

# SOCIAL SCIENCE I

Standard X

Part-1



Government of Kerala  
Department of General Education

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

## THE NATIONAL ANTHEM

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

## PLEDGE

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

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

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

Dear students,

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

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

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

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

With regards,

**Dr. J. Prasad**  
Director, SCERT

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## Icons used for the convenience of the learners



For further reading (Need not be  
subjected to assessment)



Questions for assessing the progress



Learning activities



Let us assess



Extended activities



Scope of ICT

### ***About the book***

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

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

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

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

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

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

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

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





## REVOLUTIONS THAT INFLUENCED THE WORLD



*Kumaranasan Memorial -  
Kayikkara*

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

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

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

- Humanism
- Scientific temper
- 
-



## Enlightenment

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

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

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

### *No taxation without representation*

## THE AMERICAN WAR OF INDEPENDENCE

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

- Representation in government
- 



*The thirteen colonies in North America*

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

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



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



### Migration to America



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

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

### Mercantilist Laws

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

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

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

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

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





### Boston Tea Party

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



*"The mercantilist laws turned the American colonial people against their mother land " Assess the statement*



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

#### John Locke

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

#### Thomas Paine

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

### The entire continent assembles

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



Continental Congress

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



George Washington

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

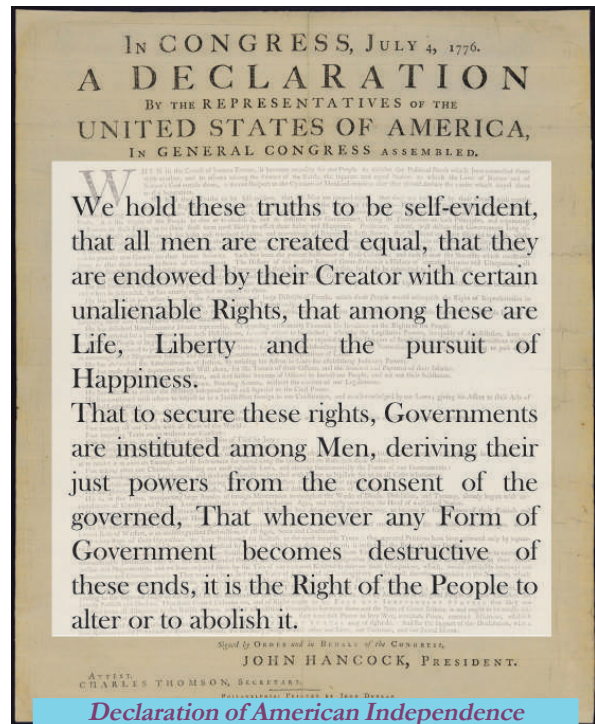
The American Continental Congress issued the

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

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

- All are equal
- Everyone has certain rights
- 
- 

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



Declaration of American Independence

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



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

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



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



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

## THE FRENCH REVOLUTION

"I am the state."

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

Louis XIV



The Palace of Versailles

"After me, the deluge."

Louis XV

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

Mary Antoinette



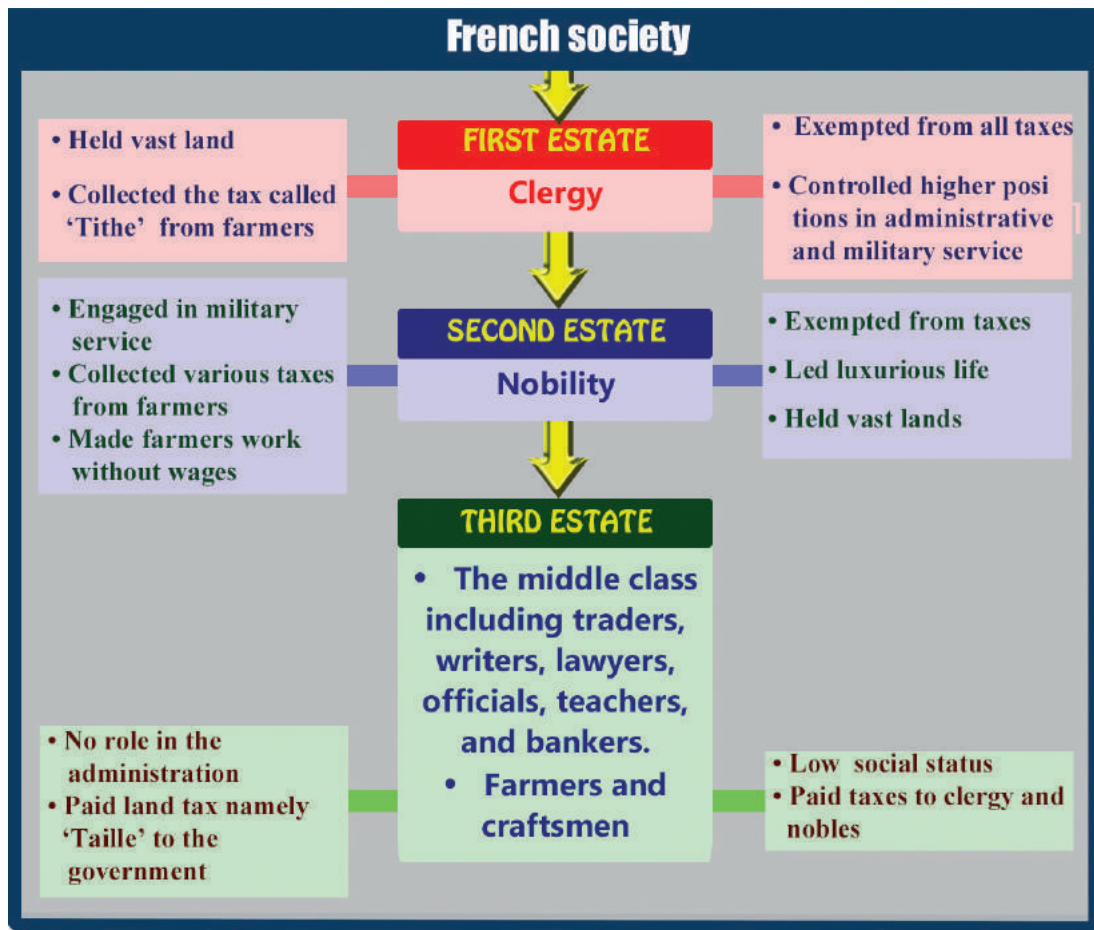
The statements made by the rulers of France in the seventeenth and the eighteenth centuries and the picture of Versailles Palace, which was the centre of their power, are given. What all information do you gather from these statements on the system of rule that existed in France then?

- Autocratic rule
- Rulers were squanders

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

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

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



Analyze the chart and give answers for the following questions.

- Which estate enjoyed higher social privilege and status, and led a luxurious life in France?
- To which estate did the majority of the people belong?
- Which estate exploited the common people and accumulated wealth?
- Which estate desired a change in the system? Why?



## Ideologies inspire

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



## Voltaire

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



## Rousseau

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

## Montesquieu

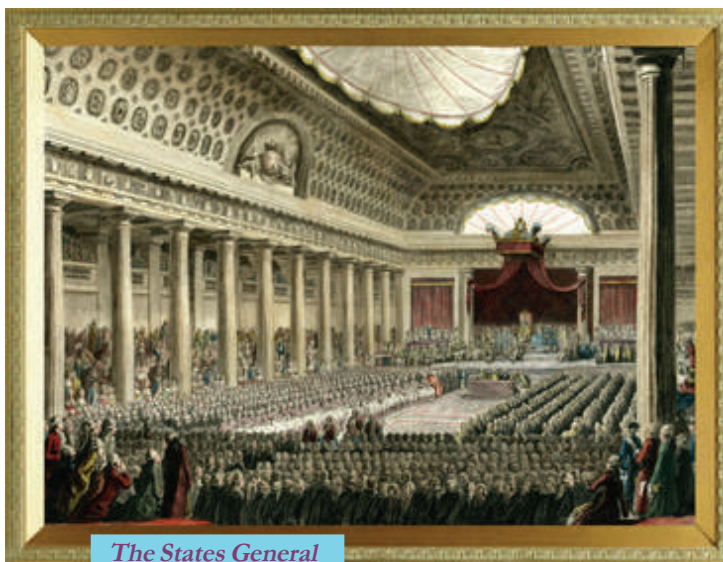
- Encouraged democracy and the Republic.
- Suggested division of powers of the government into legislature, executive, and judiciary



## The Third Estate takes the lead

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

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



*The States General*

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

Examine the membership strength of each Estate given in the table below. Relate it with their demand regarding the voting system.



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

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

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

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

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

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



### Reign of Terror

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

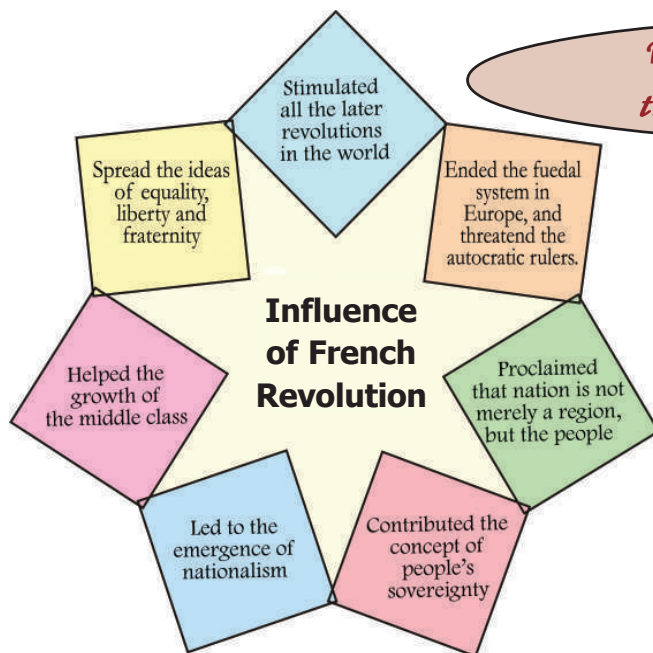


Guillotine



Analyze the events related to the French Revolution and evaluate how far it could attain the goals of liberty, equality and fraternity.

