops came south each month. The trail had support bases and hospitals along the way.
- Mostly supplies were carried by women porters on their backs or on their bicycles.
- The US regularly bombed this trail to disrupt supplies but efforts to destroy this important supply line by intensive bombing failed because they were rebuilt very quickly.

### **Influence of Japan:**

In 1907-08, around 300 students from Vietnam went to Japan to acquire modern education.

1. The primary objective was to drive out the French from Vietnam, overthrow the puppet emperor and reestablish the Nguyen dynasty that had been deposed by the French. For this, they needed foreign help.
2. Japan had modernized itself and had resisted colonization by the West. It had defeated Russia in 1907 and proved its military strength. The Vietnamese nationalists looked for foreign arms and help and appealed to the Japanese as fellow Asians.
3. Vietnamese students established a branch of Restoration Society in Tokyo but, in 1908, the Japanese Ministry of Interior clamped down on them. Many, including Phan Boi Chau, were deported and forced to seek exile in China and Thailand.

### **Scholars Revolt, 1868:**

It was an early movement against French control and spread of Christianity. It was led by officials at the imperial court angered by the spread of Catholicism and

French power. There was an uprising in Ngu An and Ha Tien provinces where the Catholic missionaries had been active in converting people to Christianity since the early 17th century. By the middle of the 18th century, nearly 3,00,000 people had got converted. This had angered the people of these provinces and led to the uprising. Though this uprising was crushed by the French, it had inspired the people of other regions to rise against the French colonialism.

### **Hoa Hao Movement:**

It began in 1939 and gained popularity in Mekong delta area. The founder of Hoa Hao was Huynh Phu So. He performed miracles and helped the poor. His criticism against useless expenditure, opposition to the sale of child brides, gambling and the use of alcohol and opium had a wide appeal. The French tried to suppress the movement led by Huynh Phu So and declared him mad, called him the Mad Bonze and put him in a mental asylum. Interestingly, the doctor, who had to certify him insane, became his follower and finally, in 1941, the French doctors declared that he was sane. The French authorities exiled him to Laos and sent his many followers to concentration camps.

### **Major problems in the field of education for the French in Vietnam:**

1. The French needed an educated local labor force, but they feared that once the Vietnamese got educated, they may begin to question colonial domination.
2. French citizens living in Vietnam (called 'colons') feared that they might lose their jobs as teachers, shopkeepers, policemen to the educated Vietnamese. So they opposed the policy of giving the Vietnamese full access to French education.
3. Elites in Vietnam were still powerfully influenced by Chinese culture. So the French carefully and systematically dismantled the traditional Vietnamese education system and established French schools for the Vietnamese.
4. In the battle against French colonial education, schools became an important place for political and cultural battles. Students fought against the colonial government's efforts to prevent the Vietnamese from qualifying for white-collared jobs.
5. There was a protest in Saigon Girls School on the issue of racial discrimination. The protest erupted when a Vietnamese girl sitting in the front row was asked to move back to allow a local French student to occupy the front seat. The girl refused and was expelled along with other students

who protested. The government was forced to take the expelled students back in the school to avoid further open protests.

### **'Rat Hunt':**

1. The modern city of Hanoi got infested with rats in 1902 and was struck by bubonic plague. The large sewers in the modern part of the city served as breeding grounds for rats.
2. To get rid of the rats, a 'Rat Hunt' was started. The French hired Vietnamese workers and paid them for each rat they caught. This incident taught the Vietnamese the first lesson of collective bargaining. Those who did the dirty work of entering sewers found that if they came together they could negotiate a higher bounty.
3. They also discovered innovative ways to profit from the situation. The bounty was paid when a tail was given as a proof that a rat had been killed. So the rat catchers began clipping the tails and releasing the rats, so that the process could be repeated over and over again.
4. Defeated by the resistance of the Vietnamese, the French were forced to scrap the bounty programme. Bubonic plague swept through the area in 1903 and in subsequent years. In a way, the rat menace marks the limits of French power and contradiction in their civilizing mission.

### **U.S. entry into the war:**

- US entry into the war proved costly to the Vietnamese as well as to Americans. The phase of struggle with the US was brutal.
- From 1965-1972, many (over 403100) US personnel served in Vietnam out of which 7484 were women. Many died in battle and a large number of people were wounded.
- Thousands of US troops arrived equipped with heavy weapons and tanks backed by most powerful bombers of the time—B52s. The widespread attacks and use of chemical weapons — Napalm, Agent Orange and Phosphorous bombs destroyed many villages and decimated jungles. Civilians died in large numbers.

### **Effect of the US involvement on life within the US:**

Most of the people were critical of the government's policy of war. When the youths were drafted (forced recruitment) for the war, the anger grew.

Compulsory service in the armed forces could be waived only for university



graduates. US media played a major role in both supporting and criticizing the war. Hollywood made films in support of the war. (Example: John Wayne's Green Berets; 1968). Other films were more critical. (Example: John Ford Coppola's Apocalypse Now 1979 reflected the moral confusion that the war caused in the US).

### **Role of women:**

- In the 1960s, photographs in magazines and journals showed women as brave fighters. There were pictures of women militia shooting down planes. Women were portrayed as young, brave and dedicated.
- Women were represented not only as warriors but also as workers. They were shown with a rifle in one hand and a hammer in the other.
- Many women joined the resistance movement. They helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy.
- Of the 17,000 youth who worked on the trail, 70 to 80 per cent were women.

## **Nationalism in India- Chapter 3**

### **Mahatma Gandhi and the idea of Satyagraha:**

Mahatma Gandhi returned to India in 1915 from South Africa. Gandhiji's novel method of mass agitation is known as 'Satyagraha'. Satyagraha emphasized truth. Gandhiji believed that if the cause is true, if the struggle is against injustice, then physical force was not necessary to fight the oppressor. A satyagrahi can win the battle through non-violence. People, including oppressors, had to be persuaded to see the truth. Truth was bound to ultimately triumph.

