

1

Unit-1 : Geography

Our Resources

Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. iv, b. i, c. i, d. iv, e. i, f. iv

2. Oral Questions :

- Ans. a. Tin, Aluminium, silver and gold.
 b. Natural resources can not be generated by man.
 c. Uses of petroleum and natural gas :
 i. For running vehicles ii. For generating electricity
 iii. For cooking food iv. For running machines

3. Fill in the blanks :

- Ans. a. **Utility** or **Usability** makes an object or substance a resource.
 b. A thing becomes a resource when it has some **utility**.
 c. Minerals are example of **natural resources**.
 d. Uranium found in Ladakh is an example of **potential** resources.
 e. **Over utilisation** and **wastage** has led to depletion of natural resources.

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

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

5. Match the following :

- | Column A | Column B |
|-----------------------------|------------------------------------|
| Ans. a. Beautiful landscape | i. Land, air, water |
| b. Legal value | ii. Flora and fauna |
| c. Human resources | iii. Aesthetic value |
| d. Economic value | iv. Minerals can be bought or sold |
| e. Ethical value | v. Knowledge, health, skill etc. |

Summative Assessment (CCE Pattern)

1. Distinguish between the following :

- Ans. a. Renewable and non-renewable resources.
 Renewable resources are those resources which can be renewed or reproduced by physical or mechanical forms. They are also known as inexhaustible resources. The best examples are solar energy, water, soil forests, wildlife, etc. At the same time we have to take precautions to maintain the renewability of these resources. For example, we cut down a

number of trees for our use. In order to maintain or renew the forests, we have to plant the same number of trees or we have to do afforestation.

Non-Renewable or Exhaustible Resources

Non-renewable resources are those which can be used only once. After that they either get exhausted or they become unfit for reuse. Non-renewable resources cannot be replenished. They are exhausted quickly but they cannot be formed quickly. It takes thousands of years for their formation. For example, coal, petroleum, natural gas, etc.

- b. **Biotic Resources** : These are often described as organic resources, which have life. For example, forests, animals and their products including agricultural products are biotic resources. Fossil fuels like coal, gas and petroleum, which are derived from the remains of the plants and animals, are also included under this category.

Abiotic Resources : These are even called inorganic resources and comprise of non-living things, Land, water and rocks constitute abiotic resources.

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

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). The world has made great studies in development due to education and increase in competence. It is only human beings who are capable of turning all available material into valuable resources.

2. Answer the following questions in short :

- Ans.**
- a. Anything available in our environment which can be used to satisfy our needs or have some value can be termed as resource.
- b. **Natural Resources** : Natural resources include land, soil, water, vegetation, wildlife, minerals and power resources.
- c. Some of the resources may be free gifts of nature but not all. Most of the resources are functions of human activities. Therefore, human beings are essential components of resources. They transform materials available in our environment into resources and use them.
- d. **Human Made Resources** : Machines, synthetic materials, buildings, houses are resources created by human beings from the physical materials available in the environment. Through various institutions like trade, scientific laboratories have also enhanced human-made resources.
- e. We should conserve resources because they are limited on the Earth.
- f. A river is a natural endowment, it becomes a resource when human beings use it. They use technology and develop institutions to convert this natural endowment into resource.

3. Answer the following questions in detail :

Ans. a. A 'resource' is anything that can be used to fulfill a need. We do not realize or think about the resources that we consume daily. Without these resources, we cannot function smoothly. For example : To brush your teeth, you use a toothbrush. A toothbrush is a resource since it is being used by you to clean your teeth. Similarly, the bus in which you go to school, the notebooks in which you write, the vegetables that make your food and the water that you drink are all examples of resources.

You must be wondering how an item becomes a resource. An item becomes a resource when it has some utility. For example : A piece of log may have no utility for you but when a carpenter converts it into a table, it becomes usable. In other words, whatever things can be used by you, have some utility. It is this utility or usability that makes an object or a substance, a resource. The use or utility of a thing gives it a value. In the example given below, the table made by the carpenter has utility. You can keep your things on it. Hence, this table has usage. It can also be said that since the table can be used, it has its own value. All resources have utilities and values.

Do you know some resources have economic value too? By the term economic value, we mean the worth a product or service as determined by the market. That means whatever price the goods or service can fetch in the market. For example, a table made out of rosewood can cost up to Rs. 10,000 per piece.

A value can be of various kinds legal, aesthetic, ethical or economic.

(i) Legal Value : An example is the law passed in Delhi under Clean Air Act, all the vehicles must have a Pollution Free Certificate. This law provides a legal value of air.

(ii) Aesthetic Value : To preserve the natural beauty of our forests, mountains, rivers, lakes is an attempt to give aesthetic value to our natural resources.

(iii) Ethical Value : It is associated with moral values with human conduct and behaviour. Preserving national parks, forest resources, not over-exploiting natural reserves is an ethical value

(iv) Economic Value : Any material used for production has an economic value, e.g., providing roads, electricity, better methods of agriculture, all have economic values.

b. All resources should be used judiciously or wisely. Not only do we need to assess them, we should also preserve and protect them, avoiding wastage. The wise use of resources by avoiding misuse is known as conservation of resources.

It has been observed that developed countries use more resources than developing countries. Economic development leads to greater wealth and hence consumption levels step up. Increased population and the rising

demand for material goods and comforts has already caused degradation of many valuable resources and extinction of certain species of plants, birds and animals. The quality of air, water and land has been affected badly because of misuse and overuse. In the name of development, man has exploited the available resources thoughtlessly and today, his very own existence is under threat.

- c. **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, in 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. They can be used in the future, e.g. more rivers can be used for generating electricity.

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

Formative Assessment (CCE Pattern)

Ans. Do it yourself

2

Natural Resources : Land, Soil, Water and Wildlife

Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. iv, b. iii, c. i

2. Oral Questions

Ans. a. Two causes of land degradation :

i. Landslides

ii. Deforestation

b. Soil is the uppermost layer of the earth's crust. It is the most important renewable natural resource.

c. All types of trees and plants are called natural vegetation.

d. Types of forest resources :

i. Wildlife

ii. Vegetation

iii. Minerals

- e. Most of animals have been extincted from the earth, they are called extinct species.

3. Fill in the blanks :

- Ans.**
- a. Land covers **30%** 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. **Evaporation, condensation** and **precipitation** are the three processes involved in the hydrological cycle.
 - e. Organisms in a given biome are known as **wildlife**.

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- a. **Land Use :** 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. Sudden changes are brought about by earthquakes, or volcanic eruptions or floods. Gradual changes take place continuously and affect large areas.
 - b. Steep slopes are not favourable for agriculture or construction of houses as such. Further, on steep slopes soil erosion occurs rapidly.
 - c. Soil is made up of rocks, sands, humus and remains of plants and animals.
 - d. Preventing the soil erosion is called soil conservation.
 - e. In contour ploughing farmers plough across a slope along the line of the field in circular manner.
 - f. Trees give us oxygen and make the environment pollution free. They give us timber and food. They bring rainfall.

2. Answer the following questions in detail :

- Ans.**
- a. **Factors Affecting Soil Formation :** 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.

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. **Conservation of Soil** : Soil is essential for the growth of plants. It is an important natural resources as the production of food and often crops is dependent on its fertility. 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.

Rock Dam : Rocks are piled up to slow down flow of water. It prevents gullies and further soil erosion.

Intercropping : Different crops are grown in alternate rows and are sown at different times to protect the soil from rain wash.

Shelter Belts : Trees are planted in rows in which a manner that they provide shelter from the wind and protect soil from the wind and protect soil from erosion. These are very commonly seen in coastal areas and dry regions where strong winds dominate the weather.

- d. Water is a vital, renewable natural resource. Three-fourths of the Earth is covered by water. This water is of two types saltwater and freshwater. The oceans occupy two-thirds of the Earth's surface and support a rich variety of marine plants and animals. The salinity in marine waters makes it unfit for human consumption. However, countries of the Middle-east are using desalination plants to make marine waters fit for human consumption.
- e. **Forest Conservation :** In the past, there has been an immense destruction of India forests. It was because we were ignorant about the consequences of this mistake. Besides, rapid urban development, increasing population has also played a vital role in the shrinkage of forests. Now the government and the people have realised the importance of these forests. As such, there is a dynamic programme of preserving and protecting these forests. It is known as the programme of Forest Conservation. Under the scheme of forest conservation, the following measures have been taken :
1. Prevention of indiscriminate destruction of forests.
 2. Prevention or control of forests fires.
 3. Conducting research to prevent diseases of trees and to make the forests more productive.
 4. Preservation of wildlife within the boundaries of the Reserved Forests.
 5. Development of environmental and social forestry.
- f. As many as eleven 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.

Many countries have passed laws declaring that the trades as well as killing of birds and animals as illegal. In India, killing of lions, tigers, deers, great Indian bustards and peacocks have been banned.

Formative Assessment (CCE Pattern)

Do it yourself



Natural Resources : Minerals and Powers Resources

Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

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

2. Oral Questions :

- Ans. a. A rock which contains enough mineral to make it economically viable for mining is called an ore.
b. A mineral is a naturally occurring substance found in the Earth's crust.
c. Petrol and Diesel.
d. The energy reaching the Earth's surface from the Sun is called solar energy.
e. The United States and Russia

3. Fill in the blanks :

- Ans. a. A **mineral** is a naturally occurring substance found in the Earth's crust.
b. Metallic minerals are mostly found in nature as **ores**.
c. Coal, mineral oil and natural gas are minerals of **organic** origin.
d. Geothermal energy is the **renewable** source of power.
e. **Anthracite** contains more than 90 per cent carbon and burns without smoke.
f. About 65 per cent resources of petroleum are around the **Persian Gulf**.

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

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

5. Match the following :

- Ans. a. Largest producer and exporter of mica — i. Railways and iron and steel industry
b. A non-conventional source of energy — ii. India
c. Half of the total coal production is consumed by — iii. Saudi Arabia
d. A precious metal — iv. Nuclear Energy
e. Largest producer of oil in the world — v. Gold

Summative Assessment (CCE Pattern)

1. Distinguish between the following :

- Ans.**
- Rock and numerals :** Minerals are naturally occurring organic or inorganic substances which consist of one or more elements. All rocks of the Earth are composed of one or more minerals.
 - Wind Energy :** Wind is an inexhaustible source of energy. Windmills were used for lifting water and grinding grain. In modern time wind mills, the high speed winds rotate the windmill which is connected to the generator to produce electricity. Windfarm clusters are located in the coastal areas and in mountain passes where strong winds blow.
Geothermal energy : “The heat energy from underground rocks is known as geothermal energy.” Geothermal energy from hot springs and geysers has been harnessed in Iceland. New Zealand, Phillipines. U.S.A. and Italy. It is a renewable resources of energy and does not cause any pollution.

2. Answer the following questions in short :

- Ans.**
- A mineral is a naturally occurring substance found in the Earth's crust. Minerals have distinct physical properties such as colour and hardness, and chemical properties such as solubility.
 - 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.
 - The world leaders in production of petroleum are Iran, Iraq, Saudi Arabia and Qatar. USA, Russia, Venezuela and Algeria are also major petroleum producers.
In India, petroleum is drilled from the oil fields at Digboi in Assam, Bombay High in Mumbai and the deltas of Krishna and Godavari rivers.
 - 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.
 - Solar energy is considered to environment friendly energy because it does not cause pollution.

3. Answer the following questions in detail :

- Ans.**
- Minerals are used in various industries.
 - Minerals which are used as gems are usually hard. These are then set in various styles for jewellery.
 - Copper is another metal used in everything from coins to pipes.
 - Silicon, used in the computer industry is obtained from quartz.
 - Aluminium is used in automobiles, airplanes, bottling industry, buildings, etc.
 - Coal :** James Watt and George Stephenson pioneered the use of mechanical power for industrial purposes. The internal combustion

engine and steam locomotive used coal as the source of power. There has been a gradual decline in the importance of coal as a source of power. At one time half of the coal produced was used in transporting the other half to distant places.

The use of coal creates problems of disposing the fly ash. The smoke causes wide spread atmospheric pollution. In comparison, mineral oil is easy to transport. It can flow through pipelines over long distances. It provides greater energy in smaller bulk. Steam engines using coal have been replaced by diesel and electricity driven engines. Coal, however, still retains its place in blast furnaces used for smelting iron ore. Coal exists in a variety of forms.

Peat and lignite are low grade coals with a carbon content of about 50%. These are also called brown coal. The common variety of coal contains about 70% carbon. Anthracite has upto 95% carbon and it is the best variety.

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

Formative Assessment (CCE Pattern)

Do it yourself



Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. i, b. ii, c. i, d. i

2. Oral questions :

Ans. a. Agriculture is the science or art of culturing the soil, growing and harvesting crops and raising livestock.

- b. **Nomadic Herding** : 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. Camels, sheep, yaks and goats are the animals that are most commonly reared. The animals provide milk, meat, wool, hides and other animal products.
- c. In shifting agriculture the farmers shift from one place to another when the land becomes barren.

3. Fill in the blanks :

- Ans.**
- a. **Shifting cultivation** and **Nomadic herding** are primitive subsistence activities.
 - 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.
 - e. Tea is the world most favourite **beverage** crop.

4. State whether the following statement are True or False :

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

Summative Assessment (CCE Pattern)

1. 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 member 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. **Intensive agriculture** : It is practised as horticulture, i.e. the intensive production of vegetable, fruits and flowers on small plots of land.
Extensive agriculture : It include commercial grain farming, pastoral farming and plantation agriculture.

2. 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.
 - b. Farming is a system because it require a systematic procedure to grow crops.
 - c. **Plantation Agriculture** : It was first introduced in Asia and Africa by the British during the colonial period. They are mostly owned by local people or the government. In recent years, machines are being introduced to mechanise certain operations.
 - d. **Conditions for Cultivation of Tea**
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.

3. Answer the following questions in detail :

Ans. a. Extensive Commercial Farming : Extensive commercial farming includes commercial grain farming, pastoral farming and plantation agriculture.

Commercial Grain Farming : It prevails in most parts of mid latitudes in the grassland regions which have been turned into agricultural lands. The countries include the United States of America, Canada, Ukraine, Western Uttar Pradesh in India. The farming is done with the help of machines like tractors, combine harvesters, seed drills, levelers, etc. It is also called extensive agriculture.

Dairy Farming : 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. The three largest areas in the world where dairy farming is practised in intensive form are North America, Australia and New Zealand. Europe, Denmark and the Netherlands are best known dairy producers. In India dairy farming has been organised on a sound footing in Gujarat through dairy co-operatives. Central Fodder Research Institute, Jhansi, and National Dairy Research Institute, Karnal have been conducting researches on dairy development. While the most important milch animal is cow in other parts of the world, it is buffalo in India.

Other methods of agriculture include sericulture or the rearing of silkworms to produce silk from their cocoons and pisciculture which is the rearing of fish, oysters, prawns, etc.

Plantation Agriculture : It was first introduced in Asia and Africa by the British during the colonial period. They are mostly owned by local people or the government. In recent years, machines are being introduced to mechanise certain operations.

Intensive Commercial Farming : It is practised as horticulture, i.e. the intensive production of vegetables, fruits and flowers on small plots of land as is done in most of Europe. Fruit farming in particular, has developed in all parts of the world as a special branch of agriculture, especially after quick transportation and improved methods of fruit preservation were available. Viticulture (cultivation of grapes) is widely practised in France, Italy and Spain in Europe and other Mediterranean countries. The well-irrigated lands of California in USA produce olives, grapes, figs, oranges, prunes and apricots commercially for canning, juice and wine production.

Mixed Farming : Equal emphasis is laid on crop farming and livestock rearing in this kind of farming. Farmers produce cereal crops but also

fodder and cash crops. Modern machinery, selected seeds and chemical fertilisers are used. Crop rotation is practised. Mixed farming is practised in North America, Western Europe and the fertile triangle of Russia. Root crops like oats and wheat are grown along with corn in America. In addition to dairy animals, farmers keep pigs and poultry also.

