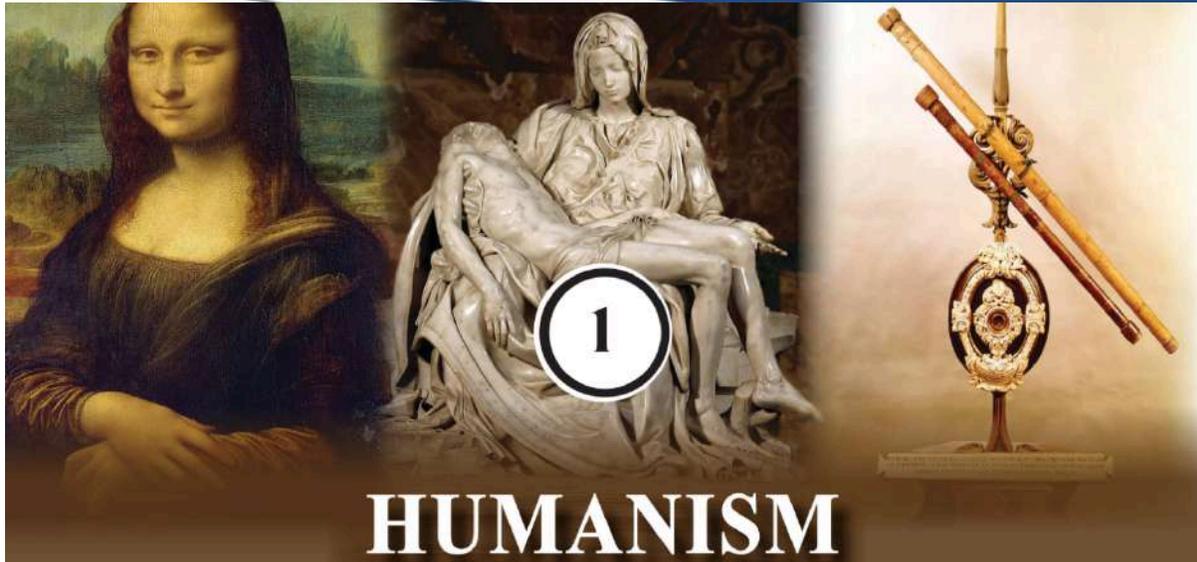


# CLASSROOM PROGRAMME



## RENAISSANCE

Considered as a period of transformation from the medieval feudalism to the modern age.

From 14th century onwards a series of changes took place in the social, economic, and political spheres of Europe with the influence of the Greco-Roman cultures

## FEATURES OF RENAISSANCE

1. H-Humanistic perspective
2. U-urban life , due to trade
3. M-Monetary economy
4. A-art and science faced changes -
5. Importance of regional languages
6. N-nation states rise
7. I-Individual liberty
8. S-secular values
9. M-rationalism

## WHY RENAISSANCE IN ITALY?

1. Location and The Crusades (facilitated cultural exchange and trade between the East and the West)



2. Merchants and bankers aware about banking and insurance become extremely wealthy through trade
3. Powerful Families (Medici,Sforza,)
4. Wealthy City-States(Florence , Venice ,Milan)
5. Fall of Constantinople (1453)
6. decline of medieval feudalism (black death)
7. Wealthy family supported art and learning
8. Growth of civic sense and law and order
9. Revival of classic ideas
10. Florence- centre of Renaissance in Italy.

### WHAT IS SCHOLASTICISM

- Scholasticism valued knowledge but focused mainly on divine matters and the afterlife
- rooted in Christian theology

### WHAT IS HUMANISM

1. Different from Christian theology, emphasising the significance of human experience, worldly life and rational inquiry
2. highlighted the uniqueness, emotions, capabilities, literary expression, and communication skills inherent in humanity
3. Renaissance gave importance to a human-centred outlook
4. Emphasised secular values and criticised, questioning the authority of religious dogmas and domination.
5. produced works in regional languages and created paintings and sculptures in the Greco-Roman style

### RENAISSANCE ART

Individual Tuition Concept

1. Renaissance art represented human beings in all its naturalness
2. Renaissance paintings focus on the beauty of the human form, originality, and a naturalistic use of colours

### RENAISSANCE PAINTINGS THEME

1. Themes-historical significance
2. Landscapes
3. Use of colours to illustrate light and spatial depth
4. The realistic outlook of the human body
5. The use of oil paint
6. Portraits
7. The representation of divine figures in idealised human forms

### Painters | Famous work

Giovanni bellini | Agony in the Garden

Piero della Francesca | Deed of Federico de Montefeltro and Battista Sforza



Leonardo da Vinci | The Virgin of the Rocks, Mona Lisa  
 Michelangelo | The paintings done on the ceiling of the Sistine Chapel  
 Raphael | His "School of Athens" brought humans as wise, moderate, and dignified  
 Titan | His influence of Greco-Roman art was first evident in his paintings  
 Masaccio | Characterised by their round shape and seemed to stand freely in space. He represented Human figures growing in everyday life experience

## Renaissance art

Aspect	Middle Age Paintings	Renaissance Paintings
Theme Representation	Religious, symbolic representation	Humanistic, realistic, scientific representation
Human Representation	Long, disproportionate, unreal	Realistic, proportionate, human emotions
Background	Plain, single colour	Natural background with perspective
Medium & Colour	Tempera, oil not used	Oil colour used
Influence	Influenced by church	Influence of Greco-Roman art

## Sculpture

1. Change from gothic style
2. depict figures with natural poses and lifelike proportions
3. inspiration from Greco-Roman art
4. Renaissance sculptures also depicted secular heroes, such as soldiers and statesmen

Individual Tuition Concept

Artist	Work
Donatello	David , Gattamelata
Michelangelo	'Pieta', portrays Virgin Mary , David

## Architecture

1. different from gothic style and based on Greco-Roman (classical) style
2. Use of large central domes (like Brunelleschi's in Florence) and rounded arches instead of Gothic pointed ones
3. Filippo Brunelleschi- Cathedral in Florence
4. Michelangelo and Bramante- St. Peter's Basilica

## RENAISSANCE LITERATURE



Author	Work	Main Feature
Dante	The Divine Comedy	Themes of humanism , written as a vision of a unified Italy, written in the regional language
Petrarch	Laura (series of sonnets)	Father of Humanism , father of the Renaissance
Boccaccio	The Decameron	
Niccolo Machiavelli	The Prince	Machiavelli portrayed a realistic focused on state-craft, viewing people as self-centered and rejecting traditional feudal ideals. He argued that morality is important but statecraft is supreme. The ruler should maintain impartial and strict schooling favouritism or obligation to specific groups among the subjects
Cassandra Fedele		Fedele gained fame for advocating women's higher education through her widely published writings and speeches promoting humanism.

- importance to individual liberty and secular values
- Work in regional languages
- Secular Themes

Author	Work	Country
Erasmus	In Praise of Folly	Netherlands
Geoffrey Chaucer	Canterbury Tales	England
Thomas More	Utopia	England
Miguel de Cervantes	Don Quixote	Spain
François Rabelais	Gargantua and Pantagruel	France

### Printing

- Printing played a significant role in popularizing literature during the Renaissance period.
- Johannes Gutenberg established the first printing press in Europe.
- The printing machine, which set up in the 15th century, was made of metal and was of movable type.

## Renaissance and Historiography



1. History is divided into three main periods:
    - Ancient (up to the 5th century CE),
    - Medieval (5th to 15th century),
    - Modern (after the 15th century).
  2. This classification was introduced during the Renaissance by Italian historians **Flavio Biondo** and **Leonardo Bruni**.
  3. Middle Ages: history was seen as controlled by divine powers – Renaissance: people began to focus more on human life and events.
  4. Historians started to focus more on **archaeological evidence**, like inscriptions, coins, and ancient manuscripts.
  5. Scientific enquiry and studies replaced stories and myths.
- 

## Renaissance and Science

- **Astronomy** – *Nicolaus Copernicus*, a Polish astronomer, proposed that the Sun, not the Earth, was at the center of the universe and that the planets revolve around it.
  - **Galileo Galilei** and **Johannes Kepler** expanded on Copernicus' discoveries. Kepler showed that the speed of planets' motion changed depending on their distance from the Sun, which helped Isaac Newton develop the theory of gravitation.
  - Galileo, using the telescope he designed, discovered Jupiter's moons and Saturn's rings, proving strong evidence to support Copernicus' ideas.
  - The Renaissance saw major progress in **medicine**, especially in anatomy. Swiss scientist **Paracelsus** researched disease causes and used chemicals, while **Andreas Vesalius** advanced the study of human anatomy by carefully dissecting cadavers for detailed analysis.
- 

### Individual Tuition Concept

## The Reformation

- questioning the Catholic Church
  - Church sold indulgences, claiming they could redeem sins, with money raised to fund hospitals and cathedrals
  - Johann Tetzel promoted the sale of indulgences in Germany, which led to criticism from **Martin Luther**
  - In 1517, Luther posted his *Ninety-Five Theses* on the Wittenberg Cathedral doors, challenging the Church's practices
  - Luther's ideas were simple and logical, but after his theses were translated into German, they spread widely, leading to his break with the Church and the beginning of the **Protestant Reformation**.
  - Luther, **Huldrych Zwingli** and **John Calvin** became key leaders in the Reformation
  - In England, **King Henry VIII** led the English Reformation, breaking away from the Catholic Church and creating the **Church of England**.
  - The break from the Catholic Church led to the creation of the **Protestant Church**, with the monarch as its head. This was termed the **English Reformation**.
- 



## Counter Reformation

reaction to the Reformation, the Catholic Church launched the **Counter-Reformation** to reform itself

In response to the Reformation, the Catholic Church launched the Counter-Reformation to reform itself

Sale of indulgences was banned (The limited the abuses)

Church reestablished its view (The idea) that believers were directed to faith

Church regulated its own practices and, instead of rejecting Reformation ideas, attempted to enforce its teachings.

Formed by **Ignatius Loyola**, a Spanish priest, the **Society of Jesus** played a key role in the Counter-Reformation.

The Jesuits brought revival to the authority of the Catholic Church by setting up schools and engaging in missionary work.

The Counter-Reformation successfully eliminated several wrong practices within the Catholic Church.

**INTERVAL**

Individual Tuition Concept





## Causes of French Revolution

Political Causes

Social Inequality

The Rise of the Middle Class

Economic Crisis

Influence of Enlightenment Thinkers

Individual Tuition Concept

### Political Causes

#### Despotic Rule of the Bourbon Kings

##### Louis XIV

- Absolute monarch who believed in the Divine Right of Kings
- "I am the State"
- Ignored the Estates General (France's parliament) last summoned in 1614

##### Louis XV

- Corruption, extravagance
- Continued heavy taxation on the poor while nobles and clergy lived tax-free

##### Louis XVI

- did not have the needed experience to govern.
- Married to Marie Antoinette (an Austrian princess) who was hated for her lavish spending.
- He believed that the country was safe in the hands of his loyal ministers



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CLASSROOM PROGRAMME

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## Social Inequality

### Estates General (France's parliament)

#### First Estate (Clergy – Church officials)

- Owned 10% of France's land
- Paid no taxes

#### Second Estate (Nobility)

- Held high administrative & military leadership positions
- Possessed vast lands (60% of France's land)
- Collected feudal dues (feudal payment from peasants)
- Imposed Vingtième (an unequal wage tax)
- Paid no taxes

#### Third Estate (peasants and urban poor/ labor class)

- Made up 98% of the population
- Paid all taxes
- No privileges
- carried the most unequal burden (corvée)

## The Rise of the Middle Class

- emerged due to growth in agriculture, industry, and trade, becoming economically powerful and well-educated
- despite their contributions to economy and society, they were denied political power, high administrative positions, and privileges, which remained reserved for the privileged nobility and clergy.
- they aspired for social recognition, the tax burden, and the lack of representation in governance.
- The Middle class championed Enlightenment ideas, advocating for equality, liberty, and justice

## Economic Crisis

- food shortage
- By the 1770s, France faced an agricultural crisis due to declining production, causing cereal and bread prices to rise sharply

### Wars & Debt

- Seven Years' War & American War of Independence → led to Britain's huge debt.
- A trade treaty allowed cheap British goods into France → French artisans lost jobs.



## Taxation Problem

- Nobles & clergy refused to pay taxes, becoming burden to commoners.
- To tackle the economic crisis, King Louis XVI borrowed heavily, issuing bonds; in return—bankers hesitated to lend.

## Influence of Enlightenment Thinkers

### Voltaire

- Criticised the Church & its economic target for freedom of speech
- Religion should promote tolerance & kindness

### Rousseau

- Wrote *"The Social Contract"* – Power belongs to the general will
- "Man is born free, but everywhere he is in chains."
- Advocated general will & equality

### Montesquieu

- Wrote *"The Spirit of the Laws"* – separation of powers (legislative, executive, judiciary)

### John Locke

- Wrote *"Two Treatises of Government"*
- Advocated natural rights (Life, Liberty, Property)
- Opposed Divine Right of Kings

**Voltaire, Rousseau, and Montesquieu** inspired the common people to question the absolute authority of the monarchy and the Church.

### Turgot

- Finance Minister of Louis XVI who proposed taxation of all three estates without exemption.
- This reform angered the clergy and nobles, forcing the king to dismiss him.

## Events of the Revolution

### The Estates General Meeting (May 5, 1789)

- Louis XVI called the Estates General Meeting (after 175 years) to approve new taxes on the Second Estate.
- Each Estate had one vote → First and Second Estates always outvoted the Third Estate.
- Third Estate demanded one vote per head, not per estate.
- King rejected this proposal → The Third Estate members walked out.



### Formation of National Assembly (June 17, 1789)

- The representatives of the Third Estate formed the *National Assembly*.
- Tennis Court Oath (June 20, 1789): "We swear not to disperse until France has a constitution!"

