

Dynamic : Social Studies-8

Unit-1 History

1

How, When and Where

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. De-industrialisation means the loss of industries, affecting trade and economy of a country.
b. Nationalism means 'love for one's own nation, its traditions, values and culture'.

2. Multiple Choice Questions (MCQs) :

Tick (3) the right answer :

- Ans.** a. i. b. iii. c. iv.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks:

- Ans.** a. **History** is all about changes that have taken place over time.
b. The Industrial Revolution led to an expansion in **trade**.
c. Historians usually divide Indian history into **ancient, medieval** and **modern history**.
d. One of the early historical novels in Bengali was **Bhudeb** Mukhopadhyaya's *Anuguriya Binimony*.
e. _____ give us an idea about the economic condition of the people.

2. Answer the following questions in short:

- Ans.** a. Colonisation is a process through which a country becomes the colony of another country resulting in many political, economic, social and cultural changes in the former.
Following the Industrial Revolution, a competition began among the European power to explore and build colonies that would serve as markets for products made in their respective countries and also supply resources to support industrial production in the imperialist countries. As a result, India became a colony of the British empire.
- b. After the Industrial Revolution, cotton/silk textiles became one of the most important English products. So, by the nineteenth century, when India was under British rule, English textiles were imported into India from England. This decreased the sale of Indian textiles and started in India the process of de-industrialisation, which is the opposite of industrialisation.
- c. Industrialization a term used for great changes in agriculture, manufacturing,

mining, transport and technology that affected the social, economical and cultural milieus of Europe between the eighteen and nineteen centuries.

- d. During the British rule in India, all Asian societies were seen at a lower level of civilisation than Europe. The British saw themselves as people who could civilise India. To do this, it was necessary to introduce European manners, arts, institutions, and laws in India. In their view, India was not capable of progress without British help. They believed that British rule represented all the forces of progress and civilisation while the period before British rule was the period of darkness.

3. Answer the following questions in detail:

Ans. a. There was a time when history was an account of battles and big events. It was about rulers and their policies. Historians wrote about the year a king was crowned, the year he married, the year he had a child, or the year he fought a particular war. They also noted with interest when the king died, and when the next ruler ascended the throne. Now, historians write about a number of other issues and other questions. They look at how people earned their livelihood, what they produced and ate, how cities developed and markets came up, how kingdoms were formed and new ideas spread, and how cultures and societies changed.

So, dates of particular events may not seem to be important in themselves. But they become very important when we focus on a particular set of events. When we begin to look at some other set of events, a new set of dates becomes important.

- b. Surveys were given a lot of importance by the British because they believed that surveys would enable them to effectively administer the country and know the people better.

By the early nineteenth century, detailed surveys were being carried out to map the entire country. In the villages, revenue surveys were conducted. The purpose was to know the topography, soil quality, plants, and animals of different localities besides their histories, and cropping patterns—all the facts necessary to administer the region.

From the end of the nineteenth century, census operations were held after every ten years. These helped the British officials prepare detailed records of the number of people in all the provinces of India.

- c. **Non-administrative Sources**

A large number of magazines, journals, newspapers, and books were published during this period following the invention of the printing press.

1. **Biographies and autobiographies** : A number of biographies were written by important people during this period. Several autobiographies were also written by both important and ordinary people. Among these writers, there were many talented women also. They criticised the social differences between men and women. One of the most important writers of this period was Tarabai Shinde who wrote *Stripurush Tulna*.



2. **Literary and political writings :** Many short stories, plays, and novels were written during this period. One of the early historical novels in Bengali was Bhudeb Mukhopadhyaya's *Anguriya Binimony*. Sarat Chandra Chatterjee used to tell stories in simple language which made him very popular. Bankim Chandra Chatterji was another great Bengali novelist of this period. However, the greatest of all who wrote in Bengali was none other than Rabindranath Tagore, popularly known as "Kaviguru" or "Gurudev".
- d. The British maintained strict control over administration, and had all administrative actions recorded in documents. As a result, all administrative offices, from the local to the central level, had record rooms where official documents such as letters, departmental records, survey reports, agreements and notes were preserved. Besides record rooms, the British also built museums and archives. While artifacts of different periods were preserved and displayed for the public in museums, important historical documents and the records of governments, families and other organisations are stored in archives. So, the official records are important source of history during the British rule.

Activity

Ans. Do Yourself



2

Colonisation of India

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions:

- Ans.** a. While Bengal suffered, the Company's servants grew prosperous. Most of them came from very humble backgrounds and received low salaries. But, many of them acquired enormous wealth from illegal private trade in Bengal. When they returned to England, their wealth drew the attention and envy of the English society, which called them 'nabobs' (an adaptation of the Indian word Nawab).
In 1772, Warren Hastings became the governor of Bengal. He ended the system of dual government and brought Bengal under the direct control of the Company.
- b. The Company traded in Indian textiles, indigo (a kind of clay), saltpere (a substance used in making gunpowder), and spices such as pepper, cardamom, cinnamon and cloves.
- c. The English turn hostile towards Mir Qasim because he placed limits on the trade privileges of the company.



this doctrine: Satara (1848), Sambalpur (1850), Udaipur (1852), Nagpur (1853) and Jhansi (1854).

- e. The British accused Rani Jindal of anti-British activities and removed her from power. This led to the revolt of the entire Sikh state due to which Lord Dalhousie declared war on the Sikhs. The Sikhs were defeated and the British annexed the state of Punjab in 1849.
- f. After the Battle of Buxar, Awadh signed the Treaty of Allahabad with the British. In 1801 a second treaty was signed at the time of Wellesley, and half of Awadh was taken away by the British. Since then the nawabs of Awadh were dependents of the British. In 1856, Dalhousie annexed Awadh without any proper provocation, and its ruler Wajid Ali Shah was deposed. This act of the British was universally condemned and became one of the main causes behind the Revolt of 1857.

4. Answer the following questions in detail:

Ans. a. The Battle of Plassey proved to be a turning point in the history of the Company. The nawabs became puppets in their hands and they carried on tax-free trade.

After the defeat in the Battle of Plassey, Siraj-ud-Daulah was assassinated and Mir Jafar was made the nawab of Bengal. At this time the Company did not take up administrative responsibilities and decided to work with puppet nawabs. Its main aim was to expand trade. However, they soon found that it was impossible to work with them, as the nawabs were reluctant to become tools in the hands of the Company.

Mir Jafar failed to meet the Company's heavy monetary demands. So, in 1760, the Company deposed Mir Jafar and made his son-in-law Mir Qasim the Nawab of Bengal. In return, Mir Qasim gave to the Company the zamindari of Burdwan (Bardhaman), Midnapore (Medinipur) and Chittagong.

- b. As part of his attempts to expand his kingdom, Hyder Ali defeated the forces of the East India Company and besieged Madras in 1769. The British agreed to help Hyder Ali in case of an attack from the Marathas. However, when the Marathas attacked Mysore in 1771, the British failed to come to Hyder Ali's help. An angry Hyder Ali swore never to trust the British again. In 1782, Hyder Ali died leaving his son Tipu Sultan to carry on the fight. In the Third Anglo-Mysore War (1790-1792), Lord Cornwallis, the governor-general at that time, entered into an alliance with the Marathas and the Nizam of Hyderabad. Their joint force defeated Tipu Sultan and two of his sons were taken hostage by the British.
- c. **The consequences of the Battle of Bucar :** After Mir Jafar's death in 1765, the new Nawab of Bengal handed over the powers of military and criminal jurisdiction to the Company. In the same year, Clive restored Awadh to Shuja-ud-Daulah. In return, Shuja-ud-Daulah paid a sum of money and ceded the districts of Kora and Allahabad to the Company. Awadh became a buffer state (neutral zone),



which would save Bengal from the direct impact of an invasion from the north-west.

East India Company appointed Mohammad Reza Khan to exercise *diwani* functions in Bengal. However, the nawab also appointed him to look after *mizamat* functions. Hence, in effect both *diwani* and *wzamat* came under the control of the British.

- d. A ruler who accepted the subsidiary alliance had to cede some territories for the purpose;
- expel all non-English foreigners from his state;
 - allow the British to supervise his relations with other Indian states; and
 - accept a British resident in his court. The resident constantly tried to interfere with the ruler's autonomy and internal administration to promote the Company's interests.

e. **Dalhousie's Expansionist Policies**

The Doctrine of Lapse

Lord Dalhousie, who was the Governor General from 1848-1856, came up with a policy called the Doctrine of Lapse. The Doctrine stated that if an Indian ruler died without a male heir, his kingdom would lapse i.e. become part of the Company ruled territory. Many kingdoms were annexed using this doctrine: Satara (1848), Sambalpur (1850), Udaipur (1852), Nagpur (1853) and Jhansi (1854).

The Annexation of Awadh (1856)

After the Battle of Buxar, Awadh signed the Treaty of Allahabad with the British. In 1801 a second treaty was signed at the time of Wellesley, and half of Awadh was taken away by the British. Since then the nawabs of Awadh were dependents of the British. In 1856, Dalhousie annexed Awadh without any proper provocation, and its ruler Wajid Ali Shah was deposed. This act of the British was universally condemned and became one of the main causes behind the Revolt of 1857.

Activity

Ans. Do Yourself



3

Growth of Colonial Army and Civil Administration

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions:

- Ans.** a. A charter is a written grant from the sovereign power of a country conferring certain rights and privileges on a person or corporation.

- b. The British administration was based on four major pillars. These pillars were as follows:
- Civil Services
 - Army
 - Police
 - Judiciary
- c. Lord Cornwallis founded the Indian Civil Service.

2. Multiple Choice Questions :

Tick (3) the correct answer:

- Ans.** a. iv. b. ii. c. iii.

3. Correct the following statements:

- Ans.** a. The British Conquest of India was complete by **1856**.
b. The Regulating Act of 1773 allowed the Company officials not to accept gifts or rewards from the Indians.
c. The Charter Act of 1813 was passed to **renew** the charter of the Company.
d. Most of the sepoys of the Company Army were recruited from **Uttar Pradesh, Bihar and Jharkhand**.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks:

- Ans.** a. The Company was not concerned for the **people** of this country.
b. The Council of the Governor-General consisted of **four** councillors.
c. The Charter Act of **1813** terminated the monopoly of the Company in India.
d. These were two types of courts in each district : **Criminal Court** and **Civil Court**.

2. State whether the following statements are True or False :

- Ans.** a. True b. False c. True d. False

3. Answer the following questions in short:

- Ans.** a. In 1791, a superintendent of police for Calcutta was appointed and the cities were placed under the charge of Kotwals. The districts were organised into *thanas* under the charge of a *daroga*. Villages and cities had chowkidars and *kotwals*. All the higher posts in the police force were reserved for the British officials.
- b. Pitt's India act provided for a board of Control in Britain consisting of six commissioners for monitoring the affairs in India. The governor-general's council was reduced to three members, including one commander-in-chief. The governor-general was given total control over the other two presidencies of Bombay and Madras. However, the Company retained its monopoly of trade.
- c. In 1833, the India Law Commission codified the Indian system of law. It gave the Indian people a sense of security as justice was now no longer dispensed by the arbitrary whims of the judging authority. The codification of laws, established in India, known as "The Rule of Law", ensures that every citizen of India, irrespective of caste or creed will be treated with equality.

d. **Drawbacks of the Regulating Act of 1773**

However, the act failed to regulate the Company's powers as many of its clauses were vague. The Governor-General had frequent clashes with his council, as their powers were not clearly demarcated. The Governors of Bombay and Madras were reluctant to accept the suzerainty of the Governor-General of Bengal. Moreover, the Supreme Court was not clearly informed whether to follow Indian or the British laws.

4. **Answer the following questions in detail:**

1. Lord Cornwallis is justly regarded as the founder for the **British Civil Service in India**. He induced the Directors to pay handsome salaries to the company officials. In course of time, a system of open competition for recruitment, which came to be known as Indian Civil Service (ICS), was introduced.

It was Lord Cornwallis who organised a **regular police force**. The main function of the police was to maintain law and order and assist the District magistrate in carrying out his duties. In 1791, a superintendent of police for Calcutta was appointed and the cities were placed under the charge of Kotwals. The districts were organised into *thanas* under the charge of a *daroga*. Villages and cities had chowkidars and *kotwals*.

2. **PITT'S INDIA ACT OF 1784**

Pitt's India act provided for a board of Control in Britain consisting of six commissioners for monitoring the affairs in India. The governor-general's council was reduced to three members, including one commander-in-chief. The governor-general was given total control over the other two presidencies of Bombay and Madras. However, the Company retained its monopoly of trade.

Pitt's India Act laid the foundation for British administration in India. According to the terms of the act, all further conquests of territories in India were to be stopped. But the British did not adhere to it strictly.

Activity

Ans. Do Yourself



4

Rural Life and Society

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. The Ryotwari system was adopted due to the failure of the Permanent Settlement.

- b. 'Blue Rebellion' means indigo revolution which was against the production of indigo in the field.

