

SOCIAL SCIENCE I

Part -1

Standard X



**Government of Kerala
Department of General Education**

Prepared by

State Council of Educational Research and Training (SCERT) Kerala

2025

THE NATIONAL ANTHEM

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

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

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

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

SOCIAL SCIENCE I

10

State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scertkerala.gov.in

e-mail : scertkerala@gmail.com, Phone : 0471 - 2341883,

Typesetting and Layout : SCERT

First Edition : 2025

Printed at : KBPS, Kakkanad, Kochi-30

© Department of General Education, Government of Kerala

Dear Students,

The Social Science I textbook for Class 10, developed from perspectives drawn from discussions held at various levels of society, is presented to you in two parts. It encompasses lessons from major areas of social science, including history, political science, and sociology. Knowledge of the past is essential for comprehending today's world and shaping the future. The first unit of this textbook examines the changes during the Renaissance period, which significantly contributed to the formation of the modern world. Subsequent history chapters explore the French Revolution, which introduced the ideals of liberty, equality, and fraternity to the world, as well as the economic changes that occurred over time and their impacts. The next chapter provides a detailed account of the Indian freedom struggle, one of the largest mass movements in modern history, and highlights the pivotal role played by Mahatma Gandhi, the Father of the Nation. Additionally, the history chapters of the textbook discuss the challenges faced by India post-independence and the achievements in overcoming them.

Sociology, one of the most innovative disciplines in social science, is introduced with the aim of equipping you with the skills to analyse social issues and challenges using sociological imagination, beyond mere commonsense knowledge. Furthermore, a lesson on sociology offers an in-depth discussion of the Indian social structure.

In a democratic system, the formation of public opinion holds immense importance. The chapter on "Public Opinion in Democracy" explores various facets of public opinion formation. A chapter on the political transformations in India after independence and the popular uprisings across the country is also included in this text book.

We hope this textbook will serve as a guiding light, inspiring you to engage meaningfully with societal issues and become the pillars of our society upholding humane values with a democratic spirit. May you all become part of the knowledge society.

With love and regards,

Dr. Jayaprakash R. K.

Director
SCERT Kerala

TEXTBOOK DEVELOPMENT TEAM

Advisor

Dr. K. N. Ganesh
Chairman, Kerala Council for
Historical Research

Chairperson

Dr. Sivadasan P.
Senior Professor, Department of History
University of Calicut

Experts

Dr. K. K. Radha, Principal (Rtd.), Govt. College for Women, Thiruvananthapuram
Dr. P. P. Abdul Razak, Professor & Head (Rtd.), Department of History, P.S.M.O. College, Tirurangadi
Dr. P. Mohandas, Associate Professor (Rtd.), Department of History, K.M.M. Govt. Womens College, Kannur
Dr. Pradeep Kumar K., Associate Professor & Head (Rtd.), Department of Political Science, Govt. College, Attingal, Thiruvananthapuram

Members

Yusaf Kumar S. M., Principal, G.H.S.S Chithara, Kollam.
Haripradeep S., H.S.T. (Rtd), S.V.H.S., Pullad, Pathanamthitta
Dr. Anjana V.R. Chandran, Research Officer, SCERT, Kerala
Dr. Ajith R. Pillai, Principal, D.B.H.S.S., Parumala, Pathanamthitta
Aju S., H.S.S.T., History, G.M.G.H.S.S., Pattom, Thiruvananthapuram
Jayakrishnan O.K., H.S.S.T., K.P.C.H.S.S., Pattannur, Kannur
Pradeepan T., H.S.S.T. History, G.H.S.S., Palayad, Kannur
Margaret Lini V.P., H.S.T. Social Science, G.V.& H.S.S. Vellanadu, Thiruvananthapuram
Vishwambharan N., H.S.S.T. (Rtd.), Boys Higher Secondary School, Karunagappally, Kollam
Sreejith M. Muthadath, H.S.T. Social Science, C.N.N. G.H.S. Cherpu, Thrissur
Anas N.S., Research Scholar, University of Kerala

English Translation

Dr. B. Hariharan, Senior Prof. Institute of English, University of Kerala, Thiruvananthapuram (**Expert**)

Members

Dr. V.S. Visak, N.V.T. in English, G.V.H.S.S. Parassala, Thiruvananthapuram
Dr. K. K. Radha, Principal (Rtd.), Govt. College for Women, Thiruvananthapuram
Haripradeep S., H.S.T. (Rtd), S.V.H.S. Pullad, Pathanamthitta
Bino P. Jose, Assistant Professor, St. Dominic's College, Kanjirappally, Kottayam.
Ghanasyam.M., Assistant Professor, U.I.T. Kallara, Thiruvananthapuram
Reshmi Raghunath, H.S.S.T., English, G.V.& H.S.S. Manacaud, Thiruvananthapuram
Devi V., N.V.T. in English, G.V.H.S.S., Karakulam, Thiruvananthapuram
Seema Nair K.S., H.S.S.T. English, G.H.S.S. Vellinezhi, Palakkad
Radhika C.S., N.V.T. in English, G.V.H.S.S. Aranmula, Pathanamthitta

Academic Coordinator

Jagadeesh K.T. Research Officer, SCERT, Kerala



State Council of Educational Research and Training (SCERT)
Vidhyabhavan, Poojappuram, Thiruvananthapuram 695 012

CONTENTS

- 1** Humanism 7-26
- 2** Liberty Equality Fraternity 27-46
- 3** Social Analysis: Through Sociological Imagination 47-64
- 4** Wealth and the World 65-86
- 5** Public Opinion in Democracy 87-102

**Some symbols are used in this book
for ease of study**



**For additional reading -
not for assessment**



Learning activity



Extended activities

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



HUMANISM

*“To neglect knowledge is to neglect virtue;
the intellect lightened by the flame of goodness cannot
help but love it. Love is only born of knowledge. Reason
is the guide of a right will. It is reason which
leads us to salvation.”*

These are the words of Roger Bacon, a scientific philosopher who lived in England in the 13th century. Here he is referring to the importance of rationalism, knowledge and love. During his time, the rulers of Europe had denied rationalism. Thinkers like Roger Bacon questioned the existing feudalistic power system and its ideas and concepts. As a result, many of those thinkers were subjected to cruel persecution and imprisonment. Some of them even lost their lives.

But, later, situations began to change.



Roger Bacon and his diagrams

From 14th century onwards a series of changes took place in the social, economic, and political spheres of Europe. Along with the influence of the Greco-Roman cultures of ancient Europe, a tendency to move away from the ideas that existed in the medieval times also gained strength. Let us examine the characteristic features of these changes.



Greco-Roman Civilisations

The two most important civilisations that existed in the ancient Europe were Greek and Roman civilisations. They are known as classical civilisations. The Greek civilisation was from 12th to 4th century BCE. The Roman civilisation was from 7th century BCE to 5th century CE.

- Humanistic perspective (Humanism)
- Growth of urban life
- Progress of trade
- Rise of nation states
- Individual liberty
- Rationalism
- Spread of secular values
- Monetary economy
- Importance gained by regional languages
- Changes in the realms of art and science

These changes were particularly evident in Italy, which was part of the ancient Roman civilisation. Historians termed this changes 'Renaissance.' The Renaissance is considered as a period of transformation from the medieval feudalism to the modern age.



Renaissance

The word "Renaissance" means "rebirth." It denotes the revival of ancient Greco-Roman culture, which began around the 14th century.



Evaluate the significance of the statement that the Renaissance was a period of transition from the medieval to the modern.

Why Renaissance in Italy?

Refer Map 1.1. Identify the cities that existed in medieval Italy.

-
-
-
-

Cities in Italy were different from the rest in Europe.

The reason is that:

- They were more independent, wealthy, and dynamic.
- Traders in these cities were well aware about banking and insurance. Some of them had expertise in technical matters of trade, such as bookkeeping. Many of them had become extremely wealthy through trade.



Map 1.1



Bookkeeping

Detailed recording of the income and expenditure of an establishment on a daily basis is called bookkeeping. Bookkeeping is the first step in accounting.

The commercialisation that occurred in Europe by the 11th century led to the disintegration of the medieval feudal system and the decline of the religious supremacy. This led to the emergence and domination of the new wealthy class. As a result, several wealthy families also emerged in Italy. They demanded a share in the political power. Let us examine some of these families and their respective cities.

Italian Families	Cities
Medici	Florence
Sforza	Milan
Farnese	Parma
Orsini	Naples
Visconti	Milan



The Crusades

The wars fought between believers of Islam and Christianity over Jerusalem, which was considered a holy land by both, are known as the Crusades. The Crusades that took place from the 11th to 13th century had a profound impact on the political, social and economic lives in both Europe and Asia.

The Crusades that took place during the medieval period facilitated cultural exchange between the East and the West. Italian cities got acquainted with the cultures, cities, and lives of the people in the Eastern world. This accelerated the growth of Italian cities. As a result of trade links with the Islamic Empire and the Byzantine (Eastern Roman) Empire, enormous wealth flowed into the Italian cities. Over time, merchants in Italian cities gained monopoly in the trade between the East and the West in the Mediterranean.



Italian cities were wealthier compared to other European cities. Describe the circumstances that led to this.

The Bubonic Plague, which erupted in the mid-14th century, severely affected the Italian cities. This catastrophic event, known as the 'Black Death,' claimed the lives of thousands, resulting in a severe shortage in labour. Consequently, this paved the way for the decline of medieval feudalism that was heavily reliant on the agricultural sector. Furthermore, it facilitated the emergence of a

new, commercial middle class. When traditional medicines failed to fight the plague, people began to explore the medical sciences of ancient Greece and Rome. The terrors of the plague prompted human beings to contemplate the fleeting nature of life, seek wellness, and focus on their own well-being. This introspection paved the way for the emergence of humanism.



Discuss the impact brought about by the outbreak of the plague in 14th century in various fields in Europe.

The prosperity, political liberty, and social unity of the cities fostered civic sense and self-respect among people. Revived interest in the concepts of law and order, and governance that had flourished in the ancient Roman Empire began to spread throughout Italy. A section of the population well-versed in ancient Roman law and the Latin language turned their attention to commercial pursuits. This, in turn, sparked a renewed interest in classical languages, literature, institutions and antiquity. Each city aspired to become a centre of art and literature. Under the patronage of rulers and clergy, people sought out, collected, and preserved the remnants of ancient Rome, including paintings, manuscripts, and architectural remains. The rulers realised that, rather than waging wars, commissioning grand buildings and fostering art and literature would be a better way to leave a lasting legacy in the minds of the people.

Wealthy patrons beautified their parish churches and actively promoted the construction of monasteries and nunneries as well as cathedrals. In Italian cities such as Florence, Milan, Rome, and Venice, patronage of the arts was considered a

Black Death

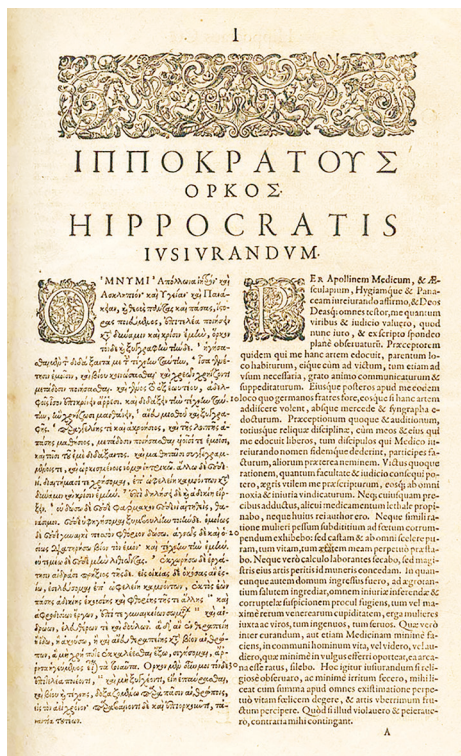


The Black Death is the epidemic that ravaged Europe between 1347 and 1351. Black boils appeared on those who were affected by the disease. That is why the disease is known as Black Death. This epidemic spread through the fleas carried by rats that reached European ports via merchant ships.



A Colonial Perspective of European Renaissance:

Several arguments have emerged of late challenging the conventional view that the Renaissance originated in Europe. Works like *Stolen Legacy* by George James, *Black Athena: The Afroasiatic Roots of Classical Civilization* by Martin Bernal present alternative perspectives. They are of the view that colonial historians have perpetuated a Eurocentric narrative, portraying Europe as the sole hub of civilisation. They dismissed the contributions of other cultures. According to these critics, this biased approach has led to the marginalisation of non-European cultures, implying that only Europeans are civilised, while others are uncivilised.



Greek manuscript

civic responsibility. In 1453, the Ottoman Turks conquered Constantinople, the capital of the Eastern Roman Empire. This city was a centre of many scholars who possessed manuscripts of ancient Greco-Roman literary works. In the aftermath of the Turkish conquest, these scholars migrated to Italian cities, bringing their manuscripts with them. As a result, research and studies, previously confined to universities during the Middle Ages, began to spread to libraries. The convergence of wealth and political freedom created a fertile ground for artistic innovation and cultural experimentation. Consequently, novel ideas began to emerge in the cultural and intellectual spheres.



Map 1.2

Look at the map 1.2 and locate Constantinople. Discuss its geographical significance.

Assess the impact of the conquest of Constantinople by the Turks on the intellectual landscape of Italy.

Human beings at the Centre

The Middle Ages were predominantly influenced by the philosophical school of thought known as scholasticism, which was deeply rooted in Christian theology. Although scholasticism encouraged knowledge and research, it prioritised the divine and the afterlife. The concept of Humanism emerged as a departure from Christian theology, emphasising the significance of human experience, worldly life and rational inquiry. Humanists highlighted the uniqueness, emotions, capabilities, literary expression, and communication skills inherent in humanity. This paradigm shift was founded on a transformation from a theological perspective to a human-centered outlook. Humanism also accommodated dissenting voices and criticism, questioning the authority of religious dogma and domination.

During this period, people avidly read ancient Greco-Roman works. The Arabs played a significant role in disseminating the ideas of the ancient Greek philosopher Aristotle throughout Europe. Humanists produced works in regional languages and created paintings and sculptures in the Greco-Roman style. Although ancient Greco-Roman civilisations served as their primary source of inspiration, the humanists' perspective was distinctly different. Greco-Roman art depicted Gods, the wealthy, and the powerful in all its beauty and splendour. However, Renaissance art represented human beings in all its naturalness. The numerous works of art and literature produced during the Renaissance period bear testimony to this shift. Humanism later became a source and inspiration for transformative changes across various spheres, including painting, architecture, literature, politics, history, science, and religion. The Renaissance, in essence, embodies these changes.

Aristotle



Aristotle was a philosopher who lived in ancient Greece. His ideas paved the background for new questions and debates in the Renaissance period. His works, translated into Latin and regional languages in the 12th and 13th centuries, were widely disseminated throughout Europe. The significance Aristotle placed on the pursuit of truth, coupled with the profound depth of his scholarly endeavors, accounted for the immense interest in his ideas.



How did the emergence of humanism impact the course of world history?

Renaissance Art



Medieval painting

Renaissance painting

Paintings from the Middle Ages and the Renaissance period are given here. Although the themes are similar, distinct differences are evident in their style. Can you identify the differences?

Notably, Middle Age paintings tend to emphasise spiritual themes, such as angels and heavenly realms, whereas Renaissance paintings focus on the beauty of the human form, originality, and a naturalistic use of colours. This shift in artistic focus was a hallmark of the Renaissance period, during which fields like painting, sculpture, and architecture underwent profound transformations. Florence, one of the major commercial centres in Europe was also the centre of Renaissance in Italy.

Painting

Humanistic ideals were reflected profoundly in Renaissance paintings. Painters of the time presented human forms with remarkable accuracy, clarity, and meticulous attention to detail in their works. The knowledge they had acquired about human anatomy facilitated this artistic achievement. Moreover, painters emphasised rationalism and human emotions, attributing significance to the values of this world. With the influence of humanism, artworks became increasingly precise and realistic.

Painters often selected themes that emphasised theological significance for their works. However, Renaissance paintings had certain other distinctive features as well.

- Landscapes
- The use of colour to illustrate light and spatial depth
- Realistic depiction of the human body
- The use of oil paint
- Portraits
- The representation of divine figures in idealised human forms



This is a depiction of "Agony in the Garden" by Giovanni Bellini, a renowned Italian Renaissance painter. The scene illustrates Jesus Christ kneeling in prayer on the Mount of Olives, while his disciples sleep nearby. In the background, a group of Roman soldiers can be seen approaching to apprehend Jesus Christ.



This is the renowned diptych oil painting by the Italian Renaissance painter Piero della Francesca, titled "Diptych of Federico da Montefeltro and Battista Sforza."



Look at the pictures given here and identify the characteristic features of Renaissance painting reflected in them.

The influence of Greco-Roman art was first evident in Giotto's works. However, it was Masaccio, a painter who emerged later created a profound impact on all artists who came later. His wall paintings, characterised by their round in shape and seemed to protrude from the surface, showcased human figures engaging in everyday life experiences.

'The Last Supper' and 'Mona Lisa' are the world-famous paintings of Leonardo da Vinci. These paintings speak of the unique way in which da Vinci harmonises colour, shadow and light. He was a versatile genius who scientifically studied the human body.

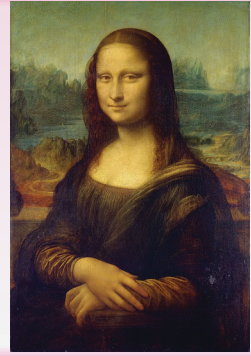
In the 'Last Supper,' emotions like surprise, fear and guilt of Christ's disciples are vividly etched as Christ reveals that one of them betray him. It is widely acknowledged that the enigmatic expressions of Mona Lisa conceals many unanswered questions, masterfully embedded by Leonardo da Vinci.



Leonardo da Vinci



The Last Supper



Mona Lisa

The paintings done on the ceiling of the Sistine Chapel at Vatican, along with 'The Last Judgment,' have cemented Michelangelo's status as an immortal artist. His works predominantly feature powerful and graceful human forms.