### Storming of the Bastille (July 14, 1789)

- Marked the beginning of the French Revolution and a turning point in French history.
- Bastille – a symbol of royal despotism and oppression.
- People stormed the prison, freed prisoners, and captured arms and gunpowder.

### National Assembly

- Abolished feudal privileges (August 4, 1789).
- Adopted the *Declaration of the Rights of Man and Citizen* (August 26, 1789):
  - "Men are born and remain free and equal in rights."
  - Guaranteed natural rights: liberty, property, security, and resistance to oppression.
- Church lands were confiscated and sold to pay debts.
- Civil Constitution of the Clergy (1790): Clergy were to be elected by the people.
- The king agreed to the constitution reluctantly.

### March of Women to Versailles (October 5, 1789)

- Around 7000 women marched to Versailles demanding bread & brought the king & royal family to Paris.
- The royal family was kept under house arrest at the Tuileries Palace.

#### Impact:

- Ended feudalism & privileges of clergy & nobility.
- France transformed from absolute monarchy to a constitutional monarchy.

The National Assembly abolished feudal privileges.

- *Declaration of the Rights of Man and of the Citizen* was adopted.
- A new constitution (1791) limited the powers of the king and created a constitutional monarchy.
  - On August 29, 1791, the National Assembly adopted the constitution.
  - Liberty, equality, fraternity
  - Right to freedom of speech, press, religion, and property



## Reforms implemented by The French National Assembly

- Abolished feudal system and special privileges throughout the country
- Introduced uniform laws and administrative divisions
- Introduced a constitutional monarchy with legislative leaders
- Declared France as a secular state
- Abolished Church tithes and nationalized Church property

### 1792: Monarchy Abolished

- King Louis XVI was arrested and later executed in 1793.
- France was declared a republic.
- National Convention formed, elected by universal male suffrage.

### 1793–1794: Reign of Terror (led by Robespierre)

- Maximilien Robespierre, leader of Jacobins, established the *Committee of Public Safety*.
- “Enemies of the Republic” were arrested and executed, including Queen Marie Antoinette.
- Thousands were sent to the guillotine (a device for beheading).
- Robespierre’s harsh rule led to his arrest and execution in 1794, ending the “reign of terror.”
- The National Convention then adopted a new constitution.

Individual Tuition Concept

### 1795–1799: The Directory

- The new constitution created *The Directory*, consisting of five members as a new revolutionary collective executive body.
- Bicameral legislature introduced.
- The Directory faced corruption, inefficiency, and economic hardship.
- France continued to fight wars with other European nations, leading to political dissatisfaction.
- Napoleon Bonaparte rose to power in 1799.

### Consequences of the French Revolution

- End of monarchy and feudal system in France.
- Rise of democracy and republic.
- Spread of revolutionary and nationalist movements worldwide (e.g., Latin America, India).



- Ideas of **Liberty, Equality, Fraternity** inspired freedom struggles.
- Led to the rise of **Napoleon Bonaparte**.

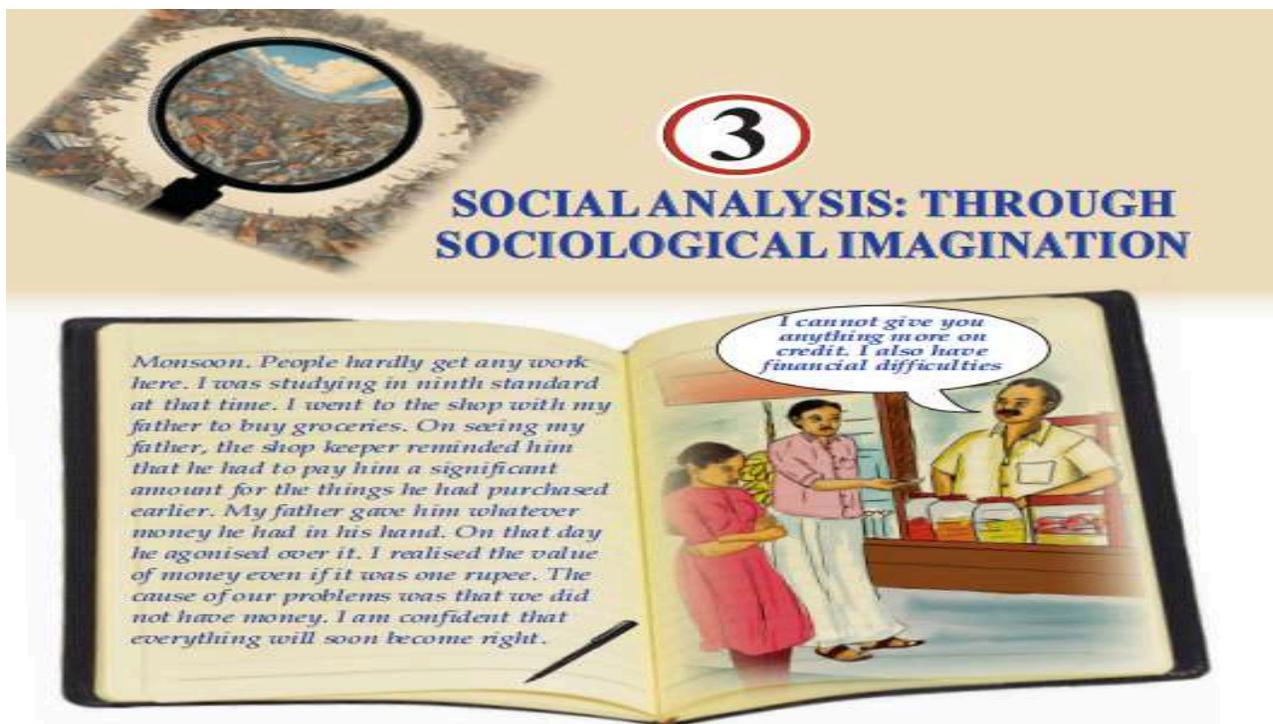
## Rise of Napoleon (1799–1815)

- Born in Corsica in 1769.
- Became the military general and later Emperor of France (1804).
- Introduced reforms:
  - Napoleonic Code (1804): based on equality before law, ended feudalism, unified legal system.
  - Reorganized education and public administration.
  - Modernized taxation.
- Spread revolutionary ideals across Europe.
- Initially successful, he conquered most of Europe.
- His expansionist policies led to wars and heavy losses.
- *Battle of Waterloo (1815)*: Napoleon was defeated and exiled to St. Helena.
- The *Congress of Vienna (1815)* redrew the map of Europe.
- Restored monarchies in France and other countries.
- Reorganized Austria's dominance in Central Europe.

# INTERVAL

Individual Tuition Concept





## HOW INDIVIDUALS UNDERSTAND PERSONAL PROBLEMS

- **Superficial reasoning** – Many people tend to rely on surface-level explanations for their problems.
- **Personal experiences** – Individuals often base their understanding of problems on their own past experiences.



- **Social interactions** – Some people learn the reasons for their issues by interacting with others and hearing about their experiences.

- **Socialisation process** – Knowledge and practices gained through socialisation help individuals analyse their problems more deeply.

## WHAT IS COMMONSENSE KNOWLEDGE?

Commonsense Knowledge is the direct understanding individuals acquire about the world through personal experiences, social interactions and cultural knowledge.

## WHAT ARE THE FEATURES OR LIMITATIONS OF COMMONSENSE KNOWLEDGE?

- **Not formal or scientific** – It is informal, practical knowledge rather than systematically tested or verified.

- **Built on observation and assumption** – Examples include beliefs like “the sun rises in the East” or “fire burns,” which come from simple repeated observations.

## WHAT ARE THE WAYS IN WHICH COMMONSENSE KNOWLEDGE DEVELOPS?

- **Personal experiences** – Direct interactions with the world shape everyday understanding.

- **Social interactions** – Conversations and shared experiences with others contribute to forming beliefs.

- **Cultural practices** – Traditions, customs, and values passed down influence what people accept as true.

- **Observation** – Repeated observation of daily events leads to practical conclusions.

- **Socialisation** – Learning from family, peers, school, and media shapes one’s basic view of the world.

## NAME THE SOCIAL FACTORS INFLUENCE THE PERSONAL PROBLEMS?



Social factors like **Influence Family, Religion, Education, Culture, Media** etc. influence the personal problems.

## EDUCATED COMMONSENSE KNOWLEDGE AND SOCIAL ANALYSIS

Commonsense knowledge is formed based on norms, practices, beliefs and personal experiences which are not often examined. It often leads to problems when applied to social phenomena. People may also think that poverty is due to a person's failure rather than social causes. Many people think that personal failure is the only reason for poverty. Such perceptions are formed through commonsense knowledge.

## LIMITATIONS OF COMMONSENSE KNOWLEDGE

- Provides only partial understanding

Relies on speculations or practices

Bases itself on stereotypes

Complex social problems cannot be understood

Not based on scientific observations or studies

Approaching personal and social problems only through commonsense knowledge will not provide enough knowledge for proper solutions

"Climate change is natural: Human actions have no role in it"

- ✗ **Commonsense belief:** Climate change is entirely natural.
- ✓ **Social analysis:** Human actions like burning plastic, industrial emissions, and deforestation contribute to global warming and climate change.
- ▶ **Commonsense is partial and ignores scientific evidence.**

"A high score can be achieved only if you study for longer hours"

- ✗ **Commonsense belief:** More study hours automatically lead to higher marks.
- ✓ **Social analysis:** Learning styles, group learning, rest, and smart study techniques also



affect academic success.

- ▶ Effectiveness matters more than duration.

### "Teenagers are always rebellious and irresponsible"

✗ **Commonsense belief:** Teen behavior is always negative.

✓ **Social analysis:** This is a stereotype. Teenagers can be responsible, thoughtful, and mature.

- ▶ Stereotyping leads to misunderstanding and mistrust.

### "Eating till you are full is good for health"

✗ **Commonsense belief:** Full stomach equals healthy.

✓ **Social analysis:** Proper health requires balanced nutrition, portion control, and scientific understanding of food.

- ▶ Observations are not substitutes for health science.

### "Providing temporary shelters can solve housing problems"

✗ **Commonsense belief:** Quick fixes solve homelessness.

✓ **Social analysis:** Issues like financial instability, unemployment, and lack of affordable housing are deeper causes.

- ▶ Structural problems need structural solutions.

## WHAT DO YOU MEAN BY SOCIAL ANALYSIS?

- Social analysis is the process of examining how social relationships, social institutions, social structures and social problems affect individuals and society.
- Social analysis helps us to develop a deeper understanding of the factors that influence various social situations and provides solutions to those problems.

## SOCIAL ANALYSIS MEANS CAREFULLY STUDYING HOW:

**Social relationships** (how people behave with each other)

**Social institutions** (like schools, hospitals, government)

**Social structures** (rules, systems, culture)



**Social problems** (poverty, unemployment, inequality) affect both individuals and society

## IMPORTANTANCE OF SOCIAL ANALYSIS ( SOCIOLOGICAL ANALYSIS)

It helps us understand the real reasons behind problems.

It helps in finding better solutions to improve people's lives.

## SOCIOLOGICAL IMAGINATION

Sociological imagination is the ability to understand how personal problems are connected to wider social structures.

This concept was introduced by **Charles Wright Mills** in his book *The Sociological Imagination* (1959).

It helps us to see that **individual problems** (like unemployment, poverty, illness, etc.) are often caused by **larger social factors** (like economy, education system, government policies, etc.).

Individual Tuition Concept

**Sociological imagination allows us to:**

Identify personal problems.

Understand the reasons behind them.

Observe and analyze these problems in the context of society.

It helps in finding better solutions by linking the personal with the public life.

## EXAMINE THE CHARACTERISTICS OF SOCIOLOGICAL IMAGINATION

**Broadens individual perspective:** Sociological imagination helps to identify how wider social factors influence individual problems and thus broaden the individual's perspective.



**Understanding social issues in depth:** Sociological imagination helps to identify the relationship between individuals and social issues. Such ideas help in gaining deeper understanding of social issues.

**Enables effort for social reform:** More understanding the social factors behind individual problems, sociological imagination motivates people to reform society and create solutions to overcome challenges.

**Develops empathy:** Sociological imagination enables an empathetic understanding of others by developing this, one can analyze the world from diverse perspectives.

**Develops critical thinking:** Critical thinking based on sociological imagination helps individuals to understand how their experiences are linked with social structures and systems.

**Questions inequality and promotes fairness:** Each individual problem needs to be identified and understood from a social perspective.

# INTERVAL

## HOW COMMONSENSE KNOWLEDGE AND SOCIOLOGICAL IMAGINATION DIFFER IN ANALYZING SOCIAL PROBLEMS

Individual Tuition Concept

Commonsense Knowledge	Sociological Imagination Approach
Focuses on individual reasons and experiences	Considers both individual and social factors
Provides superficial explanations	Provides deeper and logical understanding
Not based on scientific methods	Based on logical and scientific study
Narrow approach	Broader approach – connects individual problems to larger social structures
Accepts stereotypes and assumptions	Challenges and rejects stereotypes
Based on personal experiences	Encourages critical thinking about interconnection between personal experiences and social structures





## WEALTH AND THE WORLD

*"What a wonderful time this must have been, when the world seemed to be opening out and showing her treasures and marvels! New discoveries came one after another, oceans and new continents, and wealth beyond measure, just waiting for the magic call – "open sesame." The very air must have breathed of the magic of these adventures."*

15th century – (1401 to 1500)

Two significant events

The conquest of Constantinople by the Turks

In **1453**, the Turks captured Constantinople and blocked the main trade route between Asia and Europe. Important goods like pepper and spices could no longer reach Europe easily

To find new ways, Europeans started exploring the sea.



This led to great discoveries, like Vasco da Gama reaching India and Columbus reaching America, opening lands that were unknown to them before.

