

**STD10
SOCIAL SCIENCE 1
2022 EASY A+ FOCUS AREA NOTES_EM**

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UNIT1

REVOLUTIONS THAT INFLUENCED THE WORLD

1.No taxation without representation-James Ottis

2.The thirteen colonies in North America

3.What was the major aim of the Europeans to migrate to North America?

* to exploit the resources

4.What is Mercantilism ?

*The British treated the American colonies as centers for collecting raw materials for their industry and as market for selling their products.

*This policy implemented by the British merchants with the help of their motherland in the American colonies, is known as Mercantilism.

5.Mercantilist Laws

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

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

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

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

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

6.Who are the **thinkers** that stimulated the people of the colonies to fight against the exploitative laws of the British?

***John Locke**

Everyone has some fundamental rights.

No government has the right to suspend them.

***Thomas Paine**

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

7.What are the various events that led to the formation of the United States of America?

First Continental Congress

-in 1774

-at Philadelphia

-The delegates of all the colonies except Georgia participated.

-to protest against the policies and rules imposed by England

-Subsequently, submitted a petition to the King of England.

-Their demands

1.the revocation of the regulations enforced on industry and commerce

2.not to impose tax without the approval of the people

-But the king sent a military force to suppress the people.

-This led to the war between England and Continental the colonies.

Second Continental Congress

-in 1775

- at Philadelphia

-George Washington elected as the commander-in-chief of the Continental Army.

The pamphlet titled 'Common Sense'-Thomas Paine ,declared that it was wise for the Americans to break the ties with Britain.

Continental Congress in 1776

-Declaration of Independence

- On 4 th July 1776.

-prepared by Thomas Jefferson, and Benjamin Franklin.

-Began the war between England and the colonies in North America .

-End of war in 1781

Treaty of Paris

-in 1783,

-England ratified the freedom of thirteen colonies.

-The Constitution Conventionheld at Philadelphia under the leadership of James Madison, framed the American Constitution

Formation of USA

-George Washington became the first president of the United States of America.

8.Influence of American Revolution on the later history of world

* Gave direction and motivation to the later freedom struggles and revolutions all over the world.

*Put forward the concept of republican form of government.

* Prepared the first written constitution.

*Contributed to the concept of federal system that ensured freedom and authority of states in the union.

French revolution

9."I am the state."-Louis XIV

10."After me, the deluge."Louis XV

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

12. What was the social background of France that forced the Third estate to struggle against first and second estates?

The majority in France lived in misery (third estate)

The minority, including the rulers, led a life of luxury and extravagance.

This situation was the result of the social and economic inequality that existed in France.

The French society was divided into three strata and they were known as the Estates.

13. Name the thinkers who influenced French revolution? What were their ideas?

- Voltaire, Rousseau, Montesquieu

-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

14. List the causes for the financial crisis in France during the rule of Louis XVI?

*The luxurious life and squander of the Bourbon kings, clergy and lords.

*The frequent wars waged by France.

*The frequent spells of drought and crop failure, brought France to the brink of bankruptcy.

*The financial and military assistance given to American colonies in the American War of Independence also aggravated the financial crisis in France.

15. Explain the events that led to the formation of France as Republic?

* In 1789, Louis XVI summoned the States General

* to levy new taxes upon commoners

*the legislative assembly included the representatives from all the three estates

*Traditionally, each Estate had one vote.

*As a result, the nobility and the clergy could always overrule the Third Estate.

* The first two Estates argued for Estate-wise single voting system.

*The Third Estate (the Commons) demanded individual vote for each member of all the three estates.

*While the arguments went on, third Estate declared themselves as the National Assembly of France.

* They assembled in the tennis court nearby, and swore not to leave until framing a constitution to France.

* This event is known as the 'Tennis Court Oath'.

* 14 July 1789-Demolition of Bastille Prison - Revolutionaries stormed with the slogan 'liberty, equality, and fraternity', demolished the Bastille prison, the symbol of Bourbon monarchy.

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

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

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

16. "When France sneezes, the rest of Europe catches cold" by Metternich, on the impact of the French Revolution.

17.what are the impacts of French Revolution?

-Stimulated all the later revolutions in the world.

-Ended the feudal system in Europe, and threatened the autocratic rulers.

-Proclaimed that nation is not merely a region, but the people.

-Contribute the concept of peoples sovereignty.

-Led to the emergence of Nationalism.

-Helped the growth of the middle class.

-Spread the ideas of equality, liberty and fraternity.

18.Explain the reforms and policies of Napoleon ?

* Farmers were made the owners of land.

* Constructed several roads for transportation

*Established Bank of France to centralize finance

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

* Exercised state's control over the clergy

* Prepared a new code of law by codifying the existing laws

19.Defeat of Napoleon : Waterloo war in 1815

20.Examine the reforms and policies of Napoleon and identify the ideologies of French Revolution reflected in them.

The concepts of French Revolution

1.

*Rise of the middle class

Policies and reforms of Napoleon

*Exercised state's control over the clergy

*Established Bank of France

*Prepared a new code of law

*Formed 'sinking fund'

* Constructed several roads

2. * End of feudalism

- *Farmers were made the owners of land
- *Prepared a new code of law
- *Exercised state's control over the clergy

3.