## From France to other nations



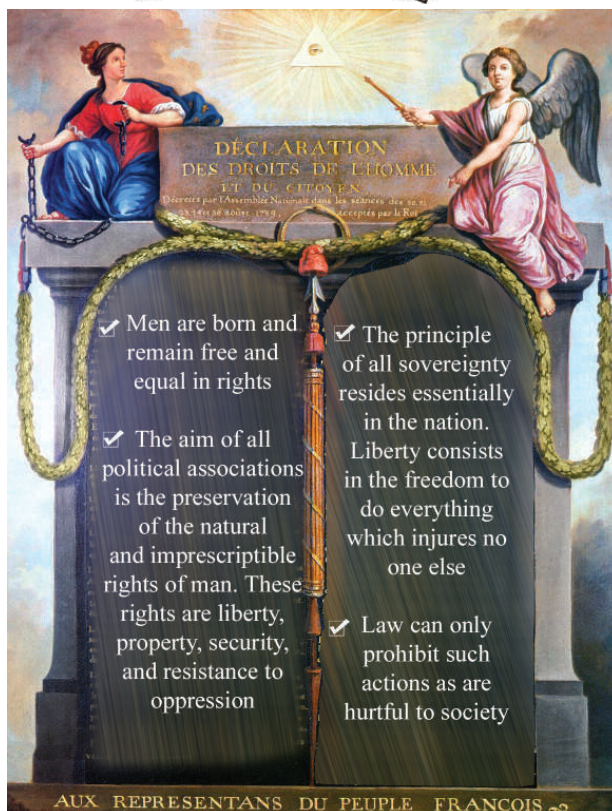
*When France sneezes,  
the rest of Europe catches cold*

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



### French Revolution and India

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



- ✓ Men are born and remain free and equal in rights
- ✓ The aim of all political associations is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression
- ✓ The principle of all sovereignty resides essentially in the nation. Liberty consists in the freedom to do everything which injures no one else
- ✓ Law can only prohibit such actions as are hurtful to society

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



*Declaration of the Rights of Man and of the Citizen*



*Analyze the aims and influence of the French Revolution.*



## Rousseau and the Declaration of the Human Rights



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

## Napoleon and the French Revolution

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

**Farmers were made the owners of land**

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

**Constructed several roads for transportation**



*Napoleon*

**Exercised state's control over the clergy**

**Established Bank of France to centralize finance**

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

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



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

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

## THE LATIN AMERICAN REVOLUTION

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

**Pablo Neruda**  
'Heights of Macchu Picchu'

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

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

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

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



Macchu Picchu - Peru

## THE RUSSIAN REVOLUTION

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

The Mother - Maxim Gorky

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

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

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

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



### Battleship Potemkin

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



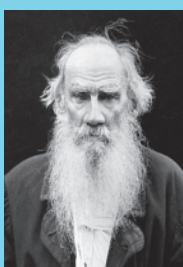
Russian revolution was greatly motivated by the despotic rule of tzar" Discuss



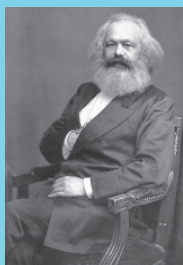
Writers like Maxim Gorky, Leo Tolstoy, Ivan Turgenev, and Anton Chekov depicted the plight of the workers and farmers in their works. The Marxist ideologies formulated by Karl Marx and Frederick Engels stirred the workers. They called for establishing the supremacy of the workers instead of that by the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



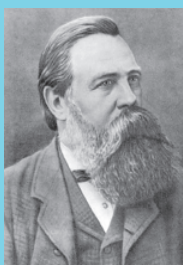
Maxim Gorky



Leo Tolstoy



Karl Marx



Frederick Engels

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



legislative assembly called Duma. Ignoring the protest from Duma, Nicholas II, the then Tsar decided to participate in the First World War that started in 1914. A lot of Russian soldiers were killed in this war. Food shortage became severe by 1917. Thousands of women marched along the streets of Petrograd on 8 March 1917 clamouring for bread. The workers organized protest march in Petrograd. Though the soldiers clashed with the demonstrators in the beginning, later they joined the workers. It was the tragic experience during the First World War that induced them to do so. The workers captured Petrograd and Nicholas II was thrown out of power. A provisional government was formed under Alexander Kerensky, the Menshevik leader. Since the Russian calendar was a few days behind the international calendar, this revolution that took place in March came to be known as the February Revolution.

*Analyze the circumstances that led to form a provisional government in Russia*



### Marxism



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

*Prepare a presentation that includes both international calendar and Russian calendar*



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



Lenin



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

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



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

Let us examine the results of Russian Revolution.

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



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

## THE CHINESE REVOLUTION

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

### OPIUM TRADE

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

### Open Door Policy

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

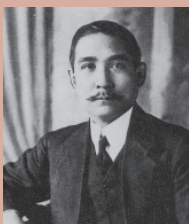


*Compare the strategies of colonial powers in China with the strategies that they adopted in other colonies.*

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



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



Dr. Sun Yat-Sen

### Ideologies of Sun Yat-Sen

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



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



*"Chinese Revolution of 1911 led to the liberation of China from foreign powers and monarchy" Examine the statement*

## Republic becomes popular

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



Mao Zedong



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

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

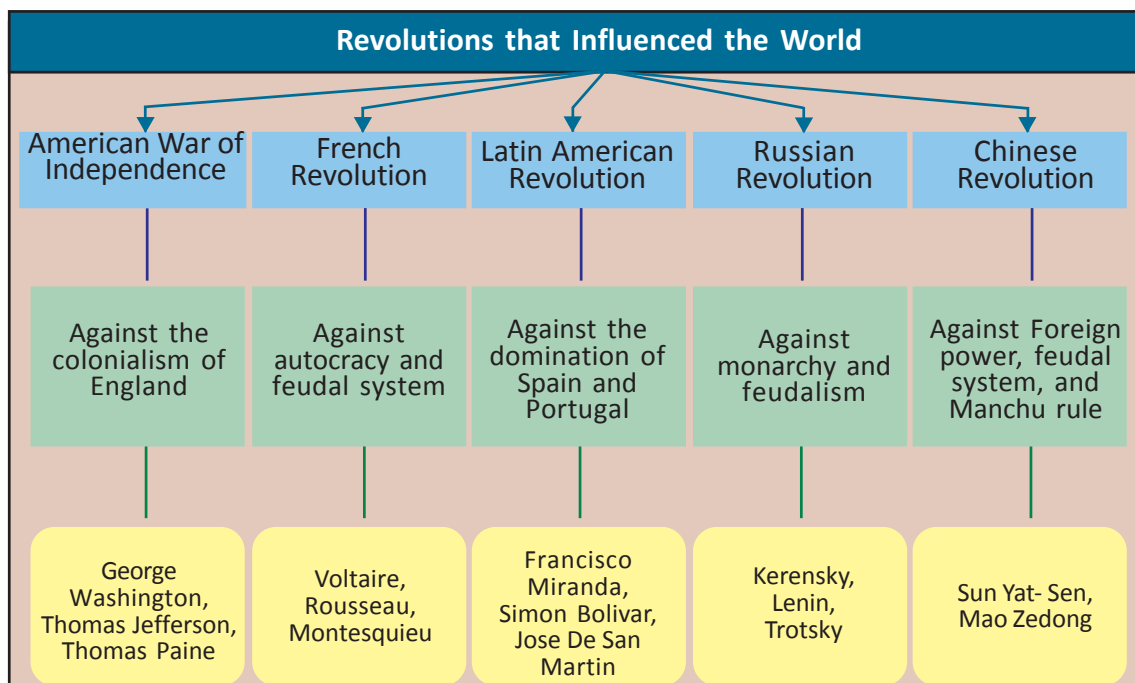
Collect information on important revolutions of the world and prepare a magazine.



Compare the revolutions that took place in America, Europe, and Asia and complete the table below.



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





### Let's assess

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



### Extended Activities

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



## WORLD IN THE TWENTIETH CENTURY



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

Why do the African countries share straight borderlines?

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



Why did the European nations partition Africa?

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

## From Capitalism to Imperialism

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

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

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

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

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



*A factory in  
England of the 1800s*



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

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



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

*How does imperialism differ from colonization?*



How did imperialism affect the colonies?

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

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

*How did Industrial Revolution cause conflicts among nations?*

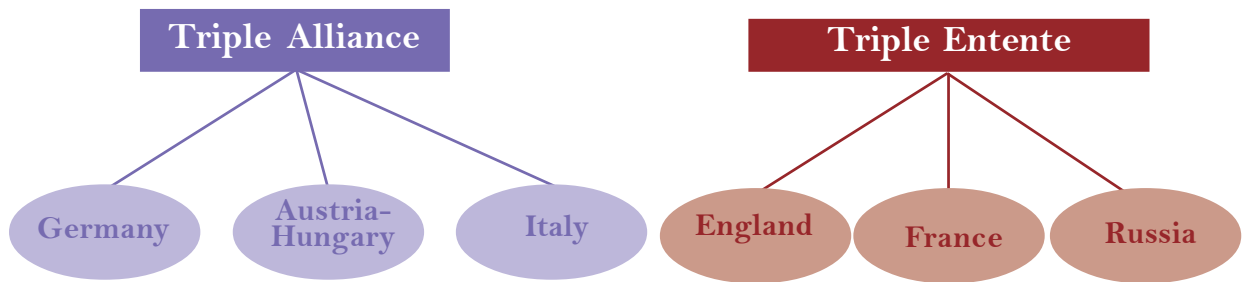


## The First World War

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


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





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

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



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

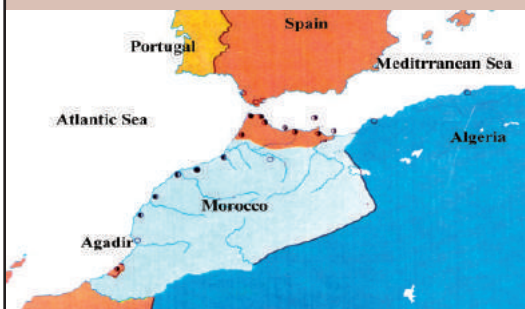


Imperialist rivalry drove the European countries into several crisis, among which the Moroccan crisis and the Balkan crisis are considered to be important.

