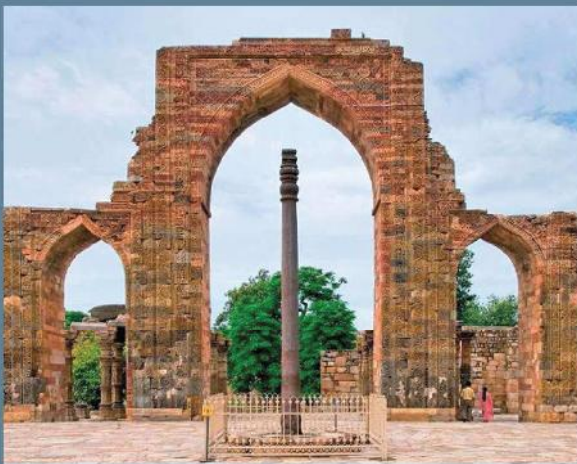


# Class - 12

# History



**General Education Department**

**Samagra Shiksha, Kerala**

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**THEME – 1**

**Bricks, Beads and Bones**

**Major Ideas**

- Subsistence Strategies
- Mohenjodaro - A planned Urban centre
- Social differences
- Craft production
- Procuring Materials
- Seals, Scripts and Weights
- Decline

**Activity - 1**

**Complete the following.**

Subsistence Strategies of the Harappan People
<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>

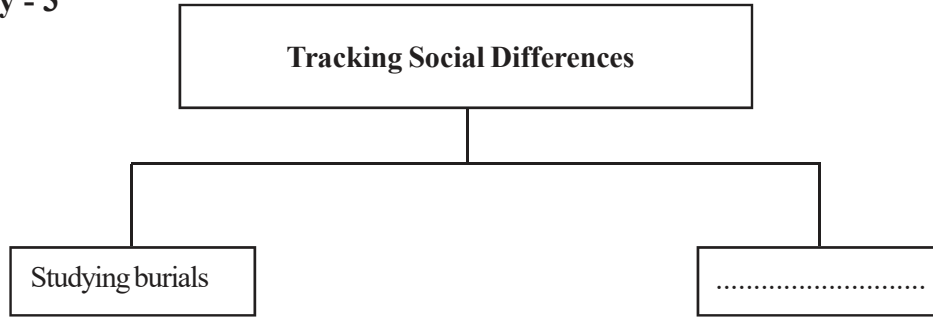
**Activity - 2**

**Find out the answer.**

Agricultural Technologies

Statements	True/False
• Millets were found from sites in Rajasthan	.....
• Terracotta models of plough were found at Banawali	.....
• Banawali is in Gujarat	.....
• Evidence of ploughed field was found from shortughai	.....
• Kalibangan is in Haryana	.....
• Traces of canals were found at Lothal	.....
• Water reservoirs were found in Dholavira	.....
• Dholavira is in Punjab	.....

Activity - 3



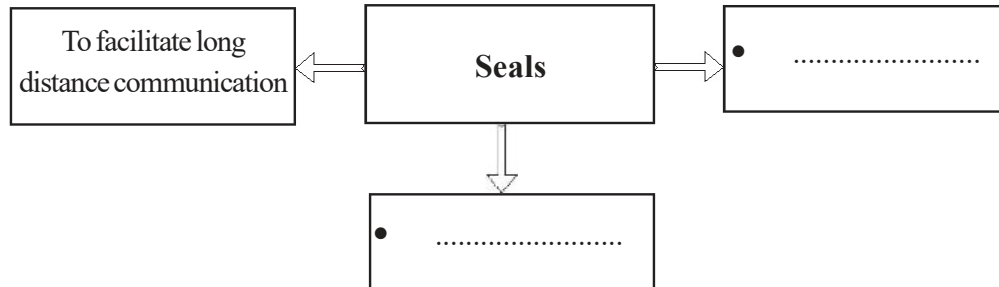
Activity - 4

Complete the table.

Model :	Meluha	:	Harappa
• Magan	:		.....
• Dilmun	:		.....

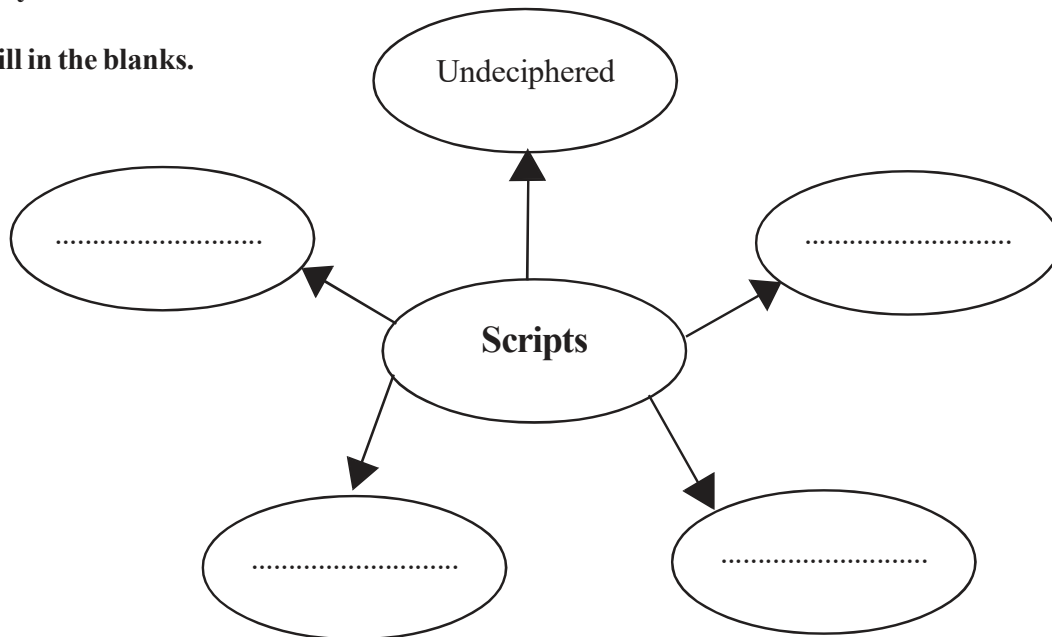
Activity - 5

Complete the chart.



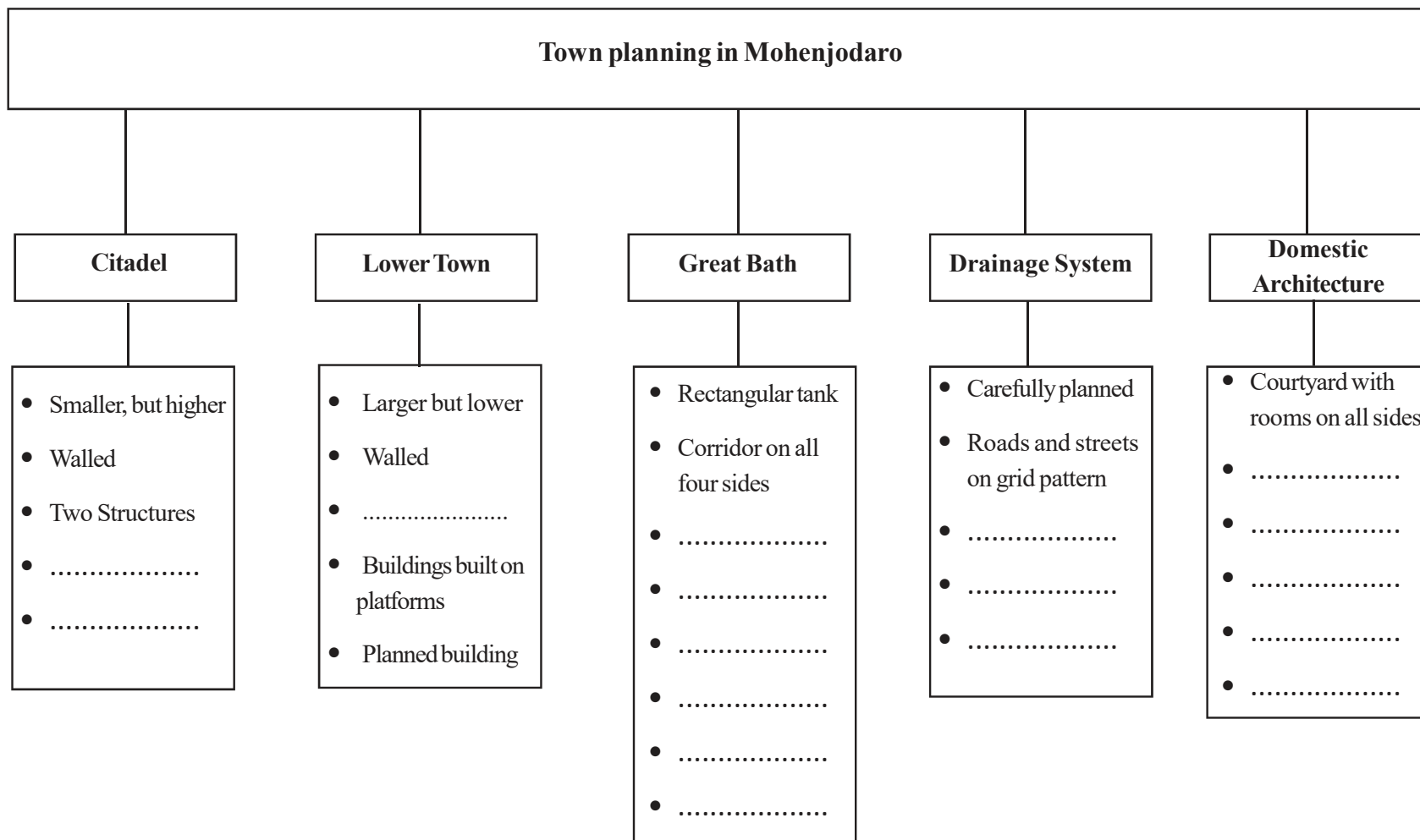
Activity - 6

Fill in the blanks.



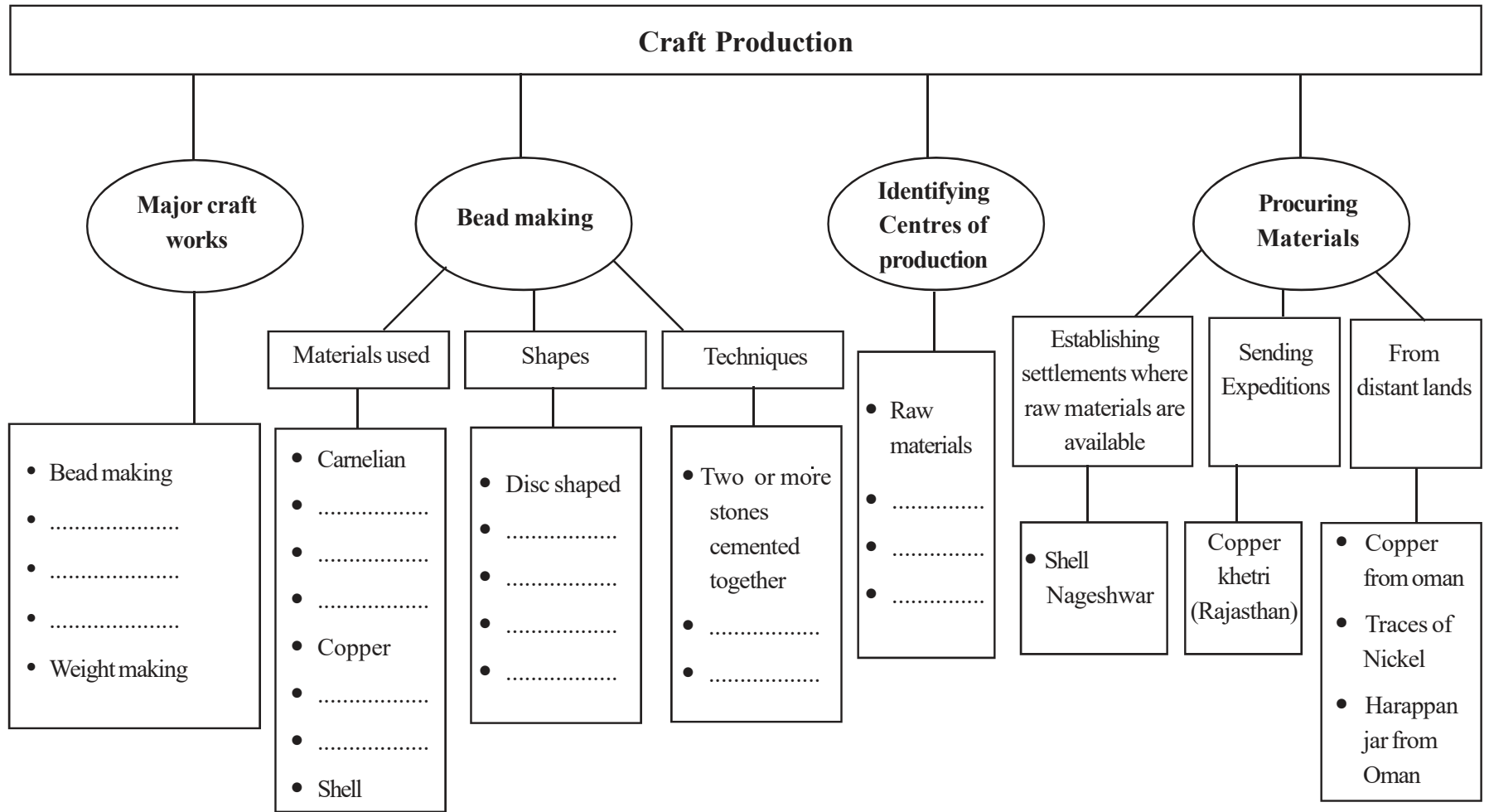
Activity - 7

Complete the table.



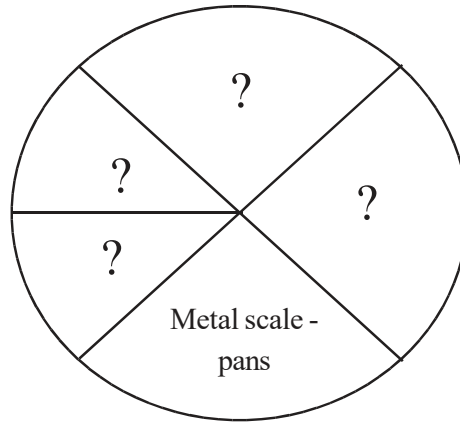
Activity -8

Complete the table.



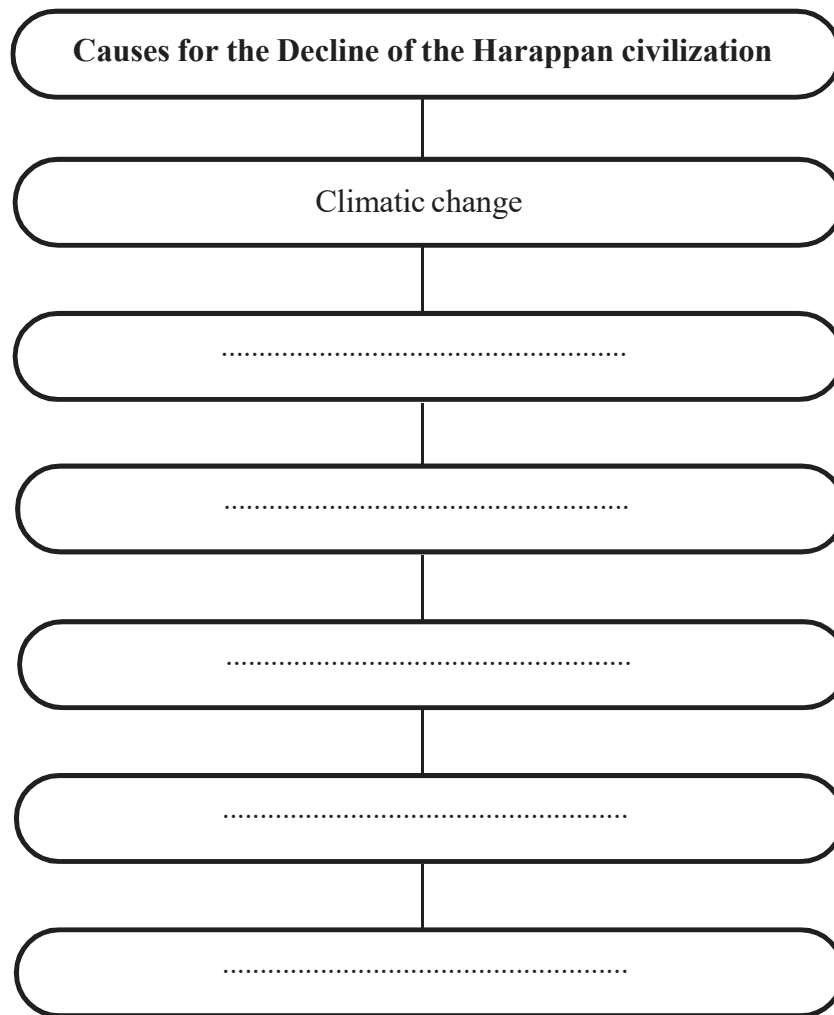
Activity - 9

Weights of the Harappan people



Activity - 10

Decline of the Harappan Civilization



**Hints****Activity - 1**

- Domestication of animals
- Hunting
- Fishing

**Activity - 2**

False - Millets were found from sites in Gujarat

True -

False - Banawali is in Haryana

False - Evidence of ploughed field was found from Kalibangan

False - Kalibangan is in Rajasthan

False - Traces of canals were found at Shortughai (Afghanistan)

True

False - Dholavira is in Gujarat

**Activity - 3**

- Studying artefacts

**Activity 4**

- Oman
- Bahrain

**Activity 5**

- To reveal the identity of the sender
- To ensure that the objects sent reached intact

**Activity 6**

- Not alphabetical
- Short inscriptions
- 375 to 400 signs found
- Wrote from rights to left

**Activity 7****Citadel**

- Warehouse



- Great Bath

**Lower Town**

- Residential area

**Great Bath**

- Two flights of steps in North and South
- Made watertight by setting bricks, mortar and gypsum
- Rooms on all three sides
- A well in one room
- Eight bathrooms
- Drainage from bathrooms
- May be used for special ritual bath

**Drainage**

- Streets with drainage
- Domestic waste water into street drains
- One wall of every house near the road side

**Domestic architecture**

- Courtyard was centre of activities like cooking and weaving
- Concern for privacy
- No windows on ground level
- Every houses had bathrooms with drains
- Remains of staircases
- Many houses had wells

**Activity 8**

**Major Crafts**

Shell cutting, Metal working, Seal making

**Materials**

Jasper, Crystal, Quartz, Steatite, Bronze, Gold, Faience, Terracotta.

