BRIDGE COURSE - SOCIAL SCIENCE

From Class - IX to Class - X

SCHEDULE

S. No	Date	Period	Topic
1	13-03-2026	8	Complete syllabus analysis; SSC exam pattern & blueprint awareness; performance improvement strategies
2	16-03-2026	5	Resources and Development – Introduction, Types of Resources, Development of Resources
3	17-03-2026	5	Resources and Development – Resource Planning
4	18-03-2026	5	Resources and Development – Land Resources
5	21-03-2026	1	Resources and Development – Soil as a Resource, Classification of Soils
6	23-03-2026	5	Resources and Development – Classification of Soils, Soil Erosion and Soil Conservation
7	24-03-2026	5	Revision or sliptest – Resources and Development
8	25-03-2026	5	The Rise of Nationalism in Europe – Introduction & French Revolution
9	26-03-2026	5	The Rise of Nationalism in Europe – The Making of Nationalism in Europe
10	30-03-2026	5	The Rise of Nationalism in Europe – The Making of Nationalism in Europe
11	31-03-2026	5	The Rise of Nationalism in Europe – The Age of Revolutions (1830–1848)
12	01-04-2026	5	The Rise of Nationalism in Europe – The Age of Revolutions (1830–1848)
13	02-04-2026	5	The Rise of Nationalism in Europe – The Making of Germany and Italy
14	04-04-2026	1	The Rise of Nationalism in Europe – The Making of Germany and Italy
15	06-04-2026	5	The Rise of Nationalism in Europe – Visualizing the Nation
16	07-04-2026	5	The Rise of Nationalism in Europe – Nationalism and Imperialism
17	08-04-2026	5	Revision / Slip Test – The Rise of Nationalism in Europe
18	09-04-2026	5	Power Sharing – Introduction; Case study of Belgium and Sri Lanka
19	10-04-2026	1	Power Sharing – Majoritarianism in Sri Lanka
20	11-04-2026	1	Power Sharing – Accommodation in Belgium
21	13-04-2026	5	Power Sharing – Why Power Sharing is Desirable

S. No	Date	Period	Topic
22	15-04-2026	5	Power Sharing – Forms of Power Sharing
23	16-04-2026	6	Revision or Sliptest – Power sharing
24	17-04-2026	1	Forest and Wildlife Resources – Introduction, Biodiversity, Flora & Fauna, Conservation, Project Tiger
25	18-04-2026	1	Forest and Wildlife Resources – Types and Distribution of Forest & Wildlife Resources
26	20-04-2026	5	Forest and Wildlife Resources – Community and Conservation; Revision
27	22-04-2026		Grand test
28	23-04-2026	6	Review of Test Results – Guidance

The transition from Class IX to Class X marks an important stage in a student's academic progress. During this period, it is essential for learners to strengthen their understanding of fundamental concepts and develop the ability to analyse social, economic, and political developments. The Bridge Course includes the following lessons from the Social Science curriculum to assist students in progressing smoothly towards the Class X syllabus.

The lesson 'Resources and Development' explains the meaning of resources and their significance in human life. It helps students understand different types of resources, the importance of their careful use, and the need for sustainable development.

'The Rise of Nationalism in Europe' explains how the idea of nationalism developed in Europe during the nineteenth century. The chapter describes how the French Revolution spread the ideals of liberty, equality, and national identity among people. It also examines the role of political movements, leaders, and cultural symbols in the unification of nations such as Germany and Italy. The lesson further highlights how language, traditions, and shared history contributed to the formation of modern nation-states in Europe. Through these developments, students understand the emergence of nationalism as a powerful force that shaped modern European history.

This chapter introduces the concept of 'Power Sharing' in democratic societies, explaining why sharing power among different institutions and social groups is important for maintaining stability and preventing conflict. It uses the examples of Belgium and Sri Lanka to show how different countries handle demands for power sharing.

'Forest and Wildlife Resources' explains the importance of forests and wildlife in maintaining ecological balance and biodiversity. The chapter discusses the different categories of plant and animal species found in India and the factors responsible for their depletion. It highlights the need for conservation through laws, protected areas, and sustainable practices. The lesson also emphasizes the role of local communities in protecting forests and wildlife. Through this chapter, students understand the importance of conserving natural resources for environmental sustainability.

This material presents simplified explanations of the selected lessons to help students acquire basic knowledge of important Social Science concepts. Each chapter includes clear descriptions of key ideas, important points to remember, and thought-provoking questions that promote understanding and discussion. Illustrations, examples, and structured learning points are provided to support classroom teaching. In addition, mind maps and visual summaries are included in the revision sections to help students quickly grasp the main concepts and organise their understanding of the topics.

BRIDGE COURSE FOR CLASS 10 : 2025 - 26

SOCIAL SCIENCE

DAY 1: 13.03.2026:

SYLLABUS ANALYSIS, SSC EXAM PATTERN & BLUE PRINT AWARENESS, PERFORMANCE IMPROVEMENT STRATAGIES.

BLUEPRINT - SSC PUBLIC EXAMINATIONS

GEOGRAPHY

		1M	2M	4M	8M	MAP	TOTAL QUESTIONS	TOTAL MARKS
1	RESOURCES AND DEVELOPMENT	2				1	3	3
2	FOREST AND WILDLIFE			1			1	4
3	WATER RESOURCES				1		1	8
4	AGRICULTURE				1(IC)		1(IC)	(8)
5	MINERALS AND ENERGY			1			1	4
6	MANUFACTUTURING INDUSTRIES	1	1			1	3	4
7	LIFELINES OF NATIONAL ECONOMY		1			2(IC)	1 + 2(IC)	2 + (2)
	TOTAL QUESTIONS	3	2	2	1+1(IC)	2 + 2(IC)	10 +(3)	-
	TOTAL MARKS	3	4	8	8 + (8)	2 + (2)	-	25

HISTORY

		1M	2M	4M	8M	MAP	TOTAL QUESTIONS	TOTAL MARKS
1	RISE OF NATIONALISM INEUROPE	1		1			2	5
2	NATIONALISM IN INDIA				1		1	8
3	THE MAKING OF GLOBAL WORLD	2	1			2 (IC)	3 + 2 (IC)	4 + (2)
4	THE AGE OF INDUSTRIALISATION			1			1	4
5	PRINT CULTURE AND THE MODERN		1		1(IC)	2	3 + (1 IC)	4 + (8)
	TOTAL QUESTIONS	3	2	2	1+1(IC)	2+2(IC)	10 +(3)	-
	TOTAL MARKS	3	4	8	8 + (8)	2 + (2)	-	25

CIVICS

		1M	2M	4M	8M	MAP	TOTAL QUESTIONS	TOTAL MARKS
1	POWER -SHARING				1		1	8
2	FEDERALISM	2	1				3	4
3	GENDER,RELIGION AND CASTE		1	1			2	6
4	POLITICAL PARTIES	1			1(IC)	2+1(IC)	3+2(IC)	3+(1+8)
5	OUTCOMS OF DEMOCRACY			1		1 (IC)	1+1(IC)	4
	TOTAL QUESTIONS	3	2	2	1+1(IC)	2 + 2(IC)	10 +(3)	-
	TOTAL MARKS	3	4	8	8 + (8)	2 + (2)	-	25

ECONOMICS

	LESSONS	1M	2M	4M	8M	MAP	TOTAL QUESTIONS	TOTAL MARKS
1	DEVELOPMENT	1		1			2	5
2	SECTORS OF THE INDIAN ECONOMY				1		1	8
3	MONEY AND CREDIT				1(IC)	2+2(IC)	2 + 3(IC)	2+(8+2)
4	GLOBALISATION AND THE INDIAN	2	1				3	4
5	CONSUMER RIGHTS		1	1			2	6
	TOTAL QUESTIONS	3	2	2	1+1(IC)	2 + 2(IC)	10 +(3)	-
	TOTAL MARKS	3	4	8	8 + (8)	2 + (2)	-	25

INTRODUCTION, TYPES OF RESOURCES AND DEVELOPMENT OF RESOURCES

Introduction

Resources are things that help us satisfy our needs in daily life. Everything around us such as water, air, food, electricity, books and vehicles can be resources if they are useful. A thing becomes a resource when it has utility (usefulness) and value. There are several types of resources based on their nature and use. Since resources are limited, we should use them carefully and conserve them for future generations.

Types of Resources

Everything available in our environment that can satisfy our needs is called a resource. But it becomes a resource only when it is technologically accessible, economically feasible and culturally acceptable. Resources are not just free gifts of nature. They are created when human beings use their knowledge, skills and technology to transform natural materials into useful forms.

There is an interdependent relationship between nature, technology and institutions. Nature provides materials. Technology helps in transforming them. Institutions organise and regulate their use. Human beings are central to this process because they create and use resources.

Resources can be classified in different ways. On the basis of origin, resources are biotic and abiotic. Biotic resources are obtained from the biosphere and have life. For example, plants, animals, fisheries and forests. Abiotic resources are non-living things such as rocks, minerals and metals.

On the basis of exhaustibility, resources are renewable and non-renewable. Renewable resources can be renewed or replenished naturally. For example, solar energy, wind energy and water. Non-renewable resources take millions of years to form and cannot be easily replaced once exhausted. For example, coal, petroleum and natural gas.

On the basis of ownership, resources can be individual, community, national and international. Individual resources are owned privately. Community resources are accessible to all members of a community. National resources belong to the country. International resources are beyond national boundaries and are regulated by international institutions.

On the basis of status of development, resources are potential, developed, stock and reserves. Potential resources are those found in a region but not yet fully used. Developed resources are surveyed and their quality and quantity are known. Stock refers to materials available in the environment but not usable due to lack of technology. Reserves are part of stock that can be used with present technology but are saved for future use.

Development of Resources

Resources are very important for human survival and for maintaining the quality of life. Earlier, people believed that resources were unlimited gifts of nature. As a result, they used them indiscriminately.

This overuse has created serious problems. Resources are being depleted to satisfy the greed of a few individuals. There is unequal distribution of resources, which has divided society into rich and poor. Indiscriminate exploitation has led to environmental problems such as global warming, ozone layer depletion, pollution and land degradation.

