

## Part 2

### Social Science I

| Unit No | Name of Unit                               | Focus Zones   |
|---------|--|---|
| 4       | <b>British exploitation and Resistance</b> | <ul style="list-style-type: none"><li>• Impact of the British policies</li><li>• Kurichya Revolt</li><li>• First War of Indian Independence, 1857</li></ul> |

#### British exploitation and Resistance

##### Impact of the British policies

Farmers were one of the immediate victims of the British rule. It was the land revenue system implemented by the British that destroyed the backbone of the farmers.

The aim of their tax policy was to maximize the income. The land revenue system implemented in various regions under the British rule was different.

##### British land revenue systems in India

| Land Revenue System                 | Regions                            |
|-------------------------------------|------------------------------------|
| • Permanent land revenue settlement | • Bengal, Bihar and Orissa regions |
| • Ryotwari system                   | • South Indian regions             |
| • Mahalwari system                  | • North West regions               |

##### Features of permanent land revenue settlement:

Lord Convalis British Governor General introduced this system.

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

##### Ryotwari system

The land revenue was collected directly from the farmers (Ryots). Though ownership of land was vested with the farmers, excessive tax impoverished them.

Furthermore, the tax rates were frequently increased.

##### Mahalwari system

The village headman was assigned the responsibility to collect tax. The tax rate was excessive in this system too. The entire village (Mahal) was considered as a single unit for tax collection.

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

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

##### Other impacts

Commercialization of agriculture  
Decline of traditional industries

##### Kurichya Revolt

Kurichiya Revolt was another tribal insurgency against the British.

It was organized by the Kurichya and the Kurumba tribes of Wayanad in 1812.

##### The reasons of Kurichya revolt

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

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

### **First War of Indian Independence, 1857**

The rebellion was started by the sepoys of Meerut.

What led them to the riot?

Poor salary and abuse by the British officers were the major reasons for their resentment. The rumour that the cartridge in the newly supplied Enfield rifles were greased with the fat of cows and pigs provoked them. It wounded the religious sentiments of the Hindu and Muslim soldiers. The soldiers who were unwilling to use the new cartridges were punished by the officers. In Barrackpore in Bengal, Mangal Pandey, an Indian soldier, shot at a British officer, who forced him to use the new cartridge. He was arrested and hanged to death. People from all walks of life including kings, farmers, craftsmen, etc took part in the rebellion. The British rule had adversely affected the kings too. In addition to the Doctrine of Lapse, the princely states were convicted of inefficient rule and were annexed by the British. This made the kings to lead the rebellion.

Along with the kings and the sepoys, common people also took part in the revolt. They attacked the British and moneylenders and set fire to their account books, deeds and documents of transactions.

The salient feature of this rebellion was the active participation of the common people like farmers and craftsmen. Out of one and a half lakhs of people who were killed in the riots at Awadh, a princely state, one lakh were the common people.

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

#### **Leaders**

| Centres of Revolt | Leaders                     |
|-------------------|-----------------------------|
| • Delhi           | •Bahadur Shah II            |
| • Jhansi          | • Rani Lakshmi Bai          |
| • Lucknow         | • Begum Hazret Mahal        |
| • Kanpur          | • Nana Saheb, Thantia Thopi |
| • Faizabad        | • Maulavi Ahammedullah      |

#### **Result**

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

### **Social Science II**

| Unit No | Name of Unit                    | Focus Zones   |
|---------|---------------------------------|---|
| 4       | Landscape analysis through maps | <ul style="list-style-type: none"> <li>• Topographic Map</li> <li>• Uses of topographic maps</li> <li>• Grid reference</li> <li>• Eastings</li> <li>• Northings</li> <li>• 4 - figure grid reference</li> </ul> |