- b. **Mixed Farming** : Equal emphasis is laid on crop farming and livestock rearing in this kind of farming. Farmers produce cereal crops but also fodder and cash crops. Modern machinery, selected seeds and chemical fertilisers are used.
- c. **Wheat** : Wheat as a cereal grain that was first grown in Turkey. Wheat is the staple food in the mid latitudes and dry sub-tropical regions.

Condition for Cultivation

Temperature : It requires 10°C while sowing and 15°C to 20° C while ripening.

Rainfall : It requires moderate rainfall between 50 to 75 cm.

- d. Commercial crops are grown for supply to an Industry. The sale of the crops bring ready cash for the farmers, so also called as cash crops. Cotton, jute, tea, coffee, sugarcane and sugar beet are also called industrial crops.
- e. Peter is a farmer in the United States. Given the availability of space and rates of land, subsidy by the government, etc. the average size of farms in America is much larger in India. Peter's farm is around 200 hectares. Just like other farmers, he also stays in his farm. He is well informed about the latest technologies and knows how to take care of the soil in his farm and how to keep pests away. He ensures the soil in his farm is fertile by regularly sending the soil to the testing laboratory to check its quality. He has knowledge about computers and has one in his home. Using the internet, he gets detailed information about the weather, forecasts of any storms and also about his farm in case any emergency actions need to be taken. He uses agricultural machines like tractors, seed drillers, levelers, combined harvester and threshers to perform various activities in his farm. It saves him a lot of time and energy and also the quality of his harvest is much better and uniform. He has an automated gain storage area which allows him to store all his produce. He studies the market conditions and rates and only sells the harvest when the market is favourable. He does not have to bear a loss if the market is down or he is not getting good value for his goods. Peter basically works more like a businessman and not like a peasant farmer.

Formative Assessment (CCE Pattern)

Do it yourself

Formative Assessment (CCE Pattern)**1. Multiple Choice Questions (MCQs) :****Tick (✓) the right answer :****Ans.** a. i, b. iii, c. iv, d. iii**2. Oral Questions :**

- Ans.**
- Making a finished product from raw material is called manufacturing.
 - Jamshedpur, Bhadravati, Bokaro, Bhilai and Durgapur are the important iron and steel centres of India.
 - Engineering Industry is largely dependent on skilled labour.
 - Cottage industry is a type of a household manufacturing unit in which, the craftsmen, with the help of their families, make goods in their homes.

3. State whether the following sentences are True or False :**Ans.** a. False, b. True, c. True, d. False, e. False**Summative Assessment (CCE Pattern)****1. Distinguish between the following :**

- Ans.**
- Agro based industries :** These 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.

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.

- Private sector industries are those industries which are owned and run by individuals or a group of individuals usually for profit. These industries are not controlled by the state. If two friends decide to become parents and start a manufacturing plant, it would be classified as a private sector industry. An example of private sector industry in India is Reliance Industries Limited (RIL) and Bharti telecom (AIRTEL).

The public sector industries are those industries which are owned and operated by the state or government. For example : Hindustan Aeronautics Limited, Steel Authority of India Limited, Life Corporation of India (LIC), Airports Authority of India Ltd. (AAI), Bharat Sanchar Nigam Ltd. (BSNL)

- Large scale industries and Small scale industries.

2. Answer the following question in short :

- Ans.**
- a. An industry is an organised human effort and skill to produce something useful from the gifts of nature or from primary products.
 - b. Iron and steel industry and sugar industry are the examples of large scale industries.
 - c. Some of the major industrial regions of the world are : Eastern North America, Western and central Europe, eastern Europe and eastern Asia.
 - d. **Cottage Industries** : Cottage industry is a type of a household manufacturing unit in which, the craftsmen, with the help of their families, make goods in their homes. Their skills are hereditary. They make goods for their own consumption and sell the surplus only locally. For example, in India a fixed proportion of the total textile output is still made by handloom weavers as a cottage industry. In South East Asia, cloth was a cottage industry.
 - e. A region is known as an industrial region if a number of industries are located close to each other.

3. Answer the following questions :

- Ans.**
- a. Industry are classified :
 - i. On the Basis of Source of Raw Material
 - ii. On the Basis of Ownership
 - iii. On the Basis of Size
 - b. Factors Affecting The Location Of Industries
 - 1. Availability of Raw Material** : Availability of raw material 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 centre.
 - 4. Transport** : Transport system helps in the movement of goods and raw material. Heavy industries like iron and steel industry are located near railway stations or ports so that goods and raw material can be easily transported.
 - 5. Market** : The entire process of manufacturing is useless until the finished goods reach the market. Nearness to market is essential for quick disposal of manufactured goods and for purchasing raw material. Nearness to market reduces the cost of transportation. Most of the manufacturing industries concentrate in big cities as these provide market and other basic infrastructure.

6. Government Policies : Government activities in planning the future distribution of industries, for reducing regional disparities, elimination of pollution of air and water and for avoiding their heavy clustering in big cities, has become an important location factor.

- c. In India this industry was set up in Bokaro and Bhilai with the help of Soviet Union, at Durgapur with the help of Britain and Rurkela 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, there are several industrial regions including Mumbai-Pune cluster, Bangalore-Tamil Nadu region, Hugli region, Ahmedabad-Baroda region, Chotta Nagpur industrial belt, Vishakhapatnam-Guntur belt, Gurgaon-Delhi-Meerut region and the Kollam-Thiruvananthapuram industrial cluster. You will note that the major industrial regions tend to be located in the temperate areas, near sea ports and especially near coal fields. Do you know the reason why? The region near coal fields normally has thermal power plants and the areas have abundance of power available for running the industries. Places near the sea port have easy access to raw material and finished goods to be transported by sea. This way they can save on their inland transportation costs.

Formative Assessment (CCE Pattern)

Do it Yourself.



Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. ii, b. iv, c. i, d. iii, e. iii.

2. Oral Questions :

- Ans.**
- a. When the death rate is high due to some seasons it is called population explosion.
 - 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.

3. Fill in the blanks :

- Ans.**
- a. About 60 per cent of world's people stay in just **10** countries.
 - b. Himalayas, Alps and Andes have very **less** population.

- c. Countries with stable governments tend to have **large** populations.
- d. **Sex ratio** means the ratio between males and females.

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- a. People are the greatest resource of the world. It is the people who work on the natural resources of a country to produce wealth and raise the standard of living. People provide the inexhaustible source of cheap manpower for producing agricultural and manufactured goods. The way in which land, sea, minerals, forests and water suppliers are used varies greatly in the world. This is mainly due to the wide variation in human numbers, human types, and stage of development of different human groups. A country which is under-populated cannot exploit its natural resources to the maximum. But if a country is over-populated it proves a burden on her resources. So, the population of a country is the greatest resource, only if it is within limits in respect of the known natural resources.
 - b. Population density is the number of people living in a unit area of the Earth's surface. It is expressed as per square km. The average density of population in the whole world is 45 persons per sq. km.
 - c. Areas with fertile soil support a large population, because the land is fit for cultivation, e.g. fertile plains of the Ganga and Brahmaputra in India.
 - d. Population Pyramid is a horizontal bar graph that illustrates the distribution of different age groups in population, showing the number of males on the left and of females on the right. The population pyramid is also known as age-sex pyramid.

2. Answer the following question in detail :

- Ans.**
- a. **Population Change :** The number of people living in an area does not remain the same. Many factors influence the changes in population. High difference between birth rate and death rate is the cause of population growth.
 - Migration of people.
 - Rising standard of living.
 - Political and socio-religious factors.
 - Better health and nutrition leading to a longer life span.In the past, large number of children were born, but they died early too, because there were no health facilities. There were frequent floods and droughts and sufficient food was not available for the people. Farmers could not produce enough to meet the food requirements of all the people. Consequently, increase of population was very low. In 1820, the world's population was 1 billion. In 1970, it reached 3 billion, and in 2006, it

reached 6.5 billion.

This is often called population explosion. The main reason for the growth of population was better health-care and medicines with sufficient food supply. It reduced the number of deaths, while the number of births remained fairly high. By 2025 the population of the world is expected to increase to 8525 million.

Birth rate : The number of live births per 1,000 people.

Death rate : The number of deaths per 1,000 people.

Natural Growth Rate = No. of birth

No. of deaths/per 1000 people

The difference between the birth rate and death rate of a country is called the natural growth rate.

- b. **Factors Affecting Distribution of Population** : There are several factors which control the distribution of population. No single factor can over control population distribution. All the factors work in combination to control population distribution.

1. Topography : The presence of high mountains limits the settlement of people. Plains are always preferred than mountains for permanent settlements. This is because rugged terrains like that of mountains present with many other obstacles such as : cold climate, difficulties in the construction of railroads and highways, unsuitable conditions for agriculture because of short growing season or snowfalls. Besides this, even Industrial possibilities are less due to difficult access. On the other hand, the plains are always densely populated. This is because the climatic conditions are favourable and agriculture can be done. Various modes of transportation are present which makes the areas accessible. That is why the Ganges and Brahmaputra plains in India, Hwang Ho plains in China, plains of North-western Europe are densely populated. On the contrary Alps and Himalayas are sparsely populated.

2. Climate : It has a direct influence on distribution of population. Man prefers to live in normal conditions of temperature and rainfall. Excessive heat, cold, dryness or wetness restrict the human population. Hot and humid areas of equatorial region, cold areas of polar and high altitude zones and dry areas of hot deserts are not much suitable for population and are almost empty.

Monsoon Asia, North-west Europe and eastern part of North America are areas of dense population due to their better climatic conditions.

3. Availability of water : People prefer to live in areas where water is easily available. The river valleys are densely populated while deserts have sparse population.

4. Employment : Industrial areas provide employment opportunities. Large number of people migrate to these places from villages and small cities. Areas like Chhotanagpur, Mumbai in India and Osaka in Japan

have high density of population because they offer good opportunity of employment in industries and other fields.

5. Fertile soil : Areas with fertile soil support a large population, because the land is fit for cultivation, e.g. fertile plains of the Ganga and Brahmaputra in India, Hwang-Ho in China, and the Nile in Egypt are densely populated.

6. Minerals : Most of the industries are located in places where minerals are easily available. These places are more populated, e.g. the states of Bihar and Orissa are thickly populated.

7. Political factor : Countries with stable governments tend to have denser populations such as Singapore. On the other hand, countries with unstable governments engage in frequent wars tend to have sparse populations as people migrate from there, for example, Afghanistan and Sudan.

8. Social factor : People tend to move to those places which have better education, housing and health facilities, e.g. Delhi.

- c. An interesting way of studying the population composition of a country is population pyramid, also called an age-sex pyramid.

A Population pyramid shows : The total population divided into various age groups, e.g., 5 to 9 years, 10 to 14 years.

The percentage of the total population, subdivided into males and females, in each of those groups.

It tells us number of children (below 15 years) and reflect the level of births.

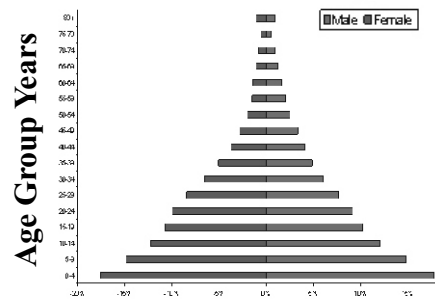
It also shows us the number of aged people (above 60 years).

It also shows us how many dependents are there in a country.

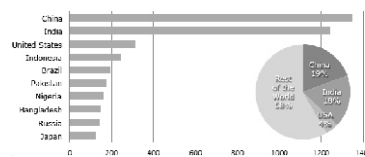
The population pyramid of a country in which birth and death rates both are high is broad at the base and rapidly narrows towards the top. This is because although, many children are born, a large percentage of them die in their infancy, relatively few becomes adults and there are very few old people. This situation is typified by the population pyramid of Kenya.

- d. **Distribution of Population :** 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 character... the



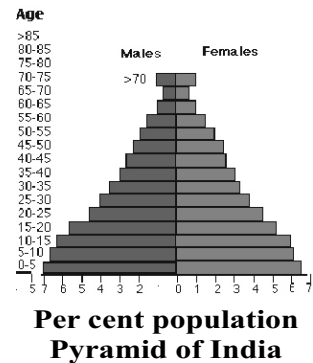
Population Pyramid



World's most populous countries

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. In countries where death are (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. Such populations contain a relatively large number young people and which means a strong and expanding labour force.



Formative Assessment (CCE Pattern)

Do it yourself



Unit-2 : History

When, Where and How?

Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. iii, b. i, c. i, d. iii, e. ii

2. Oral Questions :

Ans. a. We study history to the part.

b. Discovering the sea route to India by Vasco da Gama can be marked as the beginning of the modern period of Indian history.

c. Ancient history and medieval history are the two periods of history other than the modern period.

3. Fill in the blanks :

Ans. a. In **1453**, the modern period began around the 18th century.

b. Aurangzeb died in the year **1707**.

c. Vasco do Gama discovered to India in **1498**.

d. India, became a free country in **1947**.

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- In AD 1453, the Turks took control of the overland trade routes connecting Europe to the East. This forced the Europeans to look for alternative sea routes to India.
 - The invention of astrolabe, mariner's compass use of gunpowder, improved cartography and ship-building helped the voyages of discoveries in the 18th century.
 - Industrial Revolution is called so because of its impact on technology, society, economy and culture in the late 18th and early 19th centuries.
 - The wealth of India led to the establishment of British rule in India.
 - Primary sources consist of original government documents and records, books printed at that time, paintings, monuments and other archaeological remains etc.

2. Answer the following questions in detail :

- Ans.**
- The World in 18th Century :** In AD 1453, the Turks took control of the overland trade routes connecting Europe to the East. This forced the Europeans to look for alternative sea routes. The zest for adventure initiated by the Renaissance also encouraged long sea voyages. The invention of astrolabe, mariner's compass, use of gunpowder, improved cartography and ship-building facilitated the process. Spanish and Portuguese explorers such as Magellan, Christopher Columbus and Vasco da Gama made their mark in finding new sea routes across the globe. Vasco da Gama discovered the sea route to India. He reached the port of Calicut in 1498.
Discovery of new sea routes helped in new trade contacts, which led to the policy of imperialism the practice of controlling the territory, political system and economic life of a less powerful country by a more powerful one.
Around the 18th century, a number of significant events took place in the world. One of the most important events of this time was the Industrial Revolution. It started in Britain and gradually spread to the several other European countries. It is called a Revolution because of its impact on technology, society, economy and culture in the late 18th and early 19th centuries. These changes came about as a result of the emergence of an economy based on industry and machine manufacture which had replaced manual labour.
The effects of the Industrial Revolution spread throughout Western Europe and North America and eventually affected India as well, when India was drawn into the vertex of British colonial rule.

- b. After Aurangzeb's death in 1707, the Mughal Empire went into a rapid decline. The later Mughal rulers did not have the capabilities needed to hold this vast empire together. Powerful new kingdoms were established by the Marathas and the Sikhs. The rulers of Hyderabad, Awadh, Carnatic and Bengal ruled independently over their provinces. These new powers constantly fought for supremacy among themselves.

This was also the time when merchants from Europe began establishing trading bases along India's coast. In the course of time, the Europeans took advantage of the rivalries among the Indian rulers and made their own bases stronger. The Europeans also fought among themselves for control over the hugely profitable trade with India. Soon, the British had established themselves as the main power in India. Within a hundred years they had moved from being mere traders, to being the rulers of the Indian subcontinent.

This year you will learn about the impact of 200 years of British rule on India. You will also learn how, after years of being exploited, the Indians gradually came together to fight for their freedom, and how India finally became a free country in 1947.

- c. **SOURCES FOR THE MODERN PERIOD**

There are many sources of modern period of Indian history. These resources can be divided into two categories. Primary sources and Secondary sources.