### **Arrival of the Portuguese at The Guinea Coast in Africa**

Portuguese reached the Guinea Coast, marking a key milestone.

Their voyages opened new trade routes.

This led to European power and spread of their culture worldwide.

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## What factors enabled Atlantic nations like Portugal, Spain, the Netherlands, England, and France to lead global explorations?

- Their Atlantic location gave a geographic advantage.
- Advanced ships capable of long voyages.
- Navigational tools like the compass.
- Patronage of rulers who supported expeditions.
- Strong military power for protection and conquest.
- Experience in seafaring from earlier trade.
- Progress in cartography and astronomy for better planning.

## Early European Voyages of Exploration (Portuguese and Spanish Expeditions)

### Beginnings in Africa

Early explorations began in Africa.

Attracted by gold in Niger plains.

1415: Captured Ceuta (Moroccan coast)

Ceuta became an important granary

### Crossing Cape Bojador

Portuguese struggled to cross Cape Bojador

Finally succeeded in 1434

Opened way for further exploration

Profits from gold and slave trade

Established colonies on Atlantic islands



## Towards Asia

1488: Bartolomeu Dias reached Cape of Good Hope

Could not reach India due to rough seas

Led to building of sturdier ships

1498: Vasco da Gama reached Kozhikode, India

Marked beginning of European domination in India

## Spanish Exploration

Spain, united under **King Ferdinand** and **Queen Isabella**, also wanted to find a route to Asia.

In **1492**, they sponsored **Christopher Columbus**, who believed he could reach Asia by sailing west.

Instead, he reached the **Bahamas Islands** in the Caribbean, opening up the Americas ("New World") to European conquest.

## Impact of the Voyages

Changed global trade routes

Marked beginning of European overseas empire

Led to colonization of Asia, Africa, and America

Reshaped world history

The following are some other important expeditions during this period



Explorers	Expeditions
Pedro Álvares Cabral	Brazil
Ferdinand Magellan	First to circumnavigate the globe through the oceans
John Cabot	Newfoundland

## Consequences of Geographical Explorations

Shift of Trade Routes

Colonisation

Trade Monopolies

Movement of Precious Metals

Triangular Trade System

Monetisation

Power Shifts

Emergence of Latin America

Colonial Rivalries

### Shift of Trade Routes

The Atlantic coast became the leading trade route, connecting Europe with the Americas, Asia, and Africa, causing the decline of Mediterranean trade and the rise of Atlantic commerce.



## . Colonisation

Large parts of the Americas, Africa, and Asia were invaded and colonised by European powers, leading to political domination and exploitation of native populations.

## . Trade Monopolies

European nations—especially Portugal, Spain, Netherlands, and England—sought to monopolise Asian spices like pepper through direct control and chartered companies.

## . Movement of Precious Metals

Significant quantities of gold and silver were transported from South America to Europe; some of this wealth eventually reached Asia, including India.

## Triangular Trade System

The triangular trade connected Europe, Africa, and the Americas—facilitating the exchange of goods, raw materials, and enslaved people.

Individual Tuition Concept

## . Monetisation

The influx of gold and silver into Europe promoted the use of currency, accelerating the monetisation of economies.

## . Power Shifts

Trade dominance gradually transitioned from Portugal and Spain to England, France, and the Netherlands; eventually, England and France established major colonies.

## . Emergence of Latin America



Former Spanish and Portuguese colonies in the Americas collectively became known as Latin America.

## Colonial Rivalries

Fierce competition—especially between England and France—led to major colonial confrontations and shifts in global power. ✕🌍

## Mercantilism

 Why do you think Lord Vimoso made this comment?

Learning that Indian traders demanded gold and silver for their spices and luxury goods highlighted a direct conflict with European mercantilist goals—Europe would lose its precious resources rather than gain them.

## What is Mercantilism

Mercantilism is an economic policy from early modern Europe, marked by features aimed at strengthening national wealth and power, primarily through accumulating gold and silver.  

Followed by European nations between the **16th–18th centuries**.

The **main idea**: A nation's wealth was measured by the amount of gold and silver it had.

Nations tried to become powerful by collecting as much gold and silver as possible.  

## Features of Mercantilism

- Wealth = Gold and Silver 
- Countries believed real wealth was stored in precious metals.
- More Exports, Less Imports
- Nations encouraged selling goods to other countries (exports) and discouraged buying from them (imports).

**Goal**: Bring in gold and silver instead of losing it.



- Trade Control
- Governments controlled trade strictly to protect their wealth.
- Colonies for Wealth
- European powers set up colonies to get raw materials cheaply and sell finished goods at higher prices.
- •Competition Among Nations

Each nation tried to outdo others in collecting gold and silver.

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## Colonial policies

Colonial policies are defined as the **strategies and regulations** established by colonial powers with the goal of extracting wealth from their colonies and maximizing their own benefit over rival nations.

These policies shaped trade, governance, economic development, and resource flow between Europe and its colonies.

Colonial policies were strategies used by European powers to control colonies and extract wealth.

The main aim was to gain **resources, wealth, and trade advantages** for the benefit of the ruling country.

### Features of Colonial Policies

- **Monopoly of Trade**

Colonies were not free to trade with others.

**Example:** Portuguese king controlled Asian spice trade and banned non-Portuguese from using their ships.

- **Direct Control by Kings**

Spain and Portugal controlled colonial trade directly under their kings.

Focused mainly on collecting gold and silver (especially from the Americas).

- **Use of Companies**

The Dutch and English managed colonial trade through joint-stock companies (e.g., East India Company).



These companies reinvested profits, helping industries growth

- **Exploitation of Resources**

Colonies were used mainly to provide raw materials and wealth to the ruling nations.

- **Wealth for Rulers**

Spanish and Portuguese rulers used wealth to build palaces and show power, while English and Dutch reinvested in business and industry.

"It is the effective utilisation of wealth that helped in the industrialisation of England." Discuss and make a note on the topic.

- 

England's industrialisation happened because it **used wealth wisely**—reinvesting profits, supporting industries, and building infrastructure—rather than wasting it on luxury and display.

## Effects of Colonisation

Wealth taken away → colonies' wealth went to Europe.

Loss of control → natives lost power over their land and economy.

Culture destroyed → local traditions and practices weakened.

Western lifestyle spread → European way of life, language, and education spread.

Christianity spread → missionaries converted people.

Slavery grew → Africans were taken as slaves for work in colonies.

## Merchant Capitalism

Merchants gave raw materials to rural artisans for cottage-based production.

Artisans were paid for their labour.



Merchants sold finished goods and earned profit as intermediaries.

## Industrial Capitalism

England used wealth from colonisation to **start industries**.

Investors became industrial owners and earned **huge profits**.

Thus, merchant capitalism gave way to **industrial capitalism**.

## Industrial capitalism V/S merchant capitalism

### *Merchant Capitalism:*

Based on trade and buying raw materials from artisans in rural areas.

Merchants acted as intermediaries between producers and consumers.

Production was mainly cottage-based, with artisans making goods at home.

Merchants earned profits by selling finished products after paying artisans.

### *Industrial Capitalism:*

Emerged with the rise of industries funded by wealth gained through colonisation

Production shifted from small-scale cottage industries to large-scale factory industries.

Investors became owners of industries and earned large profits from industrial production.

Focused on mechanised production and factory systems rather than manual artisan work.

## Industrial Revolution



During the 18th century in England, factories began mass production using machines. The introduction of machinery in manufacturing brought major changes. These changes in the production process between 1780 and 1850 are known as the **Industrial Revolution**, which began in the textile industry.

## Major changes that took place as part of the Industrial Revolution.

- ❖ • production was mechanised
- ❖ • advancement in metallurgy leading to the production of better tools
- ❖ • steam was used as a source of energy
- ❖ • transport facilities developed
- ❖ • production shifted from cottages to

Factories

# INTERVAL

Individual Tuition Concept

Merits	Demerits
Rise of factories	Exploitation of labourers
Increase in production	Poverty, epidemics
New employment opportunities	Long working hours and low wages for women and children
Rise of cities and urbanisation	Rise of slums
Urban life	Busy and polluted cities
Better living conditions	Miserable life for labourers in cities



## Imperialism

Industrial capitalists aimed to increase profits by producing more and paying workers less. Lower wages reduced workers' purchasing power, making it difficult to sell goods within the country. As a result, industrialised nations looked for markets abroad. Colonies provided both raw materials and markets for European goods. To maintain this system, European countries established political control over their colonies, leading to imperialism.

# INTERVAL

First World War 1914 TO 1918

Individual Tuition Concept

## Causes

### 1 Imperialist Rivalry

Imperialist nations competed to expand their power by seizing territories from older empires. Germany's rapid economic and industrial growth worried France and England. Since Britain and France already controlled most of Asia and Africa, Germany targeted regions under the Ottoman Empire and planned the **Berlin–Baghdad railway** to extend its influence. This project alarmed **England, France, and Russia**, who feared threats to their territories, leading to rising **tensions and hostilities** among these nations.

### 2 Extreme Nationalism



**Extreme nationalism** means intense and emotional devotion to one's country, often involving excessive glorification. It is closely linked to **racism**, as many nations believed that regions inhabited by a particular race should belong only to that race. This idea was used to justify **territorial expansion and conquest**. In countries like **Germany and Serbia**, extreme nationalism grew rapidly. Movements such as **Pan-Slavism** and **Pan-Germanism** are examples of such nationalist ideologies.

### 3 Formation of Military Alliances

The race for colonies and the spread of **extreme nationalism** created **fear and mistrust** among European countries. This tension led nations to form **military alliances** for protection. Two major alliances emerged:

**Triple Alliance** – Germany, Austria-Hungary, and Italy

**Triple Entente** – England, France, and Russia

# INTERVAL

## CONSEQUENCES OF FIRST WORLD WAR

### Individual Tuition Concept

1. • millions of soldiers and civilians lost their lives
2. • industrial and agricultural sectors were devastated
3. • marked the beginning of the decline of European global domination
4. • freedom movements in Asia and Africa gained momentum
5. • formation of the League of Nations
6. • Italy, Germany, and Spain transitioned to totalitarian regimes

### The Growth of Totalitarianism in Europe



**Totalitarianism** is a system in which the state has complete control over all aspects of life, ignoring individual privacy and civil rights. It glorifies the state above everything and demands citizens to live only for their nation.

### Features of totalitarianism:

- Rejection of democracy
- Opposition to socialism
- Support for dictatorship
- Extreme nationalism
- Elimination of political opponents
- Glorification of war and violence

Italy	Germany
<ul style="list-style-type: none"><li>• The ideology was known as Fascism in Italy.</li><li>• Founder: Benito Mussolini.</li><li>• In 1922, Mussolini organised the March on Rome, using threats and terror to seize power.</li><li>• Rose to power following the march.</li><li>• Formed a militia called the Blackshirts.</li><li>• Banned all non-Fascist political parties.</li><li>• Enmity towards socialists, labour, and peasant organisations.</li></ul>  <p>Benito Mussolini</p>	<ul style="list-style-type: none"><li>• The ideology was referred to as Nazism in Germany.</li><li>• Founder: Adolf Hitler</li><li>• In 1923, Hitler led a march to Berlin and was subsequently imprisoned.</li><li>• Initiated efforts to secure power through elections.</li><li>• Established a militia known as the Brownshirts.</li><li>• In the 1933 elections, he failed to win a majority but came to power through manipulations.</li><li>• Initiated efforts to eliminate Communists, Socialists, Democrats, and Jews.</li><li>• Formed the Gestapo (secret police) to gather intelligence and suppress opposition.</li><li>• Hitler's aggression led to World War II.</li></ul>  <p>Adolf Hitler</p>

# RIVAL

Revision Concept

## SECOND WORLD WAR 1939 TO 1945

### Causes

#### 1) Treaty of Versailles

The **Treaty of Versailles** was a peace treaty that Germany signed with the Allies after **World War I**. Its provisions sowed the seeds of **World War II**.



Under this treaty:

Germany lost its colonies and the territories it held.

Germany was disarmed.

Huge **war reparations** were imposed on Germany.

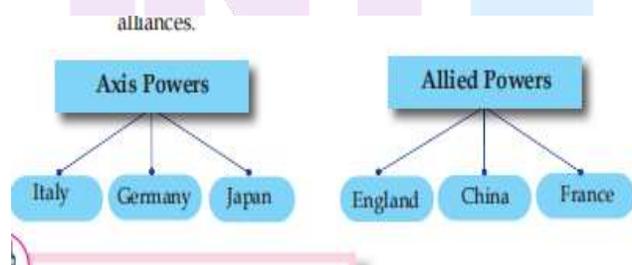
## 2 The Failure of League of Nations

The **League of Nations**, formed after **World War I**, failed to maintain peace. It could not **resolve international disputes** or **enforce disarmament**. The League remained **inactive** when **Japan, Italy, and Germany** began their aggressive military offensives, leading to its failure in preventing another world war.

## 3 Formation of Military Alliances

**Imperialist rivalry** among European nations led to the creation of major **military alliances** for protection and power balance.

The two main alliances were:



## Policy of Appeasement

After the **Russian Revolution**, the **Soviet Union** spread **socialist ideas** worldwide, which alarmed **Western capitalist countries**. They viewed the Soviet Union as an enemy and considered **fascist aggression** a way to stop socialism.

The **Munich Agreement** is a key example of this **appeasement policy**, where Western powers allowed Hitler's expansion to avoid conflict. These policies **encouraged Hitler**, giving him confidence to continue his aggression.



World War II began when Germany invaded Poland on September 1, 1939.