### Topographic Map

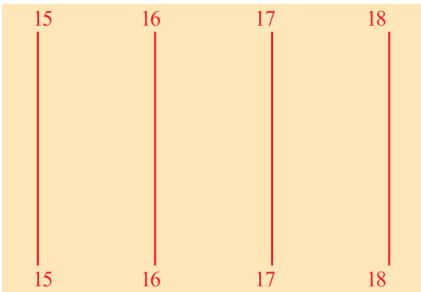
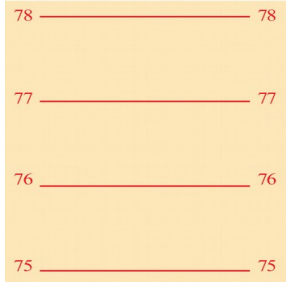
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Topographic maps depict in minute detail all the natural and manmade features on the earth's surface. These maps contain the important surface features such as the undulations of the terrain, rivers, other water bodies, forests, agricultural land, barren land, villages, towns, and transport and telecommunication systems.

### Purposes / Uses of topographic maps

- Analysis of the physical and the cultural features of the earth surface.
- For military operations and the preparation of military maps.
- Identification and studying of the natural and the cultural resources of a region as part of economic planning.
- For urban planning

To understand the land forms and its continuous study

| Eastings  | Northings   |
|---|---|
| These are north-south lines   | These are lines drawn in the east-west direction.   |
| Their value increases towards the East.   | Their value increases towards the north.  |
| The value of the eastings immediately left to the geographic features is considered for identifying a location. | The value of the northings immediately to the south of the feature in the map is considered for identifying a location. |
|                              |                                    |

### Grid reference






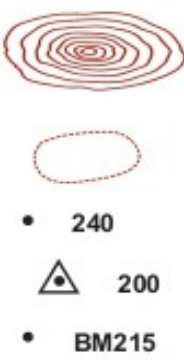
To solve this difficulty north-south and east-west lines in red are incorporated in the toposheets. The north-south lines are called eastings and the east-west lines are called northings. The values of the lines would also be recorded appropriately.

The grids formed jointly by the eastings and the northings are called reference grids. In 1:50000 toposheets each grid with 2 cm width & 2 cm breadth covers an area with 1 kilometre length & 1 kilometre breadth on the earth's surface.


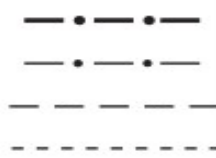
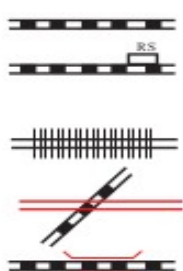

### Conventional signs and symbols

Earth's surface are represented in topographic maps using different colours and symbols. As the colours and symbols used in the toposheets are internationally accepted, the maps prepared in one country can be easily understood and analysed by the people of another.

These symbols be studied for grid reference

| Signs and symbols  | Geographic features  | Signs and symbols  | Geographic features   |
|--|--|--|---|
|   | <b>Vegetation</b><br>Grass<br>Palms<br>Coniferous trees<br>Bamboo<br>Dense forest<br>Reserve forest                              | <br><br>PO<br>TO<br>PTO<br>PS<br>IB<br>RH | Lighthouse<br>Health centre<br>Airport<br>Post office<br>Telegraph office<br>Post and telegraph office<br>Police station<br>Inspection bungalow<br>Rest house |
|  | <b>Settlements</b><br>Permanent house<br>Temporary house<br>Clustered settlements<br>Dispersed settlements<br>Linear settlements |  |    |
|  | <b>Monuments and buildings</b><br>Fort<br>Temple<br>Church<br>Mosque<br>Tomb<br>Grave  |    | <b>Elevation</b><br>Contour lines<br>Form line<br>Spot height<br>Triangulated height<br>Benchmark   |

