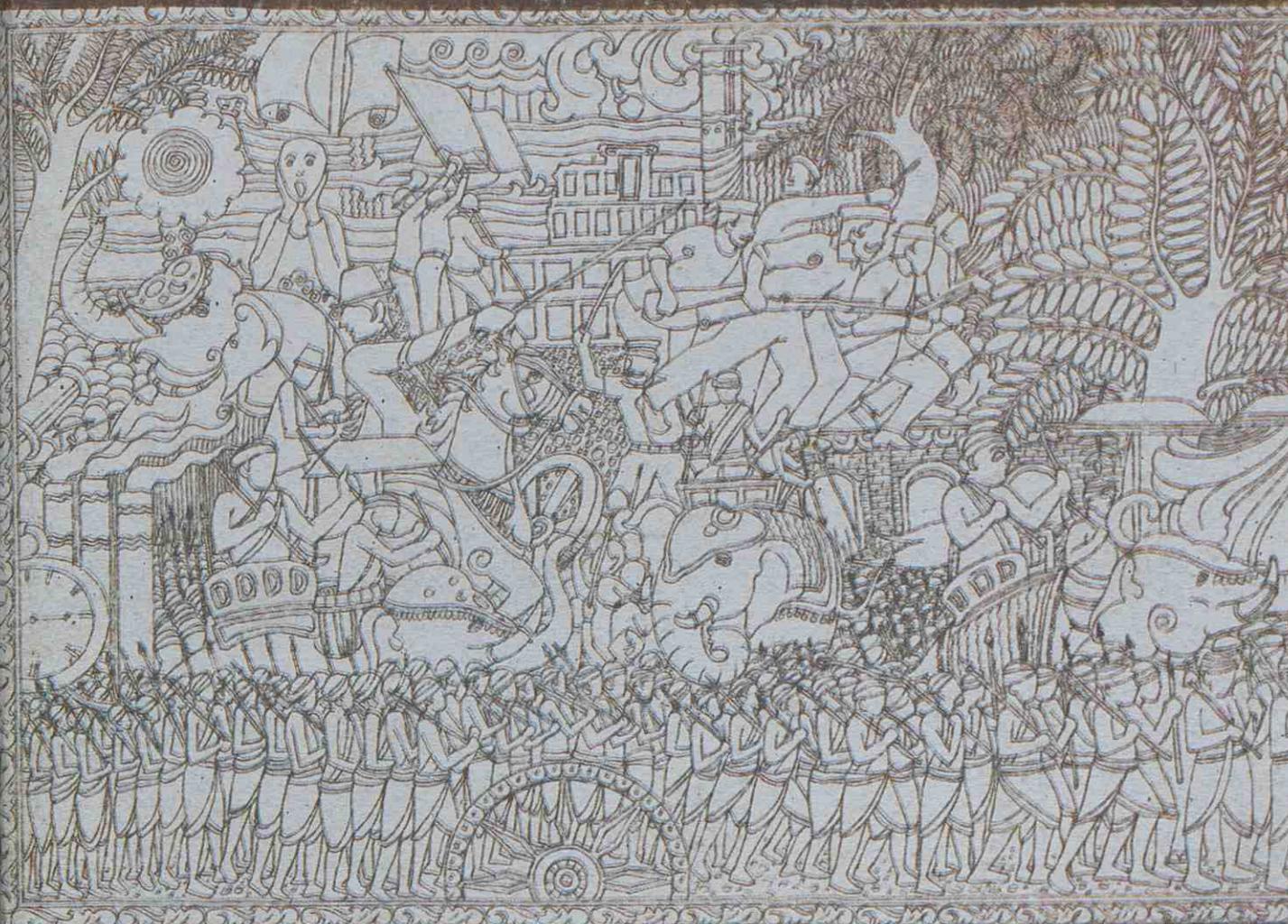


Social Science I



Part-2



Government of Kerala
Department of Education

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.

SOCIAL SCIENCE I

Standard X

Part-2



**Government of Kerala
Department of Education**

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

2016

THE NATIONAL ANTHEM

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

PLEDGE

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

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

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

State Council of Educational Research and Training (SCERT)

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Dear students,

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

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

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

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

With regards,

Dr. P. A. Fathima
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



Significant learning outcomes



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.

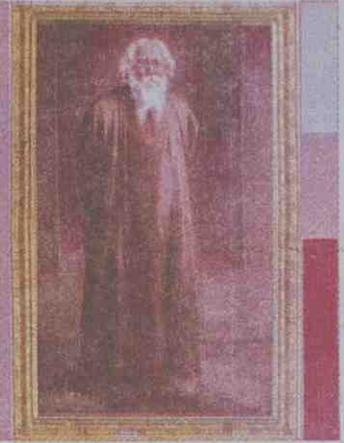
The themes, learning activities, reflective questions, questions for self evaluation, and extended activities that facilitate the knowledge construction process are included in all the chapters. We hope you would be able to extend the scope of the contents in this textbook by proper exploration of these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



INDIA AFTER INDEPENDENCE

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

Rabindranath Tagore



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

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

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

The major task of post independent India was to reconstruct a modern nation from the debris the British had left behind. India had to face many problems at that time. In this unit, we discuss how our nation advanced to progress facing these challenges bravely. We have discussed the partition of India in the previous unit. Partition and the consequent flow of refugees was the major challenge that the post independent India had to face.

Flow of Refugees



The pictures given above portray the refugees travelling with their families and belongings seeking shelters. This was a common sight in India during the time of partition. During that time there was an influx of refugees from India to Pakistan and vice versa. Along with this, communal riots broke out in various places. Calcutta, Bihar,

Noakhali, Delhi, Punjab and Kashmir witnessed bloody riots.

Thousands of people were killed and women were attacked. As a result, different sections of people lost all their belongings and became refugees. Around ten million people travelled as refugees on bare foot, trains and bullock carts. However, the

rehabilitation efforts and affirmative actions of the government solved the problems.



Martyrdom of the Mahatma

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

bullock carts. However, the



Discuss the context of refugee problem in independent India.

Integration of Princely States

There were around six hundred princely states in pre-independent India, in addition to the territories directly ruled by the British. Britain gave these princely states the options to join either India or Pakistan or to be independent. Integration of these princely states into the Indian Union was another challenge before the new nation. The

integration was really a herculean task and Sardar Vallabhbhai Patel was the Union Minister entrusted with this mission. He appointed V.P. Menon, a Keralite, as Secretary of the Department of States. Patel and V. P. Menon prepared an Instrument of Accession, which stipulated that the princely states had to transfer their control over defence, external affairs, and information and communications to the Government of India. Following the diplomacy of the government and popular protests, majority of the princely states signed the Instrument of Accession and joined Indian Union. But some states such as Hyderabad, Kashmir and Junagarh resented. Finally they were also integrated into the Indian Union through conciliation talks and military interventions.



Partition on the screen



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



Sardar Vallabhbhai Patel

V.P. Menon



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



Liberation of Mahe



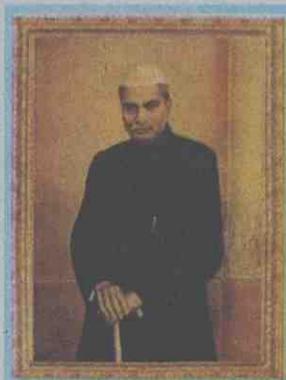
Mayyazhi Mahajana Sabha, under the leadership of I.K. Kumaran, who is known as 'Mayyazhi Gandhi', led the movement to liberate Mahe, a French settlement in Kerala. Mahe and other French settlements such as Pondicherry, Karaikkal and Yanam were handed over to India by France after a series of mass protests and strikes.

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

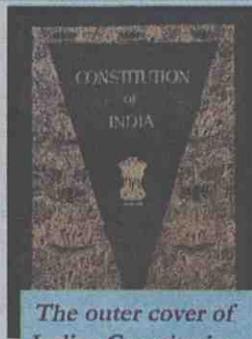
protest, France handed over its territories under their control to India. Territories under the control of Portugal were accessed to India through military operations.

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

Constitution and the First General Election



Dr. Rajendra Prasad



*The outer cover of
Indian Constitution*

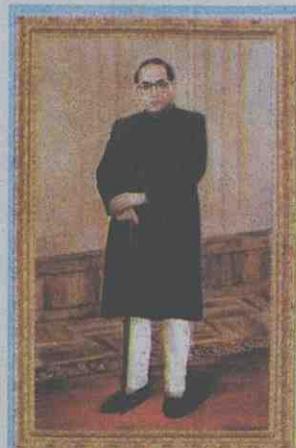
The Constitution of India is the foundation of our nation making. Even before independence, the Cabinet Mission under the British rule had proposed to form a Constituent Assembly. In 1946, the Constituent Assembly was formed with Dr. Rajendra Prasad as the Chairman.

After independence, the works of the Assembly were expedited. It appointed

a drafting committee with Dr. B.R. Ambedkar as Chairman. The committee drafted the constitution after a series of discussions and debates. Our constitution is a reflection of the visions and dreams that evolved during the freedom movement. The constitution came into effect on 26 January 1950 and India was

declared a Republic.

Another challenge India confronted was the formation of a democratic system. The first general election in line with the Constitution was held in 1951-1952. This free and fair election was a success of Indian democracy. In our election process, we still proudly continue the democratic tradition that guided us during the struggle for independence. When many Asian and African countries which became



Dr. B.R. Ambedkar

free along with India have deviated from democracy, our democratic system still remains strong.

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



Linguistic Reorganization of States

We have already discussed the integration of the princely states. A major problem faced by the people of these states was related to language. There were many princely states with people speaking different languages. So there were demands from different parts of India for the formation of states on the basis of language. In 1920 the Nagpur session of the Indian National Congress resolved to form its state committees on the basis of language. After independence, people agitated for the formation of states along linguistic lines. Potti Sriramalu, a freedom fighter, started satyagraha for the formation of Andhra Pradesh for Telugu-speaking people. After 58 days of fasting, he died and it intensified the mass agitation. Following this, in 1953, the Government of India formed the state of Andhra Pradesh for Telugu speaking people. After this, the demand for linguistic states intensified. The Government of India formed a Commission to reorganise Indian states on the basis of languages, with Fazl Ali as Chairman and H.N.Kunzru and K.M.Panikkar, a Keralite, as members. As per the recommendations of the Commission, the Parliament passed the States Reorganisation Act in 1956. Thus, 14 states and 6 union territories came into effect. Afterwards, new states were formed in various phases. Now, India has 29 states and 7 union territories.



Potti Sriramalu



Fazl Ali



K.M. Panikkar



H.N. Kunzru

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



Progress in Economic Sector

We have already learnt how the British exploited India economically. Economic situation in free India was very miserable and the leaders seriously debated over the system to be adopted to improve Indian economy. Their discourses were concentrated on two economic systems

- Capitalist economy
- Socialist economy

But, after a series of discussions, leaders of India adopted mixed economy which is a combination of both socialist and capitalist systems. It focused on public sector.

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

of the discussions held in the conferences of the Congress during the time of freedom struggle.

Centralized economic planning was the most important among them. The concept of economic planning was borrowed from the Soviet Union.

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

for economic progress. The Planning

Commission adopted the Five Year Plans aiming the economic growth of the nation.