Other notable painters of the Renaissance period include Titian and Raphael. Raphael portrayed humans as wise, moderate, and dignified. In their paintings, beauty and ideas were given equal importance.



Michelangelo



Titian



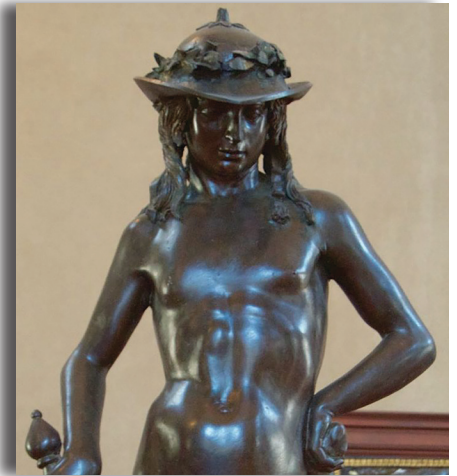
Raphael



Discuss the features of Renaissance painting and prepare a note.

Sculpture

Sculpture was another equally notable field of Renaissance art. Donatello was one of the most important sculptors of the Renaissance period. He liberated the art of sculpture from the medieval Gothic style, giving his works greater power and individuality. His iconic bronze sculpture, 'David,' showcases a youthful figure standing with his weight shifted onto one leg. Another notable work, 'Gattamelata,' depicts a soldier sitting on horseback, evoking the cavalymen of ancient Rome. Through this masterpiece, Donatello immortalised a secular hero.



Donatello's David

Michelangelo's sculptures, which depicted Gods in human forms, deviated significantly from the traditional ancient Greco-Roman style. His renowned works, such as the 'Pietà,' portrays Virgin Mary, with Jesus Christ on her lap and the majestic sculpture of 'David,' have cemented his legacy as an immortal artist.



Gattamelata

Pietà

Michelangelo's David



Identify and list the common features of Renaissance painting and sculpture.

Architecture

Architecture was another field that witnessed transformation besides painting and sculpture. Filippo Brunelleschi set a new style in architecture. Quite different from the Gothic architectural style of the medieval period, influence of ancient



Dome designed by Brunelleschi



Gothic style

Gothic style developed in Europe in the second half of the Middle Ages. It originated in France. The pointed arch was its striking feature. A large number of churches and universities were built in Europe in this style.



Greco-Roman (classical) style is evident in the Cathedral he built in Florence. The lofty towers found in Gothic style, were replaced with domes (Domo). Later, in the St. Peter's Basilica, built under the supervision of Michelangelo and Bramante, this style is more evident.



St. Peter's Basilica



Prepare a digital album describing the influence of humanism on Renaissance art.

Renaissance Literature

*“It is not in the stars to hold
our destiny but in ourselves.”*

The above quote is from William Shakespeare's renowned play Julius Caesar. Examine the influence of humanism as reflected in these lines by Shakespeare.

Renaissance writers gave importance to individual liberty and secular values. The basic characteristic of Renaissance literature was its breaking away from the scholasticism of the Middle Ages. Although influenced by ancient Greco-Roman culture, most Renaissance writers chose to produce their works in

regional languages. Prose literature gained prominence during this period.

In what ways will writings in regional languages and in prose forms become beneficial to society? Discuss in class.

Dante, the renowned author of *The Divine Comedy*, was a prominent literary figure during the Renaissance period. The poem's theme revolves around Dante's imagined pilgrimage through Hell, Purgatory, and Paradise. However, it also profoundly reflects human emotions, patriotism, fascination for natural phenomena, and the longing for a unified and independent Italy. Dante wrote *The Divine Comedy* in the regional language.



Dante



Petrarch

Another world-renowned writer, Petrarch, was a leading exponent of humanism. His sonnets addressing Laura reflected a bold and unique style. However, Petrarch remained committed to writing in Latin. Another notable Renaissance writer was Boccaccio, the author of the celebrated work *The Decameron*.

Niccolò Machiavelli's work, "The Prince," presents political thoughts. He believed that a ruler's paramount responsibility is to maintain the authority and security of the state. He also believed that individuals are generally selfish, driven by a desire for power and material prosperity. He advocated that a head of state should remain impartial and avoid showing favouritism or obligation to specific groups among the subjects. In *The Prince*, Machiavelli portrays an administrator who is different from the traditional medieval feudal administrators.



Machiavelli

“Every prince ought to desire to earn the reputation of being merciful, and not be cruel; at the same time, he should also be careful that no one else misuses that mercy. A prince, therefore, should not care for the ill repute of being cruel while ensuring solidarity and loyalty among the subjects.”



Machiavelli's perspective about a king is given above. Based on this, discuss the ideas put forward by Machiavelli about monarchy. Examine to what extent humanism is reflected in this.



Cassandra Fedele

During the Italian Renaissance, several women recognised the significance of humanism. Among them, the most notable was the humanist and writer Cassandra Fedele. She earned a name through her writings and speeches, emphasising the importance of providing higher education to women. Fedele maintained a lively correspondence with wealthy Italian lords who championed humanism. Her speeches and writings were printed, published, and popularised by several prominent publishing houses.

In due course, the influence of Renaissance extended beyond Italy, impacting the literature of other countries. Consequently, numerous remarkable works were produced in other parts of the world. Let us take a look at some of them.

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 played a significant role in popularising literature during the Renaissance period. Johannes Gutenberg established the first printing press in Europe. The printing machine, which was set up in the 15th century was made of metal and was of movable type. What could have been the influence of the printing press on the society of that period?

- Dissemination of knowledge
- Progress in literacy
-
-

With the invention of the printing press, people started reading literary works extensively.

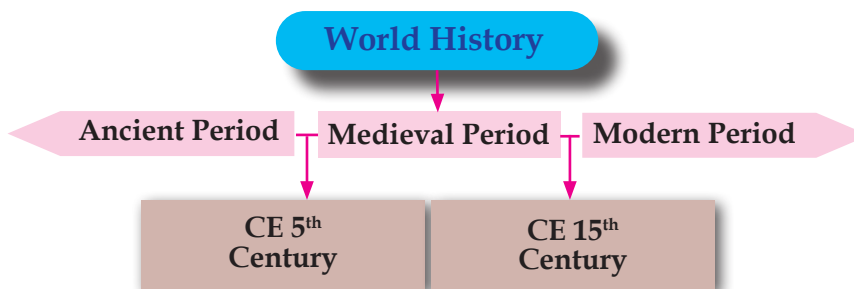


Prepare an essay on the topic 'Humanism and Renaissance Literature.'



Printing Press

Renaissance and Historiography



World history has been categorised as illustrated above for the ease of learning. This classification divides history into three distinct periods: the Ancient Period, spanning up to the 5th century CE; the Medieval Period, extending from the 5th to the 15th century; and the Modern Period, encompassing the era thereafter. This classification emerged during the Renaissance period. It was introduced by two Italian historians, Flavio Biondo and Leonardo Bruni. Let us examine the significant changes that occurred in the historiography during this period.

The transition from medieval Christian tradition to a secular life and thought was also reflected in the realm of historiography. During the Middle Ages, the prevailing notion was that historical events were divinely ordained and the course of history was governed by supernatural powers. This perspective lost its relevance during the Renaissance period.



Flavio Biondo

Leonardo Bruni

Instead, human-centered explanations and interpretations gained recognition. Human life became the focus of historical narratives, superseding the chronicles of monks and biographies of priests.



Chronicles

Monarchs traditionally appointed court historians to record the events of their kingdoms. These historians documented the events during the reigns of their patrons. Modern historians have labelled these texts as "Chronicles" as they provide a continuous, chronological account of events

Another significant development in historiography during the Renaissance was the growing importance of archaeological evidence and relics. Thus, historians began to place greater emphasis on evidence such as inscriptions, coins, and ancient manuscripts, in their narratives. Furthermore, efforts to collect and preserve ancient manuscripts intensified.

With the emergence of humanism, critical thinking gained significance in history. Scientific enquiry and studies replaced stories and myths. The contributions of Machiavelli to Renaissance historiography are noteworthy.



Elucidate the role of Renaissance in making historiography scientific.

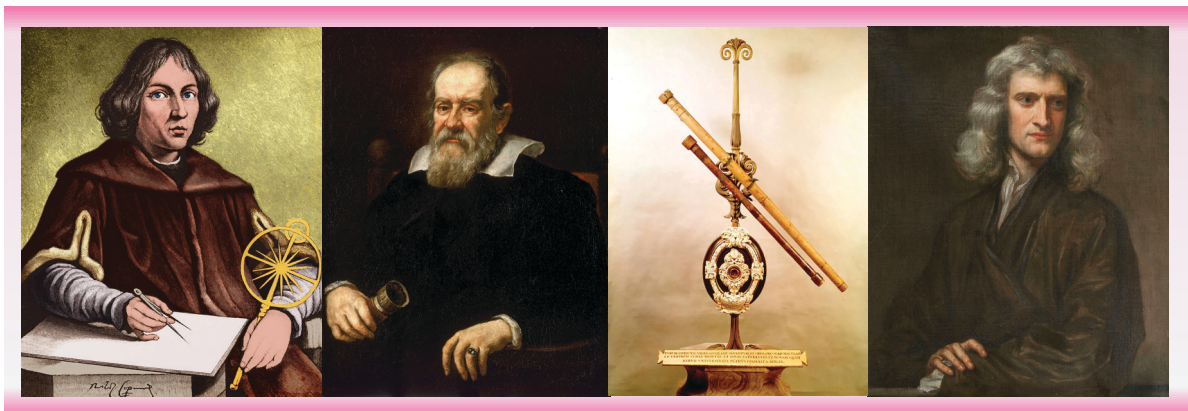
Renaissance and Science

*“In the year sixteen hundred and nine
the light of Science shone
in his modest house in Padua as
Galileo set out to prove that the
Sun is fixed and the earth is on the move.”*

This is the introduction of the play on the life of Galileo by the famous German playwright Bertolt Brecht. Until the 16th century, the belief that the earth was the centre of the universe prevailed. These lines refer to the attempts made by Galileo, who challenged and negated the geocentric belief. Let us discuss how the Renaissance influenced the existing beliefs and rational thinking in this manner.

The Renaissance laid the foundation for the evolution of modern science. Remarkable transformations took place in the field of astronomy during this period. Scientists put forward a groundbreaking view that planetary motions are governed by material forces. The geocentric model of Ptolemy, which positioned Earth at the center of the universe, remained unchallenged until the 16th century. Later, Nicolaus Copernicus, a Polish astronomer and priest, challenged this prevailing doctrine. He presented a revolutionary argument that the centre of the universe is not the Earth, but the Sun. Through his observations, Copernicus demonstrated that the Earth and the other planets revolve around the Sun.

The revolutionary discoveries of Copernicus were further elucidated and expanded upon by Galileo Galilei and Johannes Kepler. Kepler's pathbreaking findings revealed that the speed of planets varied based on their distance from the Sun, which laid the foundation towards the end of the 17th century for Isaac Newton's formulation of the theory of gravitation. With the telescope that he designed, Galileo Galilei made seminal discoveries, including satellites of Jupiter and rings of Saturn. Galileo's findings provided conclusive evidence in support of Copernicus' principles.



Copernicus

Galileo and the telescope

Isaac Newton

The Renaissance also witnessed significant advancements in the field of medicine, particularly anatomy. The Swiss scientist Paracelsus conducted extensive research on the causes of diseases and tried to develop remedies. Meanwhile, Andreas Vesalius pioneered the study of human anatomy through meticulous

dissection of cadavers, thereby contributing substantially to the field of human anatomy.



Conduct a panel discussion on the contribution made by Renaissance science to the progress of modern society.

The Reformation

The influence of the Renaissance extended to the realm of religion also in Europe. Satirical works penned by humanists like Erasmus, coupled with critiques from John Wycliffe, Jan Hus, and Savonarola, laid the groundwork for protests against certain practices and beliefs within the Catholic Church. One



Erasmus



Martin Luther

contentious issue was the sale of indulgences, where the Church would collect money from believers. Church authorities proclaimed that purchasing indulgences would redeem individuals of their sins. The money thus collected was proposed to fund the construction of hospitals and cathedrals. However, when Johann Tetzel, a Dominican monk, arrived in Germany to promote the sale of indulgences. Martin Luther, a priest, responded by pasting his famous 'Ninety-Five Theses' on the doors of the Wittenberg Cathedral in 1517. This pivotal event marked the beginning of the Protestant Reformation. Initially, Luther's intention was merely to spark an ideological debate. So, he wrote his theses in Latin, instead of German. However, his work was translated into German without his knowledge, and as a result, widely disseminating it. Subsequently, Luther severed his ties with the Church.

The universities of Germany, particularly Wittenberg University, where Martin Luther taught, played an important role in laying the groundwork for the Reformation. The interests of secular rulers who wished to limit the powers of the clergy and church courts further encouraged the Reformation. Many rulers had grown dissatisfied with the extensive powers of the clergy, particularly in matters of taxation and ecclesiastical appointments.



The influence of humanism became the reason for Reformation, justify this statement.

The Reformation, that originated in Germany, soon spread to other European kingdoms. Huldrych Zwingli and John Calvin in Switzerland, assumed leadership in the Reformation movement. In England King Henry VIII led the Reformation and the Anglican Church emerged there with the monarch serving as its head. This development led to the establishment of the National Church.

Counter Reformation

Following the Reformation, the Catholic Church initiated efforts to reform itself, a movement known as the Counter-Reformation. As part of this initiative, the Church leadership convened the Council (Synod) of Trent in Northern Italy. The objectives of this council were to correct erroneous tendencies within the Church, and to implement reforms. As a result, the sale of indulgence was banned. A list of books (The Index) that should not be read by the believers, was published. The court of inquisition, which was there in Medieval times, was reinstituted.

'The Society of Jesus,' set up by Ignatius Loyola, a Spanish priest, also played a prominent part in Counter Reformation. Its members were bound to observe strict discipline and unquestioned obedience. They tried to establish the authority of the Catholic Church by setting up schools and engaging in active missionary work. Counter Reformation succeeded in eliminating a number of wrong tendencies in the Catholic Church. Counter Reformation is also known as Catholic Reformation.



Ignatius Loyola



Compare and contrast Reformation and Counter Reformation.

The Renaissance marks the evolutionary progress of humanistic ideas that originated in Greco-Roman times. Renaissance was also a continuation of the ancient and the middle ages. At its core, the Renaissance was characterised by humanism, which focused on humanity and human needs. Through extensive trade contacts and cultural exchange, the Renaissance fostered mutual relationships between Europe and other societies.



Conduct a seminar in the class on the topic 'Influence of Renaissance on different spheres.' Areas to be considered:

- Art
- Literature
- Politics
- History
- Science
- Religion



Extended Activities

- Prepare a flip magazine including the contributions of the Renaissance period in art and literature and exhibit it in the class room.
- Organise a poster exhibition on the topic 'Inventions in the field of science in the Renaissance period and the contemporary world.'
- Bhakti Movement in India was a protest like the Reformation in Europe. Discuss the similarities and differences between these two, and prepare a note.
- Prepare a digital atlas by marking the important European countries which became the platform for the Renaissance and the Reformation.



2

LIBERTY EQUALITY FRATERNITY

1789 June 20

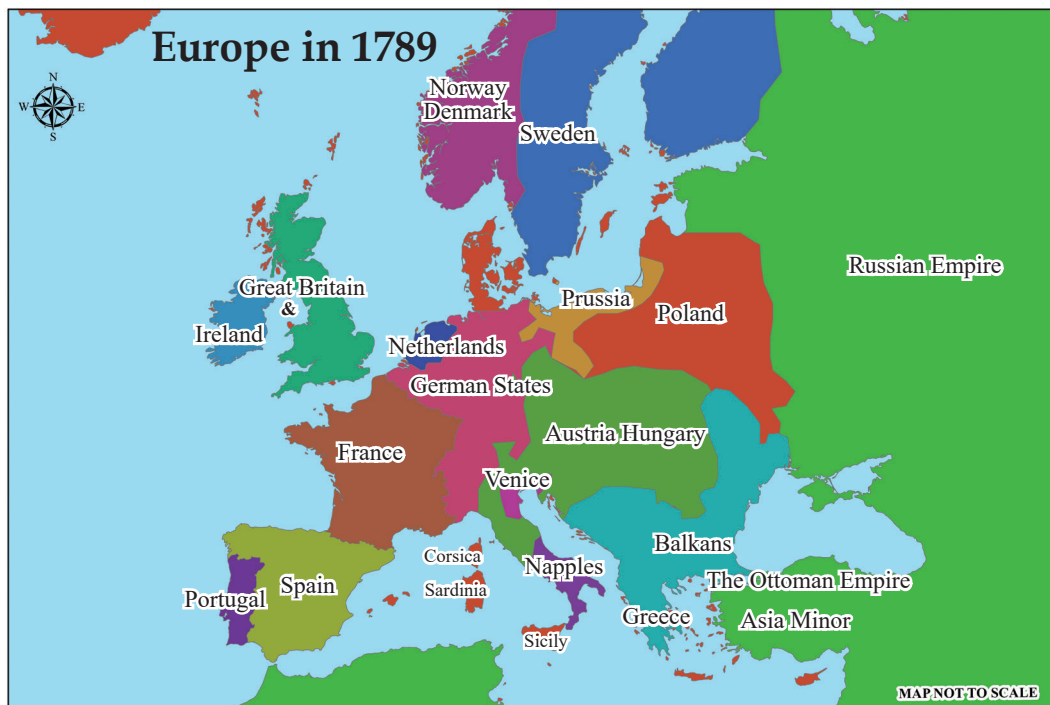
Paris, the capital of France and one of the major cities in Europe, was drenched in rain. The political climate of Paris was quite hot. Representatives of the Third Estate were denied entry into Estates General, the French parliament. Then they gathered in a tennis court nearby. They vowed that they would not leave until a written constitution granting sovereignty to the people of France was drafted. In this lesson we discuss a popular uprising that had a decisive impact on the subsequent history of France and Europe.