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|   |  |  |  |
|---|--|--|--|
|  | <b>Road</b><br>Metalled road<br>Unmetalled road<br>Footpath<br>Cart track<br>Bridge with road                                  |  | <b>Boundary</b><br>International boundary<br>State boundary<br>District boundary<br>Taluk boundary |
|  | <b>Railway</b><br>Railway-broad gauge<br>Railway with station<br>Railway- meter gauge<br>Level crossing<br>Railway with bridge |  | <b>Waterbodies</b><br>Stream<br>River<br>Tidal river<br>Spring<br>Well<br>Tube well                |

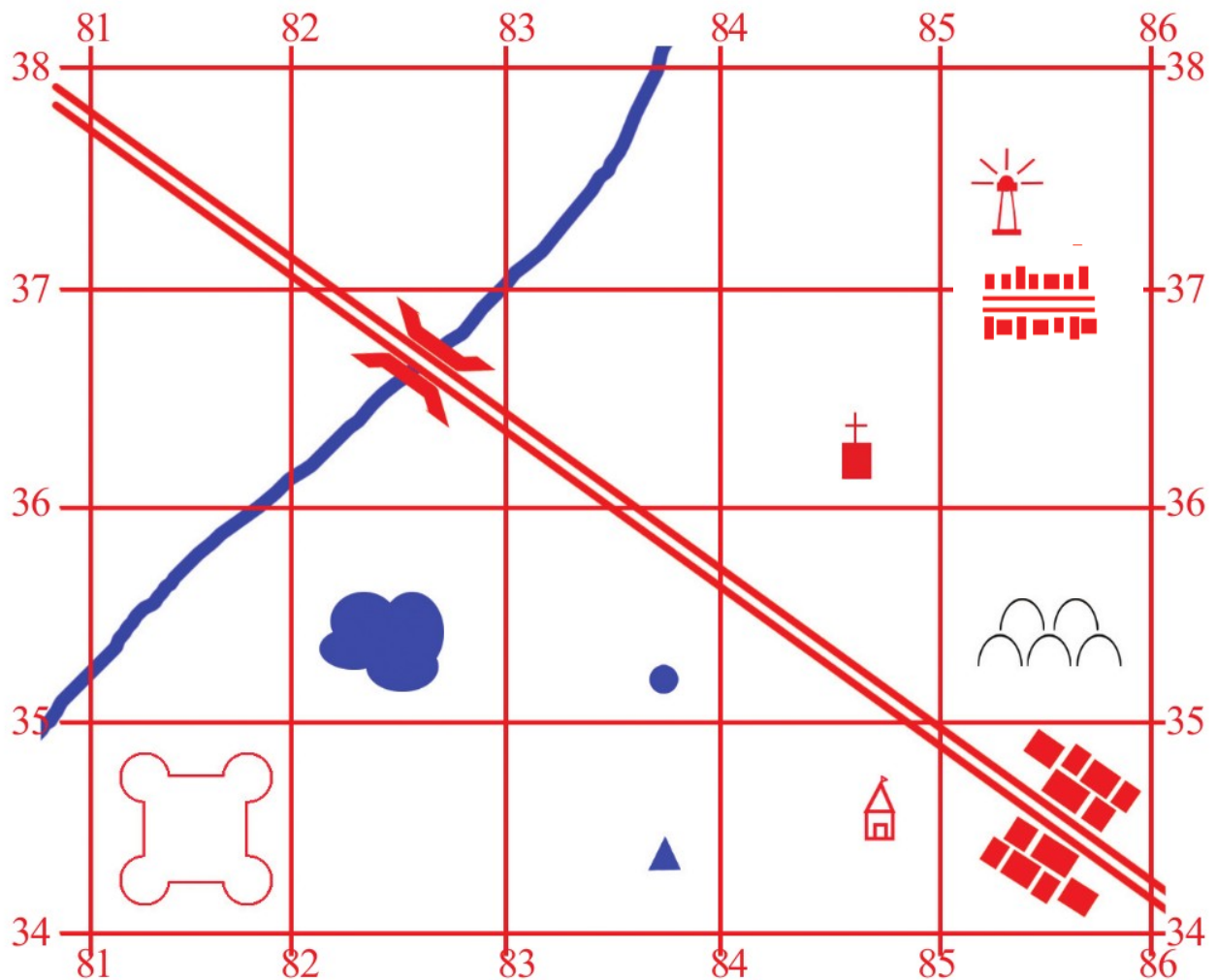


Fig 4.0

| Geographic feature | 4 - figure grid reference | Geographic feature    | 4 - figure grid reference |
|--------------------|---------------------------|-----------------------|---------------------------|
| Fort               | 8134                      | Lake                  | 8235                      |
| Bridge             | 8236                      | Clustered settlements | 8534                      |
| graveyard          | 8535                      | Linear settlements    | 8537                      |

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|----------|--------------------------------|--|
| <b>5</b> | <b>Culture and Nationalism</b> | <ul style="list-style-type: none"> <li>• Education for the Nation</li> <li>• Nationalism in Art</li> </ul> |
|----------|--------------------------------|--|

### Education for the Nation

The role of education emphasised by social reformers

- To bring about changes in society.
- To maintain unity.
- to get the ability to fight against social evils

Establishing national educational institutions was the main means adopted for inculcating nationalism. They imparted secular education to all sections of the society.

The **Deccan Education Socieity** founded in 1884 in Pune by **G.G.Agarkar, Bal Gangadhar Tilak and Mahadev Govinda Ranade** was one of such educational institutions established with a nationalistic perspective. The founders were well aware that education was **inevitable in the socio-economic and cultural progress of the country.**

The **Swadeshi Movement** which started after the partition of Bengal in 1905 influenced to found many educational institutions for the propagation of national education.

**D.K. Karve** started the first Indian Women University in Maharashtra in 1916. Hewas motivated

by the concept that education had a pivotal role in women empowerment. Following this many educational institutions were founded in various parts of India. Their major objectives were promotion of nationalism, **opposition to social evils, and rejection of western education.**

