





VIDYAJYOTHI
(2019 - 2020)



Social Science
(Support Material for Teaching & Learning)
CLASS X



**District Institute of Education
and Training (DIET)
Thiruvananthapuram**

Vidyajyothi

Social Science

(Support Material for Teaching & Learning)

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Message

Dear students

Kerala has made many strides in the field of education. The foundation of our success in this field is that we are able to attain academic excellence along with

school excellence. Local authorities and people's committees are very supportive for the development of the school. Meaningful interventions by the Kerala Government and the Department of Public Instruction have become critical in this field. The role of teachers in organizing activities according to new perspectives on learning is not a trivial one. The use of ICT has enabled the collection and dissemination of information and thus facilitated learning. All of you are preparing for a very crucial exam. Systematic study is required to approach the exam with confidence and achieve high success. Everyone is here to help you. Vidyajyothi, the study materials prepared by the District Panchayat, Thiruvananthapuram and DIET Thiruvananthapuram will no doubt be an effective tool to ensure your greater success. An updated book which includes the revised lessons is now in your hands. Make use of it, the maximum. Wishing you all the best.

With love

V.K.Madhu

President, District Panchayath,
Thiruvananthapuram

Dear children

The report by NITI Aayog, which states that Kerala is the number one in Education in India is a source of great excitement for the education sector. The perspectives and activities based on secular democratic principles helped us achieve this aim. The General Education Rejuvenation Mission is another exemplary Kerala model. Many of the initiatives proposed by the new National Education Policy under the leadership of Dr. Kasturirangan have been implemented in Kerala. The fact that Kerala is on a par with the educational standard of many developed countries is a visible manifestation of the will power of the Kerala community. You have made many strides in education by self learning, following the guidelines suggested by your teachers who are research oriented in their approach. Now it's time for you to prepare for the public examination. You need not be afraid of exams. Consider your exam as an opportunity to apply the knowledge and skills you have acquired in the classrooms. Remember to take necessary preparations to face the exam well. The Vidyajyothi study materials prepared by the District Panchayat Thiruvananthapuram and DIET Thiruvananthapuram serves as a real guide for you. Make use of the study materials to the extent possible. Wish you all the best.

Wishing you all success

C. Manojkumar

Deputy Director of Education,
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PREFACE

Dear friends

All the progress in the field of education in Kerala is the result of effective changes in the curriculum and activities and approaches undertaken and adopted in accordance with the ongoing changes in our modern world. Examples of these include the idea of organizing learning activities considering each child as a single unit, and awareness that there is always a social environment for learning. Similarly, Kerala has adopted a new humanitarian approach towards culture. The idea to value the cultural background of each student in the class and to provide a perspective that culture of each individual is lofty. These are assessed as stepping stones to development. So, we have taken the right and integrated approach encompassing the cultural diversity of each individual. There have been continuous effort in this sector to dismantle traditional notions of education and create a genuinely civic-minded generation. The District Panchayat, Thiruvananthapuram has implemented various exemplary models which are helpful for achieving this aim. The most important among these is the Vidyajyothi learning materials, prepared for six subjects, which are intended to increase the pass percentage of students in class 10 and help them to face the exams with more confidence. A lot of hard work is behind this venture. We express our sincere gratitude to the Honourable District Panchayat President V.K. Madhu, District Panchayat members, District Panchayat Secretary, Standing Committee Officers for their invaluable suggestions. We also thank the Principal, DIET Thiruvananthapuram, Faculty Members, Deputy Director of Education, Headmasters, Teachers, Teacher Organizations and PTA / SMC members for their wholehearted cooperation.

With love

V. Renjith

Standing Committee Chairman –
Health and Education, District Panchayath,
Thiruvananthapuram

Why a teaching learning material for Social Science?

Vidyajyothi 2017 is a learning material prepared by DIET with the support of the District Panchayath to make learning of Social Science easy and interesting for the learners and thereby attain 100% result in the SSLC examination. This material is prepared in accordance with the revised Textbook, observing classroom transaction and considering opinions of practicing teachers. The discussions and debates conducted by selected Social Science teachers of the district in the workshops conducted in three phases contributed a lot to make this learning material resourcefull. It will be helpful for the learners who prepare for SSLC examination for self learning and for the teachers to analyse the ideas in Social Science clearly and prepare learning activities for the learners.

Worksheets which enable the learners to understand the ideas and facts of each unit and to reach to a logical conclusion are the specialities of 'Vidyajyothi'. It is prepared to help the learners use the attained knowledge and concepts in new situations and conduct self assessment too. Additional questions for testing the knowledge of students is also included in this book. The book assures success for a student who goes through these activities. It is indeed necessary for the teachers to see that each and every student uses it well.

Almost all Learning Outcomes of Social Science part I & II are not analysed through this material. However, a good number of Learning Outcomes are analysed and integrated with evaluation process. Figures and indicators of the material provide the chance to sustain the knowledge.

Expecting your valuable suggestions.

With Regards

Dr.S.Sulaiman
Senior Lecturer, DIET,
Thiruvananthapuram

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Social Science

I & II

Unit
1

REVOLUTIONS THAT INFLUENCED THE WORLD

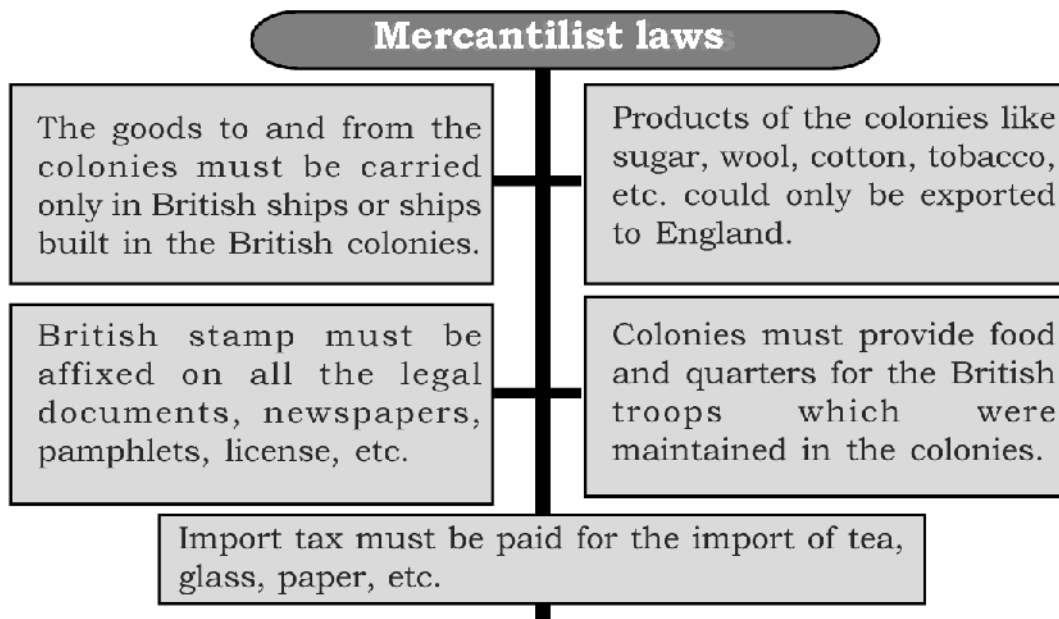
Freedom, equality, democracy and nationalism, which are considered to be the essential ideas of the modern man, emerged as a result of the freedom movements and the revolutions occurred in the different parts of the world. This unit analyzes the political social conditions and consequences of such revolutions for independence.

Learning outcome

Identifies the circumstances of various revolutions in the world

Activity

‘The Mercantilist laws turned the American colonial people against their mother land’. Let’s evaluate and write a note based on this statement.





At a glance

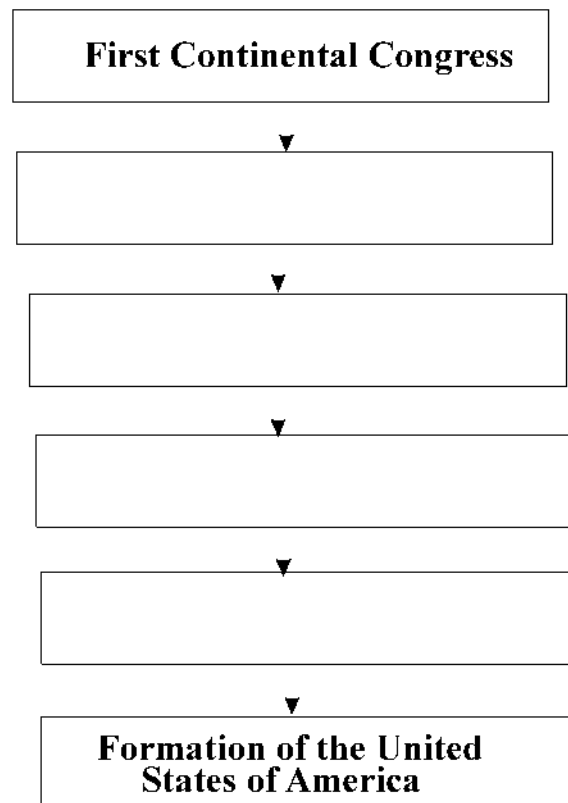
- ◆ The Mercantilist laws were against the interests of the British colonies
- ◆ Britain exploited the American colonial people by these laws.
- ◆ The Mercantilist laws caused the American people to turn against their mother land.

Let's write and Assess

- ◆ Import tax must be paid for the import of tea, glass, paper etc is one of the Mercantilist laws. Mention the other laws.
- ◆ Analyse the mercantilist laws and explain how it was affected the American colonial people.

Activity

- ◆ Prepare a flow chart based on the events that led to the formation of United States of America.



At a Glance

- ◆ Submitted a petition to the king of England

- ◆ War between England and the colonies
- ◆ Second continental congress
- ◆ The Declaration of Independence
- ◆ Freedom of thirteen colonies according to the treaty of paris

Lets write and Assess

- ◆ Arrange the major events that led to the formation of USA in chronological order.

Activity

Lets discuss and write how do the American War of independence influenced the later history of the world

- ◆ Gave direction and motivation to the later freedom struggles and revolutions all over the world
- ◆
- ◆
- ◆
- ◆



At a glance

- ◆ Put forward the concept of Republican form of government.
- ◆ Prepared the first written constitution
- ◆ Contributed the concept of Federal System

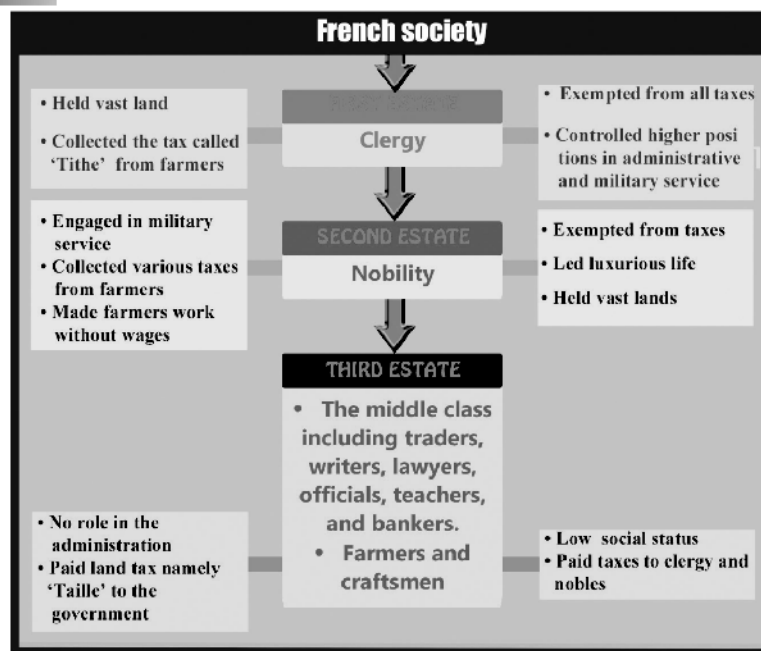
Lets write and Assess

- ◆ How did the American War of independence influence the history of the world?
- ◆ Explain the influence of the American war of independence in the later revolutions of the world.

Learning outcome

Explains the inequalities in the French Society

Activity



- ◆ Analyse the chart and prepare a note on how the social inequalities led France to a revolution



At a glance

- The clergy and the nobility who belonged to the first and the second estates led luxurious life and high social status.
 - They were exempted from all taxes.
 - They held vast lands
- ◆ The middle class who belonged to the third estate had no role in the administration. They had low social status and paid taxes to clergy and nobles.

Let's write and Assess

- ◆ The social inequalities led France to a revolution. Elucidate the statement

Activity

- ◆ Find out the role of thinkers in the French Revolution

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

**At a glance**

- ◆ The ideologies of Voltaire, Rousseau and Montesquieu gave inspiration to the French Revolution.

Let's write and Assess

- ◆ The ideologies of Voltaire, Rousseau and Montesquieu influenced the French Revolution Explain.

Activity

Let us analyse the influence of the French Revolution and complete the list.

- ◆ Stimulated all the later revolutions in the world
- ◆
- ◆
- ◆
- ◆ Led to the emergence of nationalism

**At a glance**

- ◆ Spread the ideas of equality, liberty and fraternity
- ◆ Helped the growth of the Middle class


- ◆ Ended the feudal system in Europe
- ◆ Contributed the concept of people's sovereignty
- ◆ Proclaimed that nation is not merely a region, but the people

Let's write and Assess

- ◆ Explain the importance of French Revolution in the history of the world

Activity

Let's prepare a table based on the policies and reforms of Napoleon and identify the concepts of French Revolution reflected in them.

Farmers were made the owners of land		Exercised state's control over the clergy
Formed 'sinking fund' with the aim to avoid public debt		Established Bank of France to centralize finance
Constructed several roads for transportation		Prepared a new code of law by codifying the existing laws

Napoleon

The concepts of French Revolution	Policies and Reforms of Napoleon
◆ Rise of the Middle class	◆
◆ End of feudalism	◆
◆ Nationalism	◆



At a glance

- ◆ Exercised states control over the clergy.
- ◆ Farmers were made the owners of land.
- ◆ Prepared a new code of law by codifying the existing laws.

Let's write and Assess

How far the ideologies of the French Revolution is reflected in the reforms of Napoleon?

Learning Outcome

Identifies the circumstances of various revolutions in the world.

Activity

The circumstances that led to the revolutions in the world are given in the chart. List out suitably after identifying the revolutions.

- | | |
|----|---|
| A. | The North American war of Independence against the British colonization. |
| B. | The battle against despotism and feudalism by the French. |
| C. | The agitation by the people against the supremacy of the Portugal and Spain. |
| D. | The revolution led by the Russians against the despotic Monarchy and Feudalism. |
| E. | The revolution against foreign rule, Feudalism and Manchu Monarchy. |



At a Glance

- | | |
|--|-----------------------|
| A. The American War of Independence | B. French Revolution |
| C. The struggle for freedom in Latin America | D. Russian Revolution |
| E. Chinese Revolution | |

Let's Write and Assess

Write the main cause of the following revolutions.

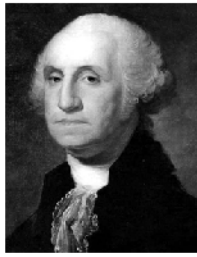
- French Revolution
- Russian Revolution

Learning Outcome

Realizes the personalities who led the revolutions in the world

Activity

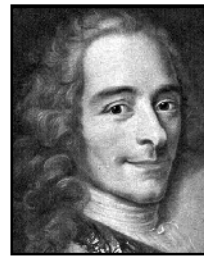
Observe the given pictures, identify the leaders and the revolutions.



George Washington



Simon Bolivar



Voltaire



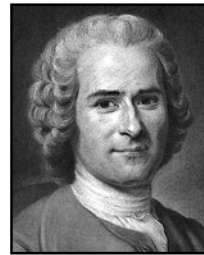
Lenin



Mao-Tse-Tung



Thomas Paine



Rousseau



Kerensky



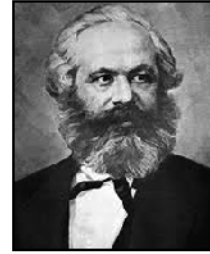
Francisco De Miranda



Sunyatson



Montesquieu



Karl Marx



At a Glance

- American War of Independence—George Washington-Thomas Paine
- French Revolution—Voltaire-Rousseau-Montesquieu
- Latin American Revolutions-Simon Bolivar-Francisco De Miranda
- Russian Revolution—Lenin-Alexander Kerensky-Karl Marx
- Chinese Revolution—Mao Tse Tung-Sunyatson

Match the following

George Washington	French Revolution
Voltaire	Latin American Revolution
Lenin	Chinese Revolution
Mao Tse Tung	Russian Revolution
Simon Boliver	American War of Independence

Activity

- ◆ Let us discuss how the colonial rule affected the life of natives of Latin America and complete the given list.
- ◆ The Spanish and the Portuguese propagated their language, religion and customs.
- ◆ Enslaved the natives to work
- ◆
- ◆
- ◆
- ◆
- ◆
- ◆



At a glance

- ◆ They build houses and Churches in Spanish style
- ◆ Several schools were established for imparting Spanish system of education
- ◆ Spanish farming methods and crops were introduced
- ◆ New diseases spread from Europeans to the Latin Americans.
- ◆ Racial discrimination was enforced to the natives in all walks of life
- ◆ They looted the resources and wealth of Latin American people

Let's write and Assess

- ◆ Explain how the colonial rule affected the life of the natives of Latin America

Activity

“The Russian Revolution was greatly motivated by the despotic rule of tzar”. Analyse the facts and substantiate the statement.

**At a glance**

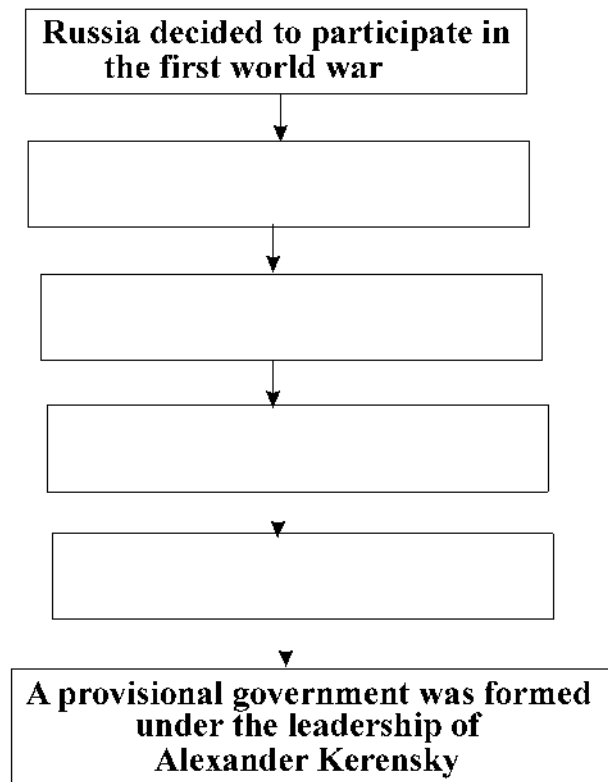
- ◆ Farmers and factory workers in Russia led a tragic life under the autocracy of the Tzarist emperor, who ruled Russia
- ◆ The low agricultural production affected the farmers income
- ◆ The foreigners who controlled the majority of the industries existed in Russia

Let's write and Assess

The despotic rule of the tsar greatly influenced Russia to a revolution. Discuss.