**Shapes**

Cylindrical, Spherical, Barrel shaped, Segmented

**Techniques**

- Crushed, pasted and moulded
- By firing

**Centres of production**

Tools, unfinished objects, rejects and waste materials

**Shell**

Balakot

**Lapis Lazuli**

Shortughai

**Activity 9**

- Made of stone chart
- Cubical in shape
- Lower denominations binary
- Higher denominations in decimal system

**Activity 10**

- Deforestation
- Excessive flood
- Shifting of rivers
- Drying up of rivers
- Over use of landscape

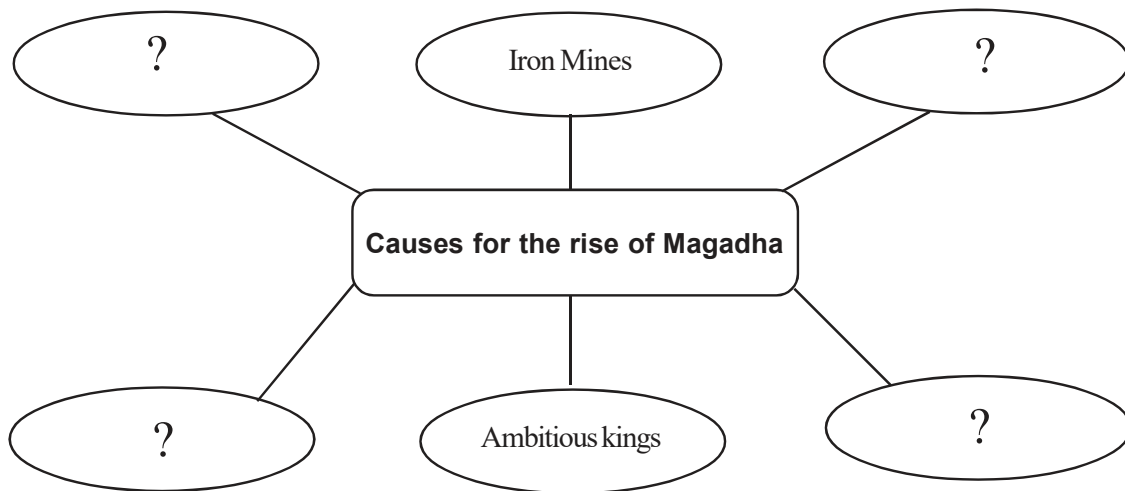
**THEME – 2**  
**Kings Farmers and Towns**

**Major Ideas**

- Rise of Magadha
- Mauryan Empire
- New Notions of Kingship
- Trade and Towns
- Limitations of Inscriptional evidence

**Activity – 1**

Complete the diagram.



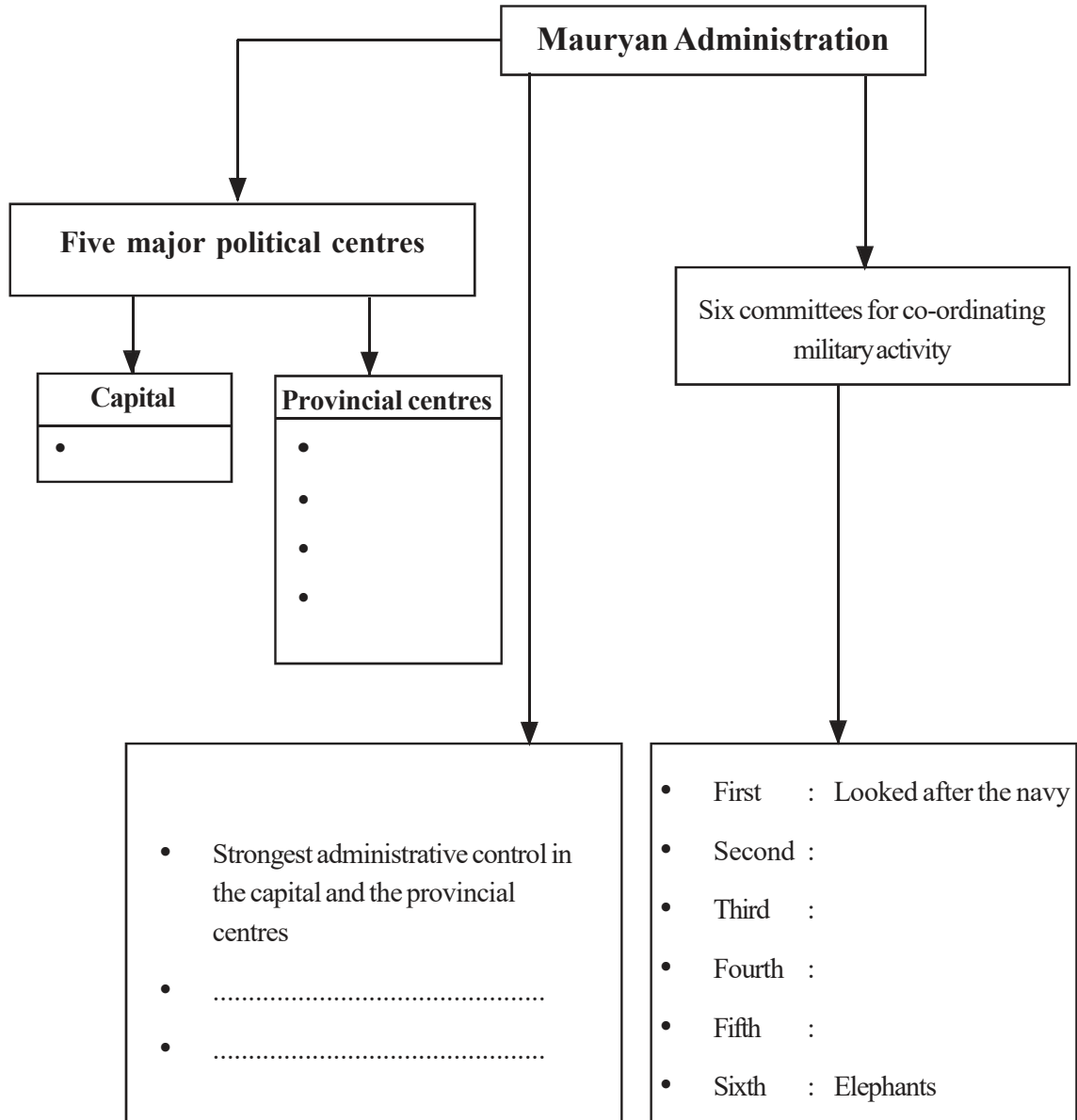
**Activity – 2**

The major sources in connection with the Mauryan Empire.

- Accounts of Megasthenes
- .....
- .....
- .....
- .....

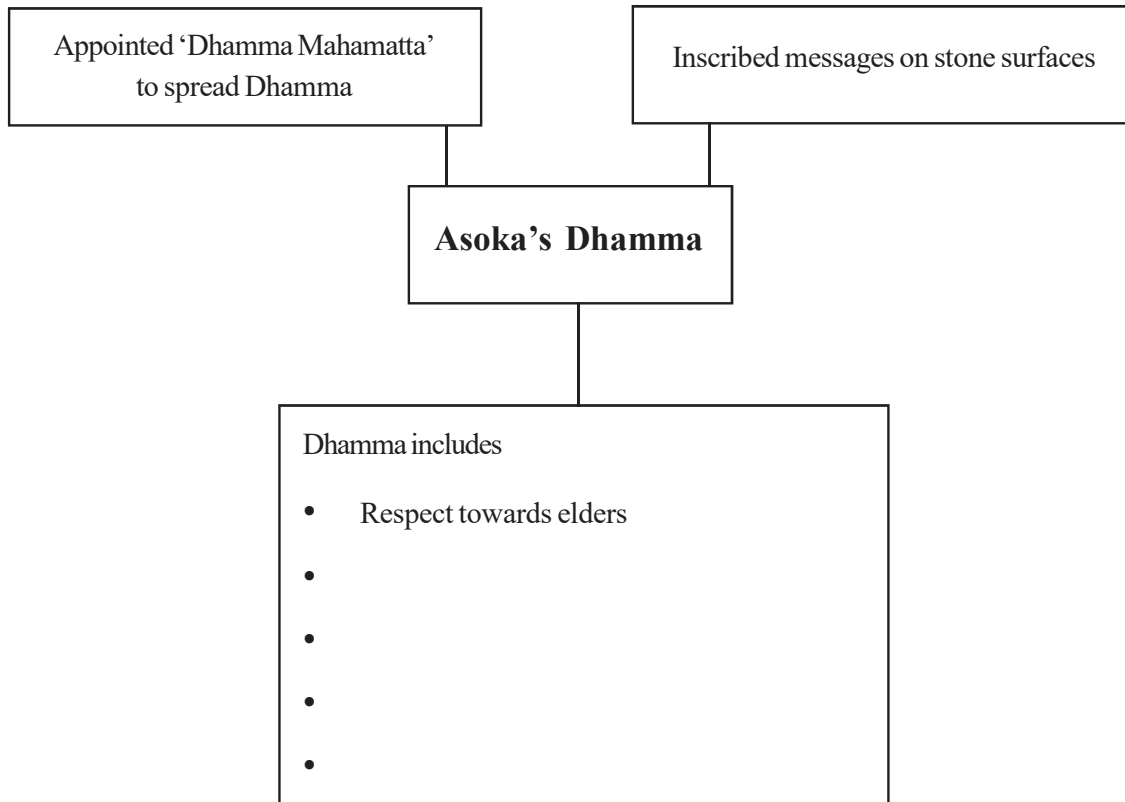
Activity – 3

Complete the flow chart regarding the administration in the Mauryan Empire.



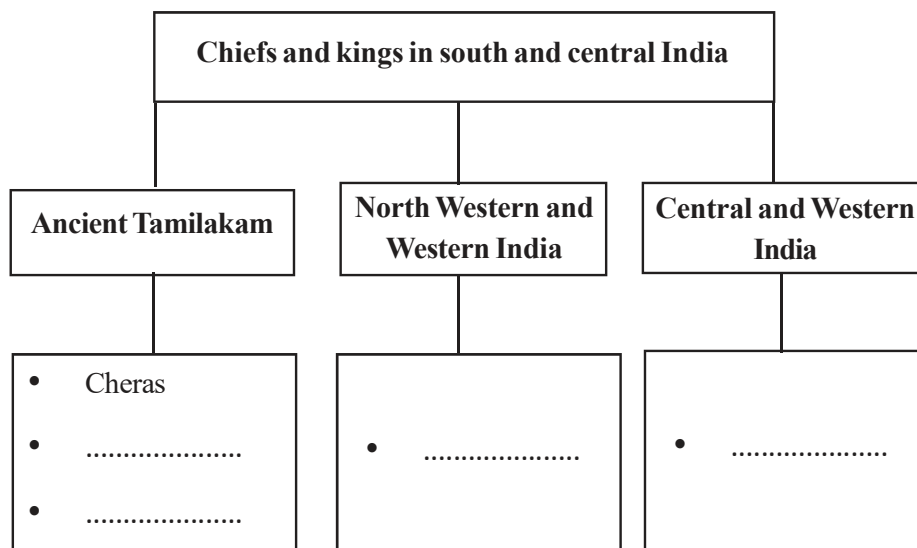
Activity - 4

Dhamma Policy of Asoka



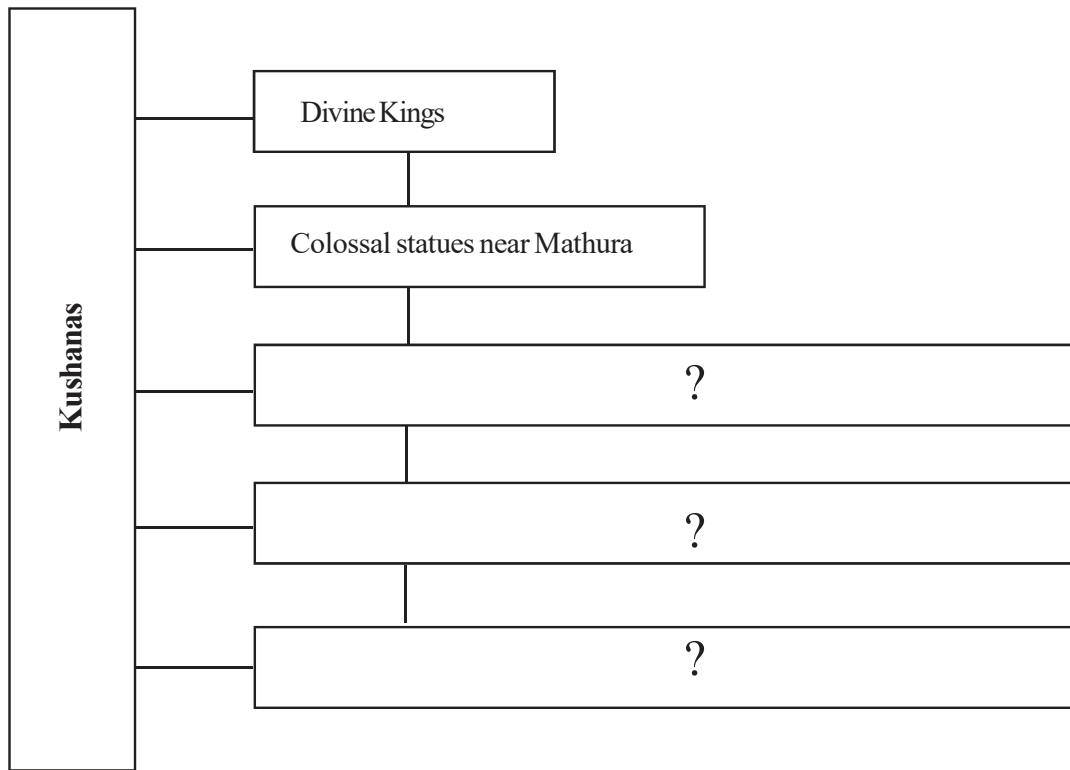
Activity - 5

Complete the following.



