

SOCIAL SCIENCE I

Standard X

Part-1



Government of Kerala
Department of General Education

State Council of Educational Research and Training (SCERT), Kerala
2019

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Dear students,

Social Science is the comprehensive study of society. It discusses the progress of human civilization. Social Science should be able to analyse facts with broad social, political, cultural, and ecological perspectives and provide a vivid picture of multifaceted human progress.

Though evolved as different branches of Social Science, History, Political Science and Sociology have much in common when it comes to their approaches and perspectives. History is an unending dialogue between the present and the past. Though it narrates the past, it sheds light on the present and points to the future. Political Science and Sociology offer ample scope to experience the realities of contemporary life and help develop civic consciousness and social responsibility.

This textbook is based on the vision that the study of Social Science is indispensable to inculcate values like fraternity, universal outlook, secularism, and democracy. The learners will find this textbook simple and attractive, for, it properly blends various themes from History, Political Science, and Sociology.

The Social Science textbook and the learning activities incorporated in it will help you evaluate social facts in a creative and critical manner. It will definitely inspire you to make the study of Social Science a fascinating experience and guide you throughout life.

With regards,

Dr. J. Prasad
Director, SCERT

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Contents

01. Revolutions that Influenced the World	09-30
02. World in the Twentieth Century	31-54
03. Public Administration	55-68
04. British Exploitation and Resistance	69-86
05. Culture and Nationalism	87-104
06. Struggle and Freedom	105-120

Icons used for the convenience of the learners



For further reading (Need not be subjected to assessment)



Questions for assessing the progress



Learning activities



Let us assess



Scope of ICT

About the book

The Part I of Social Science Textbook consists of eleven chapters related to History, Political Science, and Sociology. Among them, seven chapters deal with History. The first two chapters are related to world history and the subsequent four chapters discuss themes from Indian history. One chapter is related to Kerala history. Incorporating maximum historical sources, these chapters are designed widely, utilizing the scope of thematic presentation. They are the extension of lessons presented in the seventh standard. The entire chapters have been planned ensuring continuity and extension of the contents discussed in the previous classes. The seventh standard textbook emphasises on chronological presentation of personalities, movements, facts, etc. On the other hand the textbook for standard X introduces the historical process by giving prominence to the analysis of concepts rather than presenting mere facts and events.

*The ideals like liberty, democracy, secularism, and nationalism-inevitable for the human life in modern era-were evolved as part of freedom struggles and revolutions that took place in various continents. The development and progress of such modern ideologies are introduced and analysed in the first chapter, '**The revolutions that influenced the world**'. The major events in the world during the twentieth century and its impact are discussed in the second chapter, '**World in the twentieth century**'. It focuses on the impacts rather than the mere description of facts and events. Wars evolve from human mind, hence naturally the resistance against war should also come from within. This is the underlying theme of this chapter. This is followed by chapters on history of modern India, dealing with the nationalist movement as a reaction to the imperialistic exploitation of the British.*

'British exploitation and resistance' discusses how the British exploitation led different sections of people to develop anti-colonial sentiment and economic nationalism.

The impact of nationalism on Indian cultural life is described in the chapter, **'Culture and Nationalism'**. The chapter, **'Struggle and Freedom'** discusses how the national movement, initially limited to the upper class and the educated, became a mass movement. The challenges faced by the post-independent India and its journey towards progress are discussed in the chapter, **'India after Independence'**.

The subject matter of **'Kerala Towards modernity'** is various socio-political movements that led to the formation of Kerala, and its march towards modernity.

As a part of Political Science, the features and structure of public administrative system, and the administrative reforms in India are introduced in the chapter, **'Public administration'**. The chapter, **'The State and Political science'** describes the elements of a state, and the rights and duties of a citizen. It points towards the relevance of Political Science as a discipline.

The chapter, **'Civic Consciousness'**, discusses the significance of civic consciousness in a democratic society. The last chapter **'Sociology: What? Why?'** discusses the importance of Sociology as a discipline and introduces various sociological methods to study social phenomena.

The themes, learning activities, reflective questions, questions for self evaluation, and extended activities that facilitate the knowledge construction process are included in all the chapters. We hope you would be able to extend the scope of the contents in this textbook by proper exploration of these avenues and make construction of knowledge more effective and activity-based.



REVOLUTIONS THAT INFLUENCED THE WORLD



*Kumaranasan Memorial -
Kayikkara*

A few lines from the poem '*Oru Udbodhanam*' by Kumaranasan can be seen on the plate in the picture. These lines remind us of the importance of freedom in human life. Think about the freedom that we enjoy in day-to-day life. Did the people everywhere enjoy freedom like this?

In several places the common people did not have as much freedom as we have today. The people who were deprived of freedom had to fight for it. Some adopted peaceful means, whereas others preferred armed rebellion. All these struggles tried to change the system that denied freedom and rights and to establish a new one. Therefore they are known as revolutions.

The major factor that stimulated earlier revolutions was the Renaissance. Do you remember the Renaissance discussed in the previous classes? Renaissance made significant changes in human thought, views, and life. Let us examine them.

- Humanism
- Scientific temper
-
-



Enlightenment

It was the scientific invention in Europe that moulded Enlightenment, an intellectual and cultural movement. The thinkers of this movement gave importance to reasoning and opined that society is always progressing.

These novel ideas motivated people to question irrational beliefs and traditions. The progress in the field of science brought about by the Renaissance gave birth to 'Enlightenment' in the eighteenth century. Thinkers of this movement propagated the ideas like freedom, democracy, equality, and nationalism. It encouraged the people in

different parts of the world to protest against the autocratic system prevailing then. These protests developed into revolutions in many places. Let's discuss some of these revolutions and their impact.

No taxation without representation

THE AMERICAN WAR OF INDEPENDENCE

This was a slogan that thundered along different parts of North America in the second half of the 18th century. What did people demand through this slogan, framed by James Otis?

- Representation in government
-



The thirteen colonies in North America

This slogan was raised by the people of America as part of a powerful agitation. Let us discuss the circumstances that led to the agitation.

From the sixteenth century onwards the Europeans began to migrate to North America. The major aim of the migration was to exploit the resources. By the eighteenth century, England had established thirteen colonies in the eastern coast of North America. Can you locate them in the map?



Observe the map and list out the thirteen British colonies in North America.



Migration to America



Christopher Columbus, a sailor of the Spanish Government, reached North America in 1492. He called the indigenous people as 'Indians'. He thought that the place he reached was India. Later, they were known as the 'Red Indians'. The earlier colonies in America were established by a group of people, who exiled to America from the religious persecution of the King of England in the seventeenth century on a ship called 'Mayflower'. They were known as the 'Pilgrim Fathers'. With the increase in European migration, the Red Indians were displaced to the interiors. The Europeans seized their land and flock of sheep.

The British treated the American colonies as centers for collecting raw materials for their industry and as market for selling their products. This policy implemented by the British merchants with the help of their motherland in the American colonies, is known as Mercantilism. As part of Mercantilism, several laws were implemented in the British colonies. Let's discuss a few of them.

Mercantilist Laws

The goods to and from the colonies must be carried only in British ships or ships built in the British colonies.

Products of the colonies like sugar, wool, cotton, tobacco, etc. could only be exported to England.

British stamp must be affixed on all the legal documents, newspapers, pamphlets, license, etc.

Colonies must provide food and quarters for the British troops which were maintained in the colonies.

Import tax must be paid for the import of tea, glass, paper, etc.



Boston Tea Party

The high tax levied by the British government on tea fired up strong protest in America. On 16 December 1773, a group of people disguised as the Red Indians, boarded the ships at night in the Boston Harbour and threw 342 chests of tea into the sea. This protest is known as the Boston Tea Party.



BIDK1U

The ideologies of some thinkers also stimulated the people of the colonies to fight against the exploitative laws of the British. Let's familiarize with those thinkers and their ideologies.

John Locke

Everyone has some fundamental rights. No government has the right to suspend them.

Thomas Paine

There is something absurd, in supposing a continent (North America) be perpetually governed by a foreign power (England).

The entire continent assembles

The delegates of all the colonies except Georgia met at Philadelphia in 1774 to protest against the policies and rules imposed by England.



Continental Congress

It is known as the First Continental Congress. Subsequently, people of the colonies submitted a petition to the King of England. They demanded the revocation of the regulations enforced on industry and commerce and not to impose tax without the approval of the people. But the king sent a military force to suppress the people. This led to the war between England and the colonies. The Second Continental



George Washington

Congress held at Philadelphia in 1775 elected George Washington as the commander-in-chief of the Continental Army. During this time, through the pamphlet titled 'Common Sense', Thomas Paine declared that it was wise for the Americans to break the ties with Britain.

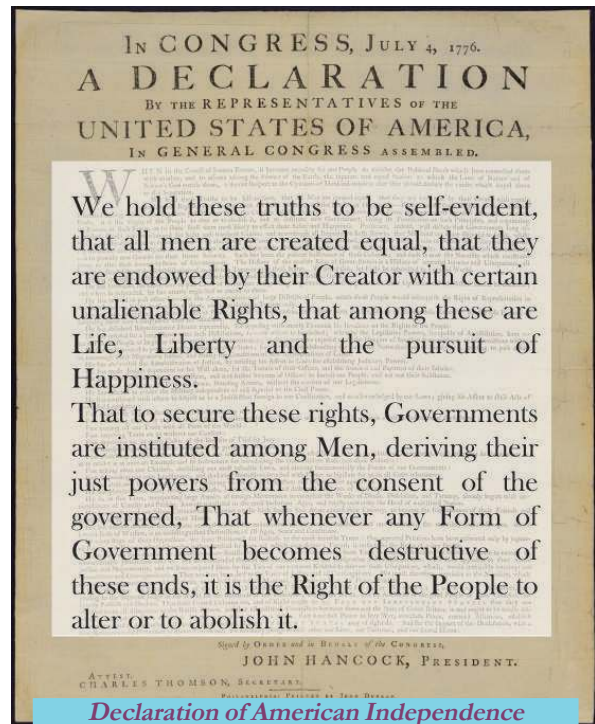
The American Continental Congress issued the

famous Declaration of Independence on 4 July 1776. The declaration was prepared by Thomas Jefferson, and Benjamin Franklin. An extract from it is given.

Regarding human rights and freedom, what all can you find in this declaration?

- All are equal
- Everyone has certain rights
-
-

The war between England and the colonies in North America that began with the Declaration of Freedom, ended in 1781. According to the Treaty of Paris in 1783, England ratified the freedom of thirteen colonies. The Constitution Convention held at Philadelphia under the leadership of James Madison, framed the American Constitution. George Washington became the first president of the United States of America, formed in accordance with the new constitution.



Declaration of American Independence

Prepare a flow chart illustrating the various events that led to the formation of the United States of America.



The American War of Independence transformed the system existed there. It greatly influenced the later history of the world in different ways. Let's see them.

Prepare a digital timeline on the various events related to the American War of Independence



- Gave direction and motivation to the later freedom struggles and revolutions all over the world
- Put forward the concept of republican form of government
- Prepared the first written constitution.
- Contributed to the concept of federal system that ensured freedom and authority of states in the union.



Prepare a note on the ideologies of the American War of Independence that are reflected in the Constitution of India.

THE FRENCH REVOLUTION

"I am the state."

God has given absolute power to the King over his subjects and only god has the authority to question him.

Louis XIV

"After me, the deluge."

Louis XV

"If they can't eat bread, let them eat cake."

Mary Antoinette

The Palace of Versailles



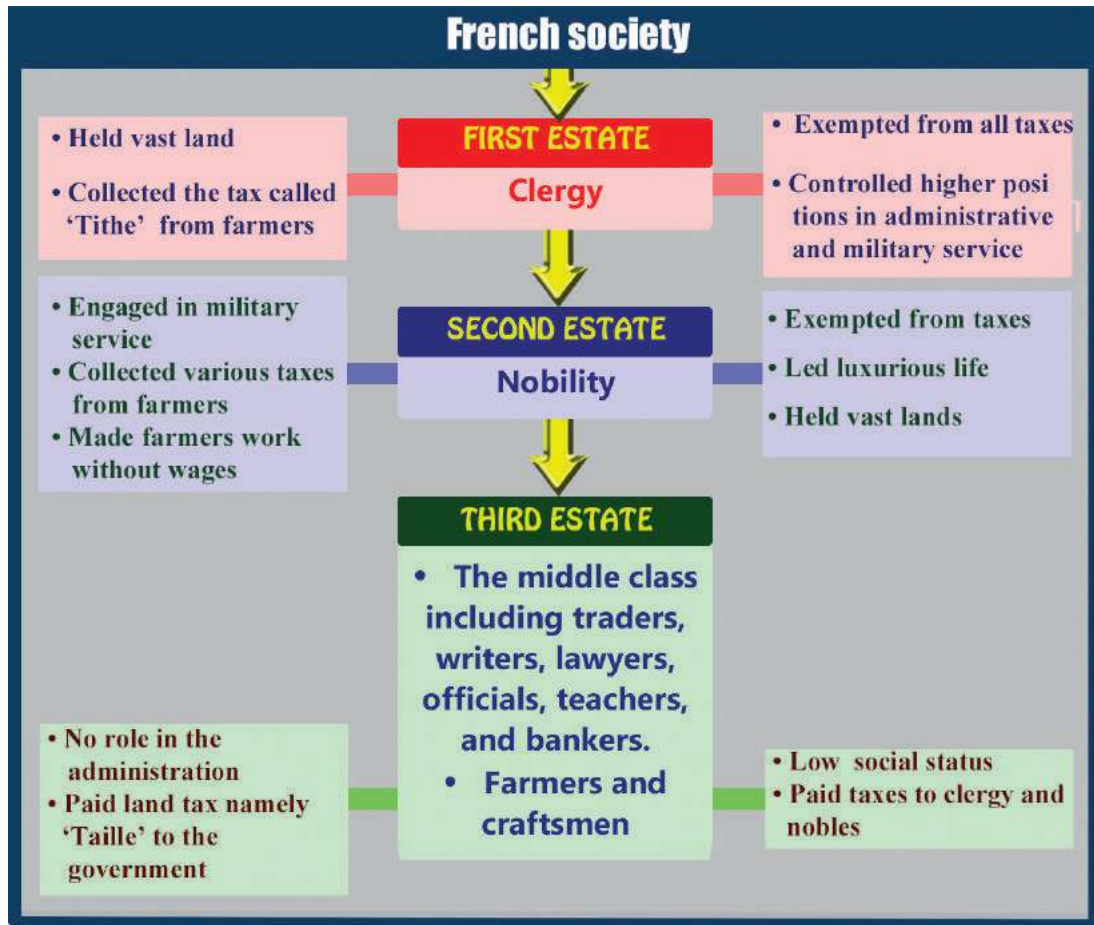
The statements made by the rulers of France in the seventeenth and the eighteenth centuries and the picture of Versailles Palace, which was the centre of their power, are given. What all information do you gather from these statements on the system of rule that existed in France then?

- Autocratic rule
- Rulers were squanders

What could be the plight of the people under such rule? The following lines point towards it.

"In France, nine-tenths of the population died of hunger and one tenth of indigestion".

It is clear from this that while the majority in France lived in misery a minority, including the rulers, led a life of luxury and extravagance. This situation was the result of the social and economic inequality that existed in France. The French society was divided into three strata and they were known as the Estates. You can find more information on the French society from the chart given.



Ideologies inspire

Various thinkers and streams of thought in France played an important role in making the people aware of the inequalities and exploitation. Let's learn more about these thinkers and their ideologies.

Voltaire

- Ridiculed the exploitation of clergy.
- Promoted rational thinking, ideals of equality and humanism.



Rousseau

- Spelled out the importance of freedom with the statement, 'Man is born free, but everywhere he is in chains'.
- Declared that the people are the sovereign.

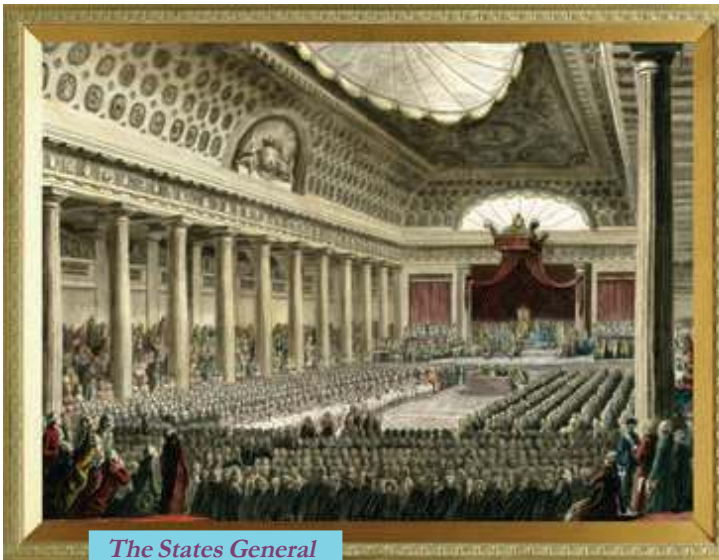
Montesquieu

- Encouraged democracy and the Republic.
- Suggested division of powers of the government into legislature, executive, and judiciary



The Third Estate takes the lead

The luxurious life and squander of the Bourbon kings, clergy and lords and the frequent wars they waged, along with the frequent spells of drought and crop failure, brought France to the brink of bankruptcy. The financial and military assistance given to American



The States General

colonies in the American War of Independence also aggravated the financial crisis in France. To levy new taxes upon commoners, Louis XVI summoned the States General, the legislative assembly of the representatives from all the three estates, in 1789. Similar to the French society, the States General also had three estates. Traditionally, each Estate would vote as a group and had one vote. As

a result, the nobility and the clergy could always overrule the Third Estate. The first two Estates argued for Estate-wise single voting system, while the Third Estate (the Commons) demanded individual vote for each member of all the three estates.



<i>States General</i>	
<i>The First Estate</i>	<i>285</i>
<i>The Second Estate</i>	<i>308</i>
<i>The Third Estate</i>	<i>621</i>

While the arguments went on, the members of the Third Estate declared themselves as the National Assembly of France. They assembled in the tennis court nearby, and swore not to leave until they had framed a constitution of France. This event is known as the 'Tennis Court Oath'. Let's discuss the subsequent events with the help of the chart below.

14 July 1789 Revolutionaries stormed with the slogan 'liberty, equality, and fraternity', demolished the Bastille prison, the symbol of Bourbon monarchy. This event is considered as the commencement of the French Revolution.

12 August 1789 The National Assembly passed the Declaration of the Rights of Man and of the Citizen.

October, 1789 Thousands of women marched from Paris to the Palace of Versailles with the slogan 'Give us bread'.

September, 1792 The National Convention, formed as per the new constitution, proclaimed France as a republic.



Reign of Terror

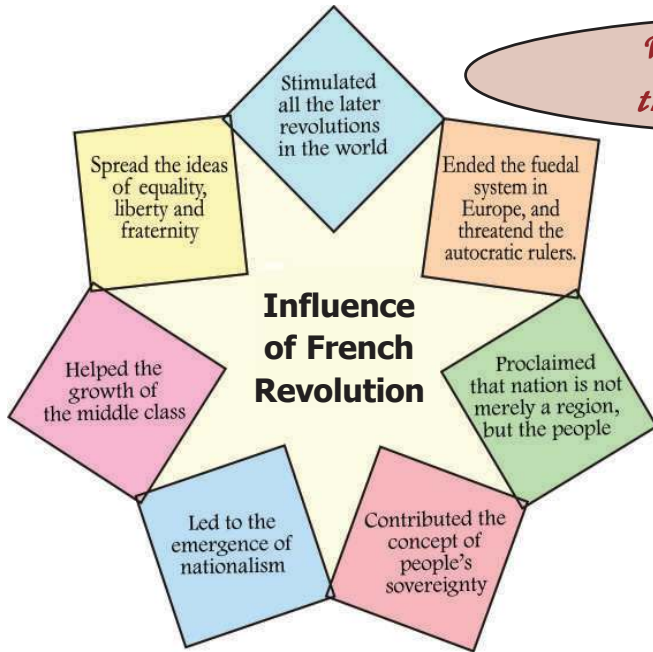
In July, 1793 a Committee of Public Safety was constituted to control the internal affairs of France. Robespierre led the committee in which leaders like Mirabeau, Danton, etc. were members. Using guillotine they did mass executions of suspected enemies of the revolution. A lot of nobles and clergy, including Louis XVI and his wife Marie Antoinette, were killed. At last Robespierre was also executed. The reign lasted until July 1794 and is known as the Reign of Terror.



Guillotine



From France to other nations



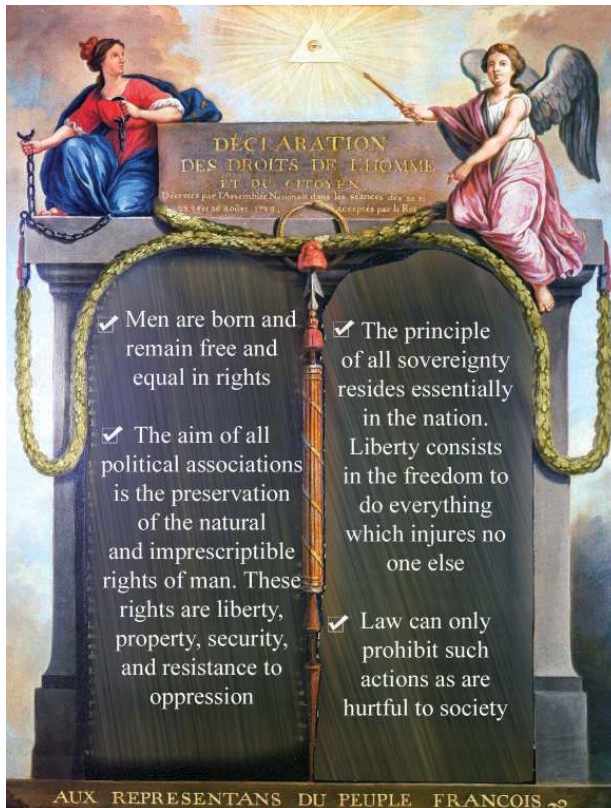
When France sneezes, the rest of Europe catches cold

This is the remark made by Metternich, the Austrian Chancellor, on the impact of the French Revolution. Why did he remark so? Observe the chart below that describes the impact of the French Revolution.



French Revolution and India

The French Revolution influenced Tipu Sultan, the ruler of Mysore. He treated the alliance with the French as a strategy to fight against the British rule in India. He adopted the name Citizen Tipu and planted the Tree of Liberty at Sreerangapattanam, his capital. He also took membership in the French Club, Jacobin.



A part of the Declaration of the Rights of Man and of the Citizen passed by the French National Assembly is given below. Discuss how far the aims and slogans of the French Revolution are reflected in it.



Declaration of the Rights of Man and of the Citizen



Rousseau and the Declaration of the Human Rights



It is the ideology of Rousseau that is reflected in the Declaration of the Rights of Man and of the Citizen prepared by the French National Assembly. 'Social Contract' is the famous work of Rousseau. According to him the government is the outcome of the contract between the ruler and the ruled.

Napoleon and the French Revolution

The French who revolted for noble aims had to survive under the autocratic rule of Napoleon Bonaparte for a short period. Napoleon played a crucial role in defeating the European alliance which was formed under the leadership of Britain against France in the post-revolution period. He seized the power in France in 1799. Though an autocrat, he instituted several reforms in France. Those reforms were stimulated by the ideas and aims of the French Revolution. Let's take a look at them.

Farmers were made the owners of land

Formed 'sinking fund' with the aim to avoid public debt

Constructed several roads for transportation



Napoleon

Exercised state's control over the clergy

Established Bank of France to centralize finance

Prepared a new code of law by codifying the existing laws

In France, nationalism strengthened during the reign of Napoleon. One by one, he invaded the other European countries. The European countries feared that the reforms of Napoleon would spread all over Europe. They organized themselves under the leadership of England. It was the ideals of the French Revolution and not Napoleon that they were afraid of. Napoleon was defeated by the European Alliance in the battle of Waterloo and lost his power in 1815.



Examine the reforms and policies of Napoleon and identify the ideologies of French Revolution reflected in them. Complete the following table based on your conclusions.

The concepts of French Revolution	Policies and reforms of Napoleon
<ul style="list-style-type: none"> • Rise of the middle class • End of feudalism • Nationalism 	<ul style="list-style-type: none"> • • •

THE LATIN AMERICAN REVOLUTION

*"This was the dwelling, this is the place:
here the broad grains of maize rose up
and fell again like red hail.
Here gold thread came off the vicuña
to clothe lovers, tombs, and mothers,
King and prayers and warriors....
Give me back the slave you buried!"*

Pablo Neruda
'Heights of Macchu Picchu'

Pablo Nerudha the Latin American Poet portraits the sights of Macchu Picchu, one of the centres of ancient South American Civilizations. What all can you find out from this poem.

- Abundance of resources
- Cultivated Maize
- Reared sheaps
- Acquired wealth through trade

The Spanish and Portuguese colonized the Latin America to exploit this economic richness. Let us examine how the colonial rule affected the life of natives of Latin America.

The Spanish and Portuguese propagated their language, religions and customs. They build houses and Churches in Spanish style, several schools were established for imparting Spanish system of education. The Spanish farming methods and crops were introduced. New diseases spread from Europeans to the Latin Americans. Racial discrimination was enforced towards the natives in all walks of life. They looted the resources and wealth of the Latin American people. Enslaved the natives to work. The revolutions lead by Jose De Sannartin, Fransico Miranda and Simon Boliver etc., lead Latin American Countries to be independent.



Macchu Picchu - Peru

THE RUSSIAN REVOLUTION

"We are workers, people by whose labour all things are made, from children's toys to massive machines, yet we are people deprived of the right to defend our human dignity. Anyone can exploit us for their interest. At present we want to achieve a degree of freedom which will eventually enable us to take all power into our own hands. Our slogans are simple. 'Down with private property!' 'All means of production in the hands of people.' 'All power in the hands of the people!' 'No one exempt from work!' Now you can understand that we are not just rioters". "We are revolutionaries and will go on being revolutionaries as long as some people do nothing but give orders and the others do nothing but work"

The Mother - Maxim Gorky

These are the words of one of the characters in 'The mother', the novel written by world famous Russian writer Maxim Gorky. The plight of workers and farmers in Russia and their aims are reflected in them. What else can you make out from these words about the then Russian society? What were the demands of the workers?

- Abolish the private property system
- Everyone has to work
-

Let's find the circumstances that led them to demand so.

- Farmers and factory workers in Russia led a tragic life under the autocracy of the Tzarist emperors, who ruled Russia.
- The low agricultural production affected the farmer's income. Moreover, the landless farmers had to pay huge tax.
- Though Russia was rich in natural resources, their industrial production was meagre. It was the foreigners who controlled majority of the industries that existed there.



Battleship Potemkin

A famous film of Sergei Eisenstein, a Russian director. It is a silent movie based on an event during the Tzarist regime in Russia. It depicts the political rebellion of the dissatisfied navigators in the battleship Potemkin. He also directed a film based on 'The Ten Days that Shook the World', the famous work of John Reed.



Russian revolution was greatly motivated by the despotic rule of "tzar" Discuss

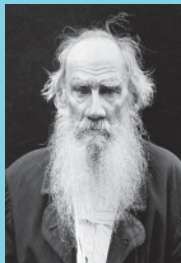


Writers like Maxim Gorky, Leo Tolstoy, Ivan Turgenev, and Anton Chekov depicted the plight of the workers and farmers in their works. The Marxist ideologies formulated by Karl Marx and Frederick Engels stirred the workers. They called for establishing the supremacy of the workers instead of that by the capitalists. Trade unions were formed to find remedies for the plight of the workers. Based on the Marxist ideologies, the Social Democratic Workers Party was formed. Later, this party was split into the Mensheviks (minority) and the Bolsheviks (majority). The main leaders of the Bolsheviks were Lenin and Trotsky. Alexander Kerensky led the Mensheviks.

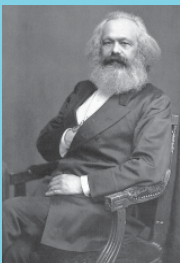
The crisis reached its worst when Russia was defeated in the Russia-Japan war in 1905. The workers organized a huge march at Petrograd on 9 January 1905 demanding political rights and economic reforms. The march was fired at by the soldiers and hundreds of demonstrators were massacred. This event is known as the Bloody Sunday. Workers' organizations called "the Soviets" were formed all over Russia to conduct strikes. When the strikes gained massive strength, the emperor was compelled to form a



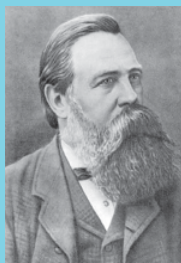
Maxim Gorky



Leo Tolstoy



Karl Marx



Frederick Engels

legislative assembly called Duma. Ignoring the protest from Duma, Nicholas II, the then Tsar decided to participate in the First World War that started in 1914. A lot of Russian soldiers were killed in this war. Food shortage became severe by 1917. Thousands of women marched along the streets of Petrograd on 8 March 1917 clamouring for bread. The workers organized protest march in Petrograd. Though the soldiers clashed with the demonstrators in the beginning, later they joined the workers. It was the tragic experience during the First World War that induced them to do so. The workers captured

Petrograd and Nicholas II was thrown out of power. A provisional government was formed under Alexander Kerensky, the Menshevik leader. Since the Russian calendar was a few days behind the international calendar, this revolution that took place in March came to be known as the February Revolution.

Marxism

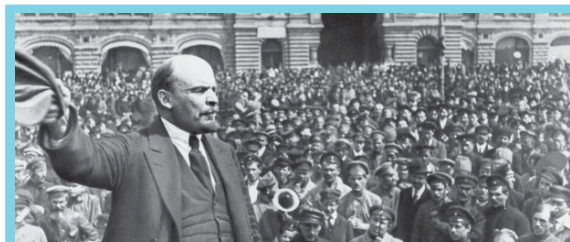


Marxism is an ideology founded by Karl Marx and Frederick Engels. The core of this ideology is that the changes in society are based on the prevailing mode of production. They exhorted that the dictatorship of the proletariat should be established, for labour is the most important factor of production.

Prepare a presentation that includes both international calendar and Russian calendar



A group of soviets did not approve of the provisional government. Vladimir Lenin, who had been in Switzerland, came to Russia and strongly opposed the provisional government. He argued that the entire power should be transferred to the Soviets if they were to realize the aims of the revolution. The Bolsheviks and the Soviets supported him. They propagated that only proletarians' (workers) government could eradicate centuries old economic backwardness and inequality. They put forward several demands like:



Lenin



- Withdraw Russia from the First World War
- Seize the lands owned by the lords and distribute them among the farmers
- Make factories public property

Prepare a timeline showing the important events of Russian Revolution on a poster.



In October 1917, the Bolsheviks organized an armed rebellion against the provisional government. Kerensky fled from the country and Russia came under the control of the Bolsheviks. This event, through which the Bolsheviks attained power, is known as the October Revolution (as per Russian Calendar). Subsequently, a convention of the Soviets was held and a cabinet was formed with Lenin as its head.

Let us examine the results of Russian Revolution.

- Russia withdrew from the first World War
- Seized out the land and distributed among the peasants
- Gave importance to public sector
- Introduced centralized planning
- Achieved develops in the field of Science, Technology and Economy.
- New constitution came to force in 1924.
- Union of Soviet Socialist Republic was formed by consolidating different Soviet Republics.
- Spread the Socialist ideas all over the world.



Discuss the role of the October Revolution in establishing the proletarian government in Russia.

THE CHINESE REVOLUTION

In the twentieth century China witnessed revolutions against the foreign rule and monarchy. The colonial powers of Europe and America adopted policies in China, different from the ones they had implemented in the colonies of other parts of the world. They were opium trade and open door policy. Let's discuss them.

OPIUM TRADE

Chinese silk, tea, and earthenware were in great demand all over Europe. China gained huge profit through the export of these items. There was nothing to import to China from Europe. As a result the European traders suffered a great loss. As a remedy for this loss, the British traders imported opium, an intoxicant to China. This affected the Chinese trade and its consumption made the Chinese people mentally imbalanced. It resulted in economic and mental subjugation of the Chinese.

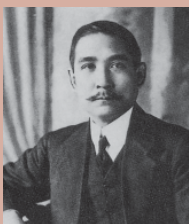
Open Door Policy

By the end of the nineteenth century several European countries acquired trade privileges in China. America could not acquire the privilege as it was not concerned about China at that time. To acquire the privilege, John Hey, the then State Secretary of the USA proclaimed 'the open door policy'. As per this policy, America argued for equal rights and opportunities for all countries in Chinese market. China was divided into different regions to be controlled by various countries. The aim of this policy was to create an opportunity for the USA to interfere in China.



The Manchu dynasty in China favoured the foreign interference and domination. Some secret organizations in China revolted against it in 1900. The emblem of these organizations was the Boxer's fist. So this is known as the Boxer Rebellion. Though this rebellion was a failure, it stimulated the revolutions that came up later.

In 1911, another revolution took place under the leadership of Dr. Sun Yat-Sen. against the Manchu Dynasty This ended monarchy in China. After the revolution, Kuomintang party established a republican government in Southern China under the leadership of Sun Yat-Sen. He gave importance to ideologies like nationalism, democracy, and socialism.



Dr. Sun Yat-Sen

Ideologies of Sun Yat-Sen

- Nationalism** - To expel the Manchu dynasty and the imperial powers
- Democracy** - To establish democratic rule
- Socialism** - To control capital and distribute land equally

He decided to nullify the unjust treaties signed with the foreign countries and wanted to maintain equality with western countries. The Kuomintang republic adopted measures for the progress of agriculture and industry. China received assistance from Russia in various fields and the Chinese Communist Party was formed. In the beginning, the Kuomintang and the communists co-operated with each other. But this co-operation was disturbed when Chiang Kai-Shek became the head of the republic following the death of Sun Yat-Sen.



Republic becomes popular

Chiang Kai-Shek ascertained military autocracy in China. He gave opportunity for foreign powers including America to freely interfere in China and did not co-operate with the Communists. Coal and iron industries, banking, and foreign trade were all controlled by foreign countries. The Communists protested against the policy of Chiang Kai-Shek. They were brutally suppressed. At that time Mao Zedong rose to the leadership of the Communist party. In 1934, under the leadership of Mao Zedong, a journey started from Kiangsi in South China. The adventurous trip ended at Yanan in North Western China. Throughout the journey they seized out agricultural land and villages from lords and distributed them among the farmers. The journey covered around 12000 kms. So it is known as the 'Long March'. Hence Mao Zedong and the Communist Party became the symbol of struggle of the Chinese against foreign power. Chiang Kai-Shek had to seek political asylum in Taiwan, when the Red Army of Mao Zedong captured the centre of Kuomintang rule. China became the People's Republic of China on 1st October 1949 under the leadership of Mao Zedong.



Mao Zedong



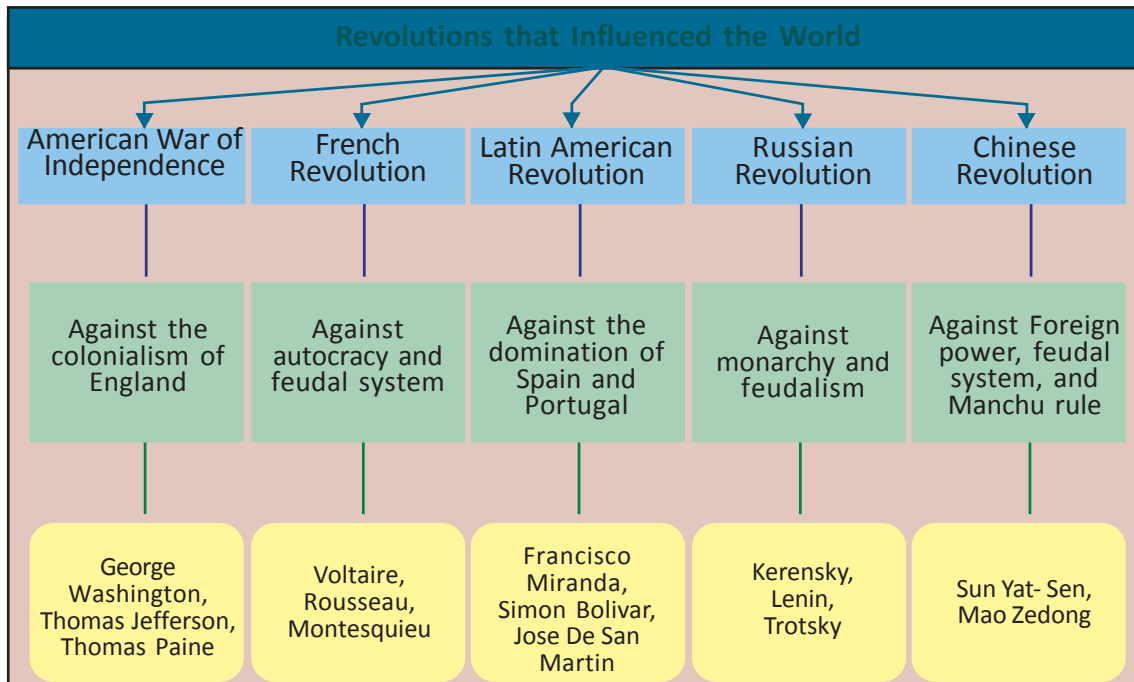
Prepare a note on the role played by Mao Zedong to make China a peoples republic

We discussed the revolutions carried out by the people in different parts of the world, who were deprived of freedom. The ideologies put forward by these revolutions were significant in moulding the modern world. The declarations made by the revolutionaries still exist as a record of human progress.

Collect information on important revolutions of the world and prepare a magazine.