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

Similarly, when the national movement became strong under the leadership of Mahatma Gandhi, a team led by **Maulana Mohamed Ali, Shoukath Ali, Dr. Zakir Husain and M.A. Ansari** founded the **Jamia Millia Islamia in Aligarh.** Its objective was to strengthen national movement through **secular education.**

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

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

### Nationalism in Art

#### Abanindranath Tagore.

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

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

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

His another painting '**Village Drummer**' was exhibited in the Haripura session of the Indian National Congress in 1938 and was adopted as the picture for the poster of the Congress.

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

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| <b>6</b> | <b>Struggle and Freedom</b> | <ul style="list-style-type: none"> <li>• <b>Early Struggles of Mahatma Gandhi</b></li> <li>• <b>Non-cooperation and the Khilafat Movements</b></li> <li>• <b>Poorna Swaraj and Civil Disobedience</b></li> <li>• <b>The British Quit India</b></li> </ul> |
|----------|-----------------------------|---|

#### • **Early Struggles of Mahatma Gandhi**

|  |       |      |
|--|-------|------|
| <b>• The Struggle of indigo farmers in Champaran</b> | Bihar | 1917 |
|--|-------|------|

In Champaran, Gandhiji resorted to disobedience of the British rules and Satyagraha and his involvement compelled the authorities to pass laws in favour of the indigo farmers. After his struggle in Champaran, Gandhiji worked for the progress of Champaran region



by establishing primary schools, initiating medical aids and involving in cleaning activities.

|                                |         |      |
|--------------------------------|---------|------|
| • Ahmedabad cotton mill strike | Gujarat | 1918 |
|--------------------------------|---------|------|

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

|                             |         |      |
|-----------------------------|---------|------|
| • Peasant struggle in Kheda | Gujarat | 1918 |
|-----------------------------|---------|------|

Due to drought and crop failure farmers in Kheda were living in utter misery. The rulers decided to collect tax from these poor villagers. Starting Satyagraha in (1918) Gandhiji protested against the decision. He advised people not to pay tax. Consequently, the authorities were forced to reduce tax rates.