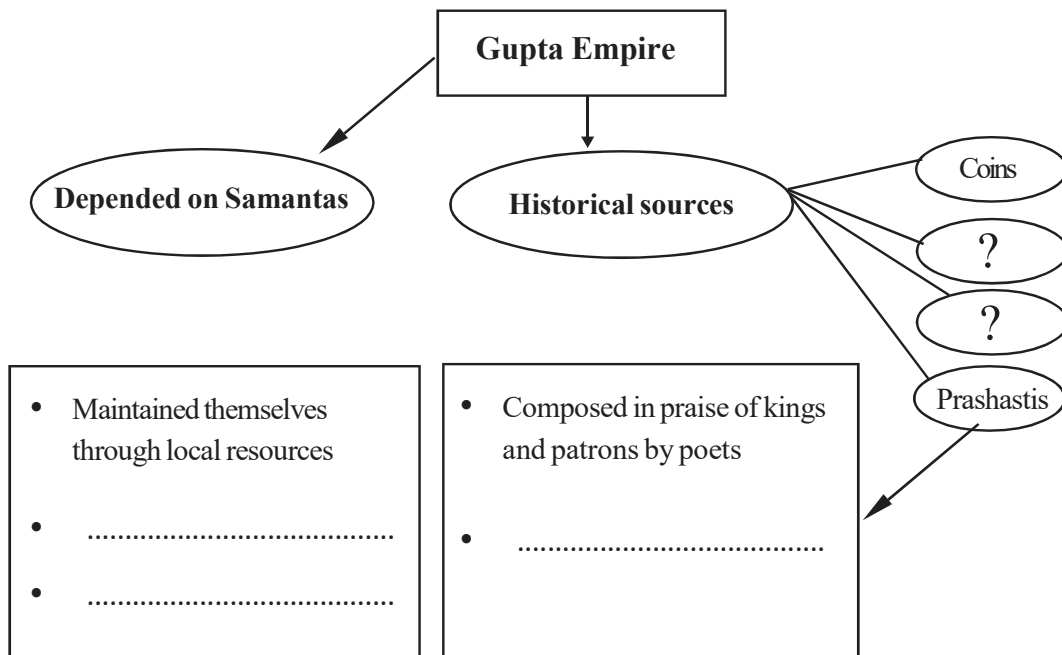
Activity - 6

Complete the chart.



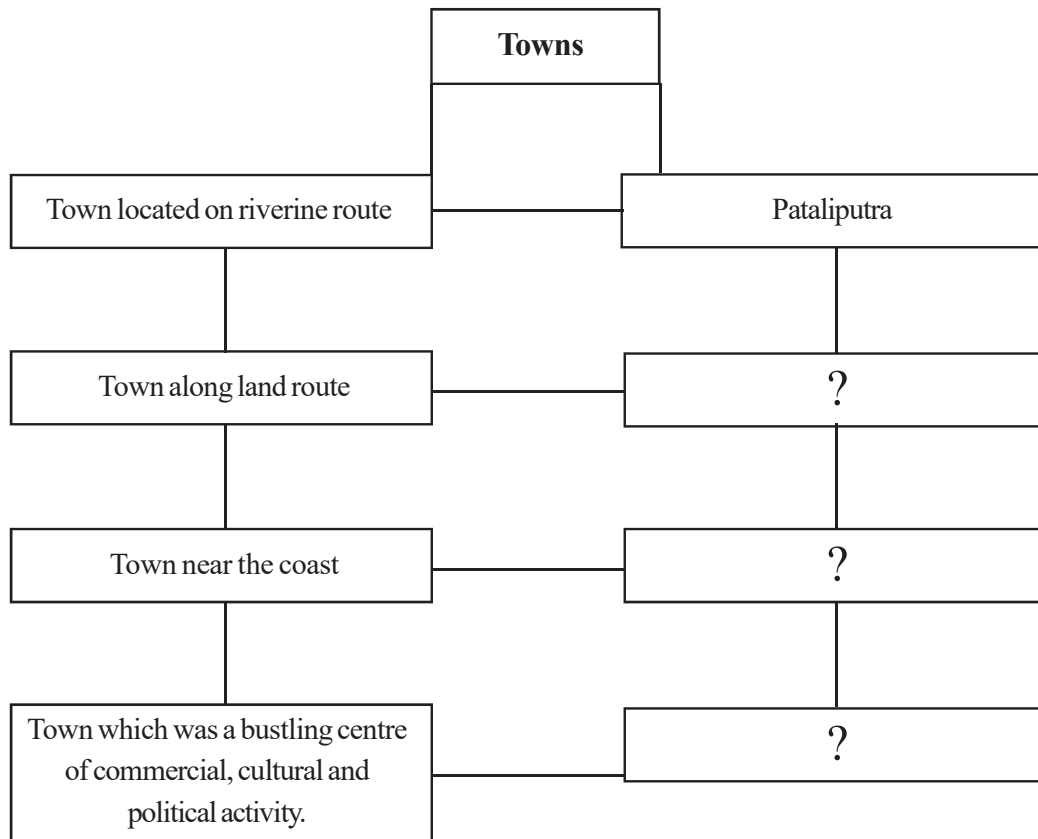
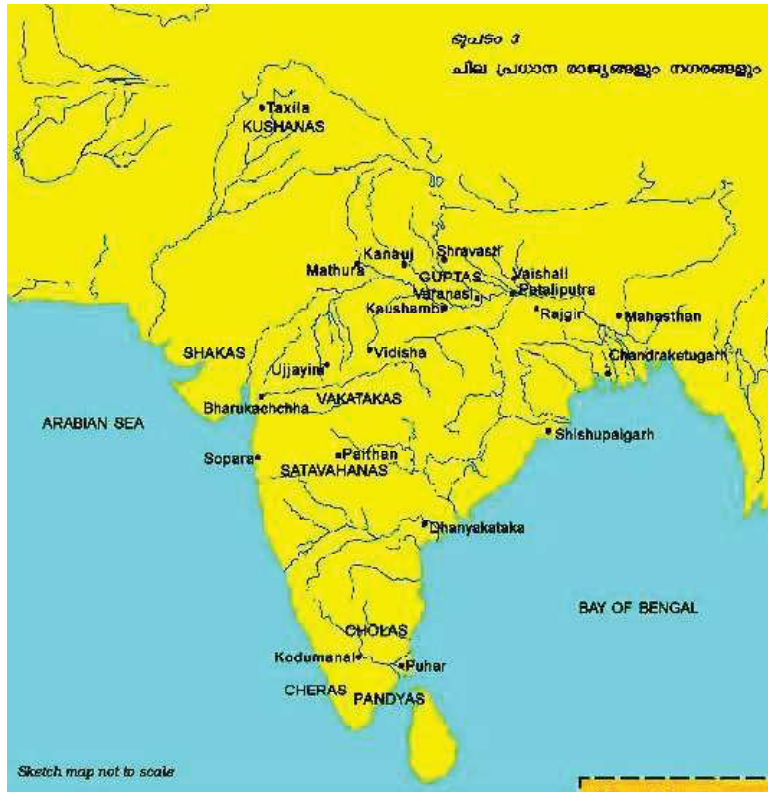
Activity - 7

Complete the diagram.



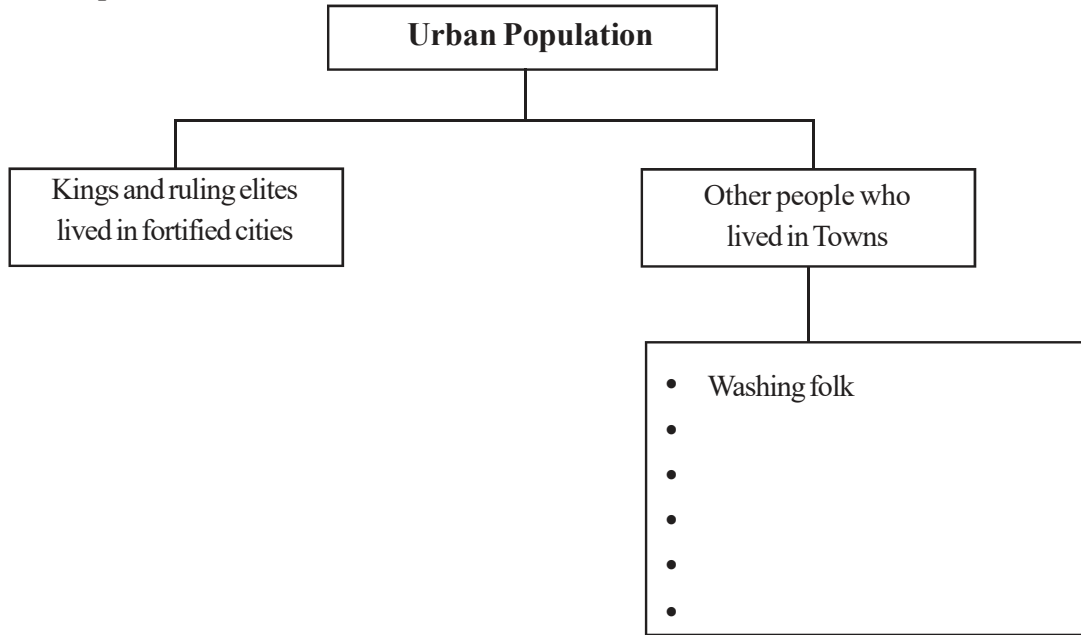
Activity - 8

Complete the chart with the help of the map given below.



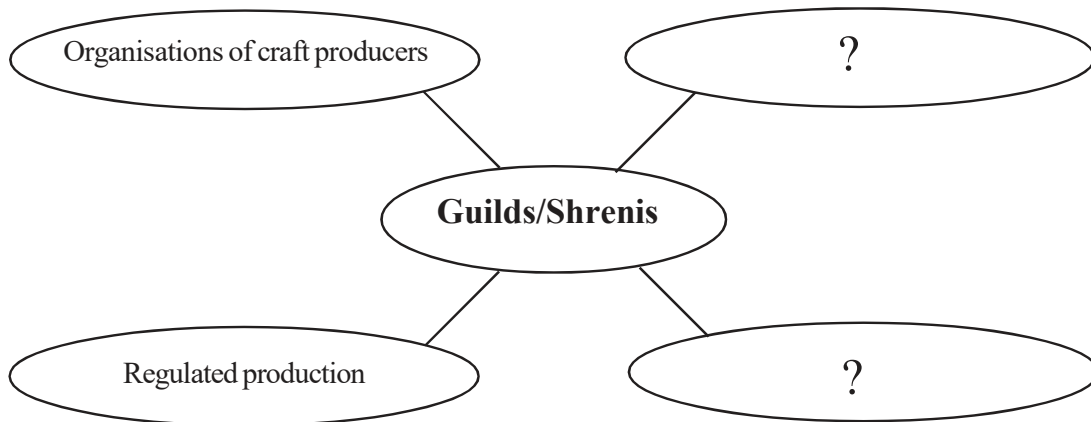
**Activity - 9**

**Complete the table.**



**Activity - 10**

**Complete the diagram.**



**Activity - 11**

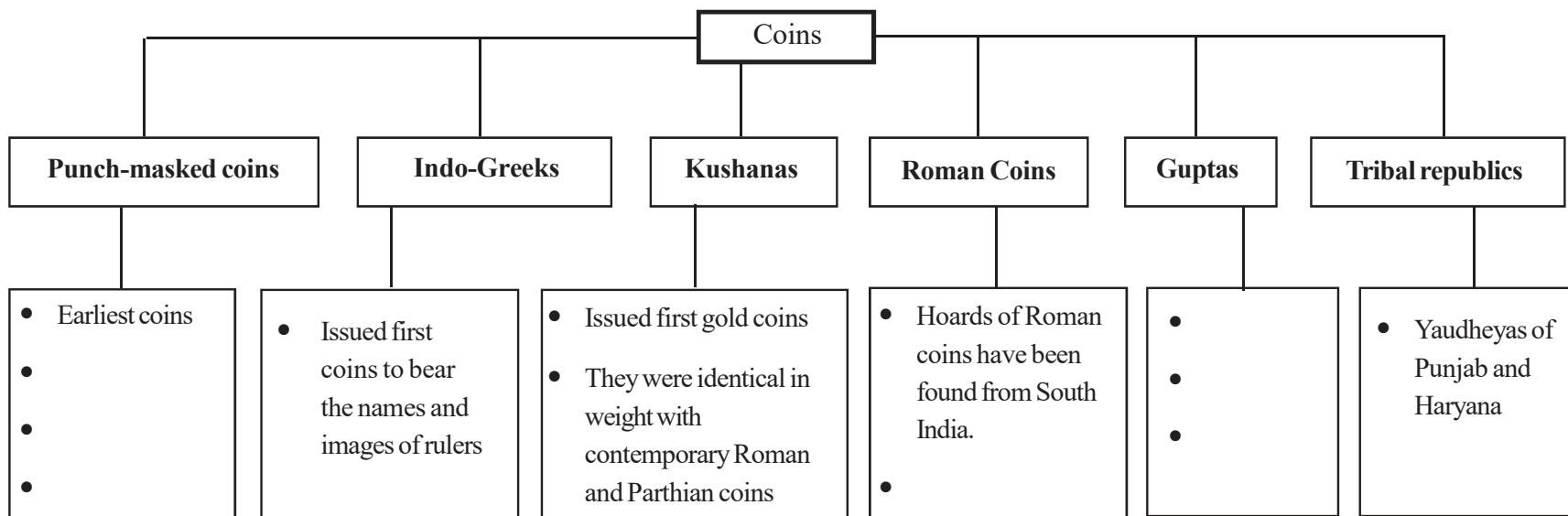
**The limitations of inscripational evidence.**

- Letters are very faintly engraved
- .....
- .....
- .....
- .....
- .....



Activity - 12

Complete the chart regarding the coins of ancient India.



Hints**Activity - 1**

- Areas suitable for agricultural production
- Elephants
- Ganga and its tributaries
- Location of capitals

**Activity – 2**

- Arthashastra of Kautilya or Chanakya
- Buddhist, Jaina and Puranic literature
- Inscriptions of Asoka
- Sanskrit Literature

**Activity – 3**

Capital – Pataliputra

**Provincial centres**

- Taxila
- Ujjayini
- Tosali
- Suvarnagiri
- Carefully chosen provincial centres
- Communication.

Second : Transport and provisions

Third : Foot – Soldiers

Fourth : Horses

Fifth : Chariots

**Activity – 4**

- Generosity towards Brahmanas
- Treating slaves and servants kindly
- Respect other religions and traditions

**Activity – 5**

- Cholas
- Pandyas
- Shakas
- Satavahanas

**Activity – 6**

- Statues in Afghanistan
- Considered themselves like god
- Adopted the title devaputra

**Activity – 7**

**Samantas**

- Offered homage and provided military support to rulers
- Powerful Samantas could become kings

**Sources**

- Literature
- Inscriptions

**Prashastis**

- Prayaga Prashasti was composed by Harisena, the court poet of Samudragupta.

**Activity – 8**

- Ujjayini
- Puhar
- Mathura

**Activity – 9**

- Weavers
- Scribes
- Carpenters
- Potters
- Goldsmiths

- Blacksmiths
- Officials
- Religious teachers
- Merchants

**Activity – 10**

- Procured raw material
- Marketed the finished product

**Activity – 11**

- Inscriptions may be damaged
- Difficult to understand the exact meaning
- Problem of decipherment
- Many inscriptions have not survived the ravages of time.
- Did not mention all the important political and economic matters.
- It projects the perspective of the person who commissioned them.

**Activity – 12**

**Punch marked coins**

- Silver and copper
- Rulers like Mauryas issued
- Merchants, bankers, towns people also issued coins.

**Roman coins**

- South India had trade connections with Roman empire

**Guptas**

- Issued spectacular gold coins
- Remarkable for its purity
- Facilitated long distance transactions

**THEME – 4**

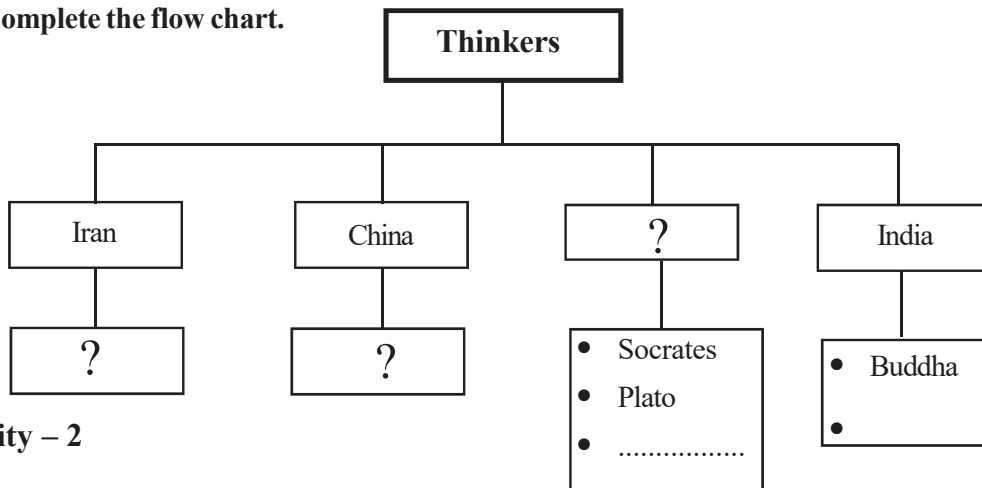
**Thinkers, Beliefs and Buildings**

**Major Ideas**

- Sacrifices and debates
- Jainism
- Buddhism
- Stupas
- Mahayana Buddhism

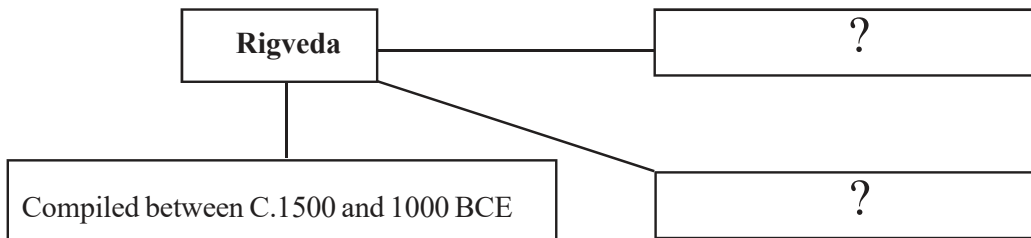
**Activity – 1**

Complete the flow chart.