Revolutions	The American War of Independence	The French Revolution	The Latin American Revolution	The Russian Revolution	The Chinese Revolution
Period					
Leaders					
Major aims					
Ideologies/ Thinkers					
Major impact					





Let's assess

- 'American War of Independence was a movement of the English against England'. Substantiate the statement
- How did the resentment of the middle class lead to the French Revolution?
- Arrange the following events in chronological order.
 - i. February revolution
 - ii. Long March
 - iii. American Declaration of Independence
 - iv. Tennis Court Oath
- How did the French Revolution influence the reforms of Napoleon?
- How did the colonial rule influence the Latin American countries?
- 'Russian Revolution helped the progress of the working class'. Do you agree with this statement? Why?
- How did China become a people's republic? Analyse

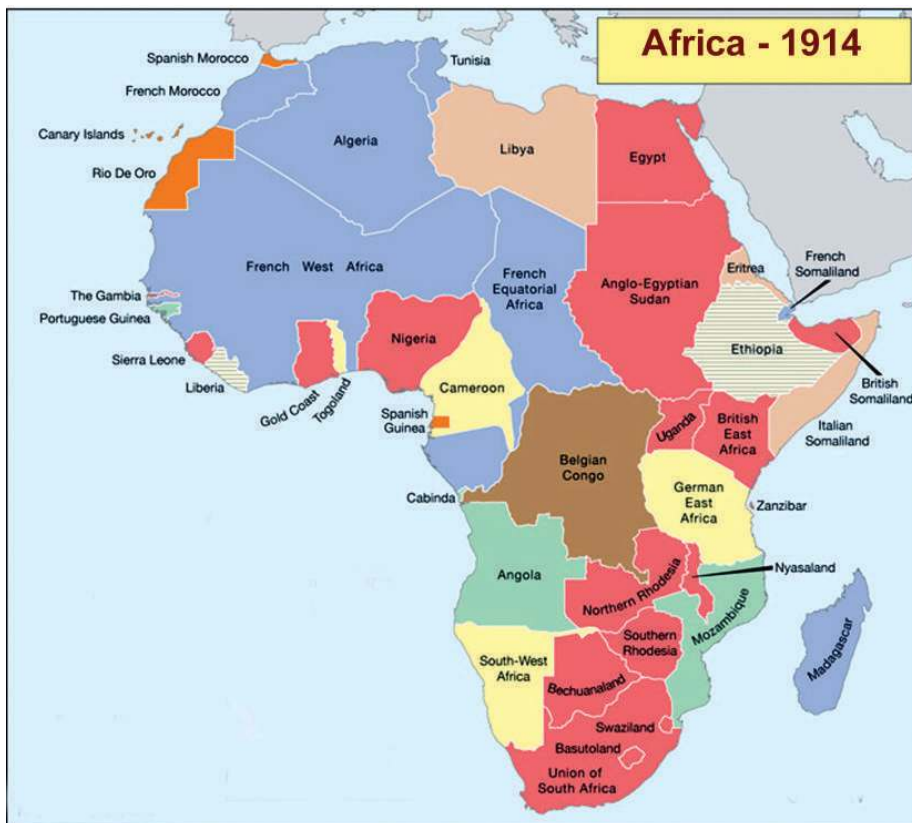


Extended Activities

- Collect the works of the thinkers and writers who influenced various revolutions and prepare a note,.
- Collect information on important revolutions in the world and prepare a magazine.



WORLD IN THE TWENTIETH CENTURY



The map of the continent of Africa is given. Find out the speciality of the boundaries of African countries. You will see that most of the borderlines are straight.

Why do the African countries share straight borderlines?

The Europeans, who reached Africa in search of natural resources, partitioned the continent at the beginning of the 20th century. On the basis of some agreements among the European countries, they divided the African nations amongst themselves by just drawing straight lines on the map.

Why did the European nations partition Africa?

This is a part of exploitation of resources by the European countries. Similar process occurred in other parts of the world.

From Capitalism to Imperialism

In the previous classes, we have discussed the Industrial Revolution that began in the eighteenth century. It gradually spread from



A factory in England of the 1800s

England to other countries of Europe. Capitalists invested in factories and production was increased. This increased their profit.

The economic system in which production and distribution are controlled by the capitalists with the aim to increase profit is known as Capitalism. The advent of large-scale industries enhanced capital investment. Many nations produced more than they needed and more than they could accommodate in their domestic markets. This

over-production forced them to search for markets. The search for markets by the industrialized countries in Europe led to competition among them.

The Europeans had already established trade relationship with Asian, African and Latin American nations. Using political power and military forces, the European countries economically exploited these nations. Later, they became the colonies of European countries. This process is called Colonization.



How did Industrial Revolution cause colonization? Prepare a flow chart and explain.

Trade unions were formed to protest against capitalist exploitation. Constant agitations of trade unions and the resultant increase in their wages diminished the profit of the capitalists. European countries had considered the colonies as the source of raw materials and the market for their industrial products. Later on, colonial masters started to invest capital in the colonies. Let's find the factors that induced them to do so.



The distinctive phase of flow of finance capital to colonies is known as Imperialism. Imposing a nation's political, economic and cultural dominance on another nation is a fundamental feature of imperialism. Colonialists imposed their dominance using legal system, administrative measures, military force, etc.

How does imperialism differ from colonization?



How did imperialism affect the colonies?

- Traditional economic system of the colonies was destroyed
- Administrative and judicial systems were replaced.
- People in colonies were forced to cultivate cash crops in lieu of traditional food crops.
- Poverty and unemployment increased
- Natural resources were widely exploited
- Indigenous arts, literature, language, culture and education system were destroyed.

Competition and conflict among imperialist nations for colonies and markets led to the outbreak of wars.

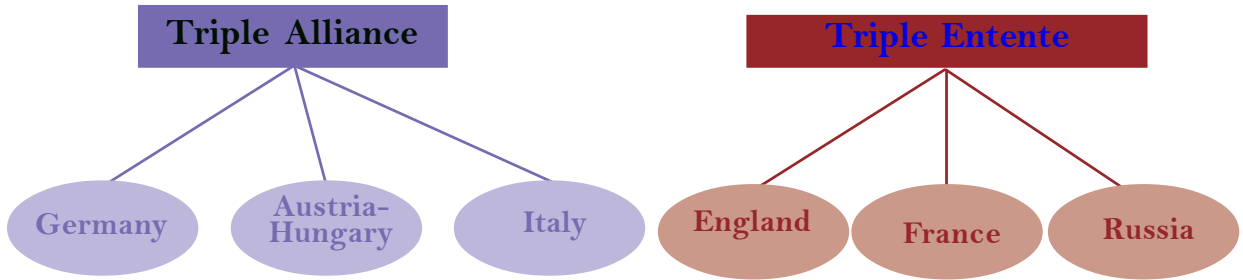


The First World War

The conflicts among the imperialist powers ultimately led the entire world to a war. Let's find out the reason behind this.

The European nations vied with each other in establishing colonies. This competition led to conflicts among them and caused mutual distrust and enmity. This further drove the nations to the signing of military alliances. The Triple Alliance and the Triple Entente were examples of such military alliances.





The formation of such alliances created a war atmosphere in Europe. They started manufacturing and buying lethal weapons.

The European nations resorted to various strategies to succeed in their imperialistic competitions. Aggressive nationalism was one among them. The European nations used aggressive nationalism to invade other countries. Aggressive nationalists considered their own nations as the supreme and justified whatever be the actions of their nations. Various movements in Europe such as Pan-slave , Pan-German, Revenge movement were an offshoot of aggressive nationalism.

Pan-Slav Movement	Pan-German Movement	Revenge Movement
<p>Russia wanted to unite the Slavic people of Serbia, Bulgaria, Greece, etc. in Eastern Europe under her leadership. For this the Pan-Slav Movement was formed with the help of Russia.</p>	<p>To establish its dominance in Central Europe and Balkan Provinces, Germany planned to unite the Teutonic people. This Pan-German movement came into being under the leadership of Germany.</p>	<p>In 1871, Germany occupied Alsace-Lorraine, the territories that were under the control of France. To regain these territories, the Revenge Movement was formed under the leadership of France.</p>

Imperialist rivalry drove the European countries into several crisis, among which the Moroccan crisis and the Balkan crisis are considered to be important.

Imperialist Crisis

Moroccan Crisis

A secret treaty was signed between Britain and France in 1904. According to this Britain recognized the claim of France over Morocco. The French claim over Morocco was opposed by Germany which sent battleships to the Moroccan port, Agadir. France agreed to transfer a part of French Congo to Germany and Germany agreed to concede Morocco to France in return. Thus the problem was solved temporarily. However, their rivalry continued.



Balkan Crisis

The Balkan region is situated in Europe, close to the Aegean Sea and the Black Sea. It was a part of the Ottoman Empire. In 1912, Balkan League (Greece, Bulgaria, Serbia and Montenegro) defeated Turkey. However, the conflict among the allied nations in sharing the benefits of war led to the break-up of the League and resulted in wars among them.



When Austria laid its claim over the Balkan region with the support of Germany, Serbia claimed this region with the support of Russia. During this time, a Serbian youth Gaverilo Prinsep, assassinated Francis Ferdinand, the heir to the throne of Austria at the Bosnian capital Sarajevo in July 1914. Austria held Serbia responsible for it and declared war on Serbia on 28 July 1914. The allied nations rushed to help their allies. Almost all the nations of the world directly or indirectly were involved in it. Therefore this war is known as the First World War.



How did the competitions among the imperialist nations lead the world to a war? Discuss

Aftermath of the war



War on Celluloid

'Grand Illusion', one of the best war films directed by Jean Renoir tells the story of French prisoners during first World War. The prints of 'Grand Illusion' were destroyed by the Nazis but were discovered later. 'All Quiet on the Western Front' directed by Lewis Milestone and Stanley Kubrick's 'Paths of Glory' are visual manifestations of the First World War.



The First World War ended in 1918. It produced far reaching impact across the world.

- Over 10 million people lost their lives or were injured in the war.
- Agriculture, industry and communication system were destroyed.
- Poverty, unemployment and inflation increased.
- Economic dominance of Europe diminished.
- Liberation movements in Asia and Africa strengthened.
- In a bid to bring about peace in the world, the League of Nations was formed.

Peace Efforts

A peace conference was convened at Paris in 1919 to discuss post-war situation, under the leadership of the winning allies, Britain and France. They signed different treaties with the defeated nations. Among these treaties, the Versailles Treaty signed with Germany in 1919 was the most important one. According to this treaty, German colonies were divided among the victorious powers and Germany was forced to pay a huge amount as war indemnity. The allies occupied the rich mines of Germany. Above all war guilt was imposed on Germany and was disarmed.



'The Treaty of Versailles was an example of the vengeance against the defeated nations' - Discuss.

Economic Depression

The United States of America was not affected by the war. Hence, the European nations managed to get loans from the USA. Consequently, American dollar overtook British pound as the basis of foreign exchange holding. As a result, the United States of America emerged as a new economic power outside Europe.

The economic growth of the USA did not last long. The world was thrown into economic crisis in 1929, which originated in the USA.

Let's look at the impacts of this economic depression.

- People who became pauper because of the war, couldn't afford the commodities.
- Goods were kept unsold in factories
- European nations failed to repay their debts to the USA
- Banks collapsed
- Inflation became uncontrollable
- Acute unemployment and poverty

To overcome this crisis, the European nations adopted a strategy of imposing heavy taxes on the colonies. Therefore, the economic crisis of imperialist nations became a burden to the colonies.

Find out how the economic depression in the United States of America affected the economy of other nations and prepare a short note.



Black Thursday



The Stock market crash in New York Stock Exchange on 24 October 1929 is known as the 'Black Thursday'. The crash wiped out in a single day the entire economic growth till then. In panic, investors rushed to sell their stocks, which led to a massive volume of stock trade. Ultimately, this led to abrupt and dramatic price decline. The Great Depression that left disastrous impact on both America and European nations followed the crash. Many lost their wealth and those who couldn't bear the loss, committed suicide. The production rate plunged; unemployment became grave and world trade completely collapsed.

Fascism and Nazism

To those who can hear me, I say - do not despair. The misery that is now upon us is but the passing of greed - the bitterness of men who fear the way of human progress. The hate of men will pass, and dictators die, and the power they took from the people will return to the people. And so long as men live, liberty will never perish.

From Charlie Chaplin's film 'The Great Dictator'

This was Charlie Chaplin's view on the dictatorship that became prevalent in some European nations after the First World War. Let's



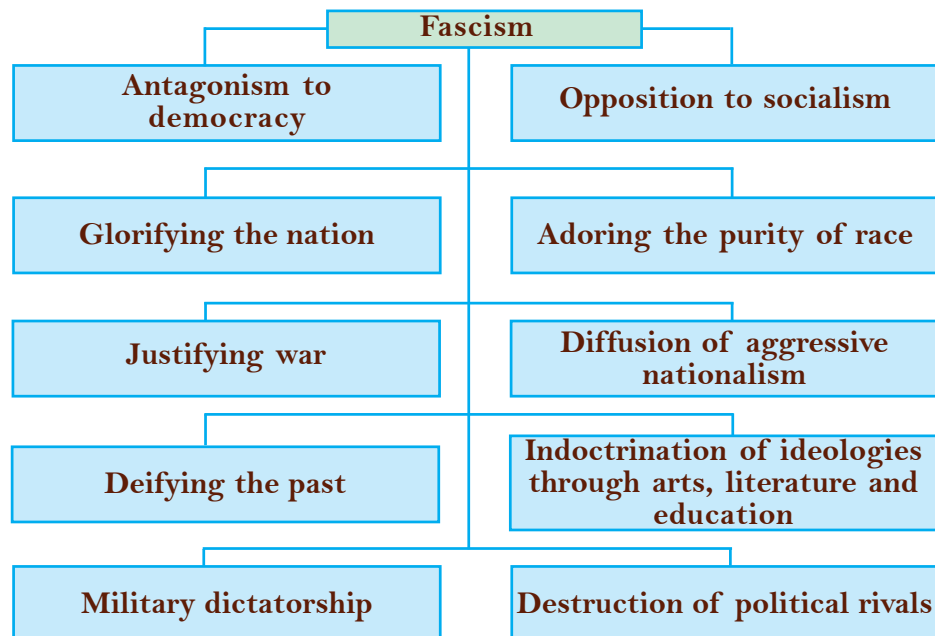
Fascism

The term 'fascism' is derived from the Latin word 'faces' which means 'a tied bundle of rods, with a protruding axe'. It was the symbol of collectivism and power in ancient Rome.

see the circumstances which led to the formation of such governments.

The First World War devastated both the allies. Many European governments lost their power. People were in misery. Unemployment, poverty and inflation gnawed their entire system. Fascism in Italy and Nazism in Germany rose to power, capitalizing on the political and economic chaos prevailing then. Economic destruction, rivalry

against the victors, aimlessness etc. facilitated these forces to grab power. Here are the characteristics of Fascism.



"Fascism was a product of the First World War"- Discuss.



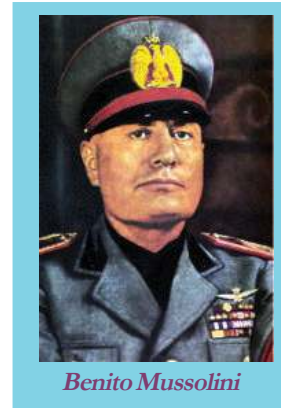
Mussolini and Fascism

'War is to man what maternity is to woman.'

Mussolini

These are the words of Benito Mussolini, who led Fascist reign in Italy. Let's discuss the circumstances under which the Fascist party came to power in Italy.

- Italy got nothing, though she was with the victors in the First World War.
- Post-war destruction of industries, unemployment, increase in tax, inflation etc. kept people away from the government.
- Industrialists, in fear of Italy moving to socialism, were prompted to support fascism.



Benito Mussolini

Mussolini resorted to despotic measures in the political and economic fields of Italy. Violence and ferocity were the strategies of the Fascists. Socialists and leaders of peasants and workers were proclaimed as enemies of the nation. Those who opposed the Fascist Party were executed. The aim of Mussolini was to restore ancient Roman Empire. As part of this, he adopted several symbols of ancient Roman administration. Using his military force the 'Black Shirts', Mussolini suppressed the opponents through Fascist policies. His aggressive foreign policy led him to conquer nations like Ethiopia, Albania etc. Italy's run for dictatorship paved the way for the outbreak of another war.

Victorious Italy

When the First World War broke out, Italy withdrew from the Triple Alliance and joined the British-French Alliance. Hence by the end of the war, Italy was with the victors.

Matteotti

Matteotti was an eminent socialist thinker of Italy. He elucidated fascist activities to common people and openly spoke out against Mussolini and Fascism. This provoked the fascists, which ultimately led to his murder on the street.

Hitler and Nazism



Adolf Hitler



Anne Frank's Diary



Anne Frank's diary entries are the testament of the assault and cruelty of Nazi rule. Anne Frank, along with her family, went into hiding during the war, but, were caught later. Anne Frank and her sister were detained in the Auschwitz concentration camp. Both of them died in the same camp.

*'First they came for the Socialists, and I did not speak out-
Because I was not a Socialist.*

*Then they came for the Trade Unionists, and I did not speak out-
Because I was not a Trade Unionist.*

*Then they came for the Jews, and I did not speak out-
Because I was not a Jew.*

*Then they came for me-and there was no one left to speak for
me."*

Gernam paster - Pastor Martin Niemoller

Nazism is the German version of fascism. Let's look at the factors that helped Hitler, the leader of Nazi party come to power in Germany

- The Treaty of Versailles imposed by the victorious allies on Germany after the First World War.
- Economic destruction and inflation.
- Failure of German government and the resultant political uncertainty.

With his oratory skills and organizational abilities, Hitler easily succeeded in gaining popular support. He dismissed the government and captured power. Socialists, Communists, Jews and Democrats were executed. Hitler held the Jews responsible for Germany's ruin and humiliation. Jews were

massacred enmasse in specially built concentration camps. This is known as the Holocaust. A military force 'Brown Shirts' and a secret police troop 'Gestapo' were in charge of assaulting and massacring the Jews.

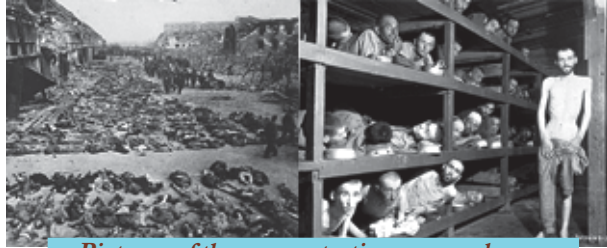
Hitler projected the purity of the Aryan race and argued that Aryans should rule the world. He deified the Aryans ancestry of the Germans. All other political parties, except the Nazi Party, were banned. Trade unions also were banned.



Chempakaraman Pillai and the Nazis

Chempakaraman Pillai was a Malayali activist and revolutionary, who fought for the freedom of India until his death. He was the foreign minister of the Provisional Government of India set up in Kabul under Raja Mahendra Pratap. He had the privilege of being the only foreign member in Pan German Nationalist party. As he raised his views against Hitler and Nazi party, he became their enemy. His assets were confiscated. It is reported that the Nazis, under orders from Hitler, killed Chempakaraman Pillai.

Military service was made compulsory. Hitler incited a spirit of revenge among the Germans against the terms of the Treaty of Versailles. He used newspapers, radio, cinema, and education systems widely to propagate the ideologies of Nazism. Taking advantage of the feeling of revenge among Germans, Hitler adopted an aggressive foreign policy. He attacked Austria and Czechoslovakia. Germany formed alliance with Italy and Japan. It was opposed by other countries. Ultimately this led to the outbreak of another world war.



Pictures of the concentration camp where Jews and Communists were massacred

The ideologies put forth by both Fascists and Nazis had several similarities. Find some examples from the textbook and complete the table.



Ideology	Fascism	Nazism
<ul style="list-style-type: none"> • Purity of race • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

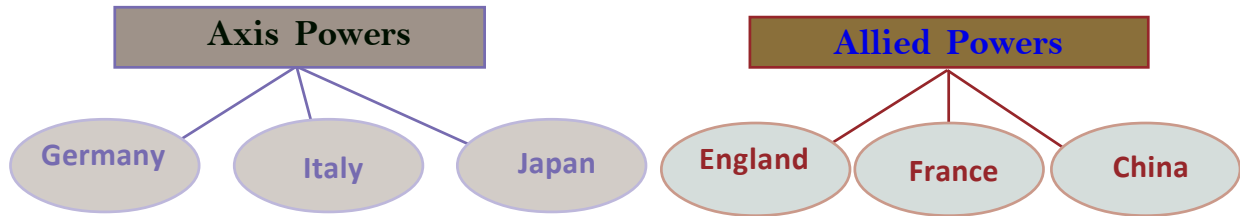
How did Fascism in Italy and Nazism in Germany defy world peace? Conduct a seminar on this topic.



The Second World War

Twenty years after the end of the First World War, the world witnessed another war. Let's look at the backdrop of the Second World War that lasted from 1939 to 1945.

Following the Peace Treaty at Paris in 1919, the victorious nations shared the colonies of the defeated nations. Neither Germany nor Italy had any colony or market. Therefore, for enhancing their political-economic stability, Italy and Germany planned to conquer colonies and attack weak nations. In an effort to extend this policy of aggression, Italy and Germany along with Japan formed an alliance called the Axis Powers. Countering this alliance, Britain, France and China formed the Allied Powers.



Munich Pact

Munich Pact can be cited as the best example of the Policy of Appeasement. Hitler put forth the claims over the prosperous Sudetenland region of Czechoslovakia. To discuss the issue, the representatives of Britain, France, Germany and Italy met in the German city of Munich. They approved the claim of Germany over Sudetenland without consulting Czechoslovakia.

Later America and Soviet Union also joined the anti-fascist alliance.

The League of Nations failed to stall the attacks of the Axis Powers. When Germany, Italy and Japan attacked other nations, capitalist countries like Britain and France did not prevent the attacks. They considered Soviet Union, being a socialist country, as their chief enemy. This policy which encouraged Fascist attacks is known as the Policy of Appeasement. On 1st September 1939, Germany attacked Poland. This prompted the allied nations to declare war against Germany that ultimately resulted in the outbreak of the Second World War.



Non-Aggression Pact

In 1939, Germany signed a Non-Aggression Pact with Soviet Union. According to this pact, both the countries agreed not to attack each other and to partition Poland. However, the pact came to an end when Hitler attacked Soviet Union in 1941.



Given below are some of the outcomes of the First World War. Discuss how they resulted in the Second World War.

- The Treaty of Versailles
- Formation of the League of Nations
- The emergence of Fascism and Nazism

Effects of the War

The entry of Soviet Union and America changed the complexion of the Second World War. Italy and Germany could not withstand the attack and surrendered immediately. Mussolini was killed by the local partisans. Hitler committed suicide. The Soviet army moved towards Japan through trans-Siberia. But before it could reach Japan, the United States of America dropped two atom bombs in Japan- 'Little Boy' in Hiroshima on 6 August 1945 and 'Fat Man' in Nagasaki on 9 August. Soon, Japan surrendered.

Pearl Harbour Attack



In 1941, Japan attacked Pearl Harbour, the American naval base in the islands of Hawaii. What prompted Japan was the economic interest of these countries in the Pacific region. This directly resulted in the American entry into the Second World War.



Atom bomb explosion



A clock that stopped at the moment of bombing



Hiroshima after bombing



BJNZAS

Prepare a digital album on Japan's miseries followed by America's atomic bombings.



Given are the pictures related to the atomic bombings in Japan. Far reaching consequences of Second world war are given below:

- Over 10 million people died
- Economic system of European countries was destroyed
- European dominance in world diminished
- Freedom movements in Asia and Africa intensified
- America and Soviet Union emerged as global powers
- In a bid to preserve and maintain world peace, the United Nations Organization (UNO) was formed.



Hibakusha

'Hibakusha' is the Japanese word for the surviving victims of the atomic bombings of Hiroshima and Nagasaki. The word literally translates as "explosion-affected people" There are many of them in Japan, battling against the terrible after-effects of the radiation from bombings.



War in Artworks

Pablo Picasso's famous painting 'Guernica' and Ernest Hemingway's novel 'For Whom the Bell Tolls' are considered as the artistic outburst towards the Second World War. Polish director Andrzej Wajda's trilogy of war films 'A Generation', 'Canal' and 'Ashes and Diamonds', David Lean's 'The Bridge on the River Kwai', Charlie Chaplin's 'The Great Dictator', Alain Resnais' 'Hiroshima Mon Amour' and Steven Spielberg's 'Schindler's List' are noteworthy films on the Second World War.



On the Wings of Peace



Do you observe this day in your school? What is the significance of the day?

October 24 is observed as United Nations (UN) Day.

Although the League of Nations was established following the First World War, it failed to maintain world peace. After the Second World War, efforts were taken to set up an organization for preserving global peace. This resulted in the establishment of the United Nations Organization on 24 October 1945. The headquarters of the UN is in New York, United States of America. Some of its objectives are to save the succeeding generations from the scourge of war to protect international treaties and laws and to foster social and economic development of countries.



U.N. Flag



U.N. Emblem

Make a short film including the pictures and news of the catastrophes of two World Wars.



Sadaco



Sadaco Sasuki, a Japanese girl, was a victim of the radiation from atomic bombing at Hiroshima. The paper cranes she made when bed-ridden became the symbol of anti-war feeling.



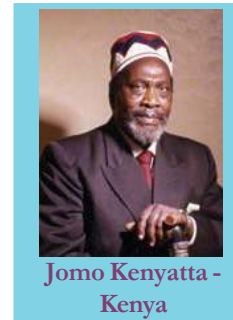
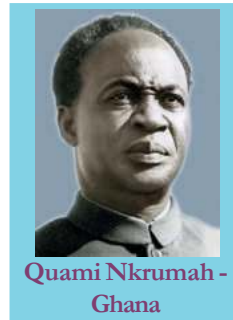
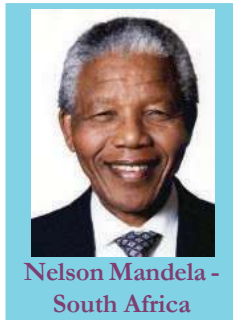
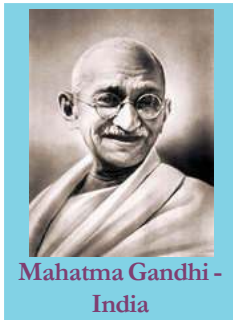
War affects both innocents and culprits. Prepare a note on the lessons that we can imbibe from the First and Second World Wars.



Colonies become free

Post- Second World War, dominance of imperial powers was questioned. European countries could not suppress the intensified nationalist movements in colonies. The USA and the USSR, which emerged as super powers after the Second World War, supported freedom movements in various European colonies. Gradually, colonies started to secure freedom from the imperialist control. This process is called Decolonization.

Look at the pictures given below. These are the pictures of the leaders who fought for freedom for their countries.



Prepare a magazine on the liberated nations and their leaders in Asia and Africa.



Cold War

The USA and the USSR that formed anti-fascist alliance during the Second World War parted from each other after the war. The USA floated a new alliance of capitalist countries while the USSR led socialist nations. These two blocs- capitalist bloc and socialist bloc that represented contradictory ideas- continued their political and diplomatic wars. This enmity based on ideological conflict and diplomatic confrontations was called the cold war.

Cold War



American economist Bernard Baruch first used the word 'Cold war'. Walter Lippmann gave the term wide currency with his book 'The Cold War'.



Bipolar World

Though the USA and the USSR were in the same ally during the Second World War, differences among the countries led them to lead the Capitalist Bloc and Socialist Bloc respectively. Historian Arnold Toynbee had described this ideological division as 'bipolar world'.



Military Pacts during Cold War

- North Atlantic Treaty Organization (NATO)- America and allies
- South East Asia Treaty Organization (SEATO)- America and allies
- Central Treaty Organization (CENTO)- America and allies
- WARSAW PACT- Soviet Union and allies



Non-Aligned Movement: An Alternative to Bipolar Blocs

These are the pictures of the leaders who introduced the concept of Non-alignment in lieu of the Capitalist Bloc and the Socialist Bloc.



Jawaharlal Nehru
India



Gamal Abdul Nasser
Egypt



Marshal Tito
Yugoslavia



Ahmed Sukarno
Indonesia

What is non Aligned Movement?

Following the Second World War, many Asian, African and Latin American countries became independent. They realized that the Cold War was yet another face of imperialism and that it would threaten world peace. The liberated nations decided not to join any of the blocs and formed the Non-Aligned Movement. They understood that the race of super powers for weapons and a stronger military force would pose harm to them. They realized that only a world sans wars and conflicts accelerates economic and social development.

The idea of the Non-Aligned Movement was mooted at a meeting held Bandung in Indonesia in 1955. The first conference of the non-aligned countries was held in Belgrade in 1961. "Non alignment doesn't mean to keep aloof from world affairs. Rather, it is to face many issues we confront," Jawaharlal Nehru said, indicating the objectives of the movement.



Conduct a seminar on the topic "The impacts of the Second World War on World History". Areas to be considered:

- Liberation of Asian and African countries
- Non-Aligned Movement
- Cold war



West Asia

"Today I came bearing an olive branch in one hand, and the freedom fighter's gun in the other. Don't let the olive leaves fall from my hand."

This is an extract from the speech delivered by the Chairman of the Palestine Liberation Organization (PLO), Yasser Arafat in the UN Assembly, 1974. What would be the circumstances that prompted him to deliver such a speech?

Until the First World War, the territory including Palestine was part of the Turkish Empire. As Turkey was defeated in the war, Britain took over the region. Since the Jews helped Britain in the war, the then British foreign secretary Arthur Balfour declared the establishment of a Jewish nation in West Asia as a reward. It is known as Balfour Declaration.



Yasser Arafat
in U.N Assembly

Zionism is an international movement with an objective of the establishment of a homeland for the Jews. We have already discussed the assault and cruelty of Hitler towards the Jews. This intensified the demand for a separate Jewish state. In 1948, the nation Israel was formed. Consequently, many wars broke out between Israel and the Arab nations. Israel seized Palestine, expelling the Palestinians from their homeland. The Palestinian refugees migrated to various Arab



Images of the conflict in West Asia

countries. In this context, with an objective of establishing a nation for the Palestinians, a movement called Palestine Liberation Organization (PLO) was founded with Yasser Arafat as the President. After a series of bloodsheds and massacres, Israel agreed in principle to recognize Palestine as a free nation. This

agreement mediated by the US is called the Oslo Pact (1993). But, the provisions in the pact are yet to be implemented.



Oil as a Political Weapon

West Asia holds half of the world's total oil reserves. Following the Arab-Israeli war, an organization (Organization of Petroleum Exporting Countries- OPEC) of oil exporting countries was formed. Arab nations used oil export as a strategy to resolve Palestine issue. They executed this strategy by reducing oil production and hiking the price



Zionism

An International movement to establish a Jewish state. The idea of establishing a Jewish homeland was first mooted by the writer Theodor Herzl. He proposed his idea of Jewish homeland in his book 'The Jewish State'.



Prepare a news bulletin incorporating news on current events in West Asia.

Disintegration of the Soviet Union



Gorbachev

The disintegration of the Soviet Union is one of the significant events in the last decade of the 20th century.

Let's see what led to the disintegration of Soviet Union:

- The administrative measures of Mikhail Gorbachev (Glasnost and Perestroika)
- Deviation from the basic principles of socialism

- Corruption and inefficiency of the bureaucracy.
- Failure in bringing about changes in economic sector

With the resignation of Gorbachev as President in 1991, Soviet Union formally ceased to exist. Naturally, this ended cold war. The disintegration of the Soviet Union had a wide impact on international relations. A unipolar world has emerged under the leadership of the USA in the place of a bipolar one.

Glasnost and Perestroika



Glasnost and Perestroika were Mikhail Gorbachev's two administrative reforms in Soviet Union. Glasnost was to implement openness in political processes. Accordingly, regulation on media and civil rights was taken off. Perestroika was implemented to restructure the economic system of Soviet Union. Perestroika called for ending the price controls on production sector established by the government and abating centralization.

Unipolar World- American Dominance

America emerged as a global power and centre of world politics following the disintegration of Soviet Union. This is called unipolar world order.

Several strategies were adopted by America to establish its dominance over the world. Let's see what they are:

- Utilizing international agencies, America provided financial and military aids to countries of the world.
- Extended military alliances
- Media were used to promote America's vested interests

It was America's imperialist policy that paved the way for the Gulf War. America utilized their military facilities and technological progress in these wars. However, movements have taken roots in different parts of the world to protest against the supremacy of America.

Gulf War



Gulf wars of 1991 and 2003 were two important events that post-World War II period witnessed. The War broke out following the invasion of Saddam Hussein, ruler of Iraq, on Kuwait. The military alliance of America and Britain attacked Iraq and emancipated Kuwait. The war was the outbreak of the disputes over dominance on regulating petroleum products.

Neo Imperialism

In the post-war period, a new kind of imperialism emerged. Multinational companies, which are registered in a country and functioning in many countries, began to interfere in the economic, social and cultural sectors of the latter for serving the interests of the capitalist countries. It is known as neo imperialism.

The multinational companies competed with one another to control the resources and assets of the third world countries. They promoted consumerism in third world countries to sell their products. Developing nations were considered as the markets for the multinational companies. In fact, the products of developed nations started reaching even the villages of developing nations. Due to the pressure from multinational products and marketing strategies, the economy of many countries started to collapse.



New Economic Policy

Globalisation, liberalisation and privatisation are the concepts of new imperialism. Globalization posed some challenges to the developing countries.

Liberalisation

- Adoption of liberal regulations and taxation systems to facilitate the import of multinational products to domestic markets.

Privatisation

- Privatisation of public sector undertakings in an attempt to promote private sector.

Globalisation

- Economic system of the country linked to global economy.
- The interests and motives of the multinational companies protected.
- Competition driven market came into existence.
- Trans-border flow of products, services, raw materials, capital, latest technology and human resources facilitated.

International organizations such as the World Bank, International Monetary Fund, World Trade Organization, etc. are devising and executing various policies in favour of globalization. Globalization opens up many opportunities and possibilities around the world. The transfer of goods, products and services beyond boundaries and the dissemination of information technology shaped the concept of Global Village. However, globalization posed some challenges to the developing countries.

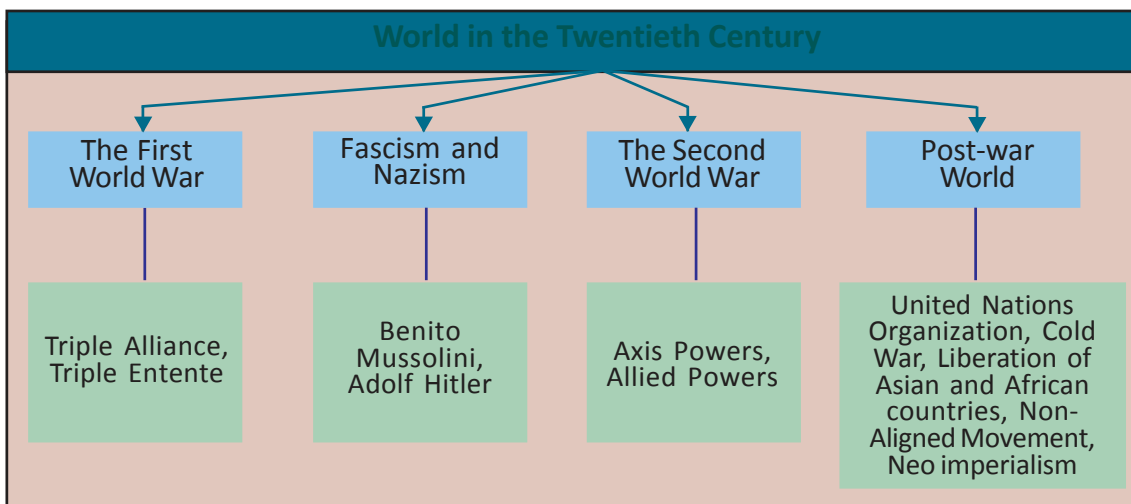
- The intervention of multinational companies challenged the concept of nation state.
- Led to the destruction of indigenous culture.
- Price of agricultural products plunged
- Public sector undertakings were destroyed
- Government withdrew from social service sectors
- Natural resources were looted



How far does globalization influence our everyday life? Discuss.

We have discussed how various incidents and events during the 20th century in different parts of the world influenced the history of the world. The circumstances that led to the beginning of imperialism, the challenges faced by imperialism and the impact of imperialism had a crucial role in shaping the history of the 20th century.

Prepare a digital collage of events of the 20th century





Let's assess

- What is meant by imperialism?
- How does colonization differ from imperialism?
- "Paris Peace Conference led to the outbreak of the Second World War." Do you agree with this comment? Why?
- What are the factors that led America into economic crisis?
- List the features of Fascism.
- Match column A with column B

A	B
<ul style="list-style-type: none"> • Adolf Hitler • Treaty of Versailles • Disintegration of the Soviet Union • Benito Mussolini 	<ul style="list-style-type: none"> • World War I • Gestapo • Italy • Mikhail Gorbachev

- Elucidate the political circumstances that resulted in Palestine-Israel conflict.
- Examine the relevance of Non-alignment,
- What are the changes that the disintegration of the Soviet Union brought to the world?



Extended Activities

- Prepare an essay on 'the Impact of multinational companies on our daily life.'
- Organize an exhibition collecting anti-war pictures, photos, news, poems, quotes, etc.
- Conduct a 'UN Day quiz programme' on the occasion of UN day observance.

Chapter

03



PUBLIC ADMINISTRATION

From

Sureshkumar
Anaswara, Vazhuthacadu
Thiruvananthapuram



To

The Public Information Officer
Government Higher Secondary School
Karamana, Thiruvananthapuram

Sir,

I request you to furnish information regarding the following questions about the school library functioning in your school under Right to Information Act 2005.

1. Does a school library function in your school? If yes, specify the working hours.
2. Is there a librarian in charge of the library?
3. How many books are there in the school library as per the stock register?
4. What are the periodicals subscribed in the school library?

Thiruvananthapuram
25/08/15

(Sd-)
Sureshkumar

You have familiarised with an application submitted under the Right to Information Act. The main function of the school is to provide learning opportunities to students. School libraries play a prominent role in this.