In India the first was at Champaran in 1916 to inspire plantation workers to struggle against oppressive plantation system. In 1917 Satyagraha at Kheda to support peasants.

**In 1918 Satyagraha at Ahmadabad:**

Among the cotton mill workers.

**'Hind Swaraj':**

The famous book written by Mahatma Gandhi, which emphasized non-cooperation to British rule in India.

**New economic situation created in India by the First World War:**

1. Manchester imports into India declined as the British mills were busy with war production to meet the needs of the army paving the way for the Indian mills to supply for the huge home market
2. As the war prolonged, Indian factories were called upon to supply war needs. As a result new factories were set up, new workers were employed and everyone was made to work longer hrs.
3. Cotton production collapsed and exports of cotton cloth from Britain fell dramatically after the war, as it was unable to modernize and compete with US, Germany, Japan. Hence within colonies like India, local industrialists gradually consolidated their position capturing the home market.

**The Rowlatt Act of 1919:**

It gave the British government enormous power to repress political activities and allowed detention of political prisoners without trial for two years.

**Jallianwala Bagh incident:**

On 13th April 1919, a crowd of villagers who had come to attend a Baisakhi fair, gathered in the enclosed ground of Jallianwala Bagh. Being from outside the city, many were not aware of the martial law that had been imposed as a repressive measure. General Dyer with his British troops entered the park and closed the only exit point without giving any warning to the assembled people and ordered the troops to fire at the crowds, killing hundreds. This brutal act of General Dyer provoked

unparalleled indignation. As the news of Jallianwala Bagh spread, crowds took to the streets in many North Indian towns. There were hartals, clashes and attacks on government buildings.

**Non-cooperation programme** was adopted at Nagpur in Dec. 1920.

### **Effects of the Non-cooperation Movement on the economy of India:**

Foreign goods were boycotted, liquor shops were picketed and foreign cloth was burnt. The import of foreign cloth halved between 1921-1922. Its value dropped from Rs 102 crore to Rs 57 crore. Many merchants and traders refused to trade in foreign goods or finance foreign trade. People began discarding imported clothes and wearing Indian ones. The production of Indian textile mills and hand looms went up. Use of khadi was popularized.

### **Non-cooperation Movement in the countryside:**

- In Awadh, the peasants' movement led by Baba Ramchandra was against talukdars and landlords who demanded extremely high rents and a variety of other ceases from the peasants. Peasants were forced to work in landlords' farms without any payment (beggar). Peasants had no security of tenure, thus being regularly evicted so that they could acquire no right over the leased land. The demands of the peasants were— reduction of revenue, abolition of beggar and social boycott of oppressive landlords.
- In the Gudem Hills of Andhra Pradesh a militant guerrilla movement spread in the early 1920s against the closure of forest areas by the colonial government, preventing people from entering the forests to graze their cattle, or to collect fuel wood and fruits. They felt that their traditional rights were being denied.
- For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed. It meant retaining a link with the village from which they had come. Under the Inland Emigration Act of 1859, plantation

workers were not permitted to leave tea gardens without permission. In fact the permission was hardly granted. When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities and left for their homes.

### **Slowing down of Non-cooperation Movement in cities:**

- Khadi cloth was more expensive than mill cloth and poor people could not afford to buy it. As a result they could not boycott mill cloth for too long.
- Alternative Indian institutions were not there which could be used in place of the British ones. These were slow to come up.
- So students and teachers began trickling back to government schools and lawyers joined back work in government courts.

### **Khilafat movement:**

Khilafat movement was started by Mahatma Gandhi and the Ali Brothers, Muhammad Ali and Shaukat Ali in response to the harsh treatment given to the Caliph of Ottoman empire and the dismemberment of the Ottoman empire by the British.

### **Chauri Chaura incident:**

In February 1922, Gandhiji decided to launch a no tax movement. The police opened fire at the people who were taking part in a demonstration, without any provocation. The people turned violent in their anger and attacked the police station and set fire to it. The incident took place at Chauri Chaura in Uttar Pradesh.

When the news reached Gandhiji, he decided to call off the Non-cooperation movement as he felt that it was turning violent and that the satyagrahis were not properly trained for mass struggle.

Swaraj Party was founded by C.R. Das and Moti Lai Nehru for return to council Politics. Simon Commission, 1928 and boycott. Lahore Congress

session and demand for Purna Swaraj in 1929. Dandi march and the beginning of civil Disobedience movement.

### **Features of Civil Disobedience Movement:**

- People were now asked not only to refuse cooperation with the British but also to break colonial laws.
- Foreign cloth was boycotted and people were asked to picket liquor shops.
- Peasants were asked not to pay revenue and chaukidari taxes.
- Students, lawyers and village officials were asked not to attend English medium schools, colleges, courts and offices.

### **‘Salt March’:**

On 31st January, 1930 Mahatma Gandhi sent a letter to Viceroy Irwin stating eleven demands, one of which was the demand to abolish Salt Tax. Salt was one of the most essential food items consumed by the rich and poor alike and a tax on it was considered an oppression on the people by the British Government. Mahatma Gandhi's letter was an ultimatum and if his demands were not fulfilled by March 11, he had threatened to launch a civil disobedience campaign. So, Mahatma Gandhi started his famous Salt March accompanied by 78 of his trusted volunteers. The march was over 240 miles, from Gandhiji's ashram in Sabarmati to the Gujarati coastal town of Dandi. The volunteers walked for 24 days, about 10 miles a day. Thousands came to hear Mahatma Gandhi wherever he stopped, and he told them what he meant by Swaraj and urged them to peace-fully defy the British. On 6th April, he reached Dandi, and ceremonially violated the law, manufacturing salt by boiling sea water. This marked the beginning of the Civil Disobedience Movement.