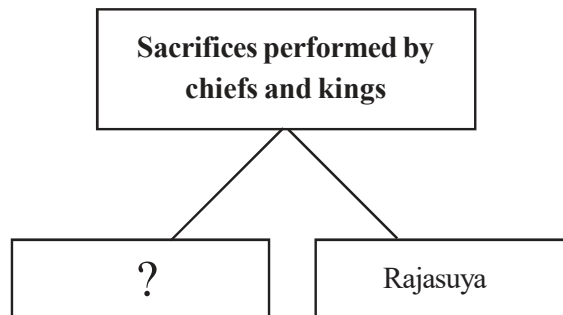
**Activity – 2**

Complete the chart.



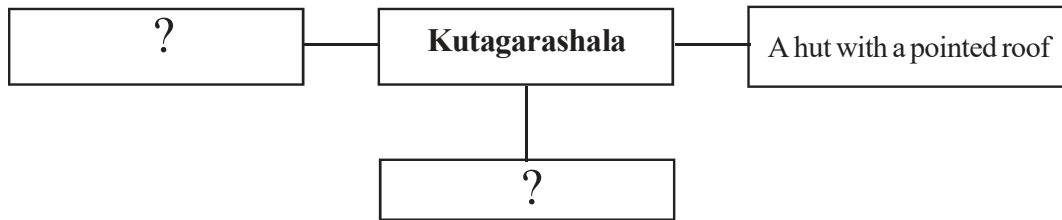
**Activity - 3**

Complete the table.



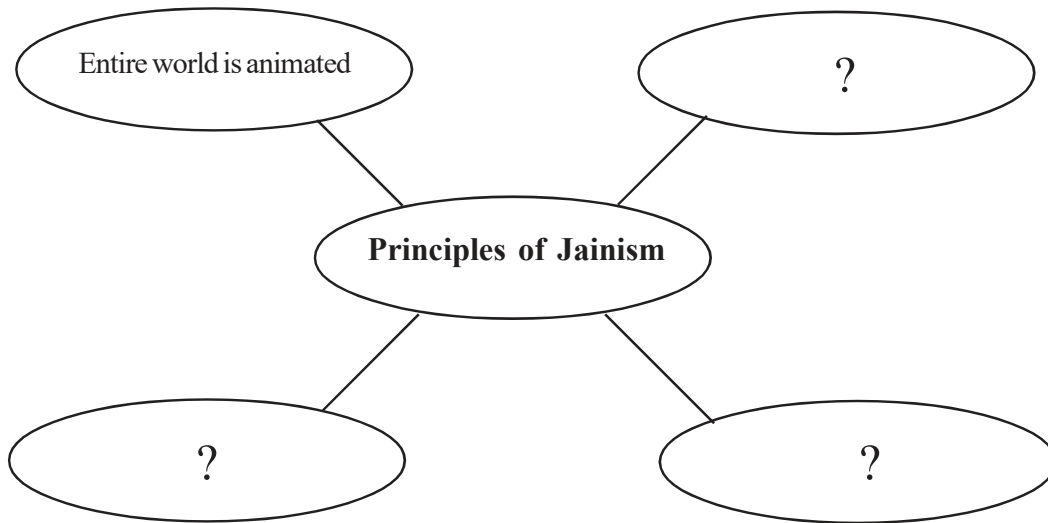
Activity - 4

Complete the table.



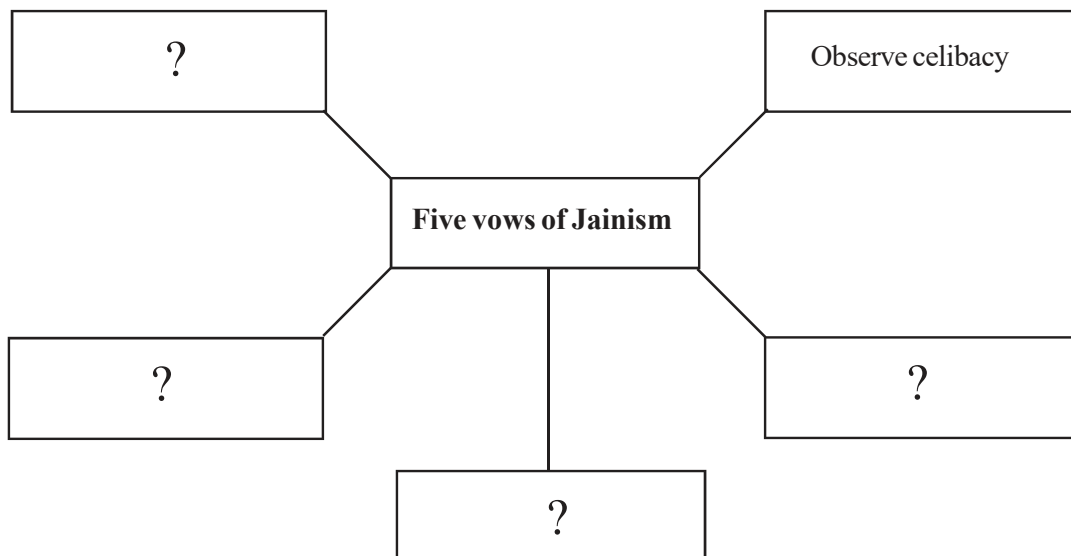
Activity - 5

Fill in the blanks.



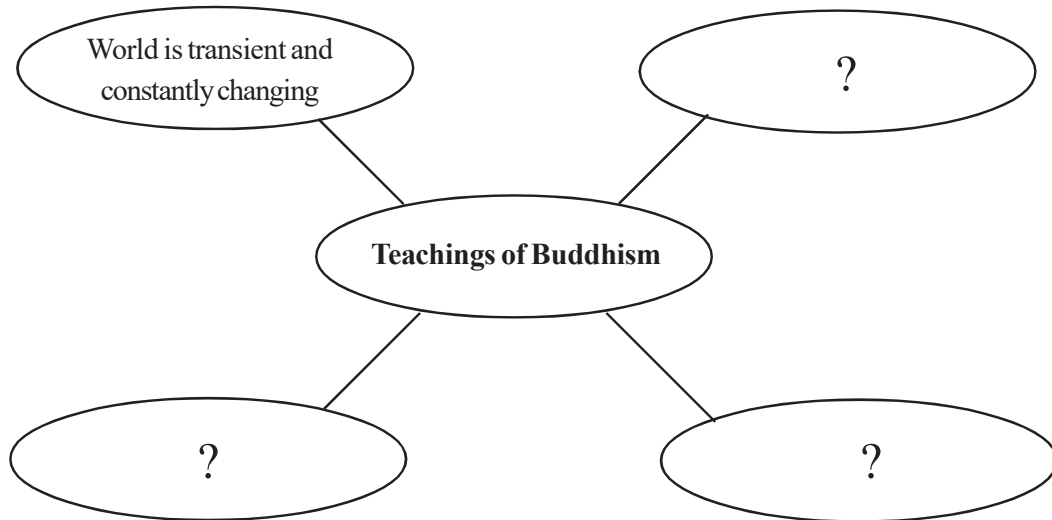
Activity - 6

Five vows of Jainism.



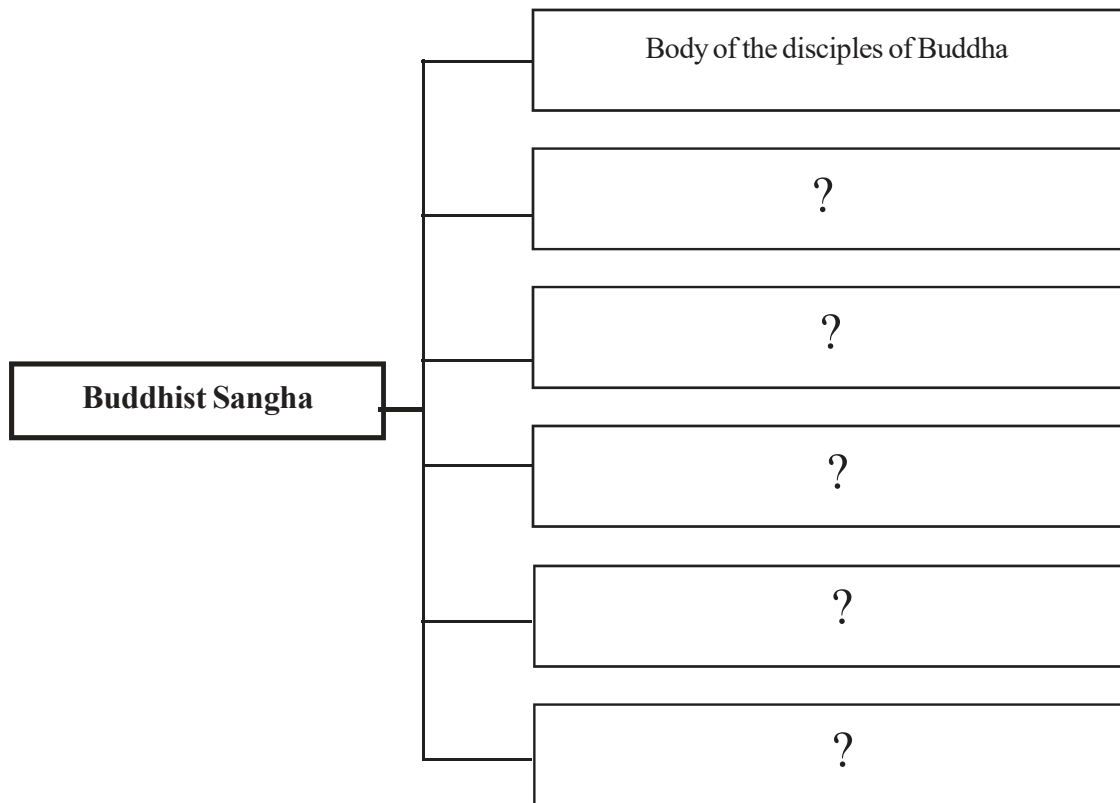
Activity - 7

Fill in the blanks.



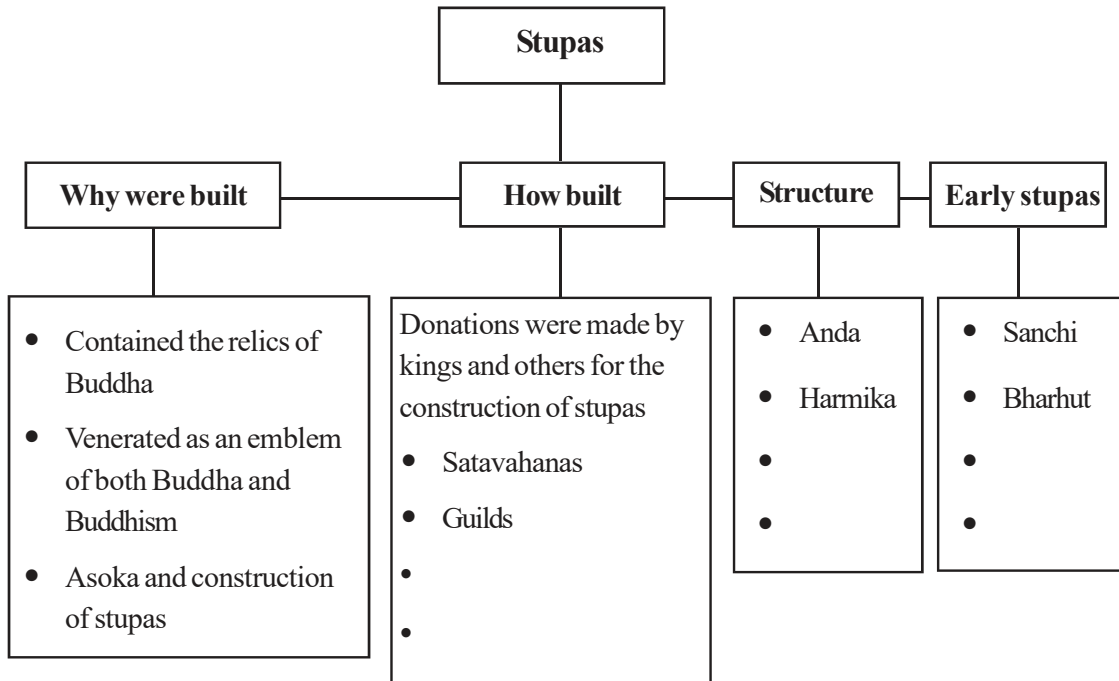
Activity - 8

Complete the chart.



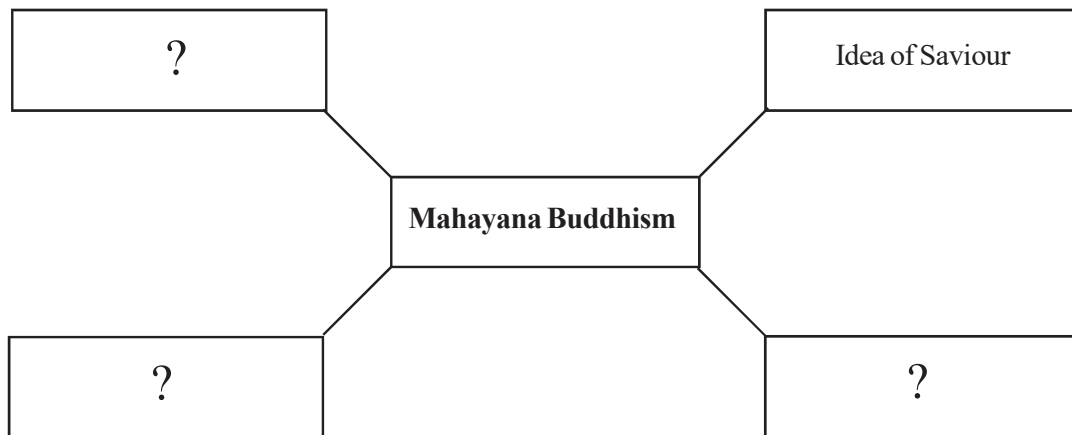
Activity - 9

Complete the chart in connection with Stupas.



