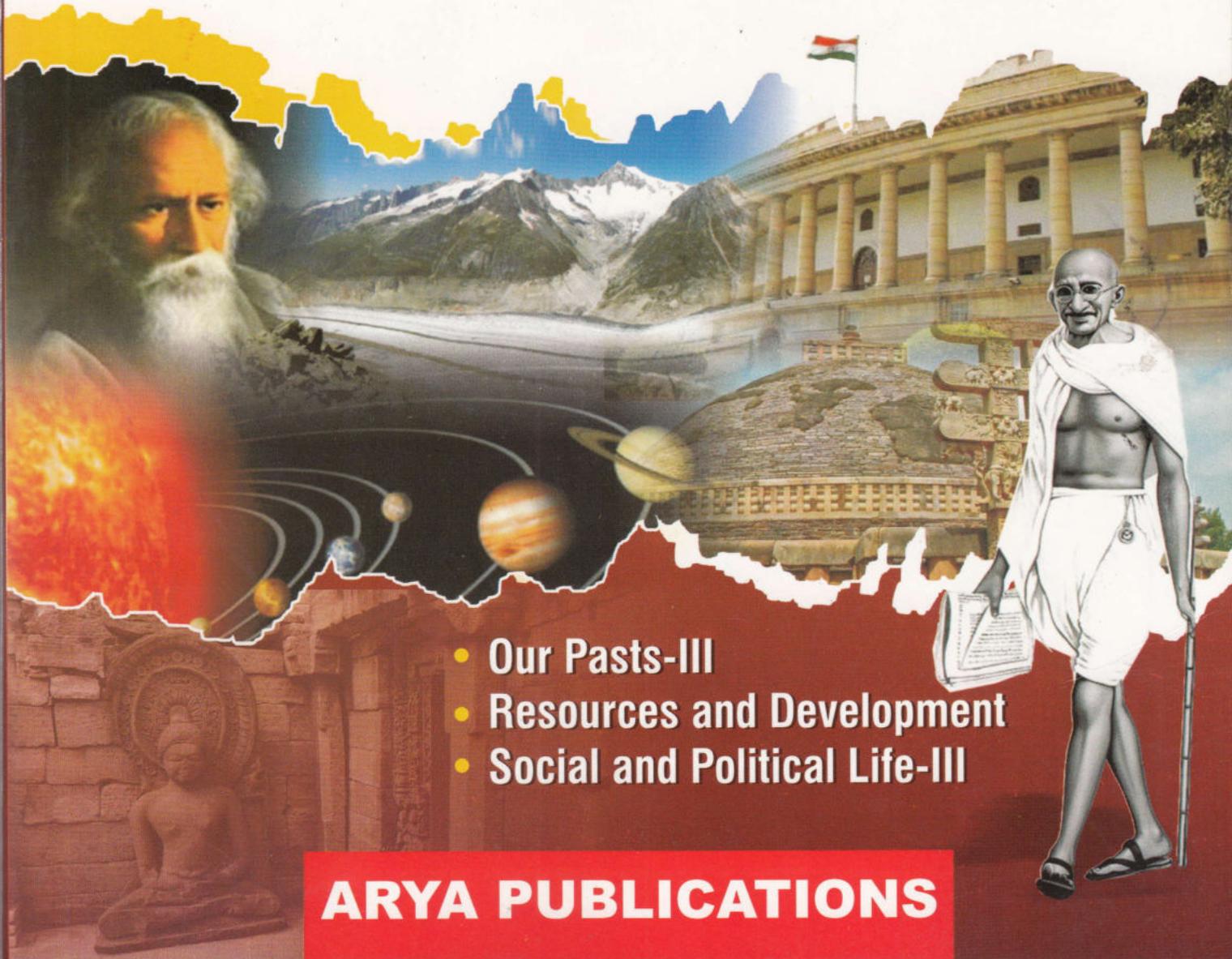


APC

PERFECT SOCIAL SCIENCE

CLASS VIII



- Our Pasts-III
- Resources and Development
- Social and Political Life-III

ARYA PUBLICATIONS

CONTENTS

Our Pasts – III

| <i>Chapters</i> | <i>Topics</i> | <i>Page No.</i> |
|-----------------|--|-----------------|
| 1 | How, When and Where | H-3 |
| 2(i) | Establishment of the Company Power | H-9 |
| 2(ii) | Growth of Colonial Army and Civil Administration | H-24 |
| 3 | Ruling the Countryside | H-31 |
| | <i>Project Work (Based on Chapters 1-3)</i> | H-39 |
| 4 | Colonialism and Tribal Societies | H-40 |
| 5 | The Revolt of 1857 | H-48 |
| 6 | Colonialism and Urban Change | H-62 |
| 7 | Crafts and Industries | H-73 |
| | <i>Project Work (Based on Chapters 4-7)</i> | H-81 |
| | <i>Test Paper (Based on Chapters 1-7)</i> | H-82 |
| 8 | Education under the British Rule | H-84 |
| 9(i) | Women and Reforms | H-94 |
| 9(ii) | Challenging the Caste System | H-100 |
| 10 | Changes in Arts: Painting and Architecture | H-107 |
| | <i>Project Work (Based on Chapters 8-10)</i> | H-117 |
| 11(i) | The National Movement-I (1885–1918) | H-118 |
| 11(ii) | The National Movement-II (1919–1947) | H-130 |
| 12 | India After Independence | H-143 |
| | <i>Project Work (Based on Chapters 11-12)</i> | H-150 |
| | <i>Test Paper (Based on Chapters 8-12)</i> | H-151 |

Resources and Development

| <i>Chapters</i> | <i>Topics</i> | <i>Page No.</i> |
|-----------------|--|-----------------|
| 1 | Resources | G-3 |
| 2 | Land, Soil, Water, Natural Vegetation and Wildlife Resources | G-12 |
| 3 | Minerals and Power Resources | G-30 |

| | | |
|---|---|------|
| 4 | Agriculture | G-44 |
| | <i>Project Work (Based on Chapters 1-4)</i> | G-59 |
| | <i>Test Paper (Based on Chapters 1-4)</i> | G-61 |
| 5 | Industries | G-62 |
| 6 | Human Resources | G-78 |
| 7 | Disaster Management | G-89 |
| | <i>Project Work (Based on Chapters 5-7)</i> | G-97 |
| | <i>Test Paper (Based on Chapters 5-7)</i> | G-99 |

Social and Political Life

| Chapters | Topics | Page No. |
|----------|--|----------|
| 1 | Role of the Constitution and Need for Laws | C-3 |
| 2 | Secularism | C-17 |
| 3 | The Parliamentary Government—Why and How? | C-23 |
| 4 | The Parliamentary Government—The Executive | C-32 |
| | <i>Project Work (Based on Chapters 1-4)</i> | C-45 |
| | <i>Test Paper (Based on Chapters 1-4)</i> | C-46 |
| 5 | The Parliamentary Government—The Judiciary | C-47 |
| 6 | The Role of Police and the Courts | C-57 |
| 7 | Understanding Marginalisation | C-64 |
| 8 | Constitutional Protection to the Marginalised Sections | C-70 |
| 9 | Public Conveniences and the Role of the Government | C-77 |
| 10 | Law and Social Justice | C-83 |
| | <i>Project Work (Based on Chapters 5-10)</i> | C-88 |
| | <i>Test Paper (Based on Chapters 5-10)</i> | C-89 |

Appendix

Interesting Facts

A1-A8

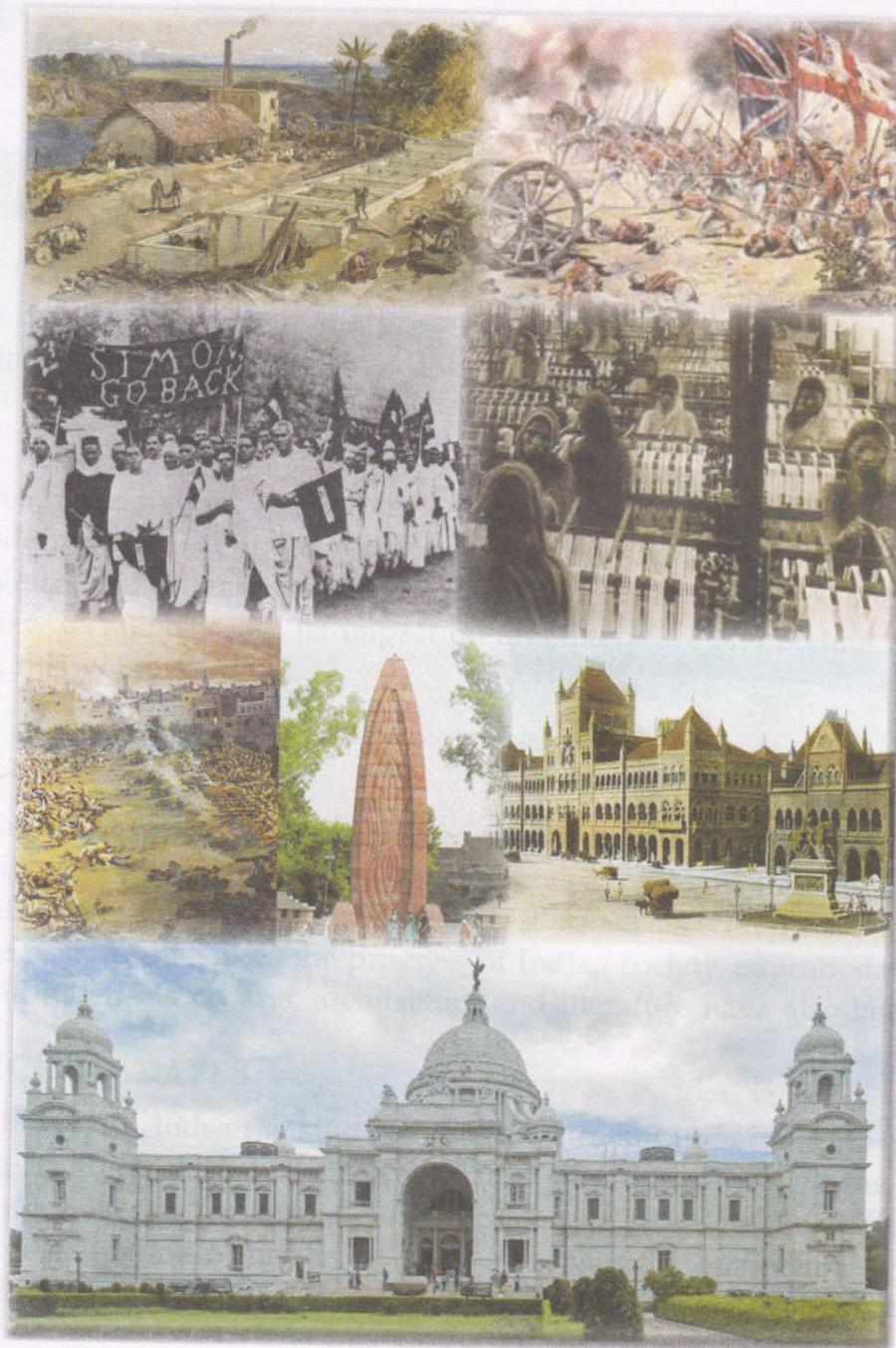
Practice Paper-I

A9-A12

Practice Paper-II

A13-A16

How, When and Where



Our Pasts-III

1

How, When and Where

Important terms

Tyrant: An oppressive ruler

Biography: The story or account of a person's life (written by anybody)

Autobiography: The story or account of one's own life

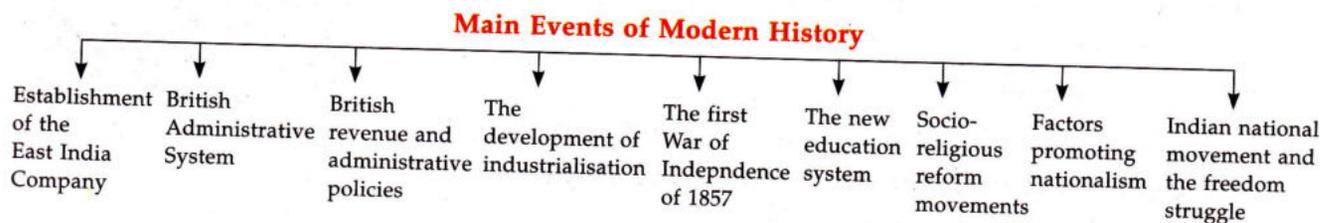
You have already read about the ancient and medieval Indian history. This book deals with the modern period of India's history. It throws light on the life of the people, alongwith political and military events. The developments in Indian society, the education system, the new technology and its impact on arts, literature and architecture have also been dealt in this volume.

MEANING OF HISTORY

History is the description of the people, places and events of the past written chronologically. It is the description of the life styles, customs and traditions, culture, religious beliefs and occupations of our ancestors. It also deals with the social and political systems of the past. In this book, the progress of Indian society, educational systems and technology and its effects on arts, architecture and literature have also been discussed.

IMPORTANCE OF DATES

The study of history includes the study of dates. Dates are important for the systematic and chronological study of history. However, it is very difficult to tell the definite date of some important events. For example, it is difficult to fix a date for events which took place over a certain period of time. One such event was the occupation of India by the British. In such cases we can mention a time period but can not fix a definite date.



THE MODERN PERIOD—A TIME FRAME

Historians have divided Indian history on different bases. **James Mill**, a British economist and thinker, in his book *A History of British India*, had divided Indian history into three periods—Hindu, Muslim and British. There are other historians who have simplified this division by categorising them as 'Hindu', 'Muslim' and 'Christian' periods. Some other scholars have divided it into three periods, namely, 'ancient', 'medieval' and 'modern'. All these divisions have their own merits as well as shortcomings.

The word 'modern' means that period of history in which we are living. However, this word has been used by Indian historians to describe the style of administration, art and architecture, that had been developed during the first half of eighteenth century and in the nineteenth and the twentieth centuries. Thus, the modern history of India covers mainly the following events and developments: (a) establishment and the rise of the East India Company, (b) the British administrative system, (c) their economic and revenue policies, (d) the development of industrialisation, (e) the great uprising of 1857 or the First War of Indian Independence, (f) the new education system, (g) socio-religious reform movements in India, (h) the factors promoting nationalism, and (i) the Indian national movement and the freedom struggle. Many historians, therefore, refer to this period as the 'colonial era' also.

COLONIALISM

The capture of one country by another country is called colonialism. For example, the British colonized India. The British conquered our country and established their authority over local nawabs and rulers. Gradually, they established control over the economy and society. This process was known as colonialization.

INDIA IN THE EIGHTEENTH CENTURY

- The death of Mughal Emperor Aurangzeb in 1707 resulted in political instability. Ambitious provincial governors started declaring their independence, as a result of which many provincial kingdoms came into existence.

Some prominent states to declare their autonomy were **Awadh**, **Bengal** and **Hyderabad**. The **Sikhs** established their independent state under Maharaja Ranjit Singh and **Hyder Ali** asserted his authority in Mysore. The **Marathas** spread their power far and wide, the **Jats** became independent near Agra and the **Ruhelas** founded the state of Rohilkhand.

- Wars of succession of Mughal emperors and widespread corruption weakened the economy of the empire as a result of which it started to crumble.



Mughal Emperor Aurangzeb

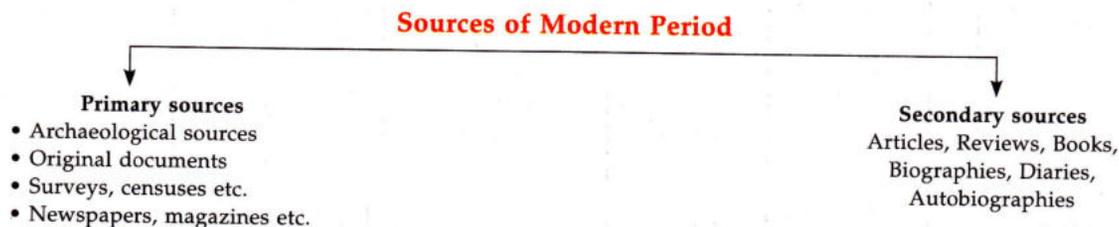
- Invasions of Nadir Shah (1739) and Ahmad Shah Abdali (1761) further weakened the **Mughals** and broke their back.
- Decline of the Mughal empire **paved the way for the establishment of the British power in India**. The high profitability of Indian trade attracted many European powers to India. The Dutch and the Portuguese could not stand for long in this race, but the ambition to monopolise Indian trade resulted in an intense rivalry between the British and the French. Finally, the British came out victorious.
- **The Battles of Plassey (1757) and Buxar (1764) made the British the Masters of Bengal**. The rich resources of Bengal helped them in becoming the masters of the whole India. As a result, the trading British Company amassed all powers of Indian empire in its hands. They eliminated all the Indian rulers by defeating one after another, and the figurehead Mughal emperor also became a puppet in their hands. Thus, the British became the virtual masters of the whole India.
- The British exploitative policies resulted in **India's economic ruin and impoverishment of the peasantry**. Their policies created widespread dissatisfaction and resentment in Indian masses.

The Revolt of 1857 was the cumulative outcome of the exploitative policies of the British during this period. Establishment of the Indian National Congress in 1885 gave birth to an organised national movement. After a long struggle, India achieved Independence from the British rule in 1947.



Leaders of the Indian National Congress

SOURCES FOR MODERN INDIA



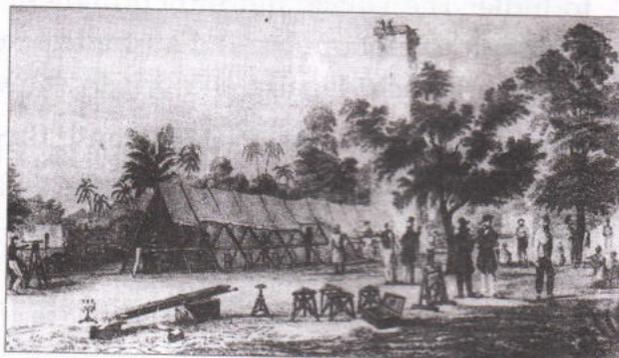
The main sources of modern history can be divided into following two categories.

1. **Primary Sources:** The following may be included in the list of primary sources:
 - (i) **Archaeological Sources:** Materials, buildings or their remains found in excavations form part of archaeological sources. Coins also come in this category. However, for modern history archival sources are much more useful than archaeological sources.

(ii) **Original Documents:** Government reports, orders and official correspondence may be included in the category of original documents. They provide invaluable original information about important issues. They are well preserved in **archives and libraries**.

(iii) **Surveys, Censuses, etc.:**

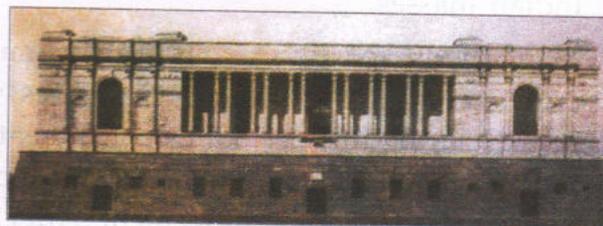
Surveys conducted by the British from time to time to demark territories and to fix land revenue also provide important informations. Census was also started in the end of the nineteenth century. These censuses, undertaken every ten years, also provide useful information.



Mapping and survey operations in Bengal

(iv) **Newspapers, Magazines etc.:**

Newspapers and magazines were printed in different languages from different parts of the country. They not only provide news but also inform about the public opinion. Pamphlets are also important as they reflect the popular feelings. Personal letters are significant as they acquaint us with personal opinions regarding the then prevailing conditions.



The National Archives of India came up in the 1920s.

2. **Secondary Sources:** The above mentioned original sources are very important and provide ample original information about the British rule in India. However, we should not forget that some of them are official records. They were written and compiled by those who were in power. Therefore, they may provide only limited and one-sided view. These records also do not help us understand what other people in the country felt and what was the actual motive behind official actions.

The conclusions arrived at by scholars and historians after studying the above mentioned original sources may be called as secondary sources. They are available in the form of articles, reviews and books. Biographies, diaries and autobiographies of famous personalities also provide important informations about the contemporary society and polity.

IV. Give short answers to the following questions.

1. Mention some important events associated with the history of modern India.
2. Explain the meaning of History.
3. Why is it difficult to fix dates of some events?
4. Why did Aurangzeb's death result in political instability?
5. Which two wars strengthened the position of the British in India?
6. Name the important sources which are helpful in the study of history of modern period.

V. Answer the following questions.

1. What do you understand by the primary and secondary sources of study of modern history?
2. How will the information derived from old newspapers be different from that found in official reports?
3. Why did the British preserve official documents?
4. What is the meaning of colonialism? Explain.
5. Explain some of the important events and developments that took place after the death of Aurangzeb.

VI. Map Work.

1. On an outline map of India mark the various independent states that were established after the death of Aurangzeb.
2. On an outline map of India mark Plassey and Buxar.

VII. Projects and Activities.

1. Collect pictures of those chiefs who established their independent kingdoms after the death of Aurangzeb. Paste them in your scrapbook.

VALUE-BASED QUESTION

With the help of old photographs, letters, and stories told by your father and grandfather, prepare a short historical description of your family. Find out from your elders the names of your forefathers and make a report in a chronological order.

HOTS: THINK BEYOND

When did the feeling of nationalism start growing among the Indians? Which factors and circumstances might be helpful in this direction?

2(i)

Establishment of the Company Power

Important terms

Mercantilism: Pertaining to commercial affairs and trade

Monopoly: Exclusive or complete control of some commodity or the exclusive right of selling it

Persecution: Cruel and unfair treatment

Indemnity: Compensation

Diwani: The right to collect revenue

Truce: A temporary peace; an agreement between enemies or opponents to stop fighting for an agreed period of time

MERCANTILISM

Ideology of mercantilism was based on the principle that a business enterprise should make profits mainly through trade. Maximum profits could be earned only if raw materials could be bought at minimum price and sold at a maximum price. This was possible only when there was no competitor in trade. Under this policy, the governments of European countries supported the home producers by means of **protective tariffs**, *i.e.* by promoting exports and imposing restrictions on imports. Most of the states of Western Europe were influenced by the policy of mercantilism between 1600 and 1800.

Mercantilism became the most important factor in the establishment of colonies. The East India Company, because of England's sea power, had a superior position in this respect.

TRADE WARS

The race for colonies led to many wars among the European countries in the seventeenth and eighteenth centuries. These were known as trade wars. The countries involved in these wars were—**Portugal, Holland, France and Britain.**

Fine quality Indian cotton and silk were in great demand in Europe. Spices such as pepper, cloves, cardamom and cinnamon were also in great demand. However, the all European companies were interested in trading in the same things. As a result of this competition among European companies, prices went up considerably which reduced

their profits. Therefore, the only way to flourish was to eliminate rival companies. **The urge to monopolise the profitable trade** led to struggle between these companies. Trade was protected with arms and trading ports more captured. Throughout the seventeenth and eighteenth centuries these companies regularly blockaded routes, sank each others' ships and adopted all sorts of tactics to prevent rival ships from moving with supplies of goods. They also had to face protest from local rulers.

THE PORTUGUESE

The Portuguese were the first Europeans to start trade with the countries of the east and to establish their trading centres (which were called factories) in India. They opened their trading centres at **Cochin, Goa, Daman** and **Diu**. They enjoyed monopoly on Indian trade for about a century. The superiority of their armed ships and navigational skills made them the master of seas. These characteristics also helped them in securing trading concessions from the Mughal emperors. The British and the Dutch companies could break this monopoly much later, when they also took over most of the Indian possessions of the Portuguese.



Portuguese style church
(The Basilica of Bom Jesus)

THE DUTCH

Attracted to Indian trade, the Dutch established the Dutch East India Company in 1602. They established their trading centres at **Pulicat, Surat, Chinsura, Qasimbazar, Patna, Nagapatnam** and **Cochin**. They faced competition from the British. Their rivalry remained serious till 1759. Ultimately the British were able to expel them from India.

THE BRITISH

Success of the Portuguese and the highly profitable trade with India attracted the British towards India. By a Royal Charter granted by Queen Elizabeth I of Britain on 31st December 1600, the **British East India Company** was established. This Charter granted the Company the sole right to trade with the east. This meant that no other trading group in England could compete with the British East India Company or challenge it in any way. With the grant of this Charter, the Company could venture across the oceans, looking for new lands from where it could buy goods at cheap rates, and carry them back to Europe to sell at higher prices. Now the Company did not have to face competition from other British trading companies. The Company soon started its activities.

Sir Thomas Roe obtained the right to trade from the Mughal emperor Jahangir and established its first settlement on the west coast at Surat. Soon other trading centres of the British were established on the east and west coasts. The first British factory was set up on the banks of the River Hugli in 1651.

THE FRENCH

The French were following the Dutch and the British foot-steps. They also formed the French East India Company in 1664. The first French trading centre in India was founded at Surat in 1668. Their major settlements in India were **Puducherry (Pondicherry)**, **Chandranagar** and **Mahe**.

Anglo-French Rivalry and the Carnatic Wars

The British East India Company had approached the Mughal emperor as a petitioner. However, day by day they consolidated their position. They decided to make best use of the declining Mughal power after the death of Aurangzeb. However, the French also cherished the same designs. The British eliminated the Portuguese and the Dutch without any difficulty, but the French posed a serious threat.

The British had a settlement in Madras, which they had fortified. The French had one such settlement in Pondicherry. The three states of this region—Hyderabad, Carnatic and Mysore were in constant conflict at this time. The French and the British took advantage of this rivalry. They allied themselves with rival groups as a result of which three wars took place between 1746 and 1763. Ultimately, the British were successful in expelling the French from India. The wars between the British and the French are known as the **Carnatic wars**.

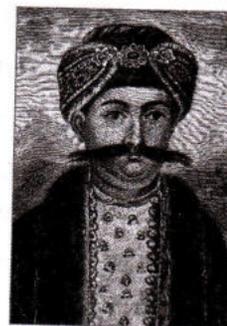
RISE OF BRITISH POWER IN BENGAL

Bengal was formally a part of the Mughal empire but later the nawabs of Bengal had practically become independent. The British Company secured a *farman* from Aurangzeb which granted the Company the right to duty free trade. But the Company, from time to time, kept on pressing Aurangzeb for more and more concessions and misused existing privileges. The Company officials started their private trade, without paying duty, causing enormous loss of revenue to the Nawab of Bengal.

The early nawabs of Bengal, namely Murshid Quli Khan and Alivardi Khan, were strong rulers. They exercised strict control over the British and prevented not only the misuse of power but also suppressed their political ambitions during this period.

CONFLICT WITH THE NAWABS OF BENGAL

Alivardi Khan was succeeded by Sirajuddaulah in 1756. He was mindful of the growing British ambitions and was determined to keep them in check. He did not want to meet the fate of the Nawabs of Carnatic. The British were trying to fortify their settlements in Bengal. They began abusing the concessions also which they had got for trade. Sirajuddaulah gave them orders to pull down the illegal fortifications, but, the British refused to do so. It led to the capture of Calcutta (which was a small village at that time) by the forces of the Nawab.



Sirajuddaulah

BATTLE OF PLASSEY

When the Company officials in Madras came to hear about the news of the fall of Calcutta, they sent a large naval fleet under the command of Robert Clive. Negotiations with the Nawab having failed, **Robert Clive** decided to eliminate Sirajuddaulah and replace him with some person on the throne of Bengal whom the British could easily use for their policies. He conspired with some leading men of the Nawab's court in order to place Mir Jafar on the throne of Bengal. Apart from Mir Jafar and Rai Durlabh (the two generals of the Nawab), Manik Chand, the officer-in-charge of Calcutta, Ami Chand, a rich merchant and Jagat Seth, the biggest banker of Bengal, were also a part of this conspiracy.



Robert Clive

Having made all preparations, the British forces met with the Nawab's forces at Plassey (65 km north of Calcutta) on **23 June 1757**. The Battle of Plassey was fought only in name because on the Nawab's side, there was only a small group of loyal soldiers led by Mir Madan and Mohan Lal who fought bravely. Due to the treachery of Mir Jafar and Rai Durlabh the Nawab lost the battle. Sirajuddaulah fled but was captured and killed.

Results of the Battle of Plassey

The Battle of Plassey is one of the most important battles of Indian history. It became famous as it was the first major victory of the Company in India. It paved the way for the British conquest of the whole of India gradually during the next 100 years. It boosted the British prestige. The vast resources of Bengal were now at the disposal of the British which was a decisive factor in their fight against the French in the south.



The Battle of Plassey

Mir Jafar was proclaimed the Nawab of Bengal: As per the agreement, Mir Jafar granted to the Company the right to tax-free trade in Bengal, Bihar and Orissa (Odisha). The Company also received the *zamindari* of the 24 Parganas near Calcutta. Mir Jafar also gave one crore seventy-seven lakh rupees to the company as compensation for the attack on Calcutta and compensation was also given to the British traders of the city. In addition, he also gave sufficient amount to the officials of the Company as gift (bribe).

Mir Jafar's frustration: Mir Jafar's conspiracy proved disastrous for the country. The Company now started interfering openly in the affairs of Bengal. Mir Jafar was reduced to a mere puppet and was not happy. He objected to the company's dishonest and unfair trade practices and the Company did not like this. In October 1760, Mir Jafar was deposed and his son-in-law, **Mir Qasim**, was proclaimed the Nawab.



Mir Jafar

Mir Qasim realised the gravity of the situation and shifted his capital from Murshidabad to Monghyr. Not only the generals and officers of the Company but the servants also were now misusing trade concessions to build up their personal fortunes. The Company officials used the *dastaks* or free passes for their private goods and also sold them to Indian merchants. As a result, the Nawab's revenue diminished and the honest Indian merchants were affected badly. Mir Qasim, in an effort to put an end to these corrupt practices, abolished all duties on internal trade so that trade conditions become equal for both the Indian and the British traders.

BATTLE OF BUXAR

Abolition of internal duties was considered by the British as violation of their special 'rights and privileges'. This led to a series of battles between the British and Mir Qasim in 1763. After successive defeats at the hands of the British, Mir Qasim fled to Awadh. There he formed a confederacy with Shah Alam II, the Mughal emperor, and Shujaudaulah, the Nawab of Awadh. Even their combined forces were badly defeated in the Battle of Buxar in western Bihar on **22nd October 1764**. This led to the signing of the **Treaty of Allahabad in 1765**.