To overcome these problems, sustainable development has become essential. Sustainable development means using resources in a way that meets the needs of the present without compromising the needs of future generations. Development should not damage the environment.

In 1992, world leaders met at the Earth Summit at Rio de Janeiro. They discussed environmental protection and sustainable development. Agenda 21 was adopted to promote global cooperation for sustainable development. It encouraged countries and

local governments to plan for balanced use of resources. Thus, proper planning and conservation of resources are necessary to ensure sustainable existence of all forms of life.

Key Points to Remember

1. A resource is anything that satisfies human needs and is technologically accessible and economically feasible.

2. Resources are created through interaction between nature, technology and institutions.

3. On the basis of origin, resources are biotic and abiotic.

4. On the basis of exhaustibility, resources are renewable and non-renewable.

5. On the basis of ownership, resources are individual, community, national and international.

6. On the basis of development, resources are potential, developed, stock and reserves.

7. Overuse of resources leads to depletion and environmental problems.

8. Unequal distribution of resources creates social and economic inequalities.

9. Sustainable development means meeting present needs without harming future generations.

10. The Rio Earth Summit (1992) promoted global sustainable development through Agenda 21.

QUESTIONS FOR STUDENTS

1. What is a resource?

2. What was the main purpose of Rio de Janeiro Earth Summit, 1992? Do you think we are doing enough to meet the purpose?

RESOURCE PLANNING

Resource Planning

Planning is the accepted strategy for the proper and judicious use of resources. In a country like India, resource planning is very important because resources are unevenly distributed. Some regions are rich in certain resources while others lack them.

For example, Jharkhand, Chhattisgarh and Madhya Pradesh are rich in minerals and coal. Arunachal Pradesh has abundant water resources but lacks infrastructure. Rajasthan has rich solar and wind energy but faces shortage of water. Ladakh has a rich cultural heritage but lacks water, infrastructure and some minerals. This uneven distribution makes balanced resource planning necessary at national, state, regional and local levels.

Merely having resources does not ensure development. Some regions are rich in resources but remain economically backward. On the other hand, some regions with fewer natural resources are economically developed. This happens because development depends not only on resources but also on technology, skilled human resources and proper institutions.

History shows that during colonisation, technologically advanced countries exploited the resources of colonies. Therefore, resources can contribute to development only when supported by appropriate technology and institutional changes.

In India, development in general and resource development in particular involve not only availability of resources but also the quality of human resources, technological advancement and historical experiences.

Resource Planning in India

Resource planning is a complex process. It involves several steps.

The first step is identification and inventory of resources across different regions of the country. This includes surveying, mapping and estimating the quality and quantity of resources.

The second step is evolving a planning structure supported by appropriate technology, skills and institutional setup. This helps in implementing resource development plans effectively.

The third step is matching resource development plans with overall national development plans. Resource planning must be integrated with the country's broader economic and social goals.

India has made continuous efforts to achieve resource planning objectives from the First Five Year Plan onwards. The aim is to ensure balanced regional development and sustainable use of resources.

Conservation of Resources

Resources are vital for development. However, irrational consumption and overuse lead to environmental and socio-economic problems. Therefore, conser-vation of resources is essential.

Leaders and thinkers have emphasised conservation in the past. Mahatma Gandhi once said that there is enough for everyone's need but not for anyone's greed. This highlights the importance of using resources wisely.

Resource conservation means using resources carefully and preventing wastage. It promotes sustainable development and ensures that future generations can also meet their needs.

Key Points to Remember

1. Resource planning is necessary due to uneven distribution of resources in India.
2. Some regions are resource-rich but economically backward due to lack of technology and infrastructure.
3. Development depends on technology, skilled human resources and institutions along with resources.
4. Resource planning involves identification, inventory and mapping of resources.
5. It requires appropriate technology and institutional support.
6. Resource plans must be linked with national development plans.
7. India has followed resource planning since the First Five Year Plan.
8. Conservation of resources is essential to avoid environmental and social problems.
9. Sustainable development ensures that future generations are not deprived of resources.
10. Wise and planned use of resources promotes balanced regional development.

QUESTIONS FOR STUDENTS

1. "There is enough for everyone's need and not for anyone's greed." Who said these words?
2. Why is resource planning important?

LAND RESOURCES

Land as a Resource

Land is one of the most important natural resources. It supports natural vegetation, wildlife, agriculture, industries, transport and human settlements. All economic activities take place on land. Therefore, proper use and management of land are essential.

India has a total geographical area of about 3.28 million square kilometres. However, the availability of land per person is decreasing due to population growth. This increases pressure on land resources. The pattern of land use depends on physical factors such as topography, climate and soil, and human factors such as population density, technology and culture.

Land Use Pattern in India

Land in India is used for different purposes. The major categories of land use include forests, land not available for cultivation, other uncultivated land, fallow land and net sown area.

Forests occupy a significant part of land and are important for ecological balance. Land not available for cultivation includes land used for buildings, roads and industries. Other uncultivated land includes permanent pastures and grazing land. Falow land is land left uncultivated for a period to regain fertility. Net sown area refers to the area under cultivation.The use of land has changed over time due to increasing population, urbanisation and industrialisation.

Land Degradation and Conservation Measures

Land degradation refers to the decline in the quality and productivity of land. It is caused by human activities and natural factors. Major causes of land degradation include deforestation, overgrazing, mining, quarrying and over-irrigation. Industrial wastes also degrade land. In states like Jharkhand, Chhattisgarh and Madhya Pradesh, mining has led to severe land degradation. In Punjab and Haryana, over-irrigation has caused waterlogging and salinity.

Deforestation removes protective vegetation cover and leads to soil erosion. Overgrazing exposes the soil surface. Mining leaves deep scars on land and affects fertility. Several measures can be taken to control land degradation. Afforestation and proper management of grazing can reduce soil erosion. Planting shelter belts helps stabilise sand dunes in desert areas. Proper treatment and disposal of industrial wastes prevent pollution. Control of mining activities and reclamation of mined land are also necessary. Land is a limited resource. Therefore, its careful planning and conservation are essential for sustainable development.

Key Points to Remember

1. Land is a basic natural resource supporting all human activities.

2. Increasing population has increased pressure on land resources.

3. Land use pattern depends on physical and human factors.

4. Major land use categories include forests, fallow land and net sown area.

5. Land degradation reduces soil fertility and productivity.

6. Causes of land degradation include deforestation, overgrazing and mining.

7. Over-irrigation leads to salinity and waterlogging.

8. Afforestation and regulated grazing help in land conservation.

9. Industrial waste management is essential to prevent land pollution.

10. Sustainable land use ensures long-term environmental balance.

QUESTIONS FOR STUDENTS

1. What is the total geographical area of India?

2. What are the reasons for land degradation?

SOIL AS A RESOURCE & CLASSIFICATION OF SOILS

Soil as a Resource

Soil is one of the most important natural resources. It is the uppermost layer of the earth's crust that supports plant growth. All agricultural activities depend on soil. It takes thousands of years to form soil through the process of weathering of rocks under the influence of climate, relief and living organisms.

Soil is a renewable resource, but its formation is very slow. Therefore, it must be used carefully. The nature and quality of soil determine the type of crops grown in a region. The major factors responsible for soil formation are parent rock, climate, relief, vegetation and time. These factors together influence the texture, fertility and composition of soil.

Classification of Soils in India

India has a wide variety of soils because of diverse relief features, landforms, climatic zones and vegetation types. The main types of soils found in India are alluvial soil, black soil, red and yellow soil, laterite soil, arid soil and forest soil. In this period, we focus on alluvial and black soils.

Alluvial Soil

Alluvial soil is the most widespread and important soil in India. It is formed by the deposition of sediments brought by rivers. It is found mainly in the Northern Plains and river valleys. It is also present in coastal plains and delta regions.

Alluvial soil is very fertile. It contains adequate proportion of potash, phosphoric acid and lime. However, it is deficient in nitrogen and humus. It is suitable for crops like rice, wheat, sugarcane, pulses and oil seeds. Alluvial soil is of two types. Bhangar is the older alluvial soil found in the upper parts of plains. It contains kanker nodules. Khadar

is the newer alluvial soil deposited by rivers annually in floodplains. It is more fertile than bhangar.

Black Soil

Black soil is also known as regular soil. It is ideal for growing cotton and is therefore called black cotton soil. It is found mainly in the Deccan Plateau region, including Maharashtra, Madhya Pradesh, Gujarat and parts of Andhra Pradesh and Karnataka.

Black soil is formed from volcanic rocks. It has high moisture-retaining capacity. It becomes sticky when wet and develops cracks when dry. These cracks help in proper aeration of the soil. Black soil is rich in calcium carbonate, magnesium, potash and lime. However, it is poor in phosphoric content. It is suitable for crops like cotton, sugarcane, groundnut and wheat.

Key Points to Remember

1. Soil is the uppermost layer of the earth that supports plant growth.

2. Soil formation depends on parent rock, climate, relief, vegetation and time.

3. Soil is renewable but forms very slowly.

4. India has diverse soils due to varied relief and climate.

5. Alluvial soil is the most widespread and fertile soil in India.

6. Bhangar is old alluvium and khadar is new alluvium.

7. Black soil is formed from volcanic rocks and is ideal for cotton cultivation.

8. Black soil has high moisture-retaining capacity.

9. Alluvial soil supports crops like rice and wheat.

10. Proper management of soil is essential for sustainable agriculture.

QUESTIONS FOR STUDENTS

1. Which soil is ideal for growing cotton?

2. A farmer wants to grow crops in very fertile, newly deposited soil near a river floodplain. Which type of soil do we find there?   (   )

   A) Terai   B) Bhabar   C) Khadar   D) Bhangar

CLASSIFICATION OF SOILS & SOIL EROSION AND SOIL CONSERVATION

Red and Yellow Soils

Red soil develops on crystalline igneous rocks in areas of low rainfall. It is found mainly in parts of Tamil Nadu, Karnataka, Andhra Pradesh, Odisha, Chhattisgarh and the Chotanagpur Plateau. The red colour of this soil is due to the presence of iron oxide. When the soil is hydrated, it appears yellow in colour, and hence it is called red and yellow soil.