Activity - 10

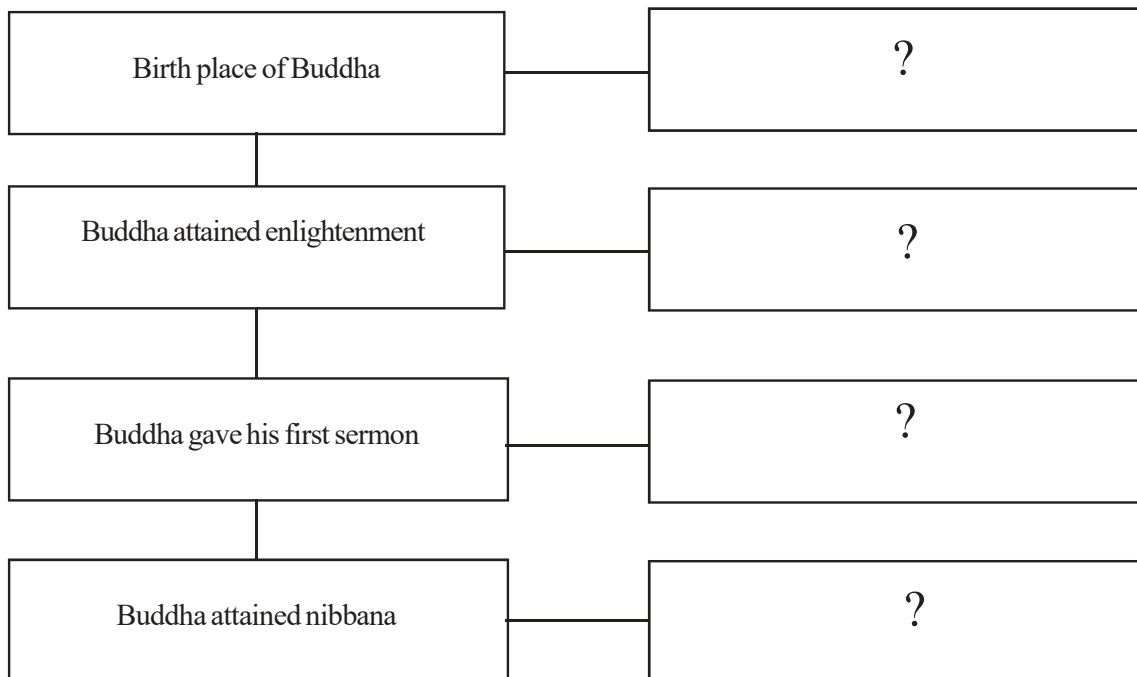
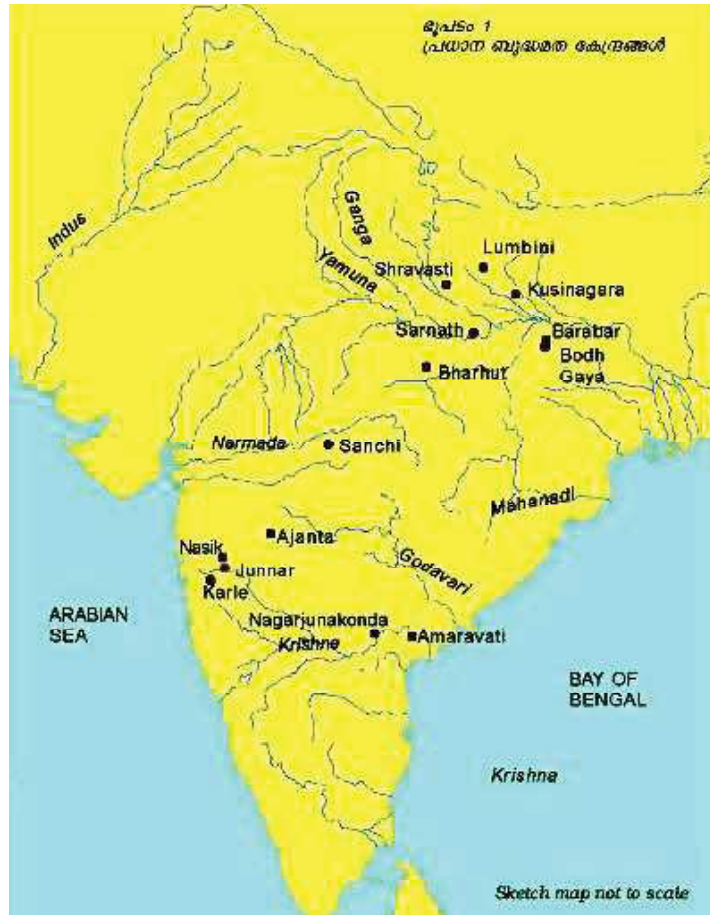
Complete the table.





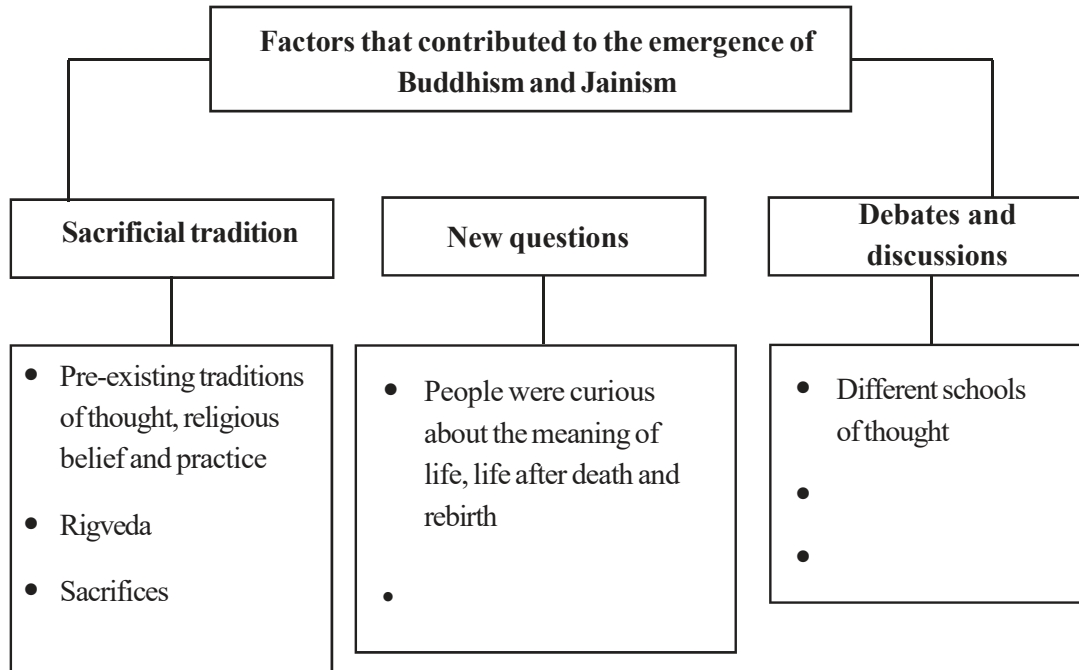
Activity - 11

Identify the places with the help of the map given below.



Activity - 12

Complete the chart in connection with the emergence of Buddhism and Jainism.



**Hints**

- Iran – Zarathustra
- China – Kong Zi
- Greece – Aristotle
- India – Mahavira

**Activity - 2**

- Hymns in praise of Agni, Indra and Soma
- Chanted during sacrifices

**Activity - 3**

- Ashvamedha

**Activity - 4**

- Place where debates took place
- If a philosopher succeeded in convincing one of his rivals, the followers of the latter became his disciple.

**Activity - 5**

- Non-injury to living beings
- Cycle of birth and rebirth is shaped through Karma
- Asceticism and penance are required to free oneself from the cycle of Karma

**Activity - 6**

- Abstain from killing
- Abstain from stealing
- Abstain from lying
- Abstain from possessing property

**Activity - 7**

- Nothing permanent or eternal in the world
- Sorrow is intrinsic to human existence
- Path of moderation between severe penance and self indulgence

**Activity - 8**

- An organisation of monks.
- Simple life
- Bhikkus
- Bhikkunis
- Members were regarded as equal
- Followers came from different social groups.
- Here consensus were arrived at through discussions

**Activity - 9****How built**

- Women and men
- Bhikkus and bhikkunis

**Structure**

- Yashti
- Chhatri
- Railing

**Early stupas**

- Amaravati
- Shah-ji-ki-Dheri

**Activity – 10**

- Bodhisatta
- The worship of the images of Buddha
- Great vehicle

**Activity – 11**

- Lumbini
- Bodh Gaya
- Sarnath
- Kusinagara

**Activity – 12**

**New questions**

- Began to speculate the significance of sacrificial tradition

**Debates and Discussions**

- Kutagarashala
- Questioned the authority of Vedas

**THEME – 5**

**Through the Eyes of Travellers**

**Major Ideas**

- AlBiruni
- Ibn Battuta
- Francois Bernier

**Activity - 1**

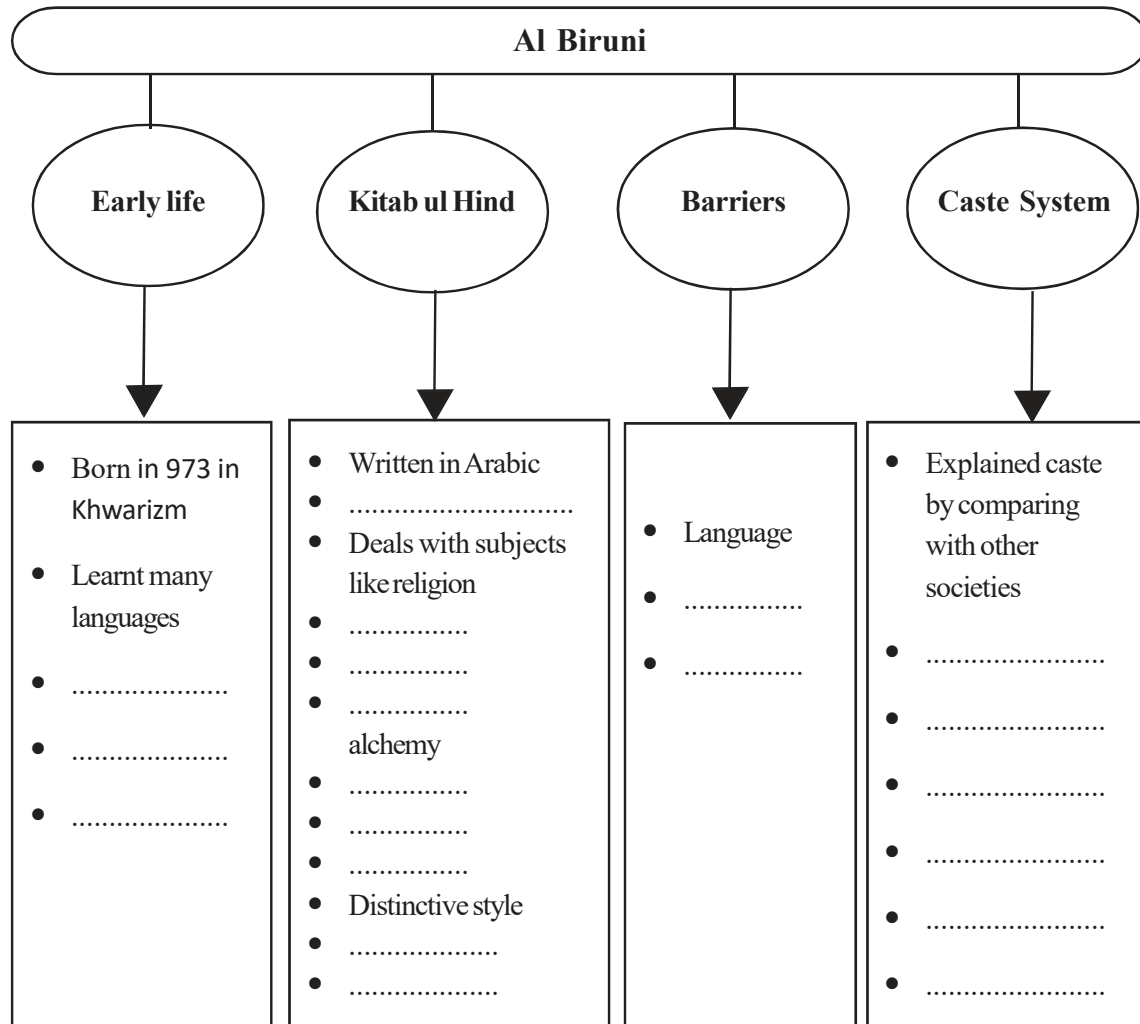
Arrange the following appropriately in the given table.

Khwarizm, Oriental despotism, Rihla, France, 973 CE, Montesquieu, Kitab ul Hind, Morocco, Travels in the Mughal Empire, Reached Sind in 1333, Louid XIV, Social divisions in ancient Persia, Crown ownership of land, Coconut and paan, Private property, Karl Marx, Notion of pollution, Postal system, Dara Shukoh, Asiatic mode of production.

Al Biruni	Ibn Battuta	Francois Bernier
• .....	• .....	• .....
• .....	• .....	• .....
• .....	• .....	• .....
• .....	• .....	• .....
• .....	• .....	• .....
		• .....
		• .....
		• .....
		• .....
		• .....

Activity - 2

Complete the table.



Activity - 3

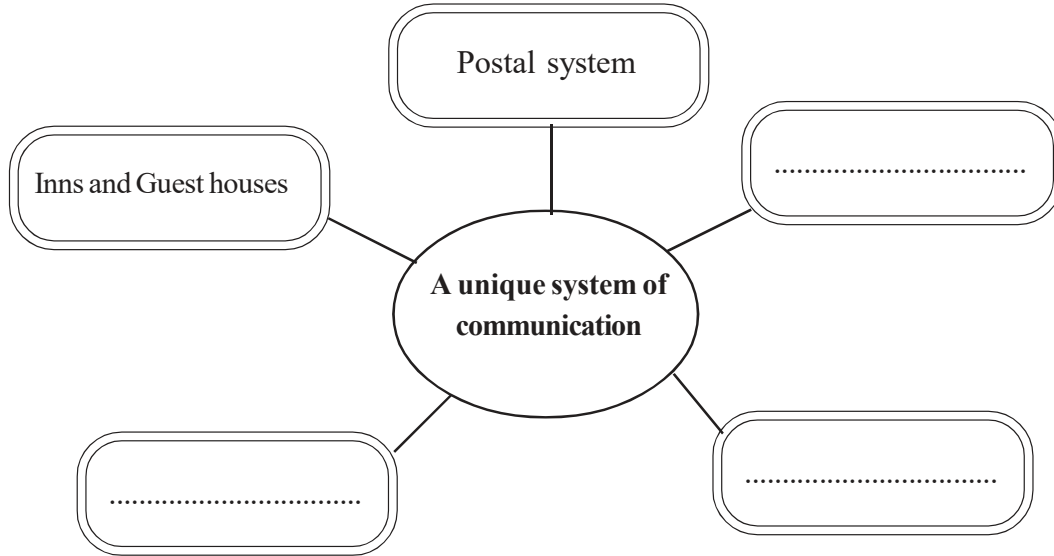
Fill in the blanks.

**Views of Ibn Battuta on Indian Cities**

- Full of opportunities for those who are able and have resources and skills.
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

Activity - 4

Complete the chart.



Activity - 4

Comparing East and West by Francois Bernier

Comparing East and West (Question of Private Property)
Bernier frequently compared India with Europe
.....
.....
.....
.....
.....
.....
.....

**Hints****Activity - 1**

Al Biruni	Ibn Battuta	Francois Bernier
Khwarizm 973 CE, Kitab ul Hind, Social divisions in ancient Persia, Notion of pollution	Rihla Morocco Reached Sind in 1333 Coconut and paan Postal system	Oriental despotism Montesquieu France Travels in the Mughal Empire Louis XIV Crown ownership of land Private property Karl Marx Dara Shukoh Asiatic mode of production

**Activity - 2****Early Life**

- Mahumud Gazni invaded Khawarizm and took Al Biruni.
- When Punjab was conquered by Gazni sultan Al Biruni also came to India.
- He came to contract with local Sanskrit scholars.

**Kita ul Hind**

- Philosophy, festivals, astronomy, manners and costumes, social life, weights and measures, iconography, laws and metrology.
- Mathematical approach
- Started with a question, description and ended with comparison of cultures.
- Due to his mathematical orientation.

**Barriers**

- Religious Beliefs
- Self absorption and consequent insularity of the local people.

**Caste System**

- Ancient Persia - Four social divisions - knights and princes; monks; fire-priest and lawyers; physicians, astronomers and other scientists.
- Islam considered all men as equal.
- Described about varna system.
- But opposed the notion of pollution.



- Everything which falls into impurity strives and succeeds in regaining its original condition.
- Notion of pollution was against the laws of nature.

**Activity - 3****Indian Cities**

- Cities were densely populated
- Streets were crowded
- Colourful markets with variety of goods
- Delhi was a vast city with great population
- Another one was Daulatabad
- Bazaars were places of economic transaction and also hub of social and cultural activities.
- There were mosques and temples.
- Spaces for public performance like dance and music.
- Cities obtained wealth from villages.

**Activity - 4****System of Communication**

- Allowed merchants to send information and remit credit across long distances.
- Despatched goods required short notice.
- The normal time to reach Delhi from Sind was 50 days but news reports of spies reached to the Sultan within five days through this postal system.

**Activity - 5****Comparing East and West**

- He emphasized the superiority of Europe
- He believed in the superiority of Private property.
- In Europe there were private property, but India lacked it.
- Crown ownership of land is the cause of all problems in India.
- So people could not pass the lands to thier children.
- So they did not interest in long term investments on land.
- It affected production adversely.
- In India, there are two classes only - a ruling rich class and poor masses - No middle class.
- Indian cities were ruined and contaminated with ill air
- All these problems were due to the absence of private property.
- But none of the Mughal documents show that the state was the sole owner of land.