## Results of the war

- millions lost their lives
- famines and epidemics spread throughout the world
- the European economy collapsed
- colonisation and imperialism faced setbacks
- Europe's hegemony came to an end
- the United Nations Organization was formed
- totalitarianism ended in Italy and Germany
- colonies in Asia and Africa gained independence
- the United States and the Soviet Union emerged as global powers

Individual Tuition Concept

## Post-War World

The **imperial rivalry** driven by **economic interests** among European powers led to both **World Wars**. By the end of **World War II**, the European powers had lost their dominance, and two new superpowers emerged — the **United States** and the **Soviet Union**.

The **USA** followed **capitalist policies**, while the **Soviet Union** adopted **socialist policies**. Both tried to expand their influence globally, leading to an **ideological conflict** known as the **Cold War**, which lasted until **1991**, when the **Soviet Union disintegrated**.

After the war, many **Asian and African colonies gained independence**. The USA then used **financial aid** to control these nations economically — a system called **Neo-Colonialism**, implemented through **finance capitalism**.

**Finance Capitalism** allowed large corporations to gain power beyond military control. These companies invested globally for **huge profits**, often **exploiting natural resources** and **hurting local communities**. This led to **economic inequality** and **environmental damage**.



## Cold War

The **Cold War** was an **ideological confrontation** between:

- **Capitalist countries** led by the **United States**, and
- 
- **Socialist countries** led by the **Soviet Union**.
- 

It was a period of **tension without direct warfare**. Countries that remained independent of both sides formed the **Non-Aligned Movement (NAM)**.

## United Nations Organization (UNO)

After World War II, the **United Nations Organization (UNO)** was founded on **October 24, 1945**, with the goal of ensuring **global peace and security**.

## Reasons and Results of the World Wars

Aspect	World War I	World War II
<b>Main Causes</b>	Imperialist rivalry, military alliances, extreme nationalism, assassination of Archduke Franz Ferdinand	Treaty of Versailles, rise of fascism and Nazism, failure of League of Nations, policy of appeasement
<b>Major Participants</b>	Allied Powers vs. Central Powers	Allies (USA, USSR, UK, France) vs. Axis Powers (Germany, Italy, Japan)
<b>Results</b>	Collapse of empires, formation of League of Nations	Massive destruction, rise of USA and USSR as superpowers, creation of UNO, decolonization
<b>Impact on World</b>	Economic depression, political instability	Beginning of the Cold War, end of colonialism, rise of neo-colonialism





# INTERVAL

Individual Tuition Concept

What do you mean by Public opinion?

☒ It is the general opinion of the people about the issues affecting them. It can be the position or opinion generally held by a section of society on a particular issue.

## Characteristics of public opinion

☒ Public opinion reflects diverse opinions.

☒ Public opinion is not necessarily the views and opinions of the majority of people but, is the creation of a general consensus on a topic

☒ Public opinion may change with the circumstances, time and new knowledge.



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**CLASSROOM PROGRAMME**

☒ Public opinion is always formed not only on political matters but also in relation to Socio-economic and cultural matters.

## What are the factors that influence public opinion?

☒ Social and cultural background of individuals, attitude, belief, preconceptions, leadership skills, education.

## Agencies that shape public opinion

☒ Formation of public opinion is not an automatic, highly precise or perfectly timed process. Various

sections of the society express their opinion and views whenever a common issue arises in the society.

In this process some comments are very much welcomed and it emerges as the public opinion. Thus

public opinion is formed through formal and informal processes.

## Public opinion formation begins with families.

☒ Child's socialisation process starts from the family and the traditional beliefs and perceptions of the

family, influences opinion formation. The child is a participant or a witness in the discussion held in

the family in which politics, beliefs, religion, literature, etc. are all topics. In this way, the family has the first place in the formation of the child's opinion on various issues.

## Role of Educational institutions in shaping and developing public opinion

☒ It shapes and develops knowledge, rights, duties, scientific thinking, critical thinking etc in Children.



All knowledge and skills are acquired by the child through educational institutions. The process of education helps a person to form an independent and rational opinion. Educational institutions play

an important role in shaping children's understanding of various subjects. Activities in school such

as school parliament, club activities etc act as a platform in opinion formation.

### Peer groups and public opinion –

☒ Peer group members share almost common characteristics in terms of personality, attitudes and

behaviour which are important factors influencing public opinion formation. They all share some

common characteristics in their personal experiences and social influences. Peer group members can

influence each other on the policies of the government, various social issues and political parties.

Such peer group discussions are helpful in eliciting common opinions, correcting existing ones and

arriving at correct opinions. **Individual Tuition Concept**

### Role of different types of Media in shaping public opinion

☒ Media play an important role in shaping public opinion. News, discussions and advertising programmes available through traditional media and new media have a great influence on people.

Media can bring an issue to public attention and shape public opinion on it. Newspapers- play an important role in bringing all political and social events before the public. Newspapers are able to strengthen the democratic process by bringing current issues to the people and at the same time bring

the opinion of the people to the government.



Radio & Television - Radio and television are serving as a mirror to social life. While the print media considers only the literate community, radio and television play an important role in forming the ideas and knowledge among the illiterate community. It shares the opinions and thoughts of the people in the society about various policies and programmes of the government.

### Preventive measures that we should take against the spread of such fake news and messages?

- Finding the real source in order to find the validity of the news and messages.
- If recognised as fake news and messages, do not share it with others.
- Inform official system such as cyber cell.

### Media literacy and Digital literacy

Media literacy is the ability to access, analyse, evaluate, create new messages and communicate the messages received through various forms of media. Content creation and the way it shapes our perceptions and how we critically interpret news and messages are all included in this.

Digital literacy is the ability to find information from the digital world and evaluate them efficiently using digital equipment and technology. This includes basic computer knowledge, effective use of internet, navigation of digital platforms, critical evaluation of online content, cyber awareness, etc.

### . Role of Political parties in mobilising public opinion

Both ruling and the opposition parties play a role in shaping public opinion. The main objective of



political parties is to make the public think about common public issues politically. Ruling parties try

to propagate government policies in their favour. They also devise appropriate campaign strategies.

On the other hand, the opposition parties bring the shortcomings and failures of the administration.

They undertake campaigns and struggles that help in the formation of public opinion against the government. All political parties have an interest in promoting their own ideals during election stages.

Every party tries to mobilise the people in its favour by presenting their views and ideas and makes

them involved in public affairs and ensure participation in the electoral process. During the election

campaign parties try to sway public opinion in their favour. When political parties go overboard and

engage in personal attacks and negative propaganda, the election commission intervenes and controls

them.

## Various methods adopted by political parties to shape public opinion

- Conference, demonstrations, rallies and seminars are all organised
- Publishes journals, pamphlets, manifestos, posters, write ups etc.

## Role of Various social institutions and organisations in shaping public opinion

- Religious institutions, caste-religious organisations, student movements, youth movements, women's



equality movements, trade unions, human rights movements, merchant associations, environmental

organisation etc. play their own role in shaping public opinion.

. Opinion polls and public opinion-

☒ Opinion polls are a very effective way to gather information about public attitudes and opinions on

various social, cultural, political and economic issues. A sample of population is approached for their views regarding specific issues. By using the information public opinion can be formed.

There are

various professional agencies working to conduct opinion polls.

### Art, literature, cinema form strong public opinion?

☒ Art, literature, cinema of each era influence the formation of the public opinion of the times. 'Patta

Bakki', 'Adukkalayil Ninnu Arangathekku' and so on were some of the plays which had a significant

role in changing the social life of Kerala. Literary works of Rabindranath Tagore, Subramania

Bharathi and Vallathol Narayana Menon inspired Indian freedom movement. The art forms such as

Ottanthullal, Chakyarkoothu, etc could form strong public opinion against the then existing social evils, customs and thereby ignite social revolution.

### Factors that hinder the formation of public opinion

☒ **Illiteracy** - Illiterate people have only limited knowledge about public issues. They may not have the

capacity to form rational opinions.

☒ **Digital Divide** - The digital divide is the gap in accessing modern information technology such as



the internet, computer, and smartphone. This hinders the formation of effective public opinion.

☒ **Poverty** - Groups experiencing poverty are often isolated from public affairs. Hence, they are not

able to participate in the formation of public opinion appropriately.

☒ **Unhealthy political activity and lack of democracy in political parties** - Partisanship in political activities and polarisation among the people are factors that hinder the formation of public opinion.

☒ **Unhealthy practices during the election campaigns** - Unhealthy practices that are used to influence

voters during election times often hinder the formation of real public opinion.

# INTERVAL

Individual Tuition Concept



# CLASSROOM PROGRAMME

## SCERT CLASS 10 HISTORY PART-2

## Unit 6

### MASS MOVEMENT FOR FREEDOM

#### From Champaran to Kheda

##### Champaran Satyagraha (1917)

- First movement led by Gandhiji after returning from South Africa.
- Raj Kumar Shukla invited Gandhiji to Champaran, Bihar.
- Issue: Indigo cultivators exploited by European planters.
- Result: British government appointed a commission with Gandhiji as a member.
- Peasants' grievances were largely resolved.
- Marked Gandhiji's first success in India.

##### Ahmedabad Mill Strike (1918)

Individual Tuition Concept

- In Ahmedabad, Gujarat.
- Textile mill workers demanded wage hike.
- Gandhiji supported the workers and went on a fast.
- Result: Wages were increased.
- Example of Gandhiji's non-violent struggle for workers' rights.

##### Kheda Satyagraha (1918)

- In Kheda district, Gujarat.
- Peasants unable to pay tax due to natural calamities and crop failure.
- Gandhiji toured villages and encouraged peasants to demand tax remission.

- Result: Government granted tax remission to affected cultivators.

### Significance

- India got a new leader — *Mahatma Gandhi*.
  - Introduced Gandhiji's political ideology of **Satyagraha** based on **truth and non-violence**.
  - Familiarised people with peaceful protest methods.
- 

### India and the First World War (1914–1918)

- World War I caused severe **economic hardship** in India.
  - **Wartime taxes** increased burden on people.
  - **Huge quantities of food grains** exported for soldiers → food shortage.
  - **Crop losses and epidemics** worsened the situation.
  - **Famine** led to death of many people.
  - In this backdrop of suffering, Gandhiji's leadership in the freedom movement began.
- 

### Resistance to British Repression

#### Rowlatt Act (1919)

- Enacted by the British government to suppress the growing freedom movement.
- **Provisions:**

- Arrest without warrant.
- Jail without trial.
- Denied basic rights and freedoms.

### **Gandhiji's Response to Rowlatt Act**

- Called for a **nationwide hartal** on **April 6, 1919**.
- Formed **Satyagraha Sabha** to publicise the protest.
- People across India participated actively.
- Gandhiji described it as *“the most wonderful spectacle.”*

### **Anti-Rowlatt Agitation in Punjab**

- Particularly strong in **Punjab and Lahore**.
- Leaders **Dr. Satyapal** and **Dr. Saifuddin Kitchlew** arrested.
- **Martial law** declared in Amritsar.

### **Jallianwala Bagh Massacre (April 13, 1919)**

- People gathered at Jallianwala Bagh, Amritsar to protest arrests.
- **General Reginald Dyer** ordered open firing on unarmed crowd without warning.
- Only one narrow exit — people trapped.
- Official report: **379 killed**, over **1000 injured**.
- Symbol of British cruelty; awakened India's national conscience.
- Bullet marks still visible at the site.

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### **Towards a Mass Movement**

- **Anti-Rowlatt agitation** became a turning point.
  - Movement was strong mainly in **urban areas**.
  - Gandhiji realised need to **extend it to rural India**.
  - Stressed importance of **Hindu–Muslim unity** for national strength.
  - Took up **Khilafat issue** to unite communities.
  - Khilafat Movement led by **Muhammad Ali** and **Shaukat Ali** brothers.
- 

## A Fight through Non-Cooperation

### Non-Cooperation Movement (1920)

- Launched under joint leadership of **Khilafat Committee** and **Indian National Congress**.
- Non-violent method of protest.

#### Main Methods:

Individual Tuition Concept

1. Returning titles and honours given by the British.
2. Resigning from government jobs.
3. Lawyers boycotting British courts.
4. Students boycotting British-run schools.
5. Boycott of foreign goods.

#### Impact

- People participated widely across India.
- Marked the beginning of a **mass-based, non-violent freedom movement** under Gandhiji.

- **Non-Cooperation Movement (1920–1922)** was a major phase in India’s freedom struggle.
- People were urged to **boycott legislative assemblies** formed under British rule.
- Emphasis was placed on **strengthening social harmony** among Indians.
- Promotion of **national (swadeshi) products** to encourage self-reliance.
- **Khadi** (handspun cloth) was popularised as a symbol of national unity and self-sufficiency.
- **National schools** were established as alternatives to British educational institutions.
- **Mahatma Gandhi**, along with **Muhammad Ali** and **Shaukat Ali** (the Ali brothers), **toured across India** to spread the message of non-violence and non-cooperation.
- **Mass gatherings** were organised to mobilise people and inspire participation.
- These tours created **awareness among ordinary citizens** that the freedom movement belonged to them.
- The movement gained **widespread support** from both **rural and urban** sections of society.
- It evolved into a **mass national movement**, uniting diverse groups for India’s independence.

	Peasants participated in the movement by refusing to pay tax
--	--

Peasants	to the government and rent to the landlords.
Labourers	Labourers in railways, ports, and mines participated in the movement. The labour strike at Sholapur (Maharashtra) turned violent
Tribal People	They went into the forests to collect resources defying forest laws.
Women	They actively participated in programmes of the movement, such as saltmaking, and picketing shops that sold foreign goods.
Traders and Industrialists	They refused to buy or sell imported products

### The Chauri Chaura Incident (1922)

- **Date:** February 5, 1922
- **Place:** Chauri Chaura, Uttar Pradesh
- **Event:**
  - During the Non-Cooperation Movement, a clash occurred between **protesters and police.**
  - An **angry mob** set fire to the **police station**, resulting in the **death of 22 policemen.**
- **Gandhiji's Reaction:**

- He realised that the incident violated the **principle of non-violence (Ahimsa)**.
  - As a result, **Gandhiji called off the Non-Cooperation Movement**.
  - **Consequences:**
    - The decision **shocked and disappointed** other leaders.
    - **Subhas Chandra Bose** called Gandhiji's decision a “**national calamity**.”
    - **Gandhiji was later arrested, tried, and sentenced to six years' imprisonment.**
- 

### **Fight Shifted to the Legislative Assemblies**

- During the **Non-Cooperation Movement**, the **Indian National Congress** had **boycotted elections** and **refused to participate** in the British-created **legislative assemblies**.
- After the suspension of the movement (following the **Chauri Chaura incident**), there arose **differences of opinion** within Congress regarding future strategies.