2. Multiple Choice Questions :

Tick (3) the right answer :

- Ans.** a. iii. b. ii. c. i. d. i.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. The British came to India to gain **money (Revenue)**.
b. The Permanent Settlement was introduced in **1793**.
c. **Zamindars** became the political allies of the British.
d. The Indigo revolution was started in **March 1859**.

2. State whether the following statements are True or False :

- Ans.** a. True b. False c. True d. True

3. Answer the following questions in short :

- Ans.** a. When the British established their rule, they continued with the old system of revenue under the supervision of their own officials and their Indian agents. Gradually, the Company changed its policy and directly recruited revenue collectors, police and judicial officers. These outsiders started interfering in the village administration and the village panchayats lost their importance.
- b. In Permanent settlement, the rajas and talukdars were made the zamindars and they collected the revenue from peasants while in ryotwari settlement, direct settlement was made between the government and the cultivator.
- c. **Drawbacks of Ryotwari Settlement :**
British officials fixed very high rates of land revenue. They did that to increase income from land. They thought that this would make the farmers more enterprising. Due to high rates, most of the peasants failed to pay the land revenue. Many peasants fled the countryside.
- d. Indigo could be grown on fertile land only. Indigo plantation was labour intensive and capital intensive. A farmer needed to invest in bullocks and ploughs for indigo cultivation. The season of indigo cultivation was same as rice cultivation. So, land, labour and other resources needed to be diverted from rice to indigo. Farmers were not willing to divert the land from rice to indigo.

4. Answer the following questions in detail :

Ans. a. **Nij System :**

The planter produced indigo in lands that he directly controlled. Either the planter bought the land or rented it from others. Hired labourers were appointed to produce indigo.

Some of the difficulties faced by cultivators in this system can be summed up as follows.

- Indigo could be cultivated only on fertile lands and these lands were already very densely populated.

- One was finding it difficult to expand the area under cultivation.
- Small plots scattered over the region could be acquired.

Ryoti System :

The planters under this system forced the villagers or ryots to sign a contract. Many times the village headman was forced to sign the contract on behalf of the ryots. Cash advances were given to the persons who signed the contract at low rates of interest. However, the ryot had to cultivate indigo on 25 percent of that area. The cultivators prepared the soil, sowed the seed, and looked after the crop while the planter provided the seed and the tools of farming. After the crop was harvested and delivered to the planter, a new loan was given to continue plantation on a particular piece of land.

Here are some of the difficulties that the cultivators faced in this system of cultivation.

- The lone cycle was never ending.
- The cultivators got very little price for the indigo they produced.
- The planters wanted indigo to be cultivated on the best soils.

b. **The Permanent Settlement (1793) of Bengal :**

Lord Cornwallis wanted to increase the revenue of the company and thus decided to fix the land revenue to be collected. This system was called Permanent Settlement.

The Company introduced this system in 1793. According to this settlement, the rajas and talukdars were made the zamindars. They became hereditary owners of land. They had to collect the rent from the peasants and deposit the revenue with the Company. The amount to be paid was fixed permanently, it could not be increased in the future.

Effects

- It created a new class of landlords in the form of zamindars. They became the political allies of the British.
 - The permanent settlement was the largest sum that could be got from the land, and was a heavy and oppressive assessment. Taxes began to be collected by oppressive methods.
 - The position of the actual cultivators of the soil worsened as they could be evicted by the zamindars on non-payment of dues.
 - In the long run this settlement benefitted the landlords more than the government. By increasing the area under cultivation, the land revenue collected by the peasants went up while the amount that they had to pay to the state remained fixed.
- c. The term 'mahal means a village. Mahalwari settlement was introduced in the modern-day Uttar Pradesh, certain parts of Madhya Pradesh and Punjab by Holt Mackenzie in 1822. The settlement was between the village headman and the British.

According to Mackenzie, the village was a very important part of the system that needed to be preserved. He instructed the collectors to inspect

and measure the field, record the customs and rights of the people living in different groups, and calculate the revenue which the village headman had to pay.

As per this settlement, the village headman or taluqdar was responsible for collecting the revenue from the villagers and hand it over to the British. The rate of revenue was approximately half of the total produce.

Disadvantages :

- Large parts of land were taken away by moneylenders as the peasants could not repay to loan that they had taken to pay the high taxes.
 - The condition of the peasants became pathetic because their well-being depended on the mercy of the village headman who alone had the right to collect revenue.
 - All this later led to agrarian riots.
- d. **Nij system of indigo production :**

The planter produced indigo in lands that he directly controlled. Either the planter bought the land or rented it from others. Hired labourers were appointed to produce indigo.

Some of the difficulties faced by cultivators in this system can be summed up as follows.

- Indigo could be cultivated only on fertile lands and these lands were already very densely populated.
- One can finding it difficult to expand the area under cultivation.
- Small plots scattered over the region could be acquired.
- Large areas in compact blocks were needed by the planters to cultivate.
- Planters faced conflicts when they tried to evict the peasants and lease the land around the factory.
- There was also the requirement of many ploughs and bullocks. Investing in them was difficult as they were also required at the rice fields at the same time.

Activity

Ans. Do Yourself



5

Colonialism and Tribal Societies

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. The tribal people oppose the policies of the East India Company because they were not happy with changes in laws. They disliked restrictions on their tradition practices. They disliked paying new taxes.



- b. Some tribes practised Jhum cultivation, which was done on a small piece of land. They cut trees and burnt vegetation. So that they could use the land there. They spread the ash from the fire which contained potash, to make the soil fertile.
- c. Birsa Munda belonged to Munda tribes.

2. Multiple Choice Questions :

Tick (3) the right answer :

- Ans.** a. iv. b. iv. c. i. d. ii.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. Birsa Munda started his revolt against **the British** in Chotanagpur
 b. The tribals do not follow the **caste** system.
 c. Jhum cultivation is a kind of **shifting** cultivation.
 d. The lives of tribal groups change in **British rule**.

2. State whether the following statements are True or False :

- Ans.** a. True b. True c. False d. False e. False

3. Answer the following questions in short :

- Ans.** a. Some tribes practised Jhum cultivation, which was done on a small piece of land. They cut trees and burnt vegetation. So that they could use the land there. They spread the ash from the fire which contained potash, to make the soil fertile.
- b. The forests were the source of natural resources for British. The timber was very expensive.
- c. Birsa Munda started his revolt against the British in the Chotanagpur region. It was directed at British policies that allowed the zamindars and mahajans (moneylenders) to harshly exploit the Adivasis.
- d. The Santhals inhabiting the territory of Bihar adjoining Bengal revolted in 1855-56. Their main grievances were against the oppression of the mahajans and traders from Bengal and upper India who swarmed their territory and exploited them ruthlessly.
- f. In 1829, the Khasis, a primitive tribe inhabiting the hilly region in the north-west on the border of Assam revolted against the British. The British desired to construct a road which passed through the lands of the Khasis. It was resented by the Khasis.

4. Match the following :

- | | |
|---------------------------------|---|
| Ans. a. Jhum Cultivation | iv. Hilly and forested parts of north-east. |
| b. Labadis | i. Andhra Pradesh |
| c. Bukarwals | v. Kashmir |
| d. Mundas | iii. Chottanagpur |
| e. Tirut Singh | ii. Leader of Khasis |

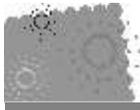
5. Answer the following questions in detail :

- Ans.** a. The British did not like tribals who wandered from one place to another.

They wanted to see them as settled cultivators. Settled peasants could be controlled easily. It even gave a regular source of revenue to the state. The British, therefore, introduced land settlement. It was to be done by measuring land, and fixing demand for the state. Some peasants were declared owners of the land while the others were tenants. Tenants had to pay rent to the owners who in turn paid revenue to the state. The British effort to settle Jhum cultivation paid dividends. Scarcity of water, however, did give them problems.

- b. The Nagas were a fearless north-eastern tribe who were very much against the exploitative nature of the British. When the British tried to encroach upon their areas in order to subjugate them, they rose in rebellion. The Nagas broke into insurrection in 1844 and killed the incharge of the Dimapur police station. The British were taken aback by their sudden outburst. The British sent in huge forces to bring them on their knees. But the Nagas were not ready to surrender before the British. They valiantly defend their territories. The fight between the Nagas and the British continued for next two to three years. Only after this the British were able to bring the situation under control.
- c. As soon as the British took over Eastern India, tribal revolts broke out to challenge the foreign rule. During the early years of colonisation, no other community in India offered such heroic resistance to British rule or faced such tragic consequences as the numerous Adivasi communities of the present-day Jharkhand, Chhattisgarh, Orissa, and West Bengal. In 1772, the Paharia Revolt broke out which was followed by a five-year uprising led by Tilika Manjhi who was hanged in Bhagalpur in 1785. The Tamar and Munda revolts followed. In the next two decades, revolts took place in Singhbhum, Gumla, Birbhum, Bankura, Manbhum and Palamau, followed by the Kol uprising (1832) and the Khewar and Bhumij revolts (1832-34).
- d. Birsa Munda started his revolt against the British in the Chotanagpur region. It was directed at British policies that allowed the zamindars and mahajans (moneylenders) to harshly exploit the Adivasis. In a broader sense, the rebellion aimed to drive out the British along with the moneylenders, missionaries, and the Hindu landlords. Birsa protested against the non-tribals occupying tribal lands. He disliked the Mundas being ill-treated by moneylenders and landlords. Munda farmers were advised by him not to pay rent to the zamindars. The entire Munda community joined his movement. As the British saw the movement spread they arrested him in 1895. On charge of rioting he was convicted and jailed in 1895. In 1897 he was released. After his release, the Munda tribals once again rallied around their popular leader and attacked police stations, churches, British officials, and missionaries. They also raided the property of landlords and moneylenders. A white flag was raised as the symbol of





6

Crafts and Industries

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. In the mercantilist concept, an economic drain takes place if gold and silver flow out of a country as a consequence of an adverse balance of trade.
b. Dadabhai Naroji proposed the theory of drain of wealth.

2. Multiple Choice Questions :

Tick (3) the right answer :

- Ans.** a. iii. b. i. c. iv.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. The Company was getting Indian goods for **nothing**.
b. **De-industrialization** means the loss of industries.
c. The **Calico** Act banned the Indian printed textiles in the markets of England.
d. Tea was introduced in the **nineteenth** century.

2. Answer the following questions in short :

- Ans.** a. The process of disruption of traditional Indian crafts and decline in national income has been referred to as de-industrialization of economy.
b. After the company established its hold over Bengal in 1757, its earnings from taxes began to be utilised to buy Indian goods. Thus, Britain no longer needed to send gold and silver to buy the same. Further, it meant that the Company was getting Indian goods for nothing. Thus, began the process of drain of India's wealth or unilateral transfer of funds.
c. Cotton textile industry, jute industry, cement industry, sugar industry are some industries founded by Indians in the 19th century.

3. Answer the following questions in detail :

- Ans.** a. The England did not want the traditional industries of India to flourish. It had banned the export of Indian printed textiles in markets of England in 1720 through the Calico Act. Gradually, exporting textiles to England became very difficult as very high taxes were imposed on Indian textiles exported to Britain. Thus, the British government ensured a secure market for English producers of cotton textiles within India. The irony was that

India, one of the largest exporters of textiles in world market before the British colonised India, became the largest importer of British textiles. Indian textiles had to compete with British textiles in terms of price. The machine-made textiles of Britain were generally cheaper and finer in quality than the handmade textiles of India. Thus, the imported textiles had a ready market in India and it almost ended the traditional textiles industries of India. This disruption of traditional Indian crafts that resulted in sharp decline in national income is called de-industrialisation.

b. **Modern Industries in India :**

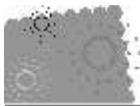
The second half of the nineteenth century saw the emergence of a few modern industries in India. These were mostly owned and controlled by British companies. A few were owned by Indians but they failed to develop without support from the government.

It was under the impact of the nationalist movement in the late nineteenth and early twentieth century and the restrictions set by the world wars which fuelled the development of modern industries in India in the 20th century. Industrialisation on a large scale, however, occurred only after India's independence.

During the late nineteenth century the industries that came up included either plantation or machine industry.

Activity

Ans. Do Yourself



7

The Revolt of 1857

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans. a. Rani Laxmi Bai was the queen of Jhansi. She fought bravely against Britishers.
- b. The rulers of Gwalier, Indore, Hyderabad, Jothpur, Bhopal, Patiala, Nabha and Kashmir friendly with the British.
- c. Mangal Pandey was an Indian sepoy in the British army. He belonged to the thirty-fourth regiment. He fired at sergent Major as a reaction to greased cartridges and asked his comrades to revolt against the British in defence of their caste and religion.

2. Multiple Choice Questions (MCQs) :

Tick (3) the right answer :

- Ans. a. i. b. iii. c. iii.

3. Choose the correct option :

- | | |
|---|---------------------------|
| Ans. a. Adopted son of Baji Rao II : | Nana Saheb |
| b. Starting of the Revolt of 1857 : | 10 May |
| c. The last Mughal Emperor : | Bahadur Shah Zafar |
| d. The Revolt was confined to this belt : | Northern |

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. The Revolt of **1857** has been term as sepoy muting by British.
b. The attempts by the British to introduce greased cartridges hurt the **religious** sentiments of the people.
c. The revolt of 1857 began at **Meerut**.
d. The Indians claimed **Bahadur Shah Zafar** as the emperor of India.