**THEME – 7**

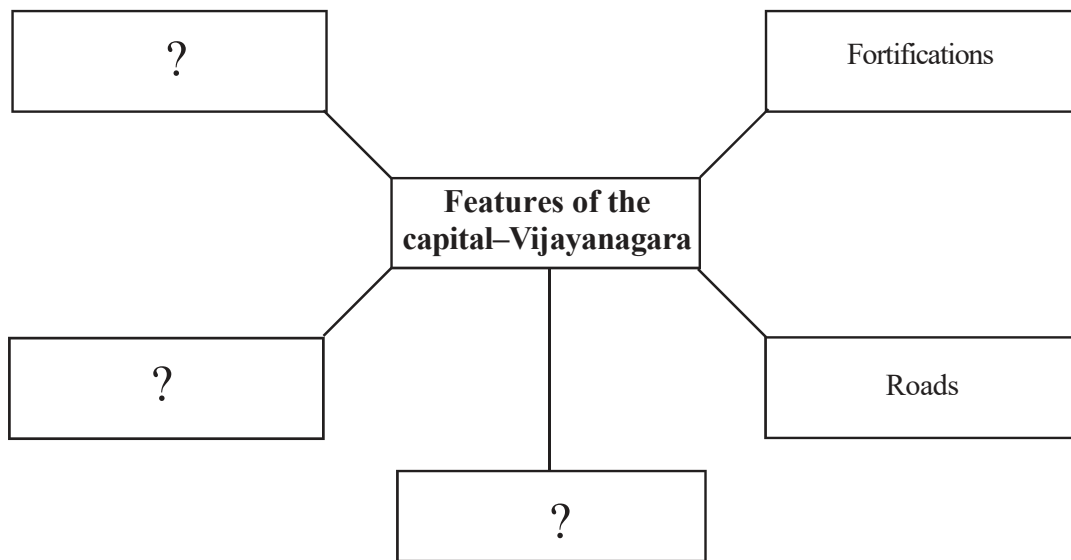
**An Imperial Capital : Vijayanagara**

**Major Ideas**

- The capital and its environs
- Royal centre
- Sacred centre

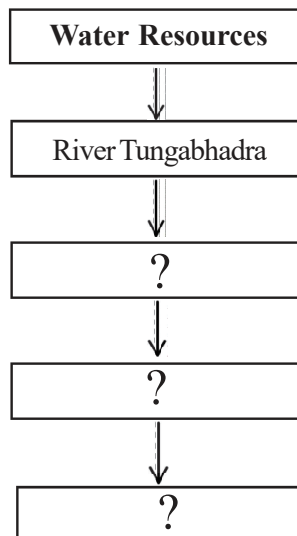
**Activity – 1**

Complete the following diagram.



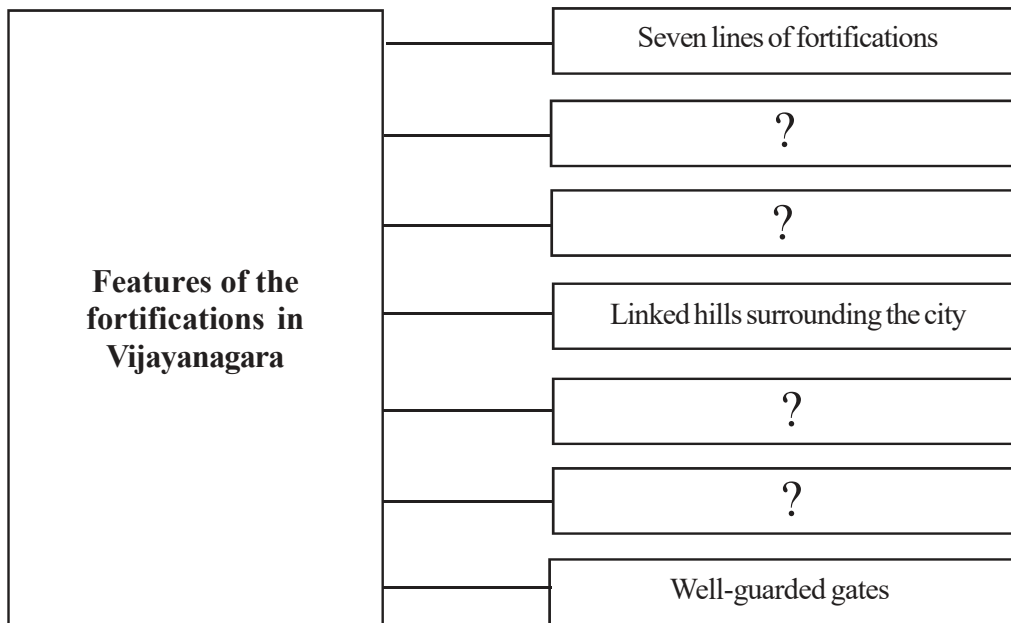
**Activity – 2**

**Water resources in the Vijayanagara empire**



Activity – 3

Complete the chart.



Activity – 4

**Roads in the Vijayanagara**

- Roads were within the city and leading out from it.
- .....
- .....
- .....

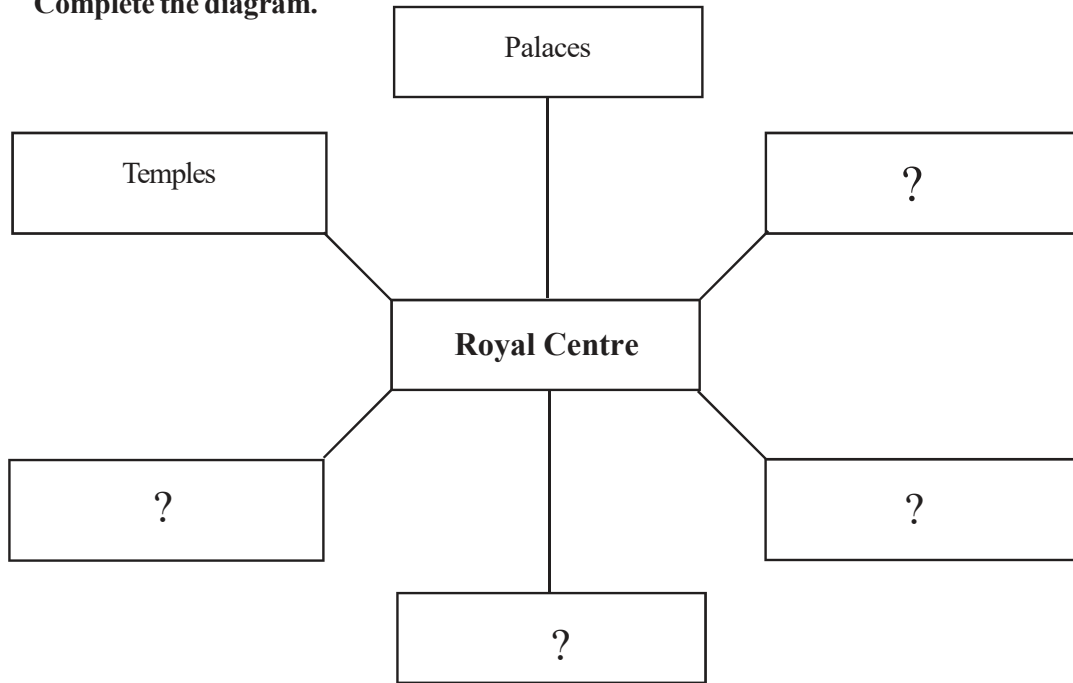
Activity – 5

**The urban core.**

- Occupied by rich traders
- .....
- .....
- .....
- Numerous shrines and small temples
- .....

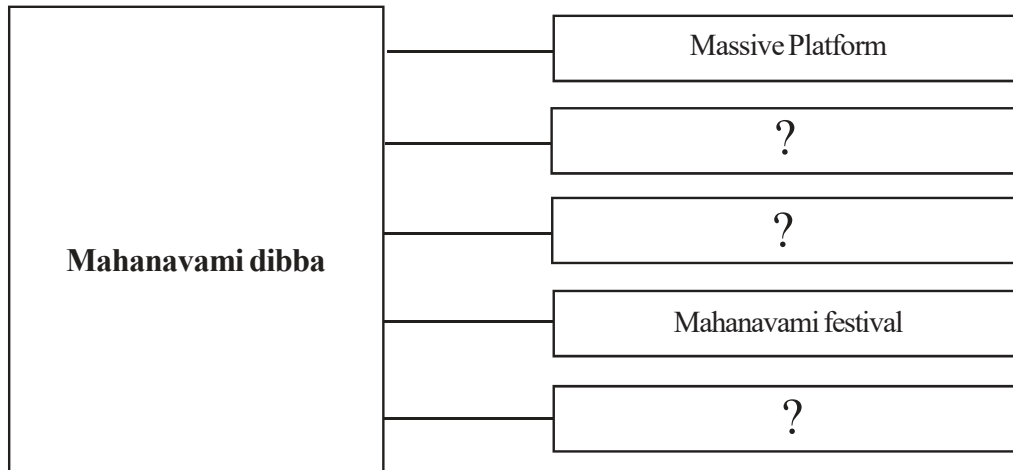
Activity – 6

Complete the diagram.



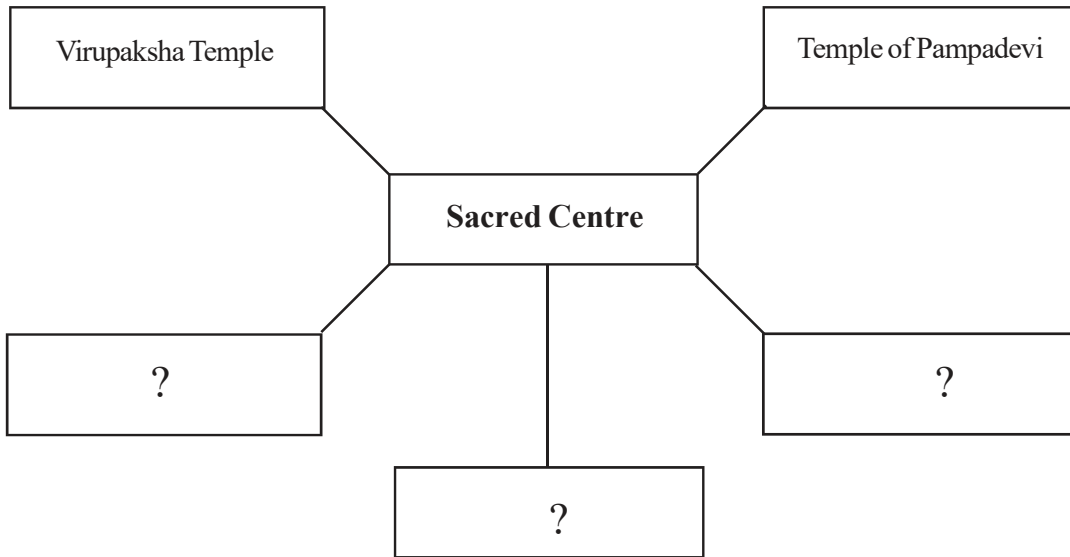
Activity – 7

Complete the chart.



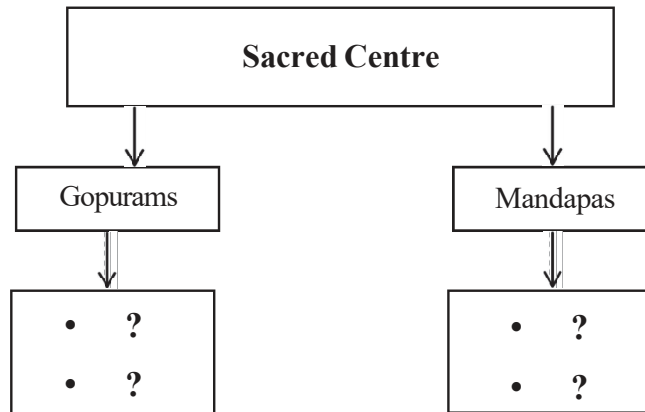
Activity – 8

Sacred Centre in the Vijayanagara



Activity –9

Complete the table.



Activity – 10

Complete the table by adding appropriates from the bracket.

i.	Abdur Razzaq	?
ii.	Mackenzie	?
iii.	Hindu Suratrana	?
iv.	Krishnadevaraya	?

(Map drawing, Hall in Virupaksha temple, Persia, Ruler’s link with God)

**Hints****Activity – 1**

- Water Resources
- Royal Centre
- Sacred Centre

**Activity – 2**

- Streams
- Kamalapuram Tank
- Hiriya Canal

**Activity – 3**

- Encircled the city, agricultural hinter land and forests
- Massive masonry construction
- No mortar or cementing agent
- Wedge shaped stone blocks
- Square or rectangular bastions
- Elaborate strategy

**Activity – 4**

- Gateways and pavements
- Wound around through the valleys
- Avoided rocky terrain
- Lined by bazaars

**Activity – 5**

- Little evidence of the houses of ordinary people.
- Chinese porcelain
- Muslim residential quarter
- Tombs and mosques
- Mandapas
- Different communities
- Sources of water

**Activity – 6**

- Audience Hall
- Mahanavami dibba
- Lotus Mahal
- Hazara Rama temple

**Activity – 7**

- Wooden structure
- Relief carvings
- Ceremonies had symbolic meanings

**Activity – 8**

- Gopurams
- Mandapas
- Vitthala temple

**Activity – 9**

**Gopurams**

- Gateways
- Dwarfed towers
- Signalled the presence of the temple
- Reminders of the power of kings

**Mandapas**

- Pavilions
- Long pillared corridors

**Activity – 10**

- i. Persia
- ii. Map drawing
- iii. Rulers link with God
- iv. Hall in Virupaksha temple