Mir Qasim

RESULTS OF THE BATTLE OF BUXAR

The Battle of Buxar was a decisive one. It completed the unfinished task of the Battle of Plassey. Following were the results of this battle:

1. Robert Clive became the governor of Bengal for the second time in 1765. He concluded the **Treaty of Allahabad** by which Nawab Shujaudaulah was forced to pay a **war indemnity of fifty lakh rupees** to the Company and Awadh, with the exception of Kara and Allahabad, was restored to him.
2. Shah Alam, the figurehead of the Mughal empire, got the districts of **Kara and Allahabad**. He was also granted an **annual subsidy of 26 lakh rupees**. Thus, he became the pensioner of the Company. In return of these concessions, he formally granted to the Company the *diwani*, or the right to collect revenue of Bengal, Bihar and Orissa. In other words, henceforth the Company was to collect revenue from these provinces.
3. The *diwani* allowed the Company to use the **vast revenue resources of Bengal**. This solved a major problem of the Company. So far the Company could only buy Indian goods with gold and silver imported from Britain, because at that time Britain had no goods to sell in India. But, with *diwani*, the revenues from Bengal could be used for other works and expenses. These revenues could be used to purchase cotton and silk textiles in India, maintain Company troops and meet the cost of building forts and offices at Calcutta.
4. A defensive alliance was also concluded with the Nawab of Awadh by which the Company promised to provide him with troops in case of need, if the nawab paid for their maintenance.

The arrangements made by the Treaty of Allahabad meant actual transfer of the administration of Bengal to the Company. As a result of this, handover the revenues of the most prosperous Indian provinces to the British. The Nawab failed to realise its long term implications and he himself sold his independence to the Company.

GROWTH AND EXPANSION OF THE BRITISH RULE

(A) FROM 1767 TO 1805

The period from 1767 to 1805 saw a rapid growth and expansion of British territories and power. The main events of this period were:

The Mysore Wars

During 1767 to 1805 four Anglo-Mysore wars were fought which brought Mysore under British control.

1. **First Mysore War:** After the death of the Raja of Mysore in 1760, his general Haider Ali had usurped the throne. The First Mysore War began in 1767, in which Haider Ali defeated the forces of the East India Company and captured Madras in 1769. By a treaty signed in 1769, all conquests made by either side were restored. Moreover, the British promised to help Haider Ali in case he was attacked by another power. Thus ended the first Anglo-Mysore War (1767–1769).
2. **Second Mysore War:** In 1771, when Haider Ali was attacked by the Marathas, the British did not come to his help. Moreover, the British also captured the port of Mahe from the French. Haider Ali wanted the British to vacate the port of Mahe because it was the only outlet for Mysore's trade. The British refused to do this. Hence, the Second Mysore War broke out in 1780. Haider Ali died in the middle of the war in 1782. His son Tipu Sultan continued the struggle against the British. Ultimately, the Treaty of Mangalore was signed in 1784, which restored all conquests made by either side. Thus, even the Second Mysore War (1780–1784) ended as indecisive.
3. **Third Mysore War:** The Treaty of Mangalore was no more than a truce for the British and Tipu as each side was keen to settle the claim for supremacy over Deccan. Lord Cornwallis was the Governor General of Bengal between 1786 and 1793. The immediate cause of the Third Mysore War was the attack of Tipu Sultan on Travancore whose ruler was an ally of the Company. The Nizam of Hyderabad and the Marathas were already alarmed at the rising power of Tipu and viewed it as a danger for their power. This resulted in a Triple Alliance between the Marathas, the Nizam and the British against Tipu in 1790. Their combined forces



Haider Ali

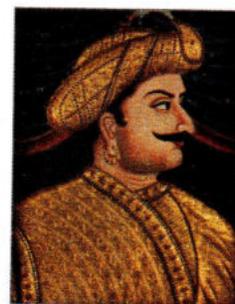
besieged Tipu's capital, Seringapattam and compelled Tipu to sign a treaty. This Treaty of Seringapattam (1792) ended Tipu's dominant position in the south. He had to surrender many of his territories to the Marathas, Nizam and the British, and also had to pay a heavy war indemnity. Thus ended the Third Mysore War (1790–1792) with **heavy losses to Tipu**.

4. **Fourth Mysore War:** At the time of the Fourth Mysore War (1799), Lord Wellesley (1798–1805) was the Governor General of Bengal. Tipu was determined to avenge his defeat in the Third Mysore War. He fortified his capital and recruited fresh soldiers for his cavalry. Lord Wellesley was quick to realise the intentions of Tipu. Therefore, he revived the triple alliance with the Nizam and the Marathas.



The Fourth Mysore War

The Fourth Mysore War was very short but decisive. Tipu's capital Seringapattam was captured by the British. Tipu, the '**Tiger of Mysore**', died while defending his capital. The British took control of a large part of Mysore including Canara, Coimbatore and Seringapattam. The French, who had fought on the side of Tipu, were also eliminated from India for good.



Tipu Sultan

The Maratha Wars

The Marathas had become very powerful by the middle of the eighteenth century. Under the leadership of Shivaji, they even challenged the Mughal empire. But they received a setback when they were defeated by the Afghan ruler Ahmadshah Abdali in the **Third Battle of Panipat in 1761**.

At that time, there were four centres of Maratha power. Gujarat was under the Gaekwads who ruled from Baroda. Bhonsles ruled from Nagpur. A part of Malwa was under the Holkars, who ruled from Indore and the rest was under the Scindias who ruled from Gwalior.

The Peshwa was the head of the Maratha Confederacy. The British supported the aging Raghunath Rao for Peshwaship whereas rest of the Marathas, under the leadership of Nana Fadnavis, supported Madhav Rao II. As a result, First Anglo-Maratha War took place between these two sides. Three Anglo-Maratha wars were fought between 1775 and 1818. **The Third Anglo-Maratha War (1817–1818)** completely destroyed the Maratha power. The post of the Peshwa was abolished and large parts of the Maratha kingdom were taken over by the British. The Maratha heads were not allowed to keep an army.



Extent of the British Empire in India in 1765

(B) FROM 1805 TO 1856

Second phase of the growth and expansion of the British rule in India was different from the first phase in many ways.

1. The old kingdoms had lost their importance. The second phase saw the rise of the Sikhs. The British defeated the Sikhs in 1848 and **annexed Punjab in the British Empire in 1849.**
2. The British now had designs on territories beyond India, such as Afghanistan, Nepal and Burma.
3. The British devised various pretexts to annex more and more territories in which Dalhousie's Doctrine of Lapse was the most remarkable.

The Sikh Wars

During the days of Banda Bahadur, Punjab was divided into 12 small Sikh kingdoms known as *misl*s. In 1802, Ranjit Singh made himself the chief of Amritsar. By 1806, Ranjit Singh emerged as the most powerful ruler of Punjab and his territory extended from central Punjab up to the River Sutlej. Maharaja Ranjit Singh intentionally avoided confrontation with the British and tried to consolidate his power. He was called the 'Lion of Punjab.'



Maharaja Ranjit Singh

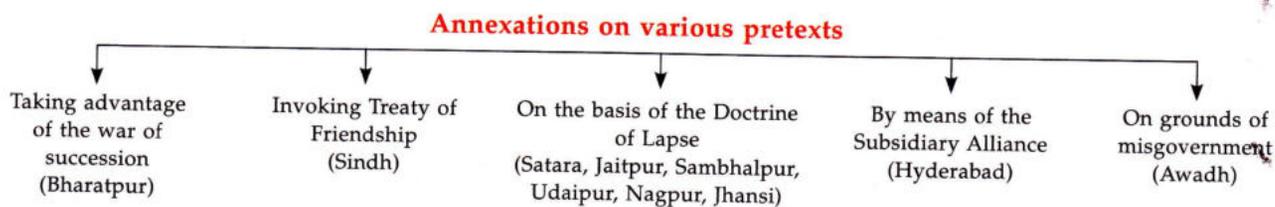
After the death of Ranjit Singh in 1839, the British agents spread unrest and disorder in Punjab because they could never tolerate a strong state on their frontiers. During the unrest, three sons of Ranjit Singh were killed one after another. Ultimately, the youngest son **Dalip Singh** was put on the throne. Since **he was a minor, his mother, Rani Jindhan, became his regent.** The corrupt army generals of Punjab carried on their intrigues against the prince. This political instability offered golden opportunity to the British to conquer Punjab.

Two Anglo-Sikh Wars were fought between 1845 and 1849. After defeating the Sikhs completely, Governor General Dalhousie annexed the whole of Punjab by means of a declaration.

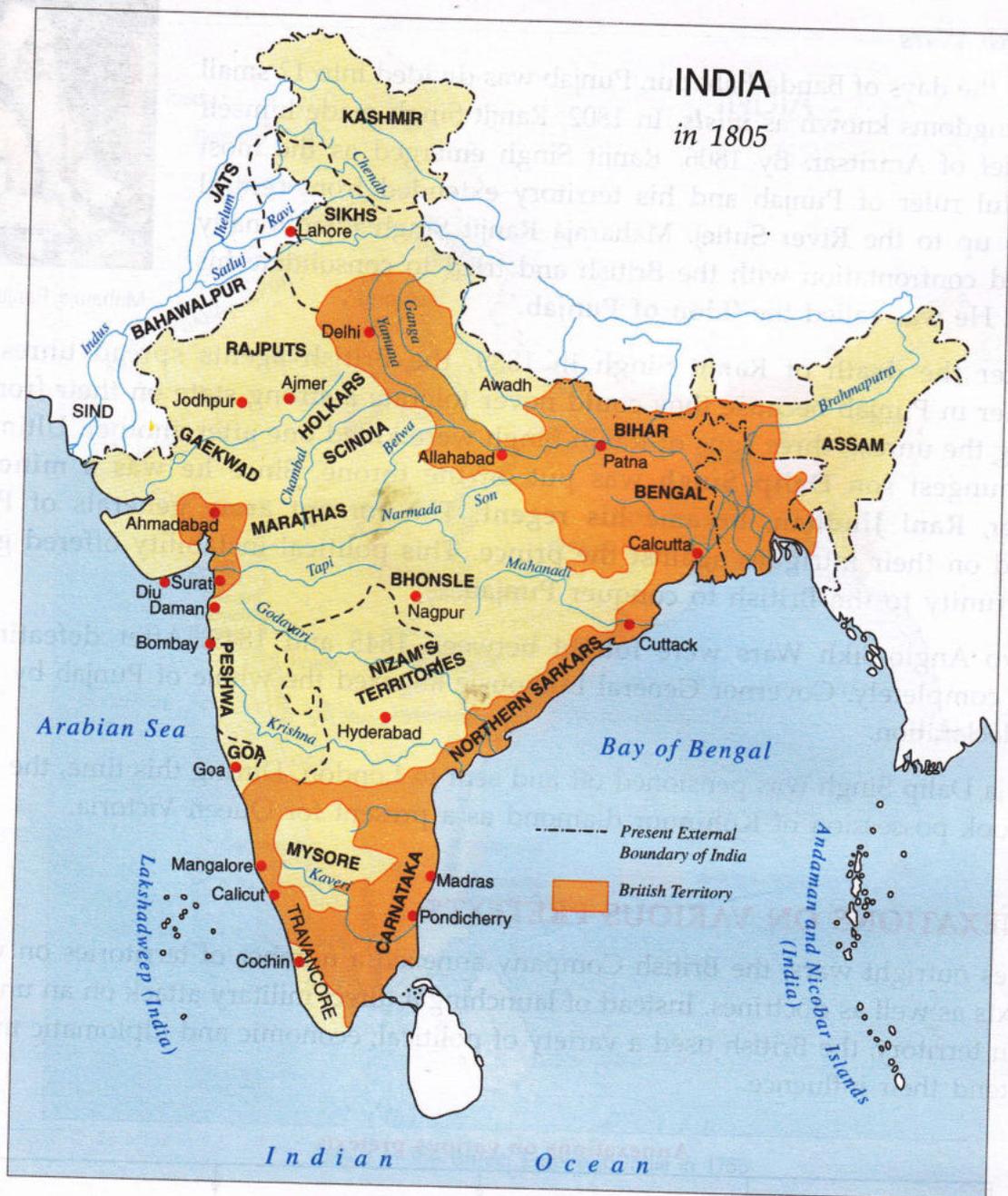
Raja Dalip Singh was pensioned off and sent to London. During this time, the British also took possession of **Kohinoor** diamond as a present for Queen Victoria.

ANNEXATIONS ON VARIOUS PRETEXTS

Besides outright wars, the British Company annexed a number of territories on various pretexts as well as doctrines. Instead of launching a direct military attack on an unknown Indian territory, the British used a variety of political, economic and diplomatic methods to extend their influence.



1. **Taking advantage of the War of Succession:** Bharatpur was annexed in 1826 after a war of succession broke out between the minor son of the Jat ruler and his cousin.
2. **Invoking Treaty of Friendship:** By a treaty signed in 1809, the English agreed not to let their armies pass through Sindh. Lord Ellenborough invoked this treaty to annex Sindh, as he feared a Russian attack on India through Afghanistan. The rulers of Sindh were taken aback by this dishonesty of the English, but the British did not consider any means wrong for extending their dominions.

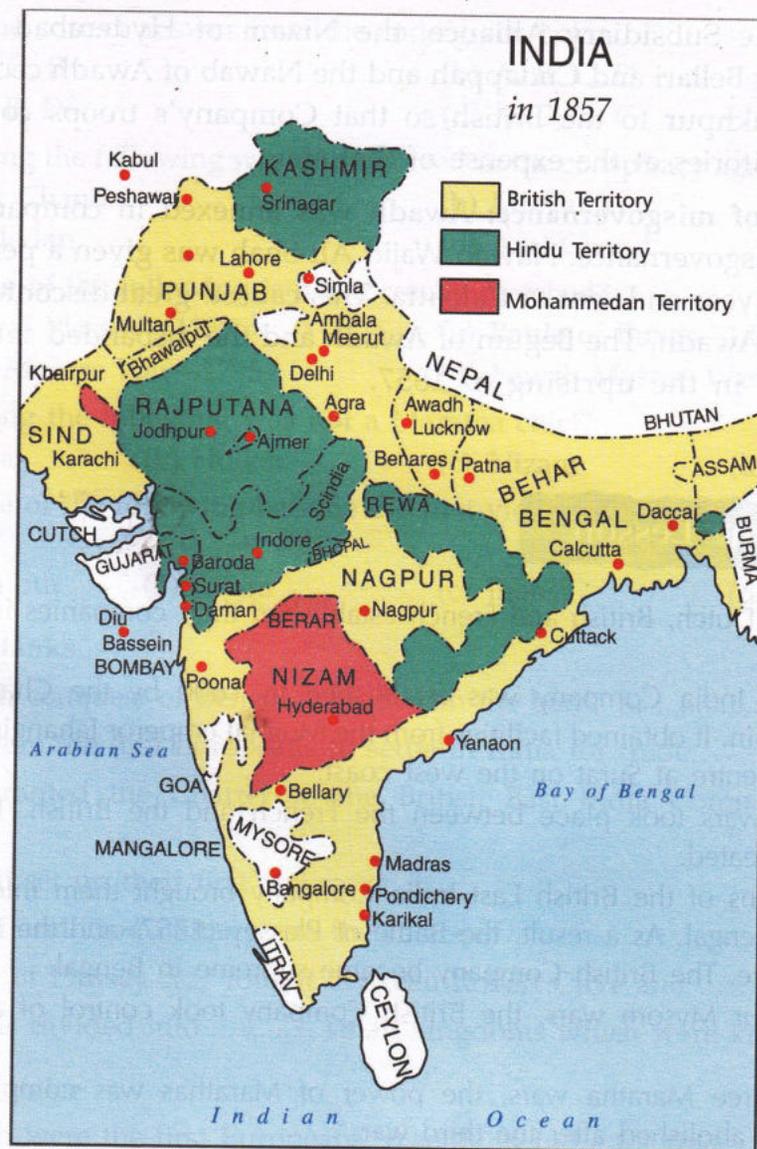


Extent of the British Empire in India in 1805

3. **Doctrine of Lapse:** The final wave of annexations occurred under Lord Dalhousie who was the Governor General from 1848 to 1856. The chief instrument of Dalhousie's policy of annexation was the Doctrine of Lapse. According to this doctrine, if the ruler of a protected or dependent state died without a natural heir, his state would automatically lapse or pass to the British Company. The first victim of this doctrine of Dalhousie was Satara (1848), followed by Jaitpur and Sambalpur (1850), Udaipur (1852), Nagpur (1853) and Jhansi (1854).



Lord Dalhousie



Extent of British Empire in India in 1857

4. **Subsidiary Alliance:** As already mentioned, a number of states were forced to sign the Subsidiary Alliance by Lord Wellesley. It had four conditions or stages.
- (i) The Company would provide military assistance to the Indian state which signed this treaty. The Indian state did not have the right to keep a separate army of its own.
 - (ii) Finding the Indian state incapable of taking military action, the Company did not give permission to the Indian ruler to enter into alliance with another ruler or declare war against any other kingdom.
 - (iii) The signatory Indian state was compelled by the Company to accept the permanent stationing of a British force within its territory and to pay a subsidy for its maintenance. A British officer called the 'Resident' would be stationed at the ruler's court.
 - (iv) The native ruler was compelled to cede some parts of his territory for the expenses and maintenance of the army instead of paying annual subsidy.

Under the Subsidiary Alliance, the Nizam of Hyderabad was forced to surrender Bellari and Cudappah and the Nawab of Awadh ceded Rohilkhand and Gorakhpur to the British so that Company's troops could be kept in their territories at the expense of that state.

5. **On grounds of misgovernance:** Awadh was annexed in company's empire on grounds of misgovernance. Nawab Wajid Ali Shah was given a pension of rupees twelve lakh a year and sent to Calcutta. This caused great discontentment among the people of Awadh. The Begum of Awadh and the disbanded soldiers later took an active part in the uprising of 1857.

Summary of the Lesson

- The Portuguese, Dutch, British and French established their companies in India for the purpose of trade.
- The British East India Company was established in 1600 by the Charter of Queen Elizabeth of Britain. It obtained facilities from the Mughal emperor Jahangir. It established its first trading centre at Surat on the west coast.
- Three Carnatic wars took place between the French and the British. Ultimately, the French were defeated.
- Political ambitions of the British East India Company brought them into conflict with the nawabs of Bengal. As a result, the Battle of Plassey (1757) and the Battle of Buxar (1764) took place. The British Company became supreme in Bengal.
- By means of four Mysore wars, the British Company took control of a large part of Mysore.
- By means of three Maratha wars, the power of Marathas was completely crushed. Peshwaship was abolished after the third war.
- By means of two Sikh wars, the Sikh might was completely crushed and Punjab was annexed in the British empire by Lord Dalhousie.
- The British annexed a number of territories on various pretexts, such as by taking advantage of the war of succession, by invoking treaty of friendship, Lord Dalhousie's Doctrine of Lapse, Lord Wellesley's Subsidiary Alliance and on the pretext of misgovernance.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Which of the following is **not** correctly matched:
(a) Battle of Plassey—Robert Clive (b) First Mysore War—Haider Ali
(c) Third Mysore War—Lord Cornwallis (d) Battle of Buxar—Mir Jafar
2. Arrange the following companies in the order in which they established their trading centres in India, starting with the first.
A. The Portuguese B. The French C. The British D. The Dutch

Choose the correct answer from the code given below.

- (a) A, D, C, B (b) A, B, C, D
(c) A, C, B, D (d) A, D, B, C
3. Who among the following was **not** involved in the conspiracy against Sirajuddaulah?
(a) Manik Chand (b) Mir Jafar
(c) Mir Madan (d) Ami Chand
4. Which one of the following is **not** correctly matched?
(a) Battle of Plassey—1757 (b) Battle of Buxar—1764
(c) Third Mysore War—1795 (d) Fourth Mysore War—1799
5. Who among the following was **not** a Maratha chief?
(a) Scindia (b) Holkar (c) Nizam (d) Gaekwad
6. Which one of the following became the first victim of Lord Dalhousie's Doctrine of Lapse?
(a) Sambalpur (b) Satara (c) Jhansi (d) Nagpur

II. Fill in the blanks.

1. The British conquest of Bengal started with the battle of
2. were the first Europeans to settle in India for trade.
3. granted the Charter to the British East India Company to trade with India.
4. The British set up their first factory at
5. Haider Ali and Tipu Sultan were the rulers of
6. The Battle of Plassey was fought between Robert Clive and
7. Punjab was divided into small kingdoms which were known as

III. Write true or false.

1. The French were the first Europeans to settle in India for trade.
2. The Battle of Plassey completed the unfinished task of the Battle of Buxar.
3. After the Battle of Plassey, Mir Jafar was placed on the throne of Bengal.
4. The Treaty of Allahabad was signed in the year 1765.
5. Tipu Sultan was defeated in the Fourth Mysore War.
6. The British got the Kohinoor diamond from the Sikhs.
7. The Doctrine of Lapse gave Indian princes the right to adopt heirs.

IV. Give short answers to the following questions.

1. What do you mean by the term Mercantilism?
2. Between whom were the Carnatic wars fought?
3. Who were involved in the conspiracy against Nawab Sirajuddaulah?
4. Why did the Company remove Mir Jafar and Mir Qasim from the throne of Bengal?
5. How did the acquisition of Diwani benefit the East India Company?
6. What was the objective of Lord Dalhousie behind the Doctrine of Lapse?
7. Which Governor General annexed Punjab?
8. Who was the last Nawab of Awadh?

V. Answer the following questions.

1. Discuss the causes of Anglo-French struggle.
2. Explain the results of Carnatic wars.
3. What were the chief causes of conflict between the Nawabs of Bengal and the East India Company?
4. Explain the system of the Subsidiary Alliance.
5. Write a short note on the annexation of Punjab in the British empire.
6. How did the British defeat Tipu Sultan?
7. How did the British annex Awadh and what were its consequences?

VI. Map Work.

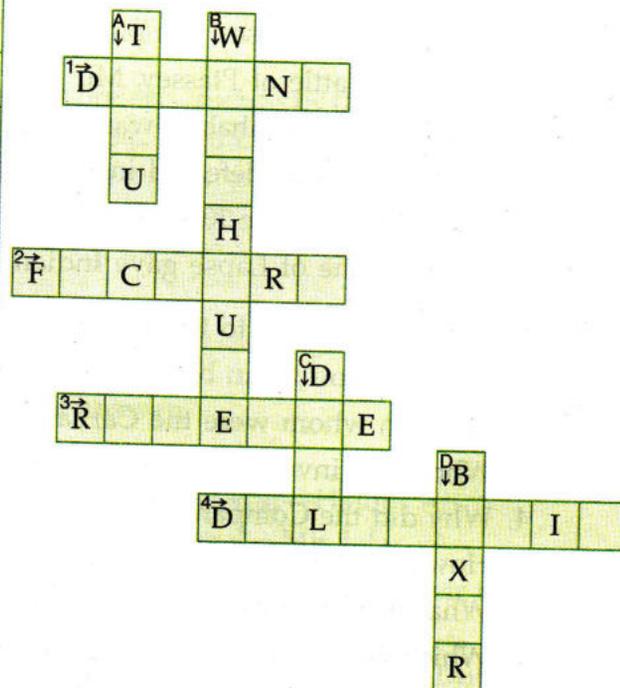
1. On an outline map of India, mark the extent of the British empire in 1856.
2. On an outline map of India, mark the States that joined the Subsidiary Alliance of Lord Wellesley.
3. On an outline map of India, mark the States annexed by Lord Dalhousie on the basis of the Doctrine of Lapse.

VII. Projects and Activities.

1. Make a chart showing different stages of the British conquest of India.
2. Collect pictures, stories, poems and information about any of the following—the Rani of Jhansi, Haider Ali, Tipu Sultan, Ranjit Singh, Lord Clive or Lord Dalhousie. Discuss their achievements in your classroom.

VIII. Solve the crossword puzzle with the help of clues given below.

| CLUES | |
|---------------|---|
| Across | |
| 1. | Right to collect revenue was called |
| 2. | Workers work in a |
| 3. | was a kind of tax. |
| 4. | introduced the Doctrine of Lapse. |
| Down | |
| A. | was the son of Haider Ali. |
| B. | A godown to store things was called |
| C. | means double. |
| D. | The Battle of was decisive in Indian history. |



ANSWERS

Across: 1. Diwani 2. Factory 3. Revenue 4. Dalhousie

Down: A. Tipu B. Warehouse C. Dual D. Buxar

VALUE-BASED QUESTION

Tipu Sultan's love for plants is very famous. He used to give punishment to offenders by making them plant trees, water them and bring them up to a particular height. What was his purpose in giving such punishments? What will be the advantage if such type of punishment is given in India also in present times?

HOTS: THINK BEYOND

Which was more humiliating for the Indian rulers—Lord Wellesley's system of Subsidiary Alliance or Lord Dalhousie's Doctrine of Lapse? Give the answer with logics.

INTERESTING FACTS

Robert Clive came to Madras (Chennai) from England in 1743 at the age of 18. When he was appointed the Governor of Bengal in 1764, he was asked to remove corruption from the Company administration. Interestingly, when he left India in 1767, his fortune was worth £ 4,01,102. He was cross-examined by the British Parliament in 1772 for his vast wealth. Although he was acquitted, he committed suicide in 1774.



Robert Clive

2(ii)

Growth of Colonial Army and Civil Administration

Important terms

Charter Acts: The East India Company was established by a Charter issued by Queen Elizabeth in December 1600. The Charter Acts were renewed every 20 years.

Governor General-in-Council: The Governor General along with his Council.

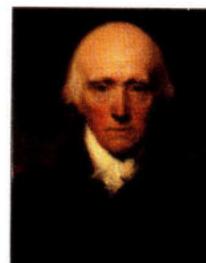
In the beginning, the British East India Company came as a petitioner before the Mughal emperor. Subsequently, taking advantage of the political condition in India, it strengthened its position—economically as well as politically. It conquered practically the whole of India by various means, tactics and pretexts.

The British conquest of India caused great discontentment in the country. It was mainly because the British Company was concerned about its own interests. Their entire strategy and efforts were directed towards safeguarding their own interests.

DUAL SYSTEM OF GOVERNMENT IN BENGAL

Robert Clive established 'dual system of government' in Bengal. Deputy *diwans* appointed by the Company collected **revenue** (*diwani*) on behalf of the Company and looked after the **administration** (*nizamat*) on behalf of the Nawab. This system was especially significant as the same person acted on behalf of two different interests. Under this system, power was separated from responsibility. Though the responsibility to look after the welfare of the people lay with the Nawab, the actual power lay with the English. Weakness of the government could be blamed on the Indians while the Company enjoyed its fruits. The Company collected revenue out of which it spent very little on administration and the rest was sent to England. Thus, the wealth of Bengal was gradually being drained off to England.

Warren Hastings, the first Governor General of Bengal (1773–1785), played a significant role in the expansion of Company power. By this time the Company had also established its power in Bombay and Madras. Hence, it became necessary to introduce a system of administration. British territories were broadly divided into administrative units which were called Presidencies. There were three Presidencies: **Bengal, Madras**



Warren Hastings

and **Bombay**, each ruled by a Governor. The supreme head of the administration was the 'Governor General'. The credit for introducing several administrative measures, notably in the sphere of justice, goes to Warren Hastings.

ADMINISTRATIVE MEASURES

During the period between 1750 and 1856, the British East India Company administered India, which was a trading Company. Its main objectives were—to safeguard its economic interests, augment its financial resources and to earn maximum profits. As a result, officials of the Company became rich. This attracted the attention of the Government of Britain. Hence, it took certain political and administrative measures which are as follows:

- (i) **The Regulating Act, 1773:** By the Regulating Act, **the Governor of Bengal was to be known as the Governor-General of Bengal**. A Council of four members was constituted to assist him. He had to act according to the decisions taken by this Council. **A Supreme Court was set up at Calcutta** with a Chief Justice and three other judges. The Directors of the Company were directed to submit their accounts of income and expenditure to the British treasury. They were also to submit a complete account of civil and military administration.
- (ii) **Pitt's India Act, 1784:** This Act was made to improve on some of the shortcomings of the Regulating Act. It separated the political functions of the Company from the commercial activities. A six-member Board of Control was appointed by the King. The Governor General-in-Council (which meant Governor General along with his Council) was given full power to superintend, direct and control the affairs of the Presidencies of Bombay and Madras. The Bombay Presidency in those days comprised all those territories which now constitute the states of Maharashtra and Gujarat. The Madras Presidency included almost the whole of southern India. According to this Act, the Council would have only three instead of four members. The power to declare war or to make peace was also given to the Governor General.
- (iii) **Charter Acts of 1813 and 1833:** Under the Charter Act of 1813, the trade monopoly of the Company was abolished in all items except tea.

Under the provisions of the Charter Act of 1833, administration of the Company was centralised. The Governor General-in-Council was given full authority over civil and military affairs of the Company. All law-making and financial powers, hitherto enjoyed by the provinces, were transferred to the Governor General-in-Council.

IMPACT OF ADMINISTRATIVE MEASURES

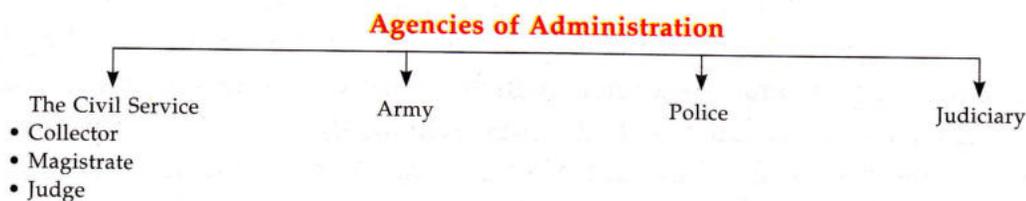
1. The Regulating Act regulated the working of the East India Company.
2. The Governor-General had no power to act arbitrarily. He had no power to overrule the decisions of the Council.

3. The Board of Control of the Company was now subjected to general control and supervision of the British government.
4. Though the Regulating Act was a half-hearted measure, it ended the loot of the Company to a great extent.
5. The Pitt's India Act made the Company responsible to the British Parliament. The Company, however, continued to have the trade monopoly and the power to appoint and dismiss employees.
6. The Pitt's India Act also remained the basis of the structure of the government up to 1858.
7. The Charter Acts caused a set back to the powers and position of the Company.

AGENCIES OF ADMINISTRATION

Administration of the Company in India was run by the following four agencies.

1. The **civil service** was in-charge of general administration.
2. The **army's** duty was to expand as well as protect the British empire.
3. The **police** was responsible for the maintenance of peace and order in the country.
4. The **judiciary** settled disputes and dispensed justice.