Despotic Regime in France

There was public uprising against the despotic regime that existed in France. The Bourbon dynasty was ruling France for decades. All the rulers of this dynasty were generally despotic. They believed in the divine right of rulers. Although there was a parliament called the Estates General, it was not summoned for a long time. The parliament was summoned only in 1614 for the last time. The most prominent of the Bourbon kings was Louis XIV, who declared, "I am the State."

Divine Right Theory

According to the Divine Right Theory, the king is the representative of God. The king derives his authority from God. Hence, they are not accountable to the people, but to God. Those who supported the despotic rule believed in this theory.



Map 2.1 Europe in 1789



Look at the map 2.1 and locate France. Identify and mark the neighbouring states of France.

Corruption, extravagance and continuous wars waged by Louis XV, who succeeded Louis XIV, put the country and its people in misery. To find money for his extravagance he imposed new taxes on his subjects. Louis XVI, who came to power later did not pay much heed to governance. He believed that the country was safe in the hands of his loyal ministers. The queen, Marie Antoinette, constantly interfered in government affairs. The king pretended not to see the queen's extravagance. This made the people unhappy.



Analyse and list down the reasons as to why the rulers of France became unpopular.

French Social System

**“Nobles fight,
Priests pray,
and the Commons pay”**

This was a popular saying among the common people of France. What does it mean? Let us examine.

French society in the 18th century was divided into three estates. The clergy in the first, the nobles in the second and the common people in the third estate.

The Clergy (First Estate)

The Catholic Church in France was very powerful and wealthy. The church owned a large tracts of land. The clergy was exempted

from all types of taxes. Moreover, they levied a tax called the *tithe* on the common peasants. One tenth of the total produce was remitted as tax. This made the common peasants resent the clergy.

The Nobles (Second Estate)

The nobles held the highest positions in government and in the army. They were landowners as well. The nobles, who lived luxuriously, collected various taxes from the people.

According to an act of 1749, all sections of people had to pay one twentieth of their income directly to the government as tax. This tax was known as *Vingtième*.

The first two estates (the clergy and the nobles) got exempted from the tax by giving a small amount to the king as a gift. The priests and nobles never hesitated to oppose the monarchy to maintain their rights.



Various ways in which the nobles exploited the common people

- **Corvée:** The right to make the common people work for three or four days a year without paying any reward.
- **Banalité:** The additional tax obtained from the monopoly of wine making and the rent for the compulsory use of the landlord's facilities for the manufacture of grape juice, bread, etc.
- **Banvin:** A monopoly tax on the wine produced in the territory of a lord.
- **Péage:** A toll on bridges and roads.
- **Terrage:** A special tax collected from the peasants during harvest.

CDM Ketelby, *A History of Modern Times from 1789*

The Commons (Third Estate)



Commoners crushed by Elites (Upper Class) who enjoyed special privileges

The condition of common people in 18th century France can be clearly understood from the illustration given above.

The third estate in France comprised of the middle class, workers and peasants. They were known as Commons. Most of the third estate, which comprised of the majority of population, lived in poverty. Farmers got only a fraction of what they produced. They were obliged to pay various taxes to the king, the church and the nobles. In addition, they had to perform services that were unpaid and compulsory. Some of them included:

- performing military service when it was necessary
- providing free service for the construction of public roads, waterways, bridges, etc.



Analyse the social system in 18th century France and prepare a note.



Gabelle

This was a tax imposed on all products from the 13th century. From 15th century onwards it was levied only on salt. The gabelle was a very unpopular tax.

The Rise of the Middle Class

A middle class emerged in French society in the 18th century. The progress made in the agricultural and industrial sectors of France at that time led to the rise of the middle class. With the growth of the agricultural and industrial sectors, new cities emerged. Those who took advantage of the employment opportunities in the cities progressed economically and became part of the middle class.

Domestic trade and the trade with the colonies made the industrialists in France wealthy. The major ports and cities were under the control of these wealthy people. They were also part of the middle class. The middle class thus formed also included doctors, lawyers and bankers. This middle class, like the common people also had to pay taxes to the government and the nobility. Despite their educational and economic advancement, they were not given the status or power they deserved in the administration and the army. In short, the middle class had deep discontentment.



The rise and discontent of the middle class decisively influenced the French revolution. Evaluate.



Will and Ariel Durant



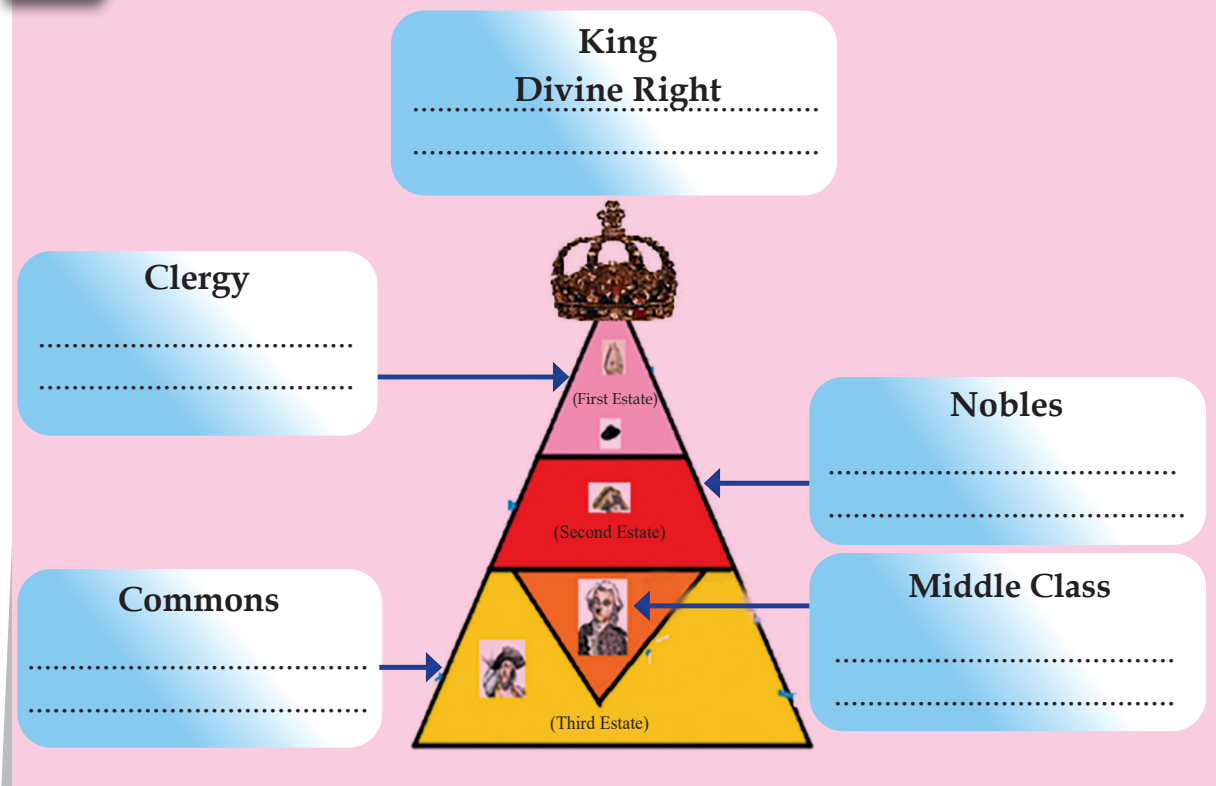
Famous historians Will Durant and Ariel Durant commented on the role of the middle class in the French Revolution:

The essence of the French Revolution was the overthrow of the nobility and the clergy by a bourgeoisie using the discontent of peasants to destroy feudalism and the discontent of urban masses to neutralise the armies of the king.

(Will and Ariel Durant *Story of Civilisation-VOL-X Rousseau and Revolution* Simon and Schuster New York 1967)



Complete the given diagram by identifying the features of 18th century French society.



Economic Crisis

In the 1770s, the French agricultural sector faced a severe crisis. This was due to a decrease in production. This led to an increase in the price of cereals and bread. Between 1730 and 1789, the price of cereals increased by 60 percent. However, the increase in wages was only 22 percent. A severe shortage of fodder saw a huge decline in livestock. This affected one third of the population adversely.

According to the trade agreement signed by France with Britain, there was a huge reduction in import duties on British products. The French market was flooded with British products and made native artisans unemployed. Thus, disgruntled farmers, artisans, and other workers took to the streets against the government. To overcome the economic crisis, King Louis XVI borrowed huge

sums from bankers. In exchange for these loans, the government issued bonds. The empty coffers discouraged bankers from lending more money. One of the main reasons why the middle class, that included bankers, opposed the government was this inequality in taxation. They demanded that rules of taxation should be made equal among all citizens.

Influence of French Thinkers



Voltaire

The French philosophers and their ideas convinced the people of the situation they were facing and inspired them to react against injustice. Let us get to know some of the thinkers who influenced the French people in this manner.

Voltaire

Voltaire was a philosopher, historian, satirist, and a philanthropist. Though he was not an atheist, he constantly criticised the clergy through his articles. He was expelled from France due to his stance and writings.

Rousseau



Rousseau

Rousseau was an educational philosopher and a political theorist. His work, *The Social Contract*, defined the relationship between the citizen and the state. Rousseau stated, "The people created the king through a contract for their welfare and upliftment. However, the king has violated his responsibilities. Therefore, he has lost the right to rule." He argued that, "good laws create good citizens." Rousseau opposed the existing power structure. His ideas were based on naturalism. "Man is born free, but everywhere he is in chains," he said. Rousseau's works inspired the French Revolution.

Montesquieu

Montesquieu criticised the evils of the church and the tyranny of the state. He advocated limited monarchy and proposed that powers of the government be divided into three branches: the legislative, executive, and judicial, to ensure the freedom of individuals. His famous work *The Spirit of Laws*, analyses the principles of government and the evolution of law and the constitution.

The ideas of the British philosopher John Locke also had a decisive impact on the French. His famous work, *Two Treatises of Government*, rejected the divine right and tyranny of the king. Economists known as 'Physiocrats' also influenced the French people. Prominent among them were Turgot and Necker. Turgot, was an advisor to Louis XVI, who conceived many plans to improve the economic situation of France. These economic policies reflected the interests of the middle class. Encouragement of agriculture and free trade of food items were important among them.

These reforms improved the financial situation of France to some extent. However, Marie Antoinette's unwillingness to cut back on spending resulted in enmity between her and Turgot. Due to the queen's opposition, Louis XVI dismissed Turgot from his ministry. Necker was appointed as the new advisor. He tried to continue the reforms of Turgot but was expelled due to the war with England. He also faced the opposition from the National Assembly. The advisors who were appointed after Necker also failed to improve the



Montesquieu



Salons and Coffee Houses

In France, salons and coffee houses served as centres for communication and political discussion. Educated and enlightened women organised salons in their homes. In these salons, they discussed the ideas of philosophers, writers, thinkers, and social reformers. These discussions inspired revolutionary ideas. Similarly, coffee houses became popular centres where ordinary citizens, journalists, and others held discussions regularly. Here, they planned revolutionary activities and criticised despotism.

economic condition of France. Finally, the King was forced to change his decision and call Necker again .



Prepare a pictorial chart showing famous French philosophers and highlighting their ideas.

The Estates General Meets

We have already discussed the severe economic crisis that France faced in the 18th century. To overcome this, it became necessary to impose new taxes. For this, Louis XVI, on the advice of Necker, decided to summon the French parliament, the Estates General. When the Estates General was convened again after 175 years, disputes arose regarding its organisation. Like the French society, the Estates General also was divided into three. The three estates met separately.

The Clergy, that was only a small percentage of the French population, had two hundred and eighty five members. The nobility, which numbered only about one hundred and forty thousand of the French population, had three hundred and eight members in the House of Representatives. The common people, who constituted the majority had six hundred and twenty one members in the House of Representatives. The membership of the first and second estates was by inheritance. However, the members of the Third Estate were elected.

The existing system was one vote for one house. The first two houses supported this. The reason for this was that if the first and second estates came together, they would have a majority to control the government.

All the new representatives of the Third Estate presented the grievances and demands of the groups that they represented. However, King Louis XVI did not make any preparation to resolve these problems. The main reason for this was that the king did not have enough knowledge of the parliamentary system.



The Estates General was the cross - section of the French society. Substantiate.

The Tennis Court Oath

Though representatives of the Third Estate demanded the meeting of all three estates together, the first two estates refused to do so. Following this, on 17 June 1789, the members of the Third Estate declared themselves the real representatives of the people of France and called their assembly the French National Assembly.

With the support of the first two estates, Louis XVI closed the hall where this assembly used to be held and placed it under military guard. Led by Jean-Sylvian Bailly, the Abbé Sieyès and Mirabeau, the representatives of the Third Estate met on 20th June at the nearby tennis court. They declared that they would not leave until they draft a constitution for France. This was later known as the Tennis Court Oath. This is the incident mentioned at the introductory part of this lesson. This session of the National Assembly later came to be known in history as the 'Tennis Court Assembly.'



Tennis Court Oath



Prepare a script about the Tennis Court Oath and present it as a skit in the class.

The Fall of Bastille and the Beginning of the Revolution

King Louis XVI dismissed his advisor Necker and ordered him to leave Paris. As the news spread like wildfire, the crowd that was provoked seized the granaries and bakeries in Paris.

They amassed weapons and stormed the Bastille, the symbol of Bourbon despotism, on July 14, 1789, and within hours took control of the city of Paris.

The fall of the Bastille is considered the beginning of the French Revolution. Violence spread to the French countryside and tax collectors also fell prey to the people's anger. Louis XVI fearing the wrath of the people, approved the laws passed by the National Assembly.

Some of the reforms passed by the National Assembly are given below:

- Abolition of slavery
- Taking away the special powers vested on the nobility
- Abolished the tax the people had to pay to the Catholic Church
- Cancellation of additional taxes

Women and the French Revolution

Food shortage and the policies of Louis XVI who did not cooperate with the National Assembly, forced women to join the struggle. Thousands of women marched to the Versailles palace in Paris, the residence of the Bourbon kings, carrying brooms, swords, spears, and guns. A large crowd accompanied them. They forcefully brought the king and his family to Paris. Louis XVI assured them that he would accept the decisions of the National

Assembly without any reservations.

Olympia de Gouche, a famous playwright and activist in France, was a strong female voice who advocated for women's rights during the Revolution. In her famous book, *Declaration of the Rights of Woman and of the Female Citizen*, she demanded that women



Goodbye Versailles (Adieu, Versailles!) Illustration of women's march to Paris with members of the royal family.

should have the same rights as men. She stood for a social structure in which women had equal power and rights like men. Madame Jeanne Rolland was another woman who stood for women's equality. The right to property and the right to divorce were some of the achievements they gained through the women's rights movement.



Clothing as a symbol of protest

The French nobility traditionally wore a type of pants called breeches that reached down to the knees. As a protest against the nobility, workers and peasants began to wear long trousers called pantaloons that reached down to the ankles. They came to be known as sans-culottes, and pantaloons became a symbol of the support for the revolution. The fact that more people started wearing pantaloons was evidence that the revolution had become popular.

The Phrygian cap was also a symbol of the revolution. Workers wore the red Phrygian cap to signify that they had been freed from slavery.



Sans-culottes couple



Red Phrygian cap

New Constitution

**“Men are born and remain free
and equal in rights”**

The above quotation is taken from the Declaration of Human Rights, which was given in the preamble of the Constitution prepared for France by the National Assembly. The French Declaration of Human Rights (Declaration of the Rights of Man and of the Citizen) in the preamble is an important result

of the French Revolution. Let us examine the main ideas in the Declaration of Human Rights of France in 1789.



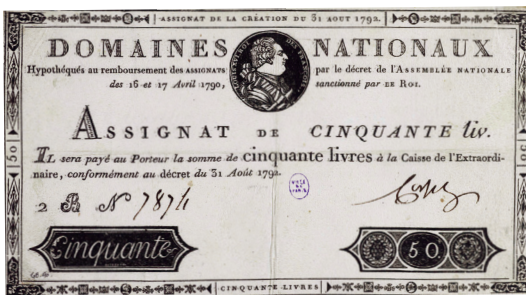
- Men are born and remain free and equal in rights.
- The aim of all political associations is the preservation of the natural and inseparable rights of man. These are the rights to liberty, property, security, and resistance to oppression
- The principle of all sovereignty resides essentially in the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

The French National Assembly implemented many reforms in the social, economic, and political spheres of France. The most important of these were:

- Implemented a unified constitution throughout the country
- Issued a new paper currency called 'Assignat'
- Confiscated the properties controlled by religious leaders
- Declared complete religious tolerance
- Clergy became salaried government employees



ASSIGNAT



The Assignat was the name of a paper currency issued in France in 1789. It was intended to be used as a bond and currency to stabilise the French economy and to pay off the national debt. Over time, the government began to print Assignat excessively to cover its expenses. This led to massive inflation and a rapid devaluation of the currency. By 1796, the Assignat had lost its value.



Discuss how the Universal Declaration of Human Rights influenced the reforms of the National Assembly.

Reign of Terror and the September Massacre

In 1792, a new governing body called the National Convention came into being in place of the National Assembly. The National Convention declared France a republic and executed Louis XVI. The Jacobins seized control of France, that had become a republic. When the major powers of Europe like Britain, Austria, and Russia, attacked France, the 'Committee of Public Safety' was formed to deal with the situation. Led by this committee, a reign of terror began in Paris. The administration of the city of Paris was in the hands of Danton, Hébert, Marat, and Robespierre.

Thousands of people including nobles, priests, and supporters of the king, were branded traitors and imprisoned. When the prisons overcrowded, about one thousand and five hundred people were killed on the streets of Paris. This is known as the infamous 'September Massacre.' The guillotine was a special machine made to kill people. The leaders of the Republic, who were responsible for the deaths of many thousands during the Reign of Terror, were also guillotined later.