• Nationalism

- * Constructed several roads
- *Bank of France
- *a new code of law

21.What were the causes or circumstances that led to Russian Revolution

- *Autocracy of Tsarist Emperor
- * low agriculture and industrial production
- *tragic life of farmers and laboures
- *High rate of tax paid by landless farmers
- * The influence of Marxist ideologies formulated by Karl Marx and Frederick Engels
- * Influence of writers _Maxim Gorky, Leo Tolstoy, Ivan Turgenev, and Anton Chekov
- * Split of Social Democratic Workers Party into the Mensheviks (minority) and the Bolsheviks (majority).
- * Defeat of Russia in the Russia-Japan war in 1905.

21.Bloody Sunday

The workers organized a huge march at Petrograd on 9 January 1905 demanding political rights and economic reforms. The march was fired at by the soldiers and hundreds of demonstrators were massacred.

This event is known as the **Bloody Sunday**.

22.The Soviets

"The Soviets" are worker's organizations formed all over Russia to conduct strikes .

23.Duma

The legislative Assembly in Russia

24. Analyze the circumstances that led to form a provisional government in Russia?

OR

Explain February Revolution?

* Ignoring the protest from Duma, Nicholas II, the then Tsar decided to participate in the First World War started in 1914.

* A lot of Russian soldiers were killed in this war. Food shortage became severe by 1917.

* Thousands of women marched along the streets of Petrograd on 8 March 1917 clamouring for bread .

* The workers organized protest march in Petrograd.

*Though the soldiers clashed with the demonstrators in the beginning, later they joined the workers.

* The workers captured Petrograd and Nicholas II was thrown out of power.

* A provisional government was formed under Alexander Kerensky, the Menshevik leader.

*Since the Russian calendar was a few days behind the international calendar, this revolution that took place in March came to be known as the February Revolution.

25. What were the demands of Bolsheviks after February revolution in Russia?

* Withdraw Russia from the First World War

*Seize the lands owned by the lords and distribute them among the farmers

*Make factories public property

26. Explain October Revolution? Discuss the role of the October Revolution in establishing the proletariat government in Russia.

*A group of soviets did not approve of the provisional government.

*Vladimir Lenin, who had been in Switzerland, came to Russia and strongly opposed the provisional government.

*He argued that the entire power should be transferred to the Soviets if they were to realize the aims of the revolution.

*The Bolsheviks and the Soviets supported him.

*In October 1917, the Bolsheviks, under the leadership of Lenin, organized an armed rebellion against the provisional government.

*Kerensky fled from the country and Russia came under the control of Bolsheviks.

*This event, through which the Bolsheviks attained power, is known as the **October Revolution**.

27. Examine the results of Russian Revolution?

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

Unit2

World in the twentieth Century

1. Causes of First World War

- 1.*The conflicts among the imperialist powers in establishing colonies.
- 2.*That led to mutual distrust and enmity.
- 3.*the signing of military alliances.

The Triple Alliance and the Triple Entente.

Triple Alliance

Germany
Austria-
Hungary
Italy

Triple Entente

England
France
Russia

The formation of such alliances created a war atmosphere in Europe.

They started manufacturing and buying lethal weapons.

- 4.*Aggressive nationalism-used aggressive nationalism to invade other countries.eg: **Pan-slave ,Pan-German, Revenge movement**

5.*Imperialist Crisis-Moroccan Crisis and Balkkan Crisis

6.*Assassination of Francis Ferdinand, the heir to the throne of Austria by a Serbian youth Gaverilo Prinsep

2. What are the impacts of First World War?

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

3.Explain the characteristics of Fascism?

- a .Antagonism to democracy.
- b. Opposition to socialism
- c. Glorifying the nation.
- d. Adoring the purity of race
- f. Diffusion of aggressive nationalism
- g. Deifying the past
- h. Indoctrination of ideologies through arts, literature and education
- i.Military dictatorship
- j.Destruction of political rivals

4. What are the circumstances under which Fascist party came to power in Italy?

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

5.How did Fascism in Italy and Nazism in Germany defy world peace?

Fascism

- 1.Fascist leader Mussolini took despotic measures in Italy.
- 2.Socialists and leaders of peasants and workers were proclaimed as enemies of the nation.
- 3..Using his military force the 'BlackShirts', Mussolini suppressed the opponents .
- 4.He had aggressive foreign policy and conquered nations like Ethiopia,Albania etc.
- 5.Italy's run for dictatorship paved the way for the outbreak of another war.

Nazism

- 1.Nazis under the leadership of Hitler executed Socialists, Communists, Jews and Democrats.
- 2.Jews were massacred enmasse in concentration camps.

This is known as the Holocaust.

3.Used his military force 'Brown Shirts' and a secret police 'Gestapo' to massacre the Jews.

4.He glorified the Aryans ancestry of the Germans and argued that Aryans should rule the world.

5.Hitler incited a spirit of revenge among the Germans against the terms of the Treaty of Versailles.

6.Hitler adopted an aggressive foreign policy and attacked Austria and Czechoslovakia.

7.Germany formed alliance with Italy and Japan.

8.Ultimately this led to the outbreak of second world war.