Primary sources consist of original government documents and records, books printed at that time, paintings, monuments and other archaeological remains etc. Most of these sources are preserved in archives, museums and libraries in India and London. The government documents were issued by the rulers in different parts of the country e.g., the Sikhs in the Punjab, the Marathas in the western India and Hyder Ali and Tipu Sultan in Mysore. The documents were also issued by the European powers such as the English, the Portuguese, the French, the Dutch and the Danes. The government documents help us to know the relations of different powers with each other on the one hand and true nature of the British rule in the country on the other.

The British set up record rooms in all administrative offices such as tehsildar's office, the Deputy Commissioner's office, the Secretariats in Centre and provinces and law courts etc. In these record rooms official documents, notes, reports/and other directives are carefully kept.

In addition, detailed surveys of various aspects of the country such as revenue, flora and fauna, zoological, archaeological, forest etc. were conducted. The survey reports and records of total population of the country were important sources of modern period of India history. Yet

these official records were always not very faithful and authentic because these were written from the British point of view. They did not reflect the feelings of the people of India.

Formative Assessment (CCE Pattern)

Do it yourself



The Establishment of Company Power

Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. iv, b. i, c. iv, d. iv, e. iii

2. Oral Questions :

- Ans. a. Portuguese, Dutch, British and French companies.
b. Jahangir granted permission to the British to establish a factory at Suraj.
c. East India company and the Nawab of Bengal.
d. Tipu Sultan was known as 'Tiger of Mysore'.
e. Lord Dalhousie introduced 'Doctrine of Lapse'.

3. Fill in the Blanks :

- Ans. a. Vasco da Gama landed at **Calicut** India in 1498.
b. King James I sent **Sir Thomas Rao** as ambassador to the court of Jahangir.
c. The first British factory in India, was set up at **Masculipatnam**.
d. The Battle of Plassey was fought on **1757**.
e. The Doctrine of Lapse was introduced by **Lord Dalhousie**.

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

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

5. Match the following :

- Ans. a. Diwani ————— i. Kittur
b. Tiger of Mysore ————— ii. French Governor
c. Dupleix ————— iii. The Subsidiary Alliance
d. Rani Channamma ————— iv. Tipu Sultan
e. Lord Wellesley ————— v. Right to collect revenue

Summative Assessment (CCE Pattern)

1. Define the following :

- Ans. a. **Carnatic Wars** : The presence of two traditional rivals and clash of trade interests between the two, led to a series of wars. These wars were known

as lasted for nearly twenty years and led to the establishment of British power in India.

- b. **The Subsidiary Alliance** : The British Governor-General, Lord Wellesley, after the Battle of Buxar, introduced the 'Subsidiary Alliance System.' Under this a state was supposed to become a subsidiary of the British, keep a resident who was chief advisor to the king and maintain an army for the protection of the kingdom. The king was even supposed to pay for the maintenance of this army. Awadh and Hyderabad were forced to become subsidiary states.
- c. **The Doctrine of Lapse** : Lord Dalhousie, the Governor General of the East India Company between 1848 and 1856, introduced the annexation policy called the Doctrine of Lapse. According to the Doctrine, any princely state or territory under the direct influence (paramourtry) of the Company, as a vassal state under the British Subsidiary System, would automatically be annexed if the ruler died without a direct heir. The Company took over the princely states of Satara (1848), Jaipur and Sambalpur (1849), Udaipur (1852), Nagpur and Jhansi (1854), Tanjore and Arcot (1855) and using this doctrine.

Annexation of Awadh

In 1848, Lord Dalhousie Expanded the empire and his policy. He annexed satara, Nagpur Jhansi and many other kingdoms. Awadh was annexed in 1856. The company gave misrule in Awadh as the reason for annexation. They claimed that it was their duty to rid Awadh from the misrule of the Nawab. This policy created unrest among the Indian soldiers in the British army as most of them came from Awadh and neighbouring regions.

2. Answer the following questions in short :

- Ans.**
- a. There was a great demand for Indian spices in Europe; as such the trade in spices brought big profits. In fact, Europeans, during the winter season, depended mainly on meat, which could only be preserved and its taste improved with the use of spices. In addition to this, there was a great shortage of gold in Europe, so the Europeans were more attracted towards India. Gold was the only media at trade and they could find gold in India in sufficient quantity.
 - b. Three Anglo-Maratha wars were fought between 1775 and 1818. Maratha wars were fought between the British and the Maratha.
 - c. The competition and rivalry between the French and the English in India lasted longer and was of great importance to both nations. During the 18th century the English and the French were often at war with each other. There were called carnatic wars.
 - d. **Battle of Buxar (1764)** : In 1763, Mir Qasim, the runaway Nawab, went to Awadh and entered into an alliance with Nawab Shuja-ud-Daulah and the Mughal emperor Shah Alam, who was there as a refugee after the

Third Battle of Panipat. In 1764, the combined forces of Mir Qasim, Shuja-ud-Daulah and Shah Alam met the British at the Battle of Buxar. Clive defeated them very badly, Mir Qasim fled away and was never heard of again. Shuja-ud-Daulah and Shah Alam submitted and the war came to an end by the Treaty of Allahabad in 1765.

- e. Satara, Jaipur and Sambalpur, Udaipur, Nagpur and Jhansi, Tanjore and Arcot.

3. Answer the following questions in detail :

- Ans.**
- a. The Battle of Plassey was a decisive British East India Company's victory over the Nawab of Bengal and his French allies. The Battle helped Britishers to establish British rule in India for the next two centuries. The Battle took place on June 23, 1757, at Plassey, West Bengal, on the banks of the Bhagirathi River, about 150 km north of Calcutta, near Murshidabad, then the capital of the Nawab of Bengal. The opponents were Siraj-ud-Daulah, the last independent Nawab of Bengal, and the British East India Company. The Battle was waged during the Seven Years' War in Europe (1756-1763). The French East India Company sent a small contingent to fight against the British East India Company. Siraj-ud-Daulah's army commander, Mir Jafar, defected to the British, causing his army to collapse. As a result, the entire province of Bengal fell into the hands of the Company. The enormous wealth gained from the Bengal treasury allowed the Company to significantly strengthen its military might.
 - b. In the settlement with the nawab of Bengal, the English got the right of diwani or the right to collect revenue in the province of Bengal, Bihar and Odisha. The English now became the undisputed masters of eastern India.
 - c. During the later half of the eighteenth century, the kingdom of Mysore and the English East India Company fought a series of wars, called Anglo-Mysore wars.
One very important reason for the first Anglo-Mysore War was that Mysore had control over the trade in Malabar coast which was very lucrative for East India Company, especially in spices like pepper and cardamom. In the First Anglo-Mysore War, Hyder Ali, the ruler of Mysore, defeated the British. Later, in Second Anglo-Mysore War, Tipu Sultan, the son of Hyder Ali, fought with great courage and outshined his rivals that included the combined forces of the British, Marathas, and Nizam. In 1785, Tipu stopped the export of sandalwood, pepper, and cardamom from the ports of his kingdom. He never gave permission to local rulers to trade with the Company. He also modernised his army with French help. Due to these reasons, the Company.
 - d. Three Anglo-Maratha Wars were fought between 1775 and 1818. The British supported the ageing Raghunath Rao for the post of Peshwa,

while the rest of the Marathas, under the leadership of Nana Phadnavis, were in favour of the young Madhav Rao II. This resulted in the first Anglo-Maratha War. After fighting for almost four years, the British were forced to acknowledge Madhav Rao II as the Peshwa.

After the death of Nana Phadnavis in 1800, the Maratha chiefs started fighting openly among themselves. The British took advantage of this and comprehensively defeated the Marathas in the Third Anglo-Maratha War (1817-1818). The post of the Peshwa was abolished, and large parts of the Maratha kingdom were annexed by the British. This marked the virtual end of Maratha rule in India.

- e. Indian powers were defeated by the British. different Indian powers that emerged as a result of the break-up of the Mughal Empire were not only small in size but also weak in resources. these powers were always engaged in fighting against each other. Each power was eager to expand itself at the expense of the other. The British, on the other hand, were under one command; so they were able to defeat the different Indian rulers one by one. the different Indian rulers failed to give a stable and efficient government to the people, hence, they could never win the loyalty of their subjects. the internal weaknesses and the fear of attack by powerful neighbours coupled with assurance of dynastic inheritance given by the British, led many states, like Hyderabad, to seek protection under the British. Fifthly, the Industrial Revolution in England added to the superiority of the British. They could now muster big armies and equip them with better arms. In the face of the rising strength of Britain, Indian powers fell an easy prey to British imperialism. the mastery over the sea that England enjoyed, ultimately led them to overshadow all the powers of the Indian subcontinent.

Formative Assessment (CCE Pattern)

Do it yourself.



Structure of Colonial Administration

Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. ii, b. ii, c. i, d. i

2. Oral Questions :

Ans. a. Illegal trade of the company officials and their luxurious lifestyle forced to formulated the Regulating Act of 1773.

- b. The Pitt's India Act of 1784.
- c. Lord Cornwallis, in the real sense was the founder of civil services in India. He separated the commercial and revenue branches of administration, banned the acceptance of presents by the administrative officials and instead arranged the payment of handsome salaries to them.

3. Fill in the blanks :

- Ans.**
- a. The **regulating Act of 1773** provided for the appointment of a governor-general in Calcutta.
 - b. The dual government in the country was continued up to **1765**.
 - c. **Subedar** was the highest position for an Indian in the British army.
 - d. The System of open competition through exams was introduced by the Charter Act of **1853**.
 - e. The Supreme Court was set up at **Calcutta**.

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- a. However, this act was not very effective. The governors of Madras and Bombay resented the control imposed on them and often took independent decisions without consulting the governor-general. The members of the council also had differences with the governor-general. To remedy these gaps, Pitt's India Act was enacted in 1784. (William Pitt the Younger was prime minister of England at that time.)
 - b. **The Pitt's India Act Of 1784 :** To rectify some shortcomings in the Regulating Act, the Pitt's India Act was passed. It enhanced the British Parliament's control by establishing the Board of Control for colonial India. The board constituted of six members selected from the cabinet itself.
They were the secretary for finance, secretary of state for India, and four privy councillors of state for India. The new act did not interfere with the business aspect of the company. However, the board of control had the power to appoint the governor-general. The governor-general now had to take permission from the board of control before entering into any treaty or declaring war against native kings. Thus, there was dual governance in the country, which continued till 1858.
 - c. The Charter Act of 1813 abolished the Company's monopoly on Indian trade. Trade was open to all British subjects. The Company only retained its monopoly on trade in tea and its trade with China.
 - d. **The Police :** When new territories were annexed, law and order had to be maintained within them. For this the British instituted the police. Cornwallis, who became the governor-general in 1786, reorganised the police system. Each district was placed under a superintendent of police.

The districts were further divided into thanas and each thana was headed by a daroga. The towns were under the charge of kotwals. The village policeman came to be called the chowkidar. But the police were seen by the local people as corrupt and as harassers of the poor. In the police service too Indians could not rise above a certain level as higher posts were reserved for the British.

2. Answer the following questions in detail :

- Ans. a. The Regulating Act of 1773 :** This act provided for the appointment of a governor-general in Calcutta, who was to supervise the governors of Madras and Bombay. Provision was made to set up a supreme court in Calcutta with a chief justice and three judges. The company's directions had to show all its correspondence and documents to the British government. Also, to curb corruption, all officials of the company had to furnish details of their assets.

However, this act was not very effective. The governors of Madras and Bombay resented the control imposed on them and often took independent decisions without consulting the governor-general. The members of the council also had differences with the governor-general. To remedy these gaps, Pitt's India Act was enacted in 1784. (William Pitt the Younger was prime minister of England at that time.)

Note : The act was the first instance of direct interference by the British government in the Company's affairs in India.

- b. The Company's right to trade was based on the Royal charter, which was renewed every 20 years. Gradually, restrictions were imposed upon the company through the charters.**

The Charter Act of 1813 abolished the Company's monopoly on Indian trade. Trade was open to all British subjects. The Company only retained its monopoly on trade in tea and its trade with China.

The Charter Act of 1833 completely ended the Company's trade monopoly as it was instructed to discontinue its commercial activities in India. The Company became a mere administrative body under the supervision of the Board of Control.

- c. The Pitt's India Act of 1784 :** To rectify some shortcomings in the Regulating Act, the Pitt's India Act was passed. It enhanced the British Parliament's control by establishing the Board of Control for colonial India. The board constituted of six members selected from the cabinet itself.

They were the secretary for finance, secretary of state for India, and four privy councillors of state for India. The new act did not interfere with the business aspect of the company. However, the board of control had the power to appoint the governor-general. The governor-general now had to take permission from the board of control before entering into any treaty

or declaring war against native kings. Thus, there was dual governance in the country, which continued till 1858.

- d. **The Civil Services** : Lord Cornwallis, in the real sense, was the founder of civil service in India. He separated the commercial and revenue branches of administration, banned the acceptance of presents by the administrative officials and instead arranged the payment of handsome salaries to them.

The prestige and salary attached to the civil service attracted a large number of young men of British aristocratic families. Initially, only people nominated by the directors of the company could enter the civil service which meant that the British families dominated the civil service. Indians were not allowed to enter the civil service. In fact, in 1793 a rule was made that no Indian would be eligible for posts carrying £ 500 and above as salary. The Charter Act of 1853 introduced a system of open competition through exams but nonetheless a system of discrimination against the Indian employees of the company continued for a very long time. The basic idea was that the British should not face any competition from the Indians.

Collector : Under the British administration, the civil servants appointed to look after the administration were also called Collectors. The main job of Collector was to collect land revenue. He also had to maintain law and order with the help of other officials. The Collector emerged as the new power centre in the districts of India.

The Armed Forces : Army was an important element of the British rule in India. The Battle of Plassey (1757) was won by Clive with a small force against a vast army of Siraj-ud-Daulah. In fact, the superior military power of the English helped them to win battles, one after another, against the Indian rulers and other European powers in India. There were in fact, three disciplined armies, in Bengal, Bombay and Madras. The Indian soldiers sipahis or sepoy, chiefly recruited from Uttar Pradesh and Bihar, formed the bulk of the troops in these armies. But the officers were mainly British. The Indian sepoy armed with muskets and match locks and European style training fought for the British because they were paid to do so. The highest promotion of an Indian soldier was that of a subedar. Besides, the Indian sepoy had to give up their caste and religious feelings in the British army.

The Police : When new territories were annexed, law and order had to be maintained within them. For this the British instituted the police. Cornwallis, who became the governor-general in 1786, reorganised the police system. Each district was placed under a superintendent of police. The districts were further divided into thanas and each thana was headed by a daroga. The towns were under the charge of kotwals. The village policeman came to be called the chowkidar. But the police were seen by

the local people as corrupt and as harassers of the poor. In the police service too Indians could not rise above a certain level as higher posts were reserved for the British.

Judicial Organisation : In the beginning of the British rule, Maulvis and Hindus were consulted to make interpretations of traditional laws prevalent in India. In 1775, a digest of Hindu laws was compiled by eleven pandits. This digest was translated in English, by NB Halhed. By 1778 a code of Muslim law was also compiled. In 1772 a new system of justice was established. Under this system each district was to have two courts, viz. a criminal court (fauzdari adalat) and a civil court (diwani adalat). A quazi and a mufti was to look after the criminal court and the criminal court was under the supervision of the Collectors. By the Regulation Act of 1773, a Supreme Court was set up at Calcutta. A court of appeal; the Sadar Nizamat Adalat, was also set up at Calcutta.

A graded system of courts evolved over a period of time to dispense justice. Gradually high courts were established at Bombay, Calcutta and Madras. The Indian judges headed subordinate courts.

Formative Assessment (CCE Pattern)

Do it yourself



Rural Life and Society

Formative Assessment (CCE Pattern)

1. Multiple Choice Questions (MCQs) :

Tick (✓) the right answer :

Ans. a. i, b. iii, c. ii, d. i, e. iv

2. Oral Questions :

- Ans. a. Permanent settlement created a new class of landlords in the form of zamindars. They became the political allies of the British.
- b. Blue Rebellion : The oppressive indigo system finally resulted in large-scale revolt from the peasants. It started in March 1859 when thousands of ryots in Bengal refused to grow indigo.