Laterite Soil

Laterite soil develops in areas of high temperature and heavy rainfall. It is formed due to intense leaching where heavy rains wash away the fertile top layer and nutrients. It is found in the Western Ghats, parts of Odisha, Karnataka, Kerala, Tamil Nadu and the northeastern states. Laterite soil is poor in humus and nutrients. However, when properly manured and irrigated, it is suitable for crops like tea, coffee, cashew and rubber.

Arid Soil

Arid soil is found in desert areas such as western Rajasthan and parts of Gujarat. It has sandy texture and low moisture content. This soil is poor in humus and organic matter. It contains high salt content and becomes less fertile due to evaporation.

Forest Soil

Forest soils are found in hilly and mountainous regions such as the Himalayas and parts of the Western Ghats. The characteristics of forest soil vary depending on altitude and vegetation. In lower slopes, the soil is loamy and fertile. In higher altitudes, it is coarse and less fertile.

Soil Erosion

Soil erosion is the removal of the top fertile layer of soil by wind or water. It reduces soil fertility and agricultural productivity. There are different forms of soil erosion. Sheet erosion occurs when water flows as a thin layer over large areas. Gully erosion forms deep channels in the land. Wind erosion is common in arid and semi-arid regions. Human activities such as deforestation, overgrazing and improper farming practices increase soil erosion.

Soil Conservation

Soil conservation refers to the protection and management of soil to prevent erosion and maintain fertility.

Several measures can be adopted for soil conservation.

♦ Contour ploughing involves ploughing along the contour lines to slow down water flow.

♦ Terrace farming is practiced on slopes to reduce erosion.

♦ Strip cropping involves growing crops in strips to reduce wind erosion.

♦ Planting shelter belts helps control wind speed in desert regions.

♦ Afforestation and regulated grazing protect the soil from erosion.

♦ Soil is a valuable resource that takes thousands of years to form. Therefore, its conservation is essential for sustainable agriculture and environmental balance.
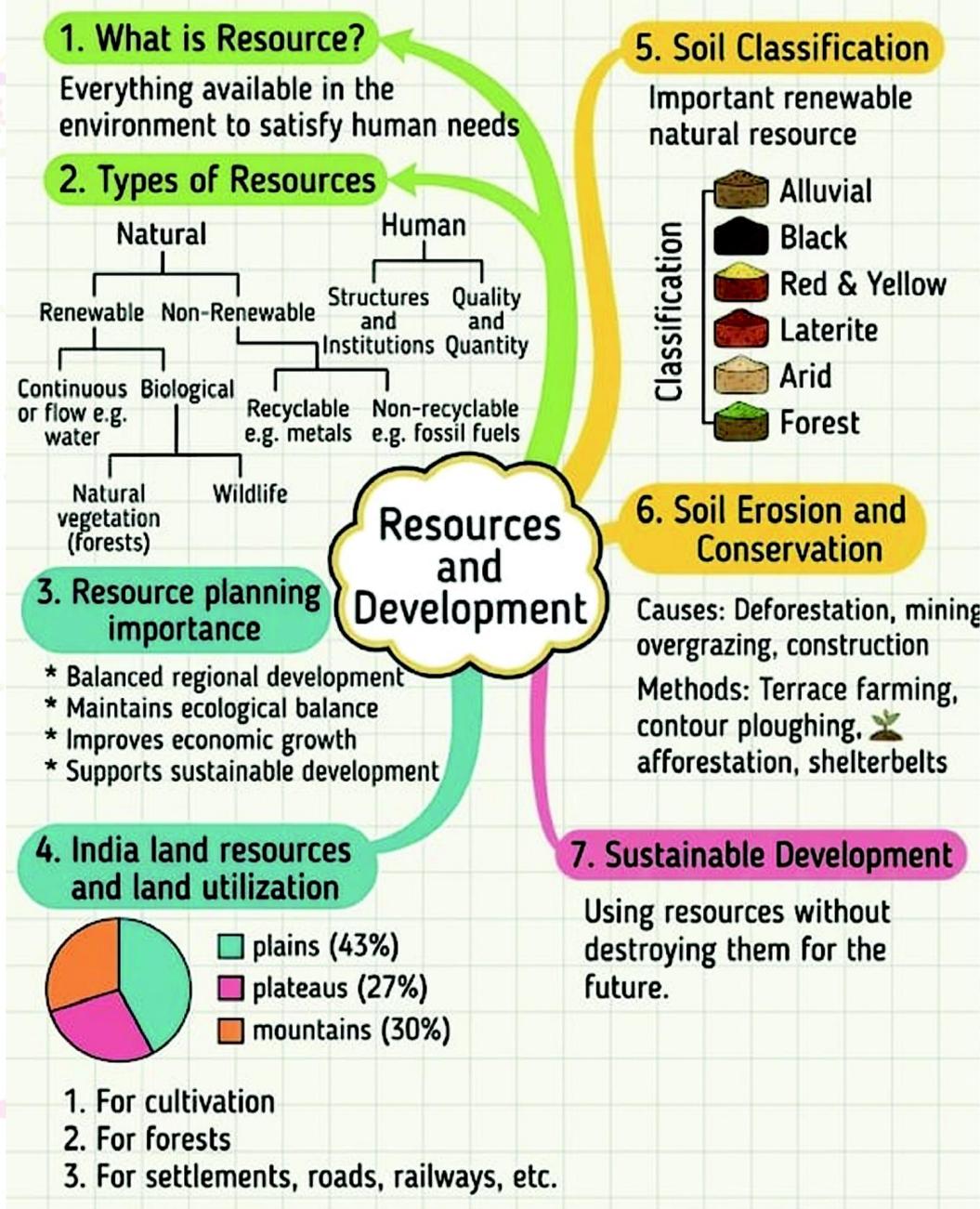
Key Points to Remember

1. Red soil gets its colour from iron oxide.

2. It is poor in nitrogen and humus but supports millets and pulses.

3. Laterite soil forms due to heavy rainfall and leaching.

4. Arid soil is sandy and found in desert regions.

5. Forest soil is found in hilly and mountainous areas.

6. Soil erosion removes the fertile top layer of soil.

7. Deforestation and overgrazing increase soil erosion.

8. Contour ploughing and terrace farming reduce erosion.

9. Shelter belts help prevent wind erosion.

10. Soil conservation is essential for sustainable development.

QUESTIONS FOR STUDENTS

1. Which human activities increase soil erosion?

2. Why is Laterite soil considered poor for agriculture?

Resources & Development

1. What is Resource?

Everything available in the environment to satisfy human needs

2. Types of Resources

Natural
- Renewable
  - Continuous or flow e.g. water
  - Biological
    - Natural vegetation (forests)
    - Wildlife
- Non-Renewable
  - Recyclable e.g. metals
  - Non-recyclable e.g. fossil fuels

Human
- Structures and Institutions
- Quality and Quantity

Resources and Development

3. Resource planning importance

* Balanced regional development
* Maintains ecological balance
* Improves economic growth
* Supports sustainable development

4. India land resources and land utilization

- plains (43%)
- plateaus (27%)
- mountains (30%)

1. For cultivation
2. For forests
3. For settlements, roads, railways, etc.

5. Soil Classification

Important renewable natural resource

Classification:
- Alluvial
- Black
- Red & Yellow
- Laterite
- Arid
- Forest

6. Soil Erosion and Conservation

Causes: Deforestation, mining, overgrazing, construction

Methods: Terrace farming, contour ploughing, afforestation, shelterbelts

7. Sustainable Development

Using resources without destroying them for the future.

QUESTIONS FOR STUDENTS

1. How can individuals contribute to sustainable development in their daily life?
2. Create a bar diagram for showing the land relief features of India: plains, plateaus and mountains.

INTRODUCTION & FRENCH REVOLUTION

Introduction

Nationalism is the feeling of love, unity, and loyalty that people have toward their nation. The French Revolution is one of the world's most famous revolutions. It strongly promoted nationalism in many countries of the world, especially in Europe.

### The French Revolution and the Idea of Nationalism

The first clear expression of nationalism in Europe emerged during the French Revolution of 1789. Before the revolution, France was ruled by an absolute monarch, and political power was concentrated in the hands of the king.

The revolution brought major political and constitutional changes. Sovereignty was transferred from the king to the people. It was declared that citizens would now constitute the nation and shape its destiny. This marked the beginning of the modern nation-state. To create a sense of unity among citizens, the revolutionaries introduced several measures. The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasized that all people were equal members of the nation under a constitution.

Many symbolic and administrative changes were introduced:

- The tricolour flag replaced the royal flag.
- The Estates General was renamed the National Assembly.
- New national hymns were composed.
- Oaths were taken in the name of the nation.
- National martyrs were honoured as heroes.

Administrative reforms also strengt-hened national unity. A centralized adminis-tration was established and uniform laws were applied to all citizens. Internal customs duties were abolished, and a uniform system of weights and measures was introduced. Regional dialects were discouraged and French (Paris dialect) became the common national language.
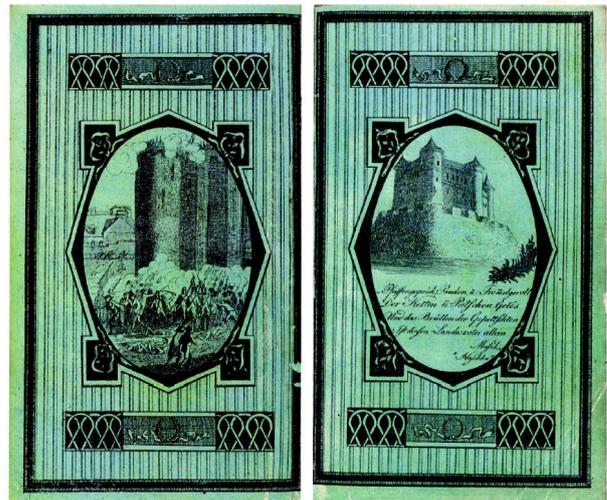
The revolutionaries also believed it was their mission to liberate other peoples of Europe from despotism. As French armies moved into regions such as Holland, Belgium, Switzerland and parts of Italy, they spread the ideas of liberty and nationalism. Nationalism gradually became a powerful force that led to the decline of dynastic empires and the rise of nation-states, where citizens share a common identity and sovereignty.