Activity

Prepare a flow chart by analysing the circumstances that led to form a provisional government in Russia.





At a glance

- ◆ Protest march organised by women and workers
- ◆ Soldiers joined with the workers
- ◆ The workers captured Petrograd
- ◆ Tsar Nicholas II was thrown out of power

Let's write and Assess

- ◆ Explain the circumstances that led to form a provisional government in Russia

Activity

Prepare a note on the role played by Mao zedong to make China a Peoples republic

- ◆ Under the leadership of Mao Zedong a journey started from Kiangsi in South China.
- ◆
- ◆
- ◆
- ◆
- ◆ China became the people's Republic of China on 1st October 1949 under the leadership of Maozedong



At a Glance

- ◆ Seized out agricultural land and villages from lords and distributed them among the farmers.

Learning Outcome

Analyse the results of various revolutions.

Activity

Identify the revolution from the chart given.

- A. The idea of freedom, equality and fraternity.
- B. Accepted the declaration of freedom of 13 colonies by the Treaty of Paris in 1783.



- C. Formation of Soviet Union, Proletariate dictatorship.
- D. Distribute Land and Villages seized from the land lords.
- E. The revolutions lead by Jose De Sanmartin, Simon Boliver etc.

At a Glance

- A. French Revolution.
- B. American War of Independence.
- C. Russian Revolution.
- D. Chinese Revolution
- E. Latin American Revolution.

Let's Write and Assess

- “Each revolution had its own results.” Write the results of the following revolutions based on the statement
- French Revolution. American War of Independence

Learning Outcome

Arrange the incidents related to various revolutions in a chronological order.

Activity

Following are certain events connected with the revolutions that transformed the world. Arrange in chronological order.

- A. The world famous Declaration of Independence was held by the American Continental Congress.
- B. China becomes a peoples republic under the leadership of Mao Tse Tung.
- C. Thousands of women marched from Paris to the palace of Versailles with the slogan “ Give us bread”
- D. The labourers held a procession in Petrograd demanding political rights and economic reforms



At a Glance

- A. American War of Independence-1776 (July 4)
- B. Chinese Revolution-1949 (October 1)
- C. French Revolution-1789 (October)
- D. Russian Revolution-1905 (January 9)

Let's Write and Assess

Arrange the following incidents chronologically

- China becomes democratic republic
- Tennis Court Oath
- Long March
- Petrograd March
- Women marched from Paris to the palace of Versailles

Learning Outcome

Explains the inequality in the French society.

Activity

Complete the table on the basis of the French society.

Various Estates	Social Sector	Social condition
<ul style="list-style-type: none"> • First Estate • Second Estate • Third Estate 		



At a Glance

The first Estate: Clergy: Exempted from all kinds of taxes-possessed held vast land

The Second Estate: Nobility- military service-Luxurious life

The Third Estate: Middle class-traders, writers, teachers etc; no role in the administration paid taxes to clergy and nobles.

Let's Write & Assess

Analyze the exploitation and inequality faced by the French Society.

Learning Outcome

Explains the circumstances of the Russian and Chinese revolutions.

Activity

Given below are the historical incidents in connection with the revolutions that paved the way for the transformations of Russia and China. Classify them after identifying the relationship with the revolutions.

- a. The military despotic rule by Chiang Kaishak was favourable to the foreign powers.
- b. The Despotic Monarchy of Tsarist emperors and the plight of the works caused the Russian revolution.
- c. Mao Tse Tung, the leader of the Communist party in China protested against the despotic policies of Chiang Kai-shek.
- d. The working class were inspired by the ideologies of Karl Marx and Frederic Angels.
- e. In 1934, the 'Long March' began under the leadership of Mao Tse Tung seized the agricultural land and villages from lords and distributed among the farmers.
- f. The workers organized a huge march at Petrograd on January 9, 1905 demanding political rights and economic reforms.
- g. The city of Petrograd was captured by the labourers.



- h. Seized the lands owned by the lords and distribute them among the farmers under the leadership of Lenin.
- i. The incident through which the Bolsheviks got power is the 'October Revolution'.
- j. The 'Red Army' under the leadership of Mao Tse Tung captured the centre of Kuomintany rule.
- k. The Bolsheviks and the Soviets had supported Lenin and they made an attempt for establishing the reign of proletariat and thereby abolishing economic disparity and inequality.
- l. China became the people's republic under the leadership of Mao Tse Tung on 1st October 1949



At a Glance

Russian Revolution-b,d,f,g,h,i,k

Chinese Revolution-a,c,e,j,l

Let's Write & Assess

Analyze the circumstances and incidents that led to the Russian and Chinese Revolutions.

Learning Outcome

Analyses the ideas of various revolutions

Activity

Analyse the slogans and identify the revolutions and personalities associated with it.

- a. Everyone has some fundamental rights. No government has the

right to suspend them.

- b. "Man is born free, but everywhere he is in chains".
- c. "Liberty, Equality and Fraternity"
- d. "No Taxation without Representation"



At a Glance

- a. John Locke : American Revolution
- b. Rousseau: French Revolution
- c. French Revolution
- d. American war of Independence

Let's Write & Assess

1. Name the revolution that raised the slogan "No taxation without Representation"
2. Which are the great ideas of the French Revolution?
3. Explain the circumstances that lead to the American War of Independence.
4. Mention the reforms of Napoleon?
5. What are the results of French revolution?
6. The Russian revolution accelerated the rise of working class. Elucidate the statement.
7. Write the contributions of the personalities given below.
 - Thomas Paine
 - Rousseau
 - George Washington
 - Mao Tse Tung
 - Lenin
8. Explain the stages of Chinese revolution under the leadership of Mao Tse Tung.

Unit
2

The influence of the European power's over the world and its reflections are the chief characteristics of the twentieth century. This century witnessed two world wars, that affected the political situations International organizations for peace and the rise of the totalitarian ideologies like Fascism and Nazism. This lesson is intended to develop among children an attitude of hatred towards the Fazist- Imperialistic reign and a sense of respect for the democratic administrative set up.

Learning Outcome

Identifies the various stages of the growth of Imperialism.

Activity

Prepare indicators for discussion on the formation of capitalist economy after reading the TB

- Industrial Revolution spreads over European countries.
-
-

Indicators-Production-Profit- Distribution



At a Glance

- Capitalists increased production in their factories with more capital investment.
- Increase in profit.

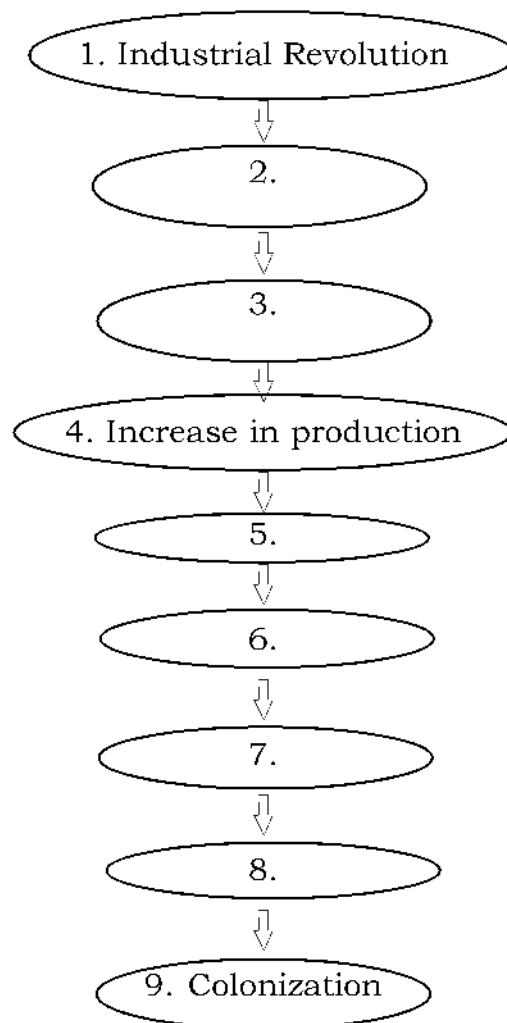
- The economy in which the production and distribution is controlled by private individuals with an aim of making profit, is known as Capitalism.

Let's Write and Assess

- What is meant by capitalism?
- What is the aim of a capitalist system of economy?

Activity

Let's find out how the Industrial Revolution paved the way for colonization by completing the flow chart given below:



Indicators : Industrialization, colonization, increase in production, economic exploitation, capitalist system, capital export, Increase in capital investment, factory system, increase in wages, competition for foreign markets.



At a Glance

- | | |
|------------------------------------|-----------------------------------|
| 1) Industrial Revolution | 2) Factory System |
| 3) Capital Investment | 4) Increase in Production |
| 5) Capitalist System | 6) Increase in Capital Investment |
| 7) Competition for Foreign Markets | 8) Economic Exploitation |
| 9) Colonization | |

Let's Write and Assess

Write a note on how Industrial Revolution paved the way for colonization.

Activity

Let's prepare a table on the factors that motivated the capitalist countries to invest in the colonies on the basis of the indicators given below.

Indicators - wage, raw materials, expenditure



At a Glance

- Low wages to labourers.
- Availability of raw materials.
- Low expenditure for production and distribution.

Let's Write and Assess

- What are the factors that motivated the European countries to establish colonies in Afro-Asian continents?

Activity

Classify the statements given below and write them in the table and mention how Colonization differ from Imperialism.

- a) European countries had markets in African, Asian and Latin American countries.
- b) The stage of capital export to colonies is called Imperialism.
- c) The political, social, economic and cultural supremacy of one country over another country is the chief characteristic of Imperialism.
- d) The European countries exploited the colonies under their subjugation with their political and military power.

Colonialism	Imperialism



At a Glance

Colonialism	Imperialism
a	b
d	c

Let's Write and Assess

- Explain Imperialism?

Activity

Based on the indicators given, let us identify how far imperialism affected the colonial countries.

Indicators; Economic system, method of administration and rule of law, cash crops, life style, resources, culture, exploitation of natural

resources

- The traditional economic system in the colonies were collapsed.
-



At a Glance

- The method of administration and the rule of law were altered.
- Cash crops instead of traditional food crops.
- Poverty and unemployment increased.
- Natural resources were exploited.
- Indigenous art, literature, language, culture and education system were destroyed.

Learning Outcome

Analyses the factors that led to First World War.

Activity

The disputes among the imperialistic powers led the entire world to a world war. Write the factors that led to the world war and complete the table

- Formation of military alliances
-



At a Glance

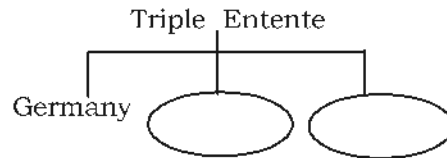
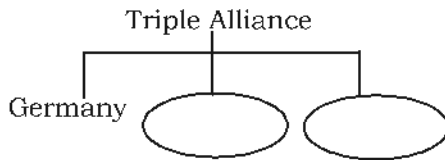
- Aggressive nationalism.
- Formation of movements based on extreme nationalism.
- Crisis of Imperialistic nations.
- The assassination of Francis Ferdinand.

Let's Write and Assess

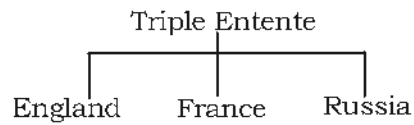
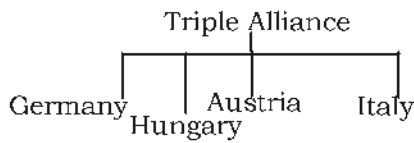
Prepare a note on how the imperialistic competitions led the nations to war

Activity

Let's complete the flow chart of the military alliances formed before the First World War.



At a Glance



Let's Write and Assess

- Given below are the names of some countries which participated in the First World War. Pick out the Entente countries.

Russia, France, Bulgaria, Germany, Serbia, Britain, Austria-Hungary, England, Italy

Activity

Complete the table of the movements formed on the basis of aggressive nationalism by using the given indicators.

Movements	Leader nations	Reason
Panslav Movement	a	To unify the people belonging to Slav race in the countries of Serbia, Bulgaria, Greece in Eastern Europe

b	c	To unify the Teutonic People of Central Europe and Balkan Provinces.
d	France	

Indicators : Russia, PanGerman Movement, Germany, Revenge Movement to recapture the provinces of Alsace and Lorain from Germany in 1871.



At a Glance

- a) Russia b) PanGerman Movement c) Germany
 d) To recapture the provinces of Alsace and Lorraine from Germany in 1871.

Let's Write and Assess

1. The movement that was formed for the unification of Slav race.
2. The country that led the Revenge Movement.

Activity

Based on the indicators given below, complete the table and analyse how the international crisis paved the way for the First World War. Moroccan crisis, Balkan Crisis, France, Britain, Germany, Balkan countries, the conflict between Russia and Germany for Balkan provinces, the conflicts between Germany and France for Morocco

Crisis	Countries	Reason



At a Glance

Crisis	Countries	Reason
Moroccan	France, Britain, Germany	For Morocco, the problems between France and Germany for Morocco
Balkan	Balkan countries	Conflicts between Russia and Germany for Balkan provinces.

Let's Write and Assess

1. Whose interests led to Balkan crisis?
2. How was the Moroccan crisis solved?

Activity

- List out the factors that helped the aggressive nationalism.
- Nationalism was used for conquering the countries and the provinces possessed by them.



At a Glance

The deeds of a country were justified considering that one country is noble than others.

Let's Write and Assess

1. What strategy was adopted by the European countries to gain in the imperialist competitions?
2. What is meant by extreme nationalism?

Learning Outcome

Explain the consequences of the first world war.

Activity

The First World War had far reaching worldwide consequences.

Let's classify them on the basis of indicators.

Indicators: Loss of lives-Economic-Breakage-Organization

- Millions of people lost their lives and a large number people were injured in the war.

•



At a Glance

- The economic supremacy of Europe was weakened.
- Poverty, unemployment and inflation increased.
- The struggle for freedom in Asia and Africa strengthened.
- Agriculture, industry and communication were collapsed.
- For the protection of world peace, League of Nations came into existence.

Let's Write and Assess

1. The First World War was one of the most dreadful wars that fought so far. Examine the statement based on the consequences of the First World War.

Activity

The Treaty of Versailles is the important treaty in the Paris Peace Conference. With whom was it signed? What were the important conditions of the treaty? Let's find out



At a Glance

- Germany.
- The colonies of Germany were shared.

- A huge amount was given as war indemnity.
- Captured rich mines.
- War guilty disarmament on Germany.

Let's Write and Assess

1. Do you think that the Treaty of Versailles paved the way for another war? Why?

Learning Outcome

Recognizes how America became a new political and economic power.

Activity

Examine how the economic depression of 1929 started in America affected other countries.

- People who became pauper due to the war were unable to purchase things.
-



At a Glance

- Products in the factories were unsold and became stagnant
- Banks collapsed.
- Inflation increased.
- Acute unemployment and poverty.
- Tax in the colonies increased.
- The European countries failed to repay the loans taken from America.

Let's Write and Assess

1. Analyse the results of the Economic Depression of 1929.
2. Assess the ways adopted by the European countries to overcome the crisis caused by the Economic Depression.

Learning Outcome

Explains how Fascism and Nazism became a threat to the world.

Activity

Certain factors that enabled the Fascist party and the Nazi party led by Hitler to come into power are given below. Classify them and fill the table.

Indicators

- Economic break down and inflation.
- The fear that the country would go for a Socialist revolution.
- Italy gained nothing in the First World War.
- The failure and political uncertainty of the German dictatorship.
- The covenants in the Treaty of Versailles.



At a Glance

Fascism	Nazism
b	a
c	d
	e

Let's Write and Assess

- Explain the circumstances in which the Fascist party came into power.
- The factors that enabled Hitler come into power.

Activity

Let's list out the chief characteristics of Fascism

- Enmity towards Democracy.
-



At a Glance

- Military dictatorship.
- Propagation of aggressive nationalism.
- Opposition to socialism.
- Glorifying the nation.
- Destruction of political rivalries.
-

Let's Write and Assess

1. Analyse how far the features of Fascism were reflected during the reign of Mussolini.

Activity

Complete the table finding out the similarities of Nazism and Fascism.

	Fascism	Nazism
• Purity of race		
• Annihilation of enemies		
• Military dictatorship		
• Aggressive Foreign Policy		

Indicators

Socialists, Labourers and leaders of agriculturists were considered the enemies of the nation. The Jews and the Democrats were considered as enemies. The Black Shirts, the Brown Shirts, the Gestapo and the countries such as Ethiopia, Albania etc. were conquered. Austria, Czechoslovakia, Italy, Military Alliance with Japan, projected the purity of the Aryan race, reinstated the ancient Roman Empire.



At a Glance

Fascism - To restore the ancient Roman Empire

- Socialists, labourers, and the leaders of agriculturists were considered as the enemies of the nation.
- The Black shirts –The countries of Ethiopia and Albania are conquered. The Aryans, Jews and the Democrats were considered as enemies.
- The Brown Shirts, Gestapo.
- Military Alliance with the countries of Austria, Czechoslovakia, Italy and Japan.

Activity

Complete the following table

A	B	C
Fascism	a	Black Shirts
Nazism	Hitler	b
c	Arthur Balfour	d

Indicators - Mussolini-Balfar Declaration, Gestapo, Jew nation



At a Glance

a - Mussolini

b - Gestapo

c - Jewish State

d - Balfar Declaration

Learning Outcome

Finds out the causes for the Second World War.

Activity

Let's list out the causes for the Second World War

- The Treaty of Versailles.
-



At a Glance

- The Imperialistic competitions.
- Formation of Military Alliances.
- The failures of the League of Nations.
- Appeasement policy.
- The emergence of Fascism and Nazism.
-

Let's Write and Assess

1. Were the political and economic issues that occurred in the European countries soon after the First World War, caused the Second World War? Analyse it.
2. Both the First and the Second World Wars had a number of similar causes. Analyse this statement.
3. Certain results of the First world War caused for the Second World War. How?

Activity

Complete the following table by giving suitable titles in relation with the Military Alliances of the Second World War.

A	B
1	
2	
3	



At a Glance

Axis Powers	Allies
Germany	England
Italy	France
Japan	China

Learning Outcome

Analyse the results of the Second World War.

Activity

Let's elucidate the far reaching consequences of the Second World War.

- Millions of people were killed.



At a Glance

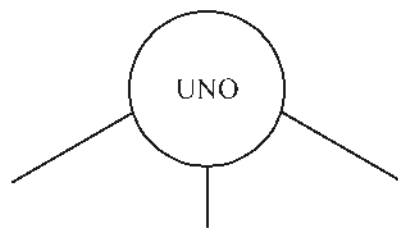
- The economic security of the European countries was destroyed
- The supremacy of European countries has collapsed. Freedom struggles were strengthened.
- America and the Soviet Union became great powers.
- United Nations Organization was formed. Dropping of Atom Bombs in Hiroshima and Nagasaki.

Let's Write and Assess

War affect both the innocents and the laymen. Explain the experiences that the First and Second World Wars gave to mankind.

Activity

The aims of UNO can be illustrated as follows



At a Glance

- Protect the future generation from the scourge of war.
- Protect the international treaties and laws.
- To factor social and economic development of countries.

Activity

Examine the following facts and pick out the facts related to decolonization.