Like the school there are a number of government institutions around us related to our day to day life. Some of these institutions and their functions are given below. Expand the table by writing more.

Institutions	Functions
<ul style="list-style-type: none"> • Primary health centre • Krishi Bhavan • Police station • 	<ul style="list-style-type: none"> • Provides treatment facilities • Promotes agriculture • Maintains law and order •

From the table we can understand that every institution performs distinct functions. It is the duty of these institutions to implement the rules and development programmes formed by the government.

Public Administration

Public Administration is concerned with the administration of the government.

N. Gladden

The definition of a western administrative thinker, Gladden who analysed public administration, is given above. From this definition we can understand that the important area of public administration is governmental administration. Public administration is the effective utilization of men and materials for the implementation of existing laws, governmental policies, programmes and developmental projects. Governmental institutions are part of public administration. They function for the welfare of the people.

An administrative system is needed for governments to exist and function.

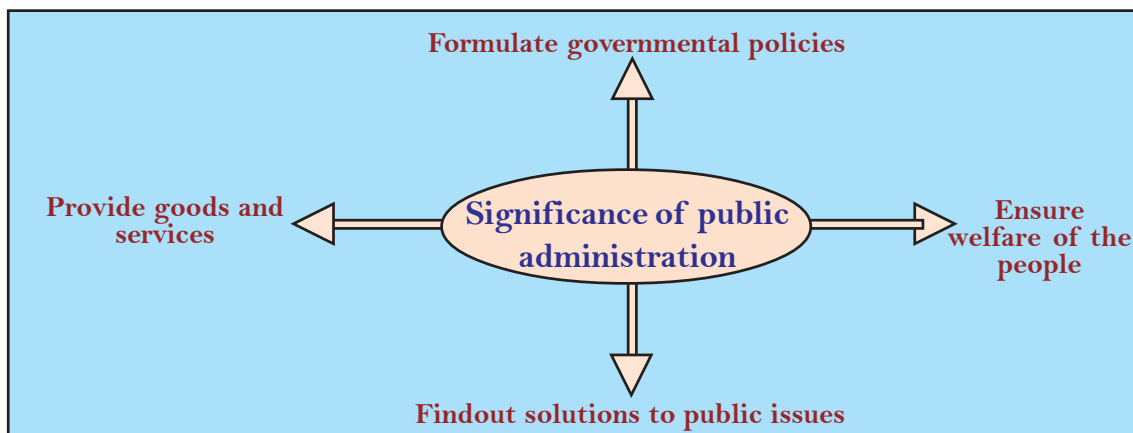
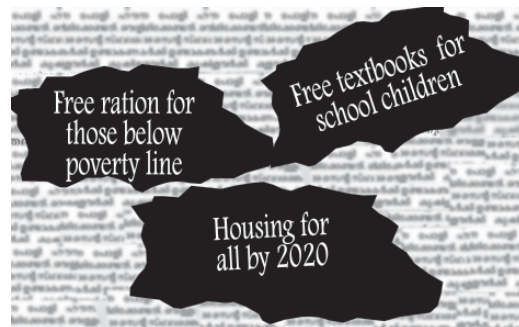
The history of public administration begins with the formation of state. Based on differences in the form of government we can find differences in public administration also. During monarchy, the interests of the monarch was the basis of public administration. But in democratic system, importance is given to the interests of the people. Democratic administration becomes more effective and efficient through public administration.

Discuss and list out the changes in the objectives of public administration in monarchy and democracy.



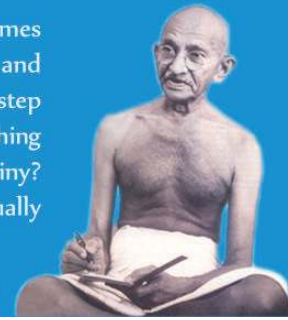
Importance of Public Administration

Observe the news titles given. Some services that people receive through government institutions are stated in them. Governments try to find solutions to various problems and ensure the welfare of the people through public administration. Find out the significance of public administration from the chart given below.



"I will give you a talisman. Whenever you are in doubt, or when the self becomes too much with you, apply the following test. Recall the face of the poorest and the weakest man [woman] whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to him [her]. Will he [she] gain anything by it? Will it restore him [her] to a control over his [her] own life and destiny? In other words, will it lead to swaraj [freedom] for the hungry and spiritually starving millions? Then you will find your doubts and your self melt away."

Mahatma Gandhi's Talisman



What is the message of Gandhiji's words? According to him, who should get the benefits of administration?

Gandhiji expected the protection of the interests of all through public administration. But there are a number of persons in our society who require special consideration and protection. He opined that public administration should consider them specially and protect them.



Whom do you wish to get the services of public administration? Discuss in your class and write your conclusion.

Gandhiji's concept of Grama Swaraj influenced India's outlook of public administration to a great extent. Local government institutions were constituted on this basis. We have discussed local self governments in previous classes.

Bureaucracy

The news titles refer to the decisions of the government for public welfare. Who provide these services to people?

Bureaucracy is constituted to help and advise the government and to execute the programmes. A public administrative system from the



local to the national level is constituted for this. Several employees have been appointed for the day-to-day functioning of these institutions. The bureaucrats make the public administration system dynamic. All the services of government reach the people through them. The employees

who work under public administrative system and administer the country are together known as 'bureaucracy'.

A country develops when human and material resources are utilised to the maximum. It is the bureaucracy which prepares plans for their scientific utilisation and implements them effectively. Bureaucracy has certain basic features. Let's examine them.

Features of Bureaucracy	Hierarchical organisation
	Bureaucracy is organised in such a way that there is one employee at the top and the number increases when it reaches the lower levels. This is known as hierarchical organisation.
	Permanence
	Persons appointed will continue in service till the age of retirement.
	Appointment on the basis of Qualification
	Employees are recruited and appointed on the basis of educational qualification.
Political Neutrality	
Bureaucrats are liable to implement the policies of whichever party comes to power. Party interests should not reflect in their work. They should act neutrally.	
Professionalism	
Every government employee must be skilled in their work.	

Visit a nearby government office and prepare a report on the features of bureaucracy there.



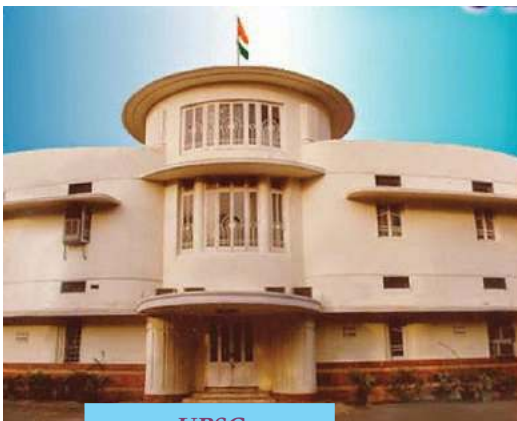
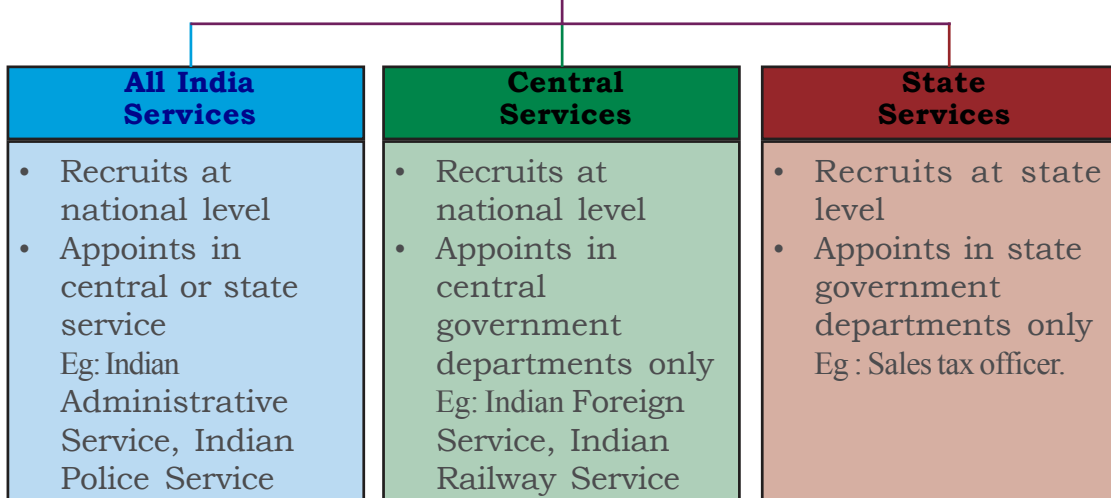
The above mentioned features of bureaucracy makes administration easy and effective. In all democratic countries bureaucracies will have these features.

Bureaucracy in India

Have you notice the notification of the Kerala Public Service Commission for recruitment to the government service. This is the initial step for the recruitment of employees to various departments of the government. Then persons are selected on the basis of merit after screening test/interview and appointed in different government offices. All those who are appointed in this way are part of the civil service of India.

All the employees who work under the central and the state governments and the employees under the public sector undertakings are part of India's civil service. Observe the chart showing the classification of India's civil service.

Indian Civil Service



UPSC

Candidates to all India services and central services are recruited by the Union Public Service Commission (UPSC). The chairman and the members of this commission are appointed by the President of India. The UPSC has elaborate mechanisms for the recruitment of candidates based on qualification.



You can become collector



The highest administrative officer of the district is the Collector. Persons in IAS cadre are appointed as Collectors. The examination conducted by UPSC for this is known as the Civil Service Examination. The basic qualification for submitting application is a degree in any subject from a university. Candidates having the highest ranks are placed in IAS cadre and is given training. Candidates to IPS are also recruited from the same examination.

At the state level, candidates are recruited by the Public Service Commission (PSC) of the State. The Governor appoints the Chairman and the members of the State Public Service Commission. UPSC and State PSC's are constituted on the basis of constitutional provisions. So they are called constitutional institutions.



Hierarchical organisation, one of the significant features of bureaucracy creates delay in taking decision in administrative field.

To solve this and provide better service easily, the government has taken certain steps. Let us examine them.

Administrative Reforms

A number of steps are taken by the government for increasing the efficiency of the services and to provide service to people in a time bound manner. They are known as administrative reforms. The intention is to make administration people friendly and efficient. For this government constitutes administrative reform commissions at national and state levels.

Let's familiarise with some steps taken for administrative reforms in our country.



E-Governance

Transparent and vibrant government project. Safe and speedy information that reaches to all without red tapism. Project that is available to all citizens without any discrimination.

A P J Abdul Kalam



The observation of APJ Adbul Kalam, former President of India, about e-governance is given above.

Developments attained in the field of science and technology should be utilised in the administrative sector also. E-governance is the use of electronic technology in administration. This helped to obtain government services easily in a speedy manner. The single window



Akshaya Centre

For the benefit of people Akshya centres have been constituted to make use of Government service delivered through E-governance. It also aims at making people E-literate. E-literacy is the awareness about basic information about Internet technology.



system for admission to Higher Secondary courses, online applications for various scholarships, etc. are examples for E-governance. Let's examine the benefits of E-governance:

- Can receive service with the help of information technology.
- Need not to wait in government offices for services.
- Government services offered speedily and with less expense.
- Efficiency of the offices and quality of the service get enhanced.

These facilities are now available in all government offices. The basic facilities are ensured to all through the Akshaya Centres in Kerala. People can receive the services of E-governance at home with the spread of E-literacy.

Right to Information

Reply to application for right to Information

From

Public Information Officer
Government Higher Secondary School
Karamana, Thiruvanthapuram.

To

Sri. Sureshkumar
Anaswara, Vazhuthacaud, Thiruvananthapuram.

Sir

Sub : The right to information Act 2005 - Information - reg
Ref : Your application dated 25/08/2015.

The information you demanded through the application under Right to Information is furnished below. Answers are given in order of questions.

- Answer 1 : Yes, 10 am to 4 pm
- Answer 2 : No special librarian. One teacher of this school is given charge.
- Answer 3 : As per the stock register there are, 6216 books in the library.
- Answer 4 : Newspapers, Weeklies, Monthlies.

If you have any complaint about the reply you can approach the Appellate Authority within 3 days.

Address of the Appeal authority

Name :

Appeal Authority, DEO, Thiruvananthapuram

Yours faithfully

Thiruvananthapuram

Date : 08/09/2015

(Sd/-)

Public Information Officer.

The reply to the the application you have seen at the beginning of the chapter is given above. You can collect information from any government office about its working. People got this opportunity under the Right to Information Act 2005.

The efforts of Mazdoor Kisan Shakti Samghathan of Rajasthan has led to the legislation of Right to Information Act. The interventions of several organisations and social activists also helped the passing of the Right to Information Act 2005. This ensures the right of all citizens of India to receive information.



How far the Right to Information Act make the general administration system efficient. Evaluate

The main objectives of this Act are to prevent corruption, create responsibility and make the functioning of the government transparent. The citizens will get copies of public documents if they apply for them.

Information Commission



Public Information

Files, documents, circulars, memos, advice, orders, agreements, statistics, reports, log books, press notes, samples, models, information in the form of electronic data, e-mail, etc in government offices and information on private institutions under the custody of public offices are considered as public information. The Right to Information is the right to examine and demand copies of the above information under the disposal of government institutions and institutions which receive government funds.

But information relating to the security and integrity of the nation, matters under the consideration of court, and those which endanger the life and liberty of individuals should not be released.

To perform the functions under the Right to Information Act, Information Commissions are constituted at the national and state levels. There will be a Chief Information Commissioner and not more than ten members in the Information Commission.

If the authorities do not give, or refuse to give the information or gave wrong and unsatisfactory replies, one can approach the Information Commission and can file an appeal. If the commission is convinced, a fine of Rs. 250 per day can

be imposed on the employee concerned till the information is given.



What are the situations in our society where the Right to Information Act can be positively used? Discuss and prepare a note.

Right to Service

A board exhibited in a government office is given. From this we can identify the services given from the government office. Right to Service Act is a law which ensures services to the people. This law determines the time limit for every service given by a government office. If the deserved service is not given within this time limit, the responsible employee should pay a fine. As per the Right to Service Act, an officer is appointed in every government office to give guidance and proper help to the applicants. Due to the continued interventions of the civil society, the governments have also taken some other steps to make administration more efficient. Let's look at some of them.

സേവനാവകാശനിയമം
പരീക്ഷാഭവനിൽ പൊതുജനങ്ങൾക്ക് ലഭ്യമാകുന്ന സേവനങ്ങൾ

- വിവിധ പരീക്ഷകളുടെ നടത്തിപ്പ്.
- പത്താംക്ലാസ് പഠനം പൂർത്തിയാക്കിയ കുട്ടികളുടെ ജനനനിയതി തിരുത്തൽ. (6മാസം)
- എസ്. എസ്. എൽ. സി ഉൾപ്പെടെയുള്ള സർട്ടിഫിക്കറ്റുകളുടെ ഡ്യൂപ്ലിക്കേറ്റ്/ട്രിപ്ലിക്കേറ്റ് വിതരണം, മാർക്ക് ലിസ്റ്റിന്റെ പകർപ്പ് നൽകൽ, യഥാസമയം കൈപ്പറ്റാത്ത സർട്ടിഫിക്കറ്റുകളുടെ തിരിച്ചു നൽകൽ. (പരമാവധി 3 മാസം)
- യോഗ്യത, തുല്യത, ആധികാരികതാ പരിശോധന സാക്ഷ്യപത്രങ്ങളുടെ വിതരണം. (30 ദിവസം)
- പരീക്ഷാഭവനിൽ നിന്നും വിതരണം ചെയ്ത സർട്ടിഫിക്കറ്റുകളുടെ തെറ്റുതിരുത്തൽ (ഒരാഴ്ച) വിദ്യാർത്ഥികളുടെ പ്രാദേശിക ഭാഷ പഠനം മാറ്റം (ഒന്നാം ഭാഷയിലെ പാർട്ട് 1, പാർട്ട് 2, പാർട്ട് 3) മൂന്നാം ഭാഷയിലെ മാറ്റവും. (ഒരു മാസം)
- ഉത്തരക്കടലാസുകളുടെ സൂക്ഷ്മപരിശോധനയും പുനർമൂല്യനിർണയവും, ഫോട്ടോകോപ്പി നൽകൽ, എസ്. എസ്. എൽ. സി പരീക്ഷയിൽ പുനർമൂല്യനിർണയത്തിലൂടെ ഉയർന്ന ഗ്രേഡി നർഹരായവരുടെ പുനർമൂല്യനിർണ്ണയ ഫീ തിരിച്ചു നൽകൽ. (ഒരു മാസം)
- ഗ്രേസ്മാർക്ക് ഉൾപ്പെടുത്തി കാര്യം നൽകൽ. (ഒരാഴ്ച)
- ഗ്രൂപ്പ് ഡിപ്ലോമ സർട്ടിഫിക്കറ്റിന്റെ വിതരണം.
- വിദ്യാർത്ഥികളുടെ എസ്. എസ്. എൽ. സി. സ്കോർ വിവരം സ്ഥാപനമേധാവികൾക്ക് നൽകൽ (ഉപരിപഠനാർത്ഥം സംസ്ഥാനത്തിന് പുറത്തുള്ളവർക്ക്). (ഒരു മാസം)

Discuss whether the Right to Service Act is helpful for the people to get the service they should obtain from government offices.



Lokpal and Lokayuktha

Lokpal and Lokayukta are institutions constituted to prevent corruption at administrative, bureaucratic and political levels. The institution constituted at the national level to prevent corruption is Lokpal. Lokpal has the power to register cases on issues of corruption against employees and public workers and can suggest necessary actions. Lokayukta is the institution constituted at the state level to hear the corruption cases. Both of them follow judicial procedures.

Central Vigilance Commission

Observe the board given below. You can see such boards in all government offices. It states what you should do if you find corruption.

The Central Vigilance Commission is the institution constituted at the national level to prevent corruption. It came into effect in 1964. It is formed to prevent corruption in the central government offices.

The Central Vigilance Commissioner is the head of the Central Vigilance Commission.

In every department there will be a Chief Vigilance Officer. The duty of the commission is to enquire into vigilance cases and take necessary actions.

Based on the model of the Central Vigilance Commission state



vigilance commissions have been constituted at state level. The State Vigilance Commission inquires into corruption in the state government offices. Vigilance courts are also constituted to track vigilance cases.

Ombudsman

Elected representatives and bureaucrats are part of public administration. Complaints can be filed against their corruption, nepotism or financial misappropriation or negligence of duties. Ombudsman is constituted for this purpose.

A retired Judge of the High Court is appointed as the Ombudsman. People can directly approach the Ombudsman with complaints. On receiving complaints, the Ombudsman has the power to summon anyone and can order enquiry and recommend actions. Ombudsman

has its beginning in banking sector to hear the complaints of clients and rectify them.

What is the use of Ombudsman to the public? Prepare a note.

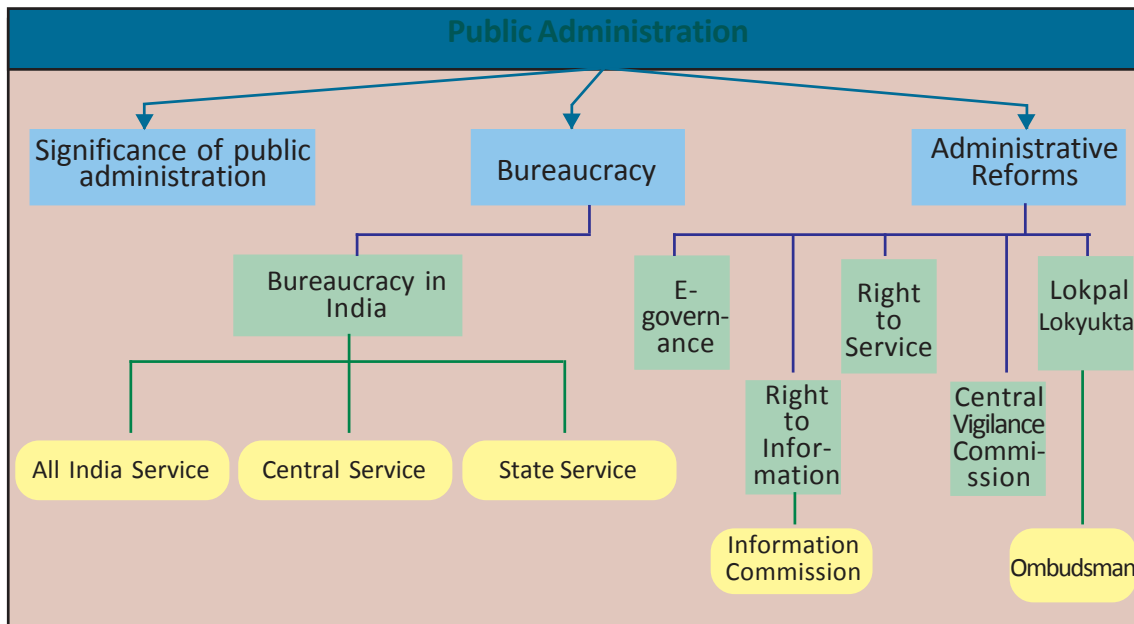


Delayed service, denial of right to service or making service as favour is considered as corruption in modern society. Our public administration tries to impliment the outlook that government service is not a favour, but right of the people.

Prepare a digital assignment clearly highlighting the relevance and the importance of public administration



Can we make government services transparent and corruption-free through the above mentioned systems? Conduct a debate.



 **Let's assess**

- Explain the need of public administration in a country.
- How are employees selected in a public administrative system?
- What are the features of bureaucracy?
- Classify the bureaucracy in India and explain.
- What are the measures taken for administrative reforms in India? Prepare a note.
- How is E-governance helpful to the public?
- Right to Information and Right to Service helps to make public administration popular. Substantiate this statement.
- List out the steps taken to prevent corruption in administration in India?

 **Extended Activities**

- Prepare an application for getting information from an office under the Right to Information Act.
- Collect the news and pictures related to anti-corruption activities and prepare a collage. Exhibit it in the class.
- Prepare a chart on the importance of the All India Services.
- Prepare a questionnaire to conduct an interview with your district collector.

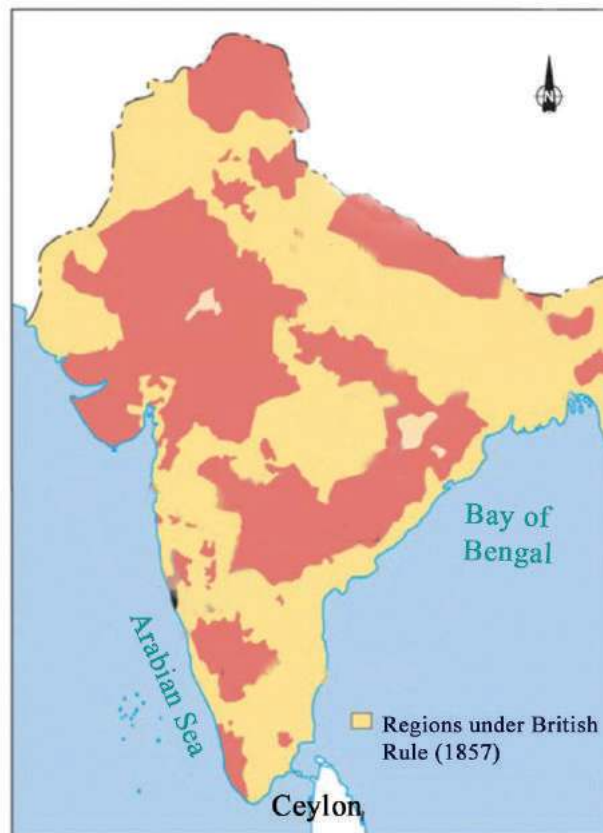


BRITISH EXPLOITATION AND RESISTANCE

A day in January, 1907: It was on that day the wedding of Gangul's daughter was solemnized. Gangul was a farmer from a village near Calcutta. A lot of guests gathered in the marriage. They all were received by offering sweets. But the sweets were without sugar! Instead, it contained jaggery. When someone asked about it, Gangul responded with pride, "The British are responsible for all our miseries. Hadn't we decided to boycott their products? So I preferred Indian jaggery to British sugar".

What could be the reason for the people to boycott the British products? In what ways did the British rule affect the Indians? How did they respond to the British rule? Let's examine them.

In the previous classes we have discussed the establishment of the British rule by subjugating princely states. The British conquered princely states using military forces, and diplomatic strategies. It was during the span of one hundred years, between the battle of Plassey in 1757 and the First War of Indian Independence in 1857, that a major part of India came under the British rule (see the map). Around 63% of the regions in the Indian subcontinent had come under the direct control of the British. The rest of the regions were ruled by the native kings who had been subjugated to the British.



Impact of the British policies

Farmers were one of the immediate victims of the British rule. It was the land revenue system implemented by the British that destroyed the backbone of the farmers. The aim of their tax policy was to maximize the income. The land revenue system implemented in various regions under the British rule was different. The following table shows the British land revenue systems in India.

Land Revenue System	regions
<ul style="list-style-type: none"> • Permanent land revenue settlement • Ryotwari system • Mahalwari system 	<ul style="list-style-type: none"> • Bengal, Bihar and Orissa regions • South Indian regions • North West regions



Features of permanent land revenue settlement:

- In the permanent land revenue settlement the tax was collected by zamindars.
- Zamindar was the owner of the entire land where he had the jurisdiction to collect tax.
- While the zamindars became the owners of the land, the actual farmers became tenants.
- Farmers were to pay up to 60% of the yield as tax.
- Tax was to be paid even at the time of poor yield.
- The tax was to be paid in cash strictly before the cut-off date. (Before introducing this system, tax could be paid in kind).

Lord Convalis British Governor General introduced this system. In the Ryotwari system introduced in South India, the land revenue was collected directly from the farmers (Ryots). Though ownership of land was vested with the farmers, excessive tax impoverished them. Furthermore, the tax rates were frequently increased. In the Mahalwari system, the village headman was assigned the responsibility to collect tax. The tax rate was excessive in this system too. The entire village (Mahal) was considered as a single unit for tax collection.

Prepare diagram that depicts the features of the Permanent settlement, the Ryotwari, and the Mahalwari land revenue systems.



The land revenue policies implemented by the British affected the agricultural sector. When they were unable to pay tax in the form of money before the deadline, they had to take loan from moneylenders at a high rate of interest. The loans were obtained by mortgaging agricultural land. The agricultural land of the farmers, who could not pay back the loan and interest, was seized by the money lenders.



Commercialization of agriculture

Traditionally the peasants in India were engaged in agriculture mainly to produce things only to meet the needs of their family and the village. During the British rule they were compelled to cultivate crops according to the market needs. As a result, commercial crops were largely cultivated instead of food crops. This transformation is termed as commercialization of agriculture. We have seen that farmers had to pay high rate of tax in the form of cash before the deadline. To meet this, they cultivated the crops that had higher market price. The products that had demand in the European markets were given higher price. Thus, the Indian lands became the cultivating field of Europe. From the table below, identify the major crops that were widely cultivated in that period.

Crops	Region
• Indigo	• Bengal, Bihar
• Cotton	• Maharashtra, Punjab
• Sugar cane	• Uttar Pradesh
• Tea	• Assam, Kerala
• Jute	• Bengal
• Wheat	• Punjab



Conduct a discussion on 'British policies and commercialization of agriculture'

Indigo revolt

Indigo had high price in the market during that period. It was used for dyeing, for, no artificial colours were used then. With the industrial revolution in the 18th century in England, textile industry gathered much momentum and the demand for indigo further increased. It was necessary for the British industrialists to get indigo plantation spread to more regions in India. They gave the farmers a good amount



*Harvesting
indigo*

as advance for the cultivation of indigo. The farmers succumbed to the temptation of the Company owners and widely planted indigo as they were in trouble with no other means to pay the heavy land tax. Each farmer who accepted the advance amount from the British was liable to plant indigo in a fixed portion of his land. The farmers were also compelled to cultivate it at the most fertile part of the agricultural land. So the land used for the cultivation of food grains was to be reserved for indigo plantation. Due to the interference of the British agents in the harvesting season, the farmers received only a lower price for indigo. Later when artificial colours were invented, indigo became obsolete. This made the plight of the farmers more miserable, for they had used much of their land for indigo cultivation.



*Collecting
indigo - an illustration*



*Indigo factory -
an illustration*

Imagine yourself as a journalist. Prepare a news report on the plight of the indigo farmers of the nineteenth century.



In 1859 the farmers of Bengal organized themselves and declared that they were giving up indigo cultivation. They attacked indigo factories with bows, arrows, swords and spears. Several women also participated in the revolt. The rioters excommunicated the British supporters and those who worked for the British. Hearing the news, several educated people from Calcutta reached the revolt areas and extended their support. The revolt had a strong effect on the government. The government immediately appointed a commission to study the problems of the indigo farmers. The commission found that the indigo farming was uneconomic and proposed to stop it.



Peasant Revolts in Kerala

British Malabar witnessed many peasant struggles. It was the exploitation and suppression of the landlords and the British that led to the revolt in Malabar. The British treated the *Janmis* (landlords) as



Conolly

During Mappila riots, the insurgents murdered Conolly, the then District Magistrate of Malabar, at his residence in West hill, Calicut.

owners of the land. The revolt was against the atrocities of the landlords including eviction of tenants. Such atrocities were carried out with the support of the British. Farmers of South Malabar were tenants who cultivated the land obtained on lease from landlords. Most of these tenants were

Mappilas (Muslims in Malabar are known as *Mappilas*). So these struggles that happened in the nineteenth century are known as the Mappila Rebellions.

Around twenty two peasant revolts took place in Malabar. To suppress these revolts the British raised a special armed police battalion named Malabar Special Police (MSP). To enquire about the frequent revolts, the British government appointed William Logan Commission. The Commission pointed out that the cause of the struggle was the unfair land revenue system of the British.

Struggles storms jungles

The Santhal is a tribe inhabiting the valleys of Rajmahal Hills, stretching across the present Bengal, Jharkhand, and Bihar. They lived closely with nature and earned a living by farming and collecting forest produce. They were sturdy and hardworking, and had their own unique culture. The rhythm of their life was disturbed with the establishment of the British rule.

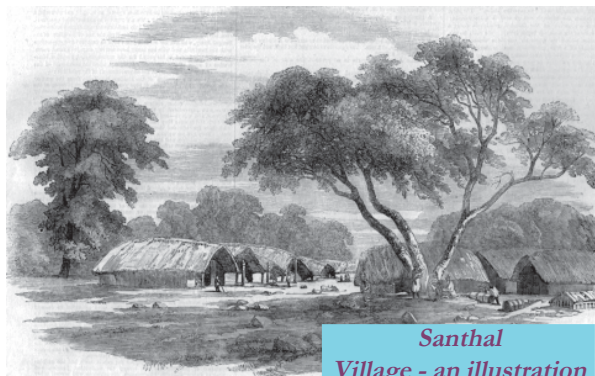
Zamindars and moneylenders captured their land. The British officers made them work as slaves in laying railway lines. When their life became unbearable, they decided to take up arms against the British under the leadership of Sido and Kanhu. The Rajmahal Hills became a battle field against the British. The British were shocked at their fighting spirit. But the Santhals could not keep it going for long. Thousands of Santhals were killed in the struggle.

The above description is about the resistance of the Santhals against the British in 1855.

The tribes became the victims of the British rule. Gathering forest produce, cattle rearing, shifting cultivation, and hunting were their major means of livelihood. The Forest Acts imposed by the British made their life miserable.



The Postal stamp issued by Govt of India to honour Sido and Kanhu, who led the Santhal Rebellion



Santhal Village - an illustration

They were prohibited to enter forest when the British declared forests as protected. The forests that were abundant with trees required by the British were declared as protected forests. The British widely felled trees from forests to lay railway lines and build ships, and for plantation. The British levied tax at higher rates on the forest produce collected by the tribes. These situations led the tribes to fight against the British.



How did the British rule make the Tribal life miserable. Examine?

Kurichya Revolt

Kurichya Revolt was another tribal insurgency against the British. It was organized by the Kurichya and the Kurumba tribes of Wayanad in 1812.

Let's examine the reasons of this revolt.

- Imposition of excessive tax by the British
- Compulsion for paying tax in cash
- Seizing of agricultural land for nonpayment of tax

The revolt was led by the Kurichya leader Rama Nambi. Several people other than the tribes also joined the struggle. The British government suppressed the struggle and killed Rama Nambi. T H Baber, the then sub collector of Thalssery recorded: "If the rioters could resist one more month, they could control the entire state".

Besides the Santhal and the Kurichya revolts, several other tribal insurgencies broke out in different parts of India. The important among them are:

- Pahariya Rebellion
- Kol Rebellion
- Khasi Rebellion
- Bhil Rebellion
- Munda Rebellion

Listen to the words of K Suresh Singh, a historian, about the tribal struggles in India. " The anti-British struggles of illiterate tribal communities were more aggressive, intense and continuous than any other sects including peasants."

Present a skit based on the tribal rebellion in Wayanad



Decline of traditional industries

"The misery hardly finds a parallel in the history of commerce. The bones of the cotton weavers are bleaching the plains of India"

William Bentinck (1834-35)

The extract given above is the observation made by William Bentinck, the Governor General of India, on the decline of textile industry that was world famous once. The British policies completely ruined not only the agricultural sector, but also the handicrafts in India.

Let's examine the causes for their decline.

Large scale import of machine-made British textiles was the major reason for the ruin of Indian textile industry.

The machine-made textiles imported from Britain could be sold easily, for they were cheap.

The expansion of railway was also responsible for the decline of the Indian textile industry. It helped the British to carry the imported fabrics from port towns to interior villages and the cotton collected from villages to the ports for exporting to Britain. Thus Indian weavers lost their business in village market too.

Due to the higher tax levied, the price of Indian textiles exported to Britain increased. So it lost the British market too.

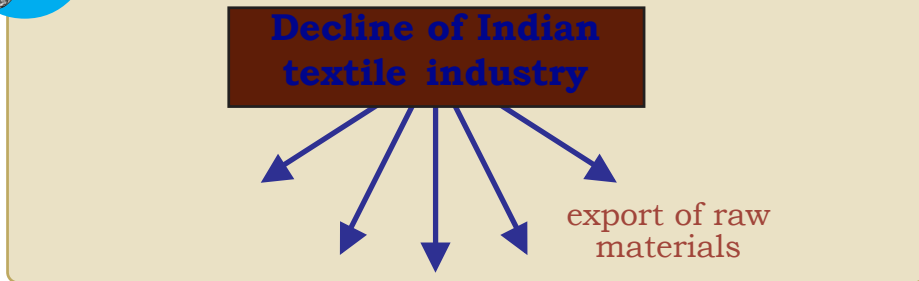
The British officers forced the weavers to work at meagre wages and to exchange the products to them at cheaper rate. Weavers gave up their work massively due to the exploitation and torture of the British officers. So they searched for other jobs.



The train during the British period



Analyse the reasons for the decline of the Indian textile industry and complete the diagram below.



The immediate reflection of the decline of the textile industry was found in urban areas. The textile centers like Murshidabad and Dhaka that were thickly populated once, became least inhabited. The people, who had been working in textile industry, migrated to villages and engaged in agriculture related works. As a result the number of people, who engaged in agriculture to earn a living, increased. It fragmented the agricultural fields and the production fell to be stagnant. The state of handicrafts in villages was not different. Observe the following table.

Village Industries	Cause of decline
<ul style="list-style-type: none"> • Pottery • Tanning • Carpentry 	<ul style="list-style-type: none"> • Import of aluminum vessels • Export of raw leather to Europe • Use of machines made of metals

The ruins of agriculture sector and handicraft industry led India to famine and deaths due to starvation. Lakhs of people died of famine.

The advent of modern industries and the plight of the workers

British industrialists started modern industries in India in the nineteenth century. But their number was limited. The plantation industry was the first among them. Later, industries like textile, jute, steel, and paper were established. The labourers in these industries

were exploited. Their condition was extremely pathetic. The following were the major problems faced by them.

- Prolonged working hours
- Meagre wages
- Unhealthy accommodation

There was no trade union in India at that time. However, the workers agitated whenever they suffered extreme exploitation. Great Bombay Textile Strike and Calcutta Jute Mill strike are examples for such agitations.

We have discussed the suffering of different sections of people and their agitations against the British rule as a result of the economic exploitation of the British. These agitations were limited to the respective regions and were not well organised. But in the second half of the nineteenth century, different sections of oppressed people mobilized against the British and launched organized agitations.

Prepare an article on the problems faced by different sections of people due to the British policies in India.



Life of the working class



The Indian working class who does not have enough food to sustain and who lead a beastly life in a totally unhygienic surroundings is someone who is exploited to the maximum in the industrial capital world.

Jürgen Kuczynski
(German economic historian)

Prepare a digital magazine by collecting the news clippings and pictures of resistance of different sections of people against the British rule in India.



First War of Indian Independence, 1857

Dawn of 11 May 1857

People of Delhi woke up to a tumult.

Thousands of armed rioters were reaching Delhi from Meerut crossing the River Yamuna. The rioters included Sepoys (Indian soldiers) and common people. In the previous night, they had assassinated some British officers and set fire to their offices. They declared the Mughal Emperor Bahadur Shah II as the Emperor of India. Soon the riot spread to other parts of North India.

The above description is about the Revolt of 1857. Historians termed the revolt as India's First War of Independence. The rebellion was started by the sepoys of Meerut. What led them to the riot?

Poor salary and abuse by the British officers were the major reasons for their resentment. The rumour that the cartridge in the newly



Mangal Pandey

supplied Enfield rifles were greased with the fat of cows and pigs provoked them. It wounded the religious sentiments of the Hindu and Muslim soldiers. The soldiers who were unwilling to use the new cartridges were punished by the officers. In Barrackpore in Bengal, Mangal Pandey, an Indian soldier, shot at a British officer, who forced him to use the new cartridge. He was arrested and hanged to death.

Prepare and present the profiles of the leaders of the First War of Indian Independence



People from all walks of life including kings, farmers, craftsmen, etc took part in the rebellion.