### **Formation of the Swaraj Party (1923)**

Some Congress leaders, including **C. R. Das** and **Motilal Nehru**, **disagreed** with the idea of continuing the boycott of legislatures.

- They believed that participation in the assemblies could be used to **oppose British policies from within**.
- Hence, they founded the **Swaraj Party in 1923** as a **faction within the Indian National Congress**.

### Objectives of the Swaraj Party

- To **enter the legislative assemblies** through elections.
- To **voice political dissent** and demand **self-government (Swaraj)** from within the system.
- To **expose the anti-people nature** of British government policies.

### Activities and Achievements

- The Swaraj Party **contested elections**, won several seats, and became **prominent voices in the legislatures**.
- Party leaders **criticised and opposed** unjust British policies inside the assemblies.
- Their participation **weakened the moral authority** of British rule by **revealing its anti-public attitude**.

### Significance

- The Swaraj Party marked a **new phase** in India's freedom movement — shifting the struggle from **mass agitation to constitutional resistance**.
- It showed the **flexibility of Congress leadership** in using both **non-cooperation** and **legislative participation** as tools for national freedom.

## Continuing Popular Agitations

After the suspension of Non-Cooperation, political struggle continued inside British legislative assemblies.

- C. R. Das and Motilal Nehru led this phase through the Swaraj Party (1923).
- They effectively used the assemblies to criticise British rule and demand Indian self-governance.
- 
- After the withdrawal of the Non-Cooperation Movement, the enthusiasm among people continued.
- Anti-British protests spread in many parts of the country.
- In Andhra Pradesh, the Rampa Rebellion was led by Alluri Sitarama Raju.
- The revolt began due to British forest laws restricting tribal grazing rights and exploitation by moneylenders.
- The rebels controlled around 2,500 square miles of area.
- The British suppressed the rebellion using the Malabar Special Police and Assam Rifles.
- Alluri Sitarama Raju was killed during the revolt.
- Student and youth movements became stronger in this period.
- Their main aim was complete independence from British rule.
- Jawaharlal Nehru and Subhas Chandra Bose inspired students and youth through public speeches.

**‘Simon Go Back’**

- The Simon Commission (1927) was appointed by the British to suggest constitutional reforms.
- All members were British, so Indians boycotted it.
- When it arrived on February 3, 1928, people shouted “Simon Go Back.”
- Lala Lajpat Rai was fatally injured in a lathi charge during the protest at Lahore.
- To prove Indians could make their own constitution, leaders met at Pune.
- A committee led by Motilal Nehru prepared the Nehru Committee Report (1928), which influenced India’s Constitution

### **Bardoli Peasants Movement**

- In 1928, peasants in Bardoli (Gujarat) protested against a tax hike.
- The movement was led by Sardar Vallabhbhai Patel, with Abbas Tyabji and Vithalbai Patel also playing key roles.
- Peasants refused to pay taxes, leading the government to seize their lands, animals, and tools.
- Patel advised them to dismantle their carts to prevent confiscation.
- Gandhiji supported the movement.
- The government finally cancelled the tax increase, making the movement a success.

### **Lahore Congress: The Turning Point**

- The Lahore Congress Session was held in December 1929.
- Jawaharlal Nehru became the President of the Congress.

#### **Significance of Lahore session**

- The Congress demanded complete
- Independence for the first time.
- It entrusted Gandhiji with the
- Responsibility to launch a mass
- Movement to achieve this goal.
- The tricolour flag was formally adopted.

### The Sea Roar at Dandi

Civil disobedience movement for ensuring participation from all sections of society, Gandhiji decided to begin the movement by breaking the salt law.

#### **Dandi march, Salt march or Salt Satyagraha part of Civil Disobedience Movement**

It was decided to break the salt law at Dandi Beach in Gujarat. For this, Gandhiji, along with 78 selected volunteers, marched to Dandi. Many foreign reporters also arrived to cover the 24-day-long walk. Gandhiji advised the people gathered along the route on the importance of cleanliness, the need to wear khadi, and fostering social harmony. On April 6, 1930, Gandhiji initiated the Civil Disobedience Movement by making salt on Dandi beach. Pamphlets explaining how to make salt were prepared and distributed to people. One of the major centres of the Civil Disobedience Movement. Khan Abdul Ghaffar Khan led the movement there. He was known as the 'Frontier Gandhi,' who led a volunteer force called the Khudai Khidmatgar.

## Peace Talks

The Civil Disobedience Movement convinced the British that it was inevitable to transfer at least some power to Indians. As a result, discussions known as the Round Table Conferences were held in London. The Congress boycotted the First Round Table Conference in 1930.

## .Gandhi-Irwin Pact

The British government started efforts to end the Civil Disobedience Movement and to include a Congress representative in the Second Round Table Conference. As part of this, Gandhi-Irwin Pact was signed. According to the pact signed on March 5, 1931

The Civil Disobedience Movement was suspended. • Gandhiji participated in the Second Round Table Conference. But the Second Round Table Conference ended

Individual Tuition Concept

## The Path of Armed Struggle

Many people adopted different approaches to achieve the goal of freedom. Instead of Gandhiji's non-violent approach, some people adopted the path of revolution. Most of these revolutionaries were young. The success of the Russian Revolution and the sudden withdrawal of the Non-Cooperation Movement halfway were among the factors that led them to the path of revolution.

## Congress Socialist Party (CSP)

The success of the **Russian Revolution (1917)** inspired the formation of the **Congress Socialist Party (CSP)** within the Indian National Congress.

Formed by socialist-minded members, it aimed to establish a **socialist society** by opposing **capitalism and landlordism**. **Jayaprakash Narayan** was its **first Secretary**, and the party organised **workers and peasants** to address their issues.

## Peasant Movements

The major hardships faced by the farmers

- Excessive taxation
- Exploitation by landlords
- Eviction

Individual Tuition Concept

Movement/Organization	Region/State	Year/Period	Description
Kisan Sabhas	Various	1920s	Farmers started organising themselves by forming "kisan sabhas."
Eka Movement	Awadh, Uttar Pradesh	Early 1920s	Also known as Eka Movement, focused on peasants' rights in Awadh.

Movement/Organization	Region/State	Year/Period	Description
All India Kisan Sabha	All India	Formed in 1936	Marked a milestone in peasant movement; first session in Lucknow.
Tebhaga Movement	Bengal	1946–1947	Movement aimed for a two-thirds share of produce for sharecroppers.
Telangana Movement	Andhra (Telangana)	1946	Peasant movement against feudal lords and Nizam's rule.

## Labourers Getting Organised

- With modern industries, a new working class arose in India.
- Labourers suffered from low wages, long hours, and exploitation of women and children.
- The All India Trade Union Congress (AITUC) became the first national labour organisation.
- Railway and telegraph workers' strikes after World War II shook the nation.
- In 1946, a Bombay strike supporting the Royal Indian Navy (RIN) Mutiny turned violent.

## QUIT INDIA MOVEMENT

- **Background**

- After World War II, Britain's dependence on Indian support increased.
- Sir Stafford Cripps's mission failed to convince Indian leaders, leading to Gandhi's call for the final mass movement.
- On August 8, 1942, at Mumbai's Gowalia Tank, Gandhi addressed the public, beginning the Quit India Movement with the slogan "Do or Die"

- **Spread of the Movement**

- Despite the immediate arrest of Gandhi and other top leaders, the movement quickly spread nationwide.
- Students, youth, workers, and women actively took up the struggle and drove it forward.
- Protesters targeted post offices, telegraph offices, and railway stations as symbols of British rule.
- Even with leaders in jail, the agitation continued.

- **Leadership from Hiding**

- Leaders like Jayaprakash Narayan, Ram Manohar Lohia, Aruna Asaf Ali, and Sucheta Kriplani led underground resistance.
- Congress Radio, a secret channel from Bombay, facilitated communication among activists.

- **Role of Women**

- Women held demonstrations, such as the Women's Protest in Bombay, and actively participated in the movement.
- Gandhi's Response to Violence and Imprisonment
  - While the movement turned violent in places, Gandhi refused to condemn the people, blaming government repression as the cause.

- He resisted government pressure to denounce the violence and instead began a 21-day fast in jail.
- International newspapers spoke out for Gandhi's release, but he completed his fast.

### **Parallel Governments During Quit India Movement**

- In certain liberated areas, local leaders established temporary parallel governments in defiance of British rule.
- **Ballia (Uttar Pradesh)**
  - A parallel government was set up under Chittu Pandey.
  - The Ballia government took control for about a week and released arrested Congress leaders.
- **Satara (Maharashtra)**
  - Satara saw the establishment of a parallel government under Nana Patil.
  - This "Prati Sarkar" lasted until 1945 and managed several administrative functions, including people's courts for justice.
- **Tamluk (Bengal)**
  - A parallel government operated in Tamluk for about a year.
  - It ran cyclone relief, granted funds to schools, set up courts, and redistributed grain to the poor.

### **Subhas Chandra Bose**

- Subhas Chandra Bose adopted a strategy very different from Gandhiji's, believing in more direct action for India's freedom.

- He twice served as Congress President but resigned due to differences with Gandhiji, then founded the Forward Bloc party.
- **Leadership of the Indian National Army (INA)**
  - During World War II, Bose reached Singapore and took command of the INA, reorganizing it for a campaign against British rule.
  - The INA, allied with the Japanese Army, marched towards India with the slogan “Delhi Chalo!” (“On to Delhi!”).
  - Despite initial enthusiasm, the INA was unable to break the British resistance and was forced to retreat.

### **Impact of the INA**

- The INA’s campaign, although not achieving military success, excited and inspired Indian society at the final stage of the freedom movement.
- After World War II, captured INA officers—Colonel Prem Sahgal, Colonel G. S. Dhillon and Shah Nawaz Khan—were tried at the Red Fort in Delhi.
- The trial sparked nationwide protests calling the INA officers “patriots, not traitors,” with Congress leaders such as Jawaharlal Nehru appearing in their defense.
- The public agitation during these trials intensified pressure on the British, making governance difficult.

### **Simla Conference**

- The Simla Conference took place in June–July 1945, soon after World War II ended.
- The conference was called by Lord Wavell, who put forward the Wavell Plan,

suggesting a new Executive Council with Indian members holding all portfolios except the Viceroy and the Commander-in-Chief.

Failure of the Simla Conference

- The talks broke down due to disagreements between the Indian National Congress and the Muslim League.
- The main dispute was over Muslim representation; the Muslim League insisted that only its nominees could represent Muslims, while Congress opposed this.
- The conference ended without any resolution or agreement on India's future government.

### **Cabinet Mission (March 1946)**

- The Cabinet Mission was sent by the British government to discuss the transfer of power to Indian leaders.
- The mission included three British Cabinet members: Stafford Cripps, Pethick Lawrence, and A. V. Alexander.

Key proposals:

- Formation of an interim government to run India until the transfer of power was complete.
- Establishment of a Constituent Assembly for drafting a constitution for independent India.

### **Mountbatten Plan (June 3, 1947)**

- The Mountbatten Plan was put forward by Lord Mountbatten, the last Viceroy of India.
- It proposed to partition the country into India and Pakistan.
- The plan also called for granting independence to both nations.

## **Indian Independence (August 15, 1947)**

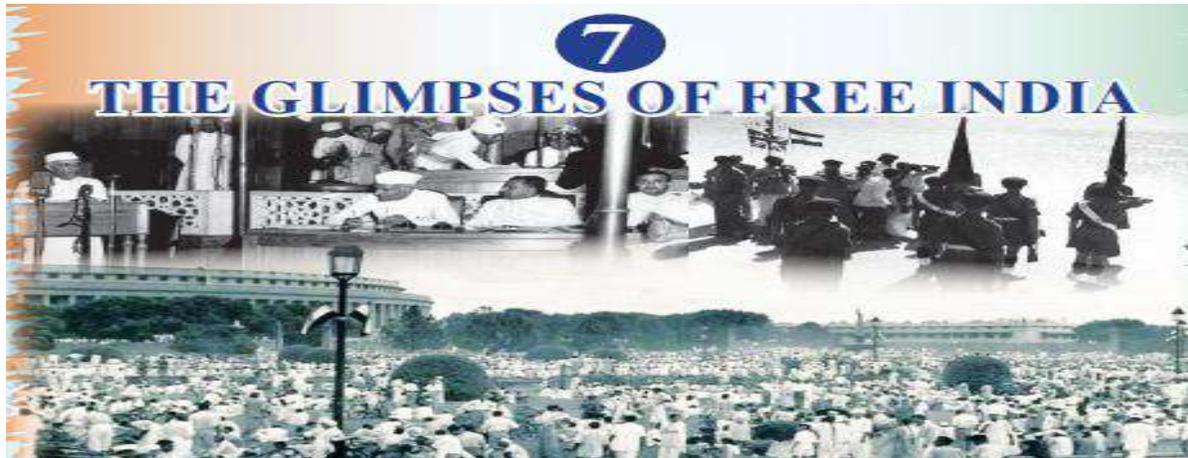
- India gained independence on August 15, 1947, as per the Indian Independence Act passed by the British Parliament.
- Jawaharlal Nehru became the first Prime Minister of Independent India.