The revolutionaries abandoned the current calendar and implemented a new revolutionary calendar.



Jacobins and Girondists

The Jacobins were a political and social group that emerged during the French Revolution. They met at the Jacobin Convent in the early days. That is why they were called Jacobins. Robespierre was a major leader of this group. The Jacobins had a great influence on French politics at the time.

Another major group that participated in the French Revolution were the Girondists. Some of them were members of the National Assembly who came from the Gironde region in south western France. Unlike the Jacobins, they took a moderate position. They were representatives of the upper classes, who were landowners and merchants.



Robespierre

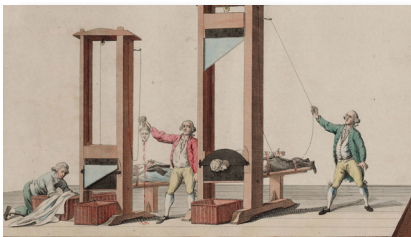


Revolutionary Calendar

This calendar was adopted in France in October 1793, replacing the existing Gregorian calendar. The day France became a republic, i.e. 22 September 1792, was the first day of the calendar. This calendar had three decades of ten days instead of seven-day weeks. This was a completely secular calendar. This calendar was in use in France until the twelfth year of the Revolution (1801).



Guillotine



The guillotine was a gruesome instrument used during the French Revolution (1789-1799) to instantly behead people. It is named after Dr. Joseph-Ignace Guillotine, who proposed the idea. King Louis XVI and Queen Marie Antoinette were also guillotined. Robespierre, a revolutionary leader during the Reign of Terror, also was guillotined.

A New Constitution

With the end of the Reign of Terror, a new constitution came into being in France in 1795. Based on this, a committee consisting of five members carried out the administration. This system of government was called the Directory. But soon, corruption and mismanagement led to the collapse of the Directory. The people were pushed to utter poverty and lost faith in the new government.

Consequences of the French Revolution

The most obvious result of the French Revolution was the collapse of feudalism in France. The laws of the old regime disappeared with the revolution. The land owned by the church became the property of the middle class. The land under the nobles were confiscated and all kinds of benefits were abolished. With the introduction of a unified system of weights and measures (the metric system), the inaccuracy in weights and measures ended.

The concept of modern nationalism is a contribution of the French Revolution. It was only after the French Revolution that the existence of a nation began to be expressed through national character, not through monarchy. The concept of the nation in its full sense came into being after the French Revolution. This declared the idea that France was not just a geographical expression, but the entire people of France. Another concept that grew with nationalism is democratic system of governance. It was after the French Revolution that the foundation of democratic rule based on Rousseau's idea of the sovereignty of the people was realised. The French Revolution also influenced the struggles for national independence that took place in Asia and Africa in the nineteenth and twentieth centuries.



Analyse the consequences of the French Revolution and prepare a note.

Napoleon

“ I found the crown of France in the gutter. I picked it up with the tip of my sword and cleaned it, and placed it atop my own head ”

These are the words of Napoleon Bonaparte, who seized power by overthrowing the Directory that existed in France. What can be understood from these words of Napoleon? These words of Napoleon referred to the French society that had fallen into anarchy and his seizure of authority over France. Napoleon was a Brigadier General in the French army. He established a new administrative system consisting of three consuls instead of the Directory. Napoleon himself was the First Consul. Soon, Napoleon declared himself the Emperor of France. Let us take a look at the administrative reforms he implemented in France.



Napoleon Bonaparte

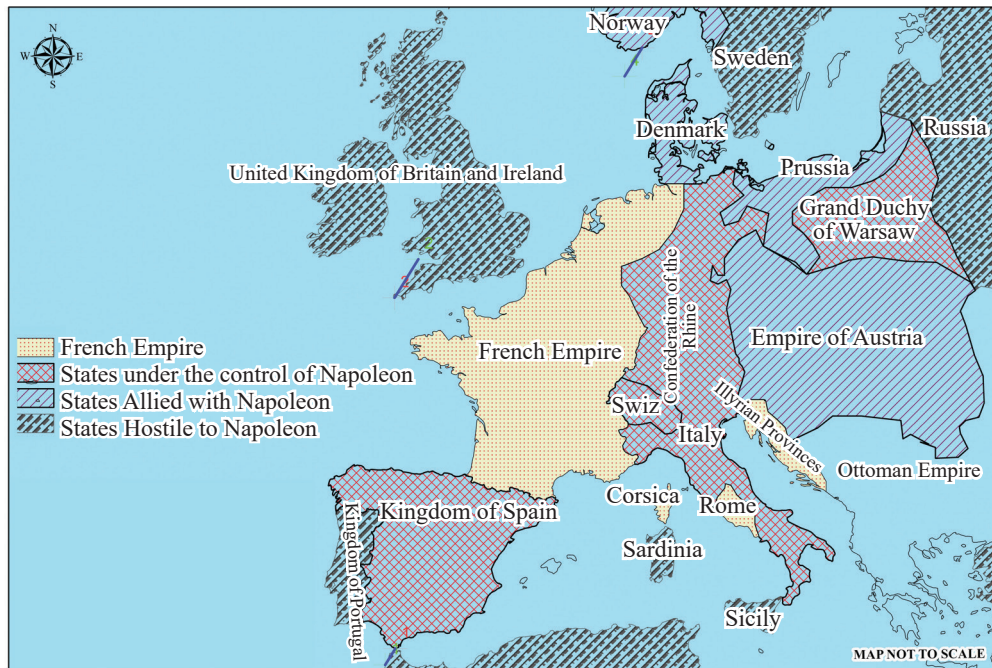
Reforms	Changes
Legal reforms	By Napoleonic Code, Feudal laws were abolished, and equality and religious freedom were recognised.
Concordat (An agreement between Napoleon and the Pope)	As per the agreement with the Pope, the freedom of the Catholic Church was restored. Other religious groups were also granted freedom.
Educational reforms	Steps were taken to universalise education. Government-run schools called lycee were established. The goal of this was to produce educated people for government service and the army. A national university system called the University of France was established. Through this system, the state controlled the country's education.
Economic reforms	Established The Bank of France and implemented a unified currency system.
Military reforms	The army was reorganised into several battalions.



Napoleon's administrative reforms laid the foundation of modern France. Discuss this statement and prepare a note.

Napoleon waged several wars with the aim of eliminating the enemies of France. He defeated countries like Austria and Prussia in the war.

Napoleon's arch enemy was Britain. He devised plans to destroy Britain economically as he knew that it would be impossible to conquer Britain which was a superior naval power. The plan formulated for this purpose is known as the 'Continental System'. According to this, countries that were under the control of France or the friendly nations of France were banned from trading with Britain. Napoleon was not able to achieve complete success in this. Moreover, this led to a series of battles with Britain. This eventually led to the defeat of Napoleon in the Battle of Waterloo in 1815.



Map 2.2



Look at Map 2.2 and list the places where Napoleon established his dominion.

The Map of Europe Redrawn

After Napoleon's defeat, the countries in Europe met in Vienna, Austria in 1815 and took some important decisions. This is known as the Congress of Vienna. This conference was led by the Austrian Chancellor Metternich. With the Congress of Vienna, French dominance in Europe ended.

Major Decisions of the Congress of Vienna

- Restore the monarchies that existed in the countries of Europe including France before the French revolution.
- Restore the Bourbon monarchy in France.
- Recognise Britain's naval supremacy and Russia's dominance in Eastern Europe.
- Recognise Austria's dominance in Central Europe.



Metternich



Tree of Liberty



The 'Tree of Liberty' was a figurative expression in the American struggle for independence. In France, it was literally used during the revolution. Trees were planted in public places as a symbol of freedom. Red Phrygian caps were considered a symbol of liberation, and were hung on the trees.

Tipu Sultan, the ruler of Mysore, who was constantly in conflict with the

British, planted the Tree of Liberty in his capital, Srirangapatnam. By planting the Tree of Liberty, Tipu Sultan demonstrated his affinity for the ideas of the French Revolution and his hostility to the British.

The French Revolution is one of the most important events that has influenced modern world history. It was a movement by the common people and the middle class of France for the rights they were denied. The ideas put forward by the French Revolution influenced the world later on.



Extended Activities

- Create a digital presentation which includes descriptions of the major events of the French Revolution.
- Evaluate how the French Declaration of the Rights of Man and of the Citizen influenced later freedom struggles.
- Prepare a digital presentation that includes the timeline of the French Revolution, the leaders of each phase of the revolution, and their ideas, and then present it in the class.



3

SOCIAL ANALYSIS: THROUGH SOCIOLOGICAL IMAGINATION

Monsoon. People hardly get any work here. I was studying in ninth standard at that time. I went to the shop with my father to buy groceries. On seeing my father, the shop keeper reminded him that he had to pay him a significant amount for the things he had purchased earlier. My father gave him whatever money he had in his hand. On that day he agonised over it. I realised the value of money even if it was one rupee. The cause of our problems was that we did not have money. I am confident that everything will soon become right.

I cannot give you anything more on credit. I also have financial difficulties



Given here is a portion of note prepared by Anu as per the instructions of her teacher to share her experiences about a rainy season. What are the problems mentioned here that Anu and her family face?

- Limited opportunities of employment during rainy season
-
-



Anu is thinking what could be the reasons for her problems. Anu concludes lack of availability of money as the cause of her and her family's problems. Anu believes the problems she is experiencing is due to personal reasons. Why would Anu think like this?

To understand personal problems many people rely on superficial reasons. Individuals also try to understand the reasons for their problems basing it on their previous experiences. Others understand the causes for their personal problems through the information that they gather from the interaction with others and their experiences. Individual problems are generally analysed using the knowledge and practices acquired through the process of socialisation by some people. It is on the basis of such commonsense knowledge that individuals often find the causes of their problems.

Commonsense Knowledge

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

This is not formal knowledge. Rather they are assumption or even everyday practical knowledge. The notion that "The Sun rises in the East and sets in the West" is an individual's perception of a natural phenomenon. Similarly, the knowledge that 'fire will burn' is a basic understanding of the nature of fire. This knowledge is acquired through observation, experience and socialisation.

Commonsense Knowledge and Social Analysis

We have now seen that individuals acquire commonsense knowledge through their everyday perceptions, practices and the knowledge of the world around them. It is formed based on norms, practices, beliefs and personal experiences which are not often examined. Anu and her family face the social problem of indebtedness. Will it be possible to find the actual reasons for this if this social problem is analysed through just the lens of commonsense knowledge?

Now think about the reasons why a person experiences poverty. People may also think that poverty is due to a person's laziness or disinterest in work. Many people think that personal failure is the only reason for poverty. Such perceptions are formed through commonsense knowledge.

What are the ways in which commonsense knowledge develop?

- Through personal experiences
- Through general observations

Can we always rely on commonsense knowledge for solving our problems? Give reasons.



Social Problem

A social problem is a problem or condition that affects a large number of people in society. Problems that affect only a single or a few individuals are not considered as social problems. A social problem is considered as undesirable or detrimental to the society. Poverty, inequality, discrimination, environmental pollution are some examples.

Given below are some of the statements based on commonsense knowledge that exist at least in some part of the society.

1

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

2

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

3

Teenagers are always rebellious and irresponsible.

4

Eating till you are full is good for health

5

Providing temporary shelters can solve housing problems

Let us analyse and see if these statements are completely true.

- 1 Note the statement that humans are not responsible for climate change. What are the problems caused on earth due to climate change?

- Global warming

•

•

•

List human actions that cause global warming

- Burning of plastic

•

•

•

While observing these things, it can be seen that human actions are also responsible for climate change and global warming. It can thus be seen that this is a statement based on commonsense knowledge. **Such commonsense knowledge is often partial.**

- 2 Note the statement that a high score can only be achieved by studying for a longer time. Is it the same for everyone? Do individual learning methods and styles affect learning? Spending more time in learning alone does not make it effective. What can be done along with this to achieve academic excellence?

- Group learning
- Taking regular intervals and proper rest while studying
-

Therefore, the statement that a high score can only be achieved by studying for a long time, is merely commonsense knowledge derived from speculations or practices. **Commonsense knowledge thus relies on speculations and practices.**

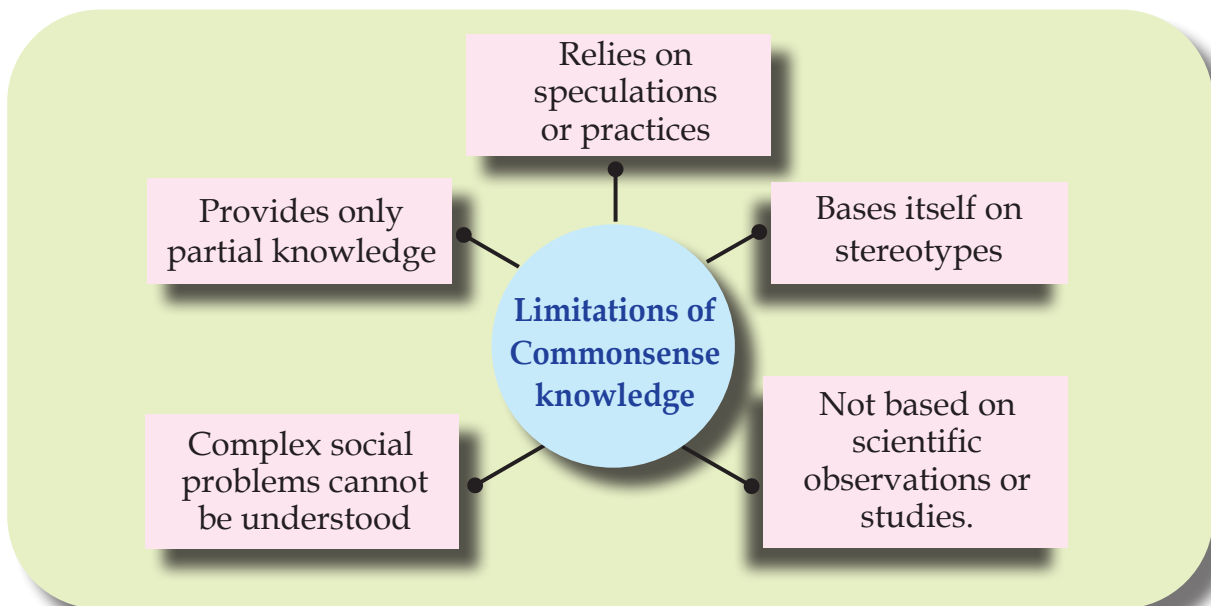
- 3 It is a general statement to make that teenagers are always rebellious and irresponsible. Such general statements, beliefs or ideas are referred to stereotype. When observed in this way, it can be seen that the statement about teenagers is a stereotype. Such stereotype creates misconception about teenagers. Teenagers are indeed a heterogeneous group, usually showing responsibility and mutual respect. But such stereotypical statements lead to a lack of trust in teenagers. Moreover it results in misplaced assumptions about their behaviour. **Now, you can see how commonsense knowledge is often based upon stereotypes.**

- 4 The statement that eating till you are full is good for health is a part of commonsense knowledge. Such statements are based only on day to day observations without a detailed understanding of nutrition and health. Commonsense knowledge usually provides only partial understanding of such a concept. **Commonsense knowledge is often not based on scientific observation or studies.**

- 5 Now approach the problem of housing through commonsense knowledge. Some may think that it is just a personal choice or a problem of not trying to secure permanent housing. Those who think so, may imagine that temporary safety, and housing, or vocational training can solve the problem permanently. But are there other reasons behind housing problems? What are they?

- Financial instability
- Unemployment
-
-

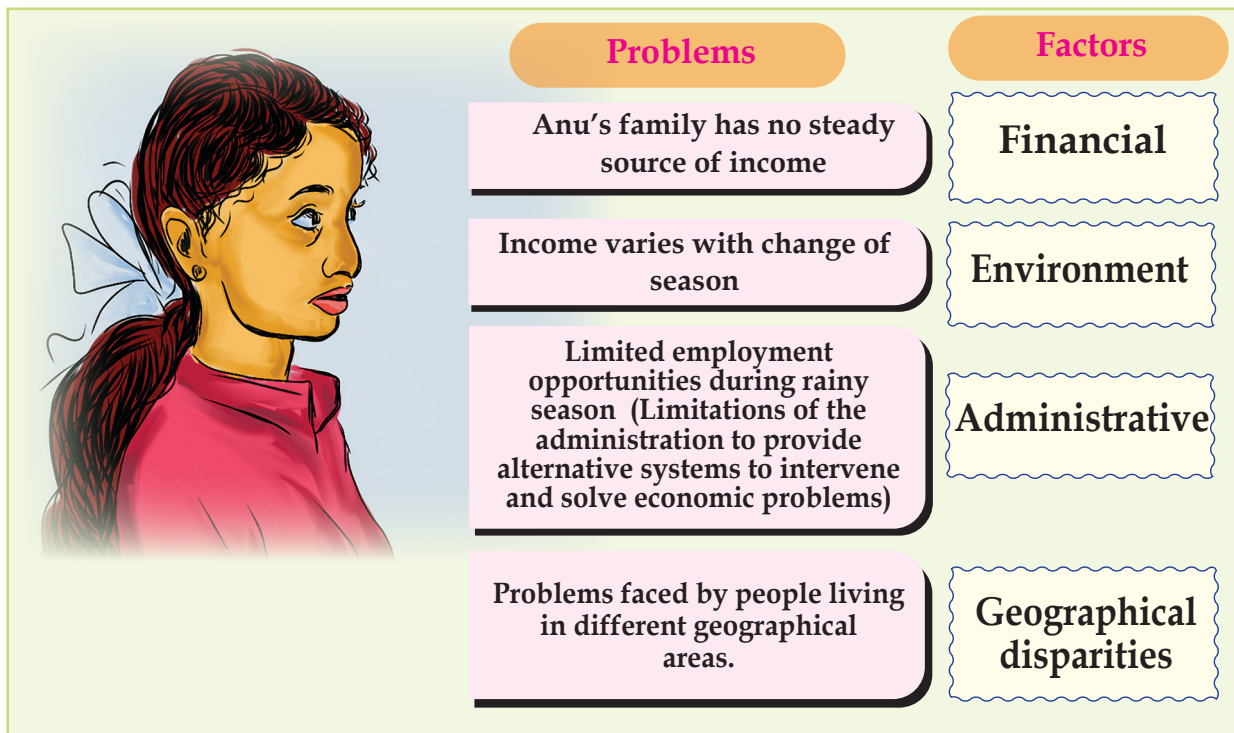
Commonsense knowledge often fails to discover the real causes behind the problems. It can be seen that all the topics covered in the above mentioned five statements are related to complex social problems. **Individual problems or complex social problems cannot be understood properly using commonsense knowledge.**



Find more examples of commonsense knowledge and make notes discussing the limitations of the knowledge gained through it.