The British rule had adversely affected the kings too. In addition to the Doctrine of Lapse, the princely states were convicted of inefficient rule and were annexed by the British. This made the kings to lead the rebellion.



Discuss the causes of the Revolt of 1857 based on the hints below.

- miseries of farmers
- poverty of the craftsmen
- dissatisfaction of kings
- miseries of the sepoy



Bahadur Sha II



Thantia Thopi



Rani Lakshmi Bai

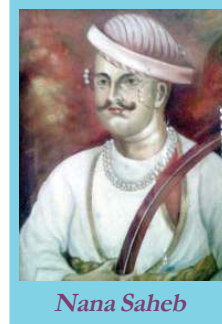


Begum Huzret Mahal

Along with the kings and the sepoy, common people also took part in the revolt. They attacked the British and moneylenders and set fire to their account books, deeds and documents of transactions. The salient feature of this rebellion was the active participation of the common people like farmers and craftsmen. Out of one and a half lakhs of people who were killed in the riots at Awadh, a princely state, one lakh were the common people.

The real strength of the rebellion was the Hindu-Muslim unity. A spirit of co-operation existed among the soldiers, common people and the leaders. The rioters captured Delhi and declared Bahadur Sha II as the emperor of India. The table below shows the major centers of the revolt and the leaders.

Centres of Revolt	Leaders
<ul style="list-style-type: none"> • Delhi • Jhansi • Lucknow • Kanpur • Faizabad 	<ul style="list-style-type: none"> • Bahadur Shah II • Rani Lakshmi Bai • Begum Hazret Mahal • Nana Saheb, Thantia Thopi • Maulavi Ahammedullah



Nana Saheb

The rioters could not overcome the superior military power of the British and the rebellion was completely suppressed. Though the revolt could not succeed completely, it was marked as the foremost massive resistance of the Indians against the British. It brought about several changes in the policies and administration of the British. The British Parliament took over India from the British East India Company. However, the economic exploitation of the British reached its extreme level in the post-1857 phase. It is evident in the starvation deaths at that time. In the second half of the nineteenth century, around two crores of people died spread over twenty four great famines.

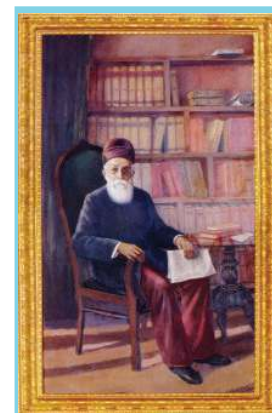


The picture of famine victims in Bengal

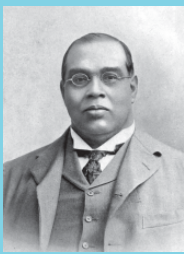
Realising the exploitation

The economic exploitation of the British created an anti-British feeling among different sections of people. This attitude was a major factor that led to the emergence of Indian nationalism in the nineteenth century.

Nationalism is the sense of unity among the people of a country irrespective of caste, creed, religion and region. Indian National Congress was an example for such an organised form of nationalism. Indian National Congress was formed in December, 1885 in Bombay. Seventy two delegates from different parts of India attended its first session. The Indian



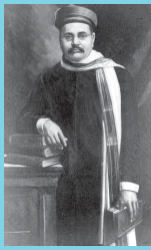
Dadabai Naoroji



*Romesh Chandra
Dutt*

National Congress led the anti-British struggle from 1885 till India attained independence in 1947.

Dadabai Naoroji was the person who studied about the facts on the determination of Indian economy under the British Rule. The drain of wealth to England was the root cause of poverty and starvation in India based on the study he put forward 'Drain Theory' and said that How did the Indian wealth flow to Britain?



*Gopal Krishna
Gokhale*

- Export of Indian raw materials
- Salary and pension to the British officers in India
- Profit gained through the sale of the British products in India
- Tax from India

The earlier leaders like Dadabai Naoroji, Romesh Chandra Dutt and Gopal Krishna Gokhale had a pivotal role in making the common people aware of the economic policy of the British

that impoverished India. The common people realized that the poverty and exploitation they faced had been the creation of the British. It reinforced their anti-British attitude. The nationalism, grown out of such awareness, is termed by some historians, as 'Economic Nationalism'



Prepare a note on Drain Theory.

Swadeshi Movement: New method of resistance

To check economic drain, the early national leaders pleaded with the



Nursery of Indian National Movement

Majority of the earlier leaders of Indian National movement were Bengalis. So Bengal was called the Nursery of Indian National Movement. Lord Curson divided Bengal in 1905 to weaken the Indian National Movement.

people to boycott foreign goods and strengthen Indian industry by consuming Indian products. The major strategy adopted for the anti-partition movement in Bengal in 1905 was the boycott of foreign goods and consumption of indigenous products. As part of the agitation, foreign goods were collected and burnt publicly. The extensive use of indigenous products by discarding foreign items rejuvenated Indian industry. As a result, a number of textile mills,

soap factories, matchbox companies, national banks, and insurance companies were established. It was during the Swadeshi Movement, that the Bengal Chemical Store in Bengal, the Tata Iron and Steel Plant in Maharashtra and the Swadeshi Steam Navigation Company in Tamil Nadu, were established. Import of British goods to India steadily went down during this period.

The Tamil Helmsman



V. O. Chidambaran Pillai who led the Swadeshi movement in TamilNadu established Swadeshi Steam Navigation Company in Tuticorin in 1906. So he is called the 'Helmsman of Tamilnadu' (*Kapplottiya Tamizhan*). The initial capital of six lakh rupees to start the company was collected from local traders.



Participation of women, labourers, and students were another remarkable feature of this movement. Washermen avow that they would not wash foreign cloths. The priests swore that they would not perform rituals and prayers using foreign items. Woman boycotted foreign bangles and utensils. Students quit these schools to take part in the movement.



Indian nationalism attained further strength from Swadeshi Movement. The leaders like Bala Gangadara Tilak, Lala Lajpat Ray, and Bipin Chandra Pal emphasized the necessity of overthrowing the foreign rule. These leaders were together known as Lal-Bal-Pal. "Freedom is my birth right. I shall have it" - This proclamation of Bal Gangadhar Tilak inspired the national movement.

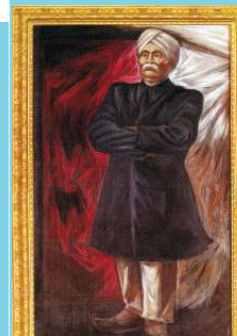
We have seen how the protest of people against the British policy that exploited and impoverished Indians attained an organised form.

It was these protests that were transformed as

Indian nationalism. Boycott of foreign goods and consumption of indigenous goods acted as a powerful weapon in the anti-British movement. Later Gandhiji made this movement strong and popular.



Bipin Chandra Pal



Lala Lajpat Ray

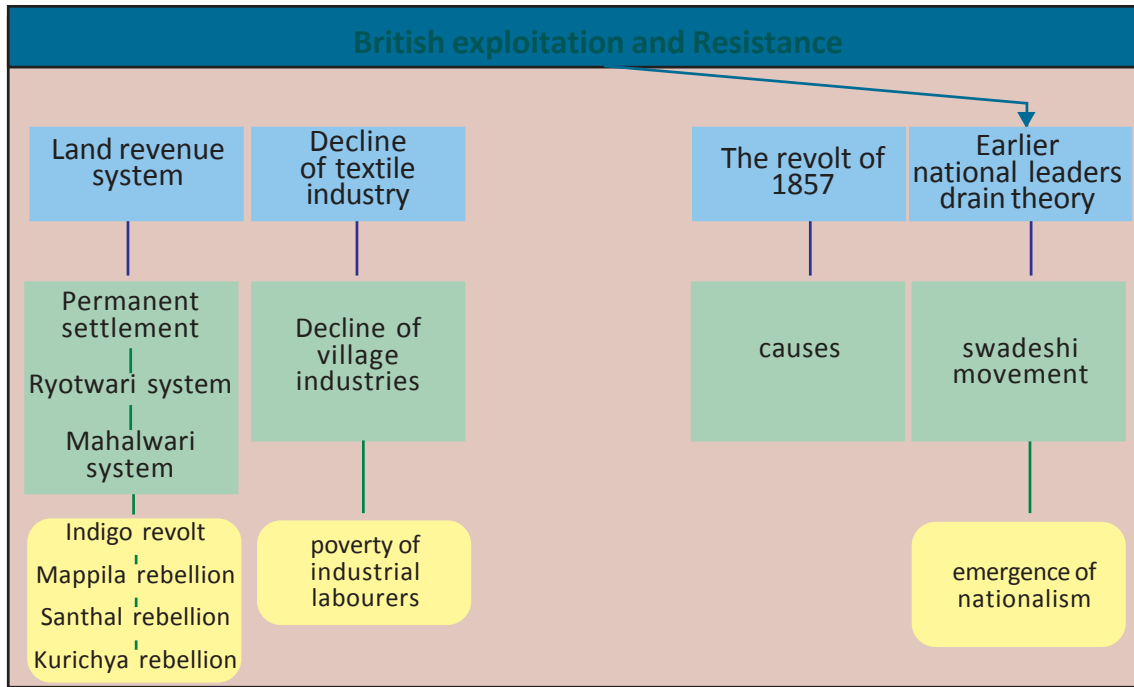


Bala Gangadara Tilak

Prepare a blog on the theme 'British exploitation and resistance'



Conduct a seminar on 'How the economic exploitation of the British caused the emergence of nationalism.'





Let's assess

- 'The revenue policy of the British was the major cause for the decline of agricultural sector in India'. Examine this statement by analysing the features of the permanent settlement.
- Match column A with column B

A	B
<ul style="list-style-type: none"> • Santhal rebellion • Mappila rebellion • Kurichya rebellion • Drain Theory 	<ul style="list-style-type: none"> • Malabar • Dadabhai Naoroji • Rajmahal Hills • Wayanad

- What were the circumstances that led to the commercialization of agriculture during the British period?
- Analyze the causes of the Indigo Revolt
- 'Kurichya rebellion was a resistance by the tribes against the British exploitation'. What were the circumstances that led to the Kurichya rebellion?
- What were the causes of the decline of the Indian textile industry?
- Do you think that the famines in India were the creation of the British? Why?
- Evaluate the role of Drain Theory by Dadabhai Naoroji in stimulating national feeling among the Indian masses.
- Analyzes the causes of the Revolt of 1857
- What were the sources of economic drain from India to Britain?
- Do you think that the Swadeshi Movement was a mass movement? Why?



Extended Activities

- Collect news and pictures on peasant and tribal rebellions that took place in different parts of India during the British rule and prepare an album.
- Prepare a magazine featuring the centres and leaders of the First War of Indian Independence in 1857.



CULTURE AND NATIONALISM

The diversity of India is tremendous; it is obvious; it lies on the surface and anybody can see it... They differ in face and figure, food and clothing, and of course, language... The Bengalis, the Marathas, the Gujaratis, the Tamils, the Andhras, the Oriyas, the Assamese, the Canarese, the Malayalis, the Sindhis, the Punjabis, the Pathans, the Kashmiris, the Rajputs and the great central block comprising the Hindustani-speaking people, have retained their peculiar characteristics for hundreds of years, have still more or less the same virtues and failings of which old tradition or record tells us, and yet have been throughout these ages distinctively Indian, with the same national heritage and the same set of

moral and mental qualities. There was something living and dynamic about this heritage which showed itself in ways of living and a philosophical attitude to life and its problems... The unity of India was no longer merely an intellectual conception for me : it was an emotional experience which overpowered me. That essential unity had been so powerful that no political division, no disaster or catastrophe, had been able to overcome it.

Jawaharlal Nehru
 “The Discovery of India”

The observations of Jawaharlal Nehru clearly reflect the unity in diversity existing in India. As a nation, unity in diversity is the solid foundation of India. Several factors contributed to the formation of Indian nationalism.

Nationalism is the sense of unity that exists among the people of a nation irrespective of caste, creed, region and religion. We have already discussed how economic exploitation of the British aroused nationalism among the Indians. Similarly, radical changes in social and cultural spheres helped to cherish nationalism among the people. In this unit, we discuss the various socio-cultural factors that reinforced nationalism in India.

The nineteenth century India witnessed two types of protests in ideological and cultural spheres.

- ① Protest against inequality, violations of rights and social evils which existed in the Indian society.
- ② Protest against the economic exploitations of the colonial forces

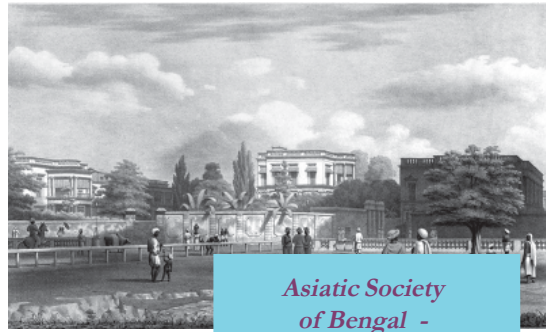
Socio-cultural activities and agitations at various levels positively influenced social life, the press, education, literature, art, etc. The consequent changes in these fields paved the way for national unity in India.

Colonial Rule and Nationalism

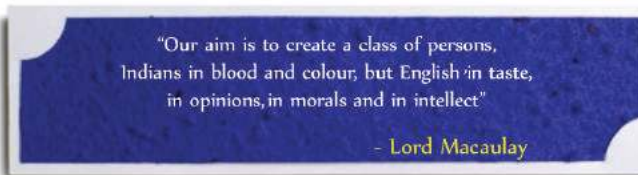
The British colonialists realized the fact that an in-depth understanding of the socio-cultural life of the Indians was essential to strengthen their rule. They learned about Indian society from the works in Sanskrit and Persian and by translating them. They established several institutions to study more about India, to interfere in Indian education system, and to train their own officers. Some of these institutions are:

Institution	Founder
• Asiatic Society of Bengal	• William Jones
• Calcutta Madrasah	• Warren Hastings
• Banaras Sanskrit College	• Jonathan Duncan

Later, the British rulers realised that it was not possible to know India well through these efforts alone. To ensure commercial growth, the British thinkers who favoured free trade argued for strong British intervention in Indian society. But, it was not possible to bring about reforms without popular support. Hence, they started English education to nurture a fraction of Indian society that would support Britain.



Asiatic Society of Bengal - an illustration



This is the statement made by Lord Macaulay when English education was introduced in India in 1835. Can you find out the objectives of English education in India from his statement?

- To prepare a generation that favours English life styles
-
-

By the 19th century, English culture and ideologies began to intrude into Indian society. Some Indian leaders found it necessary to resist this cultural invasion. Most of them were English educated Indians who internalized the concepts like democracy, liberty, rationalism, equality, scientific temper, socialism, civil rights, etc. They ventured to reform the social customs and rituals prevailed in the country, thereby to defend the invasion of English culture. They tried to reform Indian society, language, art and literature. It motivated to protest against inequalities and violation of rights and created a sense of unity among the people.

Scientific Societies



In the nineteenth century, many scientific societies were formed in India for translating science books, holding discussions and popularizing scientific temper .

- 1825- Calcutta- Society for translating European sciences
- 1838 - Calcutta - Society for acquiring general knowledge
- 1876 - Indian Association, Bengal, founded by Mahendra Lal Sarkar
- 1861 : Banaras - Banaras Samvad Club
- 1864 : Aligarh : Aligarh Scientific Society founded by Sir Syed Ahmad Khan
- 1868 : Bihar: Bihar Scientific Society



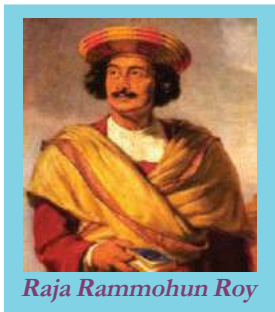
Social Reforms

Liberal outlook, passion for modernization and rationalism nurtured in Indian society in the 19th century paved the way for the emergence of various social reform movements. They had two main objectives:

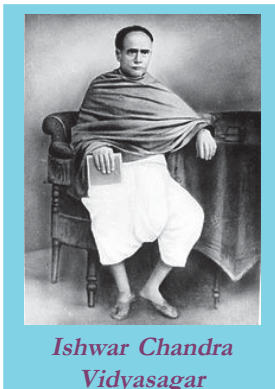
- To eradicate evils and superstitions that existed in the Indian society.
- To ensure equal civil rights to education, travel and dress code

The socio-economic situation in India was not favourable to achieve these goals. So the reformers aimed at bringing about fundamental changes in the society. For this, they advanced the following proposals:

- Eradicate caste system
- Protect the rights of all
- Eliminate discrimination against women
- Provide education to all
- Promote widow remarriage
- Abolish child marriage and eliminate the supremacy of the clergy



Raja Rammohun Roy



Ishwar Chandra Vidyasagar

Raja Rammohun Roy was the pioneer among the social reformers who strived for the modernisation of Indian society. He opposed caste system and 'Sati', social evils prevailed in the Indian society and established the Brahma Samaj in Bengal. He propagated the idea of a unified Indian society in the place of a society fragmented over caste lines. This idea prompted patriotism among the people. Thus, the concept of a unified nation became one of the objectives of social reform. To improve the status of women, he advocated for the right of women to own property. Taking cue from his ideologies, many leaders from various parts of India ventured to reform the society. In Bengal, Ishwar Chandra Vidyasagar argued for remarriage of widows. As a result, the British government passed the Hindu Widow

Remarriage Act in 1856. He established educational institutions for women education. Such centres for women education were founded in other parts of the country. Sarada Sadan in Bombay established by Padita Ramabai was one of the important institutions among them. The major social reform movements in this period and their leaders are given in the table below.



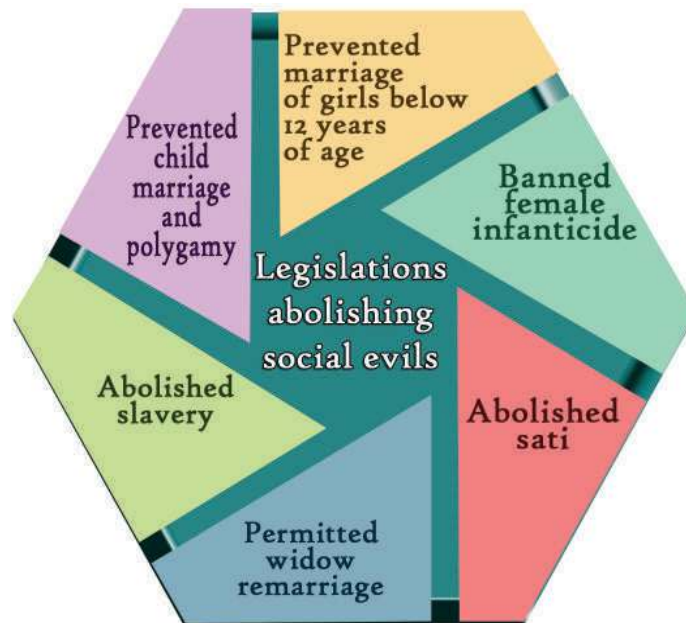
Pandita Ramabai

Movements	Reformers	Ideologies
• Arya Samaj	• Swami Dayanand Saraswati	• Campaigned against idol worship and child marriage.
• Ramakrishna Mission	• Swami Vivekananda	• Opposed caste system and social evils.
• Aligarh Movement	• Sir Syed Ahmad Khan	• Propagated the concepts of liberty, equality and freedom of thought.
• Prarthana Samaj	• Atmaram Pandurang	• Advocated for social and educational uplift of Indian Muslims.
• Theosophical Society	• Annie Besant	• Campaigned for inter dining, inter caste marriage, widow remarriage and the uplift of women and backward classes.
• Hitakarini Samaj	• Viresalingam	• Resurgence of Hindu religion.
• Satya Shodak Samaj	• Jyotiba Phule	• Campaigned for widow remarriage and women education.
• Self Respect Movement	• E.V. Ramaswami Naicker	• Opposed social evils and domination of priests.
• Sree Narayana Dharma Paripalana Yogam	• Sree Narayana Guru	• Started educational institutions for backward classes.
		• Opposed Brahmanical supremacy and caste system.
		• Opposed caste system and evil practices.
		• Advocated for social and economic progress of the backward classes.



As a result of the activities of the social reformers and their movements, the British were forced to abolish many social evils that existed in various parts of the country. They are as follows:

Prepare a digital poster including the table depicting Indian social reformers and their movements.



How did the ideologies put forward by Indian reform movements create nationalism among Indians? Discuss on the basis of the hints given:



- Opposition to caste system
- Advocating for equal rights
- Defending the intrusion of foreign ideas and culture
- Protest against social evils
- Educational development
- Protest against the discriminations imposed upon women.

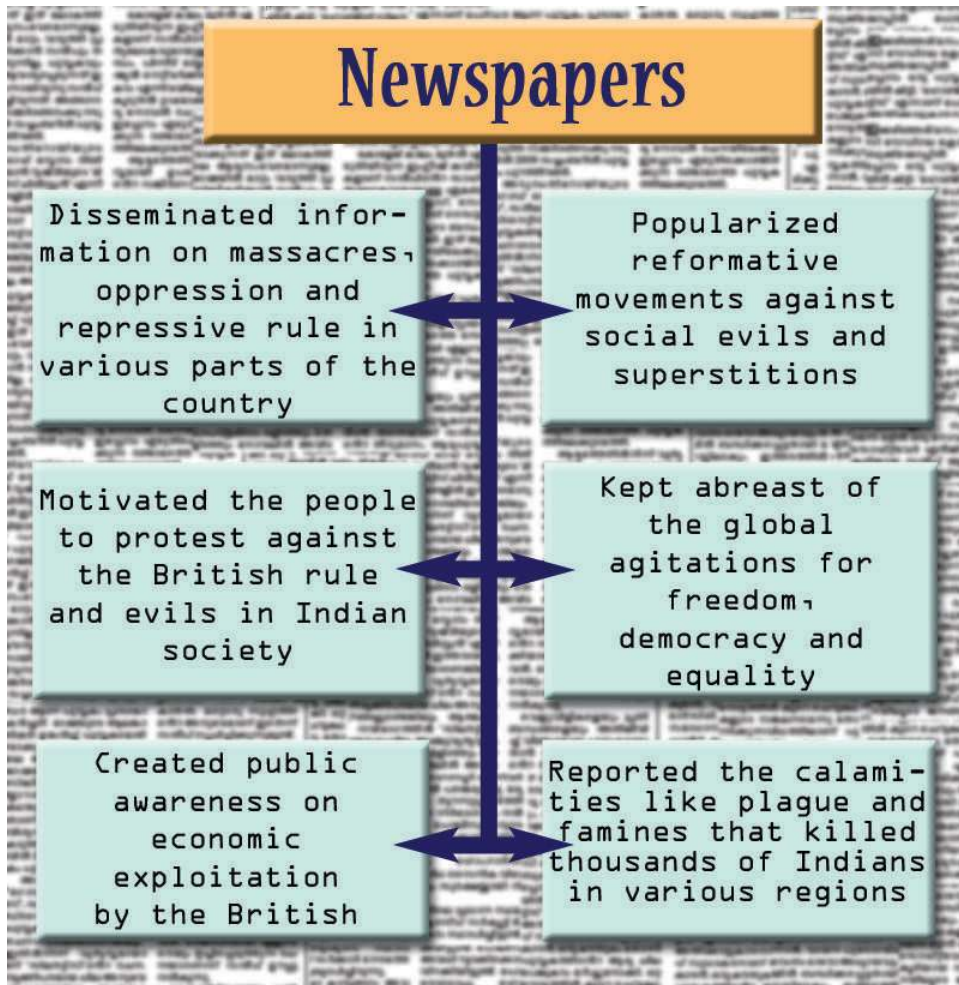
The Press and Unity of India

"An Indian citizen has lost his naturalness. His lifeblood has dried up. He is half starved and half dressed. No delicious food is available to him. His dress is ragged and torn. His condition is very pathetic".



This is a news item that appeared in Sulabh Samachar, an earlier newspaper from Bengal. This news covers the plight of the Indians under the British rule. The newspapers in that period reported many such issues in the society.

Let us see what did the newspapers do during freedom movement.





Major newspapers during the freedom struggle and their Leaders

Newspapers	Leaders
<ul style="list-style-type: none"> • The Hindu, Swadeshi Mitram • Amrit Bazar Patrika 	<ul style="list-style-type: none"> • G. Subrahmania Iyer • Sisir Kumar Ghosh, Motilal Ghosh • Fardourji Marsban • Bal Gangadhar Tilak • Surendranath Banerji • Dadabhai Naoroji • Ishwar Chandra Vidyasagar • Annie Besant • Mahatma Gandhi • Maulana Abul Kalam Azad • Lala Lajpat Rai • Gopalakrishna Gokhale
<ul style="list-style-type: none"> • Bombay Samachar • Kesari, Maratha • Bengali • Voice of India • Shome Prakash • New India, Common Wheel • Young India, Harijan • Al Hilal • Vandematharam • Nation 	



Find out the names of Malayalam newspapers published during the time of independence movement and list them.

Indian leaders mostly depended on newspapers to propagate their nationalistic ideologies. They considered journalism as a social service. Their newspapers criticized the British policies and motivated national movement. Raja Rammohan Roy was the first to start newspaper with a national perspective. His Sambad Kaumudi in Bengali and Mirat-ul-Akbar in Persian focused on social reformation, democracy and nationalism. Following his path, many reformers and national leaders published newspapers in regional languages.

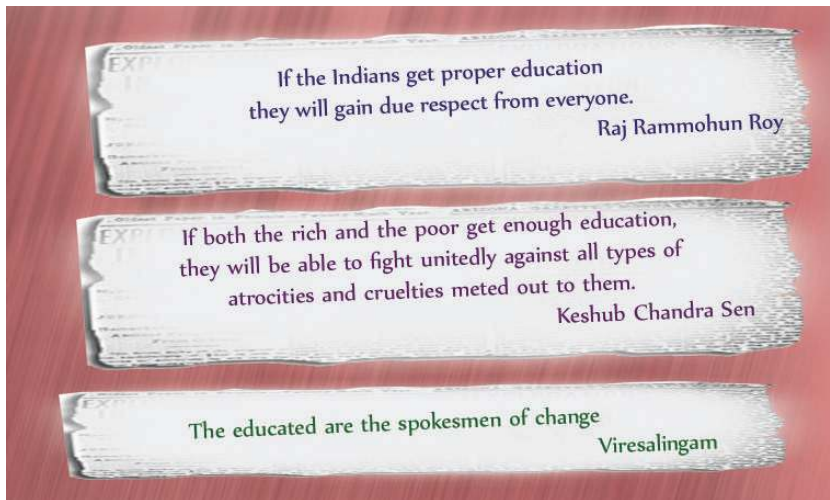
Realising the power of the Press, the British imposed stringent measures to control them. The Vernacular Press Act enacted by Lord Lytton in 1878 was one of them. It curbed freedom of press in regional languages. The British withdrew the Act after a massive protest.

During those days, protection, circulation and reading newspapers were considered to be a part of freedom struggle.



Prepare a speech on the role of the Press in fostering national unity and social reformation in India.

Education for the Nation



These are the visions of various social reformers on the importance and necessity of education. Identify the role of education from these observations.

- To bring about changes in society.
- To maintain unity.
-

Establishing national educational institutions was the main means adopted for inculcating nationalism. They imparted secular education to all sections of the society. The Deccan Education Society founded in 1884 in Pune by G.G. Agarkar, Bal Gangadhar Tilak and Mahadev Govinda Ranade was one of such educational institutions established with a nationalistic perspective. The founders were well aware that education was inevitable in the socio-economic and cultural progress of the country.

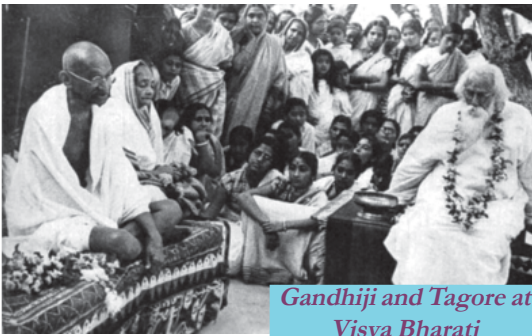


Emblem of Deccan Education Society



Statue of
D.K. Karve

The Swadeshi Movement which started after the partition of Bengal in 1905 influenced to found many educational institutions for the propagation of national education. D.K. Karve started the first Indian Women University in Maharashtra in 1916. He was motivated by the concept that education had a pivotal role in women empowerment. Following this many educational institutions were founded in various parts of India. Their major objectives were promotion of nationalism, opposition to social evils, and rejection of western education.



Gandhiji and Tagore at
Visva Bharati

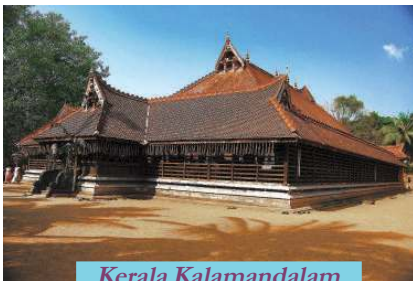
Visva Bharati, the university founded by Rabindranath Tagore in Bengal, focused on universal brotherhood. With this university, Tagore aimed at a system of education that would bridge western and eastern cultures.

Similarly, when the national movement became strong under the leadership of Mahatma Gandhi, a team led by Maulana



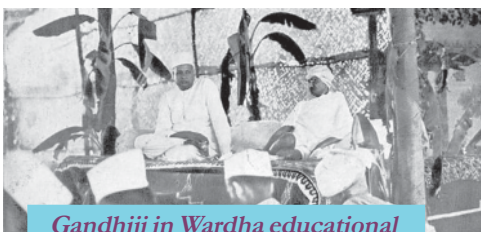
Jamia Millia Islamia

Mohamed Ali, Shoukath Ali, Dr. Zakir Husain and M.A. Ansari founded the Jamia Millia Islamia in Aligarh. Its objective was to strengthen national movement through secular education.



Kerala Kalamandalam

Intrusion of western arts and education ruined Indian traditional arts. Many initiatives were taken to defend the cultural invasion and promote traditional art. Kerala Kalamandalam in the Cheruthuruthy village of Thrissur, founded by Mahakavi Vallathol Narayana Menon was one of such initiatives.



Gandhiji in Wardha educational
conference

In 1937, Mahatma Gandhi proposed a special education plan. This is called Wardha Education Plan. Its major objective was vocational education. He thought that vocational training during education would help build up a good future. Gandhiji believed that such a generation could defend the British.



Nai Talim

Gandhiji proposed that education should be related to some productive occupation. He recommended free and compulsory education in mother tongue for all children between 8 and 14 years. This perspective of education is known as Nai Talim (New education). In 1937, the Wardha conference of the Indian National Congress appointed a committee headed by Dr. Zakir Husain to study this system of education.



Following are some ideas envisioned in national education. Read carefully. List the institutions that worked for materializing these ideas.



Ideas of National Education	Institutions
• Secularism	•
• Nationalism	•
• Women empowerment	•
• Internationalism	•
• Revival of traditional arts	•
• Protest against foreign rule and caste system	•

Literature and Nationalism

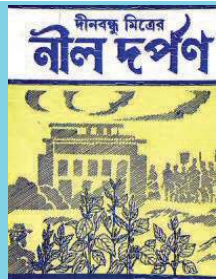
The protest against the British rule as well as social evils existed in the Indian society reflected in Indian literature. Writers in various parts of India illustrated the agonies and atrocities faced by the people. The readers in other parts experienced these sorrows as theirs and ventured to fight them collectively. Writers shared their resentments with the people through



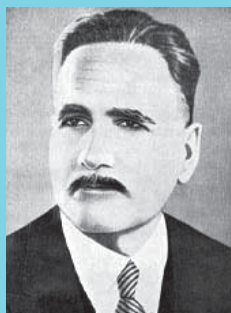
Bankim Chandra



Dinabandhu Mitra



Nil Darpan



Muhammad Iqbal

poetry, tales, novel, drama, etc. This developed among the people a sense of patriotism and dissent towards the foreign dominance. Patriotic songs in regional languages bridged the gap between the upper class literates and the illiterate mass.

The concept of Bharat Mata was first presented in public through a play written by Sisir Kumar Ghosh, and Satyendranath Tagore. Bankim Chandra Chatterji, a famous Bengali writer adopted novel, a western form of literature, as a medium to portray the plight of Indian society. Of his novels, the most notable is *Anandamath*, based on the Sanyasi Revolt of Bengali peasants. He could well illustrate the agonies of Bengali farmers and disparity between rich and poor in the Bengali society. Thus, Indian society came to know about the predicaments of the Bengalis. The song 'Bandemataram' is taken from this novel.

Nil Darpan, a play written by the Bengali writer Dinabandhu Mitra, depicted the severe exploitation suffered by the indigo farmers in Bengal. It was staged in many places and greatly influenced the people. Indian Association, a political movement floated by Surendranath Banerjee, campaigned for the welfare of the Bengali farmers taking cue from the issues depicted in *Nil Darpan*. This play triggered farmers' unrests in various parts of the country.



Urdu poet Allama Muhammad Iqbal, who penned the famous patriotic song 'Sare Jahan Se Accha, Hindustan Hamara' praised the beauty of India's nature and unity of its people. Creative expressions of Indian writers helped to inculcate the concept of a unified India among the public. Many writers from different languages of India contributed patriotic and nationalistic works to Indian literature.



How did literature in various languages motivate Indian nationalism? Discuss.

Works	Authors	Languages
<ul style="list-style-type: none"> • Ghora • Gitanjali 	<ul style="list-style-type: none"> • Rabindranath Tagore 	<ul style="list-style-type: none"> • Bengali
<ul style="list-style-type: none"> • Sevasadan • Premasram • Rangabhumi • Godan 	<ul style="list-style-type: none"> • Prem Chand 	<ul style="list-style-type: none"> • Hindi
<ul style="list-style-type: none"> • Panchalisapadham • Kali paattu • Kannan paattu • Kuyil paattu 	<ul style="list-style-type: none"> • Subrahmanya Bharati 	<ul style="list-style-type: none"> • Tamil
<ul style="list-style-type: none"> • Hayat-e-Sahi • Hayat e- Javeed 	<ul style="list-style-type: none"> • Altaf Husain Hali 	<ul style="list-style-type: none"> • Urdu
<ul style="list-style-type: none"> • Nibandha Mala 	<ul style="list-style-type: none"> • Vishnu Krishna Chiplunkar 	<ul style="list-style-type: none"> • Marathi
<ul style="list-style-type: none"> • Ente Gurunathan • Bappuji • Indiyude Karachil 	<ul style="list-style-type: none"> • Vallathol Narayana Menon 	<ul style="list-style-type: none"> • Malayalam

Come.. friend.. Come Forward



Many poems and songs which strengthened the nationalist movement were written in Malayalam. The most famous among them is "*Varika Varika Sahachare*" written by Amshi Narayana Pillai.

*Varika varika sahajare - valiya sahana samaramai
Karalurachu kaikal korthu kalnadayku pokanaam!
Kanthurannu nokuvin - kaikal korthiranguvin
Kapadakudila bharanakoodamikshanam thakarka naam!
Britaine virattuvin - chattamokke mattuvin
Dhushtaneethivishtapathilottume nilachida!
Vijayamenkil vijayavum - maranamenkil maranavum
Bhayaviheenamakhilajanavum aagrahichiranganaam.*

Nationalism in Art



Bharat Mata

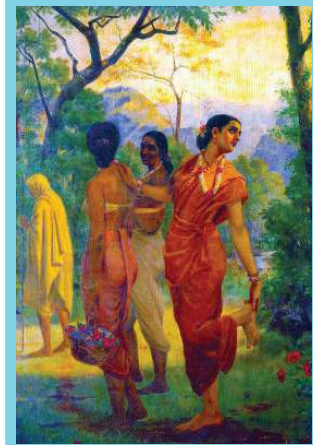
This is a water colour painting by Abanindranath Tagore. It depicts Bharat Mata giving food, cloth and knowledge to Indian masses. This painting helped to inculcate patriotism in Indian minds. Under the influence of this painting artists from various parts of the country pictured Bharat Mata in various fashions, embedded with the map of India. Abanindranath Tagore tried to free Indian painting from western style and to promote oriental painting based on Indian culture and tradition. For this, he started Indian Society of Oriental Arts in Calcutta.

Following the western style, Raja Ravi Varma from Kerala visualized various scenes from Indian epics and literature. Nandalal Bose, another artist portrayed scenes from Indian literature and events in history. His famous painting is 'Sati', which visualized the dilemma

of a woman who was forced to commit Sati, a social evil prevailed in India. This painting touched Indian hearts and stimulated protest against this social evil. His another painting 'Village Drummer' was exhibited in the Haripura session of the Indian National Congress in 1938 and was adopted as the picture for the poster of the Congress.

Amrita Sher-Gil, a famous woman artist of India, painted the sufferings of Indian villagers in dark shades ably reflecting their predicaments. Her paintings also motivated people to think about a unified India.

Did you notice the pictures? These are the national symbols that helped to nurture nationalism in Indian minds. Along with these, the national anthem written by Rabindranath Tagore also helped to create national consciousness. The tricolour flag was first designed during the time of the Swadeshi movement. The earlier version of the flag contained eight lotuses representing eight provinces in British India and a crescent representing Hindu-Muslim fraternity. The team led by Gandhiji designed the national flag with Charkha, a domestic cotton spinning wheel used in Indian villages. Charkha resembled the self dependence of Indians and their defiance to colonial rule. The present tricolour flag of India was officially adopted in 1947. You have studied about the National emblem adopted from the lion capital of Asoka at Saranath. Patriotic songs, symbols and pictures were used throughout our freedom struggle. They played a crucial role in developing nationalist spirit among Indians.



Painting of Raja Ravi Varma - A scene from Sakuntalam of Kalidasa



Sati - a painting of Nandalal Bose



Village Drummer - a painting of Nandalal Bose



Village life - a painting of Amrita Sher-Gil

Prepare a digital Album consisting of Art forms, National symbols and personalities which promoted Nationalism



Though Indian nationalism emerged in the 19th century, Indians had the concept of a nation even before the beginning of the national movement. They wished to implement their visions of modernization on the soil under their sovereignty. The passion of Indian society for freedom, equality and sovereignty were reflected in the art,

literature, education, journalism and social reform and it motivated Indian nationalism.