3. Fill in the blanks :

- Ans. a. The British came to India to gain **money (Revenue)**.
- b. The Permanent Settlement was introduced in **1793**.
- c. The term 'Mahal' means **village**.
- d. Cotton, Jute and Sugarcane are **cash** crops.
- e. The final nail in the coffin of Indigo production was Mahatma Gandhi's 1917 **Champaran Movement**.

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

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

Summative Assessment (CCE Pattern)

1. Define the following :

- Ans. 1. **Ryot** : An Indian peasant is called ryot.
2. **Mahal** : A 'mahal' is a village or a group of village.
3. **Diwan** : Diwan was the officer to collect revenue.
4. **Nij** : Nij was a method of indigo cultivation.

2. Answer the following questions in short :

- Ans. a. British started interfering in the village administration and the village panchayats lost their importance. Revenue was collected as a fixed amount without taking the quantity of the produce in consideration. Since the peasants had to pay the revenue in cash, they were forced to raise those crops which could be sold in the market. As a result, the village lost their self-sufficiency under the British rule.
- b. In permanent settlement zamindar used to collect the rent from the peasants and deposit the revenue in the company. In Ryot wari settlement the settlement was made with the cultivators, who had cultivated the land for generations. The fields were carefully surveyed, before the revenue was fixed.
- c. The self-sufficiency of the Indian villages was completely broken under the British. Indian peasants were forced to grow commercial crops such as tea, coffee, indigo, jute, oilseeds, sugarcane, mulberry, rubber etc. Many of these crops were raw materials for industries of Britain. These crops were grown on large estates called plantations, owned by the Europeans. The plantations were mainly in Assam, Bengal and Kerala. The oppressive land-revenue settlements coupled with plantation agriculture made peasants and other tribal groups rise up in rebellion against the British.
- d. **The Blue Rebellion** : The oppressive indigo system finally resulted in a large-scale revolt from the peasants. It started in March 1859 when thousands of ryots in Bengal refused to grow indigo. They refused to pay rents to the planters and attacked indigo factories. They were armed with swords and spears, bows and arrows. Even women joined the fight bearing pots, pans and kitchen implements. The zamindars, who were worried about the growing power of the planters, lent support to the peasants. The government was worried that this might take the shape of a large revolt. Many intellectuals from Calcutta rushed to the indigo districts in support of the rebellion. They extensively wrote about the ills of the indigo system and how the planters were taking advantage of the poor ryots.

- e. The price paid by British buyers for indigo was not very high. This resulted in endless debt trap for cultivators. Diversion of fertile lands to indigo plantation further resulted in reduced production of rice. Once indigo was grown on a land, the land did not remain fertile enough for rice cultivation.
- f. **Drawbacks :** 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.

3. Answer the following questions in detail :

- Ans. a. Effect On Rural Life :** Rural life before the coming of the Europeans was simple with small requirements which were fulfilled within the village itself. Hence, the Indian villages were more or less self-sufficient. Moreover, the village panchayats settled disputes that arose in the villages. The peasant families cultivated the land and paid a part of the produce to the rulers as revenue. They enjoyed certain rights over the land and could not be evicted. The revenue was generally collected by the village headman or the intermediaries.

When the British established their rule they continued with the old system under the supervision of their own officials and their Indian agents. But the peasants and the landlords were oppressed and exploited by the company officials. 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. Revenue was collected as a fixed amount without taking the quantity of the produce in consideration. Since the peasants had to pay the revenue in cash, they were forced to raise those crops which could be sold in the market. As a result, the village lost their self-sufficiency under the British rule.

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

The Company introduced the Permanent Settlement of Bengal 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.

- It also provided financial security to the zamindars. Many of the wastelands and forests became cultivable.
 - 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. **Mahalwari Settlement** : In the early nineteenth century, Company started to feel a need for change in the revenue collection system. Villages were seen as important social institution in the north Indian society. British felt a need to preserve this institution. An Englishman called Holt Mackenzie, devised a new system in 1822. Areas of modern Uttar Pradesh were called North Western provinces of Bengal during those days. Under the direction of Mechanzie, district collectors undertook a survey of villages in these provinces. They devised a detailed plan of rates of revenue to be collected from each village. A village was called a mahal in this system and hence the name, mahalwari system came into use. In the mahalwari system the village headman was given the charge of revenue collection.
- d. There were two systems for indigo cultivation, viz. nij cultivation and ryoti cultivation. In the nij system farmers produced indigo on their own fields. In the ryoti system peasants took lands on rent for indigo cultivation.

Drawbacks of Nij System : There were many drawbacks with the nij system of indigo cultivation. Indigo could be grown 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. Moreover, as most of the village were densely populated so large-sized plots were scarce. Farmers were also not willing to divert the land from rice to indigo.

Formative Assessment (CCE Pattern)

Do it yourself.

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

Ans. a. iii. b. iii. c. iv. d. iv. e. ii.

2. Oral Questions :

- Ans.**
- 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 traditional practices. They disliked paying new taxes.
 - A tribe is a group of people united by a common name, a common language in which the members take pride. They share a common territory, and a common culture.
 - The traders and money lenders were evil outsiders for the tribes. They were called dikus by the tribes.

3. Fill in the blanks :

- Ans.**
- Tribals share a common **territory**, and a common **culture**.
 - The tribals do not follow the **caste** systems.
 - Jhum cultivation is a kind of **shifting** cultivation.
 - The Kharwar rebellion took place in **1882**.
 - The sauthals revolted under the leadership of two brothers : **Sido** and **Kanhu**.
 - Birsa Munda passed away in **1901**.

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

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

5. Match the following :

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

Summative Assessment (CCE Pattern)

1. Define :

- Ans.**
- Dikus :** For the tribals, buying and selling meant debt and poverty. The traders and money lenders were evil outsiders (dikus). They were often considered to be the main cause of their misery.
 - Tribals :** A tribe is a group of people united by a common name, a common language in which the members take pride. They share a

common territory, and a common culture. A member of the tribe is known as tribal or adivasi.

- c. **Jhum Cultivation** : 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. Trees were cut with axe and hoe to scratch the soil, to make it fit for cultivation. Seeds were scattered on the field. Once harvesting of crops was done farmers shifted to another field. The cultivated field was left for some years so that it could regain its fertility. This was called Jhum or Shifting cultivation and was practised in the hilly and forested parts of north-east and central India. People of this tribe remained confined to forests only.
- d. **Reserved forests** : Life of tribals was directly linked to the forest. Any change in laws of forest would have a direct impact on the lives of the tribals. Forests producing timber were called reserved forests. In such forests, tribals were not allowed to roam freely or practice Jhum cultivation.

2. Answer the following questions in short :

- Ans.**
- a. The tribals were against the dikus because they were evil outsiders for them. They gave loans and charged a high rate of interest.
 - 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. The forests were the source of natural resources for British.
 - d. The tribals rose against the British because they disliked restrictions on their traditional practices imposed by the British.
 - e. 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. But when they felt that the government did nothing to safeguard their interest, they turned against it. They rose in revolt under the leadership of two brothers, Sido and Kanhu with a view to turn out the British from their territory and establish their own rule.
 - 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.

3. 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 turned paid revenue to the state. The British effort to settle Jhum cultivation paid dividends. Scarcity of water, however, did give them some problems.

- b. Tribes were angry at exploitation by traders and money lenders. By late nineteenth and early twentieth centuries, tribal groups in different parts of the country rebelled against these problems. Examples of such revolts are : Kol's rebellion in 1831-32, Santhal's rebellion in 1855 Bihar-Bengal, Bhils' Bastar rebellion in 1910, Madhya Pradesh Maharashtra and the Warli revolt in Maharashtra in 1940. Birsa Munda was a tribal from Jharkhand and he led one such movement.
- c. The Nagas revolted against the the British in 1849 and could be suppressed only in 1850-51.

The Kukis who inhabited the Lushai hills and the hill region of Manipur and Tripura and engaged themselves in hunting, attacked the British territories in 1829, 1844 and 1849. They were finally forced to submit in 1850.

More To Know : The war cry of Bihar Regiment is Birsa Munda Ki Jai (Victory to Birsa Munda). The Bihar Regiment is an infantry regiment of the Indian Army. The regiment can trace its origin back to the British Indian Army. The Bihar Regiment was formed in 1941 by regularising the 11th (Territorial) Battalion, 19th Hyderabad Regiment, and raising new battalions.

The Khonds occupied a large tract of territory called Khondmals, neighbouring Odisha. They led a primitive life with their own social customs. They feared that the British would annex their lands and exact forced labour. Therefore, they revolted in 1846. The revolt was suppressed in 1848 and they finally submitted to the British rule.

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. But when they felt that the government did nothing to safeguard their interest, they turned against it. They rose in revolt under the leadership of two brothers, Sido and Kanhu with a view to turn out the British from their territory and establish their own rule. They succeeded in their efforts in the beginning and the British were turned out of the entire Santhal territory. But by February 1856, the revolt was suppressed brutally.

In 1870, the Kharwar rebellion took place and in 1882, the Kacha Nagas of Cachar revolted under the leadership of Sambhudan.

In 1917, the Santhals again revolted against forced recruitment of labour in Mayurbhanj. The same year witnessed the revolt of the Kukis in Manipur. Both were suppressed.

- 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 charges 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 Birsa Raj.

Birsa passed away in 1901. However, he had already become a hero by that time. People looked upon Birsa as God having miraculous healing power. He urged the Mundas to give up drinking liquor, and gambling and not to believe in witchcraft or sorcery.

As a result of the Munda Rebellion, an Act called the Chotanagpur Tenancy Act of 1908 was passed. It banned forced labour and assured local customary land rights to them. The grievances of the Mundas were looked after as the government officials were stationed closer to their villages. The rebellion inspired further smaller movements in the region.

Formative Assessment (CCE Pattern)

Do it yourself.



Crafts and Industries

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

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

2. Oral Questions :

Ans. a. Handicraft Industry
c. Jamretji Numerwanji Tata

b. Dadabhai Naroji
d. Bengal and Bihar

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- 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.
 - The British were sending millions of pounds every year from India to England. Indian Scholars such as Dadabhai Naoroji, R.C. Dutt and M.G. Ranade studied this aspect. Dadabhai Naoroji in his book Poverty and Un-British Rule in India, gave the famous theory called Drain of wealth Theory. Indian wealth was being drained in the form of raw materials, profits, gifts and administrative expenses without equivalent return. The company's servants sent 6 million sterling from India to England between 1757 and 1765.
 - This was first established in Mumbai where the first cotton mill was established by Cowarjee Nambooy in 1853. Later, many more mills were set up in Ahmedabad, Bombay and Madras. Most of the cotton mills were owned by the Indians.
 - Cotton Textile industry, Jute industry, Coal mining, Sugar industry, Iron and steel industry.

2. Answer the following questions in detail :

- Ans.**
- The decline of traditional industries in India was considered inevitable by the British officials as part of the process of modernisation as it had happened in the West. In England, the suffering caused by the decline of handicrafts was soon accompanied by greater employment opportunities and income generating effect of factory industries. In colonial India, the artisans were made to bear the burden of development in a country six thousand miles away, since the growth of Indian factories was non-existent before the 1850's and 1860's and painfully slow even afterwards. The only choice left for craftsmen and artisans was to turn to agriculture. The gradual destruction of rural crafts broke up the union between agriculture and domestic industry in the countryside and this in turn led to the destruction of the self-sufficient village economy. On one hand, hundreds of peasants who had supplemented their income by part time spinning and weaving now had to rely overwhelmingly on cultivation. On the other hand, hundreds of rural artisans lost their traditional source of livelihood and became agricultural labourers. This increasing pressure on agriculture was one of the major causes of extreme poverty of India

under British rule. Thus, the process of industrialisation of Britain was accompanied by de-industrialisation of India.

However, peasant crafts, which were practised as a subsidiary occupation during the lean agricultural seasons, using locally available cheap raw materials such as basket weaving and craftwork were immune to competition from machine made foreign goods. Minor manufacturers in villages like potters, blacksmiths etc. were also not much affected.

- c. The second half of the nineteenth century saw the emergence of a few modern industries in India. Those were mostly owned and controlled by the British companies. A few were owned by Indians but they failed to develop fast because of the unconcerned attitude of the government. It was under the impact of the nationalist movement in the late nineteenth and early twentieth century and the compulsions of world wars which fuelled the development of modern industries in India in the 20th century. Industrialization 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.

Tea : Tea, introduced in the nineteenth century, went on to become the biggest plantation industry within a short span of time. The tea gardens located in Assam, Bengal and south India steadily increased their production and by early years of the twentieth century Indian tea topped the list in the world tea market. It found its biggest market in England.

Coffee, cinchona and rubber were the other items of plantation industry which found a world wide market. However, it was the British capital which monopolised these till the end of British rule in India.

In the second half of the 19th century, modern, mechanized industries were set up by the British. This brought a complete overhaul to the industrial scenario in India. The industries which developed during this time was cotton, jute, coal iron and steel, sugar and cement.

Cotton Textile industry : This was first established in Mumbai where the first cotton mill was established by Cowarjee Nambooy in 1853. Later, many more mills were set up in Ahmedabad, Bombay and Madras. Most of the cotton mills were owned by the Indians.

Jute industry : Like the cotton industry, the jute industry was also started in India in 1850s. This industry exclusively developed in and around Kolkata because of its proximity to the source of raw material supply. The first jute mill was started when Mr George Acland brought jute spinning machinery to Rishra, a small town in Bengal in 1855. Later on, many more mills were opened by different people, mostly in Bengal. In 1887 there were 20 jute mills, employing about 20,000 persons. In 1901, their number rose to 36 employing about 115,000 persons.

Coal Mining : Coal-mining also started in a big way during this period and the coal-mines of Bengal, Bihar and Odisha supplied a coal for use in railways and smelting iron-ore, to make steel. The Bengal Coal Company was established in 1843. Coal mining remained confined to Bengal and Bihar. There were more than hundred coal mines by the end of 19th century, employing lakhs of workers.

Sugar Industries : In the 1930s, the sugar industry progressed consistently and was mostly owned by Indians. India became the largest sugar producing country in the world.

Other Industries : The cement industry was also established around this period. Other industries of import were paper, matches and the glass industry. Thus, the growth of Indian industries, through slow and erratic, was quite notable.

Formative Assessment (CCE Pattern)

Do it yourself.



The Revolt of 1857

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

Ans. a. i. b. iv. c. iii. d. iii.

2. Oral Questions :

Ans. a. Rani Laxmi Bai

b. Sikhs, Rajputs and Gorkhas.

c. All this shows that it was clearly a popular revolt. It was characterized by Hindu-Muslim unity. Unity between different regions also existed. Rebels in one part of the country helped people fighting in other areas.

3. Fill in the blanks :

Ans. a. There was great resentment among the people because of annexation of **British rule**.

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 Jafar** as the emperor of India.

e. The **Sikhs**, **Gorkhas** and the **Rajputs** remained loyal to the British.

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

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

Summative Assessment (CCE Pattern)

1. Define the following :

- Ans.**
- Sepoy** : Indian soldier in the British army was called sepaiy.
 - Revolt** : Revolt was the struggle against exploitation.
 - Enfield Rifle** : Enfield Rifle was introduced in the army in 1856.
 - Rebel** : Rebel was the fight against the system.

2. Answer the following questions in short :

- Ans.**
- 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.
 - A large number of native rulers and chieftians such as those of Satara, Jhansi, Sambalpur, Nagpur and Awadh were made to part with their kingdoms in an unjust manner. This created bitterness towards the British rule among the displaced ruling class.
The expansionist policies of the British made all the Indian rulers suspicious of their intentions.
The British discontinued the policy of granting pensions and titles to the Indian rulers, which caused widespread distress and discontent. For instance, Nana Saheb, the adopted son of Baji Rao II, was deprived of pensions.
 - 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.
 - Begum Hazrat Mahal along with the support of the sepoys, peasants, taluqdars, and the chiefs of Awadh, led the Revolt bravely.
 - The Revolt of 1857 was sparked by the greased cartridge incident. It began as a mutiny but soon became a popular revolt with the common support of the Hindus and Muslims.
 - 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.