Later, Napoleon Bonaparte came to power and declared himself Emperor in 1804. Although he restored monarchy, he kept many revolutionary reforms. His Civil Code of 1804 (Napoleonic Code) abolished privileges based on birth, established equality before law, and protected property rights. He also abolished feudalism, freed peasants from serfdom and manorial dues, removed guild restrictions, and improved transport and communication.

These reforms helped peasants, artisans and businessmen, and many people initially welcomed Napoleon. However, heavy taxes and censorship later led to resistance in many regions. Despite opposition, his reforms spread the ideas of nationalism, national unity and independence across Europe, especially in Germany and Italy.

Key Points to Remember

1. The French Revolution of 1789 gave the first clear expression of nationalism in Europe.
2. Sovereignty shifted from the king to the people, marking the rise of the modern nation-state.
3. The ideas of la patrie (fatherland) and le citoyen (citizen) promoted national unity and equality.
4. The tricolour flag became the symbol of the French nation.
5. Centralized administration and uniform laws strengthened national identity.
6. French armies spread nationalist ideas to many parts of Europe.
7. A nation-state is a state where citizens share a common identity and sovereignty.
8. Napoleon became Emperor in 1804 but retained many revolutionary reforms.
9. The Napoleonic Code established equality before law and protected property rights.
10. Napoleon abolished feudalism and modernized administration in many regions.
11. His reforms helped spread nationalism across Europe.

QUESTIONS FOR THE STUDENTS

1. What is the another name for Napoleonic code?
2. How did the French Revolution help in creating a sense of national unity among the citizens of France?

THE MAKING OF NATIONALISM IN EUROPE

During the nineteenth century, Europe was not made up of nation-states as we see today. It was divided into many kingdoms, duchies and empires. These were ruled by different dynasties. People did not identify themselves as members of one unified nation. The idea of nationalism developed gradually through social and political changes. Two important factors in this process were the role of the aristocracy and the rise of a new middle class. At the same time, the ideas of liberal nationalism began to influence political movements.

Aristocracy and the New Middle Class

In Europe, especially in Central and Eastern regions, the aristocracy was the dominant class. The aristocrats owned large estates in the countryside. They enjoyed social and political privileges. Their power was based on land ownership and traditional rights. Even though Europe had different regions and languages, aristocrats shared a common lifestyle. They were connected through marriages and political alliances.

The majority of the population consisted of peasants. Serfdom was common in many parts of Eastern Europe. Peasants were bound to the land and had to provide services to landlords. Alongside this traditional social structure, a new middle class began to emerge. This middle class included industrialists, businessmen, traders and professionals such as lawyers and teachers. It developed mainly in Western and Central Europe due to industrial growth and expansion of trade.

The new middle class believed in progress, economic freedom and political rights. They were educated and influenced by ideas of the Enlightenment. They demanded constitutional government and equality before law. They strongly supported nationalism because they wanted a unified national market without internal trade barriers. Thus, nationalism became closely linked with the interests of the middle class. They played a leading role in demanding political reforms and national unity.

What Did Liberal Nationalism Stand For?

Liberalism derives from the Latin word *liber*, meaning free. For the new middle class, liberalism meant freedom for the individual and equality before law.Politically, liberalism stood for constitutional government. It opposed absolute monarchy and arbitrary rule. Liberals wanted representative institutions, elected parliaments and rule of law.

Economically, liberalism supported freedom of markets. It opposed state-imposed restrictions on trade. In many German states, for example, there were numerous internal customs duties that restricted trade. Liberals demanded the removal of such barriers to create economic unity.

Liberal nationalism combined the ideas of national unity and individual freedom. It stood for the creation of nation-states based on constitutional principles. However, it did not initially support universal suffrage. Political rights were mainly demanded for property-owning men. Women and the poor were often excluded from voting rights. Thus, liberal nationalism aimed at building a united nation with a constitution, equality before law and economic freedom. It was a powerful force behind nationalist movements in nineteenth-century Europe.

Key Points to Remember

1. Europe was divided into dynastic states before the rise of nationalism.

2. Aristocrats were powerful landowners with social and political privileges.

3. Serfdom existed in many parts of Eastern Europe.

4. A new middle class emerged due to industrial and commercial growth.

5. The middle class supported nationalism and constitutional reforms.

6. Liberalism meant freedom and equality before law.

7. Liberal nationalism stood for constitutional government and representative institutions.

8. It supported economic freedom and removal of trade barriers.

9. Political rights were initially limited to property-owning men.

10. Liberal nationalism played a key role in the making of nation-states in Europe.

QUESTIONS FOR THE STUDENTS

1. Who were the dominant social class in Central and Eastern Europe during the nineteenth century?

2. How could the idea of economic freedom supported by liberal nationalism help improve trade within a country?

THE MAKING OF NATIONALISM IN EUROPE

A New Conservatism after 1815

Napoleon was finally defeated in 1815 at the Battle of Waterloo. After his defeat, European powers met at Vienna to restore peace and stability. This meeting is known as the Congress of Vienna. It was hosted by the Austrian Chancellor Duke Metternich.

The main aim of the Congress was to undo the changes brought by Napoleon. The European rulers wanted to restore the old monarchies that had been removed. They believed in conservatism. Conservatism meant respect for traditional institutions such as monarchy, church and aristocracy. The Congress of Vienna restored the Bourbon dynasty in France. It also redrew the map of Europe to maintain a balance of power. The Kingdom of the Netherlands was created by joining Belgium and Holland. Prussia was given new territories on its western frontiers. Austria was given control over northern Italy.
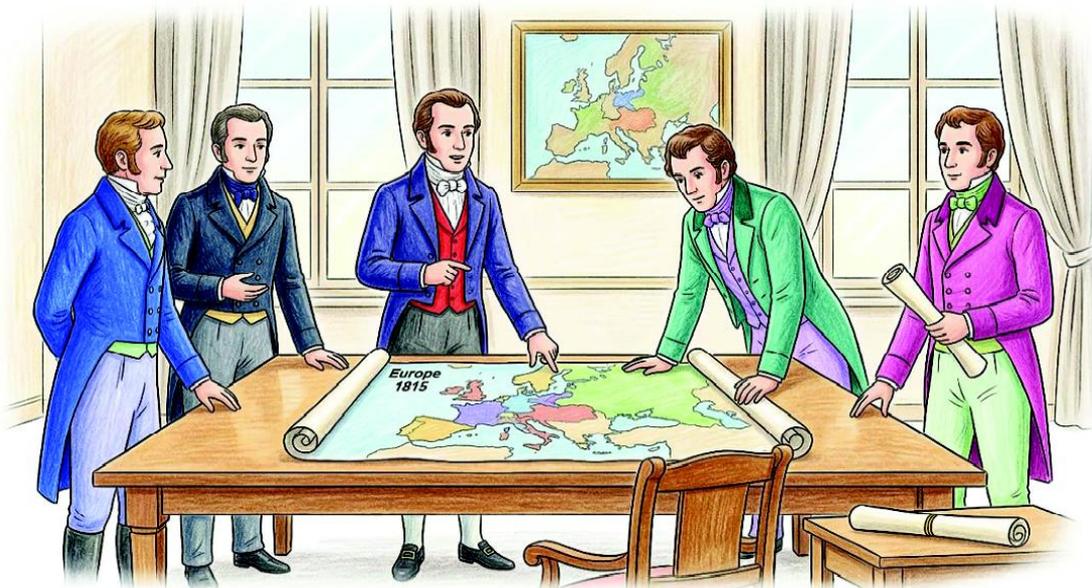
The rulers believed that strong monarchies would prevent future revolutions. They imposed censorship laws to control newspapers, books and public meetings. Freedom of expression was restricted. Secret police were used to suppress nationalist and liberal movements. Thus, after 1815, Europe entered a period of conservative reaction. Monar-chies were strengthened and revolutionary ideas were suppressed.

The Revolutionaries

Even though conservative rulers tried to suppress nationalist ideas, they could not stop their spread. Many educated middle-class people continued to support liberalism and nationalism.

Revolutionaries formed secret societies to train members and spread their ideas. One of the most famous revolutionaries was Giuseppe Mazzini. He believed that nations were the natural units of mankind and that Italy should be unified as a republic. He founded secret societies like Young Italy and Young Europe to promote his ideas. Revolutionaries believed that monarchies should be replaced by nation-states with constitutions. They demanded political freedom, equality before law and national unity.

Secret societies operated in many countries including Italy, Germany, Poland and France. Their members often faced imprisonment, exile or death. Despite repression, they continued to inspire nationalist movements. The conservative order established in 1815 appeared strong, but revolutionary ideas remained alive beneath the surface. These ideas would soon lead to new waves of revolutions in Europe.

Key Points to Remember

1. Napoleon was defeated in 1815 at Waterloo.

2. The Congress of Vienna was held to restore old monarchies.

3. Conservatism supported monarchy, church and traditional institutions.

4. European boundaries were redrawn to maintain balance of power.

5. Censorship and secret police were used to suppress nationalist ideas.

6. Revolutionaries formed secret societies to spread liberal and nationalist ideas.

7. Giuseppe Mazzini promoted Italian unification.

8. Revolutionaries demanded constitutional government and national unity.

9. Conservative rule after 1815 could not completely suppress nationalism.

10. Revolutionary ideas continued to grow in Europe.

QUESTIONS FOR THE STUDENTS

1. Who hosted the Congress of Vienna in 1815?

2. What were the names of the secret societies founded by Giuseppe Mazzini?

THE AGE OF REVOLUTIONS (1830–1848)

Age of Revolutions (1830 and 1848)

In the early nineteenth century, the ideas of liberty, equality and nationalism began to spread across Europe. Even though the Congress of Vienna tried to restore old monarchies and suppress revolutionary ideas, the desire for political freedom and national unity continued to grow. This period is often called the Age of Revolutions.