National flag and national emblem

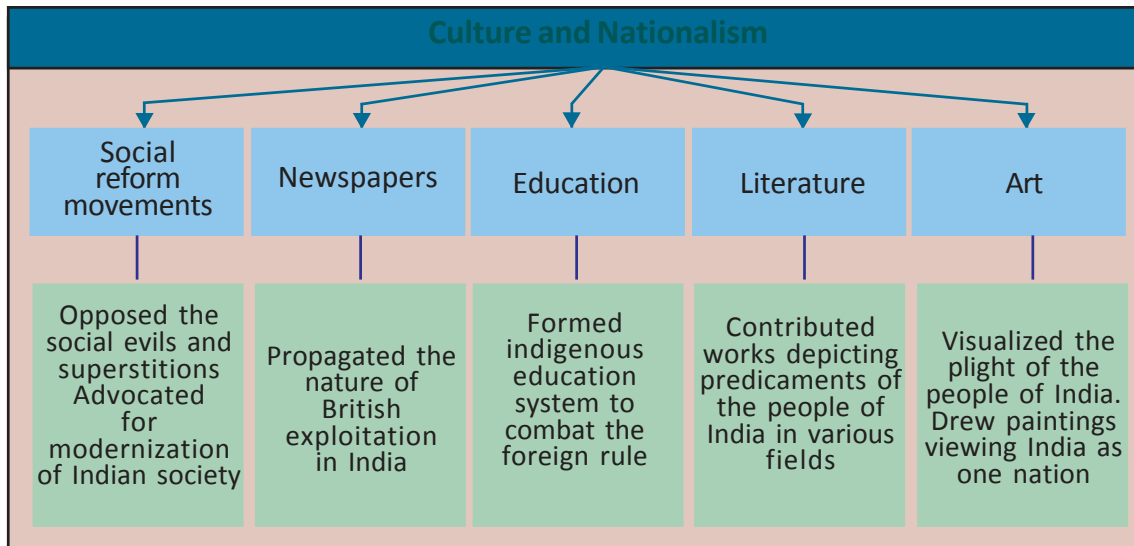


Madame Cama and Tricolour Flag

Madame Bhikaji Cama is one of the bold women fighters of Indian freedom struggle. She was the first person to hoist Indian tricolour flag in an international forum. She hoisted the flag in the conference of the Second International held in Stuttgart, Germany, in 1907.



Prepare an essay on the factors that contributed to the emergence of Indian nationalism.




Let's assess

- 'Indian nationalism was a form of protest against and dissent to the British colonialism'. Substantiate
- The newspapers have a major role in unifying the people of a country. Evaluate the significance of this statement in Indian context.
- Evaluate how changes in education influenced the emergence of Indian nationalism.
- Identify the correlation between the items in section A and complete section B in the same way.
 - | | | | |
|----|--------------------------|---|-----------|
| A) | Vallathol Narayana Menon | : | Malayalam |
| B) | Altaf Husain Hali | : | |
 - | | | | |
|----|--------------|---|----------------------|
| A) | Bharath Mata | : | Abanindranath Tagore |
| B) | Sati | : | |
 - | | | | |
|----|------------|---|-------|
| A) | Anandamath | : | Novel |
| B) | Nil Darpan | : | |
 - | | | | |
|----|----------------------|---|---------------------------|
| A) | Arya Samaj | : | Swami Dayananda Saraswati |
| B) | Rama Krishna Mission | : | |



Extended Activities

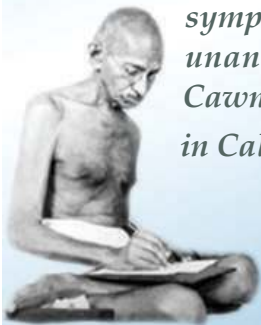
- Prepare a magazine collecting literary works and newspapers and pictures that contributed to the national unity of India.
- Prepare a magazine collecting Malayalam poems that ignited nationalism.



STRUGGLE AND FREEDOM

The stain of Indigo

I must confess that I did not then know even the name, much less the geographical position, of Champaran and I had hardly any notion of indigo plantations. I had seen packets of indigo, but little dreamed that it was grown and manufactured in Champaran at great hardship to thousands of agriculturists. Rajkumar Shukla was one of the agriculturists who had been under this harrow and he was filled with a passion to wash away the stain of indigo for the thousands who were suffering as he had suffered. This man caught hold of me at Lucknow where I had gone for the Congress of 1916.... Brij Babu Kishore Prasad moved a resolution expressing sympathy for the people of Champaran and it was unanimously passed... Rajkumar followed me to Cawnpore and Ashram. Finally I told him I have to be in Calcutta and from there take me to Champaran.



My Experiments with Truth-
Mahatma Gandhi

Through these words in his autobiography, Gandhiji details the circumstances that made him participate in the indigo farmers' protest at Champaran in Bihar in 1917. He started his social activities in India intervening in the problems faced by the indigo farmers in Champaran. Soon he could gain the trust and recognition of the common people of India.

Let us see the reasons for this;

- The agitations he conducted in South Africa
- His life style as a common man (food, clothing, language)
- Methods of struggle based on non violence.
- They found in Gandhiji a saviour, who could solve their problems.



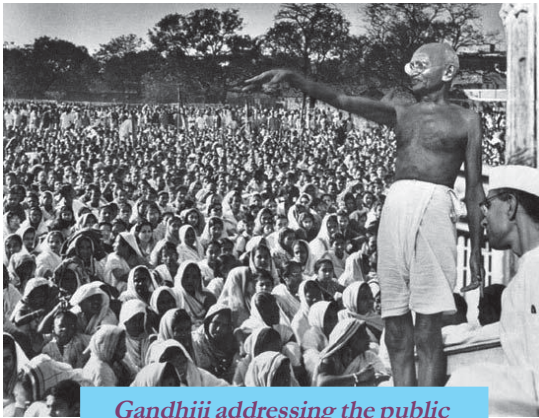
Gandhiji and South Africa

Gandhiji reached South Africa as an advocate of an industrialist named Dada Abdulla from Gujarat. As he was travelling from Durban to Pritoria, he was pushed out of the first class compartment saying that he had no right to travel along with the British. Within no time he came to know the intensity of the racial discrimination experienced by the Indians in South Africa. He stayed for 21 years in South Africa and all this time he was trying to solve the problems of the non-Europeans in South Africa.

Early Struggles of Mahatma Gandhi

Given below are some of the regional struggles in which Gandhiji was involved after returning to India from South Africa:

Struggle	Area	Year
• The Struggle of indigo farmers in Champaran	• Bihar	• 1917
• Ahmedabad cotton mill strike	• Gujarat	• 1918
• Peasant struggle in Kheda	• Gujarat	• 1918



Gandhiji addressing the public

In Champaran, Gandhiji resorted to disobedience of the British rules and Satygraha and his involvement compelled the authorities to pass laws in favour of the indigo farmers. After his struggle in Champaran, Gandhiji worked for the progress of Champaran region by establishing primary schools, initiating medical aids and involving in cleaning activities.

Cotton mill workers in Ahmedabad started their strike in 1918 when they were denied 'Plague Bonus'. Gandhiji got involved in this strike and adopted the same method of protest that he used in Champaran. Following his Satygraha, the authorities agreed to hike the wages of the employees and the strike came to an end.

Due to drought and crop failure farmers in Kheda were living in utter misery. The rulers decided to collect tax from these poor villagers.

Starting Satyagraha in (1918) Gandhiji protested against the decision. He advised people not to pay tax. Consequently, the authorities were forced to reduce tax rates. His early struggles based on Satyagraha and Ahimsa made Gandhiji a popular leader.



Let's find the results of the early struggles that Gandhiji took up in India.

- The struggles he took up popularised his ideologies and method of protest.
- Till his entry into the political scenario, national movement was confined to the educated section of the society. His methods of protest attracted the laymen to the movement.
- The city centric national movement spread to rural areas.
- Gandhiji became a national leader acceptable to all strata of the society.

Examine the early struggles led by Gandhiji and discuss his method of protest.



Towards the National Movement

Gandhiji entered Indian national movement with



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his protest against the Rowlatt Act. In the pretext of preventing extremist activities, the British Parliament passed the Rowlatt Act in 1919 limiting the civil rights. As per this Act any person could be arrested and imprisoned without trial.

Plague Bonus



Plague outbreak of 1917 in Ahmedabad killed 10% of the city population. During this time, the labourers were given a bonus upto 80% of their wages to prevent labourers from quitting the job for fear of Plague. This system was helpful for the labourers to survive the inflation due to the First World War. When the plague threat was over, this bonus was withdrawn and the labourers started agitation against it.

Gandhiji on the Screen



Eight Oscar award-winning film 'Gandhi' directed by Richard Attenborough is a visual depiction of the Gandhian period in our freedom struggle. Similarly, the movie 'Making of Mahatma' by Shyam Benegal visualises the South African life of Gandhiji. Apart from these, a number of documentaries and films related to Gandhiji had been produced.

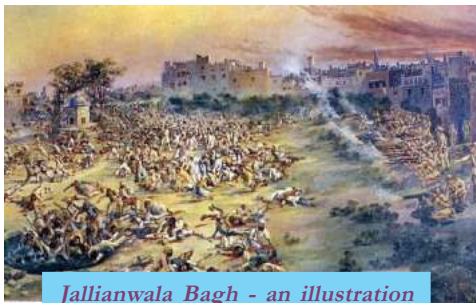
Prepare a documentary based on Gandhiji's early struggles and life



Jallianwala Bagh Massacre

People gathered at Jallianwala Bagh in Amritsar on 13 April, 1919 to protest against the arrest of Saifuddin Kitchlew and Satyapal who led the anti-Rowlatt Act agitations in Punjab. The city was under the control of the army. Accusing that the protesters violated his instructions, the army chief General Dyer ordered to shoot without warning. The innocent armless people were trapped as the ground was surrounded by buildings and the only entrance was blocked by the armed British soldiers. As per the British records, the shooting of ten minutes killed 379 protesters. In fact, the death toll was actually double this.

THE AMRITSAR MASSACRE.
'Darkest Stain on British Rule.'
GREAT SENSATION IN ENGLAND.
 Dismissal and Impeachment of Gen. Dyer and Sir Michael Demanded.
 (ASSOCIATED PRESS.)
 BOMBAY, Dec. 24.
 The *Bombay Chronicle* publishes a cable from Mr. B. G. Horniman which *inter alia* says:—
 The *Westminster Gazette* says:—The amazing narrative recalls the early German occupation of Belgium and the Peterloo massacre. General Dyer must be recalled and dealt with in such a way that the Amritsar massacre is solemnly repudiated by the Imperial Government. If he is not condemned by the nation he will be condemned by the world.
 The *Star* says:—It is the darkest stain on British rule in India and asks how shall we redeem our humanity.
 Eight large Labour meetings in Glasgow demand the dismissal and impeachment of General Dyer and Sir Michael O'Dwyer. Scottish Liberals are also taking action.



Jallianwala Bagh - an illustration

The massacre at Jallianwala Bagh intensified the protests at the national level. Gandhiji said: "If the Battle of Plassey laid the foundation for the British rule, Jallianwala Bagh shook the foundation."



How did the Jallianwala Bagh massacre influence Indian national movement? Discuss.

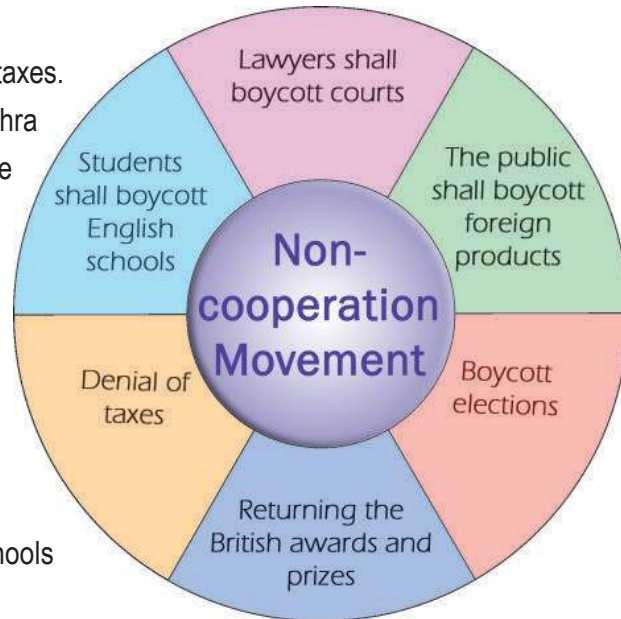
Non-cooperation and the Khilafat Movements

The first national level struggle by the Indian National Congress under the leadership of Mahatma Gandhi was the non-cooperation movement. The confidence gained from the anti- Rowlatt protest motivated Gandhiji to declare non-cooperation against the British.

Let's see the characteristics of non-cooperation policy adopted by Mahatma Gandhi.

Given below are some of the examples of how the Indian society responded to Gandhiji's appeal for non-cooperation.

- Farmers in Awadh refused to pay taxes.
- The tribal groups in northern Andhra entered the forests and collected the forest produces violating the forest laws.
- Farmers in Uttar Pradesh refused to carry the luggage of the colonial officials
- Workers struck work.
- Lawyers boycotted courts.
- Students quitted colleges and schools run by the British.
- The public, including women, burnt foreign clothes on the streets.



In addition to his appeal for non-cooperation, Gandhiji motivated the people to participate in constructive programmes. Inspired by this, people began to make indigenous products, spin khadi cloth using charka, establish national schools and popularise Hindi. Kashi Vidya Pith Gujarat Vidya pith, Jamia Millia, etc. are some of the national educational institutions started during this time. Students who boycotted English education were attracted to national educational institutions.

During the same period Maulana Mohamad Ali and Maulana Shoukath Ali intensified the activities of the Khilafat Movement. By declaring the Khilafat Movement as a part of Indian national movement, Gandhiji ensured active participation of Muslims



Charka used by Gandhiji - from a collection of Sabarmati Ashram



Ali Brothers - Mohamad Ali, Shaukath Ali

in the freedom struggle. He travelled across India with Khilafat leaders and propagated his ideologies. As a result :

- Anti-British feeling spread to the nook and corner of the nation.
- Hindu-Muslim unity was intensified



The Khilafat Movement

After the First World War, Britain tried to limit the power of Khalifa, the ruler of Turkey and the spiritual leader of world Muslims. The world wide protest against this is called the Khilafat Movement.

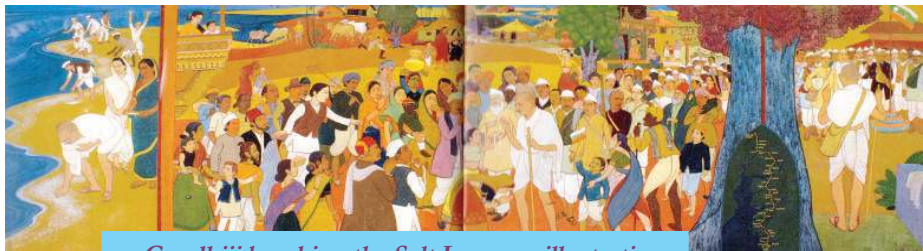


In response to the police firing at a mob, at Chauri Choura in Uttar Pradesh the villagers set ablaze the police station and 22 policemen died. This incident disappointed Gandhiji. So, he called for stopping the non-cooperation movement.

Poorna Swaraj and Civil Disobedience

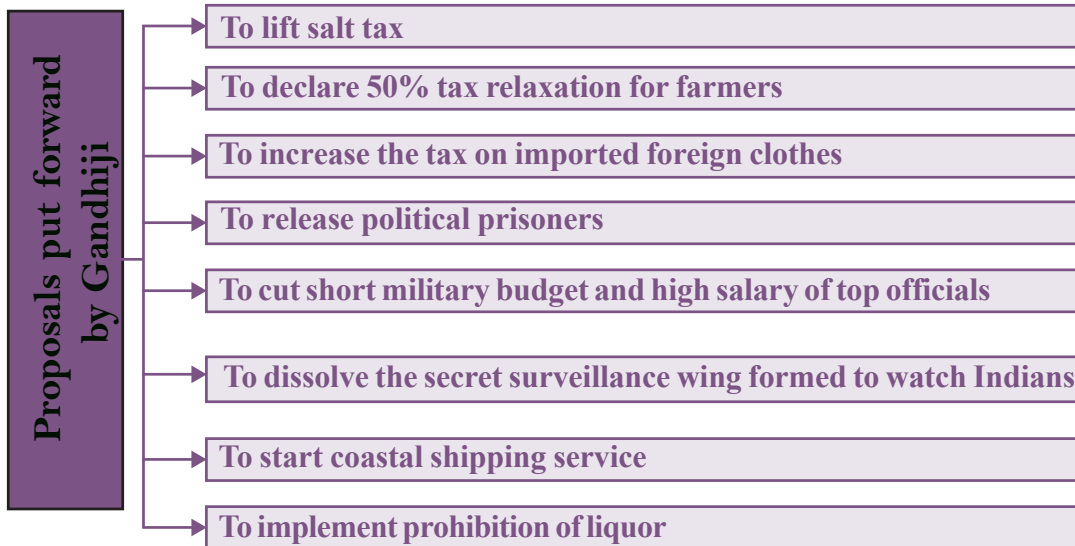
The Lahore session of the Indian National Congress held in 1929 under the chairmanship of Jawaharlal Nehru was a turning point in the history of freedom movement in India.

- The session declared that the ultimate aim of Indian freedom struggle was to attain complete freedom (Poorna Swaraj) for the country
- It also resolved to start the civil disobedience movement under the leadership of Mahatma Gandhi.



Gandhiji breaking the Salt Law - an illustration

With the civil disobedience Gandhiji meant to disobey all anti-popular and anti-democratic civil laws made by the British government. As a part of this movement, Gandhiji proposed the following:



How far the demands of Gandhiji are appropriate to attain the freedom of India?

Let's examine the reasons why he selected salt as a powerful weapon against the British.

- Salt tax constituted two fifth portion of the income collected by the British through taxes.
- This tax was a heavy burden for the poor people.
- The British government banned small scale indigenous salt production.
- There was three fold hike on salt price.
- The demand for lifting salt tax was a slogan suitable to inspire all segments of the society.



Gandhiji in London

Explaining the strength of the civil disobedience movement he said,

"Supposing ten persons from each of the seven lakh villages in India come forward to manufacture salt and disobey the Salt Act, what do you think the Government can do? Even the worst autocrat you can imagine would not dare to blow regiments of peaceful civil resisters out of a Canon's mouth. If only you will bestir yourselves just a little, I assure you we shall be able to tire the Government out in a very short time."

Gandhiji



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Round Table Conferences

The British government convened at James Palace in London three Round Table conferences in 1930, 1931 and 1932 to discuss the administrative reforms to be implemented in India. Representing Indian National Congress Gandhiji attended the Second Round Table Conference.



Sarojini Naidu

Inspired by the call of Gandhiji, people in various parts of the country started to produce salt on their own, violating the British regulations. Payyannur in Kerala, Vedaranyam in Tamil Nadu, Bombay in Maharashtra, Noakhali in Bengal and North West Frontier Province were some of the centres of this protest. As part of the protest, volunteers made salt and distributed it to the public, hoisted national flag and chanted anti-British slogans. The British police severely tortured a team of volunteers led by Sarojini Naidu who had set out to Dharasana salt field in Gujarat. Gandhiji was arrested and the movement was suppressed callously.



The British Quit India



"Here is a Mantra, a short one that I give you, you may imprint it on your hearts and let every breath of yours give expression to it. The Mantra is 'Do or Die' - We shall either free India or die in the attempt. We shall not live to see the perpetuation of our slavery."

Gandhiji

This was the call of Gandhiji in the conference of the National Congress held in Bombay in 1942. The Quit India movement was the last popular protest organized by the Indian National Congress under the leadership of Gandhiji.

Quit India was yet another popular movement like the Civil Disobedience Movement. It was a mass movement based on the ideology of non-violence (Ahimsa) meant to force the British to leave the country offering complete freedom to Indians.



Mahatma Gandhi with Moulana Abul Kalam Azad and J. B. Kripalani at the Quit India Conference.

Let us examine some factors that caused Quit India Movement.

- Reluctance of the British to implement constitutional reforms in India
- Public disgust with price hike and famine
- The assumption that the British would be defeated in the Second World War

As part of this movement, Gandhiji called for the following:

- Princely states shall recognise the sovereignty of their people
- Farmers shall not pay land tax
- Government officials shall disclose their loyalty to Indian National Congress without resigning their positions
- Without quitting their positions in the army, soldiers shall disobey orders to shoot and kill Indians
- If possible, students shall boycott education till attaining freedom

Prepare a digital album including the pictures of the various struggles led by Gandhiji in India



- 'The Quit India movement was a turning point in India's freedom struggle' Discuss.
- Conduct a quiz competition on 'Gandhiji and the freedom struggle of India.'



The British government suppressed the movement very severely and arrested leaders including Mahatma Gandhi. In protest, the uncontrolled mob demolished government offices, electric lines and transportation facilities. At the end of 1942, India was under the fire of popular unrest. The Quit India movement was a clear indication of the people's determination to grab freedom for their country.

Alternative Paths

"To sound the order of retreat just when public enthusiasm was reaching the boiling point was nothing short of a national calamity. The principal lieutenants of the Mahatma, Deshabandhu Das, Pandit Motilal Nehru and Lala Lajpat Rai, who were all in prison, shared the popular resentment. I was with the Deshabandhu at that time and I could see that he was beside himself with anger and sorrow at the way Mahatma Gandhi was repeatedly bungling."

Subhash Chandra Bose



Chandra Sekhar Azad



Bhagat Singh



Sukh Dev



Raj Guru

This is how Subhash Chandra Bose responded to Gandhiji's decision to withdraw the non-cooperation movement following the Chauri Chaura incident. Many such movements and persons who had difference of opinion towards the Gandhian approach to the struggle for independence also played crucial roles in attaining freedom for our country. Their objective was also nothing but India's freedom from colonial clutches.

C.R.Das and Motilal Nehru, who opposed Gandhian idea of boycott movement, formed the Swaraj Party in 1923. They argued for making legislative assemblies as platforms for raising our voices instead of boycotting them and they contested elections. Gradually, the opposition to Gandhian method of struggle intensified. Revolutionaries from Punjab, Rajasthan, Uttar Pradesh and Bihar gathered in Delhi and formed the Hindustan Socialist Republican Association in 1928. Bhagat Singh, Chandra Sekhar Azad, Raj Guru and Sukh Dev were at the helm of this movement. They floated a military wing called 'Republican Army' for armed revolution. Their plan was to overthrow the colonial government through military action and establish a federal



Newspaper report on the execution of Bhagat Singh and his comrades

republic of Indian states. In Lahore Bhagat Singh, Raj Guru and Sukh Dev shot to kill Saunders, the police officer who was responsible for the lathi charge that had led to the death of national leader Lala Lajpat Rai. Bhagat Singh and Batukeshwar Dutt threw bombs at the Central Legislative Assembly to protest against the attempt to pass laws curtailing civil rights. They were arrested and sent to jail.

On March 23, 1931, Bhagat Singh, Raj Guru and Sukh Dev were hanged to death by the British government.

Letter sent to Batukeshwar Dutt by Bhagat Singh

Dear Brother

The judgement has been delivered. I am condemned to death. In these cells, besides myself, there are many other prisoners who are waiting to be hanged. The only prayer of these people is that somehow or other they may escape the noose. Perhaps I am the only man amongst them who is anxiously waiting for the day when I will be fortunate enough to embrace the gallows for my ideals. I will climb the gallows gladly and show to the world as to how bravely the revolutionaries can sacrifice themselves for the cause.

I have been condemned to death, but you have been sentenced to transportation for life. You will live and, while living, you will have to show to the world that the revolutionaries not only die for their ideals but can face every calamity. Death should not be a means to escape the worldly difficulties. Those revolutionaries who have by chance escaped the gallows for the ideal many also bear the worst type of tortures in the dark dingy prison cells.

Central Jail, Lahore
1930 November

Yours Bhagat Singh

Given below are the names of some revolutionary organisations and their leaders who dedicated their life to attaining freedom for India.

Abhinav Bharat Society
V.D. Savarkar

Anuseelan Samithi
**Barender Kumar Ghose,
Pulin Bihari Das**

Ghadar Party
Lala Hardayal

Indian Republican Army
Surya Sen

Taking cue from the Russian revolution, socialist ideologies started to spread in India in 1930s and these ideas influenced a section of Congress activists. Jawaharlal Nehru, Subhash Chandra Bose,



The postal stamp issued by the Government of India honouring Aruna Asaf Ali

Jai Prakash Narayan and Aruna Asaf Ali led the Congress Socialist fraction within the Indian National Congress.

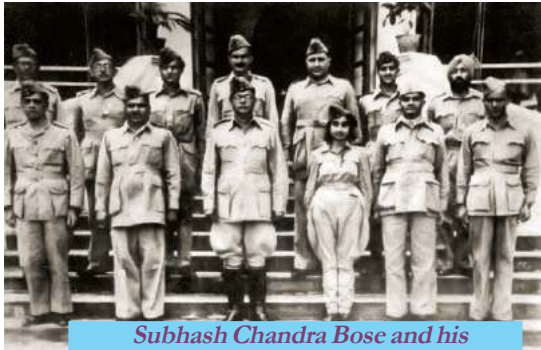
At a meeting held under the chairmanship of Jai Prakash Narayan in Bombay in 1934, the Congress Socialist Party was formed. This new organisation played a decisive role in the Quit India Movement. When Gandhiji and other top leaders of the Congress were arrested,



Jai Prakash Narayan

Socialist Party leaders like Jai Prakash Narayan and Aruna Asaf Ali led the movement from their hideouts.

At various stages of the national movement, Subhash Chandra Bose expressed his difference of opinion on Gandhian ideas of struggle. Quitting the Congress he formed a political party called Forward Bloc. He took the charge of the Indian National



Subhash Chandra Bose and his cabinet ministers in Singapore

Army (INA) formed by Rash Bihari Bose to attain freedom for India. He formed a provisional government for free India in Singapore, with the aim of forcing the British to quit India. The Indian National Army had a women wing called the Jhansi Regiment. Captain Lekshmi, a Keralite, was in-charge of this regiment.

With the support of the Japanese army the Indian National Army marched to the east west border of India and hoisted Indian flag in Imphal.

Conduct a seminar on the organisations which were formed as an alternative to Gandhian way of struggle for the freedom of India.



Vanchi Iyer

Vanchi Iyer is the first martyr of freedom struggle in south India. He shot Thirunelveli district collector Robert William Descourt Ashe, on 17 July, 1911 in Maniachi railway station in Tamil Nadu in retaliation of the collector's callous torturing of freedom fighters. Iyer committed suicide on the same spot to escape from the British police. Praising Iyer, Madame Cama wrote in her publication 'Vandematharam' of July 1911: The shots that Vanchi fired did help arouse a slave nation from the century - old slumbering".

Movements of workers and peasants

The socialist ideology spread among the Indians after the Russian revolution led to the formation of various labour and peasant movements in India. Following are the earliest labour unions in India.

- Ahmedabad Textiles Association
- Madras Labour Union

In 1920, the All India Trade Union Congress (AITUC) was formed

under the leadership of N.M. Joshi and Lala Lajpat Rai. The AITUC had three main objectives:

- To organise and act as a working class.
- To facilitate Indian working class to cooperate with the working class outside India
- To participate actively in the Indian freedom struggle

Because of the tax laws of the British, severe exploitation of the zamindars and the low price of agricultural produces, Indian farmers realized the importance of an organised struggle and started peasant movements. The All India Kisan Congress, which was later called the All India Kisan Sabha, was formed in Lahore by the efforts of the leaders like N.G. Ranga. A farmers' manifesto, which included all the basic demands of Indian peasants, was prepared in the All India Kisan Samiti conference held in Bombay. Given below are some of the demands included in the manifesto.

- Reduce 50% of land tax and lease charge
- Write off debts
- Cancel feudal taxes
- Ensure minimum wage for agricultural workers
- Recognise peasant unions

Organisation of labourers and farmers and their subsequent protests energised Indian National Movement. Their policy of equally opposing the imperialist policies of the British government as well as the feudal system that existed in India triggered agitations and revolts in various parts of the country.

Agitations	Places
<ul style="list-style-type: none"> • Tebhaga struggle • Telengana struggle • Naval mutiny 	<ul style="list-style-type: none"> • Bengal • Andhra Pradesh • Bombay





Khan Abdul Ghaffar Khan

Khan Abdul Gaffar Khan was a national leader who strongly opposed the dual nation theory and partition. The Partition hurt Khan who led countless agitations in the northwest frontiers. This stalwart of Indian freedom struggle, who tried his best for Hindu-Muslim unity, is famously known as Frontier Gandhi. Government of India honoured him with Bharat Ratna.



Towards Independence

The Second World War led to the collapse of imperialism the world over. Consequent to financial crisis Britain lost its capacity to maintain colonies. Intensified freedom struggles in the continents of Asia and Africa on one hand and American and Soviet policy against colonialism on the other, forced the British to free India from their clutches. The new British government that came to power under the Labour party led by Clement Attlee, sympathiser to India, also expedited our independence from colonial rule. Meanwhile, the All

India League under the leadership of Mohammed Ali Jinnah raised claims for a separate country called Pakistan. Following this, Lord Mountbatten was appointed as the Viceroy of India to deliver freedom to India addressing the question of partition. He argued that freedom for India was impossible without partition and to support this argument he prepared a strategy called "Mountbatten Plan". His proposals were as follows:



Jawaharlal Nehru addressing the public at Red Fort

- To form a separate country in Muslim majority area as per the Muslims wish.
- To divide Punjab and Bengal
- To conduct a referendum to determine whether to add North West Frontier province to Pakistan or not

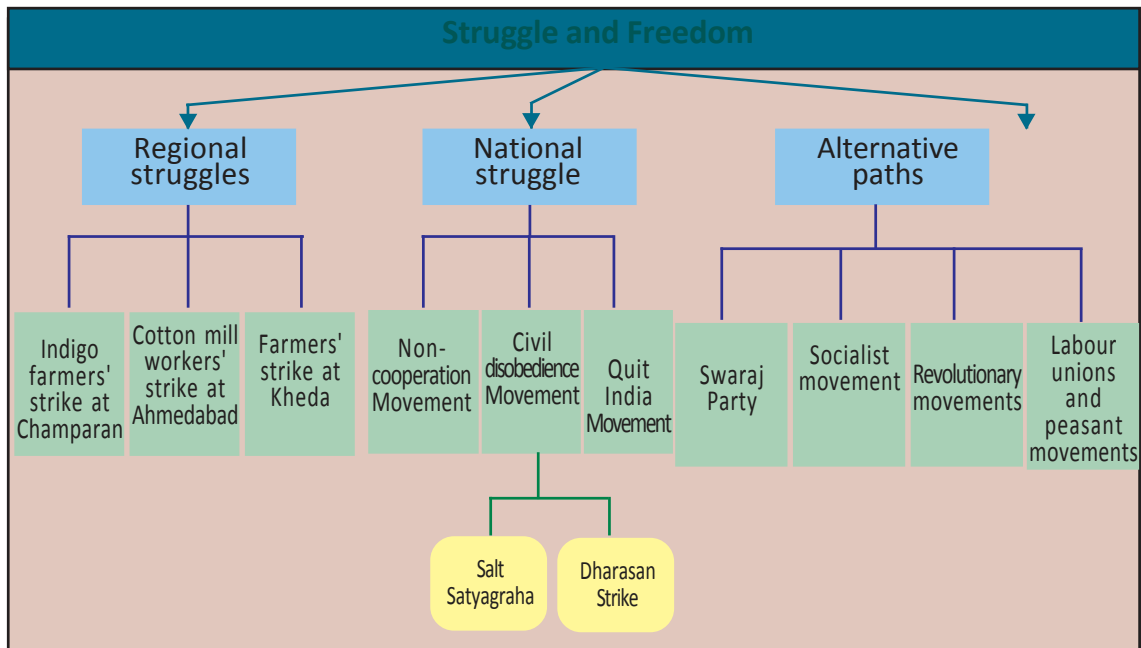
- To appoint a commission to determine the borders in Punjab and Bengal

While the Congress and the All India League approved this plan the nationalists like Khan Adbul Ghaffar Khan vehemently opposed it. In

1947, when the British Parliament passed the Indian Independence Act, two free nations - India and Pakistan- came into existence. Jawaharlal Nehru became the first Prime Minister of independent India.

So far we have discussed how Indian freedom struggle became a popular national movement. Gandhian ideas played a major role in this process. Alternatives to his method of struggle also significantly contributed to our independence. In short, the freedom we attained on 15 August, 1947 is the outcome of Indian National Movement inspired by various streams of ideas and ideologies.

Prepare a project including the details of leaders and organisations that fought for Indian independence.



Let's assess

- What are the regional agitations in which Gandhiji participated after his arrival in India?
- What are the strategies of strike used in the peasant struggle in Kheda?
- Analyse the outcomes of Ghandhiji's earlier struggles.

- Name the law made by the British in the pretext of preventing extremist activities.
- Write a short note on Jallianwala Bagh massacre.
- List out the outcomes of the Non-cooperation Movement under Gandhiji.
- Which incident forced Gandhiji to withdraw the Non-cooperation Movement?
- Which session of the Congress declared Poorna Swaraj as the ultimate aim of Indian freedom struggle?
- Prepare a seminar paper on the significance of the Civil Disobedience Movement in the freedom struggle.
- Prepare a note on the Quit India Movement.



Extended Activities

- Prepare a short note on the life of Gandhiji in South Africa.
- Prepare a digital album of the postal stamps brought out by the Government of India or governments of other countries in memory of Gandhiji or their pictures.



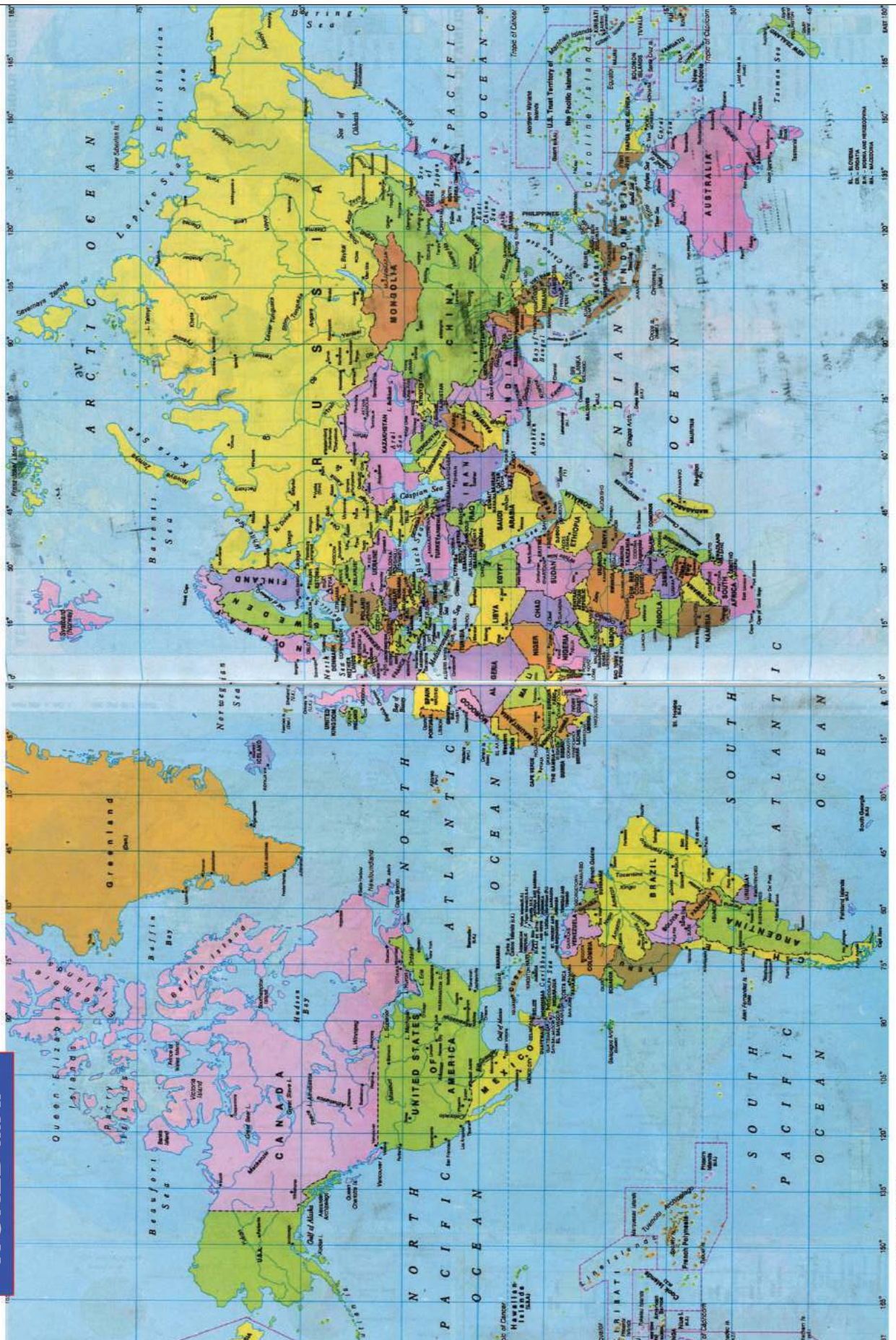


ASIA MAP



Map not to Scale

WORLD MAP



Map not to Scale



Notes

Notes

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

Contact Address:



Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R, T, E Monitoring : www.nireekshana.org.in

Security Features of a Genuine Indian Currency Note

We have to know more about currency notes used for financial transactions. Genuine currency notes have certain security features. Awareness of those features can save us from being duped.