### Imperialist Crisis

#### Moroccan Crisis

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



#### Balkan Crisis

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



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



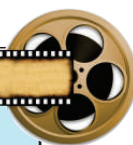
How did the competitions among the imperialist nations lead the world to a war? Discuss

## Aftermath of the war



### War on Celluloid

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



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

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

## Peace Efforts

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



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

## Economic Depression

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

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

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

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

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

### Black Thursday



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

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



## Fascism and Nazism

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

*From Charlie Chaplin's film 'The Great Dictator'*

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



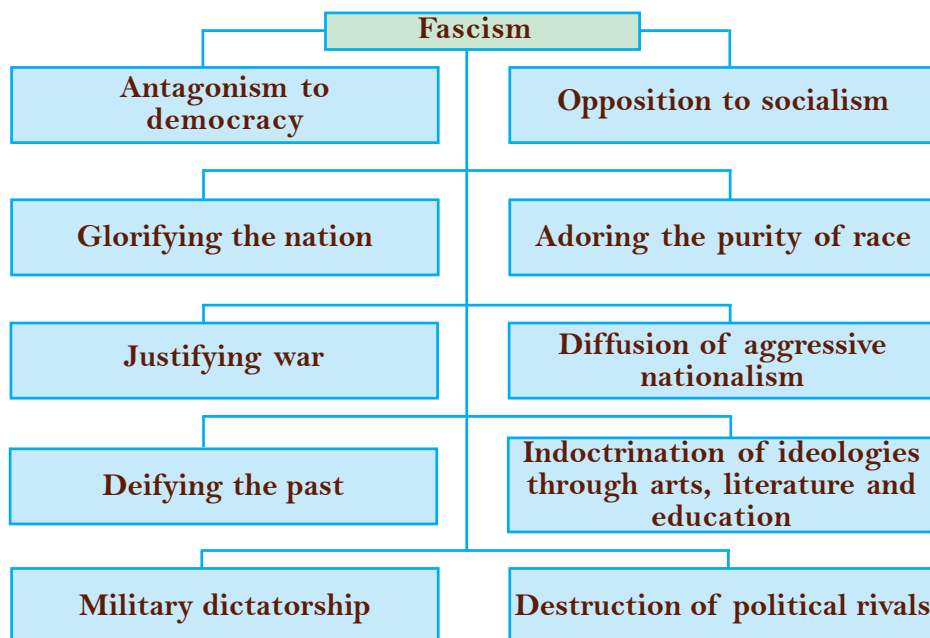
### Fascism

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

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

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

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





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



## Mussolini and Fascism

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

### Mussolini

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

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



Benito Mussolini

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

### Victorious Italy



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

### Matteotti



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

## Hitler and Nazism



Adolf Hitler



### Anne Frank's Diary



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



### Chempakaraman Pillai and the Nazis

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

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

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

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

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

### Gernam paster - Pastor Martin Niemoller

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

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

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

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

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

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



*Pictures of the concentration camp where Jews and Communists were massacred*

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



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

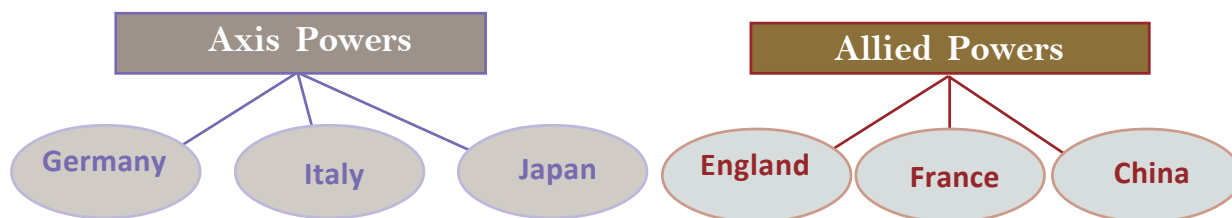
How did Fascism in Italy and Nazism in Germany defy world peace? Conduct a seminar on this topic.



## The Second World War

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

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



### Munich Pact

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

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

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

*'The reasons behind the outbreak of First World War and Second World War had several similarities'. Analyze the statement.*



### Non-Aggression Pact

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



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

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



## Effects of the War

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

### Pearl Harbour Attack



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



Atom bomb explosion



A clock that stopped at the moment of bombing



Hiroshima after bombing



BJNZA3

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



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

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



### Hibakusha

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



### War in Artworks

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



## On the Wings of Peace



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

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

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



*U.N. Flag*



*U.N. Emblem*

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



### Sadaco



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

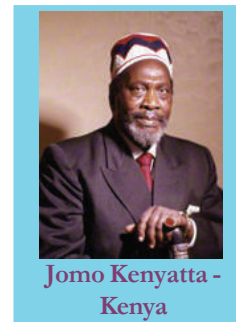
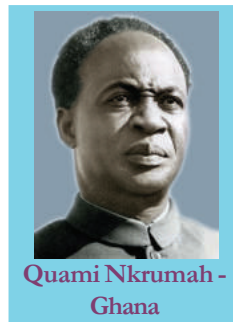
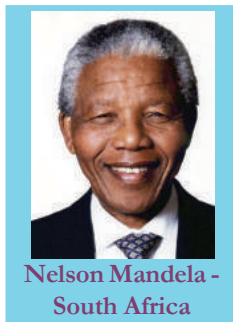
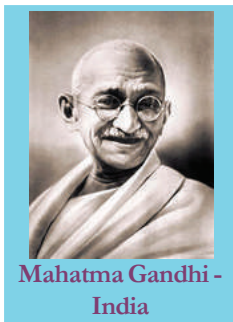


War affects both innocents and culprits. Prepare a note on the lessons that we can imbibe from the First and Second World Wars.

## Colonies become free

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

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



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



## Cold War

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

### Cold War



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



### Bipolar World

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



### Military Pacts during Cold War

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



*It was the conflicting ideologies that led to 'Cold war'? Evaluate*

## Non-Aligned Movement: An Alternative to Bipolar Blocs

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



Jawaharlal Nehru  
India



Gamal Abdul Nasser  
Egypt



Marshal Tito  
Yugoslavia



Ahmed Sukarno  
Indonesia

What is non Aligned Movement?

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



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

*How did decolonization and cold war lead to the formation of Non-Aligned Movement?*



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

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

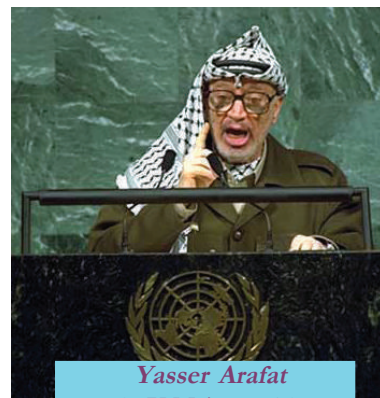


## West Asia

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

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

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



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



*Images of the conflict in West Asia*

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

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



### Oil as a Political Weapon

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



### Zionism

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



*Examine how imperialist interests caused the unrest in West Asia.*



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

## Disintegration of the Soviet Union



*Gorbachev*

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

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

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

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

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

### Glasnost and Perestroika



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

## Unipolar World- American Dominance

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

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

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

### Gulf War



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

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

## Neo Imperialism

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

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



*How does neo imperialism affect the economy of Third World countries?*

## New Economic Policy

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

### Liberalisation

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

### Privatisation

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

### Globalisation

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



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

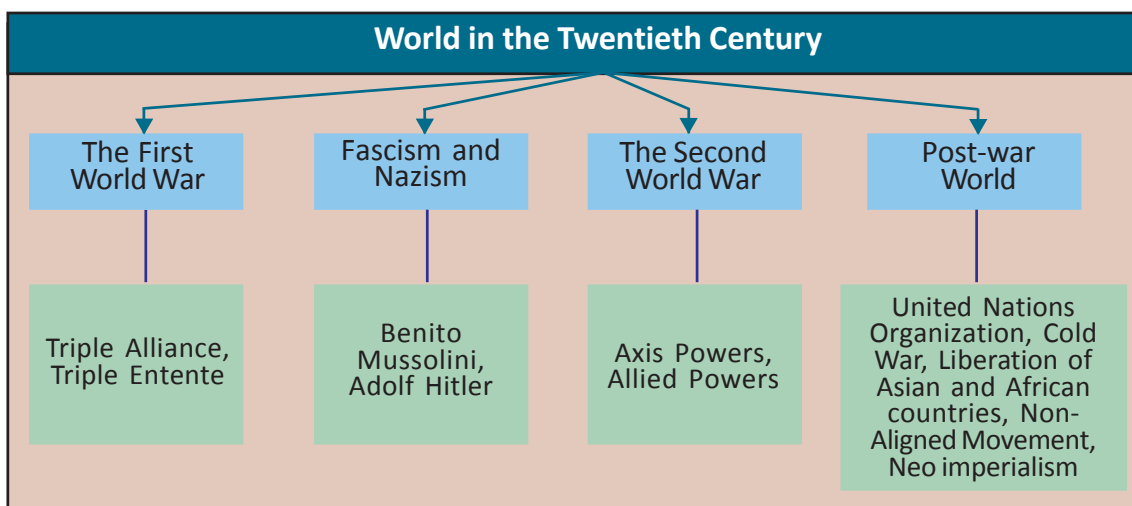
- The intervention of multinational companies challenged the concept of nation state.
- Led to the destruction of indigenous culture.
- Price of agricultural products plunged
- Public sector undertakings were destroyed
- Government withdrew from social service sectors
- Natural resources were looted



How far does globalization influence our everyday life? Discuss.

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

Prepare a digital collage of events of the 20th century





### Let's assess

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

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

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



### Extended Activities

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



## PUBLIC ADMINISTRATION

From

Sureshkumar  
Anaswara, Vazhuthacadu  
Thiruvananthapuram



To

The Public Information Officer  
Government Higher Secondary School  
Karamana, Thiruvananthapuram

Sir,

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

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

Thiruvananthapuram  
25/08/15

(Sd-)  
Sureshkumar

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

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

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

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

## Public Administration

*Public Administration is concerned with the administration of the government.*

N. Gladden

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



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

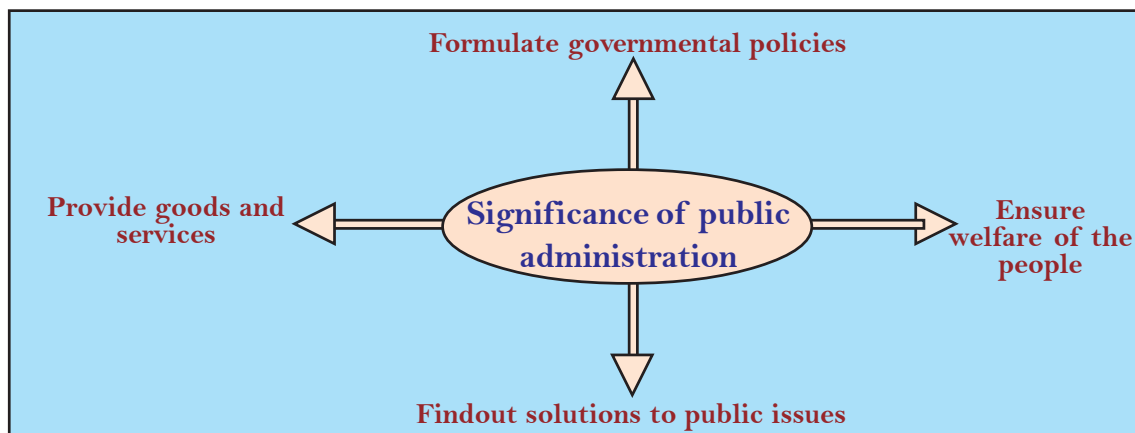
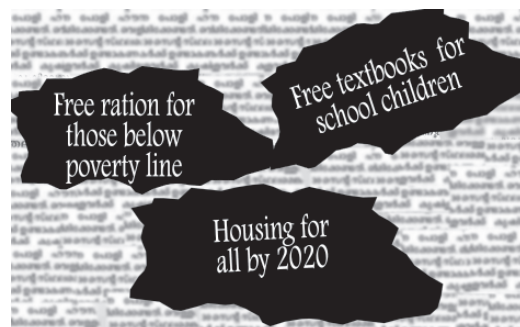
The history of public administration begins with the formation of state. Based on differences in the form of government we can find differences in public administration also. During monarchy, the interests of the monarch was the basis of public administration. But in democratic system, importance is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

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



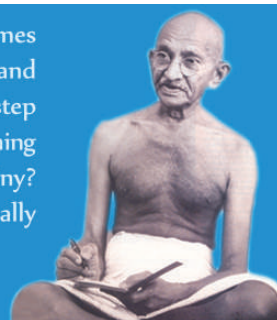
## Importance of Public Administration

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



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

### Mahatma Gandhi's Talisman



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

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



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

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

## Bureaucracy

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

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



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

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

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

### Features of Bureaucracy

#### Hierarchical organisation

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

#### Permanence

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

#### Appointment on the basis of Qualification

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

#### Political Neutrality

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

#### Professionalism

Every government employee must be skilled in their work.