2. State whether the following statements are True or False :

- Ans.** a. True b. False c. False d. True

3. Answer the following questions in short :

- Ans.** a. Some of the most important leaders of the Revolt of 1857 were Nana Sahib, Lakshmi Bai, Kunwar Singh, Tantiya Tope, Bakht Khan, Azimullah, and Maulvi Ahmadullah. Among the soldiers, Mangal Pandey was the most notable personality who took part in the Revolt.
b. Begum Hazarat Mahal led the rebel of 1857 against Britishers in Lucknow.
c. The land revenue settlements, introduced by the Company demanded high taxes. This affected all sections of society. The peasants suffered due to high revenue demands and the strict revenue collection policy.
d. The annexation of Awadh aroused their strong feelings against foreign rule. They were also influenced by the general fear that their religion was in danger. They were considered inferior by the British and, hence, were paid less than their European counterparts.
e. In 1856, the General Service Enlistment Act made it compulsory for sepoys to travel beyond India's frontiers by land and sea, if needed.

4. Answer the following question in detail :

- a. There were a number of reasons for the failure of the Revolt. Some of them were :
1. The whole of India did not join in the uprising. It was confined mainly to the northern belt. Madaras, Bombay and Western India largely remained unaffected.
 2. The Sikhs, Gorkhas and the Rajputs remained loyal to the British and even actively helped them.
 3. Important rulers of Gwalior, Indore, Hyderabad, Jodhpur, Bhopal, Patiala, Nabha and Kashmir did not join the Revolt. Only one per cent of the rulers took part in it.
 4. The newly educated Indians did not join the Revolt fearing that the success of the Revolt would revert India to backwardness. They

- thought that progress for India was possible only through British rule.
5. There were courageous and patriotic leaders like Rani of Jhansi and Tantia Tope. However, they lacked the experience that the British generals like Henry Hevelock and Colin Campbell had.
 6. The lack of equipment and weapons was also a factor for the failure whereas, the British army was well equipped and trained.
- b. On 24 April 1857, some soldiers stationed at Meerut refused to use the cartridges. On 9 May 1857, they were severely punished for this. This incident sparked off a general mutiny among the sepoys at Meerut. On 10 May 1857, these rebel soldiers killed their British officers, released their jailed comrades and raised the flag of revolt. This was the beginning of the 'Great Revolt'. The soldiers then set off for Delhi, during their march they were joined by the local infantry. The rebels captured Delhi and declared the Mughal Emperor Bahadur Shah Zafar, as the emperor of India. Very soon the revolt covered the entire territory from Delhi to Bihar in the East. In June, revolt occurred in Lucknow, Kanpur and Jhansi. In Kanpur, Nana Saheb alongwith Tantia Tope became the leader of the rebels while in Jhansi, Rani Lakshmi Bai challenged the British. In Bihar, Kunwar Singh undertook the leadership of rebels while in Lucknow the rebels organised under Begum Hazrat Mahal.
- c. Delhi was recaptured by the British forces in September 1857. The Mughal Emperor, Bahadur Shah Zafar was taken prisoner and deported to Rangoon in Burma (now called Myanmar). The Mughal dynasty, thus, came to an end. Bakht Khan, Rani Lakshmi Bai, Khan Bahadur Khan and Kunwar Singh died fighting. Nana Sahib and Begum Hazrat Mahal escaped to Nepal. Tantia Tope was captured and hanged. After the suppression of the revolt, however, the rebel soldiers and the civilian population suffered a terrible fate. The British used utmost brutality and ruthlessness to suppress it. They burnt down villages and resorted to public hanging or blowing people off at the mouth of the cannons. All these acts of brutality were done to dissuade another mass revolt in future.

Activity

Ans. Do Yourself



8

Educating the Nation

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

Ans. a. The educational system which the British introduced in India is known as



the Modern Education System.

b. Sultan Jahan Begum was the first chancellor of the Aligarh Muslim University.

2. Multiple Choice Questions :

Tick (3) the right answer :

Ans. a. i. b. iii. c. i.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. The study of Indian **languages** was to be encouraged.
b. Sir William Jones founded the **Asiatic** society of Bengal.
c. Indian Education system consisted of **gurukuls** and **pathshalas**.
d. **Rabindranath Tagore** established Vishwa Bharti university at Shantiniketan.

2. State whether the following statements are True or False :

Ans. a. False b. False c. True d. True

3. Answer the following questions in short :

- Ans.** a. Under the Macaulay system of education, which was approved by governor-general, William Bentick, Persian was abolished as the court language and was substituted by English. Printing of English books was made free and these were available at a relatively low price.
42 schools were set up by 1842 and Bengal was divided into nine educational zones by governor-general Auckland. Each zone was to have a government school.
- b. In 1854, the British Government declared its intention of creating properly articulated system of education from the primary school to the university. This declaration known as the Wood's Despatch of, 1854, was the most important step in the development of education in India.
- c. The concept of "Nai Talim" was given by Mahatma Gandhi. Nai Talim was a concept of free and compulsory education for Indians and could make the students self dependent.
- d. 1. The English East India Company wanted not only territorial conquest and control over revenues but also felt that they had a civilising mission.
2. The English educated Indians could be employed in the lower jobs of the Company. This would reduce the expenditure on administration. Indians had to be employed, as such employees could not be brought from England.

4. Answer the following question in detail :

Ans. a. **Drawbacks of the new education system :**

1. The new system of education had an adverse effect on the students. In the earlier system even children from poor peasant families were able to attend *pathshalas*, as the time-table was flexible. The children from

peasant families had to work in the fields during harvesting time, but now there was regular attendance in the school.

2. English education created a gap between English educated and others. British-educated Indians knew about English authors like Charles Dickens and Thomas Hardy. They learnt about Pythagoras, Galileo, Copernicus and Newton. But Indian authors, Indian mathematicians and Indian classics were alien to them (Aryabhatta, Bhaskar, Panini, were ancient mathematicians. *Ramayana, Mahabharata, Panchtantra* were classics and folk tales). They were alien to their own culture.
3. Education was more expensive and only the rich could afford it.

b. **Indian Initiative Towards Education :**

When the inadequacies of the education system came to the fore, enlightened Indian rulers and intellectuals like Raja Rammohan Roy, Rabindranath Tagore, etc. themselves played a leading role in the spread of education. During the early years of the 20th century, leaders of the freedom movement formed a National Council of Education, as a revolt against British control over education. They set up National Schools and National Colleges. Later they established Vidyapeeths at Banaras and Ahmedabad and the Jamia Milia Islamia institute at Aligarh, which was later shifted to Delhi. They also tried to give shape to a new enlightened vision of education.

Rabindranath Tagore established the Visvabharati University at Shantiniketan which adopted a global outlook for the teaching of the art and culture. Mahatma Gandhi started schools under his *Nai Talim* or the new teaching Scheme. William Jones established the Asiatic Society at Calcutta in 1784 which encouraged the study of India's past heritage.

Activity

Ans. Do Yourself



9 Colonialism and Urban Change

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

Ans. a. Delhi

b. The City of Delhi is called city of seven cities.

c. Mussourie, Shimla and Darjeeling were three hill stations developed by the British.

2. Multiple Choice Questions :

Tick (3) the right answer :

Ans. a. i.

b. i.

c. iv.



Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. **Cantonments** were British military settlements.
b. The British policy towards Indian handicrafts led to **de-urbanisation**.
c. The British established **Fort. William** to fortify their possession in Kolkata.
d. In 1911, the capital of India was shifted from **Kolkata** to **Delhi**.

2. State whether the following statements are True or False :

- Ans.** a. True b. True c. True d. False

3. Answer the following questions in short :

- Ans.** a. Towns dealing in specialized goods, were neglected by the British, resulting in their collapse. The centre of regional power collapsed, further when British defeated the local rulers, This process was called de-urbanisation.
b. The city of Delhi is traditionally called the land of seven cities. New Delhi, the capital of British India, was the 'last' addition to the formally built cities of Delhi. It was envisaged after 1911 CE when the British shifted the capital from Calcutta to Delhi. It was built as a symbol of their political power and dominance over the Indian subcontinent.
c. Cantonments were British military settlements laid out wherever the British were present in sizeable numbers. Meerut, Kanpur and Roorkee were some of the important cantonment towns.
d. Lord Dalhousie (1841-1856) was the first Governor General who set up a separate Public Works Department. Consequently various roads, canals, bridges and other works of public utility began to be constructed at a rapid speed. This department constructed Grand Trunk Road from Calcutta to Peshawar.

4. Answer the following questions in detail :

- Ans.** a. The growth of cities in the colonial era represented the creation of new centres of activity. The earliest cities to grow, the Presidency towns of Bombay, Calcutta and Madras in the 18th century. The modern planned cities of New Delhi, Chandigarh and Islamabad (Pakistan) also came into being. The British quest for cool retreats from the heat and dust of the plains led to the development of another colonial urban form called the 'hill stations'. Thus Shimla and Darjeeling became popular.
b. 1. **Bombay (Mumbai) :** The change of events that led to the establishment of the English in Bombay is also quite interesting. Before establishing their settlements at Bombay the English first of all established their factory at Surat in 1612 to control their trade on the west coast of India. But certain events helped them to establish themselves in Bombay where they found themselves away from the Maratha and the Portuguese interference. It was mere chance that the

British ruler Charles II (1660-1685) got Bombay as dowry from the Portugal ruler after his marriage with Princess Catherine in 1661. In 1668, the British ruler handed over the control of Bombay to the English East India Company in return for a nominal rent of 10 pounds. Soon Bombay became the best naval station on the west coast of India because it was safe from the invasions of the Marathas as well as the loot of the Malabar pirates.

2. **Calcutta (Kolkata) :** The British established Fort William to fortify their possessions in Kolkata. After the British won the Battle of Plassey, Kolkata became the headquarters in 1773, Governor of Kolkata was made the Governor-General of India and the Governors of Madras and Bombay were made subservient to him.
- c. **DELHI :** The city of Delhi is traditionally called the land of seven cities. New Delhi, the capital of British India, was the 'last' addition to the formally built cities of Delhi. It was envisaged after 1911 CE when the British shifted the capital from Calcutta to Delhi. It was built as a symbol of their political power and dominance over the Indian subcontinent. Designed as the city of monuments the vital underlying concept of design was to create a grand, monumental city space which would inspire awe among the conquered colonial citizens and the symbolic of the implied socio-cultural, architectural and political superiority, and domination of British empire. The new capital, meant to be the imperial capital of the subcontinent, ironically took 20 years to finish, and was able to play that role for mere sixteen years. Designed by Edwin Lutyens and Herbert Baker, 'British New Delhi' is now a small but significant part of the greater metropolis of New Delhi, which is the capital of modern India. The sub-city is now popularly called Lutyens' Delhi.

Activity

Ans. Do Yourself



10

Change in Arts and Architecture

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.**
- a. Bankim Chandra Chatterjee was the author of 'Anand Math'.
 - b. Uday Shankar introduced in India a dance form on the lines of a European dance.
 - c. Uday Shankar is regarded as the pioneer of modern dance in India. A world renowned Indian dancer and choreographer, he was best known for adapting



Western theatrical techniques to traditional Indian classical dance, combining elements of Indian classical, folk, and tribal dance forms.

2. Multiple Choice Questions :

Tick (3) the right answer :

Ans. a. i. b. ii. c. i.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans. a. Colonel Thomas Cowper designed the **town hall** which was completed in 1833.
b. The harmonium is based on the principle of **piano**.
c. Gateway of India was built in **1911**.
d. **Rabindranath Tagore** was the first Indian to receive the Nobel Prize.
e. The city of Chandigarh was designed by **Le Corbusier**.

2. State whether the following statements are True or False :

Ans. a. True b. False c. False d. True e. True f. True

3. Answer the following questions in short :

- Ans. a. Rabindranath Tagore evolved a new style in Bengali music which came to be known as Rabindra Sangeet. It is an amalgamation of classical Hindustani music and folk music of Bengal.
b. The Bengal School of Art was another influential school that flourished in India during the British rule in the early 20th century. This school blended traditional Indian themes with the western and emerging nationalist art. Rabindranath Tagore, Havel and Coomarswamy were important figures belonging to this school.
c. Some important newspapers during British rule are :
1. *Kesari and Maratha*
2. *Hindu*
3. *Indian Mirror*
4. *Amrit Bazaar Patrika*
5. *Young India*
6. *Voice of India*
d. In the 1920s and the 1930s, Swiss-French architect Le Corbusier visited India. He designed the beautiful buildings of Chandigarh. In modern Indian architecture, Indian elements of chhajja (wide roof overhangs), jaali (circular stone apertures) and chhatri (free-standing pavilions) were intermixed with European architecture. The Rashtrapati Bhawan in New Delhi is an example of it. This neoclassical project—which also contained a stupa like dome—was overseen by Sir Edwin Landseer Lutyens and the Indian Institute of Architects.