The first major wave of revolution came in 1830. In France, the Bourbon king was overthrown and replaced by a constitutional monarchy. This event inspired people in other parts of Europe. Belgium broke away from the Kingdom of the Netherlands and became an independent nation. In Poland, however, the nationalist uprising was suppressed by Russia. These events showed that people were no longer willing to accept absolute rule without protest.

Another important development was the Greek War of Independence. Greece was under Ottoman rule. Inspired by nationalist ideas, the Greeks fought for freedom. Many Europeans supported them because they believed in the idea of nation and shared cultural heritage. Greece finally became an independent nation in 1832. This success encouraged nationalist movements elsewhere.

The most widespread revolutions occurred in 1848. Revolts broke out in France, Germany, Italy and the Austrian Empire. People demanded constitutional governments, freedom of press, and national unity. In many places, students and middle-class professionals played an active role. In Germany, representatives met in Frankfurt to draft a constitution for a united German nation. However, the king of Prussia refused to accept the crown offered by an elected assembly, and the movement failed.

Although many of the 1848 revolutions were suppressed, they were significant. They proved that nationalism and liberalism had become powerful forces. Even when rulers regained control, they could not completely ignore the demands for unity and constitutional rights.

Key Points to Remember

1. The period between 1830 and 1848 is known as the Age of Revolutions.
2. Revolutions demanded constitutional government and national unity.
3. Belgium became independent in 1830.

4. Greece gained independence in 1832.

5. The Frankfurt Parliament attempted to unite Germany in 1848.

6. Though many revolutions failed, nationalism continued to grow in Europe.

QUESTIONS FOR STUDENTS

1. In which year did the first major wave of revolutions occur in Europe during the Age of Revolutions?

2. How can the demand for freedom of press and constitutional government during the 1848 revolutions be applied in present-day democracies?

DAY 13: 01.04.2026: THE RISE OF NATIONALISM IN EUROPE[H]

THE AGE OF REVOLUTIONS (1830–1848)

The Revolutions of 1848 and Their Impact

The year 1848 is known as the year of revolutions in Europe. Revolts broke out in many countries such as France, Germany, Italy and the Austrian Empire. These revolutions were led mainly by the educated middle class, workers and students. They demanded constitutional governments, freedom of press, and national unity.

In France, the monarchy was overthrown and a republic was declared. However, political instability continued, and later Louis Napoleon became the ruler. In the German states, representatives from different regions gathered in Frankfurt. This assembly, known as the Frankfurt Parliament, aimed to create a unified German nation with a constitution. They drafted a constitution and offered the crown to the King of Prussia. The king refused to accept a crown from an elected body, and the attempt at unification failed.

Women also played an important role during this period. They actively participated in political meetings and formed associations. However, they were denied the right to vote in the Frankfurt Parliament. This showed that though ideas of liberty and equality were spreading, full political rights were not yet extended to everyone. In the Austrian Empire and Italy, revolutions were suppressed by conservative rulers with military force. By the end of 1848, most revolutionary movements had failed. Monarchies were restored in many places, and strict control returned.

Even though these revolutions did not achieve immediate success, they had long-term importance. They spread the ideas of nationalism and liberalism more widely.

They showed that people desired constitutional rule and national unity. The failure of 1848 also taught nationalist leaders that unification might require strong leadership and practical political strategies rather than only idealistic demands.

Key Points to Remember

1. Revolutions of 1848 spread across Europe.
2. The Frankfurt Parliament attempted German unification.
3. The King of Prussia rejected the crown offered by elected representatives.
4. Women participated in political movements but were denied voting rights.
5. Most revolutions were suppressed by conservative rulers.
6. Despite failure, nationalism and liberalism became stronger forces in Europe.

QUESTIONS FOR STUDENTS

1. In which countries did revolts break out in 1848?
2. What was the name of the assembly that met in Frankfurt in 1848 to create a unified German nation?

DAY 14: 02.04.2026: THE RISE OF NATIONALISM IN EUROPE[H]

THE MAKING OF GERMANY AND ITALY

Unification of Germany

After the failure of the 1848 revolutions, it became clear that national unity could not be achieved only through liberal ideas and popular movements. In Germany, the task of unification was taken up by the powerful state of Prussia. The leader who played the most important role in this process was Otto von Bismarck.

Bismarck believed in a policy of "blood and iron," meaning that wars and strong political action would achieve unification rather than speeches and debates. With the support of the Prussian army and King William I, he planned a series of wars to unite the German states under Prussian leadership.

First, Prussia fought a war against Denmark in 1864 over the territories of Schleswig and Holstein. Next, in 1866, Prussia defeated Austria. This war ended Austrian influence over the German states. Finally, in 1870–71, Prussia fought against France. The victory over France created strong nationalist feelings among the German states.

In January 1871, the process of unification was completed. The German princes gathered at the Palace of Versailles in France and proclaimed William I as the German Emperor. Thus, the German Empire was born, with Prussia as its leading state.

The new German nation-state had a strong central government and powerful army. Though unification fulfilled the dream of national unity, it was achieved through military strength and conservative leadership rather than democratic means.

Key Points to Remember

1. German unification was led by Prussia.
2. Otto von Bismarck followed the policy of "blood and iron."
3. Wars were fought against Denmark, Austria and France.
4. Austria was removed from German affairs after 1866.
5. In 1871, William I was proclaimed German Emperor.
6. Germany became a powerful and unified nation-state.

QUESTIONS FOR STUDENTS

1. Who played the most important role in the unification of Germany?
2. How can strong leadership help achieve national unity in a country?

DAY 15: 04.04.2026: THE RISE OF NATIONALISM IN EUROPE[H]

THE MAKING OF GERMANY AND ITALY

Unification of Italy

Like Germany, Italy was also divided into many small states in the early nineteenth century. Some regions were ruled by local kings, while others were under the control of foreign powers such as Austria. Though the people shared a common language and cultural heritage, they were politically divided.

The idea of Italian unification first grew among educated middle-class people and secret societies. One of the early leaders was Giuseppe Mazzini. He believed that Italy should be a united republic. He founded secret organizations like Young Italy to spread nationalist ideas. However, his efforts failed because they lacked strong military support.

Later, the leadership of unification shifted to the Kingdom of Sardinia-Piedmont. Its Prime Minister, Count Camillo di Cavour, played a key role. Unlike Mazzini, Cavour

believed in practical politics and diplomacy. He formed alliances and used wars strategically to remove Austrian control from northern Italy.

Another important figure was Giuseppe Garibaldi. He led a volunteer army known as the Red Shirts. In 1860, Garibaldi captured the Kingdom of the Two Sicilies in southern Italy. Instead of keeping power for himself, he handed over the conquered territories to King Victor Emmanuel II of Sardinia.

In 1861, Italy was declared a unified kingdom under Victor Emmanuel II. Later, Venice and Rome were added, completing the unification process by 1870. Rome became the capital of Italy. Italian unification was achieved through a combination of revolutionary ideas, diplomatic efforts and military action. Though the dream of unity was realized, it was achieved under a constitutional monarchy rather than a republic.

Key Points to Remember

1. Italy was divided into many small states before unification.
2. Giuseppe Mazzini spread nationalist ideas.
3. Cavour used diplomacy and war to remove Austrian control.
4. Garibaldi led the Red Shirts in southern Italy.
5. Victor Emmanuel II became the king of unified Italy.
6. Italy was fully unified by 1870.

QUESTIONS FOR STUDENTS

1. Who was the Prime Minister of Sardinia-Piedmont who played a key role in the unification of Italy?
2. Explain the role of Giuseppe Garibaldi in the unification of Italy.

VISUALISING THE NATION

In the nineteenth century, nationalism was not spread only through wars and political movements. It was also expressed through symbols, images and cultural representations. Artists, poets and writers played an important role in creating a sense of national identity. They helped people imagine what a nation looked like and what it stood for.

Nations were often represented as female figures. This gave the nation a human form that people could emotionally connect with. In France, the nation was symbolised as Marianne. She represented liberty and reason. She was shown wearing a red cap and holding the tricolour flag. Her statues and images were displayed in public places to remind people of national unity and republican values.

In Germany, the nation was symbolised as Germania. She was often shown wearing a crown of oak leaves, which stood for heroism. In her hand she carried a sword, symbolising readiness to defend the nation. These images were displayed during times of struggle to inspire unity among the people.

National symbols such as flags, anthems and allegorical figures helped create a shared identity. They gave people a common image of their country. The tricolour flag in France and the black, red and gold flag in Germany became powerful expressions of national unity.

Romanticism also strengthened nationalism. Romantic artists and writers promoted emotions, cultural traditions and folklore. They encouraged pride in local languages, songs and stories. This helped people feel connected to a common heritage. Language played a key role in uniting people, especially in regions like Germany and Poland. Thus, nationalism was shaped not only by political events but also by cultural expressions. Through art, literature and symbols, people began to visualise and emotionally connect with the idea of the nation.

Key Points to Remember

1. Nations were represented as female allegorical figures.
2. Marianne symbolised France.
3. Germania symbolised Germany.
4. National flags and symbols promoted unity.
5. Romanticism encouraged pride in culture and language.
6. Cultural symbols strengthened the feeling of nationalism.

QUESTIONS FOR STUDENTS

1. What was the name of the female symbol of the nation in France & Germany?
2. What colors were used in the national flag of Germany?

NATIONALISM AND IMPERIALISM

By the second half of the nineteenth century, nationalism had become a powerful force in Europe. Countries like Germany and Italy had been unified. However, nationalism did not always lead to unity and freedom. In some cases, it led to competition, conflict and imperial expansion.

After 1871, many European nations began to compete with each other for power and influence. Strong nation-states wanted to prove their superiority. They believed that having colonies in Asia and Africa would increase their wealth and prestige. This period saw the rise of imperialism, where powerful countries extended their control over weaker regions.