- A) The phase of capital export to colonies.
- B) European countries exploited other nations economically with the support of their political and military power.
- C) Colonies became free from the dominance of imperialistic powers.
- D) America and Soviet Union supported the struggle for independence.

**At a Glance**

- Colonies became independent from the dominance of imperialistic powers.
- America and Soviet Union supported the struggle for independence.

Let's Write and Assess

1. What is decolonization? What are the reasons for decolonization?

Activity

Complete the table of leaders who lead struggle against imperialism and their countries.

Country	Leaders
India	Gandhiji
a	Kwami N Krumah
Kenya	b
c	Nelson Mandela

**At a Glance**

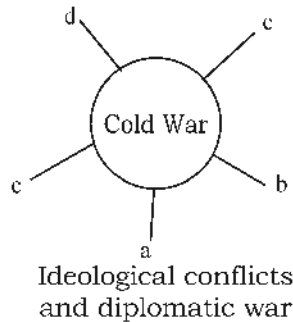
- a-Ghana b-Jomo Kenyatta
c-South Africa

Let's Write and Assess

1. Against which Imperialistic power did the struggle for independence in Ghana held ?

Activity

Expand the concept map with the facts related to the Cold War.

**Indicators**

- Ideological difference and political distrust.
- Formation of military alliances.
- World nations have divided into two-Capitalist bloc and Socialist bloc.
- The creation of the Second World War

Let's Write and Assess

1. 'Cold War was a threat to world peace'

Assess the features of the Cold War.

Learning outcome

Realizes that Non-Aligned Movement was formed against Power blocs.

Activity

Find out the circumstances, leadership and aims on the formation of the Non-Aligned Movement.

**At a Glance**

Circumstance : Independence of Afro-Asian countries, Cold War

Leadership : Jawaharlal Nehru, Gamal Abdul Nazar, Marshal Titto, Ahammed Sukarno

Aim : No impartial Policy or Non Intervention Policy, active intervention in international issues

Learning outcome

Analyses the changes that occurred in the world political set up after the downfall of Soviet Union.

Activity

The downfall of the Soviet Union was an important incident that happened during the last decade of the twentieth century. Let's find out what were the reasons for this from the facts given below.

- Inefficiency and corruption of the bureaucrats.
- Millions of people were killed.
- The administrative reforms like 'Glasnost' and 'Perestroika'.
- Russia became a global power.
- Control was brought out in the freedom of opinion and freedom of expression.
- Deviation from Socialism.



At a Glance

a, c, e, f

Let's Write and Assess

- The reforms of Gorbechev caused the downfall of the Soviet Union. Examine?
- What are the changes occurred in the world politics after the downfall of Soviet Union?



At a Glance

End of Cold war. Uni Polar World, Neo Imperialism

Learning Outcome

Finds out how Neo Imperialism affects countries like India.

Activity

Let's explain how Neo Imperialism affected the economic zone of the third world countries.

- The multinational companies competed with one another in the third world countries.
-



At a Glance

- Development of a new consumer culture.
- The developing countries became the markets of multinational companies.
- The products of developed countries were sold in the villages of developing countries.
- Public sector undertakings were destroyed

Activity

Let's find out the ideas of Neo Imperialism on the basis of the indicators given below.

- As a part of encouraging the private sector, public sectors were privatised.
- Economic system of the country linked to global economy. Import laws and taxes were liberalised.



At a Glance

- Privatisation
- Globalization

- Liberalisation

Let's Write and Assess

1. Complete the table using the features of Neo Imperialism

Globalization	Privatisation	Liberalisation

Activity

What is the aim of International Monetary Fund, World Bank and World Trade Organization?



At a Glance

Forming and implementing policies in accordance with Globalization.

Let's Write and Assess

Name the international institutions related to globalization.

Activity

Facts related to the merits and the demerits of globalization are given below. Classify them suitably

Indicators

- Spread of technology of information and communication system
- Public sector undertakings were destroyed.
- Prices of agricultural products decreased
- The idea of global village came into being.
- Spread of foreign capital investment.
- Destruction of native culture.



At a Glance

Merits	Demerits
a,d,e	b,c,f



Unit
3

PUBLIC ADMINISTRATION

Public administration is the effective utilization of human resources and infrastructure facilities for the implementation of existing laws, governmental policies, programmes and developmental projects. This unit discusses about various levels, activities and importance from local self governments to Central government of public administration.

Learning Outcome

- Defines Public Administration.

Activity

The word 'Public' means people have equal rights on it. Most of the public offices are undertaken by the government. In the sense, we can define public administration.



At a Glance

- Public administration is governmental administration
- Public administration is the effective utilisation of human resources and infrastructure for the implementation of existing laws, government policies, programmes and developmental projects.

Let's Write and Assess

- Explain the importance of public administration.



At a Glance

- Promotes agriculture.
- Maintains law and order.
- Helps in communication
- Handling matters related to revenue

Learning Outcome

- Explains the significance of Public Administration.

Activity

Find out the difference in the administration of democracy and kingship and complete following table.

Autocracy/Kingship	Democracy
<ul style="list-style-type: none"> ● Protect the interests of the king ● ● 	<ul style="list-style-type: none"> ● Consider the interests of the public ● ● ●



At a Glance

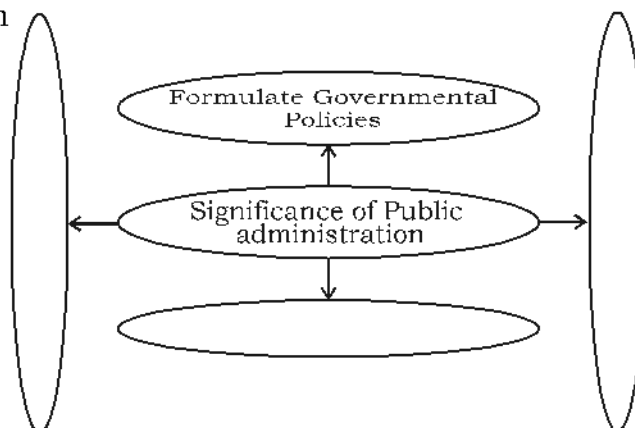
- Making of law its and implementation is done by the king.
- Kingship neglects the interests of the public.
- Legislation is done by people representatives in democracy.
- There are different institutions to implement and interpret these laws.
- Welfare of the peopole is the ultimate aim

Let's Write and Assess

- Write a short note on the basic differences of autocracy and democracy?

Activity

Complete the diagram





At a Glance

- Ensure welfare of the people
- Provide goods and services
- Find out solutions to public issues.

Let's Write and Assess

- Explain the significance of public administration.

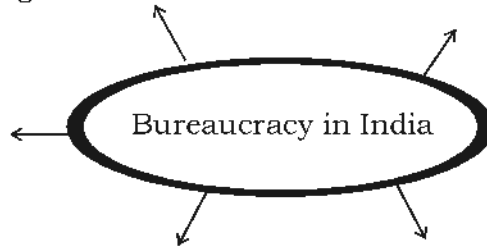
Learning Outcome

- Explains the structure and features of bureaucracy in India.

Activity

Bureaucracy in India is organised in such a way that there is one employee at the top and the number increases when it reaches the lower levels. Write other features of bureaucracy

Hierarchical organisation



At a Glance

- Permanency
- Appointment on the basis of qualification
- Political Neutrality
- Professionalism

Let's Write and Assess

- Describe the features of bureaucracy in India.

Learning Outcome

- Analyses the measures for increasing the efficiency of public administration.

Activity

List out the objectives of administrative reforms.

● Increasing the efficiency of the services
●
●



At a Glance

- Provide service to people in a time bound manner.
- Make administration people friendly and efficient.

Let's Write and Assess

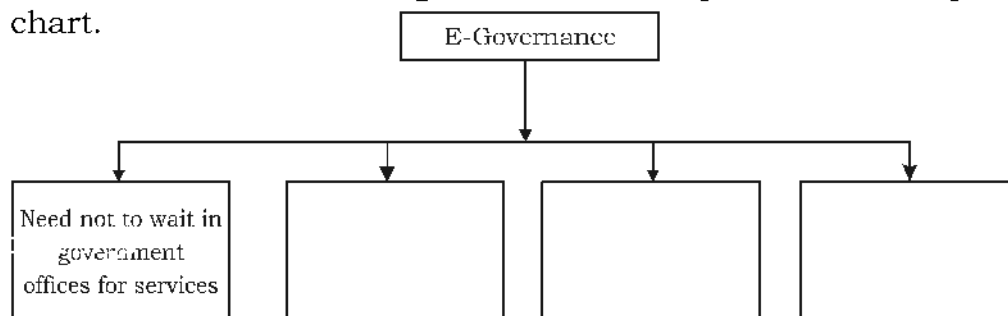
- Write a short note on the objectives of administrative reforms.

Learning Outcome

- Evaluates the role of e-governance in providing government services.

Activity

E-governance is the use of electronic technology in administration. Find out the benefits of e-governance to the public and complete the chart.



At a Glance

- Can receive service with the help of information technology.
- Government services offered speedily and with less expense.
- Efficiency of the offices and quality of the service got enhanced.

Let's Write and Assess

- What are the benefits of e-governance for the public?
- 'E-governance provides government services speedily and with less expense'-Explain.

Learning Outcome

- Utilizes the possibilities of Right to Information Act.
- Evaluates the scope of Right to Service Act.

Activity

People got opportunity to collect information from any government office about its working through the Right to Information Act-2005. List out the possibilities of Right to Service Act.



At a Glance

- Right to Service Act ensures perfect services to the people.
-
-
-
- Time limit for each service from a government office is fixed.
- If the expected service is not received within the prescribed 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 for the applicants.

Let's Write and Assess

- Write the aim of Right to Information Act .
- Explain the possibilities and benefits of the Right to Information Act.
- Right to Information Act ensure the clarity of administration.

Learning Outcome

- Evaluate the systems constituted in the country for preventing corruption in various fields.

Activity

Corruption in administrative, bureaucratic and political level is a sin faced by the society. Discuss about the institutions constituted to prevent corruption.

- The institution constituted at the national level to prevent corruption.
- The institution constituted at state level to examine the corruption cases.
- The institution formed to prevent corruption in the central government offices.
- The institution constituted to receive complaints against corruption, nepotism or financial misappropriation or negligence of duties by elected representatives and bureaucrats.



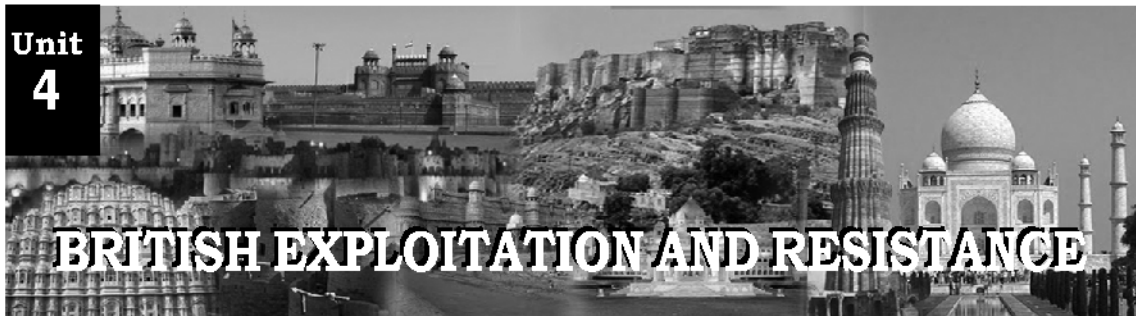
At a Glance

- Lokpal
- Lokayukta
- The Central Vigilance Commission
- Ombudsman

Let's Write and Assess

- List out the steps taken to prevent corruption in the administration of India.
- How is Ombudsman useful to the public? Write a short note.
- Write a short note on the functions of Central Vigilance Commission.

**Unit
4**



BRITISH EXPLOITATION AND RESISTANCE

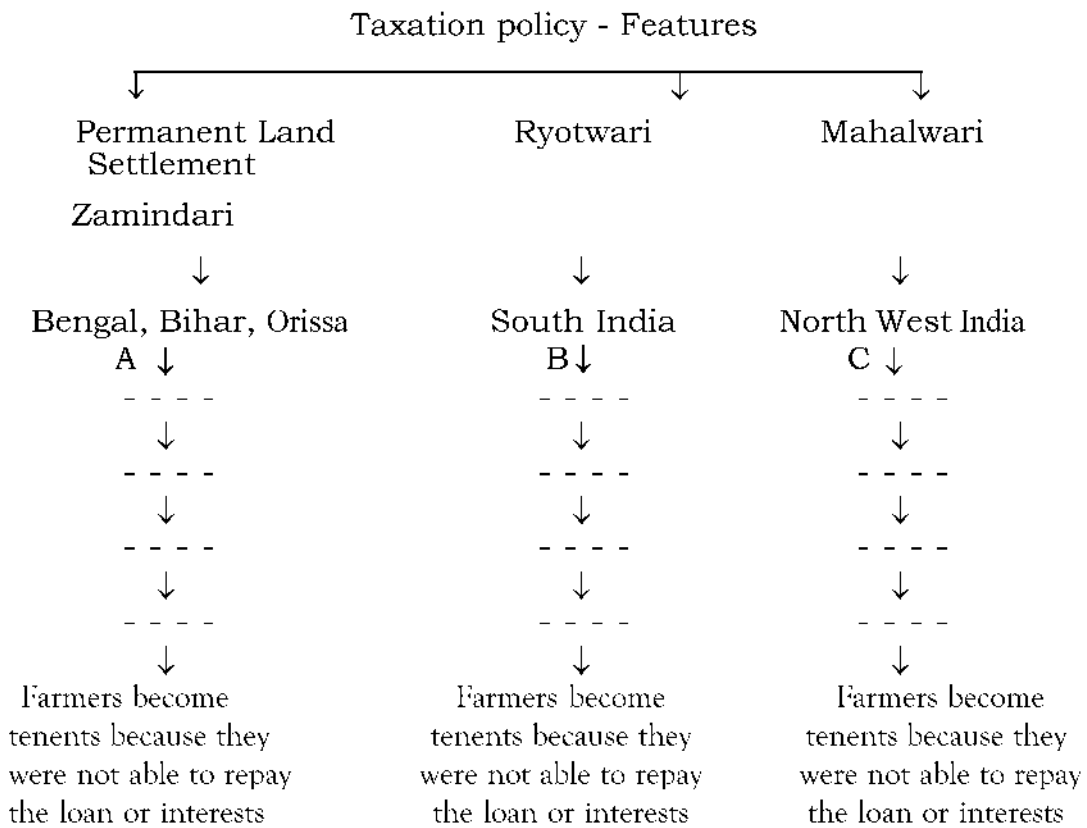
The unit discusses the miseries of the people and their resistance against the British rule which led to the rise of Indian nationalism

Learning Outcome

Analyses how the land revenue polices of the Britishers led the Indian farmers to poverty.

Activity

Let us prepare a flow chart based on the features of British taxation policy.



Answer key

A	B	C
Zamindars collected taxes for the company	Tax was directly collected by the officials of the company	Village headman collected taxes
Farmers were to pay up to 60% of their yield as tax	Tax rate was excessive	Tax rate was excessive
Zamindars became the owners of the entire land	Tax rates were frequently increased.	The entire village was considered a single unit for tax collection.
Tax was to be paid in cash even at the time of crop - destruction.	Tax was to be paid in cash even at the time of poor yield.	Tax was to be paid in cash even at the time of poor yield.



At a Glance

These taxation policies made the village life miserable

Let's Write and Assess

How did the British taxation policies push out the farmers to the exploitation of money lenders?

Learning Outcome

Recognizes how the British land revenue system led to the commercialization of agriculture

Activity

Find out the areas where the following crops were cultivated under the British rule.

Crops	Region
● Indigo	● A.....
● B	● Maharashtra, Punjab
● Sugarcane	● C.....
● D.....	● Assam, E.....
● Jute	● F.....
● G.....	● Punjab

Answer key

A – Bihar, Bengal B– Cotton C – Uttar Pradesh D – Tea
 E – Kerala F – Bengal G – Wheat



At a Glance

During the British rule the Indian farmers were compelled to cultivate crops according to the needs of the market. As a result commercial crops were largely cultivated instead of food crops. This commercialised the agriculture sector.

Let's Write and Assess

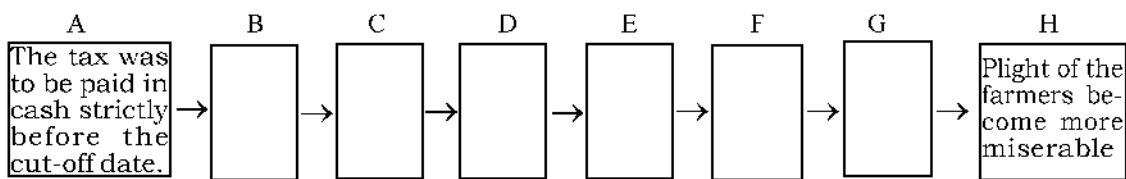
What is commercialization of agriculture?

Learning Outcome

Explains the consequences of the British policy on tribal life.

Activity

Fill the columns on how the indigo farmers in Bengal were led to the revolt in 1859.



Answer key

- B – Compelled to cultivate crops which were costly.
- C – Progress in the textile industry in England increased the price of Indigo.
- D – Advance amount was paid to farmers to expand indigo plantation.
- E – Land used for the cultivation of food grains was replaced by indigo plantation.
- F – At the time of harvest the British agents reduced the price.
- G – On invention of artificial colours the demand of indigo decreased.



At a Glance

Miseries and exploitation led the indigo farmers to revolt.

Let's Write and Assess

Analyse the circumstances that led the farmers to Indigo Revolt.

Activity

- Compare the two revolts that happend in Kerala in the 19th century and fill in the blanks.

	Mappila Rebellion	Kurichya Revolt
Reason	<ul style="list-style-type: none"> • The landlords evicted the peasants with the help of the British 	A (Reason)
	B	Compulsion for paying extra tax in cash
Led by	C	D



At a Glance

- A – Seizing of agricultural land for nonpayment of tax.
- B – Unfair land revenue system of the British.
- C – Muslim tenent farmers in Malabar.
- D – Imposing excessive tax by the British.

Let's Write and Assess

Explain the circumstances that led to the Kurichya Revolt

Activity

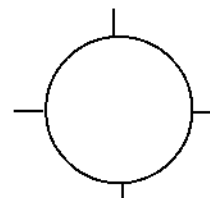
Complete the web diagram describing the means of livelihood of Santhal race in Rajmahal hills.



At a Glance

- Cattle rearing
- Shifting cultivation
- Hunting

Gathering forest produce



Activity

Complete the table by analysing the reasons for the revolt of Santhals.

- The Forest acts imposed by the British made the tribal life miserable.
-
-
-

Answer key

- British felled trees widely from forests to lay railway lines, build ships and for plantation.
- Zamindars and money lenders captured the land.
- Imposed higher tax on forest resources.

Activity

List the tribal revolts in the 19th century.

- | | |
|------------------|---------|
| A Santhal revolt | B |
| C | D |
| E | C |
| G | |

Answer key

B- Kurichiya Revolt C- Pahariya Rebellion D- Bhil Rebellion E- Kol Rebellion F - Munda Rebellion G-Khasi Rebellion



At a Glance

British exploitation destroyed the tribal life.

Let's Write and Assess

Explain the impact of British policy on tribal life.

Learning Outcome

Analyses the causes for the decline of the Indian Handicrafts industry.