### **The results of the early struggles that Gandhiji took up in India.**

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

### **Towards the National Movement**

|  |  |                              |
|--|--|------------------------------|
| 1920- Non-cooperation and the Khilafat Movements | 1930- Poorna Swaraj and Civil Disobedience | 1942- The British Quit India |
|--|--|------------------------------|

#### **Non-cooperation and the Khilafat Movements**

The characteristics of non-cooperation policy adopted by Mahatma Gandhi.

|                              |  |
|------------------------------|--|
| Lawyers shall boycott courts | The public shall boycott foreign goods |
| Boycott elections            | Retuning the British awards and prizes |
| Denial of taxes              | Students shall boycott English schools |

#### **How the Indian society responded to Gandhiji's appeal for non-cooperation**

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

#### **What were the constructive programmes done during the non-cooperation movement?**

People began to make indigenous products, spin khadi cloth using charka, establish

national schools and popularise Hindi.

Kashi Vidya Pith Gujarat Vidya pith, Jamia Millia, etc. are some of the national educational institutions started during this time.

Students who boycotted English education were attracted to national educational institutions.

### **Khilafat Movement**

|                  |                     |                      |
|------------------|---------------------|----------------------|
| Khilafat leaders | Maulana Mohamad Ali | Maulana Shoukath Ali |
|------------------|---------------------|----------------------|

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

He travelled across India with Khilafat leaders and propagated his ideologies.

Gandhiji supported the Khilafat movement- Why

**Results** • Anti-British feeling spread to the nook and corner of the nation.

• Hindu-Muslim unity was intensified

### **Stopping the non-cooperation movement. 1922**

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

### **Poorna Swaraj and Civil Disobedience 1930**

The second national level struggle by the Indian National Congress under the leadership of Mahatma Gandhi.

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

### **Resolutions Lahore Congress**

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

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

### **Civil disobedience**

According to Gandhiji to disobey all anti-popular and anti-democratic civil laws made by the British government

### **Gandhiji's Proposals**

|   |  |
|---|--|
| To lift salt tax  | To declare 50% tax relaxation for farmers                        |
| To increase the tax on imported foreign clothes               | To release political prisoners                                   |
| To cut short military budget and high salary of top officials | To dissolve the secret surveillance wing formed to watch Indians |
| To start coastal shipping service                             | To implement prohibition of liquor                               |



**why Gandhiji selected salt as a powerful weapon against the British.**

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

**People in various parts of the country started to produce salt**

|  |                              |
|--|------------------------------|
| Dandi in Gujerat                                 | Payyannur in Kerala          |
| Vedaranyam in Tamil Nadu,                        | Bombay in Maharashtra        |
| Noakhali in Bengal                               | North West Frontier Province |
| Dharasana salt field in Gujarat - Sarojini Naidu |                              |

**The British Quit India 1942**

The Quit India ( to force the British to leave the country) movement was the last popular protest organized by the Indian National Congress under the leadership of Gandhiji.

**The factors that caused Quit India Movement**

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

**Gandhiji,s Appeal**

- Princely states shall recognise the sovereignty of their people

Farmers shall not pay land tax

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

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

If possible, students shall boycott education till attaining freedom

In protest, the uncontrolled mob demolished government offices, electric lines and transportation facilities. At the end of 1942, India was under the fire of popular unrest.

|   |                                 |  |
|---|---------------------------------|--|
| 7 | <b>India after Independence</b> | <ul style="list-style-type: none"> <li>• Integration of Princely States</li> <li>• Space Research in India</li> <li>• Foreign Policy</li> <li>• Panchsheel Principles</li> </ul> |
|---|---------------------------------|--|

### 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 communication to the Government of India.

Following the diplomacy of the government and popular protests, majority of the princely states signed the Instrument of Accession and joined Indian Union.