# INTERVAL

Individual Tuition Concept

**UNIT 7**

## THE GLIMPSES OF FREE INDIA



# INTERVAL

## India After Partition

India's occasion of India's independence

Individual Tuition Concept

First Independence Day was not just a moment of happiness but also one filled with sorrow.

The task of drawing the final detailed boundaries was assigned to the British lawyer Cyril

Radcliffe. Following the partition, most British Indian provinces remained with India, with only

Bengal and Punjab undergoing division.

The division resulted in:

West Bengal (India) and East Bengal (East Pakistan) (which later became Bangladesh).

East Punjab (India) and West Punjab (Pakistan).

Sylhet in Assam joining East Pakistan after a referendum.

The partition immediately triggered a massive, forced migration in the Punjab region, with Hindus

and Sikhs moving from West Punjab to India, and Muslims moving from Indian Punjab to Pakistan.

While Bengal was also divided, the scale of migration there was not as severe as in Punjab.

### When Partition Became Pain...

Following are the problems created by Partition

- Hundreds of thousands refugees flowed from India to Pakistan and from Pakistan to India.
- Widespread violence took place, and tens of thousands were killed.
- Communal riots broke out in places like Kolkata, Delhi, and Lahore.
- Many women were dishonoured.
- Numerous women and children became victims of abduction.

## **The Father of the Nation Becomes a Martyr**

martyrdom of Gandhiji ( Assassination)

Gandhiji who strove for the Hindu-Muslim unity was shot dead by Nathuram

Vinayak Godse a communalist on January 30, 1948 at the courtyard of Birla House in NewDelhi.

## **Challenges Faced by Independent India**

Most significant challenges faced by Independent India are

- Rehabilitation of refugees
- Integration of princely states
- Incorporation of Portuguese and French territories
- Reorganisation of states on a linguistic basis
- Strengthening the Indian economy
- Formulating an independent foreign policy

## **Rehabilitation of Refugees**

Initially, over six million people became refugees in India, primarily from West Pakistan. The Indian government successfully rehabilitated these refugees, fully resolving the crisis by 1951. In contrast, while the initial refugee influx from East Pakistan was low, the later conflict between East and West Pakistan caused a continuous flow of refugees into India for years. This persistent crisis was finally afforded a temporary resolution with the formation of Bangladesh in 1971.

### **Integration of Princely States**

Following the Indian Independence Act of 1947, which allowed the 565 states to join either India or Pakistan, or remain independent. This challenging mission was successfully accomplished by a team led by Home Minister Sardar Vallabhbhai Patel and States Department Secretary V. P. Menon, who urged states to sign the Instrument of Accession. While most joined, the rulers of Junagadh, Kashmir, Travancore, and Hyderabad initially refused. These holdout states were subsequently integrated into the Union using a combination of conciliation talks and military action. The rulers of the princely states that acceded to the Indian Union were granted Privy Purses..

### **Liberation of French-Portuguese Enclaves**

After 1947, some regions remained under **French and Portuguese** rule.

- **French territories** – Pondicherry, Mahe, Yanam, Karaikal, and Chandranagar – were handed over to India in **1954** after France agreed to withdraw.
- **Portuguese territories** – Goa, Daman, Diu, Dadra, and Nagar Haveli.
- **Dadra and Nagar Haveli** freed in **1954** through a **popular uprising**.
- **Goa, Daman, and Diu** were **liberated in 1961** by a **military operation** and merged with India.

### **Linguistic Reorganisation of States**

During the freedom struggle a strong argument emerged that the administrative regions should be determined on the basis of language. Because language as key to communication and cultural formation. The Indian National Congress adopted this principle early, notably deciding at the 1920 Nagpur session to organize its committees on a linguistic basis. After Independence, the demand became urgent,

**The major steps were taken by government;**

- \*1948: The Constituent Assembly appointed the S. K. Dhar Linguistic Provinces Commission and the Congress appointed the J.V.P. Committee (Jawaharlal Nehru, Sardar Vallabhbhai Patel, and Pattabhi Sitaramayya) to study the demand.
- \*1952-53: Following the death of Potti Sreeramulu during a hunger strike demanding a Telugu-speaking state, the state of Andhra was formed on October 1, 1953.

- \*1953: The Central Government appointed the States Reorganization Commission under Justice Fazal Ali (with K. M. Panikkar and H. N. Kunzru).
- \*1956: Based on the Commission's report and the State Reorganisation Bill, 14 linguistic states and 6 Union Territories were formally created on November 1, 1956.

### **Strengthening the Indian Economy**

Despite gaining independence in 1947, India faced severe economic issues, including food scarcity and poverty. To address these, Prime Minister Nehru established the Planning Commission, adopting the Soviet Union's economic planning model, which resulted in a mixed economy prioritizing the public sector. The main problems of independent India were food scarcity and poverty. Subsequent plans focused on areas such as poverty alleviation, food self-sufficiency, education, and energy generation. Irrigation facilities and power generation were necessary for the development of agricultural and industrial sectors.

The First Five-Year Plan focused on agricultural development to combat food shortages, leading to the construction of major river valley projects like Bhakra Nangal and Hirakud to support irrigation and power generation. The Second Five-Year Plan shifted focus to industrial development to resolve unemployment. Through these plans, India sought to achieve national progress and economic development by strengthening the public sector.

## Iron and Steel Industries

### Indian Iron and Steel Industries

Industry	State	Country Assisting
Rourkela Iron and Steel Industry	Odisha	Germany
Bhilai Iron and Steel Industry	Chhattisgarh	Soviet Union
Durgapur Iron and Steel Industry	West Bengal	United Kingdom
Bokaro Iron and Steel Industry	Jharkhand	Soviet Union

Individual Tuition Concept

## Land Reforms

Land reform was a significant step that initiated remarkable changes in the agricultural sector in independent India. Its aim was to set a limit on the amount of land an individual could own. The idea of land reform had already taken shape in India even before independence. Based on the recommendation of a committee chaired by Nehru, an Agrarian Reforms Committee was appointed under the leadership of J. C. Kumarappa, with the aim of economic development. Based on the report, law was implemented to set limits on the land, and acquire surplus land from them and distribute it to

landless farmers. To some extent, this helped in poverty alleviation and increasing food production.

### **Food Production - Through Revolutions**

The collective efforts of national leaders and scientists helped India achieve food self-sufficiency. The Green Revolution began with the aim of enhancing the agricultural sector and achieving self-sufficiency in food production. The changes achieved in the agricultural sector in a short period through the use of high-yielding varieties of seeds, irrigation facilities, chemical fertilisers, pesticides, and modern machinery are known as the Green Revolution.

- The **Green Revolution** took place in two phases: from 1960 to 1970 and from 1970 to 1980. Dr. M. S. Swaminathan is known as the Father of the Green Revolution in India.
- Following the Green Revolution, the **White Revolution** which aimed to increase the production of milk and dairy products.
- Blue Revolution which aimed to improve the fish production sector, were successfully implemented in India.

Through this, numerous employment opportunities were created in the country and the nation's economic growth was ensured.

### **Nationalisation of Bank**

In independent India, banks were owned by large industrialists and wealthy individuals. Since banks prioritised the rich, farmers and common people found it difficult to obtain loans and other banking services. Thus, in 1969,

the Government of India, under the leadership of Indira Gandhi took the ownership of fourteen major banks. This is known as Nationalisation of Banks. Later, six more banks were taken over by the government. We have seen that post-independent India followed an economic policy based on planning. These policies helped strengthen the public sector.

### **Economic policy in 1990s.**

New economic policy was introduced in 1991. Eventually, economic policies like **liberalisation, privatisation, and globalisation** gained prominence. As a result, many public sector enterprises were privatised.

## **Education**

### **Indian Education Commissions & Policies**

Commission/Policy	Year	Area of Focus
Dr. Radhakrishnan Commission	1948	University Education
Dr. Lakshmanaswami Mudaliar Commission	1952	Secondary Education
Dr. D. S. Kothari Commission	1964	National Pattern of Education
National Education Policy	1986	Primary Education, Vocational Education
National Education Policy	2020	Education from Pre-Primary to Higher Secondary, Higher Education

## **Revolution of Knowledge: Through Science and Technology**

“ There is no visible limit to the advance of science, if it is given the chance to advance.”-Jawaharlal Nehru.

Jawaharlal Nehru encouraged the development of science and technology in India. Along with this, he considered it is his mission to create a society based on scientific temperament. For this, he availed the services of scientific advisors like Homi J. Bhabha and Meghnad Saha. During this period, the foundation was laid for numerous institutions in independent India that were capable of creating a knowledge revolution. The prominent ones among them are

- Indian Institute of Technology (IIT)
- National Institute of Virology (NIV)
- Bhabha Atomic Research Centre (BARC)
- All India Institute of Medical Sciences (AIIMS)
- Defence Research and Development Organisation (DRDO)
- Indian Institute of Management (IIM)

## **Space Research**

India has a fundamental vision for its space research: utilizing space technology for national development. Prominent scientists like Homi J.

Bhabha and Vikram Sarabhai were instrumental in this field. The central institution is the Indian Space Research Organisation (ISRO), established in 1969 with its headquarters in Bengaluru. Other key institutions under the Department of Space include the Satish Dhawan Space Centre (Sriharikota), the National Remote Sensing Centre (NRSC) (Hyderabad), and the Vikram Sarabhai Space Centre (VSSC) (Thiruvananthapuram). India has achieved global recognition through several proud space exploration missions:

- Aryabhata, India's first artificial satellite, launched on April 19, 1975.
- Lunar exploration missions: Chandrayaan I, II, and III.
- The Mangalyaan mission (Mars Orbiter Mission) in 2013.
- The Aditya L1 mission for solar research and space weather studies.
- India is also actively working towards the Gaganyaan mission, which aims to send humans into space.

### **India's Foreign Policy**

principles of India's foreign policy.

Jawaharlal Nehru formulated a foreign policy that safeguarded our national interests. The fundamental principles of India's foreign policy are

- Peaceful Coexistence
- Stand against Colonialism and Apartheid

- Protect National Security and Sovereignty
- Non-Aligned Policy
- Panchsheel Principles

### **Panchsheel Principles.**

The Panchsheel Principles were formulated based on India's foreign policy. The Panchsheel Principles signed by Jawaharlal Nehru, the then Prime Minister of India, and Zhou Enlai, the then Premier of China in 1954.

- Mutual respect for each other's territorial integrity and sovereignty
- Mutual non-aggression
- Mutual non-interference in each other's internal affairs
- Observe equality and mutual assistance
- Maintain peaceful coexistence

### **Non-Aligned Movement (NAM)**

After the Second World War, the United States and the Soviet Union emerged as two global powers. The Cold War that began between them threatened world peace. The Non-Aligned Movement was formed under India's leadership. It was based on a foreign policy that aimed for independent stand without joining either power bloc. Thereby, India could protect national interests. While striving to maintain healthy relations with all countries worldwide, India pays special attention to upholding its dignity and interests among nations.

## **Kerala Model Development**

.Kerala attained global attention in the field of Education,Health etc through exemplary initiatives

The state of Kerala officially came into existence on November 1, 1956:it was formed by integrating the geographically distinct political regions of Travancore,Kochi, and Malabar, along with the Kasaragod taluk of South Karnataka. The first election to the Kerala Legislative Assembly was held in 1957. E. M. S. Namboodiripad formed the government as the first Chief Minister of Kerala.

## **Land Reform in Kerala**

The condition of farmers and the social system in Kerala before the land reform measures began was characterized by a feudal, exploitative, and caste-based agrarian structure. This system, though complex and varied across the regions of Malabar, Cochin, and Travancore, ensured the misery and insecurity of the majority of the cultivating population.

Kerala government, formed in 1957, introduced the Agrarian Relations Bill. Later, under the Kerala Land Reforms (Amendment) Act, which came into effect on January 1, 1970, gave permanent rights to the tenants in agricultural land.

Key Outcomes of Land Reform Laws in Kerala

- A limit was set on the land that could be owned.

- The landlordism (Janmi system) was
- abolished.
- Tenants received permanent ownership rights over
- agricultural land
- . • Exploitation and inequality prevalent in the agricultural
- sector were eliminated to a certain extent.

### **Educational Achievements of Kerala**

Kerala gained strength when agricultural land became accessible to farmers, through land reforms. Kerala managed to make primary education free and universal through steps like land reforms and the Kerala Education Act of 1958. As a result of popular literacy campaigns, Kerala became India's first fully literate state on April 18, 1991. With the enactment of the Kerala Panchayati Raj Act on April 23, 1994, local self-government institutions gained more powers in the education sector. This led to the formulation of various educational projects with public participation.

Higher education sector in Kerala and other Indian states.