3. Answer the following question in detail :

- Ans.**
- Causes of Revolt Political Causes** : A large number of native rulers and chieftians such as those of Satara, Jhansi, Sambalpur, Nagpur and Awadh were made to part with their kingdoms in an unjust manner. This created bitterness towards the British rule among the displaced ruling class.
The expansionist policies of the British made all the Indian rulers suspicious of their intentions.
The British discontinued the policy of granting pensions and titles to the Indian rulers, which caused widespread distress and discontent. For instance, Nana Saheb, the adopted son of Baji Rao II, was deprived of pensions.

Economic Causes : 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. The artisans and craftsmen were ruined because of large-scale import of cheap British manufactured goods which made their hand-made goods very expensive and hence, less in demand. Indian goods were subjected to very heavy duty when sold in England. People who were previously depended on royal patronage for their livelihood, found themselves unemployed due to displacement of the old ruling class. The drain of wealth and extremely slow pace of industrialization added to the economic grievances of the people.

Social Causes : A serious cause of discontentment among all classes of Indians was that they became apprehensive of the intentions of the British connecting their religion. The Charter Act of 1813 had allowed the missionaries to enter India. Many Indians feared that English were attempting to convert them all to Christianity.

The company's government passed certain laws which also created distrust among the people. They had misgivings even about useful social legislation passed by the British. In this context, the abolition of sati, female infanticide and encouragement of widow remarriages were considered as unnecessary interference by the British in the social customs of Indian society. The feelings of the people were hurt further by the taxes that were imposed upon the land on which temples and mosques were built. The British generally looked down upon the Indians fuelling resentment against them.

Military Causes : The Indian sepoys comprised a major chunk of the British army. Indian soldiers formed seven-eighths of the total British troops in India. 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. They were often humiliated by their British officers. The chances of promotion of Indians in the army were also very limited. They could not rise beyond the level of a subedar.

The sepoys were not allowed to wear marks which showed their caste and sect. This hurt their sentiments deeply. So also the Act of 1816 which required the new recruits to travel overseas, if needed. The Hindu sepoys resented this as according to the popular Hindu belief, travel across the sea led to a loss of caste. The soldiers were earlier given overseas allowance or bhatta to fight wars outside India but it was later discontinued.

Immediate Cause : The final spark was provided by the reaction of Company officers to the controversy over the ammunition for the new

Pattern Enfield Rifle introduced into the Army in 1853. To load the new rifle, the sepoys had to bite the cartridge open. It was remoured that the paper cartridges generally used with the rifle were greased with animal fats, regarded sacrilegious by both Hindus, and Muslims. The sepoys thought that the British are deliberately trying to hurt their religious sentiments.

- b. **Spread of The Revolt of 1857 :** On 24 April 1857, some soldiers stationed at Meerut also 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.

In Punjab, the British disarmed the Indian soldiers. The soldiers protested against it at one or two places but they were forced to yield. The soldiers revolted at some places in Rajasthan, Gwalior and Indore but they were easily suppressed. Revolt occurred at one or two places in South India but the attempts of revolt in Ahmedabad, Hyderabad, Sindh, etc., were thwarted. Delhi, Lucknow, Kanpur, Jhansi and Gwalior remained the centres of the revolt. No native ruler participated in the revolt. On the contrary, some rulers of Punjab, Rajasthan and south India helped the British in suppressing the revolt.

- c. **Causes of the Failure of the Revolt :** 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. Mardas, 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.
7. The Mughal Emperor had neither the will nor the determination required to inspire the people

Formative Assessment (CCE Pattern)

Do it yourself



Education and British Rule

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

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

2. Oral Questions :

Ans. a. **Charter Act of 1813** : In the Charter Act of 1813, the British government granted Rs 1 lakh for the promotion of education in India. As a result, a number of schools were established by Christian missionaries who came from England. These missionaries believed that educating Indians through English schools would help to convert them to Christianity. Around this time, a new group of East India Company officials gave their views in favour of giving education to the Indians in English instead of native languages. They criticised the Oriental vision of learning. They were called Anglicists.

b. Rabindranath Tagore

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

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

Summative Assessment (CCE Pattern)

1. Define :

Ans. a. **Madarsa** : It is an educational institute for muslim people.

b. **Dispatch** : In 1854 the British Government declared its intention of creating properly articulated system of education from primary school to the university. This declaration known as the wood's dispatch of 1854.

3. **Boycott** : Boycott means not accepting any law, system or rule.

2. Answer the following questions in short :

Ans. a. Why English Education was Introduced

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 traders felt the need for English language for transacting their business.
 3. 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. The Christian missionaries imparted English education with a view to convert Indians into Christianity.
- b. **Charles Wood's Dispatch, 1854** : 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 Dispatch of, 1854, was the most important step in the development of education in India. It set forth a comprehensive scheme of promoting education in India. It was recommended therein that :
- An Education Department was to be established in every province.
 - Universities on the model of the London University be established in big cities such as Bombay, Calcutta and Madras.
 - At least one government school should be opened in every district.
 - Affiliated Private Schools should be given grant-in aid.
 - The Indian natives should be given training in their mother-tongue also.
- c. **Charter Act of 1813** : In the Charter Act of 1813, the British government granted Rs 1 lakh for the promotion of education in India. As a result, a number of schools were established by Christian missionaries who came from England. These missionaries believed that educating Indians through English schools would help to convert them to Christianity. Around this time, a new group of East India Company officials gave their views in favour of giving education to the Indians in English instead of native languages. They criticised the Oriental vision of learning. They were called Anglicists.
- d. 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.
- e. **Growth of National Education** : The Swadeshi Movement called upon Indians to boycott schools and colleges administered by the British. In November, 1905, a conference was held in Bengal to create an education system managed by the Indians. Thus, the National Council of Education was set up from the funds given by rich Indians. Soon, many national schools and colleges were set up both at primary and secondary level. In its Calcutta session in 1906, the Indian National Congress also

encouraged the opening of indigenous educational institution throughout the country.

The British did pave the way for modern education in India to suit their own requirements. Education helped in spreading awareness and enlightenment, and soon became a dominant reason for the emergence of Indian National Movement.

3. Answer the following question in detail :

Ans. a. Effects 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. It created a gulf between English-educated Indians and the masses. 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 (Aryabhata, 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.
4. By the beginning of the 20th century, 94 per cent of the Indians were illiterate.

- b. **Indian Initiative :** 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.

One of India's foremost nationalist leaders G.K. Gokhale, said in 1903, "It is obvious that an illiterate and ignorant nation can never make any solid progress and must fall back in the race of life. To remove illiteracy

from India, Gokhale and others repeatedly made the demand for introducing free and compulsory education for children from the age of 6 to 10 years. But little was done by the government in this regard.

Formative Assessment (CCE Pattern)

Do it yourself



Colonialism and Urban Change

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

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

2. Oral Questions :

Ans. a. Invasions of Nadir Shah, Ahmed Shah Abdali and some local chieftains devastated flourishing cities such as Delhi and Lahore.
b. Delhi
c. British constructed Fort St. George, to guard their settlements from French and Dutch threat.
d. Mussourie, Shimla and Darjeeling were developed by the British.

3. Fill in the blanks :

Ans. a. The period from AD 600 to 1000 witnessed a slow progress in **the terms of urbanisation**.
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 AD, the capital of India was shifted from **Kolkata to Delhi**.
e. **Lord Dalhousie** introduced postage stamps.

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

Ans. a. During British rule there was some improvement in civic facilities in some major Indian cities. Piped water supply, street lights, domestic water supply, sewage, parks and playgrounds were set up in large cities, mainly in the cantonments and civil lines. Urban administrative bodies were set up from 1881 to look after civic problems. They were primarily looking after collection of local taxes, maintenance of roads, removal of garbage, primary education and public health.

- b. These new urban centres were different from the older ones in respect of their area and population. New Delhi and Chandigarh were planned cities. Public buildings, municipality offices, central markets and clock towers also became an integral part of these cities. These were built on a European plan with broad streets and open spaces and separation of residences and businesses.
- c. After 1857, the British Crown assumed direct control of the Indian subcontinent declaring Queen Victoria to be the Empress of India, resulting in the beginning of the British Raj. Tariffs on Indian merchants were raised substantially while more and more tracts of Indian farmland were seized and administered by British officials for production of goods. These goods including essential food, were then exported to Britain.
The British policy, aimed at ruining of the traditional Indian economy, led to de-urbanisation. The towns and cities, which had flourished for their handicrafts, such as Agra, Surat, Cambay and Indore, declined. Towns dealing in specialized goods, were neglected by the British, resulting in their collapse. Old centres of trade and ports declined. The centre of regional power collapsed, further when British defeated the local rulers new centres emerged. This process was called de-urbanisation.
- d. Public Works : 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. Many canals, along with the Ganga Canal, were constructed for the irrigation of land. An engineering college was opened at Roorkee. Many other works of public utility were executed under the guidance and supervision of the Public Works Department.
- e. Invasions of some rulers devastated Lahore. On the other hand, capitals of succession states such as Murshidabad (capital of Bengal) and Lucknow (capital of Awadh) emerged as important towns. However, these places lost prominence once their glory declined and the states were absorbed into the British empire.

2. Answer the following questions in detail :

- Ans.** a. The period from AD 600 to 1000 witnessed a rather slow progress in the terms of urbanization. The exploits of Mahmud of Ghazni made North India accessible to rulers from the Middle East who took India as their homeland. For the first time, Islamic influence was felt in the scene of Indian urbanization. Mosques, forts, palaces reflect Islamic art and traditional Indian values. Such a fusion of cultures gave a new dimension to contemporary urbanization.

In the Mughal Period, the country attained a high level of political, economic and cultural stability. The Mughal Period saw the revival of older established cities, the addition of new cities and the building of an interesting array of monumental structures. According to writer Abul Fazl, there were 2,837 towns in 1594. Many of the larger villages, parganas were transformed into towns known as qasbas. From the 14th century onwards, these concentrations were significant centres for various crafts and mercantile and commercial transactions. With the gradual weakening and decline of the Mughal Empire, politics underwent a major change from late 17th century onwards. In the 18th century, on the debris of the Mughal Empire arose a large number of independent and semi-independent states, such as Bengal, Awadh, Hyderabad, Mysore and the kingdom of the Marathas.

Unfortunately, many prosperous cities, which were the centres of flourishing industries, were sacked and devastated. Invasions of Nadir Shah, Ahmed Shah Abdali and some local chieftains devastated flourishing cities such as Delhi and Lahore.

- b. **Calcutta** : The British established Fort William to fortify their possessions in Kolkata. After the British won the Battle of Plassey, Kolkata became the headquarters of 1773, Governor of Kolkata was made the Governor-General of India and the Governors of Madras and Bombay were made subservient to him.

Calcutta remained the British capital till 1911. Calcutta is known as Kolkata these days.

Madras : The British had originally settled at Masaulipatnam near Madras. They were allowed entry into Madras by the local Raja and they constructed Fort St. George, to guard their settlements from French and Dutch threat. In 1658, Madras became a Presidency and all factories of the Coromandel coast were subordinated to it. Madras is known as Chennai these days.

Formative Assessment (CCE Pattern)

Do it yourself

10

Changes in Arts and Architecture

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

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

2. Oral Questions :

Ans. a. People were keenly interested in the Indian art and painting.

- b. Uday Shankar
- c. George Wittet

3. Fill in the blanks :

- Ans.**
- a. **William Jones** founded the Asiatic society in Calcutta.
 - b. Calcutta school of Industrial was established in **1864**.
 - c. Rabindra Sangeet is an amalgamation of **classical hindustani music** and **folk music** of Bengal.
 - d. The town hall was designed by **Colonel Thomas Cowper**.
 - e. The city of Chandigarh was designed by **Le Corbusier**.

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- a. William Jones
 - b. A new form of drama emerged combining the western and eastern styles. Some notable dramatists of the period were Badal Sarkar (Bengali). Vijay Tendulkar (Marathi) and Girish Karnad (Kannada). Shambu Mitra, Shriram Lagoo. Habib Tanveer and Satyadev Dubey.
 - c. Rabindranath Tagore, Mohammad Iqbal, Subramanya Bharti, Keshavsut and Qazi Nazul Islam.
 - d. Some important newspapers of the 19th Century :

Newspapers	Journalists
1. Kesari and Mahratta	BG Tilak
2. Hindu	G Subramaniya Iyer
3. Indian Mirror	NN Sen
4. Amrit Bazaar Patrika	SK Ghosh and Motilal Ghosh
5. Young India	Mahatma Gandhi
6. Voice of India	Dadabhai Naoroji
 - e. 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 domewas overseen by Sir Edwin Landseer Lutyens and the Indian Institute of Architects.

2. Answer the following questions in detail :

- Ans.**
- a. India has a rich heritage of art and painting, which can be seen found in temple, caves mosques and palaces. Indian rulers have always been great patrons of art. Artists have adorned courts of rulers such as Chandragupta Vikramaditya and Mughal Emperors Akbar and Jahangir. Since ancient times, different schools of art such as the Mathura School of Art, the

Gandhara School of Art, the Rajput School and the Mughal School have flourished.

The mid 19th century saw the fusion of the Renaissance and contemporary neo-classical styles of painting. New art schools were formed in Bombay, Madras and Calcutta which patronised new techniques in painting. The proper growth of art education in India began with the setting up of the Calcutta School of Industrial Art in 1864 (This became the Government School of Art later).

- b. 19th century was the period when the actual literacy renaissance of Bengali took place. Michael Madhusudan Dutta (1834-1873) and Bankin Chandra Chatterjee (1838-1898) were the founders of the modern age in Bengali literature. Madhusudan was the first Bengali poet to write in blank verse, who combined western influences with the essence of Indian literature. His *Meghanadvadh Kavya* written in blank verse has the same flavour as Milton's *Paradise Lost*.

The evolution of Bengali Literature started in the later half of the 19th century. The first truly romantic Bengali novel was Bankin 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 Bankin Chandra Chatterjee, who gave the nation its national song *Vandemataram* from his political novel *Anandamath*.

- c. **Mumbai** : Bombay (now Mumbai) was given to English King Charles II as dowry during his marriage to the Portuguese princess, Catherine of Braganza in 1662. In 1687, 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. In the same year, universities were established in the two other Presidency towns of Calcutta and Madras. It was one of the first educational institutions to be established following the Wood's Despatch on Education in 1854. 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 magnificence of British rule. The construction was completed in 1924 and the Gateway was opened in December 1924 by the Viceroy Earl of Reading.

The British constructed monumental buildings primarily to reflect the glory of the Empire. The Chhatrapati Shivaji Terminus, the Elephanta Caves, the first railway line that was laid between Mumbai and Thane which is still in use are the heritage sites of Mumbai. The Terminus is part of the legacy of Lord Curzon, the first twentieth century viceroy of India, who had a passionate love for antiquity and monumental architecture.

The railway station's construction began in 1878 and took ten years to complete. The Chhatrapati Shivaji Terminus, formerly known as the Victoria Terminus is one such edifice and an extremely fine example of Victorian Gothic Revival. It is essentially European Gothic in style with highly pointed arches. The exquisite statue of a lady, over 50 feet high, with a flaming torch in one hand and a wheel in the other is located at the place.

Formative Assessment (CCE Pattern)

Do it yourself



Indian National Movement

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

Ans. a. iii. b. i.

2. Oral questions :

- Ans.**
- a. Nationalism is the feeling of oneness, brotherhood and a sense of belonging within a nation.
 - b. Landholder's society, Madras Native Association and Bombay Association.
 - c. W.C. Bannerjee
 - d. In 1906

3. Fill in the blanks :

- Ans.**
- a. The Bombay association was formed in **1852**.
 - b. The extremists urged to people to fight for **swaraj**.
 - c. The partition of Bengal came into force in **1905**.
 - d. Morley-minto reforms act was passed in **1909**.

