

**SMART SKILLS**  
**SYLLABUS 2017-2018**  
**SOCIAL SCIENCE**

**SYLLABUS -2017-2018  
CLASS -X**

**HISTORY**

**Book: India and the Contemporary World- II**

**March-April**

**Chapter V: THE AGE OF INDUSTRIALISATION**

- ❖ Protoindustrialization
- ❖ Industrialization in England: Hand Labour and Steam Power
- ❖ Industrialization in the Colonies
- ❖ Peculiarities of Industrial growth
- ❖ Advertising and marketing of goods.

**May and July**

**Chapter VIII: NOVELS, SOCIETY AND HISTORY**

- ❖ Emergence of the novel as a genre in the west
- ❖ The relationship between the novel and changes in modern society
- ❖ Early novels in 19<sup>th</sup> century India
- ❖ Women writing in India
- ❖ Novels and its impact on nationalism

**August**

**Chapter I: THE RISE OF NATIONALISM IN EUROPE**

- ❖ The French revolution and the Idea of a nation.
- ❖ The Making of Nationalism in Europe.
- ❖ The Age of Revolutions: 1830-1848
- ❖ The Making of Germany and Italy
- ❖ Visualising the Nation
- Nationalism and Imperialism

**OR**

**The Nationalist Movement in Indo-China**

- ❖ Emerging from the Shadow of China
- ❖ Colonial Domination and Resistance, Why the French thought Colonies Necessary
- ❖ The Dilemma of Colonial Education
- ❖ Hygiene, Disease and Everyday Resistance
- ❖ Religion and Anti-colonialism
- ❖ The Vision of Modernisation
- ❖ The Communist Movement and Vietnamese Nationalism
- ❖ The Nation and Its Heroes
- ❖ The End of the War

**September First Term Exam****October-November****Chapter III: NATIONALISM IN INDIA**

- ❖ First World War , Khilafat and Non –Cooperation
- ❖ Salt Satyagraha
- ❖ Movements of peasants, workers and tribals
- ❖ Activities of different political groups
- ❖ A sense of collective belonging
- ❖ Map Work, MCQ and Pamphlet Making

**January Pre -Boards****POLITICAL SCIENCE****Book: Democratic Politics – II****March -April****Chapter I: POWER SHARING**

- ❖ Power sharing – definition and importance
- ❖ Forms of power sharing
- ❖ Case studies : Belgium and Sri Lanka

**Chapter II: FEDERALISM**

- ❖ What is federalism- What makes India a federal country
- ❖ How is federalism practiced in India – how has it helped national unity
- ❖ Decentralization in India

**May****Chapter III: DEMOCRACY AND DIVERSITY**

- ❖ Origin of social differences – overlapping and cross- cutting differences
- ❖ How does democracy accommodate different social groups
- ❖ Effect of social divisions on politics
- ❖ Outcome of politics of social divisions- the three determinants

**July****Chapter IV: GENDER, RELIGION AND CASTE**

- ❖ Gender and politics – women’s representation in politics
- ❖ Religion, communalism and politics
- ❖ Caste and politics

**August****Chapter V: POPULAR STRUGGLES AND MOVEMENTS**

- ❖ Mobilization and Organisations
- ❖ Pressure groups and movements
- ❖ Sectional interest groups and public interest groups
- ❖ Movement groups
- ❖ Case studies of Nepal and Bolivia

**September first Term exam****October-November****Chapter VI: POLITICAL PARTIES**

- ❖ Need for political parties
- ❖ How many parties should we have
- ❖ National parties and State Parties
- ❖ Challenges to political parties
- ❖ Reform of political parties

**Chapter VII: OUTCOMES OF DEMOCRACY**

- ❖ Assessing the outcome of democracy—is it an accountable, responsive and legitimate government
- ❖ Economic growth and development in a democracy- to what extent can democracies reduce inequality and poverty
- ❖ Accommodation of social diversity
- ❖ To what extent does it promote dignity and freedom of citizens

**Chapter VIII: CHALLENGES TO DEMOCRACY**

- ❖ The three kinds of challenges
- ❖ Political reforms
- ❖ Redefining democracy

**January Pre -Boards**

**Please note:** The CBSE changes the Social Science syllabus frequently; hence even though the topics covered may be the same, its term wise distribution may differ from the syllabus given.

# **HISTORY**

**Project /Formative Assessment**  
**TERM-I**

History: Novels, Society and History

This is an individual activity .Guidelines for the students are as follows:

- Choose any novel based on social issue.
- An attractive 3 and relevant cover page depicting the issue.
- Write the synopsis highlighting the social issue.

CATEGORY	2.5	2	1.5	1
Cover Page	Cover Page is accurate, relevant to the given topic.	Partially relevant	Cover Page contains some inaccuracies.	Cover page is irrelevant and is inaccurate.
Neat & Organised	The project is neat and visually appealing. Information is organized in a logical manner.	The project is moderately neat and organized.	Not all information is organized in a logical manner.	Project is disorganized and hard to follow.
Content and relevance to topic	All the information given is from credible sources and is accurate, relevant.	Most of the information is accurate.	Synopsis contains some inaccuracies.	The information given is not from credible sources and/or is inaccurate.
Creativity/ Handwritten	Is impressive with pictures, creative relevant to topic Synopsis is handwritten	Is impressive but cover page not that relevant	Lacks creativity only written matter.	Untidy and has no art work on the cover page .Print out and not handwritten

**Political Science:**

Create a Campaign Poster to create awareness on caste/gender issues faced in the country and what can be the possible solutions.

The slide presentation is to be done in a group of four

Two slides per group covering the problem, solution along with the learning experience.

Topic: **Casteism or Gender inequality in Contemporary India**

Given below are two examples of posters on child labor:



CATEGORY	2.5	2	1.5	1
Content - Learning Experience/ relevance to topic	All the information given is from credible sources and is accurate, relevant. Has a strong value/learning experience	Most of the information is accurate. Learning Experience /values not quite related to topic.	Contains some inaccuracies. Learning experience /value is vague.	The information given is not from credible sources and/or is inaccurate. No learning experience or is irrelevant.
Neat & Organised	The presentation is neat and visually appealing. Information is organized in a logical manner.	The presentation is moderately neat and organized.	Not all information is organized in a logical manner.	Project is disorganized and hard to follow.
Creativity /Interactive	The presentation was interesting and creative in the presentation of information.	The presentation was somewhat interesting and creative in the presentation of information.	Presentation lacked illustrations pictures in presentation.	The presentation showed a lack of creativity in the presentation of information.
Team Work/On time submission	Enjoys working in a group and got all relevant information and actively led the group.	Got the information but did not actively participate	Delayed the group in getting information and worked with hesitation in the group	Did not get relevant information and did not work as a team player

## TERM II

History:

**Flower Power Movement:**

- ❖ "Flower power was a slogan used during the late 1960s and early 1970s as a symbol of passive resistance and non-violence ideology.] It is rooted in the opposition movement to the Vietnam War. The expression was coined by the American beat poet Allen Ginsberg in 1965 as a means to transform war protests into peaceful affirmative spectacles. Hippies embraced the symbolism by dressing in clothing with embroidered flowers and vibrant colors, wearing flowers in their hair, and distributing flowers to the public, becoming known as flower children."

You are required to make a file project on the topic of the Flower Power Movement. It is an individual project which will be marked out of 20.

Your Project must include the following:

- ❖ An appropriate cover
- ❖ Introduction and background of the movement
- ❖ How the movement changed over time
- ❖ Clothing fashions during the movement
- ❖ Impact on popular culture, like music, films, art etc.
- ❖ Bibliography with full details of books, journals and websites referred to. You can even interview people and quote them.
- ❖ Appropriate illustrations. You may draw them yourself or stick pictures. (References should be included)

CATEGORY	2.5	2	1.5	1
Content - Accuracy/ relevance to topic	All the information given is from credible sources and is accurate, relevant.	Most of the information is accurate.	Project contains some inaccuracies.	The information given is not from credible sources and/or is inaccurate.
Neat & Organised	The project is neat and visually appealing. Information is organized in a logical manner.	The project is moderately neat and organized.	Not all information is organized in a logical manner.	Project is disorganized and hard to follow.
Creativity	The project was interesting and creative in the presentation of information.	The project was somewhat interesting and creative in the presentation of information.	Project lacked illustrations pictures in presentation.	The project showed a lack of creativity in the presentation of information.
Cover Page/Handwritten	Is impressive with pictures, relevant to topic .Project is handwritten	Is impressive but pictures not that relevant	Lack pictures only written matter.	Untidy and has no pictures .Print out and not handwritten

Political Science:

### Popular Struggle and Movements

This is an activity where two students will work in pairs on A4 sheets or make a slide presentation.

Guidelines will be as follows:

- ❖ Name of the Pressure Group
- ❖ Symbol for the pressure group
- ❖ Issue / problem being faced by your group
- ❖ Solution to the problem, role of government
- ❖ Learning Experience / Value

CATEGORY	2.5	2	1.5	1
Name of Pressure group	Name of pressure group is accurate, relevant to the given problem / issue.	Partially relevant	Name has hardly any relevance with problem.	Name is irrelevant and is inaccurate.
Neat & Organised	The work is neat and visually appealing. Information is organized in a logical manner.	The work is moderately neat and organized.	Not all information is organized in a logical manner.	Project is disorganized and hard to follow.
Content- a)Problem b)Solution c) Value/Learning Experience	All the information given is fro is accurate, relevant covering all three.	Most of the information is accurate but covers only two aspects	Some inaccuracies doesn't cover all given aspects	The information given is inaccurate and incomplete.
Creativity /Symbol	Is impressive , creative relevant to topic	Is impressive but c not that relevant	Symbol lacks creativity and is not that relevant.	Untidy with hardly any creativity or is not relevant

## **CHAPTER 1: THE RISE OF NATIONALISM IN EUROPE**

### **THE FRENCH REVOLUTION AND THE IDEAS OF THE NATION**

The first clear expression of nationalism came with the **French Revolution in 1789**. It brought political and constitutional changes that led to the transfer of sovereignty from monarchy to a body of French citizens.

From its earliest days the revolutionaries in France introduced various measures and practices that could create a sense of collective identity amongst the French people. These ideas included:

- The concepts of the fatherland or la patrie and citizen or le citoyen that emphasized the notion of a united community enjoying equal rights under a constitution.
- The new French Flag
- An Estates General elected by a body of citizens
- A centralized administrative system
- Uniform weights and measures
- Uniform laws
- One language (French)
- Hymns were composed, oaths taken and martyrs commemorated all in the name of the nation.
- Revolutionaries declared that it would liberate people of Europe from despotic rule.

These ideas inspired students as well as the middle class in different cities of Europe to set up revolutionary organizations. With the outbreak of the revolutionary wars, the French armies began to carry the ideas of nationalism abroad.

Under **Napoleon Bonaparte** democracy was destroyed in France but he introduced various reforms that helped to unite the people. Reforms included:

- Civil Code of 1804 or the Napoleonic did away with privileges based on birth, established equality before law and secured right to property. This code was also implemented in areas under French control( Dutch Republic, Switzerland, Italy and Germany)
- Napoleon simplified administrative divisions, abolished the feudal system, freed peasants from serfdom and manorial dues.
- In towns guild restrictions were removed.

- Transport and communication systems were improved.

### Effects:

1. Peasants, artisans and the new middleclass enjoyed their new freedom.
2. Businessmen and small scale producers of goods began to realize that uniform laws, uniform weights and measures and a common currency would facilitate trade.
3. In areas under French control reactions were mixed. Some cities as well as places welcomed the French armies as they liberated them from despotic rule and ushered in an era of freedom. Later however they were disillusioned as increased taxation, censorship and forced conscription into French armies seemed to outweigh the administrative advantages.

## THE MAKING OF NATIONALISM IN EUROPE

In the mid 18<sup>th</sup> century there were no nation states as we know them today. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had complete control over their territories.

East and Central Europe were under autocratic monarchies who ruled over territories inhabited by diverse cultures. Such differences did not promote a sense of political unity. The only commonality was their allegiance to the emperor.

How did nationalism and the idea of a nation state emerge?

- **STRUCTURE OF SOCIETY:** The **landed aristocracy** was a dominant class on the continent. Its members were united by the fact that they owned town houses and vast estates, they spoke French, held high posts in the government and army and their families were connected through matrimonial alliances. This group was numerically small.
- The majority of the population was made up of **peasants**. In Western Europe the land was farmed by tenants and small owners and in eastern and central Europe there were vast estates cultivated by serfs.
- Industrialization began in England in the 18<sup>th</sup> century and gradually spread to France and Germany. With industrialization and creation of a market economy new social groups emerged (**working class, businessmen and professionals**). It was among the liberated middle class that the ideas of national unity gained popularity.
- **LIBERAL NATIONALISM:** The idea of national unity in early 19<sup>th</sup> century Europe was closely allied to the ideology of liberalism. Liberalism is derived from the Latin root, liber, meaning free. For **the new middle class liberalism meant** freedom for the individual and equality before law. **Politically it meant**

end of autocracy and clerical privileges, a constitution and a representative government through Parliament. In the 19<sup>th</sup> century liberals stressed on private property. However in France except for the Jacobin government suffrage was limited.

- In **the economic sphere** liberalism stood for the freedom of markets and abolition of state imposed restrictions on the movement of goods and capital. However Napoleon's administrative measures had created countless principalities in Germany which created obstacles to economic exchange and growth especially for the new middle class. They argued for the creation of a unified economic territory that would permit free flow of people, goods and capital. In 1834 a customs union called the **ZOLLVEREIN** was formed. The initiative was taken by Prussia and joined by most of the German states. This union
  - Abolished tariff barriers
  - Reduced number of currencies from over 30 to 2
  - Creation of the railways stimulated their mobility.

This wave of economic nationalism helped to strengthen nationalist sentiments.

- **CONSERVATISM:** A wave of conservatism emerged after the defeat of Napoleon in 1815. Conservatives believed in
  - Monarchy
  - Church
  - Social hierarchy
  - Preservation of property and family

However after 1815 most conservatives accepted the changes introduced by Napoleon and believed that modernization could strengthen institutions like the monarchy, it could make the state effective and strong, a modern army, an efficient bureaucracy, a dynamic economy, abolition of feudalism and serfdom could further strengthen the autocratic monarchies of Europe.

In 1815 the representatives of Britain, Russia, Prussia and Austria who had defeated Napoleon met at Vienna to draw up a settlement for Europe. This came to be known as **THE CONGRESS OF VIENNA** and it was presided over by the Austrian Chancellor **DUKE METTERNICH**.

## **CONGRESS OF VIENNA AND ITS IMPACT**

### **IMPACT:**

The Bourbon dynasty which had been deposed was restored to power.

France lost the territories that it had annexed under Napoleon.

A series of states were set up on the boundaries of France to prevent French expansion in future. The kingdom of Netherlands which included Belgium was set up in the north and Genoa added to Piedmont in the south. Prussia was given important new territories on its western frontiers. Austria was given control of northern Italy. The German confederation of 39 states that had been set up by Napoleon was left untouched. In the east Russia was given a part of Poland while Prussia was given a portion of Saxony.

Thus conservative regimes came to power.

They did not tolerate criticism and dissent.

Most of them imposed censorship laws to control what was said in the newspaper, plays and songs.

Ideas of liberty and freedom were not tolerated.

However the ideas of the French Revolution continued to inspire liberals.

Fear of repression drove many to form secret societies in many European states. They were committed to oppose the monarchical forms of government and fought for liberty and freedom. One such individual was GIUSEPPE MAZZINI. He would go on to play an important role in the Unification of Italy.

## **THE AGE REVOLUTIONS 1830-1848**

As conservative regimes tried to consolidate their power, liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe. These revolutions were led by liberal nationalists belonging to the educated middle class elite, among whom were professors, school teachers, clerks and members of the commercial middle classes.

The first upheaval took place in France in July 1830. The Bourbons were overthrown by the liberal revolutionaries who installed a constitutional monarchy with LOUIS PHILIPPE as its head. The July revolution sparked an uprising in BRUSSELS which led to Belgium breaking away from the United Kingdom of the Netherlands.

**THE GREEK WAR OF INDEPENDENCE** also played an important role in mobilizing nationalist feelings among the educated elite.

Greece had been a part of the Ottoman Empire since the 15<sup>th</sup> century. The growth of nationalism in Europe sparked off a struggle for independence among the Greeks. This began in 1821.

Nationalists in Greece got support from the other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.

Poets and artists mobilized public opinion to support its struggle against the Ottoman Empire.

Finally the TREATY OF CONSTANTINOPLE was signed in 1821 and it recognized the independence of Greece.

### **ROMANTIC IMAGINATION AND NATIONAL FEELING**

Culture too played an important role in the development of nationalism. ROMANTICISM was a cultural movement which sought to develop a particular form of nationalist sentiment. Romantic artists and poets criticized the glorification of reason and science and focused instead on emotions, intuition and mystical feeling. Their effort was to create a sense of shared collective heritage, a common cultural past, as the basis of a nation.

German philosopher JOHANN GOTTFRIED HERDER claimed that true German culture was to be discovered among the common people. His focus was on folk culture as essential to nation building.

In Poland, language too played an important role in developing nationalist sentiments especially as Poland was occupied by Russia and Polish almost disappeared from schools. The use of Polish came to be seen as a symbol of struggle against Russian dominance.

### **HUNGER, HARDSHIP AND POPULAR REVOLT**

The 1830s were years of great economic hardship in Europe.

- There was large scale unemployment.
- Migration of people from villages to cities where they lived in overcrowded slums.
- Small producers faced stiff competition from imports of cheap machine made goods coming from England.
- In those regions in Europe which was still under the aristocracy, peasants struggled under the burden of feudal dues and obligations.
- The rise of food prices or a bad harvest led to widespread pauperism in towns and country.

- In 1848, food shortages and widespread unemployment brought the population of Paris out on the roads. Louis Philippe was forced to flee. A National Assembly proclaimed a Republic, granted suffrage to all adult males above 21 and guaranteed the right to work. National workshops to provide employment to all were set up.

### **THE REVOLUTION OF THE LIBERALS, 1848**

- **The Revolution in France had a direct impact on other nations in Europe. The Liberal Middle class in Germany, Italy, Poland and the Austro Hungarian Empire demanded constitutionalism and unification.**
- In the German regions a large number of political associations whose members were middle class professionals, businessmen and prosperous artisans came together in FRANKFURT and voted for an all-**German National Assembly**.
- On 18<sup>th</sup> May 1848, 831 elected representatives marched in a festive procession to take their place in the Frankfurt Parliament convened in the Church of St. Paul.
- They drafted a Constitution for a German nation to be headed by a Constitutional monarch whose powers were limited by the Parliament.
- When this was offered to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined hands with the other monarchs to oppose the elected assembly.
- In the end, the opposition of the aristocracy and the military became stronger, troops were called in and the assembly was forced to disband.
- **Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations. Despite this they were denied suffrage rights during the election of the assembly. When the assembly convened at Frankfurt women were only admitted as observers and made to stand in the visitor's gallery at the church.**

Finally, though the conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. Thus the autocratic monarchies of Central and Eastern Europe began to introduce reforms. Serfdom and bonded labour were abolished in Russia and the Habsburg dominions.

### **THE MAKING OF GERMANY AND ITALY**

After 1848, nationalism in Europe moved away from its association with democracy and revolution. Nationalist sentiments were often mobilized by conservatives for promoting state power and achieving political domination over Europe.

- Prussia had a record of great achievements to her credit. She had not only resisted Napoleon but had also established the Zollverein which bound the

smaller states to her by strong ties of material interest. Thus Prussia was the only state in Germany that could challenge the might of Austria, the only obstacle before German unity.

- After the Vienna Settlement Germany continued to comprise 39 states. Provision was made for a federal diet which was to be presided over by Austria.
- In 1861 William I became the King of Prussia. He was a Prussian to the core. He believed in autocracy and the fact that if Germany was to be liberated, that could be done only if Prussia had a very big army. The King's proposals were rejected by the Diet. As a last resort the king sent for OTTO VON BISMARCK to solve the crisis. Bismarck was an absolutist and a bully who had no faith in parliamentary institutions. He said, 'Not by speeches and resolutions of the majorities are the great questions of the day to be decided, but by blood and iron.' Both the king and his President desired one German nation.
- THE SCHLEISWIG-HOLSTEIN QUESTION: Schleswig and Holstein were two duchies, long united under Denmark. They had both Danish and German populations and they retained their separate laws and institutions. Both the Danish and the Germans wanted to incorporate these two duchies into Denmark and Germany respectively. Trouble brewed for a long time and then in 1863 the King of Denmark violated a treaty and tried to occupy the two duchies. Bismarck saw in this a grand opportunity in the cause of German unification. He entered into an alliance with Austria and declared war on Denmark. They defeated Denmark and the Danish king gave up all his rights over the two duchies to Austria and Prussia jointly.
- As Bismarck had anticipated it led to a quarrel between Austria and Prussia over the disposition of the two duchies and war was inevitable. Before declaring war, Bismarck, not only made military preparations but isolated Austria diplomatically by securing the neutrality of France and by entering into an alliance with Italy. He also secured the goodwill of Russia.
- THE SEVEN WEEKS' WAR or the AUSTRO PRUSSIAN WAR (1866) broke out and Austria was defeated by Prussia at Sadowa. By the terms of the Treaty of Prague, Austria accepted her exclusion from the German confederation, ceded Venetia to Italy and her share in Schleswig and Holstein to Germany. She also agreed to recognize the reconstruction of Germany to be made by Prussia. All the states of north Germany were joined together in the NORTH GERMAN CONFEDERATION under the presidency of Prussia. The states of south Germany were allowed to remain independent.
- Bismarck thus set to work to reorganize Germany. The southern states, he knew were not willing to join the German confederation and this could only be achieved by force. France opposed this union. France had expected the Austro Prussian war to be a lengthy one and had also hoped for territorial gain. But this did not happen. With Prussia's victory, France had lost her dominant position in Europe. War between Prussian and Germany was inevitable.