The Civil Service

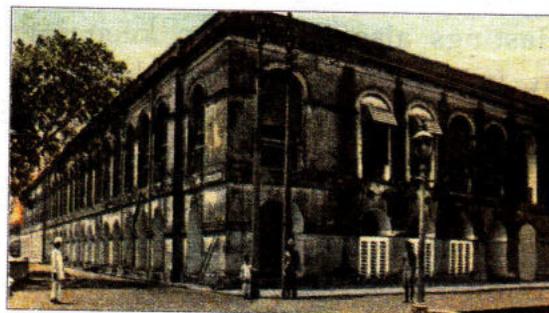
The credit for starting the Indian Civil Service (ICS) in 1793 goes to Lord Cornwallis. Civil service was called the **steel frame of Indian administration** (because the whole administration was run by it). Lord Cornwallis separated the commercial and revenue branches of administration. He introduced strict regulations for the officials, raised their salaries and made seniority the basis of promotions. His regulations are called **Cornwallis Code**. The system of recruitment of young officers by the Directors of the Company was replaced by a written examination in 1853. Fort William College was set up at Calcutta to train young civil servants. All these steps attracted a large number of young men towards civil services. However, Lord Cornwallis adopted the policy of excluding Indians from administration, as he believed that **every native of Hindustan was corrupt**. Hence, Indians were not allowed to even compete for higher posts. Only subordinate positions were open for them. All posts carrying more than the annual salary of £500 were reserved for Englishmen.



Lord Cornwallis

Administration was streamlined and to make it more efficient, territories were divided into districts, which were the basic units of administration. Each district had the following three main officials.

1. The *Collector* supervised revenue collection, besides the overall administration of the district. He was the principal figure in the administration of an Indian district. His office was called the *Collectorate* which now became the new centre of power and patronage and steadily replaced previous holders of authority.
2. The *Magistrate* maintained law and order.
3. The *Judge* was in-charge of justice.



Fort William College, Calcutta

The Army

It was because of a strong army that the British could establish a large empire. Army served three purposes—conquer new territories, protect British territories from other European rivals and suppress revolts of Indian kings.

Recruitment of Indian sepoys took place for the first time during the Carnatic wars. They were recruited in large numbers and trained to use latest arms and ammunitions. However, the Indian sepoy could not rise above the level of *subedar*. In spite of this discrimination they remained loyal to the British. Their resentment found expression in the Revolt of 1857.

The Police

Lord Cornwallis organised a regular and permanent police force in India that was essential for the maintenance of law and order. The police assisted the District Magistrate in carrying out his duties. Each district was organised into *thanas*. Each thana was headed by a *daroga*. Towns and villages had *kotwals* and *chowkidars*, respectively. Later, the post of District Superintendent of Police was created, who looked after the entire district. Like the army, in police also, higher posts were reserved for the British and the Indians, were excluded from it.

The police achieved great success in suppressing crimes, dacoity and *thuggee*. However, the police department could not become popular with people, because of the unsympathetic, oppressive and corrupt attitude of many of the lower ranked policemen. Their policy was oppressive and they were corrupt.

The Judiciary

Before the coming of the British, there was no common law in India and the Indians followed laws and regulations based on local customs and traditions. For some time, in the beginning the British did not interfere with the existing system and applied the

British laws in case of the Europeans alone. However, as the existence of dual system of laws created confusion, the British were compelled to introduce a **uniform code of law**.

Prior to Lord Cornwallis, Warren Hastings also had taken keen interest in improving the judicial set-up. It was in 1774 that the Supreme Court was established in Calcutta under the Regulating Act of 1773. A graded system of courts evolved over a period of time. At district level there were to be two courts—a criminal court (*faujdari adalat*) and a civil court (*diwani adalat*). *Maulvis* and *pandits* interpreted Indian laws for the European district collectors who presided over civil courts. The criminal courts were still under a *qazi* and a *mufti*, but worked under the supervision of the collectors. High Courts were established at the Presidency towns of Bombay, Calcutta and Madras.



The High Court in Bombay was built in November 1878.

Cornwallis Code was introduced in 1793. It was related with civil, criminal, commercial, land revenue and police systems. It stated that justice should be based on written laws and regulations instead of age-old traditions and customs. Therefore, some of the Indian traditions were codified as laws. This made laws uniform and easier to enforce.

A Law Commission was appointed in 1833 to codify Indian laws. It compiled **Indian Penal Code (IPC)** and introduced the concept of 'Rule of Law'. This meant that law was same for all without discrimination of caste, sex, religion, social position or economic status. However, the Europeans were even then tried only by the British judges in special courts.

Summary of the Lesson

- The 'dual system of government' of the Company drained Bengal steadily of its wealth.
- A number of Acts were passed by the British government. The Regulating Act of 1773 made certain administrative changes.
- The Pitt's India Act of 1784 was an improvement over the Regulating Act.
- The Charter Acts of 1813 and 1833 made the Governor General more powerful.
- Administration of the Company in India was run by four agencies, viz. civil service, army, police and judiciary.
- The credit for introducing reforms in administration and judiciary goes to Warren Hastings and Lord Cornwallis.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- Which one of the following is **not** correctly matched?
(a) Regulating Act—1773 (b) Pitt's India Act—1784
(c) Charter Act—1813 (d) Charter Act—1835
- Which one of the following abolished the monopoly of the Company?
(a) Charter Act of 1813 (b) Regulating Act of 1773
(c) Pitt's India Act of 1784 (d) None of the above
- Who started Indian Civil Service?
(a) Warren Hastings (b) Lord Cornwallis
(c) William Bentick (d) Lord Wellesley
- Where was the Fort William College set up?
(a) Calcutta (b) Barrackpore
(c) Madras (d) Bombay
- Whom does the credit for organising a regular and permanent police force in India go?
(a) Lord Cornwallis (b) Warren Hastings
(c) William Bentick (d) Col. Sleeman
- In which year was the Supreme Court established in Calcutta?
(a) 1771 (b) 1772 (c) 1773 (d) 1774

II. Fill in the blanks.

- The 'dual system of government' was introduced in the year
- The Regulating Act was passed in the year
- The Pitt's India Act was an improvement over the
- The was called the 'steel frame of Indian administration'.
- Indian soldiers in the British army could not rise above the rank of
- Each district was organised into *thanas*, each headed by a

III. Write true or false.

- Under the 'dual system of government' in Bengal, power was separated from responsibility.
- There were only four Presidencies.
- The Charter Act of 1813 abolished the trade monopoly of the Company.
- Lord Cornwallis gave Indians the opportunity to participate in civil service.
- The Europeans were tried only by British judges in special courts.

IV. Give short answers to the following questions.

- Which Act made the Company responsible to the British Parliament?
- What were the provisions of the Charter Acts of 1813 and 1833?
- When did the Company lose its monopoly on Indian trade?

4. Who introduced civil service in India?
5. Why did the British introduce a uniform code of law?

V. Answer the following questions.

1. Discuss the provisions of Regulating Act of 1773.
2. What improvements did the Pitt's India Act of 1784 make over the Regulating Act?
3. Why did the British need a large army?
4. In what way was the administration of the Company different from that of the Indian rulers?
5. What do you understand by the term 'Rule of Law'? Could the Company really establish it?
6. Write a note on police organisation under the British.

VI. Map Work.

On an outline map of India, mark the places where High Courts were established during the British period.

VII. Projects and Activities.

1. Compare the judicial system under the British with the present one. What were the similarities and differences between the two systems? Have a discussion about it in your class room and request your class teacher to make his/her comments in this regard.
2. Collect information about the growth of Indian Civil Service from its inception to its present form as the Indian Administrative Service. Compile the information in the form of an article for a daily newspaper.

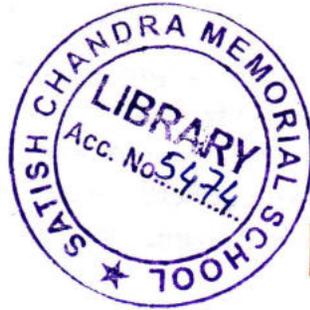
VALUE-BASED QUESTION

Cornwallis adopted the policy of excluding Indians from administration, as he believed that 'every native of Hindustan is corrupt'. Do you also believe that every Indian is corrupt?

How will you react to such a statement as a self-respecting person?

HOTS: THINK BEYOND

Who was the first Indian to qualify in the Indian Civil Service examination? What was his experience of working under the British rule?



Ruling the Countryside

Important terms

Artisanship: Craftsmanship

Legend: A traditional glory

As mentioned earlier, the British had come to India as traders. Gradually the situation started changing, especially after the battles of Plassey and Buxar. The Company captured some territories and also got the right to collect taxes. After the Battle of Buxar, the Mughal emperor appointed East India Company the Diwan of Bengal in August 1765.

The Company became the chief financial administrator of the areas under its control as the Diwan. It had to systematically organise the revenue resources of that area alongwith the administration, so that maximum revenue could be earned. With the territorial expansion, the financial liabilities of the East India Company also increased manifold for which it required a lot of money. Being a **trading Company**, it also had to ensure that it could buy the products it needed and sell what it wanted. Therefore, **the British adopted all means to enhance their income**. This proved disastrous for the Indian economy.

The natural consequences of the British rule were—**economic exploitation of the country, ruin of peasantry, and decline of trade and handicrafts**.

SYSTEMS OF LAND REVENUE COLLECTION

Agriculture was the main occupation of the Indians. Thus, the chief source of income of the Government continued to be land revenue. The British introduced many systems for collecting revenue from the farmers, but all of them were very oppressive.

- (i) **Ijardari System:** The Ijardari system was introduced during the tenure of Warren Hastings. It is also known as the **system of auction** because **the land was given to the highest bidder**. In order to take the possession of land, most bidders offered more than they could actually pay. They did not cultivate the land themselves. They had tenants or small farmers to do it for them. The condition of these farmers always remained miserable because the bidders would extract the maximum revenue from them.

(ii) **Permanent Settlement:** Lord Cornwallis made some improvement to remove confusions in the Ijardari system. Since he himself was a landlord in England, his idea was that of fixing the land revenue at a permanent amount. He introduced Permanent Settlement in Bengal, Bihar and a few other areas in 1793. Following were the results of the Permanent Settlement:



Lord Cornwallis

- This system gave proprietary rights to *zamindars* who became permanent owners of the land.
- They had the right to evict the cultivators for non-payment of their dues or not paying dues in time.
- The *zamindars* were required to pay a fixed amount of land revenue to the government every year. If the *zamindars* failed to pay the fixed amount, they had to lose their *zamindari* rights.
- Thus, the Company was assured of a fixed return from land and it was also relieved of the trouble of making fresh assessments every year.

However, this system also had certain defects, which were as follows:

- The *zamindars* did not take interest in improving the fertility of the land. Their objective was to earn without making any investment in land. Thus, while production from land declined, the revenue demands of *zamindars* increased more and more.
- The peasants suffered the most under this system. They sometimes had to borrow money from the moneylender in order to pay the revenue to the *zamindar*. Although there was an increase in the income of the *zamindar* the Company did not gain anything, since the revenue rate was fixed permanently.
- This system created a big class of landlords who became the most loyal supporters of the British rule in India.

(iii) **Ryotwari System:** The Ryotwari system was tried on a small scale by captain **Alexander Read** in some of the areas that were won by the Company from Tipu Sultan. Subsequently, it was developed by **Thomas Munro** and introduced in **Madras** and **Bombay presidencies**. It was gradually extended to the whole of south India and south-western India. Since in these areas there were no traditional *zamindars*, the British made the settlement with the actual cultivators or *ryots* who had been tilling the land for generations.

Under this system, cultivator remained the owner of land as long as he paid the land revenue. Land revenue was revised after every 20 or 30 years. The revenue was fixed according to the fertility of the soil. Although the system was not bad in itself, but since the British revenue officers were corrupt and extremely strict in collecting revenue, they used to take away almost half of the net produce as land revenue. Bad monsoons mostly created the condition of famines, which added to the poverty and misery of the peasants.

(iv) **Mahalwari System:** The Company was now in need of more money to meet its expenses of administration. Many of the Company officials were convinced that the system of revenue had to be changed again. In 1822, a new land settlement was introduced on a temporary basis. It was introduced in the Gangetic Valley, North-West Provinces, Punjab and parts of Central India. It was devised by **Halt Mackenzie** who felt that village was an important unit in north Indian society which needed to be preserved. Under this system, a community unit named **mahal** was constituted. This unit was created only for the purpose of revenue collection. The village headmen were held responsible for the collection of land revenue from their respective *mahals*. In this system, land revenue was not fixed permanently but was revised from time to time on the basis of the produce of a *mahal*.

EFFECTS OF THE LAND REVENUE SYSTEMS

1. All the systems of collecting land revenue were **oppressive and were in no way sympathetic to the cultivators**. In fact, they added to the misery of the peasantry.
2. The Permanent Settlement created a class of landlords which ruined the peasantry.
3. The *zamindars* took no interest in the development of land. They merely became **absentee landlords** living in Calcutta or other faraway towns, thriving on the income derived from the labour of poor farmers.
4. The land revenue to be paid by peasants was not fixed and depended on the whims of the landlord. He had the right to **evict the peasant from his land**. It introduced an element of insecurity among peasants.
5. To avoid ejection from land, the peasants had to borrow money from moneylenders or *mahajans*. Thus, in order to save themselves from zamindar's oppression, they subjected themselves to the **clutches of the moneylenders**.

Drain of India's wealth

India's wealth was being taken away to England in the following forms: (a) salaries payable to the officers of the Company, (b) payments to the British troops and army officers stationed in India, (c) profits of the British trading agencies, (d) despatch of savings to England by British personnel posted in India, and (e) bribes and gifts realised by the Company officials. Thus, the British systematically siphoned off India's wealth to Britain by various methods.

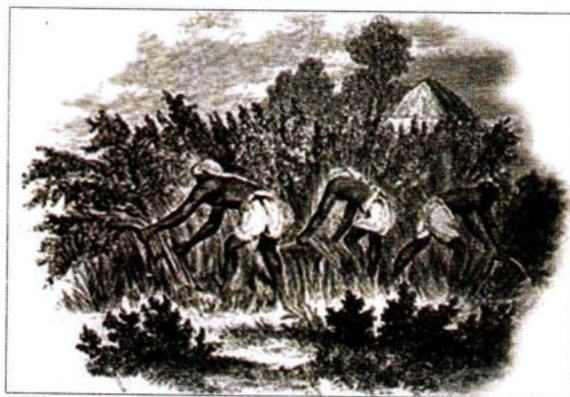
COMMERCIALISATION OF AGRICULTURE

The British not only changed the existing land revenue systems of the country but also changed drastically the nature of production and the items produced. Earlier, the village production was meant to fulfil the needs of the people of the village. But the British now started producing for the needs of market. The objective of this production was to sell the goods in the market. Under this system the peasants started growing some specialised crops. This system was known as commercialisation of agriculture.

As a result of industrialisation, England's need for raw materials increased. Hence, the British economic policies in India started being governed by the needs of the British industries. Hence, the area of cultivation of such cash crops as **indigo, cotton, tea, opium** and **jute** expanded. Plantations were completely under the British control. The Indian peasants were paid very little wages. The owners of the plantations (called the planters) were all Englishmen, who exploited the peasants very much.

CULTIVATION OF INDIGO

Indigo is a natural dye which is used by cloth manufacturers to dye cloth. Since the **colour produced by indigo was rich and bright**, indigo was preferred by dyers. By the end of the eighteenth century, the demand for indigo grew in Britain while its production in other parts of the world fell day by day. Cloth dyers in Britain required larger supplies of indigo and for this purpose they turned to India. The Company in India looked for ways to expand the area under indigo cultivation.



Indigo cultivation during the British period

With manifold increase in the import of indigo from India to Britain, agents and officials of the Company began investing in indigo production. Attracted by the high profits from indigo some of them came to India after quitting their jobs and became planters. They either bought land or rented it from other *zamindars* and produced indigo by employing hired labourers. This was known as *nij* cultivation. Since there were many problems attached with this type of cultivation, only 25 per cent of the land producing indigo was under this system. The rest was under another mode of cultivation known as the *ryoti* system.

Under the *ryoti* system, the planters forced the *ryots* to sign a contract. Those *ryots*, who signed the contract, got cash loans at low rates of interest. The planters also provided them seeds and equipments. After the crop was delivered by the *ryot* to the indigo planter, the *ryot* was given a fresh loan and this cycle started all over again.

INDIGO REVOLTS OF BENGAL

Peasants who were initially tempted by the loans soon realised the hidden exploitation system.

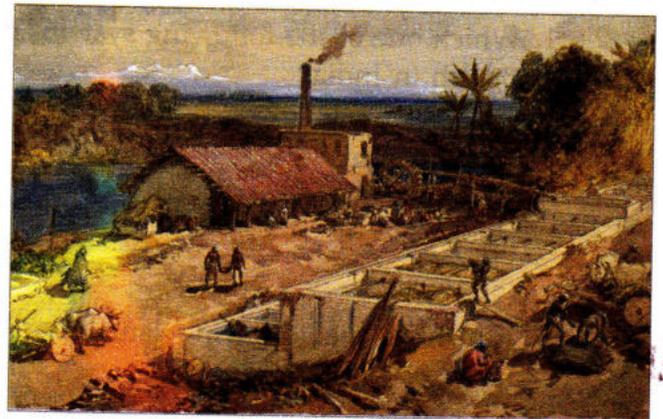
- Firstly, the price they got for their labour was very low.
- Secondly, after taking the loan once, the cycle of loans never ended.
- Thirdly, the cultivation of indigo exhausted the fertility of the soil rapidly. As a result, after an indigo harvest rice could not be sown on that land.

Consequently, thousands of *ryots* in Bengal refused to grow indigo. Those peasants who still worked for the planters were socially boycotted. *Ryots* armed with swords and spears, bows and arrows, attacked indigo factories. They refused to pay rents to the planters. They beat the agents of planters (known as *gomashtras*) and swore not to take advances from them in future. Women also participated actively in this protest.

It was the intensely oppressive nature of the indigo system that was at the root of the rebellion. However, they expected support from local *zamindars*, intellectuals as well as the British government. *Zamindars* were unhappy with the increasing power of planters and were also annoyed at being forced by them to give them their land on long leases. With the spread of rebellion, intellectuals from Calcutta rushed to the indigo districts. They wrote about the miseries of the *ryots*, the tyranny of the planters and the horrors of the indigo cultivation system. The famous Bengali author, **Dinabandhu Mitra**, wrote a play *Neel Darpan*, depicting the plight of the *ryots* and exposing the planters' oppression. The British government also felt concerned, especially after the Revolt of 1857. They were afraid of another such big rebellion again.

INDIGO COMMISSION

Afraid of a rebellion and moved by the powerful campaign led by the intelligentsia of Bengal, the British government appointed the **Indigo Commission** in 1869. The Commission enquired about the entire situation and held the planters guilty of gross abuses of power. The Commission also criticised them for the oppression and the coercive methods used by them against the cultivators. It set the cultivators free from the obligation to renew the contract after fulfilling the existing one.



An Indigo factory in Bengal

As a result, the indigo production collapsed in Bengal. The planters now made Bihar the centre of indigo cultivation. After his return from South Africa, **Mahatma Gandhi** visited Champaran to see the indigo cultivators' plight. His visit marked the beginning of the **Champaran Movement** against the indigo planters.

Summary of the Lesson

- The British adopted many systems of collecting land revenue such as the Ijardari system, the Ryotwari system and the Mahalwari system. The Permanent Settlement of Lord Cornwallis gave proprietary rights to zamindars. As a result of these settlements the condition of the peasants deteriorated and agriculture suffered.
- The objective of production was determined by the objective of sale and specialised crops like indigo, jute and tea were grown. This is known as commercialisation of agriculture.
- British planters compelled the cultivators to grow indigo. The indigo system was intensely oppressive. The indigo peasants in Bengal rose in an open revolt.
- Worried by the rebellion, the British government appointed the Indigo Commission. It gave the peasants freedom to decide whether to grow indigo or not.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Which one of the following systems of revenue collection was *not* introduced by the British in India?
(a) *Nakshbandi* (b) *Ryotwari*
(c) *Mahalwari* (d) *Ijardari*
2. The Permanent Settlement was introduced in Bengal in
(a) 1784 (b) 1787
(c) 1793 (d) 1798
3. Which of the following land revenue systems made *zamindar* the owner of the land?
(a) Permanent Settlement (b) *Ryotwari* system
(c) *Mahalwari* system (d) *Ijardari* system
4. Who devised the *Mahalwari* system?
(a) Lord Cornwallis (b) Colonel Sleeman
(c) Halt Mackenzie (d) Warren Hastings
5. Which one of the following was *not* a specialised crop to be grown for direct sale in the market?
(a) Wheat (b) Cotton
(c) Jute (d) Indigo
6. In which year was the Indigo Commission appointed by the British government?
(a) 1857 (b) 1859
(c) 1867 (d) 1869

II. Fill in the blanks.

1. The *Ijardari* system was introduced during the tenure of
2. The Permanent Settlement system was introduced by

3. In the *Ryotwari* system, the settlement was made by the government with the
4. To avoid ejection from land, the peasants had to borrow money from the
5. The demand for indigo increased in late eighteenth century Britain because of
6. The Champaran Movement was against

III. Write true or false.

1. As a result of the British policies Indian handicrafts flourished.
2. Lord Wellesley introduced the Permanent Settlement in Bengal.
3. Peasants rose in rebellion against the British policies.
4. India's wealth was being taken off to Great Britain by the British, which is called Drain of Wealth.

IV. Give short answers to the following questions.

1. What was the main result of British economic policies?
2. What do you understand by *ryotwari* system?
3. How was the Mahalwari System different from the Permanent Settlement?
4. Name the three land revenue settlements introduced by the British.
5. Name two commercial crops grown by the planters during the British period.
6. Who wrote *Nil Darpan* and what was the subject matter of this play?

V. Answer the following questions.

1. What do you understand by the Permanent Settlement? Describe its main features.
2. Why did the *ryots* not want to grow indigo? Explain.
3. Examine critically the effects of the land revenue systems introduced by the British.
4. What were the causes of the indigo revolt?
5. What do you understand by commercialisation of agriculture? Why did the British ask the peasants to cultivate cash crops?
6. What do you understand by Drain of Wealth? In what ways was the wealth drained from India to England?

VI. Map Work.

1. On an outline map of India, mark with different colours the places and regions where different land revenue systems were introduced by the British.

VII. Projects and Activities.

1. Make a chart of the ill effects of various land revenue settlements introduced by the British. Mention the condition of the peasants under each of them.
2. This is a picture of an indigo factory based in Bengal during the British Raj. Imagine you are one of the Indians working in this factory. Write a diary entry describing the lives of the factory workers.



VALUE-BASED QUESTION

Think of a conversation going on between a planter and a peasant. The planter is compelling the peasant to grow indigo. How would the planter persuade the peasant to do something that he was at first unwilling to do? What problems would the peasant have to face if he agrees to cultivate indigo?

HOTS: THINK BEYOND

The land revenue was the most important source of government revenues at that time. Therefore, different methods of land-revenue collection were adopted from time to time. What are the other sources of state revenues at present?



PROJECT WORK

(Based on Chapters 1-3)

I. Debate and Discussion

Discuss how the Judicial System during the British rule is different from the present system? Examine the similarities and differences between the two systems.

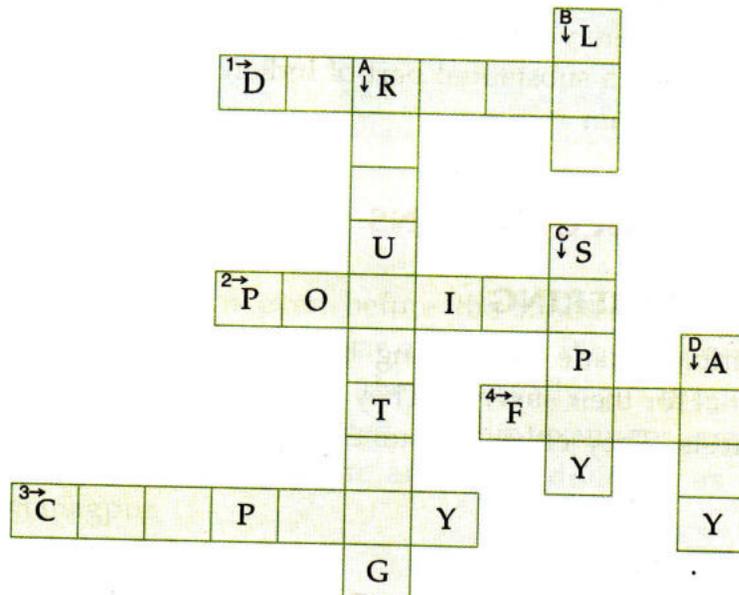
II. Street Play

Organize a street play depicting the lives of people at the time when the Permanent Settlement was being introduced. Highlight the positive and negative effects of the system in the play.

III. Crossword Puzzle

Solve the crossword puzzle with the help of clues given below.

| CLUES | |
|--|---|
| Across | Down |
| 1. Thana was headed by | A. The act to regulate the functioning of the East India Company. |
| 2. It maintains peace within the country. | B. Rule of |
| 3. East India | C. Indian soldiers in British Army. |
| 4. Company's administration was divided into agencies. | D. Responsible for protecting territories. |



IV. Biography

Satyendranath Tagore, the elder brother of Rabindranath Tagore, was the first Indian to join the Indian Civil Service (ICS) as a bureaucrat under the British government. His first posting was in Bombay Presidency. Give a short description of Satyendranath Tagore's life, his achievements and his experiences.

4

Colonialism and Tribal Societies

Important terms

Shifting cultivation: Once the fertility of soil exhausted, the cultivation was shifted to another land

Nomad: Wanderer, member of tribe roaming from place to place for food

Tumult: Uproar, disturbance, noise

Intermediaries: Mediators

Tribals, *adivasis* or aboriginals were usually the original inhabitants of vast tracts in western, central, southern, eastern and north-eastern parts of the country. They may be defined as **groups of people bound together by a similar language, culture and customs**. Tribals did not have social divisions like the societies based on caste. Most tribes had customs and rituals that were very different from those laid down by *brahmins*. Although tribal communities formed a substantial part of Indian population, but they mostly lived isolated from the mainstream society.

NATURE OF TRIBAL OCCUPATIONS

HUNTING AND GATHERING

In many regions tribals made their living by hunting and gathering forest products. Forests were essential for their survival. They gathered fruits, roots, honey and medicinal herbs from the forests. They either consumed these goods themselves or sold them in the market.

SHIFTING CULTIVATION

Tribals subsisted on shifting cultivation, hunting and fishing. They scratched the soil to prepare it for cultivation, and scattered the seeds on the field instead of ploughing the land. Shifting cultivation means that once the fertility of soil in a particular plot of land was exhausted, the tribals moved to another field. Thus, the life of the tribals depended on free movement within the forests. From these forests people got their supplies of rice and other grains by exchanging their valuable forest products.



Location of some tribal groups in India

SETTLED CULTIVATION

Many tribal groups settled down even before the nineteenth century. Hence, they cultivated their fields at the same place year after year. Ploughs were also in use. The advantage of settled cultivation was that they gradually got proprietary rights over the land on which they lived and cultivated. Certain examples suggest that the land belonged to the clan as a whole and not to any one individual, as was the case with the Mundas of Chottanagpur.

CATTLE REARING

Some tribal groups were dependent on herding and rearing animals. They moved from one place to another according to weather conditions alongwith their animals. Once the food supply in an area was exhausted, they moved to another area. The Van Gujjars of the Punjab hills and the Labadis of Andhra Pradesh were cattle herders. Most of the tribals were **nomads**.

EFFECTS OF COLONIAL RULE ON THE TRIBALS

1. EVICTION FROM LAND

The colonial rulers cultivated indigo, jute and poppy, (an intoxicating substance which was also called *khuskhus*) for which they captured vast tracts of land which the tribals had been cultivating for centuries. Thus, as a result of colonialism the tribals were evicted from their lands. Some of them became Britishers' tenants on their own land. They were sent in large numbers to mines, plantations and factories as coolies and labourers.

2. FORCED THEM TO HAVE SETTLED CULTIVATION

The colonial rulers did not like the nomads who moved from place to place. They wanted these tribal groups to settle at one place. It was because settled peasants were easier to control and administer. This would also ensure a definite and regular revenue for the state. Therefore, they **introduced land settlements**. They measured the land, defined the rights of each individual to that land and fixed the revenue to be paid to the state. Some peasants were declared landowners, others as tenants. The tenants were to pay rent to the landowner, who paid revenue to the state out of it.

Due to some practical problems, the British had to allow tribals in some regions to carry on shifting cultivation.

3. CHANGE IN FOREST REGULATIONS AND LAWS

The British introduced **some fundamental changes in the forest laws**, which affected the lives of tribals considerably. They established state control over forest regions and declared the **forests as state property**. Some forests were classified as **reserved forests**, as they produced timber which the British required. The tribals in these forests were not allowed to move freely, collect fruits, practise shifting cultivation or hunt animals. As a result, many tribals were forced to move to other areas for work and livelihood.

4. EXPLOITATION BY TRADERS AND MONEY-LENDERS

Landless tribals were often forced to borrow loans from the money-lenders on high rates of interest. Crafty and dishonest moneylenders also exploited them. Thus, the tribals had grievances against the traders, moneylenders as well as the colonial British rulers. They considered all the three as **outsiders** or **dikus**.

5. CULTURAL CHANGES

Under the colonial rule the customary way of life of the adivasis started disappearing. Their livelihood came under threat and their religion appeared to be in danger (because of the interference of the Christian missionaries in their religious practices). All through the nineteenth and twentieth centuries, tribal groups in different parts of the country rebelled against the changes in their age old laws, restrictions on their religious practices, levying of taxes by the British and exploitation by traders and moneylenders.

6. TRIBAL CHIEFS

Some people within the clan acquired power. They became tribal chiefs and others were their followers. After the advent of the British, the powers of the tribal chiefs were adversely affected. They **lost much of their administrative power** and were forced to follow laws made by the colonial officers. They also had to pay tributes and taxes to the British.

MAIN TRIBAL REVOLTS

About 70 tribal rebellions took place between 1747 and 1947. We will discuss some of the most important revolts among them.

PAHARIYA UPRISING

Pahariyas were a martial tribe that waged a long and bloody struggle from 1778 to resist the encroachment on their territory. Seeing the intensity of the revolt, the British were compelled to make peace with them.

RAMPA REBELLION

A unique example of tribal militancy is the 'Rampa' region, which took place in the 'rampa' region north of Godavari. Their grievances, like those of all other tribals, were against the oppression of the moneylenders and the forest laws made by the British. Their movement was led by an outsider, **Alluri Sitaram Raju**, who claimed to possess astrological and healing powers. It was



Tribals of Rampa region, north of Godavari, were led by Alluri Sitaram Raju

believed that he was bullet proof and gradually became a folk hero in Andhra Pradesh. He also admired Gandhiji and was inspired by his Non-cooperation Movement, though he believed that violence was necessary to attain the goal. Raju was finally captured and killed in May 1924. This was the end of the massive rebellion.