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

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

Summative Assessment (CCE Pattern)

1. Define the following :

- Ans.**
- a. **Swadeshi** : Swadeshi literally means 'of one's own country'.
 - b. **Revolutionaries** : Freedom fighters which followed violence method to get freedom.
 - c. **Hartals** : Hartals means strikes for persuading any thing.
 - d. **Swaraj** : Swaraj means self government in the country.

2. Answer the following questions in short :

- Ans.** a. There was a group of Indians that referred to the moderates as mendicants and never approved of their methodology. Leaders like Bipin Chandra Pal, Bal Gangadhar Tilak, and Lala Lajpat Rai led this group. Unlike the moderates they were beginning to explore more radical method and objectives. The members of this group, generally referred to as extremists or radicals were mostly from the middle class and lower middle class. 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). The methodology they followed was strikes, hartals, boycott, swadeshi, and passive resistance.
- There was a group of Indians that referred to the moderates as mendicants and never approved of their methodology. Leaders like Bipin Chandra Pal, Bal Gangadhar Tilak, and Lala Lajpat Rai led this group. Unlike the moderates they were beginning to explore more radical method and objectives. The members of this group, generally referred to as extremists or radicals were mostly from the middle class and lower middle class. 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). The methodology they followed was strikes, hartals, boycott, swadeshi, and passive resistance.
- b. **British Attitude towards the Congress :** From the beginning the British were against the Congress policy of demanding reforms. Therefore, not many reforms were introduced during the first two decades of the existence of the Congress. The Indian Councils Act of 1892 was a disappointment. The freedom of the press was curtailed. Indians continued to be denied basic political rights. The British officials called the nationalist leaders as 'disloyal babus' and began to criticize the congress and its leaders. They also tried to create a gulf between the Hindus and the Muslims by their policy of 'Divide and Rule'. But the opposition of the authorities failed to check the growth of the National Movement.
- c. 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. Even women became participants in the movement. Most active participation came from school boys and college students. The government adopted repressive measures to crush the agitation specially against the students.

Processions and meetings were banned and leaders were imprisoned without trial. Tilak was sentenced to six years of rigorous imprisonment.

- d. In 1906, a delegation of the Muslim leaders led by Agha Khan, the religious head of a Muslim sect and Nawab Salmulia of Dhaka met Viceroy Lord Minto with request that a separate organization for the Muslims should be formed with their aim of dividing the Indian people along religious lines. So, the All-India Muslim League was formed. Its objectives were to be loyal to the government, to protect the interests of the Muslims and to promote goodwill with people of all communities.

3. Answer the following questions in detail :

- Ans.** a. Some of the important demands raised by the Congress during 1885-1905 can be summarised as under :
- Better representation of Indians in the Legislative Council.
 - Introduction of Legislative Council in those states where it did not exist.
 - Holding the Civil Services Examinations in India so that more Indians could occupy high positions.
 - Repeal of the Arms Act.
 - Freedom of speech and expression.
 - Reduction of land revenue rates to ease the pressure on peasants.
 - Increased fund for irrigation to improve crop production.
 - Cut in military expenditure to use the funds in more productive ways.
 - Reduction/removal of salt tax.
 - Stopping the drain of wealth to Britain.
 - Better treatment of Indian labourers who were working abroad.
 - Change in the economic policies of the government so as to benefit Indian Industries.

The above mentioned demands reveal some interesting trends. Although the Congress was mainly composed of the English educated elite yet most of the demands raised by them concerned the common public. Interests of poor and socio-economically backward people were also addressed in these demands. These demands helped the Congress in making a better connect with a large section of the public. The period of 1885-1905 is called a period of moderate nationalism in Indian history.

- b. **Early Political Associations :** When national consciousness awakened among Indians several associations were formed even prior to the founding of Indian National Congress to give vent to the feelings of the Indians. 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.
- c. 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. Even women became participants in the movement. Most active participation came from school boys and college students. The government adopted repressive measures to crush the agitation specially against the students. Processions and meetings were banned and leaders were imprisoned without trial. Tilak was sentenced to six years of rigorous imprisonment.

- d. **Non-cooperation Movement (1920-1922)** : Angered by the rigid attitude of the British, the Congress decided to start a Non-Cooperation Movement under the leadership of Gandhiji. Gandhiji urged Indians not to cooperate with the British. The movement aimed at protesting against British repression in Punjab and their policy towards Turkey. It was also for the attainment of 'Swaraj'.

The movement was to be launched in stages. It started with the giving up of honorary titles received by the Indian from the British government. Gandhiji gave up the title of 'Kaiser-i-Hind medal. This was followed by boycott of schools, colleges, law courts and elections to the legislatures. Educational institutions like the Jamia Milia at Aligarh (later shifted to Delhi) and Kashi Vidyapeeth at Benaras were started by nationalist leaders. Foreign clothes were burned and strikes and hartals were organized. Indians were asked not to pay taxes, not to work for the British and not to cooperate with the government.

Formative Assessment (CCE Pattern)

Do it yourself



India Marches Towards Independence

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

Ans. a. iv. b. iii. c. iv.

2. Oral questions :

Ans. a. CR Das and Motilal Nehru formed 'Swaraj Party'.

- b. Bhagat Singh and Batukesh Dutt were hanged for throwing bomb in Legislative Assembly.

c. Dandi March is also known as Civil Disobedient Movement.

3. Fill in the blanks :

- Ans.**
- The Swaraj Party was founded by **CR Das** and **Motilal Nehru** in **1923**.
 - Jatin Das died after the **63** days of hunger strike.
 - The slogan of Gandhiji became popular as **Do or Die**.
 - The Muslim league decided to observe August 16, 1946 as the **Independent Day**.

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- After the suspension of the Non-cooperation Movement and the arrest of Mahatma Gandhi, question arose before the Congress leadership whether to participate in the forthcoming elections to the legislative councils or not. Chittaranjan Das and Motilal Nehru advocated entry into the councils to 'end or mend them'. But they could not get support within the Congress. Therefore, CR Das and Motilal Nehru resigned from the Congress and formed another party, the Congress Khilafat Swaraj Party and prepared themselves for the coming elections to be held in 1923. Swarajists, however, failed to either end or mend the Act of 1919.
 - 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. The tax on salt and the monopoly over its production revealed the most oppressive policy of British government. Lord Irwin did not accept the demand of Gandhiji.
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 Gandhiji on the way to break salt law, called Dandi March, also known as Salt Satyagraha. On 6 April 1930, Gandhiji broke the salt law by picking up a lump of natural salt. The British government adopted ruthless measures to crush the movement. Several people were beaten and many more were arrested.
 - The Simon Commission (1927) :** Simon Commission was set up by the British government to look into the working of the Act of 1919 and to suggest further constitutional reforms. This commission had no Indian member and thus on its arrival in India, it was boycotted with black flags, demonstrations and cries of 'Simon, go back'.
Police fired at the demonstrators and lathi charged them at various places. The Legislative Council decided to have nothing to do with the Commission by a majority vote. In fact the appointment of the

Commission was a boon as it united all the communities again, at least temporarily, and communal forces took a back seat. In one of the repressive measures by the Government, Lala Lajpat Rai was badly injured during a lathi charge and consequently died. Jawaharlal Nehru and Govind Ballabh Pant were assaulted by the police in Lucknow and the latter was crippled for life.

- d. **Quit India Movement** : In 1942 the British Government sent Sir Stafford Cripps to India in order to bring together the Indian leaders and unite them against the danger of Japanese invasion. The proposals he made could not be accepted and negotiations broke down. The Congress decided to take active steps to compel the British to quit India. On 8 August 1942, All India Congress Committee adopted a resolution in favour of starting a mass movement on a large scale. Gandhiji inspired the people and gave a slogan. He said, “we shall either free India from the clutches of the British or we should die in this attempt”. This slogan became popular in the form of 'Do or Die'.

Gandhiji further said that we should not live to see the perpetuation of our slavery. Congress demanded the immediate end of British rule. Riots broke out all over the country. People set fire to police station, post offices, railway stations and other public buildings. The government came with an iron hand to suppress the revolt.

2. Answer the following questions in detail :

- Ans.** a. From 1919 to 1947 Gandhi launched many movements for the freedom of India.

In 1930, Gandhi started the Civil Disobedience Movement. As part of it, he undertook the famous Dandi March and broke the repressive Salt Law.

But the Civil Disobedience Movement was suspended for some time after the signing of Gandhi-Irwin pact. According to this pact, Irwin agreed to release all prisoners who were imprisoned without any guilt and Gandhi decided to attend the Second Round Table Conference held in London in 1931.

In 1942, Gandhiji launched the third and final mass movement called the Quit India Movement with the famous slogan of Do or Die.

On August 15, 1947, India attained independence from the British rule. So this period was called the Gandhian Era in Indian Politics.

- b. **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. The tax on salt and the monopoly over its production revealed the most oppressive policy of British government. Lord Irwin did not accept the demand of Gandhiji.

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 Gandhiji on the way to break salt law, called Dandi March, also known as Salt Satyagraha. On 6 April 1930, Gandhiji broke the salt law by picking up a lump of natural salt. The British government adopted ruthless measures to crush the movement. Several people were beaten and many more were arrested.

- 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 government in 7 out of 11 provinces. In 1939, the Second World War broke out. The congress ministers resigned as the British refused to fulfill their demand of total independence. After the end of World War II, the Labour party came to power in England and the agree to grant India independence in 1945. The British started negotiations between congress, the League, and themselves for the independence of India. In 1946 elections to the provinces were held once again.
- 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.

Formative Assessment (CCE Pattern)

Do it yourself



Unit-3 : Civics

The Indian Constitution

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

Ans. a. iv. b. i. c. iii. d. iv.

2. Oral Questions :

Ans. a. The constitution of a country is a set of rules, regulations and provisions that describes the basic beliefs and values the country is based on it. It is

on their ruler, regulations and provisions that the powers and duties of a government are established.

- b. The Indian constitution was adopted on November 26, 1949 and enacted on January 26, 1950.
- c. The three organs of the state are the Legislature, the Executive, and the Judiciary.
- d. Fundamental rights are included in Article 14 to Article 32 of the Indian constitution.

3. Fill in the blanks :

- Ans.**
- a. The constitution is adopted to establish **rules** to maintain law and order.
 - b. In a democracy people can **elect** their leaders on their behalf.
 - c. The **Constitution** guarantees the fundamental rights to all the citizens of India.
 - d. The constitution divides the state into three organs **Legislature, Executive and Judiciary.**

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- a. **Role or Importance of Constitution in a Democracy :** The Constitution is very important for a country. But it has more importance in a democratic form of government because of the following reasons :
 - 1. It is according to the Constitution that the government in a democratic country is formed and its work conducted.
 - 2. The Constitution delimits the scope of activity of the various organs of the government. Democracy is a government of the people, by the people and for the people. It must work for the people and in no case misuse its powers.
 - 3. In a democratic country, powers of a democratic government are clearly defined in a Constitution and as such it cannot misuse them.
 - 4. In a democratic form of government, the rights of the people have a great importance of their own. It is the Constitution which safeguards the rights of the citizens.
 - b. **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. 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.
- c. 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.
- d. **Rights 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 court if they feel their fundamental rights are being violated.

2. 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. Let us look at some of them.

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. It serve 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.

Federalism : 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.

The Constitution contains three lists which enumerate the subjects on which laws can be made by the Union and State Governments.

Parliamentary form of Government : The different tiers of the government, consist of the representatives of the people. The Constitution of India guarantees universal adult franchise for all citizens which means people have a direct role in electing their representatives to the legislature. All people have been given the freedom to contest elections.

In a parliamentary form of government, a distinction is made between the head of the State and the head of the Government. The President is the head of the States, the Prime Minister is the head of the Government. Though the Government is carried out in the name of the President at the

Centre and the Governors in the States, actual administration is carried out by the Prime Minister and Council of Ministers at the Centre and the Chief Ministers in the States. They are accountable and responsible to the Parliament and State Legislature. The Legislature consists of the representatives of the people. This makes the Parliament supreme.

Separation of Powers : The three organs of the state are the Legislature, the Executive, and the Judiciary.

The Indian Constitution is the source of all laws. Laws are necessary for the proper functioning of an organisation or a country. People can live together in harmony for any length of time by having Rule of Law.

- The Legislature has the power to make laws.
- The Executive has the power to execute laws.

The Judiciary has the power to judge and apply punishment when laws are broken. In other words, the Judiciary refers to the system of courts in the country. It acts as a watchdog of the Constitution and ensures that justice is given to the people.

The Constitution has laid down that in case of a dispute between the Central and the State Government on constitutional matters, the Judiciary will settle the dispute.

Fundamental Rights : The makers of the Constitution were aware of what the Indian citizens went through during the British regime when their basic rights were curtailed :

- They were discriminated upon in matters of education, law and employment
- They were not allowed to hold group meetings in public places
- They were arrested without any trial and chance of legal defense, etc.

Therefore, to make sure that the people enjoyed these rights in the independent India, the makers of the Constitution added an entire section on Fundamental Rights. Moreover, the Fundamental Rights also empower the citizens to see legal redress in case any of these are violated or denied to them.

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.

Welfare State : A welfare state is a state which performs functions for the benefit of the people, like education, public health, agriculture, parks, libraries. As a welfare state, India is committed to the welfare and development of the people, particularly the vulnerable sections, i.e., SC/ST.

A Detailed Written Constitution : The Constitution of India is the most detailed document. It is one of the best in the world, and is a living

document, i.e. something has real meaning in everybody's life. Besides the government structure at the Central, State and Local levels, the Constitution elaborates about citizenship, elections, emergency provisions.

b. **Fundamental Right :**

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 and 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 have the right to set up their own educational institutions.

6. 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.

Formative Assessment (CCE Pattern)

Do it yourself.

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

Ans. a. i. b. iii.

2. Oral Questions :

Ans. a. Mira kumar

b. Quorum means a fixed member of members required to be present in a meeting to pass a resolution.

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

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

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

Ans. a. For being a member of the Rajya Sabha, the person should be an Indian citizen and not less than 30 years of age, the other qualifications are the same as that of the Lok Sabha candidate.

The representatives from the states are elected by the elected members of the State Assemblies respectively. Those union territories, which do not have a legislative assembly, the members are elected by an electoral college, respectively, formed in each union territory.

b. 1. He/She should be a citizen of India.

2. He/She should not be less than 25 years of age.

3. He/She should not hold any office of profit under the government.

4. His/Her name should be registered as a voter in any Parliamentary constituency.

5. He/She should not be an offender or have criminal record against him/her.

6. He/She should not be an insolvent.

c. The farmers of our construction chose the parliamentary form of government because of the following reasons :

- Many of our leaders were familiar with the working of the parliamentary system in Britain.

- They wanted the same kind of system for independent India.

- Since the parliament is composed of people's representatives it ensures the success of democracy.

- The parliamentary system ensures a responsible government, one that is accountable to the people. Newly independent India needed a responsible government.

- The framers of our constitution also realised that in the parliamentary form of government, the legislature would always act as a check on the executive, and thus, there was no chance of emergence of a dictator.
- 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. But in case of deadlock between the two Houses over a bill, it is to be resolved in a joint session of both the Houses with the Speaker of the Lok Sabha in the Chair. As the membership of the Lok Sabha is more than double the membership of the Rajya Sabha, it is the will of the Lok Sabha that prevails on the strength of its majority in the joint session.

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. When any Money Bill is passed by the Lok Sabha, the Rajya Sabha has no power whatsoever to make a change in it against the will of the Lok Sabha. It can, at the most, delay a Money Bill by sitting over it for fourteen days. After the expiry of the period, the bill is supposed to be passed by the Rajya Sabha and can be sent for the President's signatures.