Bismarck set about to isolate France by seeking the goodwill of Russia, Italy and Austria.

- The pretext for war came in 1869 when, the Spanish throne was vacant, and a distant relative of the Hohenzollern Prussian king was offered the throne. France protested and he withdrew his candidature. Not satisfied the French king demanded that no Hohenzollern should ever sit on the throne of Spain. The Prussian king politely refused this demand, but Bismarck by a falsified telegram, produced the impression that the French ambassador had insulted the Prussian King. This led to the FRANCO PRUSSIAN WAR and the French were defeated in the war. By a treaty, France had to cede Alsace and Lorraine to Germany.
- The great victory won by the united effort of the states of the north and the south created a desire for permanent union. Accordingly on January 18, 1871, in the royal palace of Versailles, King William of Prussia was proclaimed German Emperor. The constitution of the north was modified to include all the south German states and a federal government was established in Germany.

### **UNIFICATION OF ITALY**

- Like Germany, Italy too had a long history of political fragmentation. Italians were scattered over several dynastic states as well as the multinational Habsburg Empire.
- During the middle of the 19<sup>th</sup> century Italy was divided into seven states of which only SARDINIA- PIEDMONT was ruled by an Italian princely house. The north was under the Austrian Habsburgs, the central part was ruled by the Pope and the southern regions were dominated by the King of Spain. The language had many regional and local variations.
- During the 1830s GIUSEPPE MAZZINI had formed a secret society called YOUNG ITALY in Marseilles and then YOUNG EUROPE in Berne. He believed that Italy could not be a patchwork of states and kingdoms. It had to be forged into a single unified republic. This unification alone would be the basis of Italian liberty. However the uprisings in 1831 and 1848 failed to achieve the desired results.
- The man who would be able to fulfill this dream was KING VICTOR EMMANUEL II, King of Sardinia-Piedmont and his able chief minister Count Cavour. He realized that without external help, Italy could never be free. By a stroke of diplomatic genius he offered the services of the Sardinian troops to Napoleon III of France. Thus he secured from him the formal pledge of French cooperation especially in case of war with Austria in future.
- Cavour began extensive military preparations and provoked Austria. The allied French and Sardinian troops aided by another Italian patriot and leader GARIBALDI defeated Austria. Sardinia acquired Lombardy but allowed Austria to retain Venetia.

- The news of the evacuation of Lombardy by the Austrians was the signal for explosion of popular feelings especially in the duchies of Parma, Modena, Romagna and Tuscany. The result was that plebiscites were held in these four provinces and these states voted for their annexation to Sardinia-Piedmont. Other than Venetia, the northern half of Italy was united and made free from foreign control.
- In the meantime, Naples and Sicily rose in revolt against the tyranny of the Bourbon king. Garibaldi with his volunteers marched to their help and conquered Sicily. Naples fell into his hands next. By plebiscites both kingdoms declared their desire for union to the Sardinia-Piedmont government.
- War broke out between Austria and Prussia in 1866. Italy formed a close alliance with Prussia. With the Prussian victory over Austria at Sadowa, Italy compelled Austria to surrender Venetia.
- On the outbreak of the Franco-Prussian war in 1870, Napoleon III was forced to withdraw troops, and Victor Emmanuel II seized this opportunity to occupy Rome. Rome became the capital of a united Italy.
- The unification of Italy thus reached its completion-accomplished by Mazzini's moral enthusiasm, Garibaldi's sword, Cavour's diplomacy and Victor Emmanuel's tact and good sense.

### **THE STRANGE CASE OF BRITAIN**

- There was no British nation prior to the 18<sup>th</sup> century. People who inhabited Britain were the Welsh, Scots, Irish and English. All these ethnic groups had their own distinctive culture, but with England's expansion in wealth and territorial expansion, the identities of the other ethnic communities were soon threatened.
- The English Parliament seized power in 1666 from the king.
- The Act of Union between Scotland and England (1707) meant that England was able to impose its influence on Scotland. This also meant that Scotland's distinctive culture and political institutions were systematically suppressed.
- Ireland suffered a similar fate. Ireland was forcibly incorporated into the United Kingdom in 1801. A new British nation was forged through the propagation of a dominant British culture.
- The Union Jack, God Save our Noble King and the English language were actively promoted.

### **VISUALISING THE NATION**

- Artists in the 18<sup>th</sup> and the 19<sup>th</sup> century found out different ways to personify the nation. The female form that was chosen to personify the nation did not represent any particular woman in real life; rather it sought to give an abstract idea of the nation a concrete form.

- French artists used allegory to portray ideas such as Liberty, Justice and the Republic.
- Female allegories were invented by artists to represent the nation. In France she was called MARIANNE. Red cap, tricolor and the cockade were used as her features. Her images were marked on coins and stamps.
- In Germany she was called GERMANIA. She wore a crown of oak leaves as in Germany oak stands for heroism.

### **NATIONALISM AND UPRISING**

- By the last quarter of the 19<sup>th</sup> century nationalism became a narrow creed with limited ends. Nationalist groups became increasingly intolerant of one another and were ever ready to go to war.
- The most serious source of nationalist tension broke out in the Balkans (modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.) A large part of this area was under the Ottoman Empire. As the empire began to disintegrate, these nationalities began to break away and asserted their independence. This area became one of intense struggle and conflict.
- This period also saw the emergence of intense rivalry among the European powers over trade colonies and naval and military strength. Russia, England, Germany and the Austria-Hungary were keen to control the Balkans. This led to a series of wars in the region and finally the FIRST WORLD WAR.
- Nationalism aligned with imperialism led to the First World War. But in the colonized nations it promoted opposition to imperial domination. Colonized nations, inspired by a sense of collective national unity confronted imperialist nations.

### **THE RISE OF NATIONALISM IN EUROPE**

**The following questions carry 3 marks.**

1. Why didn't Code Napoleon have its desired impact?
2. What was the reaction of the conservative regimes set up after 1815?
3. Discuss how language played an important role in developing nationalist sentiment in Poland.
4. Do you think that the Revolution of the Liberals (1848) extended their liberalism for women? Explain.
5. How was Ireland integrated into the United Kingdom?

6. Why did the Frankfurt Parliament fail?
7. What was the immediate outcome of the February Revolution of 1948?
8. How did artists visualize the nation? Illustrate your answer with examples.

**The following questions carry 5 marks.**

1. What were the different measures and practices used by France to create a sense of collective identity?
2. How did Code Napoleon organize the administrative system in France and other European nations?
3. What was liberal nationalism?
4. Why did Greece demand independence? Why did it get support from the rest of Europe? How did the war finally come to an end?
5. What did the philosophy of liberalism mean in the economic sphere?
6. How did the Congress of Vienna reorganize Europe?
7. Write in brief the causes of the July Revolution of 1830.
8. Discuss the process of unification of Germany/ Italy.
9. What do you understand by the term Balkans? Why do you think it a war was imminent in this region?

## CHAPTER 2: NATIONALISM IN INDOCHINA

- Vietnam gained a formal independence in 1945 but it took another 3 decades for the Republic of Vietnam to be set up in 1975.
- Nationalism developed here in a colonial context
- Indo-China comprises of Laos, Vietnam and Cambodia
- People in Indo-China, even after independence in 1945, were highly influenced by the Chinese culture and its rulers also followed the Chinese rule of governance.
- Vietnam was also connected through the maritime silk route which brought in goods, ideas and people.
- Non-Vietnamese people were called Khmer Cambodians
- The only difference between British colonization in India and French colonization in Vietnam was that the French wanted military and economic dominance just like the British as well as wanted to reshape the culture of Vietnam.
- French troops landed in Vietnam in 1858
- After the Franco-Chinese war the French assumed control over Tonkin and Annam.
- In 1887 the French Indo-China was formed.
- Francis Garnier was a French officer who had to establish a colony in Tonkin. So he carried out an attack on Hanoi, Capital of Tonkin, but was killed in the attack.  
He had attacked the ruling Nguyen dynasty.

People throughout Indo China realized that Vietnam was losing its cultural identity under the French. Some of them even expressed their views such as: Nguyen Dinh Chien- a blind poet who expressed his views on French colonialism.

- Importance of colonies:

The French considered the colonies essential because:

1. They provided raw materials and other essential goods to the mother country.
2. The French also considered occupying territories as a part of their civilizing mission i.e. they thought that Europeans were the most advanced people and it was their duty to civilize the primitive, backward and uncivilized people of Asia.

Steps taken by the French to develop Vietnam:

1. Built canals
2. Drained lands from the Mekong delta region to increase cultivation
3. Increased rice production and allowed its export to international markets.
4. Introduced infrastructure projects such as railway networks so that goods could travel quickly from one place to another.

2 important railway networks:

1. Trans Indo-China rail network linked Southern and Northern parts of Vietnam and China.
2. Second link: linking Vietnam to Siam via Cambodian capital Phnom Penh.

There were 3 dilemmas faced by the French:

1. Should colonies be developed?
2. How far should the Vietnamese be educated?

3. What language should be the mode of education-French or Vietnamese?

### **1. Should colonies be developed?**

Some people like Paul Bernard, who was an influential writer and policy maker said that colonies should be developed because:

- Standard of people would increase
- They would buy goods from the market
- The markets would continually expand
- This would lead to French profit.

He also suggested three barriers to economic growth in Vietnam:

1. High population of Vietnam
2. Low agricultural productivity
3. Extensive indebtedness among peasants

Colonial economy in Vietnam was based on:

1. Rice cultivation
2. Rubber plantation (indentured labour was common)

The French did nothing to develop their colonies according to what Paul Bernard said.

### **2. How far were the Vietnamese to be educated?**

The French needed an educated labour force but they feared two things:

1. Educated Vietnamese will question French colonial rule.
2. They would also endanger the jobs and lives of colons (French living in Vietnam)
3. The French also faced another problem –the Vietnamese elite were highly influenced by the Chinese language and culture.
4. So the French wanted to consolidate power and hence had to replace Chinese language with some other mode of language. The French also set up French schools and dismantled the Chinese system of education.

### **3. What language was to be the medium in schools?**

- There were 2 broad opinions on this issue:

1. Some people said that French should be the medium of instruction as the Vietnamese would then respect the culture of France, there would be an Asiatic France solidly tied to European France. They would also respect French ideals and hence work for the French.
2. Some people said that the Vietnamese should be taught in lower classes and French in higher. So people who will opt for French will be rewarded with French citizenship.

- But only the Vietnamese elite could enroll in schools and only those among these hardly passed examination because of the deliberate policy of failing, so that the educated Vietnamese would not be eligible to qualify for

white collar jobs offered to colons. In 1925, out of 17 million less than 400 students passed the school leaving examination.

### SCHOOL TEXTBOOKS

- GLORIFIED French rule in Vietnam
- Showed Vietnamese as primitive and backward
- Justified French dominance
- The Vietnamese were skilled copyists and not at all creative.
- Suggested that only the French rule could ensure peace in Vietnam.
- Tonkin free school was started in 1907 to provide Western style education. Included classes of science, French and hygiene.
- It was just not western to be educated but to look western and modern... So, schools encouraged short hair styles which meant a major break for the Vietnamese girls of their identity as they traditionally kept long hair.
  - Sometimes in schools there was silent resistance or open opposition.
    - The Vietnamese did not follow a curriculum assigned by the French blindly.
    - The Vietnamese teachers taught at lower levels because:
      1. They were cheaply available
      2. They would reduce competition at higher levels

So these teachers at lower levels quietly modified the text and criticized what was mentioned in the text.

- In 1926 a major protest erupted in Saigon Native Girls School (a Vietnamese girl at the front desk was asked to move back for a French student, she refused because of which she was expelled and thus protests were widespread, so the government then forced the principal who was also a colon to take back all the students he had expelled.)
- The students considered their duty that they being educated should work for the betterment of society. So, the Party of Young Annam and journals like Annamese student were published

So schools became an important place of political and cultural battles.

- The Vietnamese intellectuals realized:
  1. Vietnam was suffering a loss of its culture and territory
  2. People were developing a master-slave mentality
  3. Forgetting their culture and traditions
  4. Devaluing their own customs
  5. Losing out on the spirit of nationalism

Political battles were being fought in everyday life:

1. In the sphere of education (as mentioned earlier)
2. In the sphere of hygiene

The French part of Hanoi was very clean, tidy and beautiful and had a wonderful infrastructure, while the native part was old, dirty and slimy. The sewage from the native part would enter the river through the sewage system passing from the French part of Hanoi. Sometimes, this sewage would overflow into the clean city during the rains.

This became the cause of the bubonic plague and these sewers served as a breeding ground for rats as well as easy transport system of rats.

Thus a rat hunt was started in 1902 which taught the Vietnamese an early lesson of collective bargaining. People who caught these rats collectively bargained for a higher bounty for these rats and found innovative ways to increase their profit. The rat menace thus marks the limits of French power and contradictions to their civilizing mission.

This is how colonialism was fought in everyday life in Vietnam.

Vietnam's religious beliefs were a mixture of:

1. Confucianism
2. Buddhism
3. Local beliefs

### ***Christianity was introduced in Vietnam as a result of colonization.***

There were various revolts against Christianity and French control such as:

SCHOLAR'S REVOLT OF 1868 it was led by the officials at the imperial court, led by a general uprising in Ngu An and Ha Tien provinces, where thousands of Catholics were killed.

The French crushed the uprising but it inspired many others to protest and revolt.

Hoa Hao movement of 1939 was a movement against the French led by Hyunh Phu So- he performed miracles and was against:

1. Sale of child brides
2. gambling
3. Consumption of opium and alcohol

It was based on the religious ideas against the anti-French uprising. The French tried to suppress the movement and called him a mad bonze and sent him to a mental asylum.

### **“THE VISION OF MODERNISATION”**

There were few people who considered essential to rediscover their cultural identity but few said that even through resentment one should learn from the west and follow these ideals.

1. Phan Boi Chau

He was a major figure in the anti-colonial movement and set up a revolutionary society in 1903 with Prince Guong De as the head. He also met Liang Qichao in Yokohama in 1905 and then wrote the 'History of the loss of Vietnam' with the help of Liang. This book focused on two issues:

- a. Loss of Vietnam's independence
- b. Ties between China and Vietnam

2. Phan Chu Trinh:
3. He was not against the French rule but wanted to establish a Democratic republic and was hostile towards the monarchy

Other ways of becoming modern:

1. Japan
2. China

1. GO EAST MOVEMENT became really popular as 300 Vietnamese students first went to Japan to acquire modern education.

Aim of Students:

- Overthrow the French
- Remove French puppet emperor
- Establish Nguyen Dynasty

Why Japan?

- It has resisted colonial domination from the West
- In a war against Russia Japan won and proved its military capabilities.

So the students set up a Restoration Society in Tokyo

Why China?

- In 1911 a long established monarchy in China was overthrown by a popular movement under Sun-Yat Sen. So students set up an association for the restoration of Vietnam.

#### US INTERVENTION IN VIETNAM

In February 1930 Ho Chi Minh brought together various nationalist groups and formed the Vietnamese Communist Party, later renamed as INDO CHINESE COMMUNIST PARTY.

- He was inspired by the Communist parties of Europe.

In 1940 Japan occupied Vietnam so the nationalists now had to fight the Japanese as well as the French. So the league for independence of Vietnam or Vietminh fought against Japanese and recaptured Hanoi in September 1945. The Democratic Republic of Vietnam was formed with Ho Chi Minh as the head.

The French tried to regain control using the puppet emperor Bao Dai and hence the Vietminh retreated towards the hills and years later in 1954 the French were defeated at Dien Bien Phu.

General Henry Navarre, French commander of the army said in 1953 that they would defeat Vietminh easily but ultimately lost the battle.

In peace negotiations in Geneva the Vietnamese were persuaded to accept the division of the country-north went to Ho Chi Minh and its communists and South to Bao Dai's regime.

Now Bao Dai's regime was overthrown by Ngo Dinh Diem who was a dictator and maintained authoritarian govt. with ordinance 10, a French law that permitted Christianity and outlawed Buddhism.

So the NLF and Ho Chi Minh's communists fought for the unification of the country. Regarding this alliance with fear, as it was scared of the Communists gaining power intervened in this war.

Even though U.S. had the most advanced technology and high medical supplies, casualties were very high in the U.S. as well.

They used deadly weapons and bombs such as:

- Napalm
- Agent Orange
- Phosphorus bombs

Many within the U.S. were against the war as they were scared of increasing violence and many people were angry as those who were sent to fight were from the middle and working classes and not the elites.

#### MOVIES

1. Green Berets of John Wayne supported the war.
2. Apocalypse Now of Francis Ford Coppola showed the confusion caused due to the war.

U.S. also feared the domino effect i.e. with the Communist takeover of Vietnam the whole of Asia would surrender to Communism as well.

#### U.S.A

- Underestimated the power of a small nation-Vietnam
- Became overconfident

#### Ho Chi Minh trail:

1. Was mostly outside Vietnam.
2. Linked northern and southern parts of Vietnam
3. Had support bases and hospitals
4. Helped in easy transport of supplies
5. Was built quickly by the Vietnamese even though it was regularly bombed by the US.

#### ROLE OF WOMEN

1. Shown as rebels: eg. In Nhat Lin's novel, Trung sisters by Phan Boi Chan, Trieu Au
2. Warriors- eg. Nguyen Thi Xuan who shot a jet with few bullets.
3. Porters along the Ho Chi Minh trail.
4. Workers-constructing underground rooms.
5. Nursing the wounded
6. Fighting the enemy
7. Working in agricultural co operatives
8. Working in factories and production units.

At the end of the war, JANE FONDA, MARY MCCARTHY and scholar NOAM CHOMSKY showed their sympathy and appreciated the brilliance shown by the Vietnamese. This war became the first television war.

A peace settlement was signed in Paris in Jan 1974 and NLF occupied the presidential palace in Saigon on 30<sup>th</sup> April 1975 and unified Vietnam.

### **Nationalism in Indo—China**

**Answer the following questions. Each question carries three marks.**

1. How did France establish military control over Indo China?
2. What steps did the French take to improve the infrastructure of the colonies?
3. What were the dilemmas confronting the French government in their bid to introduce western education?
4. What was the condition of rural areas of Vietnam?
5. 'Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition, at other times there was silent resistance.' Discuss.
6. What was the Hoa Hao movement?
7. What were the effects of the Great Depression on Vietnam?
8. How did the Trung sisters inspire the Vietnamese women to fight the Americans?
9. What is NLF and what was its aim?
10. What is the significance of the Battle of Din Bien Phu?
11. Examine the decisions taken about Vietnam in 1954 Geneva negotiations.

**Answer the following questions. Each question carries 5 marks.**

1. Mention the several barriers to economic growth in Vietnam as suggested by Bernard. What were his solutions to the problem?
2. Mention the different religious trends prevalent in Vietnam. What was syncretic tradition.
3. What was the 'Go East' movement? What were the objectives? What was its impact?
4. Trace the political events in Vietnam from 1930 till setting up of NLF (National Liberation Front)?
5. What were the main challenges faced by the New Democratic Republic of Vietnam from 1945 to the setting up of the Bao dai regime?
6. Why was the rat hunt started in 1902? How did the authorities deal with it?
7. In what ways were the ideas of Phan Boi Chau different from the ideas of Phan Chi Trinh?

8. Explain the causes of the U.S. involvement in the Vietnam War? What effect did this involvement have on life within the U.S. itself?
9. "Early Vietnamese nationalists had a close relationship with Japan and China." Explain with examples.
10. What role did the women of Vietnam play in the struggle for independence?
11. How did Ho Chi Minh Trail help the Vietnamese in their fight against the USA?
12. What was the Ho Chi Minh trail and write its importance.

**On an outline map of Asia mark the following: - (Optional)**

- A part of Vietnam that was under communist government.
- Mark the three countries that formed Indo-China.
- A city of Indo-China that was named after the legendary fighter of the country.
- A country of Indo-China that became free at the Geneva Conference in 1954.
- The city of Vietnam that was struck by 'Bubonic Plague '.
- Mark the Ho Chi Minh trail

### **CHAPTER 3: NATIONALISM IN INDIA**

In India, similar to Vietnam, nationalism arose when the dark period of colonialism began. Different groups were united and protested in huge numbers against the colonizers.