But some states such as Hyderabad, Kashmir and Junagarh resented. Finally they were also integrated into the Indian Union through conciliation talks and military interventions.

### Space Research in India

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**.

The first satellite **Aryabhata** was successfully launched in 1975. Space vehicles and rocket launchers were also developed. There are several agencies that develop satellites in India now

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

India has also advanced much in missile technology. **Agni and Prithvi** are the missiles developed by India. **Dr. Raja Ramanna and Dr. A.P.J. Abdul Kalam** led our experiments in the atomic energy sector. Missions such as **Chandrayan and Mangalyan**. Through India's lunar mission 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.

### Foreign Policy

**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**

### 11- Panchsheel Principles

Signed by **Jawaharlal Nehru and Chou En-lai** the then Prime Minister of China in 1954.

- 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**

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|          |                                 |  |
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| <b>8</b> | <b>Kerala towards Modernity</b> | <ul style="list-style-type: none"> <li>• <b>Early Resistances against the British -Pazhassi Revolts</b></li> <li>• <b>Reform Movements and Social Changes</b></li> <li>• <b>National Movement and Women</b></li> </ul> |
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**Attingal Revolt the first organized revolt against the British in Kerala**

British 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.

**Pazhassi Revolts**

The British promised Pazhassi the right to collect tax from **Kottayam** region as a reward for helping them in the wars against Mysore. The British refused to keep their promise after the triumph in the battle. Moreover, the British claimed their dominance over Wayanad. Pazhassi Raja organised the people and fought against the British. He unleashed guerilla war against the British with the help of Chempan Pokker, Kaitheri Ambu Nair, Edachena Kunkan Nair and Thalakkal Chandu, the leader of the Kurichias in Pazhassi Memorial – Mananthavadi Wayanad. In the fight against the British he was assulted his life on 30 November 1805.

|                |                    |                      |                  |
|----------------|--------------------|----------------------|------------------|
| Chempan Pokker | Kaitheri Ambu Nair | Edachena Kunkan Nair | Thalakkal Chandu |
|----------------|--------------------|----------------------|------------------|

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

## Sri Narayana Guru

The consecration of the idol of lord Shiva at Aruvippuram by Sri Narayana Guru in 1888 caused the rise of new insights in the social sphere. Consequently, the lower caste people gained right to perform the poojas and temple rituals.

" It is a model place where people live without caste disparity or religious aversion, but with fraternity".

"enlighten through education and strengthen by union"

'not to argue and win but to know and inform',

## Channar revolt and result

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 Vaikom Satyagraha (1924)

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.

## Guruvayur Satyagraha (1931)

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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.

Temple Entry Proclamation was announced on 12 November 1936 in Travancore.

## National Movement and Women

Women actively participated in the political agitations and expressed their political views throughout Kerala. Women actively participated in boycotting foreign goods, picketing liquor shops, eradicating of untouchability, and popularising Khadi. 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.

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|----------|--|---|
| <b>9</b> | <b>The State and political science</b> | <ul style="list-style-type: none"><li>• <b>Functions of a State</b></li><li>• <b>Theories on the Origin of State</b></li><li>• <b>Citizenship</b></li></ul> |
|----------|--|---|

## Functions of a State

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

**'The goal of the state is maximum happiness of the maximum number' who said this?**

Jeremy Bentham

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

## What is the difference between obligatory functions and discretionary functions?

| Obligatory functions  | Discretionary functions   |
|---|---|
| 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 | 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. |

|  |   |  |  |
|--|---|--|--|
| functions are not performed.   |   |  |  |
| Protection of boundary   |   | Protection of health   |  |
| Maintain internal peace  |   | Provide educational facilities   |  |
| Protection of rights   |   | Implementation of welfare programmes   |  |
| Implementation of justice  |   | Provide transportation facilities  |  |
| <b>Theories on the origin of state</b>   |   |  |  |
| Divine right theory  | Evolution theory  | Social contract theory   | Power theory   |
| State is the creation of God. King is the representative of God. King is answerable only to God. | State is the product of history. It was formed by social evolution. | State came into existence as a result of a contract by the people. State was constituted for the fulfillment of human needs. | State came into existence as a result of the establishment of power by the strong over the weak. |
|  | Most acceptable theory is Evolution theory                          |  |  |