▶ **Paper**

Banknotes are printed on special watermarked paper with substrate cotton and cotton rag. This gives the banknotes a unique “touch feel” and “crackling sound”.

▶ **Watermark**

The portrait of Mahatma Gandhi, the multi-directional lines and an electrolyte mark showing the denomination value appear in this section and these can be viewed better when the banknote is held against light.

▶ **Security Thread**

All banknotes carry a security thread, partially exposed and partially embedded, with readable window. The security thread of notes up to Rs 500 denomination contains “Bharath” in Hindi and “RBI” in English alternately. Rs 1000 denomination notes additionally contain “1000” as a numeral in the security thread.

▶ **Micro lettering**

The letters “RBI” and the denomination value as a numeral can be viewed with the help of a magnifying glass in the zone between the portrait of Mahatma Gandhi and the right vertical band. (However, only letters “RBI” is seen in Rs. 10 denomination).

▶ **Intaglio Printing**

The name Reserve Bank of India, the Guarantee Clause, the Promise Clause, the Signature of RBI Governor, the Portrait of Mahatma Gandhi, the Reserve Bank Seal, the Ashoka Pillar Emblem, the Central Denomination Value in words and figures are printed in intaglio, i.e., in raised prints which can be felt by touch.

▶ **Fluorescence**

The number panels of banknotes are printed in fluorescent ink.

▶ **Optically Variable Ink**

The colour of the denomination in numeral appears green when the note is held flat and changes to blue when the note is held at an angle. The font size also appears reduced. This feature is available only on notes of Rs. 500 and Rs. 1000 denominations.

▶ **Latent Image**

The vertical band contains the denomination in numeral. This can be seen by keeping the note flat on the palm of your hand at eye level and viewing it against the light.

Printing and circulation of forged notes are offences under Sections 489A to 489E of the Indian Penal Code and are punishable in the courts of law by fine or imprisonment or both.

SOCIAL SCIENCE I

Standard X

Part-2



**Government of Kerala
Department of Education**

**State Council of Educational Research and Training (SCERT), Kerala
2019**

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

State Council of Educational Research and Training (SCERT)

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Dear students,

Social Science is the comprehensive study of society. It discusses the progress of human civilization. Social Science should be able to analyse facts with broad social, political, cultural, and ecological perspectives and provide a vivid picture of multifaceted human progress.

Though evolved as different branches of Social Science, History, Political Science and Sociology have much in common when it comes to their approaches and perspectives. History is an unending dialogue between the present and the past. Though it narrates the past, it sheds light on the present and points to the future. Political Science and Sociology offer ample scope to experience the realities of contemporary life and help develop civic consciousness and social responsibility.

This textbook is based on the vision that the study of Social Science is indispensable to inculcate values like fraternity, universal outlook, secularism, and democracy. The learners will find this textbook simple and attractive, for, it properly blends various themes from History, Political Science, and Sociology.

The Social Science textbook and the learning activities incorporated in it will help you evaluate social facts in a creative and critical manner. It will definitely inspire you to make the study of Social Science a fascinating experience and guide you throughout life.

With regards,

Dr. J. Prasad
Director
SCERT

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

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- (f) to value and preserve the rich heritage of our composite culture;
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- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

Contents

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s

07. India after Independence	137-150
08. Kerala towards Modernity	151-170
09. The State and Political Science	171-182
10. Civic Consciousness	183-192
11. Sociology : What? Why?	193-210

Icons used for the convenience
of the learners



For further reading (Need not be
subjected to assessment)



Questions for assessing the progress



Learning activities



Let us assess



Scope of ICT

About the book

The Part I of Social Science Textbook consists of eleven chapters related to History, Political Science, and Sociology. Among them, seven chapters deal with History. The first two chapters are related to world history and the subsequent four chapters discuss themes from Indian history. One chapter is related to Kerala history. Incorporating maximum historical sources, these chapters are designed widely, utilizing the scope of thematic presentation. They are the extension of lessons presented in the seventh standard. The entire chapters have been planned ensuring continuity and extension of the contents discussed in the previous classes. The seventh standard textbook emphasises on chronological presentation of personalities, movements, facts, etc. On the other hand the textbook for standard X introduces the historical process by giving prominence to the analysis of concepts rather than presenting mere facts and events.

*The ideals like liberty, democracy, secularism, and nationalism-inevitable for the human life in modern era-were evolved as part of freedom struggles and revolutions that took place in various continents. The development and progress of such modern ideologies are introduced and analysed in the first chapter, '**The revolutions that influenced the world**'. The major events in the world during the twentieth century and its impact are discussed in the second chapter, '**World in the twentieth century**'. It focuses on the impacts rather than the mere description of facts and events. Wars evolve from human mind, hence naturally the resistance against war should also come from within. This is the underlying theme of this chapter. This is followed by chapters on history of modern India, dealing with the nationalist movement as a reaction to the imperialistic exploitation of the British.*

'British exploitation and resistance' discusses how the British exploitation led different sections of people to develop anti-colonial sentiment and economic nationalism.

The impact of nationalism on Indian cultural life is described in the chapter, **'Culture and Nationalism'**. The chapter, **'Struggle and Freedom'** discusses how the national movement, initially limited to the upper class and the educated, became a mass movement. The challenges faced by the post-independent India and its journey towards progress are discussed in the chapter, **'India after Independence'**.

The subject matter of **'Kerala Towards modernity'** is various socio-political movements that led to the formation of Kerala, and its march towards modernity.

As a part of Political Science, the features and structure of public administrative system, and the administrative reforms in India are introduced in the chapter, **'Public administration'**. The chapter, **'The State and Political science'** describes the elements of a state, and the rights and duties of a citizen. It points towards the relevance of Political Science as a discipline.

The chapter, **'Civic Consciousness'**, discusses the significance of civic consciousness in a democratic society. The last chapter **'Sociology: What? Why?'** discusses the importance of Sociology as a discipline and introduces various sociological methods to study social phenomena.

The themes, learning activities, reflective questions, questions for self evaluation, and extended activities that facilitate the knowledge construction process are included in all the chapters. We hope you would be able to extend the scope of the contents in this textbook by proper exploration of these avenues and make construction of knowledge more effective and activity-based.



INDIA AFTER INDEPENDENCE

"The Wheels of fate will some day compel the English to give up their Indian Empire. But what kind of India will they leave behind? When the stream of their centuries old administration run dry at last what a waste of mud and filth will they leave behind them..."

Rabindranath Tagore



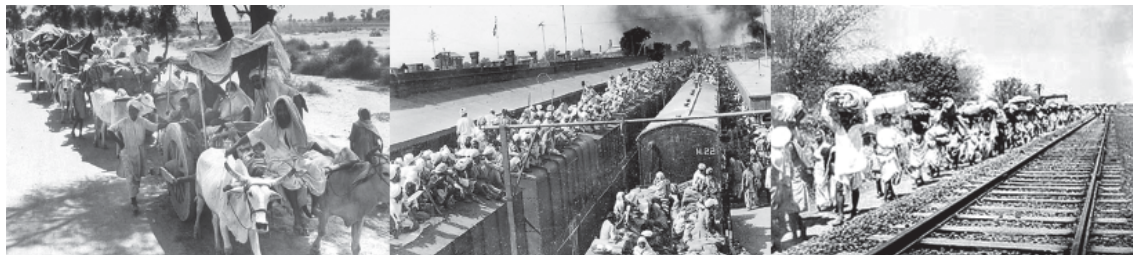
These are the observations made by Rabindranath Tagore in 1941. What did he indicate by these lines?

- The British would have to put an end to their rule in India
- They would leave behind a miserable country

We have already discussed how centuries-old British rule shattered India socially, culturally and economically.

The flow of refugees was the major challenge that the post independent India had to face.

Flow of Refugees



The pictures given above portray the refugees travelling with their families and belongings seeking shelters. This was a common sight in



Martyrdom of the Mahatma

"The light has gone out of our lives and there is darkness". These are the words of Nehru when Gandhiji was assassinated. Gandhiji, who led the non violent movement to free India from the British rule, was shot dead by Nathuram Vinayak Godse when he was heading for a prayer meeting on 30 January, 1948. Assassination of Gandhiji was the repercussion of communal riots which broke out after the partition of India.

India during the time of partition. During that time there was an influx of refugees from India to Pakistan and vice versa. Along with this, communal riots broke out in various places. Calcutta, Bihar,

Noakhali, Delhi, Punjab and Kashmir witnessed bloody riots. Thousands of people were killed and women were attacked. As a result, different sections of people lost all their belongings and became refugees. Around ten million people travelled as refugees on foot, trains and bullock carts. However, the rehabilitation efforts and affirmative actions of the government solved the problems.



Discuss the context of refugee problem in independent India.

Integration of Princely States

There were around six hundred princely states in pre-independent India, in addition to the territories directly ruled by the British. Britain gave these princely states the options to join either India or Pakistan or to be independent. Integration of these princely states into the Indian Union was another challenge before the new nation. The integration was really a herculean task and Sardar Vallabhbhai Patel was the Union Minister entrusted with this mission. He appointed V.P.Menon, a Keralite, as Secretary of the Department of States. Patel and V. P. Menon prepared an Instrument of Accession, which stipulated that the princely states had to transfer their control over defence, external affairs, and information and communication to the Government of India. Following the diplomacy of the government and popular protests, majority of the princely states signed the

Instrument of Accession and joined Indian Union. But some states such as Hyderabad, Kashmir and Junagarh resented. Finally they were also integrated into the Indian Union through conciliation talks and military interventions.

Even after independence, France and Portugal continued their control over some places in India. Following mass protest, France handed over its territories under their control to India. Territories under the control of Portugal were accessed to India through military operations.



Partition on the screen



There are a number of films based on the partition of India. Rithik Ghattak's 'Mekhe Dhaka Dara', M.S.Satyu's 'Garam Hawa', Govind Nihalani's 'Tamass' and , Pamela Rooks' 'Train to Pakistan' are some of such famous films.

V.P. Menon



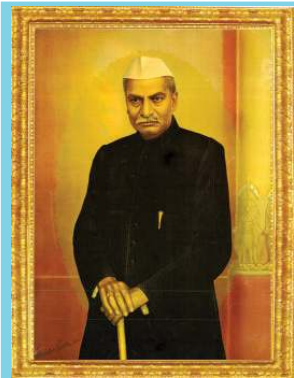
V.P.Menon was born at Ottappalam in Palakkad district in 1894. Before joining as a clerk in the Delhi Secretariat, he worked in various offices. The Government entrusted him with many missions considering his proficiency in English. Along with Nehru and Sardar Patel, he played a major role in the integration of the princely states. He was appointed as the Governor of Orissa in 1952. 'The Transfer of Power in India', and 'Integration of Indian States' are books penned by him.



Sardar Vallabhbhai Patel

Country	Suzerainties	Year of Accession
• France	• Pondicherry, Karaikkal, Mahe and Yanam	• 1954
• Portugal	• Goa, Daman and Diu	• 1961

Constitution and the First General Election



Dr. Rajendra Prasad

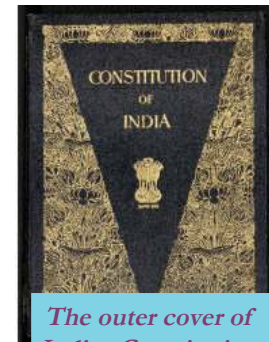
The Constitution of India is the foundation of our nation making. As per the recommendation of Cabinet Mission, a Constituent Assembly was formed in 1946, under the Chairmanship of Dr. Rajendra Prasad.

The committee drafted the constitution after a series of discussions and debates. Our constitution is a reflection of the visions and dreams that evolved during the freedom movement. The constitution came into effect on 26 January 1950 and India was declared a Republic.



Dr. B.R. Ambedkar

Another challenge India confronted was the formation of a democratic system. The first general election in line with the Constitution was held in 1951-1952. This free and fair election was a success of Indian democracy. When many Asian and African countries which became free along with India have deviated from democracy, our democratic system still remains strong.



The outer cover of Indian Constitution

Prepare a presentation on the different stages of formation of constitution and the person related to it.



Discuss the role of the Constitution of India in fostering democracy.



Linguistic Reorganization of States

We have already discussed the integration of the princely states. A major problem faced by the people of these states was related to language. There were many princely states with people speaking different languages. So there were demands from different parts of India for the formation of states on the basis of language. In 1920

the Nagpur session of the Indian National Congress resolved to form its state committees on the basis of language. After independence, people agitated for the formation of states along linguistic lines. Potti Sriramalu, a freedom fighter, started satyagraha for the formation of Andhra Pradesh for Telugu-speaking people. After 58 days of fasting, his martyrdom and it intensified the mass agitation. Following this, in 1953, the Government of India formed the state of Andhra Pradesh for Telugu speaking people. After this, the demand for linguistic states intensified. The Government of India formed a Commission to reorganise Indian states on the basis of languages, with Fazl Ali as Chairman and H.N.Kunzru and K.M.Panikkar, a Keralite, as members. As per the recommendations of the Commission, the Parliament passed the States Reorganisation Act in 1956. Thus, 14 states and 6 union territories came into effect. Afterwards, new states were formed in various phases. Now, India has 29 states and 7 union territories.



Potti Sriramalu



Fazl Ali



K.M.Panikkar



H.N.Kunzru

Prepare a learning resource consisting of 29 states and 6 Union Territories of India



Why did independent India choose language as a criterion for the reorganization of states?



Progress in Economic Sector

The economic condition of independent India was very pathetic. India accepted the mixed economy consisting of the qualities of capitalist and socialist economies. It gave importance to Public Sector.

You have studied the evolution of Indian economic planning in former classes. The first government under the leadership of Jawaharlal Nehru adopted series of plans and schemes aiming at economic



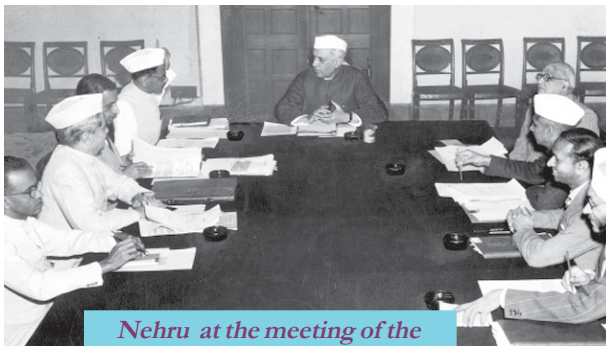
Planning Commission

Planning Commission of India came into existence on March 15, 1950, with Jawaharlal Nehru, the then Prime Minister as Chairman and Gulzarilal Nanda as Vice Chairman. T.T. Krishnamachari and C.D. Desmukh were members of the commission.

development of the country. Most of these plans were the outcome of the discussions held in the conferences of the Congress during the time of freedom struggle. Centralized economic planning was the most important among them. The concept of economic planning was borrowed from the Soviet Union.

Economic planning got impetus after the independence. The Planning Commission of India (PCI) was formed under the chairmanship of Jawaharlal Nehru in 1950. It devised many projects for economic progress. The Planning Commission adopted

the Five Year Plans aiming the economic growth of the nation. The Five Year Plans started in 1951 helped India go ahead with the process of development. They also helped alleviate poverty, flourish agriculture and industrial sectors, improve education and generate new energy sources. We got assistance from



Nehru at the meeting of the planning Commission

foreign countries for our economic development. With their support, we set up iron and steel industries in various parts of the country.



Bhakra Nangal project

Iron and Steel Industrial Firms

- Bhilai
- Bokaro
- Rourkela
- Durgapur

Assisting countries

- Soviet Union
- Soviet Union
- Germany
- Britain

Major dams had a significant role in modernizing Indian economy. They were our primary sources

for irrigation and electricity. Bhakra Nangal Project, the largest multipurpose project in the country, is a pride of independent India.

Irrigation facilities boosted agricultural production in India. On 2 October 1952, marking the birthday of Mahatma Gandhi, the Government started 55 projects aiming at better facilities for infrastructure, farming and livestock development.

Analyse the job opportunities related to Engineering, Agricultural research, Tourism, planning etc

In 1990s an explicit deviation occurred in Indian economy. It began to focus on private sector rather than public sector.

Conduct a classroom discussion on the economic development of independent India.



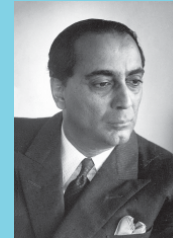
What are the features of the initiatives taken by independent India in the economic sector.



Achievements in Science and Technology

Independent India made remarkable achievements in science and technology. Technology and technocrats have played a significant role in her development in agriculture and industry. Under the leadership of Jawaharlal Nehru, an ardent fan of modern science and technology, India made great achievements in science and technology and established several research institutions for the development of science and technology. Some of them are:

- Council of Scientific and Industrial Research (CSIR)
- Indian Council of Agricultural Research (ICAR)
- Indian Council of Medical Research (ICMR)



Homi Jahangir Bhabha



S.N. Bhatnagar

Two stalwarts of Indian science, Homi Jahangir Bhabha and S.N. Bhatnagar, helmed the projects of the Council for Scientific and Industrial Research. H. J. Bhabha was the head of Tata Institute of Fundamental Research and Indian Atomic Energy Commission.

During the same time, world-class engineering institutes were also established in the country. Five Indian Institutes of Technology (IITs) were started between 1954 and 1964. Nehru strongly believed that India should minimize her dependence on western countries in science and technology. Subsequently India made tremendous progress in medical science, biomedical engineering, genetics, biotechnology, health science, marine technology, information technology, atomic energy and transportation.



ISRO Headquarters, Bangalore



VSSC Thumba



8XJFBV



Aryabhata

Space Research in India

Independent India conducted various space explorations and experiments. In 1962, Nehru, with the technical advice of Vikram Sarabhai, formed the Indian National Committee for Space Research (INCOSPAR). Following this, in 1969, Indian Space Research Organization (ISRO) was established to lead space research. The first rocket-launching station in India was established in Thumba, near Thiruvananthapuram.

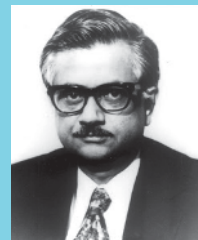
As a result of the collective efforts of India's space research experts, first satellite Aryabhata was successfully launched in 1975. In addition to satellites, space vehicles and rocket launchers were also developed. It was because of the far

sightedness of Jawaharlal Nehru that India became the first developing nation to make and launch satellites.

There are several agencies that develop satellites in India now, They are:

- National Remote Sensing Agency (NRSA)
- Physical Research Laboratory (PRL)

India has also advanced much in missile technology. Agni and Prithvi are the missiles developed by India. Dr. Raja Ramanna and



Dr. Raja Ramanna

Vikram Sarabhai



As a scientist Vikram Sarabhai contributed richly to the advancement of Indian atomic energy research and space technology. After his higher education at Cambridge University, Sarabhai joined Physical Research Laboratory in Ahmedabad as its professor and director. He is the mastermind behind the Space Research Centre in Thumba and the Satellite communication Centre in Ahmedabad. To commemorate his contributions, the space research centre in Thumba is named as Vikram Sarabhai Space Centre (VSSC).

Dr. A.P.J. Abdul Kalam



Dr. A.P.J. Abdul Kalam, the eleventh President of India, was a scientist and researcher. He was a renowned expert in missile technology. Being the head of the ISRO, he played a major role in developing satellite launch vehicles such as SLV3 and PSLV. He is known as the 'Missile Man of India'.

Dr. A.P.J. Abdul Kalam led our experiments in the atomic energy sector.

With the new space missions such as Chandrayan and Mangalyan, India has entered a new era in space exploration. Chandrayan which began in 2008 is India's first lunar mission. With this, India became a member in the coveted group to launch space shuttle to the lunar orbit after America, Russia, European Space Agency, China and Japan. Mangalyan the space mission of India to Mars is the Indian-made space shuttle that covered the longest distance in space. India is all set to take on new experiments in space.

Identify the areas of higher studies related to space science technology in the post independent India

Prepare a picture album based on India's achievements in space research.



How did the achievements in the field of science help the development of India?



Education

'The destiny of India is being shaped in her classrooms'.

Dr. D.S.Kothari

This is the observation of Dr. D.S.Kothari, citing the importance of education. He was appointed as the Chairman of the Commission for the comprehensive study of education in independent India.

Recognising the importance of education in nation building, our national leaders framed indigenous education policies suitable to Indian context. The Government appointed various commissions to study Indian education and to submit recommendations. Details of them are given below:

Commissions	Objectives	Recommendations
<ul style="list-style-type: none"> • Radhakrishnan Commission (1948) 	To study university education	<ul style="list-style-type: none"> • Start professional educational institutions • Give emphasis to women education • Form the University Grants Commission (UGC)
<ul style="list-style-type: none"> • Lakshmana Swami Mudaliar Commission (1952) 	To study secondary education	<ul style="list-style-type: none"> • Implement three language formula • Form Secondary Education Commission • Establish multipurpose schools • Form a council for teacher training
<ul style="list-style-type: none"> • Kothari Commission (1964) 	To propose a national pattern of education	<ul style="list-style-type: none"> • Implement 10+2+3 pattern of education • Start Vocational education at secondary level • Focus on value education.

National Policy on Education was formulated in 1986 with an objective to prepare India to face the challenges of the new millennium. Major recommendations of the National Policy on Education 1986 are as follows:

- Focusing on primary and continuing education

and **Rashtriya Madhyamik Siksha Abhiyan** to universalise primary and secondary education. **Siksha Abhiyan** improve infrastructure facilities in schools.

- Starting Navodaya Vidyalayas in every district
- Encouraging girls' education

Maulana Abul Kalam Azad



Maulana Abul Kalam Azad is the first education minister of independent India. He played pivotal role in forming the national education policy of independent India. November 11, his birthday, is observed as National Education Day. 'India Wins Freedom' is his famous book.

New Policy on Education paved the way for remarkable changes in education. In 2009 Government of India enacted a law by which education became a fundamental right.

Sarva Siksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan introduced by Union Government, are joined together and implemented as Samagra Sikhsha Abhiyan on 2018 onwards

Analyze the educational achievements in independent India



Cultural achievements


Free India made tremendous progress in the field of culture. You have learnt in previous classes that India has a unique cultural tradition. Many cultural institutions were established to promote cultural activities in India and abroad.

Cultural Exchange for Teachers

Government of India established Centre for Cultural Resource and Training in Delhi in 1979 with the objective of converging education with the culture of our country. Its aim is to organise various cultural exchange programmes for students and teachers.





Institution	Activities	Headquarters 
• Sangit Natak Akademi	• Formerly known as National Academy of Dance, Drama and Music. Promotion of drama and music.	New Delhi
• Lalit Kala Akademi	• Promotion of Indian arts in India and abroad.	New Delhi
• Sahitya Akademi	• Promotion of literature in Indian languages.	New Delhi
• National School of Drama	• Established under the Sangit Natak Akademi • Conducts national drama festival every year.	New Delhi
• National Book Trust of India	• To make books available cost effectively. • To encourage reading habit. • To promote Indian books in India and abroad.	New Delhi

Foreign Policy

'Our objective is peaceful coexistence, ensuring freedom and welfare for all people in the world. And, I remind the world that we are not to create problems for anyone. "

Jawaharlal Nehru in a public speech in 1947

The words of Jawaharlal Nehru reflect India's approach to other nations. Free India adopted the foreign policy framed by the Indian National Congress during the struggle for independence. Jawaharlal Nehru is the chief architect of the foreign policy of India.

Main principles of India's foreign policy are:

- Resistance to colonialism and imperialism
- Hostility to racism
- Trust in the United Nations Organization
- Peaceful co-existence
- Panchsheel principles
- Emphasis on the necessity of foreign assistance
- Policy of Non - alignment



'The foreign policy of independent India reflects the values of Indian National Movement. Examine.

Panchsheel Principles

The Panchsheel Principles are the agreement signed by India and China in 1954. This agreement was signed by Jawaharlal Nehru and Chou En-lai the then Prime Minister of China. Eventhough Panchsheel agreement was signed with China, India's approach to all other nations was also based on these principles. They are as follows:



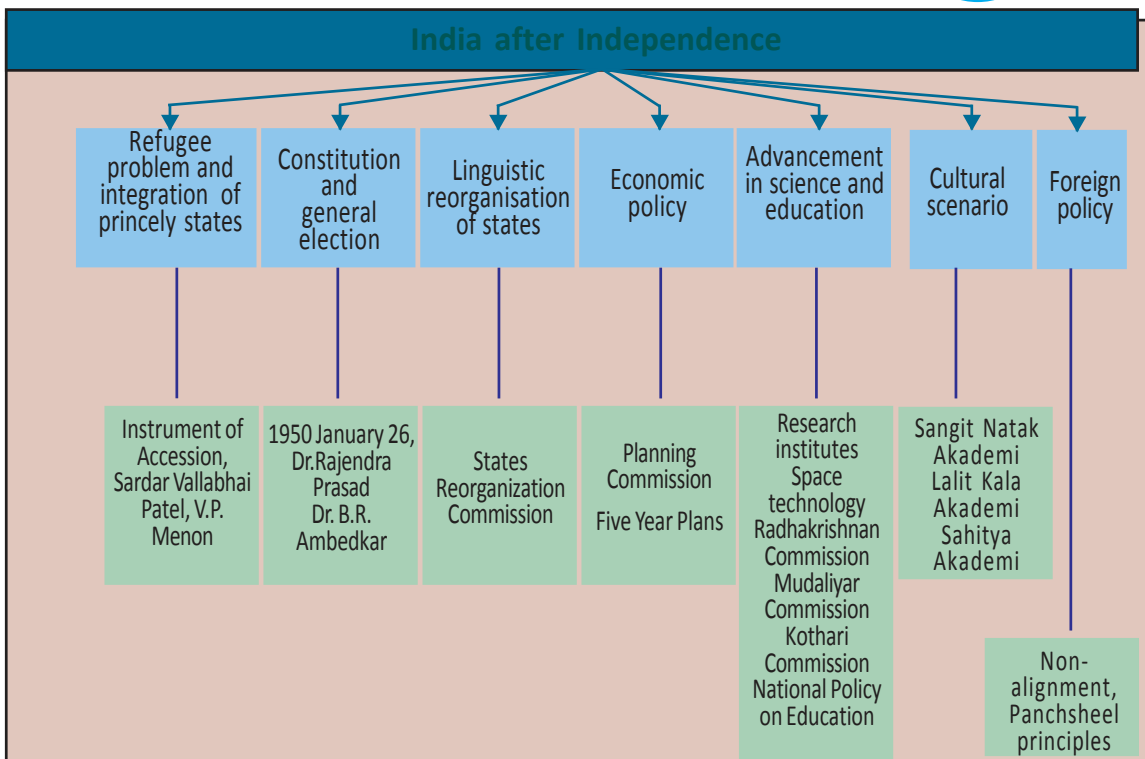
- Mutual respect for each other's territorial integrity and sovereignty
- Mutual non-aggression
- Mutual non-interference in each other's internal affairs
- Equality and cooperation for mutual benefit
- Peaceful co-existence

Prepare a presentation about the achievements of India in different fields after Independence



We have already discussed the non-aligned movement formed during the post Second World War period. Jawaharlal Nehru was one of the leaders behind its formation. Rather than affiliating to a power bloc India took a stand evaluating the merits and demerits in international affairs.

Analyse the current foreign policy of India and discuss whether there is any deviation from our fundamental principles.



 **Let's assess**

- What were the major problems faced by India when she got independence?
- Write a short note on the integration of the princely states?
- Analyse the circumstances that led to the linguistic reorganization of states.
- Write a note on the formation of the Constitution of India.
- "Free India made notable achievement in science and technology." Examine the validity of the statement.
- Explain the advancement in space research in Independent India
- Explain the major features of National Policy on Education 1986.
- Make a list of the fundamental principles of India's foreign policy.

 **Extended Activities**

- Write an essay on the international relations of India.
- Prepare a table including the names of Indian states with their capitals and the year of formation.
- Prepare and present an online quiz based on the achievements of independent India in various domains.



KERALA TOWARDS MODERNITY

1498

May

20

Sunday

There were beautiful hills nearby. Our guides couldn't recognise the location precisely. As we reached closer to the land they told that we are to the north of Kalikooth and this was our destination. That night we anchored two furlong away from Kalikooth. We did so because our guide mistook Kappya

(Kappad) for Kalikooth. Nearby there is a town called Pandarayanai (Pandalaini). Some people approached us from the coast on four country boats. They wanted to know to which country we belonged. They showed us the route to Kalikooth.

*Diary notes of Alvaro Venhov,
a Portuguese sailor
who arrived in Kerala along with
Vasco de Gama*

What does the above diary note indicate? Europeans came to Kerala for trade by the end of the fifteenth century. The Arabs and the Chinese were the prominent foreigners who had kept trade relations with Kerala prior to the Europeans. The Portuguese aimed to end the Arab and Chinese trade monopoly in the Kerala coast. They demanded Zamorin the ruler of Kozhikode to expel the Arab merchants from Kozhikode. But Zamorin rejected this demand and this made the Portuguese furious. So the Portuguese



Kunhali Marakkars



**Kunhali
Mariakar
Monument -
Vadakara**

Kunhali Marakkars were the captains of the naval force of the Zamorins of Kozhikode. Marakkar Fort in Putuppanam near Vatakara was their headquarters. There were four Kunhalis. It was Kunhali III who helped the Zamorin to regain the Chaliyam Fort from the Portuguese.

Praising this victory Khasi Muhammed wrote a poem in the 16 CE. in Arabic named 'Fat-hul-Mubin' (Clear Victory).

*'Learn, you the Sultans
From this Hindu King
For, he fought equally for the cause
of Islam and Hindu dharma'*

These lines denote the religious harmony that existed in Kerala.

sought the help of Kochi, the enemy state of Kozhikode, to gain trade supremacy in Kerala. Though the Zamorins' navy under the leadership of Kunhali Marakkar bravely resisted the Portuguese, they lost.

The Portuguese, the Dutch, the English and the French were competing each other for trade monopoly in Kerala. The competition was mainly for black pepper. Consequently, the Dutch expelled the



Marthanda

Portuguese from Kerala in 1663. But the Dutch were forced to leave Kerala as they were defeated by Marthanda Varma of Travancore with the help of the British in the Battle of Colachel in 1741. Trouncing the French in the Karnatic wars, the British possessed trade monopoly in South India.



Discuss the arrival of Europeans in Kerala and their goals



English East India Company to Kerala

Battle of Colachel

"For the Dutch, the Battle of Colachel was destructive. It was not a big battle like Battle of Plassey but was the sunset of Dutch dream to capture Kerala (Malabar). It is the first terrible setback faced by the Dutch armament. Never had they got back from this shock again. This was the moral achievement of the Battle of Colachel."

**Sardar K M Panicker,
History of Kerala**

Captain William Keeling, the representative of the English East India Company, came to Kerala in 1615. He visited and signed a trade agreement with the Zamorin of Kozhikode. Later, the company secured the consent to start warehouses at Vizhinjam, Thalassery, and Anchuthengu. Gradually, they attained the permission from the Queen of Attingal to build a fort at

Anchuthengu. Later, Anchuthengu became an important military centre of the British in the western coast. The natives were furious when Anchuthengu became a British military base. In 1721, the natives killed about 150 Englishmen who were on their way to handover gifts to the Queen of Attingal. It is known as the Attingal Revolt. It is considered as the first organized revolt against the British in Kerala.

As per the Sreeranga Pattanam Treaty of 1792 between the British and the Mysore rulers, Malabar came under British control. In 1792 Kochi Raja accepted British supremacy and was forced to pay tribute. According to the Treaty of 1795, Travancore also admitted the British dominance. In return, the British promised protection to Travancore from its enemies. Thus the British ruled Malabar directly and Kochi and Travancore indirectly through the subservient Samantha rajas. In short, whole of Kerala came under the control of the British by the end of the eighteenth century.

Prepare a note on how Malabar, Travancore and Kochi came under the British rule.



Early Resistances against the British

Excerpts from the Kundara Proclamation by Veluthampi Dalawa

"It is their racial tradition to occupy other nations through deception. If a country comes into their hand grip, their army would take over the control of the palace, fort and all. It will be an end of traditional dignity, position and customs of the King and the elite. They will monopolize the trade including salt. And they will own all the goods, houses, paddies, and fruit-growing estates. Even the silly crimes will be cruelly punished by their despicable servants."

**Krishna Chaithanya,
Keralam**

After attaining political dominance, the British started to interfere in the powers of the kings and landlords. The interference in the freedom and privileges that they enjoyed for centuries invited antagonism from the kings and landlords. There were lot of resistances against the British across Malabar, Kochi and Travancore.



Lion of Kerala

Pazhassi Raja, known as Kerala Lion, was characterized as 'Paichi Raja' or 'Kottyottu Raja' in the British documents. Based on the life of Pazhassi Raja Sardar K M Panicker wrote a historical novel titled 'Kerala Simham'. According to the novel, Pazhassi Raja, preferring death over capture by the British, swallowed a diamond ring, to kill himself.



*Pazhassi Memorial -
Mananthavadi*

Pazhassi Revolts

Keralavarma Pazhassi Raja of Kottayam royal family led the resistance against the British in Malabar. The British promised Pazhassi the right to collect tax from Kottayam region as a reward for helping them in the wars against Mysore. The British refused to keep their promise after the triumph in the battle. Moreover, the British claimed their dominance over Wayanad. Pazhassi Raja organised the people and fought against the British. He unleashed guerilla war against the British with the help of Chempan Pokker, Kaitheri Ambu Nair, Edachena Kunkan Nair and Thalakkal Chandu, the leader of the Kurichias in Wayanad. In the fight against the British he was assulted his life on 30 November 1805.

Veluthampi and Paliathachan



*The Statue of Veluthampi and
the Veluthampi memorial at Mannadi*

Veluthampi and Paliathachan, the Dewans, reacted against the uncontrolled intervention of the British in the internal affairs of Travancore and Kochi respectively. Veluthampi called for armed fight against the British through his Kundara Proclamation on 11 January

1809. The armies of Travancore and Kochi jointly attacked the official residence of the British Resident Macaulay. But they could not withstand the British army. Realising that he would be captured, Veluthampi committed suicide at the Mannadi Temple. The frantic British army

hanged his body at Kannanmula, Thiruvananthapuram and deported Paliathachan to Madras.

Fights of local chieftains against the British came to an end by the defeat of Pazhassi, Veluthampi and Paliathachan. But the popular resistance continued.



Prepare a list of the early resistance against the British in Kerala including the regions where they broke out and their reasons.

Kerala Becomes a Part of World Market

Taking up the administrative control, the British could gain Kerala merchandises at cheap price and sell out their industrial products at high prices. With this, Keralas self-sufficient village economy was destroyed. Foreign trade spread across the region under the rule of the British and Kerala became a part of the world market.

Export	Import
<ul style="list-style-type: none"> • Coconut • Jaggery • Cashew-nut • Black pepper • Arecanut • Iron ore 	<ul style="list-style-type: none"> • Cloth • Kerosene • Tobacco • Sugar • Metal products

Examine the above list and make your assumptions on foreign trade in Kerala

-
-



The trade laws that existed in Malabar, Kochi and Travancore were amended by the British in their favour. They introduced unified coinage and metrology systems. Roads, bridges and railways were built to improve transportation facilities

Railway

The British set up the first railway line in Kerala, from Beypore to Tirur in 1861. They made use of the railways to transport raw materials and to take industrial products to remote villages.

targeting the carriage of goods. For better trade facilities, they developed the ports at Kochi, Kozhikode and Alapuzha.

Give a detailed account of the results of the attempts made by the British to improve trade



Changes in Land Relations

The British rule made drastic changes in the pattern of land ownership enjoyed by different sections of people in the society. Local Chieftains and landlords were considered as the owners of land and the tax they had to pay to the British was pre-determined. Local Chieftains and landlords collected tax from the tenants in excess and evicted them. As a result, life of the tenants in Malabar became pathetic. Remember the revolts mentioned in the previous chapter. The tenants got limited right over the land by the implementation of Malabar Tenants' Act of 1929. It was based on the report of the Logan Commission that was entrusted with inquiring about the Mappila uprisings.

Changes in land relations started in Travancore from the time of Marthanda Varma himself. Land of the *madambis* (feudal lords) were converted into *pandaramvaka* (government property). The Government of Travancore made a landmark proclamation in 1865 granting the tenants ownership of the lands they cultivated. It is known as the '*Pandarappatta Vilambaram*'. The Janmi-Kudian Act passed in 1896 also granted land ownership to the tenants in Travancore. Hence, majority of the tenants in Travancore became land owners at least in name. In return, they were compelled to pay huge amount of tax to the government. In short, the tenants in Travancore also suffered a lot due to the tax burden. In Kochi the Tenancy Act (*Kudiyaima Niyaman*) was enacted in 1914.

• Travancore	1865	• Pandarappatta vilambaram
• Kochi	1914	• Kudiyaima Niyaman
• Malabar	1929	• Malabar Kudiyaima Niyaman



Commercialisation of Agricultural Sector

The British rule made great changes in the pattern of agriculture. Kerala products, were in great demand in foreign markets. Coffee, tea, cardamom, were cultivated in large plantations in hilly areas with the beginning of other crops, paddy production declined. The result was food shortage. To overcome this situation, tapioca cultivation extended to large areas.



Teak plantation - Nilambur

At the same time teak plantation was started in Nilambur under the guidance of Conolly. Most of the plantations were owned by the British. The rulers of Kochi and Travancore facilitated transportation and leased out forest lands to the British to start estates. Gradually Kerala became a hub of cash crop production.

Conolly's Plot



English East India Company needed plenty of teakwood for cargo ship building. The company entrusted Henry Valentine Conolly, the Collector with the task of planting teak on the fertile soil of Malabar. Conolly planted teak in a plot of 1500 acres in Nilambur during 1823-38. Later, the plot came to be known as Conolly's Plot.