Approaching personal and social problems only through commonsense knowledge will not provide enough knowledge for proper solutions. It can be seen that Anu thought about the cause of her problems only based on commonsense knowledge.

Anu thought that the reasons for the problems they are facing is only because they do not have enough money. But aren't there many other factors that can contribute to Anu's problems? What are they?



Here, we can see that factors such as environment, geography, administration and finance all contribute to the problems in Anu's family. Now, do you notice that financial insecurity is not the only reason behind Anu's problem but many other social factors?

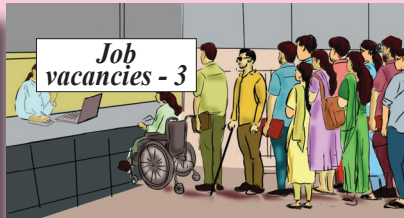
Social Factors

Social factors include various elements of society that influence the behaviour, attitude, opportunities and choices of individuals. These include family, education, peer groups, religion, caste system, economic status, environment, cultural norms, values, governance system, politics, technology, media and many more.



We can see that Anu's personal problem is also a social problem. Social factors influence each and every personal problem. We can understand individual problems and their causes in greater depth and breadth only when we identify the influence of social factors behind them. Mention a recent personal problem you have had. List the social factors that influenced it.

Observe the pictures



Based on the pictures, list the individual problems and identify the social factors behind them.

Serial No.	Individual Problems	Social Factors
1		
2		
3		

You would have identified now that there are many social factors behind individual problems. By analysing these factors, we can identify the cause-effect relationship and consequences of the social problems. Observed thus, it can be seen that individual problems are related to wider social structures.

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 provide suggestions for their improvement.



Sociology

Sociology is the scientific study of society. Sociology can observe, analyse and interpret relationships, social institutions and structures in society. Karl Marx, Emile Durkheim, Max Weber were prominent among its early thinkers. Some important concepts used in sociology for social analysis are **social relationships**, **social institutions**, **social structures**, etc.

Social relationships are the relations and interactions that individuals develop from within the society. The basis of social relations is social structures and social institutions. The cooperation, care and affection of the members of the family as a social institution and the deep bonds, contacts and togetherness formed through friendships are examples of social relations.

Social institutions are the framework of rules established by society to stabilise and regulate social relations. They define and shape our actions and behaviour while explaining society's perspectives. Along with that, it assimilates generally accepted values and reflects them in the actions of individuals, leading society towards progress. Examples include family, marriage, religion, political institutions, economic institutions, educational institutions, judicial institutions and so on.

The **social structure** explains and implements the status, roles, existence and responsibility of individuals in the society. Norms and rules of society are the examples of social structure. These provide order and stability to the society.

Have you noticed the various factors of the problem that Anu is experiencing are related to wider social structures? **Sociological imagination** is the skill to identify and analyse how individual problems are related to broader social structures. The concept of sociological imagination was introduced in the book *The Sociological Imagination* (1959) by American Sociologist Charles Wright Mills. He proposed this concept as a skill that helps to see individual problems as part of the wider social structure. The sociological imagination envisages a way of identifying individual problems and their causes and explaining them by subjecting them to wider observation and analysis.



Charles Wright Mills

Sociological Imagination and Social Analysis

The social causes behind all personal problems can be identified through sociological imagination. Sociological imagination helps us to understand how social structures influence our lives and that of others. Sociological imagination enables individuals to move beyond their life situations and view their experiences and personal problems in the context of broader social structure. Now, let us examine the characteristics of sociological imagination.

1. Broadens individual perspective

Observe the picture



Does an individual meet with an accident only because of carelessness. There could be other reasons behind it. What are they?

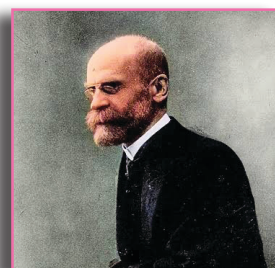
Sociological imagination reveals that there are many other factors resulting in road accidents. For instance, violation of traffic rules, over crowding of vehicles, limited transportation facilities, failure of legal system, unscientific way of construction of roads and so on.

Sociological imagination helps to identify how other social factors influence individual problems and thus broaden the individual's perspective.



Suicide Rate and Society

Emile Durkheim, one among the founders of Sociology, studied the social causes behind suicide at a time when suicide was only seen as a personal matter. He found that people commit suicide for social reasons more than personal ones. He presented his findings in the book *Suicide* (1897).



Emile Durkheim
(1858-1917)

2. Understanding social issues in depth

Look at the table

**Labour force participation rate in India by gender status
2017-2023**

Year	Labour Participation rate	
	Male	Female
2017-2018	75.1	21.1
2018-2019	74.9	21.6
2019-2020	75.8	26.3
2020-2021	75.8	27.5
2021-2022	75.9	27.2
2022-2023	77.4	31.6

Source: Periodic Labour Force Survey Report, Ministry of Statistics and Programme Implementation.

The table shows the labour force participation rate in India by gender for the period of 2017 to 2023. Labour force participation is a major factor influencing the economic development of a region. Notice the gap between the labour force participation rate of men and women in different years.

The commonsense knowledge is that women are not coming forward as workforce. Sociological imagination helps us to think that there are other factors behind the decline in the number of women in the work force. When we examine the reasons behind the decrease in the number of women in the workforce, we can find that there are many social factors related to gender status.

Some societies expect 'men' to be responsible for providing for the entire family, while 'women' are to remain at home as the caretaker of the family. This is a gender norm that limits employment opportunities for women. Due to this, women are not able to engage in income generating jobs. This contributes to the economic backwardness of women. In some societies, boys have more opportunities for education than girls. This results in the educational backwardness of women and lower labour force participation. We can trace various cultural, economic, and educational factors behind the gender status gap in labour force participation among women, using the concept of sociological imagination.

Sociological imagination helps to identify the relationship between individual problems and social issues. It also helps in gaining deeper understanding of the social issues.

3. Enables self - reflection

Read the extracts from Ishan's speech at his school reunion.



“ I was an Engineer. When I was young, I wanted to be a painter. But neither my teachers nor my parents were interested in me taking up painting as a career. Eventually, I also thought the same and decided to become an Engineer. I was under the impression that I became an engineer by my choice. But I was not satisfied with it. When I pondered over it,

I realised that I became an engineer not because of my decision, but rather by the opinion of parents, teachers and friends. Thus, I was influenced by many. I have retired from engineering as a profession and moved into painting, and I am happy now. ”

Whose influence does Ishan find behind his choice to become an engineer?

- Parents
-
-

Ishan realised this when he critically evaluated his decision. Self-reflexivity is the skill to critically evaluate one's own thoughts and actions. Ishan realised this upon self-reflection.

Apart from understanding the social factors behind individual problems, sociological imagination helps to realise more about oneself and exercise self-reflection.

Self-reflection enables us to identify the social causes behind individual problems. This allows for broader understanding by moving away from the confines of commonsense knowledge. In this way, sociological imagination is beneficial at both individual and societal levels.

4. Develops empathy and tolerance

Imagine that a child in your class consistently gets low scores and is not active in studies. What are the possible conclusions you would reach when you think about the reasons for this based on commonsense knowledge .

- Laziness
-
-

But when you approach the problem through the lens of sociological imagination, you can see the influence of wider social factors on the child's learning and behaviour. What are they?

- Family background
- Limited access to resources
-
-

When you approach the problem in this manner, you will develop empathy towards the child and will be able to provide support and encouragement. By understanding the social context behind the experiences of others, individuals can approach them from diverse perspectives. Empathy and tolerance can be developed through this.



5. Develops critical thinking

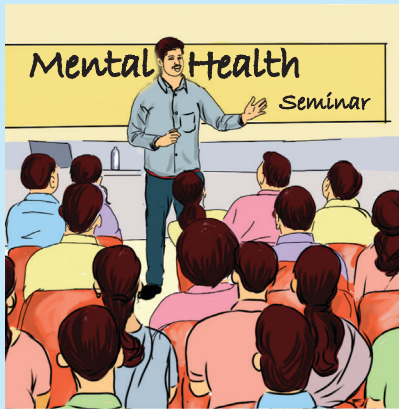


Priya was born and brought up in a village. After completing her education, she migrated to the city in search of better employment and living conditions. But she found it difficult to find work and secure accommodation there. Though she got a job after sometime she soon lost it. Priya then approached the labour office. She thought that losing her job was a problem that happened only to her. But at the labour office, she realised that there were many migrants in the city who had lost their jobs like her. By interacting with them and the labour office, Priya got some knowledge about the problems faced by migrants and their rights. Based on that, Priya tried to think critically about the issues and started actively engaging in activities to improve the conditions of the migrants. Gradually she was able to improve the conditions of others as well as herself.

This was the experience of Priya who migrated from village to the city for work. What were the personal problems that Priya and other migrants experienced in common?

Critical thinking enabled Priya to recognise that most migrants faced similar problems like hers. She was also able to find that other social factors also influence individual problems. Hence Priya was able to improve her circumstances and support others. In this way critical thinking based on sociological imagination helps individuals to understand how various social factors influence their lives.

6. Questioning negative social norms.



Rinu lives in a small town. With a satisfying job and family, he believed that there were no flaws in his life. But he often felt anxiety and depression. He was afraid that if he shared this with anyone, they would think he was mentally unstable and would be isolated. So he did not disclose it to anyone. Once he attended a seminar on mental health.

From the lectures and discussions held there by the mental health experts, he understood that mental health is as important as physical health. He realised that it was difficult for him to share his condition with others because there existed some negative social norms and stereotyping about mental health in society. He shared his mental issues with his friends. Together they started working to create social awareness about the importance of mental health.

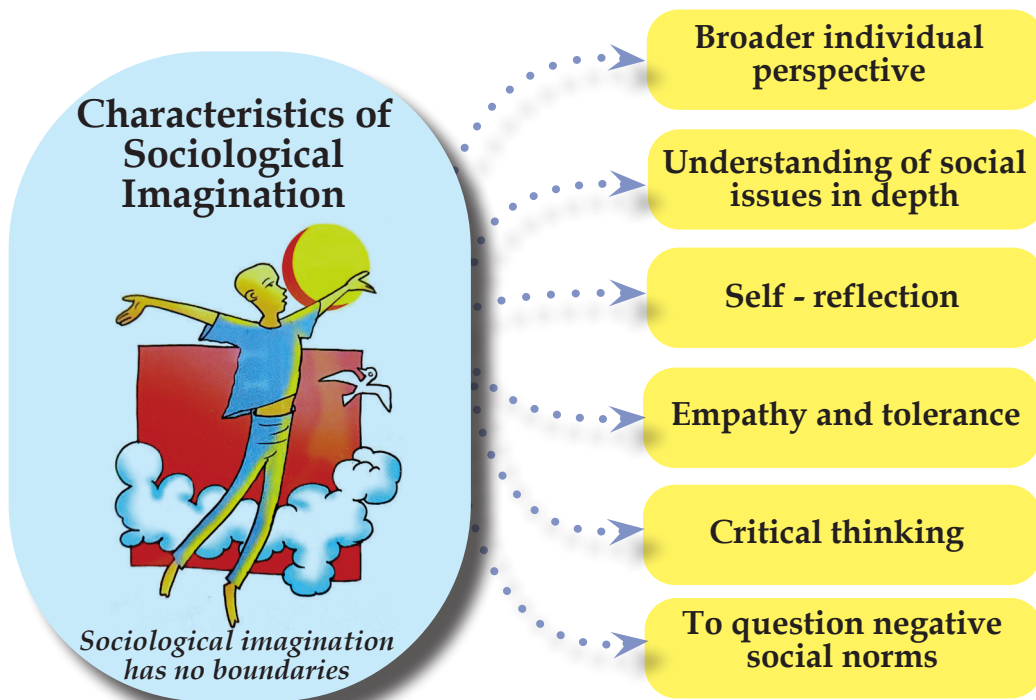
Have you read Rinu's experience? Do you realise that mental health is just as important as physical health? This awareness will inspire us to question the negative social norms that exist in society about mental health.

Sociological imagination also helps to understand the influence of social institutions like family, educational institutions and financial institutions on individual choices and their consequences.

Social factors can be seen behind every individual problem. Approaching only through commonsense knowledge will not help developing a social perspective. Social factors behind individual problems need to be identified. We should be able to analyse individual and social problems by looking beyond commonsense knowledge.

The sociological imagination enables to see individual problems as social problems rather than mere personal failures.

The reasons behind various social problems can be grasped through sociological imagination. This increases the possibility of intervention in problem solving and will help in formulating more effective social policies. Thus, sociological imagination helps to formulate social policies and strive for social change.



Observe your personal experiences and social problems in everyday life and record them in a journal. Find out how such social issues and individual experiences relate to broader social contexts using sociological imagination. Analyse the findings and write them down in the journal. Make a digital presentation of your analytical note and discuss it in the Social Science club.

Commonsense Knowledge and Sociological Imagination

Sociology seeks its knowledge beyond commonsense knowledge. Sociological enquiry helps in understanding and explaining commonsense knowledge. Commonsense knowledge and sociological imagination are different ways of understanding the society around us. These are interrelated but distinct ideas of sociology. By integrating these two ideas, individuals can engage critically with society and avoid viewpoints based only on commonsense. Consequently, individuals develop the ability to differentiate the complexities of social realities, social behaviour and social problems. Let us see how commonsense knowledge and sociological imagination differ in analysing social problems.

Commonsense Knowledge Approach	Sociological Imagination Approach
Limited to personal views and experiences	Its scope is broad as it connects individual experiences to larger social structures
Often provides only a superficial explanation based on stereotypes	Analyses deeply the impact of social factors on individuals
Social realities and problems are not approached through critical thinking	Encourages critical thinking about interrelationships between personal experiences and social structures

Sociological imagination helps to find the micro-macro relationship between individual and society. It equips us to engage in social activities and enables us to understand and address the complex interrelationships between individual lives and social structures. Sociological imagination thus becomes a powerful tool, skill and approach that enriches social life.

Try to find out the causes of social problems given in the table through the approaches of commonsense knowledge and sociological imagination.



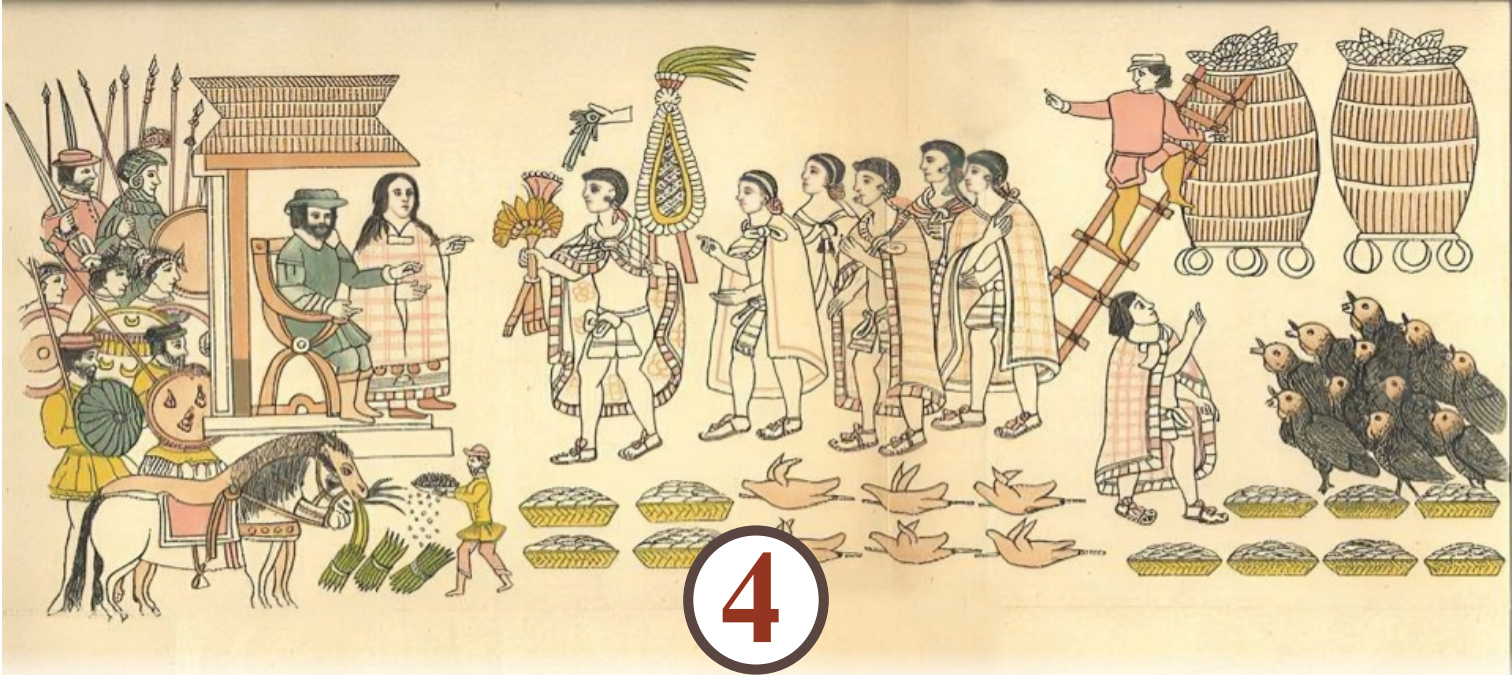
Social Problems	Commonsense Knowledge Approach	Sociological Imagination Approach
1. Poverty	<ul style="list-style-type: none"> • Lack of interest in hard work • 	<ul style="list-style-type: none"> • Uneven distribution of resources •
2. Unemployment	<ul style="list-style-type: none"> • Laziness • 	<ul style="list-style-type: none"> • Population growth •
3. Academic Pressure	<ul style="list-style-type: none"> • Fear of failure • 	<ul style="list-style-type: none"> • Pressure from school to get high score •

What are the differences found when approaching the same problem through commonsense knowledge and through sociological imagination? Form different groups and discuss the differences between the two approaches and present them in the class.