Effects of the First World War:

1. Increase in defense expenditure
2. Forced recruitment
3. Crop failure
4. Influenza epidemic
5. Introduction of the income tax

These created problems for the citizens of India and they believed that all their hardships would come to an end after the war but that did not happen.

Then a new leader emerged and suggested a new mode of struggle. Mahatma Gandhi returned to India in January 1915 from South Africa, where he successfully fought racial discrimination with a novel method of mass agitation-Satyagraha.

**SATYAGRAHA:** It is suggested that if the fight was for the truth, against injustice, then no physical force is required to win the battle. Gandhiji believed that the people needed to see the truth rather than just accept it. It emphasizes the power and need for truth. He also believed that this Dharma of non-violence would unite all Indians.

Hence, he started his Satyagraha movements in three places across India:

1. 1916, Champaran, Bihar: here, he inspired the peasants to struggle against the oppressive plantation system.
2. 1917, Kheda district, Gujarat: here, the peasants were demanding relaxation in tax revenue.
3. 1918, Ahmedabad- here, he organized the Satyagraha movement among cotton mill workers.

Rowlatt Act (1919) was hurriedly passed by the imperial council despite opposition from the Indian members

- It gave enormous powers to the government
- It allowed the government to suppress any political meeting
- It allowed the government to arrest political leaders without trial for 2 years.

Mahatma Gandhi was against this, he started with a strike on 6<sup>th</sup> April 1919

- Rallies were organized
- Shops were looted
- Bazaars were picked

British saw this as a threat and imposed martial law.

Jallianwala Bagh incident (13<sup>th</sup> April 1919) People from surrounding villages had gathered at the bagh and were unaware of the imposition of martial law. General Dyer ordered his forces to fire at the unarmed crowd. He wanted to spread a feeling of terror and awe in the minds of people. When the news of this incident spread,

people rallied, burnt offices, destroyed public property and the British then responded brutally

- People had to rub their noses against the ground on the street
- Had to do salute the British
- Crawl on the streets
- Villages were bombed

Seeing the violence, Mahatma Gandhi called of the Satyagraha movement. He realized that this movement was restricted only to the cities and towns. So he wanted to launch a more broad based movement and he could do this only when the Hindus and the Muslims were united. So, he took up the Khilafat issue.

After the First World War, after the defeat of the Ottoman Turks, there was a rumour that a harsh peace treaty was going to be imposed Turkey which would threaten the powers of the spiritual leader, the KHALIFA. To defend his temporal powers, a Khilafat Committee was set up in Bombay in March 1919.

Muhammed Ali and Shaukat Ali began discussing issues with Gandhiji and at the Calcuta session of the Congress in 1920 convinced all the other members about joining the Non Cooperation Movement with the Khilafat movement.

In his Hind Swaraj (1909) Mahatma Gandhi declared that the British were stable in India only because of the cooperation extended by the Indians.

He suggested that non cooperation would become a movement in 3 stages:

1. Surrender of all titles awarded by the British
2. Boycott of all British institutions, police officers, clothes etc.
3. In case the government used repression, a full civil disobedience will be launched.

Many within the Congress feared that it would lead to popular violence but finally in the Nagpur session of Congress in 1920, Non Cooperation programme was adopted.

The Non-Cooperation Movement began in January 1921

It included many groups of people:

1. Towns/working classes
2. Peasants
3. Tribals
4. Plantation workers

#### **In towns**

- Students left their schools
- Teachers left teaching
- Lawyers left their practices
- Council elections were boycotted except in Madras, where the Justice party found this the only way to gain power.

But this movement gradually lost its momentum because:

1. Khadi was quite expensive and it could not be afforded by an ordinary person

2. Alternative Indian institutions had to come up in place of the British ones but since they were slow to come up so the students and teachers went back to the old British ones.
3. It also did not get much support from the backward classes.

### Peasants

In Awadh, they were led by Baba Ramchandra who came from Fiji as an indentured labourer

Their demands:

1. Reduction of revenue
2. Abolition of beggar
3. Social boycott of oppressive landlords

In October 1920, Oudh Kisaan Sabha was set up with Jawaharlal Nehru and Baba Ramchandra as the leaders.

The peasant lost their patience and started killing British officials and burning houses. The name of Mahatma was invoked to sanction all actions and aspirations.

### Tribals

In Gudem hills of Andhra Pradesh, they were headed by Alluri Sitaram Raju (who healed people, survived gunshots and could make correct astrological predictions)

Their demands:

- Able to collect firewood from the forests
- Forests should not be enclosed

Alluri Sitaram Raju: believed in the ideology followed by Gandhiji but said that India would gain freedom only violence. He promoted use of Khadi and persuaded people to give up drinking.

He was executed in 1924, but over time became a folk hero.

### Plantation Workers

In Assam, their demands were:

- Able to move freely from one place to another. Under the Inland Emigration Act 1859, plantation workers were not allowed to move from one place to another, they were not even given permission to leave the tea gardens.
- They struck work, defied authorities, left the plantations and headed home as they believed that Gandhi raj was coming.
- However they were caught and beaten up.

Congress never defined the meaning of Swaraj, different social groups interpreted their meaning of freedom and interrelated with Swaraj. Congress left 'Swaraj' as a relative term.

At Chauri Chaura, Gorakhpur, when Gandhiji realized that violence was spreading he called a halt to the non coop movement. He felt that people need to be trained before mass struggle.

Under the Government of India Act (1919) many within the Congress were tired of mass struggles and wanted to participate in the Council elections. CR Das and Motilal Nehru wanted to enter council politics so that they could demonstrate that these were not truly democratic. They formed the Swarajya Party. Whereas younger

blood like that of Jawaharlal Nehru and Subhash Chandra Bose wanted full independence.

Just like in Vietnam, due to the great economic depression, prices of agricultural products fell and ultimately collapsed. During this period the new Tory government of Britain introduced a Statutory Commission under John Simon which had:

1. To suggest changes in the Constitutional system
2. To see the proper functioning of the system.

When he arrived in India in 1928 many greeted him with slogans like 'Simon Go Back' and in an effort to win them over viceroy Lord Irwin announced the DOMINION STATUS and a ROUND TABLE CONFERENCE to be held in England at a future date.

This did not satisfy the leaders. In 1929 at the Lahore session of the Congress, under the presidency of the J Nehru it was declared that 26<sup>th</sup> January 1930 would be celebrated as Independence Day and the struggle for full independence or Purna Swaraj will begin. But this attracted less attention so Gandhiji found a new symbol for struggle: salt.

On 31<sup>st</sup> January 1930 he sent a letter to Viceroy Irwin stating his 11 demands which were wide ranging so that all the groups could associate with the movement. He also gave an ultimatum till 11<sup>th</sup> March after which he would launch a civil disobedience campaign.

As Lord Irwin was unwilling to negotiate, Gandhiji started a salt march from Sabarmati Ashram to the coastal town of Gujarat-Dandi

They walked for 24 days, 10 miles a day and on reaching Dandi, on 6<sup>th</sup> April 1930, broke the salt law and manufactured salt by boiling sea water. This marked the beginning of the Civil disobedience movement. People were now not only asked to not cooperate but also to break laws. People began breaking colonial laws, looting bazaars and picketing shops etc.

When Abdul Ghaffar Khan, a disciple of Gandhiji was arrested, many people began demonstrating on the streets of Peshawar. When Gandhiji himself was arrested dockworkers of Sholapur protested, burning British houses and buildings. Seeing the violence spread, he called off the movement and signed the Gandhi-Irwin Pact, on 5<sup>th</sup> March 1931. He decided to participate in the Second Round Table Conference in London and Irwin agreed to release political prisoners.

But the decisions broke down and when Gandhiji came back he saw:

- Congress declared illegal
  - Abdul Ghaffar Khan and J. Nehru in jail
  - Series of events/measures had been adopted to prevent public meetings etc.
- So he relaunched the movement but in 1934 it gradually lost its momentum.

#### **Participants of the civil disobedience movement:**

1. Rich peasant communities
2. Industrialists
3. Women

Rich peasant communities like the Jats of U.P. and the Patidars of Gujarat were very active in the movement as they were affected badly by the great economic depression. They wanted the government to reduce the revenue.

For them, the fight for swaraj was a fight against high revenue. But when Gandhiji called off the movement in 1931 without decreasing the revenues they were deeply depressed and didn't join the movement when it was relaunched.

Poor Peasantry always stayed aloof from the Congress as it supported the rich peasantry. Their problem was the paying of high rents to the rich peasants as tenants. But they often joined movements led by SOCIALISTS and COMMUNISTS.

Industrialists: Their demands were:

- Protection against imported goods
- Rupee-sterling high exchange ratio to discourage imports. So they formed IICC (Indian Industry Commercial Congress) in 1920 and FICCI (Federation of Indian Chambers Of Commerce and Industries) in 1927. These were led by **Purshottam Das Thakurdas** and **G.D. Birla**.

For them, Swaraj meant freedom to trade without any restrictions or colonial barriers. But after the failure of the Round Table Conference they were not at all interested in the movement.

### Workers

Obviously, the working class stayed aloof but in some places like Nagpur, Chotanagpur plateau whose workers wore Gandhian caps and participated. But Congress never took the workers seriously as this would alienate the industrialists.

### Women

Many women in urban areas were from high caste families but in rural areas were from the rich peasant communities.

They felt it was their duty to serve the nation. But Gandhiji was only interested in their symbolic presence and himself placed women in households.

### Limits of Civil Disobedience Movement

1. Untouchables did not participate
2. Muslims felt alienated

- Untouchables: Called themselves dalits or the oppressed. They were not included because this would anger the Sanatamis or the conservative high caste Hindus.

But Gandhiji called them Harijans, i.e. children of God and himself cleaned toilets and organized Satyagraha, to permit them into temples etc.

But many of their leaders wanted reserved seats in educational institutions and a separate electorate.

Dr. B. R. Ambedkar organized them into Depressed Classes association in 1930 and demanded separate electorates but Gandhiji believed that a separate electorate would not unite the country so the Poona Pact of September 1932 was signed where

the Dalits were given reserved seats and not a separate electorate, they would be voted in through the general electorate.

- Muslims

After the failures of the Non cooperation Khilafat movement and seeing Congress associate with Hindu Mahasabha, the Muslims felt alienated and thought that the Hindu majority would suppress the Muslim minority.

Their demands were:

- Separate electorates
- Control of Muslim dominated areas (Punjab and Bengal)

But Muhammad Ali Jinnah gave Congress a chance, he was willing to give up the demand for separate electorates but at the All Parties Conference in 1928, Mr.R Jayakar, of the Hindu Mahasabha strongly opposed any compromise, all hopes were shattered.

Sir Muhammad Iqbal was the President of the Muslim League.

Sense Of Collective Belonging:

A spirit and feeling of nationalism arises only when people realize that they belong to one nation.

This feeling was brought about by:

1. Images
2. Folklore
3. Symbols
4. Reinterpretation of the Past

Images

- BHARAT MATA by Bankim Chandra Chattopadhyaya
- He also wrote Vande Mtaram
- Anandmath
- Bharatmata was painted by Abanindranath Tagore

Folklore

- Rabindranath Tagore
- Natesa Sastri published The Folklore of Southern India

Symbols

- A tricolour flag (red, green and yellow) with eight Lotuses (8 provinces of British India) and a crescent moon (Hindus and Muslims)
- A tricolour flag (Red, green and white) and a spinning wheel symbolizing 'Self Help'.

Reinterpretation Of Past

The British considered Indians primitive and backward so glorification of past times was very essential. People would be aware of all the achievements of the Indians

.This would instill a sense of pride among them and enable them to rise up against the British.

### **NATIONALISM IN INDIA**

**Answer the following questions. Each carries three marks**

1. Explain the term satyagraha.
2. What is the importance of the Lahore Session in the India National Movement?
3. Why did Gandhiji start the Dandi March?
4. When and who formed the Swaraj Party? What was their main aim?
5. What was Gandhi –Irwin Pact?
6. How did non-cooperation become a movement?
7. How was the effect of the Non Cooperation Movement on the economic front dramatic?
8. What were the limitations of the Non Cooperation Movement?
9. Why did the peasants of Awadh join the Non Cooperation Movement?
10. How did the Civil disobedience Movement begin? What were the methods used by the nationalists to fight the british?
11. Why did the rich and poor peasants join the civil disobedience movement? Why were they disillusioned?

**Answer the following questions briefly. Each question carries 5 marks.**

1. How did the war create a new economic and political situation?
2. What were the provisions of the Rowlatt Act? How did the Congress react to the act?
3. What were the causes of the Non Cooperation Movement? How did the movement unfold?
4. Explain the immediate effects of the Lahore session of the Congress on the India national movement
5. Discuss the Salt March. Why & how was it an effective symbol of resistance to colonialism?
6. How did the revival of Indian folk songs and reinterpretation of history help in the spread of nationalism amongst Indian people?
7. What was Simon Commission? How did the Indians react? What was the reaction of various political parties?
8. What were the limitations of the Civil Disobedience Movement?
9. How did the countryside people the tribal peasants and the plantation workers react to the Non-Cooperation Movement?

**On an outline map of India name & mark the following;-**

1. The State in which Jallianwala Bagh massacre occurred.
2. The three places where Gandhiji successfully launched Satyagraha movements in 1916, 1917, 1918.
3. The place where Khilafat Committee was formed.
4. Early 1920s saw the growth of militant guerrilla movement in the region.
5. The Indian province where Council Elections were not boycotted.
6. The peasants were led by Baba Ramchandra against landlords.
7. In the countryside the rich peasant community- the Patidars of which state became active in Civil-Disobedience Movement?
8. In 1930 the tin mine workers wore Gandhi caps and participated in protest rallies and boycott campaigns.
9. The place where Ambedkar and Gandhiji signed the pact to give reserved seats to depressed classes in provincial and central legislative councils.
10. A violent incident took place after which Non-Cooperation Movement was called off.
11. The place where Sardar Patel led a Satyagraha of the farmers/No tax campaign.
12. Mahatma Gandhi started his salt march from the ashram at which place.
13. The important sessions of Congress:
  - i. Indian National Congress & All India Muslim League demanded self-government.
  - ii. Gandhiji convinced nationalist leaders to launch non-violent Non-Cooperation Movement in support of Khilafat as well as Swaraj.
  - iii. Non-Cooperation programme adopted unanimously by the nationalist leaders.
  - iv. At a session of congress Jawaharlal Nehru succeeded in passing a resolution declaring Complete Independence.

## **CHAPTER 5: WORK, LIFE AND LEISURE**

In 1880 Durgacharan Ray wrote a novel *Debganer Martye Agoman* in which he wrote that when the Gods visited the earth they were both shocked and amazed to see city life. They were amazed to see a beautiful metropolis with offices and shops and were equally shocked to see pickpockets, thieves and impoverishment.

Hence the city offered both opportunities and disappointments.

Three historical processes that shaped the rise of modern cities include:

- Industrial Capitalism
- Establishment of Colonial Rule
- Development of democratic Ideals.

### Characteristics of the City

Cities themselves vary in size. Some can be a metropolis i.e. a huge city with a huge population or a smaller one with limited functions.

#### FUNCTIONS OF THE CITY

- Social gatherings
- Trade and Industry
- Religious Institutions
- Administrative Work
- Political Activities

URBANISATION refers to the development of a city in the modern world. The term urbanization is generally used to describe rapid growth in urban areas clusters of urban settlements develop around the town or the city, the situation is described as urban agglomerations.

The main factor which contributed to the urbanization was the INDUSTRIAL REVOLUTION. Establishment of large factories led to mass immigration of villagers to the new towns and cities where new industries were established. Thus one sees the rise of cities such as London, Leeds and Manchester. Industries that employed the maximum number of migrants included wood and furniture, iron and steel, clothes and shoes and precision products.

As cities grew, crime flourished. Philanthropists were worried about public morality and the industrialists wanted an orderly labour force. In an attempt to discipline the citizens, high penalties were imposed and jobs were offered to those who were the deserving poor.

Women often lost their jobs due to technological changes and hence had to work as domestic servants, tailors, washerwomen and cooks. During times of war they were employed in the factory. Under the Compulsory Elementary Education Act 1870 children were not allowed to work.

#### HOUSING

Factory or workshop owners did not provide housing facilities but individual landowners provided cheap and badly maintained tenements for the new arrivals. The rich wanted slums to be cleared away but later realized the importance of better livelihood for the poor because:

- These possessed a threat to public health
- Could lead to fire hazards
- Socially weaker sections could protest and rebel.

### CLEANING LONDON

Steps taken to clean up London include:

- Creation of open spaces where trees were planted
- Decongestion of localities
- Building of apartment blocks
- Introduction of rent control measures
- Introduction of the green belt throughout London
- Concept of garden city came into existence and was designed by EBENEZER HOWARD, BARRY PARKER and RAYMOND UNWIN.

### PROBLEMS AND SOLUTIONS:

- Garden cities were welcomed but were too far away from the city
- Only the rich could afford it
- A public transport system would effectively solve the problem. Thus the underground railway network was introduced in London. The first track was laid between Paddington and Farrington Street in London.

### ILL EFFECTS OF RAILWAYS

- Led to suffocation
- Displacement of houses on large scale
- Environmental damage
- Mess and unhealthiness of the city

### GOOD EFFECTS OF THE RAILWAYS

- Quicker transport
- Helped to decongest the city as many people could live outside the city and travel easily to work.

### SOCIAL CHANGES IN THE CITY

- The institution of marriage began to break down
- Family sizes reduced
- Urban women started feeling alienated, isolated and neglected
- Domestic servants managed their children
- Individualism spread
- Public place became a suitable place for men and the household for women
- Many movements such as the Chartist movement and the 10 hour movement became popular
- Family became the heart of the market

### LEISURE TIME

For the rich:

- Operas
- Theatres
- Musical performances
- Libraries and museums. (as entries were free here, people came in huge numbers.)

For the middle class

- Pubs were an attraction
- Cinema became common
- Music halls became popular

- Seaside holidays were encouraged to derive the benefits of the sun and bracing winds.

#### POLITICS IN THE CITY

- In 1886, due to the severe winter, the poor protested and led an uprising against the terrible conditions in which they lived. This was suppressed by the British.
- A small riot occurred in 1887 and was called the Bloody Sunday of November 1887
- In 1889, London dockworkers went on strike to gain recognition for the dockworkers union.
- Thus the large city population was both a threat and an opportunity.

#### INDIA

The pace of urbanization in India was slower to the pace in London. The 3 main presidency cities were Calcutta, Bombay and Madras. Every city was divided into the black town and white town. They were multi functional cities and Bombay was the premier city.

#### BOMBAY

- It was originally a group of 7 islands under the control of the Portuguese and in 1661, when the Portuguese princess married Britain's King Charles II it went to the British as dowry.
- It was an important port, administrative centre and a city of dreams. It became the capital of the Bombay Presidency in 1819.
- The establishment of the textile mills led to a fresh surge in migration mostly from the suburbs of Bombay.
- Housing in Bombay thus became a problem. It was a crowded city. Most people lived in chawls.
- CHAWLS were multi storeyed structures, unhygienic and people were forced to live there because of low rents compared to other places. They had to keep their windows shut because of the sewage and the stench of the gutters nearby. Streets were used for washing, cooking and sleeping. Leisure activities included the akharas, kadalakshmis, magicians, monkey players and acrobats.
- The CITY OF MOMBAY IMPROVEMENT TRUST was established to clean the city and the RENT ACT was passed to settle rates at a reasonable cost but was of no use as many landlords withdrew their homes from the market.
- WILLIAM HORNBY, the governor of Bombay approved the building of a sea wall which prevented the flooding of the low lying areas. Thus began the reclamation projects to reclaim land from the sea and accommodate the growing population. THE BACKBAY RECLAMATION COMPANY won the rights to reclaim land from Colaba to Malabar Hill.

#### CINEMA

- As a city of dreams Bombay provided a lot of opportunity to poets and script writers and thus the MAYAPURI evolved.
- HARISHCHANDRA SAKHARAM BHATWADEKAR shot a scene of a wrestling match in Bombay's Hanging Gardens and it became India's first movie in 1896.
- DADASAHEB PHALKE made RAJA HARISHCHANDRA in 1913.
- ISMAT CHUGTAI and SADDAT HASAN MANTO were also a part of the film industry.

**CHALLENGES TO URBANISATION**

- Environmental damage
- Water and air pollution
- Health problems

**STEPS TAKEN TO FIGHT IT:**

- In England- SMOKE ABATEMENT ACT, 1847,1853.
- Calcutta-BENGAL SMOKE NUISANCE COMMISSION managed to control pollution to some extent

**Work Life and Leisure****Q1. Answer the following questions. Each question carries 3 marks.**

- Mention the main causes of urbanization.
- What is the meaning of subsistence migration?
- Why were migrants attracted towards London and Manchester?
- Why did women lose their industrial jobs?
- When and where was the first underground railway in the world opened?
- What was the Chartist Movement?
- What do you understand by reclamation?
- Why did William Hornby approve the building of the great sea wall?
- Explain the term chawls.