Analyse the changes commercialisation brought about in Kerala's agricultural sector



Growth of plantation and Traditional Industries

The British started plantation industries in Kerala with their own capital for processing and exporting cash crops. Tea and coffee factories and rubber processing units were set up in high ranges. In the meantime, traditional industries related to coconut, coir, cashewnut, handloom and beedi were also developed. Oil mills using diesel engines were started at many places in Kerala. Alappuzha was the hub of coconut oil industry. In 1859 James Dara from Ireland, started a coir factory in Alappuzha. Cashewnut processing and exporting factories were established in Kollam. Tile



Tile Factory- Faroke



Coir Factory - Alappuzha

factories in Faroke , Kollam , and Oloor, and handloom factories in Kannur and Kozhikode started functioning. Beedi companies were started in Kannur

Prepare a note on plantation and traditional industries developed in different parts of Kerala and the factors that contributed to their growth.



What are the skills that need to be developed by workers related with the plantation and traditional industries available in your locality.

Rise of Modern Industries



Hydro electric project - Pallivasal

Modern factories were established in Kerala by the middle of the twentieth century. Majority of them were in Travancore and Kochi. Rulers of Travancore adopted policies promoting modern industries. The British provided technical and financial support to the industries. The establishment of Pallivasal Hydro Electric Project propelled the development of modern industries. The main factories started during that period are:

Prepare a digital presentation on the industries developed in Kerala during the British rule



- Punaloor Paper Mills - Kollam
- FACT Kalamassery - Ernakulam
- Kundara Ceramics - Kollam
- Rubber Works - Thiruvananthapuram
- Tata Oil Mills - Kochi
- Alagappa Textile Mill - Kochi

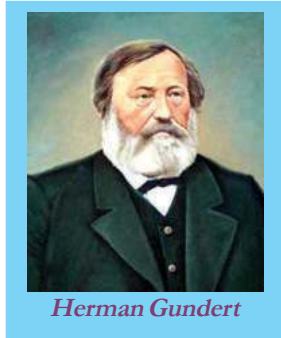
Banks were started in Kerala as institutions for accumulating capital and dealing with financial affairs. The Nedungadi Bank was the first private bank in Kerala. Later, the Imperial Bank, the Indian National Bank and the Chartered Bank came into existence.



Make a flow chart showing the industrial development in Kerala during the British rule.

British Influence on Culture

The beginning of printing in Kerala was with the advent of the Europeans. The Jesuit missionaries were highly interested in publishing dictionaries and grammar texts. Dr. Angelos Francis prepared the first Malayalam grammar text and Arnos Pathiri the first Malayalam dictionary. 'Samkshepavedartham' is the first book to be entirely published in Malayalam language. English -Malayalam and Malayalam-English dictionaries were published by the missionaries Benjamin Beyli and Dr. Herman Gundert respectively. Herman Gundert also published the first Malayalam newspapers namely 'Rajyasamacharam' and 'Pashchimodayam' from Thalassery.



Herman Gundert

Missionaries	Field of Work
<ul style="list-style-type: none"> • London Mission Society (LMS) • Church Mission Society (CMS) • Basel Evangelical Mission (BEM) 	<ul style="list-style-type: none"> • Travancore • Kochi, Travancore • Malabar

The policy of education for all, irrespective of caste and religion, was flagged off in Kerala with the educational programmes of the missionaries. The rulers of Kochi and Travancore granted land to the missionaries to start educational institutions.

The rulers of Travancore and Kochi also intervened in the educational sectors by establishing schools and colleges. The Proclamation of Free Primary Education in 1817 by Gauri Parvathy Bhai, the ruler of Travancore, is a remarkable one of its kind.



Gauri Parvathy Bhai

Elucidate the Role played by the early missionaries in the field of education in Kerala



In previous classes we have discussed the punitive measures that existed in Kerala before the arrival of the British. At that time, the nature of trial and punishment was based on the caste of the accused. The British reformed this system of law and justice. In the new system after hearing the accused, unified punishment was given depending on the nature of the guilt. With this the principle of equality before law irrespective of caste was established. Trial courts were started at different places of Kerala.


Modern medicine gained more importance than Kerala's traditional Ayurvedic system of medicine during the British rule. Small pox vaccination was introduced for the first time in Malabar. The Travancore rulers formed a company to import medicines from England. Government hospitals were started in Malabar, Kochi and Travancore.

The system of inheritance then existed among some communities in Kerala was marumakkathiyam, matrilineal in nature. The English-educated youths revolted against this and even initiated lawsuits. As a result, acts were introduced against matrilineal system in Travancore, Malabar and Kochi. The new regulations stressed patrilineal inheritance by which all the members in the family could enjoy rights over property. The new system led to the decline of joint families and the 'Tharavadu' system. Though these reforms were introduced to exploit the natural resources of Kerala and to make administration smooth, they also prompted modernisation of the society of Kerala.



Discuss the changes in the fields of health and judicial sector of Kerala during the British period.

Reform Movements and Social Changes

	<p>Kerala : A lunatic asylum</p> <p><i>"Was there ever a sillier thing before in the world than what I saw in Malabar country? The lower class is not allowed to pass through the same street as the high-caste man, ... What inference would you draw except that these Malabaris are all lunatics, their homes so many lunatic asylums?"</i></p> <p>Swami Vivekananda - Madras (1897)</p>
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Have you observed the comments of Swami Vivekananda detailing the 19th century social context in Kerala?

Caste system was strong in Kerala. Certain section of the people were considered untouchable and unapproachable. Caste decided the social status of a person. Many social evils and superstitions existed in every caste. Modern education and western ideologies motivated people to realise the stupidity in caste system and superstitions. Many reform movements sprang up to fight inequality and social evils in the society.

Prepare a digital magazine including profiles and pictures of social reformers in Kerala



To what extent the ideologies of social reformers relevant to the present Kerala society? Discuss.



Social Reformers	Organisations / Activities
<ul style="list-style-type: none"> • Vaikunda Swamikal • Chattambi Swamikal 	<ul style="list-style-type: none"> • Samathwasamajam • Protested against joint family system, 'sambadham' and 'Marumakkathayam'
<ul style="list-style-type: none"> • Sri Narayana Guru 	<ul style="list-style-type: none"> • Sri Narayana Dharma Paripalana Yogam
<ul style="list-style-type: none"> • Kuriakose Elias Chavara 	<ul style="list-style-type: none"> • Established educational institutions and orphanages
<ul style="list-style-type: none"> • Ayyankali • Vakkom Abdulkhader Maulavi 	<ul style="list-style-type: none"> • Sadhu Jana Paripalana Sangham • Thiruvithamkur Muslim Mahajanasabha
<ul style="list-style-type: none"> • Vaghbhadanandhan • Sahodaran Ayyapan • Pandit K P Karuppan • Mannathu Padmanabhan • V T Bhattathiripad • Kumara Gurudevan 	<ul style="list-style-type: none"> • Admavidhyasangham • Sahodaraprasthanam • Araya Samajam • Nair Service Society • Yogakshemasabha • Prathyaksha Raksha Daiva Sabha



Daiva Dasaka and Athmopadesa Sathaka

*In the ocean of your glory
of great profundity.*

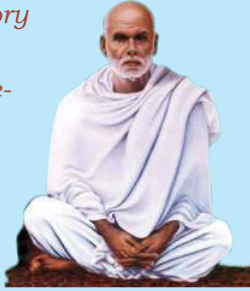
*Let us all, together, be-
come immersed*

*To dwell therein ever-
lastingly happiness.*

(Daiva Dasaka)

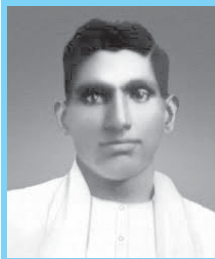
*What is known as
that person, or this
person, when considered carefully, is the
one undifferentiated form of the primeval
self. Whatever one does for the happiness
of one's own self should also include the
happiness of others.*

(Athmopadesa Sathaka - verse 24)



Social reform movements fuelled the struggles for social change. The Channar women of Southern Travancore fought for the right to cover their upper body. As a result, Uthram Thirunal Maharaja was forced to permit the Channar women to wear jackets in 1859. The consecration of the idol of lord Shiva at Aruvippuram by Sri Narayana Guru in 1888 caused the rise of new insights in the social sphere. Consequently, the lower caste people gained right to perform the poojas and temple rituals. In front of the Aruvippuram temple, Sri Narayana Guru inscribed : " It is a model place where people live without caste disparity or religious aversion, but with fraternity".

Guru gave importance to education and started schools and libraries along with temples. He wished to "enlighten through education and strengthen by union". Calling for 'not to argue and win but to know and inform', he convened an all religion conference in Aluva. The working and messages of Sri. Narayana Guru were based on noble human love and fraternity among all religions.



T. K. Madhavan



Mannath
Padmanabhan



K. Kelappan



A. K. Gopalan

The Vaikom Satyagraha (1924), led by T. K. Madhavan was one of the major struggles that took place in Kerala for claiming the right to travel. Expressing solidarity with the Satyagraha, Mannath Padmanabhan organised the Savarna Jatha. Following this struggle the lower castes secured permission to travel through the roads around the Vaikom Temple. Similarly, under the leadership of K. Kelappan an agitation was launched demanding entry for all castes of Hindus into the Guruvayur temple (1931). A. K. Gopalan was the volunteer captain of this struggle. P. Krishna Pillai was callously attacked during this Satyagraha. Following these popular protests, the Temple Entry Proclamation was announced on 12 November 1936 in Travancore. Following this, Temple Entry Proclamations were issued in Madras and Kochi and all sections of the society were offered the right to worship in temples.



P. Krishna Pillai



Evaluate the role of Channar Revolt, Vaikkom Satyagraha, and Guruvayoor Satyagraha to bring about social change in Kerala

National Movement in Kerala

The national movement in Kerala lacked a unified form as the state was not administratively united. The British ruled the Malabar region directly, whereas Kochi and Travancore were indirectly ruled through the Resident. Because of this reason, political agitations were not active in Kochi and Travancore as in Malabar.

Malabar

In Malabar political activities gained momentum during the First World War. The first conference of the Malabar District Congress chaired by Annie Beasant was held at Palakkad in 1916. K P Kesava Menon, K P Raman Menon, Muhammed Abdurahman Sahib, K. Madhavan Nair, E. Moidu Moulavi and M. P. Narayana Menon were at the helm of the Congress in Malabar during this period. The last Malabar political conference held at Manjeri in 1920 discussed several issues like political reforms, problems of tenants, the Khilafat and so on.



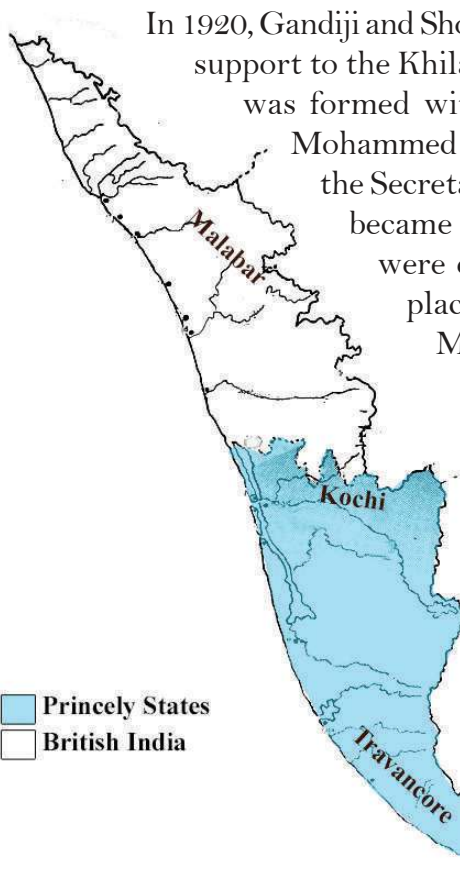
K. P. Kesava Menon



E. Moidu Moulavi



Mohammed Abdu Rahiman



In 1920, Gandiji and Shoukathali visited Calicut and declared their support to the Khilafat Movement. The Khilafat committee was formed with Kattilasseri Mohamed Moulavi and Mohammed Abdurahiman Sahib as the President and the Secretary respectively. The Khilafat Movement became strong in Malabar. Subsequently, there were direct fights with the British in several places in Malabar. The Mappila peasants of Malabar fought against the British in Eranad, Valluvanad, and Ponnani Taluks. These struggles, in general, are known as Malabar Rebellion (1921).

In 1930s, the Civil Disobedience Movement gained momentum in Malabar. People broke the salt law by making salt under the leadership of K Kelappan and Mohammed Abdu Rahiman at Payyannur and Kozhikode respectively. The British army brutally attacked the satyagrahis and arrested the leaders. Boycott of foreign goods, picketing liquor shops and popularising



Battle of Pookkottoor

Battle of Pookkottoor was an important protest that took place as part of the Malabar Rebellion when non-cooperation movement and Khilafat movement were in full swing. The Rebellion was related to the attempt of the British police to arrest Vadakke Veettil Muhammed, the Secretary of the Khilafat Committee, Pookkottoor, accusing of theft. The British government struggled a lot to suppress the rebellion in which about three thousand people participated. Hundreds were murdered in the battle.



Chettoor Sankaran Nair

Chettoor Sankaran Nair from Palakkad is the lone Malayalee who became President of the Indian National Congress. It was in the Amaravati Conference of 1897, he was elected the President. Sankaran Nair resigned his membership in Viceroy's Executive Council as a protest against the Jalianwala Bagh Massacre. Disagreeing with the Gandhian ways of protest, Chettoor wrote a book titled 'Gandhi and Anarchy.'

Khadi were also part of the Civil Disobedience Movement. When Gandhiji called back the Civil Disobedience Movement, many Congress members in Kerala moved to the Socialist Party. In 1939 the Congress Socialist Party was reorganized as the Communist Party of India. E M S Namboothiripad, A K Gopalan and P Krishna Pillai were the prominent leaders of the party. They organized peasants and workers to fight against the janmi system and the British imperialism. Protests were held at Kayyoor, Morazha, Karivellur, etc. under the banner of peasant organisations. Protests relating to the Quit India Movement in Malabar witnessed destruction of government buildings, bridges, telephone lines, etc. Kizhariyoor bomb case was one of the major incidents during this time. In this incidents, a police case was charged against 27 persons including K. B. Menon and Kunjiramakidavu, accusing them of conspiring to destroy the Feroke bridge.

War song (*Padappattu*) about the Malabar Rebellion



*Way back in 21, in this land of Malayalam
United we fought the forces of the White
With the sons of Eranad who shed blood
Facing battle tanks with bare chests
Kunhammadaji of Variam Kunnath
Led his team of souls moved by truth*
* * *

*Reason for our fight
Was our objection to
Feeding the lords
With our rice*
* * *

*Reason for our fight
Was our objection to*

*Sending our assets
To England*
* * *

*He did erect stone on our chest
That pig killed our brothers?
You can see the dead Hitchcock's grave stone
The real Satan's tomb
On the road of Mongam
Miles away from Manjeri*
* * *

*This land has brave patriots
Oh White men
If you want to live long
Escape to England soon*

(Hitchcock was the District Police Officer who suppressed the Malabar rebellion. The British Government built a memorial for Hitchcock. Kambalath Govindan Nair, who participated in the protest march to demolish the memorial, wrote this war song (*padappattu*).

Travancore

In Travancore, political agitations started in 1891 with the Malayali Memorial. Under the leadership of Barrister G.P Pillai, a memorandum was submitted to the King signed by more than ten thousand people seeking proportionate representation for the people of Travancore in government jobs. This mass representation is known as the Malayali Memorial. In 1896, Dr Palpu submitted a memorial to the King raising the problems faced by the Ezhava community. This is known as the Ezhava Memorial. The deportation of Ramakrishna Pillai, the Editor of 'Swadeshabhimani', a newspaper for criticising the then Dewan of Travancore caused significant political breakthroughs in Kerala. Student agitations spread all over Travancore. In 1932 Christian, Muslim and Ezhava communities launched agitation seeking reservation in government jobs in proportion to their population. This was known as 'Nivarthana Prakshobham' (Abstention movement). This was led by N V Joseph, P K Kunhu, and C Keshavan. In 1938, with the formation of the Travancore State Congress with Pattom Thanu Pillai as the President, political activities in Travancore gained momentum. The Punnapra-Vayalar protest in 1946 against the administrative reforms of Diwan Sir C P Ramaswamy Iyer led the entry of the working class into the political arena.

Punnapra-Vayalar



"Agitations for citizens' freedom in Travancore started long before. Agitations at Punnapra and Vayalar by the workers targeted citizens' freedom and popular rule. The speed of freedom is accelerated by the massacres in Punnapra and Vayalar like the agitations at Kadakkal, Pangode, Alappuzha and Kollam that supported the freedom struggle."

C. Keshavan (Reference: C. Keshavante Prasangangal)



Pattom Thanu Pillai

*My God is not a rock or tree. My kings are not corrupt servants of the public.
 If I am deported for not being loyal to servants of the king,
 this punishment is implemented for the whims and fancies of the royal servants,
 Not following the rules of Travancore state.
 After all, why should I be afraid of imprisonment, extradition and the like, for I don't break any law of my country? Those who need to fear these punishments are the sinners who committed murder in the royal corridors, robbed public money, cheated their own lords and committed blasphemy.*

Ramakrishna Pillai

K. Ramakrishna Pillai



Kochi



E. Ikkanda Warriar

The struggle for Responsible Government in Kochi began with the Electricity Agitation of 1936. The agitation was against the decision of the Diwan Shanmugam Chetty to hand over the charge of electricity supply in Kochi to a private company. The agitation for Responsible Government in Kochi was not so strong as it was in Travancore. The formation of Cochin Rajya Prajamandalam under the leadership of S. Neelakanda Iyer and V. R. Krishnanezhuthachan in 1941 strengthened the movements. E. Ikkanda Warriar, Panampalli Govinda Menon, and K Ayyappan were among the leaders of Cochin Rajya Prajamandalam.

Prepare a flow chart comprising the important political protests that took place in Malabar, Travancore and Kochi.



The economic system in our country is very unsatisfactory. The rich thrive on one side and 80% of people suffer on the other side. Our people live in starvation and despair under this economic system. A regime cannot exist in Travancore without changing this economic system. A situational evenness alone can change the economic system. Travancore will survive only if the future Travancore will be transformed into a Socialist Travancore. I don't think this change is possible only through bloodshed. Economic justice, whichever it is, must be peaceful.

Source: Speech of Annie Mascarene at the State Congress Committee held at the Temple Ground, Varkala. (Selected Speeches of Freedom Fighters, State Archaeological Department)

National Movement and Women



A V Kuttimalu Amma

Read the excerpt of the speech given above. Women actively participated in the political agitations and expressed their political views throughout Kerala. Women actively participated in boycotting foreign goods, picketing liquor shops, eradicating of untouchability, and popularising Khadi. In 1931, as part of the Congress conference at Vatakara, a women

Conference was also organized. It is known to be the first women conference in Kerala. A V Kuttimalu Amma from Malabar, Akkamma Cherian, and Annie Mascarene from Travancore were prominent women leaders of the national movement.



Akkamma Cherian



Annie Mascarene



Gandhiji about Kaumudi

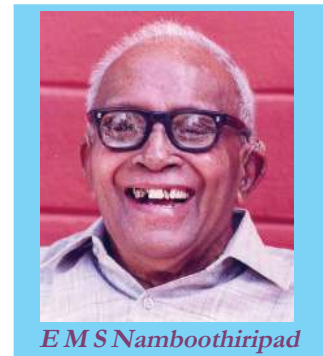


"She took out one bangle and asked me if I would give my autograph. I was preparing to give it, when off came the other bangle. She had only one on each hand. I said, "You need not give me both, I shall give you the autograph for one bangle only." She replied by taking off her golden necklace. Her hands automatically went to her ears and out came her jewelled ear-rings amid the ringing cheers of the public, whose expression of joy was no longer to be suppressed." As I handed her the autograph, I could not help prefacing it with the remark, "Your renunciation is a truer ornament than the jewelry you have discarded."

Towards United Kerala

Malayalees were divided into three different administrative dispensations though they spoke the same language. The Congress session held at Nagpur in 1920 decided to set up State Congress Committees on linguistic basis. Taking this into consideration, the first Kerala State Political Conference was held at Ottappalam from 23-26 April 1921. Barrister T Prakasam, known as Andhra Kesari, presided over the conference. Later, Kerala Pradesh Congress Committee came into existence uniting Travancore, Kochi and Malabar regions.

The Payyannur Congress Conference chaired by Jawaharlal Nehru conceded a resolution demanding the reorganization of Kerala as a distinctive state after the independence. The United Kerala Resolution was passed both in the the United Kerala Convention held at Thrissur under K Kelappan in 1947 and in the United Kerala Conference held at Aluva after the independence. Consequently, the state of Thiru-Kochi was formed on 1 July 1949 by joining Travancore and Kochi. E M S Namboothiripad in his book, '*Onnekal Kodi Malayalikal*,' placed the idea that the Kerala state was to be formed combining the Malayalam speaking regions. The Central Government set up the State Reorganization Commission as the protests demanding linguistic-based states were on the high. The state of Kerala came into existence on 1 November 1956 unifying



E M S Namboothiripad



Malabar, Kochi and Thriuvithamkur as per the recommendation of the Commission.

Agastheeswaram, Thovala, Kalkulam, and Vilavancode Taluks under Travancore were merged with the Madras State. The Taluks of Kasaragod and Hosdurg in Southern Karnataka became part of Kerala.

Pledge of United Kerala



We take oath to form one Kerala
 From three pieces of it
 Millions of hearts bear this pledge
 Millions of hands ready to fight
 Let divine power and traditions
 To stop us if they dare
 Let the callous repressive forces
 To face us if they dare
 We shall break all despotic rules
 We shall launch the reign of
 people
 One assembly, one law
 One government in our Kerala

N V Krishna Warriar

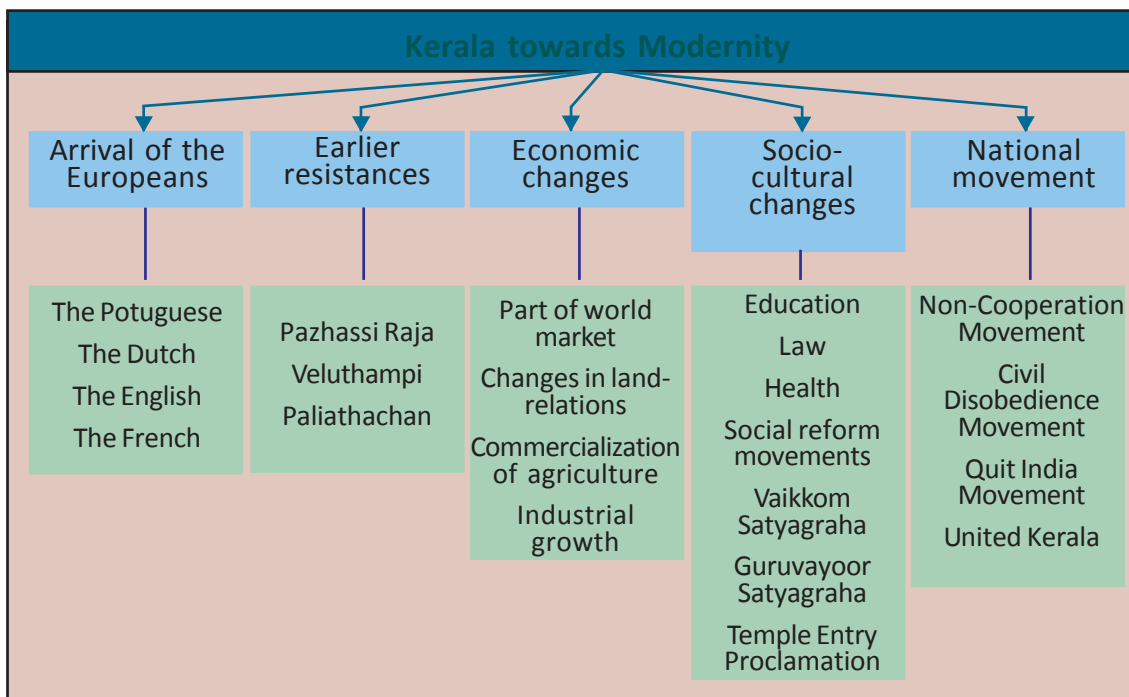
Prepare a digital assignment on the various incidents that led to the formation of Kerala State.



Prepare a magazine collecting information from various sources on the achievement of Kerala in the field of land reform, public health, education, etc.



Analyse the circumstances that led to the formation of the United Kerala.



 **Let's assess**

- Match the following

A	B
<ul style="list-style-type: none"> The Portuguese The Dutch The French The British 	<ul style="list-style-type: none"> Attingal Riot Karnatic Wars Battle of Colachal Struggles of Kunhali Marakkars

- How did the English East India Company get dominance in Kerala?
- Analyse the impact of the British rule on trade, industry, and agriculture in Kerala.

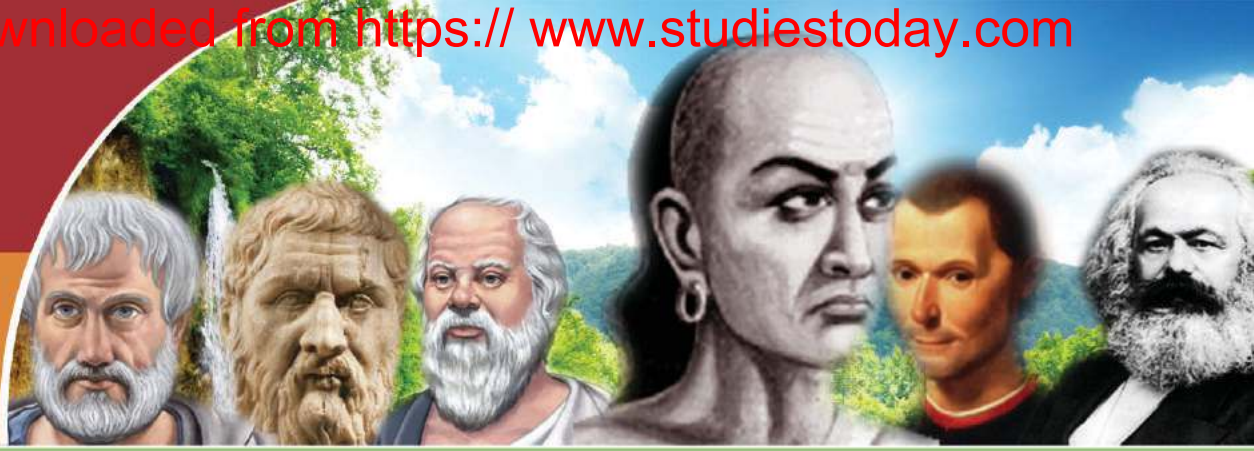
- Complete the list by finding out the persons related to the events given from the names given in brackets:
 - Kundara Proclamation.....
 - Vaikom Satyagraha.....
 - Guruvayoor Satyagraha.....
 - Kizharyur Bomb Case.....
 - Malayali Memorial.....

(Dr. Palpu, G P Pillai, Pazhassi Raja, K Kelappan, K B Menon, Sree Narayana Guru, Veluthampi Dalawa, T K Madhavan)
- List out the reformation movements and protests developed in Kerala to eradicate social evils and inequalities.
- National movement in Kerala had no uniformity. Find out the reasons.
- Give a detailed account of the events that led to the United Kerala.



Extended Activities

- Prepare the script and stage a drama on earlier protests such as Attingal Revolt, Pazhassi Revolt, and the battles of Veluthampi and Paliathachan against the British in Kerala
- Prepare a seminar paper on the changes in the culture of Kerala during the British rule. Points to be included are:
 - Printing and education
 - Health
 - Law and Justice
 - Succession system
- Make a digital album on reformation movements and protests for social change in Kerala with the help of ICT.



THE STATE AND POLITICAL SCIENCE

"This is our second life. We never expected to return home alive. We thank Government of India and all others who worked to make our release possible. This is a moment when we are proud to be citizens of India."

Given above is the response of the Indian nurses from Syria who were brought back to the country. They were held up in Syria and were unable to reach home due to the internal conflicts there. You may aware of similar incidents. This proves that the protection of the life and property of the people, implementation of public welfare activities, and to effectively interfere in crucial situations as mentioned above can only be done by the state. Hence, state is the most important among the socio-political institutions that human beings have formed.



Nicholo
Machiavelli

State is a universal, powerful and indispensable institution. It was formed after man started permanent settlement. We can understand from history that state existed at all times, though different in form and structure. The term 'State' was first coined by the western philosopher Nicholo Machiavelli.

What is state



A group of people residing permanently within a particular territory with a sovereign government is called state.

Find out the basic factors of a state from the above definition.

- Population
-
-

Population

Population is an indispensable factor in the formation of a state. For the existence of a state, the people should live unitedly with mutual understanding, inter dependence and common public interest. There is no state without people. However, the minimum and the maximum number of people for a country are not fixed. Population which is too much or too less is not good for a state. These two aspects will adversely affect the development of a state. States like Canada with less population encourages migration. Scarcity of human resource is the reason for this. At the same time high population leads to unemployment and poverty.



Evaluate how high population or low population affect a state.

What do we understand from this? The people of a nation need not belong to any single religion, speak any particular language, or follow a particular culture. However, they should live unitedly with common nationalism. We have discussed in the earlier chapters what nationality is and how it influences a state.

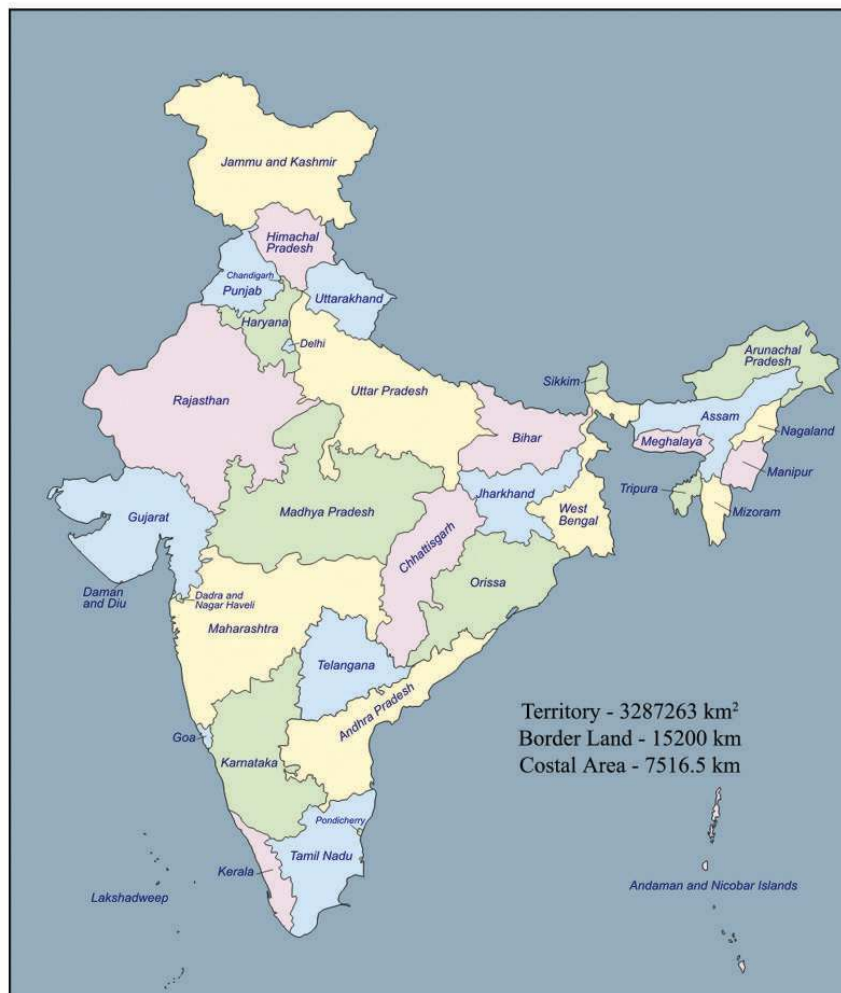
Territory

Observe the map of India and the information given below. Details of land area and boundaries are given along with the map. Territory is an important factor for the formation of a state.

A state should have an exact territory with clearcut boundary. The state is formed when the people settle permanently in a particular territory. The state should have complete control over its territory.

The land area, water bodies, coastal area, aerial space etc. within the boundaries are part of the territory.

Observe the political map of the world. You can see big countries like Russia, Canada, America and small countries like San Marino, Vatican





Territorial Waters

The sea upto 12 nautical miles (22km) from the coast is considered a part of the territory of the country concerned. This area is known as territorial waters. Coast guards can seize the ships and boats of other countries which enter this area without prior permission.

City etc. The territorial size does not matter in the formation of a state.

Government

The organs of government and the Government in India have been discussed in earlier classes. Government is an unavoidable constituent of a state. On behalf of the state, the government makes and executes law and ensures justice to the people.

Government ensures security and makes available different services to the people. Some responsibilities of the government are given below. Add more to the list.

- Maintain law and order.
- Increase employment opportunities.
- Implement developmental projects.
-
-

The state reaches the people by executing such responsibilities. Different states have different forms of government. Monarchy, despotic rule, democracy etc. are the different forms of government you have discussed. Whatever be the form the state

should have a government. The government may change from time to time but the state remains permanent.



Kerala is not a country

Kerala has definite territory population and government. But it does not have the power to take decisions on all internal and external matters. Hence Kerala cannot be considered as a country.

Sovereignty

Observe the news headlines given above. The decision and stand of the Government of India on national and international issues are referred here. State has the right to take decisions on



national and international affairs independently without any external control. This supreme authority of a state is called sovereignty. Sovereignty makes a state different from other institutions.

A state cannot be constituted even if there is population, territory and government. Along with these, sovereignty should also be there for a state to be formed. Sovereignty is the absolute, unlimited and indivisible power of the state. It has two dimensions.

South Sudan



The division of sovereign power may lead to the creation of new states. South Sudan is the latest example of this. In 2011 Sudan got divided and formed a new state named South Sudan. It is the 193rd member nation of UNO.

Sovereignty

Internal: The right to take decisions on all matters which come within its territory.

External: The right to take independent decisions on international issues.

Prepare a seminar paper on the essential factors of a state.



Functions of a State

The vision of the western political thinker Jeremy Bentham is given below. Welfare of the people is the function of all states. Greek philosophers like Plato and Aristotle considered the primary duty of a state is to provide better life to its citizens.

States have numerous functions in modern times. Along with the emergence of the concept of 'welfare state', functions have also



The goal of State is the maximum happiness
of the maximum number
Jeremy Bentham

increased accordingly. Observe the chart showing the functions of state.



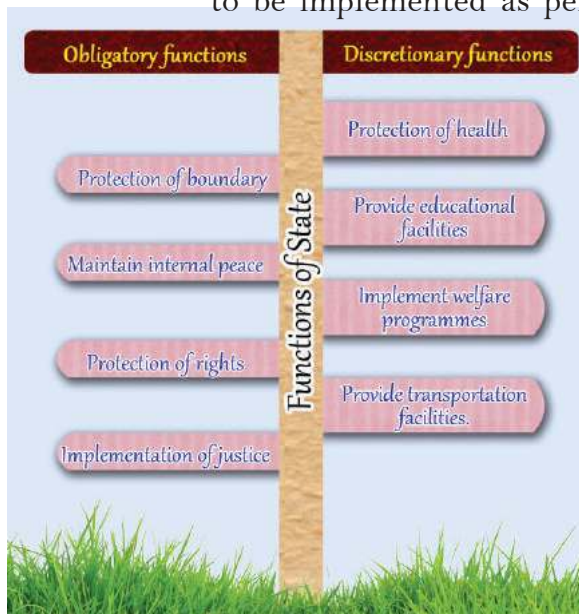
Which are the institutions formed in India for the implementation of obligatory functions? List them out.

Prepare a short film on the various functions of state by collecting news and pictures related to it.



From the given chart we can understand that some functions of state are obligatory and some others are discretionary. Functions which have to be implemented by the state at all times at any cost are said to be obligatory functions. State cannot abstain from its obligatory functions. The life and property of the people cannot be protected if the obligatory functions are not performed.

What is the difference between obligatory functions and discretionary functions? Discretionary functions are those which have to be implemented as per the economic condition of the state.



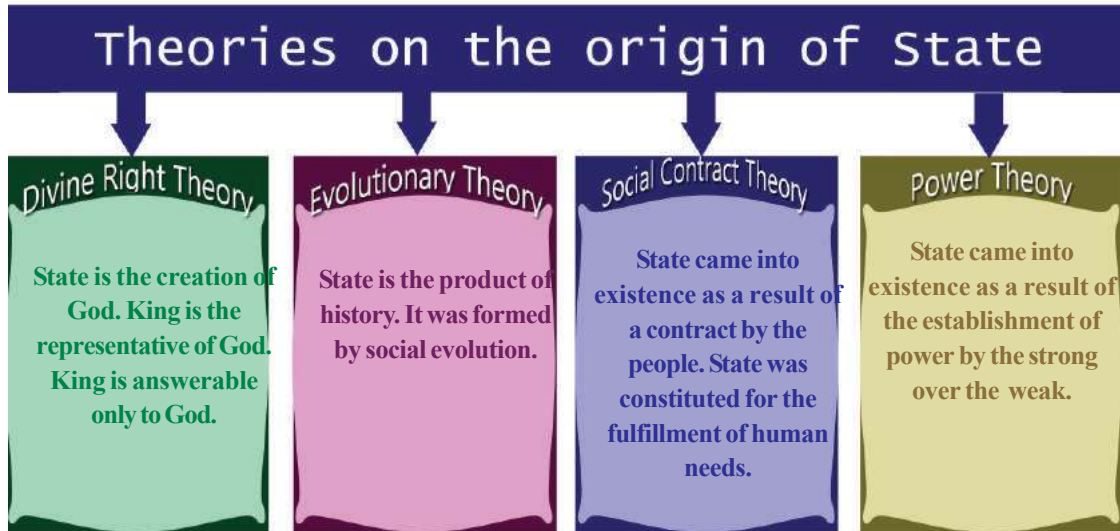
Implementation of functions like education, health care etc. will provide better living conditions for the people. The state which implements such progressive measures is called a welfare state. It is not possible to set a limit to the discretionary powers of a state. The growth of technology and the increase in human wants are making this area vast.