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



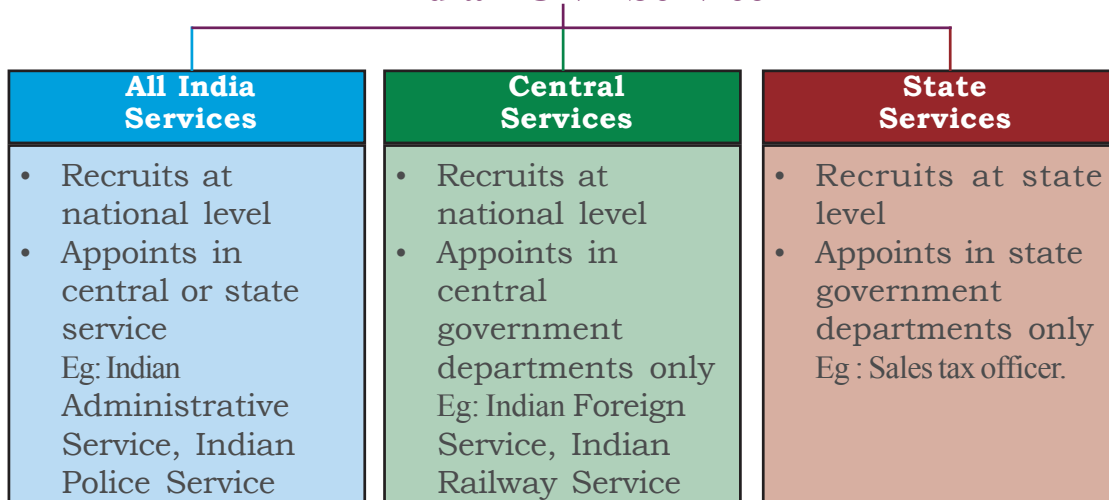
The above mentioned features of bureaucracy makes administration easy and effective. In all democratic countries bureaucracies will have these features.

## Bureaucracy in India

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

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

### Indian Civil Service



UPSC

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



### You can become collector



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

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



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

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

## Administrative Reforms

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

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

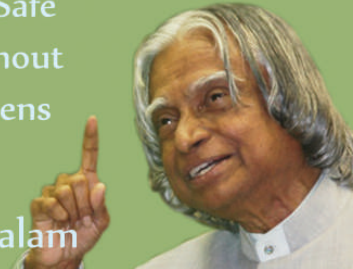


*Discuss and prepare a note on the changes to be made in the administrative system.*

## E-Governance

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

A P J Abdul Kalam



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

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



### Akshaya Centre

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



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

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

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

## Right to Information

### Reply to application for right to Information

From

Public Information Officer  
Government Higher Secondary School  
Karamana, Thiruvanthapuram.

To

Sri. Sureshkumar  
Anaswara, Vazhuthacaud, Thiruvananthapuram.

Sir

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

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

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

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

Address of the Appeal authority

Name :

Appeal Authority, DEO, Thiruvananthapuram

Yours faithfully

Thiruvananthapuram  
Date : 08/09/2015

(Sd/-)  
Public Information Officer.

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

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



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

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

## Information Commission



### Public Information

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

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

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

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

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



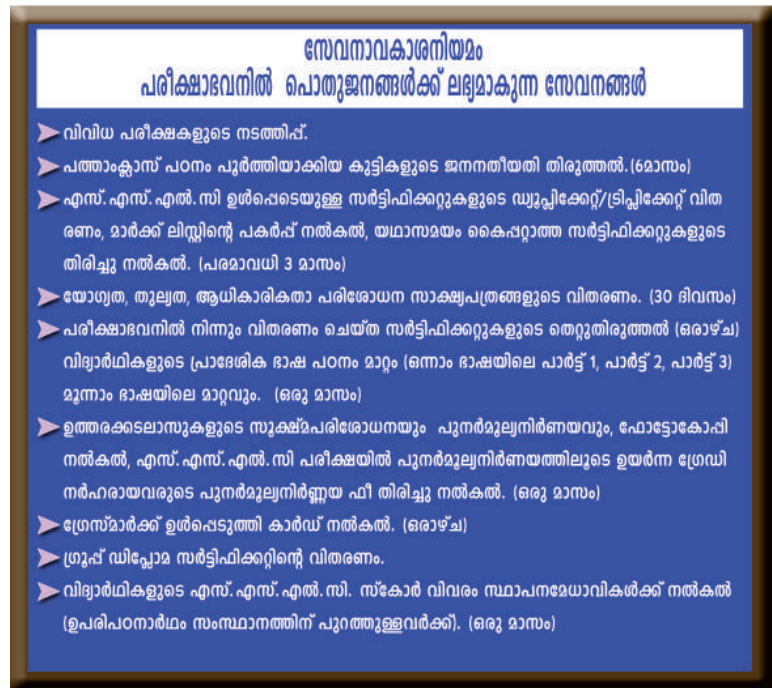
**What are the situations in our society where the Right to Information Act can be positively used? Discuss and prepare a note.**



## Right to Service

A board exhibited in a government office is given. From this we can identify the services given from the government office. Right to Service Act is a law which ensures services to the people. This law determines the time limit for every service given by a government office. If the deserved service is not given within this time limit, the responsible

employee should pay a fine. As per the Right to Service Act, an officer is appointed in every government office to give guidance and proper help to the applicants. Due to the continued interventions of the civil society, the governments have also taken some other steps to make administration more efficient. Let's look at some of them.



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



## Lokpal and Lokayuktha

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

## Central Vigilance Commission

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

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

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



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

Based on the model of the Central Vigilance Commission state

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

## Ombudsman

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

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

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

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

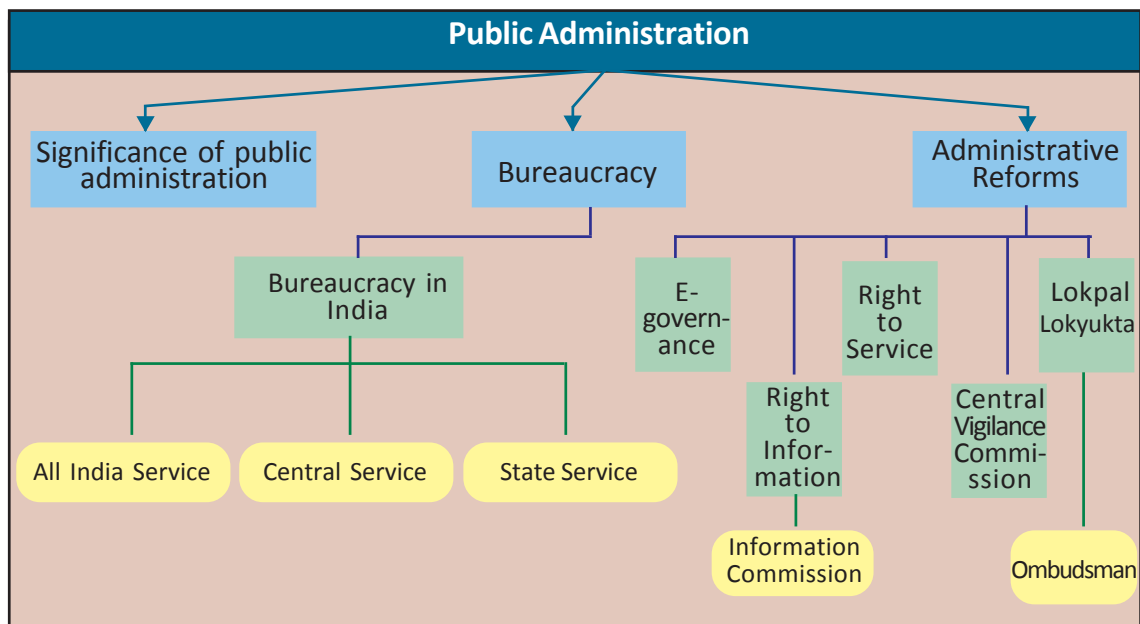


Delayed service, denial of right to service or making service as favour is considered as corruption in modern society. Our public administration tries to impliment the outlook that government service is not a favour, but right of the people.

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



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





### Let's assess

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



### Extended Activities

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



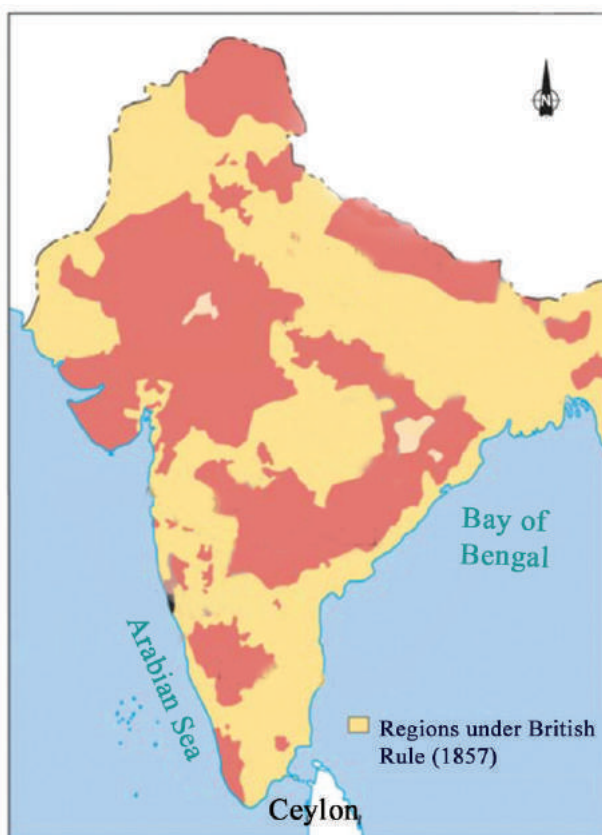


## BRITISH EXPLOITATION AND RESISTANCE

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

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

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



### Impact of the British policies

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

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

*Features of permanent land revenue settlement:*

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

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

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



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

*How did the British land revenue policy make the peasantry fall easy prey to the exploitation of moneylenders? Explain*