Thus Fascism in Italy and Nazism in Germany defied world peace

6.What are the similarities between Fascism and Nazism?

similarity	Fascism	Nazism
Adoring the purity of race	Wanted to restore ancient Roman Empire	projected the purity of the Aryan race
Executed enemies	Socialists and leaders of peasants and workers were proclaimed as enemies of the nation. Those who opposed the Fascist Party were executed.	Socialists, Communists, Jews and Democrats were executed.Jews were massacred enmasse-Holocaust
Military dictatorship	Mussolini suppressed the opponents using his military force the 'Black Shirts'	Hitler used military force 'Brown Shirts' and a secret police 'Gestapo' to massacre the Jews.
aggressive foreign policy	Attacked Ethiopia, Albania etc	attacked Austria and Czechoslovakia

7.What is non Aligned Movement?

Following the Second World War, many Asian, African and Latin American countries became independent.

They realized that the Cold War was yet another face of imperialism and that it would threaten world peace.

The liberated nations decided not to join any of the blocs and formed the Non-Aligned Movement.

They understood that the race of super powers for weapons and a stronger military force would pose harm to them.

"Non alignment doesn't mean to keep aloof from world affairs. Rather, it is to face many issues we confront," Jawaharlal Nehru

UNIT 3

PUBLIC ADMINISTRATION

1. What is public administration?

Public administration is the effective utilization of men and materials for the implementation of existing laws, governmental policies, programmes and developmental projects.

2. List out the significance of public administration?

- *Formulate governmental policies
- *Ensure welfare of the people
- *Find out solutions to public issues
- *Provide goods and services

3. What are the features of bureaucracy?

*Hierarchical organisation

Bureaucracy is organised in such a way that there is one employee at the top and the number increases when it reaches the lower levels. This is known as hierarchical organisation

*Permanence

Persons appointed will continue in service till the age of retirement.

*Appointment on the basis of Qualification

Employees are recruited and appointed on the basis of educational qualification.

*Political Neutrality

Bureaucrats are liable to implement the policies of whichever party comes to power.
Party interests should not reflect in their work.
They should act neutrally.

*Professionalism

Every government employee must be skilled in their work.

4. Prepare a short note on Indian civil service?

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

Indian Civil Service		
<p>All India Services</p> <p>Recruits at national level</p> <ul style="list-style-type: none"> • Appoints in central or State Service <p>Eg: Indian Administrative Service, Indian Police Service</p>	<p>Central Services</p> <p>Recruits at national level</p> <ul style="list-style-type: none"> • Appoints in Central government departments only <p>Eg: Indian Foreign Service, Indian Railway Service</p>	<p>State Services</p> <p>Recruits at state level</p> <ul style="list-style-type: none"> • Appoints in state government departments only <p>Eg : Sales tax officer.</p>

5.Prepare a brief note on UPSC& PSC?

UPSC and State PSC's are constituted on the basis of constitutional provisions.
So they are called constitutional institutions.

UPSC * Candidates to all India services and central services are recruited by the Union Public Service Commission(UPSC).

* The chairman and the members of this commission are appointed by the President of India.

*The UPSC has elaborate mechanisms for the recruitment of candidates based on qualification.

PSC: *At the state level, candidates are recruited by the Public Service Commission (PSC) of the State.

*The Governor appoints the Chairman and the members of the State Public Service Commission.

UNIT4

The British land revenue systems in India.

1.Land Revenue System regions

- Permanent land revenue settlement in Bengal, Bihar and Orissa regions.
- Ryotwari system in South Indian regions.
- Mahalwari system in North West regions.

2. Features of permanent land revenue settlement:

- *The tax was collected by zamindars.
- *Zamindar was the owner of the entire land
- *The actual farmers became tenants.
- *Farmers were to pay up to 60% of the yield as tax.
- *Tax was to be paid even at the time of poor yield.
- *The tax was to be paid in cash strictly before the cut-off date.
- *Lord Convalis British Governor General introduced this system.

3.Ryotwari system

- *The land revenue was collected directly from the farmers (Ryots).
- *Ownership of land was vested with the farmers
- *excessive tax impoverished them.
- *The tax rates were frequently increased.

4.Mahalwari system

- *The tax was collected by the village headman.
- *The tax rate was excessive.
- *The entire village (Mahal) was considered as a single unit for tax collection.

5.What was the impact of the British land revenue policies?

(How the British land revenue policies affected the farmers?)

- *The farmers could not pay tax in the form of money before the deadline.

- *So they took loan from moneylenders at a high rate of interest.
- *The loans were obtained by mortgaging agricultural land.
- *The land of the farmers, who could not pay back the loan and interest, was seized by the money lenders.

6. Kurichya Revolt

*in 1812.

*Organized by the Kurichya and the Kurumba tribes of Wayanad

*The reasons of this revolt.

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

*The revolt was led by the Kurichya leader Rama Nambi.

*Several people other than the tribes also joined the struggle.

*The British government suppressed the struggle and killed Rama Nambi.

7. Other tribal insurgencies broke out in different parts of India.

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

8. What are the causes of the Revolt of 1857 ?

1. *miseries of farmers

- excessive tax impoverished them
- exploitation by zamindars and moneylenders
- the farmers lost their land

2. *poverty of the craftsmen

- Decline of handicraft industry led to famine and deaths due to starvation.

3. *dissatisfaction of kings

- 1. **the Doctrine of Lapse**
 - 2. the British annexed the princely states convicting inefficient rule.
- This made the kings to lead the rebellion.

4.*miseries of the sepoy

The rebellion was started by the sepoy of Meerut.

