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**WORLD HISTORY**

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# GS-I WORLD HISTORY

**Mains Harvest**

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## MESSAGE FROM THE DIRECTOR

**Dear Aspirant,**

This book is dedicated to YOU, the untiring civil service aspirant who has the drive and commitment to persevere towards clearing this exam which is considered as one of the toughest exams in the world.

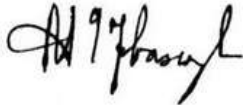
We congratulate you on choosing this book for “**World History**”. Our attempt here is to simplify important concepts without losing the key points. Hence, we hope you will find this book useful in your civil services journey.

About this book

This book is a distillation of the expertise of the faculty at Officers IAS academy, explained in simple and easy to understand language. What you get to study in this book has been painstakingly collated by our faculty through their years of teaching and mentoring thousands of aspirants.

A strong zeal from you to clear this exam combined with our coaching and textbook will, I am sure help you scale great heights.

I wish you the very best in the most important endeavour of your life.



R. A. Israel Jebasingh

(IAS, 2004 Batch All India Rank 59)

Director of Officers IAS Academy

## HOW TO USE THIS BOOK?

### **Hello Aspirant!**

There is a subtle difference between putting in effort and putting in the right and focussed effort. That difference could determine whether you get into the civil services or not! This statement becomes highly relevant during the UPSC Main Examination stage.

Aspirants know that every mark scored or missed in the Main examination determines their presence as well as their place in the All-India Rank list. Unlike the Preliminary examination, Main exams are fairly predictable. But with Mains, completing the examination on time becomes the biggest challenge.

Even with persistent efforts, aspirants generally tend to struggle in completing the Mains Syllabus. And even when the syllabus is covered, there is a struggle in recollecting appropriate points during the examination.

Such challenges are faced by all UPSC Mains Candidates. This is because of the sheer mindboggling number of topics, dimensions, and links with current affairs that aspirants have to sift through in their mind before writing an answer – something that is indeed a herculean task.

We in the R&D team of the Officers IAS Academy, have been pondering over this challenge, and have found a solution.

Our R&D team spent a year meticulously combing through the *past 47 years'* Mains General Studies question papers, to identify all possible topics and dimensions ever covered for each subject in an UPSC Main examination. Our researchers, then set out to prepare a series of books for each of the 'Main exam subjects' (pertaining to GS1, GS2, & GS3) where all relevant content is covered in a scientific and precise manner. Aspirants can confidently use these books to 'complete' the UPSC Main Exam syllabus effectively and efficiently.

Please note, we do not advocate the use of these 'Mains Harvest' books as 'Standard' sources. However, instead of reading endless number of books for the UPSC preparation, aspirants can focus on the standard books (NCERTs) for foundational knowledge and then devote the rest of their time in studying the Officers IAS Academy's Mains Harvest books.

For you, dear aspirants, we have practically 'harvested' the 'essence' of the UPSC main examination to produce the 'Mains Harvest' book series. Use them well!

Thanking and wishing you all the very best in your preparations,

**R&D Team,**

Officers IAS Academy, Chennai.

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## ***Industrial revolution in India***

### **1) Industrial Revolution in England and its comparison with present India**

#### **Why did the Industrial Revolution Start in England?**

- By the end of the 19th century, the island of Great Britain controlled the largest empire in the history of the world (one quarter of the world's land mass).
- Following are the major factors responsible:

#### **The Agricultural Revolution:**

- Agriculture occupied a prominent position in the English way of life.
- Not only was its importance rooted in the subsistence of the population, but agriculture was an indispensable source of raw materials for the textile industry.
- Wool and cotton production for the manufacture of cloth increased in each successive year, as did the yield of food crops.

#### **Enclosure Movement:**

- The Enclosure Movement was a push in the 18th to take land that had formerly been owned in common by all members of a village and change it to privately owned land, usually with walls, fences or hedges around it.
- The enclosure of common village fields into individual landholdings, or the division of unproductive land into private property concentrated the ownership of the land into the hands of a few, and made it possible to institute improved farming techniques on a wider scale.
- A common practice in early agriculture was to allow the land to lie fallow after it had been exhausted through cultivation. Later it was discovered that the cultivation of clover and other legumes would help to restore the fertility of the soil without leaving it fallow.