## Commercialization of agriculture

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

Crops	Region
<ul style="list-style-type: none"> <li>• Indigo</li> <li>• Cotton</li> <li>• Sugar cane</li> <li>• Tea</li> <li>• Jute</li> <li>• Wheat</li> </ul>	<ul style="list-style-type: none"> <li>• Bengal, Bihar</li> <li>• Maharashtra, Punjab</li> <li>• Uttar Pradesh</li> <li>• Assam, Kerala</li> <li>• Bengal</li> <li>• Punjab</li> </ul>



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

## Indigo revolt

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





*Harvesting  
indigo*

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



*Collecting  
indigo - an illustration*



*Indigo factory -  
an illustration*

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





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



*Analyse the circumstances that led to the Indigo Revolt.*

## Peasant Revolts in Kerala

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



### Conolly

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

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

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

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

## Struggles storms jungles

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

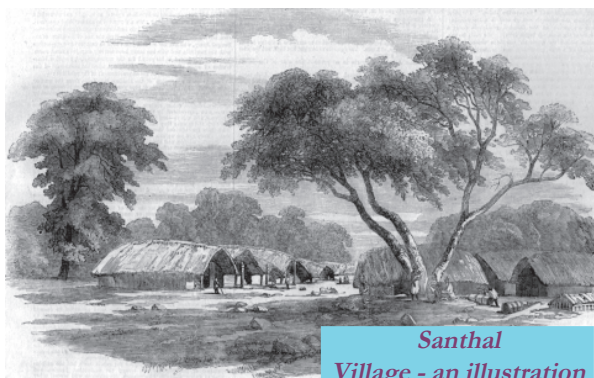
*Zamindars and moneylenders captured their land. The British officers made them work as slaves in laying railway lines. When their life became unbearable, they decided to take up arms against the British under the leadership of Sido and Kanhu. The Rajmahal Hills became a battle field against the British.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

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

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



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



Santhal Village - an illustration

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



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

## Kurichya Revolt

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

Let's examine the reasons of this revolt.

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

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

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

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

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

Present a skit based on the tribal rebellion in Wayanad



## Decline of traditional industries

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

**William Bentinck (1834-35)**

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

Let's examine the causes for their decline.

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

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



*The train during the British period*

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

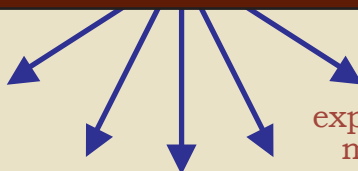
Due to the higher tax levied, the price of Indian textiles exported to Britain increased. So it lost the British market too.

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



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

### Decline of Indian textile industry



export of raw materials

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

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

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

## The advent of modern industries and the plight of the workers

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



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

- Prolonged working hours
- Meagre wages
- Unhealthy accommodation

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

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

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



### Life of the working class



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

Jürgen Kuczynski  
(German economic historian)

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



## First War of Indian Independence, 1857

*Dawn of 11 May 1857*

*People of Delhi woke up to a tumult.*

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

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

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

**Mangal Pandey**

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

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



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

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



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

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

**Bahadur Sha II****Thantia Thopi****Rani Lakshmi Bai****Begum Huzret Mahal**

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

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

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



Nana Saheb

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

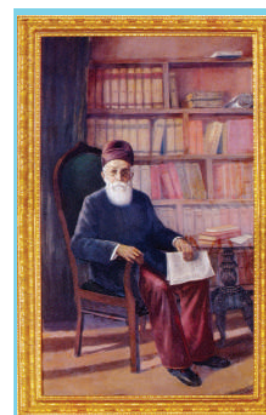


The picture of famine victims in Bengal

## Realising the exploitation

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

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



Dadabai Naoroji

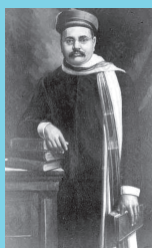


**Romesh Chandra  
Dutt**

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

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

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



**Gopal Krishna  
Gokhale**

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

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



Prepare a note on Drain Theory.

## Swadeshi Movement: New method of resistance

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



### Nursery of Indian National Movement

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

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



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

### The Tamil Helmsman



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



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



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

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

It was these protests that were transformed as

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



Bipin Chandra Pal



Lala Lajpat Ray



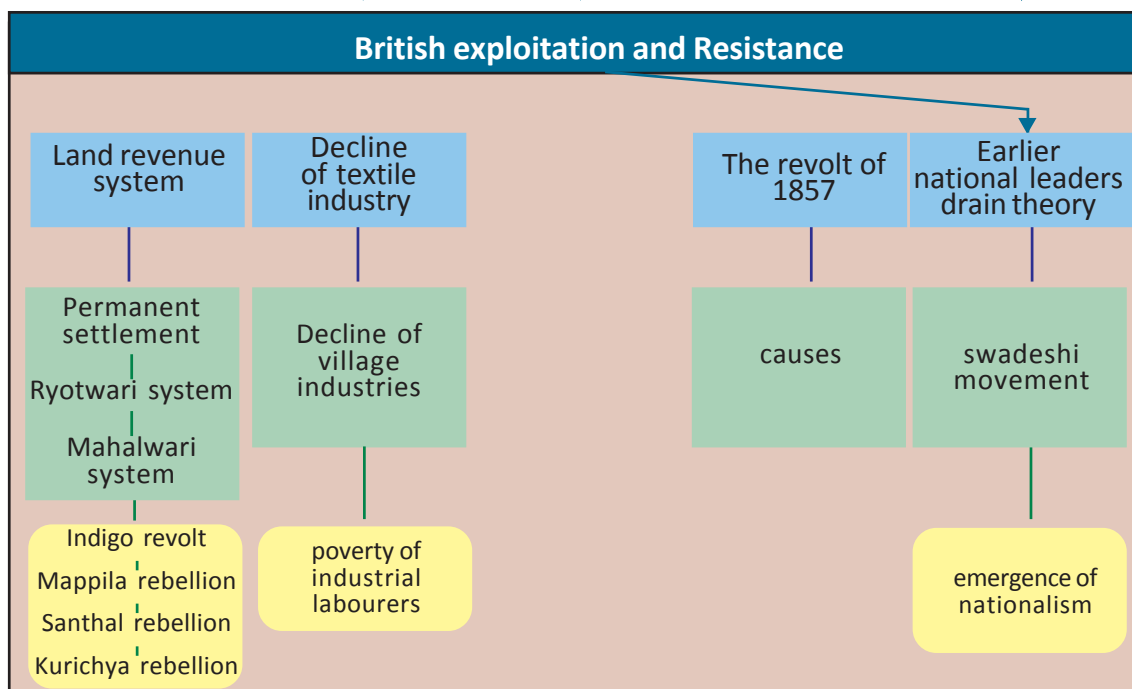
Bala Gangadara Tilak



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



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





### Let's assess

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

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

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



### Extended Activities

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



## CULTURE AND NATIONALISM

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

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

**Jawaharlal Nehru**  
“The Discovery of India ”

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

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

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

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

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

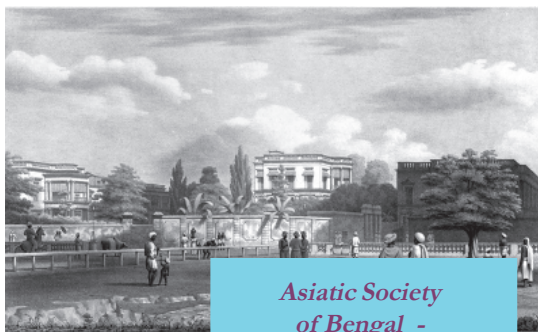
## Colonial Rule and Nationalism

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

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



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



*Asiatic Society of Bengal - an illustration*

"Our aim is to create a class of persons, Indians in blood and colour, but English in taste, in opinions, in morals and in intellect"