The Five Year Plans started in 1951 helped India go ahead with the process of development. They also helped alleviate poverty, flourish agriculture and industrial sectors, improve education and generate



Planning Commission

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



Nehru at the meeting of the planning Commission

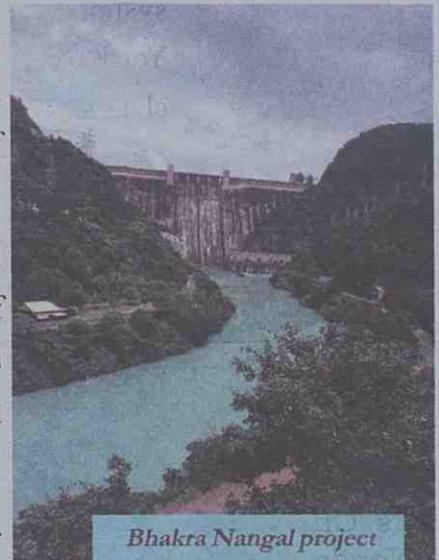
new energy sources. We got assistance from foreign countries for our economic development. With their support, we set up iron and steel industries in various parts of the country.

Iron and Steel Industrial Firms	Assisting countries
<ul style="list-style-type: none"> • Bhilai • Bocaro • Rourkela • Durgapur 	<ul style="list-style-type: none"> • Soviet Union • Soviet Union • Germany • Britain

Major dams had a significant role in modernizing Indian economy. They were our primary sources for irrigation and electricity. Bhakra Nangal Project, the largest multipurpose project in the country, is a pride of independent India.

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

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



Bhakra Nangal project



Mechanized Agriculture

Bhakra Nangal

Bhakra Nangal, the second highest dam in the world is of 680 feet height. All those, except one, who worked in this mega project were Indians. Harvy Slokam, a native of America, was the only non-Indian. This less educated American labourer was elevated to the position of the Superintendent of Grant Kauly Dam, the largest dam in the world. For his dedication and expertise, Jawaharlal Nehru persuaded Slokam to join the Bhakra team as its chief engineer in 1952.



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



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

Achievements in Science and Technology

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

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



Homi Jahangir
Bhabha

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



S.N. Bhatnagar

During the same time, world-class engineering institutes were also



IIT Gorekhpur

established in the country. Five Indian Institutes of Technology (IITs) were started between 1954 and 1964. Nehru strongly believed that India should minimize her dependence on western countries in science and technology. Subsequently India made tremendous progress

in medical science, biomedical engineering, genetics, biotechnology, health science, marine technology, information technology, atomic energy and transportation.

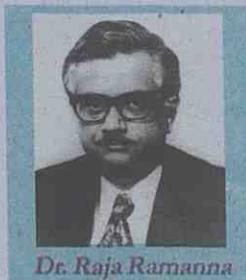
Space Research in India

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

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

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

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



Dr. Raja Ramanna

India has also advanced much in missile technology. Agni and Prithwi are the missiles developed by India. Dr. Raja Ramanna and Dr. A.P.J. Abdul Kalam led our experiments in the atomic energy sector.



ISRO Headquarters,
Bangaluru



VSSC
Thumba



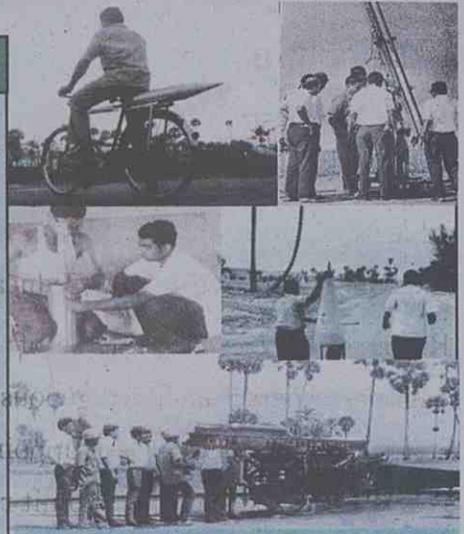
Aryabhata



Vikram Sarabhai



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



Picture showing India's early space missions



Dr. A.P.J. Abdul Kalam



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

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



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



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

Education

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

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

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

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



Sarva Siksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan

Sarva Siksha Abhiyan (SSA) is a central government project to ensure primary education for all while Rashtriya Madhyamik Siskha Abhiyan (RMSA) targets to ensure secondary and higher secondary education for all.



Maulana Abul Kalam Azad

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

Education policies were formulated in 1968 and 1986 with an objective to prepare India to face the challenges of the new millennium. Major recommendations of the National Policy on Education 1986 are as follows:

- Focusing on primary and continuing education
- Launching Operation Blackboard Programme to universalise primary education and to improve infrastructure facilities in schools.
- Starting Navodaya Vidyalayas in every district
- Encouraging girls' education

The new education policy as well as the central government schemes like Sarva Siksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan professionalized our educational practices. In 2009, India declared education as a fundamental right of her citizens.



Analyze the educational achievements in independent India



Cultural Exchange for Teachers

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

Cultural achievements

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

Some important ones are :

Institution	Activities	Headquarters
• Sangit Natak Akademi	<ul style="list-style-type: none"> • Formerly known as National Academy of Dance, Drama and Music. • Promotion of drama and music. 	New Delhi
• Lalit Kala Akademi	<ul style="list-style-type: none"> • Promotion of Indian arts in India and abroad. 	New Delhi
• Sahitya Akademi	<ul style="list-style-type: none"> • Promotion of literature in Indian languages. 	New Delhi
• National School of Drama	<ul style="list-style-type: none"> • Established under the Sangit Natak Akademy • Conducts national drama festival every year. 	New Delhi
• National Book Trust of India	<ul style="list-style-type: none"> • To make books available cost effectively. • To encourage reading habit. • To promote Indian books in India and abroad. 	New Delhi

These institutions, the outcomes of the farsighted vision of our nation builders, are still actively contributing to the cultural progress of our nation.

Foreign Policy

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

Jawaharlal Nehru in a public speech in 1947

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

Main principles of India's foreign policy are:

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



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

Panchsheel Principles

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

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

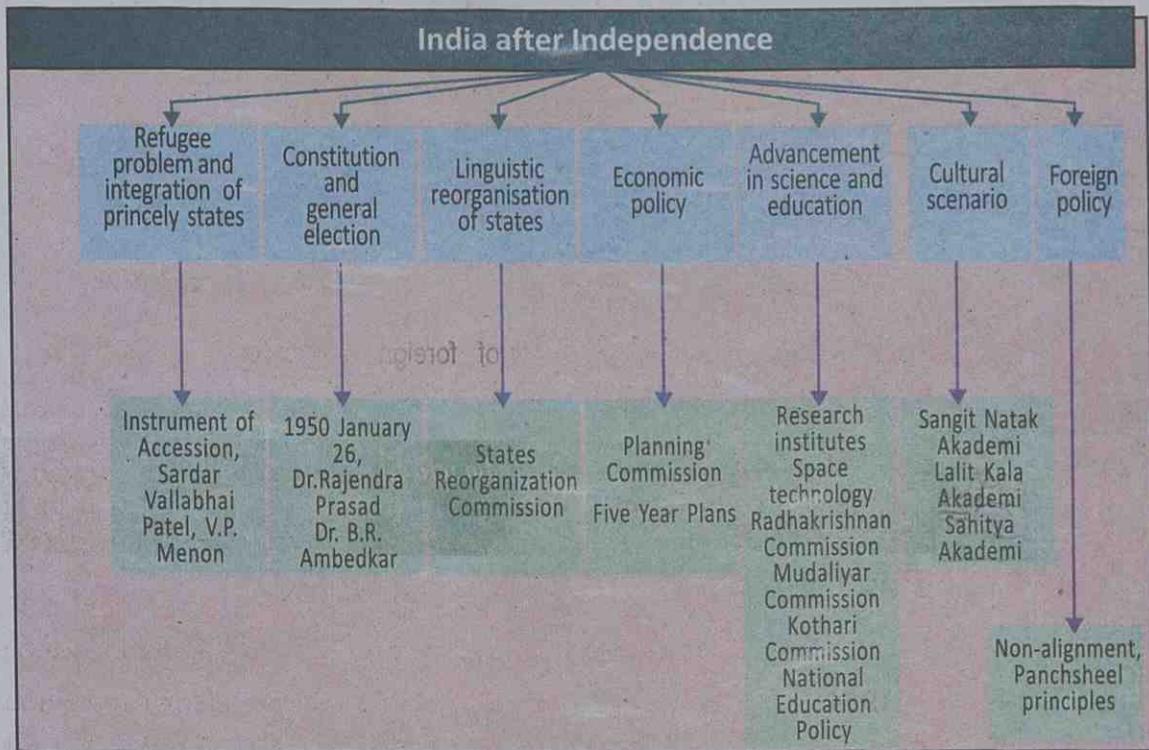
Make a visual presentation on the achievements of Independent India in different fields.



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



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



Significant learning outcomes

The learner:

- Identifies the major challenges faced by independent India
- Explains how the princely states were integrated
- Analyses the circumstances that led to the linguistic reorganization of states.
- Explains the development of Independent India in the economic sector.
- Lists out the scientific achievements of free India
- Evaluates the education policy and cultural institutions in Independent India
- Analyses the foreign policy of free India



Let's assess

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



Extended Activities

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



KERALA TOWARDS MODERNITY

1498

May

20

Sunday

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

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

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

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



Kunhali
Mariakar
Monument -
Vadakara

Kunhali Marakkars

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

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

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

These lines denote the religious harmony that existed in Kerala.

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

Despite the Portuguese, the Dutch, the English and the French were competing each other for trade monopoly in Kerala. The competition was mainly for black pepper. Consequently, the Dutch expelled the Portuguese from Kerala in 1663. But the Dutch were forced to leave Kerala as they were defeated by Marthanda Varma of Travancore

with the help of the British in the Battle of Colachel in 1741. Trouncing the French in the Karnatic wars, the British possessed trade monopoly in South India.



Marthanda Varma



Discuss the arrival of Europeans in Kerala and their goals

English East India Company to Kerala

Battle of Colachel

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

Sardar K M Panicker,
History of Kerala

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

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

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

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



Early Resistances against the British

Excerpts from the Kundara Proclamation by Veluthampi Dalawa

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

**Krishna Chaithanya,
Keralam**

You might have got an idea about the British dominance by examining the above excerpts from the Kundara Proclamation. After attaining

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

Pazhassi Revolts

Keralavarma Pazhassi Raja of Kottayam royal family led the resistance against the British in Malabar. The British promised Pazhassi the right

Baber about Pazhassi



to collect tax from Kottayam region as a reward for helping them in the wars against Mysore. The British refused to keep their promise after the triumph in the battle. Moreover, the British claimed their dominance over Wayanad. Pazhassi Raja organised the people and fought against this injustice of the British. He unleashed guerilla war against the British with the help of Chempan Pokker, Kaitheri Ambu Nair, Edachena Kunkan

Although a rebel, he was one of the natural chieftains of the country, and might be considered on that account rather as a fallen enemy. The inhabitants entertained a regard and respect bordering on veneration which not even his death can deface.

(From the letter of Baber)

Malabar Manual: William Logan

Nair and Thalakkal Chandu, the leader of the Kurichias in Wayanad. In the fight against the British he lost his life on 30 November 1805.