**Q2. Answer the questions. Each question carries 3/5 marks.**

- Why did people recognize the need to clean up London?
- Discuss the steps adopted to clean up the city of London.
- Did the creation of Garden Cities solve London's housing problem?
- Do you think that the underground railway network solved London's housing problem?
- How did industrialization effect the family set up in London?
- Give an account of the life a typical Bombay worker who lived in the chawls.
- What were the widespread problems due to the use of coal in homes and industries in England in the 19<sup>th</sup> century?
- How was the city of Calcutta affected by pollution? Were any steps taken to fight pollution?

On an outline map of India mark the following:

Location of large scale industries in India in 1931.

- a)Surat b) Calcutta c) Bombay d) Hugli e) Masulipatnam f) Madras

## CHAPTER 6: THE AGE OF INDUSTRIALISATION

E.T. Paul produced a music book that had a picture of a woman and it said 'Dawn of the Century'. The inclusion of railways, camera, machines, printing press & factory symbolizes modernity and the age of progress.

The picture 'Two Magicians' published in Inland Printers, indicates Aladdin who represents Orient & the past, the mechanic stands for the west & modernity and shows rapid advancement in technology. Orient refers to the countries on the eastern side of the Mediterranean Sea, basically referring to Asia which was considered backward, primitive, traditional and mysterious.

Conditions which favour the growth of any industry in a particular area:

1. Raw materials
2. Labour
3. Capital
4. Natural resources
5. Availability of land
6. Political stability
7. Technology
8. Transport and Communication

We often relate industries to factories, industrial workers as factory workers, but this is incorrect, because even before factories were introduced there was large scale industrial production going on for the international market. This period refers to the early form of industrialization- **PROTO INDUSTRIALISATION**.

Results of Proto industrialization-

1. Close relationship developed between the town and the countryside.
2. Merchants were based in towns but the work was mostly done in the countryside
3. To manufacture cloth in England, wool was purchased from a wool-stapler, taken for production to weavers, fullers and then dyers.
4. It led to network of commercial exchanges.

MERCHANTS often came to the countryside to expand their business from towns because:

**TRADE GUILDS AND URBAN CENTRES** were highly powerful medieval associations of producers that trained craftsmen and artisans. They had assumed monopoly rights to trade in specific products and didn't allow new people to enter the arena of trade. In the 17<sup>th</sup> & 18<sup>th</sup> century merchants from towns in Europe began moving to the countryside. They supplied money to peasants & artisans to produce for an international market.

During this time the open fields were being enclosed into private and individual lands. Because of this the poor peasants had to look out for other alternatives. Also, many had tiny plots of land which could not employ all the members of the family. Hence, when merchants came to the countryside and offered loans or advances, these peasants couldn't resist and entered the merchants' employment. Within this system a close relationship had been established between the town and the countryside.

In early 18<sup>th</sup> century English goods such as textiles were produced in village households. This was domestic system of production. The expansion of trade led to

high demand for goods. More machines were invented and this started factory system of production. This shift is known as industrial revolution. LONDON was also known as the finishing center because finishing of cloth was carried out there and then exported to the international market.

### **THE COMING UP OF A FACTORY**

Mostly all new factories came up in production of cotton because

1. Most inventions were in the field of textiles i.e. cotton.
2. Richard Arkwright created the cotton mill because of which all processes under production came under one roof.

### **BENEFITS OF A COTTON MILL:**

1. All processes of production came under one roof
2. Regulation of labour was possible.
3. Supervision of labour was possible
4. A check could be kept on the quantity of products.
5. Costly new machines could be purchased and maintained in a mill.

### **CHANGES AFTER THE FACTORIES CAME UP:**

1. Painters earlier concentrated on nature but now on industries
2. Grey skies
3. Environmental disturbances

### **PACE OF INDUSTRIAL CHANGE AND THE IMPACT ON ECONOMY, SOCIETY, POLITICS, INTELLECTUAL AND CULTURAL EFFECT**

1. The most dynamic industries first came up in the field of cotton and then metals (iron and steel).
2. These industries could not displace the traditional industries. Less than 20% of the population worked in technologically advanced industrial sector.
3. New small inventions were the basis of non-mechanised industry sector.

Technological changes were slow and expensive to come up because:

1. The new machines were very expensive were very expensive.
2. They involved a lot of capital investment.
3. Their repair and maintenance were expensive
4. Labour was not a problem in England so initially, labour replaced machines.

JAMES WATT modified the steam engines which was first produced by NEWCOMEN and patented the new model in 1781. His friend MATHEW BOULTON produced the new model. It could not find buyers for years.

There were only 321 steam engines out of which 80 were in cotton industries, 9 in wool industry and the rest in iron works. The new powerful technology that enhanced the productivity was slow to be accepted by industrialists.

### **WHEN LABOUR IS PLENTY WAGES ARE LOW.**

So labour was not a problem in England but most industries required only seasonal labour because their production fluctuated within seasons. Eg:

1. Breweries
2. Publishing houses
3. At the water front
4. Book binders.

Machine made goods were uniform and standardized for exporting to the colonies or for the mass population, whereas hand made goods were important especially among the elites because they were a status symbol; they were classy, stylish and exclusive.

### **LIFE OF WORKERS**

The abundance of labour actually affected the lives of workers badly.

1. The actual possibility of getting a job was dependant on kin relations or networks. Many unemployed labourers who had come from outside the city had to either live in

- Casual wards
- Night refugees

2. Seasonality of labour also meant prolonged periods without work. Some would go back and some would find small jobs, but these were hardly available.

3. Wages increased during war time but the actual value fell so it didn't much profit the workers and change their lives. Wages were not fixed.

4. The fear of unemployment made workers hostile to the introduction of new technology.

SPINNING JENNY was introduced by James Hargreaves. After the 1840s, new job opportunities were opened up as railway networks, roads and tunnels came into existence.

Industrialisation in the colonies:

1. Silk and cotton goods from India dominated the international market.
2. A variety of Indian merchants and bankers were involved in the network of export trade
3. The European trading companies gained concessions from Royalty and got monopoly right to trade .This resulted in decline of old ports like Surat (connected India to Gulf and Red sea ports),Hoogly( Connected India to South East Asian ports) and Masulitpatnam.
  1. Trade through new ports of Bombay, Madras, and Calcutta was being controlled by the European companies.
  2. This led to change in life of weavers and artisans.

There were 2 kinds of men who were involved in this kind of trade:

1. Supply merchants- they linked the ports to the inland regions. They gave advances to the weavers, procured cloth and carried it to the ports.
2. Export merchants – they would have brokers who would negotiate the price of cloth and buy it from the supply merchants.

This system gradually started breaking down and many European companies gained power by:

1. Seeking consensus from local courts
2. Monopoly rights to trade

Thus, this shift from old ports to new ones was an indicator of growth of colonial power. Those who wanted to survive among the merchants had to now work under European guidelines.

Hence the Indian textiles were in great demand, the Dutch, the French, the Portuguese and the British faced problems in acquiring cotton from weavers as they would give it to the best buyer. So the East India Company thought of asserting its monopoly rights to trade by:

1. Introducing a gomasthaS i.e. by eliminating existing traders and brokers so that he could keep a check on quality and procure cloth from them.
2. THROUGH A SYSTEM OF ADVANCES the company kept the weavers tied to them so that they could not sell their cloth to others.

Gomasthas were very cruel and often beat the weavers if weren't given the supply in time, whereas earlier the supply merchants often helped the weavers in their hard times and were more like a family to them.

So the weavers had to now devote all their time to weaving and their family members would also be involved in different tasks related to cloth weaving. Many times, weavers left their homes and went to a different city to set up a new shop or small business.

In 1772 HENRY PATULLO, a company official, said that production of Indian textiles would never fall as no other country produced the same quality of cloth. However, there was a gradual decline in the textile industry because:

1. The Manchester goods had started being produced, so the English cleverly introduced heavy import duties which discharged Indian goods to enter the British market.
2. The East India Company sold British manufactures in India at a lower cost.

Hence, problems faced by the weavers were

1. The export market collapsed
2. Local markets shrank
3. During the American civil war, demand for cotton from India increased, driving up the price and hence making raw material more expensive for the weavers.
4. Also factories began their production, so markets were now flooded with cheap machine made goods.

#### EARLY FACTORIES IN INDIA

The British gained profits from everywhere; they grew opium in India and exported it to China and in return took tea from there and exported it to England. So many people became junior players in this game of trade, like Dwarkanath Tagore, Dinshaw Petit, Jasetji Nuseerwanjee Tat, Seth Hukumchand, father of G.D. Birla. Their role:

1. Procuring supplies
2. Shipping consignments
3. Providing finance

3 major European managing agencies controlling Indian trade were:

1. BIND HEIGLERS AND CO.
2. JARDINE SKINNER AND CO.
3. ANDREW YULE

Workers came from all over, especially from the surrounding districts. For the Bombay cotton mill, workers came from neighbouring districts like Ratnagiri.

These industrialists (junior players) employed a jobber who recruited people in the mills and would often ask for gifts in return for favours.

The European managing agencies were interested in specific products such as tea, coffee, jute, indigo etc. mainly for export.

When the Indian businessmen wanted to set up their mills, they did not compete with Manchester goods and thus started producing YARN which wasn't a part of British goods, and then started exporting it to China.

Indian textile industry would expand and the Indian businessmen started producing cloth due to the following reasons:

1. Swadeshi movement gained momentum
2. Export of Indian yarn to China declined (because China started producing its own cloth)
3. The First World War broke out. (because of which imports of Manchester goods declined in India).

AFTER THE WAR, MANCHESTER GOODS COULD NEVER OCCUPY OR REPLACE THE POSITION OF INDIAN GOODS.

After the World War, small scale production continued to dominate, Even though weavers faced a lot of problems, they thrived as they had adapted to technological changes and hence could compete with the mill sector and also reduce labour costs and increase productivity. (although certain weavers were in a better position than others).

THERE WERE 2 TYPES OF INDIAN WEAVERS:

- Coarse cloth producers- coarser cloth was bought by the poor. During famines, its production fluctuated and its producers had to suffer.
- Fine cloth producers- finer cloth was bought by the rich. During famines and other natural calamities its production remained constant and hence these producers were in a better position.

But even though finer cloth producers were in a better state, they had:

- To work long hours.
- To work very hard
- To devote all their time to weaving
- To incorporate their family members at every step of the weaving process.

ADVERTISING IS ESSENTIAL FOR THE SALE OF ANY GOOD OR SERVICE.

- Many a time, products were advertised using pictures of Gods to give the impression that it had divine approval and hence the quality of the product could not be questioned.

- Many a time, the name of the manufacturer was printed as a mark of quality or to familiarize the buyers with the brand.
- Sometimes, calendars were printed with various advertisements so that people who could not read would just see the advertisement every day.
- But when Indian manufacturers advertised, the message of the Swadeshi movement was quite clear: 'If you respect the nation, then respect and use the products produced by its citizens.'

### **The Age of Industrialization**

**Answer the following questions. Each carries three marks.**

1. Why was labour available in the countryside and not in the towns?
2. How did the production system operate under the domestic system?
3. Why was labour in great demand in the winter season?
4. How did trade operate in pre colonial India?
5. How did the Company ensure a regular supply of cotton textiles from the Indian weavers?
6. How was a jobber different from a gomathas?
7. Why did peasants begin looking for alternative sources of income?
8. How did early Indian entrepreneurs source their capital?
9. "In the 20<sup>th</sup> century weavers survived despite problems" Explain
10. What role did labels play in persuading Indians to buy Manchester cloth?

**Answer the following questions. They carry 5 marks.**

1. How did the First World War create a dramatically new situation in India?
2. Why did the merchants in the 17<sup>th</sup> and 18<sup>th</sup> century begin moving to the countryside?
3. Differentiate between domestic and factory system of production.
4. The typical worker in the 19<sup>th</sup> century was not a machine operator but traditional craftsman and labourer. Comment.
5. What was the condition of workers in the early 19<sup>th</sup> century?
6. What was the condition of trade in India before machine industries?
7. Coming of East India Company and establishment of trade affected the lives of weavers and other artisans. Explain.
8. What were the various strategies adopted by European firms to capture the Indian market?

**ACTIVITY:** Urban Game

**CHAPTER 7: PRINT CULTURE AND THE MODERN WORLD****CHINA**

- The earliest kind of print technology was developed in CHINA, KOREA AND JAPAN. This was the system of hand printing. Skilled craftsmen could duplicate these prints with accuracy.
- The imperial state of China was for a long time the major producer of printed material. Textbooks for civil service examinations were printed in large numbers and from the 16<sup>th</sup> century as the number of students increased so did the demand for printed matter.
- By the 17<sup>th</sup>, as urban culture bloomed in China, the uses of print diversified in the form of narratives, poetry, literary masterpieces and romantic plays.
- By late 19<sup>th</sup> century western printing techniques and mechanical presses were imported and there was a gradual shift from hand printing to mechanical printing.

**JAPAN**

- Buddhist missionaries from China introduced hand printing into Japan around 768-770 AD. The oldest book in Japan is the DIAMOND SUTRA. It was printed in 868 AD.
- Printed material also included playing cards, money, collection of paintings, books on women, flower arrangement, cooking etc indicating the rise of a flourishing urban culture.

**PRINT COMES TO EUROPE**

- MARCO POLO in 1295 brings the knowledge of wood block printing to Europe. Italians begin to produce books with wood blocks. This did not mean the end of handwritten books preferred by the aristocracy and rich monastic libraries as they looked down upon printed books as cheap vulgarities. However printed books were very popular with students as it was cheaper.
- MANUSCRIPTS were gradually replaced by printed books as they were expensive, laborious, time consuming, fragile and could not be carried around easily. Moreover there was a growing demand for quicker and cheaper reproduction of texts.
- The invention of the printing press by JOHANN GUTENBERG, developed in 1430s and perfected in 1448 was the answer to the demand.
- The first book he printed was THE BIBLE.
- The new technology could not entirely displace the art of hand written books, but within a hundred years between 1450 and 1550 we see a shift from hand printing to mechanical printing which led to the PRINT REVOLUTION.

**THE PRINT REVOLUTION AND ITS IMPACT**

- A new reading public emerged as printing reduced the time, labour and thus the cost of the book.
- Access to books created a new reading culture across cities and towns. Knowledge was transferred orally earlier and now instead of a hearing public a reading public came into being.
- However books could only be read by the literate population which was still low in most European nations till the 20<sup>th</sup> century. To entice the common man to read printers began to publish popular ballads, folk tales and books with lots of illustrations. These were then sung and recited at gatherings. Oral culture thus entered print and the line between oral and reading public became inter mingled.

#### RELIGIOUS DEBATES AND THE FEAR OF PRINT

- Print created a world of debate and discussion. People could now put down their ideas and encourage others to think differently. This also created apprehensions in the minds of those who felt threatened with new ideas attempting to question the existing authority.
- For example MARTIN LUTHER started the Protestant Movement in Germany when a printed copy of his criticism of the Catholic Church was pinned on a church door.
- MANOCCHIO, a poor miller re interpreted The Bible and formulated his own idea about God and Creation in print.
- This enraged the Church and it imposed several restrictions on booksellers and publishers.

#### THE READING MANIA

- Through the 17<sup>th</sup> and the 18<sup>th</sup> century literacy levels began to increase in most of Europe, so people wanted to read .Popular literature appeared on print. Booksellers employed PEDLARS who carried little books for sale like the ALMANAC. In England PENNY CHAPBOOKS were sold for a penny while in France the BILIOTHE QUE BLEUE were common. They were low priced, small books , printed on poor quality paper and bound in cheap blue covers.
- The periodical press developed. They carried information about current affairs and entertainment.
- Ideas of philosophers and scientists also became accessible to the common people.
- By the mid 18<sup>th</sup> century there was a common belief that books were a means of spreading progress and enlightenment and thereby liberate society from despotism and tyranny. Lousie Sebastien Mercier was convinced of the power of print bringing enlightenment and destroying the basis of despotism.

#### PRINT CULTURE AND THE FRENCH REVOLUTION

- Many historians have concluded that the print culture conditions within which the French Revolution occurred as it
- Popularized the ideas of the intellectuals
- It created a culture of dialogue, debate and thinkers
- As literature mocked royalty and their way of life, people began to question the existing social order.
- There some who also sided with the church.

## THE NINETEENTH CENTURY

- The 19<sup>th</sup> century saw the emergence of the new readers in women, children and workers.
- For children printing of school textbooks became critical.
- The childrens' press printed literature for children alone and included folk tales and old fairy tales.
- For women there were the PENNY MAGAZINES taught them proper behavior and housekeeping.
- Most radical of all print material was the emergence of the novel that began to define the new woman who was a person of will and determination and a free thinker.
- The working class depended largely on the lending libraries.

## FURTHER INNOVATIONS

Late 18 <sup>th</sup> century	Press was made out of metal
Mid 19 <sup>th</sup> century	Richard Hoe perfected the power driven cylindrical press. It was capable of printing 8000 sheets per hour.
Late 19 <sup>th</sup> century	Offset press that could use 6 colours at a time
20 <sup>th</sup> century	Electrically operated press

## OTHER DEVELOPMENTS:

- Method of feeding paper improved
- Improved quality of plates
- Automatic paper reels
- Photoelectric controls of colour register
- Obviously publishers began to use new strategies to sell their product.

## INDIA AND THE WORLD AND PRINT:

- India had a very rich and old tradition of handwritten manuscripts in various languages. They were copied on handmade paper and sometimes beautifully illustrated.
- However they were FRAGILE, EXPENSIVE, HAD TO HANDLED CAREFULLY and COULD NOT BE READ EASILY.
- They were NOT WIDELY USED IN EVERYDAY LIFE.
- Print came to India with the PORTUGUESE MISSIONARIES.
- The English language press did not grow in India till about late 18<sup>th</sup> century.
- From 1780, JAMES AUGUSTUS HICKEY began to edit the BENGAL GAZETTE A WEEKLY MAGAZINE and this was a private enterprise.
- By the close of the 18<sup>th</sup> century a number of newspapers and journals appeared in print. There were Indians too who began to publish newspapers.

## RELIGIOUS REFORM AND PUBLIC DEBATE

- From the early 19<sup>th</sup> century there was intense debate about around religious issues.
- This was a time of intense controversy between the social and religious reformers and the Hindu orthodoxy over matters like sati, widow remarriage, Brahmanical idolatry etc. to reach the wider audience; the ideas were printed in the everyday spoken language of the ordinary people.
- In the north the ulemas were deeply anxious about the collapse of Muslim dynasties and feared conversion by the colonial rulers. To counter this they

used cheap lithographic presses, published Persian and Urdu translations of Holy Scriptures and printed religious newspapers and tracts.

- Amongst Hindus too print encouraged the reading of religious material . Books were portable and could be read out to a large group of illiterate men and women.
- Print also connected communities and people in the different parts of India, encouraged debate and discussion and a pan Indian feeling.

## NEW FORMS OF PUBLICATION

New forms included:

- Novels, lyrics, short stories, essays about political and social matter.
- A visual culture was taking shape, where the paintings of Raja Ravi Verma could be reproduced in multiple copies for mass circulation.
- Cheap prints and calendars were easily available
- In the 1870s caricatures and cartoons had also become popular. They commented on social and political issues

## WOMEN AND PRINT

- Lives of women began to change with the printing press. Liberal husbands and fathers began to educate the women of their households. Journals wrote to say why women should be educated.
- Not all families were liberal. Conservative Hindus and Muslims felt that educated women would be corrupted by reading.
- In spite of this, these women wrote. They included women like RASHSUNDARI DEVI, KAILSHBASHINI DEVI, TARABAI SHINDE, PANDITA RAMABAI etc. They wrote about their miserable conditions.
- There were also journals for women and they discussed fashion and household issues.

## PRINT AND THE POOR PEOPLE

- Very cheap small books were published for the poor
- Public libraries were also set up
- From the late 19<sup>th</sup> century caste discrimination was written about in a big way.
- Even though workers in factories were too overworked and lacked education to write much, there were exception to the rule.

## PRINT AND CENSORSHIP

- Before 1778 the East India Company controlled printed matter written against Englishmen in India who were critical of Company misrule.
- In 1820 the Calcutta Supreme Court passed certain regulations to control press freedom.
- After 1857, the enraged government demanded a clamp down on the native press.
- In 1878 the Vernacular Press Act was passed providing the government with extensive rights to censor articles.

- Despite repressive measures the nationalist press grew in all parts of India and encouraged the rise of nationalism.

**Print Culture and the Modern World****Answer the following questions. Each question carries 3 marks.**

1. What is calligraphy?
2. How did the shift from hand printing to mechanical printing take place in China?
3. What do you understand by oral culture?
4. What was the Protestant Reformation?
5. What strategies were adopted by the printers and publishers to sell their products in the 20<sup>th</sup> century?
6. How did the Battala encourage reading?
7. Name a few new forms of publication in the 19<sup>th</sup> century India.
8. How were manuscripts written out in India before the arrival of the print?