4. Answer the following questions in detail :

- Ans. a. Raja Ravi Verma belonged to the family of the Maharaja of Travancore in

Kerala and so he was addressed as Raja. He tried to create a style that was both modern and national as we see him paint themes from Indian mythology but he had actually mastered western art of oil painting and realistic life study. He depicted on canvas stories of the Mahabharata and Ramayana. Many princes and art collectors decorated their palace galleries with his paintings.

- b. The evolution of Bengali literature started in the later half of the 19th century. The first truly romantic Bengali novel was Bankim Chandra's *Durgeshnandini*, while the first Bengali novel of social realism was Peary Chand Mitra's *Alaler Gharer Dulal*. The leading novelist of the age was Bankim Chandra Chatterjee, who gave the nation its national song *Vandemataram* from his political novel *Anandamath*.

This century also saw the advent of the periodical press in the form of *Digdarshan* (a monthly magazine) and *Samachar Darpan* (a weekly). Drama and literary prose also saw a huge renewal in this age. The great dramatists of the 19th century were Girish Chandra Ghosh, Amritlal Bose and D.L. Ray and some of the great prose writers included Debendranath Tagore and Ishwar Chandra Vidyasagar.

- c. Bombay (now Mumbai) was given to English King Charles II as dowry during his marriage to the Portuguese princess, Catherine of Braganza in 1661. In 1688, the English East India Company shifted its western headquarters from Surat to Bombay. Thereafter, many new buildings began to be constructed in British style.

Colonel Thomas Cowper designed the town hall. The building is 200 feet, long and 100 feet wide. The building was completed in 1833. The University of Bombay was established in 1857. One of the most fascinating buildings of the British rule is the Gateway of India. It was built to commemorate the visit of King George V in 1911. It was designed by George Wittet to symbolise the magnificance of British rule. The construction was completed in 1924 and the Gateway was opened in December 1924 by the Viceroy Earl of Reading.

- d. **The Bengal School of Art :**

The Bengal School of Art was influential school that flourished in India during the British rule in the early 20th century. This school blended traditional Indian themes with the western and emerging nationalist art. Rabindranath Tagore, Havell and Coomarswamy were important figures belonging to this school. Kala Bhavan of Rabindranath Tagore's Visva Bharati at Shantiniketan near Kolkata served as a centre for the Bengal School of Painting. Binod Behari Mukherjee, Ramkinkar Bajaj and Jamini Roy were some other stalwarts belonging to this school.

Activity

Ans. Do Yourself

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. In protest of the partition of Bengal, the Indians started the Swadeshi Movement on 7 August 1905. This movement included boycott of British goods and promotion of Indian goods.
- b. The Muslim league, Theosophical society, etc. were the associations formed prior to Indian National Congress.
- c. W.C. Bannerjee was the President of first session of INC.
- d. The Muslim League was formed in 1906.

2. Multiple Choice Questions :

Tick (3) the right answer :

- Ans.** a. iii. b. i.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. Jallianwala Bagh Massacre took place in **Punjab**.
- b. The extremists urged to people to fight for **Swaraj**.
- c. The partition of Bengal came into force in **1905**.
- d. The first World war began in **1914**.

2. State whether the following statements are True or False :

- Ans.** a. False b. True c. False d. True

3. Answer following questions in short :

- Ans.** a. Unlike the moderates, Extremists were beginning to explore more radical method and objectives. The members of this group are generally referred to as extremists or radicals. They stressed on self reliance and constructive work. They argued that people must rely on their own strengths and must fight for swaraj (self government).
- b. Two important announcements were made at the Delhi Durbar of 1911.
- The Partition of Bengal was cancelled.
 - The capital of British India was shifted from Calcutta to Delhi.
- c. The repressive measures of the government against the anti-partition movement and the Extremists resulted in growth of revolutionary activities. The young breed of revolutionaries felt that passive resistance would not bring any success and the British should be expelled from India by force. This resulted in revolutionary activities by the Indians both inside and outside the country.
- d. The objectives of Muslim league were to be loyal to the government, to

protect the interests of the Muslims and to promote goodwill with people of all communities.

4. Answer the following questions in detail :

Ans. a. Punjab was hot with agitation. Gandhi was not allowed to enter Punjab. Some leaders were deported from Amritsar on 10 April. On the same day, a peaceful procession in Amritsar was fired upon. In protest, the people held a meeting in Jallianwala Bagh on 13 April 1919.

To disperse the gathering, General Dyer reached with his troops and ordered firing. Hundreds of people were killed and thousands were wounded. A wave of horror and indignation swept over the country following the incident. Rabindranath Tagore surrendered the knighthood, the honorary title which was conferred upon him by the Queen of England. Gandhi returned the *Kesar-i-Hind* medal given to him for his services during Boer War.

b. When national consciousness awakened among Indians several associations were formed. The first political association to be formed was the Landholders' Society at Calcutta in 1838. In 1843 the Bengal British India Society was formed followed by the Madras Native Association and the Bombay Association in 1852. Yet, there was no all India organisation. With the establishment of the Indian National Congress in 1885 a platform was prepared for an organised national movement.

A need was felt for an all India organization which would ideally involve the masses and would be more assertive in putting forward the demands of the people of India. Keeping this in mind S.N. Banerjee started the All India National Conference at Calcutta in 1883.

At the same time, due to the efforts of A.O. Hume, a retired British civil services officer, along with that of some important Indian leaders, the Indian National Congress was set up in 1885. Their first meeting was held at Calcutta under W.C. Bannerjee. Seventy-two delegates from all over the country attended the Congress and some of the leaders who attended the meeting were Dadabhai Naoroji, S. Subramania Iyer, Ganesh Agarkar, etc.

c. The Swadeshi Boycott Movement

In protest of the partition of Bengal, the Indians started the Swadeshi Movement on 7 August 1905. This movement included boycott of British goods and promotion of Indian goods. Later, swadeshi and boycott of foreign goods became the chief forms of agitation followed by the Congress. The two movements were instrumental in the establishment of textile mills, national banks, chemical works and insurance companies. Volunteers delivered swadeshi goods at the doorstep of every household. The movement spread to all classes and groups of people. Most active participation came from school boys and college students. The government adopted repressive measures to crush the agitation specially against the

- e. INA included many soldiers who were captured by **Japanese** in IInd world war.

2. Answer the following questions in short :

Ans. a. Mahatma Gandhi found in salt, a powerful symbol that would unite the nation. Because salt was consumed by all, even poorest of the poor. Gandhiji sent a letter to Lord Irwin, the Viceroy to abolish the salt tax. Lord Irwin did not accept the demand of Gandhiji. So, Gandhiji chose the salt law to break.

b. When Gandhiji called off the non-cooperation Movement in 1922, it led to a riot in the Congress. Consequently, C.R.Das and Motilal Nehru made a new party named as the Swaraj Party within the Congress.

c. Civil Disobedience Movement (Dandi March, 1930)

Mahatma Gandhi found in salt, a powerful symbol that would unite the nation. Because salt was consumed by all, even poorest of the poor. Gandhiji sent a letter to Lord Irwin, the Viceroy to abolish the salt tax. Lord Irwin did not accept the demand of Gandhiji. So, Gandhiji chose the salt law.

On 12 March 1930, Gandhiji started his march from Sabarmati Ashram in Ahmedabad, accompanied by 78 of his volunteers. The March was over 240 miles from the Sabarmati Ashram to Dandi, a coastal village of Gujarat on the Arabian sea coast.

Whenever he stopped, thousands of people joined him on the way to break salt law. This march was called Dandi March, also known as Salt Satyagraha.

d. The two "Nation-Theory" was proposed by M.A. Jinnah for the division of India into two sovereign states—India and Pakistan.

3. Answer the following questions in detail :

Ans. a. Mahatma Gandhi played an eminent role in the freedom of India. He arrived in India from South Africa in 1915, and became the leader of the masses.

In 1920, the congress decided to start the Non-Cooperation Movement under the leadership of Gandhiji. Gandhiji urged Indians not to cooperate with the British.

On 12 March 1930, Gandhiji started his march from Sabarmati Ashram in Ahmadabad accompanied by 78 of his volunteers. The March was over 240 miles from the Sabarmati Ashram to Dandi, a coastal village of Gujarat on the Arabian sea coast.

In 1931, Gandhiji and Lord Irwin signed an agreement called Gandhi–Irwin Pact. Under the agreement all political prisoners were relieved except those charged with acts of violence.

In 1942, Gandhiji started 'Quit India Movement' with congress. He inspired the people and gave a slogan in the form of 'Do or Die'. He further said that we should not live to see the perpetuation of our slavery. Gandhiji

- was the leading freedom fighter of this period. So, the period from 1919 to 1947 has been described as the Gandhian Era in Indian politics.
- b. Lahore session of the Congress was significant and historic due to a number of reasons. They were :
1. The Congress demanded for the first time Poorna Swaraj or complete independence.
 2. The League Session of the Indian National Congress was presided over by Jawaharlal Nehru. This gave the indication that the younger generation of leaders who supported socialism and democracy had a big say in the functioning of the Congress.
 3. January 26 was to be observed as Poorna Swaraj Day all over the country.
 4. The Congress announced the launching of the Civil Disobedience Movement.
- c. The British government passed the Indian Act, 1935 and gave provincial autonomy. The government announced the elections will be held in 1937. The Congress formed govt. in 7 out of 11 provinces.
- In 1939, the congress leaders resigned from the provincial legislatures.
 - In 1940, at the Lahore session of the Muslim League, Pakistan resolution was passed which adopted Muhammad Ali Jinnah's two-nations theory.
 - In 1942, the congress decided to start 'Quit India Movement' under the leadership of Mahatma Gandhi.
- Subhash Chandra Bose left for Japan, in February 1943, and organized 'Indian National Army' or the 'Azad Hind Fauj' in Singapore.
- After the end of World War II, the Labour party came to power in England and they agreed to grant India independence in 1945.
 - In 1946, elections to the provinces were held. The League's success in the seats reserved for the muslims were very good and the congress also did well.
 - In 1947, Lord Mountbatten's proposal was accepted and India became independent on August 15, 1947 and Pakistan on August 14, 1947.
- d. After the failure of the Cabinet Mission, the Muslim League under the leadership of M.A. Jinnah initiated mass agitation to get its demand for Pakistan fulfilled. It decided to observe August 16, 1946 as the Direct Action Day. Communal riots broke out in the streets of Calcutta on this day. It lasted for a few days resulting in many deaths. Gradually, it spread to many parts of North India. As a result, thousands of people were killed, and lost their homes. Women and children were subjected to a lot of brutalities. Ultimately, Lord Mountbatten's proposal was accepted and India became independent on August 15, 1947 and Pakistan on August 14, 1947. Thus, we ultimately won freedom but only as a divided nation.

Activity

Ans. Do Yourself

replenished. They exhausted quickly but they cannot be formed quickly. For example, coal, petroleum, natural gas, etc.

- b. **Natural Resources** : These include land, soil, water, vegetation, wildlife minerals and power resources. Fish, a food resource, is also considered a natural resources.

Human Resources : They are the most important resource of the world. Human beings are the biggest asset of a nation. It is their capability and skills which impart value to resources. Human resources depend on numbers (quantity) and abilities (both mental and physical).

4. Answer the following questions in short :

Ans. a. Machines, synthetic materials, buildings, houses are resources created by human beings from the physical materials available in the environment. These are called human-made resources.

- b. Natural resources are of many types and classified in the following ways :

1. General classification of resources :

- Natural resources
- Human resources
- Human-made resources

2. Classification on the basis of renewability :

- Renewable resources
- Non-renewable resources
- Cyclic resources

3. Classification on the basis of origin :

- Biotic resources
- Abiotic resources

4. Classification based on the stage of development :

- Actual resources
- Potential resources
- Reserve
- Stock

- c. All the elements of the environment which humans need and value can be called resources. They satisfy our wants and provide us comfort. In fact, even human beings are a resource because it is through human knowledge and skills that other resources can be developed.

- d. **Man-made resources** : These resources are created by human beings from the materials available in the environment. They in turn are used for the production of other resources. Tools, machines, buildings and other infrastructure are all examples of human-made resources.

- e. **Need for resource conserving :**

- i. Most of the resources are limited in supply.
- ii. Most of the resources are unevenly distributed over the country.
- iii. Over-utilisation of resources may lead to pollution of environment.
- iv. Under-utilisation of resources will lead to under development of the economy.
- v. Planning of resources is also required to become self-dependent.

5. Answer the following questions in detail :

Ans. a. Nature has gifted us with a variety of materials like air, soil, rocks, water, minerals, plants and animals. These natural endowments have existed since

time immemorial. They were, however, not of any value until humans started using them.

Thus, any material from nature becomes a resource as and when humans find it useful and attach some value to it. For example, waterfalls were just rivers tumbling down steep slopes with no real use. They become a resource only when man invented the technology of harnessing the force of falling water to generate electricity. So we can say that natural elements that are used to produce something have economic value. Sometimes humans attach aesthetic value to some natural elements, such as mountains and seas, for their scenic beauty too.