Lion of Kerala



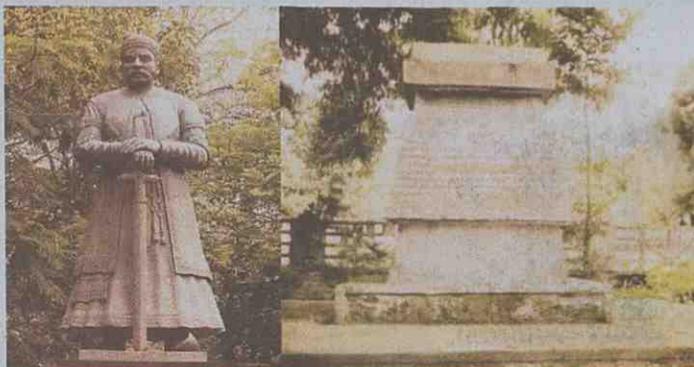
Pazhassi Raja, known as Kerala Lion, was characterized as 'Paichi Raja' or 'Kottyottu Raja' in the British documents. Based on the life of Pazhassi Raja Sardar K M Panicker wrote a historical novel titled 'Kerala Simham'. According to the novel, Pazhassi Raja, preferring death over capture by the British,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



Pazhassi Memorial - Mananthavadi

Veluthampi and Paliathachan

Veluthampi and Paliathachan, the Dewans, reacted against the uncontrolled intervention of the British in the internal affairs of Travancore and Kochi respectively. Veluthampi called for armed fight against the British through his Kundara Proclamation on 11 January 1809. The armies of Travancore and Kochi jointly attacked the official residence of the British Resident Macaulay. But they could not withstand the British army. Realising that he would be captured, Veluthampi committed suicide at the Mannadi Temple. The frantic British army hanged his body at Kannanmula, Thiruvananthapuram and deported Paliathachan to Madras.



The Statue of Veluthampi and the Veluthampi memorial at Mannadi



Paliyathachan

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

We have discussed the revolts of the Kurichias of Wayanad and the Mappila peasants of Malabar in the previous chapter. The British suppressed all these revolts.

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



Kerala Becomes a Part of World Market

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

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



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

Railway



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

The trade laws that existed in Malabar, Kochi and Travancore were amended by the British in their favour. They introduced unified coinage and metrology systems. Roads, bridges and railways were built to improve transportation facilities targeting the carriage of goods. For better trade facilities, they developed the ports at Kochi, Kozhikode and Alapuzha.



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

Changes in Land Relations

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

of 1929. It was based on the report of the Logan Commission that was entrusted with inquiring about the Mappila uprisings.

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

Commercialisation of Agricultural Sector

In the previous chapter we have learnt about commercialisation of agriculture. The British encouraged market-driven cultivation in the agricultural sector. Coconut products were in high demand in the foreign markets. Thus, coconut was exceedingly cultivated instead of rice. The scarcity of rice caused famine in certain places. To overcome famine cassava was cultivated on a large scale in Kerala. Coffee, tea, cardamom, and rubber plantations were started in hilly areas. At the same time teak plantation was started in Nilambur under the guidance of Lord Conolly. Most of the plantations were owned by the British. The rulers of Kochi and Travancore facilitated transportation and



Teak plantation -
Nilambur

Conolly's Plot



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

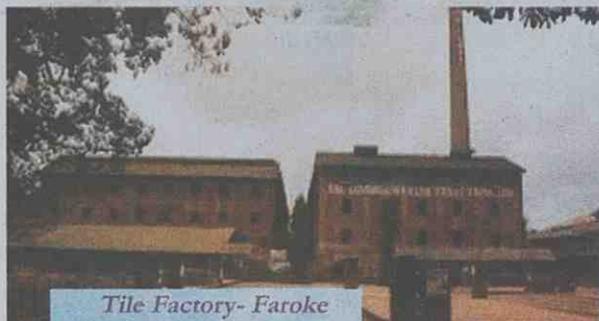
leased out forest lands to the British to start estates. Gradually Kerala became a hub of cash crop production.



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

Growth of plantation and Traditional Industries

The British started plantation industries in Kerala with their own capital for processing and exporting cash crops. Tea and coffee factories and rubber processing units were set up in high ranges such as Idukki and Wayanad.



Tile Factory- Faroke



Coir Factory - Alappuzha

Mardoch Brown, Kannan Devan Company and Malayalam Plantations are prominent among them. In the meantime, traditional industries related to coconut, coir, cashewnut, handloom and beedi were also developed. Oil mills using diesel engines were started at many places in Kerala.

Alappuzha was the hub of coconut oil industry. In 1859 James Dara from Ireland, started a coir factory in Alappuzha. Cashewnut processing and exporting factories were established in Kollam. Tile factories in Faroke, Kollam, and Olloor, and handloom factories in Kannur and Kozhikode started functioning. Beedi companies were started in Kannur with the spread of smoking habit. All these industries depended on traditional workmanship.



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

Rise of Modern Industries

Modern factories were established in Kerala by the middle of the twentieth century. Majority of them were in Travancore and Kochi.

Rulers of Travancore adopted policies promoting modern industries. The British provided technical and financial support to the industries. The establishment of Pallivasal Hydro Electric Project propelled the development of modern industries.

The main factories started during that period are :

- Punaloor Paper Mills
- FACT Kalamassery
- Kundara Ceramics
- Rubber Works, Thiruvananthapuram
- Tata Oil Mills, Kochi
- Cochin AlagappaTextile Mill



Hydro electric project -
Pallivasal

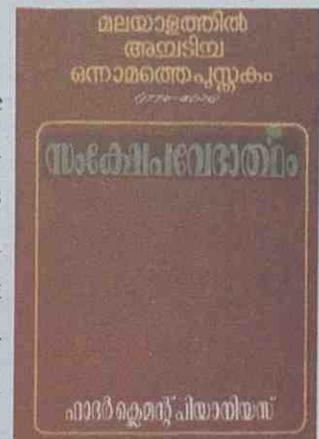
Industries were also started as joint ventures of the affluent families in Travancore and Kochi. Banks were started in Kerala as institutions for accumulating capital and dealing with financial affairs. The Nedungadi Bank was the first private bank in Kerala. Later, the Imperial Bank, the Indian National Bank and the Chartered Bank came into existence.

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



British Influence on Culture

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





Herman Gundert

respectively. Herman Gundert also published the first Malayalam newspapers namely '*Rajyasamacharam*' and '*Pashchimodayam*' from Thalassery.

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



Rajyasamacharam

Missionaries

- London Mission Society (LMS)
- Church Mission Society (CMS)
- Basel Evangelical Mission (BEM)

Field of Work

- Travancore
- Kochi, Travancore
- Malabar



Gauri Parvathy Bhai

Dr. Burnadeen Bachinelli, Rev. Meed, Rev. Dowsen, and Rev. Habeeque were the missionaries who led the educational programmes in Kerala. Several educational institutions were established in Kerala under their leadership. Later, the rulers of Travancore and Kochi also intervened in the educational sectors by establishing schools and colleges. The Proclamation of Free Primary Education in 1817 by Gauri Parvathy Bhai, the ruler of Travancore, is a remarkable one of its kind.

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

Kerala's traditional Ayurvedic treatment was replaced with allopathic

treatment during the British rule. Small pox vaccination was introduced for the first time in Malabar. The Travancore rulers formed a company to import medicines from England. Government hospitals were started in Malabar, Kochi and Travancore.

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

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



society of Kerala.



Kerala : A lunatic asylum

"Was there ever a sillier thing before in the world than what I saw in Malabar country? The lower class is not allowed to pass through the same street as the high-caste man, ... What inference would you draw except that these Malabaris are all lunatics, their homes so many lunatic asylums?"

Swami Vivekananda - Madras (1897)

Reform Movements and Social Changes

Have you observed the comments of Swami Vivekananda detailing the 19th century social context in Kerala?

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

reform movements sprang up to fight inequality and social evils in the society.

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



Organize a debate on how far the Kerala society could assimilate the ideologies of the social reformers in Kerala.

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



Social reform movements fuelled the struggles for social change. The Channar women of Southern Travancore fought for the right to cover their upper body. As a result, Uthram Thirunal Maharaja was forced to permit the Channar women to wear jackets in 1859. The consecration of the idol of lord Shiva at Aruvippuram by Sri Narayana Guru in 1888 caused the rise of new insights in the social sphere. Consequently, the lower caste people gained right to perform the poojas and temple rituals. In front of the Aruvippuram temple, Sri Narayana Guru inscribed : " It is a model place where people live

without caste disparity or religious aversion, but with fraternity". Guru gave importance to education and started schools and libraries along with temples. He wished to "enlighten through education and strengthen by union". Calling for 'not to argue and win but to know and inform', he convened an all religion conference in Aluva. The working and messages of Sri. Narayana Guru were based on noble human love and fraternity among all religions.

The Vaikom Satyagraha (1924), led by T. K. Madhavan was one of the major struggles that took place in Kerala for claiming the right to travel. Expressing solidarity with the Satyagraha, Mannath Padmanabhan organised the Savarna

Jatha. Following this struggle the lower castes secured permission to travel through the roads around the Vaikom Temple. Similarly, under the leadership of K.Kelappan an agitation was launched demanding entry for all castes of Hindus into the Guruvayur temple (1931). A.K. Gopalan was the volunteer captain of this struggle. P.Krishna Pillai was callously attacked during this Satyagraha. Following these popular protests, the Temple Entry Proclamation was announced on 12 November 1936 in Travancore. Following this, Temple Entry Proclamations were issued in Madras and Kochi and all sections of the society were offered the right to worship in temples.

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



National Movement in Kerala

The national movement in Kerala lacked a unified form as the state was not administratively united. The British ruled the Malabar region directly, whereas Kochi and Travancore were indirectly ruled through

Daiva Dāsaka and Athmopadesa Sathaka



In the ocean of your glory of great profundity,

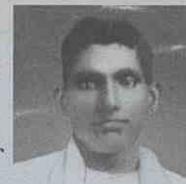
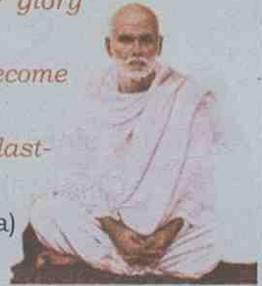
Let us all, together, become immersed

To dwell therein everlastingly happiness.

(Daiva Dasaka)

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

(Athmopadesa Sathaka - verse 24)



T. K. Madhavan



Mannath Padmanabhan



K. Kelappan



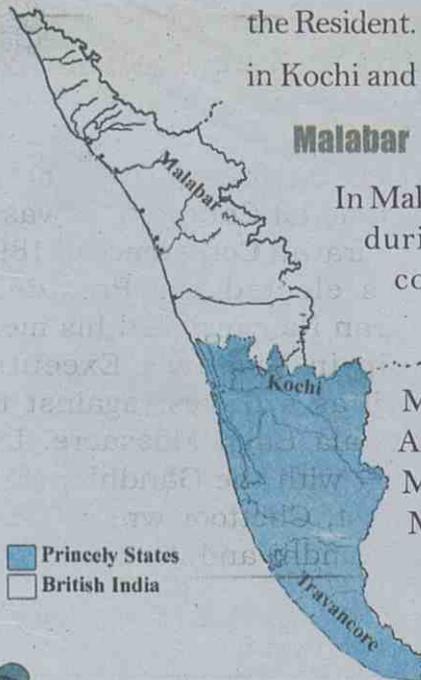
A. K. Gopalan



P. Krishna Pillai

the Resident. Because of this reason, political agitations were not active in Kochi and Travancore as in Malabar.