Extended Activities

1. Prepare a short speech to present in school assembly on 'The need of Sociological Imagination for healthy social life.'
2. Collect news of contemporary social issues that appeared in different media. Compare how they have presented the same social issue. Find out how different media have presented them using sociological imagination.
3. Prepare a presentation in the social science club which reflects the interventions that you have made using your sociological imagination skills.



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."

Jawaharlal Nehru

The above excerpt from Jawaharlal Nehru's *Glimpses of World History* refers to the adventurous geographic expeditions of the 15th century. When Europeans arrived in Asia, Africa, and the Americas, they encountered many unique and fascinating features of these regions. Nehru illustrates the sense of wonder these explorers experienced by drawing a parallel to the story of 'Ali Baba and the Forty Thieves' from *The Arabian Nights*. He compares the Europeans to Ali Baba, who marveled at the treasures inside a cave that opened with the magical phrase "open sesame." These explorations and discoveries of the 15th and 16th centuries were pivotal events that significantly shaped the course of history. In the following pages we will delve deeper into the history of these transformative expeditions.

Two significant events in the 15th century were instrumental in launching the geographical expeditions:

- the conquest of Constantinople (map 4.1) by the Turks
- arrival of the Portuguese at The Guinea Coast (map 4.1) in Africa



Pepper and the Europeans

Europeans relied on spices, particularly pepper, to preserve food and for medicinal purposes. These spices were traditionally obtained through trade routes passing via Constantinople. However, after the closure of this route, Europeans were compelled to explore and establish a sea route to Asia to secure access to these valuable commodities.

These events had far-reaching effects worldwide. After the Turks captured Constantinople, the primary trade route through which goods, including pepper from Asia, reached Europe was obstructed. As a result, Europeans began exploring new routes to access these valuable commodities and reached lands hitherto unknown to them. The arrival of the Portuguese sailors on the Guinea Coast marked another key milestone. These voyages and geographical explorations reshaped global history leading to European domination and the gradual spread of European culture across the world.



Examine the given map (4.1) closely and identify the countries marked on it. Which ocean borders these countries?



Map 4.1

Portugal and Spain were the first to embark on expeditions that reshaped the world. Soon after, other nations like the Netherlands, England, and France joined in the exploration and conquest of new territories. From the map, you must have noticed that these

countries are located along the Atlantic coast, a geographic advantage that greatly contributed to their involvement in global exploration. Several other factors also enabled these nations to undertake successful expeditions, which include:

- the building of advanced ships capable of crossing vast oceans
- the invention of the compass and other navigational tools for determining direction
- patronage of the rulers
- strong military power
- extensive experience in seafaring
- advances in cartography and astronomy

European Expeditions to other Continents

The early expeditions of Europeans were in the African continent. Knowledge of the gold deposits in the Niger plains motivated Portugal to embark on such ventures. The Portuguese initiated their conquest of Africa in 1415 by capturing Ceuta, a city on the Moroccan coast. This city later became a vital granary for them. One of the early challenges for Portuguese explorers was crossing Cape Bojador (map 4.1). However, after successfully navigating it in 1434, they gained access to other regions along the African coast. This breakthrough allowed them to profit significantly from the trade of gold and slaves, further encouraging their exploration efforts. In addition to Africa, the Portuguese expanded agriculture and established colonies on nearby islands in the Atlantic. In short, these ventures in Africa and the colonisation of Atlantic islands eventually paved the way for finding a sea route to Asia, marking a crucial milestone in global exploration.



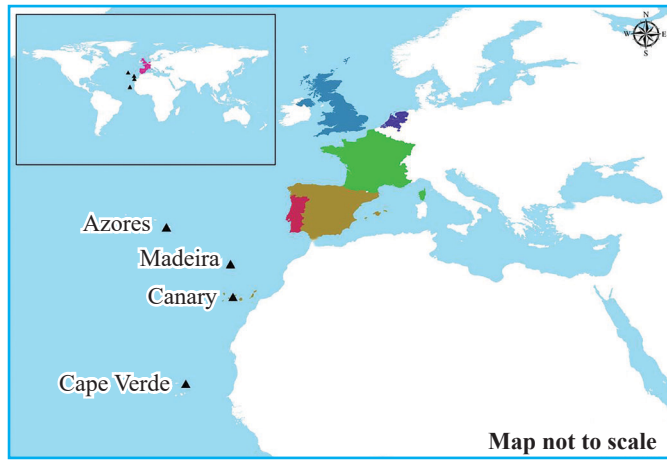
Colonisation

Colonisation is a process by which a country establishes dominion in an alien country. The colonisers tried to exploit the colonies through economic, political and cultural domination.



Atlantic Islands

The Atlantic Islands are located to the west of Africa in the Atlantic Ocean. Notable among them are Madeira, Azores, Canary and Cape Verde. These islands served as agricultural lands and strategic port centres. The Portuguese, who initially controlled many of these islands, used them as key bases for their operations in Africa and as stopover points for ships travelling to Asia to restock food and water. Later, the Canary Islands became a colony of Spain.



Map 4.2

In 1488, the Portuguese sailor Bartolomeu Dias reached the Cape of Good Hope (map 4.3), located at the southern tip of Africa. However, he was unable to navigate the rough sea route to India and was forced to return. Learning from this challenge, the Portuguese began building sturdier ships capable of withstanding the harsh conditions of the Indian Ocean. A decade later, in 1498,

Vasco da Gama followed the same route and successfully sailed around the eastern coast of Africa via the Cape of Good Hope. He eventually reached the shores of Kappad (map 4.3) in Kozhikode, India. This marked the beginning of European domination in India.



Vasco da Gama

Spain was another country that took part in geographical expeditions. They too had long coast and the seafaring heritage just like the Portuguese. They received the patronage of King Ferdinand and Isabella the rulers of Spain. With the financial aid of Spain in 1492 Christopher Columbus, an Italian navigator, reached the Bahamas Islands (Map 4.3), located in the southeastern region of North America. This journey led to the discovery of

Important Geographical Explorations of the Fifteenth Century



Map 4.3

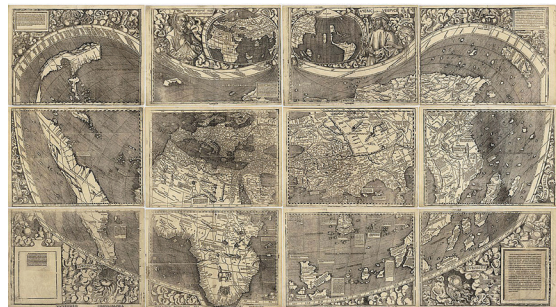
a previously unknown continent for Europeans. The event paved the way for the invasion and exploitation of the region by Europeans, which came to be known as the "New World." Eventually, this region was named America.

Prince Henry

Prince Henry of Portugal played a pivotal role in encouraging maritime exploration. In 1419, he established a navigation school in Sagres, Portugal, which trained sailors in the skills of sea voyages and cartography. Under his leadership, significant progress was made in the discovery of the Atlantic Islands and expeditions along the western coast of Africa.

How did the name "America" come into being?

After Bartolomeu Dias, Christopher Columbus attempted to find a sea route to Asia. In 1492, he reached the Bahamas Islands near North America, mistakenly believing he had reached India. Later, an Italian explorer named Amerigo Vespucci realised that this was, in fact, a previously unknown continent, which he referred to as the "New World." In 1507, a German cartographer named Martin Waldseemüller named the region "America" in honor of Amerigo Vespucci.



World map drawn by
Martin Waldseemüller in 1507

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



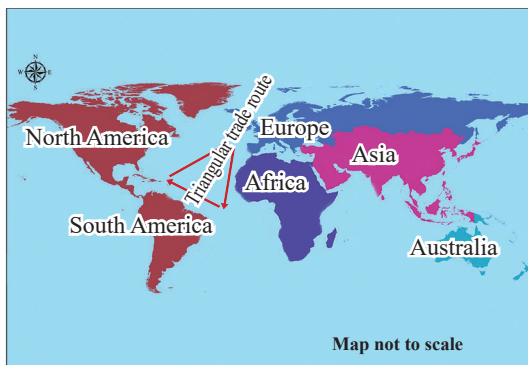
Use ICT tools to expand and enhance the table on expeditions.

Geographical explorations had far-reaching consequences. Let us examine some of them:



Triangular Trade

The products from Europe were sent to Africa, where enslaved people were purchased and transported to the Americas to be sold. From the Americas, goods such as sugar, wine, and cotton were then shipped to Europe. This system of trade, developed by Europeans, linking Europe, Africa, and the Americas, is known as the triangular trade (refer to map 4.4).



Map 4.4

- The Atlantic coast emerged as the most important trade route, connecting Europe with the Americas, Asia, and Africa. This shift led to a decline in Mediterranean trade and the rise of Atlantic trade.
- Large parts of the Americas, Africa, and Asia came under European invasion and colonisation.
- Efforts were made by Europeans to monopolise the trade of pepper and other spices from Asia.
- Gold and silver were transported in large quantities from South America to Europe, with a portion of this wealth eventually reaching India.
- The development of the triangular trade system connecting Europe, Africa, and the Americas.
- The influx of gold and silver into Europe increased the use of currency, accelerating monetisation.

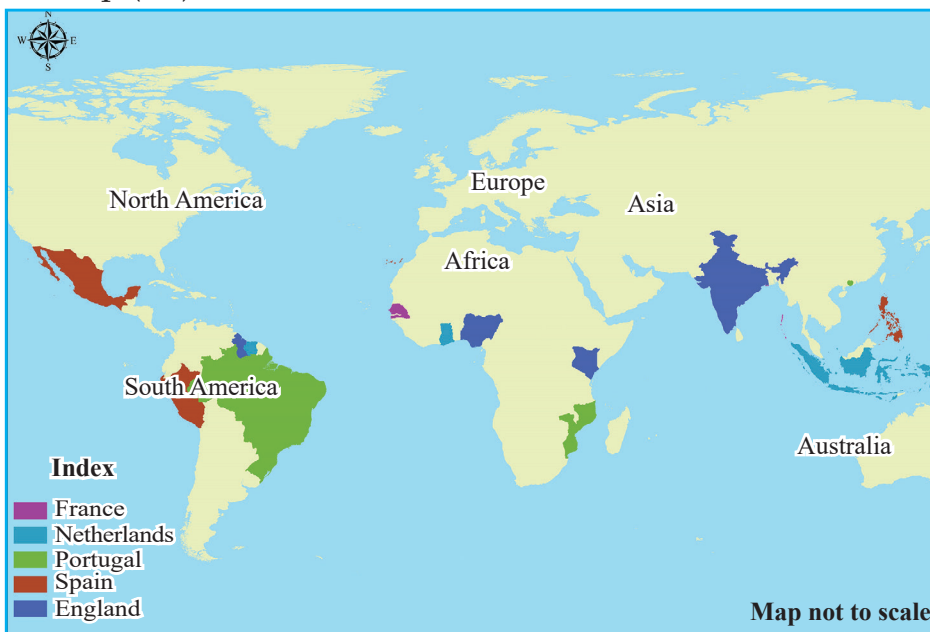
Over a period of time, the dominance in trade of Portugal and Spain declined, and countries like England, the Netherlands, and France took

their place. In the competition among these nations, France and England surpassed the Netherlands and established colonies in Asia, Africa, and the Americas. The American regions once controlled by Spain and Portugal came to be known as Latin America. Subsequently, the world witnessed intense rivalry between England and France as they sought to maximise financial gains through colonisation.



Create a digital album showcasing the effects of sea voyages and the changes they brought to the dominance in trade. Include relevant maps and pictures and present this album in the class.

Look at the Map (4.5)



Map 4.5



Examine the given map (4.5) to identify the colonies established by European countries. Add this information to the table provided. Use an atlas to identify additional colonies and expand the table further.

Countries	Colonies		
	Asia	Africa	America
Portugal			
Spain			
Netherlands			
France			
England			

Mercantilism

Vasco da Gama who was well received by king Manuel and his court in 1499 after his voyage of discovery was asked by the Count of Vimioso: "What are the commodities that can be obtained from India and what Indians wanted in exchange?" The discoverer replied that what could be brought from India included pepper, cinnamon, ginger, amber and musk; what the Indians demanded in exchange was gold, silver, velvet, scarlet cloth. The count retorted: "In that case it seems to me that it is they who have discovered us."

C.R.Boxer, Portuguese Conquest and Commerce in Southern Asia: 1500-1750,(Variorum), Hampshire, 1985.

Reflect on this conversation – why do you think Lord Vimioso made this comment? Let us explore.

At that time, the economic policy of European nations focused heavily on acquiring gold and silver, which were seen as symbols of wealth and power. When Lord Vimioso learned that gold

and silver had to be given to Indians in exchange for their goods, he felt that Europe was losing its precious resources and gave such a response. This highlights the concept of mercantilism, an economic policy where nations aimed to accumulate wealth, primarily gold and silver, through trade and other means.

According to mercantilist policy, the wealth of a nation was measured by the amount of gold and silver it possessed. Countries that adopted this policy competed to accumulate wealth in the form of these precious metals. A key characteristic of mercantilism was the effort to preserve a nation's

wealth (gold and silver) by reducing imports and increasing exports, thereby amassing wealth from other nations.



Bullion Coin

The silver and gold collected as wealth were known as Bullion. The value and amount of the metals in the coins were considered for the transactions. E.g., the value of the gold in a gold coin would be considered as its value in transaction.



Discuss and make a note on the features of mercantilism.

Colonial Policies

Colonial policies refer to the policies and strategies employed by colonial powers to extract wealth from their colonies. The

primary aim of the Portuguese colonial policy was to break the Asian spice trade monopoly of the Arabs and secure control over it. Under this policy, trade in the colonies became a monopoly of the Portuguese king. The Portuguese sought to keep other European powers out of this trade. As part of this effort, non-Portuguese individuals were prevented from travelling on Portuguese ships.

Spain also governed its colonies directly under the authority of the king, focusing on extracting as much gold and silver as possible from the Americas to enrich the kingdom. In contrast, the Dutch and the English conducted their colonial trade through joint-stock companies. But the Spanish and Portuguese kings directly controlled colonial trade. They used the wealth thus earned to build and renovate palaces. At the same time companies like those in England and the Netherlands reinvested their profits back into their businesses. This reinvestment substantially contributed to the growth of industries in England, playing a crucial role in its economic development.



Joint Stock Company

Joint stock companies are established by pooling capital from various sources (Union of Capital), emphasising the importance of share investment. These companies facilitate investments by allowing individuals to contribute capital in shares.



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

Colonisation and Natives

When I was carried on board I was immediately handled, and tossed up, to see if I were sound, by some of the crew.... When I looked around the ship... and saw... a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate.... I was soon put down under the decks, and there I received such a salutation in the nostrils as I had never experienced in my life; so that with the loathsomeness of the stench... I became so sick and low that I was not able to eat.

Two of my wearied countrymen, who were chained together... preferring death to such a life of misery... jumped into the sea... and I believe many more would very soon have done the same, if they had not been prevented by the ship's crew... we continued to undergo more hardships than I can now relate...

(Western Civilisation Beyond Boundaries Noble, Strauss, Osheim, Neuschel, Accampo, Roberts, Cohen)



The picture shows the scene when the Spaniard Hernán Cortés and his team arrived in Tenochtitlan, the capital of the Aztecs in Mexico (America). (This image can be found at the beginning of this lesson). Locals greeted them with food and gifts. The interpreter in the image is Dona Marina, a local resident near Hernán Cortés. The Europeans used to communicate with the natives with the help of such translators.

The description you have read above is by Olaudah Equiano, an African who escaped from a slave ship. One of the consequences of European colonisation on native populations was slavery and the slave trade in Africa.

Let us examine some of the other effects of colonisation:

- wealth was extracted from the colonies and flowed into European countries
- natives lost their economic and political rights over their own regions
- indigenous cultures in the colonies faced destruction
- western lifestyles and practices spread across the colonies
- Christianity was propagated in colonised regions

New World, Changing Economic Orders

As we have discussed earlier, geographical exploration paved the way for notable changes in global trade. Individuals who had been involved in trade before these explorations became very wealthy and were referred to as merchant capitalists. This economic system was known as Merchant Capitalism.

In this system, merchants supplied raw materials to artisans living in rural areas. The artisans manufactured goods in cottage-based production. After compensating the artisans for their labour, the merchants sold the finished products and made profits. These merchants acted as intermediaries between producers and consumers.

As mentioned earlier, England started industries using the wealth gained through colonisation. Those who invested their wealth in this way became the owners of industries and made huge profits. With this, merchant capitalism gave way to industrial capitalism.

Moving towards the Industrial Revolution

As the French Revolution gave way to the fires of war in continental Europe, across the Channel (English Channel), fires belched flame and smoke from England's factory chimneys, lighting the night sky and blocking the day's sun.



An iron factory in England

(Western Civilisation Beyond Boundaries Noble, Strauss, Osheim, Neuschel, Accampo, Roberts, Cohen)

The description given above indicates the rise of factories in England during the 18th century. These factories carried out mass production using machines. The introduction of machinery into the manufacturing sector brought about many changes. Such changes in the production process between 1780 and 1850 describes the Industrial Revolution. The Industrial Revolution began in the textile industry.