- b. The number of people on Earth is increasing every day, and their demand on resources is increasing too. Our natural resources are limited. Some of it can be renewed but that takes a very long time. We are using up the resources faster than the renewal time required. If we continue in the same way, soon our resources will be completely depleted. Therefore, conservation is important.

c. **Classification Based on the Stage of Development**

Actual Resources : Resources whose existence has been proved and whose quality, quantity and location has been determined for utilization, e.g. petroleum in West Asia.

Potential Resources : Resources which are found in a region but have not been utilized. They can be used in the future, e.g. uranium found in Ladakh, is an example of potential resource. Solar and wind resources are potential resources. Rajasthan and Gujarat have enormous potential for the development of solar and wind energy. At present, the largest solar plant in India is located at Madhapur near Bhuj in Gujarat. The largest wind-farm cluster is located at Nagercoil in Tamil Nadu.

Reserve : Resources which can be put into use with the help of existing technology, but their use has not been started are called reserves. They can be used in the future, e.g. more rivers can be used for generating electricity.

Stocks : Resources which have the potential to satisfy human needs, but we do not have appropriate technology to access it are called stocks.

Activity

Ans. Do Yourself



2

Natural Resources : Land, Soil Water and Wildlife

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

Ans. a. The causes of land degradation are landslides and deforestation.



- b. Soil is made up of rocks, sands, humus and remains of plants and animals.
- c. All types of trees and plants are called natural vegetation.

2. Multiple Choice Questions :

Tick (3) the right answer :

- Ans.** a. iv. b. ii. c. iv.

3. Correct the following statements :

- Ans.** a. Land covers about **29%** of the total area of Earth's surface.
 b. Private land is owned by the **individuals**.
 c. **Planting** of trees, shrubs and grasses provide base for forming humus.
 d. Water is a **renewable** resource.
 e. The Wild life Protection Act was passed in the **1972**.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. Ocean covers **two-third** of the total area of the Earth's surface.
 b. The surface of the land is not **uniform**.
 c. Soil is formed by the **physical** and **chemical** weathering.
 d. Soil form the **uppermost** layer of the Earth.
 e. Organisms in a given biome are known as **wildlife**.

2. Answer the following questions in short :

- Ans.** a. The surface of the land is not uniform in height or appearance over large areas. Mountains, plateaus and plains are the major landforms on the continents. Landforms not only vary in size and shape from place to place, they also change with the passage of time.
 b. The steep slopes of mountain have poor soil quality because soil erosion is maximum in slopes.
 c. Soil is made up of rocks, sands, humus and remains of plants and animals.
 d. Soil conservation is the prevention of the wasteful human use of soils to conserve resources for the future. There are several ways that soil degradation can be controlled.
 e. Wood barks, leaves, rubber, dyes, food, fuel, fruits, nuts, latex, turpentine, oil, gum, medicinal plants and paper— all are given by the plants. They provide shelter to animals, help in storage of underground water and check floods and soil erosion.

3. Answer the following questions in detail :

- Ans.** a. Soil is formed by the physical and chemical weathering besides the biological process of decay of plant and animal matters.

Soil formation is controlled by the following factors :

Weathering : Weathering disintegrates the rock in situ and the agents of gradation carry this load over the large areas of the land. The colour, structure, mineral content in soil is formed due to it.

Climate : Without climate, weathering cannot take place. Climate has different effects on different types of rocks. Through temperature and

precipitation, it affects rate of weathering, decomposition of organic material as well as the type and kind of vegetation in the area. Climate can be regarded as the most dominant factor in soil formation.

Biota or Biomass : The decomposition of organic matter gives humus and bacteria to do the activity of mixing and shifting of soil materials. The decayed matter also increases chemical action and lends colour and texture to soil.

Topography : It includes relief, slope as well as the direction with respect to sunshine and winds. Gentle slopes favour soil formation, while steep slopes lead to soil erosion.

- b. Land degradation refers to the decline in productivity of cultivated land or forest land. Generally, land degradation results from unsuitable and unscientific land use. Over-exploitation of land resources and concretisation causes land degradation, landslides, soil erosion and desertification, which are major threats to the environment.

Factors responsible for the degradation of land include excessive exploitation of land, deforestation, clearing fertile land for settlements, slashing and burning the trees for agriculture (*jhum*), abandoned mining sites and surface mining, toxicity in the landfill, untreated industrial effluents, concretisation, etc.

Conservation of Land Degradation

The following steps can go a long way in the conservation and reclamation of land :

1. Afforestation and control on overgrazing.
 2. Plantation of shelter belts of plants.
 3. Growing of thorny bushes to stabilize the sand dunes.
 4. Proper discharges and disposal of industrial effluents and wastes.
 5. Environmental friendly mining.
- c. Soil may be conserved by the following methods :

Afforestation : The humus in soil is a substance obtained from plant and animal remains. Therefore, planting of trees, shrubs and grasses provide base for forming humus.

Farming Techniques : Soil conservation friendly farming techniques include—contour ploughing, strip cropping, terracing and other techniques. Strip cropping means, planting of alternate rows of different kinds of crops instead of leaving the land fallow. In contour ploughing farmers plough across a slope along the line of the field in circular manner. In terracing, wide flat rows are made in step-like manner. The terraces hold rain water and prevent soil from getting washed down the slope.

Mulching : Mulching is one of the simplest and most beneficial practices. Mulching is the practice of spreading a protective layer of material on top of the soil. This helps to retain moisture, reduce erosion, provide nutrients, and suppress weed growth. Mulches can either be organic (like : grass,



straw, bark pieces) or inorganic (like : stones, brick, pieces, plastic.)

Contour Barriers : It is the using of stone, grass, soil to build barriers along contours.

- d. Soil is a precious resource and an important part of the ecosystem. If you have soil, you have life. Imagine a world with no soil! Besides supporting food and fibre, and wildlife habitat, soils filter air and water, exchange gases with the atmosphere and affect the world climate. So it affects the quality of life around it. But it takes nearly 500 years to form soil 1 cm thick. Soil conservation is the prevention of the wasteful human use of soils to conserve resources for the future. There are several ways that soil degradation can be controlled.
- e. Biosphere reserves have been set up starting from Nilgiri hills along the borders of Kerala, Tamil Nadu and Karnataka to Nanda Devi in the North in Himalayas. There are such reserves around Manas and Kaziranga in Assam, Sunderbans in West Bengal and Rann of Kachchh in Gujarat. Each biosphere reserve is a very large area at the centre of which both the diversity of plants and animals are preserved in its wild land. Around that part, the outer zone is used for experimentation. There are also 84 national parks and 447 wildlife sanctuaries earmarked in all parts of India as protected homes of wildlife.
- More attention is now being paid to conserve 15 mangrove forest areas, 4 coral areas close to the group of our islands and 6 wet lands along our rivers and lakes such as the Wular, Longtak, Chilika, Sambhar, Harike in Punjab and Keoladeo National Park near Bharatpur in Rajasthan. Besides all these protected areas, there are 200 zoological parks or gardens for keeping wild animals for studying their needs and for making people aware of their importance.

Activity

Ans. Do Yourself



3

Natural Resources : Minerals and Power Resources

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. Coal, mineral oil, natural gas, etc are the main source of power.
b. Energy obtained from tides is called tidal energy.
c. United States and Russia are two regions rich in natural gas resources.

2. Multiple Choice Questions :

Tick (3) the right answer :



various styles for jewellery.

3. Copper is another metal used in everything from coins to pipes.
- b. Mining is a process of digging under the ground in order to extract the minerals from the Earth. The method used for extracting the minerals depends upon the depth at which they are located.

Several Types of Mining

- (i) **Open-cast mining** : It is a method of extracting rock or minerals from the Earth by their removal—from an open pit or borrow.
- (ii) **Shaft mining or Shaft sinking** : It refers to the method of excavating a vertical or near-vertical tunnel from the top down, where there is initially no access to the bottom.
- (iii) **Drilling** : Drilling is a process under which deep wells are bored to take the minerals out.
- (iv) **Quarrying** : Minerals that lie near the surface are simply dug out, by the process known as quarrying.
- c. The word petroleum is derived from the Latin words *petra* meaning rock and *oleum* meaning oil. Petroleum is found as crude oil trapped in between layers of sedimentary rocks. It is black. It is drilled from on-shore and off-shore oil fields. Petroleum is an essential source of energy for all mineral combustion engines in automobiles, railways and aircraft. The world leaders in production of petroleum are Iran, Iraq, Saudi Arabia and Qatar. USA, Russia, Venezuela and Algeria are also major petroleum producers.
- d. Coal, mineral oil and natural gas are minerals of organic origin. They are called fossil fuels because they were formed from plant and animal remains that got buried under the soil, millions of years ago. They got converted into hydrocarbons in the absence of sunlight. Mineral oil and natural gas are generally found in sedimentary rock that were once under shallow seas.
- e. “The heat energy from underground rocks is known as geothermal energy.”

6. Answer the following questions in detail :

Ans. a. Uses of Iron, Copper and Aluminium

Iron : Iron is the commonest and most widely used metal. It is used to make steel, which in turn is the basis of all sorts of machinery, agricultural implements, transport equipment and items of daily use.

Copper : It is mainly used in electrical industries to make electrical wires and appliances because of its high conductivity. It is also used to make alloys like brass, bronze, German silver, etc.

Aluminium : Aluminium is a light metal used in manufacturing of aircraft and household utensils. It is also used to make electrical cables as it is a good conductor of electricity. Abundant supply of electricity is needed for the smelting of aluminium from bauxite.

b. Conservation of Mineral and Power Resources

Minerals are exhaustible resources. Their demand is increasing. They need to be conserved. Increased demand and continuous mining of metallic,

non-metallic and power resources may lead to their exhaustion. It is therefore necessary to use them economically. The following steps can be helpful :

1. Efficient utilization of resources,
2. Improvement in the techniques of extraction and purification,
3. Recycling of resources,
4. Saving of mines from collapse, and
5. Use of alternative sources.

If implemented properly, the conservation of minerals and power resources will ensure a better economy for the future generations.

- c. The ways in which minerals can be conserved are :

Recycling : Many metals like iron, gold, silver and aluminium, once discarded, can be reused by recycling.

Avoiding wastage : Efficient methods of mining and smelting can avoid wastage of minerals. While using them also we should take care not to waste.

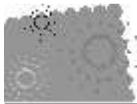
Substitutes : Alternatives to minerals like biodegradable plastic, wood and other substitutes should be more widely used.

Some of the methods of conserving power resources are as follows :

- Minimise the use of fossil fuels.
- Save electricity by using power-saving devices.
- Emphasise on the increased use of the renewable and alternative sources of power.

Activity

Ans. Do Yourself



4

Agriculture

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

Ans. a. Agriculture is very important for us for the following reasons :

- i. Agriculture is very important for us because it provided food to eat, and raw materials for our industries.
- b. Nomadic farming refers to the practice of farming in which herdsmen move from one place to another, with their families and their livestock, in search of pastures, fodder and water.
 - c. Commercial grain farming is a practice in which grains are produced for the purpose of selling them in the market rather than consuming them in the household.



2. Multiple Choice Questions (MCQs) :

Tick (3) the right answer :

Ans. a. ii. b. ii. c. i.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans. a. Majority of people in **monsoon Asia** depends upon rice.
b. Chief crop of an area is called **food** crop.
c. The cultivation of cotton requires **60-100 cm** rainfall and **22-40°C** temperature.
d. **Rice** is the most important food of the world.

2. Distinguish between the following :

- Ans. a. **Subsistence Agriculture** : When the farmer produces just enough to sustain his family and sells or exchanges the surplus with members of the local community, it is called subsistence agriculture.

Commercial Agriculture : The main characteristics of commercial farming is the use of high doses of modern inputs, e.g. chemicals, fertilisers, pesticides, insecticides and high yielding variety of seeds in order to get more output.

- b. It is mainly done for the purpose of selling the products in the market.

Intensive agriculture : In this practice, farming is done on a relatively small piece of land with the help of fertilizers etc to get high yield per hectare. This is prevalent in those countries where a large number of people are engaged in farming activities.

Extensive agriculture : Under this, farming is done on a vast piece of land with the help of big machines such as combine harvester, seed-drill etc.

This is done in those areas where very few people are engaged in farming activities.

3. Answer the following questions in short :

- Ans. a. Agriculture is the science or art of culturing the soil, growing and harvesting crops and raising livestock. Agriculture is a primary activity.
b. Climate controls the pattern of agriculture around the world. The temperature and the amount of rainfall a place gets are important determining factors. Certain crops need hot and wet climates to grow (like rice), while certain crops grow in dryer cooler climates (like wheat).
c. Cattle rearing, particularly rearing of milch cows, to meet the demand of milk and milk products in urban areas is referred to as dairy farming. It is an advanced type of farming, involving use of scientific methods.
d. For the cultivation of tea, following are needed :

Conditions for Cultivation

Temperature : 10°C to 35°C. Average 25°C is most suitable.