**Answer in brief. Each question carries 5 marks.**

1. How was the increase in demand for books met in Europe in the 14<sup>th</sup> century?
2. How can we say that the print revolution in a big way created a situation that resulted in the French Revolution?
3. Do you think Johann Gutenberg's printing press was able to displace the art of producing books by hand?
4. What was the impact of the print revolution in Europe?
5. Discuss the factors that led to the rise of a reading public in the 17<sup>th</sup> and 18<sup>th</sup> century?
6. How did the print culture increase readership among women, children and workers in Europe?
7. What were the various strategies adopted by the publishers and printers in the 19<sup>th</sup> century to sell their product?
8. Print did not only stimulate the publication of conflicting opinion amongst communities, but it also connected communities and people in the different parts of India." Discuss.

## **CHAPTER 8: NOVELS, SOCIETY AND HISTORY**

NOVEL is a modern form of literature. Serialization allowed readers to enjoy and discuss stories for weeks. It also maintained suspense of the reader eg. Pickwick papers by Charles Dickens.

### IMPORTANCE OF NOVELS:

1. They produced a number of common interests among various social groups
2. They allowed flexibility in the form of writing
3. The worlds created by novels seemed realistic
4. Novels allowed individuals the pleasure of reading in private as well as public
5. They introduced people to everyday life of various kinds of people
6. Novels created a feeling connection between the rich and the poor
7. Novels bring many different cultures together
8. For the ones colonized, novels allowed them to explore their own identities and problems
9. Helped the British to know Indian culture better
10. Helped Indians to criticize the defects in their society
11. Also helped to rediscover the past
12. Helped to bring about a feeling of collective belonging
13. Offered new forms of entertainment
14. promoted silent reading
15. Dialects came into the picture and knowledge of various kinds of language spread.

- ❖ K.R. Krishnamurthy (a Tamil Novelist) writes under the pen-name of KALKI
- ❖ Tamil Novelists: Kandukuri Veerasalingam and Chandu Menon
- ❖ Hindi Novelists: Srinivas Das, Devaki Nandan Khatri and Munshi Premchand
- ❖ Bengali Novelists: Bankim Chandra Chattopadhyay and Sarat Chandra Chattopadhyay

### IN EUROPE AND UNITED STATES OF AMERICA:

1. HENRY FIELDING: a novelist who claimed that he was the founder of a new province of writing, where he could make his own laws, he wrote TOM JONES.
2. WALTER SCOTT: a novelist remembered for collecting popular Scottish ballads about wars and Scottish clans which he used in his novels.
3. SAMUEL RICHARDSON: a novelist who wrote PAMELA, an epistolary novel in the form of letters. This story was told through love letters exchanged between two lovers.
4. CHARLES DICKENS: He wrote 'PICKWICK PAPERS' which was serialized in a magazine. He also wrote HARD TIMES, which described the terrible effects of industrialization on peoples' lives. In this novel, he describes a fictitious industrial town called Coketown which had only machinery, smoking chimneys and polluted rivers and workers were called 'hands' as if they had no identity of their own. In his novel OLIVER TWIST he wrote about a poor orphan who lived in a cruel environment of thieves and criminals but was ultimately adopted by a wealthy man and lived happily ever after.

5. EMILE ZOLA: In his novel, he didn't end his story happily. He wrote GERMINAL which was based on the life of a young miner from France who forms a union of his own which ultimately fails, his co-workers turn against him and all his hopes are shattered.
6. THOMAS HARDY: A British novelist who wrote about the traditional rural communities of England that were fast vanishing. He wrote THE MAYOR OF CASTERBRIDGE about Michael Henchard, a successful grain merchant who becomes the mayor of the farming town of Casterbridge.
7. JANE AUSTEN: a woman novelist whose novels gave a glimpse of the world of women in rural areas. She wrote PRIDE AND PREJUDICE which emphasizes on the fact that a single man in the possession of a good fortune must be in want of a wife.
8. CHARLOTTE BRONTE: In her novel JANE EYRE she showed Jane as an assertive and independent girl who told her aunt that she was a bad person.
9. R.L. STEVENSON; He wrote his novel TREASURE ISLAND for the young which became really popular.
10. RUDYARD KIPLING: A novelist who wrote JUNGLE BOOK which was a great hit among the young.
11. G.A. HENTY: A novelist who wrote historical adventure novels for boys which were popular. These novels were always about young boys witnessing grand historical events.
12. HELEN HUNT JACKSON: a woman novelist who wrote love stories like RAMONA for adolescent girls
13. SARAH CHAUNCY WOOLSY: A woman novelist who wrote stories for adolescent girls like WHAT KATY DID under the pen-name of SUSAN COOLIDGE.
14. DANIEL DEFOE : a novelist who wrote ROBINSON CRUSOE in which Crusoe treats coloured people not as human beings equal to him but as inferior. He rescues a 'native' and makes him his slave. Without asking his name, he calls him 'Friday'.
15. JOSEPH CONRAD: a novelist who wrote about the dark side of colonialism.

#### INDIA

1. BANABHATTA: a novelist who wrote KADAMBARI in Sanskrit which was an early example of a novel in India.
2. BABA PADAMAJI: a novelist who wrote a novel in Marathi called YAMUNA PARYATAN which spoke about the plight of widows.
3. LAKSHMAN MORESHWAR HALBE: a novelist who wrote MUKTAMALA, a novel which was not realistic and represented imaginary romance.
4. CHANDU MENON: a novelist from Kerala who tried to translate an English novel into Malayalam but realized that the Indian readers would not identify with British characters and get bored. So he dropped the idea and instead

wrote INDULEKHA. In this novel Indulekha was from the Nambuthiri Caste whereas Madhvan is a Nayyar. Suri Nambuthiri comes to marry Indulekha but she rejects him and marries Madhavan. Suri, desperate to find a life partner, marries a poorer relation from the same family and pretends that he has married Indulekha.

5. KANDUKURI VEERASALINGAM: A Telugu novelist who wanted to translate an English novel in Telugu, but due to similar reasons mentioned above, dropped the idea and instead wrote RAJASEKHARA CARITAMU.
6. BHARATENDU HARISHCHANDRA: a pioneer who encouraged many members of his circle of poets to translate novels from other languages.
7. SRINIVAS DAS: a novelist wrote a novel PARIKSHA GURU which cautioned young men to do well and stay away from bad company. It reflected the inner and the outer world of middle classes. The young men in this novel are told to cultivate a good habit of reading newspapers without sacrificing their traditional values. This novel was too moralizing.
8. DEVAKI NANDAN KHATRI: a novelist who wrote CHANDRAKANTA, a romance with dazzling elements of fantasy.
9. PREMCHAND: a Hindi and Urdu novelist, he first began writing in Urdu and then shifted to Hindi. He wrote: SEWASADAN which dealt with the poor condition of women in society. Issues like Dowry and child marriage are mentioned in this novel. He wrote RANGBHOOMI. The central character in this novel, Surdas, is a beggar, signifying the importance of the oppressed in literature. Surdas is struggling against a forcible takeover of his land. Surdas was inspired by Gandhiji's personality and ideas. His novel GODAN was about a peasant couple Hori and Dhania whose land is robbed by a group of landlords, moneylenders, etc. but they still maintain their dignity till the end.
10. BANKIM CHANDRA CHATTOPADHYAY: A Bangla novelist wrote a novel called DURGESHNANDINI, his first novel. His novel ANANDMATH was when the Hindus fought against Muslims - this novel inspired many freedom fighters.
11. SARAT CHANDRA CHATTOPADHYAY: A Bengali novelist who wrote about social issues like polygamy, child marriage, zamindars etc. He wrote DEVDAS.
12. ROKEYA HOSSEIN: a woman novelist who wrote a satiric fantasy i.e. using sarcasm to criticize gender inequalities in society. In her novel SULTANA'S DREAM which shows how women take place of men in society. In her other novel PADMARAG she showed the need of women in society and reform their conditions by their own actions.
13. HANNAH MULLENS: a Christian missionary who wrote KARUNA O PHULMONIR BIBARAN tells her readers that she writes in secret.
14. SAILABALA GHOSH JAYA: a Bengali woman novelist who wrote only because her husband protected her.
15. POTHERI KUNJAMBU: a lower caste writer wrote a novel called SARASWATIVIJAYAM this novel shows an untouchable leaving his village to escape the cruelty of landlords. He converts to Christianity and gets educated.

and returns to his village local court as a judge. The judge ultimately reveals his identity.

16. ADVAITA MALLA BURMAN: a novelist wrote TITASH Ekti Nadir Naam, an epic about the mallas, a community of fisherfolk.
17. VAIKKOM MUHAMMAD BASHEER: A muslim writer who wrote short novels and stories which spoke about the everyday life of muslim households.
18. BHUDEB MUKHOPADHYAYA: a novelist who wrote ANGURIYA BINIMOY which was a historical Bengal novel. Its hero was Shivaji who fought against Aurangzeb in the battle.

### **Novels Society and History**

**Answer the following questions each carries three marks.**

1. What is a Novel? In which two countries of Europe were the novels first published and who were its readers?
2. What made the writers choose their own style of writing?
3. What were the different kinds of novels written by the new authors when they were allowed the flexibility in the form of writing?
4. In what way was the entertainment of the old elite of Bengal different from that of the new bhadralok?
5. What was the theme of the novels written by Charles Dickens? Explain with an example.
6. What was the change experienced in the work of Thomas Hardy .Name the novel.
7. How did women get involved in reading novels in 18<sup>th</sup> century?
8. Who wrote Pariksha Guru? What message is conveyed in the novel?
9. Write the main contribution of Vaikom Muhammad Basheer as a novelist in Malayalam.
10. How was the dilemma of being modern resolved in Indulekha?

**Answer the following questions. Each carries five marks.**

1. How was the novel useful for the colonizers as well as the colonized?
  2. How was caste and community reflected in the novel of Advaita Malla Burman?
  3. Why do you think women were not encouraged to read and write? Give examples to show how women defied this norm?
  4. Mention some of the reasons for popularity of novels.
  5. Mention the contribution made by Munshi Premchand to hindi literature.
- a) Explain the following :-

- i) After 1740 the readership of novels began to increase amongst the poor.
  - ii) What actions of Robinson Crusoe make us see him as a typical colonizer?
6. How did the novel gain popularity?
- b) How did Industrialization affect the writings of novels? Explain with example.

**GROUP ACTIVITY:** Make a book cover of your choice and write a gist of the story on the back cover.

**REVISION ASSIGNMENT 1**

1. Name the place where Gandhiji launched his first satyagraha movement in India.
2. Name the mass movement launched by Gandhi to protest against the Rowlatt Act.
3. What were the main causes behind the Non Cooperation Movement?
4. How did the Non Cooperation Movement come to an end?
5. Name the movement that led to the Civil Disobedience Movement.
6. Where and when was the resolution of Purna Swaraj adopted?
7. Name the pact signed by Gandhi and Ambedkar. What did this pact aim to do?
8. What were the demands of the poor peasants during the Civil Disobedience Movement?
9. How similar and dissimilar were Gandhi and Alluri Sitaram Raju?
10. Why was the Congress hesitant to give support to the peasants?

**REVISION ASSIGNMENT 2**

**Identify the following personalities:**

1. He was responsible for the Civil Code of 1804.
2. He founded Young Italy.
3. This English poet organized funds and fought in the Greek War of Independence.
4. He was a German philosopher who claimed that true German culture was to be discovered among the common people.
5. He celebrated the national struggle in Poland through his opera and music.
6. He was proclaimed German Emperor in 1871.
7. He was the architect of a unified Germany.
8. He helped to unite the Two Sicilies.
9. The king of Italy who was crowned in 1861.
10. The Austrian reactionary.

**REVISION ASSIGNMENT 3**

- 1. Mention any 3 features of proto industrialization.**
- 2. Mention any 3 features of industrialization.**
- 3. Why did the month of December witness a sudden increase in demand for labour?**
- 4. What was the difference between a supply merchant and an export merchant**
- 5. How was the gomastha different from a jobber?**
- 6. Name 2 Indian entrepreneurs.**
- 7. Why did the British companies use illustrations of Gods and Goddesses to sell their products?**
- 8. What do you understand by the term guilds?**
- 9. When did the first factory come up in England and in India?**
- 10. Why is Richard Arkwright important?**

**REVISION ASSIGNMENT 4**

**Name the novelists of the following novels and write a line on each of the novels.**

1. **Pride and Prejudice**
2. **Jane Eyre**
3. **Treasure Island**
4. **Jungle Book**
5. **What Katy Did**

**Name the novels written by the novelists and write a line on each one of them.**

1. **Indulekha**
2. **Chandrakanta**
3. **Parikshaguru**
4. **Sewasadan**
5. **Saraswtivijayam**

# **POLITICAL SCIENCE**

**CHAPTER 1: POWER SHARING****Belgium –a case study:**

- A small country in Europe bordered by Netherlands, France and Germany.  
Ethnic composition:
- 59% living in Flemish region -- speak Dutch (majority -but poor)
- 40 % living in Wallonia – speak French (minority -but rich)
- 1% speak German
- Capital : Brussels—80% speak French (majority)  
20% speak Dutch (minority)

**Sri Lanka – a case study :**

- A small island in Asia.  
Ethnic composition:
- 74 % speak Sinhalese -- Buddhists
- 18% speak Tamil – Hindus / Muslims
- 13 % (out of 18% ) – Tamil natives of Sri Lanka, called Sri Lankan Tamils
- Rest – Tamil Lankans – descendants of plantation workers who went from India and settled there during the colonial period.

Both countries share the ethnic problem of people speaking different languages and having different culture.

What can this problem lead to ?

There can be tension and conflict between ethnic groups –can lead to civil war, division of the country and conflict between communities.

**SOLUTIONS:****Sri Lanka :**

- Independent in 1948 – adopted a series of majoritarian measures to establish Sinhala supremacy. Majoritarianism is a belief that that the majority community should be able to rule a country in whichever way it wants , by disregarding the wishes and needs of the minority).
- In 1956 an Act was passed to recognize Sinhala as the official language
- The governments followed preferential policies that favoured Sinhala applicants for university positions and government. jobs
- A new constitution stipulated that state shall protect and foster Buddhism.

Result :

- Tamils felt alienated – their culture, language, religion neglected.
- Led to a struggle for
  - equality in jobs and education, entry to the university , recognition of their language and culture.
  - Gradually it changed into a demand for regional autonomy.

The government of Sri Lanka refused to accept these terms. The LTTE was formed to force the government to accept the demands of the Tamils. This led to a civil war.

Many people killed, forced to leave the country as refugees, many lost their livelihood, setback to economy, society, culture, education and health.

**Belgium:**

Method of Accommodation – amended constitution to accommodate every ethnic community, with the result no civil war, demand for autonomy or partition of the country – unity of the country possible only by respecting the feelings and interests of different communities and regions – led to power sharing.

- Equal number of Dutch and French speaking Ministers in the Central Government
- State governments were not subordinate to the central government.
- Separate government for Brussels with equal representation for both linguistic groups
- A third government called the community government elected by the Dutch, French and German speaking people, in charge of language, cultural and educational issues.

**Reasons for Power Sharing:**

Power sharing is a must in a democracy.

Prudential	Moral
<ul style="list-style-type: none"> <li>• Reduces the possibility of conflicts for between different social groups which can lead to violence &amp; political instability</li> </ul>	<p>The spirit of democracy calls power sharing</p>
<ul style="list-style-type: none"> <li>• Prevents groups from overstepping their rights to enhance their own power a hand in</li> </ul>	<p>People who are affected by the policies must have shaping those policies</p>
<ul style="list-style-type: none"> <li>• Ensures the unity of the nation – no single group can subvert the constitution—when governed. Power is not shared it oppresses the minority and even majority is ruined</li> </ul>	<p>People have a right to be on how they are to be</p>

**Forms of Power Sharing:****1) Horizontal Distribution of Power :**

- Power is shared among the different organs of the govt. – the legislature, executive, judiciary
- Different organs of govt. at the same level exercise different powers – separation of power
- Ensures a check over unlimited powers of each organ – balance of power
- It acts as a system of “ checks and balances”

**2) Among governments at different levels :**

- Power is shared among govt. at different levels like union , state and local level -- Federalism
- Powers of different levels of government, is clearly specified – union list, state list, concurrent list

- No concept of checks and balances as powers are clearly given by the constitution from the higher level to the lower level

### 3) Among different social groups :

- Power is shared between different religious and linguistic groups eg. Community government in Belgium
- Reservations for socially weaker sections and women in legislature and administration give space to diverse social groups -- give minority communities a fair share in power.

### 4) Between Political parties, Pressure Groups, Movements :

- Political parties – i. leads to competition – people get to choose from among various contenders for power  
ii. power does not remain with any one party  
iii. coalition governments are formed if any party fails to get the majority  
iv. parties have to perform to remain in power
- Pressure Groups – they influence the govt. and force them to change policies eg. Farmers, traders, industrialists, industrial workers
- Movements -- Social movements sometimes bring about changes by forcing the govt. to change laws .Eg. movements against dowry, child marriage , exploitation of women and children.

**Power Sharing**

**Answer the following questions briefly. Each question carries 3 marks.**

1. What does the term power sharing signify?
2. What is meant by ethnic composition?
3. State briefly the methods adopted by Sri Lanka and Belgium to solve their ethnic problems.
4. Define Majoritarianism and Civil War.
5. What is the full form of LTTE? Why was it formed?
6. What led to tensions between Dutch and French speaking communities of Belgium in 1950s and 1960s?
7. Mention any three features essential for a country to be called a democracy.
8. What do you understand by the system of "Checks and Balances"?
9. Define:
  - i) Federal Government
  - ii) Federal Division of Powers

**Answer the following questions. Each question carries 5 marks.**

1. What were the ethnic problems shared by Belgium and Sri Lanka?
2. Why did the Sri Lankan Tamils feel alienated?  
OR
3. What were the preferential treatments followed by the Sri Lankan government?
4. How did the Tamils react to the Majoritarian method of the Sri Lankan government?  
OR
5. Why did a civil war break out in Sri Lanka? What were its consequences?
6. Write a short note on the Belgian method of accommodation. What were its consequences?  
OR
7. Examine the main elements of the Belgian model of power sharing.
8. What are the Prudential and Moral reasons for power sharing? Explain with examples.
9. Differentiate between Horizontal and Vertical division of powers.
10. How does democracy accommodate different social groups?
11. How is power shared among political parties, pressure groups and movements?

**CHAPTER 2: FEDERALISM**

Federalism is a system of government where power is shared between a central authority and various constituent units of the country.

**Differences between Unitary and Federal forms of government:**

UNITARY	FEDERAL
One level of government	Two levels of government
The central government is more powerful than the subordinate units.	The two levels of government are equally powerful.
The central government is answerable to the people.	Both governments are equally responsible.
Central government takes all the decisions.	While the central government looks after issues of national interest, the state government looks after issues of the state.
It usually has an unwritten and flexible Constitution. (Britain)	It usually has a rigid and written constitution. (USA)

**Features of a Federation:**

- 2 or more levels of govt.
- Each tier of govt. has its own jurisdiction in matters of legislation, taxation and administration. The jurisdiction of the respective levels or tiers of govt. are specified in the constitution.
- People have two sets of identities-- of the region and the country. Each region has a separate system of govt., distinct powers and responsibilities.
- An independent judiciary prevents conflicts between the centre and the state and among the states.
- No fundamental change can be made in the constitution without the consent of all levels of govt.
- sources of revenue for each level of govt. are clearly specified to avoid conflict

Federal system has 2 objectives: safeguard and promote unity of the country and accommodate regional diversity.

An ideal federal system has 2 aspects: mutual trust and agreement to live together.

**Kinds of federation:**

Coming together federation: When independent states come together to form a bigger union. They enhance their security by pooling their sovereignty and retaining their identity. The states and centre have equal powers. Eg. USA, Australia, Switzerland.

Holding together federation: a large country decides to divide its power between the states and the central govt. The central govt. is always more powerful than the regional states. Some units have special powers. Different constituent units have unequal powers. Eg. India, Spain, Belgium.

**How federal is India ?**

India is a quasi federal country because:

- Constitution declared India to be a union of states based on the principles of federalism.
- There is a three tier system of govt, and they enjoy separate jurisdiction.
- Three -fold distribution of legislative power between the Union and State govts. through the **THREE LISTS** --

UNION	STATE	CONCURRENT	RESIDUARY
97 SUBJECTS	66 SUBJECTS	47 SUBJECTS	-
Foreign policy	Police	education	Cyber law
Only the union govt can pass a law.	Only state govts can pass a law.	Both govts can pass laws. However in case of a conflict the union govt prevails.	Only the union govt passes laws.

However, unlike a true federal country like USA, India cannot be called truly federal: No dual citizenship. Every citizen votes as an Indian.

Centre is more powerful than the states (Refer to the three lists)

All the states in India do not have identical powers.

Some states enjoy a special status like Jammu & Kashmir which has its own constitution.

Some very small units called union territories do not enjoy many powers. They are too small to become independent states. . Union govt. has the power to run them. The powers of the Centre and the states are so well defined by the constitution that it is not easy to change them. Any change has to be passed by both houses of Parliament with at least 2/3 majority and ratified by the legislatures of at least ½ of the total states.