#### **Population Growth and British Empire:**

- The upshot of Britain's success in the global economy was the expansion of rural manufacturing industries and rapid urbanisation.
- East Anglia was the centre of the woollen cloth industry, and its products were exported through London where a quarter of the jobs depended on the port.
- As a result, the population of London exploded from 50,000 in 1500 to 200,000 in 1600 and half a million in 1700.
- In the eighteenth century the expansion of trade with the American colonies and India doubled London's population again and led to even more rapid growth in provincial cities.
- Growing population resulted in more people from the countryside being freed up to work for wages in the new cities, and eventually increased demand for products such as clothing.
- This expansion depended on:
  - Vigorous imperialism, which expanded British possessions abroad.
  - The Royal Navy, which defeated competing naval and mercantile powers, and
  - The Navigation Acts, which excluded foreigners from the colonial trades.
  - The British Empire was designed to stimulate the British economy-and it did.
  - Colonies worked as a source of raw material as well as market for finished goods.

#### **Government Policies:**

- Government policies in England toward property and commerce encouraged innovation and the spread of global trade.
- The government created patent laws that allowed inventors to benefit financially from the "Intellectual property of their inventions.
- The British government also encouraged global trade by expanding the Navy to protect trade and granting monopolies or other financial incentives to companies so they would explore the world to find resources.

**Financial Innovations, risk taking private sector and presence of enterprising people:**

- Financial institutions such as central banks, stock markets, and joint stock companies encouraged people to take risks with investments, trade, and new technologies.
- Businessmen were willing to take a chance on new things and they were also supported by the government. Enterprising people can invest, manage large enterprises and labour force.
- Agriculture surplus and surplus wealth was not in the possession of feudal lords who would spend it in conspicuous consumption but in hand of those who were interested in investing it for further productive exercises.

**The Enlightenment and the Scientific Revolution:**

- It encouraged scholars and craftspeople to apply new scientific thinking to mechanical and technological challenges. In the centuries before the Industrial Revolution, Europeans gradually incorporated science and reason into their world view. These intellectual shifts made English culture, in particular, highly receptive to new mechanical and financial ideas.

**Practical bent of mind of the English Researchers:**

- They made inventions keeping in view the needs of the time. This was in complete contrast to the continental scientists who concentrated on research in chemicals etc. which were not of immediate applies relevance. France made luxurious items which had limited demand.

**Better means of transport:**

- Government spent a considerable amount on the improvement of roads, canals etc.
- New method of road making:
  - Creating a firm foundation by dumping large stones in road bed and then covering with smaller stones and then with gravel and clay.
  - Such road can withstand heavy loads and much traffic. Navigable Rivers and Canal in Great Britain quickened the pace and cheapened the cost of transportation of raw materials and finished products.

**Availability of Coal and Iron mines:**

- Coal and Iron deposits were plentiful in Great Britain and proved essential to the development of all new machines made of iron or steel and powered by coal-such as the steam-powered machinery in textile factories, and the locomotive. The need for coal for smelting iron ores, transportation necessitated improvement in the techniques of coal mining. Metal cages and tubes & wire ropes were used to lift coal.
- Engines were invented to pump out the water from the mines.
- As London grew after 1500, the price of wood fuels rose and by the end of the sixteenth century, charcoal and firewood were twice the price of coal per unit of energy. With that premium, consumers began to substitute coal for wood. On the coal fields, Britain had the cheapest energy in the world.
- The availability of cheap coal and iron ores in large quantities helped growth of numerous industries.

**World Trade:**

- World trade gradually increased in the centuries before the Industrial Revolution and provided European countries access to raw materials and a market for goods.
- It also increased wealth that could then be loaned by banks to finance more industrial expansion in an upward spiral of economic growth. By 1500, Europe had a technological supremacy over the rest of the world in shipbuilding, navigation, and metallurgy (metal working).
- In successive years, European countries would use these advantages to dominate world trade with Asia, Africa, and the Americas. Britain led other European countries.
- The greater liberalization of trade from a large merchant base allowed Britain to produce and utilize emerging scientific and technological developments more effectively than European countries with stronger monarchies.



**Impact of "High Wage Economy and Cheap Energy":**

- The success of R&D programs in "eighteenth century Britain" depended on the high wage economy.
- In the seventeenth and eighteenth centuries, the growth of a manufacturing, commercial economy increased the demand for literacy, numeracy and trade skills. These were acquired through privately purchased education and apprenticeships.
- The high wage economy not only created a demand for these skills, but also gave parents the income to purchase them.
- As a result, the British population was highly skilled, and those skills were necessary for the high tech revolution to unfold.

**Availability of capital:**

- England accumulated capital from trade and agricultural surplus which enabled her to make large outlays on machinery and building.
- England also possessed a large loanable capital obtained by Bank of England from rich trade with other countries and National Debt at a nominal rate of interest.