2. Answer the following questions in detail :

- Ans.** a. The Union Parliament consists of two Houses the Lok Sabha and the Rajya Sabha. It is a bicameral legislature. The two Houses are constituted in different ways. They do not enjoy equal powers.

The 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 550 members (530 to be elected from the states and 20 members to be elected from the union territories). At present, the Lok Sabha has 545 members (543 are elected members and 2 are nominated members). The President of India can nominate two members from the Anglo-Indian community, if they do not have adequate representation in the House.

- 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. **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. The Union Parliament has the sole right to amend the Constitution, although in certain cases, these amendments should be ratified by a majority of the states. The states can, in no case, initiate an amendment to the Constitution.

Financial Control : 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. The government puts its annual financial statement or the budget before the Parliament every year. This shows the income of the government in detail and how it will be spent. The Parliament has to pass it. If it does not, the government resigns.

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. During the Zero Hour which starts immediately after the Question Hour, members can raise issues of public interest. If it is not satisfied with the functioning of the ministers, the Lok Sabha can pass a vote of no-confidence. This is passed to remove the government from power.

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. In the matter of amendment the constitution vests equal powers in the two houses of parliament. International treaties and trade agreements also require the consent of the parliament.

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

- d. The issue of fixation of minimum wages is of primary importance in a country like India where 300 million people are employed in these sectors with no collective bargaining power. Efforts had been made to fix minimum wages for workers since 1936 with the passage of Payment of Wages Act 1936. Main provision of the Act :

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.

Formative Assessment (CCE Pattern)

Do it yourself



The Union Executive

Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

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

2. Oral Questions :

Ans. a. Pandit Jawaharlal Nehru was the first Prime Minister of India.
b. Qualification of the President :
i. He should be a citizen of India and above 35 years of age.

- ii. He should not hold any office of profit under the government.
- iii. He should not be pronounced a bankrupt.
- c. Three types of minister in the Indian Government :
 - i. Defence Minister
 - ii. Railway Minister
 - iii. Home Minister

3. Fill in the blanks :

- Ans.**
- a. The President of India is the **official** head of the Indian Union.
 - b. The **President** is the supreme commander of the defence forces.
 - c. The fundamental rights of the citizens can be suspended during an **emergency**.
 - d. The Prime Minister allocates **portfolios** to the ministers.
 - e. The Prime Minister and the council of the ministers are responsible to the **parliament** for any decision taken by them.

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- a. To become the President, a person should possess the following qualifications :
 - should be a citizen of India and above 35 years of age
 - should not hold any office of profit under the government
 - should not be pronounced a bankrupt
 - should not be pronounced an offender under the laws of the land.
 - b. 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.
 - c. Defence, finance, industry, agriculture and railways are some portfolios.
 - d. The vice-president of India is the chairman of the Rajya Sabha. He works as the president in his absence.
 - e. The Prime minister and his council of minister work as a team on the principle of collective responsibility. They are jointly responsible to the parliament for any decision taken by them.
 - f. Civil servants are government servants who are not connected with any political party. They are supposed to implement policies of the government in an impartial manner. They are members of the Indian Administrative Service (IAS), Indian Foreign Service (IFS) and Indian Police Service (IPS) etc. Selection for these services is usually made by the Union Public Service Commission (UPSC) through competitive examination and interviews. Successful candidates receive special

training. They are then appointed to work at both Central and State levels.

2. Answer the following questions in detail :

Ans. a. Powers of the President : The President is the Head of the State. He (also includes she) represents the country. All the functions of the Central Government are carried on under his name. He is the Supreme Commander of the Armed Forces of the country. He symbolises national unity and is the protector of the Constitution. He is above party politics and occupies a place of honour and dignity. He is not answerable to any court for the exercise of the powers of his office. He is the first citizen of the country. The President of India is also known as the 'Rashtrapati'. The powers of the President of India can be non-sidered 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 : 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.

All treaties and agreements with foreign countries are made in the name of the President of India.

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. The Parliament meets on being summoned by the President. On the advice of the Prime Minister, the President can dissolve the Parliament.

If the Parliament is not in session and need arises, the President can, on his own, make laws which become effective immediately. Such laws are called Ordinances.

However, the ordinance so issued has to be placed before the Parliament

for approval. The President nominates 12 members to the Rajya Sabha.

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 Bill are introduced in the Lok Sabha with the permission of the President.

- b. The prime minister holds the highest designation in the cabinet of ministers. He is the leader of the majority party which heads the government. His functions are as follows :
- The prime minister selects the members of the council of ministers for appointment by the president.
 - He/she allocates portfolios to the ministers.
 - The prime minister presides over the meetings of the council of ministers. He coordinates the working of different ministers and is also the chief decision-maker.
 - He/she is the chairperson of the National Planning Commission that is instrumental in the economic advancement of the country.
 - The prime minister communicates to the president all decisions of the council of ministers relating to the administration of the country and proposals for legislation.
 - The prime minister represents the country in high level meetings and international organisations that require the attendance of the highest government office. He also addresses the nation on various issues of national importance.
- c. **Council of ministers :** 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 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.
- d. The Cabinet Secretary holds the highest post among the civil servants. Secretaries, who are in charge of administration of various ministries, are under this person. They are further assisted by Additional Secretaries, Joint Secretaries, Deputy Secretaries and Under Secretaries.
- Previously during the British rule, the work of the civil servants included mainly maintenance of law and order and collection of revenue. However, now they also look after development projects or all kinds, which include education, health, general welfare, construction of roads, improvement of means of transport and communication etc.

Civil servants are largely responsible for efficient administration of our country. They are the ones who interact with the people and are responsible for taking care of their day-to-day problems. Thus they form the backbone of the government and its success depends on them to a large extent.

Formative Assessment (CCE Pattern)

Do it yourself.



Formative Assessment (CCE Pattern)

1. Tick (✓) the right answer :

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

2. Oral Questions :

- Ans. a. The supreme court is the Apex Court of India.
 b. Subordinate Courts Civil Court and Criminal Court.
 c. An FIR can be filed at the police station.
 d. The President of India appoints the Chief Justice.

3. Fill in the blanks :

- Ans. a. Our constitution states that the judiciary is **independent**.
 b. The **Supreme Courts** is the highest court in India.
 c. The remuneration of the judges does not need the approval of the **governor**.
 d. The **Supreme Court** is the final court of appeal.
 e. The Magistrate also deals with **criminal** cases.

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

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

5. Match the following :

- Ans. a. Lok Adalat → iii. Gets most of the cases
 b. District Court → iv. Petty disputes
 c. High Court → ii. Appellate court in state.
 d. Supreme Court → i. Highest in the country.

Summative Assessment (CCE Pattern)

1. 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 Adalat :** Lok adalats are people's courts based on Gandhian principles, which follow very simple procedures to settle petty disputes through conciliation and compromise.

Public Interest Litigation : Public Interest Litigation cases can be filed only where public interest is affected.

2. Answer the following questions in short :

- Ans.**
- a. The main functions of the judiciary are to protect the rights of the people and resolve clashes in accordance with the laws set by the constitution.
 - b. Three levels of judiciary in India :
 - i. The Supreme Court,
 - ii. The High Court
 - iii. The Subordinate Courts
 - c. Cases that comes directly before the Supreme Court come under Original Jurisdiction. There 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
 - Cases under Public Interest Litigation
 - d. Lok Adalats have been formed for providing speedy and affordable justice to the poor.
 - e. First Information Report (FIR) is very important because it documents the reports of the victim or witnesses. The FIR has to be filed at the police station in whose jurisdiction the offence has been committed. The person filling the FIR has to narrate the events correctly. Incorrect documentation of FIR can change the entire case or weaken the case.
 - f. Judicial Review means reviewing the case and lower court decision by the upper court.

3. Answer the following questions in detail :

- Ans.**
- a. Our constitution states that the judiciary is independent. Independence of judiciary means that the organs of the government like the executive and legislature cannot influence the functioning and the decisions of the judiciary. The constitution has ensured the independence of the judiciary through a number of measures.

Appointment of judges does not involve political parties. A person must have experience as a lawyer to be appointed as a judge. He cannot be appointed arbitrarily.

The judges hold office till the age of retirement. This security of tenure or permanent status ensures that the judge functions without apprehension. The removal of judges is a very difficult procedure so that security is assured for the members of the judiciary.

The judiciary is not financially dependent on either the executive or legislature. The remuneration of the judges does not need the approval of the legislature.

b. **Powers of the Supreme Court :** There are five types of cases on which the Supreme Court can pass judgement. 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 : 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.

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. Appeals can be made to the Supreme Court in three types of cases:

i. Constitutional cases : An appeal can be made against any judgment of a High Court, if the High Court certifies that the matter needs interpretation of the Constitution.

ii. Criminal cases : In criminal cases related to kidnapping, theft, forgery, bribery, murder and other acts, there can be an appeal to the Supreme Court. If the Sessions Court has acquitted an accused person and the High Court reverses that order and sentences him/her. In such cases an appeal can be made against that judgement in the Supreme Court.

An appeal can also be made to the Supreme Court if a High Court withdraws a case from a lower court to itself and gives a death sentence to the accused.

iii. Civil cases : There can be an appeal against civil cases if the High Court certifies that the case is fit for appeal to the Supreme Court.

Advisory Jurisdiction : The Supreme Court also has advisory function. The President can consult the Supreme Court on certain matters. If the President thinks that an important legal question has come up or will come up, he/she can take the advice of the Supreme Court. The Supreme Court will give its opinion, which is not binding on the President.

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

Court of Record : The Supreme Court is the Court of Record. All decisions and proceedings are recorded and printed. The lower courts in similar cases can refer to these decisions.

- c. 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. These courts are organised from time to time to give speedy justice at minimum cost as there is no court fee.

Lok adalats are presided over by a sitting or retired judicial officer, with two other members, usually a lawyer and a social worker.

Some types of cases the Lok adalats deal with are :

- Motor vehicle accidents cases where the injured have applied for compensation.
- Land acquisition cases where applications have been made to the government claiming compensation.
- Cases for or against local bodies such as municipalities and electricity boards
- Cases involving commercial banks
- Matrimonial or maintenance cases
- Cases of consumer grievances

- d. **High Courts :** India at present has 28 states and 7 union territories. The Constitution of India provides for one High Court for every federating state in the country. But, the Parliamentary has been given the power to put even more states under one High Court. It all depends on the area and the population which a High Court has to serve and the amount of work it has to handle. For example, there is only one High Court for the two states of Haryana and Punjab while the union territory of Delhi has a separate High Court.

Powers and Functions : Like the Supreme Court, the High Court has original and appellate jurisdiction. A case related to fundamental rights is an original jurisdiction. Marriage and divorce also fall under the original jurisdiction of the High Court. Appeals from district courts in civil or criminal cases come to the High Court.

- e. Appasaheb and his mother appealed to the Mumbai High Court against the decision of the sessions court. But their appeal against conviction for dowry death was dismissed by the Mumbai High Court in February 2005.

Appeal in the Supreme Court : Following the dismissal, the matter reached the Supreme Court on an appeal filed by Appasaheb and his mother against the conviction for dowry death. The judgement of Supreme Court examined the Dowry Prohibition Act and observed that dowry is a fairly well-known social custom or practice in India. The judgement indicates that the definition of dowry should be the one that is

generally understood. The law lays down that a 'demand for money on account of some financial stridency or for meeting some urgent domestic expenses cannot be termed as a demand for dowry as the said word is normally understood.' Applying this law to the facts of the present case, the judgment observed that the evidence available did not show any demand for dowry being made, as the accused asked for money to meet domestic expenses and to purchase manure. Thus, the essential ingredient of a demand for dowry was not held to be established in the case, and the husband and mother-in-law were acquitted of the charge of dowry death. The court directed the release of the husband.

Formative Assessment (CCE Pattern)

Do it yourself



Social Justice for Marginalisation

Formative Assessment (CCE Pattern)

1. **Tick (✓) the right answer :**

Ans. a. iv. b. iii. c. iii. d. iv. e. i.

2. **Oral Questions :**

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.
b. Untouchability and illiteracy.
c. Millions of people in our country suffered on account of untouchability. The untouchables were now called Scheduled Castes.

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

Ans. a. False b. True c. True

Summative Assessment (CCE Pattern)

1. **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 lower caste which were exploited by others called Dalits.

- 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.
- d. The practice of untouchability is the most inhuman of all the evils. Millions of people in our country suffered on account of untouchability. The untouchables, now called Scheduled Castes, suffered social, economic and political injustices. They were denied access to social institutions like temples, schools, public places like places of entertainment, restaurants, public wells, etc. and even to public transport. They followed occupations that were considered inferior. The dalits have separate sources of water in many villages and cannot draw water from any other source even in emergency. This led to poverty and economic backwardness. Even now their condition has not improved as a substantial part of the Scheduled Caste population lives in rural areas where illiteracy and traditional outlook prevents them from gaining better economic and social status.
- e. Manual scavenging refers to people lifting human excreta with their hands and carrying loads on their head, hips or shoulders. And this task is meant specifically for the dalits. Over the years several books have been written, committees and commissions have been set up, laws have been passed and large sums of money have been spent to eradicate the practice of manual scavenging but to no avail.

2. Answer the following questions in detail :

- Ans.**
- a. Since ancient times, the caste system and the practice of untouchability have created immense inequalities in society. A caste is a group whose members' occupation and social status are determined by birth. Caste was based on the hierarchy of occupations where cobblers, scavengers, sweepers and work related to leather or funeral ceremonies were placed at the bottom. The lower castes were economically dependent on the higher castes for their existence. As a result, they have faced exploitations in the hands of the so called upper castes. One of the most exploited groups are the 'untouchable' or the 'Dalits'.
 - b. **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.

Formative Assessment (CCE Pattern)

Do it yourself



Public Facilities

Formative Assessment (CCE Pattern)

1. Fill in the blanks :

- Ans.**
- Big** city faces shortage of water supply.
 - Government** provides right to life.
 - Government** shares the responsibility of public facility with **private** companies.

Summative Assessment (CCE Pattern)

1. Answer the following questions in short :

- Ans.**
- Every citizen of our country is entitled to certain essential facilities that include water, sanitation, health care, education, electricity and transport. These facilities are called public facilities.
 - The Government
 - Yes
 - Yes

2. Answer the following questions in detail :

- Ans.**
- Every citizen of our country is entitled to certain essential facilities that include water, sanitation, health care, education, electricity and transport. These facilities are called public facilities. The right to these basic facilities is not a fundamental right in itself, it is derived from the fundamental Right to Life as laid down by the Indian Constitution.
 - Water is one of the most basic and essential needs for every human being. The Indian Constitution recognizes the right of every person to have universal access to sufficient amount of water to fulfill the daily needs at an affordable price. However, India has a large number of victims suffering from water-borne diseases like cholera, diarrhoea and dysentery due to shortage and scarcity of safe drinking water. It is high time that awareness is spread among the citizens emphasizing the dire need of enforcing their right to safe drinking water.

Formative Assessment (CCE Pattern)

Do it yourself

Formative Assessment (CCE Pattern)

1. **Tick (✓) the right answer :**

Ans. a. iv. b. i. c. iv.

2. **Oral Questions :**

Ans. a. Social justice means justice to all.
b. Multinational companies are the companies which have branches in more than one country.

3. **Fill in the blanks :**

Ans. a. **Government** protects child labour.
b. Environment is a part of Right to **life**.
c. **Government** tragedy focused on the need of right to protect environment.

4. **State whether the following statements are True or False :**

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

Summative Assessment (CCE Pattern)

1. **Answer the following questions in short :**

Ans. a. Protection of workers are essential because majority of the world's population is engaged as workers and they right to safety.
b. Workers are exploited by the owners of companies. They got less income for their work.
c. The government can protect the workers.
d. We can protect the environment by :
i. recycling the daily thing.
ii. planting trees
iii. not polluting the environment
e. The government should make for the protection of workers and implement them.