Activity

Complete the table by analysing the causes and impacts for the decline of traditional industries in India.

A Causes	B Consequences
<ul style="list-style-type: none"> ● Import of machine made British textile products from Britain. ● ● ● ● 	<ul style="list-style-type: none"> ● Textile production centres ● ● ● ●

Answer key

A	B
● The machine made textiles were cheap	● People migrated to villages and engaged in agriculture
● Rail carry the imported textile from port town to interior villages	● number of people who engaged in agriculture increased
● Cotton collected from villages to the ports through rail	● Fragmented the agricultural fields
● Torture and exploitation of bureaucracy	● Production declined

Activity

- Complete the table on Indian village industries and the causes for decline.

Village Industries	Causes for decline
1. Pottery Production	1. Import of aluminium vessels
2. Tanning	2.
3. Carpentry	3.

Answer key

- Export of raw leather to Europe
- Use of machines made of metals



At a Glance

The ruin of agriculture and handicraft sectors led India to famine and death due to starvation.

Let's Write and Assess

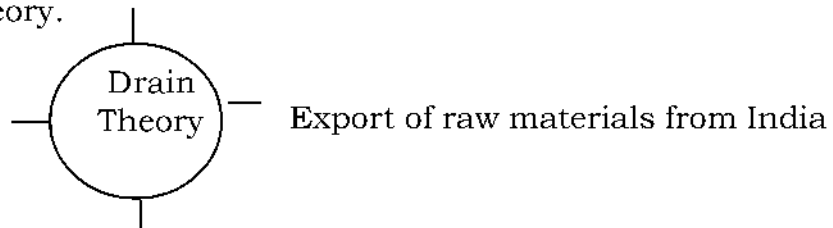
What were the causes for the decline of Indian handicraft industry?

Learning Outcome

Analyses the 'Drain Theory' and explains how it stimulated anti-British attitude among Indians.

Activity

- How did the Indian wealth flow to Britain? Complete the word web on Drain theory.

**Answer key**

- Salary and pension to the British officers in India
- Profit gained through the sale of the British products in India
- Tax collected from India.

**At a Glance**

Dadabai Navaroji established the fact that a huge amount of money was flowing to Britain every year.

Let's Write and Assess

What is 'Drain Theory'?

Learning Outcome

Analyse the resistance of the people during the time of 'Swadesi Movement'.

Activity

- Match the column A with B and C

	A	B	C
1.	Lord Curzen	Poverty and UnBritish	Balagangadhara Thilak
2.	LokManya	Partition of Bengal	Drain Theory rule in India
3.	Indian National Congress	Father of Indian unrest	Bombay
4.	Dadabai Navaroji	1885	1905

Answer key

	A	B	C
1.	Lord Curzen	Partition of Bengal	1905
2.	Lok manya	Father of Indian unrest	Balgangadhara Thilak
3.	Indian National Congress	1885	Bombay (Mumbai)
4.	Dadabai Navaroji	Poverty and UnBritish rule in India	Drain Theory



At a Glance

These resistances strengthened the National movement.

Let's Write and Assess

How did Swadeshi movement led to the growth of National movement.

Learning Outcome

Recognizes the causes of the revolt of 1857.

Activity

Complete the table.

Miseries of farmers	Miseries of Sepoys	Poverty of the Craftsmen	Dissatisfaction of kings
.....
.....
.....
A.....	B.....	C.....	D.....

Answer key

A	B	C	D
Hike in land tax	Low salary	Import of foreign goods	Subsidiary alliances
Exploitation of money lenders	Abuse by the British officers	Craftsmen became unemployed	Doctrine of Lapse
Lost their farm lands	Catridges greased with the fat of cows and pigs	Decline of traditional industries	Princely states were captured

Activity

Complete the table on the centres and leaders of the Revolt of 1857.

Centres of Revolt	Leaders
1. Delhi	A
2. B	Rani Lakshmi Bai
3. Lucknow	C
4. D	Nana Saheb, Thantia Thopi
5. Faizabad	E

Answer key

- A – Bahadur Shah II
 B – Jhansi
 C – Begum Hazret Mahal
 D – Kanpur
 E – Maulavi Ahammedullah

**At a Glance**

Land revenue system adopted by the British ruined the Indian agriculture sector and the import of modern products ruined the Indian village industries. Indigo, Santhal, Mappila, Kurichya revolts were the resistance against the British. Revolt of 1857 is a resistance against the policy of the British to acquire the Princely States. Economic exploitation and political supremacy led to the growth of Indian nationalism.

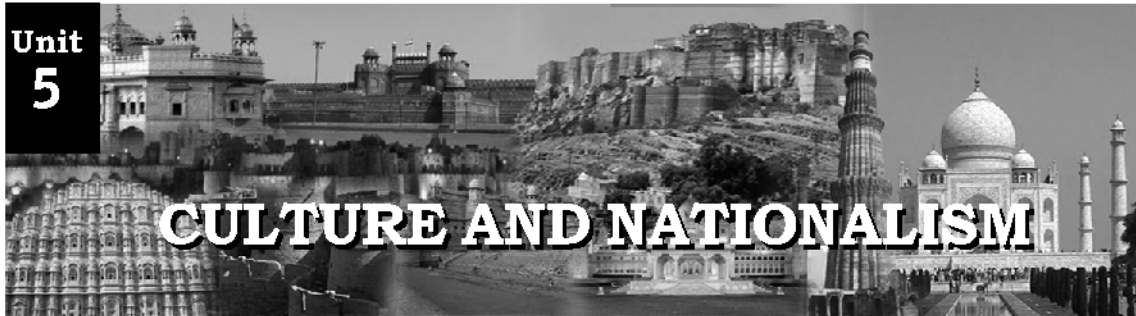
Let's Write and Assess

1. What were the features of British taxation policy?
2. What is permanent land revenue settlement?
3. What is commercialization of agriculture?
4. Analyze the circumstances that led to the revolt of indigo farmers.
5. Write any 3 reasons of Kurichya rebellion of 1812.
6. Find out the causes for the decline of the Indian textile industry.
7. Who were known as Lal, Bal, Pal?
8. Analyze the causes of the revolt of 1857.

9. Match the column A with B and C

	A	B	C
1.	William Logan	1812	1905
2.	Raman Thampi	Malabar	1817
3.	Lord Curzon	Bombay	Kurichya Revolt
4.	Mangal Pande	Partition of Bengal	1885
5.	Indian National Congress	Barakpur	Mappila rebellion

୧୦୩

**Unit
5****CULTURE AND NATIONALISM**

This unit analyses nationalism that brought about changes in the cultural arenas of India. Through this unit we can find out how the social reform movements, press, education, literature, art, etc. have reflected in the Indian nationalism.

Learning Outcome

Analyses how the Social Reform Movements in India caused the rise of Indian Nationalism.

Activity

Some important ideas related to the social reform movements in India are given below. List out the movements and the personalities associated with them.

- | | |
|---|--|
| A | Opposed Idol worship and child marriage. |
| B | Demanded for the social and educational progress of muslims in India. |
| C | Stood for inter dining, intercaste marriage and widow re-marriage |
| D | Protested against the supremacy of the Brahmins and the caste system. |
| E | Encouraged freedom, equality and independent thinking |
| F | Stood for the revival of the Hindu religion |
| G | Protested against caste system, social evils and stood for social and educational progress of backward classes |

H	Protested against vicious practices and supremacy of the clergy men
I	Propagated widow re-marriage and education of women



At a Glance

- A - Arya Samaj-Swami Dayanand Saraswathi
- B - Aligarh Movement-Sir Sayyid Ahmad Khan
- C - Prarthana Samaj-Athmaram Pandurang
- D - Self Respect Movement-E.V. Ramaswami Naicker
- E - Ramakrishna Mission-Swami Vivekananda
- F - Theosophical Society-Annie Besant
- G - Sree Narayana Dharma Paripalana Yogam -Sree Narayana Guru
- H - Sathya Shodhak Samaj-Jyotirao Phule
- I - Hitakaini Samajam-Veerasingam

Let's Write and Assess

Prepare a description on Social Reform Movements that existed in various parts of the country.

Concept: Social Reform Movements

Activity

Lets discuss and prepare a note on the social reformers who aimed at bringing out fundamental changes in the society.

- Eradicate caste system.
- Abolish child marriage and eliminate the supremacy of the clergy.



At a glance

- Protect the rights of all.
- Eliminate discrimination against women.

- Provide education to all.
- Promote widow remarriage.

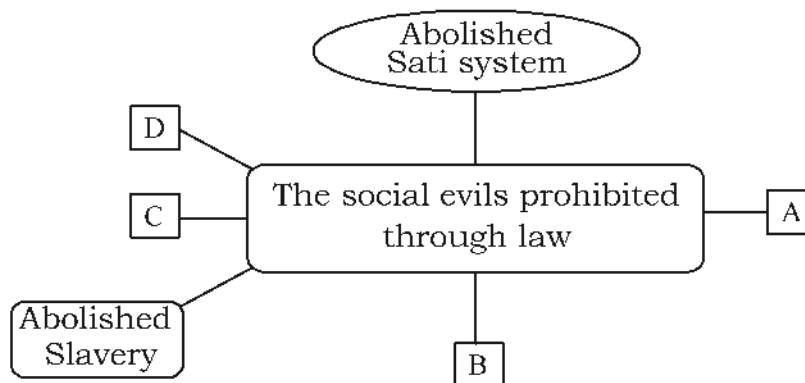
Let's write and Assess

Explain the role played by Social reformers in bringing out fundamental changes in the society.

Activity

As a result of various socio-reform movements and its leaders, the Britishers were compelled to prohibit a number of social evils that existed in India, through law.

We can represent them in the Web diagram.



- A - Prohibited female infanticide.
 B - Widow re-marriage was allowed.
 C - Child marriage was prohibited.
 D - Polygamy Prohibited.

Let's Write and Assess

Prepare a note on the results of the activities of social reformers and

Concept

Role of Newspapers during freedom movement.

Activity

Let's evaluate the role of Newspapers in fostering national unity and social reformation in India.



At a glance

- Indian leaders considered journalism as a social service.
- Newspapers criticized the British Policies and motivated National Movement.
- They focused on social reformation, democracy and Nationalism.

Lets write and assess

Explain the role of Newspapers in fostering national unity and social reformation in India.

Learning Outcome

Explains the role of press in the emergence of Indian nationalism.

Activity

Discuss the role of Press in the emergence of Indian Nationalism.

- The press published the news of the suppressions, the suppressed rule and the massacre by rulers that occurred in all the nook and corners of the country.
- _____
- _____
- _____
- _____
- _____

**At a Glance**

- The people were informed of the activities undertaken by the social reform movements in India.
- It urged the people to protest and respond against the British rule and social evils.
- The struggle for freedom and equality that happened in various parts of the world was brought to the knowledge of the people
- Created public awareness on economic exploitations by the British.
- It stimulated the national movement.

Let's Write and Assess

Prepare a note on the role of press in making people understand the exploitations and denial of rights they experienced under the British rule.

Learning Outcome

Analyses the role of education, literature and art in formulating Indian Nationalism.

Activity

The following is a list of institutions that came forward with secularism, nationalism, women upliftment and internationalism. Find out the leaders associated with it.

- A. Deccan Education society
- B. The first women University in India located at Maharashtra
- C. The Viswabharathi University in Bengal
- D. The Jamia Millia Islamia in Aligarh



At a Glance

- A. G.G Agarkar 1884, Balagangadhara Tilak, Mahadeva Govinda Ranade
- B. 1916-D.K.Karvey
- C. Rabindranath Tagore
- D. Moulana Muhammed Ali, Shaukathali, Dr. Zakkir Hussain, M.A.Ansari

Let's Write and Assess

Evaluate the influence of literature in the promotion of Indian nationalism.

Activity

A number of men of letters had composed books focusing on patriotism and proud of nation in different languages. The names of books, writers and languages in which they used to write are given in the following boxes. Tabulate them in an appropriate manner.

A Ghora Geethanjali	B • Sevasadan • Premashramam • Rengabhoomi • Godan	C • Panchali sapadam • Kalippattu • Kannan Pattu • Kuyil Pattu
D • Hayat- Isadi • Hayat-E-Javid	E • Nibandhamala	F • Ente Gurunathan • Bappuji • Indiyude Karachil

Writers : Rabindranath Tagore, Vallathol Narayana Menon, Subrahmania Bharathi, Prem Chand, Althaf, Hussain Halley, Vishnukrisna Chiplungar

Language : Hindi, Urdu, Tamil, Bengali, Marathi, Malayalam



At a Glance

- A. Rabindranath Tagore- Bengali
- B. Prem Chand-Hindi
- C. Subrahmania Bharathi-Tamil
- D. Altaf Hussain Hali-Urdu
- E. Vishnukrishna Chiplungar- Marathi
- F. Vallathol Narayana Menon-Malayalam

Let's Write and Assess

How did the literary works in various languages paved the way for the emergence of Indian nationalism?

Learning Outcome

Analyses the role of art in the formation of Indian Nationalism

Activity

List out the factors that the Indian art and national symbols that influenced the formation of Indian nationalism

- The Bharat Mata water colour painting by Abaneendranath Tagore helped for the growth of patriotism.
- _____
- _____
- _____
- The National Anthem by Rabindranath Tagore helped in developing patriotism.
- _____
- _____



At a Glance

- Abanindranath Tagore established Indian Society of Oriental Arts in Kolkata.
- The picture called “Sati” by Nandalal Bose developed a negative attitude against bad customs and manners among Indians.
- The “Village Drummer” by Nandalal Bose and the painting Amritha Sher - Gil.
- The Tricolour flag energized the Swadeshi struggle.
- Charkha is the symbol of self reliance and the protest against the foreign rule by Indians.

Let's Write and Assess

1. The artists helped a lot during the emergence of Indian Nationalism. The National Symbols played a crucial role in developing unity among Indians. Substantiate these statements.
2. How did British colonisation help the growth of Indian nationalism?
3. The social reform movements enabled the growth of Indian nationalism. Assess the statement.
4. Examine the role played by press in the growth of nationalism.
5. How did the changes in the educational sector spread the ideas of nationalism?
6. Assess the relationship between literature and nationalism based on the national situations in India.
7. Write the contributions of artists for the emergence of Indian nationalism.
8. Write the factors which paved the way for the Indian nationalism.





The National Movement which was limited to the educated and in the cities became a people's movement under the leadership of Gandhiji. Passive resistance, strikes and the sacrifice of many people won freedom to us. This lesson aims to achieve respect and honour in children to those personalities.

Learning Outcome

Evaluate the context of Gandhiji's involvement in regional issues after his return to India.

Activity

Complete the chart on the early struggles of Mahatma Gandhi.

Struggles	A	Cotton mill strike	B
Place	Champaran	C	Kheda
Cause	Miseries of indigo farmers	D	misery due to drought
Effect	E	agreed to hike the wages of employees	F



At a Glance

- A . Struggle of indigo farmers B. Peasant struggle
 C. Ahamedabad cotton mill strike D. Denied plague bonus
 E. Passed laws in favour of indigo farmers
 F. Permitted tax reduction

Let's Write and Assess

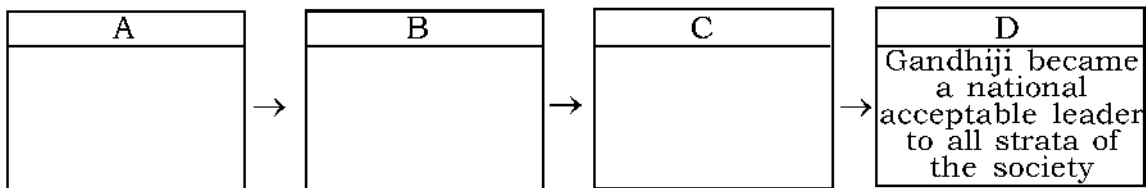
List the early struggles of Gandhiji.

Learning Outcome

Explain the background in which Gandhiji took up the leadership of the Indian national movement.

Activity

Fill in the columns finding out the results of the early struggles that Gandhiji took up in India



At a Glance

- A. The struggles he took up popularised his ideologies and method of protest.
- B. His methods of protest attracted the laymen to the National movement. Earlier it was confined to educated people only.
- C. The city centric national movement spread out to rural areas.

Let's Write and Assess

How did Gandhiji became the leader of Indian Society.

Learning Outcome

Identifies the influence of Jallianwala Bagh incident in Indian national movement.

Activity

Find out more features of Rowlatt Act and fill in the blanks.

- 1. British parliament passed the Rowlatt Act in 1919.
- 2.....
- 3.....
- 4.....



At a Glance

- 2. The committee which recommended this act was led by Sir. Sydney Rowlatt
- 3. Any person could be arrested.

4. Imprisoned without trial.

Activity

Match the following items to form pairs.

(Controlling the Civil rights, General Dyer, Saifuddin Kitchlew, Rowlatt Act, Jallianwala Bagh, Anti- Rowlatt strike)



At a Glance

- Controlling the Civil rights - Rowlatt Act
- General Dyer - Jallianwala Bagh
- Saifuddin Kitchlew - Anti- Rowlatt Strike

“If the Battle of Plassey laid the foundation for the British rule, Jallianwala Bagh shook its foundation. - Gandhiji

Let’s Write and Assess

How did the Jallianwala Bagh massacre influence Indian national movement.

Learning Outcome

Analyzes the features and outcome of the Non-Co-operation movement.

Activity

Write the Non-Co-Operative and constructive aspects of non-cooperation movement.

A. Non-cooperative	B. Constructive
1. Boycott foreign products	1. Make indigenous products
2.....	2.....
3.....	3.....
4.....	4.....
5.....	5.....



At a Glance

A	B
1. Students boycotted English schools.	1. Spinned Khadi cloth using charkha
2. Lawyers boycotted courts.	2. Established national schools
3. Farmers denied to pay taxes	3. Began to popularise Hindi.
4. Returned the British awards and prizes.	4. Strengthened activities of untouchability
5. Boycotted elections.	5. Gave importance to national education.

Activity

List the merits of Khilafat Movement.

1. Strengthened the National Movement
2.
3.



At a Glance

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

By declaring the Khilafat Movement as a part of Indian national movement, Gandhiji ensured the active participation of Muslims in the freedom struggle.

Let's Write and Assess

Analyse the features of Non-cooperation Movement

Learning Outcome

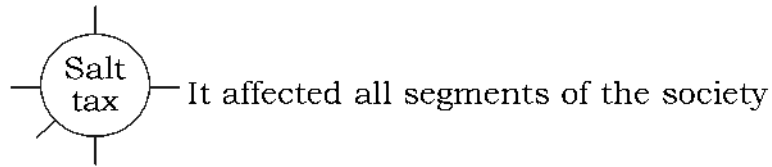
Analyzes the significance of the Salt Satyagraha, a part of the Civil Disobedience Movement.

Lahore Session -1929

- Jawaharlal Nehru
- Poorna Swaraj
- Civil Disobedience Movement under the leadership of Gandhiji

Activity

Complete the word web examining the reasons why Gandhiji selected Salt Satyagraha as a powerful weapon against the British.