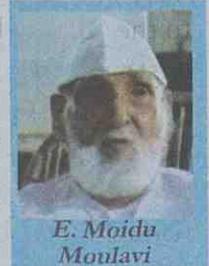
Malabar



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



K. P. Kesava Menon



E. Moidu Moulavi

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

Battle of Pookkottoor

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



Mohammed Abdu Rahiman

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

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

Chettoor Sankaran Nair



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

War song (Padappattu) about the Malabar Rebellion



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

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

*Reason for our fight
Was our objection to*

*Sending our assets
To England*

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

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

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

Travancore

In Travancore, political agitations started in 1891 with the Malayali Memorial. Under the leadership of Barrister G.P Pillai, a memorandum was submitted to the King signed by more than ten thousand people seeking proportionate representation for the people of Travancore in government jobs. This mass representation is known as the Malayali Memorial. In 1896, Dr Palpu submitted a memorial to the King raising

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

K. Ramakrishna Pillai

K. Ramakrishna Pillai

the problems faced by the Ezhava community. This is known as the Ezhava Memorial. The deportation of Ramakrishna Pillai, the Editor of 'Swadeshabhimani', a newspaper for criticising the then Dewan of Travancore caused significant political breakthroughs in Kerala. Student agitations spread all over Travancore. In 1932 Christian, Muslim and Ezhava communities launched agitation



Pattom
Thanu Pillai

seeking reservation in government jobs in proportion to their population. This was known as 'Nivarthana Prakshobham' (Abstention movement). This was led by N V Joseph, P K Kunhu, and C Keshavan. In 1938, with the formation of the Travancore State Congress with Pattom Thanu Pillai as the President, political activities in Travancore gained momentum. The Punnapra-Vayalar protest in 1946 against the administrative reforms of Diwan Sir C P Ramaswamy Iyer led the entry of the working class into the political arena.



Punnapra-Vayalar

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

C. Keshavan (Reference: C. Keshavante Prasangangal)

Kochi

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



E. Ikkanda Warriar

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



National Movement and Women

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

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

Read the excerpt of the speech given above. Women actively participated in the political agitations and expressed their political views throughout Kerala. They became prominent in the national movement after the advent of Gandhiji. It was evident after the Malabar Rebellion. Women actively participated in boycotting foreign goods, picketing liquor shops, eradicating of untouchability, and popularising Khadi. In 1931, as part of the Congress conference at Vatakara, a women Conference was also organized. It is known to be the first women conference in Kerala. A V Kuttimalu Amma from Malabar, Akkamma Cherian, and Annie Mascarene from Travancore were prominent women leaders of the national movement.

A V Kuttimalu
Amma

Akkamma Cherian



Annie Mascarene



Gandhiji about Kaumudi



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

Towards United Kerala

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

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



E M S Namboothiripad

protests demanding linguistic-based states were on the high. The state of Kerala came into existence on 1 November 1956 unifying Malabar, Kochi and Thriuvithamkur as per the recommendation of the Commission.

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



Pledge of United Kerala



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

N V Krishna Warriar

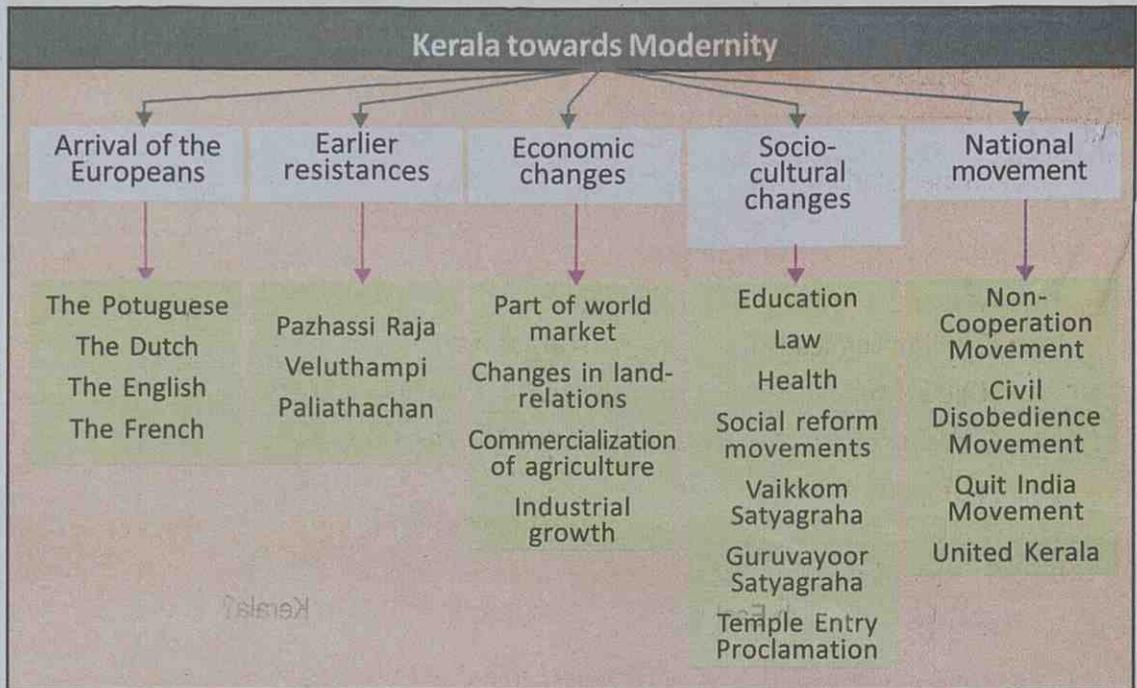
Prepare a digital assignment on the various incidents that led to the formation of Kerala State.

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



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





Significant learning outcomes

The learner:

- Evaluates the establishment of British rule in Kerala.
- Lists out the features of protests organized across Kerala against British exploitation.
- Analyses the circumstances in which Kerala became a part of world market.
- Recognises the changes in land relations brought out by the commercialization of agricultural sector.
- Lists the developments that took place in industry during the British rule.
- Identifies the influence of British rule on our cultural arena.
- Explains the role of women in national movement.
- Recognises the role of reformation movements in social changes in Kerala.
- Analyses the context in which the United Kerala Movement was formed.



Let's assess

- Match the following

A	B
• The Portuguese	• Attingal Riot
• The Dutch	• Karnatic Wars
• The French	• Battle of Colachal
• The British	• Struggles of Kunhali Marakkars

- How did the English East India Company get dominance in Kerala?
- Analyse the impact of the British rule on trade, industry, and agriculture in Kerala.
- Complete the list by finding out the persons related to the events given from the names given in brackets:
 - Kundara Proclamation.....
 - Vaikom Satyagraha.....
 - Guruvayoor Satyagraha.....
 - Kizhariyur Bomb Case.....
 - Malayali Memorial.....

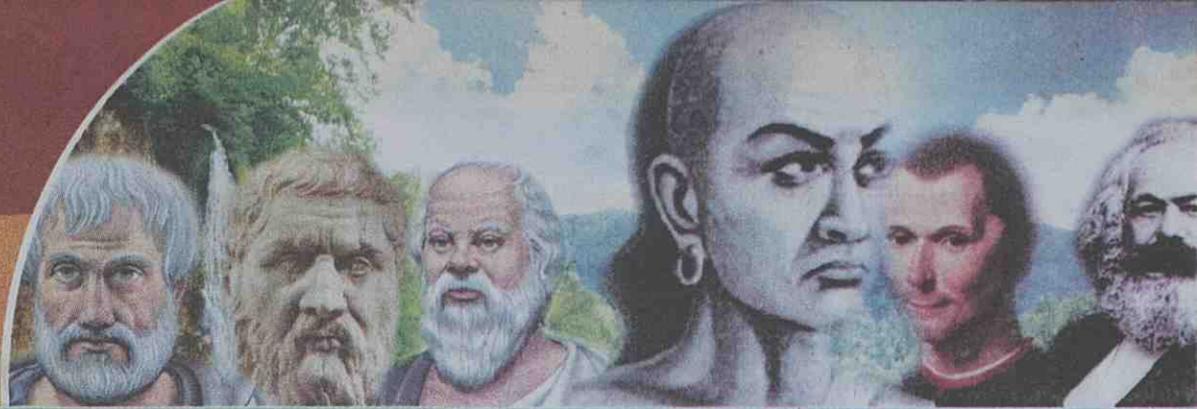
(Dr. Palpu, G P Pillai, Pazhassi Raja, K Kelappan, K B Menon, Sree Narayana Guru, Veluthampi Dalawa, T K Madhavan)

- List out the reformation movements and protests developed in Kerala to eradicate social evils and inequalities.
- National movement in Kerala had no uniformity. Find out the reasons.
- Give a detailed account of the events that led to the United Kerala.



Extended Activities

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



THE STATE AND POLITICAL SCIENCE

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

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

What is state

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

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

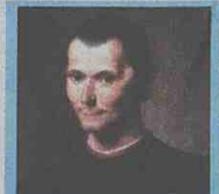
- Population
-



Sapthanga theory

In the opinion of Indian philosopher Kautilya, a state has seven factors. They are Swamin (ruler), Amathya (minister), Janapada (land area and people), Durga (capital having forts), Kosa (treasury), Danda (Army) and Mithra (allies). It is called Sapthanga because of the seven factors.

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



Nicholo Machiavelli

Population



Look at the news given. They are about the population in different countries. Population is an indispensable factor in the formation of a state. For the existence of a state, the



Demography

Demography is the study of the growth and development of population based on statistics. The word 'demography' is derived from the Greek words 'demos' means people and 'graphy' means description.

people should live unitedly with mutual understanding, inter dependence and common public interest. There is no state without people. However, the minimum and the maximum number of people for a country are not fixed. Population which is too much or too less is not good for a state. These two aspects will adversely affect the development of a state. States like Canada with less population encourages migration. Scarcity of

human resource is the reason for this. At the same time high population leads to unemployment and poverty.



Evaluate how **high** population or low population affect adversely a state.

Certain Features of the people of India are given below.

- People of India belong to different religions.
- Speak different languages
- Follow different customs.
-

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

Territory

Observe the map of India and the information given below. Details

of land area and boundaries are given along with the map.

Territory is an important factor for the formation of a state.

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

Territory doesn't mean land area alone. The land area, water bodies, coastal area, aerial space etc. within the boundaries are part of the territory.





Territorial Waters

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



Palestine

Due to continuous disputes and war with Israel, Palestine does not have a land area with specific boundary. In the case of Palestine, territory is not definite. So Palestine enjoys only the status of an observer state in UNO.

Observe the political map of the world. You can see big countries like Russia, Canada, America and small countries like San Marino, Vatican City etc. The territorial size does not matter in the formation of a state.



Observe the differences in the size of Russia, America and the City of Vatican in the world map. Examine how size influence a state.

Government

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

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

- Maintain law and order.
- Increase employment opportunities.
- Implement developmental projects.
-
-

The state reaches the people by executing such responsibilities. Different states have different forms of government.

Monarchy, despotic rule, democracy etc. are the different forms of government you have discussed. Whatever be the form the state should have a government. The government may change from time to time but the state remains permanent.

Sovereignty



Observe the news headlines given above. The decision and stand of the Government of India on national and international issues are referred here. State has the right to take decisions on national and international affairs independently without any external control. This supreme authority of a state is called sovereignty. Sovereignty makes a state different from other institutions.

A state cannot be constituted even if there is population, territory and government. Along with these, sovereignty should also be there for a state to be formed. Sovereignty is the absolute, unlimited and indivisible power of the state. It has two dimensions.

Kerala is not a country

Kerala has definite territory population and government. But it does not have the power to take decisions on all internal and external matters. Hence Kerala cannot be considered as a country.

Sovereignty

Internal: The right to take decisions on all matters which come within its territory.

External: The right to take independent decisions on international issues.

South Sudan

The division of sovereign power may lead to the creation of new states. South Sudan is the latest example of this. In 2011 Sudan got divided and formed a new state named South Sudan. It is the 193rd member nation of UNO.

Sovereignty should not be divided at any cost. If so, a new state will be formed.



Prepare a seminar paper on the essential factors of a state.