Poor salary and abuse by the British officers were the major reasons for their resentment.

The rumour that the **cartridge** in the newly supplied Enfield rifles **were greased** with the **fat of cows and pigs** provoked them.

It **wounded the religious sentiments** of the Hindu and Muslim soldiers.

The soldiers who were **unwilling** to use the new cartridges were **punished** by the officers.

In Barrackpore in Bengal, **Mangal Pandey**, an Indian soldier, shot at a British officer, who forced him to use the new cartridge.

He was arrested and hanged to death.

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

The British rule had adversely affected the kings too.

The salient feature of this rebellion was the active participation of the common people like farmers and craftsmen.

9.

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

10. The **British Parliament** took over India from the British East India Company.

UNIT 5

Culture and Nationalism

1. What is the role of education in inculcating nationalism?

Established national educational institutions for inculcating nationalism. They imparted secular education to all sections of the society. The major objectives of national educational institutions were promotion of nationalism, opposition to social evils, and rejection of western education.

1. The Deccan Education Society

- *in 1884 in Pune
- * by G.G. Agarkar, Bal Gangadhar Tilak and Mahadev Govinda Ranade
- *According to them, education is important for the socio-economic and cultural progress of the country.

2. During the Swadeshi Movement many national educational institutions were established in 1905 .

3. D.K. Karve started the first Indian Women University in Maharashtra in 1916.

Women empowerment was the aim.

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

5. Jamia Millia Islamia

- *in Aligarh
- *objective was to strengthen national movement through secular education.

6. Kerala Kalamandalam

- *in Cheruthuruthy
- *founded by Mahakavi Vallathol Narayana Menon
- * To promote traditional art
- *to defend the cultural invasion

7. Wardha Education Plan

- *by Mahatma Gandhi
- *In 1937
- *Its major objective was vocational education.

2. Ideas of National Education Institutions and Institutions

- Secularism -The Deccan Education Soceity ,Jamia Millia Islamia
- Nationalism
- Women empowerment -first Indian Women University in Maharashtra
- Internationalism -Visva Bharati university
- Revival of traditional arts-Kerala Kalamandalam
- Protest against foreign rule and caste system

3. Nationalism in Art

1. **Bharat Mata**-water colour painting by Abanindranath Tagore. It depicts Bharat Mata giving food, cloth and knowledge to Indian masses. This painting helped to inculcate patriotism in Indian minds.

2. **Raja Ravi Varma** from Kerala visualized various scenes from Indian epics and literature.

3. **Nandalal Bose**, another artist portrayed scenes from Indian literature and events in history. His famous painting is 'Sati', which visualized the dilemma of a woman who was forced to commit Sati, a social evil prevailed in India. This painting touched Indian hearts and stimulated protest against this social evil.

4. **Village Drummer- Nandalal Bose**

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

6. Patriotic songs, symbols and pictures were used throughout our freedom struggle. They played a crucial role in developing nationalist spirit among Indians. They encouraged the people to act against social evils. Also the paintings and art forms strengthened the national movement. The present tricolour flag of India was officially adopted in 1947. Charkha resembled the self dependence of Indians and their defiance to colonial rule. The National emblem adopted from the lion capital of Asoka at Saranath.

4. Identify the correlation between the items in section A and complete section B in the same way.

- i. A) Vallathol Narayana Menon : Malayalam
B) Altaf Husain Hali :Urdu.....
- ii. A) Bharath Mata : Abanindranath Tagore
B) Sati :Nandalal Bose,
- iii. A) Anandamath : Novel
B) Nil Darpan :Dinabandhu Mitra.....
- iv. A) Arya Samaj : Swami Dayananda Saraswati
B) Rama Krishna Mission :Swami Vivekananda.....

UNIT 6

Struggle and Freedom

1. Which were the early struggles in India in which Gandhiji was involved?

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

2. Struggle in Champaran

*In 1917

*In Champaran-Bihar

*Gandhiji started **disobedience** of the British rules and **Satyagraha**

*His involvement compelled the authorities to pass **laws in favour of the indigo farmers.**

*After his struggle in Champaran, Gandhiji worked for the progress of Champaran region by establishing primary schools,

*initiated medical aids and

*involved in cleaning activities.

3. Cotton mill strike

*In 1918

*In Ahmedabad-Gujarat

*Workers started strike in 1918 when they were denied 'Plague Bonus'.

*Gandhiji got involved in this strike.

*Started Satyagraha and disobedience of the rules.

*At last the authorities agreed to hike the wages of the employees and the strike came to an end.

4. Peasant struggle in Kheda

*In 1918

*In Kheda-Gujarat

- *Due to drought and crop failure, farmers in Kheda were living in utter misery.
- *The rulers decided to collect tax from these poor villagers.
- *Gandhiji got involved in this strike.
- *He advised people not to pay tax.
- *Consequently, the authorities were forced to reduce tax rates.

His early struggles based on Satyagraha and Ahimsa made Gandhiji a popular leader.

5. Results of the early struggles that Gandhiji took up in India.

- *popularised his ideologies and method of protest.
- *His methods of protest attracted the laymen to the movement.
- *The city centric national movement spread to rural areas.
- *Gandhiji became a national leader acceptable to all strata of the society.