- Lord Macaulay

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

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

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

### Scientific Societies



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

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

*Did the British rule lead to the growth of Indian nationalism? Evaluate.*



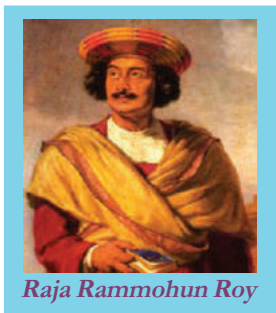
## Social Reforms

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

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

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

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



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

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

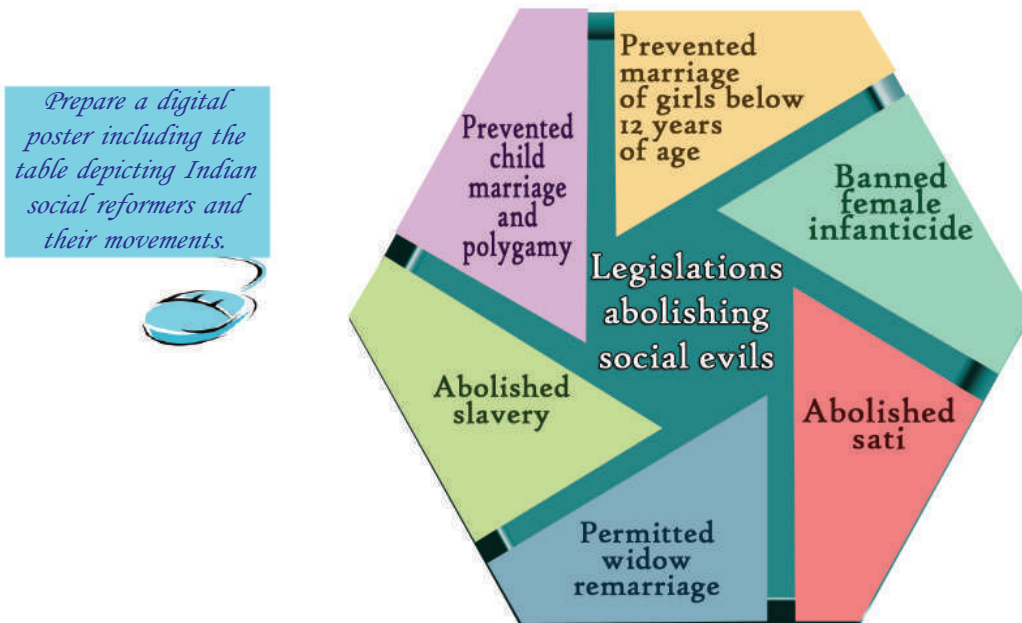


**Pandita Ramabai**

Movements	Reformers	Ideologies
<ul style="list-style-type: none"> <li>Arya Samaj</li> <li>Ramakrishna Mission</li> </ul>	<ul style="list-style-type: none"> <li>Swami Dayanand Saraswati</li> <li>Swami Vivekananda</li> </ul>	<ul style="list-style-type: none"> <li>Campaigned against idol worship and child marriage.</li> <li>Opposed caste system and social evils.</li> <li>Propagated the concepts of liberty, equality and freedom of thought.</li> </ul>
<ul style="list-style-type: none"> <li>Aligarh Movement</li> </ul>	<ul style="list-style-type: none"> <li>Sir Syed Ahmad Khan</li> </ul>	<ul style="list-style-type: none"> <li>Advocated for social and educational uplift of Indian Muslims.</li> </ul>
<ul style="list-style-type: none"> <li>Prarthana Samaj</li> </ul>	<ul style="list-style-type: none"> <li>Atmaram Pandurang</li> </ul>	<ul style="list-style-type: none"> <li>Campaigned for inter dining, inter caste marriage, widow remarriage and the uplift of women and backward classes.</li> </ul>
<ul style="list-style-type: none"> <li>Theosophical Society</li> </ul>	<ul style="list-style-type: none"> <li>Annie Besant</li> </ul>	<ul style="list-style-type: none"> <li>Resurgence of Hindu religion.</li> </ul>
<ul style="list-style-type: none"> <li>Hitakarini Samaj</li> </ul>	<ul style="list-style-type: none"> <li>Viresalingam</li> </ul>	<ul style="list-style-type: none"> <li>Campaigned for widow remarriage and women education.</li> </ul>
<ul style="list-style-type: none"> <li>Satya Shodak Samaj</li> </ul>	<ul style="list-style-type: none"> <li>Jyotiba Phule</li> </ul>	<ul style="list-style-type: none"> <li>Opposed social evils and domination of priests.</li> <li>Started educational institutions for backward classes.</li> </ul>
<ul style="list-style-type: none"> <li>Self Respect Movement</li> </ul>	<ul style="list-style-type: none"> <li>E.V. Ramaswami Naicker</li> </ul>	<ul style="list-style-type: none"> <li>Opposed Brahmanical supremacy and caste system.</li> </ul>
<ul style="list-style-type: none"> <li>Sree Narayana Dharma Paripalana Yogam</li> </ul>	<ul style="list-style-type: none"> <li>Sree Narayana Guru</li> </ul>	<ul style="list-style-type: none"> <li>Opposed caste system and evil practices.</li> <li>Advocated for social and economic progress of the backward classes.</li> </ul>



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



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

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



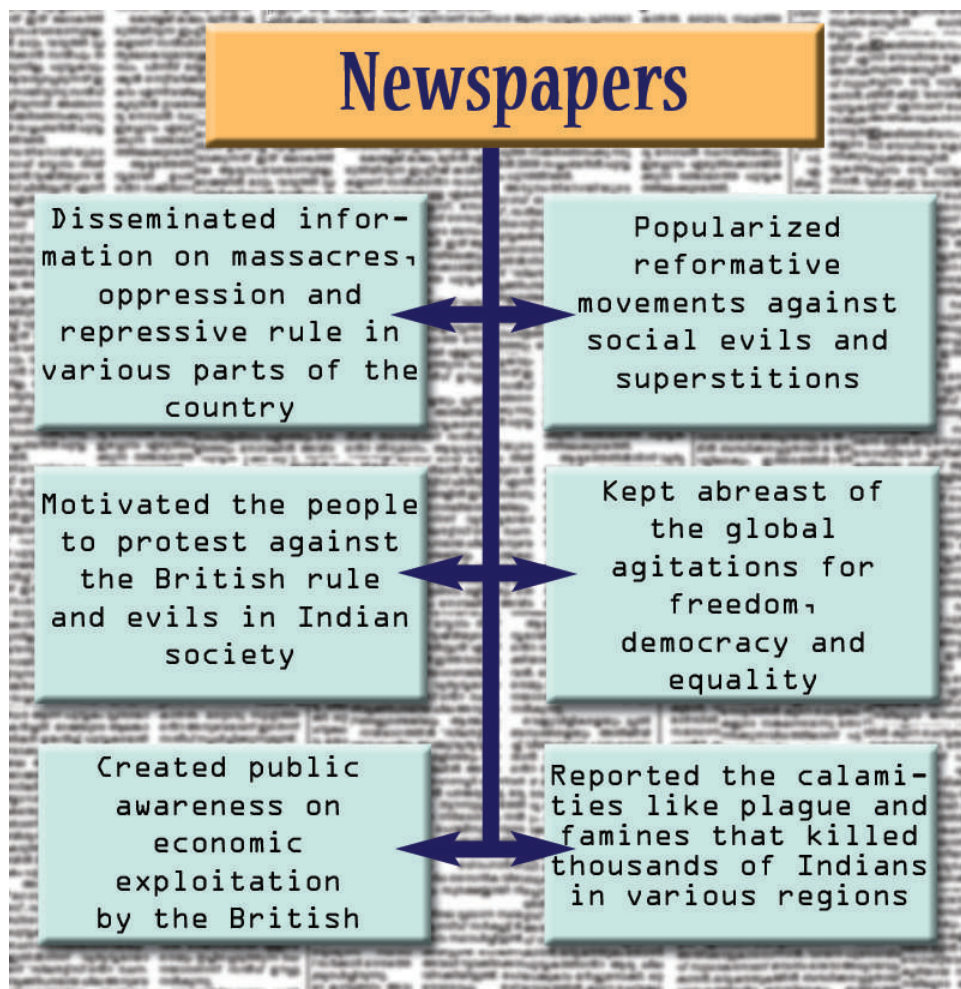
## The Press and Unity of India

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



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

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



*Examine the role of newspapers in making people aware of exploitation and violation of rights they faced.*







### Major newspapers during the freedom struggle and their Leaders

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



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

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

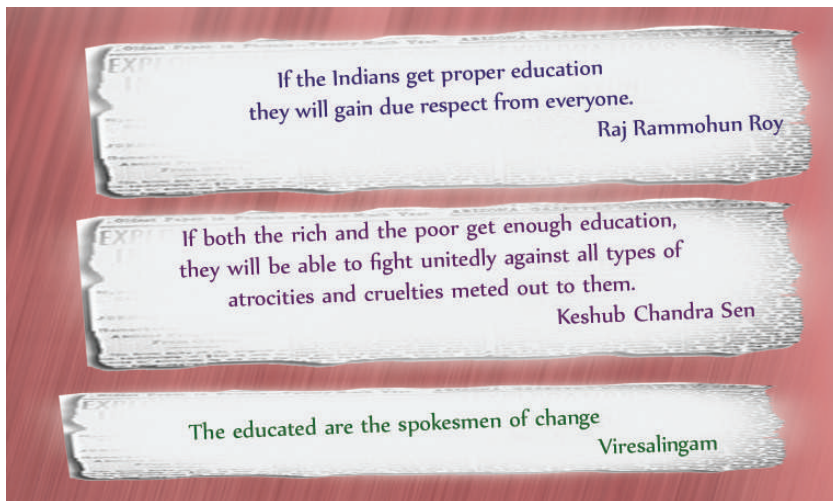
Realising the power of the Press, the British imposed stringent measures to control them. The Vernacular Press Act enacted by Lord Lytton in 1878 was one of them. It curbed freedom of press in regional languages. The British withdrew the Act after a massive protest.

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



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

## Education for the Nation



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

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



*Fergusson college in Pune established by Deccan Education Society.*

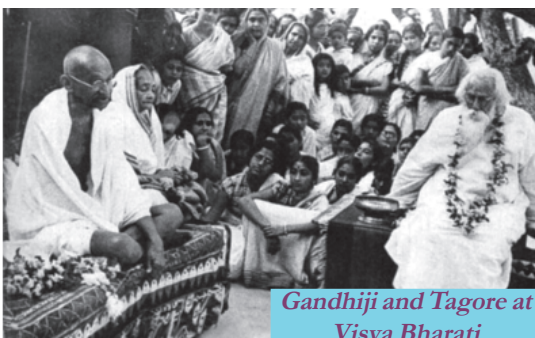
Establishing national educational institutions was the main means adopted for inculcating nationalism. They imparted secular education to all sections of the society. The Deccan Education Society founded in 1884 in Pune by G.G. Agarkar, Bal Gangadhar Tilak and Mahadev Govinda Ranade was one of such educational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



*Emblem of Deccan Education Society*



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



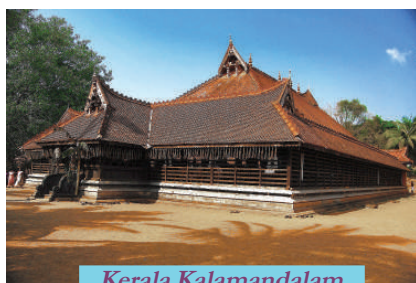
Visva Bharati, the university founded by Rabindranath Tagore in Bengal, focused on universal brotherhood. With this university, Tagore aimed at a system of education that would bridge western and eastern cultures.

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

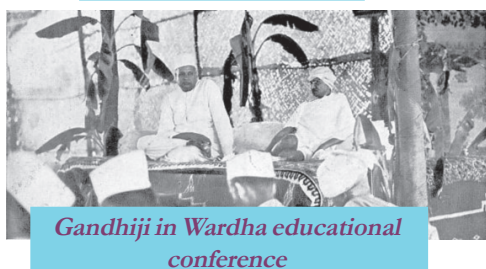


Mohamed Ali, Shoukath Ali, Dr. Zakir Husain and M.A. Ansari founded the Jamia Millia Islamia in Aligarh. Its objective was to strengthen national movement through secular education.

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



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





### Nai Talim

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

*How did the advancement in education help nurture Indian nationalism?*



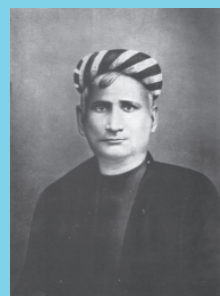
Following are some ideas envisioned in national education. Read carefully. List the institutions that worked for materializing these ideas.