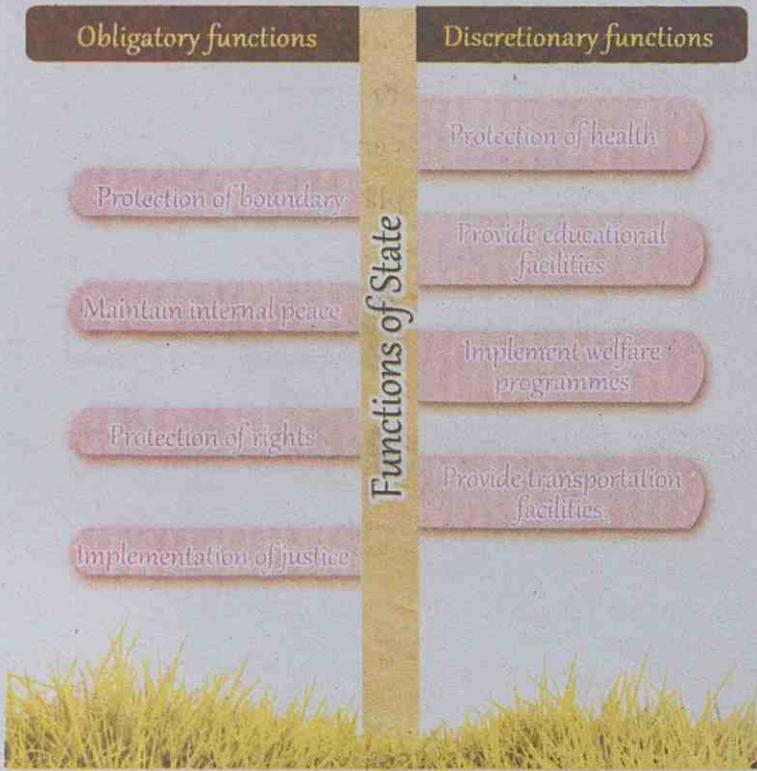
Functions of a State

The goal of State is the maximum happiness of the maximum number
Jeremy Bentham

The vision of the western political thinker Jeremy Bentham is given above. Welfare of the people is the function of all states. Greek philosophers like Plato and Aristotle considered the primary duty of a state is to provide better life to its citizens.

States have numerous functions in modern times. Along with the emergence of the concept of 'welfare state, functions have also increased accordingly. Observe the chart showing the functions of

state.



From the given chart we can understand that some functions of state are obligatory and some others are discretionary. Functions which have to be implemented by the state at all times at any cost are said to be obligatory functions. State cannot abstain from its obligatory functions. The life and property of the people cannot be protected if the obligatory functions are not performed.

Which are the institutions formed in India for the implementation of obligatory functions? List them out.



What is the difference between obligatory functions and discretionary functions? Discretionary functions are those which have to be implemented as per the economic condition of the state. Implementation of functions like education, health care etc. will provide better living conditions for the people. The state which implements such progressive measures is called a welfare state. It is not possible to set a limit to the discretionary powers of a state. The growth of technology and the increase in human wants are making this area vast.

Prepare a short film on the various functions of state by collecting news and pictures related to it.



Critically analyse and discuss the obligatory and discretionary functions of state.



Origin of State

There is no clear record as to when and how state originated. But there are evidences to prove that state existed from ancient times. You have discussed in earlier classes how the Janapadas were formed in ancient India. These Janapadas became Mahajanapadas and then expanded as empires. There are many theories which explain how state originated. Look at some of the theories given below.



The above theories come up with different viewpoints on the origin of State. The most acceptable among them is the theory of evolution. This theory tells us that state was formed as a result of several social circumstances and it reached its present form through the process of evolution. State started as tribe, tribal administration and later developed as city state, empire state and feudal state. Today states are commonly known as Nation States because they are formed on the basis of a feeling of nationalism.

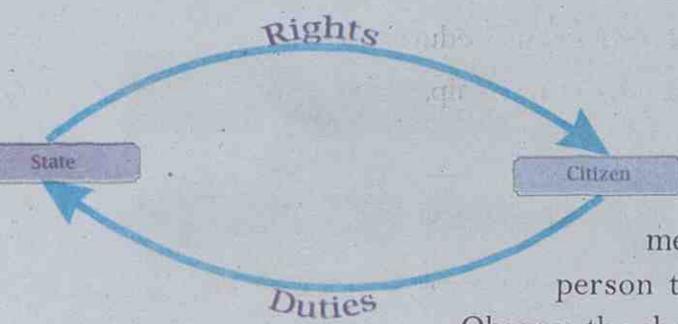
State and Citizen



We have discussed earlier that population is an essential factor of state. The picture of a passport is given which is essential for an Indian citizen to travel outside India. Nationality is recorded in birth certificate, passport, etc. This reveals the citizenship of an individual.

Citizenship

A person who has the right to participate in the law making procedure and the implementation of law is called the citizen of that state. **Aristotle**



The point of view of the Greek philosopher Aristotle on citizenship is given above. The relation between state and citizen is made clear in it.

Citizenship is the full and equal membership in a nation. Citizenship enables a person to experience political and civil rights.

Observe the chart which shows the relationship between state and citizen.

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

The concept of citizenship gained importance when democracy came into existence. In the execution of administration, democracy ensures

the participation of the citizens through political rights. Only the citizens can enjoy the political rights of a nation.

Whether all the people living in a nation are its citizens? Apart from citizens, there may be foreigners. Don't you know that many Indian citizens are working abroad? Foreigners do not have all the rights that citizens enjoy. Certain rights which are available in India exclusively to its citizens are given below. Add more.

- Right to contest election
-

Do all the citizens of a nation get their citizenship in the same manner? There are two types of citizenship. Observe the chart given below.



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

Find out persons who have become Indian citizens through acquired citizenship, collect their photos and prepare an album.



Political Science

So far we were discussing different concepts related to state. The study of state and Government started from ancient times itself. As political aspects are connected with man's day to day affairs, they need comprehensive analysis and study. Political Science came into existence

Political rights

The right to vote, the right to contest in elections, the right to form organisations, the right to criticise Government, the right to hold public office etc. are political rights.

Larry Baker

Born in 1917 in the City of Burmingham in Britain, Baker reached India in 1945 as a part of a Leprosy Mission. He was very much influenced by the principles of Gandhiji. He demonstrated cost effective house construction method in Kerala. He is known as Gandhiji in the field of architecture. Larry Baker received Indian citizenship in 1989. He passed away in 2007. He became an Indian citizen through acquired citizenship.



as an area of study connected with state. Analyse the definition given by Greek philosopher Aristotle on political science.

**Political Science is the study
of state and Government**

Aristotle



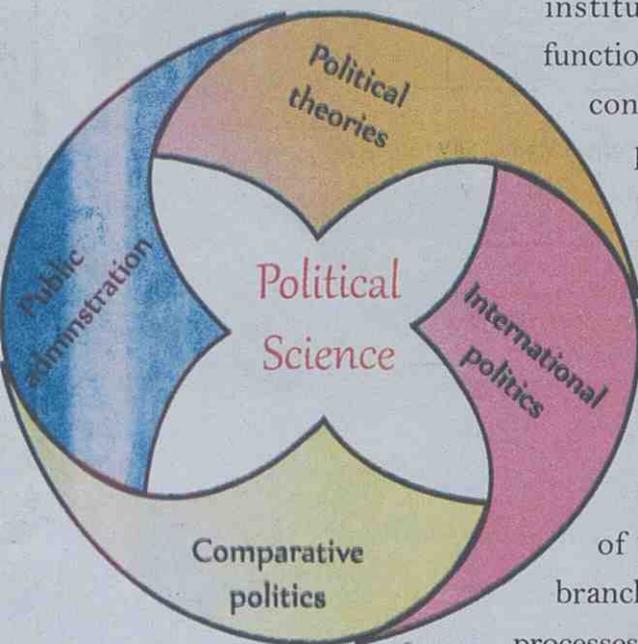
**Aristotle
(384 BC - 322 BC)**

The Greek philosopher Aristotle was a disciple of Plato. He has contributed immensely to the growth of different branches of knowledge including political science. He is also known as the 'Guru' of Alexander. His political insights are discussed in his works, 'Ethics' and 'Politics'.

According to the definition of Aristotle political science is the study of institutions like state and Government. Aristotle gave the name 'Politics' to his book dealing with political issues. This is the first book which makes a comprehensive analysis of state. Hence he is known as the Father of Political Science. The contributions of Socrates and Plato also helped in the origin of Political Science. The word 'Politics' was derived from the Greek word 'Polis' which means 'city state'.

At first Political Science took up the study of institutions like state and government and its functioning. As the democratic system emerged, the concept of political participation also gained prominence. As a result, in addition to the study of political institutions, the study of political processes also became a part of political science. The field of study of Political Science is continuously expanding. Observe the different branches of study of Political Science in the given diagram.

You are now familiar with the main branches of political science. Apart from these four branches of study, all concepts related to political processes are also discussed as a part of Political Science.



Why study political science

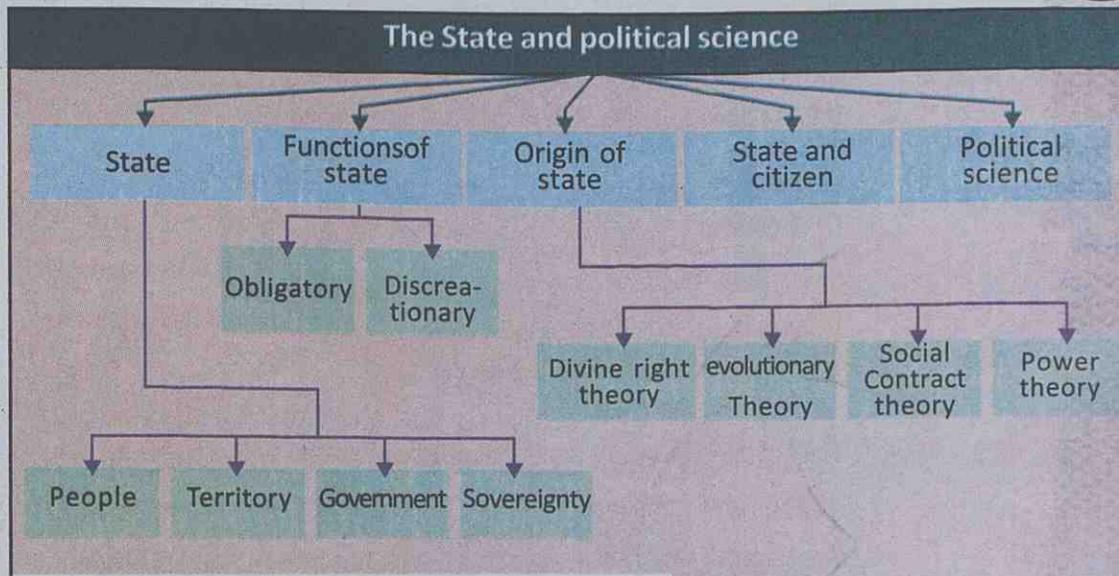
Should the study of political science and politics be kept apart? Should we actively involve in politics? See the view of Plato in this regard.

"The result of your political inactivity is that you will be ruled by people inferior to you".

Plato

This viewpoint of Plato has great significance in democratic societies. The merit of the society in which we live is based on how much we involve in the political process of that society. We need to logically analyse and creatively intervene in all public issues. Political Science helps you in this.

Collect pictures and contributions of political thinkers, prepare a powerpoint presentation and introduce it in your class.



Significant learning outcomes

The learner:

- Defines state.
- Explains the elements of state
- Lists out the functions of state.

- analyses the theories related to the formation of State.
- defines citizenship.
- clarifies the relationship between state and citizen.
- finds out the difference between natural and acquired citizenship.
- defines Political Science.
- Clarifies the importance of study of Political Science.