**At a Glance**

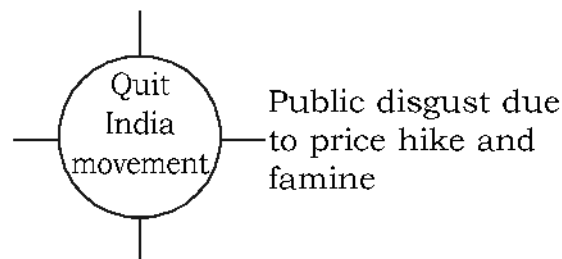
1. Salt tax constituted two fifth portion of the income collected by the British through taxes.
2. This tax was a heavy burden for the poor people.
3. The British banned small scale indigenous salt production.
4. Three fold hike on salt price.

Learning Outcome

Explains the context of the Quit India movement.

Activity

Complete the word web examining the factors that caused Quit India movement.



- Do or Die – Gandhiji
- Decisions of the Congress Session of Bombay (Mumbai) on 8th August 1942.
- Reluctance of the British to implement constitutional reforms in India.
- The assumption that the British would be defeated in the Second World War.

Let's Write and Assess

What is the mantra given by Gandhiji in Quit India movement.

Learning Outcome

Evaluates the role of INA and Subhash Chandra Bose in the freedom struggle.

- Difference of opinion towards Gandhian approach to the struggle.
- Armed Revolution
- Formation of revolutionary organizations. .

Activity

Match items in column A with items in column B.

	A	B
1.	Forward Bloc	Surya Sen
2.	Republic Army	Lala Hardayal
3.	Abhinav Bharat society	Bareender Kumar Ghose
4.	Jhansi Rani Regiment	Jai Prakash Narayan
5.	Anuseelan Samithi	Captain Lekshmi
6.	Ghadar Party	Subhash Chandra Bose
7.	Indian Republican Army	V.D. Savarkar
8.	Congress Socialist Party	Bhagat Singh, Raj Guru, Sukh Dev, Chandra Sekhar Azad



At a Glance

- | | |
|--------------------------|---|
| 1. Subhash Chandra Bose | 2. Bhagat Singh, Raj Guru, Sukh Dev,
Chandra Sekhar Azad |
| 3. V.D. Savarkar | 4. Captain Lekshmi |
| 5. Bareender Kumar Ghose | 6. Lala Hardayal |
| 7. Surya Sen | 8. Jayaprakash Narayan |

Learning Outcome

Evaluate the activities of the revolutionary movements formed during the freedom struggle.

Activity

Match the items in column A with items in columns B and C.

A	B	C
Motilal Nehru C.R. Das	Congress Socialist Party	1928
Rajguru, Sukhdev, Chandra Sekhar Azad, Bhagat Singh	Swaraj party	1934
Jaiprakash Narayan	Hindustan Republican Association	1923



At a Glance

A	B	C
Motilal Nehru C.R. Das	Swaraj Party	1923
Rajguru, Sukdev, Chandra Sekhar Azad, Bhagat Singh	Hindustan Republican Association	1928
Jaiprakash Narayan	Congress Socialist Party	1934

Learning Outcome

Analyses the role of labour and peasant movements in Indian freedom struggle.

Activity

Find out the circumstances that led to the formation of labour movement in India and complete the blanks.

- Victory of Russian Revolution
-
-



At a Glance

- Influence of Socialist ideologies.
- Exploitation faced by the labourers.

Activity

Match the items in column A with items in Column B

	A	B
1.	N.M. Joshi Lala Lajpat Roy	All India Kisan Sabha
2.	N.G. Ranga	A.I.T.U.C
3.	Tebhaga struggle	Bombay
4.	Telengana struggle	Bengal
5.	Naval mutiny	Andhra Pradesh

**At a Glance**

	A	B
1.	N.M. Joshi Lala Lajpat Roy	A.I.T.U.C
2.	N.G. Ranga	All India Kisan Sabha
3.	Tebhaga struggle	Bengal
4.	Telengana struggle	Andhra Pradesh
5.	Naval mutiny	Bombay

The National Movement which strengthened as a result of the regional strike under the leadership of Gandhiji, passed through various paths of non-cooperation, Civil disobedience and Quit India movements that helped India attain Independence.

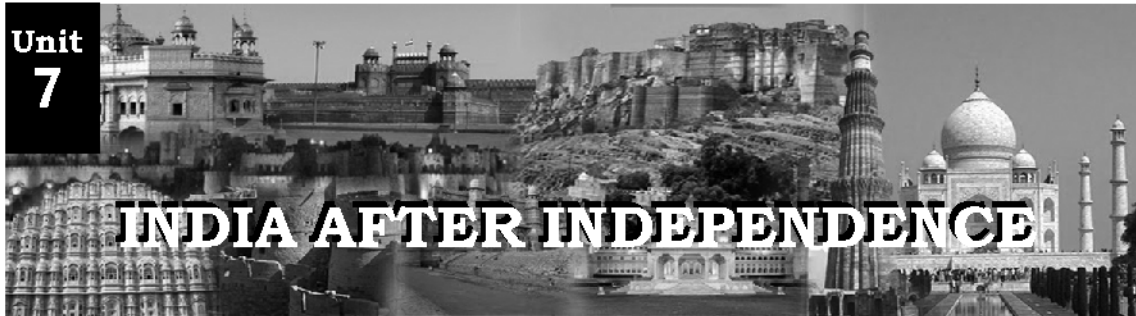
Let's Write and Assess

1. Examine how Gandhiji became the leader of Indian society?
2. What is Rowlatt Act?
3. Explain the features of Non-Cooperation Movement.
4. What is Khilafat Movement?
5. What is Civil Disobedience Movement?
6. The Quit India movement was a turning point in India's freedom struggle. Explain.

7. Explain the role of labourers and peasants in India's National Struggle.
8. What is Mountbatten plan?
9. Match the items in column A with items in column B and C.

A	B	C
Sarojini Naidu	Labour Party	Punjab
General Dyer	Congress Socialist Party	Pakistan
Subhash Chandra Bose	All India Kisan Congress	Britain
Jaiprakash Narayan	All India Muslim League	INA
Muhammed Ali Jinnah	Gujarat	Lahore
N.G. Ranga	Jallianwala Bagh	1934
Gandhiji	Forward bloc	Salt Satyagraha
Clement Attlee	Dharasana	1918



Unit
7

India faced a number of challenges even after attaining independence from centuries long British rule and exploitation. This unit discusses the measures adopted to overcome these challenges. This unit focuses on the decline of foreign rule, agricultural, industrial development, improvement in science and technology and educational sectors, foreign exchange, etc.

Learning Outcome

- Identifies the major challenges faced by independent India.

Activity

Find out the major challenges faced by India since partition.



At a Glance

- Flow of Refugees
- Communal riots
- Integration of Princely States

Learning Outcome

- Explains how the princely states were integrated.

Activity

Filling the names in the appropriate columns.

Integration of Princely States

Instrument of Accession	The regions resented to join the Indian Union	French Possessions	Portuguese Possessions
V.P. Menon, Sardar Vallabai Patel	Hyderabad, Kashmir, Junagarh	Pondichery, Karaikkal, Mahe, Yanam	Goa, Daman, Diu

Let's Write and Assess

1. From the table given above, list out the princely states that resented to join the Indian Union.
2. Recognise the European countries which continued their control over Indian regions even after Independence
 - France
 - Portugal

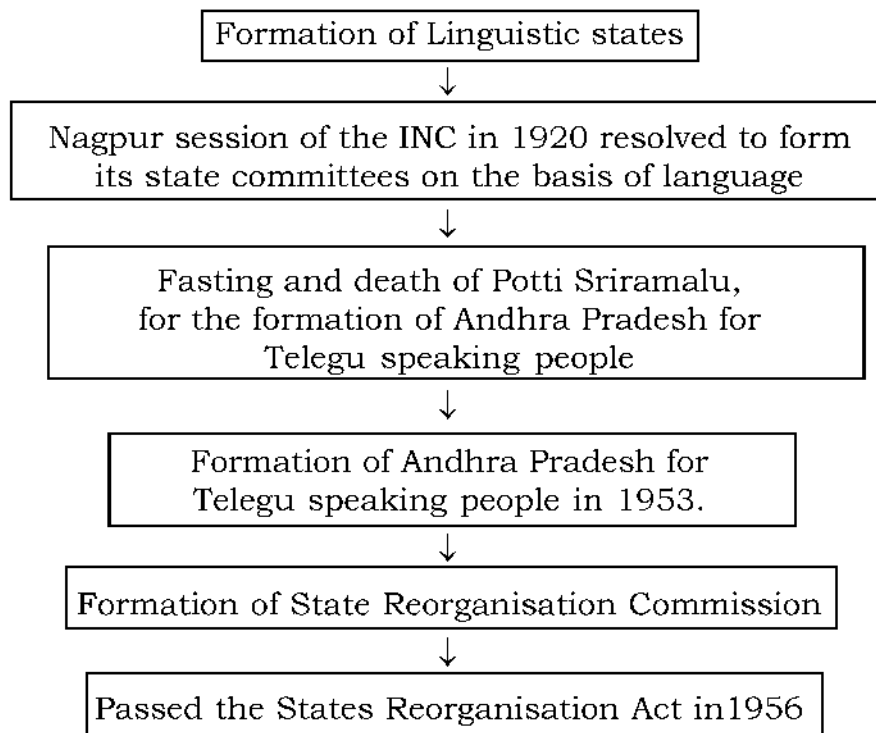
Learning Outcome

Analyses the circumstances that led to the linguistic reorganization of states.

Activity

The following flow chart depicts the events that led to the reorganization of states based on language.

Flow chart



At a Glance

- There were many princely states with different languages.
- Demands from different parts of India for the formation of states on the basis of language.
-

Let's Write and Assess

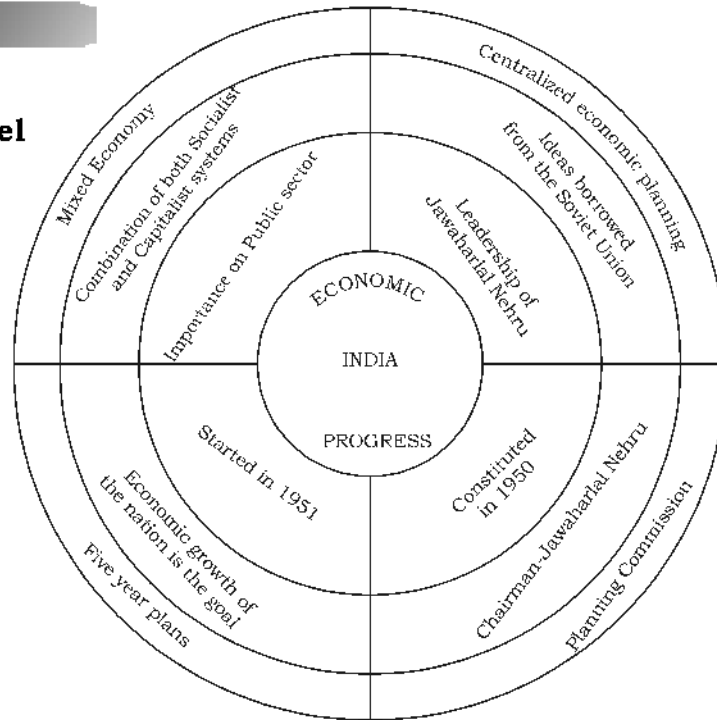
- Why did independent India choose language as a criterion for the reorganisation of states?

Learning Outcome

Explains the development of Independent India in the economic sector.

Activity

Knowledge Wheel



- Observe the above knowledge wheel and answer the questions given below.

1. Name the economic system introduced in India after independence. Discuss its features.
 - Mixed economy—combination of both socialist and capitalist systems.
 -
 -
2. Analyse how the five year plans helped India in its economic progress.
 - Development in agriculture and industrial sectors.
 - helped in the alleviation of poverty
 -
 -

Arrange the following as given below.

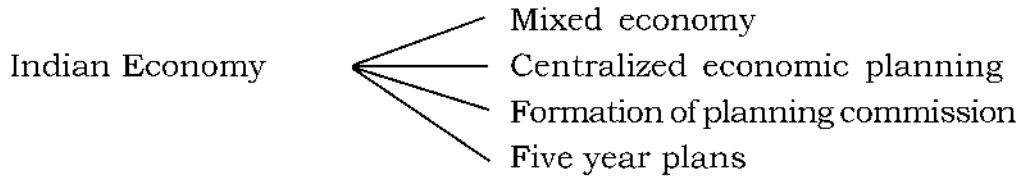
hints : Bhilai - Soviet Union

Rourkela	Germany
Bokaro	Britain
Durgapur	Soviet Union



At a Glance

Rourkela	Germany
Bokaro	Soviet Union
Durgapur	Britain

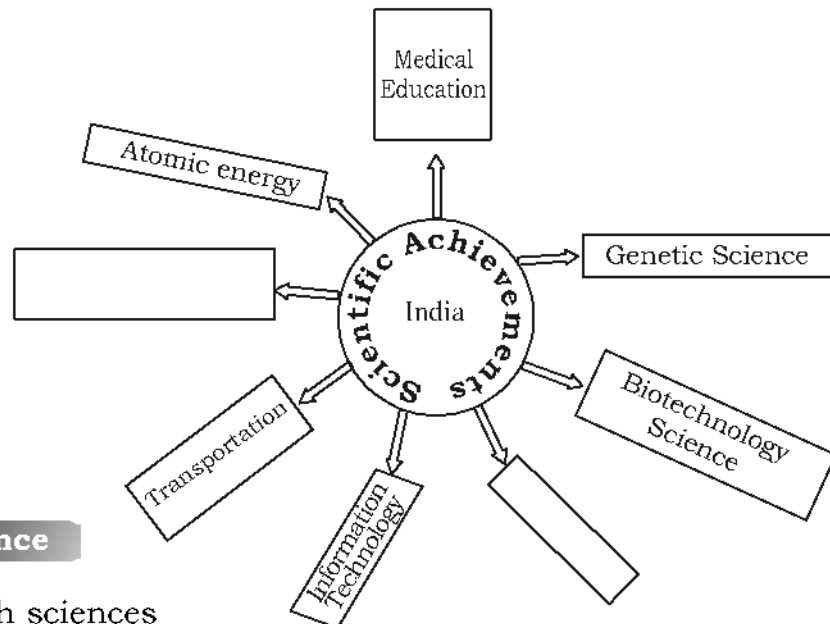


Learning Outcome

- Lists out the scientific achievements of independent India

Activity

Complete the word web using the scientific progress achieved by India after Independence



At a Glance

- health sciences
- Marine technology

Learning Outcome

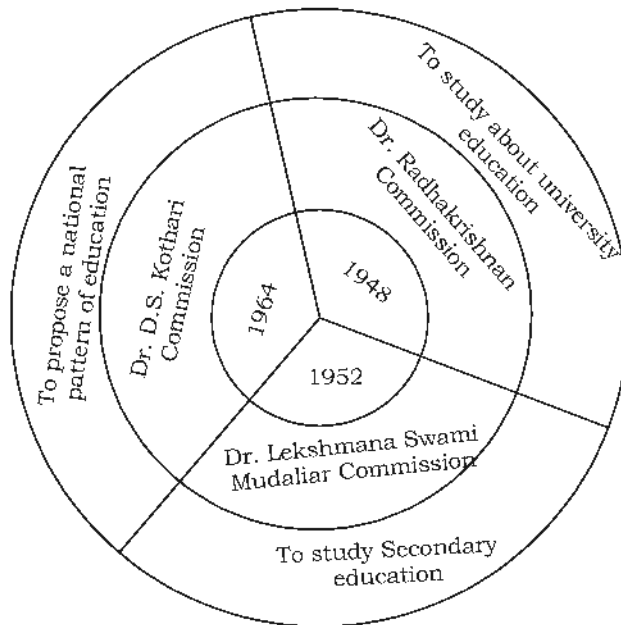
- Evaluates the educational policy and cultural institutions in independent India.

Activity

- Based on the recommendations, complete the table.

Recommendations	Education Commissions
● Implement Three language formula	Dr. L.S. Mudaliar Commission-1952
● Implement 10 +2 +3 pattern of education
● Focus on moral education
● Formation of the University Grants Commission-UGC	Dr. Radhakrishnan Commission
● Give emphasis to women education
● Establish multipurpose schools	Dr. L.S. Mudaliar Commission

Knowledge Wheel



AT A GLANCE

Formation of linguistic states	Achievements in Economic sectors	Achievements in science & Technology	Space Research	Education	Foreign policy
<ul style="list-style-type: none"> ● Demands for the formation of states on the basis of Language ● Potti Sri Ramalu's sathyagraha for Andhra Pradesh for Telugu speaking people and his death. ● Formation of Andhra Pradesh for Telugu speaking people ● Set up a commission to reorganise linguistic states under the presidentship of Faizal Ali ● The parliament passed the State Reorganisation act in 1956 	<ul style="list-style-type: none"> ● Indian Economic system mixed economy ● Focused on public sector ● Centralized economic planning ● Formed planning commission in 1950 ● Jawahar Lal Nehru Chairman ● In 1951 -five year plans started ● Alleviate poverty, domestic agricultural and industrial sectors improve education generate new energy sources. ● Set up iron and steel industries 	<ul style="list-style-type: none"> ● Established research institutions. Eg (1) Council of scientific & industrial research (CSIR) ● Indian Council of Agricultural Research (ICAR) ● Indian Council of Medical Research (ICMR) ● Council for Scientific and Industrial research ● Indian Atomic Energy Commission ● Set up of IITs 	<ul style="list-style-type: none"> ● Formed the Indian National Space Search Committee for Space Research Organisation (ISRO) ● In 1969 Indian Space Research Organisation (ISRO) was established. ● First satellite Arya bhatta launched in 1975 ● National Remote Sensing Agency (NRSA) ● Physical Research Laboratory (PRL) ● Missile Technology (Agni passes away) ● Chandrayan & Mangalayan ● A.P.J. Abdul Kalam Dr. Rajaramanna 	<ul style="list-style-type: none"> ● The Government appointed various education commissions ● Dr. Radhakrishnan Commission 1948 ● Lakshmana Swami Mudalain Commission 1952 ● Kothari Commission 1964 ● National Policy of Education in 1968 & 1986 ● Right to Education Act 2009 ● Various schemes like Sarvasiksha Abhiyan and Rashtriya Madhiksha Abhiyan) ● Samagra Shiksha Kerala 	<ul style="list-style-type: none"> ● Chief architect of foreign policy in India - Jawaharlal Nehru. ● Non alignment policy ● Panchasheel Principles India and China 1954.

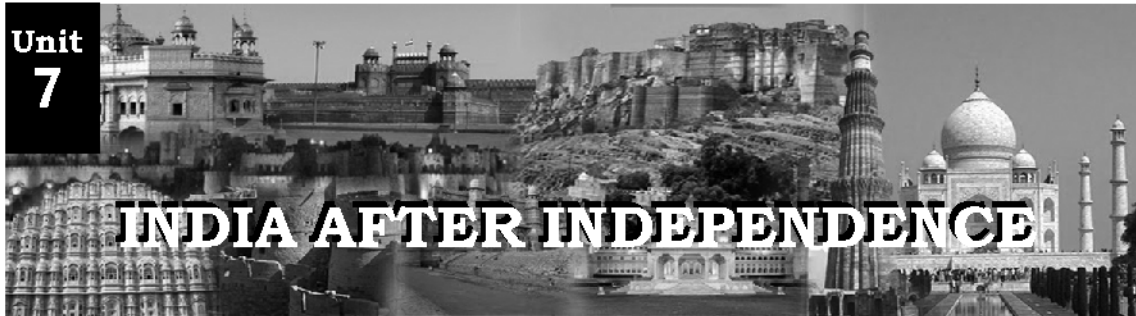


At a Glance

1. First Public Election in India-1951 - 1952.
2. Andra Pradesh was jormed on the baris of language - 1953.
3. Indian State re-organicizationlaw was passed - 1956.
4. Started Five year plans - 1951.
5. Planning Commission jormed under the Chairman Ship Jawahar Lal Nehru - 1950.
6. National Conncial of space Research was jormed - 1962.
7. ISRO Jormed - 1969.
8. India lanched Aryabhatta.
9. Chandrayan - 2008
10. India signed pachased - 1954.