### What is Citizenship?

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

### What are two types of citizenship? Compare

|  |   |
|--|---|
| Natural citizenship                          | Acquired citizenship  |
| Citizenship by birth is natural citizenship. | When a person acquires citizenship on the basis of the legal procedure of a nation, it is acquired citizenship. |

A person who has the right to participate in the law making procedure and implementation of law is called the citizen of the state.' Political Science Who is the father of Political Science?

'Political Science is the study of state and government' who said this?

**Aristotle**, His book 'Politics'

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.

|                             |
|-----------------------------|
| <b>Political Rights</b>     |
| Right to contest election   |
| Right to vote               |
| Right to form organisation  |
| Right to criticise Govt.    |
| Right to hold public office |

|           |                            |  |
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| <b>10</b> | <b>Civic Consciousness</b> | <ul style="list-style-type: none"> <li>• How can we foster civic consciousness Through Family, Education, Associations &amp; Media</li> <li>• Civic Consciousness: Challenges</li> </ul> |
|-----------|----------------------------|--|

The important factors which determine civic consciousness are Family, Education, Social system, Associations, Political system

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**

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.

**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

**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. 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.

**Civic Consciousness: Challenges**

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?

- 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.

|           |                               |   |
|-----------|-------------------------------|---|
| <b>11</b> | <b>Sociology : What? Why?</b> | <ul style="list-style-type: none"> <li>• <b>The early social science thinkers</b></li> <li>• <b>Methods of study in sociology - Social survey, Interview, Observation &amp; Case study</b></li> </ul> |
|-----------|-------------------------------|---|

**The early social science thinkers**

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.
- Industrial Revolution.
- French Revolution

**Auguste Comte the French thinker 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.

### Methods of study in sociology

Sociology employs a variety of methods in such studies.

#### Social survey

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.

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.

#### Interview

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.

#### 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**.

#### 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.

### Differences between an interview and a questionnaire

| Interview   | Questionnaire   |
|---|---|
| <ul style="list-style-type: none"> <li>• Information is collected orally</li> <li>• Researcher records the information</li> <li>• <b>Subjective</b></li> <li>• <b>Questions can be changed as per needs and preference</b></li> </ul> | <ul style="list-style-type: none"> <li>• Information is given in writing</li> <li>• The respondent provides information</li> <li>• <b>Objective</b></li> <li>• <b>Questions can not be changed</b></li> </ul> |

Interview and social survey are the 2 methods of study sociology. Write note by comparing them.

3 Score

Interview

# Information is orally collected

# Researchers records information

Social survey

# Questionnaire

# Sample survey

# Census

Any 2 points from one and one from other

(2019- March )

Explain observation method of study employed in sociology. Specify the type of observation method largely used in the study of early human societies

score 3

What are the methods of study normally applied in sociology? Give a brief description of any one of them.

What is meant by observation method? Mention two types of observations applied in the study of sociology. 3 score

Explain observation method of study employed in sociology. Specify the types of observation method largely used in the study of early human societies.

3 score

Answer

Method by which whatever seen, heard and experienced is recorded. (1)

Participant and non participant observations. (1)

participant observation ( Field work ) (1)

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.

How can we overcome the challenges faced by Civic Consciousness? 4 score

What is the main challenge faced by Civic Consciousness? Suggest suitable means to overcome this challenges. 4 score

State the significance of Education in creating and maintaining Civic Consciousness.