The Judiciary has the power to oversee the implementation of the constitution. In case of dispute The High Courts and Supreme Court make decisions.

**How is Federalism practiced in India :**

Constitutional provisions are not enough for the success of federalism. The reason for the success of federalism in India can be attributed to the spirit of federalism, respect for diversity and a shared desire to live together. The factors facilitating the success of federalism are:

**a) Creation of Linguistic states:**

Between 1947 and 2006 many new states were created and old ones vanished. Creation of new states was done on the basis of:

- Culture, ethnicity or geography eg. Nagaland, Uttarakhand etc.
- basis of language. eg. Andhra Pradesh, Maharashtra etc.

**b) Language Policy:**

- Our Constitution did not give the status of national language to any one language.
- Hindi is the official language( spoken by only 40% of the population)
- There are 21 other languages called Scheduled Languages.
- Candidates can take an exam conducted for Central govt. positions in any of these languages.
- States have their own official languages. The govt. work takes place in the official language of the state.
- English was to cease as an official language in 1965. But due to agitations on

many states English was allowed to continue for official purpose along with Hindi.

- Central govt. promotes Hindi but cannot impose it on any state.

**c) Centre- State relations:**

- Centre – state relations have been restructured to strengthen federalism.’

Before 1990	After 1990
Same party ruled the centre and most of the states	Rise of regional parties. Era of coalition governments at the centre.
State governments could not exercise their rights as autonomous units	State governments could exercise their rights as many were a part of the coalition in the centre.
Central government often dismissed state governments controlled by rival parties.	This was no longer possible in the era of the coalitions. The Supreme Court also supported the state governments.

All this has made federal power sharing very effective.

**Decentralization In India :**

India has a three tier system of govt. -- union, state and local government. The three tier system was adopted because:

India is a very big country

Difficult for union and state governments to manage big provinces and huge and diverse population. Therefore, a need for power sharing was felt within the states. Hence, India adopted decentralization.

Decentralization means that power is taken away from centre and state governments and given to local government.

Reasons for Decentralisation:

- Local problems and issues are best settled at the local level
- Local people have better knowledge of local problems
- They have better ideas of where to spend the money and prioritize their problems better
- People can directly participate in decision making ( inculcates a habit of democratic participation)
- People can approach a local govt. for solving their problems easily and quickly. The cost is also reduced to a minimum.
- Local governments at grass root level ensure stability, strength and a healthy democracy.

**Forms of Local Government:****Rural**

Zilla Parishad  
Gram Samitis  
Gram Panchayats

**Urban**

Municipal Corporations (large areas)  
Municipal Councils (small areas)

Before 1992 the local bodies were under the state governments. Regular elections were not held and the local bodies did not have their own power or resources. 1992- Amendment to the constitution made the three tier system more powerful and effective. (73<sup>rd</sup> concerned the rural local governments and 74<sup>th</sup> concerned the urban local governments.).

Steps taken in 1992 towards decentralisation:

- Mandatory to hold elections to the local government bodies regularly
- reservation of seats for SC , St &OBC

1/3 of seats reserved for women

- State Election Commission created in each state to conduct panchayat &

municipal elections.

- State governments to share some power and revenue with local government bodies.

### **Rural Local Bodies:**

#### ZILA PARISHAD

- BLOCK SAMITI

#### GRAM PANCHAYAT

- GRAM SABHA (comprises the adult population in the village)

### **a. Gram Panchayat:**

- found in each village or a group of villages
- consists of several ward members (panch) and a president/ sarpanch
- directly elected by all the adult population of the ward for 5 years.
- It is the decision making body.
- Functions under a gram sabha -- a general body with all the villagers as its members-- meets 2/3 times a year to approve the work of the panchayat and approve of the budget.

### **b. Panchayat Samiti/ Block / Mandal:**

- a few gram panchayats grouped together
- members elected by all the panchayats of the area

### **c. Zilla parishad:**

- all samitis or mandals together
- members – mostly – some are also elected
- Members of Lok Sabha and MLA s and some officials of other district level bodies

### **Urban Local Bodies:**

#### a. Municipal Corporations & Municipalities:

- members are elected
- Head of the municipality is the chairperson
- Head of the Corporation is a Mayor

Local Self govt. has helped to deepen democracy and increased women's representation. Yet, there are some problems:

- i elections not held regularly
  - ii state governments have not given them significant power and resources.
- Local people have better ideas of where to spend the money and prioritize their problems better.
  - People can directly participate in decision making ( inculcates a habit of democratic participation)
  - People can approach a local government for solving their problems easily and quickly. The cost is also reduced to a minimum.
  - Local governments at grass root level ensure stability, strength and a healthy democracy.

**Federalism**

**Answer the following questions briefly. Each question carries 3 marks.**

1. What do you mean by the term “Federalism”? How many kinds of federations do we have? Name them and give examples of each.
2. Define a union territory.
3. What do you understand by the term “Scheduled Languages”?
4. What are the main changes that can be seen in the political map of India of 1947 and 2006?
5. Name two states created on the basis of ethnicity and two on the basis of language.
6. Why did India adopt a three tier system of government?
7. What is decentralization?
8. Mention three difficulties faced by the local governments.
9. How do the three lists in the Constitution ensure power sharing?

**Answer the following questions briefly. Each question carries 5 marks.**

1. Distinguish between the Unitary and Federal form of government.
2. How was power misused by the Central Government in India before 1991?
3. Why are the years after 1990 called the era of the beginning of coalition governments?
4. “Judiciary plays an important role in Indian federation.” Discuss.
5. Discuss the main features of a federation.
6. Explain the difference between the two types of federation.
7. How has the constitution made provisions to distribute power between the centre and the state governments?
8. How is federalism practiced in India?
9. Explain that the language policy of the Indian federation is wise and prudent and has kept India united.

Or

10. Describe the main features of the language policy of India.
11. Why is it necessary to decentralize power in India?
12. Discuss the features of the local self government system in India.
13. Write short notes on:
  - a. Linguistic diversity of India.
  - b. Similarities and differences between a municipality and municipal corporation.
  - c. The role of State Election Commissioner in Panchayati Raj.
  - d. Zilla Parishad.

### **CHAPTER 3: DEMOCRACY AND DIVERSITY**

Origins of Social differences:

- Is based on accident of birth which makes us rich, poor, fair or dark.
- May be based on the choices that we make later on in life (depends upon our choice of subjects, occupation, cultural activities, preference given to a religion.)

**Every social difference does not lead to a social division.**

- For eg. White Australian Norman cut across the boundaries of his group and supported the Black Americans.
- Thus, people belonging to different social groups share differences and similarities, which cut across all political boundaries.

**Some social differences can lead to social divisions**

- They can be based on different religions (Sri Lanka)
- They can be based on racial discrimination ( USA, South Africa)

**Kinds of Differences:**

#### **I. Overlapping Social Difference:**

- Social division takes place when some social difference overlaps with other differences. One kind of social difference becomes more important than the other and people start feeling that they belong to different communities.
- In US, division between the Blacks and Whites – Blacks were poor, homeless and discriminated against. They were not given justice.
- In India, the dalits are poor and landless and face injustice and discrimination at the hands of the upper castes.
- This kind of difference creates deep social divisions and tensions
- For eg. Ireland: In N. Ireland, a Catholic class and religion overlap each other. If one is a Catholic but also may have suffered discrimination.

#### **II. Cross-cutting Social Difference:**

- These are easier to handle and accommodate.
- Here, social differences cut across one another ie, groups that share a common interest on one issue are likely to be on different sides on a different issue.
- For eg. In Netherlands, Catholics and Protestants both can be either rich or poor. Here, class and religion tend to cut across each other. Hence the difference does not encourage divisive forces.

#### **Social divisions and Politics: How are they related?**

In a democracy, social divisions will be reflected in politics:

- Political parties will refer to these divisions.
- They will try to redress the grievances of the minorities.
- There are sometimes parties that focus on only one community
- voting also is affected as people from one community prefer one party more than the others.
- Thus Social divisions can turn into political divisions and can lead to conflict, violence and sometimes even disintegration of the country.
- In Ireland for eg. the Catholics represented by Nationalist parties wanted to be unified with Republic of Ireland, while the Protestants led by the Unionists wanted to remain with UK. Civil war waged for many years after which a peace treaty was signed between the Nationalists and the UK govt.
- In Yugoslavia, ethno- religious differences led to political competition, civil war followed by disintegration of Yugoslavia into six independent nations.
- Partition of India, Ethnic war in Sri Lanka
- So one opinion is that politics and social divisions should not be allowed to

- mix.
- However, they do not always lead to the disintegration of the country, eg. Belgium.

Political expressions of social divisions are very normal and can be healthy in a democracy. It allows the disadvantaged communities to voice their grievances and get the govt. to attend to these. There is a willingness to accommodate diversity in a democracy.

Factors that determine the outcome of social divisions:

Three factors determine the outcome of politics of Social Divisions:

- a How people perceive their identities: If people see their identities as singular and exclusive, it becomes difficult to accommodate them.( Ireland: people saw themselves not as Irish but as Catholics and Protestants). People must look at their identities as multiple and complementary( Belgium)
- b How political leaders raise the demands of any community: One community must not dominate the other communities.( Sri Lanka, Yugoslavia)
- c How the govt. reacts to demands of different groups: If the rulers are willing to share power there is no threat to unity of the country. But if suppressed it leads to violence ( Sri Lanka)

**Democracy and Diversity**

**Answer the following questions briefly. Each question carries 3 marks.**

1. When does a social difference become a social division?
2. Why do we have differences even when we belong to the same religion?
3. How did the athletes express their feelings against racial discrimination in the 1968 Olympics?
4. What are the two possible outcomes of politics of social divisions?

**Answer the following questions briefly. Each question carries 5 marks.**

1. Write a brief note on the two kinds of social differences. Give one example of each
2. Which social differences are more dangerous and why?
3. How do social divisions affect politics? Give two examples.
4. Discuss three factors that determine the outcome of politics of social divisions?
5. What is homogeneity and how is it affected by migrants?
6. Do social differences always create social divisions?
7. What is the similarity between the social positions of Blacks in USA and Dalits in our country?

## **CHAPTER 4 : GENDER, RELIGION AND CASTE**

### **Gender Division and Politics**

Division based on gender or sex of a person, discrimination against a person on the basis of gender is called gender division – not based on biology but on social expectations and stereotypes.

#### ● **Role of women**

i. At home: all household work, bringing up children. Social status is very low, not much value attached to their work.

ii. Work outside:

Rural areas: fetch water, gather fuel, and work in fields, not paid

Urban areas: work in offices, domestic help—not valued, equal wages denied, literacy rate low

#### **Public Life and Politics:**

Minimum role in public life especially politics. They were not given voting rights, right to contest elections or participate in public affairs. Women organized agitations eg. Suffragette movement in England for equal rights.

- Women demanded educational and job opportunities, improvement in their legal and political status
- Feminist Movements. Demanded equality in personal and family life

Result: marked change in the status of women. Participation in public life has gone up.

#### **Status of women in India:**

- Patriarchal society- men given more power and value than women
- Literacy rate among women much less than that of men
- Though girls fare better than boys, dropout rate of girls is more as parents want to spend their resources on boys
- In spite of Equal Wages act, women are paid less for the same work
- Crimes and violence against women
- Parents prefer to have sons – feticide and female infanticide still common
- Proportion of women in legislature has been low—elected members in Lok Sabha – less than 10% of total members and 5% in the assemblies. Only in Panchayati raj 1/3 seats are reserved for women
- Bill for reservation in Lok Sabha – pending

Gender division which is a social division can be removed only when women have power in politics.

### **Religion, Communalism and Politics:**

#### **Religion & Politics: (some views)**

- Gandhiji – religion and politics cannot be separated. Politics must be guided by religious ethics. Religion according to him meant moral values.
- Human rights people – most of the communal riots result in victimization of the minorities. They want protection for the minorities.
- Women’s Movement – family laws of all religions are discriminatory. They are tilted against women & govt. should change these laws.

Conclusion –

- A healthy relationship between religion and politics will strengthen the

roots of democracy

- Ideas, ideals and values drawn from different religions should play a role in politics.
- If all religions are treated equally then various needs, interests and demands will get expression.
- People who hold political power must ensure that discrimination and oppression does not take place due to religion.

### **Communalism:**

Communalism is based on the idea that religion is the basis of a religious community. The followers of a particular religion must belong to one community with the same fundamental interests.

It also believes that people who follow different religions cannot belong to the same community.

If the followers of different religions have some commonalities, these are superficial and immaterial.

In its extreme form communalism leads to the belief that people belonging to different religions cannot live together.

- It is a situation where one community tries to promote its own interest at the cost of others.
- The problem becomes acute when one religion is presented as superior to others
- When one religious group tries to dominate the others
- Politicians mobilize people on religious grounds eg. Using sacred symbols, emotional appeal, sometimes even plain fear
- The result is division on the basis of religion and can lead to violence, massacre & riots.

India being a land of many religions has faced the problem of communalism for ages and finally resulted in the Partition of the country.

### **Factors responsible for the rise of communalism in India:**

- Divide and Rule Policy followed by the British
- The economic and social distance between the two communities has been widening thereby creating tension between the two communities
- The Fundamentalists on both sides fan the emotions of their followers and serve their personal interests
- Both the communities are highly organized and are often emotionally integrated with communal parties and organizations
- Members of a particular community are seen as vote banks and appeased by political parties
- Media has further created tensions by supporting or criticizing one community against another
- Outside intervention in the form of terrorism and militancy across the border.

This kind of communal feeling is a threat to democracy and even to national unity. It is therefore important to strike at the root of communalism.

Measures to be taken to combat communalism:

- Religion should be separated from politics. Parties which promote communalism to be derecognized
- Removal of communal orientation from school textbooks
- Punishment to those found guilty of dereliction of duty in controlling communal violence

- Reawakening of citizens to work towards common good of unity

India chose secularism as a model to counter the threat of communalism.

- No state religion- all religions are given equal status
- Constitution allows freedom to practice, profess, propagate any religion
- No discrimination on grounds of religion is allowed
- Constitution has banned untouchability

However, this constitutional provision is not enough to fight communalism.

Communal prejudices and propaganda has to be taught in everyday life and at every step.

### **Caste and Politics:**

Caste system is unique to India.

It is an extreme form of division of labour where hereditary occupational divisions are sanctioned by rituals.

Members of one caste did not mix with members of other castes.

It created social distinctions. The inhuman practice of untouchability also existed.

Today, caste hierarchy is breaking down due to

- economic development, growth of literacy and education, loss of power and position of the landlords, and occupational mobility (people shifting from one occupation to another)
- In urban areas people are not really concerned or bothered about who is sitting next to them in a restaurant or walking with them.
- The Constitution of India does not allow any discrimination based on caste.

However, caste has not completely disappeared from present day India.

It is still linked with economic status and access to education.

Casteism is the exploitation of caste consciousness for narrow political and economic gain.

- Caste system fragments society and weakens national unity. It leads to caste violence and caste interest being given preference over national interest.
- By encouraging outdated caste loyalties, it creates an obstacle in the development of a secular society.
- It goes against the democratic principles of our Constitution that of justice, equality and fraternity
- Creates an atmosphere of fear, suspicion and destruction leading to polarization on caste lines.

### ● **Caste can take various forms in politics**

Caste system is inherent in Indian politics because it plays a dominant role in Indian Polity.

- Caste encourages the belief that people belonging to the same caste belong to the same community and have the same interests, which they do not share with other communities.
- In many places people vote on the basis of caste in the hope that they will uphold their caste interest. As a result they fail to select suitable candidates.
- When parties nominate candidates for elections, they keep in mind the caste composition of the electorate – nominate candidates from different castes to muster support.
- When a govt. is formed after elections, parties take care that members of various castes are represented in the govt.
- Political parties and candidates appeal to caste sentiments, favour some

castes against others.

- Universal adult Franchise and the principle of one person one vote compelled political leaders to raise caste based issues during elections. They have also brought new consciousness among the people of castes considered inferior and low until now.
- New kinds of caste groups have come up like backward and forward caste groups
- The SC and STs are given reservations to remove their historically accumulated backwardness. But this has indirectly strengthened casteism and created conflicts

Thus the focus of caste in politics can create the impression that elections are all about caste and nothing else.

However, caste is only one of the factors in electoral politics. It alone cannot determine election result in India.

- No parliamentary constituency has only one caste dominating it. So every candidate and party has to win the confidence of more than one caste and community
- All voters belonging to the same caste do not vote for the same party. They have different interests depending on their economic status and sex and vote differently.
- Sometimes more than one candidate from the same caste may stand for elections and sometimes there can be no candidate from a particular caste.
- People's assessment of the performance of the govt. and the popularity rating of the leaders matter and are often decisive in elections. Thus, ruling party MPs and MLA s also lose elections.

### ● **Politics in Caste**

Politics also influences caste identities

- Each caste tries to increase its number by including sub-castes or neighbouring
- castes
- New caste groups come up, like backward and forward caste groups
- Various caste groups form coalition with other castes during elections
- Political parties make demands; agitate against discrimination on the basis of caste. They demand more dignity, more resources, more opportunities

Caste politics have helped dalits and OBCs to gain better access to decision making.

**Gender, Religion and Caste****Answer the following questions. Each carries 3 marks.**

1. How was the gender issue raised in politics?
2. How can women achieve gender equality?
3. What is meant by Feminism & Feminist movement?
4. How can religion play an important role in politics in a positive way?
5. Explain the term Secular State.
6. What do you understand by caste inequalities?
7. Define Communalism.
8. What is communal Politics?
9. How has Panchayati Raj succeeded in giving a fair representation to the women in the elected bodies?
10. What do you understand by caste hierarchy?
11. How does politics influence caste?

**Answer the following. Each question carries 5 marks.**

1. Enumerate gender issues with respect to politics.
2. What do you understand by sexual division of labour?
3. Do you think caste exists in India today?
4. "Caste matters in electoral politics." Discuss.

OR

Caste system and politics cannot be separated in India." Discuss.

5. Despite the decline of the caste system, it has not disappeared. Discuss.
6. Enumerate the facts, which prove that the condition of women in India has not improved.
7. When and how does the problem of communalism become acute?
8. Why is there an immediate need to combat communalism?
9. What does political mobilization on communal lines mean?

OR

10. "There is a relationship between religion and politics." Comment.
11. State 4 different forms of communal politics in India. Give examples.
12. What are the Constitutional provisions, which make India a secular state?
13. What measures do you suggest to curb communalism in India?
14. Communalism hinders the proper functioning of Indian democracy. Comment.

## **CHAPTER 5 : POPULAR STRUGGLES AND MOVEMENTS**

### **Movement for democracy in Nepal:**

- Popular movement in Nepal began in 2006 – to restore democracy.
- Nepal had a constitutional monarchy where the king was the head of the state, but the real power was exercised by elected representatives.
- Death of King Birendra in 2001 in a mysterious massacre of the royal family.
- The new king Gyanendra refused to accept the democratic rule and dissolved the elected parliament.
- All major political parties formed a Seven Party Alliance (SPA) and called for a four-day strike.
- Maoist insurgents joined the strike and called for an indefinite strike.
- Major labour unions, organizations of the indigenous people, teachers, lawyers and human rights group supported them,
- On 21 April they sent an ultimatum to the king demanding:
  - Restoration of Parliament
  - A constituent assembly
  - An all -party government
- 3 days later the king accepted the ultimatum, thereby losing most of his powers.
- G. P. Koirala became the new PM.
- Democracy was restored in Nepal

### **Bolivia's Water War**

- A poor country in Latin America. The government was pressurized by the World Bank to give up its control over municipal water supply and sell it to a multinational company, who immediately increased the price of water by four times
- In January 2000, a four-day general strike organized by a new alliance of labour, human rights and community leaders.
- Led not by a political party but by an organization called FEDECOR comprising of local professionals, supported by farmers, factory workers, middle class students and the homeless street children
- Government agreed to negotiate but did nothing
- Another strike followed and the government imposed martial law. But the power of the people forced the officials of the MNC to flee and made the govt. concede to all the demands of the protestors.
- Water supply was restored to the municipality at old rates.

### **Differences between the popular struggles in Nepal and Bolivia**

<b>BOLIVIA</b>	<b>NEPAL</b>
<b>It was against a democratic government</b>	<b>It was against a monarchy.</b>
<b>It dealt with a specific civic issue-water</b>	<b>It dealt with a political issue-change of govt.</b>
<b>It was led by FEDECOR and the Socialist Party.</b>	<b>It was led by the Maoists and the Seven Party Alliance.</b>
<b>MNC promoted by the democratic govt was spurned.</b>	<b>A democratic govt was established.</b>

Both in Nepal and Bolivia, popular struggle was successful and both had the same reasons for success, thereby leading to the conclusion

- Democracy evolves through popular struggles
- Conflict is resolved through mass mobilization/ intervention of the parliament/judiciary.
- Public demonstration of mass support decides the issue
- Political and other organizations play an important role – direct / indirect

Direct—forming parties, contesting elections and forming governments

Indirect --- pressurizing govt. to listen to their demands and influence decision making.