KHASI UPRISING

As a result of the Burmese War, the British got possession of the Brahmaputra Valley. Therefore, they made a plan of linking this area to Sylhet by a road. This long road had to pass through the entire length of the Khasi domain, which was intolerable to the Khasis. Therefore, the Khasis revolted under the leadership of one of their chiefs, **Tirut Singh**. The Garo tribals also joined them. Their long and fierce warfare with the British continued for four years and was finally suppressed in 1833.

SANTHAL REBELLION

The chief characteristics of the Santhal rebellion of 1855–56 were—excessive tribal passion and open denunciation of the British rule. This rebellion was led by **two brothers Kanhu and Sidhu**. Earlier in the 1780s, **Tilkha Majhi** had led a revolt which was soon repressed by the British.

The Santhals inhabited parts of the Chhotanagpur plateau, Bengal and Jharkhand. They were basically hunter-gatherers (they wandered hunting whatever they got and collected it for food). After the introduction of the Permanent Settlement, the Santhals were not only deprived of their lands but were also obliged to pay land revenue to the British. When the British captured their lands, they retreated to deep forests far from towns and cities. *Zamindars* and moneylenders also exploited them. Interference by the Christian missionaries with their socio-religious life also added to their discontentment. Finally, they rose in revolt. However, economic causes were at the root of their rebellion, since both moneylenders and colonial administrators thoroughly exploited them.

The Santhal rebellion covered the districts of Singhbhum, Birbhum, Bankura, Hazaribagh, Bhagalpur and Munghyr in Orissa, Jharkhand and Bihar. Their rebellion was directed against all outsiders—the British officials, the police, *zamindars* and moneylenders.



The Santhal rebellion

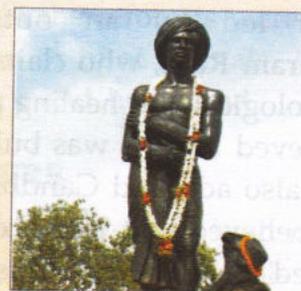
Case Study

Munda Uprising

The rebellion under the leadership of **Birsa Munda** in the region south of Ranchi between 1895 and 1900 was the most famous tribal rebellion of this period. Birsa Munda was born in 1870 in a poor family of Mundas that lived in the Chhotanagpur. In his childhood, he had heard tales of the Munda uprising of the past. He had also heard of a golden age when the Mundas were free from the oppression of *dikus* (outsiders). It was his dream that a time would come when the ancestral rights of their community will be restored to them. At school he had heard that it was possible for the Mundas to regain their lost rights and reestablish the kingdom of heaven. All this deeply influenced his young and growing mind.

This is called Munda rebellion or the *ulugan*. Its main aim was to reform the tribal society and establish **Munda Raj** by driving out the British. There were popular legends about Birsa Munda that he had divine and miraculous powers. He could cure all diseases and multiply grains. He declared that Lord had sent him to save his people from trouble and free them from the slavery of outsiders. Soon thousands started believing that he was *bhagwan* (god) and had appeared to solve all their problems. They became his followers.

Birsa Munda rebelled against land-grabbing by non-tribals and protested against the exploitation of intermediaries like *zamindars* and moneylenders. Although he belonged to



The statue of Birsa Munda in Ranchi

the Munda group that lived in Chhotanagpur, other tribals of the region such as the Santhals and the Oraons also joined him. All of them were unhappy in one way or another with the changes the British rule brought about.

Birsa Munda urged his followers to reestablish their glorious past. He wanted that people should once again own their land, settle down at one place and cultivate their fields. However, what worried the British officials most was the political aim of the Birsa movement, because they wanted to drive out missionaries, moneylenders, Hindu landlords, and the colonial government and set up a Munda Raj with Birsa at its head.

As the movement spread, the British officials decided to suppress it. The police ultimately defeated the rebels, captured Birsa in 1895 and convicted him on charges of rioting and jailed him for two years.

After his release in 1897, Birsa again began touring villages with a view to gather support. He used traditional symbols and language to rouse the adivasis. He urged them to destroy the 'Ravana' (*dikus* and all the Europeans) and establish a kingdom under his leadership. These people attacked police stations and churches and inflicted losses to the property of moneylenders and *zamindars*.

Birsa Munda died of cholera in 1900. Some of the Mundas were hanged, whereas others were transported to a distant land as a punishment. Although the movement faded out with Birsa's death, it was significant from two view points. **First**, it once again proved that the tribal people had the capability to protest against injustice and express their anger against colonial rule. **Secondly**, it forced the colonial government to pass such laws so that outside elements may not grab their land easily. The government tried to reduce the grievances of the Mundas through the Chhotanagpur Tenancy Act of 1908.

Summary of the Lesson

- Tribals were the original inhabitants of vast tracts of western, central, southern, eastern and north-eastern parts of the country.
- Tribals had been leading an independent life for centuries. Hunting and food gathering, shifting cultivation, settled cultivation and cattle herding were their main sources of livelihood.
- With the capture of political power and geographical expansion of the East India Company, the tribal regions came to be encroached by outsiders.
- Establishment of plantations displaced the tribal population. Their source of livelihood was taken away and they were forced to work on plantations for meagre wages.
- Because of extreme exploitation, the tribals rose in revolt against the British rule.
- The Pahariyas waged a long and bloody struggle, but were later compelled to make peace.
- The Rampa Rebellion was led by Alluri Sitaram Raju who was inspired by Gandhiji's Non-cooperation Movement.
- The Khasis also rose in revolt against the British under Tirut Singh.
- The Santhals revolted against the British officials, *zamindars* and moneylenders. Their revolt was led by two brothers Kanhu and Sidhu.
- Another prominent movement was the Munda rebellion under Birsa Munda. Birsa Munda rebelled against land-grabbing by non-tribals and exploitation by intermediaries.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- Which one of the following is **not** a tribe?
(a) Santhal (b) Pampa
(c) Khasi (d) Munda
- Alluri Sitaram Raju was the leader of
(a) Rampa rebellion (b) Khasi uprising
(c) Santhal rebellion (d) Munda uprising
- Who led the Khasi revolt?
(a) Tirut Singh (b) Birsa
(c) Sidhu (d) Kanhu
- There were a number of reasons for the tribal uprisings. Which of the following was **not** one of them?
(a) The British changed the age old laws of the tribals.
(b) The British put several restrictions on the practices and customs of the tribals.
(c) The British introduced new taxes.
(d) The British used to assault the houses of the tribals.

II. Fill in the blanks.

- The British compelled the tribals to cultivate crops such as indigo and jute.
- The method of scattering the seeds on the field is known as
- Munda rebellion was led by
- Tribals called the outsiders

III. Write true or false.

- Shifting cultivators ploughed the land and sowed seeds in it.
- The Santhal rebellion was led by Tirut Singh.
- Birsa was the leader of Munda rebellion.
- The British wanted to preserve the tribal way of life.

IV. Give short answers to the following questions.

- Who were tribals?
- What problems did shifting cultivators face under the British rule?
- Name two important tribal revolts that took place against the British in the nineteenth century.
- Name the tribal leader believed to be having miraculous healing powers.
- Who were the Khasis? Who led their revolt?

V. Answer the following questions.

- What accounts for the anger of tribals against the *dikus*?
- Why were forests essential for the survival of tribals?
- How did the powers of tribal chiefs change under colonial rule?

4. Who was Birsa Munda? Give a brief description of the revolt led by him.
5. What was Birsa's vision of the Golden Age? Why such a vision appealed to the people of that region?

VI. Map Work.

On an outline map of India, mark the places where tribal rebellions took place.

VII. Projects and Activities.

1. Prepare a project report on the life of Birsa Munda and his protest against the British rule.
2. Collect the stories of other tribal revolts of the twentieth century and their heroes. Mention their heroic deeds in your classroom.

VIII. Making Chart

Prepare a pictorial chart of the main tribal groups, describing their food, dress, culture, occupations and religion.

VALUE-BASED QUESTION

As a result of growing urbanisation the culture, customs and traditions of the tribal people started disappearing. What would be your suggestion to the government to preserve their culture that is fading fast.

HOTS: THINK BEYOND

Why did Birsa Munda want the restoration of the 'Golden Age' of the Mundas? What did he mean by the 'Golden Age'?

5

The Revolt of 1857

Important terms

Alien: Of a different nature, a foreigner

Confiscate: To officially take something away from somebody, especially as a punishment

Glut: In large numbers

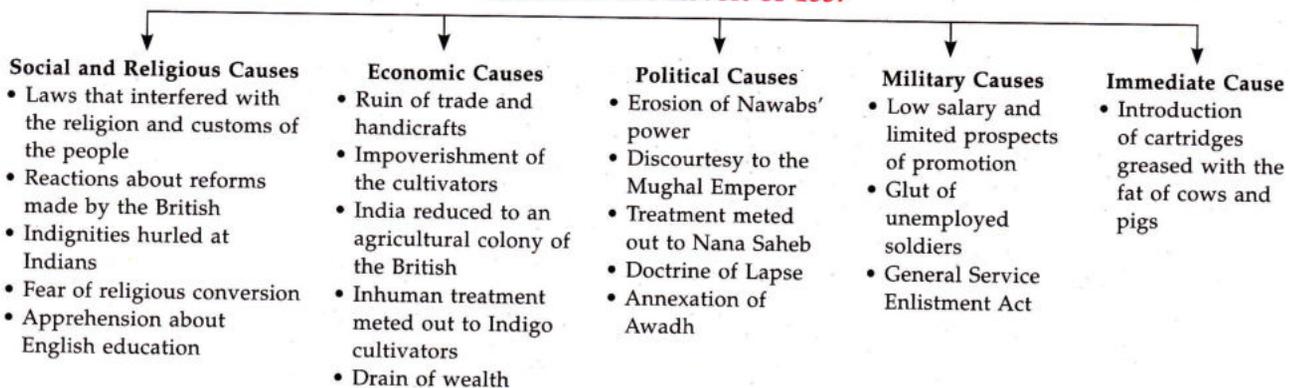
We have already discussed East India Company's policies and their effect on different sections of society. *Rajas, nawabs, queens, landlords, peasants, soldiers, tribals,* and the common masses were all affected by those policies. All of them rose in revolt against the British in 1857.

The revolt of 1857 shook the British empire to its foundation. Though it started as a military revolt, the **causes were deeply rooted** in the nature of the British rule in India. It drew its strength from the grave discontent which was a direct consequence of an oppressive alien rule in India.

CAUSES OF THE REVOLT

Causes of the revolt of 1857 may be studied under the following heads.

Causes of the Revolt of 1857



1. SOCIAL AND RELIGIOUS CAUSES

Social and religious factors were important in causing uneasiness among the people. Some of the new rules made by the British government hurt the religious sensibilities and beliefs

of the Indians. They played an important role in the already charged atmosphere.

- (i) **Laws that interfered with the religion and customs of the people:** The Act of 1850 changed the Hindu law of property and enabled a convert from Hinduism (the people who adopted Christianity) to inherit the wealth and property of his father. The Hindus regarded it as an incentive to give up one's religious faith.
- (ii) **Fears of religious conversion:** The British policies created a sense of fear both among the Hindus and Muslims that their religion was in danger. Activities of the Christian missionaries led people to believe that they all would soon be converted to Christianity. This belief united people against the British Raj.
- (iii) **Responses to the reforms done by the British:** The British believed that the Indian society had to be reformed. Laws were passed to stop the practice of *sati* and to encourage remarriage of widows. Although these reforms were for the benefit of the Indians, but many Indians began to feel that the British were destroying their social customs and their traditional way of life.
- (iv) **Indignities hurled at Indians:** There was a lot of resentment against ill-treatment of Indians by the British.
 - The Englishmen in India could insult, humiliate and even kill Indians at will.
 - Every native was supposed to salute Englishmen.
 - Indians were not allowed to travel in the first class compartments in trains.
 - They were denied promotions in government jobs and the opportunity to apply for high posts.
- (v) **Apprehensions about English education:** The Christian missionaries had established a number of schools in British India. The Indians feared that the British objective was not so much the promotion of education, literature and sciences as to encourage people to become Christian.

2. ECONOMIC CAUSES

Economic exploitation of the country was a very important cause of the popular discontent against the British.

- (i) **Ruin of trade and handicrafts:**
 - The British deliberately destroyed Indian arts and crafts.
 - Heavy duties on Indian silk and cotton textiles ruined these industries.
 - On the other hand, British goods were imported into India at a nominal duty.
 - The craftsmen left the towns and went to villages in search of livelihood. As a result, famous manufacturing towns of Dacca, Murshidabad and Surat were completely deserted.
- (ii) **Impoverishment of the cultivators:**
 - The Permanent Settlement of Bengal made **zamindars** the absolute owners of their estates.

- They had the power to eject the cultivators for non-payment of dues.
- Bad monsoons were a disaster for the peasants.
- Unable to pay land revenue they were compelled to borrow from the moneylenders..

(iii) **India reduced to an agricultural colony of the British:** India was being governed by the British to fulfil their interests.

- They insisted on the cultivation of export crops such as jute, opium and indigo.
- British companies managed the export trade.
- The manufacturers in England required many raw materials such as cotton and oilseeds for their industries.
- They thus made India an agricultural colony of the British.

(iv) **Inhuman treatment meted out to indigo cultivators:** The indigo trade was highly profitable to the Europeans and British planters. However, the conditions under which the peasants had to work were far from being human. This caused widespread resentment.



Inside an indigo factory

(v) **Drain of wealth:** The drain of India's wealth by the British in various ways was also very much resented by the Indians.

3. POLITICAL CAUSES

The discontent against the British rule in India arose due to many political factors.

(i) **Erosion of nawabs' power:**

- Power of the *nawabs* and *rajahs* had been eroding consistently since the mid-eighteenth century.
- The British residents had been stationed in the courts of many rulers, freedom of the rulers had been curbed, their armed forces disbanded and their revenues and territories taken away.
- Thus, they had lost their authority, income as well as honour.

(ii) **Discourtesy to the Mughal Emperor:**

- The Company had been planning to bring the Mughal empire to an end.
- The name of the Mughal king was removed from the coins minted by the Company.

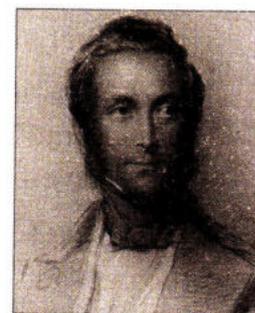
- Lord Dalhousie announced in 1849 that the successor to the Mughal Emperor Bahadur Shah Zafar would have to abandon the historic Red Fort and move to a humbler residence at the Qutab. Lord Dalhousie's successor Lord Canning decided in 1856 that Bahadur Shah Zafar would be the last Mughal king and after his death **none of his descendants would be recognised as king**. They would just be called princes. This wounded the sentiment of the Muslims.



Bahadur Shah Zafar

(iii) **Treatment meted out to Nana Saheb:** Lord Dalhousie refused to give pension to Nana Saheb, the adopted son of ex-Peshwa Baji Rao II. This was widely resented by the Hindus.

(iv) **Doctrine of Lapse:** Governor-General Lord Dalhousie's (1848–56) Doctrine of Lapse created suspicion and distrust for the British.



Lord Dalhousie

- This doctrine **deprived the heirless native rulers to adopt an heir without the consent of the Company**. Many ruling families tried to negotiate with the Company in this regard, but to no avail.
 - Rani Lakshmbai requested the Company to recognise her adopted son as the heir to the kingdom after the death of her husband. The Company did not concede her request.
 - Lord Dalhousie also used this doctrine to confiscate titles and pensions of the heirless rulers.
 - The prominent states to fall victim to this doctrine were Satara, Nagpur and Jhansi. The Indian princes started feeling that their states were not safe.
- (v) **Annexation of Awadh:** Lord Dalhousie annexed Awadh in the British empire under the pretext of maladministration. This caused great resentment among sepoys as there was a large number of sepoys in the army of Awadh who now became unemployed.

4. MILITARY CAUSES

The Indian sepoys in the service of the Company had many reasons for discontent. They were dissatisfied with their pay, allowances and conditions of service. The sepoy discontent and their long standing grievances provided sufficient fuel for the outbreak of the revolt.

(i) **Low salary and poor prospects of promotion:**

- All the high ranks in the army were reserved only for the British.
- The native sepoys could not rise above the rank of **risaldar** or **subedar**.
- The maximum pay of a subedar of the infantry was less than the minimum pay of a raw British recruit.

(ii) Glut of unemployed soldiers:

- The Company had annexed a number of native states in the British empire. As a result, soldiers in the service of these states became unemployed.
- The disbanded armies were thus willing to join any uprising against British authority.



The Sepoy Movement of 1857

(iii) General Service Enlistment Act:

- In those days crossing the seas was considered as anti-religion. It was believed that such persons would lose their religion and caste.
- This is why, when in 1824, the sepoys were asked to go to Burma by the sea route to fight for the Company, they refused to follow the order. They were severely punished.
- The Company passed the General Service Enlistment Act in 1856, which made all new recruits liable for general service everywhere—across the seas as well as in India.

5. IMMEDIATE CAUSE

Introduction of the enfield rifle: It was in such a highly charged atmosphere that the British introduced the Enfield rifle. Its cartridge had a greased paper cover whose end was to be bitten off before loading it into the rifle. The **cartridges were reported to be greased with the tallow (fat) of cows and pigs**. Cow is sacred for the Hindus and the Muslims consider pig as unclean. The news about the greased cartridges spread like wildfire.

OUTBREAK OF THE REVOLT

The feelings ran high among the sepoys stationed at Barrackpore. On 29 March 1857, Mangal Pandey, a brahmin *sepo*y, openly revolted and killed a British officer. He called upon his fellow sepoys to join him to die for their religion and caste. Mangal Pandey was tried. He was executed and the regiments at **Barrackpore** and **Bahrampur** (about 190 km from Calcutta) were disbanded. The sepoys of these two regiments returned to their villages in Awadh. They spread the news of the greased cartridges in a way that disturbed the masses. In less than two months, the story of the greased cartridges spread far and wide. This resulted in an open revolt at **Meerut, Delhi, Kanpur** and other places.



Mangal Pandey

EVENTS AT MEERUT

On 6 May 1857, 85 sepoy refused to touch the cartridges on the parade ground. They were sentenced to 10 years rigorous imprisonment. On 10 May, 1857, all the sepoy at Meerut broke into open revolt. They rushed to the jail and released all the prisoners. They killed the British officers and burnt their houses. They captured guns and ammunition and declared war on the *firangis*. The soldiers seemed to be determined to bring company's rule to an end.



Execution of Mangal Pandey resulted in open revolt of the sepoy in Meerut.

EVENTS AT DELHI

The Meerut sepoy reached Delhi on the morning of 11 May. They proceeded to the cantonment where the local troops joined them.

These soldiers forced their way into the palace of **Bahadur Shah Zafar** and proclaimed him as their leader. Bahadur Shah Zafar wrote to all the chiefs and rulers of the country to come forward and organise a confederacy of Indian states to fight the British. Some rulers felt that they would be able to regain their territories.

Delhi became the centre of revolt. Therefore, the Englishmen fled Delhi as fast as they could. Regiment after regiment mutinied and joined other troops at different places. Then people in the towns and villages also rose in rebellion. They all rallied around local leaders and chiefs who were fighting against the British.

EVENTS AT KANPUR

At Kanpur, **Nana Saheb**, the adopted son of Baji Rao II, was directing all the operations. General Hugh Wheeler had hurriedly constructed a place for the protection of the British community, but the sepoy made a fierce attack on these barracks. As a result, General Wheeler was compelled to surrender. Ultimately, Sir Colin Campbell came to the rescue of Havelock. He inflicted a crushing defeat on Nana Saheb's troops on 6 December 1857.

EVENTS IN CENTRAL INDIA

Rebels in Central India found very able leaders in **Tantia Tope** and **Rani Lakshmibai** of Jhansi. The revolt broke out at Jhansi in early June 1857. The fortress of Jhansi at that time had about 10,000 Bundelas and nearly 2,000 sepoy. Sir Hugh Rose laid siege to the fortress of Jhansi in March 1858. The besieged offered a brave resistance under the able guidance of Rani Lakshmibai. However, Rani Lakshmibai died on 17 June 1858. Tantia Tope wandered from place to place and continued guerilla warfare with the help of tribal and peasant leaders. Finally, he was captured, tried and killed in April 1859.



Rani Lakshmibai of Jhansi

EVENTS AT OTHER PARTS OF INDIA

In Bihar, the revolt was led by Rajput **Kunwar Singh**, the owner of the vast estates at Arrah and Jagdishpur, near Patna. There was a similar uproar in Gaya and Ranchi. Punjab remained mostly unaffected by this revolt, although there were serious uprisings in Haryana, particularly at Rohtak, Rewari and Hissar. However, they were all easily suppressed.



Pursuit of Gwalior Contingent 6 December 1857

Case Study

Events at Lucknow

Nowhere was the revolt so successful and widespread as in Awadh. Awadh had been annexed in the British empire only a year back.



Ruins of the Residency in Lucknow

Nawab Wazid Ali Shah was virtually leading a prisoner's life in Calcutta. But his queen, Begum Hazrat Mahal, enthused the sepoys. No wonder, the whole of Awadh rallied round the prestige of the Begum. On the night of 30 May 1857 there



Begum Hazrat Mahal

was a severe rising in Lucknow. The Chief Commissioner, Sir Henry Lawrence, had converted his own residence, known as Residency, into a place of shelter for all the Europeans. The rebels besieged the Residency. Henry Lawrence was killed. General Outram and Havelock forced their way into the Residency on 20 September 1857. General Campbell reached the outskirts of the city with a strong force on 3 March 1858. The people and the sepoys offered severe resistance, but could not prevent Lucknow from falling into the hands of the British.

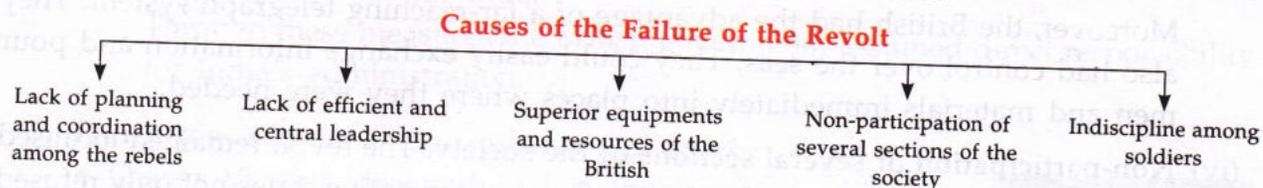
SUPPRESSION OF THE REVOLT

The revolt spread like wildfire in northern and central India. Unnerved by the large scale of the upheaval, the Company decided to suppress the revolt with all its might. It brought reinforcements from England, passed new laws with a view to convict the rebels with ease. Then the British moved to the storm centres of revolt. Delhi was recaptured in September 1857. **Bahadur Shah Zafar** was tried and **sentenced to life imprisonment**. His sons were shot dead before him. He was **sent to a prison in Rangoon** along with his wife Begum Zeenat Mahal, where he died in November 1862.

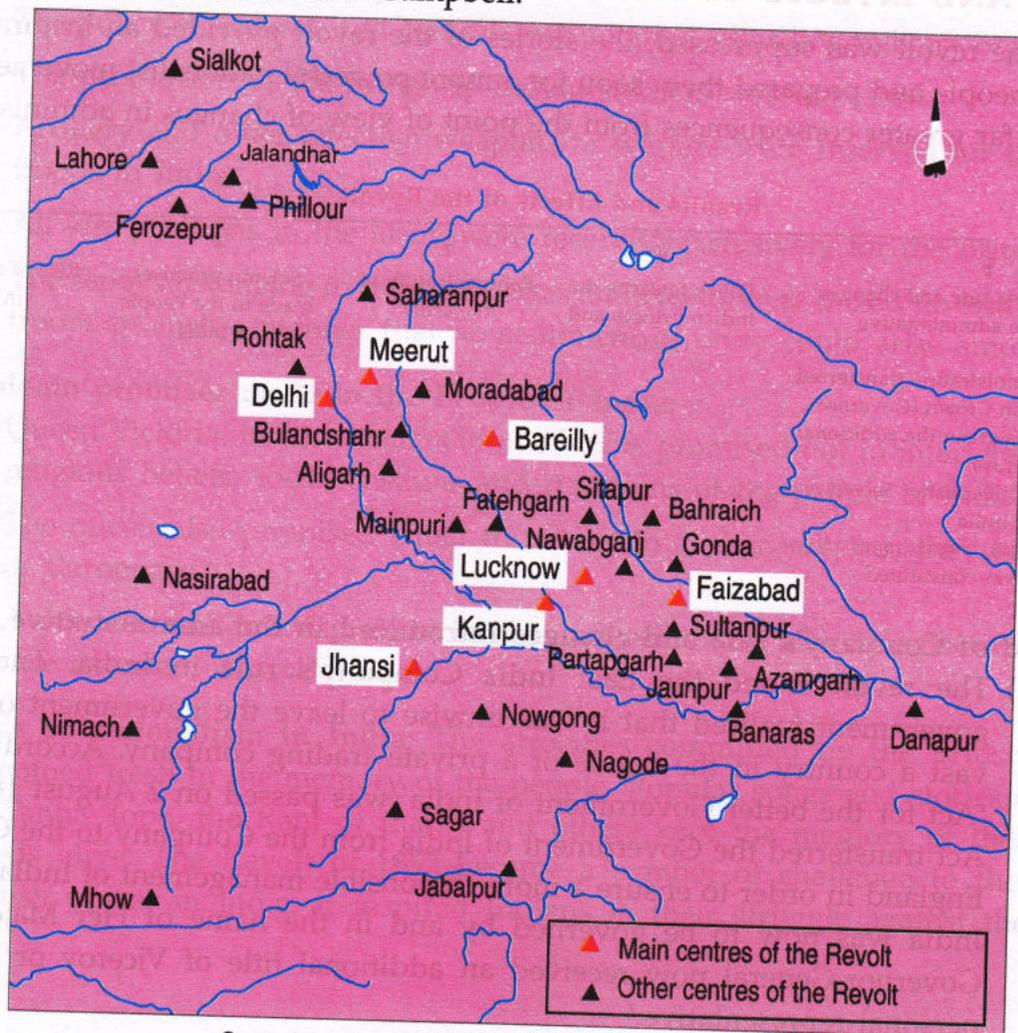
In the summer of 1858, northern India lay inert and by the end of 1859, the British authority over the whole of India was fully established.

CAUSES OF THE FAILURE OF THE REVOLT

The revolt presented a grave threat to the British Raj, but it was suppressed by the British ruthlessly. There were many reasons for the failure of the revolt.



- (i) **Lack of planning and coordination among the rebels:** The most important reason was the lack of planning and unity of commanding the Indians. The revolt was to begin on 31 May 1857, but the incidents at Meerut on 10th May disturbed the whole plan. The rebels had no common plan of action. Leaders of the revolt could not coordinate their actions.
- (ii) **Lack of efficient leadership:** Nana Saheb, Bahadur Shah, Rani Lakshmi Bai, Tantia Topo and Kunwar Singh were the prominent leaders of the revolt. Each of them had his own grievances against the British. The old and weak Bahadur Shah Zafar was the weakest link in the leadership of the revolt. On the other hand, the British interests were very ably safeguarded by commanders like Lawrence, Havelock, Nicholson and Campbell.



Some important centres of the Revolt in north India

(iii) **Superior equipments and resources of the British:** The rebels were short of modern weapons and other materials of war. Their ancient weapons and equipments could not stand against the modern weapons of the British.

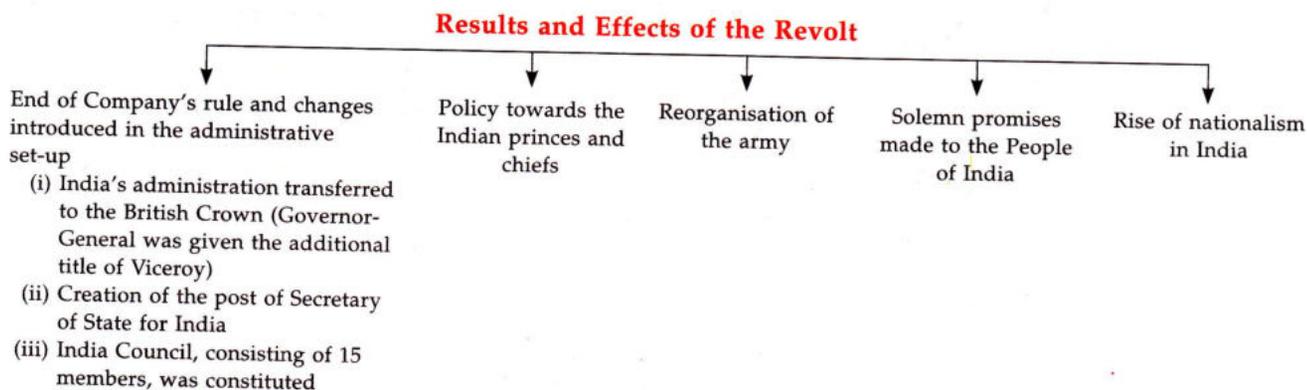
Moreover, the British had the advantage of a far-reaching telegraph system. They also had control over the seas. They could easily exchange information and pour men and materials immediately into places where they were needed.

(iv) **Non-participation of several sections of the society:** The revolt remained localised and could not engulf the whole country. Some of the native states not only refused to join the revolt but also gave active support to the British. Prominent among them were Sir Dinkar Rao of Gwalior, Sir Salar Jung Bahadur of Hyderabad, Ranas of Nepal and rulers of Jind and Kashmir and Sikhs, etc. The English-educated Indians also had no sympathy with the revolt. Thus, the revolt could not embrace all the groups and classes of Indian society.

(v) **Indiscipline among soldiers:** The poor organisation of the revolt also led to its failure. The soldiers were brave, but also ill-disciplined. Thus, it was difficult to succeed against a well-disciplined army and experienced generals.

RESULTS AND EFFECTS OF THE REVOLT

Although the revolt was suppressed, the stories of the revolt provided an inspiration to the Indian people and prepared them soon for a more powerful nationalist movement. The Revolt had far greater consequences from the point of view of changes in administration.



1. End of Company's rule and changes introduced in the administrative set-up:

(i) The revolt ended the East India Company's rule in India. The British government realised that it was unwise to leave the government of such a vast a country in the hands of a private trading company. Accordingly, an 'Act for the better Government of India' was passed on 2 August 1858. This Act transferred the Government of India from the Company to the Crown of England in order to ensure a more responsible management of Indian affairs. India was now to be governed by and in the name of Her Majesty. The Governor-General now received an additional title of Viceroy or 'Crown's personal representative.'