Nationalism and imperialism were closely connected. National pride encouraged expansion. Governments used nationalist feelings to gain public support for overseas conquest. At the same time, competition between European powers increased tension. Rivalries developed between Germany, Britain, France, Austria-Hungary and Russia.

In regions like the Balkans, nationalism created serious instability. The Ottoman Empire was weakening, and many ethnic groups such as Serbs, Bulgarians and Greeks wanted independence. These movements were supported or opposed by different European powers based on their own interests. This situation increased hostility among nations.

Thus, by the end of the nineteenth century, nationalism had taken a new form. Instead of only fighting for unity and freedom, it also became aggressive and expansionist. The intense rivalry among European nations eventually contributed to the outbreak of the First World War in 1914.

Key Points to Remember

1. After unification, nationalism became stronger in Europe.
2. European nations competed for colonies in Asia and Africa.
3. Imperialism was the extension of control over other territories.
4. National pride encouraged overseas expansion.
5. The Balkans became a centre of nationalist conflict.
6. Aggressive nationalism contributed to the First World War.

QUESTIONS FOR STUDENTS

1. What new form did nationalism take in Europe by the end of the nineteenth century?
2. Analyse the relationship between nationalism and imperialism in nineteenth-century Europe.

Class 10 - History - Short Notes

Nationalism Meaning
1. strong feeling of love, loyalty and devotion towards one's nation. [cite: 7]

- The French Revolution began nationalism by giving power to the people of instead of the king.
- It created unity through one flag, one law, one language and equal rights.
- Napoleon Bonaparte spread these ideas to other European countries.

FRENCH REVOLUTION 2 AND THE IDEA OF THE NATION

THE RISE OF NATIONALISM IN EUROPE

MAKING OF NATIONALISM IN EUROPE 3
- In old Europe, there were no nation-states. Empires like the Habsburg Empire ruled many different groups of people so they did not feel united.
- Nationalism grew because educated middle classes wanted freedom, equality and one united nation.

THE AGE OF REVOLUTION 1830-1848 4

- After 1815, kings tried to control people, but this created anger and a desire for freedom and national unity.
- Revolution like 1830 & 1848 showed that people wanted their own nation with rights and a constitution.
- Culture, language and folk traditions created a feeling of common identity.
- All these struggles slowly strengthened the idea that people sharing the same culture and language should form one nation-state - that is nationalism.

THE MAKING OF GERMANY & ITALY 5

- In Germany, nationalism was achieved by strong leadership and war.
- In Italy, leaders helped unite different states into one nation in 1861.
- In Britain, nationalism grew by Uniting England, Scotland & Ireland.
- By the late 19th century, aggressive nationalism turned into Imperialism as powerful nations Competed to expand their empires and control regions like the Balkans. This rivalry ultimately created tensions that led to World War-I

RIGHTS

History - Rise of Nationalism in Europe

QUESTIONS FOR STUDENTS
1. Name the Balkan countries?
2. Do wars have any effect on people's lives?

INTRODUCTION TO POWER SHARING AND CASE STUDY OF BELGIUM AND SRI LANKA

Introduction

Power sharing is one of the basic principles of democracy. In a democracy, all power does not rest with one person or one organ of government. Power is shared among different organs such as the legislature, executive and judiciary. It is also shared among different social groups and communities. This sharing of power helps maintain unity and stability in a diverse society.

Power sharing becomes especially important in countries where people belong to different religions, languages or ethnic groups. If one group tries to dominate others, it may create tension, conflict and even violence. Therefore, democracy encourages sharing of power so that all groups feel respected and included.

Case study of Belgium and Sri Lanka

Belgium is a small European country with a complex ethnic composition. About 59% of the population are Dutch-speaking and live in the Flemish region. Around 40% are French-speaking and live in the Wallonia region. A small percentage speaks German. In the capital city Brussels, most people speak French even though the Dutch-speaking community forms the majority in the country. Tensions arose between these communities because the French-speaking minority was relatively rich and powerful, while the Dutch-speaking majority felt neglected.

To solve this problem, Belgian leaders adopted a unique power-sharing arrangement. The constitution was amended several times between 1970 and 1993. It provided equal representation to Dutch and French-speaking ministers in the central government. Important laws required support from members of each language group. Many powers were given to state governments, and these state governments were not subordinate to the central government. Brussels was given a separate government with equal representation of both communities. In addition, a community government was formed for each language group to manage cultural, educational and language-related matters. This arrangement helped avoid conflict and maintain unity in Belgium.

Sri Lanka presents a contrasting example. It is an island nation with two major communities: Sinhala-speaking people (about 74%) and Tamil-speaking people (about 18%). After independence in 1948, leaders of the Sinhala community adopted majoritarian policies. In 1956, Sinhala was declared the only official language. Policies were introduced that favoured Sinhala applicants in education and government jobs. The constitution gave special status to Buddhism.

These measures created a sense of discrimination and alienation among Tamil-speaking people. They demanded recognition of Tamil as an official language and greater regional autonomy. Their demands were repeatedly rejected. This led to tension, which eventually turned into a civil war lasting many years. The conflict caused loss of life, displacement of people and serious damage to the country's economy and social life.

From the comparison of Belgium and Sri Lanka, we understand that power sharing is essential in a democracy. When leaders recognise diversity and share power, unity is strengthened. When the majority tries to dominate and refuses to share power, it can lead to conflict and weaken the nation.

Key Points to Remember

1. Power sharing is a basic feature of democracy.

2. It prevents concentration of power in one group or organ.

3. Belgium adopted constitutional power-sharing arrangements to manage diversity.

4. Equal representation and regional autonomy helped maintain unity in Belgium.

5. Sri Lanka followed majoritarian policies after independence.

6. Declaration of Sinhala as the only official language created conflict.

7. Discrimination against Tamils led to civil war.

8. Power sharing promotes unity, stability and respect for diversity.

QUESTIONS FOR STUDENTS

1. Which language was declared the only official language of Sri Lanka in 1956?

2. How did the power-sharing arrangement help maintain unity in Belgium?

MAJORITARIANISM IN SRI LANKA

Sri Lanka became an independent country in 1948. The Sinhala-speaking community formed about 74% of the population. Because of this numerical majority, leaders of the Sinhala community believed that they should control the government and shape policies according to their interests. This idea is known as majoritarianism. Majoritarianism means that the majority community should rule the country in whichever way it wants, without considering the wishes and rights of minority communities.

Soon after independence, the Sri Lankan government adopted a series of measures to establish Sinhala supremacy. In 1956, the government passed an Act declaring Sinhala as the only official language of the country. Tamil, spoken by about 18% of the population, was ignored. This made Tamil-speaking people feel excluded from administration and public life.
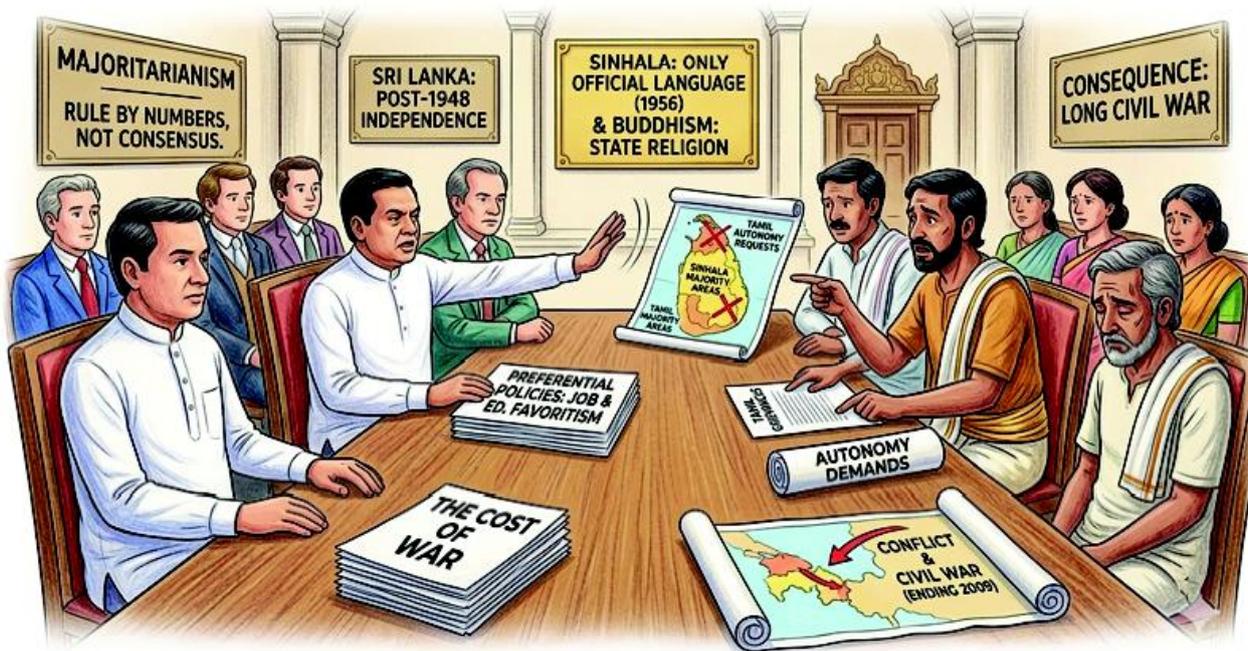
The government also introduced preferential policies that favoured Sinhala applicants in university admissions and government jobs. A new constitution stated that the state would protect and foster Buddhism, the religion followed by most Sinhala people. These steps strengthened the position of the majority community but weakened the trust of minority communities.

The Tamil-speaking people felt that their language, culture and political rights were not respected. They believed that the government policies discriminated against them in education and employment. Tamil leaders demanded recognition of Tamil as an official language, equal opportunities and greater autonomy for Tamil-majority regions in the north and east of the country. However, their demands were repeatedly rejected.