Let's Write and Assess

1. Explain the conditions included in the convergence treaty related to the combination of princely states.
2. Describe the functions of Cabinet Mission.
3. Explain the role of the following personalities in the formation of states based on linguistics.
 - a. Potti Sri Ramalu
 - b. Fasal Ali
4. How did the five year plans help in the development of Indian economy?
5. India secured many achievements in the field of science and technology after its freedom. Prepare a note assessing this statement.
6. Identify to which stream of science does the following personalities relate to.
 - a. Dr A P J Abdul Kalam
 - b. Vikram Sarabhai
 - c. Homi Jahangir Bhabha
7. Explain the important features of the National Policy of Education 1986.
8. 'Mutual respect for each other's territorial integrity and sovereignty.' This is one of the principles stated in the *Panchasheel*. Write the other four principles.

Unit
7

India faced a number of challenges even after attaining independence from centuries long British rule and exploitation. This unit discusses the measures adopted to overcome these challenges. This unit focuses on the decline of foreign rule, agricultural, industrial development, improvement in science and technology and educational sectors, foreign exchange, etc.

Learning Outcome

- Identifies the major challenges faced by independent India.

Activity

Find out the major challenges faced by India since partition.



At a Glance

- Flow of Refugees
- Communal riots
- Integration of Princely States

Learning Outcome

- Explains how the princely states were integrated.

Activity

Filling the names in the appropriate columns.

Integration of Princely States

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V.P. Menon, Sardar Vallabai Patel	Hyderabad, Kashmir, Junagarh	Pondichery, Karaikkal, Mahe, Yanam	Goa, Daman, Diu

Let's Write and Assess

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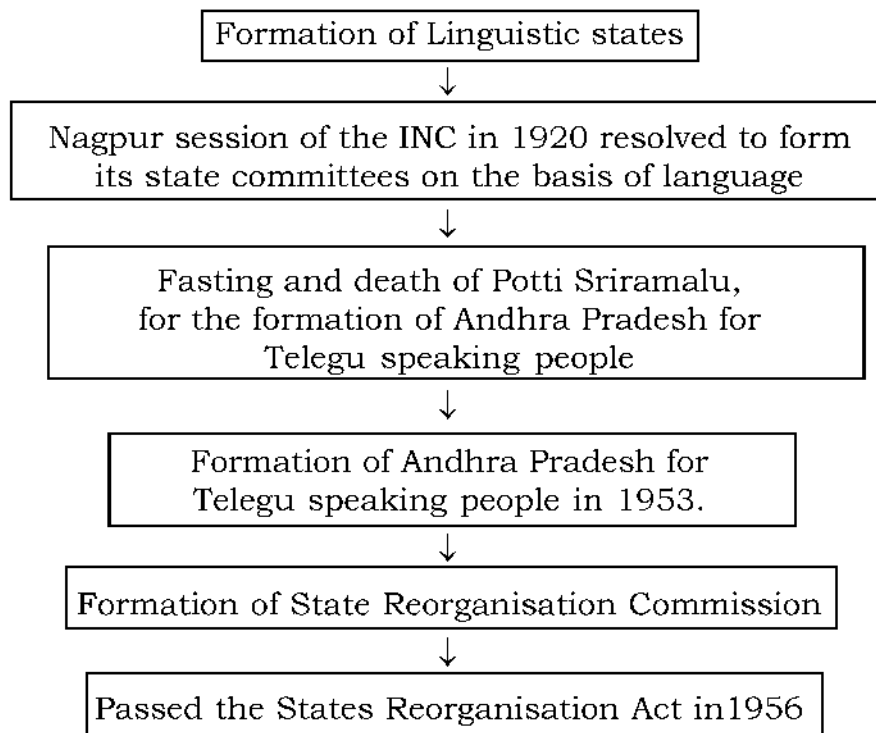
Learning Outcome

Analyses the circumstances that led to the linguistic reorganization of states.

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At a Glance

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Let's Write and Assess

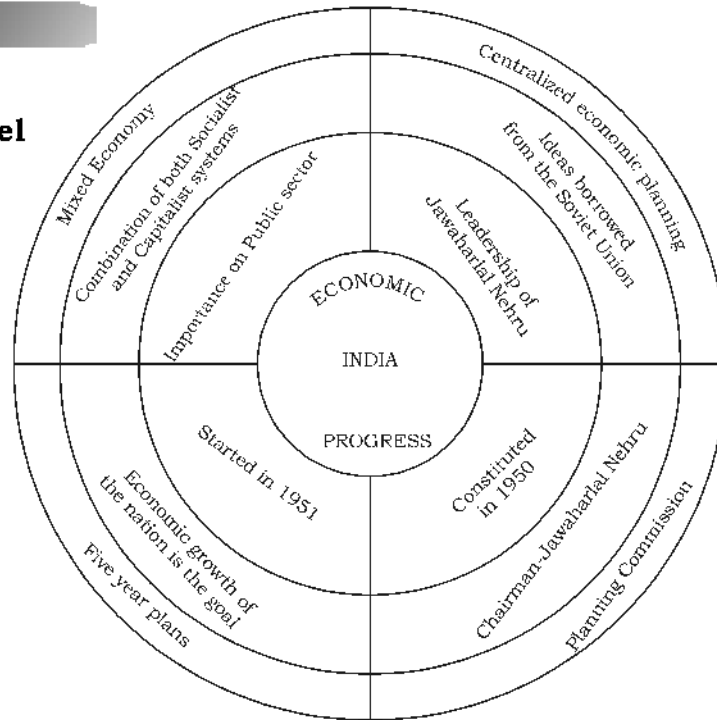
- Why did independent India choose language as a criterion for the reorganisation of states?

Learning Outcome

Explains the development of Independent India in the economic sector.

Activity

Knowledge Wheel



- Observe the above knowledge wheel and answer the questions given below.

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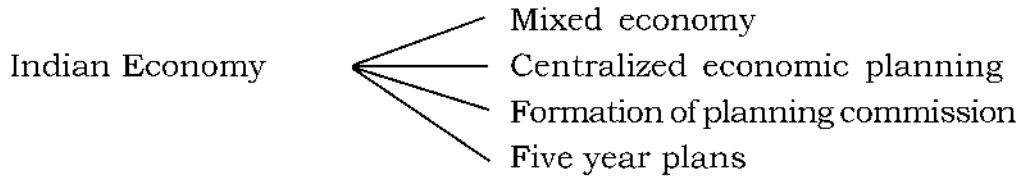
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At a Glance

Rourkela	Germany
Bokaro	Soviet Union
Durgapur	Britain

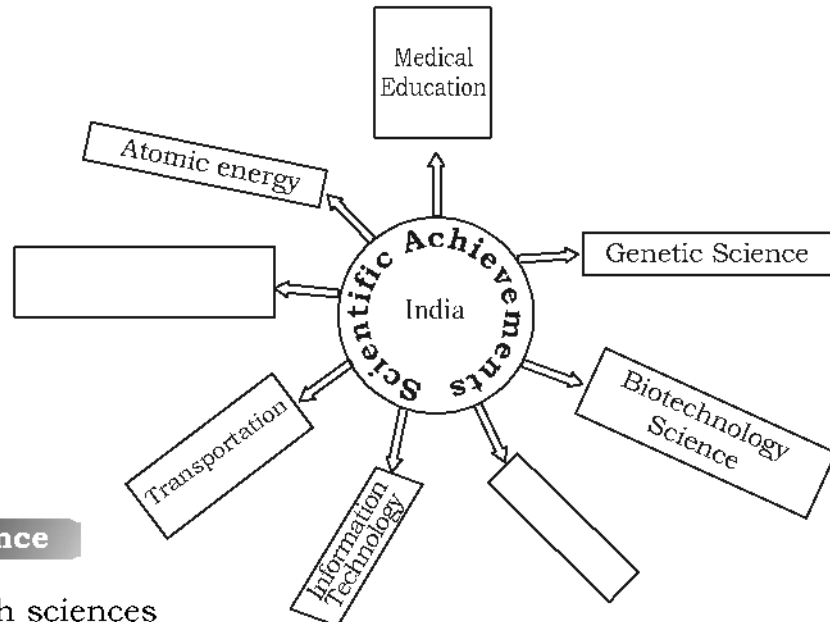


Learning Outcome

- Lists out the scientific achievements of independent India

Activity

Complete the word web using the scientific progress achieved by India after Independence



At a Glance

- health sciences
- Marine technology

Learning Outcome

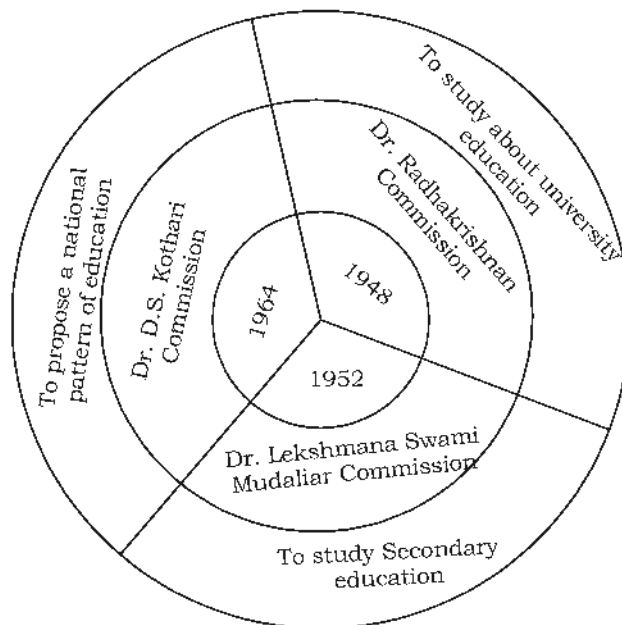
- Evaluates the educational policy and cultural institutions in independent India.

Activity

- Based on the recommendations, complete the table.

Recommendations	Education Commissions
● Implement Three language formula	Dr. L.S. Mudaliar Commission-1952
● Implement 10 +2 +3 pattern of education
● Focus on moral education
● Formation of the University Grants Commission-UGC	Dr. Radhakrishnan Commission
● Give emphasis to women education
● Establish multipurpose schools	Dr. L.S. Mudaliar Commission

Knowledge Wheel

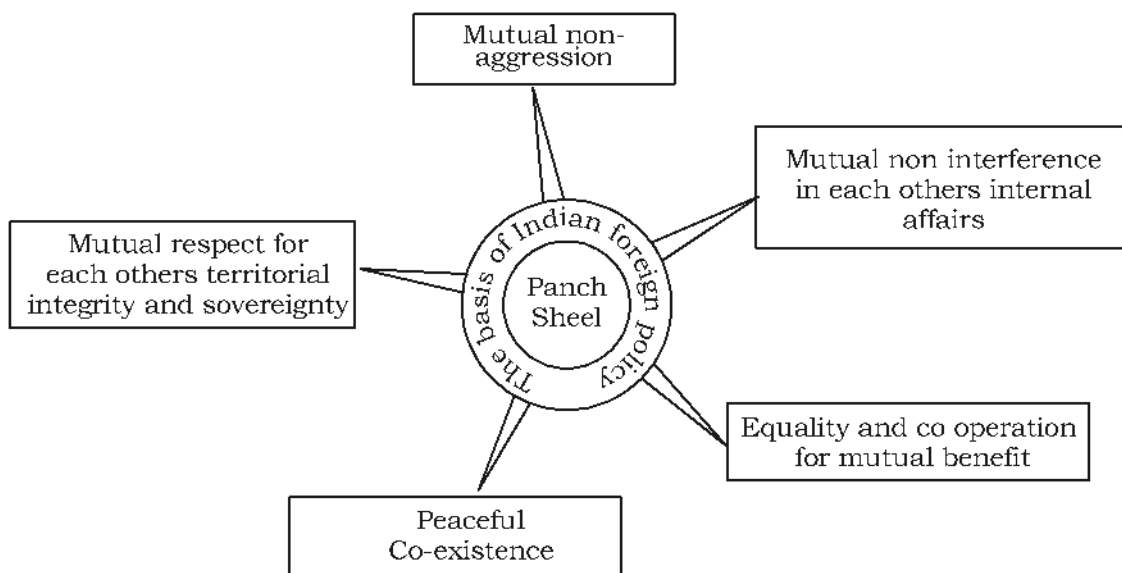


Learning Outcome

- Analyses the foreign policy of independent India.

Activity

Prepare a web chart related to Panchsheel principles on the basis of our foreign policy.

**Let's Write and Assess**

- (1) Match the personalities with their related fields.

Personalities

(1) V.P. Menon

(2) Fazal Ali

(3) H.N. Kunzru

(4) Sardar Vallabai Patel

Related fields

(A) Formation of Linguistic States

(B) Integration of Princely States

While Matching

A → 2, 3

B. 1, 4

- (2) Prepare an essay using the hints given below

- Hints
- (1) India - Progress in economic sector.
 - (2) India - Progress in Science and Technology
 - (3) India - Foreign policy

AT A GLANCE

Formation of linguistic states	Achievements in Economic sectors	Achievements in science & Technology	Space Research	Education	Foreign policy
<ul style="list-style-type: none"> ● Demands for the formation of states on the basis of Language ● Potti Sri Ramalu's sathyagraha for Andhra Pradesh for Telugu speaking people and his death. ● Formation of Andhra Pradesh for Telugu speaking people ● Set up a commission to reorganise linguistic states under the presidentship of Faizal Ali ● The parliament passed the State Reorganisation act in 1956 	<ul style="list-style-type: none"> ● Indian Economic system mixed economy ● Focused on public sector ● Centralized economic planning ● Formed planning commission in 1950 ● Jawahar Lal Nehru Chairman ● In 1951 -five year plans started ● Alleviate poverty, domestic agricultural and industrial sectors improve education generate new energy sources. ● Set up iron and steel industries 	<ul style="list-style-type: none"> ● Established research institutions. Eg (1) Council of scientific & industrial research (CSIR) ● Indian Council of Agricultural Research (ICAR) ● Indian Council of Medical Research (ICMR) ● Council for Scientific and Industrial research ● Indian Atomic Energy Commission ● Set up of IITs 	<ul style="list-style-type: none"> ● Formed the Indian National Space Search Committee for Space Research Organisation (ISRO) ● In 1969 Indian Space Research Organisation (ISRO) was established. ● First satellite Arya bhatta launched in 1975 ● National Remote Sensing Agency (NRSA) ● Physical Research Laboratory (PRL) ● Missile Technology (Agni passes away) ● Chandrayan & Mangalayan ● A.P.J. Abdul Kalam Dr. Rajaramanna 	<ul style="list-style-type: none"> ● The Government appointed various education commissions ● Dr. Radhakrishnan Commission 1948 ● Lakshmana Swami Mudalain Commission 1952 ● Kothari Commission 1964 ● National Policy of Education in 1968 & 1986 ● Right to Education Act 2009 ● Various schemes like Sarvasiksha Abhiyan and Rashtriya Madhiksha Abhiyan) ● Samagra Shiksha Kerala 	<ul style="list-style-type: none"> ● Chief architect of foreign policy in India - Jawaharlal Nehru. ● Non alignment policy ● Panchasheel Principles India and China 1954.

**At a Glance**

1. First Public Election in India-1951 - 1952.
2. Andra Pradesh was jormed on the baris of language - 1953.
3. Indian State re-organicizationlaw was passed - 1956.
4. Started Five year plans - 1951.
5. Planning Commission jormed under the Chairman Ship Jawahar Lal Nehru - 1950.
6. National Conncial of space Research was jormed - 1962.
7. ISRO Jormed - 1969.
8. India lanched Aryabhatta.
9. Chandrayan - 2008
10. India signed pachased - 1954.

Let's Write and Assess

1. Explain the conditions included in the convergence treaty related to the combination of princely states.
2. Describe the functions of Cabinet Mission.
3. Explain the role of the following personalities in the formation of states based on linguistics.
 - a. Potti Sri Ramalu
 - b. Fasal Ali
4. How did the five year plans help in the development of Indian economy?
5. India secured many achievements in the field of science and technology after its freedom. Prepare a note assessing this statement.
6. Identify to which stream of science does the following personalities relate to.
 - a. Dr A P J Abdul Kalam
 - b. Vikram Sarabhai
 - c. Homi Jahangir Bhabha
7. Explain the important features of the National Policy of Education 1986.
8. 'Mutual respect for each other's territorial integrity and sovereignty.' This is one of the principles stated in the *Panchasheel*. Write the other four principles.

Unit
8

KERALA TOWARDS MODERNITY

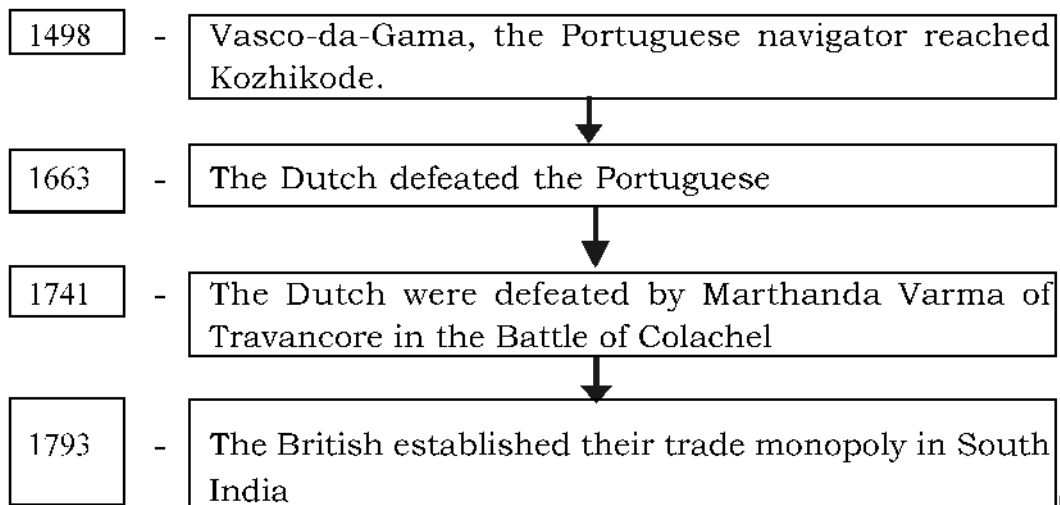
This lesson is a chronology of the historical events of Kerala beginning from the arrival of the Europeans to Kerala and their subsequent rivalries upto the formation of the State of Kerala. The unit also mentions the influence of land ownership and changes in the agricultural sector along with the social, democratic movements as well as Kerala's participation in several revolts as part of the national struggle for independence and finally the rise of Women empowerment.

Learning Outcome

- Evaluates how British rule was established in Kerala
- Lists out the features of protests organised across Kerala against British exploitations

Activity

- Following is the flow chart showing different phases of European Colonization in Kerala.