### **Who participated in the movement?**

Civil Disobedience Movement came into force in various parts of the country. Gandhiji led the salt march from Sabarmati Ashram to Dandi with his followers starting the Civil Disobedience Movement. In the countryside, the rich Patidars of Gujarat and Jats of Uttar Pradesh were

active in the movement. As rich communities were very hard hit by the trade depression and falling prices, they became enthusiastic supporters of the Civil Disobedience Movement. Merchants and industrialists supported the movement by giving financial assistance and also by refusing to buy and sell the imported goods. The industrial working class of Nagpur region also participated in the Civil Disobedience Movement. Railway workers, dock workers, mineral of Chhota Nagpur, etc. participated in protest rallies and boycott campaigns.

### **Limits of the movement**

less participation by untouchables—Ambedkar for separate electorate and Poona pact of 1932, lukewarm response by some Muslim Political Organization.

### **Provisions of Poona pact of 1932:**

Signed between Dr. Ambedkar and Gandhiji. It gave depressed classes reserved seats in central provincial councils but they were to be voted by the general electorate.

### **The sense of collective belonging:**

Though nationalism spread through the experience of united struggle but a variety of cultural processes captured the imagination of Indians and promoted a sense of collective belonging:

1. Use of figures or images: The identity of India came to be visually associated with the image of Bharat Mata. Devotion to the mother figure came to be seen as an evidence of one's nationalism
2. Indian folklore: Nationalists started recording and using folklore's and tales, which they believed, gave a true picture of traditional culture that had been corrupted and damaged by outside forces. So preservation of these became a way to discover one's national identity and restore a sense of pride in one's past.

3. Use of icons and symbols in the form of flags: Carrying the tricolor flag and holding it aloft during marches became a symbol of defiance and promoted a sense of collective belonging.
4. Reinterpretation of history: Indians began looking into the past to rediscover the glorious developments in ancient times in the field of art, science, mathematics, religion and culture, etc. This glorious time was followed by a history of decline when India got colonized, as Indian history was miserably written by the colonizers.

## The Making of Global World -Chapter 4

### **Trade:**

The activity of buying selling or exchanging goods or services between people firms or countries.

### **Global inter contentedness:**

As early as 3000 BCE (Before the Christian Era), an active coastal trade linked the Indus Valley civilization with present day West Asia. Thus, trade, migration of people, movement of capital, goods, ideas, inventions and many more have helped in creating a global world in ancient times.

### **Christopher Columbus:**

Christopher Columbus was the explorer who discovered the vast continent of America. He took the sea route to reach there.

### **First World War:**

The war which broke out in 1914 engulfed almost the entire world. The war was fought in Europe, Asia, Africa and the Pacific. Because of the unprecedented extent of its spread and its total nature, it is known as the First World War.

### **'Chutney music':**

'Chutney music', popular in Trinidad and Guyana is a creative contemporary expression of the post-indenture experience. It is an example of cultural fusion between Caribbean islands and India.

### **Role of the 'Silk route':**

The routes on which cargoes carried Chinese silk to the west were known as 'Silk

routes. Historians have discovered several silk routes over land and by sea, covering vast regions of Asia and connecting Asia with Europe and Northern Africa. Even pottery from China, textile and spices from India and South Asia also traveled the same route. In return, precious metals like gold and silver flowed from Europe to Asia. Culturally, Buddhism emerged from Eastern India and spread in several directions through the silk route.

**Indentured labour** is a bonded laborer under contract to work for an employer for a specific amount of time, to pay for his passage to a new country or home.

**Reasons why it can be described as new system of slavery:**

- Many migrants agreed to take up work to escape poverty and oppression in their home villages. They were cheated and were provided false information by the agents regarding their destination, modes of travel, the nature of work and working conditions.
- Often migrants were not even told that they were to go on long sea journeys.
- The tasks allotted to them on plantations were extremely heavy and could not be completed in a day. They were beaten or imprisoned.
- Deductions were made from wages if the work was considered unsatisfactory.
- Living and working conditions were harsh and there were few legal rights to protect them.

**Com laws:**

A Com Law was first introduced in Britain in 1804, when the landowners, who dominated Parliament, sought to protect their profits by imposing a duty on imported corn. This led to an expansion of British wheat farming and to high bread prices.

**Effects of Abolition of Corn Laws:**

This allowed the merchants in England to import food grains from abroad at lower costs —

- It led to widespread unemployment in the agricultural sector.
- It also resulted in the rise of a prosperous capitalist class in the urban areas.
- Unemployment in the rural sector forced the movement of labor from agricultural to industrial sector.



**Europeans were attracted to Africa because:**

Africa had vast resources of land and minerals. Europeans came to Africa hoping to establish plantations and mines to produce crops 'and minerals which they could export to Europe. The loss of cattle disease destroyed African livelihoods. Planters, mine owners and colonial governments now successfully monopolized what scarce cattle resources remained to force Africans into the labor market. African countries were militarily weak and backward. So they were in no position to resist military aggression by European states.

**'Food offers many examples of long distance cultural exchange':**

- Traders and travelers introduced food crops to the lands they traveled. Many of our common foods, such as potatoes, maize, soya, groundnuts, tomatoes, chilies and sweet potatoes came from America.
- It is believed that noodles traveled West from China to become 'Spaghetti' or perhaps Arab traders took pasta to fifth century Sicily (an island in Italy). Indian 'Rotis' have become 'tortillas' in Mexico, America and western countries.
- Europe's poor people began to eat better and live longer with the introduction of potato.

**Economic effect of the First World War on Britain:'**

1. To finance war expenditure, Britain had borrowed liberally from US. This meant that at the end of the war, Britain was burdened with huge external debts,
2. The war had disturbed Britain's position of dominance in the Indian market. In India, the nationalist movement had gathered strength and anti-British feeling had become stronger among common people. Promotion of Indian industries had become one of the objectives of the nationalist leaders, which adversely affected industries in Britain.
3. There was widespread increase in unemployment coupled with decrease in agricultural and industrial production. Cotton production collapsed and export of cotton from Britain fell dramatically.
4. Unable to modernize, Britain was finding it difficult to compete with U.S., Germany and Japan internationally.