Gradually, the tension between the Sinhala and Tamil communities increased. Political organisations were formed demanding a separate independent state called Tamil Eelam in the northern and eastern parts of Sri Lanka. The conflict soon turned into a violent civil war. Thousands of people from both communities were killed. Many families were displaced, and the country suffered serious economic and social setbacks. The civil war continued for many years and ended only in 2009.

The Sri Lankan example shows that majoritarianism can seriously harm a country's unity. When the majority ignores the concerns of minorities and refuses to share power, it can lead to deep divisions and prolonged conflict. Democracy is not just about majority rule; it is also about protecting minority rights and ensuring inclusive governance.

Key Points to Remember

1. Majoritarianism means rule by the majority without respecting minority rights.
2. Sri Lanka adopted majoritarian policies after independence in 1948.
3. Sinhala was declared the only official language in 1956.
4. Preferential policies favoured Sinhala people in jobs and education.
5. Buddhism was given special status in the constitution.
6. Tamils felt politically and culturally discriminated against.
7. Demands for autonomy were rejected repeatedly.
8. Conflict led to a long civil war that ended in 2009.
9. Majoritarianism weakens national unity.
10. True democracy requires power sharing and respect for diversity.

QUESTIONS FOR STUDENTS

1. In which year did Sri Lanka become an independent country?
2. What is meant by majoritarianism?

ACCOMMODATION IN BELGIUM

Belgium faced serious tensions between its Dutch-speaking and French-speaking communities during the 1950s and 1960s. Instead of allowing the conflict to grow, the leaders of Belgium chose a path of accommodation. They recognised the existence of regional differences and cultural diversity. They understood that the unity of the country could be preserved only by respecting the feelings and interests of all communities.

Between 1970 and 1993, the Belgian Constitution was amended four times. These amendments introduced a carefully designed power-sharing arrangement. This model is considered innovative and unique in the world.

One important feature of the Belgian model is equal representation at the central government level. The constitution provides that the number of Dutch-speaking and French-speaking ministers in the central government must be equal. Some special laws require the support of a majority from each linguistic group. This ensures that no single community can take unilateral decisions.

Another important feature is the sharing of powers between the central and state governments. Many powers of the central government were given to the state governments of the two main regions. These state governments are not subordinate to the central government. This means they have significant autonomy in their areas.

Brussels, the capital city, has a separate government. In this government, both the Dutch-speaking and French-speaking communities have equal representation. This arrangement was important because although Dutch-speaking people are the majority in the country, they are a minority in Brussels.

Apart from the central and state governments, Belgium has a third type of government known as the community government. This government is elected by people belonging to one language community Dutch, French or German regardless of where they live in the country. The community government has powers related to cultural, educational and language matters.

Though the Belgian model appears complex, it has worked successfully. It helped prevent civil strife between the two major communities and avoided the division of the country on linguistic lines. Belgium's capital, Brussels, later became the headquarters of the European Union, showing that the country maintained stability and unity. The Belgian example teaches us that accommodation and power sharing strengthen democracy. By recognising diversity and giving space to all communities, a country can maintain peace and unity.

Key Points to Remember

1. Belgium resolved tensions through constitutional accommodation.

2. Equal number of Dutch and French ministers in central government.

3. Special laws require support from each linguistic group.

4. State governments have significant autonomy.

5. Brussels has equal representation of both communities.

6. Community governments manage cultural and language matters.

7. The Belgian model prevented civil conflict.

8. Accommodation strengthens national unity and democracy.

QUESTIONS FOR STUDENTS

1. How many times was the Belgian Constitution amended between 1970 and 1993 to   introduce power sharing?

2. Do you think the Belgian power-sharing model is an effective way to manage diversity in a country? Give reasons for your answer.

WHY POWER SHARING IS DESIRABLE

Power sharing is desirable in a democracy for both practical and moral reasons. It is not just a political arrangement but an essential feature of democratic governance. When power is shared, different groups in society feel respected and included. This reduces the chances of conflict and strengthens national unity.

The first set of reasons in favour of power sharing are called prudential reasons. These are practical reasons based on careful thinking about gains and losses. Power sharing helps to reduce the possibility of social conflict between different communities. In societies with religious, linguistic or ethnic diversity, tensions can easily arise. If power is concentrated in the hands of one group, other groups may feel excluded or oppressed. This can lead to violence, political instability and even civil war. By sharing power, democracy ensures stability and peaceful coexistence.

Imposing the will of the majority community over others may seem attractive in the short term. However, in the long run, it weakens the unity of the nation. The "tyranny of the majority" not only harms minorities but can also damage the majority community itself by creating long-lasting divisions and unrest. Therefore, power sharing promotes better outcomes and long-term stability. The second set of reasons are moral reasons. These go beyond practical benefits and focus on democratic values. Power sharing is the very spirit of democracy. In a democracy, people have the right to be consulted on how they are governed. A democratic government is legitimate only when citizens participate in decision-making and have a stake in the system.

Democracy is not just about majority rule; it is about inclusive rule. All groups affected by government decisions should have a voice in those decisions. Sharing power reflects respect for equality, dignity and justice. It ensures that governance is not imposed but accepted by the people. Thus, power sharing is desirable because it promotes peace, stability and better governance. At the same time, it upholds the core values of democracy participation, equality and mutual respect.

Key Points to Remember

1. Power sharing is desirable for both prudential and moral reasons.
2. Prudential reasons focus on stability and prevention of conflict.
3. It reduces social tensions in diverse societies.

4. Tyranny of the majority can harm national unity.

5. Moral reasons highlight democratic values.

6. Democracy requires participation and consultation.

7. Legitimate government depends on citizen involvement.

8. Power sharing strengthens unity, stability and democracy.

QUESTIONS FOR STUDENTS

1. What are the two types of reasons that explain why power sharing is desirable in a democracy?

2. Explain the difference between prudential reasons and moral reasons for power sharing.

DAY 23: 15.04.2026: POWER-SHARING [P]

FORMS OF POWER SHARING

In a democracy, power sharing can take different forms. It is not limited to one type of arrangement. Depending on the structure of the country and the nature of society, power may be shared in several ways. These forms ensure that power is not concentrated in one hand and that democracy functions effectively.

The first form of power sharing is among different organs of government. In modern democracies, power is divided among the legislature, executive and judiciary. This is called horizontal distribution of power because these organs are placed at the same level and exercise different powers. Each organ checks the others. For example, the legislature makes laws, the executive implements them, and the judiciary interprets them. This system of checks and balances prevents misuse of power and ensures accountability.

The second form of power sharing is among governments at different levels. This is called vertical division of power. In federal countries, power is shared between the central government and state governments. Each level has its own jurisdiction and authority. This arrangement allows regional governments to manage local matters while the central government looks after national issues. Federalism is an example of vertical power sharing.

The third form of power sharing is among different social groups. In many countries, there are arrangements to ensure representation of religious, linguistic or ethnic minorities. This may include reserved seats in legislatures, special laws or community governments. Such arrangements protect the interests of minority groups and promote inclusive governance.

The fourth form of power sharing is among political parties, pressure groups and movements. In a democracy, power is shared among different political parties through elections. Often, coalition governments are formed when no single party gets a clear majority. Pressure groups and social movements also influence government policies by raising public issues. This form of power sharing ensures that multiple voices are heard in decision-making. These different forms of power sharing together strengthen democracy. They prevent concentration of power, promote cooperation and ensure that governance reflects the diversity of society.

Key Points to Remember

1. Power sharing takes different forms in a democracy.

2. Horizontal power sharing is among legislature, executive and judiciary.

3. It ensures checks and balances.

4. Vertical power sharing is between central and state governments.

5. Federalism is an example of vertical division of power.

6. Power may be shared among social groups to protect minority rights.

7. Coalition governments reflect power sharing among political parties.

8. Different forms of power sharing strengthen democracy and unity.

QUESTIONS FOR STUDENTS

1. Explain the difference between horizontal and vertical power sharing.

2. How does the system of checks and balances help prevent misuse of power in a democracy?

– Short Notes 📜

Power-Sharing

Meaning ⚖️
- The distribution of government power among different organs, levels, groups & parties that no one has too much power'
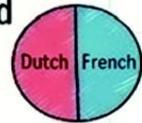
Significance 🤝
- PRUDENTIAL REASON: Reduces conflicts between groups & maintain political stability
- MORAL REASON: Spirit of Democracy; people have the right to participate in government

Forms of Power Sharing
- HORIZONTAL DISTRIBUTION: among different organs (Legislature, Executive, Judiative, Judiciary)
- VERTICAL DISTRIBUTION: among different levels (Central, Local)
- SOCIAL GROUPS: among different religious and linguistic groups
- POLITICAL ENTITIES: among political parties, pressure groups, and movements

Belgium Accommodation
- Equal number of Dutch and French ministers in Central Govt
- Powers shared between central and state govts
- Separate govt in Brussels with equal representation
- Community government for language, culture & education matters
- Result: Helped avoid conflict and maintain unity

Dutch | French

Sri Lanka Case Study Accommodation Issues ✋
- Sinhala made the only official language
- Preference to Sinhala people in jobs & education
- Constitution gave special status to Buddhism
- Consequences: Tamils felt discriminated and demanded autonomy
- Led to civil war

QUESTIONS FOR STUDENTS
1. What is meant by civil war?
2. Create some questions of your own from the above content.

INTRODUCTION OF BIODIVERSITY, FLORA AND FAUNA, CONSERVATION OF FOREST AND WILD LIFE IN INDIA & PROJECT TIGER

Introduction

Natural vegetation refers to plants and trees that grow naturally without human help. Wildlife includes animals, birds, insects, and other living organisms living in forests and natural habitats. India has a rich variety of natural vegetation and wildlife because of its different climates and landforms. Forests and animals help maintain ecological balance and support life on Earth. They provide food, shelter, medicine, and many useful resources. Therefore, it is important to protect and conserve natural vegetation and wildlife.

Biodiversity

Biodiversity refers to the variety of living organisms on the earth. It includes different species of plants, animals and microorganisms. India is one of the world's richest countries in terms of biodiversity.