6. What is Rowlaat Act?

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

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

- * In 1919, British Parliament passed Rowlaat Act limiting the civil rights of the people .
- *According to this act ,any person could be arrested and imprisoned without trial.
- *Gandhiji entered Indian national movement with his protest against the Rowlatt Act.
- * People gathered at Jallianwala Bagh in Amritsar on 13 April, 1919 to protest against the arrest of Saifuddin Kitchlew and Satyapal who led the anti-Rowlatt Act agitations in Punjab.
- * The Army Chief General Dyer ordered the police to shoot the people who were attending the meeting.
- *The innocent armless people were trapped as the ground was surrounded by buildings and the only entrance was blocked by the armed British soldiers.
- *As per the British records, the shooting of ten minutes killed 379 protesters. In fact, the death toll was actually double this.
- *The massacre at Jallianwala Bagh intensified the protests at the national level.
- *Gandhiji said: "If the Battle of Plassey laid the foundation for the British rule, Jallianwala Bagh shook the foundation."

8. Which was the first national level struggle by the Indian National Congress under the leadership of Gandhiji?

The Non-Cooperation movement

9. Explain the features of Non-Cooperation movement?

- a. Students shall boycott English Schools.
- b. Lawyers shall boycott courts.
- c. The public shall boycott foreign products.
- d. Boycott elections.
- e. Returning the British awards and prizes.
- f. Denial of Taxes.

10. List some examples of how the Indian society responded to Gandhiji's appeal for non-cooperation.

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

11. Give examples for constructive programmes during non-cooperation movement.

- * People began to make indigenous products,
- * spin khadi cloth using charka,
- * establish national schools and popularise Hindi.
- * examples for national schools--Kashi Vidya Pith, Gujarat Vidya pith, Jamia Millia, etc.
- * Students who boycotted English education were attracted to national educational institutions.

12. Khilafat Movement

- * Maulana Mohamad Ali and Maulana Shoukath Ali
- * By declaring the Khilafat Movement as a part of Indian national movement, Gandhiji ensured active participation of Muslims in the freedom struggle.
- * As a result
 - 1) Anti-British feeling spread all over the nation.
 - 2) Hindu-Muslim unity was intensified.

13.Chouri Choura incident

In response to the police firing at a mob, at Chouri Choura in Uttar Pradesh the villagers set ablaze the police station and 22 policemen died.

This incident disappointed Gandhiji.

So,he called for stopping the non-cooperation movement.

14.Poorna Swaraj and Civil Disobedience

- *The Lahore session

- *1929

- *chairmanship of Jawaharlal Nehru

- *The Lahore session declared that the ultimate aim of Indian freedom struggle was to attain complete freedom (Poorna Swaraj) for the country.

- *It also resolved to start the civil disobedience movement under the leadership of Mahatma Gandhi.

15.What is meant by civil disobedience according Gandhiji ?

- *To disobey all anti-popular and anti-democratic civil laws made by the British government.

16.What were the demands put forward by Gandhiji as a part of civil disobedience movement ?

- *lift salt tax

- * declare 50% tax relaxation for farmers

- *increase the tax on imported foreign clothes

- * release political prisoners

- * cut short military budget and high salary of top officials

- * dissolve the secret surveillance wing formed to watch Indians

- * start coastal shipping service

- * implement prohibition of liquor

17.Why Gandhiji selected salt as a powerful weapon against the British?

- ***Two fifth** portion of the income collected by the British through salt taxes.

- *This tax was a heavy **burden** for the poor people.

- *The British government **banned** small scale indigenous salt production.

- *There was **three fold hike** on salt price.

- *The demand for lifting salt tax was **a slogan suitable to inspire** all segments of the society.

18. The Salt Satyagraha played a major role in making national movement a mass movement - Substantiate.

* Inspired by the call of Gandhiji, people in various parts of the country started to produce salt on their own, violating the British rules.

* Payyannur in Kerala,

* Vedaranyam in Tamil Nadu,

* Bombay in Maharashtra,

* Noakhali in Bengal and

* North West Frontier Province were some of the centres of this protest.

* As part of the protest, volunteers made salt and distributed it to the public, hoisted national flag and chanted anti-British slogans.

* The British police severely tortured a team of volunteers led by Sarojini Naidu who had set out to Dharasana salt field in Gujarat.

* Gandhiji was arrested and the movement was suppressed.

19. Quit India movement

* slogan - Do or die

* We shall either free India or die in the attempt.

* In 1942

* Bombay conference

* The last popular protest organized by the Indian National Congress under the leadership of Gandhiji.

* It was a mass movement based on the ideology of non-violence (Ahimsa) meant to force the British to leave the country offering complete freedom to Indians.

20. What are the factors that caused Quit India Movement?

* Reluctance of the British to implement constitutional reforms in India

* Public disgust with price hike and famine

* The assumption that the British would be defeated in the Second World War

21. List out Gandhiji's proposals as a part of Quit India Movement.

* Princely states shall recognise the sovereignty of their people

* Farmers shall not pay land tax

* Government officials shall disclose their loyalty to Indian National Congress without resigning their positions

* Without quitting their positions in the army, soldiers shall disobey orders to shoot and kill Indians

* If possible, students shall boycott education till attaining freedom

22) Subhash Chandra Bose

*formed a political party called Forward Bloc.

*He took the charge of the Indian National Army (INA) formed by Rash Bihari Bose to attain freedom for India .

*He formed a provisional government for free India in Singapore, with the aim of forcing the British to quit India.