**Rinderpest (cattle plague).**

An infectious viral disease of cattle, domestic buffalo, etc.

**Opium trade**, the traffic that developed in the 18th and 19th centuries in which Great Britain, exported opium grown in India to China.

### **The Great Depression.**

An economic situation in which most parts of the world experienced catastrophic declines in production, employment, incomes and trade. Began around 1929 and lasted till the mid-1930s.

### **Great Depression in the US between 1929-30:**

1. **Agricultural Overproduction.** Falling of agricultural prices had made it even worse. As the prices fell, the agricultural income declined. To meet this situation, farmers brought larger volume of produce to the market to maintain their small income. The excessive supply couldn't be sold due to lack of buyers and farm produce rotted.
2. **US Loan Crisis.** In the mid-1920s, many countries financed their investments through loans from the US. The overseas lenders panicked at the first sign of trouble. Countries that depended crucially on US loans faced an acute crisis due to the withdrawal of US loans. It led to the failure of major banks and collapse of currencies.

### **NIEO:**

Although there was unprecedented economic growth in the West and Japan, nothing was done about the poverty and lack of development in countries which were earlier colonies. Thus, there arose a need for the developing nations to organise themselves into the G-77 group to demand a New International Economic Order (NIEO). NIEO meant a system that would give them control over their own natural resources, more development assistance, fairer prices for raw materials and better access for their manufactured goods in developed markets.

### **Bretton Woods Agreement:**

The main aim of the post-war international economic system was to preserve economic stability and full employment in the industrial world. A framework of the scheme was prepared. The famous economist John Maynard Keynes directed the preparation of the frame-work and it was agreed upon at the United Nations Monetary and Financial Conference held in July 1944 at Bretton Woods in New Hampshire in USA. According to the Bretton Woods Conference, the International

Monetary Fund (IMF) and the World Bank were set up. IMF was set up to deal with external surpluses and deficits of its member nations and the World Bank was to finance post-war reconstruction. These two are referred to as Bretton Woods institutions or, sometimes, 'Bretton Woods twins'. Decision making in these institutions was controlled by the Western industrial powers and the US even had Veto over their key decisions. The post-war economic system is often described as the Bretton Wood system.

## The Age of Industrialisation- Chapter 5

### Key Concepts:

- An association of craftsmen or merchants following same craft to protect the members interest and supervise the standard of the work.
- **Tanning.** Convert raw hide into leather by soaking in liquid containing tannic acid.
- **Food processing.** Technique of chopping and mixing food for making jam, juices, etc.
- **Victorian Britain.** Britain during the reign of Queen Victoria.
- **Brewery.** A place where beer etc. is brewed commercially. Brewing is a process of infusion, boiling and fermentation.
- **Vagrant.** A person without a settled home or regular work.
- **Bourgeois.** The upper middle class.
- **Gomastha.** An Indian word meaning an agent, a middle man between the merchant and weavers.
- **Stapler.** A person who staples or sorts wool according to its fiber.

### Industrialisation:

Production of goods with the help of machines in factories. The first industrialized Nation-Britain.

### Features:

Handmade goods to machine made goods in factories, cottage to factory, large scale production, started in England in later parts of 18th Century. In course of time, it affected all systems of production.

### Before Industrial Revolution

### Proto-Industrialisation:

- Production in 17th century, artisans worked for merchants to produce goods, artisans took raw material from merchants for production. Their cottages functioned as a factory.
- Association of producers, trained craft people maintained control over production, restricted entry of new traders. This period saw the coming of factories.

### **Coming up of factories:**

- Early factories in England came up by the 1730s.
- First symbol of new era-cotton mill
- Many factories sprang up in England
- A series of inventions took place in the form of carding, twisting, spinning and rolling.

### **The pace of Industrial change:**

- Cotton and iron and steel industries were the most dynamic industries.
- New industries could not displace traditional ones.
- Technological changes occurred slowly.
- Steam engine invented by James Watt had no buyers for years.
- New technologies were slow to be accepted.

### **Hand labor and steam power:**

- In Victorian Britain there was no shortage of human labor.
- In many industries the demand for labor was seasonal.
- Range of products could be produced only with hand labor.
- There was a demand for intricate designs.
- Upper classes preferred things produced by hand.

### **Life of the worker:**

- Abundance of labor affected the life of workers badly.
- Labour was seasonal.
- Fear of unemployment made workers hostile to new technology.
- Women labors protested against the introduction of the Spinning Jenny.
- Introduction of railways opened greater opportunities.

## **Industrialisation in the colonies:**

- Textile industry was the center of industrialization in India.

## **Age of Indian textiles**

- Finer varieties of cotton from India were exported.
- A vibrant sea trade operated through pre-colonial ports.

## **What happened to weavers?**

- East India Company appointed “gomasthas” to collect supply from weavers.
- Weavers lost bargaining power and lost lands for settling loans.

## **Gomasthas:**

The Gomasthas were paid servants whose job was to supervise weavers, collect supplies and examine the quality of cloth.

- The aim of the East India Company behind appointing gomasthas was to work out a system of management and control that would eliminate competition, control costs and ensure regular supplies of cotton and silk.
- Soon there were clashes between the weavers and the gomasthas who began ill-treating the weavers.
- They did not allow the company weavers to sell their produce to other buyers. Once an order was placed, the weavers were given loans to purchase the raw material. Weavers who had accepted loans from the company had to hand over the cloth they produced to the gomasthas only.
- The weavers were forced to sell their goods to company's officials. When the American Civil War broke out and cotton supplies from the US were cut off, Britain's demand for raw cotton from India increased.

## **Manchester comes to India:**

- By 1950s, India began to import Manchester cotton from Britain.
- With the rise in Manchester imports, Indian export and local market declined.
- Supply of raw cotton in India decreased.
- Weavers were forced to buy cotton at high prices.