**THEME – 11**

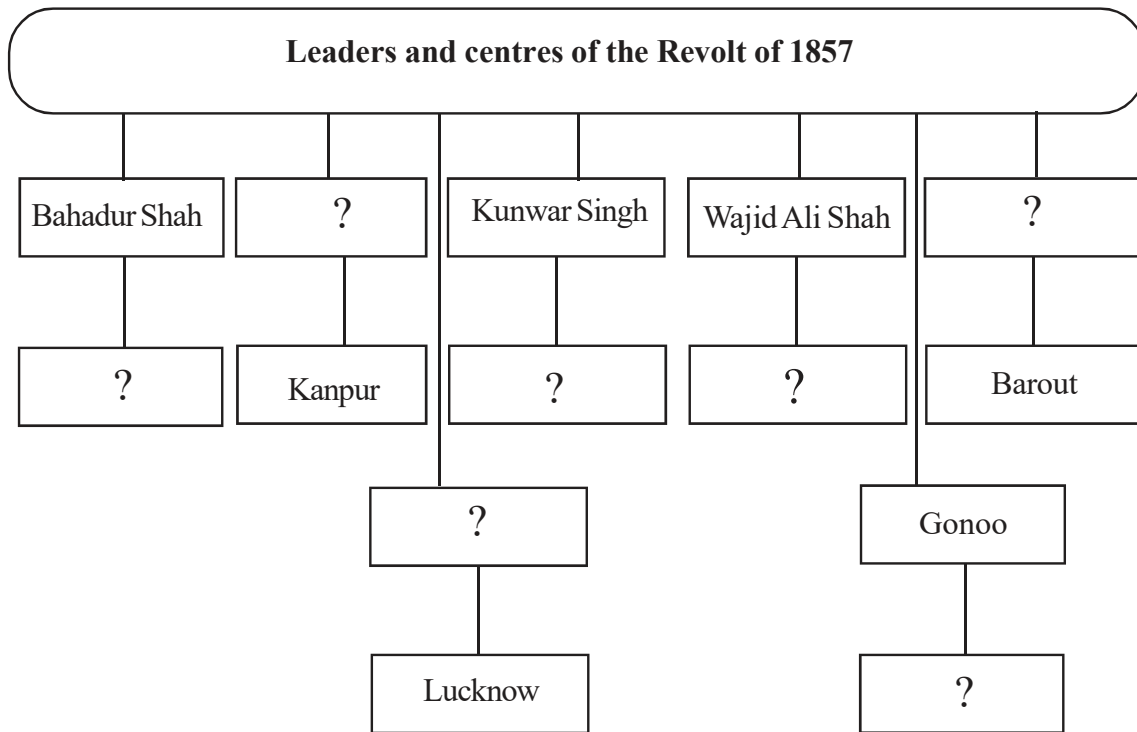
**Rebels and the Raj**

**Major Ideas**

- Leaders and followers
- Rumours and prophecies
- Images of the Revolt

**Activity – 1**

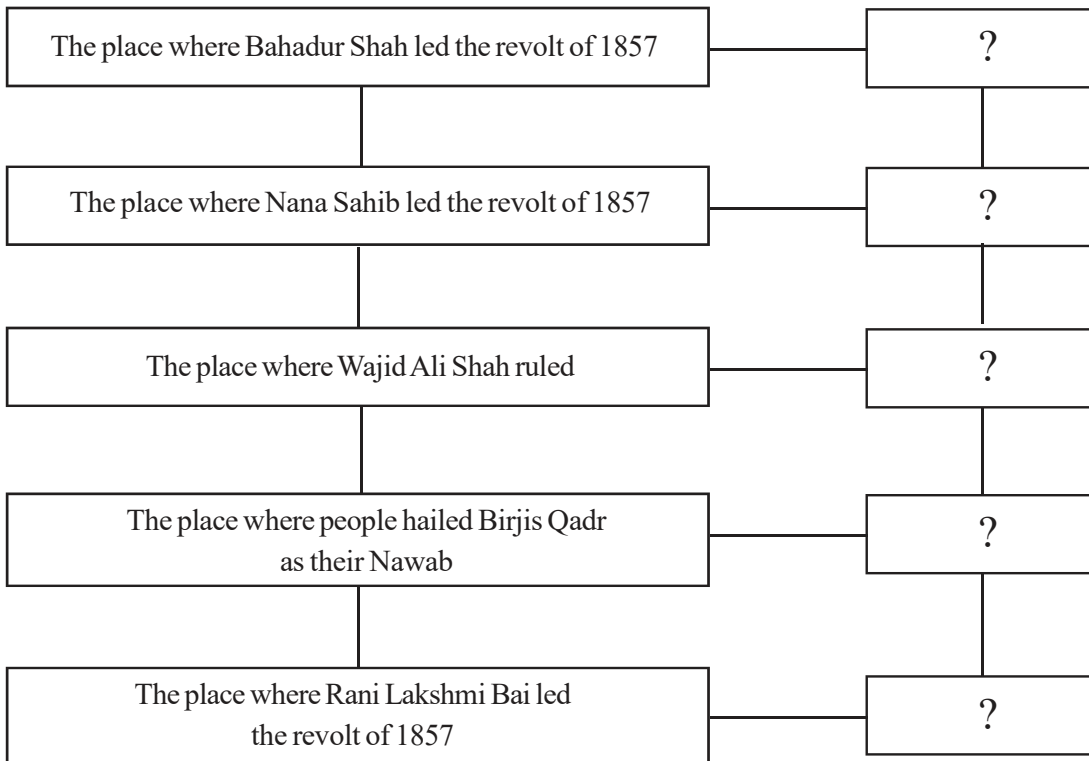
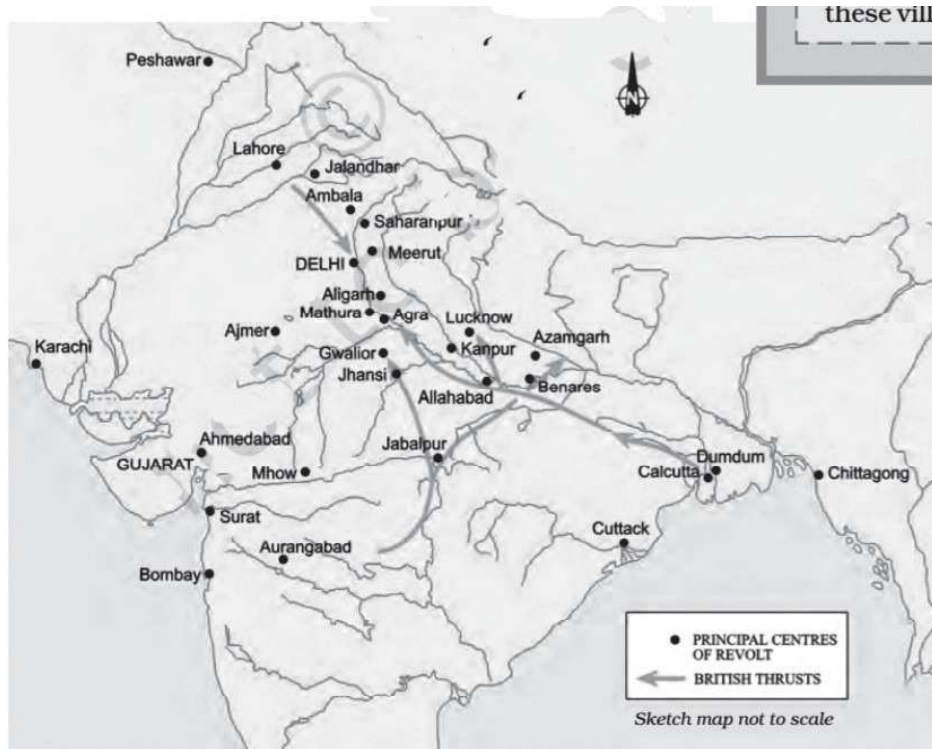
Complete the following diagram.





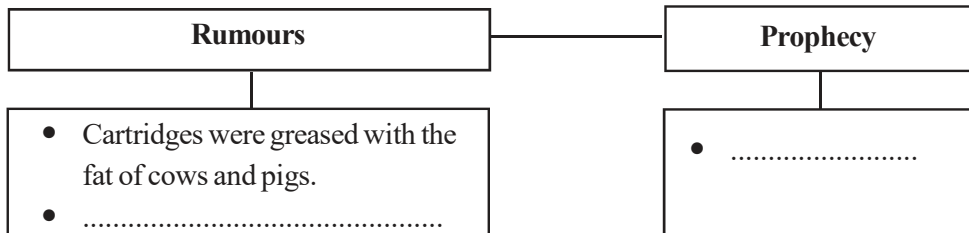
Activity – 2

Identify the major centres of the revolt of 1857 from the map of ancient India given below :



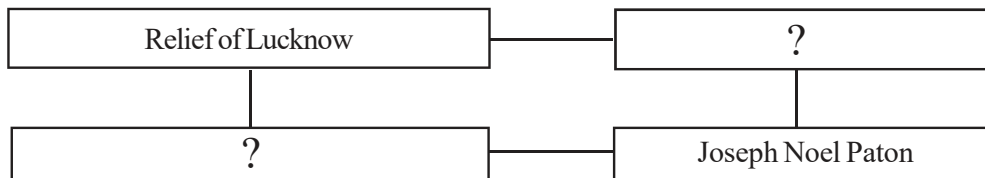
Activity – 3

Complete the following diagram related with rumours and prophecies of the revolt of 1857.



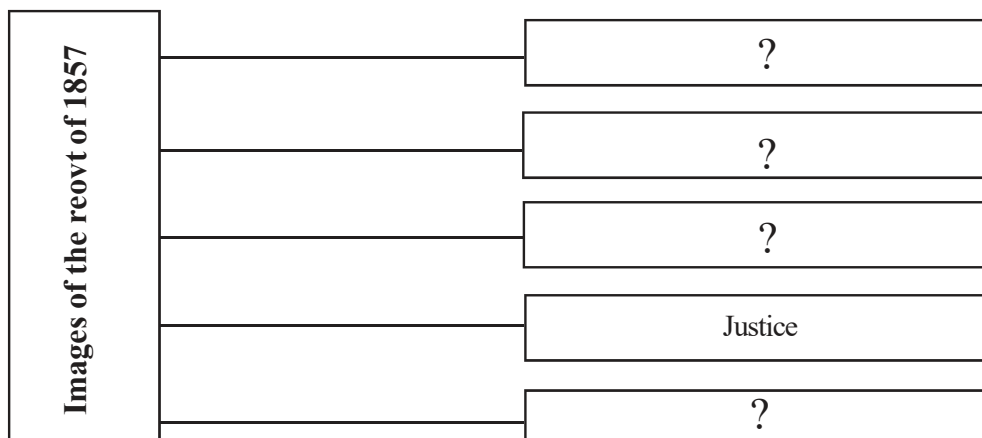
Activity – 4

Complete the following.



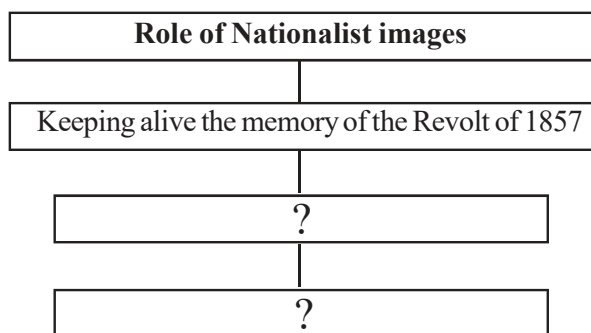
Activity – 5

Images of the revolt of 1857



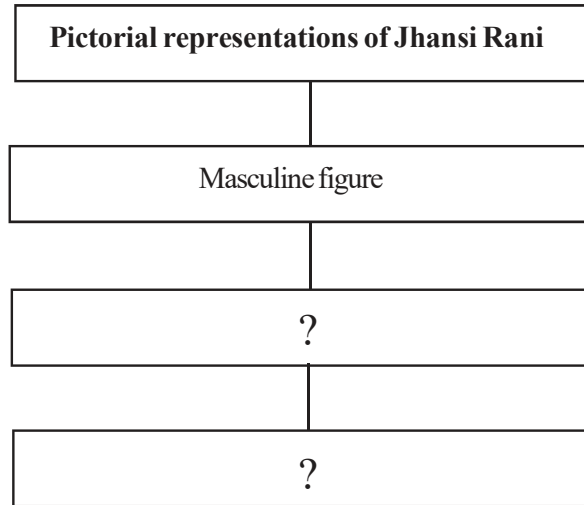
Activity – 6

Complete the flow chart.



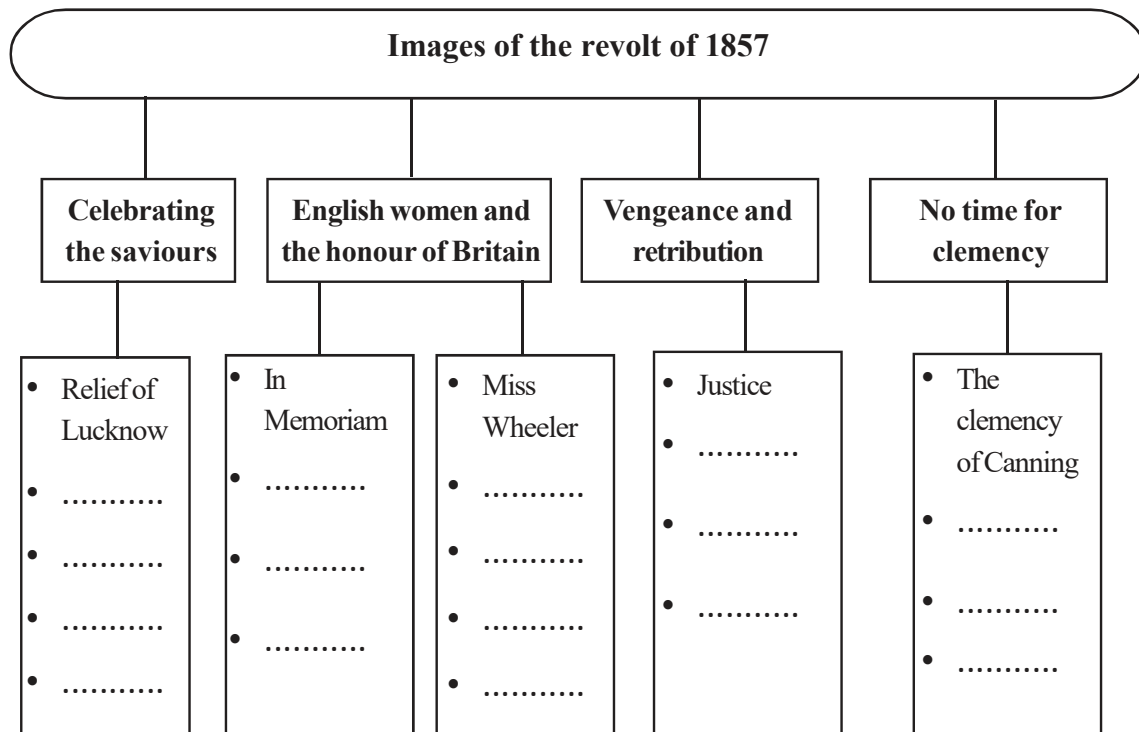
Activity – 7

Complete the following diagram related with Jhansi Rani.



Activity – 8

Complete the following.



**Hints****Activity – 1**

- Delhi
- Nana Sahib
- Birjis Qadr
- Arrah
- Awadh
- Shah Mal
- Singhbhum (Chotanagpur)

**Activity – 2**

- Delhi
- Kanpur
- Awadh
- Lucknow
- Jhansi

**Activity – 3**

- Mixed the bone dust of cows and pigs into the flour.
- End of the British rule on the centenary of the Battle of Plassey

**Activity – 4**

- Thomas Jones Barker
- In Memoriam

**Activity – 5**

- Relief of Lucknow
- In Memoriam
- Miss Wheeler
- The Clemency of Canning

**Activity – 6**

- Presented as heroic figures
- Heroic poems were written

**Activity – 7**

- Portrayed in battle armour, with a sword in hand and riding a horse
- A symbol of the determination.

**Activity – 8****Relief of Lucknow**

- Thomas Jones Barker
- 1859
- Celebrates the moment of Campell's entry
- British Power and control had been re-established

**In Memoriam**

- Joseph Noel Paton
- English women and children looking helpless and innocent
- Depicted the rebels as violent and brutish.

**Miss Wheeler**

- Women appear as heroic
- Defending her honour, single-handedly killing the attacking rebels

**Justice**

- Allegorical female figure.
- Posture is aggressive
- Trampling sepoy's under her feet

**The Clemency of Canning**

- Mocked in the British Press
- Punch magazine
- Depicted as looming father figure.

**UNIT - 13**

**MAHATMA GANDHI AND THE NATIONALIST MOVEMENTS**

**Major Ideas**

- Early struggles
- Non co-operation
- Salt Satyagraha
- Quit India

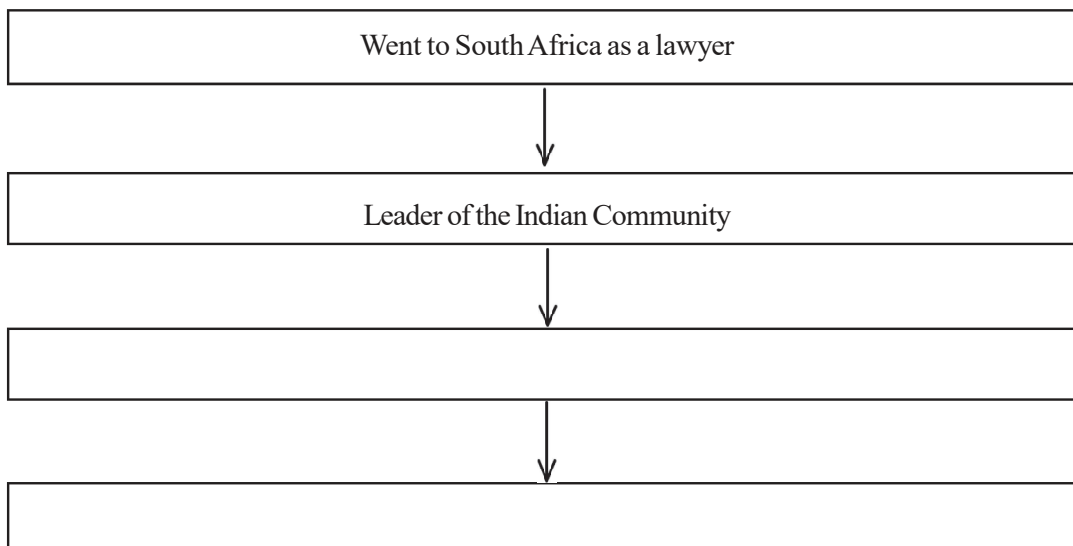
**Activity – 1**

Complete the table.

Pal	Bipin Chandra Pal
Bal	?
Lal	?

**Activity – 2**

**Activities of Gandhiji in South Africa**



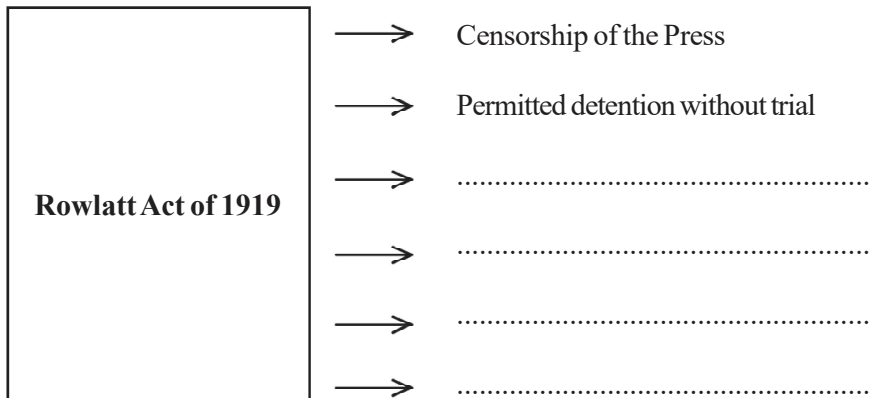
**Activity – 3**

**Complete the time line.**

Gandhiji’s Speech at Banaras	—>	1916
Champaran Satyagraha	—>	.....
Ahmedabad Mill Strike	—>	.....
Kheda Satyagraha	—>	.....