**Political and societal factors:**

- The stable political situation in Britain from around 1688 (after Glorious Revolution), and British society's greater receptiveness to change (when compared with other European countries) can also be said to be factors favouring the Industrial Revolution.
- In large part due to the Enclosure movement, the peasantry was destroyed as significant source of resistance to industrialization, and the landed upper classes developed commercial interests that made them pioneers in removing obstacles to the growth of capitalism.
- England had relatively secure property rights
- Unlike Germany or Italy, England was not politically fragmented.
- England did not look down upon NEW RICH. Rising middle class were absorbed in higher social classes. Thus special recognition was given to material advancement.
- Also, England was one of the earliest in abolishing slavery which had positive social and economic impact.

**Geographical factor:**

- The island geography (an island separated from the rest of mainland Europe) provided favourable protection from predation on a national scale. Since it was away from European continent, it did not indulge in useless war of the European continent which gave it relative political and economic stability.
- Any conflict resulted in most British warfare being conducted overseas, reducing the devastating effects of territorial conquest that affected much of Europe.

**Napoleonic Wars:**

- Blockade by Napoleon against British trade and any British import pushed Britain for further innovation to be self-reliance.
- Britain emerged from the Napoleonic Wars as the only European nation not ravaged by financial plunder and economic collapse, and possessing the only merchant fleet of any useful size (European merchant fleets having been destroyed during the war by the Royal Navy).
- It is said that: "Napoleon career enabled Industrial Revolution to go forward in England and Industrial Revolution enabled England to overthrow Napoleon."
- English church got itself separated from Roman catholic church:
  - In England, church land was confiscated and 1/4th of national resources were brought into productive use.

## **Quality of life of people in UK during Industrialisation**

### **Widening social gap between rich and poor:**

- One of the most influential social changes brought about by the Industrial Revolution; a widening of the gap between the rich and the poor. [selfstudyhistory.com](http://selfstudyhistory.com)
- Through the new market enterprise, those in charge continuously took advantage of the less fortunate, gaining wealth without fail. Whereas those who were poor only continued to become more so.

### **Working conditions:**

- The working class—who made up majority of society—had little or no bargaining power with their new employers.
- Since population was increasing in Great Britain at the same time that landowners were enclosing common village lands, people from the countryside flocked to the towns and the new factories to get work. This resulted in a very high unemployment rate for workers the first phases of the Industrial Revolution. As a result, the new factory owners could set the terms of work because there were far more unskilled laborers, who had few skills and would take any job, than there were jobs for them. Since the textile industries were so new at the end of the 18th century, there were initially no laws to regulate them. Desperate for work, the migrants to the new industrial towns had no bargaining power to demand higher wages, fairer work hours, or better working conditions.
- Many of the unemployed or underemployed were skilled workers, such as hand weavers, whose talents and experience became useless because they could not compete with the efficiency of the new textile machines.
- For the first generation of workers from the 1790s to the 1840s—working conditions were very tough, and sometimes tragic. Most labourers worked 10 to 14 hours a day, six days a week, with no paid vacation or holidays.
- A few workers were able to improve their lot by going into business for themselves or winning a job as a supervisor, But the majority saw very little social mobility.

### **Worker's Income:**

- Life did not improved for the working class in the first phase of the Industrial Revolution, from 1790 to 1840. Real wages also did not increase for workers during this time period.
- But, after 1840 or 1850, as England entered the second phase of the Industrial Revolution, it appears that real wages began to increase. Also working conditions slightly improved.

### **Living conditions:**

- Working in new industrial cities had an effect on people's lives outside of the factories as well. As workers migrated from the country to the city, their lives and the lives of their families were utterly and permanently transformed.
- For workers, the quality of life decreased a great deal during the Industrial Revolution. Working-class people had little time or opportunity for recreation. Workers spent all the light of day at work and came home with little energy, space, or light to play sports or games. The new industrial pace and factory system were at odds with the old traditional festivals which dotted the village holiday calendar. Plus, local governments actively sought to ban traditional festivals in the cities.
- Living conditions were, by far, worst for the poorest of the poor. In desperation, many turned to the "poor houses" set up by the government. The Poor Law of 1834 created workhouses for the destitute.
- Poorhouses were designed to be deliberately harsh places to discourage people from staying on "relief" (government food aid). Families, including husbands and wives, were separated upon entering the grounds. They were confined each day as inmates in a prison.

**Urban overcrowding and diseases:**

- Despite the growth in wealth and industry, urbanization had some negative effects. On the whole, working-class neighborhoods were bleak, crowded, dirty, and polluted. In the first half of the 19th century, urban overcrowding, poor diets, poor sanitation, and essentially medieval medical remedies all contributed to very poor public health for the majority of English people.
- The densely packed and poorly constructed working-class neighborhoods contributed to the fast spread of disease. Homes lacked toilets and sewage systems, and as a result, drinking water sources, such as wells, were frequently contaminated with disease. Cholera, tuberculosis, typhus, typhoid, and influenza ravaged through new industrial towns. Poor nutrition, disease, lack of sanitation, and harmful medical care in these urban areas had a devastating effect on the average life expectancy of British people in the first half of the 19th century.