### **Factories come up:**

- Industries were set up in different regions.
- First cotton mill came in Bombay in 1854.
- The first jute mill came up in Bengal in 1855.
- 1830s-1840s—Dwarkanath Tagore setup six-joint stock companies in Bengal.
- Capital was accumulated through other trade networks.
- Till the First World War European managing agencies in fact controlled large sectors of Indian industries.

### **Where did the workers come from?**

- Most of the workers came from Indian villages.

### **Peculiarities of industrial growth:**

- Early Indian cotton mills made coarse cotton yam.
- During the First World War Manchester imports to India declined.
- Indian factories supplied goods for war needs.

### **Small scale industries predominated:**

- Most of the Industries were located in Bengal and Bombay.
- A small portion of total industrial labor worked in factories.
- Use of fly shuttle increased handicraft.

### **Market for goods:**

Advertisements helps in creating new consumers.

- When Manchester industrialists began selling cloth in India, they put labels on the cloth bundles, to make the place of manufacture and the name of the company familiar to the buyer. When buyers saw 'Made in Manchester', written in bold on the label, they felt confident to buy the cloth.
- The labels carried images and were beautifully illustrated with images of Indian gods and goddesses. The printed image of Krishna or Saraswati was also intended to make the manufacture from a foreign land, appear familiar to Indians.

- Manufacturers also printed calendars to popularize their products.
- When Indian manufacturers advertised, the nationalist message was clear and loud. If you care for the nation, then buy only 'Indian' products. Advertisements became a vehicle of the nationalist message of Swadeshi.

## Work, Life and Leisure- Chapter 6

### **Role of industrialization in shaping of the modern cities in England:**

The early industrial cities of Britain such as Leeds and Manchester attracted large numbers of migrants to the textile mills set up in the eighteenth century.

- During the 18th and 19th centuries, London became a center for international trade and commerce and attracted a large number of traders and merchants from all over the world.
- London was a powerful magnet for migrant population even when it did not have large factories.
- Apart from the dockyard, five major types of industries employed large number of workers:
  - (i) clothing and footwear,
  - (ii) wood and furniture,
  - (iii) metals and engineering,
  - (iv) printing and stationery and
  - (v) precision products such as surgical instruments, watches and objects of precious metal.

### **Impact of industrialization and urbanization on the family life in Britain:**

The family life transformed in terms of function and shape. The family as an institution had broken down as the ties between members of households loosened, and among the working class the institution of marriage tended to break down.

Women of the upper and middle classes in Britain faced increasingly higher levels of isolation, although their lives were made easier by domestic maids who cooked, cleaned and cared for young children on low wages. Women lost their industrial jobs and were forced to withdraw into their homes. The public space became increasingly a male preserve.

## **Steps taken by the British State to provide housing for working classes between 1919-1939:**

Between the two World Wars, the responsibility for housing the working classes was accepted by the British State and a million houses, most of them single family cottages, were built by local authorities. Meanwhile, the city had extended beyond the range where people could walk to work, and the development of suburbs made new forms of mass transport, absolutely necessary, which led ultimately to the setting up of railways.

### **Steps taken to clean up London:**

1. Demands were made for new 'lungs'; efforts were made to bridge the difference between the city and the countryside through a Green Belt around London. Attempts were made to decongest localities, green the open spaces, reduce pollution.
2. Large blocks of apartments were built and rent control was introduced in Britain during the First World War to ease the impact of a severe housing shortage.
3. Architect and planner Ebenezer Howard developed the principles of the 'Garden City', a pleasant space full of plants and trees.
4. Raymond Unwin and Barry Parker developed the Garden suburb of New Earswick based on Howards idea.

### **Benefits of London Tube railway:**

The London underground railway partially solved the housing crisis by carrying large masses of people to and from the city. The population in the city became more dispersed. Better-planned suburbs and a good railway network enabled large numbers to live outside Central London and travel to work.

### **Air pollution—nuisance for the Londoners:**

The congestion in the 19th century industrial city of London led a yearning for clean country air. Because of widespread use of coal in homes and industries, air pollution led to bad tempers, smoke-related illnesses and dirty clothes. Demands were made for new 'lungs' for the city.

1. Factory owners and steam engine owners were told invest on technologies that would improve their machinery. Despite hurdles and opposition from the industries, the Smoke Abatement Acts of 1847 and 1853 were passed.



2. Attempts were made to decongest localities, green the open spaces, reduce pollution and landscape the city. Large blocks of apartments were built and rent control was introduced. Architect and planner Ebenezer Howard developed the 'Garden City'.

### **Sources of entertainment for the common people of London:**

- 'London Season' was an annual feature for the wealthy Britishers. Several cultural events such as the opera, the theater and classical music performance were organized for an elite group of 300-400 families in the late 18th century.
- The working class met in pubs to have drinks, exchange news or to discuss politics.
- In the 19th century some libraries, art galleries and museums were established to provide people with a sense of history.
- Music halls were popular among the lower classes. By the early 20th century, cinema became the great mass entertainment for mixed audiences.
- Holidaying by the sea became popular among the industrial workers.

### **Transformation of Bombay into an industrial city:**

At first, Bombay was the major outlet for cotton textiles from Gujarat. Later, in the 19th century, the city functioned as a port through which large quantities of raw materials, such as cotton and opium, would pass. Gradually, it also became an important administrative centre in Western India, and then, by the end of the 19th century, a major industrial centre. Bombay became the capital of the Bombay Presidency in 1819 after the Maratha defeat in the Anglo-Maratha war. With the growth of trade in cotton and opium, large communities of traders and bankers as well as artisans and shopkeepers came to settle in Bombay. The establishment of textile mills led to a fresh surge in migration. Bombay had its first cotton textile mill established in 1854. By 1921, there were 85 cotton mills with about 1,46,000 workers.