How does industrial capitalism differ from merchant capitalism? Make an explanatory note.

Let us examine the 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



Agrarian Revolution

The term 'Agrarian Revolution' is used to refer to the series of changes that took place in England's agricultural sector in the 17th century. Major changes associated with the Agrarian Revolution:

- small farms were consolidated to form large farms protected by fencing (Enclosure Movement)
- crop rotation was introduced
- use of new agricultural implements

As a result, there was an increase in food production.

The Industrial Revolution paved the way for both positive and negative changes. Let us examine what they are.

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

St. Giles



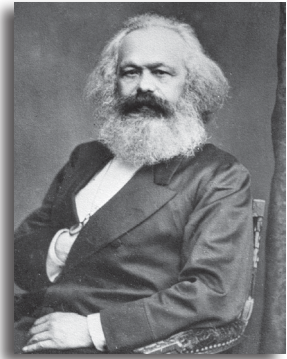
Image of St Giles slum

This image illustrates the extreme poverty of the St. Giles slums in London. It depicts "squalid children, haggard men, with long uncombed hair, in rags, most of them smoking, many speaking Irish; women without shoes or stockings—a babe perhaps at the breast, with a single garment, confined to the waist by a bit of string; wolfish looking dogs; decayed vegetables strewn the pavement; low public houses; linen hanging across the street to dry; the population stagnant in the midst of activity; lounging

about in remnants of shooting jackets, leaning on the window frames, blocking up the courts and alleys; with young boys gathered round them, looking exhausted as though they had not been to bed. Never was there so little connection between masses of living beings and their means of livelihood."

(Western Civilisation Beyond Boundaries Noble, Strauss, Osheim, Neuschel, Accampo, Roberts, Cohen)

You may have observed the ill effects of industrialisation. In response to industrial capitalist exploitation, various forms of resistance and ideologies emerged, with socialism being one of the most significant. The core principles of socialist ideologies were the equitable distribution of goods and resources, and the common ownership of the means of production. Karl Marx and Friedrich Engels played a pivotal role in transforming socialism from an early-stage dream or belief into a practical and scientific ideology.



Karl Marx



Conduct a debate on the topic merits and demerits of Industrial Revolution

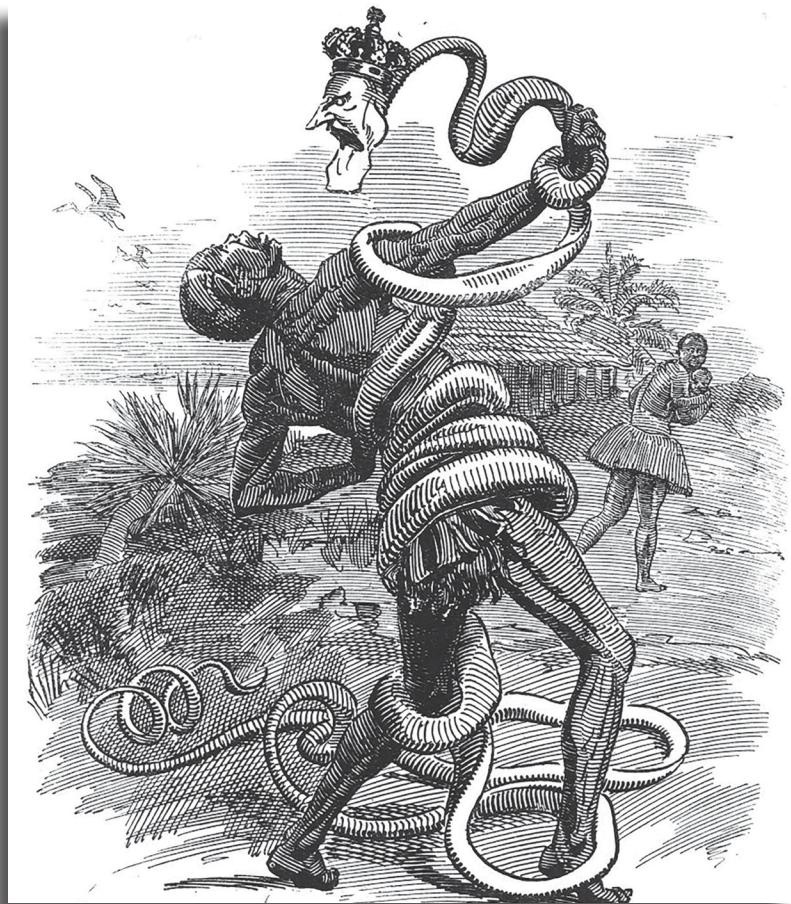
Imperialism

This cartoon, published in 1906 in the British satirical magazine *Punch*, depicts King Leopold of Belgium as a snake constricting a native of Congo. It highlights the devastating impact of Belgium's rubber plantations on the people of Congo, an African country.

- Why would Belgium start rubber plantations in Congo?
- How might this have affected Congo?
- Was Belgium the only country to adopt such practices?

Let us explore.

As factory production increased, industrialised countries found it difficult to source raw materials exclusively from within their own borders. As a result, countries like Belgium turned to their colonies such as Congo to obtain raw materials like rubber.



Rubber coils in the Belgian Congo



Imperialism

Imperialism is the practice by which a country establishes and maintains political, economic, and social control over regions beyond its own borders.

Industrial capitalists sought to maximise profits by increasing production while minimising wages. However, reducing wages decreased the purchasing power of workers, making it harder to sell goods domestically. This led industrialised nations to seek markets abroad. Colonies became both a source of raw materials and a market for European manufactured goods. To secure this arrangement, European countries established political control over their colonies, which paved the way for imperialism.



Discuss how imperialism has transformed the economic policies of European countries.

By the latter half of the 19th century countries like England and France became dominant imperial powers. A major portion of the world was controlled by these two countries. Soon, Germany Italy, Belgium, USA and Japan also emerged as new imperial nations. The new imperial nations made attempts to expand their colonies in various parts of the world. This led to the competition between the new and old imperial nations. This influenced the course of history in the 20th century and paved way for new conflicts. Let us examine what these are.

First World War

"On the 28 June 1914 President Mitterrand of France made a sudden, unannounced and unexpected appearance in Sarajevo, already the centre of a Balkan war that was to cost perhaps 150,000 lives during the remainder of the year. His object was to remind world opinion of the seriousness of the Bosnian crisis. Indeed, the presence of a distinguished, elderly and visibly frail statesman under small-arms and artillery fire was much remarked on and admired. However, one aspect of M. Mitterrand's visit passed virtually without comment, even though it was plainly central to it: the date. Why had the President of France chosen to go to Sarajevo on that particular day? Because the 28 June was the anniversary of the assassination, in Sarajevo, in 1914, of the Archduke Franz Ferdinand of Austria - Hungary..."

The Age of Extremes The Short Twentieth Century 1914-1991, Eric Hobsbawm

This excerpt describes the journey of the French President to Sarajevo, as recounted by the renowned historian Eric Hobsbawm. He reminds the reader of the assassination that triggered the First World War, which lasted from 1914 to 1918. It was the first global war in which nearly every country participated, either directly or indirectly. Let us now explore the other causes that led to this war.

Imperialist Rivalry

Earlier we mentioned the rivalry between imperialist powers. The new imperialist nations could expand their influence only by capturing territories controlled by the older imperialist powers. Germany's unprecedented progress in economic and industrial sectors caused concern for France and England. With much of Asia and Africa already under British and French control, Germany turned its focus towards regions under the Ottoman Empire. To achieve this, they planned the construction of the Berlin-Baghdad railway line. This project alarmed England, France, and Russia, as they feared it could threaten the security of their territories. Consequently, tensions and hostilities began to escalate among these nations.

Extreme Nationalism

Extreme nationalism refers to an intense and emotional devotion to one's country, often involving its excessive glorification. This concept is often related to racism. Many nations argued that regions inhabited by a particular race rightfully belong to that race alone. Such arguments were used by many nations to justify territorial expansion and conquest. In countries like Germany and Serbia, extreme nationalism grew in alarming proportions. Movements such as Pan-Slavism and Pan-Germanism serve as examples of organisations promoting such extreme nationalist ideologies.



Eric Hobsbawm



Pan-Slav Movement

The Pan-Slav Movement advocated for the unification of regions in Eastern Europe inhabited by Slavic people. Serbia, a Balkan nation, led this movement and Russia supported this.

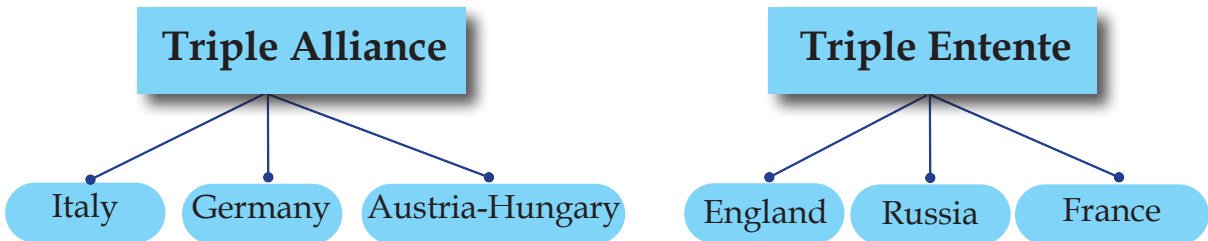
Pan-German Movement

The Pan-German Movement, led by Germany, aimed to unite the Teutonic (Germanic) people. The goal of this movement was to expand German influence into Central Europe and the Balkan region.

Formation of Military Alliances

The competition for colonies and the rise of extreme nationalism created fear and mistrust among European nations. This atmosphere of suspicion led to the formation of military alliances. Thereafter, two major alliances emerged: the Triple Alliance and the Triple Entente.

Military Alliances



The assassination of Archduke Francis Ferdinand. An image published in an Italian newspaper

Conflicts arose across various parts of the world between countries belonging to the two major alliances. These conflicts often stemmed from attempts to seize colonies held by rival nations. The situation escalated as allied nations joined forces with their respective allies, intensifying the clashes.

Sarajevo, the capital of Bosnia, was the site of a significant event that further fuelled tensions. As previously mentioned, Archduke Franz Ferdinand, the Crown Prince of Austria-Hungary was assassinated in Sarajevo where former French president Mitterrand visited. The assassin, Gavrilo Princip, was a Serbian nationalist. Due to the existing conflict between Serbia and Austria-Hungary, Austria accused Serbia of orchestrating the assassination. This

led Austria-Hungary to declare war against on Serbia on July 28, 1914. As allied nations aligned themselves with their respective sides, the conflict expanded into a World War.

Aftermath of the First World War:

- millions of soldiers and civilians lost their lives
- industrial and agricultural sectors were devastated

- marked the beginning of the decline of European global domination
- freedom movements in Asia and Africa gained momentum
- formation of the League of Nations
- Italy, Germany, and Spain transitioned to totalitarian regimes

League of Nations



Woodrow Wilson, the American President, proposed the idea of forming an international organisation to maintain world peace and ensure freedom for all nations. Based on this proposal, the League of Nations was established on January 10, 1920, to restore global peace and security.

The Growth of Totalitarianism in Europe

In 2021, Pope Francis kissed the hand of Lidia Maksymowicz, where a number had been tattooed during her time in Auschwitz concentration camp. That little girl endured the cruel experiments of doctor Josef Mengele and came face to face with death everyday in Auschwitz. She survived on pieces of bread her mother smuggled in risking her life. Lidia was only four when she was released from Auschwitz, and after her release, she began searching for her mother, who had been forced to flee.



Memorial at Auschwitz

The story above, "A Little Girl in Auschwitz," is an account of Lidia Maksymowicz, a survivor of Auschwitz's (Poland) Nazi concentration camp. Have you heard of Nazism before? Let us examine its history.

As a result of the economic and political instability caused by the First World War in Europe, movements rooted in totalitarianism emerged in several countries. Totalitarianism refers to a system where the state exerts complete control over all aspects of life, disregarding individual privacy and civil rights. This ideology




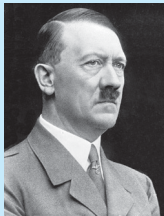
Fascism

The term "Fascism" is derived from the Latin word 'fasces', which refers to 'a bundle of rods and an Axe' symbolising authority and power, a representation of the rule of Roman emperors.

glorifies the state above all else, forcing citizens to live solely for their nation. Let us now examine the key features of totalitarianism:

- rejection of democracy
- opposition to socialism
- supporting dictatorship
- extreme nationalism
- elimination of political opponents
- glorification of war and violence

Let us get acquainted with the totalitarian movements that came to power in Italy and Germany after the World War

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



Totalitarianism was a threat to civil liberties and world peace. Discuss and make notes.

Back to War

Dear Mum,

Of all people I know you are the one that will feel it most, so my very last thoughts go to you. Don't blame anyone else for my death, because I myself chose my fate.

I don't know what to write to you, because, even though I have a clear head, I can't find the right words. I took my place in the Army of Liberation, and I die as the light of victory is already beginning to shine.

Spartaco Fontanot

The Age of Extremes The Short Twentieth Century 1914-1991, Eric Hobsbawm

This is a letter from Spartaco Fontanot, an Italian volunteer soldier in the French Liberation Army to his mother before his death. He lost his life in World War II. Let us examine the background of this war which took place from 1939 to 1945.

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 territories it held. Germany was disarmed and huge war reparations were imposed on Germany. In short, World War II was a German revolt against the Treaty of Versailles and its architects.



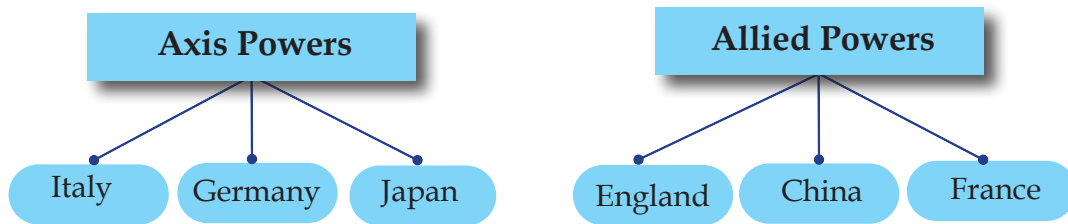
David Lloyd George (England), George Clemenceau (France), Woodrow Wilson (USA)- Architects of the Treaty of Versailles

The Failure of League of Nations

The League of Nations formed after World War I was unable to resolve disputes or enforce international disarmament. The league failed to act when Japan, Italy, and Germany launched offensives.

Formation of Military Alliances

Imperialist rivalry led to the formation of the following military alliances.



Munich Agreement

Hitler laid claim to the Sudetenland, the most industrialised region of Czechoslovakia. Hitler's argument was based on the large German population living in Czechoslovakia. Instead of resisting Hitler's argument, France and Britain ceded the Sudetenland to Germany in a treaty signed in Munich, Germany in 1938. This is called the Munich Agreement. This treaty was not ratified by Czechoslovakia. The Soviet Union, which supported them, was not invited to the talks.



After the signing of the Munich Agreement, Prime Minister Neville Chamberlain, back in England, addresses the nation, hailing the agreement as 'the peace of our time.'

Later Soviet Union and USA became part of the allied powers

Policy of Appeasement

The Soviet Union, which came into being after the Russian Revolution, spread socialist ideas around the world. This was a threat to other western capitalist countries. For this reason, they saw the Soviet Union as their enemy. They saw fascist aggression as a means of countering the spread of socialist ideas. The Munich Agreement is a prime example of Western appeasement. These appeasement policies gave Hitler confidence and he continued his offensives aggressively. World War II begins with Germany's invasion of Poland on September 1, 1939.

Let us examine the 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



United Nations Organization



After the Second World War, the United Nations Organization was formed with the aim of ensuring global peace and security. It was established on October 24, 1945.



Compare and make notes on the reasons and the results of both world wars.

Post-War World

We have seen that it was economic interests that caused the imperial rivalry of the European powers and led the two world wars. By the end of World War II, the European powers that had fought each other had become irrelevant. The United States and the Soviet Union followed contrasting economic policies. While the United States adopted capitalist policies and the Soviet Union opted for socialist policies. Both countries were wary of each other and tried to spread their ideas throughout the world. This cold war between them lasted for about half a century. Cold war ended in 1991 with the disintegration of the Soviet Union.

As mentioned earlier, the colonies, in Asia and Africa gained independence after second world war. With this, America followed capitalist ideas and adopted new ways to gain wealth. The USA funded the newly independent countries, which was a form of exploitation. This was a different kind of colonisation. This policy is known as Neo Colonialism. This new colonial policy was implemented through finance capitalism.



Cold War

The Cold War was an ideological confrontation between the capitalist countries led by the United States of America and the socialist countries led by the Soviet Union after the Second World War. This was not a time of apparent war or peace. The Non-Aligned Movement is a coalition of countries that did not belong in either of these camps.



Finance Capitalism

Finance capitalism is an economy in which financial institutions such as banking and insurance play a major role. Financial exchanges are more important at this stage than industrial production and population welfare. Banks, stock market and investment institutions play a crucial role in this economy. This system allows for the accumulation of more wealth without any production or technological change.

Finance capitalism allows big corporates to exert influence beyond military power and war. Such companies invest in different countries and make profits.

Finance Capitalism works with the aim of making huge profits. Common people and those involved in traditional occupations continued to suffer the consequences. They lose the resources they could have used freely and are controlled by capitalists. Uncontrolled exploitation of resources also leads to environmental problems.

So far, we have discussed the economic systems formed between fifteenth century and twentieth century. New technologies and related changes in society have led to the emergence of these economic changes. Capitalism developed through several stages over five centuries. It is clear from this chapter how deeply it influenced world history and how it touched billions of people. It highlights the role of economic factors and systems in determining the course of history.

Along with this, this period also witnessed the collapse of human values before capitalist interests.



