SCERT Kerala · Class 10 · Social Science 1

Social Science 1 Part 1

PADIKAM
SOCIAL SCIENCE I
PART I
Complete Study Notes | Standard X | English Medium
SCERT Kerala 2025 syllabus coverage
Original explanations, revision tools, exam focus and practice

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I
Contents
History, sociology, economics and political communication meet in five chapters about modern society and democratic life.
Chapter 1 | Humanism
Chapter 2 | Liberty, Equality, Fraternity
Chapter 3 | Social Analysis: Through Sociological Imagination
Chapter 4 | Wealth and the World
Chapter 5 | Public Opinion in Democracy
How to use this book
• Read the chapter mission first to understand the learning target.
• Study the core notes and pause at every table, formula or process map.
• Use the exam focus list for last-minute revision.
• Answer the practice questions without looking back, then revise weak areas.
Official textbook links
SCERT Kerala Class 10 PART I
SCERT Kerala Standard 10 textbook catalogue

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I
CHAPTER 1
Humanism
Chapter mission: trace the rise of human-centred thought and its influence on art, science, religion and modernity.
From medieval order to new inquiry
• European feudal society was organised around landed power and inherited status. Trade, towns and contact with wider knowledge gradually weakened old limits.
• Humanism renewed interest in classical learning while emphasising human dignity, reason, observation and achievement.
• The Renaissance was not a single event; it was a broad cultural transition visible in literature, visual art, architecture and scholarship.
Knowledge and communication
• Printing multiplied books and widened access to ideas. Vernacular writing reached readers beyond Latin-educated elites.
• Scientific inquiry increasingly used observation, measurement, experiment and mathematical explanation.
• Geographical explorations connected continents but also expanded conquest, exploitation and colonial domination.
Reformation and change
• Criticism of church practices and demands for reform challenged religious authority in Europe.
• Reformation movements encouraged new churches, translations and debates about faith, authority and individual conscience.
• The Catholic Reformation reorganised institutions and responded to criticism.

Humanism as a continuing value
• Humanism supports critical thinking, creativity and concern for human welfare.
• Modern humanism must include equality and dignity for people excluded by earlier societies.
• Reason and science are strongest when joined with ethics, evidence and openness to correction.
Exam focus
• Connect each development with its social setting and consequences.
• Distinguish Renaissance, humanism, Reformation and scientific revolution.
• Avoid presenting European change as isolated from trade, translation and wider world contacts.
Practice
1. How did printing accelerate social change?
2. Explain two features of Renaissance humanism.
3. How did scientific thinking challenge established authority?

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I
CHAPTER 2
Liberty, Equality, Fraternity
Chapter mission: compare major revolutions and explain how modern ideas of rights, citizenship and nationhood developed.
Ideas of the Enlightenment
• Thinkers questioned absolute monarchy, inherited privilege and unexamined tradition.
• Natural rights, popular sovereignty, separation of powers and social contract theory offered new ways to justify government.
• Liberty, equality and fraternity became powerful political ideals, though their application remained incomplete.
American Revolution
• Colonial resistance grew around taxation, representation and self-government.
• The Declaration of Independence asserted universal-sounding rights while slavery and exclusion continued.
• A federal constitutional system divided power and influenced later republican movements.
French Revolution
• Fiscal crisis, unequal estates, food hardship and Enlightenment ideas combined into revolution.
• The fall of the Bastille and end of feudal privileges symbolised a break with the old order.
• The Declaration of the Rights of Man and Citizen proclaimed liberty and equality; later phases brought republic, radicalisation, terror and Napoleonic rule.
Further struggles for equality
• The Haitian Revolution exposed the contradiction between proclaimed liberty and colonial slavery.
• Nationalist and democratic movements spread in Europe and elsewhere.
• Workers, women and oppressed communities expanded the meaning of citizenship through continued struggle.
Exam focus
• Write revolution answers as causes → turning points → results → limitations.
• Compare ideals with who actually received rights.
• Use chronology but explain relationships, not merely dates.
Practice
1. Compare one common feature and one difference of the American and French Revolutions.
2. Why was the Haitian Revolution historically significant?
3. How did Enlightenment ideas influence political change?

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I
CHAPTER 3
Social Analysis: Through Sociological Imagination
Chapter mission: use sociological concepts to connect personal experiences with wider social structures.
Sociological imagination
• A personal trouble occurs in an individual's immediate life; a public issue reflects patterns in institutions and society.

• Sociological imagination connects biography with history and asks how class, gender, caste, age, location and institutions shape opportunities.
• It avoids blaming individuals for every outcome while still recognising personal agency.