**Women:**

- Before the Industrial Revolution farm women and girls made a living for their families: spinning yarn, weaving cloth etc. However, with the new technology in manufacturing goods, these women were displaced by factories that could produce the same products at a much quicker pace and at greater quantities. While these factories took away one part of their livelihood, they attempted to make up for it by offering employment to them.
- Factory girls typically worked long, grueling thirteen hours days, six days a week. They earned a meager salary, much below the male workers of those days, for dangerous work in which the machinery could seriously or even fatally injure a girl if she made a mistake. On top of that, they were made to live in a small boarding house owned by their employers, carefully watched and held at a very strict time schedule that ran their lives leaving these young women with no free time.

**Child Labor.**

- Industrial working-class families, though not working together, did serve an economic purpose of raising money to support each other. Children and women often worked to earn some income for the family.
- Child labor was, unfortunately, integral to the first factories, mines, and mills in England. In textile mills, as new power looms and spinning mules took the place of skilled workers, factory owners used cheap, unskilled labor to decrease the cost of production. And, child labor was the cheapest labor of all. Some of these machines were so easy to operate that a small child could perform the simple, repetitive tasks. The tedious and dangerous factory work had negative effects on the health of children.

**The Emerging Middle Class:**

- Gradually, a middle class emerged in industrial cities, mostly toward the end of the 19th century. Until then, there had been only two major classes in society: aristocrats born into their lives of wealth and privilege, and low-income commoners born in the working classes.
- However new urban industries gradually required more of "white collar" jobs, such as business people, shopkeepers, bank clerks, insurance agents, merchants, accountants, managers, doctors, lawyers, and teachers. Most middle-class adult women were discouraged from working outside the home.
- They could afford to send their children to school. As children became more of an economic burden, and better health care decreased infant mortality, middle-class women gave birth to fewer children.

**In comparison with present India:**

- Unlike Britain, India got industrialised in late 20<sup>th</sup> century. Unlike other economies, India was never an industrial economy. UK's standard of living has improved a way more than its situation in 19<sup>th</sup> century. Whereas India suffers from several backdrops of industrial revolution even

today. Nearly one out of two adults in India reported poor Quality of life with more women than men reporting the same, according to a study that gauged the standard of physical and psychological health, social relationships, and environment among those surveyed.

- Most of the labours are underpaid and are devoid of any social security benefits from industrial giants.
- Reports regarding child labour are seen in backward districts where they are considered as cheap labours.
- Proper work safety mechanisms are not provided to industrial labours which leads to frequent Accidents in workplace.
- Women are paid less than men in many industries especially in construction sectors.
- Due to the industrial revolution, urban cities started getting overcrowded day by day. The introduction of assembly lines and factories, electricity development, and the railroads all these things contributed to faster and more efficient production of goods and materials.

**Question:**

1. Why did the industrial revolution first occur in England? Discuss the quality of life of the people there during the industrialisation. How does it compare with that in India at present?

## American revolution

### 1) American Revolution against mercantilism

- The American Revolution, that took place between 1765 and 1783, was a political upheaval during which colonists in the Thirteen North American Colonies of Great Britain rejected the British monarchy, overthrew the authority of Great Britain, won political independence and went on to form the United States of America.
- The American Revolution was the result of a series of social, political, and intellectual transformations in American society, government and ways of thinking.



- The British believed that their colony and the colonists being English natives were there to serve their mother country.
- For that purpose the government in the colonies was brought under royal control.
- Governors and military commanders of colonies were appointed by the King, the constitutional matters were to be decided by the privy council.
- The principle of the British supremacy and mercantilism was very much insisted upon in England.
- According to these principles, the colonies existed merely to serve the mother country.
- Colonies were to be kept fully controlled to provide the raw materials and supplies which could not be produced at home and serve as markets for the finished goods.
- Furthermore, mercantilism was against the establishment of self-government for colonies.
- The other objective was to harm the trade of other nation.
- This led to the passage of a large number of the Navigation Acts in the 17th century which restricted colonial trade in accordance with mercantilist theory.

#### Navigation Act of 1651:

- It provided that all goods entering England must be carried in ships owned or manned by British subjects.
- This affected the Dutch interests.

#### Enumerated commodities Act of 1660:

- It provided that English colonies shall not export certain commodities such as sugar, tobacco, cotton, indigo and dyes to any country except England or English colonies.
- This list was further expanded in 1706 and 1772.



**FOR FULL BOOK,**

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