### **'Chawls of Bombay':**

The working people who migrated from various parts lived in thickly populated Chawls. Chawls are multi-storeyed structures built in the native parts of the town. Each Chawl was divided into smaller one room tenements which had no private toilets. The homes being small, streets and neighborhoods were used for a variety of activities such as working, washing, sleeping and various types of leisure

activities. The magicians, monkey players and acrobats used to regularly perform their act in an open space in the middle of four Chawls. Liquor shops and akharas came up in any empty spot.

### **Rent Act (Bombay):**

The Rent Act was passed in Mumbai (Bombay) in the year 1918.

To solve the problem of housing, the Rent Act was passed with the aim of keeping the rents reasonable. It had the opposite effect of producing a severe housing crisis, since landlords withdrew houses from the market.

### **Bombay—a city of dreams:**

Despite massive overcrowding and difficult living conditions, Bombay (Mumbai) appears to many as mayanagari—a city of dreams.

- Many films of Bombay deal with the arrival in the city of new migrants and their pressures of daily life. Even some songs from films like CID (1956) and Guest House (1959) speak of the contradictory aspects of the city. By 1925, Bombay had become India's film capital, producing films for a national audience.
- Most of the people in the film industry were themselves migrants who came from cities like Lahore, Calcutta, Madras. Bombay films have contributed greatly to produce an image of the city as a blend of dreams and reality of slums and star bungalows.

### **Land reclamation process in Bombay:**

1. Seven islands of Bombay were joined into one landmass over a period of time. The need for additional commercial place in mid-19th century led to the formulation of several plans for the reclamation of more land from sea. Both private companies and government were involved.
2. In 1864, the Black Bay Reclamation Company won the right to reclaim the western foreshore from the tip of Malabar Hills to the end of Colaba.
3. By 1870, the city had expanded 22 square km.
4. A successful reclamation project was undertaken by the Bombay Port Trust, which built a dry dock between 1914 and 1918 and used the excavated earth to create the 22 acre Ballard Estate. Subsequently the famous Marine Drive of Bombay was developed.

**Causes of air-pollution in Calcutta:**

City development everywhere occurred at the expense of ecology and environment. Kolkata (Calcutta) was also not an exception.

1. High levels of pollution were a consequence of the huge population that depended on dung and wood as fuel in their daily life.
2. The main polluters were the industries and establishments that used steam engines run on coal. The city was built on marshy land the resulting fog combined with smoke generated thick block fog.
3. The railway line introduced in 1855 brought a dangerous new pollutant into the picture—coal from Raniganj. The high content of ash in Indian coal was a problem.
4. In 1920, the rice mills of Tolly gunge began to burn rice husk instead of coal leading to air filled with black soot falling like drizzling rain.

## Print Culture and Modern World- History

### Chapter 7

**Printing in the early days:**

Invention of Printing Press had a very lasting effect on the social and cultural life of man. Print initially developed in East Asia and later developed through Europe and India. Before the era of print or invention of Printing Press, writing of books was purely manual affair. Books were handwritten and even illustrated. Calligraphy developed as an art during that era. Calligraphy means the art of beautiful and stylish writing.

**Printed matter Chinese tradition.**

Chinese were the first to have a system of recruitment of civil service personal through open examination. Printing remained confined to examination materials till around the 16th century. Trade information was circulated among the traders through printed materials. By 19th century mechanical printing press made its appearance in China.

The First Printing Press was invented in 1430s by Johann Gutenberg. Johann Gutenberg's Bible was the most beautiful books ever printed. Germany took the lead in revolutionizing printing all over Europe.

### **Features of handwritten manuscripts:**

- They were copied on palm leaves or on handmade papers. Pages were beautifully illustrated.
- They were pressed between wooden covers or sewn together to ensure preservation.
- Manuscripts were available in vernacular languages. They were highly expensive and fragile. They could not be read easily as script was written in different styles. They were not widely used in everyday life.

### **Woodblock method became popular in Europe:**

Production of handwritten manuscripts could not meet the ever increasing demand for books. Copying was an expensive, laborious and time consuming business. The manuscripts were fragile, awkward to handle and could not be carried around or read easily. By the early 15th century, woodblocks started being widely used in Europe to print textiles, playing cards and religious pictures with simple, brief texts.

### **Visual culture:**

In the end of 19th century a new visual culture had started. With the increasing number of printing presses visual images could be easily reproduced in multiple copies. Painters like Raja Ravi Verma produced images for mass circulation. Cheap prints and calendars were brought even by the poor to decorate the walls of their houses.

### **Print popularized the ideas of the idea of the enlightenment thinkers:**

- Collectively the writings of thinkers provided a critical commentary on tradition, superstition and despotism.
- Scholars and thinkers argued for the rule of reason rather than custom and demanded that everything to be judged through the application of reason and rationality.
- They attacked the sacred authority of the church and the despotic power of the state thus eroding the legitimacy of a social order based on tradition.
- The writing of Voltaire and Rousseau were read widely and those who read these books saw the world through new eyes, eyes that were questioning critical and rational

**Development of reading mania in Europe:**

A new forms of popular literature appeared to target new readers. There were ritual calendars along with ballads and folk tales. In England penny chapbooks were carried by petty peddlers known as chapmen and sold for a penny. In France these low priced books were called Bibliotheque Bleue as they were bound in cheap blue covers. Periodical presses developed to combine information on current affairs with entertainment. The idea of scientists and scholars had now become more accessible to the common people.

**Impact of print on Indian women:**

Writers started writing about the lives of women and this increased the number of women readers. Women writers began to write their own autobiographies. They highlighted the condition of women, their ignorance and how they were forced to do hard domestic labor. A large section of Hindu writing was devoted to the education of women. In the early 20th century the journals written by women became very popular in which women's education, widowhood, widow remarriage were discussed.

**Print culture created the conditions within which the French Revolution:**

The print popularized the ideas of the enlightened thinkers who attacked the authority of the church and the despotic power of the state. The print created a new culture of dialogue and debate and the public become aware of reasoning. They recognized the need to question the existing ideas and beliefs. The literature of 1780s mocked the royalty and criticized their morality and the existing social order.