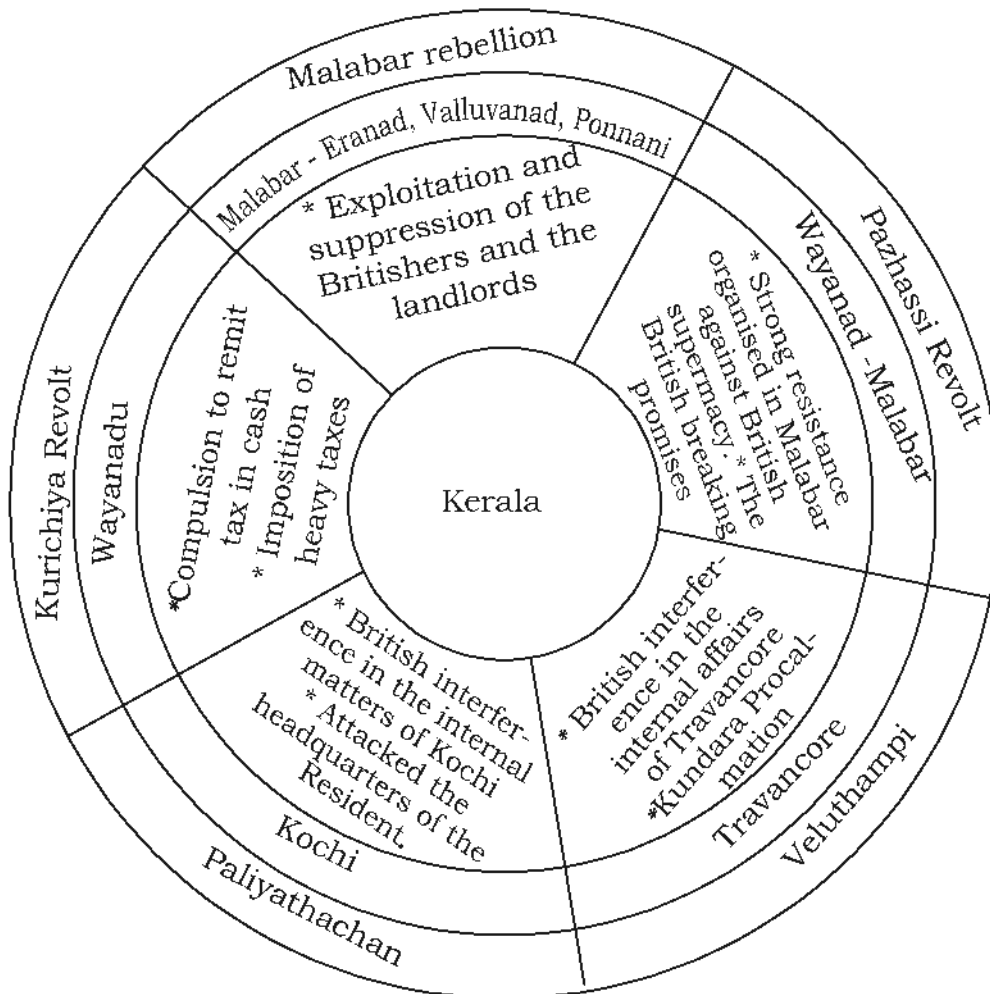
Match the following

A	B	C
The British	Treaty of Sreeranga patanam	1795
Queen of Attingal	British Supremacy	1615
Mysore rulers	Anchuthengu	1792
Travancore	Zamorin of Kozhikode	1721



At a Glance

Refer Text book Page 152, 153



Let's Write and Assess

Observe the knowledge wheel and try to answer the following questions.

1. What were the circumstances that led to Kundara Proclamation by Veluthampi?
 -
 -
2. How far the relationship between the landlords and the tenants in Malabar caused the Malabar rebellion?
 -
 -
3. Discuss the Kurichia revolt in Wayanad.
 -
 -
 -

Learning Outcome

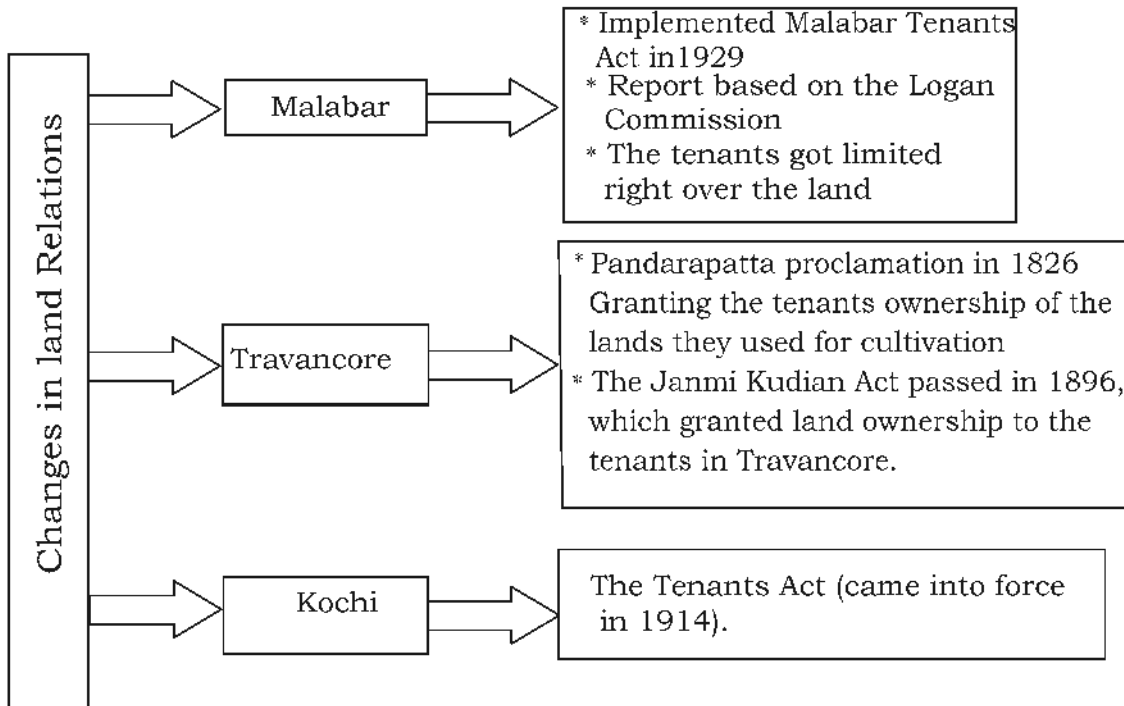
Analyses the circumstances in which Kerala became a part of global market.

Activity

Identify the policies adopted by the British for favour of smooth trade in Kerala..

The trade laws that existed in Malabar, Kochi and Travancore were amended by the British in their favour. Substantiate this statement.

- Unified coinage and metrology systems.
- Introduced weights and measures system.
- Roads, bridges and railways were build to improve transportation facilities.
- For better trade facilities, they developed the ports at Kochi, Kozhikode and Alappuzha.



Learning Outcome

- Lists the developments that took place in industry during the British rule.
- Recognises the changes in land relations brought about by the commercialization of agricultural sector..

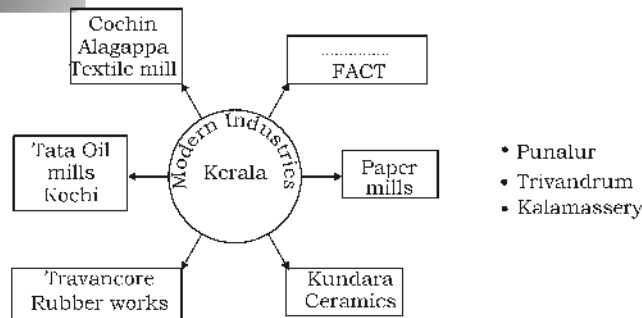
Activity

- Analyse the changes in land relations brought about by the commercialization of agricultural sector.
- Prepare a table showing the developments that took place in the industrial sector during the British rule.



At a Glance

Word web



Prepares notes on growth of plantation and traditional industries in Kerala

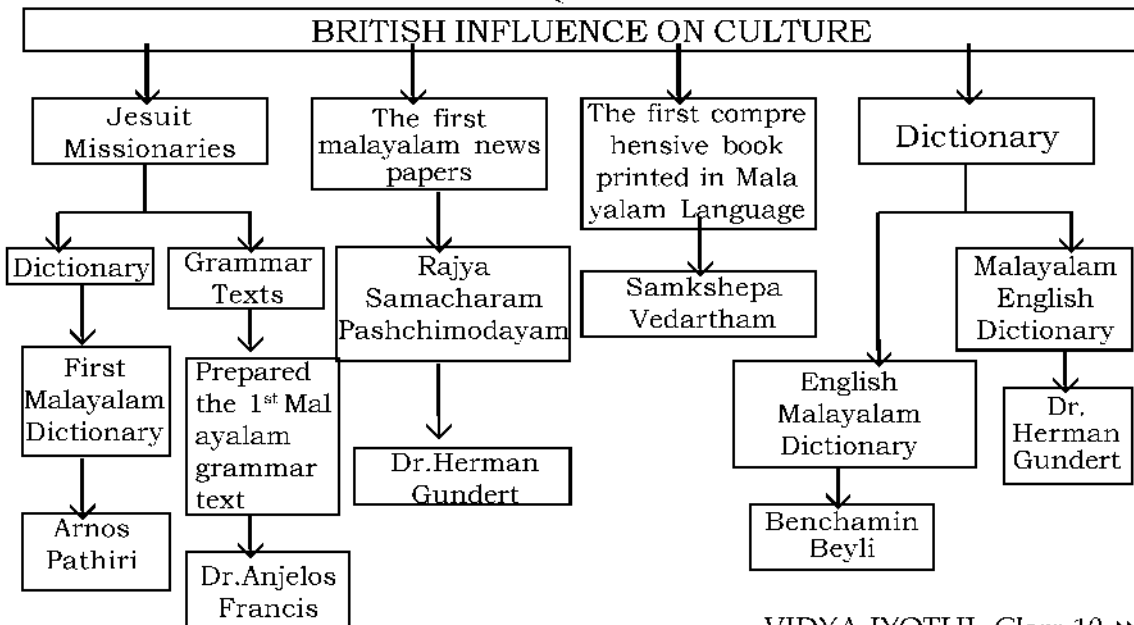
Growth of plantation industry	Growth of traditional industries
<ul style="list-style-type: none"> Started plantation industries for processing and exporting cash crops. Tea and coffee factories and rubber processing units were set up in Idukki and Wayanad Teak plantation was started in Nilambur under the guidance of Conolly 	<ul style="list-style-type: none"> Traditional industries related to coconut, coir, cashewnut handloom and beedi were developed Alappuzha was the hub of coconut oil industry James Dara from Ireland, started a coir factory in Alappuzha Cashew processing and exporting factories were established in Kollam. Tile factories in Faroke, Kollam and Olloor. Handloom factories in Kannur and Kozhikode. Beedi companies were started in Kannur.

Learning Outcome

Identifies the influence of British rule in our cultural arena.

Activity

Construct a 'Big Question' showing the British influence in our culture.



Let's Write and Assess

Observe the above 'Big Question' and answer the questions given below

1. Who prepared the first dictionary in Malayalam?
●
2. Which is the first book to be entirely published in Malayalam language?
●
3. Name the first Malayalam newspaper.
●
4. Who prepared the English- Malayalam Dictionary?
●
5. Prepare a note on the topic of "British Influence in our Culture".

Missionaries	Area of Work
London Mission Society (LMS)	●
Church Mission Society(CMS)	Travancore
Church Mission Society	Kochi
Basel Evangelical Mission	●

- Discuss the changes that took place in the system of law and justice in Kerala during the British period.
 - The British reformed the system of law and justice.
 -
 -
 - Trial courts were started at different places in Kerala.

Let's Write and Assess

List the changes in the health sector of Kerala during the British period.

- Traditional ayurvedic treatment was replaced with allopathic treatment.
-
-
- Govt. hospitals were started in Malabar, Kochi and Travancore.

Learning Outcome

Recognises the role of reformation movements in the social changes in Kerala.

Activity

Arrange the list of social reformers and social reform movements / organisations.

Social Reformers

- | | |
|-------------------------------|-----------------------|
| ● Vaikunda Swamikal | ● Ayyankali |
| ● Sree Narayana Guru | ● Vaghbhadanandhan |
| ● Vakkom Abdul Khadar Moulavi | ● Pandit K P Karuppan |
| ● V T Bhattathiripad | ● Sahodaran Ayyappan |
| ● Mannathu Padmanabhan | |

Organisations / Movements

- | | |
|---------------------------------|---|
| ● Yogakshema Sabha | ● Travancore Muslim Mahajana Sabha |
| ● Araya Samajam | ● Sree Narayana Dharma Paripalana Yogam |
| ● Samathwa Samajam | ● Admavidhya Sangam |
| ● Sadhu Jana Paripalana Sangham | ● Nair Service Society |
| ● Sahodara Prasthanam | |

Activity

1. Arrange in chronological order, the name social reformers and their social reform movements or organisations.
2. Prepare short notes:
 1. Channar agitation
 2. Aruvipuram consecration
 3. Vaikom Satyagraha
 4. Guruvayur Satyagraha

Identify the years and events mentioned below and write its significance in the social reform movements in Kerala.

Years	Event
1859	<ul style="list-style-type: none"> ● ● 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.
1891	<ul style="list-style-type: none"> ● Malayali Memorial ● In Travancore, political agitations started with this Memorial. ● Leadership of G P Pillai ● Seeking proportionate representation in government jobs for the people of Travancore. ● Memorandum signed by more than ten thousand people.
1924	<ul style="list-style-type: none"> ● Vaikom sathyagraha ● Vaikom sathyagraha agitation for the right to travel. ● Led by of T K Madhavan ● Mannath Padmanabhanorganised ● The low caste Hindus were allowed to travel through the roads around Vaikom temple.
1931	<ul style="list-style-type: none"> ● Guruvayur satyagraha ● led the sathyagraha. ● AK Gopalan was the volunteer captain ● Demanded freedom for all Hindus to enter Guruvayur temple ● Temple Entry Proclamation in 12 Nov 1936.
1932	<ul style="list-style-type: none"> ● Nivarthana Prakshobham (Abstention movement) ● Christan, Muslim and Ezhava communitis launched the agitation. ● Seeking reservation in government jobs inproportionate to their population ● Leadership - N.V Joseph, P.K. Kunhu,...

Hinds : Channar agitation,
Savarnajatha, K. Kelappan, C.Kesavan.

Let's Write and Assess.

1. "Attingal revolt is the first organised revolt that occurred in Kerala against the British". Evaluate this statement.
2. Write a note on the topic "British administration and land relations.
3. What were the different phases that led to formation of the state of Kerala?
4. Prepare an essay on the topic of " National Movement and Women".

Learning Outcome

Analyses the context in which the United Kerala was formed.

Activity

Prepare a table of process that led to the formation of United Kerala.

Years	Events	Activities
● 1920	● Congress session at Nagpur	● Formation of State Congress committees on linguistic basis.
●	● Congress session at Ottappalam	●
● 1947	●	● United Kerala Convention



At a Glance

1921, First Kerala State Political Conference, Thrissur; Kerala pradesh congress committee; 1949; Payyannur.

Activity

Andhra Kesari	EMS Nampothiripad
Payyanur Congress Session	Barrister T.Prakasam
United Kerala conversion	Jawaharlal Nehru
Onnekal kodi Malayalikal	K.Kelappan



At a Glance

- 1920 -Nagpur Session -linguistic formation of states.
- 1921 -Ottappalam session Barrister T. Praksam.
(Present-Andhra Pradesh)
- 1947 - Thrissur Covention K.Kelappan-United Kerala convention.

- 1949 - Formation of Thiru- Kochi State.
1956 - Formation of Kerala state on the basis of language.

EMS Namboothirippad, in his book “ Onnekal kodi Malayalikal ” placed the idea that the Kerala State was to be formed by combining the malayalam speaking region

The Central Government formed a commission for re-organization in Indian states on the basis of languages. Dr. Fazal Ali was the Chairman.

१०८३

Unit
9

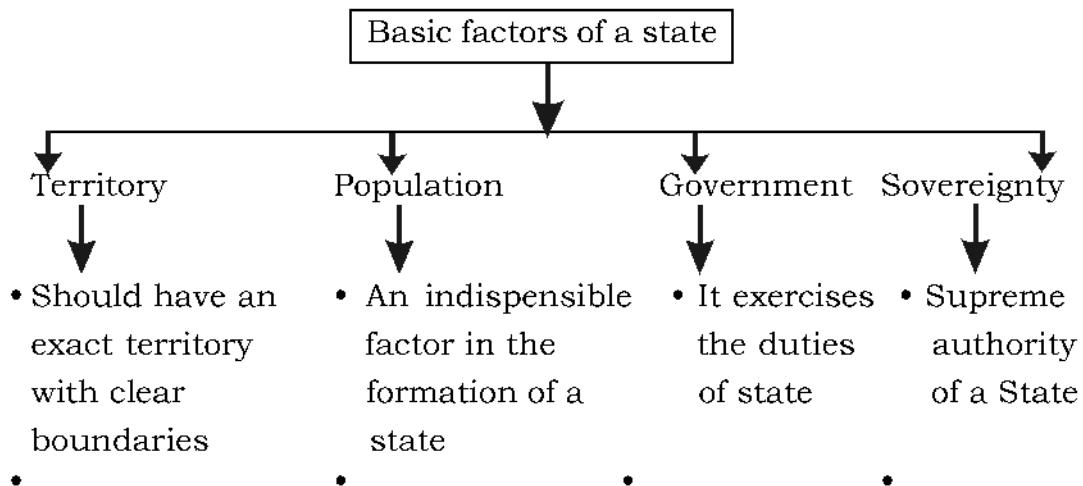
A group of people residing permanently within a particular territory with a sovereign government is called state. The branch of social science that studies about state and government is known as political science. This chapter analyses state, its elements, functions, the relationship between state and citizen, evolution of political science, its evolution and growth.

Learning outcomes

- Defines state
- Explains the factors of a state

Activity

- Explains the basic factors of a state



At a Glance

- A state is formed only when a group of people residing permanently

within a particular territory with a sovereign government is set up.

- The Government ensures security and justice to the people.
- Sovereignty differentiates a state from other institutions.
- A state is formed only when its people live unitedly with mutual understanding, interdependence and with a common public interest.

Let's Write and Assess

1. Which factors make a state different from other institutions?
2. Write a short note on factors of a state.

Learning Outcome

1. Lists out the functions of a state.
2. The main duty of the state is to provide better life to its citizen.

Activity

Complete the table.

Obligatory functions	Discretionary functions
• Protection of boundary	•
•	• Provide educational facilities
•	•
• Implementation of justice	• Provide transportation facilities



At a Glance

Protection of rights, protection of health, implement welfare programmes, maintain internal peace.

Let's Write and Assess

1. What are the obligatory functions of a state?
2. How are obligatory functions different from discretionary functions of the state.
3. Write two examples for discretionary functions of the state.

Activity

List out the theories and concepts related to the formation of the state.

Theories	Ideas
Divine Right theory	<ul style="list-style-type: none"> • State is the creation of God. • •
Evolutionary theory	<ul style="list-style-type: none"> • State is the product of history • •
Social contract theory	<ul style="list-style-type: none"> • State came into existence as a result of a contract formed by the people
Power theory	<ul style="list-style-type: none"> •

**At a Glance**

- People created state in order to fulfill the needs of human beings.
- King is answerable only to God
- State was formed by social evolution
- State came into existence as a result of the establishment of power by strong over weak.
- King is the representative of God.