Extended Activities

- Organise a digital exhibition that highlights significant economic policies that influenced the history of the world from the 15th to the 20th century.
- Set up an exhibition in the Social science lab, using ICT, to explore the tools, inventions, and key individuals associated with the Industrial Revolution.
- Prepare an atlas highlighting the countries and regions associated with the major events mentioned in the chapter spanning 15th to the 20th century.
- Screen the movie *Uncle Tom's Cabin* in the Social Science lab, which portrays theme of slavery and prepare an appreciation note.

PUBLIC OPINION IN DEMOCRACY

Select Committee on Public Health Bill; Comments can be given

Kottayam: The meeting of the Legislative Select Committee on the Kerala Public Health Bill will be held at Kottayam Collectorate Conference Hall on September 24, at 10.30 a.m. Officials, members of the public, people's representatives, representatives of various organisations, can make their

comments and suggestions in the meeting. The Public Health Bill and the questionnaire on the provisions of the bill, will be available on the website www.niyamasabha.org. Suggestions and comments can be made in writing or via e-mail at legislation@niyamasabha.nic.in.

This news report is issued to gather opinions and suggestions from members of the public, people's representatives, representatives of various organisations, regarding the Public Health Bill. In a democratic system, governments accept public opinions as part of their formulation of policies.

Observe the picture.



The picture given is of a Grama Sabha / Ward Sabha which is a local body where the people of the locality gather. The problems that affect people such as development issues, waste management, environmental pollution, scarcity of drinking water etc. are discussed there. Decisions on such issues are taken by considering the general opinion of the people gathered in the Grama Sabha or Ward Sabha.

Do the authorities seek your opinions regarding the organisation of the school anniversary celebrations? How do you give your suggestions?

- Through school parliament
- Through the class representative participating in organising committee meetings.
-

Have you noted the various ways in which your opinions are gathered in organising school activities?

The news given at the beginning of the lesson is related to the topic of public health. The foundation of a democratic system is formed by the views, interests, and aspirations of the people.

Public health is an important issue that affects the society as a whole. The government has sought public opinion in this public issue. Public opinion 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.

Citizens empowered through public opinion will strengthen the democracy. The rationality and scientific perspective of their opinions will positively influence public opinion. This will help to evolve a civil society that is alert to social issues.

Civil Society



Civil society is an important idea in democracy. It includes organisations, groups, and people who work for the welfare of the society. They do this voluntarily, without government control or profit motive, and they represent different views and ideas.



Discuss and share with your friends your opinions about the transportation and waste management facilities in your area and present the same in the social science club.

Characteristics of public opinion

The influence of public opinion on social life, governance and politics is enormous. Public opinion is formed when responsible citizens bring out the problems in the society to the attention of others. It is an effective social control over the government and it encourages debate that empowers democracy. Public opinion is considered as one of the essential criteria of democracy.

Let us see the 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.
- ◆ Public opinion is always formed not only on political matters but also in relation to Socio-economic and cultural matters.
- ◆ There is no fixed place from where one can express public opinion and anyone can express their opinion from any where.
- ◆ Public opinion ensures democratic communication.

Complete the diagram and discuss the characteristics of public opinion and prepare a chart.



Characteristics of public opinion

• A reflection of diverse opinions

• Democratic communication

We have discussed that public opinion is the opinion of people on a common issue. Social and cultural background of individuals, attitude, belief, preconceptions, leadership skills, education etc are the factors that influence public opinion.

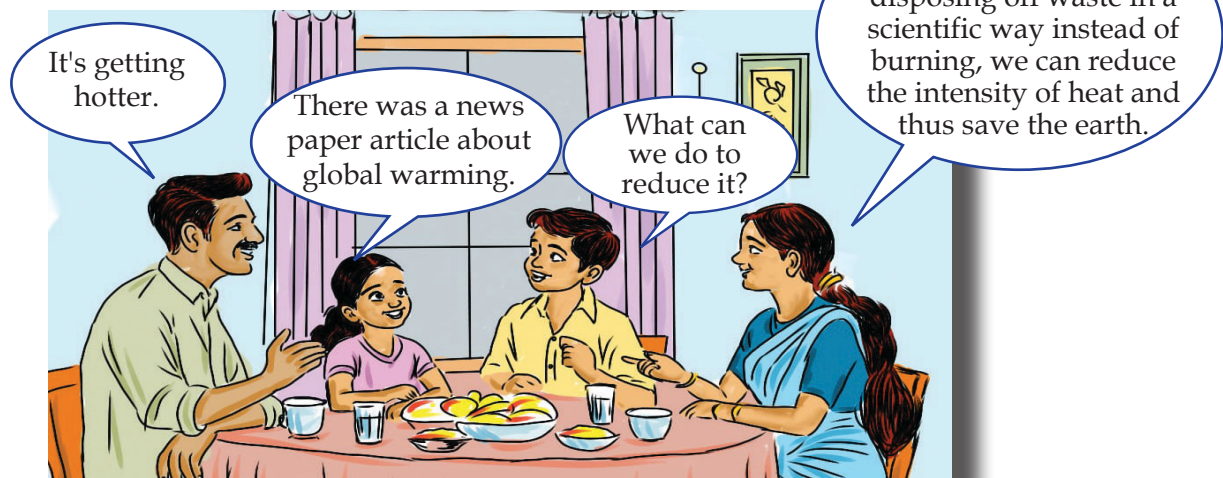
Agencies that shape public opinion

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.

Family and educational institutions play an important role in developing public opinion which, in turn, empowers democracy. Peer groups, media, political parties, social institutions and organisations, opinion polls, art and literature etc. also contribute in this. All these are different agencies that shape public opinion. Let us examine them one by one.

1. Family

Listen to a family conversation



Do you often participate in such discussions with parents? A 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.



The first stage of public opinion formation begins with families. Evaluate this statement and make a note.

2. Educational Institutions

A conversation between the teacher and the students is given below. Pay attention to the topic of the discussion.



Educational institutions play a major role in shaping and developing the child's knowledge, rights, duties, scientific thinking, critical thinking, and culture. All knowledge and skills are acquired by the child mainly through educational institutions. The process of education helps a person to form an independent and rational opinion on any subject. Educational institutions play an important role in shaping children's understanding of various subjects. Activities in school such as school parliament, club activities, sports and cultural activities act as a platform in

developing democratic and civic sense among the students. Such activities provide enough avenues for the learners to express their opinions and that develops skills in forming public opinion.



Present proposals to make activities of the school library more effective. Discuss it in your class, prepare notes, then present it in the school parliament.

3. Peer groups

Listen to your friends' discussion.



Debates and discussions among peer group members are important factors influencing public opinion formation. 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



Peer Groups

Peer Groups are groups of similar age and with similar interests and goals. Peer groups tend to be similar in their beliefs, values and ideals.

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. This debate and discussion lead to the formation of public opinion.



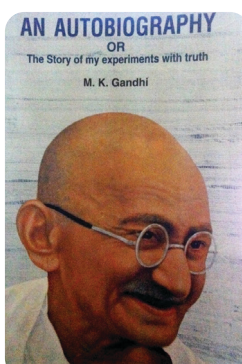
Discuss with your friends about programmes which can be planned in your school and surrounding areas to spread the anti-drug message. List them.

4. Media

Media play an important role in shaping public opinion. News, discussions and advertising programmes available through traditional media (print media, radio and television) and new media (Digital and social media) have a great influence on people. Media can bring an issue to public attention and shape public opinion on it.

4.1 Newspapers

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



“In the very first month of 'Indian Opinion', I realised that the sole aim of journalism should be service. The newspaper press is a great power, but just as an unchained torrent of water submerges whole countrysides and devastates crops, even so an uncontrolled pen serves but to destroy. If the control is from without, it proves more poisonous than want of control. It can be profitable only when exercised from within. If this line of reasoning is correct, how many of the journals in the world would stand the test? But who would stop those that are useless? And who should be the judge? The useful and the useless must, like good and evil generally, go on together, and man must make his choice.”

(Mahatma Gandhi, 'The story of My Experiments with Truth')

and at the same time bring the opinion of the people to the government. Therefore newspapers play a key role in shaping public opinion.

Have you read Gandhiji's opinion about the influence of newspapers? The influence of newspapers help not only in forming public opinion but also in changing and diverting it according to certain interests. Sometimes some news does not necessarily have to be factual and it can mislead the public opinion. Due to vested interest, wrong news might reach people through online newspapers, etc. There is a criticism that impartial approach and accuracy in the news are not often from the side of the media.



Collect news articles on a specific topic from different newspapers in the recent past. With your teacher's support, prepare an analytical note on their presentation style, content and factuality.

4.2 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. Radio and television play a significant role in sharing the opinions and thoughts of the people in the society about various policies and programmes of the government.

4.3 Social Media

Have you noticed the reaction of the public in relation to contemporary news? Today social media and all mainstream media have an important role in forming public opinion. Have you also reacted like this in social media platforms?



Read the news given below



District Information Office Kottayam

Holiday declared for Educational Institutions in Kottayam district on September 1

Due to heavy rain, the District Collector Dr. P.K. has declared holiday for all educational institutions in this Thursday, September 1, 2022. University examinations will be conducted as decided earlier.

FAKE

District Information Office Kottayam

WA/PRO UPDATE 01.09.2022

FACT

Not all schools will have holiday in Kottayam district tomorrow. The news spreading is fake, says the District Collector. The Collector made it clear that only those schools where relief camps are held will have holiday tomorrow (September 1). The Kottayam District Collector informed that the news circulating that all educational institutions in Kottayam will have holiday tomorrow (September 1) due to heavy rain is fake. The District administration came with this clarification when it is noticed that many social media platforms were spreading the news that all educational institutions will have a holiday tomorrow due to heavy rain in the district.

A fake news spreads through social media and the press release by the collector providing clarifications is given above. What are the 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.
-

In the modern age, almost all people in the society are communicating through digital platforms. Everybody should recognise such traps in the digital world. We have to acquire digital and media 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.

Media literacy includes the way we shape our perceptions and critically interpret news and messages. Digital literacy is how we effectively use digital tools and technology to find out and evaluate information from digital spaces.



Organise a group discussion and prepare a note on 'The role of new media in shaping public opinion.'

5. Political parties and their activities

Political parties and their activities are at the forefront of shaping, and mobilising public opinion in the democratic system of government. 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. Each political party publishes journals, pamphlets, manifestos, posters, write ups etc. to create public opinion in their favour. Along with that conference, demonstrations, rallies and seminars are all organised for the formation of public opinion.

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 to the attention of the people and 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 and front tries to gather the maximum support of the people presented through the manifesto. Political parties try to intervene and form opinions on all the important issues facing the society and the state through their election manifestos.

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. Even after the completion of election process the political parties keep on campaigning on public issues. When political parties go overboard and engage in personal attacks and negative propaganda, the election commission intervenes and controls them.

Prepare a speech on the topic "Role of political parties in shaping public opinion" by completing the list given below and discussing it in class.



various methods
adopted by
political parties
to shape public
opinion

- Demonstrations

-

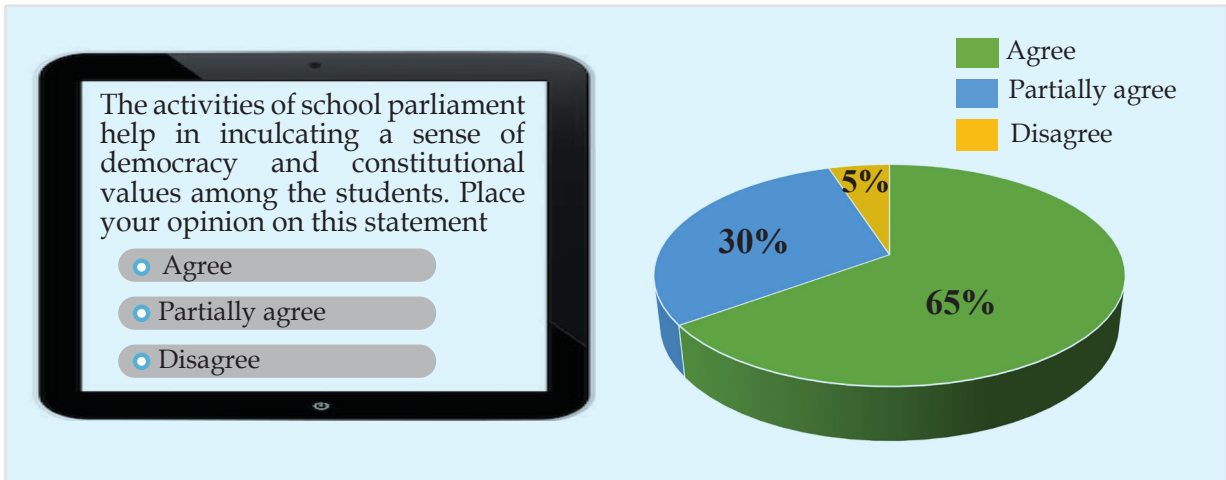
-

-

6. Social Institutions and Organisations

Various social institutions and organisations working in society play a crucial role 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.

7. Opinion Poll



An opinion Poll conducted among the students of a school and its result is shown in the figure.

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.

8. Art and literature



“ദാഹിക്കുന്നു ഭഗിനി കൃപാരസ-
മോഹനം കുളിർതണ്ണീരിതാശു നീ
ഓമലേ, തരു തെല്ലെ”ന്നതു കേട്ടൊ-
രാ മനോഹരിയമ്പരനോതിനാൾ:
“അല്ലെല്ലെന്നുകഥയിതു കഷ്ടമേ !
അല്ലലാലങ്ങു ജാതി മറന്നിതോ?
നീചനാരിതൻ കൈയാൽ ജലം വാങ്ങി-
യാചമിക്കുമോ ചൊല്ലെഴുമാര്യന്മാർ?

* * * * *

ഓതിനാൻ ഭിക്ഷുവേറ്റം വിലക്ഷനായ്:
“ജാതി ചോദിക്കുന്നില്ല ഞാൻ സോദരി,
ചോദിക്കുന്നു നീർ നാവുവരണ്ടഹോ
ഭീതിവേണ്ടാ തരികതെന്നിക്കു നീ.”

These lines are from Chandalabhikshuki by Mahakavi Kumaran Asan. The scenario depicts Anandan, a Buddhist monk, requesting drinking water from a girl who was drawing water from a well beside the path. However, she hesitates, explaining that she belongs to a lower caste and that giving him water would be considered a sin. Anandan, undeterred, says, "I did not ask your caste, but water," compelling her to comply. His response, which disregarded caste distinctions and addressed a lower-caste woman as his sister, was a revolutionary act in the social context of that time.

Chandalabhikshuki is a work which had a strong influence in forming public opinion against social evils based on caste system such as untouchability.

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. Have various art forms and literary works influenced your taste and interest ?



Discuss with your friends and prepare a note on an art form or literary work that has influenced the formation of your opinions.

Factors that hinder the formation of public opinion

Democracy will be stronger where public opinion is strong. The limitations of democracy can be corrected and guided in the right direction with strong public opinion. However, there are some factors that hinder the formation of public opinion in society. Let us examine them.

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.

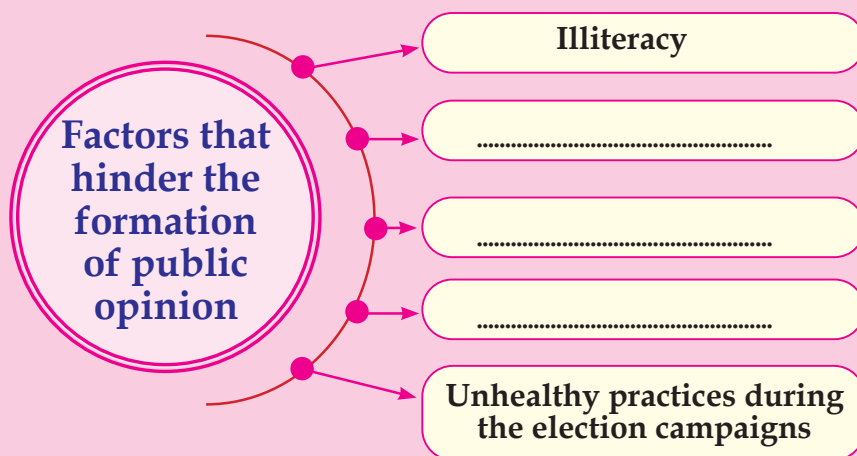
Poverty - Groups experiencing poverty are often isolated from public affairs. Hence, they are not able to participate in the formation of public opinion appropriately.

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.

In addition to these, corruption, regionalism, other socio-economic, cultural and parochial group interests, and hero worship are all factors that undermine true public opinion.

Complete the diagram and discuss it in the class. Find more factors that hinder public opinion



Democracy is a political system that ensures equal participation of all the people of a country. As a system that ensures public

participation, democratic governments formulate their policies and programmes by considering the opinions and interest of the people. In addition, the elections conducted within a democratic system, are also chiefly influenced by the opinions of the people.

In a democratic system, civil society makes the rulers responsible through constant criticism. Public opinion can question the exercise of power and regulate the rule of law. In such a society, the people are fully aware of the rights and duties of citizens. Arbitrary and dictatorial tendencies are prevented in a society with strong public opinion and the rights and freedom of citizens are protected. In a society with strong public opinion, every issue is critically evaluated and it makes political parties responsible. Public opinion, as the consolidated opinion of the people, plays a key role in democratic systems.



Prepare an essay on the topic 'The role of public opinion formation in strengthening the democratic process.'



Extended Activities

- Conduct a seminar in your class on the factors influencing public opinion during general elections
 - Regional issues
 - Development
 -
 -
- Prepare a skit that will help shape public opinion against any social evils such as drug abuse or cyber crime and present it in the class
- V.T. Bhattathiripad's play *Adukkalayil Ninnu Arangathettkku* contributed greatly to the Kerala renaissance. Read the book and respond to the statement.
- Organise a screening of Satyajit Ray's film *Pather Panchali* in the school Social Science lab. Discuss the plot and prepare note of appreciation for the school magazine.

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

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

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

CHILDREN'S RIGHTS

Dear Children,

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

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

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



Contact Address:

Kerala State Commission for Protection of Child Rights

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

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

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

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

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in