Rainfall : About 200 cm per annum distributed evenly over the year. It requires sandy loams, well drained, specially on hill slopes upto an altitude

of 2000 cm suit the plant best. About 10,000 plants are grown in one hectare.

4. Answer the following questions in detail :

Ans. a. Agricultural development depends on different factors such as soil, climate, irrigation, size of land holding and techniques and methods of farming.

Climate : Climate controls the pattern of agriculture around the world. The temperature and the amount of rainfall a place gets are important determining factors. Certain crops need hot and wet climates to grow (like rice), while certain crops grow in dryer cooler climates (like wheat).

Soil : The kind of soil found in a place affect the kind of crops grown there. Clayey soils retain water, which is suitable for crops like rice and cotton. Fertile alluvial soil is ideal for agriculture and supports most kinds of crops. River banks which have deposits of alluvial soil therefore are the most heavily cultivated areas around the world. Sandy soils which allow water to seep through rapidly are more suited to grow crops like groundnut and millets.

Relief : Flat land like plains, valleys, the flat top of plateaus and deltas are better suited for agriculture than mountainous terrain. Hilly areas are more suited for cattle rearing, and for crops which need well drained soils like tea and coffee.

Other factors : Other factors like availability of irrigation facilities, size of land holdings, transport facilities, nearness of market, availability of loans, etc., also influence the nature of agriculture practiced in an area.

b. Mixed farming is another system of agriculture that is a combination of cropping and animal husbandry. So, both crops and livestock are produced on one farm. This is generally found in Europe and North America on a large scale. The farms range from small to medium in size. Usually, you would find many buildings on the farm—one each for machinery, cattle, dogs, sheep, etc. There is growing specialisation in the farms, so cattle (one species) may be raised on a part of the farm, while a single crop is grown in the other part. The single crop may be livestock feed such as alfalfa that is grown along with the livestock. These farms are modern and highly mechanised.

c. Some important food crops and their types are as follows :

1. **Rice :** Rice is the most important food crop of the world. It is grown on a very large scale throughout the world. It is the staple food of about 50% of the World's population. There are four major categories of rice worldwide : Indica, japonica, aromatic and glutinous.

2. **Wheat :** Wheat is the secondmost important food crop of the world. It is staple food in the mid latitudes and dry sub-tropical regions. The major types of wheat are : hard red spring, soft red winter, durum, hard white wheat, soft white wheat.

- Ans.** a. A mixture of **vegetation** and **chemicals** is rayon.
b. Bharti telecom is an **private** sector enterprise.
c. Cotton Industries developed in **Indus** valley about 5000 year ago.
d. Sugar is made by **sugarcane** and **sugarbeet**.
e. Textile industry is **7000** years old.

2. State whether the following sentences are True or False :

- Ans.** a. False b. True c. True d. True e. True

3. Distinguish between the following :

- Ans.** a. **Agro based industries :** Agro based industries derive their raw materials from the agricultural sector. The cotton textile industry, the food processing industry, the vegetable industry, the jute industry, etc. are some examples of it.

- b. **Mineral-based industries :** They get their raw materials from minerals which are then processed and turned into finished products. For example, the automobile industry, iron and steel industry, aluminium industry, cement, industry, etc.

- b. **Small Scale Industries :** In India, industries whose investment is less than one crore are called small scale industries. In rural areas some farmers produce goods like ropes, baskets and clothes during the slack agricultural period.

Large Scale Industries : These industries employ thousands of labourers, invest a large amount of capital and use power driven heavy machineries. The management of such industries is complex and is divided among owners, managers and labourers.

4. Answer the following question in short :

- Ans.** a. IT industry is an industry related to computers and computer-generated devices. It deals with the growth of computers in diverse fields.
b. Cloth and Paper goods industries two examples of small scale industries.
c. Five major industrial regions of the world are : north east America, western and central Europe, Eastern Europe and eastern Asia.
d. Pastoral-based industries acquire their raw material from animals like sheep, goats, cattle, etc. They make products like wool, hide, meat and milk. The woollen textiles industry, the dairy industry and the leather industry, are some examples.
e. Information technology is the development and management of computer-based information systems, particularly of computer software and hardware. It is a general term used to describe any technology that helps to produce, manipulate, store, communicate, and disseminate information.

5. Answer the following questions in detail :

- Ans.** a. The Indian textile industry is faced with the following problems.
1. There is stiff international competition specially from Japan. Japan produces fine quality cotton fabrics at a much cheaper cost.
2. In Ahmedabad region, machines have become old and obsolete.

3. Farmers have diversified and are producing other agricultural products than cotton. So there is a shortage of good quality cotton.
- b. Following factors affect the location of industries :
1. **Availability of Raw Materials** : Availability of raw materials is the major factor affecting the location of the industry. An agro-based industry will be located in agriculture dominating areas whereas mineral based industry will be located in mineral dominating areas. For example, cotton textile mills are located in Maharashtra due to availability of raw cotton.
 2. **Power** : Most of the industries tend to concentrate at the source of power. Though power can be transmitted but those industries which consume large quantities of power are located near the source of power.
 3. **Labour** : Labour is a major input in most types of industries. So labour intensive industries mostly concentrate in densely populated areas or labourers migrate to the industrial centres.
 4. **Transport** : Transport system helps in the movement of goods and raw materials. Heavy industries like iron and steel industry are located near railway stations or ports so that goods and raw materials can be easily transported.
- c. In India Iron and Steel industry was set up in Bokaro and Bhilai with the help of Soviet Union, at Durgapur with the help of Britain and Rourkela with the help of Germany. Jamshedpur (Jharkhand) and Bhadravati (Karnataka) are steel centres in the private sector. Apart from these this industry has been established in many other places as well.
- d. In India, the first successful modern textile mill was established in Mumbai in 1854. Climatic and locational advantages like a warm, moist and frost-free climate, proximity of Mumbai port for the import of machinery, availability of raw materials and skilled labour, resulted in rapid expansion of the industry in this region. Maharashtra and Gujarat are the main cotton growing areas of India.
Gradually, the cotton textile industry spread to different types of Maharashtra and Gujarat. Since humidity could be created artificially, and raw cotton was a pure raw material (and not a weight losing one) the industry spread to different parts of India. Some of the important cotton textile centres are Coimbatore, Kanpur, Chennai, Ahmedabad, Mumbai, Kolkata, Ludhiana, Puducherry and Panipat.

Activity

Ans. Do Yourself



6

Human Resources

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. The number of births per 1,000 people is termed as birth rate.
b. Kenya have a high growth rate because a large percentage of children die in their infancy, relatively few becomes adults and there are very few old people.
c. Density of population refers to the number of people living in one unit area.

2. Multiple Choice Questions :

Tick (3) the correct answer :

- Ans.** a. ii. b. i. c. i.

3. Give a single term for the following :

- Ans.** a. Sex-ratio
b. Birth rate
c. Death rate
d. Natural Growth Rate

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.** a. About **60% of** world's people stay in just ten most populous countries.
b. Himalayas, Alps and Andes have very **less** population.
c. Countries with stable governments tend to have **large** populations.
d. India is the most populous century next to **China** in the world.

2. State whether the following statements are True or False :

- Ans.** a. False b. True c. False d. False e. True

3. Answer the following questions in short :

- Ans.** a. Average density of population in the world is 49 persons per sq. km.
b. Sex ratio means the ratio between males and females in the total population. It is defined as the number of females per thousand males in a population. According to 2011 Census of India the sex ratio was 940.
c. A population pyramid, also-called age-sex pyramid and age structure diagram, is a graphical illustration that shows the distribution of various age groups in a population (typically that of a country or region of the world), which normally forms the shape of a pyramid.
d. People prefer to live in areas where water is easily available. The river valleys are densely populated while deserts have sparse population.

4. Answer the following question in detail :

- Ans.** a. The number of people living in a place does not remain same throughout a given period of time. People often migrate to a new area thus resulting in the change in population. This is often termed as population change. There are many reasons responsible for this population change. These factors are as follows :

1. **High difference between birth rate and death rate** : When there is a high difference between birth rate and death rate the population tends to grow. As in the case of India.
 2. **Migration** : People often migrate to other places for the cause of employment, housing, education. As a result of this, some places tend to develop more than other places such as Singapore.
 3. **Rising standard of living** : If due to improvement to education, employment, etc. People adopt preventive measure and the birth rate comes down heavily the population of that area tends to decrease after a period of time.
- b. In census year 1901, India's population was 23,83,96,327. A hundred and ten year later, according to census 2011, it stood at 1,21,01,93,422 comprising 62,37,00,000 men and 58,65,00,000 women. Among all the countries, India's growth rate of population is too high. It means our country would be the world's most populated country in coming years. So, some stable measures must be adopted to check this growth of population.
- c. The population pyramid of a country in which birth and death rates both are high is broad at the base and rapidly narrows towards the top. This is because although, many children are born, a large percentage of them die in their infancy, relatively few become adults and there are very few old people. This situation is typified by the population pyramid of Kenya.

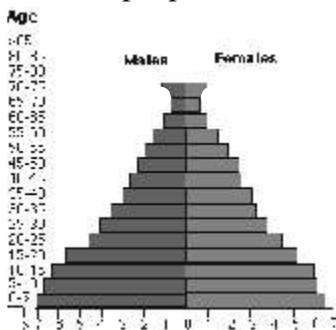


Fig (A) Population Pyramid of Kenya

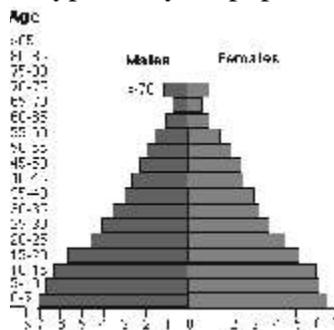


Fig (B) population Pyramid of India

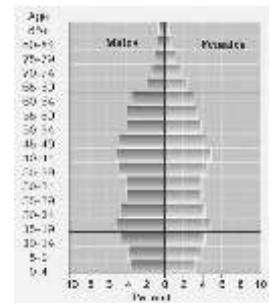


Fig (C) Population Pyramid of Japan

- In countries where death rate (especially amongst the very young) is less than the birth rate the pyramid is broad in the younger age groups, because more infants survive to adulthood. This can be seen in the pyramid for India (Fig. B). Such populations contain a relatively large number of young people and which means a strong and expanding labour force.
- In countries where birth rate is low the pyramid will be narrow at the base, for example, low birth rates make the pyramid of Japan narrow at the base (Fig. C.). Decreased death rates allow number of people to reach old age.
- d. The way in which people are spread across the Earth's surface is called the pattern of population distribution.

The population of the world is characterised by uneven distribution. The spatial distribution of population of more than 7 billion people in 2011 over the total geographic area of 136 million square kilometres of land is marked by many contrasts. Areas of South-east Asia and Europe are more crowded. Few people live in deserts, forests and high altitude area. 3/4th of the world population lives in Asia and Africa. 60% of the world's population stays in 10 most populous countries. Many factors contribute to this extremely uneven spatial distribution of population.

- e. Human beings are considered the most important resource of a country as they contribute towards its growth and development. They do so by judiciously using the other resources of the country such as land, minerals and water. In other words, the result of all human activities depend on their ability to exploit other useful resources for growth and development. It is therefore, important that the working population of a country is healthy, well-educated and committed to the progress of the country.

Activity

Ans. Do Yourself

Unit-3 Civics

1

The Indian Constitution

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans. a. Secularism means that the state does not declare any religion as the state religion. It neither favours nor discriminates on the basis of a particular religion.
- b. The Indian constitution was adopted on November 26, 1949 and enacted on January 26, 1950.

2. Multiple Choice Questions :

Tick (3) the right answer :

- Ans. a. iv. b. iii.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans. a. The constitutions is a set of **rules, regulations** and **provisions**.
- b. The **preamble** is an introduction to the constitution.
- c. The **constitution** guarantees the fundamental rights to all the citizens of India.

2. Answer the following questions in short :

- Ans.** a. A constitution generates a degree of trust that is necessary for different kinds of people to live together, in a democratic country like India. It states how the government will be constituted and who will have the power to make decisions. It sets limits to the powers of the government and also lists the rights of the citizens.
- b. The word federal means the existence of more than one level of government. In India, we have the Union Government at the Centre and State Governments in the States. Panchayati Raj is the third level of the government exercise their powers and functions, according to the provisions of the Constitution.
- c. **Right to Constitutional Remedies :** The constitution guarantees the right to constitutional remedies if any of its fundamental rights are encroached upon. Citizens of India have the right to go to court if they feel their fundamental rights are being violated. The courts defined the citizens' rights except during emergency when a person's fundamental rights can be suspended.

3. Answer the following questions in detail :

- Ans.** a. **Features of Indian Constitution :** Our constitution aims to establish a secular, sovereign, democratic society for its citizens, who belong to diverse backgrounds. Hence, the constitution has some very special features.

The preamble : The preamble is an introduction to the constitution, which contains the fundamental values, philosophy, aims, and objectives on which our constitution is based. The preamble highlights the fundamental values and guiding principles of our constitution.

Sovereignty : The preamble states that India is a sovereign country. It is free from external control. People are governed by laws made by their own representatives. The government also formulates its own foreign policy.