- (ii) Company's Board of Control and the Court of Directors were abolished. All their powers were transferred to the Secretary of State for India.
- (iii) The India Council, consisting of 15 members, was constituted to assist The Secretary of State for India.

Through these measures the British government assumed direct responsibility for India's administration.

2. Policy towards the Indian princes and chiefs:

- Queen Victoria declared in her Proclamation of 1858 that the British government would not annex the Indian states.
- All the treaties that had been concluded by the Company with the princes would be honoured.
- Their rights of adoption and succession were also recognised. However, they were made to acknowledge the British Queen as their sovereign paramount. Thus, the Indian rulers were to hold their kingdoms as subordinates of the British Crown.



Queen Victoria

3. Reorganisation of the army:

- The policy of 'balance and control' was adopted regarding military organisation.
- The proportion of the British to Indian soldiers was increased.
- Artillery and other effective weapons of warfare were reserved for the British troops in India.
- All key positions in the army were reserved exclusively for the British.
- The sepoys belonging to different castes and creeds were mixed up with different troops in such a manner that no sentiment of unity could arise among them.

4. Solemn promises made to the People of India:

- Queen Victoria, in her Proclamation of 1858, promised not to interfere with the religious beliefs, social customs and traditions of the people of India.
- The queen also promised equal treatment to all her subjects, they be Indians or Europeans.
- A promise of admitting all Indians to all posts and jobs, irrespective of their race or creed, was also made.

5. **Rise of nationalism in India:** The atrocities committed by the British always remained fresh in the memory of the people. Popular songs and stories in praise of Tantia Tope, the Rani of Jhansi and others kept the memory of their heroic deeds alive. The Revolt of 1857 became a symbol of challenge to the mighty British power in India. It inspired Indians in their struggle against the British Raj.

NATURE OF THE REVOLT

The nature of the Revolt of 1857 has been a matter of controversy among historians. There are different views and opinions regarding its nature. Some historians regarded it as the biggest armed resistance to colonialism in the nineteenth century anywhere in the world, whereas others dismissed it as a mutiny of the sepoys.

VD Savarkar was the first Indian nationalist to call the Revolt of 1857 as the **First War of Independence**. **Subhas Chandra Bose** also referred to it by the same name. **Ashok Mehta** was also convinced about the national character of the revolt. Even some British officials and authors, such as **Malleson** and **Kaye**, also held the view that the Revolt of 1857 was an organised campaign to drive out British from India.

As against the above view, **Sir John Lawrence** was of the opinion that it was a mere **sepoymutiny**. Prominent historians such as **RC Majumdar** and **SN Sen** also are of the opinion that the movement of 1857 should not be termed as the National War of Independence.

To sum up, we can say that for over a century, the British had been conquering the country bit by bit. As a result, popular discontent and hatred against foreign rule had been gaining strength among the different sections of Indian society. It was this hatred and discontent that burst into a popular revolt. At first, the crisis appeared as mere sepoy mutiny, but soon its character changed and it became a national uprising. Besides the sepoys, millions of people took part in it. Those who could not openly raise arms, they non-cooperated with the British and helped those who had taken up arms against the British.

Summary of the Lesson

- Fear of mass conversion to Christianity, laws that interfered with the religion and customs of the people, indignities hurled at Indians and apprehensions about English education were some of the socio-religious causes of the revolt of 1857.
- Ruin of trade and handicrafts, impoverishment of the peasant, reduction of India into an agricultural colony of the British, inhuman treatment to the indigo cultivators and drain of wealth were the economic causes.
- Doctrine of Lapse, discourtesy towards the Mughal emperor, treatment meted out to Nana Saheb, annexation of Awadh were the political causes.
- Low salary and limited prospects of promotion of native sepoys, large number of unemployed soldiers and General Service Enlistment Act were some of the military causes.
- Introduction of Enfield rifle that used cartridges made of cow and pig tallow, was the immediate cause of the outbreak of the revolt.
- Some of the reasons for the failure of the revolt were: lack of planning and coordination among the rebels, lack of efficient leadership, superior equipment and resources of the British, non-participation of several sections of the society and indiscipline among soldiers, etc.

- Some of the results of the revolt were: end of Company's rule and changes introduced in the administrative set-up, change in policy towards Indian princes and chiefs, reorganisation of the army, solemn promises made to the Indians, and rise of nationalism in India.
- VD Savarkar and Subhas Chandra Bose called it the First War of Independence. Sir John Lawrence, RC Majumdar and SN Sen differed with this view. Besides the sepoys, millions of people took part in this uprising.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. On which date Mangal Pandey openly revolted and killed a British officer?

| | |
|-------------------|-------------------|
| (a) 29 March 1857 | (b) 15 April 1857 |
| (c) 29 April 1857 | (d) 7 May 1857 |
2. The sepoys at Meerut broke into open revolt on

| | |
|--------------|------------|
| (a) 15 April | (b) 10 May |
| (c) 17 May | (d) 29 May |
3. Whom did the sepoys choose as the Leader of the revolt of 1857?

| | |
|---------------------|------------------------|
| (a) Tantia Tope | (b) Bahadur Shah Zafar |
| (c) Rani Lakshmibai | (d) Kunwar Singh |
4. Who directed the operations of the revolt at Kanpur?

| | |
|------------------|------------------------|
| (a) Nana Saheb | (b) Bahadur Shah Zafar |
| (c) Kunwar Singh | (d) Begum Hazrat Mahal |
5. Who laid the siege of the fortress of Jhansi?

| | |
|---------------|--------------|
| (a) Hugh Rose | (b) Campbell |
| (c) Havelock | (d) Wheeler |
6. Kunwar Singh led the revolt in

| | |
|-----------|-------------------|
| (a) Bihar | (b) Kanpur |
| (c) Awadh | (d) Western India |
7. Who was first the Indian leader to call the revolt of 1857 the First War of Independence?

| | |
|-----------------|-------------------------|
| (a) SN Sen | (b) Subhas Chandra Bose |
| (c) VD Savarkar | (d) Ashok Mehta |

II. Fill in the blanks.

1. Lord 's Doctrine of Lapse created discontentment among native princes.
2. was refused pension by the British.
3. Annexation of was specially resented by the sepoys who came from Awadh.
4. The Act of changed the Hindu law of Property.

5. Native sepoys could not rise above the rank of
6. The immediate cause of the revolt was the introduction of cartridges.

III. Write true or false.

1. Lord Wellesley's Doctrine of Lapse did not permit the native princes to adopt heirs.
2. The native sepoys had ample opportunities of promotion in the army.
3. The rebels made Bahadur Shah Zafar their leader.
4. At Kanpur, the revolt was directed by Nana Saheb.
5. Begum Hazrat Mahal inspired the sepoys at Awadh.

IV. Give short answers to the following questions.

1. What was the main grievance of Rani Lakshmibai against the British?
2. From where did the revolt begin? Who started it?
3. Name three prominent leaders of the revolt of 1857.
4. Who was the leader of the revolt at Awadh?
5. Write two important consequences of the revolt of 1857.

V. Answer the following questions.

1. Mention briefly the political causes of the revolt of 1857.
2. What was the Doctrine of Lapse? How did it create discontentment among the native princes?
3. Discuss the reasons of the discontentment of the sepoys.
4. What was the immediate cause of the revolt of 1857?
5. Discuss the causes of the failure of the revolt.
6. Discuss some important results of the revolt of 1857.
7. In what ways did the British change their administrative policies as a result of the revolt of 1857?

VI. Map Work.

On an outline map of India, mark the major centres of revolt. Also mention the names of the leaders of the revolt of those areas.

VII. Debate and Discussion.

1. Arrange a discussion in your classroom on the causes of the revolt of 1857. Ask your teacher to explain the deep-rooted discontent against British policies which lay at the root of the revolt.
2. The British termed the revolt of 1857 as a 'Sepoy Mutiny'. Thus, they downplayed its importance. Arrange a debate in your classroom as to whether it was the First War of Indian Independence or just a Sepoy Mutiny.

VIII. Projects and Activities.

1. Collect pictures of the main leaders of the revolt of 1857 and paste them in your scrapbook.

2. Make a PowerPoint presentation on the life and achievements of persons like Rani Lakshmibai, Begum Hazrat Mahal, and others. Describe the stories of their bravery also in it.

VALUE-BASED QUESTION

Patriot is one who intensely loves his country and his countrymen. How do you feel:

- when you see the Tricolour Flag?
- when you see a child begging on the street?
- when you see some old man or woman shivering with cold on the footpath in a winter night?

HOTS: THINK BEYOND

The last Mughal Emperor—the old, weak and powerless Bahadur Shah Zafar—was declared the leader of the revolt of 1857. Why did the rebels choose him? Why did the Mughal emperor agree to support the rebels?

INTERESTING FACTS

The Mughal Emperor Bahadur Shah Zafar was a great *shayar* (poet). While imprisoned at Rangoon, he wrote:

*"Kitna hai badnaseeb Zafar dafan ke liye,
Do gaz zameen bhi na mili koo-e-yaar mein"*

How unfortunate is Zafar that he could not get even two yards of land for his burial in his dear homeland.



6

Colonialism and Urban Change

Important terms

Subservient: Subordinate

Billet: To send soldiers to live somewhere temporarily during a war

Commemorate: To celebrate, to preserve in memory

Wrest: A violent pulling, a distortion, to take forcibly

History not only tells us about the kings and dynasties, but it also gives us information about the socio-economic changes and developments. While reading history we get information about the rise and fall of individuals and dynasties as also the rise and fall of cities and towns.

URBANISATION

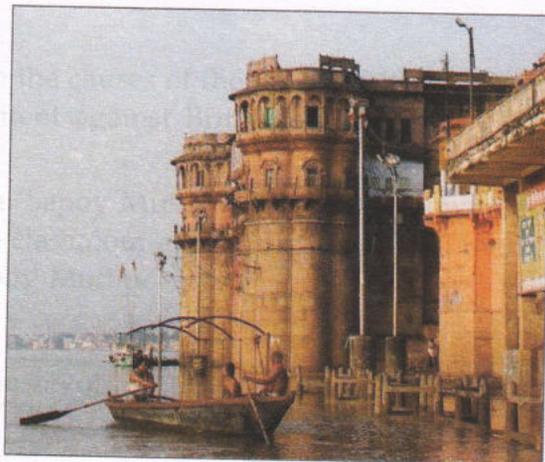
Urbanisation means growth and development of urban areas, marked with concrete buildings and industrialisation, i.e., **conversion of villages into cities**. The process of urbanisation is directly linked with two factors—one, the growth of population, and another, industrialisation. In short, wherever there is industrialisation, or the facilities of trade or government offices, or good educational and cultural institutions, there is possibility of such places developing into cities or towns.

HISTORY OF URBANISATION IN INDIA

ANCIENT INDIA

The history of urbanisation in India starts with the **Indus Valley Civilization**. Its excavations have brought to light such a structure which points towards an urban civilization with clear evidence of an advanced municipal system. However, gradually this highly developed civilization faded out and finally disappeared.

In ancient times we find references of many highly developed cities and towns such as



The city of Pataliputra

Pataliputra, Kanauj, Mathura and Varanasi, which had great religious and economic importance.

MEDIEVAL INDIA

The period between the fall of Harshavardhan (seventh century) and the establishment of Delhi Sultanate (thirteenth century) has one characteristic—the process of de-urbanisation, especially in the north. It had two reasons. One was the **political instability** which was a characteristic feature of this period. Another was the **economic decline** which is linked to the first reason. But there was revival of the process of urbanisation with the establishment of the Delhi Sultanate and the Mughal empire. Some cities became important political and administrative centres or capital towns, whereas others had economic or cultural importance. **Delhi, Agra, Mathura, Varanasi** and **Fatehpur Sikri** remained very important urban areas throughout medieval times.

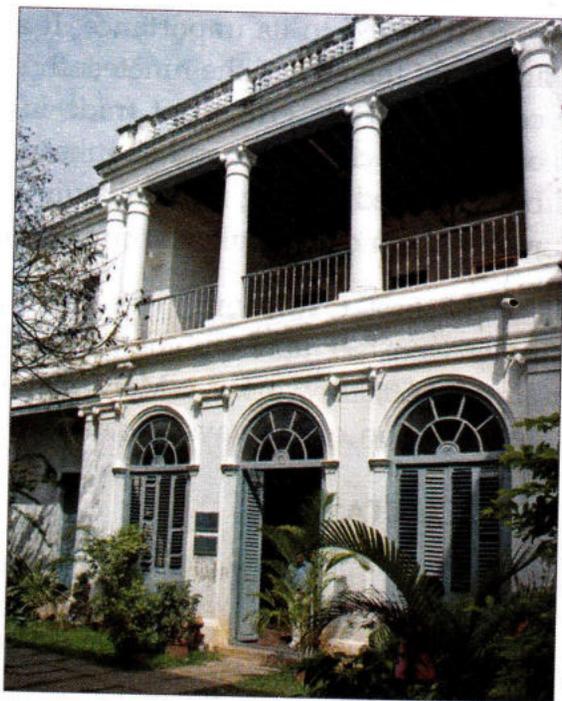
MODERN INDIA

This situation underwent a drastic change with the weakening of the Mughal empire. As already stated, after the death of Aurangzeb in the early eighteenth century, the Mughal empire started showing signs of disintegration. This resulted in the emergence and establishment of semi-independent and independent states such as **Bengal, Awadh, Hyderabad** and **Mysore**. Capitals of these new states emerged as important towns. The Mughal capitals, Delhi and Agra, lost their political supremacy. The growth of new regional powers is seen in the increasing importance of regional capitals such as **Lucknow, Hyderabad, Seringapattam, Nagpur** and **Tanjore**. Alongwith traders and artisans, administrators and officers also migrated from the old Mughal centres to these new capitals in search of work and patronage. However, they were gradually absorbed in the British empire and lost their importance as separate entities.

DE-URBANISATION AND URBANISATION IN COLONIAL INDIA

Many European powers captured some of the cities and towns for the purpose of trade. As a result, **Goa, Daman** and **Diu** were characterised by Portuguese traits, which can still be seen to a great extent. Similarly, **Chandranagar** and **Pondicherry** were under French occupation and they still exhibit French traits.

The British policies aimed at making Indian economy serve the needs and interests of British capitalism. As a result of urbanisation traditional handicrafts ruined. The traditional Indian cotton-



Pondicherry (Puducherry) Museum
exhibiting French architecture

weaving and manufacturing centres such as Dacca, Surat, Murshidabad, Varanasi and Agra looked deserted. However, a few other areas became the centres of commercial activity, as a result of which several new urban centres emerged. It is interesting to note here that as a result of the British policies the process of de-urbanisation and urbanisation went hand in hand.

Three new centres came into prominence during the early phase of the Company rule—**Bombay** (Mumbai), **Calcutta** (Kolkata) and **Madras** (Chennai). Incidentally, these were originally fishing and weaving villages. They became important centres of trade due to the British economic activities.

By the middle of the nineteenth century, these three settlements had turned into big cities from where the Britishers controlled the entire country. Various institutions were set up to regulate economic activity and demonstrate the authority of the new rulers. Buildings that were built in these cities bore the marks of their colonial origin. We will briefly discuss the development of these cities.

BOMBAY

Bombay was given to the Company in 1661 by King Charles II of England who had got it as a dowry from the king of Portugal for marrying a Portuguese princess. In the seventeenth century, Bombay was a group of seven islands which was under the Portuguese control. After 1661, when its control passed into the British hands, the East India Company quickly shifted its base from its principal western port Surat to Bombay.

The importance of Bombay increased rapidly. Initially it was a major outlet for cotton textiles to be exported from Gujarat but later in the 19th century it became an important port. It added to its importance. It also became a large administrative centre in western India. By the end of the nineteenth century, it also established itself as a major industrial centre. With the growth of trade in cotton cloth, cotton and opium, large communities of artisans, craftsmen and shopkeepers on the one hand and traders and bankers on the other, started settling in Bombay in large numbers. With the establishment of textile mills more and more people starting coming to Bombay for settling down.

The **first textile mill was established in Bombay in 1854**. Gradually more cotton mills were set up in Bombay. By 1921, their number rose to 85 with a workforce of about 1,50,000 workers. Maritime trade attracted more and more people to Bombay. Introduction of railways encouraged migration into the city on a large scale.

CALCUTTA

The development of Calcutta is quite interesting. There were many reasons for the Britishers to develop Calcutta. In 1756, Sirajuddaulah, the Nawab of Bengal, attacked Calcutta and destroyed that small



Calcutta was the British capital till 1911.

fort which the British traders had built as their depot for goods. Subsequently, in 1757, when Sirajuddaulah was defeated in the Battle of Plassey, the East India Company decided to build such a fort, which could not be easily attacked. After the Battle of Plassey, Calcutta became the headquarters of the East India Company. From once being a cluster of three villages called **Sutanati**, **Kolkata** and **Govindapur**, Calcutta grew to become a very large city. The Company chose a site in the southernmost village of Govindapur to build Fort William. Once the British became more confident about their permanent settlement in Calcutta, they started large scale construction of houses, buildings and colonies. This is how Calcutta was urbanised.

Calcutta owes its political importance largely to the Regulating Act of 1773 which made the Governor of Bengal the Governor-General of Bengal, Madras and Bombay. The governors of Madras and Bombay became subservient to him. Calcutta remained the British capital till 1911, the year in which it was shifted to Delhi.

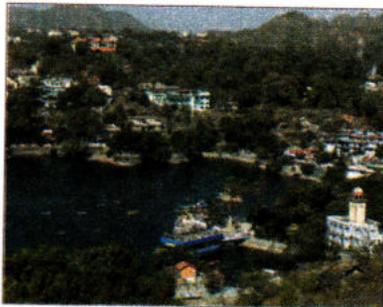
MADRAS

The East India Company had first set up its trading activities in the well-established part of Surat on the west coast. Subsequently, in search for textiles the British merchants reached the east coast. In 1639, they constructed a trading port at Madraspattam (which was locally known as Chennapattanam). The Company purchased the rights of settlement from the local Telugu lords who were eager to support trading activities in this region. Rivalry with the French East India Company compelled the British to fortify Madras and give their representatives more and more political and administrative powers. With the defeat of the French in 1761, Madras became more secure and began to grow into an important commercial town.

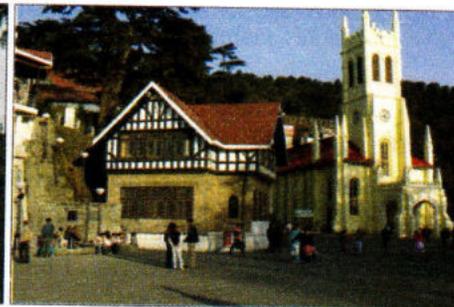
HILL STATIONS

Development of hilly regions was a distinctive feature of the colonial rule. Initially, hill towns came into focus during wars. Simla (present-day Shimla) was founded during the course of Gurkha War (1815–16); the Anglo-Maratha War of 1818 led to increased interest in Mount Abu. Darjeeling was wrested from the rulers of Sikkim in 1835. Hills became strategic places for billeting troops, guarding frontiers and launching campaigns against enemy rulers.

The English considered the temperate and cool climate of the Indian hills as beneficial, particularly because the hot weather conditions were associated with the spread of



Mount Abu: A Hill Station



The British ruled from Shimla during summers.

epidemics. Cholera and malaria were particularly feared. Therefore, efforts were made to protect the army from these diseases. Overwhelming presence of the army had made a few of these stations Cantonments. Hill stations were also developed as sanitariums, *i.e.* places where soldiers could be sent for recovery from illness as well as for rest during holidays.

Due to cold climate, these hill stations became centre of attraction for the British. Viceroy liked to move to hill stations during the summers. In 1864, Viceroy John Lawrence transferred his Council to Shimla. Thus he set a precedent of shifting capitals during summers. Shimla also became the official residence of the Commander-in-Chief of the Indian army.



Shimla Train, famous as toy train

Introduction of railways made hill stations more accessible to the common people. Hill stations also became important from the economic point of view. With the setting up of tea and coffee plantations in the adjoining areas, influx of immigrant labour from the plains in large numbers began.

DEVELOPMENT OF INFRASTRUCTURE

With the emergence of new cities and towns, it became necessary to develop means of transport so that manufactured goods could be brought to these towns and raw materials could be sent to Britain. For this reason, the British tried to link major cities, ports and markets by road. **The first railway line from Bombay to Thane was opened for traffic in 1853.** It gradually developed into a large network of railways throughout the country connecting all major ports and towns. Initially, railways carried only goods from one place to another, but gradually they were also used to carry passengers as well. Modern **postal system** was also introduced. **The first telegraph line was started between Calcutta and Agra in 1853.**

PUBLIC WORKS

Civic facilities were improved in all major cities. Piped water supply, domestic water supply, sewage, street lights, parks and playgrounds were also set up in large cities, especially in Cantonments and Civil Lines.

ADMINISTRATION

Municipalities were set up to look after civil administration and civic problems, such as maintenance of roads, sanitation, primary education and health. They used to collect taxes to fulfil these obligations. The proceeds of ferries, bazars, tolls, etc., were other sources of their income. District Magistrate used to be the Chairman of Municipality. He was assisted by many other officers.

Lord Cornwallis had established a regular police force to maintain law and order. The **Indian Police Act** of 1861 was an important step towards ensuring uniform and effective police administration in India. The police set up was arranged in hierarchical order with Inspector General at the top.

The **Indian Penal Code** (IPC) was drawn up in 1860 by Lord Macaulay. It codified various kinds of crimes.

A Jail Code was also prepared for the administration of the jails. Even today, the police and jail administration is very much the same as developed by the British, except for a few changes.

Case Study

Delhi

Delhi is one of the oldest cities of India. It has also been the capital town during ancient and medieval periods.

Remains of seven major cities have been discovered. During the period of Mahabharata (about 3000 to 4000 years ago), it was known as Indraprastha and was the Capital of the Pandavas.

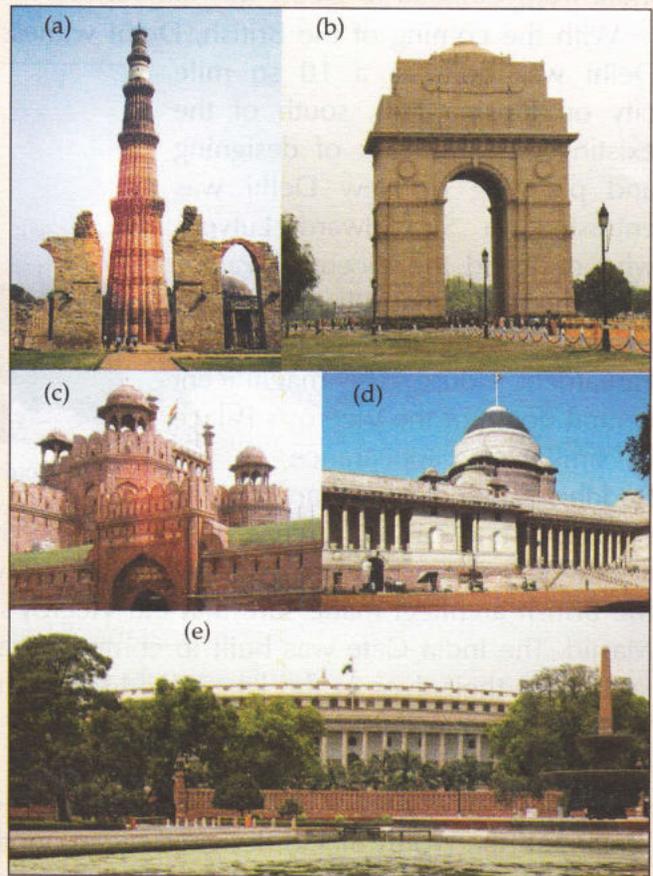
Delhi was the seat of power during Delhi Sultanate period. The Sultans built a number of forts and townships which were part of the seven cities of Delhi. Invasion of Timur in 1398 was a setback to Delhi's glory.

During the Mughal rule, Delhi remained an important town, although the seat of power kept changing from time to time. Shahjahan built the city of Shahjahanabad and the Red Fort.

British Occupation of Delhi

The British gained control of Delhi in 1803 after defeating the Marathas. Since the capital of the British was Calcutta, Delhi was modernised only after 1911 when it became the capital of India.

There seems to be a remarkable difference between the layout of Delhi and the other colonial cities. In other cities, the residential areas for Indians and the British were sharply segregated. The areas where Indians lived were called 'black' areas, whereas the British areas were called 'white' areas. In Delhi, the British lived along with the wealthier Indians.



(a) Qutab Minar (b) India Gate (c) Red Fort
(d) Rashtrapati Bhavan (e) Parliament House

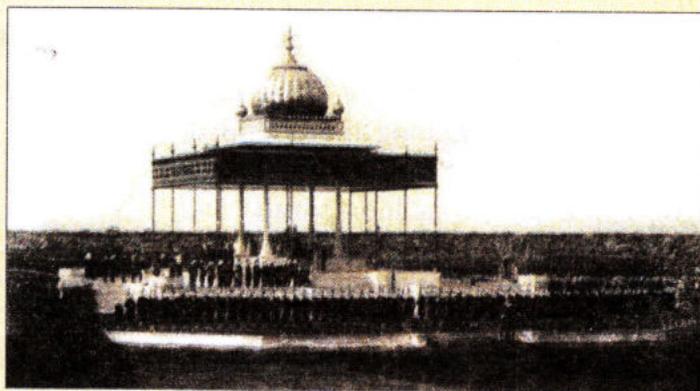
Things changed after the revolt of 1857. After having regained control of Delhi from the rebels, the British embarked on a campaign of revenge and plunder. They razed several of the Mughal palaces, closed down gardens and built barracks for troops in their place.

The British wanted Delhi to forget its Mughal past. Since they wanted an open ground for security reason, the area around the Red Fort was completely cleared of gardens and mosques. Later, the western walls of Shahjahanabad were broken to construct railway lines and to allow the city to expand beyond the walls. The British now started living in the Civil Lines area, away from Indians living in the walled city.

Delhi – the Capital of India

The British were convinced that on historical and political grounds, the Capital of Indian Empire should be Delhi. They thought it would give great satisfaction to Indians if the capital of Mughals is restored as the seat of British Empire. It was for this reason that a grand Durbar was organised in Delhi, in 1877, to declare Queen Victoria the Empress of India. In 1911 also a Durbar was held in Delhi itself. The decision to shift the Capital of India from Calcutta to Delhi was announced in this Durbar.

With the coming of the British, Delhi witnessed large-scale construction activities. New Delhi was built as a 10 sq mile city on Raisina Hill, south of the existing city. The task of designing and planning of New Delhi was entrusted to Sir Edward Lutyens who designed the Viceregal Palace (now the Rashtrapati Bhavan) on the Raisina Hills, the India Gate and the Parliament House. The magnificent central dome of the Viceroy's Palace is similar in appearance to the Buddhist Stupa at Sanchi and the red sandstone and carved screens or *jalis* had the mark of the Mughal architecture. But with a view to asserting the importance and authority of the British against the Mughal regime, the British architect made sure that the Viceroy's Palace was higher than Shah Jahan's Jama Masjid. The India Gate was built to commemorate the heroic deeds of Indian soldiers who laid down their lives in the First World War. Later, in free India the *Amar Jawan Jyoti* was installed there in memory of soldiers who laid down their lives during the Indo-Pak War of 1971.



The Coronation Durbar of King George V, 12 December 1911

On both sides of the Rashtrapati Bhavan stand the two Secretariats, known as the South Block and the North Block, designed by another architect Sir Edward Baker. The features of these buildings bore the marks of different periods of India's imperial history, but the overall appearance was similar to fifth century BCs classical Greece architecture.

The path between the Rashtrapati Bhavan and the India Gate is known as Rajpath. It is here that the grand Republic Day parade is held every year. Near Rajpath is the Parliament House, which is the seat of Indian democracy. With both its Houses—the Lok Sabha and the Rajya Sabha, it has a central library and carries a balcony running all around.

It took nearly 20 years to build New Delhi. The idea of the British was to build a city that should be in stark contrast to Shahjahanabad. The architects wanted New Delhi to represent

the sense of law and order, in contrast to the chaos of Old Delhi. Here, there were to be no crowded *mohallas* and no narrow bylanes, only straight streets should be there lined with sprawling mansions set in the middle of large compounds. The British regarded overcrowded spaces as being unhealthy and the source of diseases. The new city had to be a clean and healthy one. This meant that New Delhi had to have better water supply, sewage disposal system and drainage facilities than the old city had. It was made green with trees and plants to ensure fresh air and adequate supply of oxygen.

Thus, Delhi gradually developed into an imperial city with its magnificent buildings. The blend of old and new styles of architecture made buildings unique. In the last few decades it has developed into a well-developed city which is comparable to any of the capital cities of Europe.

However, the old city remained neglected with sheer lack of cleanliness and unattended drainage and waste disposal systems. This was at a time when the population of the city was continuously growing.

Summary of the Lesson

- Urbanisation means the growth of urban areas.
- History of urbanisation in India starts with the Indus Valley Civilization.
- In ancient India, we find many references of highly developed cities like Pataliputra, Kanauj, Mathura and Varanasi.
- During medieval times, a number of new towns and cities were founded.
- As a result of the weakening of the Mughal empire some new states emerged and their capitals emerged as important towns.
- De-urbanisation took place as a result of British economic policies. The old manufacturing towns of India, such as Dacca, Murshidabad and Surat lost their glory.
- New centres and cities developed as British made them the centre of their activities.
- The British developed Calcutta, Bombay and Madras.
- Hill stations such as Shimla and Darjeeling were also developed.
- The British developed infrastructure in these towns and cities and provided them with municipal and police administration.
- Delhi has been the hub of political activities since ancient times. The British built magnificent buildings here.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Which one of the following places had **not** been a capital of the Mughals?
(a) Delhi
(b) Calcutta
(c) Agra
(d) Fatehpur Sikri

2. Which one of the following was **not** a traditional centre of cotton-weaving and cotton cloth manufacturing?
 (a) Dacca (b) Surat (c) Murshidabad (d) Fatehpur Sikri
3. In which year was the first textile mill established in Bombay?
 (a) 1850 (b) 1852 (c) 1854 (d) 1857
4. Where is Fort William situated?
 (a) Madras (b) Calcutta (c) Bombay (d) Pondicherry
5. In which year was the Governor of Bengal made the Governor-General of Bengal?
 (a) 1771 (b) 1772 (c) 1773 (d) 1784
6. In which year was the British capital shifted from Calcutta to Delhi?
 (a) 1907 (b) 1909 (c) 1911 (d) 1913

II. Fill in the blanks.

1. In ancient times Delhi was known as
2. The earliest example of urbanisation in India is the civilization.
3. was the capital of the British and it was shifted to in 1911.
4. Calcutta had grown from villages.
5. The two architects who designed New Delhi and Shahjahanabad were and

III. Write true or false.

1. In the western world, modern cities grew with industrialisation.
2. Pataliputra was an important city during ancient times.
3. In the twentieth century majority of Indians lived in cities.
4. Madras was given to the British King as dowry by the French.
5. The first railway line from Bombay to Pune was opened for traffic in 1853.
6. Delhi was designed by William Jones.