Ideas of National Education	Institutions
<ul style="list-style-type: none"> <li>• Secularism</li> <li>• Nationalism</li> <li>• Women empowerment</li> <li>• Internationalism</li> <li>• Revival of traditional arts</li> <li>• Protest against foreign rule and caste system</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

### Literature and Nationalism

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

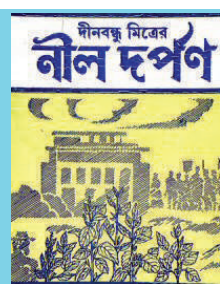


*Bankim Chandra*

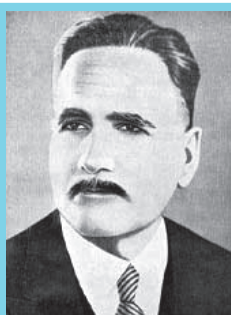




Dinabandhu Mitra



Nil Darpan



Muhammad Iqbal



BKGMF1

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

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

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

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



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



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

### Come.. friend.. Come Forward



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

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

## Nationalism in Art



*Bharat Mata*

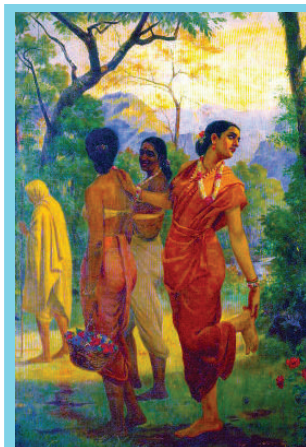
This is a water colour painting by Abanindranath Tagore. It depicts Bharat Mata giving food, cloth and knowledge to Indian masses. This painting helped to inculcate patriotism in Indian minds. Under the influence of this painting artists from various parts of the country pictured Bharat Mata in various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

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

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

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

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



*Painting of Raja Ravi Varma - A scene from Sakuntalaham of Kalidasa*



*Sati - a painting of Nandalal Bose*



*Village Drummer - a painting of Nandalal Bose*



*Village life - a painting of Amrita Sher-Gil*

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



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

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



*National flag and national emblem*

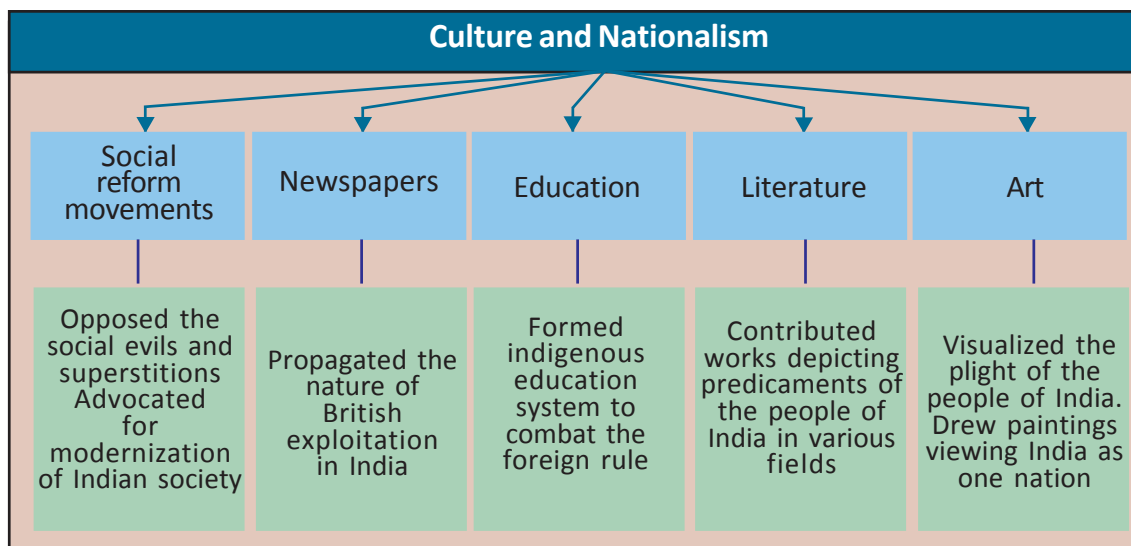


### Madame Cama and Tricolour Flag

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



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



- 'Indian nationalism was a form of protest against and dissent to the British colonialism'. Substantiate
- The newspapers have a major role in unifying the people of a country. Evaluate the significance of this statement in Indian context.
- Evaluate how changes in education influenced the emergence of Indian nationalism.
- Identify the correlation between the items in section A and complete section B in the same way.
 

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





### Extended Activities

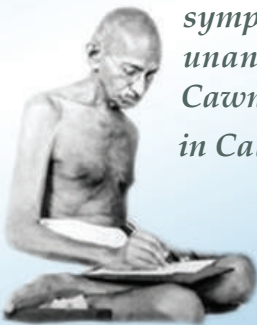
- Prepare a magazine collecting literary works and newspapers and pictures that contributed to the national unity of India.
- Prepare a magazine collecting Malayalam poems that ignited nationalism.



## STRUGGLE AND FREEDOM

### *The stain of Indigo*

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



My Experiments with Truth-

**Mahatma Gandhi**

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

Let us see the reasons for this;

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



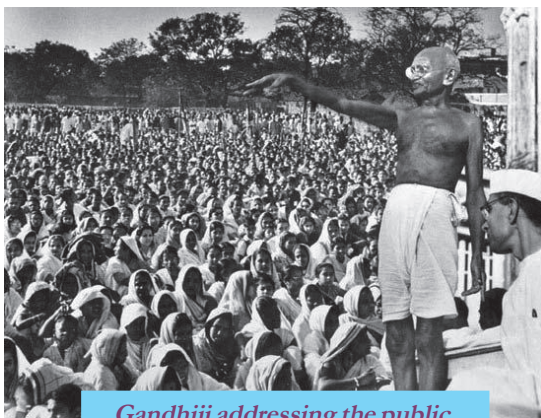
## Gandhiji and South Africa

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

## Early Struggles of Mahatma Gandhi

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

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



*Gandhiji addressing the public*

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

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

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

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



*How did Gandhiji become the leader of Indian society?*

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

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

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



## Towards the National Movement

Gandhiji entered Indian national movement with



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

### Plague Bonus



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

### Gandhiji on the Screen



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

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





## Jallianwala Bagh Massacre

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

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



Jallianwala Bagh - an illustration

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



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

## Non-cooperation and the Khilafat Movements

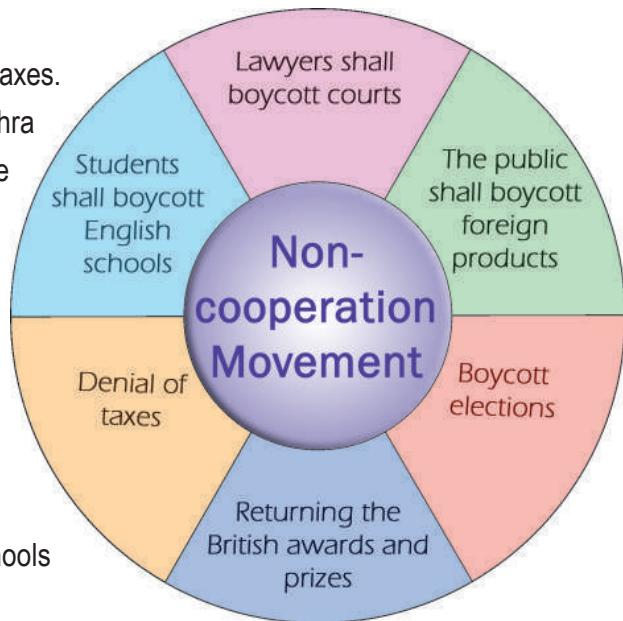
The first national level struggle by the Indian National Congress under the leadership of Mahatma Gandhi was the non-cooperation movement. The confidence gained from the anti- Rowlatt protest motivated Gandhiji to declare non-cooperation against the British.

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

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

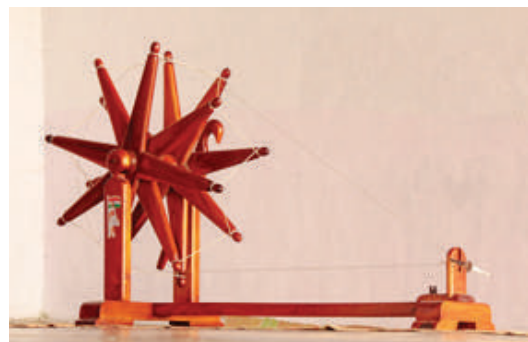


- Farmers in Awadh refused to pay taxes.
- The tribal groups in northern Andhra entered the forests and collected the forest produces violating the forest laws.
- Farmers in Uttar Pradesh refused to carry the luggage of the colonial officials
- Workers struck work.
- Lawyers boycotted courts.
- Students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



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

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



*Charka used by Gandhiji - from a collection of Sabarmati Ashram*



*Ali Brothers - Mohamad Ali, Shaukath Ali*

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

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



### The Khilafat Movement

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

*Explain the circumstance that led Gandhiji to support the Khilafat Movement*

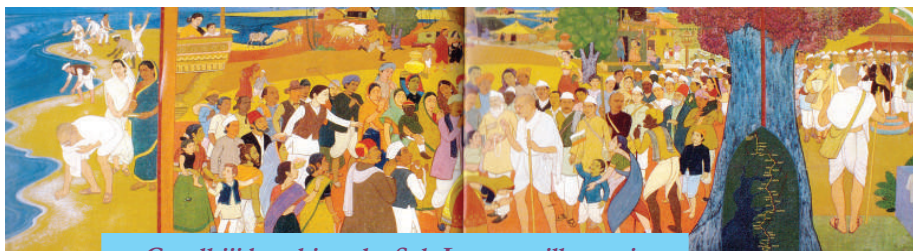


In response to the police firing at a mob, at Chauri Choura in Uttar Pradesh the villagers set ablaze the police station and 22 policemen died. This incident disappointed Gandhiji. So, he called for stopping the non-cooperation movement.

## Poorna Swaraj and Civil Disobedience

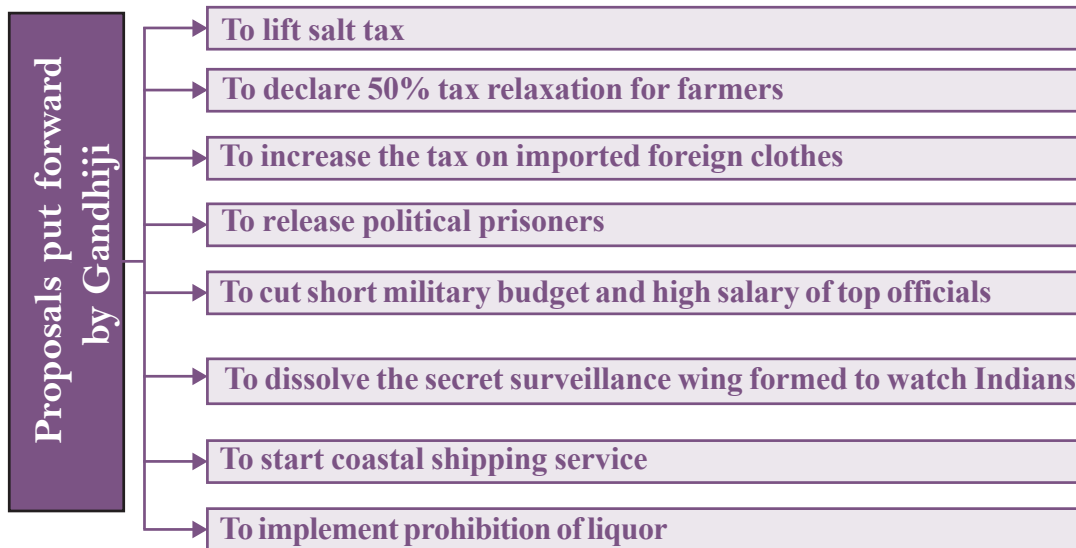
The Lahore session of the Indian National Congress held in 1929 under the chairmanship of Jawaharlal Nehru was a turning point in the history of freedom movement in India.

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



*Gandhiji breaking the Salt Law - an illustration*

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



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

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

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



Gandhiji in London

Explaining the strength of the civil disobedience movement he said,

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

Gandhiji



BL9AJY



## Round Table Conferences

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



Sarojini Naidu

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

*The Salt Sathyagraha played a major role in making national movement a mass movement - Substantiate.*



## The British Quit India



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

Gandhiji

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



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

Let us examine some factors that caused Quit India Movement.