*The Indian National Army had a women wing called the Jhansi Regiment.

*Captain Lekshmi, a Keralite, was in-charge of this regiment.

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

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UNIT 7

India after Independence

1. Integration of Princely States

- *There were around 600 princely states in pre-independent India.
- *Britain gave these princely states the options to join either India or Pakistan or to be independent.
- *The integration was really a herculean task and Sardar Vallabhbhai Patel was the Union Minister entrusted with this mission.
- *He appointed V.P.Menon, a Keralite, as Secretary of the Department of States.
- *Patel and V. P. Menon prepared an Instrument of Accession, which stipulated that the princely states had to transfer their control over defence, external affairs, and information and communication to the Government of India.
- * Following the diplomacy of the government and popular protests, majority of the princely states signed the Instrument of Accession and joined Indian Union.
- * But some states such as Hyderabad, Kashmir and Junagarh resented.
- *Finally they were also integrated into the Indian Union through conciliation talks and military interventions.

2. Integration of territories which were under the control of France and Portugal

- *Even after independence, France and Portugal continued their control over some places in India.

*Following mass protest, France handed over its territories under their control to India.

*Territories under the control of Portugal were accessed to India through military operations.

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

3. What are the achievements in Space Research in India after independence?

*In 1962 formed the Indian National Committee for Space Research (INCOSPAR)

*in 1969, Indian Space Research Organization (ISRO) was established to lead space research.

*The first rocket-launching station in India was established in Thumba, near Thiruvananthapuram.

*First satellite Aryabhata was successfully launched in 1975.

*space vehicles and rocket launchers developed.

*India became the first developing nation to make and launch satellites

*There are several agencies that develop satellites in India now,

1. National Remote Sensing Agency (NRSA)
2. Physical Research Laboratory (PRL)

*Missile technology-Agni and Prithwi missiles developed

*Dr. Raja Ramanna and Dr. A.P.J. Abdul Kalam led our experiments in the atomic energy sector.

*Space missions such as Chandrayan(2008) and Mangalyan_great achievements in space exploration

4.Main principles of India's foreign policy

- 1.Resistance to colonialism and imperialism
- 2.Hostility to racism
- 3.Trust in the United Nations Organization
- 4.Peaceful co-existence
- 5.Panchsheel principles
- 6.Emphasis on the necessity of foreign assistance
- 7.Policy of Non – alignment

5.Panchsheel Principles

- The Panchsheel Principles are the agreement signed by India and China in 1954
- signed by Jawaharlal Nehru and Chou En-lai the then Prime Minister of China.
- India's approach to all other nations is based on these principles.They are
 - 1.Mutual respect for each other's territorial integrity and sovereignty
 - 2.Mutual non-aggression
 - 3.Mutual non-interference in each other's internal affairs
 - 4.Equality and cooperation for mutual benefit
 - 5. Peaceful co-existence**

UNIT 8

Kerala towards Modernity

1. Early Resistances against the British

a) Pazhassi Revolts

*Keralavarma Pazhassi Raja of Kottayam royal family led the resistance against the British in Malabar.

*The British promised Pazhassi the right to collect tax from Kottayam region as a reward for helping them in the wars against Mysore.

*The British refused to keep their promise after the triumph in the battle.

*Moreover, the British claimed their dominance over Wayanad.

*Pazhassi Raja organised the people and fought against the British.

*He unleashed guerilla war against the British with the help of Chempan Pokker, Kaitheri Ambu Nair, Edachena Kunkan Nair and Thalakkal Chandu, the leader of the Kurichias in Wayanad.

*In the fight against the British he was assulted his life on 30 November 1805.

2. What is the role of social reform movements to bring about social change in Kerala?

Caste system was strong in Kerala.

Certain section of the people were considered untouchable and unapproachable.

Caste decided the social status of a person.

Many social evils and superstitions existed in every caste.

Social reform movements acted against inequality and social evils in the society.

a)The Channar women movement:

*The Channar women of Southern Travancore fought for the right to cover their upper body.

*As a result, Uthram Thirunal Maharaja was forced to permit the Channar women to wear jackets in 1859.

b)Role of Sri Narayana Guru

*The consecration of the idol of lord Shiva at Aruvippuram by Sri Narayana Guru in 1888 caused the rise of new insights in the social sphere.

*Consequently, the lower caste people gained right to perform the poojas and temple rituals.

*Guru gave importance to education and started schools and libraries along with temples.

*The working and messages of Sri. Narayana Guru were based on noble human love and fraternity among all religions.

c)The Vaikom Satyagraha

***1924**

*led by **T. K. Madhavan**

*one of the major struggles that took place in Kerala for claiming the **right to travel.**

*Expressing solidarity with the Satyagraha, Mannath Padmanabhan organised the Savarna Jatha.

Following this struggle the lower castes secured permission to travel through the roads around the Vaikom Temple.

d)Guruvayur Satyagraha

***1931**

*led by **K.Kelappan**

*an agitation demanding **entry for all castes of Hindus** into the Guruvayur temple

*A.K. Gopalan was the volunteer captain of this struggle.

*Following these popular protests, the Temple Entry Proclamation was announced on **12 November 1936** in Travancore.

*Following this, Temple Entry Proclamations were issued in Madras and Kochi and all sections of the society were offered the right to worship in temples.