India has a great variety of forests, grasslands, wetlands and deserts. These different ecosystems support a wide range of flora and fauna. Due to varied climate and relief, India has immense biological diversity. Biodiversity is important because it maintains ecological balance. It provides food, medicines, fuel, fibre and shelter. It also supports livelihoods of many communities.

Flora and Fauna in India

Flora refers to the plant species of a region. Fauna refers to the animal species. India is home to about 47,000 plant species and around 90,000 animal species. The country has tropical rainforests, deciduous forests, thorn forests, mangroves and mountain vegetation. These forests support animals like elephants, tigers, lions, deer and many bird species.

However, many species are facing the threat of extinction. On the basis of their conservation status, species are classified into categories such as endangered, vulnerable and rare. Some species have already become extinct. Major reasons for decline in wildlife include deforestation, agricultural expansion, mining, urbanisation and poaching. Commercial activities have disturbed natural habitats.

Conservation of Forest and Wildlife in India

Conservation means protection and careful management of natural resources. Forests and wildlife are national wealth. Their conservation is essential for ecological balance and sustainable development.

The Indian government has taken several steps to protect forests and wildlife. The Wildlife Protection Act was passed in 1972. It provided legal protection to endangered species and restricted hunting.

National parks, wildlife sanctuaries and biosphere reserves have been established to protect natural habitats. Community participation has also played an important role in forest conservation. Local communities are increasingly involved in protecting forest resources. Social movements like the Chipko Movement created awareness about the importance of forests.

Project Tiger

Project Tiger was launched in 1973 to protect the declining population of tigers in India. Tigers are considered an important part of the ecosystem. Their decreasing numbers raised serious concern.

Under Project Tiger, tiger reserves were established across the country. Hunting was banned and strict measures were taken to protect tiger habitats. The project aimed not only at saving tigers but also at conserving the entire ecosystem of the reserve areas.

The project has shown positive results. The number of tigers has gradually increased in recent years due to strong conservation efforts.

Key Points to Remember

1. Biodiversity means the variety of plant and animal life.
2. India is one of the richest countries in biodiversity.
3. Flora refers to plants and fauna refers to animals.
4. Many species are endangered due to human activities.
5. The Wildlife Protection Act (1972) protects wildlife in India.

6. National parks and sanctuaries help conserve natural habitats.

7. Community participation strengthens forest conservation.

8. Project Tiger was launched in 1973 to protect tigers.

9. Tiger reserves protect both tigers and their ecosystems.

10. Conservation ensures ecological balance and sustainable development.

QUESTIONS FOR STUDENTS

1. What is biodiversity?

2. What is the main aim of Project Tiger?

DAY 26: 18.04.2026: FOREST AND WILD LIFE RESOURCES (G)

TYPES AND DISTRIBUTION OF FOREST AND WILD LIFE RESOURCES

Types of Forest and Wildlife Resources

Forest and wildlife resources in India are classified on the basis of ownership, administration and legal status. These categories help in proper protection and management. Forests in India are divided into reserved forests, protected forests and unclassed forests.

Reserved forests are the most protected forests. They are permanently earmarked for the conservation of forest and wildlife. Activities like hunting and grazing are strictly controlled. A large portion of India's forest area falls under this category.

Protected forests are also under government control, but local people may have certain rights such as grazing or collecting minor forest produce. These forests have a lower level of protection compared to reserved forests.

Unclassed forests include other forests and wastelands belonging to government, private individuals or communities. These are mainly found in the northeastern states and parts of Gujarat. Wildlife resources are protected through national parks, wildlife sanctuaries and biosphere reserves. National parks have strict rules and no human activity is allowed. Wildlife sanctuaries allow limited human activities. Biosphere reserves aim at conserving entire ecosystems and promoting sustainable use of resources.

Distribution of Forests in India

The distribution of forests in India is uneven. Some states have dense forest cover, while others have very little forest area. States like Madhya Pradesh, Arunachal Pradesh,

Chhattisgarh, Odisha and Maharashtra have large forest areas. The northeastern states also have significant forest cover.

On the other hand, states like Haryana, Punjab, Rajasthan and Gujarat have relatively low forest cover due to climatic conditions and high population pressure. Forest distribution depends on factors such as rainfall, temperature, relief and soil. Regions with high rainfall and favourable climate support dense forests, while arid and semi-arid regions have sparse vegetation.

Importance of Proper Distribution

Balanced distribution and management of forests are essential for ecological stability. Forests prevent soil erosion, regulate climate and support biodiversity. Uneven distribution and overexploitation lead to environmental imbalance. The government aims to increase forest cover through afforestation programmes and social forestry initiatives. Community participation is encouraged to protect and manage forest resources sustainably.

Key Points to Remember

1. Forests are classified as reserved, protected and unclassed forests.
2. Reserved forests have the highest level of protection.
3. Protected forests allow limited community rights.
4. Unclassed forests are mainly found in northeastern states.
5. Wildlife is protected through national parks, sanctuaries and biosphere reserves.
6. Forest distribution in India is uneven.
7. Central and northeastern states have high forest cover.
8. Northern and western states have low forest cover.
9. Climate and relief influence forest distribution.
10. Afforestation and social forestry help improve forest cover.

QUESTIONS FOR STUDENTS

1. Name two states in India that have large forest areas.
2. Explain the difference between reserved forests and protected forests.

COMMUNITY AND CONSERVATION

Community participation has played a very important role in the conservation of forests and wildlife in India. Local communities have traditionally protected forests because their livelihood depends on them. Forests provide fuel, fodder, food, medicinal plants and small timber. People living near forests understand their value and often take active steps to safeguard them.

In many parts of India, villagers have formed community institutions to protect forest areas. In the Sariska Tiger Reserve in Rajasthan, villagers fought against mining activities and helped in protecting wildlife habitats. In Alwar district, local communities declared about 1,200 hectares of forest area as Bhairodev Dakav 'Sonchuri' and managed it according to their own conservation rules.

The famous Chipko Movement in Uttarakhand is a strong example of community-based conservation. In this movement, villagers, especially women, hugged trees to prevent them from being cut. The movement highlighted the importance of forests for soil conservation, water security and ecological balance. It also showed that conservation is closely linked with the survival of local communities.

Joint Forest Management (JFM) is another important initiative. Under this programme, local communities work with the Forest Department to protect and manage forests. In return, they receive benefits such as a share in forest produce. This partnership has improved forest protection in many states.

Sacred groves are another example of community conservation. These are patches of forest protected by local people due to religious beliefs. Such groves are found in Meghalaya, Rajasthan, Karnataka and Maharashtra. They preserve rare and endangered species and help maintain biodiversity.

Community involvement ensures sustainable use of forest resources. When people feel a sense of ownership and responsibility, conservation efforts become more effective. Therefore, participation of local communities is essential for long-term protection of forests and wildlife.

What is Biodiversity?

Different kinds of living things on Earth

Conservation of Forest and Wildlife

- Indian Wildlife Act
- Project Tiger
- Reserved Forests
- Protected Forests
- Unclassified Forests

FOREST AND WILDLIFE RESOURCES

Forest and wildlife in India

- India is rich in biological diversity.
- Many species are religion-specific.
- Human activities threaten flora and fauna.

Conservation Movements

- Chipko
- Beej Bachao Andolan
- Navdanya
- Various programmes by communities & governments

Key Points to Remember

1. Local communities depend on forests for livelihood and actively protect them.

2. Community movements have helped prevent deforestation and mining.

3. The Chipko Movement promoted forest conservation through peaceful protest.

4. Joint Forest Management involves cooperation between people and the government.

5. Sacred groves protect biodiversity due to religious beliefs.

6. Community participation strengthens sustainable forest management.

QUESTIONS FOR STUDENTS

1. In which state did the Chipko Movement take place?

2. How does Joint Forest Management (JFM) help in protecting forests?

DAY 29 : 22.04.2026: GRAND TEST ON TOPICS

(Resources and Development, Rise of Nationalism in Europe,

Power sharing and forest and wild life resources)

DAY 30 : 23.04.2026: Review on Test results - Guidance

INDIA
States and Union Territories

TAJIKISTAN

AFGHANISTAN

PAKISTAN

LADAKH

JAMMU & Srinagar • Leh
KASHMIR

Jammu •

HIMACHAL PRADESH
Shimla •

PUNJAB
Chandigarh •
Dehradun •
HARYANA
UTTARAKHAND

DELHI ▣ New Delhi

Jaipur •

RAJASTHAN

UTTAR PRADESH
Lucknow •

CHINA (TIBET)

NEPAL

SIKKIM
Gangtok •

BHUTAN

ARUNACHAL PRADESH
Itanagar •

BIHAR
Patna •

Dispur • ASSAM
Shillong •
MEGHALAYA

NAGALAND
• Kohima

• Imphal
MANIPUR

Gandhinagar •
GUJARAT

Bhopal •

MADHYA PRADESH

JHARKHAND
Ranchi •

WEST BENGAL

Kolkata •

BANGLADESH
Agartala •
TRIPURA

Aizawl •
MIZORAM

MYANMAR (BURMA)

Daman
Silvassa

DADRA & NAGAR HAVELI AND DAMAN & DIU

MAHARASHTRA
Mumbai •

CHHATTISGARH
Raipur •

ODISHA
• Bhubaneswar

BAY OF BENGAL

ARABIAN SEA

TELANGANA
Hyderabad •

Amaravati •

Yanam (Puducherry)

Panaji •
GOA

ANDHRA PRADESH

KARNATAKA

Bengaluru •
• Chennai

ANDAMAN & NICOBAR ISLANDS (INDIA)

• Port Blair

Mahe (Puducherry)

LAKSHADWEEP (INDIA)
• Kavaratti

KERALA

PUDUCHERRY

TAMIL NADU
Karaikal (Puducherry)

Thiruvananthapuram •

Palk Strait

SRI LANKA

INDIAN OCEAN

— International Boundary
— State/UT Boundary
▣ Country Capital
• State/UT Capital

Map not to Scale

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Class - 10 | **252** | **Bridge Course - Social Science**

Europe

Scale 1:4,900,000