Let's Write and Assess

1. What are the different theories related to the origin of state?
2. Relevance of social contract theory with regard to the origin of state?

Learning outcome

- Defines citizenship
- Explains the relation between state and citizen.

- Citizenship is the full and equal membership in a nation.
- State ensures certain rights while the citizens have certain duties to perform.

Activity

List out the Rights of citizens

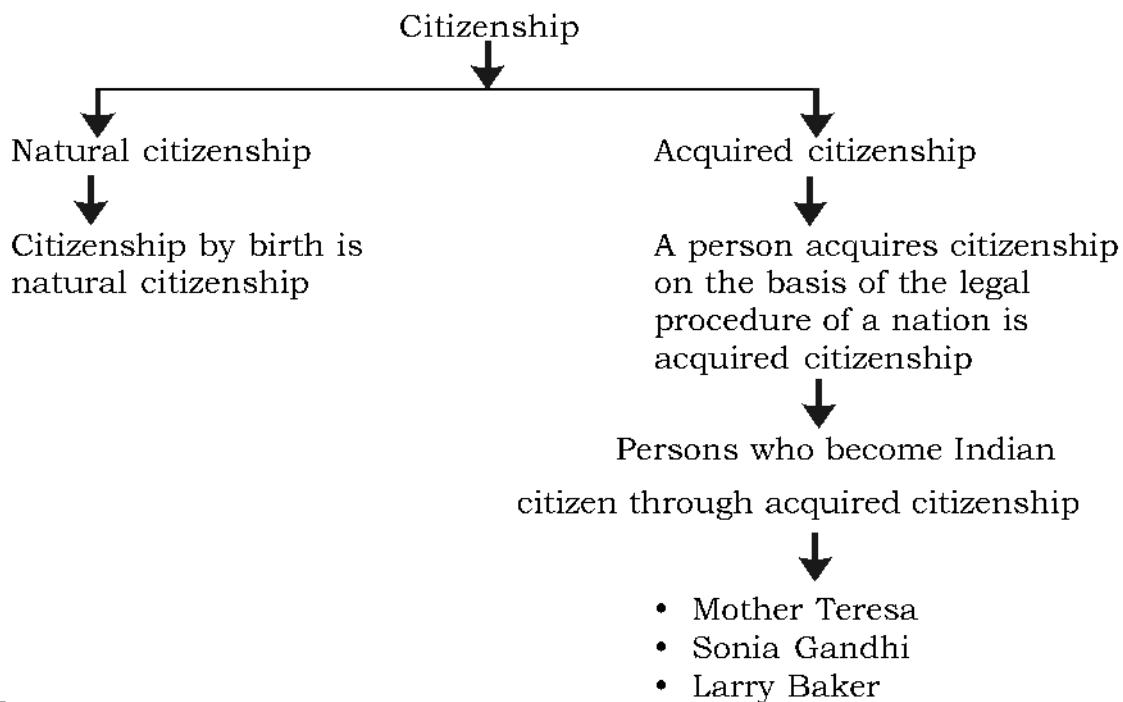
- Right to contest in election
- Right to vote
- Right to form associations
- Right to hold public office
- Right to criticise the government.
- Right to reside and settle in any part of India.

Let's Write and Assess

1. Citizenship is the full and equal membership in a nation. Analyse.
2. Write any three Rights of citizens.

Learning outcome

Find out the difference between natural and acquired citizenship

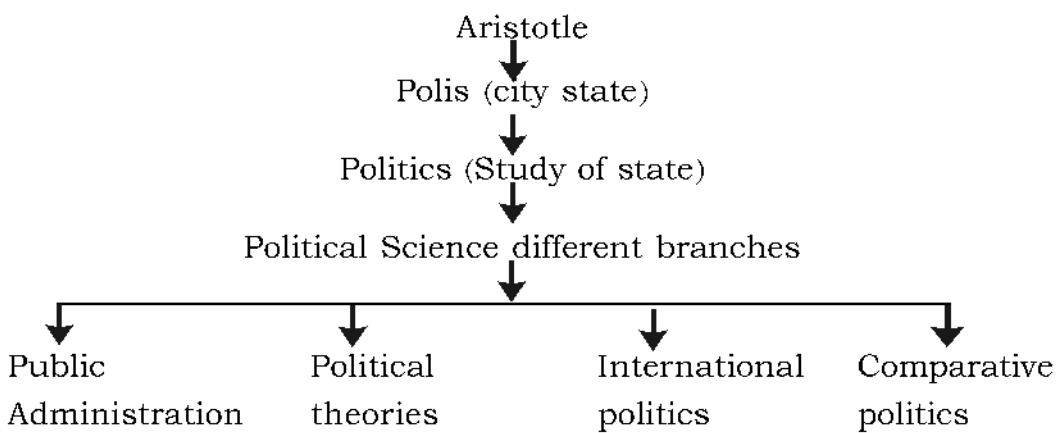


Let's Write and Assess

1. How does natural citizenship differ from acquired citizenship? Give examples of two persons who hold acquired citizenship.

Learning Outcome

Defines Political Science

Activity**Flow chart****Let's Write and Assess**

1. What are the different branches of Political Science?
2. What is Political Science?

Learning Outcome

Clarifies the importance of study of Political Science.

Activity

List out the advantages of the studying Political Science.

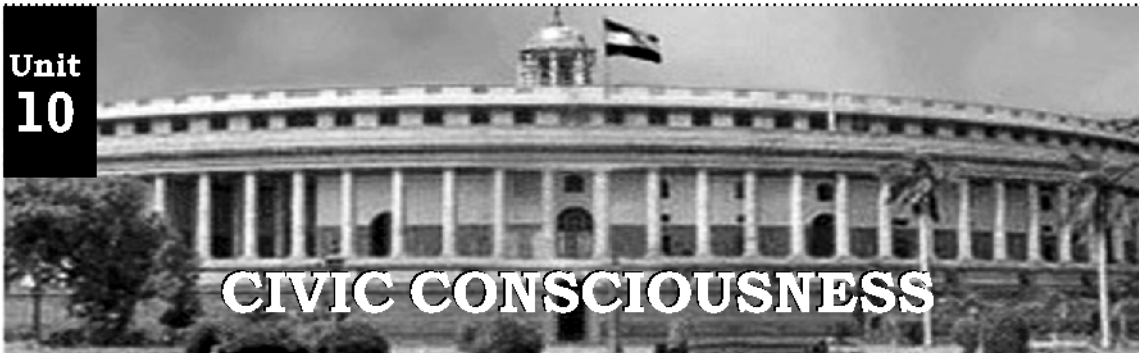
- Fostering civic consciousness.
- Logically analyse and creatively intervene in all public issues
-
-
-

Let's Write and Assess

1. What are the different branches of Political Science?
2. Explains the internal and external aspects of Sovereignty.
3. Write two examples of obligatory and discretionary functions of state.
4. Match the following.

A	B
Nicholo Machiavally	Political Science
Aristotle	State
Jeremy Bentham	Better life of individual
Plato	Public welfare



Unit
10

This chapter is a deliberate attempt for developing responsible citizens with values and attitudes. Democracy and state formation is completed through civic consciousness. Civic consciousness is the development of individual's social consciousness. Civic consciousness help the citizens to be disciplined, dedicated and responsible.

Learning outcome

- Defines the concept civic consciousness.
- Explains the importance of civic consciousness.

Activity

Complete the table

Activity	Individuals
● Struggled for water preservation	●
● Constructed public roads	●
● Did Orange sales Established Panchayath School	●
● Started Missionaries of charity and performed social service	●



At a Glance

Mayilamma, Mother Teresa, Hajjabba, Dasaradh Manchi

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.

Activity

Complete the table

Features	Importance
<ul style="list-style-type: none"> ● Value consciousness ● aim consciousness ● ● 	<ul style="list-style-type: none"> ● Environmental protection ● Growth of social commitment ●



At a Glance

- Protect human rights
- Sincerity towards public issues.
- Prevent terrorism and terrorization
- Protect democracy
- Generosity
- Ensure public welfare

Let's Write and Assess

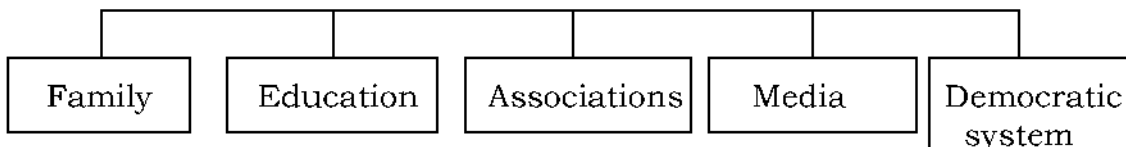
- Give example for the personalities who uphold high civic consciousness in their society.
- Explain the importance of civic consciousness.

Learning outcome

List out the factors which determine civic consciousness

Activity

Factors determining civic consciousness



Explain the influence of above mentioned factors in developing civic consciousness

Family	Fostering and maintaining sense of responsibility
Education	Help to develop value consciousness, tolerance, leadership qualities, scientific temper etc.
Associations	Equip the individuals to work voluntarily with a service mind.
Media	Lead to the formulation of creative ideas through popularize news and information.
Democratic System	It is a way of life more than a form of government.



At a glance

- The concept that each individual is for the family and the family is for the society should be developed.
- Inspiration and encouragement from the family will develop civic consciousness.
- To equip the individual to effectively utilize the knowledge gained through the learning.
- Through value – oriented educational approach develop civic consciousness among the people.
- Create awareness among individuals about environment and human rights.
- Media should be independent and impartial. The information from media should be evaluated critically.
- Giving back the co-operation and support received from others is a great sign of democratic consciousness.
- Prompts individuals to think about fellow beings and to work for the protection of their freedom, equality and rights.

Let's Write and Assess

1. What are the factors determining civic consciousness?
2. Explain the role of media and education in the formation of civic consciousness
3. Explain the role of family in fostering civic consciousness.

Learning Outcome

Explain the different methods for fostering civic consciousness.

Activity

List out the activities in schools for fostering civic consciousness.

- | | |
|----------------------------------|---|
| ● Organic farming | ● Community living camp |
| ● Medical camps | ● Participating in rescue activities |
| ● Traffic awareness programme | ● Home visit |
| ● Discussion about social issues | ● Day observations and day celebrations |
| ● Anti drug campaign | |

- Participating in club activities

Let's Write and Assess

Examine the role of school in fostering civic consciousness.

Learning Outcome

Analyses the relationship between civic consciousness and morality.

Activity

Following are various incidents and activities that happen in our society. Classify these into moral and immoral incidents and activities. Doing corruption, getting the votes of public. Earn money by working, protecting public property, helping fellow being, Earn money by exploiting others, destruct public property, torture fellow beings, do not promotes corruption, doing false deeds to win election.

Moral Incidents / Activities	Immoral Activities/ incidents
•	•
•	•
•	•
•	•

Let's Write and Assess

1. Describe the moral activities you may engage in as a civil consciousness citizen?
2. Explain the role of morality in fostering civic consciousness.
3. How immoral activities affect the formation of civic consciousness?

Learning Outcome

Analyses the challenges of civic consciousness.

Activity

Suggest methods for overcoming the challenges of civic consciousness.

- Protect common interests.
-
-
-
-



At a Glance

- Each one should evaluate his/her own activities.
- Equal importance should be given to rights and duties.
- Begin the change which you expect from others.
- Individuals should act democratically and tolerably.

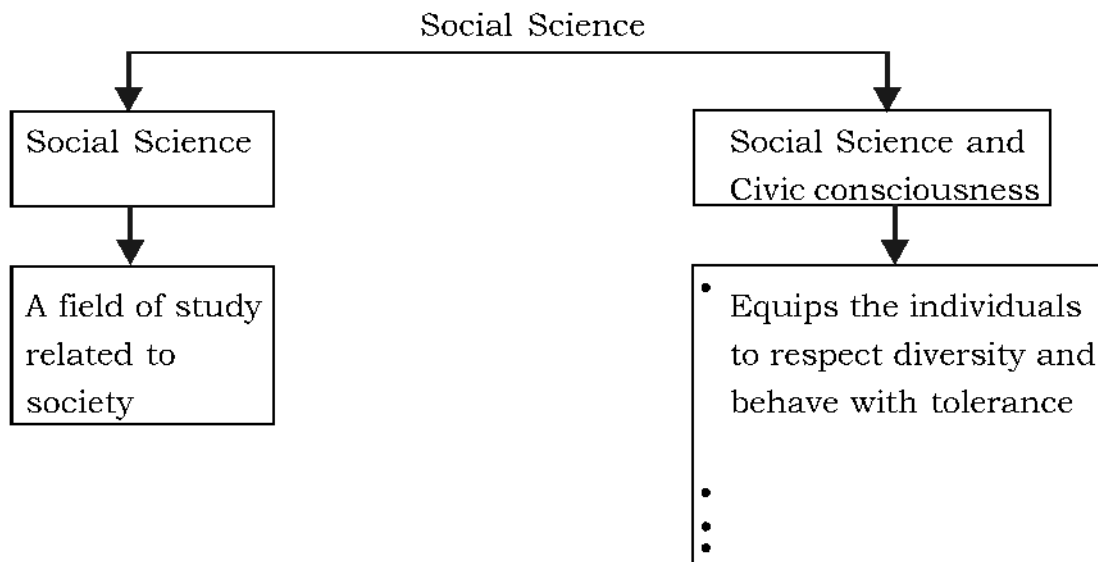
Let's Write and Assess

1. How to overcome the challenges which are facing an individual in the formation of civic consciousness?

Learning Outcome

Explains the role played by Social Science in the formulation of civic consciousness.

Activity



At a Glance

- Makes the individual civic consciousness and action oriented by familiarising the ideal models and activities of civic consciousness.
- Disseminate the message of peace and co-operation to the society.
- Equips the individual to suggest comprehensive solutions to different problems.

Let's Write and Assess

1. What do you mean by Social Science?
2. How does the study of Social Science help for the development of civic consciousness?
3. Define the concept of civic consciousness.
4. What are the major challenges to attain civic consciousness?
5. Clarify the role of organisations in developing civic consciousness.
6. How does the civic consciousness help in solving the problems faced by public in the society?



Unit
11

This unit consists of information about the significance of sociology and understand the practical purposes of Sociology. It also help in understanding the methods of study in Sociology like Social survey, interview, observation and case study.

Learning Outcome

- Finds out the difference between creative writing and the study of Sociology.

Activity

A part of the novel 'Nalukettu' written by M.T. Vasudevan Nair and the findings of Robin Jeffrey, a sociologist, dealing with the same topic in his work "Decline of Nair Dominance". The observations of both the writers are different. On the basis of this, find out the differences between creative writing and the study of sociology.

Creative Writing	Study of Sociology
● It is based on imagination and creativity.	● Social issues/subjects are analysed scientifically.
●	●
●	●
●	●



At a Glance

- Social events are depicted on aesthetic realms.
- Social conditions are analysed on the basis of cause-effect relationship.
- The goal of creative writing is appreciation.

- Society is analysed objectively. It is imagining and emotional.
- It is difficult to extract facts from them.
- It is rational and research oriented.

Let's Write and Assess

- How is creative writing different from the study of Sociology?
- 'Creative writing ingrains the experience and imagination of the author. But the study of Sociology is objective and scientific'. Explain.

Learning Outcome

Recognises the importance of the study of Sociology.

Activity

Sociology is the comprehensive study of man and his social environment. For this, different branches of knowledge are developed. History, Geography, Economics, Political Science, Anthropology, Psychology etc. are some of them. Find out the names of the branches of Sociology connected with the following sentences.

- Inquiry into the past and its culture.
- Study on the relationship between man and the Earth
- Study on economic activities
- Study on the state and the rights of the people.
- Study on the origin and racial evolution of man.
- Study on human mind and behaviour.

Let's Write and Assess

- Find out the important branches of Social Science.
- Describes the significance of Sociology in the progress and development of man.

Learning Outcome

- Recognises the contributions of earlier sociologists

Activity

Historical events which paved the way for the origin of Sociology. Some of them were Renaissance or Enlightenment, Scientific Revolution, French Revolution, Industrial Revolution, etc.

Names of some sociologists are given below, classify them as European thinkers and Indian thinkers.

VIDYA JYOTHI Class 10 ►►

- Auguste Comte
- Emile Durkheim
- A.R. Desai
- D.P. Mukharjee
- Herbert Spencer
- Max Weber
- S.C. Dubey
- Karl Marx
- G.S. Khurey
- M.N. Sreenivas

Activity

Name the sociologist connected with the facts given.

- French Sociologist
- Laid foundation for the study of Sociology
- The discipline connected to the society was first named social physics and then sociology .
- Regarded as the Father of Sociology.
- Utilised the theory of evolution by Charles Darwin for the study of the society.
- Just as biological evolution, the society also has undergone various changes and reached the present stage.



At a Glance

Auguste Comte, Herbert Spencer

Let's Write and Assess

- Why is Auguste Comte regarded as the Father of Sociology?
- Write a short note on the contributions of Herbert Spencer in the development of Sociology.

Learning Outcome

- Defines Sociology and explains its features.

Activity

- 'Sociology is the scientific study of the social aspects of human life'. From this definition, find out the aspects of Sociology.



At a Glance

- Sociology studies human life.
- It is the scientific study of the mutual relationship between man his environment.
- It is considered as a comprehensive study of society.

Let's Write and Assess

- 'Sociology is the comprehensive study of the society'-Explain.

Activity

Complete the list given below related to the necessity and importance of 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 recognise the relationship between the social institutions and individuals
-
-

**At a glance**

- Studies social problems precisely.
- Helps to find solutions for social problems.

Let's Write and Assess

- Write a short note which implies the importance of the study of Sociology.
- How does the study of Sociology give light to the social welfare activities?

Learning Outcome

- Recognises the methods like social survey, interview and case study.
- Clarifies the practical uses of Sociology.

Activity

Social survey, interview, observation and case study are important methods to the study of Sociology. Clarify the method of study closely related to following information.

- It is a method by which whatever seen, heard and experienced is recorded truthfully.
- It is used to make an in-depth study on rare and different social phenomena and problems.
- It formulate a comprehensive point of view of the topic, based on the data collected from a group of selected people.
- As a method of study, it helps to know and analyse the attitudes, views, beliefs, habits etc. of the individuals.

● Social Survey	●
● Interview	●
● Observation	●
● Case Study	●

Activity

There are two types of observations, i.e participatory observation and non participatory observation. Find out the difference between the two and complete the table.

Participatory observation	Non participatory observation
● The researcher collects information directly	



At a Glance

- The researcher does not stay with the group under study.
- The sociologist stays with the population under study and understands their life directly.
- Researcher observed from outside.
- Among this method even the behaviour which are not explicit can be studied.

Let's Write and Assess

- What are the methods in Sociology?
- 'Survey is the apt method to study social matters'. Clarify
- As a conversation on an interview between the interviewer and the interviewee, how much is acceptable to the study of Sociology.
- Participant observation is a method of study generally used by anthropologists. Why?



At a Glance

- The researcher collects information directly by staying with the group under study.
- He becomes a part of their group.
- Through this method, even the behaviour which is not explicit can also be studied.