Kerala's initial success in universal primary education paved the way for advances in its higher education sector. While the foundational goal of higher education is to cultivate a young generation capable of leading comprehensive societal change, Kerala's institutions have added specific objectives. These include fostering research and innovative discoveries and achieving proficiency in science, technology, and humanities. At the state's formation, Kerala had only one university; today, it boasts a diverse array of

universities specializing in sectors like science, technology, agriculture, and health. Furthermore, institutions like Polytechnics and ITIs function to promote job skill development. The sustained emphasis on universal education since the state's inception and the resulting achievements are the primary reasons Kerala has become a recognized model state in education. Kerala ensures access and equity in higher education sector. Also can maintain quality

### **Health Sector**

Kerala has a public healthcare system comparable to that of developed countries. Kerala has been able to elevate its health sector to global standards and ensure excellent healthcare even with limited resources and at a low cost. Some of the achievements of Kerala in the health sector are

- Low infant mortality rate
- Low maternal mortality rate
- High life expectancy
- Rapidly declining population growth rate

❖ **Elucidate the key reasons and programs that established Kerala as a "model state" for development.**

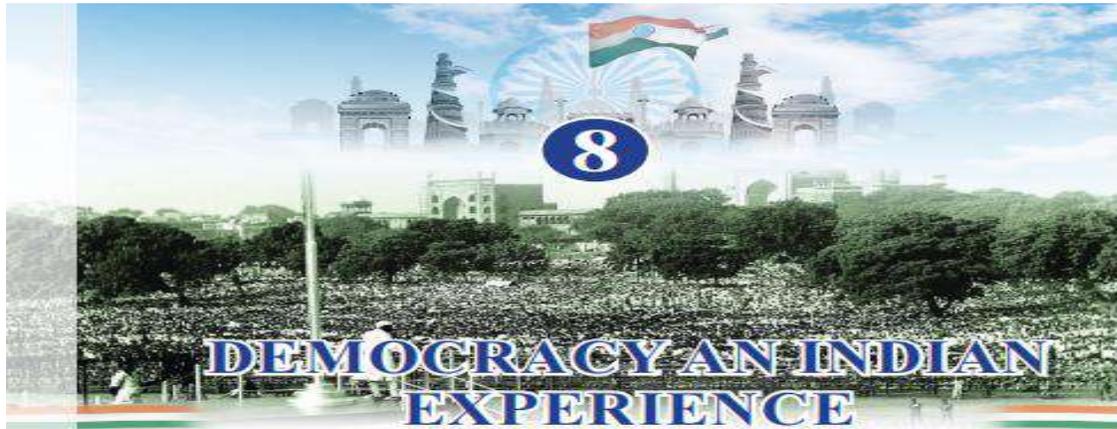
Through the achievements in education and health sectors, Kerala has been able to rise to a global standard in the Human Development Index, despite having a low per capita income. Kerala became a model for other states in poverty alleviation through the Universal Public Distribution System implemented in 1965. In addition to this, Kerala has achieved significant progress in women's empowerment, through Kudumbashree; in local governance, through decentralised planning; and in literacy, through the activities of Kerala State Literacy Mission Authority (KSLMA).

# INTERVAL

Individual Tuition Concept

## UNIT 8

### Democracy An Indian Experience



# INTERVAL

## Major Challenges Faced by Independent India

Individual Tuition Concept

### 1) Post-partition migration and exodus.

- Partition and migration caused major social, religious, linguistic, and economic problems in India.
- Rehabilitation of refugees from Pakistan was a major challenge.
- To solve these issues, several laws were enacted:
  - The Abducted Persons (Recovery and Restoration) Act – 1949
  - The Displaced Persons (Compensation and Rehabilitation) Act – 1954
  - The Citizenship Act – 1955

- Rights of Minorities were included as Fundamental Rights in the Constitution to ensure equality and protection

## 2) Integration of princely states.

Another major challenge faced by independent India was the integration of the princely states. The integration process was implemented through three treaties.

- Princely states were to maintain the existing status quo.
- Helped prevent them from joining Pakistan immediately after independence.
- Allowed princely states to join the Indian Union.
- They could retain internal self-governance while transferring powers of defence, communication, and foreign affairs to India.
- **Merger** Provided for complete integration of princely states into India.
- The right to internal self-governance ended, and the state came fully under the Indian Union's administration.

## 3) Establishing a democratic system through free and fair elections.

- After independence, India was governed by a **provisional government**.
- To establish a **democratic system**, a **people-elected government** was needed.
- The **Election Commission of India** was formed on **January 25, 1950**.
- The **first general election** was held between **October 1951 and February 1952**.
- It marked the **beginning of democracy in India** through **free and fair elections**.

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## Difference Between Instrument of Accession and Merger Agreement

Instrument of Accession	Merger Agreement
The princely state gives consent to join the Indian Union but retains internal self-governance.	The princely state merges completely with the Indian Union, losing the right to self-governance.

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## Measures Adopted to Establish Unity and Implement Democracy

- Rehabilitation of refugees through laws like:
    - *The Abducted Persons (Recovery and Restoration) Act, 1949*
    - *The Displaced Persons (Compensation and Rehabilitation) Act, 1954*
    - *The Citizenship Act, 1955*
  - Inclusion of *Minority Rights as Fundamental Rights* in the Constitution.
  - Integration of princely states through political agreements.
  - Formation of *Election Commission (1950)* and conduct of the *First General Election (1951–52)*.
  - Establishment of a parliamentary democratic system.
- 

## Why was the First General Election called an “Experiment”?

Because it was the **first large-scale democratic election** in a country with:

- Vast population and illiteracy.
- Diverse languages, religions, and regions.
- The challenge of ensuring *free, fair, and impartial elections*.

### **From One-Party Dominance to a Coalition System**

**1952–1967:** Congress dominated.

- **1977:** Janata Party came to power (after Emergency).
- **1980–1984:** Congress regained power.
- **1989 onwards:** Rise of *coalition politics* (National Front, NDA, UPA, etc.).

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# INTERVAL

### **Emergency - A Crisis Period in Indian Democracy**

- The Emergency (1975–1977) was a major crisis in Indian democracy.
- It was declared by Prime Minister Indira Gandhi on June 25, 1975, under Article 352.
- During this period, Fundamental Rights were suspended and press freedom was denied.
- Widespread agitations against the Central Government were a key reason for the declaration.
- In Gujarat, Morarji Desai led protests that caused the dismissal of the state government and Congress defeat in elections.
- In Bihar, Jayaprakash Narayan's movement also spread nationwide protests.

- Economic crisis, food shortages, and unemployment in the 1970s added to public unrest.
- The Allahabad High Court declared Indira Gandhi's election invalid, worsening the political crisis.
- The Supreme Court later stayed this verdict, but the government used the situation to declare Emergency, claiming internal security threats.
- The Emergency abolished federalism, centralised power, froze Fundamental Rights, and stopped judicial review.
- Opposition leaders were jailed without trial, media was censored, and economic controls were imposed.
- Despite repression, nationwide protests continued.
- In March 1977, the Emergency ended, and elections were held.
- The Congress Party lost, and the Janata Party led by Morarji Desai came to power.
- The period showed the importance of civil vigilance, media freedom, and citizens' rights in protecting democracy.
- Indians overcame the crisis democratically, proving the strength of India's democracy and the need to prevent such situations again

### **Popular Movements and Indian Democracy**

- In democratic India, **many movements** arose to protect people's rights and ensure representation in power.
- After 1970, groups like **Dalits, women, and farmers** felt that **mainstream political parties ignored their issues**.
- These groups **started their own movements** and **organised protests** to demand attention to their needs.

- Such movements aimed to **secure justice and equality for backward classes and marginalized groups.**
- (Next section introduces) **Backward Class Movements**, which focused on improving the **status and rights** of socially and economically **backward communities.**

<b>Movement</b>	<b>Focus / Demand</b>	<b>Result / Impact</b>
<b>Mandal Commission (1979–1990)</b>	Reservation for OBCs	27% reservation approved; social equality ensured.
<b>Dalit Panthers (1972)</b>	Against caste discrimination	Promoted Dalit rights and cultural representation.
<b>Anti-Arrack Movement (1990s)</b>	Ban on liquor, women's rights	Became a women's liberation movement.
<b>Nirbhaya Movement (2012)</b>	Justice against sexual violence	Led to <i>Nirbhaya Act (2013)</i> and <i>fast-track courts</i> .
<b>Fishermen's Movement (1980s)</b>	Rights of coastal fish workers	Strengthened NFF and protection of traditional rights.
<b>Environmental Movements</b>	Conservation and sustainable development	Led to laws like <i>Forest Rights Act (2006)</i> , <i>Land Acquisition Act (2013)</i> .
<b>Farmers' Movements</b>	Fair agricultural policies	2020–21 farmers' protests led to repeal of farm laws.

<b>Movement</b>	<b>Focus / Demand</b>	<b>Result / Impact</b>
<b>Right to Information Movement (1990–2005)</b>	Transparency in governance	<i>RTI Act, 2005</i> enacted.

## Regional Movements

- India's diversity is **reflected in its** geography, climate, language, culture, lifestyle, religion, and race.
- Regional movements **arise to demand** special consideration, benefits, or protection **for particular regions**.
- **These movements are mainly of three types** — anti-immigration movements, regional autonomy movements, **and** separatist movements.
- **The section discusses** examples of such movements **and how** Indian democracy **dealt with them**.

Individual Tuition Concept

<b>Type</b>	<b>Example</b>	<b>Demand / Outcome</b>
<b>Dravidian Movement</b>	Tamil Nadu	Resistance to Brahmin dominance → Rise of DMK.
<b>Anti-Immigration</b>	Assam Movement (1979–85)	Against illegal immigrants → Assam Accord (1985).
<b>Movements for Autonomy</b>	Gorkhaland, Jharkhand, Telangana	Demand for self-rule → New states formed.

Type	Example	Demand / Outcome
<b>Separatist</b>	Punjab (Khalistan), Kashmir, Mizoram, Nagaland	Demands for separation → Peace accords, statehood, democratic restoration.

## Movements for Autonomy

Movement	Leading organisation	Reasons/ Demand	Solution
Gorkha Land Movement	Gorkha National Liberation Front	A separate state for Nepali speaking Gorkha community in West Bengal	An autonomous Darjeeling Gorkha hill council was formed in 1988. Instead of Gorkha Hill Council, Gorkha land Territorial Administration was formed in 2012
Jharkhand Movement	Jharkhand Mukti Morcha	Form a separate state Jharkhand, dividing Bihar	Jharkhand state was formed in 2000
Telangana Movement	Telangana Rashtra Samithi	Form Telangana state dividing Andhra Pradesh	Telangana state was formed in 2014

Individual Tuition Concept

### The Separatist Movements

- Separatist movements aim to separate certain regions from India and form independent nations.
- Such movements occurred in Punjab, Jammu and Kashmir, Mizoram, and Nagaland.

### Khalistan Movement

- The Khalistan Movement arose in Punjab, demanding a separate nation for Sikhs called *Khalistan*.

- It was led by extremist Sikh groups who used armed methods to achieve their goal.
- The Golden Temple in Amritsar became the militant headquarters.
- In 1984, the central government launched ‘Operation Blue Star’ to remove militants from the temple.
- Soon after, Prime Minister Indira Gandhi was assassinated by her two Sikh bodyguards.
- Her assassination triggered anti-Sikh riots across India, killing many innocent Sikhs.
- In 1985, Prime Minister Rajiv Gandhi and Sikh leader Harchand Singh Longowal signed the Punjab Accord, restoring peace.
- Democratic efforts after the accord led to the end of separatism and the return of peace in Punjab.

### **Separatist movements in Jammu and Kashmir.**

- Jammu and Kashmir had special rights under Article 370 of the Indian Constitution.
- Separatist movements there aimed to either make Kashmir independent or merge it with Pakistan.
- Their armed insurgencies became a major threat to India’s security, unity, and integrity.
- The central government tried to restore peace through talks and development programs.
- In 2019, the government revoked Article 370 and passed the Jammu and Kashmir Reorganisation Act.

- The statehood of Jammu and Kashmir was revoked, and it was divided into two union territories — Jammu & Kashmir and Ladakh.
- In 2024, peaceful elections were held, and Omar Abdullah of the Jammu and Kashmir National Conference became Chief Minister.
- Similar separatist movements also arose in the north-eastern regions of India.

Movement	Leader	Demand	Solution
Mizo National Front (MNF)	Laldenga	A separate nation for the Mizo Tribe	According to the peace accord signed in 1986, it was decided to grant Mizoram full-fledged statehood with special powers
Naga National Council (NNC)	Angami Zapu Phizo	Unification of Naga Territory, autonomy, conservation of tribal culture.	Signed Naga Peace Accord in 2015

### Some Other Challenges Faced by Indian Democracy

- India's democracy faces **several challenges** that weaken its stability.
- The **main challenges** include **communalism, centre–state tensions, corruption, criminalisation of politics, and defection.**
- These problems **disturb peace, hinder national progress, and slow down economic growth.**
- The lesson aims to explain **how these issues threaten Indian democracy.**

#### 1) Communalism

- Communalism means dividing people based on religion, leading to social conflict.

- During British rule, the ‘divide and rule’ policy increased religious divisions and communalism.
- The riots after Partition also deepened religious divisions and strengthened communal feelings.
- Communalism weakens constitutional values like secularism and social justice, threatening national unity.
- When religion-based opinions and communal politics are used to influence elections, it harms democracy.
- It can be stopped by raising public awareness, sensitisation, and democratic education.

## 2) Tensions in Centre-State Relations

- Tensions in Centre–State relations are a major challenge to Indian democracy.
- The Constitution divides powers between the Centre and the States, but the Centre holds more authority.
- It gives the Central Government certain advantages in important matters.
- At the same time, States have the right to exercise their own powers freely.
- However, Central Governments often interfere in these State rights, directly or through Governors.
- Politics also affects centrally funded schemes and resource distribution.
- Such actions worsen Centre–State relations.
- The Judiciary has the power to settle disputes between the Centre and the States.

## Centre – State Relations

- **The Constitution is only a basic framework or skeleton.**
- **The real political processes give it life and meaning.**
- **Thus, Indian federalism is shaped by political changes over time.**
- **The Governor's role has been very important in maintaining Centre–State relations since the Constitution began.**

### **Role of Governor**

- The Governor's role has always been a controversial issue between the Centre and States.
- The Governor is not elected; usually retired officials, military officers, or politicians are appointed.
- The President appoints the Governor on the recommendation of the Central Government.
- The minimum age to become a Governor is 35 years.
- Controversies increase when different political parties rule at the Centre and the State.
- The Governor's actions are often seen as Central interference in State affairs.
- The Sarkaria Commission (1983) suggested that active politicians should not be appointed as Governors.
- Another controversy arises from Article 356, which allows Presidential Rule based on the Governor's report.
- Article 356 should be used only when a State fails to function according to the Constitution.
- However, it has been misused to dismiss elected State Governments — e.g., Kerala Government in 1959.
- Article 356 was first used in 1951 in Punjab, and frequently after 1967.