Critically analyse and discuss the obligatory and discretionary functions of state.

Origin of State

Look at some of the theories on the origin of state given below.



From the theories given above the most acceptable is the theory of Evolution. This theory tells us that state was formed as a result of several social circumstances and it reached its present form through the process of evolution. State started as tribe and tribal administration and later developed as city state, empire state and feudal state. Today states are commonly known as Nation States because they are formed on the basis of a feeling of nationalism.

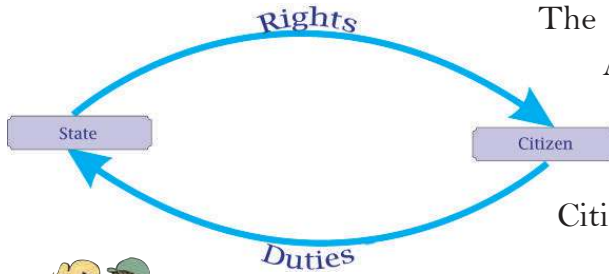
State and Citizen

We have discussed earlier that population is an essential factor of state. The picture of a passport is given which is essential for an Indian citizen to travel outside India. Nationality is recorded in birth certificate, passport, etc. This reveals the citizenship of an individual.



Citizenship

A person who has the right to participate in the law making procedure and the implementation of law is called the citizen of that state. **Aristotle**



The point of view of the Greek philosopher Aristotle on citizenship is given above. The relation between state and citizen is made clear in it.

Citizenship is the full and equal membership in a nation. Citizenship enables a person to experience political and civil rights. Observe the chart which shows the relationship between state and citizen.

It is clear that while state ensures certain rights, citizens have certain duties to perform.

The concept of citizenship gained importance when democracy came into existence. In the execution of administration, democracy ensures the participation of the citizens through political rights. Only the citizens can enjoy the political rights of a nation.

Are all the people living in a nation its citizens? Apart from citizens, there may be foreigners. Don't you know that many Indian citizens are working abroad? Foreigners do not have all the rights that citizens enjoy. Certain rights which are available in India exclusively to its citizens are given below. Add more.



Political rights

The right to vote, the right to contest in elections, the right to form organisations, the right to criticise Government, the right to hold public office etc. are political rights.



Larry Baker

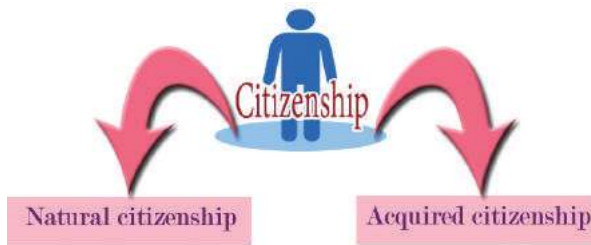


Born in 1917 in the City of Birmingham in Britain, Baker reached India in 1945 as a part of a Leprosy Mission. He was very much influenced by the principles of Gandhiji. He demonstrated cost effective house construction method in Kerala. He is known as Gandhiji in the field of architecture. Larry Baker received Indian citizenship in 1989. He passed away in 2007. He became an Indian citizen through acquired citizenship.

- Right to contest election
-
-

Do all the citizens of a nation get their citizenship in the same manner?

There are two types of citizenship. Observe the chart given below.



Citizenship by birth is natural citizenship. When a person acquires citizenship on the basis of the legal procedure of a nation, it is acquired citizenship. One can acquire citizenship, if the criteria of citizenship are fulfilled.

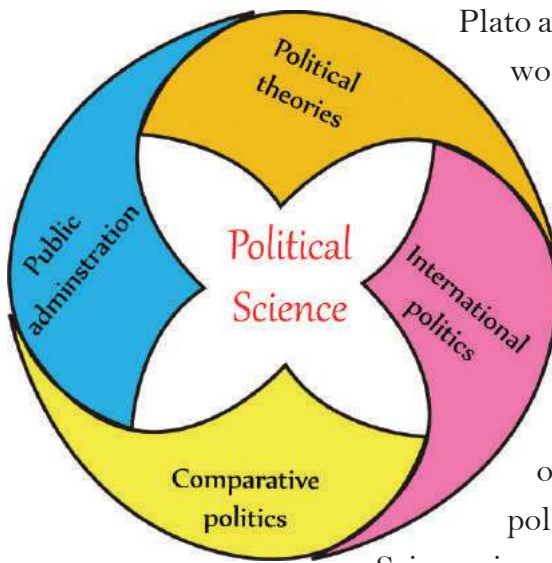
Political Science

So far we were discussing different concepts related to state. The study of state and Government started from ancient times itself. As political aspects are connected with man's day to day affairs, they need comprehensive analysis and study. Political Science came into existence as an area of study connected with state. Analyse the definition given by Greek philosopher Aristotle on political science.

Political Science is the study
of state and Government

Aristotle

According to the definition of Aristotle political science is the study of institutions like state and Government. Aristotle gave the name 'Politics' to his book dealing with political issues. This is the first book which makes a comprehensive analysis of state. Hence he is known as the Father of Political Science. The contributions of Socrates and



Plato also helped in the origin of Political Science. The word 'Politics' was derived from the Greek word 'Polis' which means 'city state'.

At first Political Science took up the study of institutions like state and government and its functioning. As the democratic system emerged, the concept of political participation also gained prominence. As a result, in addition to the study of political institutions, the study of political processes also became a part of political science. The field of study of Political

Science is continuously expanding. Observe the different branches of study of Political Science in the given diagram.

You are now familiar with the main branches of political science. Apart from these four branches of study, all concepts related to political processes are also discussed as a part of Political Science.

Why study political science

Should the study of political science and politics be kept apart? Should we actively involve in politics? See the view of Plato in this regard.

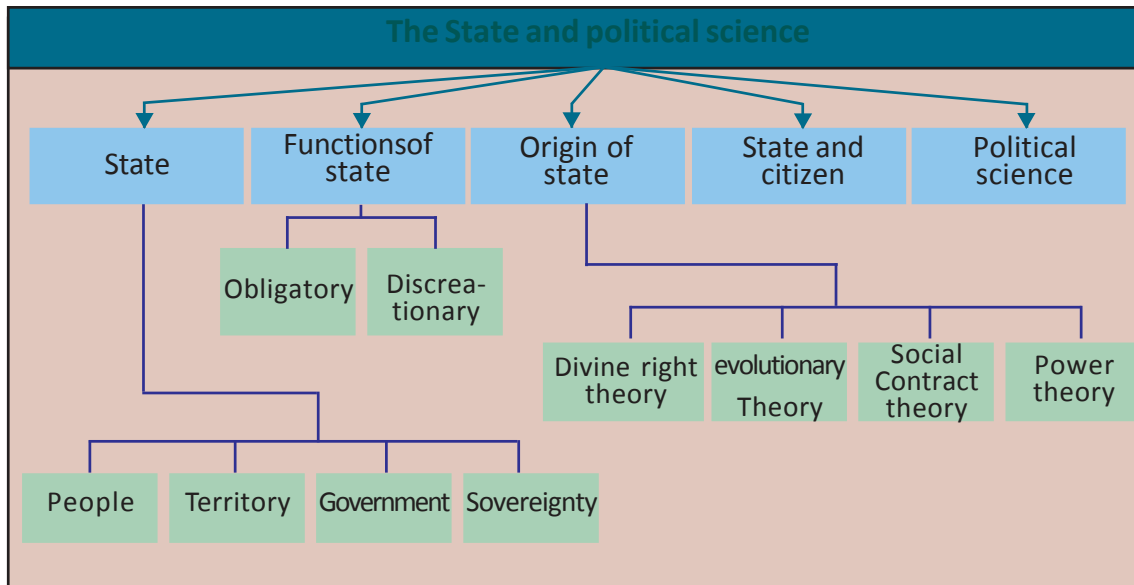
"The result of your political inactivity is that you will be ruled by people inferior to you".

Plato

Collect pictures and contributions of political thinkers, prepare a powerpoint presentation and introduce it in your class.



This viewpoint of Plato has great significance in democratic societies. The merit of the society in which we live is based on how much we involve in the political process of that society. We need to logically analyse and creatively intervene in all public issues. Political Science helps you in this.



Let's assess

- What is meant by state? What are the essential elements of a state?
- Explain the internal and external levels of sovereignty.
- What are the obligatory and discretionary functions of a state?
- What are the different theories related to the origin of state?
- What is citizenship? Note down the difference between citizen and a foreigner.
- Explain natural and acquired citizenships?
- What is political science?
- Who is known as the Father of Political Science.?

A) Aristotle	B) Plato
C) Socrates	D) Kautilya



Extended Activities

- Collect the pictures of important political thinkers and prepare an album with suitable captions.
- Analyse the works of eminent political thinkers and prepare notes.
- Prepare a list of the welfare programmes being implemented by Government of India and prepare a note showing their significance.



CIVIC CONSCIOUSNESS



Hajjabba

Established a panchayath school at Newpadappa village near Mangalore and provides opportunity for thousands of children to pursue studies. He is an illiterate street vendor selling oranges. Hajjabba is an exemplary personality who tries to provide education get to the whole society which he could not.



Kallen Pokkudan

Kallen Pokkudan, born at Pazhayangadi village in Kannur district, was a famous environmentalist. Pokkudan, who had his schooling only up to second standard, devoted his life to the protection of mangroves. Pokkudan, who planted thousands of mangroves became an excellent model in creating environmental awareness.

Observe the above given pictures and read the descriptions. The descriptions are about Hajjabba who contributed immensely to the education of a village and Kallen Pokkudan who worked for environmental conservation through the protection of mangroves. Their contributions were in the fields of their own choice, for the well being of the society.



Collect more information about them and discuss with your co-learners.

Their lives give the noble message that even ordinary people can undertake great activities. Divergent thinking, selfless activities, awareness about the problems of the society and fellow beings and willingness to serve are the factors that prompt them forward.



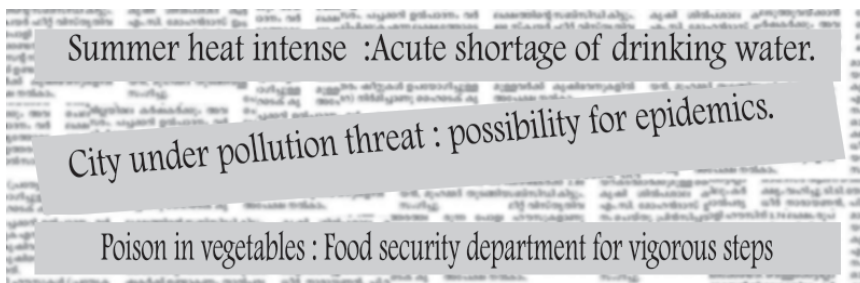
Collect information about the person who worked for the general goodness of society and schedule the common features

Creation of a great society requires creative attitudes and values in all individuals. Every individual in the modern society is known as citizen. Civic consciousness is the recognition that each citizen is for the society and the genuine interests of the society are the interests of the citizen. Those who have civic consciousness will always be ready to work for the society.

Importance of Civic Consciousness

Civic consciousness influences the progress of the state and society. In the absence of civic consciousness human beings will become selfish and all the activities will be for his own achievements. This will adversely affect social life. In such a society there will be no peace or security.

Observe the given news titles. Certain problems faced by the society



are mentioned in them. Can the state alone find solutions to these problems? The collective action of the people and

their cooperation is essential for this. Certain problems faced by the society and the solutions are given. Expand the table by writing more solutions.

Problems	What can we do?
• Water scarcity	<ul style="list-style-type: none"> • Effective utilisation of water • •
• Environmental pollution	<ul style="list-style-type: none"> • Garbage treatment at source • •
• Flood	<ul style="list-style-type: none"> • Shifting the residence in safe zone • •
• Corruption	<ul style="list-style-type: none"> • Awareness against corruption • •

From this we can understand that civic consciousness will help to solve many problems faced by the society.

For ensuring the welfare of all and the reconstruction of the society civic consciousness has to be developed. It helps the society to reconstruct from the crisis and recover from insecurity. The unanimous volunteer ship of all section of the people at the time of devouring deluge of 2018 helped the people of Kerala to survive.

The basis of civic consciousness is the recognition that if the activities of each individual are for the wellbeing of the society, social problems can be solved.

Prepare a short film on areas such as environmental protection and awareness against corruption and present it in the classroom.



Factors determining civic consciousness

Formation of civic consciousness is determined by life situations and experiences. The life situation of each individual provides different experiences and hence there will be variation in civic consciousness. The important factors which determine civic consciousness are given below.

- Family
- Education
- Social system
- Associations
- Political system

Each of the above factors influences civic consciousness. These factors mould an individual's thought and actions. Not only favourable circumstances, but certain negative and challenging situations will also be helpful in moulding strong civic consciousness in an individual.



Discuss how different life situations help in moulding civic consciousness. Find out the personalities whose civic consciousness was formulated due to the influence of either positive or negative situations and list them.

How can we foster civic consciousness?

It is essential to create and maintain civic consciousness. Deliberate effort is necessary to foster civic consciousness. All societies undertake positive measures to foster civic consciousness.

Only through creative intervention in society can civic consciousness be fostered in all individuals. Some factors are given below.

Family

We learn to respect the elders and to engage in social service from the primary social institution of family. Family has an important role in fostering and maintaining sense of responsibility among its members. Inspiration and encouragement from the family will develop civic consciousness. The concept that each individual is for the family and the family is for the society should be developed in the family atmosphere.



Discuss how family influences the formation of civic consciousness.

Prepare a blog on the various activities conducted in your school.



Education

The primary aim of education is to equip the individual to effectively utilise the knowledge gained through the learning of different subjects for the betterment of society. Education will help to develop value consciousness, tolerance, leadership qualities, scientific temper, etc. Through education, science and technology can be effectively utilised

in a useful manner to the society. Through value-oriented educational approach we can instill civic consciousness among the people. Government formulates educational policies with this aim.

What are the activities which your school can undertake for the formulation of civic consciousness? Prepare an annual calendar of these activities and implement them accordingly.



Associations

There are several political, social, economic and cultural associations in our society. Such associations many a time equip the individuals to work voluntarily with a service mind.

Several voluntary associations are working in the fields of protection of environment, protection of human rights, charity, etc. These associations can create awareness among individuals about environment and human rights.

Media

Media plays an important role in the formulation of civic consciousness. Print and electronic media influences the society tremendously. News and information reach the masses through the media. Judicious and objective information lead to the formulation of creative ideas. Media should be independent and impartial. The information from the media should be evaluated critically.

Prepare an album with news and pictures reflecting civic consciousness.



Democratic system

Democracy is an inevitable component of civic consciousness. Democracy is the basis of all other components which help to develop civic consciousness. It is a way of life more than a form of government. All our activities should have a democratic approach. Living in co-operation is essential for a democratic society. Giving back the co-



operation and support received from others is a great sign of democratic consciousness. Democracy prompts individuals to think about fellow beings and to work for the protection of their freedom, equality and rights. Democracy believes in the rule of law which means all are subject to law in a democracy.

Familiarisation of Role Models



Observe the pictures. They are some personalities with ideal civic consciousness, who gave valuable contribution to the society. Find their areas of action and contributions. While working in different areas they exhibited humanity, love towards fellow beings and duty consciousness. Everyone should work in their own areas of activity with magnanimity and dedication. If every individual is made to think and work in such a manner then only social progress is possible. You might have participated in organic farming, traffic awareness programmes, activities against drug abuse, and philanthropic activities. It indicates your civic consciousness.



List out the activities that can be undertaken in schools for developing civic consciousness.

Civic Consciousness and Morality

Gandhiji's views on morality in different dimensions of human life are given below. The basis of all activities is morality. What is morality? Morality means the ability to recognize virtues from vices, accept virtues and to perform duties with utmost responsibility. It is

the moral responsibility of each individual to perform the duty towards the society and the state.

Gandhiji's view on Morality



- Politics without principles
 - Wealth without work
 - Science without humanity
 - Commerce without morality
 - Education without character
 - Worship without sacrifice
 - Pleasure without conscience.
- All these things are extremely dangerous

Gandhiji

Evaluate our thoughts and actions. Find out and schedule the acceptable and unacceptable actions



Morality helps civic consciousness, whereas immorality destroys it. Creation of moral consciousness in all walks of life is the most effective way to foster civic consciousness. Civic consciousness is a creative state of mind.

Certain activities with civic consciousness and without civic consciousness are given below. Put a tick mark (✓) against the statements which reflect civic consciousness and a cross mark (✗) against the statements without civic consciousness.



Statement	Civic Consciousness	Absence of civic consciousness
• Obey traffic rules even if you are busy.		
• There is nothing wrong in disposing garbage in public places.		
• It is my duty to protect historical monuments.		
• It is my duty to protect nature.		
• Don't complain against injustice.		
• Corruption is permissible during crucial situations.		
• Respect and protect aged people.		

Civic Consciousness: Challenges

The main challenge faced by civic consciousness is the mindset to do anything for the sake of one's own personal interest, by negating public interest. How can we overcome this challenge?



We can also undertake certain activities

The student community with civic consciousness can undertake many ideal activities. Some of them are given. Find out more activities.

- Giving consent letter for organ donation
- Blood donation
- Participation in the activities of SPC, NCC, Scouts and Guides, clubs, etc.
- Keep public places clean.
- Give first aid to victims of accidents.
- Help the differently abled and the aged.
-
-

- Each one should evaluate his activities critically.
- Should work for one's interest without going against public interest.
- Be the change which you expect from others.
- Equal weight should be given to both rights and duties.
- Individuals should act democratically and tolerably.

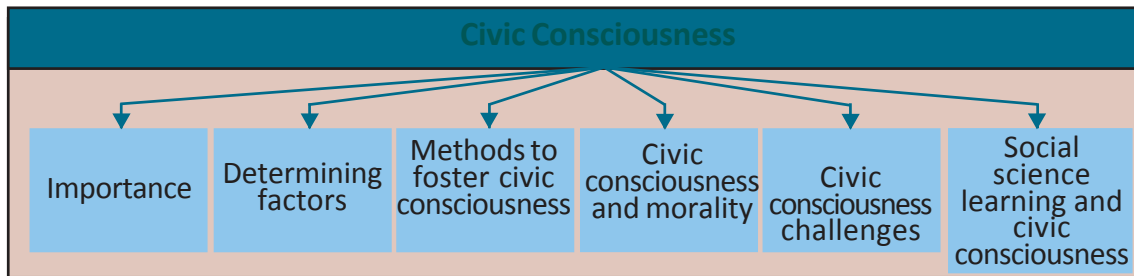
Undertake more activities and develop attitudes like this which will help to overcome challenges of civic consciousness.

Social science learning and civic consciousness

Social science learning has a major role in the formulation of civic consciousness. Social science, as an area of study which is very close to the society and human beings, envisages comprehensive changes in every individual. Let us examine how social science learning can be utilised for the formulation of civic consciousness.

- Equips the individuals to respect diversity and to behave with tolerance.
- Helps to understand the different contexts of political, social, economic and environmental problems.
- Equips the individual to suggest comprehensive solutions to different problems.
- Disseminate the message of peace and co-operation to the society.
- Makes the individual civic conscious and action oriented by familiarising the ideal models and activities of civic consciousness.

You might have understood that for the growth, development and sustainable existence of a society civic consciousness is very essential. But it is difficult to develop civic consciousness in all individuals. The easiest way to accomplish this great mission is by ourselves becoming civic conscious.



Let's assess

- What is meant by civic consciousness? What are the important factors that formulate civic consciousness?
- List out the features which we can see in persons with civic consciousness.
- Explain the role of morality in fostering civic consciousness.
- Civic consciousness help in solving the problems faced by society? Substantiate with examples.
- Give examples of certain ideal models who have high sense of civic consciousness.
- Explain the role of family, education and media in fostering civic consciousness.
- Suggest methods for overcoming the challenges faced by civic consciousness.
- Prepare a note on social science learning and civic consciousness.



Extended Activities

- Collect information about Role models who have high sense of civic consciousness and prepare an album.
- Find out and list the various things which students can do in different fields as an expression of civic consciousness.
- Find out the challenges faced by the society without civic consciousness and prepare a report.



SOCIOLOGY : WHAT? WHY?

Appunni started later than usual for the school. His gruel was delayed. For some days he had not been getting food on time. All the paddy had been utilised completely. Valyammama sold all the paddy in the granary to the truckers. When asked for paddy, he would mouth only bad words so he disgusting to hear. He would be rarely at home. If he went to Poonthottam, then he would return only after plucking

arecanuts and coconuts. He behaved as if taking care of the household was not at all his responsibility. Kuttammama also is no better. He is also not bothered about providing food for the family. When he comes home, if there is no food on time, he scolds Meenakshiyedathi.

It is she who borrows paddy and rice from the neighbouring houses. She often murmurs "it's all my fate."

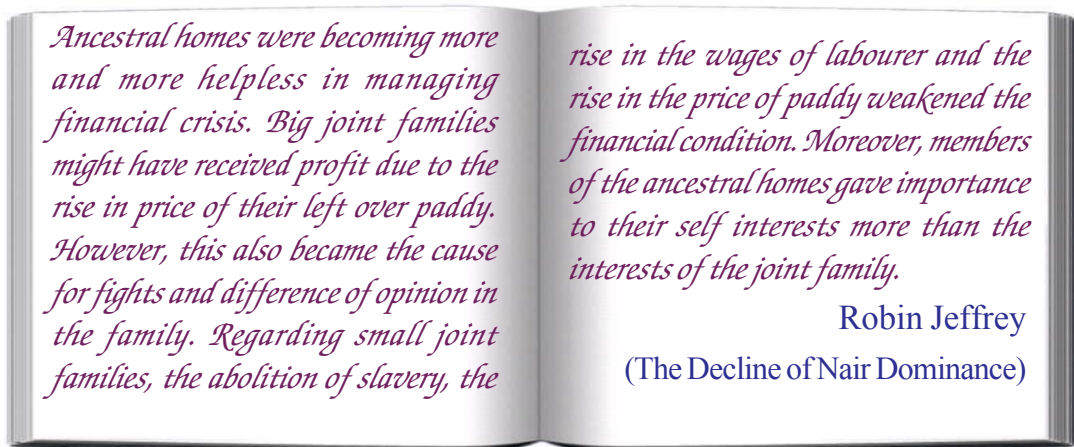
(Nalukettu)

M.T. Vasudevan Nair

This is a part of the novel *Nalukettu* by the famous writer M. T. Vasudevan Nair. The changes in the customs of the joint family system in Kerala are depicted from the view of a child.



Let's examine the findings of Robin Jeffrey, a sociologist, on the same things.



Though M. T. and Jeffrey are dealing with the same topic, their observations are different. The personal experience and imagination of M.T are the basis for his conclusions in *Nalukettu*. Jeffrey has come to his conclusions after analysing the collected data in a scientific way. Let's examine the difference in the ways adopted by them.

Nalukettu	Decline of the Nair dominance
<ul style="list-style-type: none"> • The literary genre - novel • Imaginative • Emotional response 	<ul style="list-style-type: none"> • Research study • Objective • Logical analysis

Let's examine the difference between creative writing and the study of sociology.

Creative writing	Study of Sociology
<ul style="list-style-type: none"> • Writing is based on imagination and creativity • Social events are depicted on aesthetic realms • The goal of creative writing is appreciation 	<ul style="list-style-type: none"> • Social issues/subjects are analysed scientifically • Social conditions are analysed on the basis of cause-effect relationship • Society is objectively analysed.



Discuss the difference between creative writing and the study of sociology.



The world of social sciences

History, Geography, Economics, Political Science, Anthropology, Psychology, etc. are different branches of Social Science. Analyse the following table and try to find out the names of the branches of Social Science connected with them.



Study of economic activities

.....

Inquiry into the past and the culture

.....

Study of the state and the rights of the people.

.....

Study of the origin and racial evolution of man

.....

Study of human mind and behaviour.

.....

The branches of knowledge which you have recognised undertake the study of a particular facet of society. Sociology is a distinct subject area which undertakes a comprehensive study of the relation between man and his social environment.

Through group discussion find out and present the areas of study of the different branches of social science.



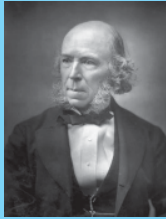
The early social science thinkers

We have already discussed the French Revolution in the previous chapters. The social issues in France after the Revolution led to the rise of sociology. The 19th century is known in history as the 'Age of Revolutions'. Three revolutions paved the way for the emergence of sociology.

Auguste
Comte

- Renaissance or scientific revolution.
- French Revolution
- Industrial Revolution.

Sociology originated in western Europe in the background of these revolutions . Auguste Comte the French thinker is regarded as the father of sociology.

Herbert
Spencer

Herbert Spencer was the thinker who utilised the theory of evolution by Charles Darwin for the study of the society. He clarified that just as biological evolution, the society had passed through various stages and reached the present stage. Many thinkers like Karl Marx, Emile Durkheim, Max Weber, etc. have made important contributions to the development of sociology.

Sociology in India

Sociology has reached different countries through the work of early sociologists. The study of sociology started in India during the beginning of the 20th century. A department for sociology was first



G. S. Khurey



M.N. Sreenivas



D.P. Mukharjee

started in the University of Bombay . G. S. Khurey, A. R. Desai, S.C. Dubey, M.N. Sreenivas, D.P. Mukharjee, etc. have made valuable contributions to the study of sociology in India.

What is sociology?

Sociology is the scientific study of the social aspects of human life.

What do you understand from this definition of sociology?

- Sociology studies human life.
-
-

Sociology is the scientific study of the mutual relationship between man and his environment. That is why sociology is considered as a comprehensive study of society.

Why the study of sociology?

- Helps to formulate the right perspective of society.
- Helps to get an objective knowledge of one's society and other societies.
- Helps to know the relation between the individual and the social institutions.
- Studies social problems precisely.
- Helps to find solution for social problems.
- Benefits social planning and development.
- Provides guidance to social welfare measures by conducting studies on the backward sections, the exploited and people who have faced discrimination and oppression.

Discuss the importance of the study of sociology.



Areas in sociology

The scope of sociology is vast. It is not only the study of inter relationship between individuals and events but also the problems like unemployment, communal conflicts, problems of the villagers, poverty, etc.,. The main areas of sociology are:

- Social institutions
- Social groups
- Social relations
- Socialisation
- Social control
- Communities
- Social changes
- Social problems.
-
-

The scientific study of these fields comes under the purview of sociology.

Methods of study in sociology

Studies in sociology are conducted for educational and practical purposes. Sociology employs a variety of methods in such studies. Let us see some of them.

Social survey

You might have heard of census.

How often does census take place in India? What are the features of census?

Census is a type of survey which collects details about the total population of a nation. Survey is the most suitable method for the study of sociology. It helps to formulate a comprehensive point of view of the topic, based on the data collected from a group of selected people. Survey method is used when data is to be collected from a larger population.

But census is not practical in sociological studies, because usually data is not collected from all the people under study but only from a selected group of people. Such studies are called sample survey.

Different means are used to collect data during a survey. You must have seen data collection through social media and telephone. Questionnaires are commonly used in social surveys.

A questionnaire is a set of questions that researchers use to collect data. Questionnaires are given to the respondents from whom data is collected. The group under study is called respondents. Study is carried out using the respondents' responses in the questionnaire.

Suppose you want to conduct a survey of the reading habit of the students of your school. What are the questions to be included in the questionnaire?

The kind of information to be collected should be decided in advance. You can collect the information listed below.

- What is the percentage with reading habits in general?
- Popular books and periodicals.
- What is the average time spent on reading newspapers?
- What is the average time spent every week on reading books?
- Age-wise categorisation of readers.

Prepare a questionnaire so as to get the above information.



Interview

Haven't you noticed the interviews held by media? Interview is an important method used to collect information in sociology. This is a method by which information is collected orally. Interview is the talk between the interviewer and the interviewee. As a method of study interview helps to know and analyse the attitudes, views, beliefs, habits, etc. of the individuals.



In an interview certain things are to be taken care of:

- Identifying the apt persons.
- Formulating an idea of the information to be collected.
- Preparing of suitable questions
- Effective communication.
- Management of time
- Proper organisation of the information collected and preparing the report.

There are some differences between an interview and a questionnaire.

Let's examine them.



Interview	Questionnaire
<ul style="list-style-type: none"> • Information is collected orally • Researcher records the information • • 	<ul style="list-style-type: none"> • Information is given in writing • The respondent provides information • •



Conduct an interview with elected representatives in your locality - in connection with pollution and related problem

Observation

As in all other scientific researches, observation is the basic method of study in sociology also. It is more relevant where methods like interview are not practically feasible. Observation is a method by which whatever is seen, heard and experienced is recorded truthfully. Information thus collected directly helps in correct assessment.

There are two types of observation.

1. Participant observation
2. Non participant observation

When the researcher himself/herself collects information directly from the area under study it is called participant observation. This is a popular method in sociology. The sociologist stays with the population under study and understands their life directly in such observation. The researcher learns their language, culture, etc. and becomes a part of their daily life. Through this method even the behaviour which are not explicit can be studied. This method is also known as field work. The participant observation method is mostly employed by anthropologists to study early human societies.

In non participant observation, the researcher does not stay with the group under study. They are observed from outside.



Visit an institution in your locality (Eg. Bank, factory, market) and note down how it functions through observation.



Case study

Case study is used to make an in-depth study on rare and different social phenomena and problems. Such studies will be exact and comprehensive. The topic under study using this method is called a case. The detailed study of the case is case study. Sociology uses case study for collecting data.

Collect examples of various sociological study methods and give a powerpoint presentation.

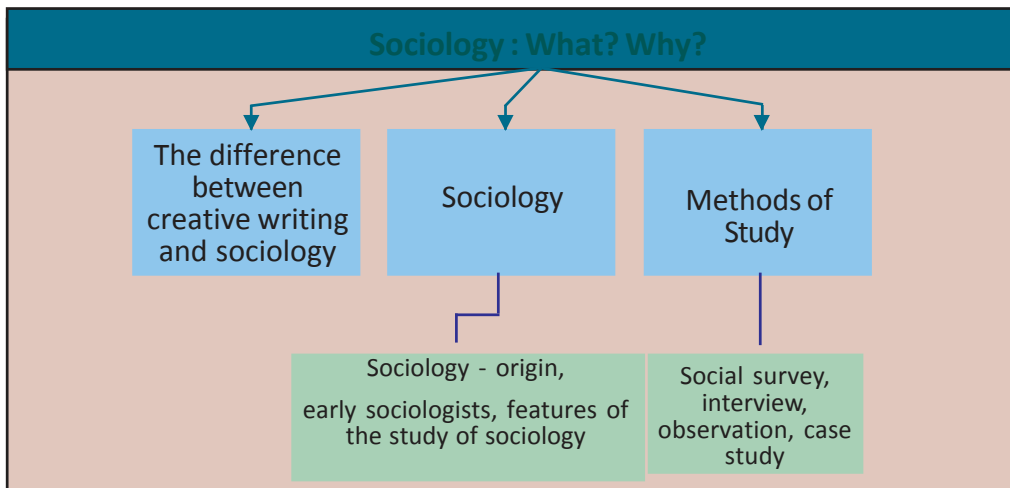


Sociology uses different research methods to make indepth and vast study of the different aspects of the present complex society.

How far the sociologist has the possibilities in the field of commerce, town planning, advertisements, media and educational activities.

Sociology has developed into a branch of science which is effective in the day-to-day affairs of the society. Sociologists who are experienced in research are needed in various fields like administration and planning. Sociology has the applicability in commcerce town planning, advertisements, media and educational activities.

Sociology helps in giving a fundamental idea of social life, thereby broadening our perspectives.





Let's assess

- How is creative writing different from the study of sociology?
- What is meant by sociology? Why do we study sociology? Name the early sociologists.
- Which are the important areas in sociology?
- What are the objectives of the study of sociology?
- How do social survey a major methodology of sociology help to understand the society?
- Differentiate between observation and interview.
- Prepare a questionnaire of a minimum of 10 questions to collect data on the transport problems faced by your friends to reach the school.
- What are the practical applications of sociology?



Extended Activities

- Prepare a report on the problems of aged people with the help of an interview with them.
- Prepare an album with the pictures of the famous sociologists.



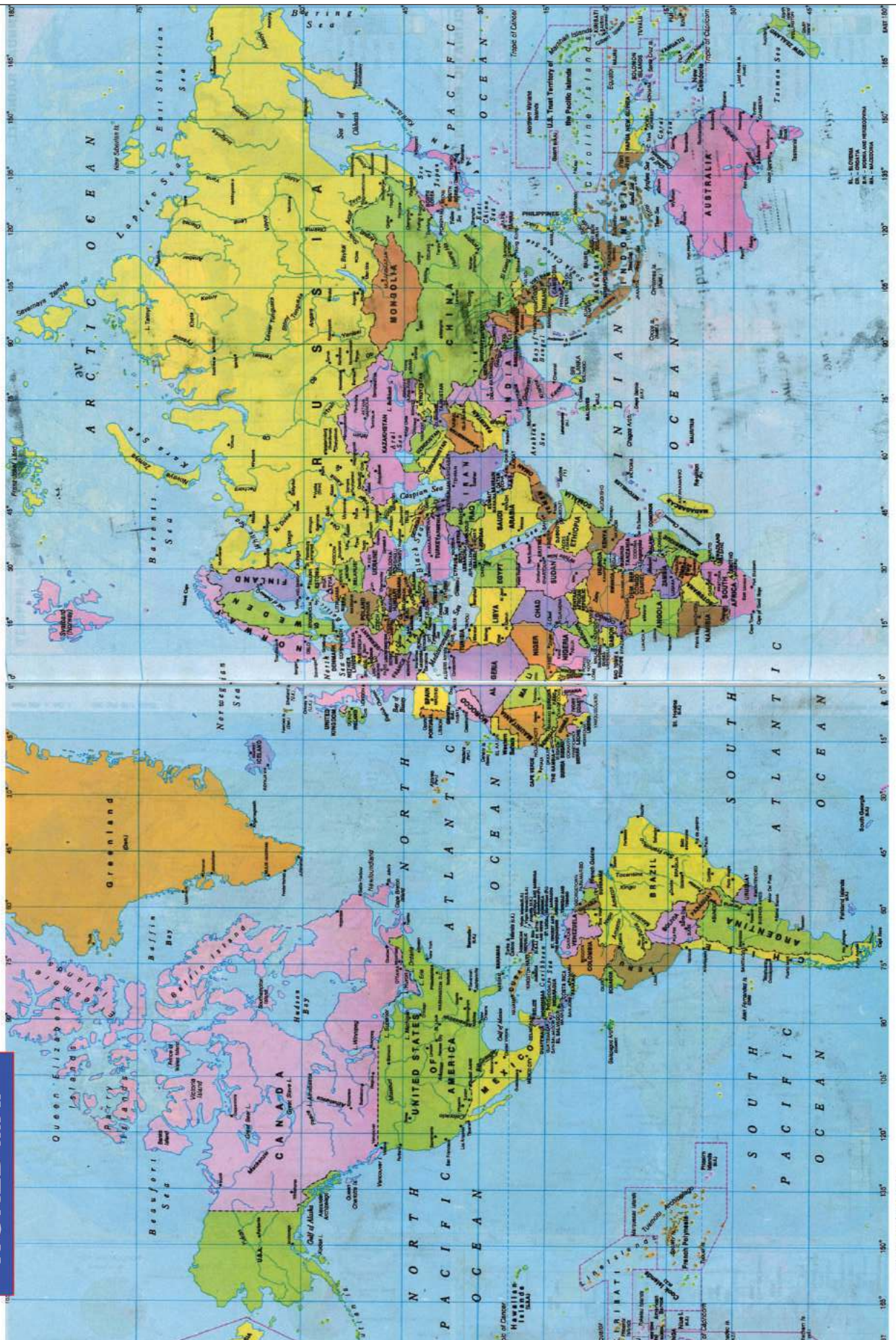


ASIA MAP



Map not to Scale

WORLD MAP



Map not to Scale



Notes



Notes

Security Features of a Genuine Indian Currency Note

We have to know more about currency notes used for financial transactions. Genuine currency notes have certain security features. Awareness of those features can save us from being duped.

▶ **Paper**

Banknotes are printed on special watermarked paper with substrate cotton and cotton rag. This gives the banknotes a unique “touch feel” and “crackling sound”.

▶ **Watermark**

The portrait of Mahatma Gandhi, the multi-directional lines and an electrolyte mark showing the denomination value appear in this section and these can be viewed better when the banknote is held against light.

▶ **Security Thread**

All banknotes carry a security thread, partially exposed and partially embedded, with readable window. The security thread of notes up to Rs 500 denomination contains “Bharath” in Hindi and “RBI” in English alternately. Rs 1000 denomination notes additionally contain “1000” as a numeral in the security thread.

▶ **Micro lettering**

The letters “RBI” and the denomination value as a numeral can be viewed with the help of a magnifying glass in the zone between the portrait of Mahatma Gandhi and the right vertical band. (However, only letters “RBI” is seen in Rs. 10 denomination).

▶ **Intaglio Printing**

The name Reserve Bank of India, the Guarantee Clause, the Promise Clause, the Signature of RBI Governor, the Portrait of Mahatma Gandhi, the Reserve Bank Seal, the Ashoka Pillar Emblem, the Central Denomination Value in words and figures are printed in intaglio, i.e., in raised prints which can be felt by touch.

▶ **Fluorescence**

The number panels of banknotes are printed in fluorescent ink.

▶ **Optically Variable Ink**

The colour of the denomination in numeral appears green when the note is held flat and changes to blue when the note is held at an angle. The font size also appears reduced. This feature is available only on notes of Rs. 500 and Rs. 1000 denominations.

▶ **Latent Image**

The vertical band contains the denomination in numeral. This can be seen by keeping the note flat on the palm of your hand at eye level and viewing it against the light.

Printing and circulation of forged notes are offences under Sections 489A to 489E of the Indian Penal Code and are punishable in the courts of law by fine or imprisonment or both.