### Organisations

<b>POLITICAL</b> <b>Political parties (Congress, BJP)</b>	<b>NON- POLITICAL</b> <b>Movement groups (Narmada Bachao Andolan)</b> <b>Pressure groups(FEDECOR)</b>
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### **DIFFERENCES**

<b>POLITICAL PARTY</b>	<b>PRESSURE GROUP</b>
Members contest elections	They do not contest elections
They enjoy constitutional recognition.	They do not.
They are accountable to the people	They are not accountable
They use constitutional methods to fight elections.	They organize strikes, fasts and submit petitions.
They are concerned with national and international issues	They are concerned mainly with issues of national concern.

### **DIFFERENCES**

<b>Pressure Groups</b>	<b>Movements</b>
It has a formal organization.	It may or may not have a formal organization.
Decision making is formal.	Decision making is formal and flexible.
Does not depend on mass participation.	Depends on spontaneous mass participation
They are more widespread.	They are more localized.

### **PRESSURE GROUPS**

### **MOVEMENTS**

<b>Sectional Interest Group</b>	<b>Public Interest Group</b>	<b>Single Issue Movement</b>	<b>General or Generic Movement</b>
Promotes interest of a particular section of society	Promotes interests of the society in general	Deals with a single issue. It has a single objective.	Deals with more than one issue. Has a broader goal.
Members from that particular section benefit.	Members may or may not benefit.	It has clear leadership	Different leaders deal with different issues.
It aims at selective good.	It aims at collective good.	It has a clear and formal organization.	There is no single organization to control and guide the movement.
Teachers Union, Trade Unions	FEDECOR BAMCEF	It works within a limited time frame	It does not work within a limited time frame
		Narmada Bachaon Andolan	Womens Movement, Environmental Movement.

**Influence of pressure groups and movements on politics:**

- Gain public support and sympathy for their goals through campaigns, meetings, petitions and influence the media to give more attention to these issues.
- Organize protest—strikes etc.
- Business groups sponsor expensive ads or employ professional lobbyists.

**Relation between pressure groups and political parties :**

- Pressure groups are formed or led by leaders of political parties or act as extended arms of political parties
- Sometimes political parties grow out of movements eg. Asom Gana Parishad
- Sometimes movt. groups raise certain issues which are taken up by political parties

**Importance of pressure groups:**

- Deepened democracy
- Counter the influence of a small group of rich and powerful people and remind the govt. of the needs and concerns of the ordinary citizens.
- Sectional groups give the govt. the opportunity to get to know what different sections of the population want—they act as a balance on each other and help to accommodate conflicting interests.

**Popular Movements in Nepal and Bolivia**

**Answer these questions briefly. Each question carries 3 marks.**

1. What were the demands of the people and the political parties of Nepal in 2006?
2. What does the term SPA mean? What were the main demands of this party?
3. Who were MNCs? Why were people in Bolivia protesting against them?
4. Which party gave the call for an indefinite strike in Nepal? Which other organizations joined the strike?
5. Which major party joined the movement for restoring Democracy in Nepal? How was this party different from other parties?
6. What is FEDECOR? What were its political achievements?
7. Define a pressure group and its types with examples.
8. What is a movement? Explain the different types with examples.
9. How do pressure groups and movements influence politics?
10. How have pressure groups and movements deepened democracy?
11. What were the similarities and differences in the uprising in Nepal and Bolivia?
12. Explain the difference between
  - a. pressure group and political party
  - b. movement and pressure group

**Answer the following question. It carries 5 marks**

1. Discuss the merits and demerits of pressure groups and movements.

## CHAPTER 6 : POLITICAL PARTIES

Political Parties are the most visible institutions of a democracy. For most people democracy is equivalent to political parties.

Meaning – It is a group of people who come together to contest elections and form / hold power in the government. They agree on some policies and programmes for the society with a view to promote collective good.

A political party has three components – the leader, the active members, the followers.

### **FUNCTIONS:**

1. contest elections by putting up candidates
2. put forward different policies and programmes
3. make laws for the country
4. form and run government
5. losing parties form the opposition
6. shape public opinion
7. provide access to government machinery and welfare schemes

### **Need for political parties:**

Parties are a necessity for a democracy as modern societies are large and complex—

- parties act as an agency to gather information and views on different issues and present it to the govt. –
- act as a mechanism to restrain the govt. make policies, justify or oppose them
- without parties every candidate in elections will be independent and no one will actually be responsible for running the country

### **There are 3 types of party systems:**

- **One Party System:** only one party controls and runs the govt. **eg.** Communist Party of China. It is not a good option as it does not permit free and fair competition for power and limits the choice and freedom of the citizens.
- **Two Party System:** other parties exist and contest elections but the two main parties only have a serious chance of winning and forming the govt. eg. USA, (Democrats and Republicans). The winner has to get maximum number of votes and not majority.
- **Multi Party System:** several parties contest, more than two parties have a chance of coming to power either on their own strength or in alliance with others. eg. India , Australia This system -- appears messy and leads to political instability allows a variety of interests and opinions to enjoy political representation.

### **How many parties should a country have?**

No system ideal for all countries and situations. Each country develops a party system which is shaped by its special circumstances – its nature of society, socio-religious divisions, history of politics and system of elections.

Types of Parties:

Every party has to register with the Election Commission, which treats all parties equally but offers some special facilities to large and established parties, like a unique symbol. These parties are called '**recognized political parties**'. The Commission has also laid down the criteria of the proportion of votes and seats that a party must get to be a recognized party.

In a federal form of democracies there are two types of political parties. : (i) parties present in only one federal unit (ii) parties present in several or all units of the federation

**(1) National Parties:**

Definition: A party that secures at least 6% of total votes in an election to the Lok Sabha or assembly elections in 4 states and wins at least 4 seats in the Lok Sabha.

- Has influence all over the country or in many states
- Cares for national interests – deals with national problems
- Has to harmonize various conflicting regional interests – tries to end regional imbalances

In India 6 recognised national parties include:

**Indian National Congress – INC**

- Congress Party, the oldest party founded in 1885 by A.O. Hume.
- Ruling party till 1977 and 1980 – 1989.
- A centrist party ie, neither left nor right
- Advocates secularism, welfare of weaker sections and minorities
- Supports New Economic Reforms and policy of non-alignment
- Leads the ruling UPA coalition government since 2004 elections

**Bharatiya Janata Party --BJP**

- Founded in 1980 by reviving the Jana Sangh
- Came to power in 1996 as the leader of the NDA
- Draws inspiration from ancient Indian culture and values
- Believes in Hindutva (cultural nationalism)
- Advocates integration of Jammu and Kashmir
- Uniform civil code for everyone
- Supports ban on religious conversions

Presently the principal opposition party in the Lok Sabha

**Bahujan Samaj Party – BSP**

- Founded in 1984 by Kanshi Ram
- Represents the interests of and secure power for – dalits adivasis, OBCs and religious minorities.
- It has its main base in the state of UP.

**Communist Party Of India (Marxist) CPI-M**

- Founded in 1964, believes in Marxism Leninism
- Supports socialism, secularism, democracy and opposes imperialism and communalism
- Critical of the new economic policy that allows free flow of foreign capital and goods in the country

**Communist Party Of India – CPI**

- Formed in 1925

- Believes in Marxism, Leninism, secularism and democracy
- Opposes forces of secessionism and communalism
- Seeks to promote interests of the working class, farmers and poor through parliamentary democracy

### **Nationalist Congress party -- NCP**

- Formed in 1999 following a split in the Congress
- Advocates democracy, Gandhian secularism, equity and social justice
- Wants high offices to be confined to natural born Indian citizens

## **(2) State Parties:**

Definition: A party that secures 6% of the total votes in an election to the Legislative Assembly of a state and wins at least 2 seats.

- Has influence in the state where it exists or in a few states.
- Promotes mainly regional interests
- They stand for greater autonomy for the states
- A symbol of a regional party is reserved for it only in the state in which it is recognized.

However, some of these parties are all India parties, have national level political

organization with units in several states eg. Samajwadi Party, Rashtriya Janata

Dal; while some are very conscious of their state identity eg. Biju Janta Dal, Mizo National Front.

## **Challenges Faced By Political Parties:**

- i. Lack of internal democracy within parties:**
  - a. power concentrated in the hands of a few
  - b. no organizational meetings. No membership register kept
  - c. no internal ,regular elections
  - d. ordinary members do not have access to information, cannot influence decision
  - e. disagreement with leader leads to ouster from the party  
Loyalty to the leader more important than loyalty to the party principle
- ii. Dynastic succession :**
  - a. top leaders have an unfair advantage to favour people close to them or family members
  - b. top positions controlled by family members in most parties
  - c. bad for democracy – as these members may not be qualified or have the ability to hold this position
- iii. Money and muscle power:**
  - a. this power is very visible during elections
  - b. candidates who can raise money are nominated
  - c. rich people and companies who give funds have influence on policies
- iv. Parties do not offer a meaningful choice to the voters :**
  - a. not much difference in ideology among parties – fundamental issues raised by parties are the same
  - b. on the economic front , all parties have the same agenda -- not many options for voters to choose from – only difference is the priority they will give to any problem
  - c. same set of leaders keep changing their parties thus limiting the choice of the people

**Can Parties Be Reformed ?**

Those who can reform political parties are – **The Constitution, The Judiciary, The Election Commission**

The Constitution:

- a) was amended to prevent defection
- b) this was done as many MLAs and MPs were changing parties for cash rewards or to become ministers
- c) they will lose their seat if they defect

Result: MLAs and MPs cannot differ from the party leaders, they have to accept what they decide

The Judiciary: Supreme Court passed orders to reduce the power of money and Criminals -Mandatory for all candidates to file an affidavit giving details of their property and criminal cases pending against them.

Led to decline in the influence of the rich and a lot of information is made public

The Election Commission:

- a. Political parties are asked to file their income tax returns
- b. they have to hold organizational elections  
This is still a mere formality, effectiveness is still doubtful

Some Other Suggestion :

- a. law should be made to regulate internal politics, hold open elections, maintain a register of its members, follow its own constitution , have an independent judge in party disputes
- b. mandatory to give minimum party tickets(1/3 ) to women candidates ; there should be a quota for women in decision making bodies of the party
- c. state funding of elections—government . should give money to the parties to support their election expenses—petrol, paper, telephone etc.or cash.
- d. People can put pressure on political parties through petitions, publicity, agitations. Media and pressure groups can join the ordinary people. Parties might start thinking about reforms seriously if they feel that they would lose public support
- e. If people who want to reform join political parties. Criticism from outside is not enough, bad politics can be solved by good politics

None of these suggestions have been accepted, as the parties cannot be forced to pass a law that they do not like.

### Political Parties

**Answer these questions briefly. Each question carries 3 marks.**

1. What is a political party? What are its main components?
2. Why are political parties a necessity?
3. What are the different kinds of political parties?
4. What is meant by alliance? What is it also called? Give an example.
5. Define a national party. How is it different from a state party?
6. How many recognized national parties are there in India? Give examples.
7. Why do parties need reform?
8. Name the three institutions which can help political parties to reform.
9. Explain the terms Defection and Affidavit.
10. What is the role of Election Commission in reforming political parties?

**Answer the following questions. Each question carries 5 marks.**

1. What are the functions of political parties?
2. What do you understand by ruling party and opposition party? Give examples.
3. What is the function of the opposition party?
4. Discuss the merits and demerits of a multi party system.
5. Explain how the importance of regional parties has increased over the years.  
Discuss the various challenges faced by political parties
6. Mention some of the suggestions made to reform political parties.

**CHAPTER 7 : OUTCOMES OF DEMOCRACY****Democracy is a better form of government because:**

- i. It promotes equality among citizens
- ii. It recognizes and enhances the dignity of the individual
- iii. Improves the quality of decision making
- iv. Provides a method to resolve conflicts
- v. Allows room to correct mistakes

**Three aspects of democracy**

<b>Political</b>	<b>Social</b>	<b>Economic</b>
<b>Involves a government by consent, universal adult franchise and people's right to stand for elections.</b>	<b>This requires social equality which is achieved through right to equality</b>	<b>Aims at equal distribution of wealth</b>

**Other features of democracy**

Free and fair elections, Multi-party system, Adult Franchise, Social Equality, Sound Political System, Freedom of Speech and Expression, Strong Opposition.

Democracy is seen to be good in principle as it can address all socio-economic and political problems.

But it is not felt to be so good in practice. Features of democracy are common to all the countries that follow a democratic form of govt., but there are differences in social situations, achievements and their cultures.

For eg. In USA –the world's biggest and the most stable democracy, there is a wide gap among the rich; the poor and the black do not get social justice.

**What are the outcomes of democracy?****It is an accountable, responsive and legitimate government.—**

- It should be efficient and effective. Even though deliberations and negotiations delay decision- making, however, it is a more effective government as the decision is more acceptable to the people. Whereas, in non-democracy quick decisions can be taken but may not win the approval of the majority of people, hence, problems.
- Decision making is based on norms and procedures ie, there is transparency
- Govt. is accountable to the people
- Holds regular and free elections and sets up conditions for public debate

However, democracies have fallen short of people's expectations:

- Elections do not provide a fair chance to everyone
- Do not have a very good record of sharing information with citizens – not very transparent
- Not every decision is subjected to public debate
- Have not been free of corruption and have not been attentive to the needs and expectations of the people

Conclusion: It is thus slow, less efficient, not always responsive and clean. Still, it is a legitimate govt., it is people's own govt. This is the reason for its popularity. People all over the world want to be ruled by representatives elected by them.

**Economic growth and development:**

Democracies lag behind dictatorships with regard to economic growth

Economic growth depends on:

- a. size of the population of the country
- b. global situation
- c. co-operation from other countries
- d. economic policies adopted by the country

Surveys have shown that:

- Countries under dictatorships have grown faster than countries under democracies
- Even poor countries under dictatorship have recorded a faster rate of growth than countries under democracies: though the difference is negligible.

However, the other positive aspects of democracy make it a more preferable form of govt. than dictatorship.

Economic growth does not ensure an equitable distribution of wealth. Therefore, a more reasonable expectation from democracy is that it will **reduce economic disparities**. Though democracies are based on political equality where all citizens have equal weight in electing representatives, unfortunately democracies have not been able to successfully reduce economic inequalities. The poor are becoming poorer and sometimes they find it even difficult to meet their basic requirements.

#### ● Accommodation of Social diversity

Democracy tries to help its citizens lead a peaceful and harmonious life by accommodating various social divisions. Eg. Belgium and India.

Democratic govt. tries to resolve differences, respect differences and try mechanisms which can negotiate differences. This reduces possibility of tensions and conflicts.

To achieve this, a democracy must fulfill certain preconditions:

- Majority should always work with minority to represent the general view and not try to dominate it.
- No one should be barred from being in the majority group on the basis of birth. Every citizen should have a chance to be in the majority at some time.

#### **Dignity and freedom of the Citizens:**

Democracy promotes dignity and freedom of the individual. Most democracies have achieved this to a certain degree.

##### i. Dignity of Women:

Women now can wage a struggle against what is acceptable and what is not acceptable legally and morally

In non democracies this unacceptability would not have legal basis because the principle of individual freedom and dignity do not have the legal and moral force. Of course, women are still struggling for their rights.

##### ii. Caste Inequalities:

In India, the disadvantaged and discriminated castes have the legal and moral right to fight for equal status and opportunities. Though there are still instances of atrocities and inequalities suffered by people because of caste, they do not have legal or moral support.

Unique feature of democracy – it is constantly being scrutinized and tested.

- Democracy is always striving towards a better goal. People constantly demand more benefits in a democracy. There are always more expectations
- People are critical of those who hold power- the rich and the powerful. They

express their dissatisfaction loudly. They no longer act as subjects but citizens of a democratic country.

- Citizens believe that their votes make a difference to how a govt. is run.

### **Outcomes of Democracy**

**Answer these questions briefly. Each question carries 3 marks.**

1. Explain 3 main features of political democracy.
2. Name any 3 countries that have the most stable democratic systems in the world. Why?
3. How have democracies fallen short of people's expectations?
4. How is dignity of women promoted in a democratic government?
5. How has India dealt with caste inequalities?
6. Why is democracy preferred as a better form of government than dictatorship?
7. What are some of the essential features of a democracy?
8. Democracies are accused of being inefficient and slow in taking decisions. Do you agree? Give reasons for your answer.
9. Mention the factors that help in the economic growth of a country?
10. What are the conditions under which democracies accommodate social diversities?
11. To what extent are democracies successful in reducing economic disparities?
12. List two merits and two demerits of democracy.
13. Evaluate the outcome of democracy in terms of dignity and freedom of the citizens.

## CHAPTER 8: CHALLENGES TO DEMOCRACY

Challenge:

It may be defined as a situation that requires some action, a difficulty that needs to be overcome. Facing a challenge takes us to greater heights and enables progress.

Challenges are of 3 kinds:

**FOUNDATIONAL CHALLENGE:** Foundational challenges are faced by all those countries that are yet to become democracies. This involves bringing down the existing non democratic regimes, keeping the army away from controlling the government and establishing a sovereign and functional state. (Myanmar)

**CHALLENGE OF EXPANSION:** It involves the application of the basic principles of democratic governments across all regions, different social groups and various institutions. (USA and India face this challenge)

It includes:

- Power to local govts
- Extension of federal principle to all units of federation
- Inclusion of women and minority groups

**DEEPENING OF DEMOCRACY:** It is faced by every form of democracy. (India, USA, Italy)

It involves:

- Strengthening of institutions and practices of democracy which includes reducing the power and control of the rich in influencing government decisions.

### **Political reforms:**

- Laws play an important role in introducing reforms, but laws by themselves cannot overcome challenges to democracy. Democratic reforms can only be carried out by political activists, parties, movements and politically conscious citizens.
- Laws that give political actors incentives to do good things have more chances of working. The best laws empower people to carry out democratic reform. For example the Right to information Act has helped to control corruption and supplements existing laws that banned corruption and imposed strict penalties.
- Democratic reforms can be brought about by increasing and improving the quality of political participation by ordinary citizens.
- Political reforms should also be about who will implement the laws and how.

### **Basic definition of democracy**

- Democracy is a form of Govt where rulers elected by the people must take all major decisions.
- Elections must offer a choice and fair opportunity should be available to all the people to change the current rulers
- The government formed should be limited by basic rules of the constitution and citizens rights.

### **Desirable conditions that a good democracy should have**

- Rights in a democracy are not limited to political rights but should also include social and economic rights.

- Power sharing between governments and social groups is necessary in a democracy
- Democracy cannot be the rule of the majority through brute force. Respect for the minority is equally important
- Elimination of discrimination on the grounds of caste, religion and gender is important in a democracy.

### **Challenges to Democracy**

**Answer these questions briefly. Each question carries 3 marks.**

1. Define the term challenge.
2. Mention 3 challenges faced by India.
3. Mention any 3 challenges faced by a democracy.
4. Give any 3 features of a democracy.
5. What are the forms of challenges faced by different countries in respect to democracies?
6. Define democracy. What are the most desirable conditions of a good democracy?
7. How can political reforms improve the quality of democracy?

## ASSIGNMENT 1

1. The term federalism means a country:

a. where power is wielded by a king.	b. where a President is elected by the people
c. which has a governments at the centre and state.	d. which has a government only at the centre.

2. When power of the central and state government are shared by a third level of government it is called:

a. dictatorship	b. democracy
c. decentralization	d. monarchy

3. Coalition governments at the centre made an appearance in :

a. the 1980s	b. the early1990s
c.2000	d. the late 1990s

4. An example of a state formed on the basis of language is:

a. Nagaland	b. Meghalaya
c. Jharkhand	d. Tamil Nadu

5. Social differences are based on the:

a. religion we follow	b. language we speak
c. occupation we engage in	d. all of the above

6. When one believes that one's religion is superior to that of the others it is called :

a. communism	b. secularism
d. socialism	d. communalism

7. Casteism involves division on the basis of :

a. colour	b. caste
c. gender	d. ideology

8. Countries that have experienced divisive forces on the basis of social differences are:

a. Netherlands and Ireland	b. Sri Lanka and Ireland
c. Sri Lanka and Netherland	d. Yugoslavia and Netherland

9. The mayor is the presiding officer of a :

a. Block Samiti	b. Municipal Corporation
c. Municipality	d. Panchayat

10. Black Power was a movement that symbolized:

a. the power of the Africans	b. the demand for rights by the African Americans.
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c. the dawn of a new era.	d. power of the colour black.
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## ASSIGNMENT 2

1. The movement for democracy in Nepal began in:

a.2005	b.2001
c.2006	d.2004

2. Pressure groups and movement groups :

a. contest elections.	b. nominate members to the Parliament.
c. pressurise the government on various issues	d. make laws.

3. The following are national parties:

a. DMK,Congress and BJP	b. Congress,BJP and BSP
c. CPM,JMM and Congress	d. Congress,BJP and Janta Dal

4. Countries following the One Party System include:

a. China, North Korea and Cuba	b. China, South Korea and Russia
c. North Korea, Cuba and Russia	d. none of the above.