3. Social Reformers and Organisations / Activities

Social Reformers	Organisations / Activities
Vaikunda Swamikal	Samathwasamajam
Chattambi Swamikal	Protested against joint family system, 'sambadham' and 'Marumakkathayam'
Sri Narayana Guru	Sri Narayana Dharma Paripalana Yogam
Kuriakose Elias Chavara	Established educational institutions and orphanages
Ayyankali	Sadhu Jana Paripalana Sangham
Vakkom Abdulkhader Maulavi	Thiruvithamkur Muslim Mahajanasabha
Vagbhadanandhan	Admavidhyasangham
Sahodaran Ayyapan	Sahodaraprasthanam
Pandit K P Karuppan	Araya Samajam
Mannathu Padmanabhan	Nair Service Society
V T Bhattathiripad	Yogakshemasabha
Kumara Gurudevan	Prathyaksha Raksha Daiva Sabha

4.Role of Kerala women in National Movement

*Women actively participated in the political agitations and expressed their political views throughout Kerala.

*Women actively participated in boycotting foreign goods, picketing liquor shops, eradicating of untouchability, and popularising Khadi.

*A V Kuttimalu Amma from Malabar, Akkamma Cherian, and Annie Mascarene from Travancore were prominent women leaders of the national movement.

UNIT9

The State and political science

1. What are the functions of a State?

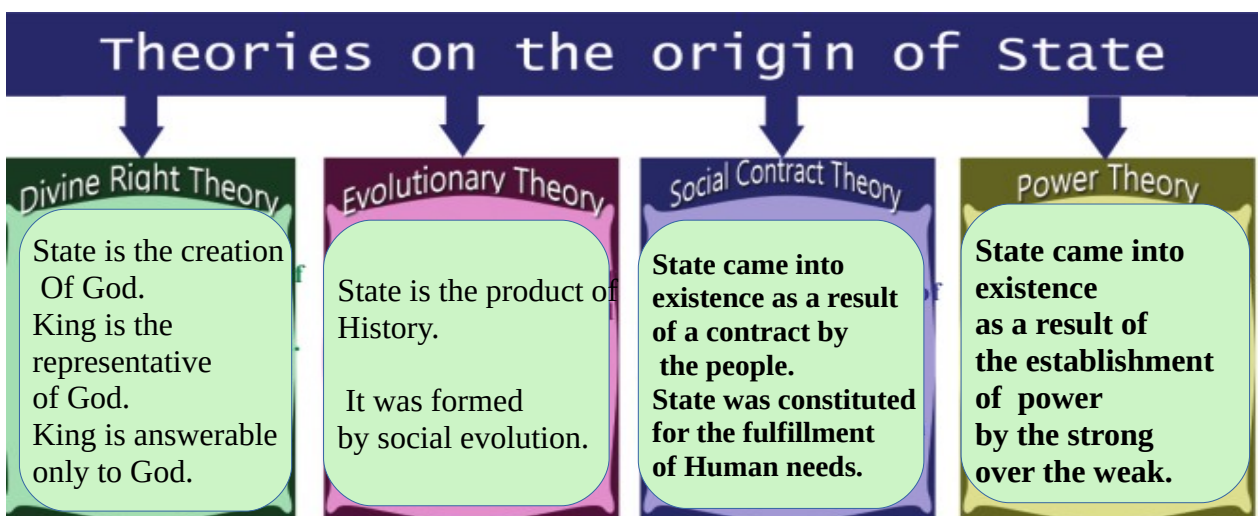
Welfare of the people is the function of all states.

Greek philosophers like Plato and Aristotle considered the primary duty of a state is to provide better life to its citizens.

“The goal of state is the maximum happiness of the maximum number.”-Jeremy Bentham

Functions of a state	
Obligatory functions	Discretionary functions
Protection of boundary	Protection of health
Maintain internal peace	Provide educational facilities
Protection of rights	Implement welfare programmes
implementation of justice	Provide transportation facilities

2.

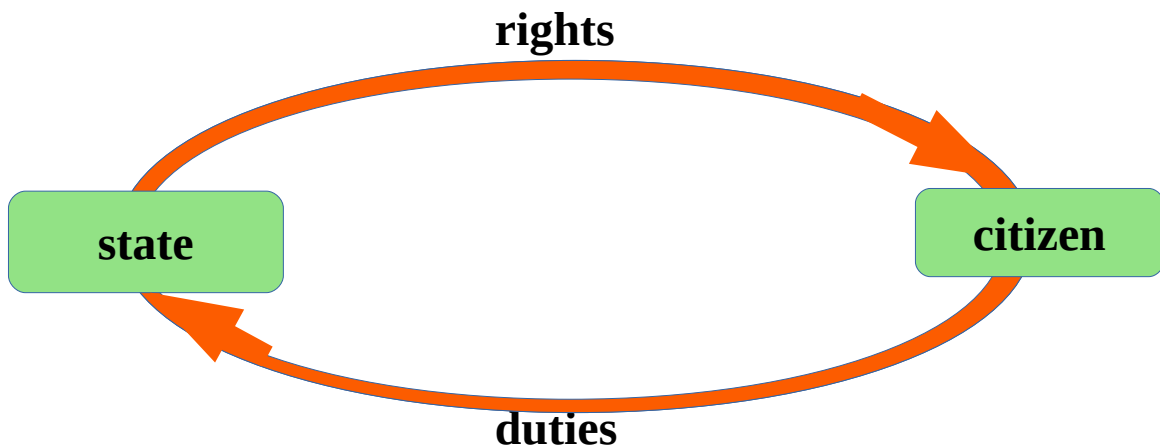


3. What is Citizenship? What is the relationship between state and citizen?

Citizenship is the full and equal membership in a nation.