IV. Give short answers to the following questions.

1. What do you understand by urbanisation?
2. Explain the meaning of de-urbanisation.
3. Name some important towns and cities of ancient India.
4. During whose times Delhi was known as Indraprastha?
5. Who lived in the 'white' areas in Indian cities?

V. Answer the following questions.

1. Discuss the result of the British economic policies in the context of urbanisation.
2. Write a note on the growth of Bombay during the Company's rule.
3. Discuss the background in which Calcutta developed into an important town.
4. Why did Lord Lytton choose to hold a grand Durbar in Delhi in the year 1877, although Delhi was not the Capital of India at that time?
5. What was the contribution of Lord Cornwallis in establishing law and order in British India?

VI. Map Work.

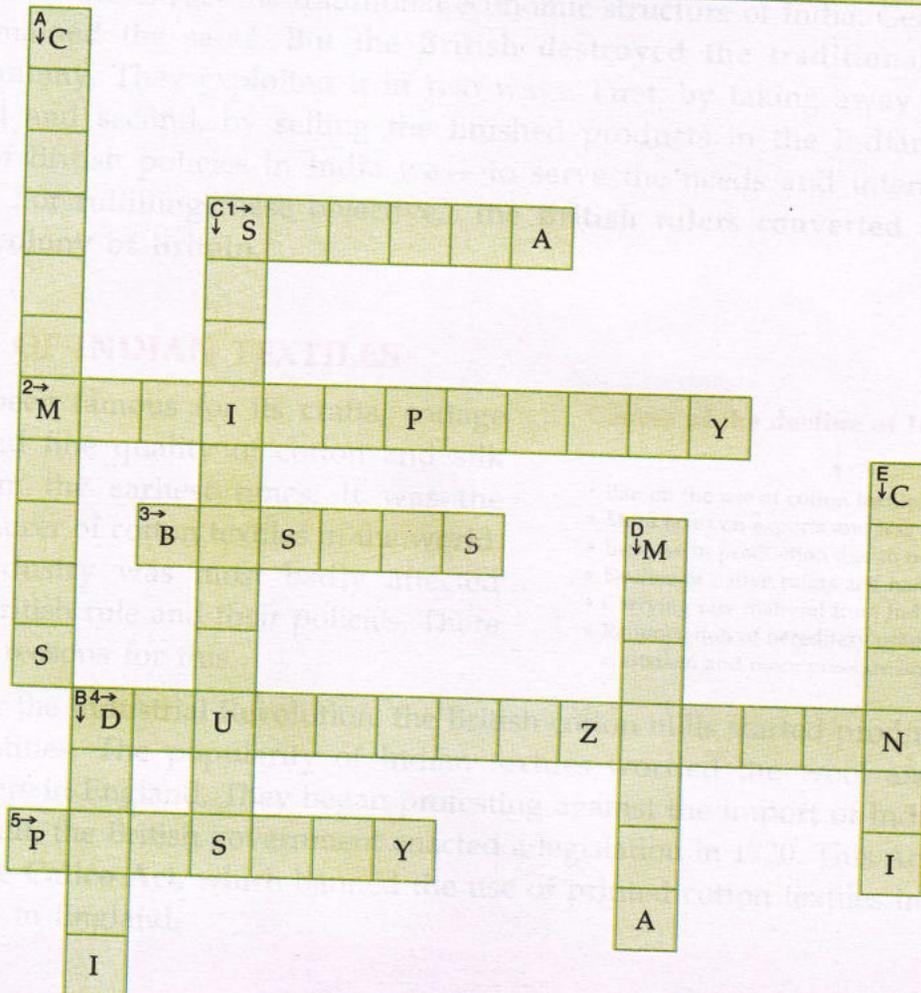
On an outline map of India, mark some of the important towns and cities of modern India. Mark the ancient towns and cities with different colours.

VII. Projects and Activities.

1. Prepare a graphic description of the rise and fall of towns and cities from ancient to modern times.
2. Prepare a report on the growing urbanisation in modern India.

VIII. Solve the crossword puzzle with the help of clues given below:

| CLUES | |
|--|---|
| Across | Down |
| 1. A hill station. | A. Permanent military camp in British India. |
| 2. looked after civil administration and civic problems. | B. Capital of Mughals. |
| 3. The shanty towns that spread in open areas around big mansions in Calcutta. | C. Places where soldiers could be sent for recovery from illness as well as for rest. |
| 4. To reduce a town or city to a rural area is known as | D. An epidemic. |
| 5. Sirajuddaulah was defeated in the Battle of | E. Modern name of Madras. |



7

Crafts and Industries

Important terms

Artisan: A handicraftsman, one skilled in making things with hands

Legend: A traditional or romantic story, a myth

Bellows: A device or equipment that can pump air

Legendary: Very famous, mentioned in stories from ancient times

India was conquered by foreigners many times. But the British conquest of India was different from previous conquerors in several ways. The previous invaders did not try to overhaul or reconstruct the traditional economic structure of India. General economy always remained the same. But the **British destroyed the traditional structure of Indian economy**. They exploited it in two ways. First, by taking away raw materials to England and second, by selling the finished products in the Indian market. The objective of British policies in India was—to serve the needs and interests of British capitalism. For fulfilling these objectives, the **British rulers converted India into an economic colony of Britain**.

DECLINE OF INDIAN TEXTILES

India has been famous for its crafts, cottage industry and fine quality of cotton and silk textiles from the earliest times. It was the largest producer of cotton textiles in the world. But this industry was most badly affected under the British rule and their policies. There were many reasons for this.

Causes of the decline of Indian textiles

- Ban on the use of cotton textiles
- More taxes on exports and less on imports
- Increase in production due to new inventions
- Decline of native rulers and handicrafts
- Carrying raw material from India at cheap rates
- Renunciation of hereditary occupations by the craftsmen and more pressure on agriculture

1. After the Industrial Revolution, the British cotton mills started production in large quantities. The popularity of Indian textiles worried the wool and silk textile makers in England. They began protesting against the import of India clothes. As a result, the British government enacted a legislation in 1720. This Act was known as the **Calico Act**, which banned the use of printed cotton textiles imported from India in England.

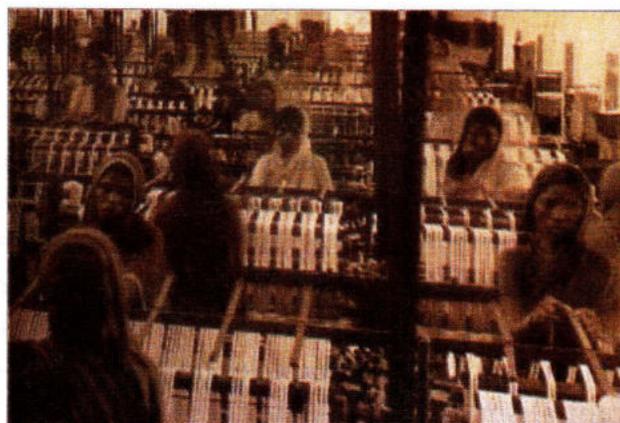
2. 70 to 80 per cent duties were imposed on Indian silk and cotton textiles going to Britain which destroyed these industries, whereas British machine-made goods were imported into India at a nominal duty.
3. Competition with Indian textiles led to technological inventions in England. The invention of **spinning jenny** by **John Kaye** in 1764 increased the productivity of clothes. Machine-made goods were cheaper than hand-made goods. Therefore, hand-made goods could not compete with them for long.
4. In 1786, **Richard Arkwright** invented **steam engine**. The invention of steam engine revolutionised cotton textile industry. The cloth could now be woven in large quantities and at much lesser cost.
5. By the 1830s British cotton cloth flooded Indian markets. In the next 50 years, the situation was that two-thirds of all the cotton clothes worn by Indians were produced in Britain. This affected not only weavers but also spinners. Thousands of rural women, who made a living by spinning thread, were rendered jobless.
6. Native states and the rulers had been the traditional patrons of these handicrafts. But, with the establishment of British rule and the annexation of the native states in British empire their patronage to the Indian handicrafts automatically came to an end. As a result, the traditional Indian centres of cotton-weaving and manufacturing like **Dacca, Surat, Murshidabad, Varanasi, Agra and Multan** were **now totally ruined**. Bengal muslin, which had become a legend because of its fine quality, was now nowhere to be seen.
7. The objective of British policies was—to use Indian economy for fulfilling the needs and interests of British capitalism. Therefore, the British took away from India raw materials (cotton, jute, oilseeds and other such things) to feed their industries in Britain. The same ships that carried these raw materials to England came back loaded with goods which were manufactured there. Export trade was in the hands of English companies.



DO YOU KNOW



In India, the Portuguese had first landed in Calicut, therefore they called Indian textiles 'calico'. It is because of this reason that one variety of cotton textile in India is also called calico. The law related to printed cotton textiles was also named Calico Act for the same reason.



Female workers in a cotton factory

- s going
e goods
8. The British policies forced a large number of craftsmen and artisans to give up their traditional hereditary occupations. They were forced to work as agricultural labourers so that they could earn a square meal. This put more pressure on the already overburdened agriculture. In such a situation, some of them went out of the country to work in plantations in Africa and South America.

RUIN OF IRON INDUSTRY

The sword of Tipu Sultan has been very famous in India's history. The main reason for Tipu's sword being so special was that the edge of the sword was so hard and sharp that it could easily rip through the opponent's armour. This quality of the sword was because of a special type of high carbon steel called **wootz**. The swords made of the wootz steel had a very sharp edge.

The word wootz is an anglicised version of the Kannada word *ukku*, Telugu *hukku* and Tamil and Malayalam *urukku*, all meaning steel. Wootz steel was produced all over South India. Francis Buchanan, who toured Mysore in 1800, has mentioned as to how wootz steel was produced in hundreds of smelting furnaces of Mysore. The smelters produced steel ingots that were used for making swords in West and Central Asia also, alongwith India.

Indian Wootz steel fascinated European scientists very much. Michael Faraday, the world famous scientist and discoverer of electricity and electromagnetism, studied the properties of Indian wootz steel. But the wootz steel making process, which was so popular in South India, was somehow completely lost by the mid nineteenth century. Its reason was that with the conquest of India by the British and the defeat of Indian nawabs and rajas, the swords and armour making industry of India died. Now the imports of iron and steel from England displaced the iron and steel produced by craftsmen in India.

THE RUIN OF FURNACES

Production of Wootz steel required a highly specialised technique of refining iron. Iron smelting in India was extremely common till the end of the nineteenth century. In almost every district of Bihar and Central India, in particular, there were smelters who used local iron ore to produce iron. With this iron, tools of daily use and other items were made. Most of the furnaces were built of clay and sun-dried bricks. Smelting was done by men, while women worked the bellows. They continuously pumped air with bellows to keep the charcoal burning. However, by the end of the nineteenth century, the craft of iron smelting had started declining. In most villages, furnaces fell into disuse and the amount of iron produced came down. Following were the reasons for this decline:

- (i) Its first reason was the new forest laws about which you have read in chapter 5. Since the colonial government prohibited the entry of people in the reserved forests, it was not possible for the iron smelters to obtain wood for charcoal. Moreover, from where would they get iron ore? Defying forest laws, they often

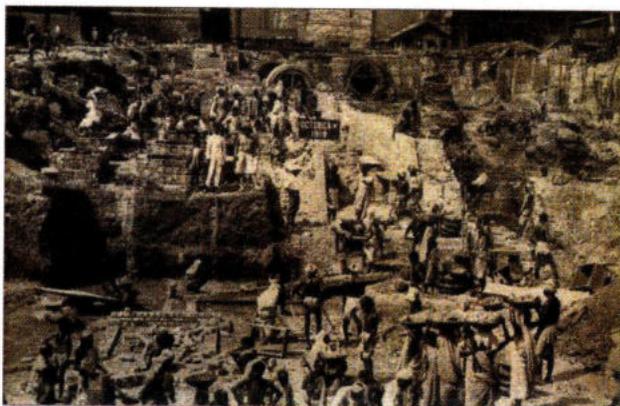
used to enter the forests secretly and collect wood, but in this way they could not sustain their occupation for long. A number of smelters were forced to give up this occupation and started looking for other means of livelihood.

- (ii) Although in some areas entry into the forests was not banned, but the iron smelters had to pay very high taxes to the forest department for every furnace. It reduced their profits considerably.
- (iii) Third reason, iron and steel was being imported from Britain upto the end of the nineteenth century. Indian Ironsmiths had started using imported iron for manufacturing utensils and implements. This resulted in lowering of the demand for iron produced by local smelters.

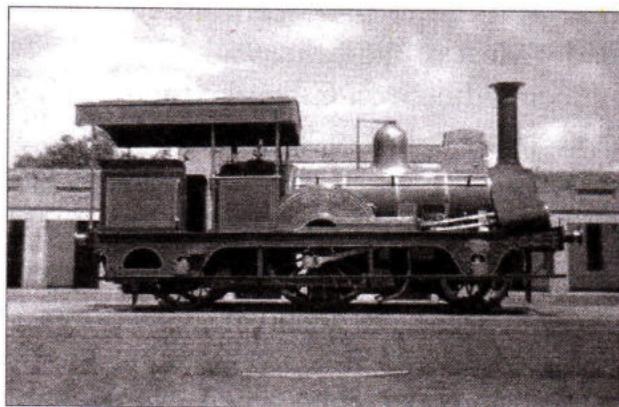
DEVELOPMENT OF MODERN INDUSTRIES

In the latter half of the nineteenth century large scale machine-based industries were being established in India. Though the British did it in their own interest, it indirectly helped India to modernise. The positive effects of the British policy were as follows:

1. India came into close contact with industrialists. It was essential for the British to bring into India some of the finest fruits of the Industrial Revolution for their own interest. The railways were the best example of this. The construction and development of railways played a very important role in taking the Indian economy from the old to the new.
2. Though the British machine-made cloth flooded Indian markets, they also opened up the possibilities of establishing cotton mills in India.
3. Establishment of various industries by the British sowed the seeds of industrialisation in India.
4. To tap the mineral resources of India, machines made in England were installed here. With this, machine age dawned in India. On the grave of ancient indigenous industry, a new industrial set up was built in India.
5. A number of iron and steel mills were established. Tata Iron and Steel Company (TISCO) was established in Jamshedpur in 1907. TISCO was set up at an opportune time. All through the latter half of nineteenth century, India had



Powerhouses and boiler houses being built at TISCO



The first locomotive of the East Indian Railway

been importing steel that was manufactured in Britain. When TISCO was set up the situation was changing. The First World War broke out in 1914. Britain's steel production now had to meet steel's demand for war purposes in Europe. Thus, imports of British steel into India declined drastically. In this situation, the Indian railways had to depend on TISCO for supply of rails.

6. Jute mills were established in West Bengal. Paper industry was set up at a number of places. Mysore Paper Mill was an important paper mill. Modern sugar mills were set up in Uttar Pradesh and Bihar. Coal industry was mainly established in the coal belts of Bihar, Orissa (Odisha) and Bengal. National Aluminium Company (NALCO) and Hindustan Aluminium Company (HINDALCO), the biggest aluminium companies of the country, were established during this period. Major cement companies, namely, Associated Cement Company (ACC) and Gujarat Ambuja Cement Company were also established in the nineteenth century.

It is important to point out here that Indian industrial expansion took place during the first world war only when imports from Britain declined and the market for Indian goods increased. With the growth of industries the industrial class became more capable and it demanded protection for its products. Under compulsion of circumstances, the British government had no other option but to concede to the demands.

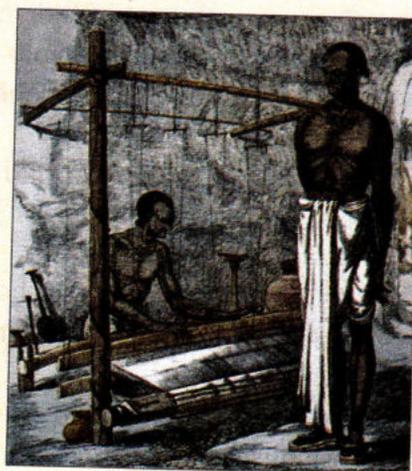
Case Study

Cotton Textile Industry

Indian textiles continued to dominate the world markets till the end of the eighteenth century. But with the development of cotton industries in Britain, Indian textiles had to compete with British textiles in the European and American markets. The British and European companies stopped buying Indian goods. Their agents stopped giving advance to the weavers to prepare goods. Thus, by the beginning of the nineteenth century, British-made cotton textiles successfully ousted Indian goods from their traditional markets in Africa, America and Europe.

It is worth mentioning here that handloom weaving did not completely die in India for a variety of reasons. One such reason was that the British-machines could not produce certain types of clothes which were specially needed in India. For example, machines could not produce *saris* with borders or clothes with traditional woven patterns, nor could the textile manufacturers of Britain produce the coarse cloth which was very much used by the poor people in India.

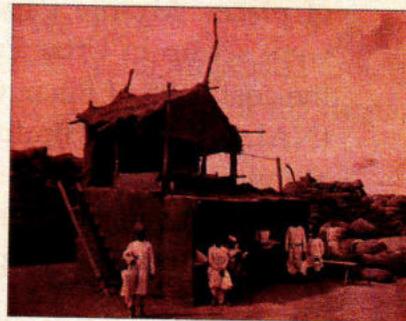
In the last years of nineteenth century, some towns of western and southern India emerged as new centres of weaving. Later, during the freedom struggle, Mahatma Gandhi appealed to the people to boycott imported textiles and use hand-spun and hand-woven cloth. Gradually khadi became the symbol of nationalism and *charkha* came to represent India.



A Tanti weaver of Bengal during eighteenth century

Cotton cloth industry was the first industry to be set up in India. In 1854, the first modern cotton mill was established in Bombay by Cowasjee Nanabhai. Bombay soon developed as the most famous centre of cotton production in India. Gradually, cotton industries were also established at Nagpur, Sholapur and Ahmedabad. In south India, Bengal and Punjab also cotton mills sprang up and seemed to have prospects for growth. During the two world wars, the Indian cotton textile industry witnessed unprecedented growth.

After the second world war the number of cotton mills continuously increased. In 1947, at the time of independence India possessed 423 mills. Soon after independence, new mills were established and, in 1954, they numbered 461. By that time, India had third position in the world among the textile manufacturing countries (after USA and erstwhile USSR). The Indian textile mills were producing about 502 crore 50 lakh yards of cloth out of which 83 crore and 40 lakh yards cloth was exported.



Bombay cotton market

Summary of the Lesson

- The British economic policies affected Indian trade and ruined the handicrafts industry.
- Indian hand-made goods could not compete with the British machine-made goods.
- To prevent export of Indian goods, heavy duties were imposed on them, whereas British goods were imported into India at a nominal duty.
- As a result of British economic policies, India was reduced to an agricultural colony of the British.
- For a long time India had been the world's largest producer of cotton textiles. But the machine made clothes of Britain replaced the Indian hand-made clothes in Europe and America.
- As a result of British policies iron industry also declined.
- Cotton industry was the first industry to be set up in India. Jute industry was established in Bengal.
- Iron and steel industry was established in Bihar. The Tata Iron and Steel Company was established at Jamshedpur.
- Paper, sugar, coal, aluminium and a number of other industries were also set up.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Which Act in Britain banned the import of cotton cloth into England?
(a) Cotton Act (b) Calico Act (c) Muslin Act (d) Anti-cloth Act
2. Who invented the Spinning Jenny ?
(a) John Kay (b) Robert Fulton
(c) Robert Arkwright (d) John Brown

3. How many Cotton Mills did India have in 1947?
 (a) 356 (b) 397 (c) 413 (d) 423
4. Where was The Tata Iron and Steel Company (TISCO) established?
 (a) Bokaro (b) Bhilai (c) Jamshedpur (d) Buxar
5. Which one of the following was **not** one of the major industries to be set up in India in modern times?
 (a) Paper (b) Steel (c) Aluminium (d) Sports
6. India has been famous for one of its industries since ancient times. Which was that industry?
 (a) Iron (b) Jute (c) Cotton (d) Sugar

II. Fill in the blanks.

1. British economic policies resulted in the of Indian handicrafts.
2. The British imposed very duties on Indian goods.
3. Indian textile exports declined in the century.
4. was the first modern industry to be set up in India during the British rule.
5. studied the properties of Indian wootz steel.
6. The Sword of an Indian ruler named has been famous in history.
7. The Tata Iron and Steel Company was established at

III. Write true or false.

1. As a result of British policies Indian handicrafts flourished.
2. Native princes had been traditional patrons of handicrafts.
3. Steel industry was the first modern industry to be set up in India.
4. A number of industries were set up in India during the British rule.

IV. Give short answers to the following questions.

1. What kind of cloth had a large market in Europe?
2. Mention any one reason for the decline of Indian trade and handicrafts during the British rule.
3. After the ruin of handicrafts, where did the artisans go in search of livelihood?
4. What was the main cause for the continuous decline of iron production in India?
5. Name the two important industries to be set up in India during the British rule.

V. Answer the following questions.

1. What factors caused the decline of Indian handicrafts during the British rule?
2. Why did the wool and silk producers in England protest against the import of Indian textiles in the early eighteenth century?
3. How did the development of cotton industries in Britain affect textile producers of India?
4. What problems did the textile industry face in the early years of its growth?
5. What helped TISCO expand steel production during the First World War?
6. Mention a few reasons for the development of modern industries in India.

VI. Map Work.

1. On an outline map of India, mark the places where major industries were set up.
2. On an outline map of India, mark the major manufacturing towns of India.

VII. Projects and Activities.

1. Trace the history of any such ancient Indian craft that you see in your area. Make a report on the life of their craftsmen and the techniques they adopted due to which the craft is able to survive even today.
2. Imagine you are a weaver in the British Raj. Make a diary entry about the difficulties and hardships you are facing.
3. Make a PowerPoint presentation on the life of Jamshetji Nusserwanji Tata describing the difficulties he faced while setting up India's first iron and steel plant at Jamshedpur.

VALUE-BASED QUESTION

Which of the two out of 'tradition and modernity' do you consider more necessary? Give the answer in the context of Indian weavers.

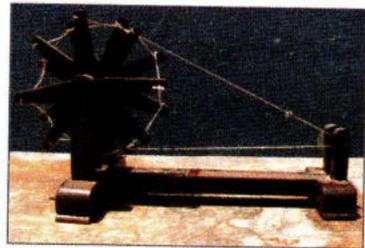
HOTS: THINK BEYOND

In what way the iron and steel industry would have been affected by the defeat of the *nawabs* and *rajas*?

INTERESTING FACTS

Indian Textile

The first stage of production of Indian textile was spinning. The thread was spun on *charkha* and rolled on *takli*. After spinning, the thread was woven into cloth on a loom by the weaver. Weavers specialised in weaving. The *tanti* weavers of Bengal, the *julahas* or *momin* weavers of north India and *kai kollar* and *devangs* of south India are some of the weaver communities.



After weaving, the thread was dyed by the dyer, known as *rangrez*, for adding colours to the textiles. For printed cloths the weavers needed the help of block printers, known as *chhipigars*.

Clothes thus made were famous for their fine quality and exquisite craftsmanship. The Indian textiles were very much liked by people in South-East Asia and Western and Central Asia. The Indian cotton clothes were given different names. The Arab merchants called them muslin, while Portuguese, who first landed in Calicut, called them calico.



PROJECT WORK

(Based on Chapters 4–7)

I. Project

Do a project on one of the tribal communities of India, which should cover their habit, main festivals, language, music and dance, food habits and dresses. Also mention their contribution to India's freedom struggle.



II. Diary Entry

Imagine you are Bahadur Shah Zafar serving exile in Rangoon. Make a diary entry describing your loneliness and helplessness for being denied the opportunity to fight against the British rule in India.

III. Exhibition

With the help of your teachers and friends, organise an exhibition in the school on the 'First War of Independence'. Make a collage or pamphlets with posters, charts and pictures and make a PowerPoint presentation on different incidents of the Revolt of 1857.



IV. Role Play

Prepare a script on the life history of Rani Lakshmi Bai and her role in the Revolt of 1857. Enact this play in your classroom.



TEST PAPER

(Based on Chapters 1–7)

Total Marks: 50

Time: 2 Hours

A. Tick (✓) the correct answer.

1 × 8 = 8

- The Industrial Revolution led to the growth of
 - Production of goods for local consumption
 - Capitalism
 - Welfare of masses
 - Feudalism
- Who annexed the State of Jhansi?
 - Lord Dalhousie
 - Lord Wellesley
 - Warren Hastings
 - Lord Byron
- Who was given more power through the Pitt's India Act?
 - Prime Minister
 - Governor-General
 - Viceroy
 - Supreme Court
- Where was the Ryotwari System first introduced?
 - Calcutta Presidency
 - Bombay Presidency
 - Orissa Presidency
 - Madras Presidency
- Who led the Khasi Revolt?
 - Ram Singh
 - Babu Lal
 - Birsa Munda
 - Tirut Singh
- In which State was the jute industry mainly located?
 - Bengal
 - Bihar
 - Madras
 - Awadh
- Which Act changed the Hindu law of Property?
 - Act of 1850
 - Act of 1950
 - Act of 1650
 - Act of 1657
- When and where was the Tata Iron and Steel Company established?
 - Jamshedpur, 1970
 - Jamshedpur, 1907
 - Mumbai, 1970
 - Mumbai, 1907

B. Fill in the blanks.

1×6=6

- The State of was ruled by Haider Ali.
- Lord Wellesley is associated with the
- Act proposed the setting up of the Supreme Court of Calcutta.
- The Indigo Rebellion began in the nineteenth century at a place named
- The Santhal Rebellion was led by

6. The Charter Act of abolished the East India Company's monopoly on Indian trade.

C. Write true or false:

1 × 6 = 6

1. Dalip Singh was the son of Maharaj Ranjit Singh.
2. Lord Dalhousie introduced the Civil Service in India.
3. The Indigo Movement was a powerful peasant protest.
4. Birsa Munda was associated with the Santhal rebellion.
5. TISCO was set up at Sakchi by Jamshetji Tata.
6. Begum Hazrat Mahal led the revolt in Hyderabad.

D. Write short answers in about 30 words each.

2 × 5 = 10

1. What is meant by the term 'Imperialism'?
2. Describe the system of Subsidiary Alliance.
3. What was the outcome of the Santhal rebellion?
4. What were the major exports from India to England before the Industrial Revolution?
5. Name the last Mughal Emperor. What happened to him after the Revolt?

E. Give long answers in about 60 words each.

4 × 5 = 20

1. Describe the reasons for the failure of the Revolt of 1857.
2. Write a brief note on Birsa Munda's struggle against the British.
3. What steps did Lord Cornwallis take to consolidate British administration in India?
4. What were the chief features of the Pitt's India Act?
5. What made the hills of India an attractive destination for the British in India?

8

Education under the British Rule

Important terms

Linguist: One who knows and studies several languages

Presidency: Large areas like the modern regions, provinces or states. During the British rule, there were three Presidencies in India—Calcutta, Bombay and Madras.

Orientalist: One who studies or favours languages etc. of the Eastern countries.

In the initial stages of the British rule, the priorities of the British East India Company were—conquest, expansion and consolidation. Therefore, they did not interfere with the educational system of India. In fact, education was completely neglected by the Company. However, after territorial conquests and having established control over Indian revenues, the British felt that they had a cultural mission also, i.e., to **civilise the natives and change their customs and traditions and values.**

There were many such Englishmen who were interested in discovering ancient Indian heritage, mastering Indian languages and translating Persian works into English. One such person was William Jones who, by profession, was not only an expert in law, but was also a linguist.



William Jones

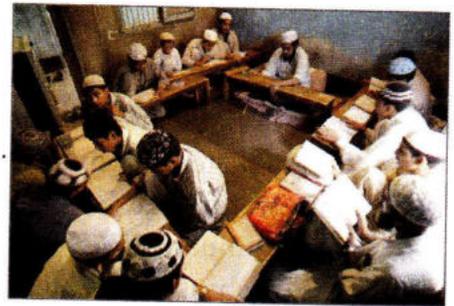


The Asiatic Society was founded by Sir William Jones, the Chief Justice of the Supreme Court, in 1784 in Calcutta.

Jones realised that many British officials living in Calcutta at that time had a deep respect for ancient Indian culture. Among such persons were—Henry Thomas Colebrooke and Nathaniel Halhed, who had a special attitude towards India. Together with them, William Jones set up the Asiatic Society of Bengal in 1784 and also started a journal called *Asiatic Researcher*.

BACKGROUND TO THE PROGRESS OF ENGLISH EDUCATION

When the British came to India, the educational system here was traditional. There were *pathshalas*, *madrasas* and *maktabs* where mostly religious education was imparted. There was no effort to upgrade the courses and make it modern. Further, there was no awareness of the advancements in education taking place in other parts of the world.



A madrasa in West Bengal

Certain groups of society started taking interest in the system of education and felt the need for a fundamentally different kind of education. One thing common with all these groups was that they wanted to have fundamental changes in education, although their reasons for this were different. They were:

- (i) **The Christian Missionaries** believed that modern education would undermine the faith of the Indians in their own religion and they would turn towards Christianity.
- (ii) **Indian social reformers**, such as Raja Rammohan Roy, firmly believed that the eradication of social evils like *sati*, child marriage, etc., would only be possible by means of modern education.
- (iii) **The commercial and mercantile class** expected to expand the market for British goods through modern educated Indians.
- (iv) **The British Government** realised the need for introducing modern English education. This realisation had three causes at the root.
 - (a) Well-educated and qualified Indians would be an asset for the civil and judicial administration.
 - (b) Employing educated Indians on different posts would bring down the cost of administration considerably and also ensure loyalty of Indians to the British *raj*.
 - (c) Modern education would reconcile the people of India to the British rule and those people would become the admirers of British conquerors and their administration and would glorify it.



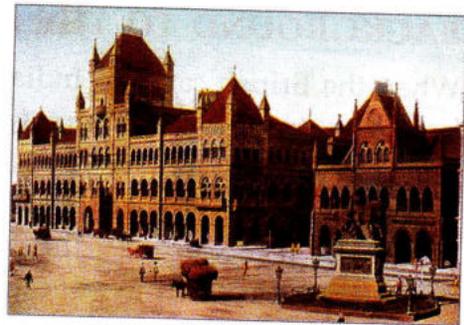
Raja Rammohan Roy

BEGINNING OF MODERN EDUCATION

Initially, there were two important developments in the field of education, which was otherwise completely neglected so far by the Company.