Let's assess

- What is meant by state? What are the essential elements of a state?
- Explain the internal and external levels of sovereignty.
- What are the obligatory and discretionary functions of a state?
- What are the different theories related to the origin of state?
- What is citizenship? Note down the difference between citizen and a foreigner.
- Explain natural and acquired citizenships?
- What is political science?
- Who is known as the Father of Political Science.?
 - A) Aristotle
 - B) Plato
 - C) Socrates
 - D) Kautilya



Extended Activities

- Collect the pictures of important political thinkers and prepare an album with suitable captions.
- Analyse the works of eminent political thinkers and prepare notes.
- Prepare a list of the welfare programmes being implemented by Government of India and prepare a note showing their significance.



CIVIC CONSCIOUSNESS



Hajjabba

Established a panchayath school at Newpadappa village near Mangalore and provides opportunity for thousands of children to pursue studies. He is an illiterate street vendor selling oranges. Hajjabba is an exemplary personality who tries to provide education get to the whole society which he could not.



Kallen Pokkudan

Kallen Pokkudan, born at Pazhayangad village in Kannur district, was a famous environmentalist. Pokkudan, who had his schooling only up to second standard, devoted his life to the protection of mangroves. Pokkudan, who planted thousands of mangroves became an excellent model in creating environmental awareness.

Observe the above given pictures and read the descriptions. The descriptions are about Hajjabba who contributed immensely to the education of a village and Kallen Pokkudan who worked for environmental conservation through the protection of mangroves. Their contributions were in the fields of their own choice, for the well being of the society.

Collect more information about them and discuss with your co-learners.

Their lives give the noble message that even ordinary people can undertake great activities. Divergent thinking, selfless activities, awareness about the problems of the society and fellow beings and willingness to serve are the factors that prompt them forward.



Do you know anyone, who had worked in this manner for the common interest of the society? Make a note on such unique personalities and present it in the class.

Identify the major features which we can see in the activities of these personalities and elaborate the list.

- Social commitment
- Value consciousness
-
-

Creation of a great society requires creative attitudes and values in all individuals. Every individual in the modern society is known as citizen. Civic consciousness is the recognition that each citizen is for the society and the genuine interests of the society are the interests of the citizen. Those who have civic consciousness will always be ready to work for the society.

Importance of Civic Consciousness

Civic consciousness influences the progress of the state and society. In the absence of civic consciousness human beings will become selfish and all the activities will be for his own achievements. This will adversely affect social life. In such a society there will be no peace or security.

Summer heat intense : Acute shortage of drinking water.

City under pollution threat : possibility for epidemics.

Poison in vegetables : Food security department for vigorous steps

Observe the given news titles. Certain problems faced by the society are mentioned in them. Can the state alone find solutions to these problems? The collective action of the

people and their cooperation is essential for this. Certain problems faced by the society and the solutions are given. Expand the table by writing more solutions.

Problems	What can we do?
<ul style="list-style-type: none"> • Water scarcity 	<ul style="list-style-type: none"> • Effective utilisation • Rain water storage • •
<ul style="list-style-type: none"> • Environmental pollution 	<ul style="list-style-type: none"> • Garbage treatment at source • Planting of trees • •
<ul style="list-style-type: none"> • Corruption 	<ul style="list-style-type: none"> • Awareness against corruption • Complaining • •

From this we can understand that civic consciousness will help to solve many problems faced by the society.

For ensuring the welfare of all and the reconstruction of the society civic consciousness has to be developed. It will help to the progress and unity of the state. Because of this all states and societies give very much importance in fostering civic consciousness.

The basis of civic consciousness is the recognition that if the activities of each individual are for the wellbeing of the society, social problems can be solved.

Prepare a short film on areas such as environmental protection and awareness against corruption and present it in the classroom.



Factors determining civic consciousness

Formation of civic consciousness is determined by life situations and experiences. The life situation of each individual provides different experiences and hence there will be variation in civic consciousness. The important factors which determine civic consciousness are given below.

- Family
- Education
- Social system
- Associations
- Political system

Each of the above factors influences civic consciousness. These factors mould an individual's thought and actions. Not only favourable

circumstances, but certain negative and challenging situations will also be helpful in moulding strong civic consciousness in an individual.



Discuss how different life situations help in moulding civic consciousness. Find out the personalities whose civic consciousness was formulated due to the influence of either positive or negative situations and list them.

How can we foster civic consciousness?

It is essential to create and maintain civic consciousness. Deliberate effort is necessary to foster civic consciousness. All societies undertake positive measures to foster civic consciousness.

Only through creative intervention in society can civic consciousness be fostered in all individuals. Some factors are given below.

Family

In previous classes we have discussed the role of family as a social institution in personality formation. We learn to respect the elders and to engage in social service from the primary social institution of family. Family has an important role in fostering and maintaining sense of responsibility among its members. Inspiration and encouragement from the family will develop civic consciousness. The concept that each individual is for the family and the family is for the society should be developed in the family atmosphere.



Discuss how family influences the formation of civic consciousness.

Education

The primary aim of education is to equip the individual to effectively utilise the knowledge gained through the learning of different subjects for the betterment of society. Education will help to develop value consciousness, tolerance, leadership qualities, scientific temper, etc.

Through education, science and technology can be effectively utilised in a useful manner to the society. Through value-oriented educational

Prepare a blog on the various activities conducted in your school.



approach we can instill civic consciousness among the people. Government formulates educational policies with this aim.

What are the activities which your school can undertake for the formulation of civic consciousness? Prepare an annual calendar of these activities and implement them accordingly.



Associations

There are several political, social, economic and cultural associations in our society. Such associations many a time equip the individuals to work voluntarily with a service mind.

Political associations are part of the democratic process. Political associations play an important role in empowering people by giving power and rights to them. Such associations, through their activities, impart civic and political consciousness in individuals. Different organisations and their ideology have an important role in moulding an individual's thinking and activities. Associations play an important role in fostering national out look and civic consciousness. Several voluntary associations are working in the fields of protection of environment, protection of human rights, charity, etc. These associations can create awareness among individuals about environment and human rights.

Media

Media plays an important role in the formulation of civic consciousness. Print and electronic media influences the society tremendously. News and information reach the masses through the media. Judicious and objective information lead to the formulation of creative ideas. Media should be independent and impartial. The information from the media should be evaluated critically.

Prepare an album with news and pictures reflecting civic consciousness.



Democratic system

Democracy is an inevitable component of civic consciousness. Democracy is the basis of all other components which help to develop civic consciousness. It is a way of life more than a form of government. All our activities should have a democratic approach. Living in co-operation is essential for a democratic society. Giving back the co-operation and support received from others is a great sign of democratic consciousness. Democracy prompts individuals to think about fellow beings and to work for the protection of their freedom, equality and rights. Democracy believes in the rule of law. Which mean all are subject to law in a democracy.

Familiarisation of Role Models



Observe the pictures. They are some personalities with ideal civic consciousness, who gave valuable contribution to the society. Find their areas of action and contributions. While working in different areas they exhibited humanity, love towards fellow beings and duty consciousness. What is the message given by them? Everyone should work in their own areas of activity with magnanimity and dedication. If every individual is made to think and work in such a manner then only social progress is possible. You might have participated in organic farming, traffic awareness programmes, activities against drug abuse, and philanthropic activities. It indicates your civic consciousness.



List out the activities that can be undertaken in schools for developing civic consciousness.

Civic Consciousness and Morality

1. Politics without principles
 2. Wealth without work
 3. Science without humanity
 4. Commerce without morality
 5. Education without character
 6. Worship without sacrifice
 7. Pleasure without conscience.
- All these things are extremely dangerous

Gandhiji

Gandhiji's views on morality in different dimensions of human life are given above. The basis of all activities is morality. What is morality? Morality means the ability to recognize virtues from vices, accept virtues and to perform duties with utmost responsibility. It is the moral responsibility of each individual to perform the duty towards the society and the state.

Evaluate your thoughts and actions. There will be the elements of either morality or immorality in them. Evaluate various incidents and activities in our society and elaborate the given list of moral and immoral activities.

Moral Activities/Incidents	Immoral Activities/Incidents
<ul style="list-style-type: none"> • Earn money by working • Protect public property • Help fellow beings • • 	<ul style="list-style-type: none"> • Earn money by exploiting others • Destruct public property • Torture fellow beings • •

Morality helps civic consciousness, whereas immorality destroys it. Creation of moral consciousness in all walks of life is the most effective way to foster civic consciousness. Civic consciousness is a creative state of mind.

Certain activities with civic consciousness and without civic consciousness are given below. Put a tick mark (✓) against the statements which reflect civic consciousness and a cross mark (✗) against the statements without civic consciousness.

Statement	Civic Consciousness	Absence of civic consciousness
• Obey traffic rules even if you are busy.		
• There is nothing wrong in disposing garbage in public places.		
• It is my duty to protect historical monuments.		
• It is my duty to protect nature.		
• Don't complain against injustice.		
• Corruption is permissible during crucial situations.		
• Respect and protect aged people.		

Civic Consciousness: Challenges

We are now familiar with certain role models of civic consciousness

in this unit. Is it possible for us to emulate them? People have private interests and public interests. Which one of them should be given emphasis? The main challenge faced by civic consciousness is the mindset to do anything for the sake of one's own personal interest, by negating public interest. How can we overcome this challenge?



We can also undertake certain activities

The student community with civic consciousness can undertake many ideal activities. Some of them are given. Find out more activities.

- Giving consent letter for organ donation
- Blood donation
- Participation in the activities of SPC, NCC, Scouts and Guides, clubs, etc.
- Keep public places clean.
- Give first aid to victims of accidents.
- Help the differently abled and the aged.
-
-

- Each one should evaluate his activities critically.
- Should work for one's interest without going against public interest.
- Be the change which you expect from others.
- Equal weight should be given to both rights and duties.
- Individuals should act democratically and tolerably.

Undertake more activities and develop attitudes like this which will help to overcome challenges of civic consciousness.

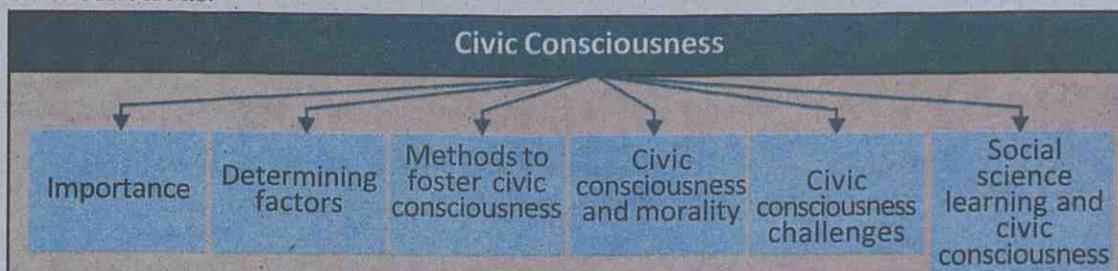
Social science learning and civic consciousness

Social science learning has a major role in the formulation of civic consciousness. Social science, as an area of study which is very close to the society and human beings, envisages comprehensive changes in every individual. Let us examine how social science learning can be utilised for the formulation of civic consciousness.

- Equips the individuals to respect diversity and to behave with tolerance.
- Helps to understand the different contexts of political, social, economic and environmental problems.
- Equips the individual to suggest comprehensive solutions to different problems.
- Disseminate the message of peace and co-operation to the society.
- Makes the individual civic conscious and action oriented by familiarising the ideal models and activities of civic consciousness.

Organise a digital exhibition by collecting documentaries and short films about personalities who have expressed high civic consciousness

You might have understood that for the growth, development and sustainable existence of a society civic consciousness is very essential. But it is difficult to develop civic consciousness in all individuals. The easiest way to accomplish this great mission is by ourselves becoming civic conscious.