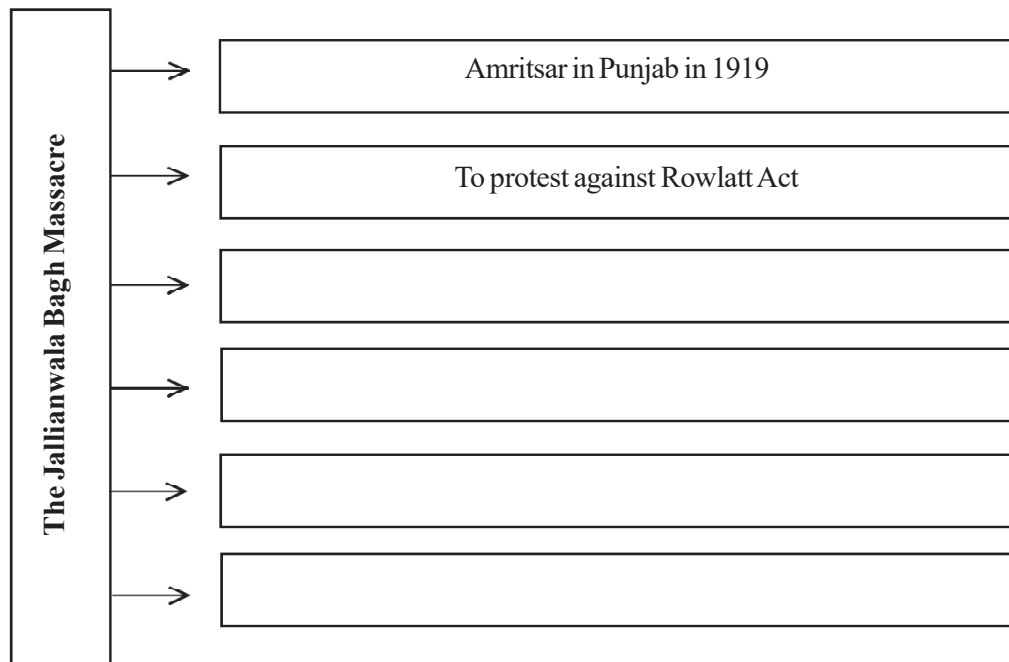
**Activity - 4**

**Complete the chart.**



**Activity - 5**

**Jallianwala Bagh Massacre**



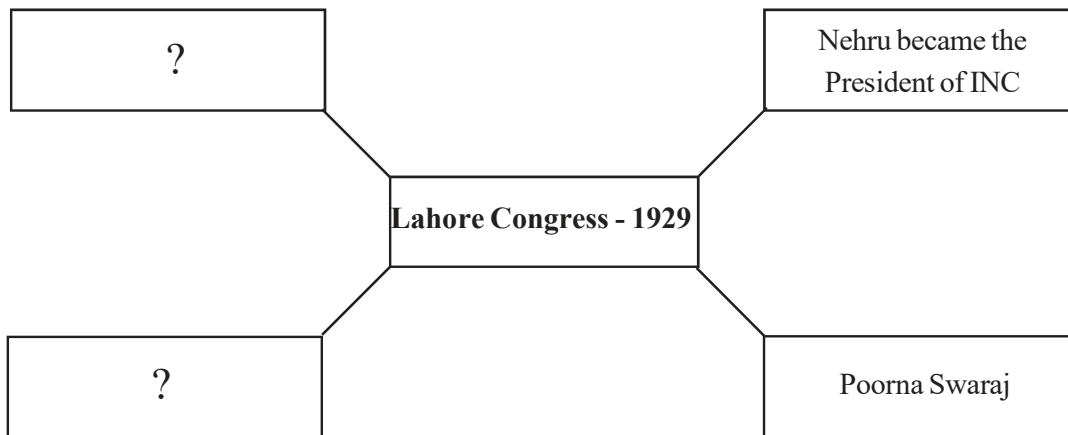
Activity – 6

**The Non-co-operation movement**

- Boycott schools and colleges
- .....
- .....
- .....
- Chauri Chaura incident in 1922

Activity – 7

Complete the diagram.



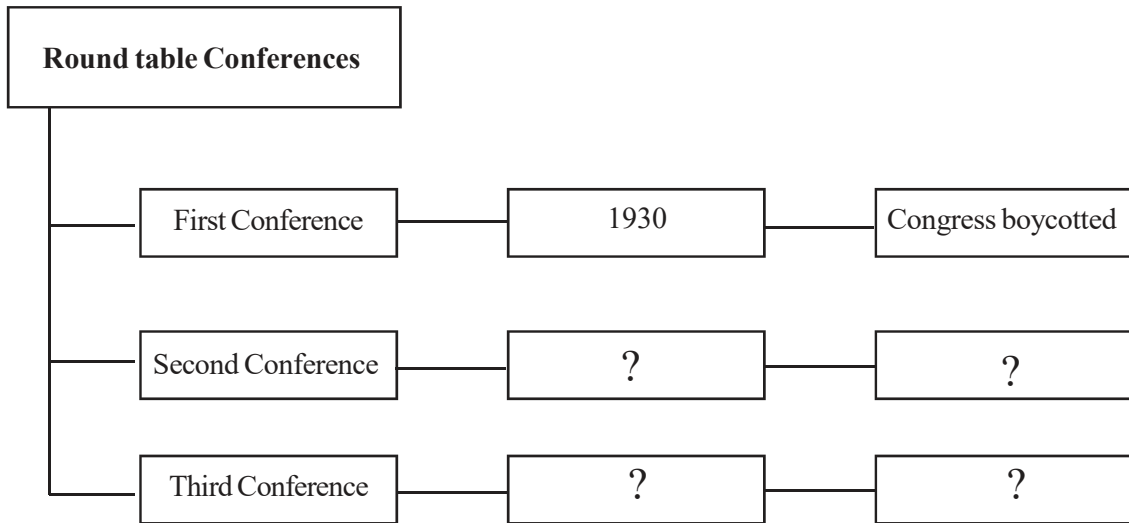
Activity – 8

Complete the table.

<b>Dandi March</b>	→	British monopoly in the manufacture and sale of salt
	→	Widely disliked law in India
	→	?
	→	?
	→	?

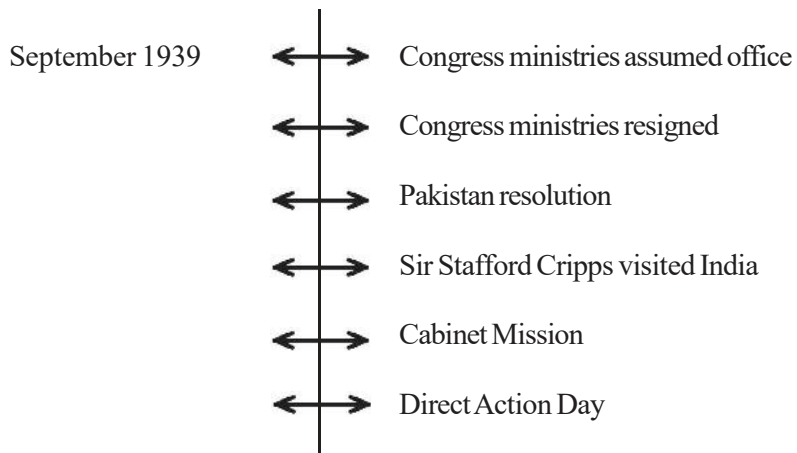


Activity – 9



Activity – 10

Complete the time line.



Activity – 11

Quit India Movement 1942

- Failure of the Cripps Mission
- .....
- Gandhiji was arrested
- .....
- .....
- .....

**Hints****Activity – 1**

- Bal Gangadhar Tilak
- Lala Lajpat Rai

**Activity – 2**

- Forged the distinctive technique Satyagraha
- Promoted harmony between religions

**Activity – 3**

- 1917
- 1918
- 1918

**Activity – 4**

- Sydney Rowlatt was the chairman
- Gandhiji called for a country wide campaign
- Life came to a stand still
- Shops shut down and schools closed.

**Activity – 5**

- Protests were intense in Punjab
- Bloody climax in Amritsar in April 1919.
- British Brigadier ordered fire on a nationalist meeting.
- More than four hundred people were killed.

**Activity – 6**

- Lawyers refused to attend court.
- Non-payment of taxes
- A training for self-rule.

**Activity – 7**

- Leadership to the younger generation.
- To observe 26 January 1930 as Independence day.

**Activity – 8**

- Gandhiji's tactical wisdom
- On 12<sup>th</sup> March 1930 Gandhiji began his march from Sabarmati Ashram.
- Reached his destination three weeks later and made fistful of salt.

**Activity – 9**

- 1931 : Gandhiji attended the conference
- 1932 : Congress boycotted

**Activity – 10**

- 1939 October
- 1940
- 1942
- 1946
- 16 August 1946

**Activity – 11**

- Third major movement against British rule.
- Younger activists organised strikes and acts of sabotage all over the country.
- British suppressed the rebellion
- Generally a mass movement.

**THEME – 17**

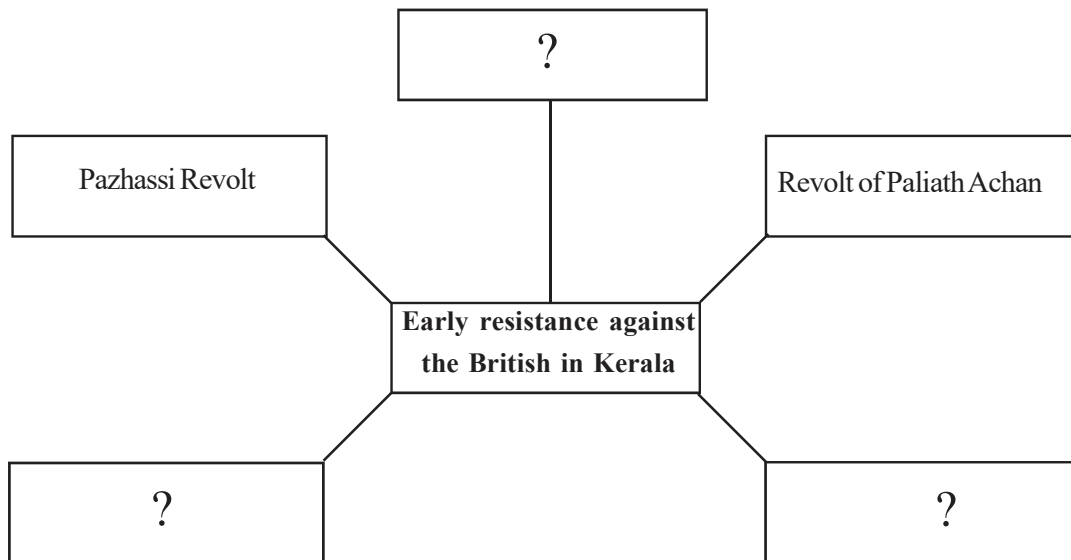
**Kerala : Towards modernity**

**Major ideas**

- Early resistance
- Social reforms
- Struggle for a democratic society

**Activity – 1**

**Complete the diagram.**



**Activity – 2**

**Complete the table.**

Pazhassi Revolt	1793 – 1797 1800 – 1805
Kundara Proclamation	?
Kurichiya Revolt	?
Malabar rebellion	?

**Activity – 3**

**Early resistance against the British in Kerala.**

**Early Resistance**

	Leaders	Area	Year/Age	Causes
i.	Pazhassi Raja	Malabar	?	?
ii.	Velu Thampi Dalawa	?	?	Interference of Col. Macauley in the internal affairs
iii.	Paliyath Achan	?	1808	?
iv.	Rama Namby	Wayanad	?	?
v.	Mappilas	?	19 <sup>th</sup> Century	?

**Activity – 4**

**Complete the table.**

i.	Samatva Samajam	?
ii.	Sadhu Jana Paripalana Sangham	?
iii.	Sree Narayana Dharma Paripalana Yogam	Sree Narayana Guru
iv.	Atmavidya Sangham	?
v.	Travancore Muslim Mahajanasabha	?

**Activity – 5**

**Social Reformers**

i.	Adukkalayil ninnum Arangathekku	?
ii.	Arulnul	?
iii.	Atmanutapam	Mar Kuriakose Elias Chavara
iv.	Abhinavakeralam	?
v.	AI-Islam	?
vi.	Prachina Malayalam	?
vii.	Atmopadesa Satakam	?

**Activity – 6**

**Complete the table.**

	<b>Reformers</b>	<b>Movements</b>	<b>Publications</b>	<b>Reforms</b>
i.	Vaikunda Swamikal	?	?	?
ii.	Sree Narayana Guru	?	?	?
iii.	Chattampi Swamikal	?	?	?
iv.	?	Sadhu Jana Paripalana Sangham	?	?
v.	?	?	Atma Vidya Kahalam	?
vi.	?	?	?	He established many schools in central Kerala
vii.	Vakkom Abdul Khader Maulavi	?	?	?
viii.	?	?	Adukkalayil ninnum Arangathekku	?

**Activity – 7**

**Complete the table.**

i.	Shanar Agitation	?
ii.	Vaikom Satyagraha	?
iii.	Paliyam Satyagraha	?
iv.	Temple Entry Proclamation	1936
v.	Guruvayur Satyagraha	?

**Activity – 8**

**Complete the table.**

i.	Shanar Agitation	Right to wear dress
ii.	Vaikom Satyagraha	?
iii.	Guruvayur Satyagraha	?
iv.	Paliyam Satyagraha	?

## Activity – 9

Complete the table with the appropriates given in bracket.

i.	Savarna Jatha	?
ii.	Volunteer of Guruvayur Satyagraha	?
iii.	Paliyam Satyagraha	?
iv.	Temple Entry Proclamation	?
v.	Miracle of Modern Times	?
vi.	Kallumala Agitation	?

(A.G. Velayudhan, Sree Chitra Tirunal Balarama Varma, Mahatma Gandhi, Mannath Padmanabhan, A.K. Gopalan, Ayyankali)

## Activity – 10

Struggle for a democratic society

	Struggles	Leaders
i.	Vaikom Satyagraha	?
ii.	Guruvayur Satyagraha	?
iii.	Paliyam Satyagraha	C. Kesavan A.G. Velayudhan

## Hints

**Activity – 1**

- Revolt of Veluthampi Dalawa
- Kurichiya Revolt
- Mappila outbreaks

**Activity – 2**

- ii. 1809
- iii. 1812
- iv. 1921

**Activity – 3**

- i.
  - 1793 – 97, 1800-1805
  - Mistaken revenue policy of the British
- ii.
  - Travancore
  - 1808-1809
- iii.
  - Cochin
  - Interference of Col. Mecauley in the internal affairs
- iv.
  - 1812
  - British revenue policy
- v.
  - Malabar
  - Agrarian problems

**Activity – 4**

- i. Vaikunda Swamikal
- ii. Ayyankali
- iv. Vagbhatananda
- v. Vakkom Abdul Khader Maulavi

**Activity – 5**

- i. V.T. Bhattathirippad
- ii. Vaikunda Swamikal



- iv. Vagbhatananda
- v. Vakkom Abdul Khader Maulavi
- vi. Chattampi Swamikal
- vii. Sree Narayana Guru

**Activity – 6**

- i.
  - Samatva Samajam – Akhila Thiruttu, Arulnul
  - Mirror Consecration, Aiyavazhi, Equality
- ii.
  - Sree Narayana Dharmapripalana Yogam – Atmopadesa satakam, Daivadesakam, Darsanamala, Siva Satakam, Navamanjari
  - Abolition of caste distinctions, western education and commercial pursuits, Aruvippuram consecration
- iii.
  - Prachina Malayalam, Adibhasha, Vedadhikara Nirupanam.
  - Opposed caste system, Malayalam language, Challenged vedic scriptures.
- iv.
  - Ayyankali
  - Civic rights, attacked caste system, kallumala agitation
- v.
  - Vagbhatananda – Atma Vidya Sangham – Abhinava Keralam.
  - Temple entry, present movements, rationalism
- vi.
  - Mar Kuriakose Elias Chavara - Atmanutapam, Idayanadakangal, Dhyanasallapangal, Naalagamangal
  - Orphanages, Sanskrit school.
- vii.
  - Travancore Muslim Mahajana Sabha – Swadeshbhimani, AI – Islam
  - Discard un-islamic practices, western education.
- viii.
  - V.T. Bhattathirippad
  - Ridiculed ill-treatments, opposed dowry system.

**Activity – 7**

- i. 1859
- ii. 1924 – 25
- iii. 1947 – 48
- v. 1931 – 32

**Activity – 8**

- ii. Right of the untouchables to walk on the approach roads of Vaikom Temple.
- iii. Open the Guruvayur temple to all Hindus
- iv. To walk along the road in front of the residence of Paliath Achan.

**Activity – 9**

- i. Mannath Padmanabhan
- ii. A.K. Gopalan
- iii. A.G Velayudhan
- iv. Sree Chitra Tirunal Balarama Varma
- v. Mahatma Gandhi
- vi. Ayyankali

**Activity – 10**

- i. T.K. Madhavan, Mananth Padmanabhan, C.V. Kunhiraman, K. Kelappan
- ii. K. Kelappan, Mannath Padmanabhan, A.K. Gopalan, P. Krishna Pillai

**GENERAL EDUCATION DEPARTMENT**  
**SAMAGRA SHIKSHA, KERALA**