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

Ans. a. The Fundamental Right against exploitation lays down that no child below the age of 14 years shall be employed to work in any factory or mine or any other hazardous employment.
In 1984, Bhopal gas tragedy took place where several people suffered deaths, injuries and disabilities. But till now justice has not been delivered to these people.
b. In 1984, there were very few laws to protect the environment. Anybody could pollute the environment, water, air, soil, ground water with little

concern for the health of the people. This negligence benefitted companies like Union Carbide. In USA, safety standards are an essential part of a company's existence. The Bhopal gas tragedy raised the issue of environment. Several thousands of people not linked to the company were affected by the tragedy. It made people realise that these people, who might not work but were affected by the industrial accident were not covered by it. Pressure from people, NGOs, media and environmentalists forced the government to start thinking on issues related to environment. The court in Subash Kumar vs. State of Bihar (1991) gave judgments that clean environment was part of Right to Life under Article 21 of the Indian Constitution. Thus, in Delhi, the High Court directed to all pollution creating units to be shifted to an outer area.

Safe and hygienic drinking water, clean environment, minimum basic wage, end of exploitation of workers, enforcement of safety norms are some areas where government has to strengthen its wings and tighten private companies and people who manipulate weaknesses of laws in their favour. Right to life is a basic freedom for everyone and concrete steps have to be taken to provide social justice to all.

Before 1984 there were very few laws to protect the environment and whatever laws were in existence, were never enforced. The industries caused land, water, air and thermal pollution.

Formative Assessment (CCE Pattern)

Do it yourself.

Formative Assessment-I

1. **Tick (✓) the correct answer :** 4
Ans. a. i. b. ii. c. i. d. iv.
2. **Oral Questions :** 4
Ans. a. Soil is made up of rocks, sands, humus and remains of plants and animals.
 b. Dates are important to know the time.
 c. Do yourself
 d. Do yourself
3. **Fill in the blanks :** 4
Ans. a. **Potential** resources are the resources which are found in a region but have not been utilized.
 b. The removal of soil by running water, wind and glaciers is called **erosion**.
 c. The first British factory in India was set up at **Surat**.
 d. In a democracy people can **elect** their leaders on their behalf.
4. **State whether the following statements are True or False : 4**
Ans. a. True b. True c. True d. True

- 5. Match the following :** 4
- Ans.**
- | | | |
|-----------------------|---|---|
| a. Human resources | → | i. Evaporation, condensation, precipitation |
| b. Hydrological cycle | → | ii. Set of rules |
| c. Renaissance | → | iii. Knowledge, health, skill, etc. |
| d. Constitution | → | iv. Awakening |

Formative Assessment-II

- 1. Tick (✓) the correct answer :** 4
- Ans.** a. iv. b. ii. c. i. d. iii.

- 2. Oral Questions :** 4
- Ans.**
- The energy reaching the Earth's surface from the Sun is called solar energy.
 - The trial people oppose the policies of the East India Company because they were not happy with changes in laws. They disliked restrictions on their traditional practices. They disliked paying new taxes.
 - Do yourself
 - Do yourself

- 3. Fill in the blanks :** 4
- Ans.**
- Kolar in Karnataka (India) is famous for **gold mining**.
 - Jute industry, in the 19th century, develop in and around **Kolkata**.
 - The term 'Mahal' means **village**.
 - The Supreme Court is the guardian of the **constitution**.

- 4. State whether the following statements are True or False :** 4
- Ans.** a. True b. True c. False d. False

- 5. Match the following :** 4
- Ans.**
- | | | |
|-----------------------|---|--|
| a. Metallic minerals | → | i. Founder of first cotton mill in India |
| b. Cowarjee Namboy | → | ii. Nominal head |
| c. President of India | → | iii. Highest Court of appeal |
| d. Supreme Court | → | iv. Iron, copper, silver, gold |

Summative Assessment-I

- 1. Correct the following statements :** 4
- Ans.**
- Developed countries use more resources than developing countries.
 - Mir Jafar was the son-in-law and General of Mir-ud-Daulah. Quasim.
 - Life of tribals was directly linked to the forests and rivers.
 - Prime Minister is the real head of the executive.

- 2. Give reasons for the following :** **4**
- Ans.**
- a. Fertile river valleys and plains are the most populated areas of the world because of fertile soil.
 - b. The importance of coal is slowly declining due to presence of other fuel.
 - c. The British defeated all the other European powers because they had well organised army.
 - d. Judiciary is an important organ of a democratic state because it protect the constitution value.

- 3. Distinguish between the following :** **4**
- Ans.**
- a. **Natural Resources :** These include land, soil, water, vegetation, wildlife, minerals and power resources. Fish, a food resource, is also considered a natural resource.
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). The world has made great studies in development due to education and increase in competence. It is only human beings who are capable of turning all available material into valuable resources.
 - b. Do yourself
 - c. In permanent settlement zamindar used to collect the rent from the peasants and deposit the revenue in the company. In Ryot wari settlement the settlement was made with the cultivators, who had cultivated the land for generations. The fields were carefully surveyed, before the revenue was fixed.
 - d. Do yourself.

- 4. Define the following :** **8**
- Ans.** Do yourself

- 5. Answer the following questions in short :** **8**
- Ans.**
- a. A mineral is a naturally occurring substance found in the Earth's crust.
 - b. Soil is made up of rocks, sands, humus and remains of plants and animals.
 - c. We should conserve resource for future use.
 - d. Do yourself
 - e. Three Anglo-Maratha wars were fought between 1775 and 1818. Maratha wars were fought between the British and the Maratha.
 - f. The tribels were against the dikus because they were evil outsiders for them. They gave loans and charged a high rate of interest.
 - g. **Right to Contitutional 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 court if they feel their fundamental rights are being violated.

6. Answer the following questions in detail :

8

Ans. a. A 'resource' is anything that can be used to fulfill a need. We do not realize or think about the resources that we consume daily. Without these resources, we cannot function smoothly. For example : To brush your teeth, you use a toothbrush. A toothbrush is a resource since it is being used by you to clean your teeth. Similarly, the bus in which you go to school, the notebooks in which you write, the vegetables that make your food and the water that you drink are all examples of resources.

You must be wondering how an item becomes a resource. An item becomes a resource when it has some utility. For example : A piece of log may have no utility for you but when a carpenter converts it into a table, it becomes usable. In other words, whatever things can be used by you, have some utility. It is this utility or usability that makes an object or a substance, a resource. The use or utility of a thing gives it a value. In the example given below, the table made by the carpenter has utility. You can keep your things on it. Hence, this table has usage. It can also be said that since the table can be used, it has its own value. All resources have utilities and values.

Do you know some resources have economic value too? By the term economic value, we mean the worth a product or service as determined by the market. That means whatever price the goods or service can fetch in the market. For example, a table made out of rosewood can cost up to Rs. 10,000 per piece.

A value can be of various kinds legal, aesthetic, ethical or economic.

i. Legal Value : An example is the law passed in Delhi under Clean Air Act, all the vehicles must have a Pollution Free Certificate. This law provides a legal value of air.

ii. Aesthetic Value : To preserve the natural beauty of our forests, mountains, rivers, lakes is an attempt to give aesthetic value to our natural resources.

iii. Ethical Value : It is associated with moral values with human conduct and behaviour. Preserving national parks, forest resources, not over-exploiting natural reserves is an ethical value

iv. Economic Value : Any material used for production has an economic value, e.g., providing roads, electricity, better methods of agriculture, all have economic values.

b. **Coal :** James Watt and George Stephenson pioneered the use of mechanical power for industrial purposes. The internal combustion engine and steam locomotive used coal as the source of power. There has been a gradual decline in the importance of coal as a source of power. At one time half of the coal produced was used in transporting the other half to distant places.

The use of coal creates problems of disposing the fly ash. The smoke causes wide spread atmospheric pollution. In comparison, mineral oil is easy to transport. It can flow through pipelines over long distances. It provides greater energy in smaller bulk. Steam engines using coal have been replaced by diesel and electricity driven engines. Coal, however, still retains its place in blast furnaces used for smelting iron ore. Coal exists in a variety of forms.

Peat and lignite are low grade coals with a carbon content of about 50%. These are also called brown coal. The common variety of coal contains about 70% carbon. Anthracite has upto 95% carbon and it is the best variety.

- c. **The Pitt's India Act of 1784** : To rectify some shortcomings in the Regulating Act, the Pitt's India Act was passed. It enhanced the British Parliament's control by establishing the Board of Control for colonial India. The board constituted of six members selected from the cabinet itself.

They were the secretary for finance, secretary of state for India, and four privy councillors of state for India. The new act did not interfere with the business aspect of the company. However, the board of control had the power to appoint the governor-general. The governor-general now had to take permission from the board of control before entering into any treaty or declaring war against native kings. Thus, there was dual governance in the country, which continued till 1858.

- d. Rural life before the coming of the Europeans was simple with small requirements which were fulfilled within the village itself. Hence, the Indian villages were more or less self-sufficient. Moreover, the village panchayats settled disputes that arose in the villages. The peasant families cultivated the land and paid a part of the produce to the rulers as revenue. They enjoyed certain rights over the land and could not be evicted. The revenue was generally collected by the village headman or the intermediaries.

When the British established their rule they continued with the old system under the supervision of their own officials and their Indian agents. But the peasants and the landlords were oppressed and exploited by the company officials. 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. Revenue was collected as a fixed amount without taking the quantity of the produce in consideration. Since the peasants had to pay the revenue in cash, they were forced to raise those crops which could be sold in the market. As a result, the village lost their self-sufficiency under the British rule.

- e. The decline of traditional industries in India was considered inevitable by the British officials as part of the process of modernisation as it had happened in the West. In England, the suffering caused by the decline of handicrafts was soon accompanied by greater employment opportunities and income generating effect of factory industries. In colonial India, the artisans were made to bear the burden of development in a country six thousand miles away, since the growth of Indian factories was non-existent before the 1850's and 1860's and painfully slow even afterwards. The only choice left for craftsmen and artisans was to turn to agriculture. The gradual destruction of rural crafts broke up the union between agriculture and domestic industry in the countryside and this in turn led to the destruction of the self-sufficient village economy. On one hand, hundreds of peasants who had supplemented their income by part time spinning and weaving now had to rely overwhelmingly on cultivation. On the other hand, hundreds of rural artisans lost their traditional source of livelihood and became agricultural labourers. This increasing pressure on agriculture was one of the major causes of extreme poverty of India under British rule. Thus, the process of industrialisation of Britain was accompanied by de-industrialisation of India. However, peasant crafts, which were practised as a subsidiary occupation during the lean agricultural seasons, using locally available cheap raw materials such as basket weaving and craftwork were immune to competition from machine made foreign goods. Minor manufacturers in villages like potters, blacksmiths etc. were also not much affected.

f. **Fundamental Right**

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 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 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.

Formative Assessment-III

1. **Tick (✓) the correct answer :** 4
Ans. a. iv. b. iv. c. ii. d. iv.
2. **Oral Questions :** 4
Ans. a. Agriculture is the science or art of culturing the soil, growing and harvesting crops and raising livestock.
 b. Do yourself
 c. British constructed Fort St. George, to guard their settlements from French and Dutch threat.
 d. Do yourself
3. **Fill in the blanks :** 4
Ans. a. The cultivation of cotton requires **60-100 cm** rainfall and **22°40°C** temperature.
 b. The British established **Fort William** to fortify their possession in Kolkata.
 c. **Mangal Panday** was the first sepoy to protest against greased cartridges.
 d. The remuneration of the judges does not need the approval of the **President**.
4. **State whether the following statements are True or False :** 4
Ans. a. True b. False c. True d. True
5. **Match the following :** 4
Ans.

a. Tea and coffee	i. 10 May, 1857
b. Beginning of the Great Revolt	ii. Plantation Crops
c. Modern Education System	iii. Punishable by law
d. Untouchability	iv. Introduced by the British.

Formative Assessment-IV

1. **Tick (✓) the correct answer :** 4
Ans. a. iv. b. i. c. ii. d. ii.
2. **Oral Questions :** 4
Ans. a. 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.
b. Indian dance
c. Do yourself
d. Do yourself
3. **Match the following :** 4
Ans. a. Cottage industry → i. Asiatic society
b. William Jones → ii. Logo indicating the purity
c. Dandi March → iii. A type of household manufacturing unit
d. Hallmark → iv. Salt Satyagrah
4. **State whether the following statements are True or False :** 4
Ans. a. True b. False c. True d. True
5. **Fill in the blanks :** 4
Ans. a. **Labour** is a major input in most types of industries.
b. Indian National Congress was founded in the year **1885**.

Summative Assessment-II

1. **Correct the following statements :** 4
Ans. a. Cotton has originated from India.
b. The British introduce the modern education system in India for the commercial development.
c. The Congress opposed the arrival of Simon Commission.
d. Uneducated people are more likely to be unemployed and live in poverty.
2. **Differentiate between the following :** 6
Ans. a. **Intensive agriculture :** It is practised as horticulture, i.e. the intensive production of vegetable, fruits and flowers on small plots of land.
Extensive agriculture : It include commercial grain farming, postoral farming and plantation agriculture.
b. **Large Scale Industry :** Large scale industry require heavy machines and is employ more works.

Small Scale industries : In India, industries whose investment is less than one crore are called small scale industries. It does not require heavy machines.

- c. Do yourself
- d. Do yourself

3. Write short notes on the following : 8

Ans. Do yourself

4. Give reasons for the following : 4

- Ans.**
- a. Iron and steel Industry is the base for all the industries in the world because all tools and machineries made from Iron.
 - b. The sex ratio in India has always remained unfavourable because of killing new born girls.
 - c. Hill stations were developed during the colonial rule to work in cool climate for army.
 - d. Untouchability was legally abolished in India because India is secular country.

5. Answer the following questions in short : 6

- Ans.**
- a. **Plantation Agriculture :** It was first introduced in Asia and Africa by the British during the colonial period. They are mostly owned by local people or the government. In recent years, machines are being introduced to mechanise certain operations.
 - b. A region is known as an industrial region if a number of industries are located close to each other.
 - c. Areas with fertile soil support a large population, because the land is fit for cultivation, e.g. fertile plains of the Ganga and Brahmaputra in India.
 - d. 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.
 - e. **Railways :** The British rulers realized the need of a cheap and easy means of transport if British manufactured products were to flow into India and Indian raw materials secured for British industries. Efforts were made to link the major cities, ports and markets of the country by road. The first railway line from Bombay to Thane opened for traffic in 1853. This was a great improvement, which was fully developed by 1900 and covered all parts of the country, connecting new towns and cities.
 - f. Do yourself

5. Answer the following questions in detail : 12

- Ans.**
- a. Peter is a farmer in the United States. Given the availability of space and rates of land, subsidy by the government, etc. the average size of farms in America is much larger in India. Peter's farm is around 200 hectares. Just like other farmers, he also stays in his farm. He is well informed about the latest technologies and knows how to take care of the soil in his farm and

how to keep pests away. He ensures the soil in his farm is fertile by regularly sending the soil to the testing laboratory to check its quality. He has knowledge about computers and has one in his home. Using the internet, he gets detailed information about the weather, forecasts of any storms and also about his farm in case any emergency actions need to be taken. He uses agricultural machines like tractors, seed drillers, levelers, combined harvester and threshers to perform various activities in his farm. It saves him a lot of time and energy and also the quality of his harvest is much better and uniform. He has an automated grain storage area which allows him to store all his produce. He studies the market conditions and rates and only sells the harvest when the market is favourable. He does not have to bear a loss if the market is down or he is not getting good value for his goods. Peter basically works more like a businessman and not like a peasant farmer.

- b. In India this industry was set up in Bokaro and Bhilai with the help of Soviet Union, at Durgapur with the help of Britain and Rurkela 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.
- c. 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 young people and which means a strong and expanding labour force.
- d. Effects 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. It created a gulf between English-educated Indians and the masses. 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 (Aryabhata, 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.
 4. By the beginning of the 20th century, 94 per cent of the Indians were illiterate.

- e. 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.
- f. Do yourself