Significant learning outcomes

The learner:

- Defines the concept of civic consciousness.
- Explains the importance of civic consciousness.
- Lists out the factors which determine civic consciousness.
- Explains the methods for fostering civic consciousness.
- Analyses the relationship between civic consciousness and morality.
- Analyses the challenges faced by civic consciousness.
- Explains the role played by social science in the formulation of civic consciousness.



Let's assess

What is meant by civic consciousness? What are the important factors that formulate civic consciousness?

- List out the features which we can see in persons with civic consciousness.
- Explain the role of morality in fostering civic consciousness.
- Civic consciousness help in solving the problems faced by society? Substantiate with examples.
- Give examples of certain ideal models who have high sense of civic consciousness.
- Explain the role of family, education and media in fostering civic consciousness.
- Suggest methods for overcoming the challenges faced by civic consciousness.
- Prepare a note on social science learning and civic consciousness.



Extended Activities

- Collect information about Role models who have high sense of civic consciousness and prepare an album.
- Find out and list the various things which students can do in different fields as an expression of civic consciousness.
- Find out the challenges faced by the society without civic consciousness and prepare a report.



SOCIOLOGY : WHAT? WHY?

Appunni started later than usual for the school. His gruel was delayed. For some days he had not been getting food on time. All the paddy had been utilised completely. Vahyammama sold all the paddy in the granary to the truckers. When asked for paddy, he would mouth only bad words so he disgusting to hear. He would be rarely at home. If he went to Poonthottam, then he would return only after plucking

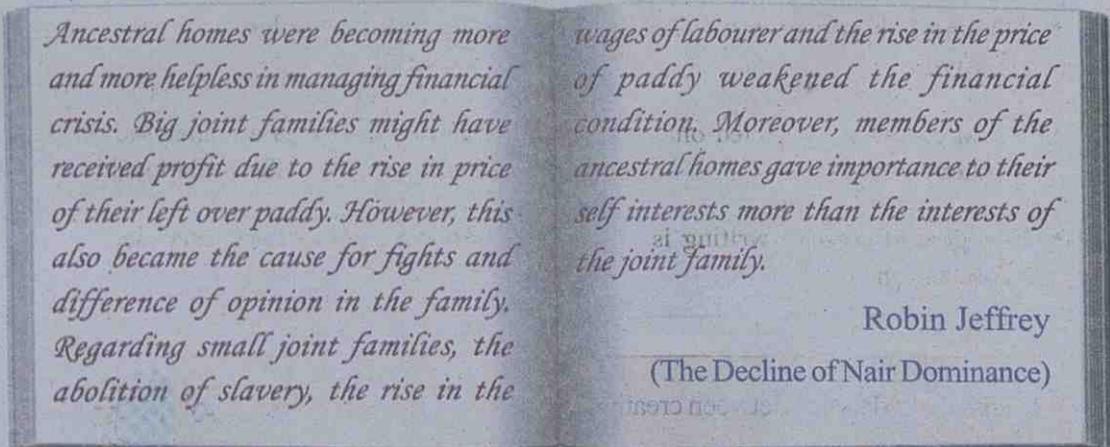
arecanuts and coconuts. He behaved as if taking care of the household was not at all his responsibility. Kuttammama also is no better. He also is not bothered about providing food for the family. When he comes home, if there is no food on time, he scolds Meenakshiyedathi. It is she who borrows paddy and rice from the neighbouring houses. She often murmurs "it's all my fate."

(Nalukettu)

M.T. Vasudevan Nair

This is a part of the novel *Nalukettu* by the famous writer M. T. Vasudevan Nair. The changes in the customs of the joint family system in Kerala are depicted from the view of a child.

Let's examine the findings of Robin Jeffrey, a sociologist, on the same things.



Though M. T. and Jeffrey are dealing with the same topic, their observations are different. The personal experience and imagination of M.T are the basis for his conclusions in *Nalukettu*. Jeffrey has come to his conclusions after analysing the collected data in a scientific way. Let's examine the difference in the ways adopted by them.

Nalukettu	Decline of the Nair dominance
<ul style="list-style-type: none"> • The literary genre - novel • Imaginative • Emotional response 	<ul style="list-style-type: none"> • Research study • Objective • Logical analysis

From the above table, the difference between creative writing and the scientific study of sociology might be clear to you.

Though there is social reality in novels, stories, poems, etc. the experience and imagination of the author is ingrained in them. It is difficult to extract facts from them. But the inquiry which is a part of social science, is objective and scientific.

Let's examine the difference between creative writing and the study of sociology.

Creative writing	Study of Sociology
<ul style="list-style-type: none"> • Writing is based on imagination and creativity • Social events are depicted on aesthetic realms • The goal of creative writing is appreciation 	<ul style="list-style-type: none"> • Social issues/subjects are analysed scientifically • Social conditions are analysed on the basis of cause-effect relationship • Society is objectively analysed.

Discuss the difference between creative writing and the study of sociology.



The world of social sciences

Different branches of knowledge have been developed for the inquiry of socio-economic changes which are the various levels of complex social life and the influence of social life on individuals and groups. History, Geography, Economics, Political Science, Anthropology, Psychology, etc. are different branches of Social Science. Analyse the following table and try to find out the names of the branches of Social Science connected with them.

Study of economic activities
Inquiry into the past and the culture
Study of the state and the rights of the people.
Study of the origin and racial evolution of man
Study of human mind and behaviour.

The branches of knowledge which you have recognised undertake the study of a particular facet of society. Sociology is a distinct subject area which undertakes a comprehensive study of the relation between man and his social environment.



Through group discussion find out and present the areas of study of the different branches of social science.

The early social science thinkers



Auguste
Comte

We have already discussed the French Revolution in the previous chapters. The social issues in France after the Revolution led to the rise of sociology. The 19th century is known in history as the 'Age of Revolutions'. Three revolutions paved the way for the emergence of sociology:

- Renaissance or scientific revolution.
- French Revolution
- Industrial Revolution.



Herbert
Spencer

Sociology originated in western Europe in the background of these revolutions in the 19th century. The thoughts of the French thinker Auguste Comte paved the way for the study of sociology. The discipline which was developed by comte was first called Social Physics and then sociology by him. That is why August Comte is regarded as the Father of sociology.

Herbert Spencer was the thinker who utilised the theory of evolution by Charles Darwin for the study of the society. He clarified that just as biological evolution, the society had passed through various stages and reached the present stage. Many thinkers like Karl Marx, Emile Durkheim, Max Weber, etc. have made important contributions to the development of sociology.

Sociology in India

Sociology has reached different countries through the work of early

sociologists. The study of sociology started in India during the beginning of the 20th century. A department for sociology was first started in the University of Bombay. G. S. Khurey, A. R. Desai, S.C. Dubey, M.N. Sreenivas, D.P. Mukharjee, etc. have made valuable contributions to the study of sociology in India.



G. S. Khurey

M.N. Sreenivas

D.P. Mukharjee

What is sociology?

Sociology is the scientific study of the social aspects of human life.

What do you understand from this definition of sociology?

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

Why the study of sociology?

- Helps to formulate the right perspective of society.
- Helps to get an objective knowledge of one's society and other societies.
- Helps to know the relation between the individual and the social institutions.
- Studies social problems precisely.
- Helps to find solution for social problems.
- Benefits social planning and development.
- Provides guidance to social welfare measures by conducting studies on the backward sections, the exploited and people who have faced discrimination and oppression.

Discuss the importance of the study of sociology.



Areas in sociology

The scope of sociology is vast. It is not only the study of inter relationship between individuals and events but also the problems like unemployment, communal conflicts, problems of the villagers, poverty, etc.. The main areas of sociology are:

- Social institutions
- Social groups
- Social relations
- Socialisation
- Social control
- Communities
- Social changes
- Social problems.
-
-

The scientific study of these fields comes under the purview of sociology.

Methods of study in sociology

Studies in sociology are conducted for educational and practical purposes. Sociology employs a variety of methods in such studies. Let us see some of them.

Social survey

You might have heard of census.

How often does census take place in India? What are the features of census?

Census is a type of survey which collects details about the total population of a nation. Survey is the most suitable method for the study of sociology. It helps to formulate a comprehensive point of view of the topic, based on the data collected from a group of selected people. Survey method is used when data is to be collected from a

larger population.

But census is not practical in sociological studies, because usually data is not collected from all the people under study but only from a selected group of people. Such studies are called sample survey.

Different means are used to collect data during a survey. You must have seen data collection through social media and telephone. Questionnaires are commonly used in social surveys.

A questionnaire is a set of questions that researchers use to collect data. Questionnaires are given to the respondents from whom data is collected. The group under study is called respondents. Study is carried out using the respondents' responses in the questionnaire.

Suppose you want to conduct a survey of the reading habit of the students of your school. What are the questions to be included in the questionnaire?

The kind of information to be collected should be decided in advance. You can collect the information listed below.

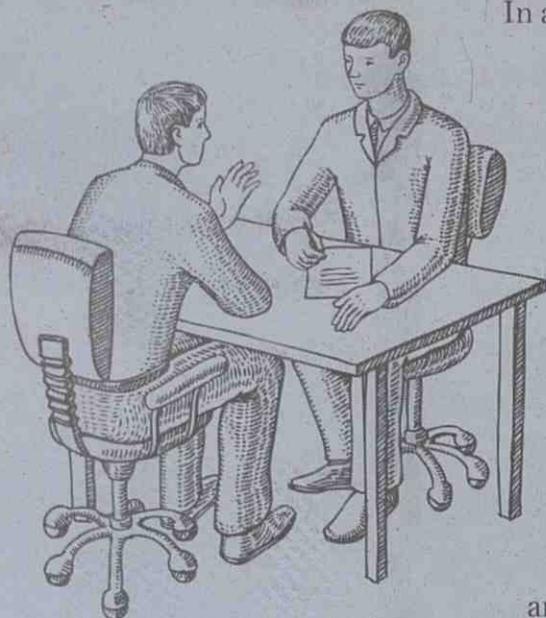
- What is the percentage with reading habits in general?
- Popular books and periodicals.
- What is the average time spent on reading newspapers?
- What is the average time spent every week on reading books?
- Age-wise categorisation of readers.

Prepare a questionnaire so as to get the above information.



Interview

Haven't you noticed the interviews held by media? Interview is an important method used to collect information in sociology. This is a method by which information is collected orally. Interview is the talk between the interviewer and the interviewee. As a method of study interview helps to know and analyse the attitudes, views, beliefs, habits, etc. of the individuals.



In an interview certain things are to be taken care of:

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

There are some differences between an interview and a questionnaire. Let's examine them.

Interview	Questionnaire
<ul style="list-style-type: none"> • Information is collected orally • Researcher records the information • • 	<ul style="list-style-type: none"> • Information is given in writing • The respondent provides information • •

Observation

As in all other scientific researches, observation is the basic method of study in sociology also. It is more relevant where methods like interview are not practically feasible. Observation is a method by which whatever is seen, heard and experienced is recorded truthfully. Information thus collected directly helps in correct assessment.

There are two types of observation.

1. Participant observation
2. Non participant observation

When the researcher himself/herself collects information directly from the area under study it is called participant observation. This is a popular method in sociology. The sociologist stays with the population under study and understands their life directly in such observation. The researcher learns their language, culture, etc. and becomes a part of their daily life. Through this method even the behaviour which are not explicit can be studied. This method is also known as field work. The participant observation method is mostly employed by anthropologists to study early human societies.

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

Visit an institution in your locality (Eg. Bank, factory, market) and note down how it functions through observation.