- (i) The Charter Act of 1813 incorporated the principle of encouraging learned Indians and promoting modern sciences in India. This Act also provided for an annual sum of rupees 1 lakh to be spent on the spread of education. Thus, a beginning was made in the field of education, although a humble one.

(ii) Elphinstone, in his Minutes of 1823, recommended the establishment of schools for teaching English and European sciences. He proposed a school to be established at Bombay where English could be taught and subjects like history, geography and sciences could also be taught through English medium. In 1833, he set up a similar School at Poona. In 1834, he started the Elphinstone College at Bombay.



Elphinstone College

By this time, demand for the study of English had increased tremendously and English books were also being sold in good numbers. The Christian missionaries, in order to convert people to their faith, also started many educational institutions.

ANGLICISTS VS ORIENTALISTS

The money allocated by the Charter Act of 1813 remained unused till 1823. In the meantime controversy regarding the medium of instruction arose. The controversy centred round the view whether medium of instruction should be English or it should be Arabic or Sanskrit. The Anglicists insisted that **all instruction should be given through English medium** whereas the Orientalists insisted on teaching through oriental languages. To settle the controversy, the Government appointed a committee. The issue was settled by a Minute (Note) prepared by Lord Macaulay.

LORD MACAULAY'S MINUTES

Thomas Babbington Macaulay was the Law Member of the Governor-General William Bentinck's Executive Council. He was an outspoken and influential critic of the Orientalists. He had a very poor opinion about India. He considered India to be an uncivilised country that needed to be civilised. He believed that 'a single shelf of a good European library is better than the whole native literature of India and Arabia'. He also believed that teaching English was an effective way of civilising people, changing their tastes, values and culture. He made out a strong case for the promotion of European literature and sciences among Indians. Indian social reformers like Raja Rammohan Roy also supported his viewpoint fully. Lord William Bentinck approved Macaulay's Minutes. Accordingly, an Act was passed in March 1835. This Act made English the medium of instruction in schools and colleges. It was also decided that all funds to be spent on education would be spent on English education alone.



Lord Macaulay

It is worth mentioning here that Lord Macaulay intended to create a class which would be **Indian in blood but English in taste, opinions, morals and intellect**. One by one the number of Government schools began to grow.

OFFICIAL ANNOUNCEMENT OF 1844

Another important step in this direction was an Official Announcement of 1844 which made a provision that in public employment preference will be given only to those who were educated in western science and were familiar with the English language.

WOOD'S DESPATCH OF 1854

Sir Charles Wood's Despatch to the Court of Directors of the Company was an important milestone in the history of education. Attention was again focussed in this despatch on the spread of education in India. Sir Charles Wood put some fresh proposals before the Court of Directors of the Company. He recommended to develop a network of educational institutions in the country. According to it, at least one government school was to be opened in every district. He proposed to establish universities in India.



Sir Charles Wood

In accordance with Sir Charles Wood's Despatch:

- (i) Educational departments were set up in every Province in order to exercise control over all matters regarding education.
- (ii) Universities were set up in the Presidency towns of Calcutta, Bombay and Madras in 1857 on the model of the London University.
- (iii) Attempts were also made to bring about changes in the system of school education.

DRAWBACKS OF ENGLISH EDUCATION

Following were the ill effects of English education on the educational system of India:

- (i) Primary schools suffered due to **lack of funds**. Thus, mass education and education at primary levels suffered. As a result, by the beginning of the twentieth century, four out of five Indian villages were without primary schools and three out of four children had no facility of education.
- (ii) Medium of education being English, **common people could not benefit from the spread of education**.
- (iii) **Education of girls was totally neglected**. In 1921 only two out of 100 women were able to read and write.
- (iv) Scientific and technical education virtually did not exist. Only three medical colleges were set up and there too admission was restricted for the Europeans.
- (v) The purpose of the promoters of English education was to create a class of Indians which would be English in



Presidency College, Bombay

its thinking and habits. But, only a handful of Indians could be educated while the vast majority remained illiterate. Thus, **benefits of education remained confined only to the middle and the upper middle classes.**

INDIAN LEADERS' CONTRIBUTION TO THE SPREAD OF EDUCATION

The British officials were not the only ones planning to educate the Indians. Enlightened Indians also—whether they belonged to the ruling class, social reformers and intellectuals—played an important role in the spread of education. Thinkers from different parts of India urged Government to open more schools, colleges and universities. **Raja Rammohan Roy, Rabindranath Tagore, Lala Lajpat Rai and Mahatma Gandhi** played an important role in this field.

As a protest against government control over education, leaders of the freedom movement formed a **National Council of Education** in the early years of twentieth century. They set up **national schools** and **national colleges**. Later they established **Vidyapeeths** at Banaras and Ahmedabad and **Jamia Milia Islamia School** at Aligarh (which was later shifted to Delhi).

As a child, **Rabindranath Tagore** hated going to school. On growing up, he wanted to set up a school where children could feel happy, free and creative and were able to explore their own thoughts and desires. He felt that the existing schools of those times killed the natural desire of children to be creative. He was of the view that creative learning could be encouraged only within a natural environment. Accordingly, he established the 'Vishwabharati University' at **Shantiniketan**. It was really an abode of peace where, living in harmony with nature, children could develop their natural creativity. It had a global outlook for the teaching of arts and culture.



Rabindranath Tagore



Gandhiji with Tagore at Shantiniketan, 1940

Mahatma Gandhi was against colonial education. He thought that it made Indians see western civilization as superior and destroyed their pride in their own culture. He argued that this education had created a sense of inferiority in the minds of the Indians and had enslaved them. Therefore, he wanted such an education that could help Indians recover their sense of dignity and self-respect. During the national movement, he **urged students to leave British institutions** in order to demonstrate to the English that Indians are no longer willing to be enslaved.

Regarding the medium of teaching, Mahatma Gandhi strongly believed that **education in English had crippled Indians**. It had distanced them from their own surroundings and made them strangers in their own country. The English educated Indians would despise local culture and would not be able to understand how to relate to the masses. As such, he strongly felt that **Indian languages should be the medium of education**.

The purpose of education, according to Mahatma Gandhi, was to **develop a person's mind and soul**. He did not consider literacy or simply learning to read and write as education. He believed that people should work with their hands, **learn a craft**, and know how different equipments are operated. This would develop their mind and their capacity to understand. Mahatma Gandhi established schools under his new teaching scheme, which was known as **Nai Taleem**.

As the nationalist sentiments spread, other thinkers and leaders also began thinking about a system of **national education** which would be radically different from that set up by the British. Leaders of the national movement started to realise that an illiterate and ignorant nation can never make any progress. As a result, they demanded the introduction of free and compulsory education for children in the age-group of six to ten years. Gopal Krishna Gokhale was one such prominent leader. The **Swadeshi Movement**, started as a reaction to the partition of Bengal, gave a call to **boycott British schools and colleges**. Thus, many national schools and colleges were rapidly set up. British schools were boycotted during Non-Cooperation Movement under Mahatma Gandhi's Leadership and a number of swadeshi schools and *vidyapeeths* were established. When India became Independent in 1947, **only 24 per cent of the male and 7 per cent of the female population were literate**. Real progress could only be made after India achieved independence.



Gopal Krishna
Gokhale

Conclusion: The British had imposed their language on the Indians for the sake of their own benefit but this proved a blessing in disguise for the Indians. It became an important factor in spreading awareness among the Indian masses. It is through education that they could discover their past and dedicate themselves to build the future. It is through English education that they could become familiar with the works and views of Rousseau, Voltaire, J. S. Mill and other philosophers and thinkers. Western education gave Indians a common language which made it possible for them to understand each other. They could only then plan a common programme of action against the British rule.

Case Study

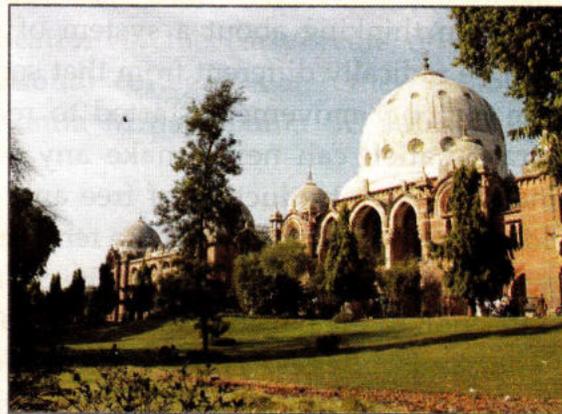
Baroda and Aligarh

Baroda

Vadodara, earlier known as Baroda, is an important city of Gujarat. Its ruler Maharaja Sayajirao III (1875–1939) was a great visionary as well as a man of great literary taste. He not only modernised his State but also took a number of steps for the upliftment of the poor. His most important contribution was his effort to spread education and patronise fine arts.

In 1906, Maharaja Sayajirao III became the first Indian ruler to introduce free and compulsory education in his State. He had a rich collection of books. He established a network of libraries in towns and villages in his State.

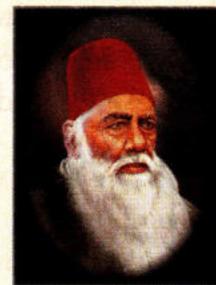
Maharaja Sayajirao III laid the foundation of Baroda College in 1881. Its Principal, Dr. Jackson, was the first person to visualise the concept of regional universities to suit the cultural needs of particular areas. The Government of Baroda subjected its educational system to periodic reviews by educational experts of international fame. As a result, a Commission was appointed in 1909. The principal recommendation of the Commission was—to expand the activities of Baroda College by establishing additional Chairs (Professors' Posts) in different branches of knowledge. This whole process culminated in the foundation of a full-fledged university—Maharaja Sayajirao University. It was established in 1949, by Pratap Singh Gaekwad, grandson of the Maharaja. This University had two significant features—one, it had faculty of technology and engineering as well as a Department of Fine Arts. Second, it was a teaching as well as a residential university which had complete freedom in all academic matters. It was also free to institute new branches of studies suited to the needs and aspirations of that region in particular and the country in general.



Maharaja Sayajirao University, Vadodara

Aligarh

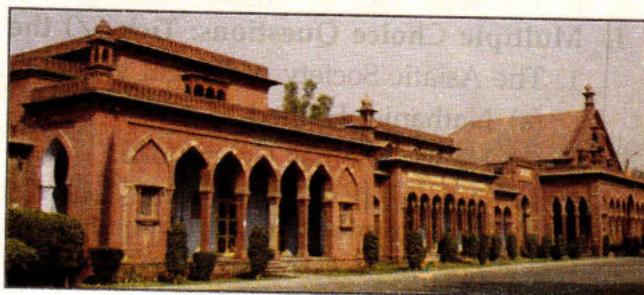
Sir Syed Ahmad Khan was a great social reformer of the age. He realised that Indian Muslims could not make much progress because they were lacking in education, especially English education. Therefore, he deemed it necessary to make some special arrangement for their education. He established a Mohammedan Educational Conference that became a forum and meeting ground for the Muslims. He founded 'Anglo-Oriental College' at Aligarh, which later became Aligarh Muslim University. It imparted education in humanities, sciences and



Sir Syed Ahmad Khan

technology through English medium. Students from all over the country came to study at the University. This university produced a number of famous leaders such as Mohammed Ali, Hasrat Mohani, Rafi Ahmed Kidwai and Raja Mahendra Pratap.

The Aligarh Muslim University played a significant role in popularising scientific and Western learning among the Muslims.



Aligarh Muslim University

Summary of the Lesson

- At the time of the advent of the British, education system in India was mainly traditional.
- The Christian missionaries, the Indian social reformers, the commercial and mercantile class and the British government felt the need for a fundamentally different kind of education.
- William Jones founded Asiatic Society in Calcutta and reminded Indians of their past glory.
- The Charter Act of 1813 made a humble beginning in the field of education.
- Two important steps were taken in the field of education. In 1835, an Act was passed which made English the medium of instruction. Another important development was the Wood's Despatch of 1854, which encouraged education from primary standard to the university level. Universities were set up in Bombay, Calcutta and Madras.
- The English education had certain drawbacks. There was lack of funds for primary schools, education of girls and scientific and technical education were neglected.
- Indians such as Raja Rammohan Roy and Rabindranath Tagore played an important role in the spread of education.
- Mahatma Gandhi propagated 'Nai Taleem'.
- English education proved a blessing in disguise for the Indians. It awakened them. As a result, they took an active part in the progress of the national movement.
- Maharaja Sayajirao University was the first indigenous university. Aligarh Muslim University was set up to popularise scientific and Western learning among the Muslims.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- The Asiatic Society of Bengal was set up by
 - Nathaniel Halhed.
 - William Jones
 - Henry Thomas Colebrooke.
 - James Prinsep.
- In which year was the Elphinstone College set up at Bombay?
 - 1813
 - 1823
 - 1834
 - 1837
- With whose name is the educational despatch of 1854 associated?
 - Lord Macaulay
 - Charles Wood
 - Elphinstone
 - William Bentinck
- Universities were set up at three places in 1857. Which of the following was not one of them?
 - Delhi
 - Calcutta
 - Bombay
 - Madras
- Vishwabharati University at Shantiniketan was established by
 - Gopal Krishna Gokhale
 - Mahatma Gandhi
 - Rabindranath Tagore
 - Ferozeshah Mehta
- Who started schools under a system of education known as 'Nai Taleem':
 - Mahatma Gandhi.
 - Rabindranath Tagore.
 - Gopal Krishna Gokhale.
 - Sir Syed Ahmad Khan.
- Maharaja Sayajirao University was established at Vadodara by:
 - Maharaja Sayajirao.
 - Pratap Singh Gaekwad.
 - Rudra Singh Gaekwad.
 - None of the above.
- Anglo-Oriental College at Aligarh was founded by
 - Sir Syed Ahmad Khan.
 - Rafi Ahmad Kidwai.
 - Hasrat Mohani.
 - Aga Khan.

II. Fill in the blanks.

- The Orientalists insisted on teaching through languages.
- Lord Macaulay was the of Governor-General Executive Council.
- The Year is associated with the Despatch of Charles Wood.
- Jamia Milia Islamia was set up at which was later shifted to
- Maharaja Sayajirao University was established at which is now known as

III. Write true or false.

- James Mill was a severe critic of the Orientalists.
- By means of Lord Macaulay's Minute of 1835, English was made the medium of instruction in schools and colleges.
- The 1854 Despatch on education was in favour of English being introduced as a medium of higher education in India.

4. Mahatma Gandhi thought that promotion of literacy was the main aim of education.
5. Rabindranath Tagore believed that children ought to be subjected to strict discipline.

IV. Give short answers to the following questions.

1. Which four sections felt the need for a fundamentally different kind of education?
2. Which Act allocated rupees one lakh for the spread of education?
3. What were the views of the Orientalists regarding the medium of instruction?
4. What was decided in 1835 regarding the medium of instruction?
5. In which year did Charles Wood send his proposals to the Company?
6. Write the names of two Indians who contributed to the spread of education.
7. Why did Mahatma Gandhi want the children to learn some craft?

V. Answer the following questions.

1. Why did William Jones feel the need to study Indian history, philosophy and law?
2. What was the Anglicist–Orientalist controversy?
3. What was Macaulay's Minute? Explain its importance in the history of education.
4. What was the British motive behind the introduction of western education?
5. What was Wood's Despatch? State its main recommendations.
6. Why did Mahatma Gandhi think that English education had enslaved Indians?

VI. Map Work.

On an outline map of India, mark the places where universities and educational centres were established during the British rule.

VII. Projects and Activities.

1. Collect pictures of Indian reformers and intellectuals and paste them in your scrapbook. Discuss their contribution to the progress of education in India.
2. Trace the history of your school and write an article for your school magazine.
3. Ask your grandparents and parents as to what subjects they had when they were students.

VIII. Debate and Discussion.

Gandhiji had said, "By education I mean an all-round drawing out the best in child and man—body, mind and spirit. Literacy in itself is not education. I would therefore begin the child's education by teaching it a useful handicraft." In the context of this statement hold a debate in your classroom on the modern education system.

VALUE-BASED QUESTION

How can you help in educating a poor student?

HOTS: THINK BEYOND

About 50 per cent children going to primary school drop out by the time they attain the age of 13 or 14. Why is it so?

Important terms

Parameter: Something that decides or limits the way in which a thing can be done

Inauspicious: Unfavourable, unlucky

Amelioration: Improvement

Emancipation: Liberation, freedom

Formidable: Able to be dreaded

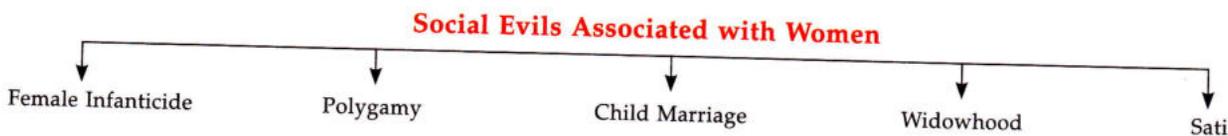
The Indians came in contact with a new and different culture as a result of the influence of western education system. A large section of educated Indians realised that social evils, age-old customs and superstitions were great obstacles in their path to progress. There was an intellectual awakening in India, often referred to as 'Renaissance'. This led to reform movements in various parts of the country in the nineteenth century.

POSITION OF WOMEN

A society is measured from its attitude towards women. A society's attitude towards women is a very good indicator of its level of sophistication. Social reformers firmly believed that **there could be no meaningful reforms without improving the status of women**. Women in India were subjected to all kinds of **inhuman treatment**. They suffered from many kinds of **discrimination** and **indignity**. Their pathetic condition was manifest in various evils like child marriage, female infanticide, *sati*, etc. They had **no right to property**. As a result, most of the social reformers made efforts to abolish the laws and customs which suppressed women.

THE EVILS WOMEN SUFFERED FROM

There were many evils from which women suffered. Some of them were as follows:



Female Infanticide

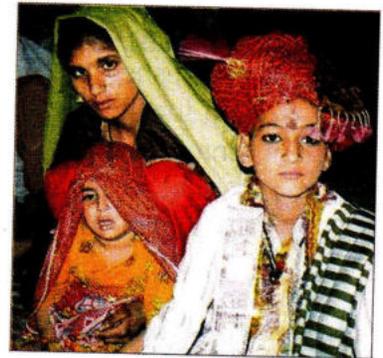
Birth of the girl child was considered inauspicious and a curse. Hence, the practice of female infanticide or killing the girl child.

Polygamy

The practice of keeping more than one wife at a time also prevailed in India. Although it was limited to only aristocratic classes or royal houses, it demonstrated the superiority of men.

Child Marriage

Girls were married at an early age. It had many ill effects. First, due to early marriage they were deprived of education. Thus, they could not reap the fruits of education. Second, they would become mothers at a very tender age which was harmful for their health and physical development.



Child Marriage: A curse

Widowhood

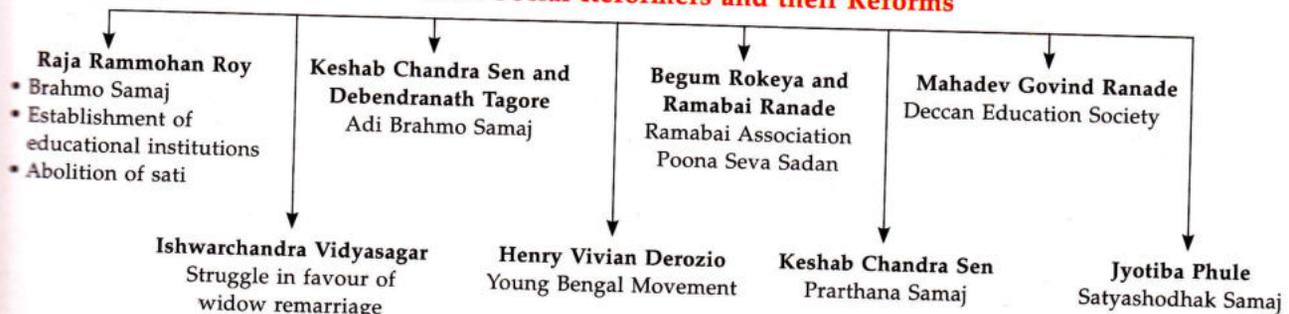
Early marriage with men of much older age resulted in their becoming widows at an early age. Widowhood was considered inauspicious. Widows were deprived of all pleasures of life and were forced to lead a detached life. They were not allowed to remarry. They were treated in an indecent manner.

Sati

The most inhuman custom in the then society was that of *sati*. Women were expected to burn themselves on the funeral pyre of their husbands. Those who objected were forcibly pushed into the burning pyre. Women, who tolerated all this calmly, were considered sacred and were revered as *sati*.

The only domain of women was within the four walls of the house. They were deprived of education. The above evils continued without any resistance from women since they were lacking in education.

Prominent Social Reformers and their Reforms



Case Study

Raja Rammohan Roy

Raja Rammohan Roy was the pioneer of the reform movement. He is also called the 'Father of Modern India'. He started two newspapers—*Samvad Kaumudi* in Bengali and *Mirat-ul Akhbar* in Persian. Through his writings he tried to convey that the practice of *sati* had no sanction in ancient texts.



Raja Rammohan Roy

Raja Rammohan Roy was against idol worship, ritualism and superstitions. He wanted to free Hinduism from all these evils. With this aim he established the Brahma Sabha in 1828. It was renamed the **Brahmo Samaj** in 1829. He worked for the abolition of religious conservatism, polygamy, child marriage, rigid caste system, untouchability, *purdah* system and, above all, the practice of *sati*. He also advocated women's right to inherit property. It was because of his sustained efforts that in 1829 the Governor-General Lord Bentinck issued a Regulation by which *sati* was declared illegal.

Ishwar Chandra Vidyasagar



Ishwar Chandra Vidyasagar

Another great social reformer of the nineteenth century was Ishwar Chandra Vidyasagar. He protested against child marriage. He also campaigned against polygamy. His most important contribution to the upliftment of women was widow remarriage. It was not an easily acceptable idea for the society of the nineteenth century. For this, he had to face bitter enmity of the orthodox Hindus. His efforts resulted in the enactment of the Widow Remarriage Act of 1856. The first lawful Hindu widow remarriage among the upper castes in India was performed in Calcutta in December 1856 under the care of Ishwar Chandra Vidyasagar.

Apart from his efforts for widow remarriage, he also encouraged the education of women. As a result of his efforts, the first Girls' School in Calcutta, Bethune School, was established by J E D Bethune in 1849.

Other Social Reformers

There were a number of other activists also who made great efforts to improve the condition of women. Two such persons were **Keshab Chandra Sen** and **Debendranath Tagore**. They were both great humanists who preached love and justice. They gave the name of 'Adi Brahma Samaj' to Rammohan Roy's Brahma Samaj. Besides abolition of *sati* and polygamy, they also took up the issue of women's education.

Henry Vivian Derozio started the **Young Bengal Movement** which supported women's rights and advocated improvement in the status of women. This movement also played an important role in eradicating superstitions from the society.



Ramabai Ranade

Begum Rokeya was an outstanding socio-religious reformer who was very much against the oppressive social customs imposed on women in the name of religion. She started a school for the education of girls and also founded the 'Bengali Women's Association.'



Begum Rokeya

Ramabai Ranade was a social reformer who was determined to emancipate the women. She was a learned woman, as a recognition of which the title

of 'Pandita' was conferred on her. In 1887, she founded *Ramabai Association* which worked for the upliftment of the down-trodden sections of the society. She also established the *Mukti Mission* in 1889 which gave financial support to high-caste widows in India, who were ill-treated. She also started the '*Poona Seva Sadan*' in 1909, which, besides other things, did a lot to provide money for the employment of widows. In this, women were taught weaving and dairy farming so that they could become financially independent.

Attempts for the Upliftment of Women in Maharashtra

Although Bengal was the pioneer in the field of social reforms, Maharashtra did not lag behind. The **Prarthana Samaj** was founded in 1867 in Mumbai by **Justice Mahadev Govind Ranade**, who devoted his whole life to the furtherance of the objects of this association. He was one of the founders of the 'Widow Marriage Association' in 1861, besides the Deccan Education Society.

Jyotiba Phule was another great reformer of Maharashtra, who, along with his wife Savitribai, started a school for girls in Pune. He educated his wife with this objective that she could teach the girls in this school. Although he is known more for his **Satyashodhak Samaj** and his efforts to improve the lot of the depressed classes, he was also the pioneer of the widow remarriage movement in Maharashtra. He concentrated on the emancipation of women through education and widow remarriage.



Jyotiba Phule

IMPACT OF THE REFORM MOVEMENTS ON THE CONDITION OF WOMEN

The efforts of the reformers did not go in vain. They greatly contributed to bring an awakening among women. Due to their efforts the women began giving up the *pardah* and receiving education. They started taking active interest in social and political affairs and asserted that they were not in any way inferior to men. Now, women's liberation movement started taking shape. It became a powerful and formidable safeguard against any type of misbehaviour with women. Many such Acts were also passed which brought women at par with men.

Summary of the Lesson

- Raja Rammohan Roy and his Brahma Samaj were pioneers in improving the social condition of women.
- Ishwar Chandra Vidyasagar, Keshab Chandra Sen, Debendranath Tagore, Henry Vivian Derozio, Begum Rokeya, Ramabai Ranade all did remarkable work for improving the social status of women.
- In Maharashtra, Justice Mahadev Govind Ranade and Jyotiba Phule played an important role in the upliftment of women.
- A number of Women's associations were formed which created social consciousness on certain important issues related with women.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- Who among the following was called the 'Father of Modern India'?
(a) Raja Rammohan Roy (b) Mahatma Gandhi
(c) Ishwar Chandra Vidyasagar (d) Rabindranath Tagore
- Who started the Young Bengal Movement?
(a) Henry Vivian Derozio (b) Raja Rammohan Roy
(c) Mahatma Gandhi (d) Dadabhai Naoroji
- Who among the following started the 'Satyashodhak Samaj'?
(a) Keshab Chandra Sen (b) Mahadev Govind Ranade
(c) Bhim Rao Ambedkar (d) Jyotiba Phule
- A law against *sati* could be passed as a result of the continuous efforts of:
(a) Raja Rammohan Roy (b) Mahadev Govind Ranade
(c) Ishwar Chandra Vidyasagar (d) Mahatma Gandhi
- A law against the practice of *sati* was made by Lord William Bentinck in the Year:
(a) 1827 (b) 1828
(c) 1829 (d) 1831

II. Fill in the blanks.

- Raja Rammohan Roy founded in the year
- could be abolished mainly due to the efforts of Raja Rammohan Roy.
- Practice of declared illegal in the year
- Widow Remarriage Act was passed in the Year
- Poona Seva Sadan was started by

III. Write true or false.

- As a result of Raja Rammohan Roy's efforts *sati* could be abolished.
- Lord Cornwallis issued a Regulation declaring the practice of *sati* illegal.
- Raja Rammohan Roy founded the Prarthana Samaj.
- The Widow Remarriage Act was passed in 1856.
- Bethune School was established as a result of the efforts of Ishwar Chandra Vidyasagar.

IV. Give short answers to the following questions.

- Name three major social evils which were prevalent in India in the nineteenth century.
- Which movement was started by Ishwar Chandra Vidyasagar?
- What title was conferred on Ramabai Ranade?
- Who was Jyotiba Phule?
- What is female infanticide?

V. Answer the following questions.

- Why was Raja Rammohan Roy called the 'Father of Modern India'?
- Discuss the role and contribution of Ishwar Chandra Vidyasagar to the emancipation of women.

3. Explain Ramabai Ranade's contribution to women's reforms.
4. How did the knowledge of ancient texts help the reformers promote new laws?

VI. Map Work.

1. On an outline map of India, mark those places with which the great social reformers were associated. Write the names of those reformers also.

VII. Projects and Activities.

1. Make a chart showing gradual progress in the condition of women in our society.
2. Make a PowerPoint presentation on any one of the social reformers of British India. You may include the following points in it:
 - Educational and family background of the reformer.
 - Organisations formed by him/her.
 - Difficulties faced by him/her.
3. Choose three women from Indian history who have immensely inspired you. Make a report on their struggle and achievements. What do you learn from their lives?

VIII. Debate and Discussion.

Social evils like untouchability, caste system and female infanticide are still prevalent in our society. Hold a discussion with your friends in the classroom as to how Indian society can be freed from these evils.

IX. Role Play.

Organise a street play on any social evil related to women. Highlight the ill-effects associated with that social evil and suggest measures to eradicate that.

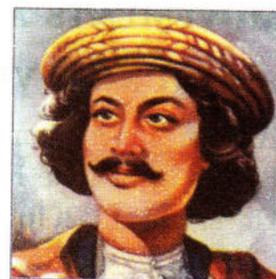
VALUE-BASED QUESTION

'The social reformers firmly believed that any reform was meaningless and useless without improving the condition of women.' Answer logically in the context of this statement.

HOTS: THINK BEYOND

Why most of the social evils were associated with women only? Which of such evils persists even in present times?

of religion. He, therefore, translated the Vedas and Upanishadas into Bangla. He established the Brahmo Samaj which provided the opportunity to people of all castes and religions to come and worship together. His work was carried on by **Debendranath Tagore, Keshab Chandra Sen** and other reformers.



Raja Rammohan Roy



Swami Vivekananda

Swami Vivekananda was a disciple of Swami Ramakrishna Paramhansa. He founded the Ramakrishna Mission to propagate the teachings of his Guru. He criticised the caste system and untouchability. He pointed out that ancient religious texts have not made a mention of caste system. Infact, it was a social system and not an institution having religious sanction. He believed that it is not the caste but the inherent qualities which make a person great. He also firmly believed that the service of mankind is the true service of God. He strongly opposed untouchability and asserted that no religion can ever advocate untouchability.

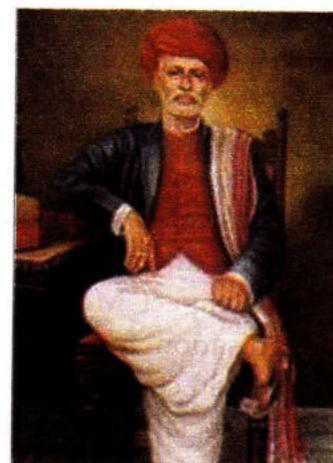
REFORM MOVEMENTS IN WESTERN INDIA

The reform movement in western India was led by **Mahadev Govind Ranade** and **Ramakrishna Bhandarkar**. Their **Prarthana Samaj** worked enthusiastically for the abolition of caste system and the practice of untouchability, besides advocating many other reforms. Gopal Hari Deshmukh and Ramabai Ranade were other great reformers who attacked the caste system. For his efforts in this direction **Gopal Hari Deshmukh** was called **Lokhitwadi**.