Society and socialisation

• Socialisation is the lifelong process of learning language, norms, values, roles and identities.
• Family, school, peer groups, media, religion, workplace and state act as agencies of socialisation.
• Norms guide expected behaviour; values express broader ideas of what a society considers desirable.

Status, role and institutions

• Status is a recognised social position; role is the expected behaviour connected to it.
• Ascribed status is assigned without choice, while achieved status is acquired through action or qualification.
• Institutions such as family, economy, education and government organise recurring social needs but also reflect power relations.

Inequality and research

• Stratification creates patterned inequality in resources, status and influence.
• Sociological study uses surveys, interviews, observation, case studies and records. Good research protects consent, privacy and honest interpretation.
• A claim becomes stronger when evidence is representative and alternative explanations are considered.

Exam focus

• Apply concepts to a concrete example.
• Distinguish status from role and personal trouble from public issue.
• Mention ethics and evidence when discussing social research.

Practice

1. Use sociological imagination to analyse unemployment.
2. How do school and media act as agencies of socialisation?
3. Differentiate ascribed and achieved status.

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I

CHAPTER 4

Wealth and the World

Chapter mission: explain the rise of capitalism, industrialisation, colonial links and changing labour relations.

Changing production

• Commercial expansion, finance and overseas trade helped accumulate capital.
• The factory system concentrated workers, machines and power sources, increasing output and standardisation.
• Industrialisation began unevenly and spread through technology, markets, state policy and access to resources.

Industrial society

• Mechanisation transformed textiles, mining, iron, transport and communication.
• Urbanisation created new industrial cities, opportunities and severe problems of housing, sanitation and pollution.
• Factory discipline changed time, skill and workplace control. Women and children formed part of the labour force under unequal conditions.

Capital and labour

• Owners controlled capital and production, while wage workers sold labour power.
• Workers formed associations and unions to demand better wages, hours, safety and rights.
• Socialist thinkers criticised inequality and proposed different forms of collective ownership and social protection.

World economy and colonialism

• Industrial powers sought raw materials, markets and strategic control. Colonial economies were reshaped to serve imperial needs.
• Wealth creation and technological growth coexisted with dispossession, forced labour and unequal exchange.
• Modern globalisation continues deep economic connections; fair development requires labour rights and environmental responsibility.

Exam focus

• Link invention to production, labour, cities and world trade.
• Explain both gains and social costs of industrialisation.
• Show how colonialism and industrial capitalism reinforced one another.
Practice
1. How did the factory system change labour?
2. Explain two links between industrialisation and colonialism.
3. Why did trade unions emerge?

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I
CHAPTER 5
Public Opinion in Democracy
Chapter mission: understand how public opinion forms, how media and institutions influence it, and how citizens can evaluate information.
Meaning and importance
• Public opinion is the considered pattern of views held by people on matters of common concern; it is more than a momentary crowd reaction.
• Democratic governments need public discussion, consent, criticism and accountability.
• Opinion is plural: different groups may hold competing views shaped by experience and interests.
Agents of opinion
Agent Possible contribution
family and peers early attitudes and discussion
school and civic groups knowledge and participation
political parties programmes, campaigns and mobilisation
mass and digital media information, framing and agenda setting
civil society advocacy and public action
Media literacy
• Separate verified reporting, opinion, advertising, satire and deliberate misinformation.
• Check source, author, date, evidence, context and whether independent sources agree.
• Algorithms may amplify engaging material and create echo chambers; popularity is not proof.
Public participation
• Elections, petitions, public hearings, peaceful protest, associations, local bodies and responsible online participation allow citizens to influence policy.
• Freedom of expression supports democracy, but it operates with duties to avoid violence, defamation and targeted harm under law.
• Opinion polls require careful sampling, neutral questions and transparent methods.
Exam focus
• Define public opinion before explaining its role.
• Give both democratic value and risks of media influence.
• Use a verification checklist in misinformation questions.
Practice
1. How does public opinion make government accountable?
2. Explain two dangers of social-media echo chambers.

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I
3. What makes an opinion poll reliable?

PADIKAM | CLASS 10 SOCIAL SCIENCE I - PART I
Final Revision Checklist
• I can connect Renaissance developments to humanism.
• I can compare revolutions through causes, events and results.
• I can apply sociological imagination.
• I can analyse industrialisation and colonialism together.
• I can evaluate media and public opinion critically.
Padikam Learning Content

Prepared as an independent learning companion using the SCERT textbook only as the syllabus and notation reference.