**India and Print Culture:**

Print culture came to India with the coming of Portuguese missionaries. Konkani was the first Indian language in which books were printed. The first Tamil book printed in 1579 and Malayalam book in 1713. English printing in India commenced with the publication of Bengal Gazette in 1780. Printed tracts played a very significant role in the spread of social reform movement in India.

**The Vernacular Press Act:**

- In 1878, the Vernacular Press Act was passed by the British Government to impose restrictions on vernacular press, which was responsible for spreading nationalist ideas.

- The government started to keep a regular track of the vernacular newspapers and had extensive rights to censor reports and editorials in the vernacular press.
- When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.

## Novels, Society and History- Chapter 8

### **The Rise of the Novel:**

Novel is a modern form of literature. It is born because of print which is a mechanical invention. Novels could reach a larger audience because of print. Novels began to be written from the 17th century and flowered in the 18th century. New groups of lower-middle-class; along with the traditional aristocratic and gentlemanly classes in England and France formed the new readership of novels.

### **The Publishing Market:**

Initially, novels did not come cheap and were out of reach for the poor classes. With the introduction of circulating libraries in 1740; people could get easier access to books. Apart from various innovations in printing, innovations in marketing also helped in increasing the sales and bringing down the prices.

The worlds created by novels were more realistic and believable. While reading a novel, the reader was transported to another person's world. Novels allowed individuals the pleasure of reading in private. It also allowed the joy of publicly reading and discussing stories.

In 1836, Charles Dicken's Pickwick Papers was serialized in a magazine. Magazines were cheaper and illustrated. Moreover, serialization allowed readers to relish the suspense. They could live for weeks in anticipation of the next plot of the story.

### **The World of the Novel:**

In the 19th century, Europe entered the industrial age. While industrialization created new opportunities of growth and development, it also created new problems for the workers and the city life. Many novelists created stories around the problems of ordinary people in the new cities. Charles Dickens and Emile Zola were the notable authors of this period.

### **Community and Society:**

The novels reflected the contemporary developments in the society. Thomas Hardy's *Mayor of Casterbridge* (1886) is a novel written in the rural backdrop. The novel by Hardy has use of vernacular language which is the language spoken by common people. Use of vernacular helped Hardy in correlating with the common people who lived in that period.

### **Women and the Novels:**

During the 18th century Britain, the middle class became more prosperous. Women could get more spare time which they utilized to read and write novels. That is how the novels began to explore the world of women. Many novels were about domestic life. A woman writer could write about domestic life with more authority than a male writer. Many women novelists also began to raise questions about the established norms of society.

### **Novels for the Young:**

Novels for the young boys were based on heroism. The hero of such novels used to be a powerful, assertive, independent and daring person. As this was the period of expansion of colonialism, most of the novels tried to glorify colonialism. Books; like R. L. Stevenson's *Treasure Island* (1883) and Rudyard Kipling's *Jungle Book* (1894) became great hits. G. A. Henry's historical adventure novels for boys were very popular at the height of the British Empire. These novels were always about young boys who witness grand historical events and get involved in some military action.

### **The Novel Comes to India:**

The modern novel developed in India in the 19th century, once the Western novels were introduced. Many Indian authors initially tried to translate the English novels but they apparently did not enjoy doing that. Later many of them decided to write novels in their own language and on their own social background.

Some of the earliest novels in India were written in Bengali and Marathi. Baba Padmanji's *Yamuna Paryatan* (1857) was the earliest Marathi novel. This was followed by *Miiktamala* by Lakshman Moreshar Halbe (1861).

Leading novelists of the nineteenth century wrote to develop a modern literature of the country. They wanted to produce a sense of national belonging and cultural equality with their colonial masters.

### **Novel in South India:**

O. Chandu Menon wrote the first Malayalam novel *Indulekha* in 1889. Kandukuri Viresalingam (1848-1919) wrote the Telugu novel *Rajasekhara Caritamu* in 1878.

### **The Novel in Hindi:**

Bharatendu Harishchandra was the pioneer of modern Hindi literature. The first proper novel in Hindi was written by Srinivas Das of Delhi. It was titled *Pariksha Gum* and was published in 1882. This novel highlights the pitfalls of blind copying of the western culture and advocates preserving the traditional Indian culture. The characters in this novel attempt to bridge the western and the eastern world and try to make a balance between the two cultures. The writings of Devaki Nandan Khatri created a novel-reading public in Hindi. *Chandrakanta* was his best-seller. This novel is believed to have immensely contributed in popularizing the Hindi language and the Nagari script among the educated classes of that time.

### **Premchand and his writings:**

The Hindi novel achieved excellence with the writing of Premchand. He



began to write in Urdu and later shifted to Hindi. He took a leaf from the traditional art of kissa- goi (storytelling). Simple language was the hallmark of his writings. Moreover, he portrayed people from all sections of the society. In many of his writings, the main character belonged to oppressed classes.

### **Novels in Bengal:**

Durgeshnandini (1865) was written by Bankim Chandra Chattopadhyay and this novel was much appreciated for its literary excellence. The initial Bengali novels used a colloquial style associated with urban life. Meyeli, the language associated with women's lingo was also used in those novels. But Bankim's prose was Sanskritised and contained a more vernacular style.

Sarat Chandra Chattopadhyay became a novelist of universal appeal in all parts of India. He was a straight forward supporter of armed rebellion against British in his novel Pather Dabi (1926).

### **Uses of Novel:**

For the colonial administrators, novels provided a good source to understand about the life and social hierarchy in India. They could understand different aspects of the Indian society through novels. Some of the novels were translated into English; by British administrators or Christian missionaries. Many novels highlighted the social ills and suggested remedies. Many novels told stories about the past so that people could establish a relationship with the past. People from all walks of life could read novels. This helped in creating a sense of collective identity on the basis of one's language. Novels also helped people to understand about the culture of other parts of the country.