Federalism : Federalism means government at two levels. In India, there is a central government and also governments for every state. It is not possible for one government at the centre to rule a huge country like India.

Parliamentary form of government : The elected representatives who exercise political power on behalf of the people become members of parliament at the centre. Every law enacted by the parliament or the state legislature has to be according to the constitution. The constitution also guarantees universal adult franchise which means that the citizens of India can vote in election to elect their representatives. Also every citizen, after a certain age, can contest the elections.

Separation of powers : The government of our country has three main organs—the legislature, the executive, and the judiciary. The constitution clearly demarcates and defines the powers and roles of all the three organs.

Secularism : Secularism means that the state does not declare any religion

as the state religion. It neither favours nor discriminates on the basis of a particular religion. The constitution states that India is a secular country which does not have an official religion.

Fundamental Rights : The Constitution of India guarantees certain basic rights to all its citizens. These rights are the basic necessities for anyone to live in a dignified manner.

Fundamental Duties : A code of conduct for each of us called Fundamental Duties was incorporated in the Fundamental Rights in 1976 by the 42nd Amendment to the constitution. It is essential for us to understand that for every right we enjoy, we have a corresponding duty. Fundamental duties direct us to abide by and respect the constitution.

b. The Fundamental Rights mentioned in the Indian Constitution are as follows :

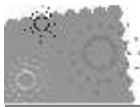
1. **Right to Equality :** The Constitution declares all citizens equal in the eyes of law. However, the government has made some special provisions like reservation of seats to protect the weaker sections like the schedule castes, schedule tribes and other backward communities. Untouchability has been abolished by the constitution.
2. **Right to Freedom :** Right to freedom includes freedom of speech, expression, residence, right to form unions, practice any profession and assemble peacefully without arms. Right to freedom provides for any person who is kept in detention to be brought to trial within 24 hours.
3. **Right Against Exploitation :** In order to prevent the exploitation of the poor, the government has provided for minimum wages for labour. The constitution has also banned forced labour that is a begar. Children below 14 years are not allowed to work in factories and mines.
4. **Right to Freedom of Religion :** India is a land of many religious communities living together. Freedom to practice one's religion is very important. The constitution has declared India as a secular country. The constitution makers realized the need for every religious community to feel free to practice their religion. Therefore, right to freedom of religion was introduced as a fundamental right. Every religion has to be given equal respect and we have no right to impose our religious beliefs and practices upon another.
5. **Cultural and Educational Rights :** In a multi-cultural country like India where each community has its distinct language and culture, the constitution has guaranteed the right of each community to promote and preserve its culture. Minority communities has the right to set up their own educational institutions.
6. **Right to Education :** The Right to Education provides for free and compulsory elementary education (up to the eight class) for all children within the ages of 6 to 14 years. It also required all private schools to reserve 25 percent of seats for children from poor families.



7. **Right to Constitutional Remedies :** The constitution guarantees the right to constitutional remedies if any of its fundamental rights are encroached upon. Citizens of India have the right to go to court if they feel their fundamental rights are being violated. The courts defined the citizens' rights except during emergency when a person's fundamental rights can be suspended.
- c. The preamble is an introduction to the constitution, which contains the fundamental values, philosophy, aims, and objectives on which our constitution is based. The preamble highlights the fundamental values and guiding principles of our constitution. It serves as a guide for both the constitution as well as the judges who interpret the same. However, the preamble is not enforceable in a court of law.
- The preamble to our constitution serves two purposes :
- It indicates the source from which the constitution gets its authority.
 - It also states the objects which the constitution seeks to establish and promote.

Activity

Ans. Do Yourself



2

Parliamentary Government

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans. a. Sumitra Mahajan is at present the speaker of the Lok Sabha.
b. The proposal for a law is called a bill.

2. Multiple Choice Questions :

Tick (3) the right answer :

- Ans. a. i. b. i. c. ii. d. iv.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans. a. People choose their representatives through **elections**.
b. The time interval between two sessions of the Parliament should not exceed **six months**.
c. The **Rajya Sabha** cannot be dissolved.
d. A money bill can originate only in the **Lok Sabha**.

2. State whether the following statements are True or False :

- Ans. a. True b. False c. True d. True



3. Answer the following questions in short :

- Ans.** a. The maximum strength of the Rajya Sabha is 250 members. Out of them 238 are elected by State Legislative Assemblies and 12 members are nominated by the President from among the people, who have distinguished themselves in various fields, e.g. Sports, Journalism, Science, Art.
- b. A person who stands for election to the Lok Sabha
should be a citizen of India.
should not be less than 25 years of age.
should not hold any office of profit under the government.
should not be an offender or have criminal record against him/her.
- c. The enactment of the Minimum Wages Act, 1948 was a landmark in the labour history of India. The Act provided for fixation of minimum wages for notified scheduled employment in India.
- d. **Ordinary Bills :** An Ordinary Bill can originate in either House of the Parliament and must be passed by both the Houses of the Parliament before going in for the President's assent.
Money Bills : In case of Money Bills, the Rajya Sabha has been given virtually no powers. A Money Bill can originate only in the Lok Sabha.

4. Answer the following questions in detail :

- Ans.** a. The parliament of India consists of the following three components :
- Lok Sabha :** It is the lower House of the Parliament. It is the House of the people because its members are directly elected by the people. The Lok Sabha cannot have more than 552 members. At present, the Lok Sabha has 545 members.
- Rajya Sabha :** The Rajya Sabha is the upper House of the Parliament. The states participate in the legislative functions, at the centre, through this house. The maximum strength of the Rajya Sabha is 250 members. Out of them 238 are elected by State Legislative Assemblies and 12 members are nominated by the President from among the people, who have distinguished themselves in various fields, e.g. Sports, Journalism, Science, Art. At present, the Rajya Sabha has 245 members, 233 are elected members and 12 are nominated members. The representation of the Indian states in the Rajya Sabha differs from state to state, on the basis of their population.
- The President :** The President is not a member of the Lok Sabha or the Rajya Sabha, but he can address the members of the two Houses together, once a year. Generally there are three sessions of the Parliament in a year, but a special session can also be called, if there is a need. The President is an integral part of the Parliament.
- b. The proposal for a law is called a Bill. There are two types of bills— Ordinary Bill and Money Bill. Until a Bill is passed through a proper procedure, it does not become a law or an act.
All bill other than Money Bill are called Ordinary Bills and it can be

introduced in either of the two Houses of the Parliament. It can be introduced either by a minister or any private member of the House. Whenever an Ordinary Bill is introduced, it is considered several times in both the Houses. This process of considering a Bill is called reading. In the first reading, the Bill is introduced along with a statement of purposes. Usually, there is no debate.

The second reading of the Bill has two stages. In the first stage, a general discussion is held. The supporters of the Bill point out the merits of the Bill while the members opposing it, highlight its drawbacks. Then, it may be referred to a Select Committee for a detailed clause-by-clause discussion. In the second stage, the suggestions and changes made by the committee are discussed by the house. These changes could either be accepted or rejected.

In the third reading, the Bill is put to vote and if passed by a simple majority of members present (and voting), it is sent to the other House where the same procedure is followed.

However, if there is a disagreement between the two Houses, the final decision is taken in a joint session of both Houses where the Bill is passed by a majority of members of both Houses present and voting. The speaker of the Lok Sabha presides over the joint session.

Finally, when both the Houses pass the Bill, it is sent to the President for his/her assent. He/she may give his/her assent to the bill or return it to the Parliament for reconsideration. If the Bill is passed again by both Houses either with or without amendments, the President has to give his/ her assent. After getting the President's assent, the Bill becomes a law or an act.

- c. The main function of the Parliament is to frame laws, but it performs many other functions as well as. They are as following :

Law-making Body : It frames new laws, and amends or repeals them, if necessary, on all the 97 subjects of the Union List and all the Residuary subjects which have not found a place in any of the lists. In certain cases, it can enact laws on the subjects of the State List also. The Parliament along with the State Legislature can pass laws regarding the 47 subjects on the Concurrent List. In case of any clash, the law passed by the Parliament shall prevail.

Financial Control : The Parliament exercises control over the government's income acquired through taxes, and its expenditure for public services. The Parliament provides the ways and means to raise the revenue required and also ensures that the money that was granted has been spent for the authorized purposes.

Control over Executive : The Parliament keeps a check on the ministers and their work. Members of the Parliament have the right to question the ministers about the working of their ministries. This is usually done during

the Question Hour.

Judicial Functions : The Parliament enjoys certain judicial powers also. It can impeach the President, a judge of the Supreme Court or the High Court, in case they are found violating the Constitution or misusing their status or indulging in corruption of any nature.

Power to Amend the Constitution : Amendments to the Constitution can take place only in the Parliament. Some articles in the Constitution can be amended by simple majority in both the houses. For amending a major portion of the Constitution, two-third majority in both the houses is needed.

Electoral Function : The Parliament plays an important role in the election of the President and the Vice-President.

d. Main provisions of the Minimum Wages Act of 1936 are as follows :

It regulates the payment of wages in time not later than seventh day from the last day of the wage period for factories employing less than 1000 employees and tenth day for factories exceeding 1000 employees.

Wages are to be paid in cash in current currency with in the working hours.

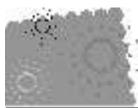
Only authorised deductions can be caused from the earned wages;

Workers are to be issued wages slips giving all the details of their earned wages along with the wages paid;

Fines can be imposed as per the rules specified.

Activity

Ans. Do Yourself



3

The Union Executive

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans. a. Dr Rajendra Prasad was the First President of India.
b. Pt Jawaharlal Nehru was the First Prime Minister of India.
c. The President is known as first citizen of the country.

2. Multiple Choice Questions :

Tick (3) the correct answer :

- Ans. a. iv. b. ii.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans. a. The procedure for removing the President from office is called **impeachment**.

- b. The **President** is the supreme commander of the defence forces.
- c. The fundamental rights of the citizens can be suspended during an **emergency**.

2. Answer the following questions in short :

- Ans.** a. An Electoral College elects the President of India. It consists of :
- The elected members of both the Houses of Parliament.
 - The elected members of State Legislative Assemblies.
 - The elected members of the Legislative Assemblies of the Union Territories of Delhi and Pondicherry.
- b. The president is the Supreme Commander of the Defence Forces. He appoints the Prime Minister and on his advice, the other Ministers. The Judges of the Supreme Court, the High Courts, the Governors of the States, Ambassadors to foreign countries, Chairman and other Members of the Union Public Service Commission are all appointed by him. The Commissioner and members of the Election Commission are appointed by the President.
- c. The party that wins the majority of seats in the Lok Sabha forms the government. The leader of the majority party is invited by the president to form the government and he receives the designation of prime minister.

3. Answer the following questions in detail :

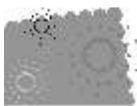
- Ans.** a. The powers of the President of India can be considered under five heads :
1. The Administrative and Executive Powers
 2. The Legislative Powers
 3. The Judicial Powers
 4. The Financial and Other Powers
 5. The Emergency Powers
1. **Administrative and Executive Powers of the President :** The Executive power of the Union vests in the President and is exercised by him either directly or through officers subordinate to him. He is the Supreme Commander of the Defence Forces. He appoints the Prime Minister and on his advice, the other Ministers. The Judges of the Supreme Court, the High Courts, the Governors of the States, Ambassadors to foreign countries, Chairman and other Members of the Union Public Service Commission are all appointed by him. The Commissioner and members of the Election Commission are appointed by the President.
2. **Legislative Powers :** A bill passed by both the Houses of the parliament goes to the President for his approval and signatures in token of his assent. The President may, if he is not satisfied, send back the bill after making his suggestions to the Parliament. However, it is for the Parliament to accept the suggestions and modify the bill or just pass it. When it goes to the President for second time, it is obligatory on the part of the President to give assent.



3. **Judicial powers :** The president has the power to reduce a sentence or grant a pardon on a mercy petition to any person who has been sentenced by any court in the country.
 4. **Financial Powers :** All Money Bills are introduced in the Lok Sabha with the prior permission of the President.
 5. **Emergency Powers :** The President of India has been given wide powers to meet any emergency. During emergency, the President can suspend partially or even wholly the Fundamental Rights guaranteed to every citizen under the Constitution.
- b. **Qualifications of the president :** In order to occupy the post of the president of Indian, a person must be :
- a citizen of India
 - at least 35 years of age
 - qualified to be a member of the Lok Sabha
 - he/she must also not hold any office of profit under central, state or local governments
 - he/she should not be a member of the parliament or state legislature.
- c. The real powers of the executive lie with the Prime Minister and his council of ministers. The executive works through different departments of government, called portfolios, like defence, finance, industry agriculture, and railways. The council of ministers comprise of cabinet ministers, ministers of state with independent charge, ministers of state who work with cabinet ministers, and deputy ministers.
- The Prime Minister and his council of ministers work as a team on the principle of collective responsibility. They are jointly responsible to the parliament for any decision taken by them.