5. The movement for democracy in Nepal is an example of:

a. deepening of democracy	b. foundational challenge
c. challenge of expansion	d. all of the above

6. The founder of Bahujan Samajwadi Party was

a.B.R.Ambedkar	b. Jyotiba Phule
c. Kanshi Ram	d. Sahu Maharaj

7. Hindutva is supported by :

a.BSP	b. Congress
c. Communist Party of India	d.BJP

8. Factors depending on economic growth of a country include:

a. size of the population	b. global situation
c. policy of the government	d. all of the above

9. Features of a democracy include:

a. free and fair elections	b. franchise
c. one party system as in China	d. anarchy

10. FEDECOR is a

a. pressure group	b. movement
b. political party	d. none of the above

ASSIGNMENT-3

Q1. Belgium comprises the following communities:

- a. French, German and Russian
- b. French, German and Dutch
- c. German, French and Danish
- d. French, Dutch and Danish

Q2. Majoritarianism means:

- a. majority rule
- b. majority rule comprising different communities
- c. majority rule of a particular community
- d. dictatorship

Q3. In 1956, the act passed by the Sri Lankan government declared:

- a. Sinhala as the official language
- b. preferential treatment towards the Sinhalese
- c. Buddhism as the official religion
- d. All of the above

Q4. The Constitution of Belgium has provisions for :

- a. 3 forms of government
- b. 2 forms of government
- c. one central government
- d. none of the above

Q5. Power sharing means:

- a. giving people power
- b. sharing power between centre and state
- c. giving different organs of government power
- d. all of the above

Q6. How is power shared vertically?

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Q7. Explain how is power shared vertically?

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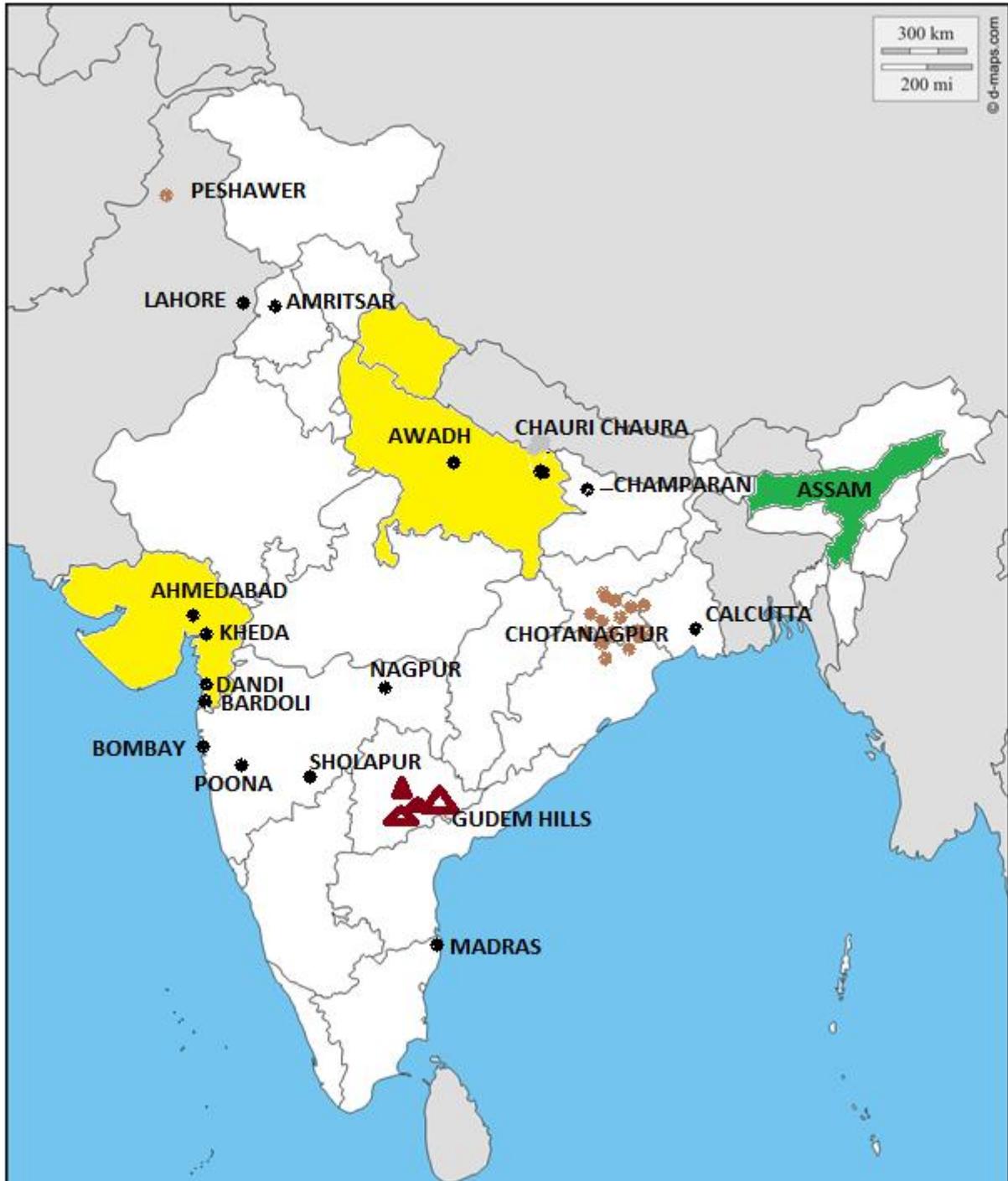


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## ASSIGNMENT 4

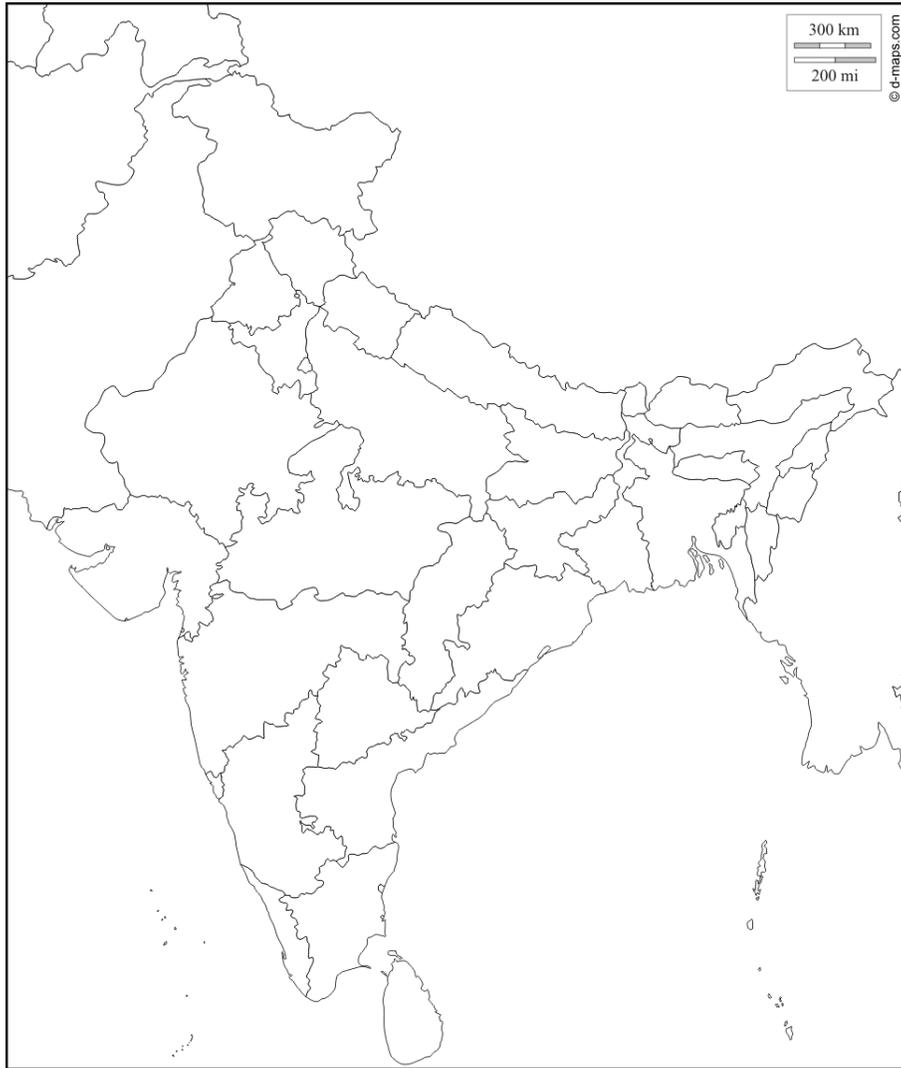
Identify the following.

1. This means changing party allegiance.
2. He was the founder of the Bahujan Samaj Party.
3. A signed document to an officer, where a person makes a sworn statement regarding her personal information.
4. The challenge of making the transition to democracy.
5. The followers of Chairman Mao.
6. Political party that runs the government.
7. A person who is strongly committed to a party, group or faction.
8. A group that seeks to promote the interest of a particular section of the society.
9. An organization of government employees that campaign against caste discrimination.
10. The movement in Bolivia was led by them.
11. A party system that involves many political parties.
12. A recognized party is given this special facility by the Election Commission.
13. This political party believes in Hindutva.
14. This political party espouses democracy, Gandhian secularism, equity and federalism.
15. This means strengthening people's role in a democracy.









## PRACTISE PAPER 1

**Section A: History****Marks:****12**

- Q1. Explain the term protoindustrialization. 2
- Q2. What was the work of the staplers and fullers? 2
- Q3. Cite any 2 reasons to show that human labour was preferred over machines. 2
- Q4. How did winter ensure more work for the workers? 3
- Q5. Draw a comparison between the domestic and the factory system of production. 3

**Section B: Political Science****Marks: 10**

- Q.5 How is power shared by the central and state government in Belgium? 2
- Q.6 How is power shared horizontally in India? 3
- Q.7 What were the main provisions of the Majoritarian Act of 1956? Why did it lead to a civil war? 3+2=5

**Section C: Geography****13**

- Q.8 Give two methods of soil conservation in the hilly areas 2
- Q.9 Resources are a function of human activities. Explain. 2
- Q.10 Distinguish between net sown area and gross cropped area giving one point of difference 2
- Q.11 In what type of areas does laterite soil develops. Give two features of laterite soil. 1+2
- Q.12 How can the resources be classified on the basis of ownership? 4

**Section D: Economics****10**

- Q.13 What is National Income? 1
- Q.14 What is sustainability of development? 1
- Q.15 Give three reasons why Punjab's Human Development Index value is less than Kerala despite having a higher per capita income. 3
- Q.16 What criterion does the world bank use to differentiate between developed and developing countries. How does UNDP differ from world bank in this regard? 3
- Q.17 Besides income what are the other goals people seek? 2

## TERM -1

## Practice Question Paper

Time: 3 Hrs

Max. Marks: 90

- Q1. How did the early Indian entrepreneurs source their capital? 1
- Q2. What was the theme of BankimchandraChatterjee's novel Anandamath? 1
- Q3. What does the term 'Current Fallow land' mean? 1
- Q4. The Gangetic Dolphin belongs to which category of animal species? 1
- Q5. What is decentralization? 1
- Q6. Give any two examples to show that the caste system is still practiced in India. 1
- Q7. Name any two values you would associate with a democratic government. 1
- Q8. In which region of India will you find diversion channels called 'Guls' or 'Kuls'? 1
- Q9. Which country has a better Human Development Index than India? 1
- Q10. The Advertising Industry comes under which sector of economic activity? 1
- Q11. Name the author of Saraswativijayam. Why was this novel different? What important lesson does this novel try to relay to the reader? 3
- Q12. Why did the weavers turn against the gomasthas? 3
- Q13. Write about two characteristic features of Alluvial soil. Name two regions in India where they are commonly found.  $2+1/2+1/2=3$
- Q14. How have the poor people suffered due to the depletion of forests in India? 3
- Q15. Give three characteristics of Primitive Subsistence Farming. 3
- Q16. What are the soil and climatic conditions that are required for growing Wheat in India? Name two states which are the largest producers of Wheat.  $2+1/2+1/2=3$
- Q17. Compare overlapping and cross cutting differences. Give an example of each. 3
- Q18. Do you think India is a secular country? Give three arguments in support of your answer. 3

- Q19. How does the outcome of politics of social division depend on how people perceive their identities? Explain with an example. 3
- Q20. A small farmer living in an Indian village, will have certain developmental goals. List three such developmental goals. 3
- Q21. With the help of an example, explain 'Intermediate goods' and 'Final goods'. 3
- Q22. Why is the tertiary sector becoming so important in India? 3
- Q23. "The koshtis, like the weavers of the finer kinds of cloth in other parts of India have fallen upon evil times. They are unable to compete with the showy goods which Manchester sends in profusion..." 5

In the light of the extract given to you explain why the weavers fell upon evil times in the course of the 19<sup>th</sup> century.

- Q24. Where and when did the novel first take root? Who formed the new readership? How did a growing readership change the way novels were written? 2+1+2=5
- Q25. In what ways was the novel useful for both the colonizers as well as the nationalists? 5
- Q26. What are Dams? Why are dams referred to as Multipurpose projects? Give three reasons to explain how dams can create conflicts between people. 1+1+3=5
- Q27. Why do women in India still lag behind men despite some improvement since independence? 5
- Q28. The Constitution was amended in 1992 to make the third tier of democracy more powerful and effective. Discuss the changes made in the Constitution. 1+4=5
- Q29. What is Unorganised sector? Give two characteristics of this sector. Give two examples each from rural and urban areas of people working in the unorganized sector. 1+2+2=5

**PRACTICE PAPER2****Section A: History****12**

- Q1. What was the view expressed by Mahatma Gandhi in his book, Hind Swaraj? 2
- Q2. What was the Rowlatt Act? (Give two points) 2
- Q3. Explain what happened in the Jallianwala Bagh on 13<sup>th</sup> April 1919. 2
- Q4. What were the demands of the peasant movement in Awadh? Why was the Congress unhappy with the way the movement shaped up? 3
- Q5. What were the demands of the plantation workers in Assam? Explain Swatantra Bharat. 3

**Section B: Political Science****10**

- Q6. What are Pressure groups? Give one merit of pressure groups. 2
- Q7. Explain the problem in Bolivia. 2
- Q8. List out three similarities between the struggles in Nepal and Bolivia. 3
- Q9. List out at least three differences between the Narmada Bachao Andolan and the Environment Movement. 3

**Section C: Geography****13**

- Q10. What is Tidal energy? 2
- Q11. Name two Industries that are the main users of Copper? Name two Copper mines in India. 1+1=2
- Q12. In what type of Geological areas are Oil fields generally located? Which region of India produces the maximum Petroleum? In which state is the oldest Oil production located? 2+½+½=3
- Q13. Why is Aluminium considered an important mineral? 3
- Q14. Why is Natural Gas considered to be an environment friendly fuel? Which is India's longest gas pipeline? Which Industries are key users of Natural Gas? 1+1+1=3

**Section D: Economics****10**

- Q15. What are 'Terms of Credit'? 2
- Q16. What is 'Double coincidence of wants'? Give an example to explain it. 1+1=2
- Q17. What is the main function of the RBI? Name two ways in which the RBI supervises the functioning of Commercial banks? 1+2=3
- Q18. What is an SHG? Give two reasons why banks are willing to lend to women organized in a SHG. 1+1

**PRACTICE PAPER 4**

- Q1. Why did the introduction of the Spinning Jenny create so much hostility? 1
- Q2. What was the theme of Hard Times authored by Charles Dickens? 1
- Q3. What is gross cropped area? 1
- Q4. The Desert fox belongs to which category of animal species? 1
- Q5. In which city is the headquarters of the European Union situated? 1
- Q6. When does communalism take its most ugly form? 1
- Q7. What kind of values would you associate with athletes Peter Norman, Tommie Smith and John Carlos? 1
- Q8. In which Tiger Reserve have local villagers fought against mining? 1
- Q9. What does the abbreviation NREGA stand for? 1

- Q10. What is the criterion used by World Bank to classify countries on development? 1
- Q11. Mention any 3 features of the novels written by Munshi Premchand. 3
- Q12. How did the jobber become so important for workers working in factories? 3
- Q13. What is "Regur" soil? Give two main characteristics of this soil. 3
- Q14. Give three negative factors that cause depletion of flora and fauna. 3
- Q15. Write three main characteristics of plantation agriculture. 3
- Q16. What are the soil and climatic conditions for growing JUTE in India? Name two states which are the largest producers of JUTE in India? 3
- Q17. Do you think the inclusion of caste in politics will benefit different caste groups? Explain. 3
- Q18. Mention any 3 federal features of the Indian government. 3
- Q19. Compare coming together and holding together federations. 3
- Q20. "Different people can have different developmental goals". Explain this statement with three examples. 3
- Q21. How do we classify economic activities on the basis of ownership? Explain these activities with examples. 1+2=3
- Q23. Explain briefly the difference between Primary, Secondary and Tertiary sectors of the economy. 3
- Q24. Why did novels become so popular in the 19<sup>th</sup> century? 5
- Q25. Name two Indian entrepreneurs who went on to establish joint stock companies. Where did they get their capital from? 2+3=5
- Q26. What were the different genres of novels available in England in the 19<sup>th</sup> century? Give examples of the works and their authors. How were these authors able to use their creative imagination while writing these books? 3+2+5
- Q27. Discuss how rainwater harvesting in Rajasthan is carried out. 5
- Q28. How did Belgium solve its crisis by making significant changes in its government? Do you agree with the Belgian model? Why? 4+1=5

- Q29. Is decentralization an example of power sharing? Discuss the merits of decentralization. 1+4=5
- Q30. What do you understand by Disguised Unemployment? Give a detailed example from Rural and Urban areas to explain this concept. 1+2+2=5
- Q31. "Workers are exploited in the unorganized sector". Give at least 5 reasons to explain this statement. 5
- Q30. On the outline map of India provided to you 2+2
- a) Identify the two given variables(variables are given on the map)
- A. National Park in India
- B. Category of forest in India
- b) Locate and label on the map
1. Rana Pratap Sagar Dam
  2. Major JOWAR producing state in India

### PRACTICE PAPER 5

- Q1. This was an image used to represent the Republic of France. 1
- Q2. What are agglomeration economies? 1
- Q3. This national party was formed under the leadership of Kanshi Ram. 1
- Q4. Students' movement in Assam led to the formation of this political party. 1
- Q5. Who was chosen by the SPA as the Prime Minister of the interim government in Nepal, in 2006? 1
- Q6. What is meant by collateral? 1
- Q7. What is liberalization? 1
- Q8. On which date is National Consumers Day celebrated in India? 1
- Q9. Explain how a feeling of nationalism was created in India. 3
- Q10. What was the nature of the conservative regimes set up in Europe after 1815? 3
- Q11. What progressive changes were introduced by Napoleon in the areas 3

- he conquered?
- Q12. State any three merits of pipeline transport? 3
- Q13. How are integrated steel plants differ from mini steel plants? What problems does the industry face (any two)? What recent developments have led to the rise in the production capacity? 3
- Q14. What is alumina? Why is aluminum an important metal? 3
- Q15. Explain foundational challenge of democracy. 3
- Q16. Give examples from the struggles in Nepal and Bolivia to prove that both the struggles had a mass base. 3
- Q17. India is the world's largest democracy. Explain any three challenges which democracy faces here currently. 3
- Q18. What are the various ways in which MNC's set up or control production in other countries? 3
- Q19. Explain the three tier quasi-judicial machinery under COPRA? 3
- Q20. 'People deposit extra money with the banks by opening a bank account in their name .Banks accept the deposits and also pay an interest on the deposits'
1. What are the advantages of depositing money in the banks?
  2. Which are the valuable habits that people learn by deposits in the bank?
- Q21. Why was the Civil Disobedience movement re launched by Gandhiji? 1+2+2  
Explain why these two classes did not support the movement the second time:
- a. Rich peasants.
  - b. Business classes.
- Q22. Explain the role of the following: 2+3
- a. Bismarck, in the unification of Germany.
  - b. Cavour and Garibaldi, in the unification of Italy.
- Q23. Describe the various modes of occurrence of minerals? 5
- Q24. In context to road transport answer the following questions 5
1. Two merits
  2. What is road density?
  3. Two problems faced by road transport.
  4. Significance of Border roads.

5. Major objectives to construct Super highways
- Q25. Compare a democratic country with a non-democratic regime in how they deal with: 5
- Accommodating social diversity.
  - Promoting the dignity and freedom of individuals.
- Q26. What measures have been introduced in our country, in order to reform political parties and their leaders? Suggest any two ways in which people can reform them. 3+2
- Q27. Give a brief description of any five consumer rights? 5
- Q28. What steps can be taken by the government to ensure that benefits of globalization are shared better? 5
- Q29. On a political map of India, name and mark the following: 3+3
- This session of Congress was important as the slogan of Purna Swaraj was raised here.
  - Gandhiji supported the movement of indigo plantation workers here.
  - The Sabarmati ashram was situated here.

On a given political map of India mark the following

- Netaji Subhash Chandra Bose airport
- Salem