### **Pleasures of Reading:**

Novels became a popular medium of entertainment among the middle class. Detective and mystery novels often had to be sent for reprints to meet the demand of readers. Many novels were printed as many as twenty two

times. The novel also helped in spreading the silent reading. As late as the nineteenth century and probably in the early twentieth century, people often read out a text for several people to hear. But gradually, people adapted to read in silence.

### **Women and the Novel in India:**

Women were singled out and advised to stay away from immoral influence of novels as they were seen as easily corruptible. Old women listened with fascination to popular Tamil novels. But women did not remain mere readers of stories written by men, they also began to write novels. In some languages, the early creations of women were poems, essays or autobiographical. Stories of love showed women who could to some extent control their lives. Some women authors also wrote about women who changed the world of both men and women. Rokeya Hossein, a reformer, wrote a fantasy in English called 'Sultana's Dream' showing a world in which women take the place of men. In the south, women and girls were often discouraged from reading novels.

### **Caste Practices:**

Many authors began to highlight the plight of lower caste people in their novel. In some of the novels, conflicts arising out of marriage between a lower caste and an upper caste were highlighted. Some people from the lower caste also became authors; like Potheri Kunjambu from Kerala, wrote a novel called Saraswati Vijayam in 1892 mounting a strong attack on caste oppression.

### **National pride and novels:**

In India, many novels were written for glorification of India's past. Many novels were written in all the main Indian languages in different parts of the country that helped in the growth of national feelings among the readers. Some of the greatest novelists of modern India were protagonists of the national movement like Bankim Chandra Chattopadhyay. He infused the ideas of nationalism and freedom from colonial rule in novels like 'Anandmath' and 'Kapalkundala'. In Bengal, many historical novels were about Marathas and Rajputs. These novels

portrayed the nation to be full of adventure, heroism, romance and sacrifice. Bankim's Anandmath is a novel about secret Hindu militia which fights Muslims to establish a Hindu kingdom. This novel inspired many kinds of freedom fighters. Several other novelists wrote for the same cause. The novels also helped in the nation building process by taking up the cause of the poor and downtrodden people, women and such sections of society who were being exploited by rich aristocratic people. Novels also attacked the racial superiority of the English people.

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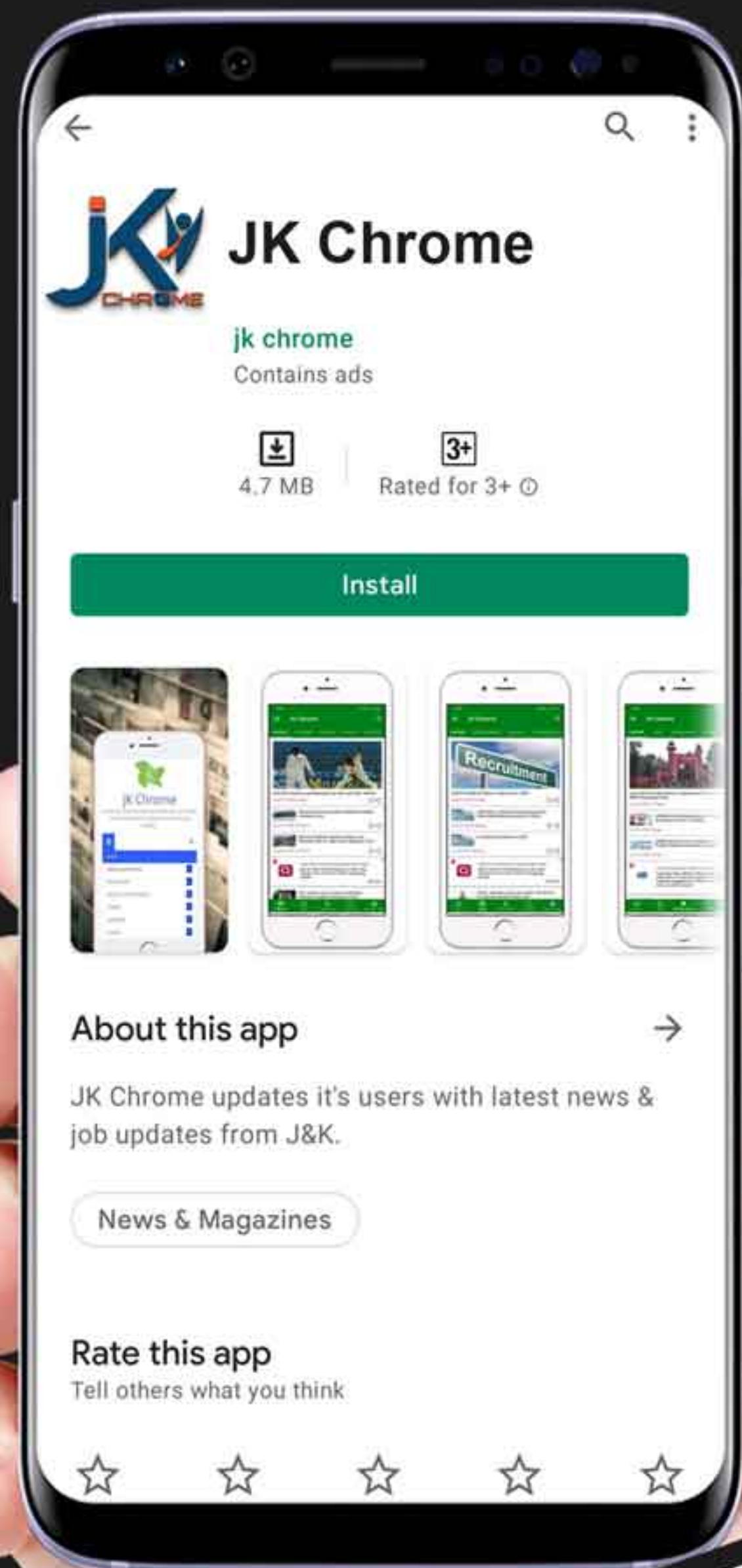
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