Activity

Ans. Do Yourself



4

The Judiciary

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. The age of retirement of the judge of supreme court of India is 65 years.
- b. Civil court, Criminal Court and Sessions court are the various kinds of Subordinate Courts.
- c. The President appoints the Chief Justice .

2. Multiple Choice Questions :

Tick (3) the correct answer :

- Ans.** a. iv. b. i.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

Ans. a. The **Supreme Court** is the highest court in India.

b. The remuneration of the judges does not need the approval of the **Parliament**.

c. The **Supreme Court** is the final court of appeal.

d. Supreme Court also has **advisory** functions.

2. State whether the following statements are True or False :

Ans. a. True b. False c. False d. True

3. Distinguish between the following :

Ans. a. **Original Jurisdiction** : Cases that come directly before the Supreme Court come under Original Jurisdiction.

Appellate Jurisdiction : It refers to the power of the Supreme Court to hear and decide appeals against the judgement of High Courts or any other court.

b. **Lok Adalats** : India has had a long history of resolving disputes through the intervention of village elders. Lok adalats are people's courts based on Gandhian principles, which follow very simple procedures to settle petty disputes through conciliation and compromise.

Subordinate Courts : The courts at the district level and below it are known as the Subordinate Courts. There are different courts in each district to decide the civil and criminal cases. The highest civil court in a district is that of the district judge.

4. Answer the following questions in short :

Ans. a. The three levels of judiciary in India are the Supreme Court, High Courts and the Subordinate Courts.

b. The Supreme Court is called the Court of Record because all the decisions and proceedings of it are recorded and printed. The lower courts in similar cases can refer to these decisions.

c. Cases that come directly before the Supreme Court come under Original Jurisdiction. These are mainly cases related to :

- disputes between Government of India and one or more States.
- disputes between two or more States.
- disputes between Union and State or amongst States.
- disputes regarding enforcement of Fundamental Rights.
- cases under Public Interest Litigation.

d. The work of Lok Adalats is to dispense speedy justice to the people. Lok Adalats tried to reduce the burden on the courts by helping in out of court settlements.

e. Judicial Review means renewing the case and lower court decision by the upper court.

5. Answer the following questions in detail :

Ans. a. In order to be a High Court Judge, a person :

should be a citizen of India
must have held a judicial office for at least 10 years; or
should have been an advocate of a High Court for 10 years; or
should be a renowned writer in the field of law; or
should be teaching in a Law College.

- b. There are five types of cases on which the Supreme Court can pass judgement. These are included in the powers of the supreme court. The powers of the Supreme Court can broadly be categorised as
1. Appellate jurisdiction
 2. Original jurisdiction
 3. Advisory jurisdiction
 4. Supervisory jurisdiction
 5. Court of Record

Original jurisdiction : Original jurisdiction is the authority held by the Supreme Court to be the first court to hear a case. Certain cases can only be heard by the Supreme Court and cannot be initiated in any other court. Such cases deal with

- (a) disputes between the Government of India on one side and one or more states on the other side.
- (b) disputes between two or more states.
- (c) disputes regarding enforcement of Fundamental Rights.
- (d) cases under Public Interest Litigation (PIL)

Appellate jurisdiction : The Supreme Court is the final court of appeal. If any party is not satisfied with the judgement of a lower court, regarding constitutional, civil, or criminal cases, they can appeal to the Supreme Court to change the result of the decisions made by them. The Supreme Court then reconsiders the case.

Such cases have to involve
extensive interpretation of the constitution

a reversal of an order of acquittal of an accused person in criminal cases

Advisory jurisdiction : The Supreme Court has a special advisory capacity. The President of India can refer to the Supreme Court on matters which involve the public or those which require interpretation of the constitution. But the president is not bound to accept the recommendations.

Supervisory jurisdiction : Under supervisory jurisdiction, the Supreme Court oversees and supervises the functioning of the lower courts.

Court of record : The verdicts and judgements made by the Supreme Court are kept as records for reference and used by lawyers as precedents.

- c. Lok Adalats and Public Interest Litigation have ensured speedy justice in many ways :
1. Lok Adalats have helped subordinate courts to reduce their burden by bringing both the parties on the table. As there is no system of advocacy in Lok Adalats, matters are solved with the negotiations only.
 2. In the past few years a large number of cases are solved through Lok Adalats which had saved a huge amount of money and energy both of

people and state.

3. The system of Public Interest Litigation has served a great cause in awarding speedy justice. The people can directly approach a court (supreme court) on the behalf of those people who have neither means nor resources to fight for their justice.

d.

Criminal Cases	Civil Cases
Pertain to activities declared by law as offences. E.g., committing a murder, theft, etc. The First Information Report is lodged with the Police, who then files for trial in the court. The convict is either sentenced for punishment, fined or both.	Pertain to cases that involve denial or violation of citizens rights. E.g., child trafficking etc. The petition is filed in the court of law by the victim. The court orders the party at fault to compensate the aggrieved party (the party at loss).

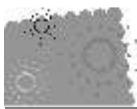
- e. The Indian judiciary is single, integrated and unified. It means that if a person is not satisfied with the judgment got in the lower courts, he or she can appeal to a higher court. The judiciary is also organised hierarchically. The apex or highest court in this structure as is the Supreme Court situated in New Delhi. Next come the High Courts. Most of the states have a High Court each. A few states share a High Court, like Punjab and Haryana. Next in the hierarchy are the District Courts and other subordinate courts.

This system has many advantages :

1. Under this system it is possible for a person to move to a higher court if he is not satisfied with the decisions of the lower court.
2. In this system this higher court keep an eye over the working of the lower court and can pass an order against it.
3. The cases as well as the judges can be transferred from one court to another if a need arises.

Activity

Ans. Do Yourself



5

Social Justice for Marginalisation

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions :

- Ans.** a. No, manual scavenging is not permitted by law .
b. Untouchability and manual scavenging are two forms of social inequality



prevalent in the society.

- c. A caste is a group whose members' occupation and social status are determined by birth.

2. Multiple Choice Questions :

Tick (3) the correct answer :

- Ans. a. iv. b. i. c. ii.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans. a. Bonded labour is **illegal**.
b. The practice of **untouchability** is the most inhuman of all the evils.
c. The tribals are also referred to as **Adivasis**.
d. The **Indian Constitution** defends the rights of all individuals.

2. Answer the following questions in short :

- Ans. a. Marginalisation refers to the tendency within the society to push those who are considered lacking the desired traits to the margin or periphery. In simple words, it means not being accepted by the society at large. Such sections of people are pushed towards the margins of the society and even denied access to certain basic rights. These people are termed as marginalised sections.
- b. The tribals are also referred to as Adivasis, the term literally means original inhabitants. These communities lived and continue to live in close association with forests.
- c. People who are not covered in the Scheduled Caste and Scheduled Tribes list, even though they have been subjected to discrimination, are referred to as Other Backward Classes. They are the weaker sections of the society. The Backward classes have not been defined by the Constitution of India.
- d. The social inequalities that existed in India also translated into economic inequalities. The unequal and hierarchical ordering of castes determined the economic rights of the people.
The best of the opportunities were reserved for the upper castes while the lower castes were forced to continue with their hereditary occupations of menial jobs which paid them very little money. This resulted in high poverty, illiteracy, malnutrition and landlessness among the lower castes.
- e. Manual scavenging refers to people lifting human excreta with their hands and carrying loads on their head, hips or shoulders.

3. Answer the following questions in detail :

- Ans. a. A primary effort is being made to encourage education amongst the tribal people. Different facilities are provided to improve their standard of living. Several multipurpose development blocks and cooperative societies have been set up to improve their lot economically.
In the educational and political sphere, the Scheduled Tribes have been given similar concessions as the Scheduled Castes. So a percentage of the

seats is reserved for them in the Lok Sabha and state assemblies as well as in government services. This has helped them to consolidate their position in the country's political scenario. Tribal Advisory committees have been set up in different states to look after the welfare of the tribals. Voluntary organisations have also contributed in the upliftment of the tribals by encouraging them to develop skills that can help in their economic development.

- b. Our Constitution makers, who were aware of the injustices done to the Schedule Castes, made provisions to improve their condition. It prohibited any kind of discrimination by the state on grounds of caste, creed or colour. Untouchability was legally abolished. All public places including the religious ones have been thrown open to all the Hindus including the Scheduled Castes. No person belonging to the Scheduled Caste can be denied entry to public places like shops, hotels, restaurants, cinema halls, fairs, etc.

To encourage their political participation seats have been reserved for the Scheduled Castes in the Lok Sabha, and the state assemblies on the basis of population. The directive principles of our state policy also emphasise on improving the lot of Scheduled Castes. Seats for them have been reserved in urban and rural local bodies. A percentage of vacancies in government and semi-government jobs have also been reserved for them.

Efforts made for Upliftment of Scheduled Tribes

A primary effort is being made to encourage education amongst the tribal people. Different facilities are provided to improve their standard of living. Several multipurpose development blocks and cooperative societies have been set up to improve their lot economically.

In the educational and political sphere, the Scheduled Tribes have been given similar concessions as the Scheduled Castes. So a percentage of the seats is reserved for them in the Lok Sabha and state assemblies as well as in government services. This has helped them to consolidate their position in the country's political scenario. Tribal Advisory committees have been set up in different states to look after the welfare of the tribals. Voluntary organisations have also contributed in the upliftment of the tribals by encouraging them to develop skills that can help in their economic development.

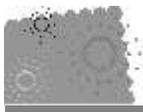
- c. People who are not covered in the Scheduled Caste and Scheduled Tribes list, even though they have been subjected to discrimination, are referred to as **Other Backward Classes**. They are weaker sections of the society. The Backward classes have not been defined by the Constitution of India. The Mandal Commission has estimated that they constitute about 52 per cent of the total population of the country. The government of India used the term 'Backward Class' as a collective term for castes which are economically and socially disadvantaged, or face discrimination on account of birth.

reality, it is the majority population, the poor, who do not get general access to sufficient and safe water.

- b. In the field of sanitation, the picture in India is quite far from being satisfactory. One successful attempt at public utility is the work of public sanitation in the form of hiring service of an NGO, Sulabh to make 7,000 public toilet blocks and 1.2 million private toilets to give sanitation to approximately 10 million urban and rural people in India. In this regard it is necessary that we should provide adequate sanitation facilities to all our people. Without sanitation it is not possible for the people to live a healthy and purposeful life.

Activity

Ans. Do Yourself



7

Laws and Public Welfare

Exercise

Section 1 : Formative Assessment (CCE Pattern)

1. Oral Questions:

- Ans. a. The Bhopal Gas tragedy is an example of a disaster caused by the improper implementation of industrial laws.
b. We need strong laws to ensure social justice because the weak laws cause disasters.

2. Multiple Choice Questions :

Tick (3) the correct answers:

- Ans. a. i. b. iii. c. ii.

Section 2 : Summative Assessment (CCE Pattern)

1. Fill in the blanks:

- Ans. a. It is illegal to make **children** work as domestic servants.
b. In the UCIL plant, the detection of gas leakage was left to **human** senses.
c. There was no **evacuation** plan in the Bhopal factory for emergency situations.
d. Since the Bhopal disaster, many **polluting factories** in residential areas have been ordered to close down or to move out.
e. Enforcing a court order to use **CNG** instead of diesel in vehicles used for public transport reduced air pollution in Delhi.

2. Answer the following questions in short:

- Ans. a. Many survivors of the Bhopal disaster feel that they have not got justice mainly due to the following two reasons :
(i) They have not compensated adequately for their loss.

- (ii) Indian government has failed to prosecute Union Carbide Officials particularly its Chairman Warren Anderson for this disaster.
- b. Union Carbide had tried to reduce costs in its Bhopal plant by the following ways :
 - (i) Between 1980 and 1984, the workforce at the MIC plants was cut from 12 to 6.
 - (ii) In place of safety training for 6 months, workers were given training for 15 days only.
 - (iii) There was no person doing the night shift.

3. Answer the following questions in detail:

- Ans.** a. The Bhopal Gas Tragedy : It was the worst industrial disaster in India. On 2nd December, 1984 there was a leak in the Union Carbide's factory in Bhopal. The factory was manufacturing insecticides. Methyl isocyanide, which is a lethal gas, leaked from the factory. As per government estimates about 4,000 people died due to gas leak. Unofficial estimates put a higher figure of casualties. Apart from immediate repercussion in the form of a large number of deaths, many people were partially or totally disabled. Many criminal cases and civil cases were filed in courts in India as well as in United States. It took more than twenty years for courts in India to pronounce judgment on the case.
- b. There are several laws for the protection of the interests of workers. Such as the Minimum Wages Act, which seeks to ensure fair wages for workers. There are also laws which require certain safety measure to be taken in factories and construction sites to protect workers from danger. These laws require, for example, that workplaces must have proper lighting, monitoring systems, and so on, to prevent accidents and workers must be given protective clothing and safety equipment if necessary. There should also be suitable alarm systems, firefighting equipment, emergency exits, etc., to minimise casualties in case an accident occurs. There are also laws that enable workers to form unions through which they can collectively demand better wages and conditions of work.

Activity

Ans. Do Yourself