Citizenship enables a person to experience political and civil rights.

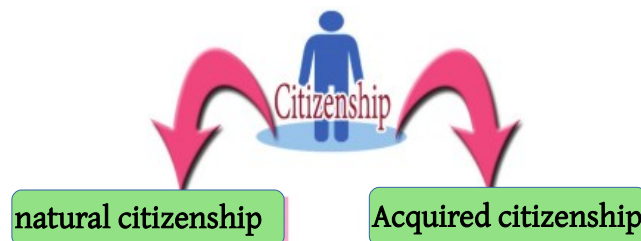
It is clear that while state ensures certain rights, citizens have certain duties to perform.



4. Certain rights which are available in India exclusively to its citizens are

- .Right to contest election
- .Right to vote
- .Right to form organizations

5. Which are the two types of citizenship?



Citizenship by birth is natural citizenship. When a person acquires citizenship on the basis of the legal procedure of a nation, it is acquired citizenship. One can acquire citizenship, if the criteria of citizenship are fulfilled.

UNIT10

Civic consciousness

1.What is Civic consciousness?

Civic consciousness is the recognition that each citizen is for the society and the genuine interests of the society are the interests of the citizen. Those who have civic consciousness will always be ready to work for the society.

2.Explain the role of family, education ,association and media in fostering civic consciousness.

Family

*From family,

- 1.we learn to respect the elders .
- 2.we learn to engage in social service .

* Family has an important role in fostering and maintaining sense of responsibility among its members.

*Inspiration and encouragement from the family will develop civic consciousness.

*The concept that each individual is for the family and the family is for the society should be developed in the family atmosphere.

Education

*Education will help to develop value consciousness, tolerance, leadership qualities, scientific temper, etc.

*Through education, science and technology can be effectively utilised in a useful manner to the society.

*Through value- oriented educational approach we can instill civic consciousness among the people.

Associations

*There are several political, social, economic and cultural associations in our society.

*Basically, associations are formed for the welfare of the society.

*Such associations equip the individuals to work voluntarily with a service mind.

*All democratic associations instill civic consciousness among its members.

*Several voluntary associations are working in the fields of protection of environment, protection of human rights, charity, etc. These associations can create awareness among individuals about environment and human rights.

Media

*Media plays an important role in the formulation of civic consciousness.

*Print and electronic media influences the society tremendously.

*News and information reflecting civic consciousness reach the masses through the media.

*This will instill civic consciousness among the people.

3. What is the main challenge faced by civic consciousness?

* The mindset to do anything for the sake of one's own personal interest, by negating public interest.

4. How can we overcome the challenges faced by civic consciousness ?

*Each one should evaluate his activities critically.

*Should work for one's interest without going against public interest.

*Be the change which you expect from others.

*Equal weight should be given to both rights and duties.

*Individuals should act democratically and tolerably.

UNIT11

Sociology : What? Why?

1.Three revolutions paved the way for the emergence of sociology.

*Renaissance or scientific revolution.

*French Revolution

*Industrial Revolution.

2.**Auguste Comte** is regarded as the **father of sociology**.

3. **Herbert Spencer** was the thinker who utilised the **theory of evolution** by Charles Darwin for the study of the society.

4.Other thinkers_Karl Marx, Emile Durkheim, Max Weber

5.Methods of study in sociology

a)Social survey

In sociological studies, data is not collected from all the people under study but only from a selected group of people.

Such studies are called **sample survey**.

To collect data **Questionnaires** are commonly used in social surveys.

A questionnaire is a set of questions that researchers use to collect data.

Questionnaires are given to the respondents from whom data is collected.

The group under study is called respondents.

Study is carried out using the respondents' responses in the questionnaire.

b) Interview

This is a method by which information is collected orally. Interview is the talk between the interviewer and the interviewee. The things to be taken care of in an interview

- Identifying the apt persons.
- Formulating an idea of the information to be collected.
- Preparing of suitable questions
- Effective communication.
- Management of time
- Proper organisation of the information collected and preparing the report.

The differences between an interview and a questionnaire.

Interview	Questionnaire
.Information is collected orally	Information is given in writing
Researcher records the information	The respondent provides information

c) Observation

Observation is a method by which whatever is seen, heard and experienced is recorded truthfully.

There are two types of observation.

1. Participant observation

When the researcher himself/herself collects information directly from the area under study it is called participant observation.

The researcher learns their language, culture, etc. and becomes a part of their daily life. Through this method even the behaviour which are not explicit can be studied.

This method is also known as field work.

2. non participant observation

In non participant observation, the researcher does not stay with the group under study. They are observed from outside.

d)Case study

Case study is used to make an in-depth study on rare and different social phenomena and problems.

Such studies will be exact and comprehensive.

The topic under study using this method is called a case.

The detailed study of the case is case study.

Sociology uses case study for collecting data.

6.What are the practical applications of sociology?

Sociology has the applicability in commerce town planning, advertisements, media and educational activities.