## **Powers and Functions of the Governor:**

### ◆ **Legislative Powers**

- Can **summon, prorogue, or dissolve** the **Legislative Assembly**.
- Can **address** the Assembly.
- Can **give assent** to bills or **promulgate ordinances**.
- Must **approve budgets and money bills** before presentation.

### ◆ **Executive Powers**

- All executive actions are done in the Governor's name.
- Invites the majority party to form the government.
- Appoints the Chief Minister and other ministers on their advice.
- Appoints the Advocate General and members of the State Public Service Commission (PSC).

### ◆ **Judicial Powers** Individual Tuition Concept

- Can **grant pardon, suspend, or commute sentences** for state-related offenses.

### ◆ **Discretionary Powers**

- Can **decide government formation** if **no party has a clear majority**.
- Can **report to the President** about the State's condition.
- Can **withhold, return, or reserve bills** for the **President's consideration**.
- If the Assembly passes a bill again, the Governor **must give assent**.

### **Corruption**

- Corruption means misusing power or position to gain money or rewards beyond legal pay.
- It includes bribery, nepotism, and illegal wealth accumulation.
- Corruption hurts financial investment, economic growth, and democracy.
- It causes rights and welfare benefits to be enjoyed by a few, not by all citizens.
- This makes people lose faith in the democratic system.
- To prevent corruption, steps include:
  - Public awareness against corruption,
  - A strong legal system,
  - Independent investigation agencies,
  - Transparency in political funding and governance, and
  - Educating people about the impact of corruption.

### **Electoral Bond** Individual Tuition Concept

- News headlines reported that the Supreme Court cancelled electoral bonds as unconstitutional.
- Electoral bonds were a scheme to let individuals and companies donate money to political parties.
- They were introduced in the 2017–18 Union Budget.
- Political parties with at least 1% of votes in the last elections could receive donations through these bonds.
- People or institutions could buy bonds worth ₹1,000 to ₹1 crore from SBI.
- These donations were **tax-deductible**, and parties had to **cash them within 15 days**.

- On **February 15, 2024**, the **Supreme Court quashed the scheme**, saying it **violated the fundamental right to transparency**.
- The bonds allowed **hidden political donations**, which could **lead to corruption and bribery**.

### **Criminalisation of Politics**

- This means politicians or party workers are involved in or support criminal activities.
- It also includes criminals entering politics and contesting elections.
- Threatening voters or influencing them through fear destroys democratic values.
- When criminals become leaders or rulers, people lose trust in democracy.
- To stop this, reforms like:
  - Banning candidates with criminal cases or convictions,
  - Strong legal action, and
  - Awareness campaigns are necessary.

### **Defection**

- Defection became a major trend in Indian politics after the 1967 elections.
- It means when an elected representative leaves the party they were elected from to join another party.
- This betrays the trust of the voters who elected them.
- Defection often causes political instability and challenges democracy.

- To stop this, the Anti-Defection Law was passed in 1985 through the 52nd Constitutional Amendment.
- Political parties use various methods to stop their members from defecting.
- One such method is “Resort Politics,” where party members are gathered at a specific location to prevent poaching by other parties.
- Resort Politics first appeared in Haryana in 1982, and later in Karnataka, Andhra Pradesh, Gujarat, Uttar Pradesh, Bihar, Maharashtra, Uttarakhand, and Tamil Nadu.

# INTERVAL

Individual Tuition Concept

## UNIT 9

## KNOW THE INDIAN SOCIAL SYSTEM



### Indian Social System

- India is a land of great diversity made up of many communities and cultures.
- G.S. Ghurye, a pioneering Indian sociologist, studied the Indian social system.
- The Indian social system has a complex structure influenced by history, culture, and religion.
- India's population includes various castes, religions, languages, tribes, and cultures.
- This diversity forms the foundation of Indian society.
- The system has developed over thousands of years through social evolution.
- It reflects India's history, values, and traditions.
- There are several distinctive features that define the Indian social system.

### I. Caste System

- The Indian social system has various parts like religion, caste, language, and tribal, rural, and urban societies.
- M. N. Srinivas, an Indian sociologist, studied the caste system in depth.
- A unique feature of Indian society is its division of people into castes or strata.
- The caste system is closely linked to Hindu religion.
- Caste is decided by birth, meaning a person cannot change their caste.
- Indian society includes many castes and subcastes, showing the complexity of the system.

### **Important features of the caste system that existed in Indian society**

#### **1. Social Hierarchy**

- Society was divided into different layers or ranks based on caste.
- This hierarchy decided a person's role, status, and duties in society.
- In ancient India, the higher castes enjoyed more social privileges.
- The lower castes had no social status or rights.

#### **2. Division of Labour**

- Each caste had a specific hereditary occupation.
- Brahmins served as priests, Kshatriyas as warriors, Vaishyas as traders, and Shudras served the higher castes.
- People could not choose jobs outside their inherited occupations.
- This system prevented social mobility and kept society rigidly divided.

#### **3. Social Control and Order**

- In **ancient India**, the **caste system** acted as a **system of social control**.
- People had to **follow strict rules and duties** according to their caste.
- The system was based on **ideas of purity and pollution**.
- This led to **strict separation** between different castes.
- **Lower castes** had to **keep social distance** from **higher castes**.
- The **evil practice of untouchability** existed in that period.
- People of different castes **could not eat together**.
- The **Protection of Civil Rights Act, 1955** banned the **practice and promotion of untouchability** in India

#### 4 Restrictions on Marriage:

The caste system encouraged **endogamy**, meaning marriage within one's caste.

- Those who practised **exogamy** (marrying outside the caste) were expelled.
- This rule was followed to maintain clear caste boundaries and prevent intermixing between castes.

#### 5. Inequality and Marginalisation:

- The caste system created **social inequality**, denying lower castes access to **education, land, and resources**, which led to their **marginalisation**.
- Inequality was seen as natural, preventing deserving individuals from progressing.

Various **agitations** like the **Kallumala Agitation, Mookkuthi Agitation,**

**Panthi Bhojanam**, and **Channar Riot** arose in Kerala against caste oppression.

Later, the **Indian Constitution** prohibited discrimination and ensured equality.

- In modern India, **democratic values** and **social movements** have reduced caste rigidity, promoting **equality, justice, and social mobility**.

## II. Religion

- ❖ The **Preamble of the Indian Constitution** declares India a **secular state**, meaning no religion is given special status.
- ❖ **Article 15** prohibits discrimination based on **religion, race, caste, sex, or place of birth**.
- ❖ A key feature of Indian society is the **harmonious coexistence** of religions that originated both **within India** and **outside India**.

Individual Tuition Concept

### The role of religion in the Indian social system

#### 1. A Tool for Social Control

Teachings from different religions—such as the **Hadith, Guru Granth Sahib, Bible, Bhagavad Gita, Dharmapadam, and Tattvartha Sutra**—emphasize values like **truthfulness, honesty, love, empathy, justice, and social responsibility**.

These shared human values promote **social harmony** and help maintain **social order**.

Thus, religious values guide individual behaviour and act as an important **tool for social control** in society.

## 2. Enriching Cultural Diversity

Religion adds to India's **cultural diversity** through its **beliefs, arts, and literature**.

The **paintings and carvings** in temples, churches, mosques, viharas, and gurdwaras reflect this richness.

Great personalities like **Kabir Das** (promoted Hindu-Muslim harmony), **Meera Bai** (supported women's freedom of worship), and **Guru Nanak** (opposed caste discrimination and economic inequality) greatly **enriched India's cultural heritage**.

## 3. Accelerating Social Change

Some **religious movements** in India transformed into **social movements** that fought **caste discrimination** and promoted **equality**.

A major example is the **Brahmo Samaj** founded by **Raja Ram Mohan Roy**.

While religion can inspire **reform and unity**, divisions and **religious conflicts** sometimes disrupt **India's social harmony** and **weaken national unity**.

## III. Language

India is a **linguistically diverse country** with **22 official languages** and many regional dialects. Language represents both **communication** and **cultural identity**. After **Independence**, the nation was **reorganised on linguistic lines**. Though people speaking different languages have varied **social systems and cultural practices**, language plays a key role in **unifying people** and **enriching cultural traditions**, thereby strengthening **India's social system**.

### 1. Make Cultural Traditions Organic

- The **Ballads of Northern Kerala (Vadakkan Pattukal)** are examples of **oral songs** that helped preserve **traditional values, social norms, and historical events**. According to **Prof. Irawati Karve (1953)**, Indian languages embody the **traditions, stories, and values** of their societies through **oral and written transmission**, nurturing culture over time.

Individual Tuition Concept

- **2. Provides a Sense of Identity:**

People connect their **identity** with the **language** they speak. For instance, **Malayalam-speaking people** are called **Malayalees**, while **Tamils, Biharis,** and **Punjabis** are identified by their languages. Hence, language plays an **inclusive role** in shaping people's **sense of identity**.

- **3. Fosters Respect for and Coexistence with Cultural Diversity:**

Learning languages other than one's **mother tongue**—through **stories, poems,**

**and literary works**—helps in understanding different cultures. This promotes **respect, coexistence, and mutual understanding**. Knowing **multiple languages**, including regional ones, broadens **perspectives** and creates **new opportunities**.

#### **IV. Tribal Society**

- Indian society is divided into **tribal, rural, and urban** types.
- **Tribal society** is an **integral part** of India with great diversity.
- **Africa** has the largest tribal population; **India ranks second**.
- **8.6%** of India's population (Census **2011**) are tribals.
- Major tribal regions: **Mizoram, Nagaland, Meghalaya, Arunachal Pradesh, and Lakshadweep**.
- Each tribe has unique **language, customs, and political systems**.
- Tribals live close to **nature**, practise **sustainable farming**, and **protect forests**, maintaining **ecological balance**.
- Their **languages, beliefs, food habits, and lifestyles** add to India's **diversity**.
- Example: **Muthuvan tribe** helps the Forest Department protect the **Nilgiri Tahr**.
- Tribal societies preserve **forests, biodiversity, traditional knowledge, art, and culture**, enriching **India's heritage**.

##### **1. Traditional Knowledge**

- Tribal communities have rich knowledge of **agriculture, medicine, and biodiversity conservation**.
- They grow **climate-resilient crops** and use **unique seed preservation methods**.
- Depend on **natural resources** for **traditional healthcare**.
- Their **folkways** and **oral histories** greatly enrich **Indian culture**.

## 2. Arts and Culture

- Tribal societies enrich Indian culture through **languages, art forms, festivals, music, and dance**.
- They uphold the spirit of **unity in diversity** like rural and urban societies.
- Famous **tribal art forms** such as **Warli painting** and **cultural festivals** have gained **global recognition** and promote **tourism**.

## 3. Sustainable Life

- Tribal communities live in **harmony with nature**, using **forests and water** sustainably.
- Their **eco-friendly practices** serve as models for **environmental conservation** and **resource management**.
- Their **forest knowledge** supports **eco-tourism development**.
- This shows how tribal wisdom contributes to **India's knowledge economy**.

## 4. Resistance against Inequalities

- Tribal societies in India have led many struggles against inequality and oppression, demanding justice.

- Their culture, environmental knowledge, and resistance enrich the Indian social system.
- Tribals are custodians of India's natural wealth and cultural heritage.
- National integration can be strengthened through better education, healthcare, and socio-economic development among tribal communities.

## 5. Rural-Urban Societies

- Since ancient times, India has had self-ruled villages forming the foundation of society.
- Rural society depends on agriculture and small-scale industries, with close-knit relationships and a traditional lifestyle.
- It is the backbone of India's agricultural economy.
- Urban society is marked by diverse industries, services, and modern facilities.
- It has a diverse population and a fast-paced lifestyle compared to village life.
- Cities depend on villages for raw materials and food, while villages depend on cities for technology and markets.
- Modern urban trends influence village life, whereas villages focus on social relationships and cooperation.
- Rural-urban migration links both societies.
- Urban areas promote industrialisation, offer modern jobs, and foster global connections.
- Urban life blends different cultures, encouraging cultural exchange.
- The interdependence between rural and urban societies maintains social balance and strengthens India's social system.

### **From Diversity to Pluralism**

- India is a land of diversity in religion, caste, tribe, region, and language.
- Sustainability in society is achieved when this diversity is viewed with pluralism.
- Diversity means differences, while pluralism means the peaceful coexistence of diverse elements.
- Example: An orchestra is diverse with many instruments, but it becomes pluralistic when they play together in harmony.
- Diversity refers to the differences in culture, religion, language, race, and social groups within society.
- These differences may not always promote mutual respect or connection.
- Pluralism encourages communication, respect, love, and friendship among diverse groups.
- It ensures that diversity leads to unity and coexistence, not division.
- While diversity exists naturally, pluralism must be consciously cultivated as a deliberate social effort.

Individual Tuition Concept

### **The Challenges of Pluralism**

- Tribal displacement caused by mining threatens their ancestral lands and culture.
- Religious intolerance and factors that weaken secularism hinder social harmony.
- Linguistic minorities face challenges in protecting their language and interests.
- True pluralism is achieved when people accept and respect diversity.

- These challenges can be overcome through national integration and mutual respect.

### **National Integration**

- National integration unites people of different regions, languages, religions, and cultures while respecting their diversity.
- It promotes solidarity, shared identity, and harmony within the nation.
- In India, it means forming a national identity that values cultural, linguistic, and religious diversity.
- Festivals and celebrations promoting unity in diversity strengthen national integration.
- As a democratic nation, India ensures inclusive participation and equal representation for all, including marginalised groups.
- The legal system protects religious and linguistic minorities, while secularism upholds equality and constitutional values.