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

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

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

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

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



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



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



## Alternative Paths

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

Subhash Chandra Bose



Chandra Sekhar Azad



Bhagat Singh



Sukh Dev



Raj Guru

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

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



Newspaper report on the execution of Bhagat Singh and his comrades

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

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

### Letter sent to Batukeshwar Dutt by Bhagat Singh

*Dear Brother*

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

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

*Central Jail, Lahore  
1930 November*

*Yours Bhagat Singh*

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

**Abhinav Bharat Society**  
**V.D. Savarkar**

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

**Ghadar Party**  
**Lala Hardayal**

**Indian Republican Army**  
**Surya Sen**

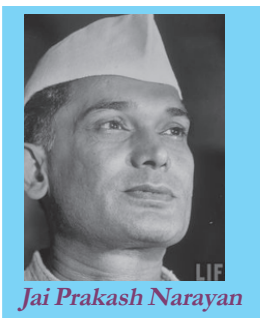
Taking cue from the Russian revolution, socialist ideologies started to spread in India in 1930s and these ideas influenced a section of Congress activists. Jawaharlal Nehru, Subhash Chandra Bose,



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

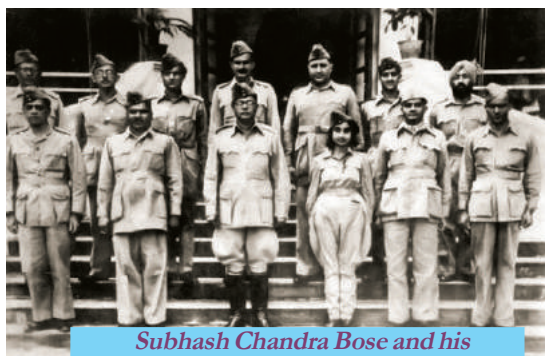
Jai Prakash Narayan and Aruna Asaf Ali led the Congress Socialist fraction within the Indian National Congress.

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



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

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



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

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

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



### Vanchi Iyer

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

### Movements of workers and peasants

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

- Ahmedabad Textiles Association
- Madras Labour Union

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

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

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

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

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

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

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

*Discuss the role of labourers and farmers in the struggle for Indian independence.*







### Khan Abdul Gaffar Khan

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



## Towards Independence

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

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



*Jawaharlal Nehru addressing the public at Red Fort*

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

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

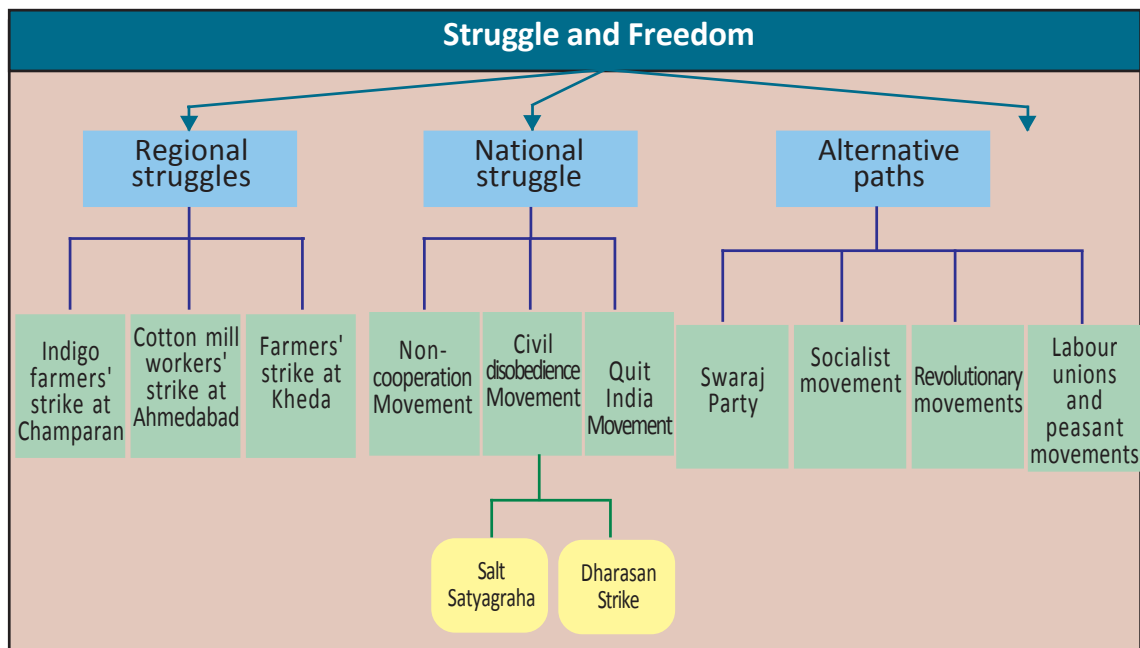
While the Congress and the All India League approved this plan the nationalists like Khan Abdul Gaffar Khan vehemently opposed it. In



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

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

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



### Let's assess

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

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



### Extended Activities

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

# K E R A L A





# INDIA

## States and Union Territories







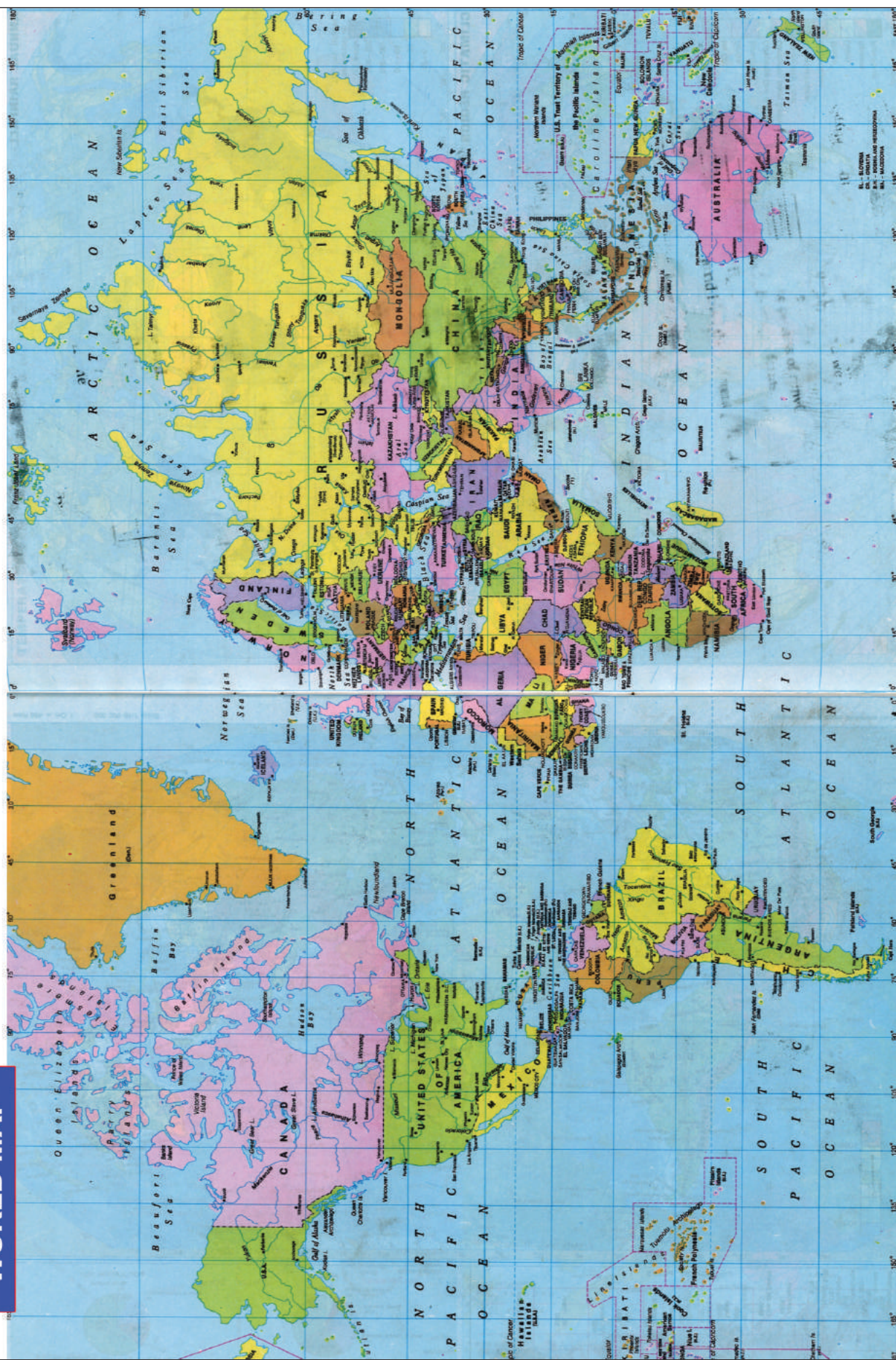
# ASIA MAP







# WORLD MAP



Map not to Scale





**Notes**

# CONSTITUTION OF INDIA

## Part IV A

### FUNDAMENTAL DUTIES OF CITIZENS

#### ARTICLE 51 A

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

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

## CHILDREN'S RIGHTS

*Dear Children,*

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

*Let's see what your rights are:*

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Right to freedom of speech and expression.</li><li>• Right to life and liberty.</li><li>• Right to maximum survival and development.</li><li>• Right to be respected and accepted regardless of caste, creed and colour.</li><li>• Right to protection and care against physical, mental and sexual abuse.</li><li>• Right to participation.</li><li>• Protection from child labour and hazardous work.</li><li>• Protection against child marriage.</li><li>• Right to know one's culture and live accordingly.</li></ul> | <ul style="list-style-type: none"><li>• Protection against neglect.</li><li>• Right to free and compulsory education.</li><li>• Right to learn, rest and leisure.</li><li>• Right to parental and societal care, and protection.</li></ul> |
|--|--|

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### Major Responsibilities

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

*Contact Address:*



### **Kerala State Commission for Protection of Child Rights**

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

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

Email: [childrights.cpcr@kerala.gov.in](mailto:childrights.cpcr@kerala.gov.in), [rte.cpcr@kerala.gov.in](mailto:rte.cpcr@kerala.gov.in)

Website : [www.kescpcr.kerala.gov.in](http://www.kescpcr.kerala.gov.in)

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

**Kerala Police Helpline - 0471 - 3243000/44000/45000**

**Online R. T. E Monitoring : [www.nireekshana.org.in](http://www.nireekshana.org.in)**

## *Security Features of a Genuine Indian Currency Note*

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

### ► **Paper**

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

### ► **Watermark**

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

### ► **Security Thread**

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

### ► **Micro lettering**

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

### ► **Intaglio Printing**

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

### ► **Fluorescence**

The number panels of banknotes are printed in fluorescent ink.

### ► **Optically Variable Ink**

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

### ► **Latent Image**

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

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