Case study

Case study is used to make an in-depth study on rare and different social phenomena and problems. Such studies will be exact and comprehensive. The topic under study using this method is called a case. The detailed study of the case is case study. Sociology uses case study for collecting data.

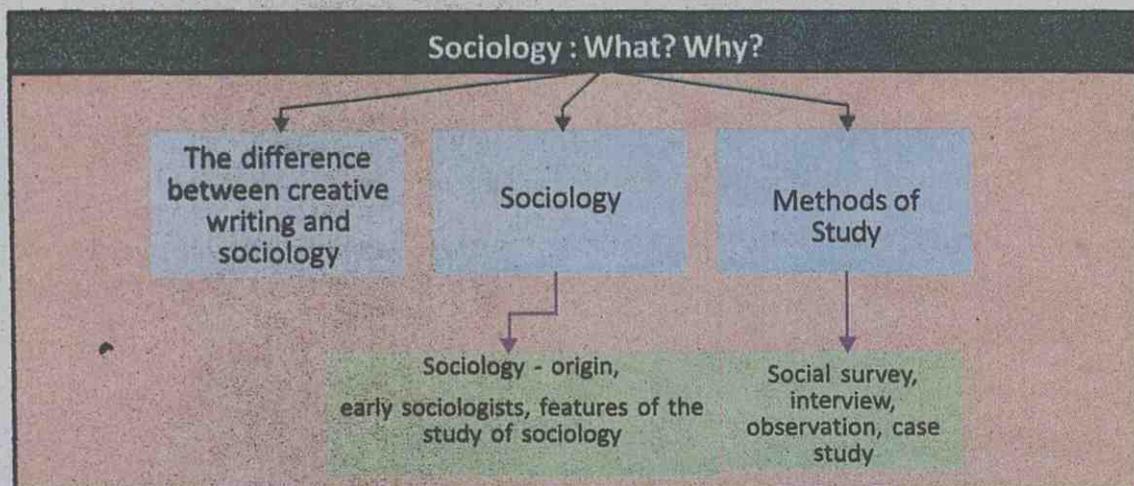
Collect examples of various sociological study methods and give a powerpoint presentation.



Sociology uses different research methods to make indepth and vast study of the different aspects of the present complex society.

Sociology has developed into a branch of science which is effective in the day-to-day affairs of the society. Sociologists who are experienced in research are needed in various fields like administration and planning, social welfare, advertisements, media and educational activities.

Sociology helps in giving a fundamental idea of social life, thereby broadening our perspectives.



Significant learning outcomes

The learner:

- Finds out the difference between creative writing and the study of sociology,
- Recognises the importance of the study of sociology
- Recognises the contribution of early sociologists
- Defines sociology and explains the features of it.
- Recognises the methods like social survey, interview and case study.
- Clarifies the practical uses of sociology



Let's assess

- How is creative writing different from the study of sociology?
- What is meant by sociology? Why do we study sociology? Name the early sociologists.

- Which are the important areas in sociology?
- What are the objectives of the study of sociology?
- How do social survey a major methodology of sociology help to understand the society?
- Differentiate between observation and interview.
- Prepare a questionnaire of a minimum of 10 questions to collect data on the transport problems faced by your friends to reach the school.
- What are the practical applications of sociology?



Extended Activities

- Prepare a report on the problems of aged people with help of an interview with them.
- Prepare an album with the pictures of the famous sociologists.

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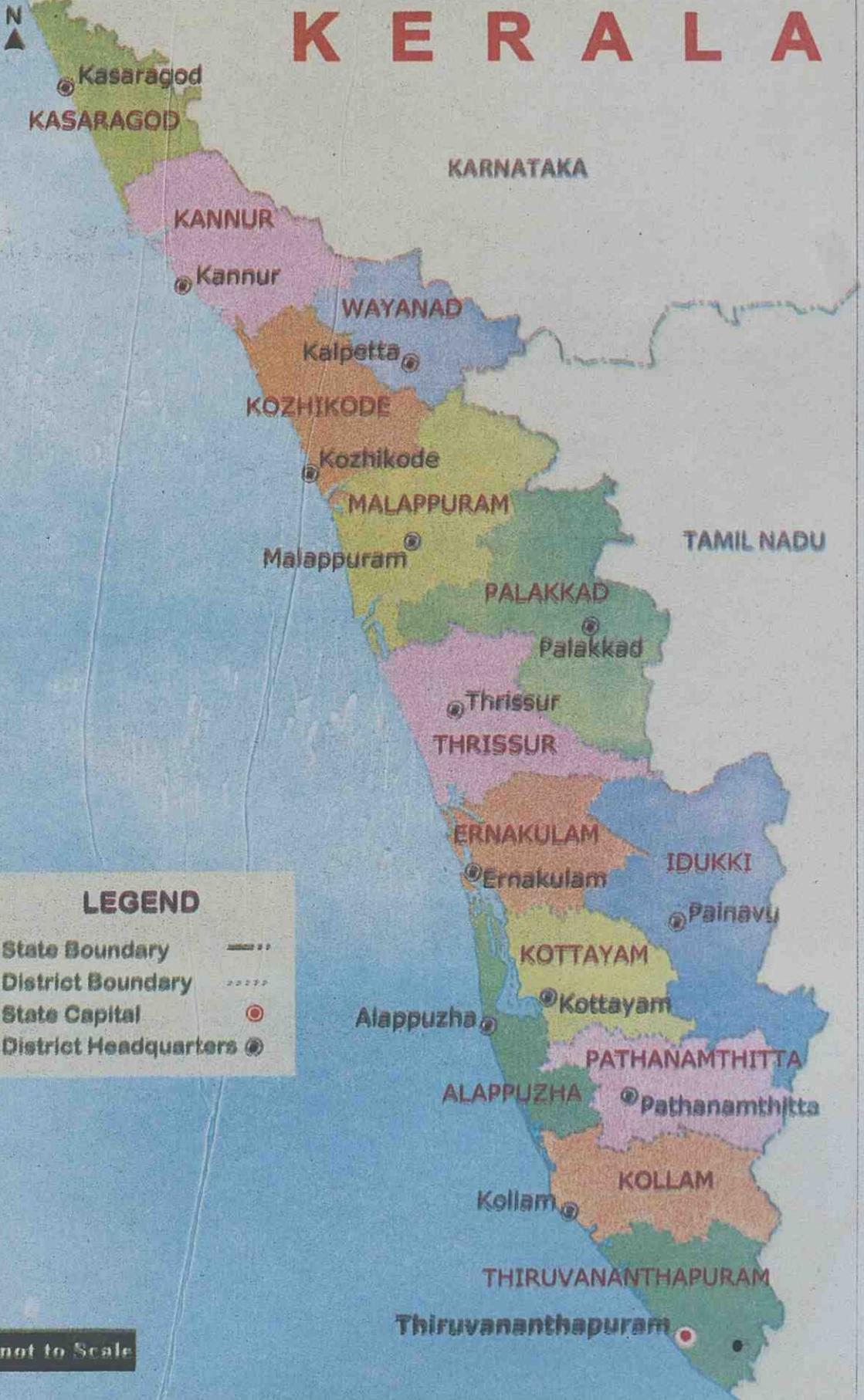
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K E R A L A



LEGEND

- State Boundary ———
- District Boundary - - - - -
- State Capital ●
- District Headquarters ●

Map not to Scale

INDIA

States and Union Territories



ASIA MAP



Map not to Scale

WORLD MAP



Map not to Scale

Preserve Historical Heritage...

Our country has a rich and varied heritage. It is our prime duty to preserve the monuments and places that carry our rich heritage.

What we can do

- Visit historical monuments, museums and other protected areas as part of activities for learning.
- Collect pictures, information and other details about them and organise discussions and exhibitions.
- Undertake activities that help others know about these places.
- Schools can take up protection of the heritage of their locality. Record and keep the history of your school and the locality.
- Set up a museum and a social science lab in your school.
- Inform the authorities when you notice the misuse of such places or monuments.

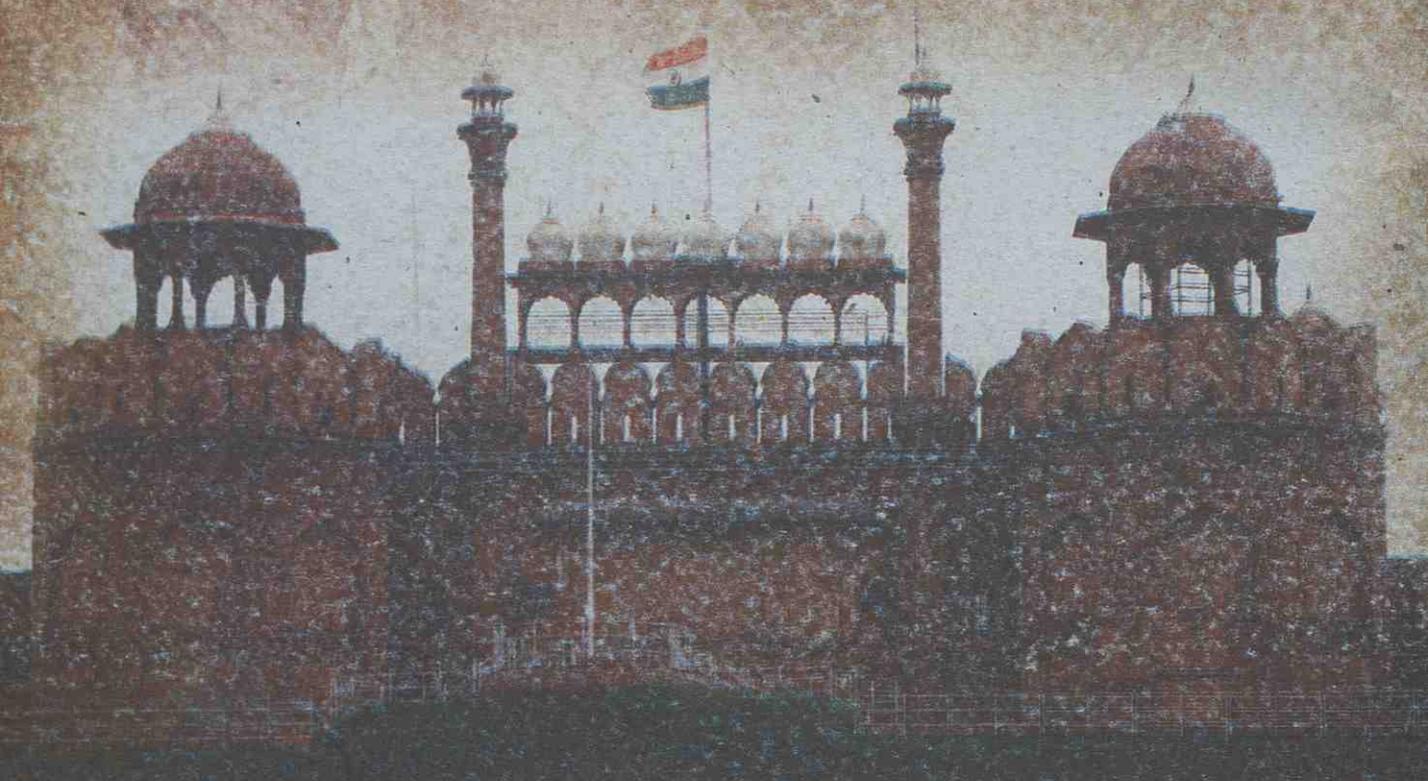
What we should not do

- Do not deface the historical monuments and sources making drawings or carvings and pasting posters and notices.
- Do not trespass on such places or possess them.
- Do not engage in any activity that adversely affects the existence of such monuments.

*Preserve rich heritage
transfer them to the future generation.*



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