JYOTIBA PHULE

The great social reformer Jyotiba Phule was born in Satara district of Maharashtra. He was against the caste system and religious rituals. He started the practice of performing marriage ceremonies without the *brahmin* priests. He founded the **Satyashodhak Samaj** in Maharashtra and welcomed everyone into the Samaj without any distinction of caste and religion. This organisation worked for the upliftment of the oppressed classes.

Jyotiba Phule was affectionately called by people as **Mahatma**. His ideas are compiled in his work entitled **Satya Shodh**. In his book *Ghulamgiri* he focussed on hardship and distress which the lower castes were facing during that time. The caste system, according to him, was slavery or *ghulamgiri*.



Jyotiba Phule

MOVEMENTS AGAINST CASTE SYSTEM IN THE SOUTH

KANDUKURI VEERESALINGAM

Another leader committed to reforms was Kandukuri Veeresalingam. By his efforts he heralded a social revolution in Andhra Pradesh. He started a Telugu journal titled '*Viveka Vardhini*'. He was also the author of the first Telugu novel '*Rajasekhara Charita*'. Through his writings he continuously denounced the caste system and encouraged inter-caste marriages.

Kandukuri Veeresalingam was a great supporter of the oppressed and the downtrodden classes. The credit for constructing the first **Brahmo Mandir** in 1887 in Andhra Pradesh goes to him. He also opened the **Hithakarani School** in 1908.

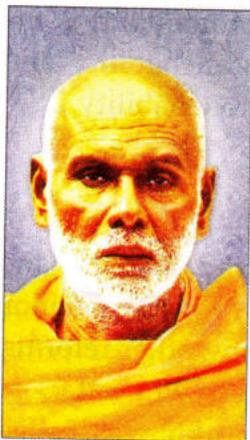


Kandukuri
Veeresalingam

SHRI NARAYANA GURU

Shri Narayana Guru was also a prominent leader of the reform movement in the south. He was born in the Ezhava caste which was considered as lowly in those days. He regarded distinctions based on caste as meaningless. He devoted his whole life for the upliftment of the lower sections of society.

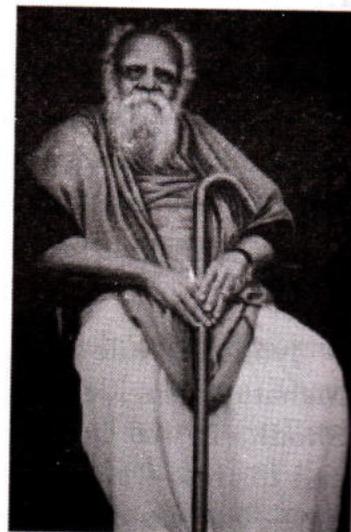
The motto of Shri Narayana Guru's life was: One God, One religion. He founded **Sri Narayana Dharma Paripalana Yogam** in 1903 which popularised his belief of 'One Caste, One Religion and One God'. He established temples in which no images of gods and goddesses were kept. In the first temple established by him, a stone was placed instead of an idol.



Shri Narayana Guru

E V RAMASWAMY NAICKER (PERIYAR)

E V Ramaswamy Naicker, or Periyar, as he was called, was also one of those persons who devoted his life to the upliftment of the low caste people. He was an outspoken critic of the Hindu scriptures. He said that these texts had been used to establish the authority of *Brahmins* over low castes. Convinced that the lower classes will have to fight for their dignity, he founded an organisation named '**Self-Respect Movement**' for the benefit of the *dalits*. This organisation fought for securing reservation for people of depressed classes in government jobs. It was due to the efforts of the social and political reformers that the Constitution of India made provision for safeguarding the interests of the SCs and STs.

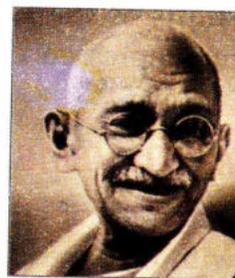


Periyar
Ramaswami

LEADERS OF THE NATIONAL LEVEL

MAHATMA GANDHI

In the twentieth century, the voice against caste prejudices assumed loud proportions, the strongest voice being that of Mahatma Gandhi. He made social reforms a part of the national movement. After returning from South Africa, he founded the **Sabarmati Ashram** in Gujarat in 1916 and welcomed people of all castes and religions in it.



Mahatma Gandhi

Mahatma Gandhi considered untouchability inhuman and shameful for humanity. He believed that untouchability had no sanction in the Hindu scriptures, but was encouraged by the society. Hence, he clearly declared, "Hinduism dies if untouchability lives. If Hinduism has to live untouchability will have to die."

Mahatma Gandhi called the shudras *harijans* or **children of God**. He started an All India Anti-Untouchability League and also started a weekly magazine called the '*Harijan*' in 1933. He also undertook a **Harijan Tour** between November 1933 and August 1934, wherein he not only visited **Harijan colonies** but also had meals together with the lower class families. In this regard, he undertook many experiments which became examples for others to follow.

DR B R AMBEDKAR

Dr Bhim Rao Ambedkar devoted all his life to the cause of the lower castes and ceaselessly fought against the caste system. He himself belonged to one of the Scheduled Castes. He fought throughout his life against the caste tyranny.

Dr B.R. Ambedkar led his followers in a series of non-violent campaigns between 1927 and 1932. He asserted the right of the lowly ones to enter schools and temples and to draw water from public wells and tanks. He also sought to remove other social disabilities and discriminations from which these classes had been suffering for centuries. In 1927, he started a 'temple entry movement' in which his followers participated. His aim in launching such a movement was to secure the right of equality for every person in the society. He published a paper entitled **Castes in India: Their Mechanism, Genesis and Development**. He also started a weekly in Bombay, called *Mooknayak* meaning 'Leader of the Silent', through which he made attacks on orthodox Hindu beliefs.



Dr. B.R. Ambedkar

Dr B.R. Ambedkar started an organisation called **Bahishkrit Hitakari Sabha** for the promotion of education and social upliftment of the depressed classes. He insisted on the necessity of separate electorates for the depressed classes. On this issue, he had differences with Mahatma Gandhi and other leaders of the Congress. Ultimately, an Agreement was reached in this regard in 1932, which is known as the **Poona Pact**. According to this pact, the idea of separate electorates for the depressed classes was

abandoned, but more seats were reserved for them in the legislatures. It was due to his efforts as the **Chairman of the Drafting Committee of the Constituent Assembly** that the depressed classes could get respectable position in the society.

ACHIEVEMENTS OF THE REFORMERS

Activities of all these reformers had the desired results. As a result of their efforts and with the spread of education and awakening, the depressed classes became conscious of their basic human rights and began to raise their voice in defence. They were gradually successful in building up a powerful movement against oppression by higher castes. It was due to their sustained efforts that the Constitution of India later provided for the abolition of untouchability. The Constitution forbade restrictions on the use of public wells, tanks, bathing ghats or access to shops, restaurants, hotels and places of entertainment. In the Directive Principles of state policy special emphasis has been given on the promotion of the educational and economic interests of the weaker sections of the society—in particular the SCs and STs.

Summary of the Lesson

- Caste system has been an integral part of the Indian society since ancient times.
- The various evil practices prevalent in the Indian society attracted the attention of the social reformers. They raised their voice against the caste system.
- Raja Rammohan Roy, Debendranath Tagore, Keshab Chandra Sen, Swami Vivekananda, Mahadev Govind Ranade and Ramakrishna Bhandarkar, they all attacked the oppressive caste system.
- Jyotiba Phule was a great reformer of Maharashtra, who fought against caste system and social injustice.
- Kandukuri Veeresalingam made ceaseless efforts to denounce caste system through his writings.
- Swami Vivekananda founded the Ramakrishna Mission and worked for the upliftment of the downtrodden.
- Shri Narayana Guru worked for social reforms and created consciousness among the oppressed classes.
- Periyar Ramaswamy founded the Self-Respect Movement for the benefit of the *dalits*.
- Mahatma Gandhi considered untouchability a curse. He called the lower castes *Harijans*. He worked for their upliftment throughout his life.
- Dr B R Ambedkar devoted all his life and energies to the cause of those people who were considered as low in society.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- Who founded the Ramakrishna Mission?
(a) Rabindranath Tagore (b) Keshab Chandra Sen
(c) Swami Vivekananda (d) Raja Rammohan Roy
- Whose ideas were compiled in the book 'Satya Shodhi'?
(a) Raja Rammohan Roy (b) Jyotiba Phule
(c) Gopal Hari Deshmukh (d) Mahadev Govind Ranade
- Who wrote the book named *Ghulamgiri*?
(a) Jyotiba Phule (b) Raja Rammohan Roy
(c) Gopal Hari Deshmukh (d) Ramabai Ranade
- Who among the following was known as 'Lokhitwadi'?
(a) Jyotiba Phule (b) Gopal Hari Deshmukh
(c) Swami Vivekananda (d) Mahadev Govind Ranade
- Which social reformer wrote the novel named *Rajasekhara Charita*?
(a) Kandukuri Veeresalingam (b) Shri Narayana Guru
(c) E V Ramaswamy Naicker (d) Jyotiba Phule
- Who among the following established temples in which no idols of gods and goddesses were kept?
(a) Shri Narayana Guru (b) E V Ramaswamy Naicker
(c) Kandukuri Veeresalingam (d) Jyotiba Phule
- Who founded the 'Self-Respect Movement'?
(a) Kandukuri Veeresalingam (b) E V Ramaswamy Naicker
(c) Shri Narayana Guru (d) B R Ambedkar
- Who started the Bahishkrit Hitakari Sabha?
(a) Mahatma Gandhi (b) B R Ambedkar
(c) Shri Narayana Guru (d) Kandukuri Veeresalingam

II. Fill in the blanks.

- Jyotiba Phule was born in the Satara district of
- heralded a social revolution in Andhra Pradesh.
- believed that the service of mankind is the true service of God.
- Shri Narayana Guru founded
- Mahatma Gandhi called the shudras

III. Write true or false.

- There were no caste distinctions in ancient India.
- Jyotiba Phule founded the Satyashodhak Samaj.
- Rajasekhara Charita*, the first Telugu novel, was written by Shri Narayana Guru.
- Mahatma Gandhi founded the All India Depressed Classes Federation.
- The weekly magazine *Mooknayak* was started by Mahatma Gandhi.
- The Indian Constitution declared untouchability illegal.

IV. Give short answers to the following questions.

1. Name the prominent reformers of south India.
2. Who was Jyotiba Phule? What was his contribution to social reformation?
3. Which organisation was founded by E V Ramaswamy Naicker for the benefit of the *dalits*?
4. Who established such temples in which images or idols of gods were not kept?
5. Through which magazine did Mahatma Gandhi advocate the cause of the Scheduled Castes?
6. Whose efforts led to the abolition of Untouchability by the Indian Constitution?

V. Answer the following questions.

1. What do you understand by the caste system?
2. What is meant by Untouchability? Why is it called inhuman?
3. Who was Shri Narayana Guru? Explain his role in the upliftment of the classes called untouchables.
4. Who was Kandukuri Veeresalingam? Discuss his efforts for the upliftment of the oppressed and the downtrodden.
5. What did E V Ramaswamy Naicker do for the upliftment of the *dalits*?
6. Discuss Mahatma Gandhi's contribution to the removal of untouchability.
7. What did Dr B R Ambedkar want to prove by means of the Temple Entry Movement?

VI. Projects and Activities.

1. Collect information on the origin and development of caste system. Make a pictorial graph of the disabilities and restrictions imposed on the so called lower castes of society.
2. Design a colourful poster on any three of the social reformers of India. Include in it their photographs and mention briefly their achievements.

VII. Reading and Recitation.

Munshi Premchand contributed to the reform movement through his writings. Read in your Classroom one of his stories in which some social evil has been depicted.

VALUE-BASED QUESTION

Hari Ram has sought admission to your class. He belongs to the Scheduled Caste. Some of your friends do not want to share lunch with him. What steps would you take to root out the evil of untouchability?

HOTS: THINK BEYOND

Why was the Movement started by Periyar called 'Self-Respect Movement'?

10

Changes in Arts: Painting and Architecture

Important terms

Picturesque: A palace, building or a scene that looks pretty

Mansion: Large impressive house

Invincible: So strong that it cannot be defeated

Ramparts: Defensive broad-topped wall

Various art forms and styles developed during the colonial rule in India. Indian artists adapted them to meet the requirements of local patrons and Indian markets. You will find that many of the visual art forms had their origins in that period. Examples of such art forms are: grand public buildings with domes, columns and arches; scenic landscapes, realistic human image in a portrait, or pictures printed by machines.

In this chapter we shall study the **changes in the world of visual arts** during the colonial period, and will also see how **these changes were linked to the wider history of nationalism and colonialism.**

NEW FORMS OF IMPERIAL ART

In the eighteenth century a number of European artists came to India along with the British traders and rulers. These artists brought with them new styles and new traditions of painting. The pictures made by them became very popular in Europe. They played an important role in shaping India's image in the west.

European artists brought with them the idea of **realism**. As the very name suggests, this idea was based on the belief that artists should portray faithfully what the eye has seen. It meant that whatever painting the artist made should look **real and life like**.

Along with the idea of Realism, the European artists also brought with them the technique of **oil painting**. This technique enabled artists to produce such pictures that looked very real. The Indian artists had not been familiar with this technique so far.

It is worth mentioning here that all European artists coming to India were not inspired by the same vision. The subjects they painted were varied, but they invariably seemed

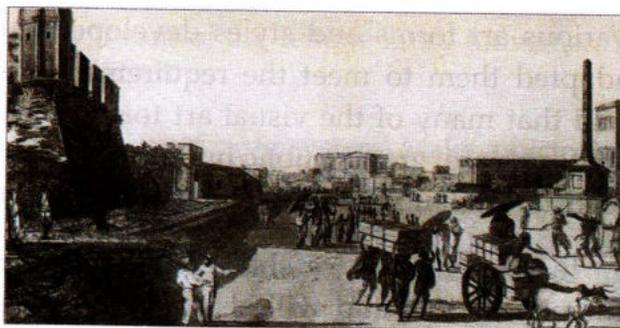
to emphasize the **superiority of Britain, its culture, its power and its people** through these paintings.

DEPICTION OF PICTURESQUE SCENES

One popular imperial tradition was that of picturesque landscape painting. In this art tradition, India was depicted as an attractive land. Its landscape was painted as rugged and wild which was untamed by human hands. **Thomas Daniell** and his nephew **William Daniell** were among the most famous artists of this tradition. They both came to India in 1785. They produced **landscapes of Britain's newly conquered territories in India**, which were very attractive. Their large oil paintings on canvas were exhibited in Britain. These paintings were bought by those Britishers who were eager to know about Britain's empire.

In the painting made by Daniell the ancient civilization and glory of India have been depicted very beautifully. The ancient glory was painted through magnificent buildings and ruins and it was made to believe that this decaying civilization could be revived under British governance.

Thomas Daniell and William Daniell have shown in their pictures the making of new Calcutta in the eighteenth century during British rule. In these pictures, the wide avenues of Calcutta, majestic European style buildings, life and activity on the streets have been painted very minutely. In their paintings clear contrast between the motionlessness of ancient India and newly made lively European India could be observed. Daniell painters have very well portrayed the difference between the traditions and modernity in their paintings. By means of these paintings they have tried to establish the good governance of British rule which emphasizes the superiority of British culture.



Clive Street in Calcutta

PORTRAIT PAINTING

Portrait painting also became very popular in colonial India. In this new style of painting the portraits were **life-size images** that looked **life-like and real**.

The popularity of portrait painting encouraged many European portrait painters to come to India, as they found this a gainful job. One such painter was—**Johann Zoffany**.



The Aural and Dashwood Families of Calcutta. Indian servants are serving tea

During his 5 year stay in India, he made many paintings. In his paintings he depicted the **British as superior masters**, and the **Indians were shown as submissive, weak and inferiors**.

It is worth mentioning here that although the Indian nawabs had lost their political power and authority, they wanted to get themselves painted as **royal figures**. **Muhammad Ali Khan** was one such example who became a dependent pensioner of the British after a war with the British East India Company in the 1770s. None the less, he commissioned two visiting European artists, **Tilly Kettle** and **George Willison**, to paint his portraits. Unconcerned about the loss of his authority and power, he was happy to see himself in a royal posture in the painting.

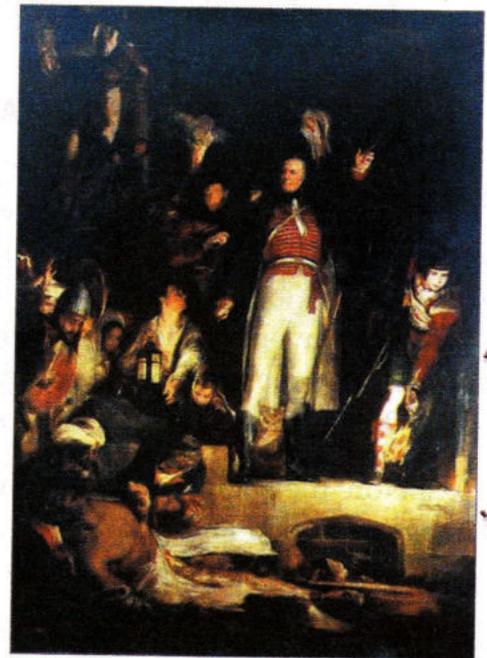


Nawab Muhammad Ali Khan

HISTORY PAINTINGS

Another type of painting style became very popular during the late eighteenth and early nineteenth centuries. This was known as **History painting**. In this type of paintings, the painter seems to be painting a favourable image of British activities in India. In some paintings, British victories have been depicted in a dramatised way. These paintings celebrated the **power of the British, their victories and their supremacy**. The painters have reproduced some events of imperial history on the canvas in a very dramatic manner.

In some of these paintings, the painter has portrayed scenes of some wars in which the **glory of British victory** is obvious. The painters have tried to prove the British as powerful and invincible. It appears that these painters wanted to give a message to Indian people and rulers that "whosoever dared oppose the British would meet an unfortunate end."



The discovery of the body of Sultan Tipu by General Sir David Baird

COURT ARTISTS

In the context of these changes, two questions arise. First, as to what happened to those painters who had so far been painting miniatures. Second, how did the Indian court painters react to the new traditions of imperial art.

Reactions were different in different courts. Some such paintings were made in which local rulers are shown defeating the British armies. But in the paintings of the court of Murshidabad, we see a different trend. Since they were dependent on the British, the Murshidabad court encouraged local miniature artists to learn the tastes and artistic styles of the British. Therefore, the painters of Murshidabad began adopting elements of European realism. They used **light and shade technique** to make the **figures look life-like and real**.

Some of the courts were not in a position to support the painters or pay them enough to meet their needs. This left **the painters with no other alternative but to turn to the British for their livelihood**.

During this period, different types of paintings were also made, which were known as **Company Paintings**. Some British officers wanted to get such paintings made which depicted the life-style of India. They could also show them to the western world. As such, the local painters started producing images of festivals and processions, trades and crafts and buildings and monuments. These paintings became very popular among the high officials of the East India Company.

But, it is to be kept in mind that all artists were not court painters and not all of them painted for the *nawabs*. **Painting was also developing freely outside the court.**

THE NEW POPULAR INDIAN ART

A new form of art developed in the nineteenth century in many of the cities of India. During that time **Calcutta was expanding as a commercial and administrative Centre**. **The city offered new opportunities** where people could come to make a new living. Therefore, a lot of village artists came and settled in the city in the hope of new patrons and new buyers of their art. Seeing this the **scroll painters** (who were called *patuas*) and potters also moved from surrounding villages to Calcutta in the early nineteenth century. **They began developing a new style of art.**

Before the beginning of the nineteenth century, the village *patuas* and *kumhars* produced **images of gods and goddesses**. The figures in **scroll painting looked flat, not rounded**. Now Kalighat painters **began to shade them to give them a rounded form**, to make the **images look three-dimensional**.

A new trend could also be witnessed in the mid-nineteenth century in the works of Kalighat artists. Kalighat painters produced **paintings on social and political themes**. Through their paintings **they made fun of the western baboos, and criticised the corrupt priests**. They often **mocked at the changes they saw around**. They also expressed the **anger of common people against the rich**.

Kalighat pictures were printed in large numbers and sold in the market. Initially, the images were engraved on wooden blocks. **Many copies could be produced from the same block**. Later, mechanical printing presses were set up which could produce

prints in large numbers. These prints could be sold at rates that even the poor could buy them.

Middle class Indian artists also set up printing presses. They got training in British art schools in **new methods of oil painting and print making**. **Calcutta Art Studio** was set up, which produced **life-like images of eminent Bengali personalities** alongwith **mythological pictures**. These mythological pictures were realistic. You must have seen many calendar pictures of popular **Hindu deities** in shops and roadside stalls.

As a result of the spread of nationalism, popular prints of the early twentieth century began conveying **nationalist messages**. In some pictures, **nationalist heroes have been shown sacrificing their heads to Bharat Mata**, and **gods and goddesses slaughtering the British**. In some of the pictures, religious images were used to express nationalist ideas and inspire people against British rule.

THE SEARCH FOR A NATIONAL ART

Towards the end of the nineteenth century, nationalism developed and a **stronger connection established between art and nationalism**. Many painters started developing a style that could be **considered both modern and Indian**. **Ravi Verma** of Kerala was a **famous painter and a sculptor**. He was amongst those painters who were the first to create a style that was both modern and national. His paintings were based on **themes related to Sanskrit literature and Indian epics**. The **combination of European naturalism with myths and legend** was his speciality. He mastered the western art of oil painting and realistic portrayal, but selected **themes from Indian mythology**. He portrayed scenes from the **Ramayana** and the **Mahabharata** on canvas. His mythological paintings became very popular.



Raja Ravi Verma

Ravi Verma set up a **picture production team and printing press** in Bombay, in which colour prints of his religious paintings were produced in large numbers.

A DIFFERENT VISION OF NATIONAL ART

A new group of nationalist artists gathered around **Abanindranath Tagore** (1871–1951) in Bengal. They considered the art of Ravi Verma as imitative and westernised. They believed that a genuine Indian style should take inspiration from **non-western art traditions** and should try to capture the spiritual essence of the East. They took inspiration from **medieval Indian traditions of miniature painting and the ancient art of mural painting of the Ajanta caves**. Their paintings seem to be influenced by the **Japanese artists**, who had developed an **Asian Art Movement**.



Abanindranath Tagore

In the **Indian Style** paintings of those days we could see a combination of different pictorial elements. For example, in Abanindranath Tagore's paintings, the influence of **Rajput miniatures** could be noticed. **Nandlal Bose** was also a great painter. He painted scenes from the **daily life of artisans and craftsmen** and also from **ancient legends**. In his paintings the **Ajanta style** was quite apparent.

In the 1920s, a new generation of artists came to light. They started to break away from the style that was popularised by Abanindranath Tagore. Some of them felt that artists should portray real life and take inspiration from living **folk art** and **tribal designs** rather than ancient art forms. In this way, **new art movements** grew and art styles changed.

Amrita Shergil depicted everyday life of the people in her paintings. Her figures of women bore Indian theme, though she was not averse to adopting western techniques.



Amrita Shergil

Case Study

Photography and photographers

You have seen the paintings of European painters by means of which they created a variety of images of India. Photographers also clicked some such images by their cameras.



The Horse Regiment led by William Hodson, which played an important role in suppressing the 1857 Revolt

By the mid-nineteenth century, photographers from Europe started coming to India. They promoted the art of photography. Some of them were portrait painters who took photographs of Imperial officials. In these photographs they presented them as figures of authority and power. There were some such photographers also who recorded the cultural diversity of India in order to project India as a primitive country.



A nationalist demonstration in a Bombay street

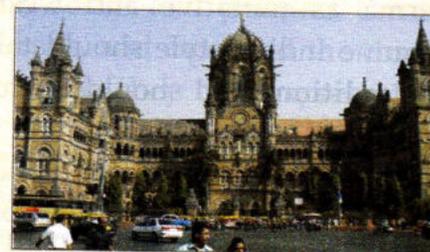
There were some photographers whose mentality was the same as that of painters, as is clear from the given picture. In this, a British officer is shown at the centre, standing in an assertive and authoritative posture, while his soldiers are gathered around him.

Architecture : Mumbai and Chennai

Mumbai

The buildings constructed by the British bear the mark of English architectural styles. Bombay was a glaring example of such buildings.

One of the most spectacular buildings of Bombay is the Victoria Terminus, which is now known as the Chhatrapati Shivaji Terminus. It was built in 1888 and was named after



The Victoria Terminus

the then Queen of England, Queen Victoria. It was designed by a British architect and is the finest example of neo-Gothic style of architecture. It is the station and the Central Railways' headquarters which UNESCO recognised as World Heritage Site in 2004.

Another remarkable structure is the Gateway of India built in the traditional Gujarati style to welcome King George V and Queen Mary to India in 1911.



The Gateway of India

There were a number of other remarkable buildings built by the British in Bombay. One such is the General Post Office, behind the Victoria Terminus. It has a magnificent dome, which resembles the dome of Gol Gumbaz at Bijapur.



The General Post Office

The Secretariat, the Town Hall, the University of Bombay and the High Court are some other buildings worth mentioning.



The Town Hall

Chennai

Madras (Chennai) was also a centre of British activities. As such, the British built a number of buildings there, which have become landmarks of the city.



Fort St. George

Fort St. George, built in 1639, is one of the earliest and very famous buildings at Chennai.

Until quite recently a part of the building was used for the purpose of State Secretariat and also the State Legislature.

The Madras High Court was built in 1892. It is one of the largest judicial complexes in the world.



The Madras High Court



The St. Thomas Cathedral Basilica

Some other buildings of the British period are the Southern Railway Headquarters, Chennai Railway Station and the Presidency College.

At the southern end of Marina Beach is the St. Thomas Cathedral Basilica. It has a beautiful stained glass window which depicts the story of St. Thomas. It became a centre of pilgrimage in South India.

Summary of the Lesson

- The coming of the British influenced painting. European painters brought new techniques and traditions of painting with them.
- In these paintings, the British were portrayed as masters and superiors, whereas Indians looked submissive and inferior to them.
- The main subjects of 'history painting' were the celebration of the victories by the British as well as their expanding power and glory.
- Kalighat painters developed a new style of popular art.
- With the progress of the nationalist movement, nationalist messages began to be conveyed through paintings.
- Prominent painters of the modern period were Raja Ravi Verma, Abanindranath Tagore, Amrita Shergil and Nandlal Bose.
- Photographers also clicked a variety of images of India.
- The arrival of Europeans also left its mark on architecture. Many magnificent buildings were constructed at Delhi, Madras and Bombay.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Whose album of engravings became most famous?
(a) Daniell painters (b) Johann Zoffany
(c) Tilly Kettle (d) George Willison
2. Name the painter who became known for 'history painting'?
(a) Thomas Daniell (b) William Daniell
(c) Johann Zoffany (d) Francis Hayman
3. Whose mythological pictures became very popular?
(a) Amrita Shergil (b) Raja Ravi Verma
(c) Nandlal Bose (d) Abanindranath Tagore
4. By which name is Victoria Terminus known at present?
(a) Chhatrapati Shivaji Terminus (b) Bal Gangadhar Tilak Terminus
(c) Sardar Patel Terminus (d) Mahatma Gandhi Terminus

II. Fill in the blanks.

1. Thomas Daniell and his were famous painters.
2. was the famous portrait painter who came from Europe.
3. Two European painters Tilly Kettle and painted the portrait of Nawab Muhammad Ali.
4. The painters living in the local villages of Kalighat were called
5. The art form which tried to capture exactly what the eye saw is called

6. Paintings which depicted scenes from British imperial history and British victories are called
7. A group of nationalist artists in Bengal started gathering around
8. Raja Ravi Verma was a great and
9. Fort St. George is situated at

III. Write true or false.

1. Johann Zoffany was the most famous portrait painter coming from Europe.
2. Tipu Sultan and Haider Ali defeated the British at Polilur.
3. Scroll painters were also called Patua.
4. Amrita Shergil depicted everyday life of the people in her paintings.
5. Abanindranath Tagore was a nationalist painter.

IV. Give short answers to the following questions.

1. Mention any one characteristic of the paintings of Daniell Painters.
2. Give one reason why the European portrait painters came to India.
3. Name two European painters who made the portrait of Nawab Muhammad Ali?
4. Which paintings came to be known as 'Company Paintings'?
5. Name some of the buildings made by the British in India.

V. Answer the following questions.

1. Mention briefly the main styles of painting of the colonial period.
2. Write a short note on Kalighat Paintings.
3. What did the painters mainly want to depict in the pictures made during the colonial period? Explain.
4. Why did the scroll painters and Kumhars come to Kalighat? Why did they start developing a new style of art?
5. Why the paintings of Raja Ravi Verma began to be called paintings with nationalist fervour?
6. Name the prominent buildings built during the colonial period.

VI. Map Work.

On an outline map of India, mark the places with which the Indian painters mentioned in this chapter were associated.

VII. Projects and Activities

1. Collect the photographs of famous painters of different regions and paste them in your scrapbook.
2. Suppose as a painter you were trying to develop a 'national' art style in the beginning of twentieth century. Which of the elements discussed in this chapter would you like to include in your style?
3. Bring out an art magazine in collaboration with your class fellows. Invite articles for the said magazine. Also give a name to this magazine.

VALUE-BASED QUESTION

European portrait painters depicted the Indians as submissive and inferior. What mentality does it show? Do you support this kind of mentality? Give reasons for your answer.

HOTS: THINK BEYOND

One of the paintings in this chapter suggests that the British were more powerful than Indians. How does the artist depict this?

EXERCISES

- V. Answer the following questions.
 1. Mention briefly the main styles of painting of the colonial period.
 2. Write a short note on Kalighat paintings.
 3. What did the painters mainly want to depict in the pictures made during the colonial period? Explain.
 4. Why did the school painters and Kumbhar come to Kalighat? Why did they start developing a new style of art?
 5. Why the paintings of Kal Ravi Varma began to be called paintings with nationalist fervour?
 6. Name the prominent buildings built during the colonial period.
 - (a) Grand Shree
 - (b) ...
 - (c) ...
- VI. Map Work
On an outline map of India, mark the places with which the Indian artists mentioned in this chapter were associated.
 - (a) ...
 - (b) ...
 - (c) ...
- VII. Projects and Activities
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PROJECT WORK

(Based on Chapters 8–10)

I. Flash Cards

Make flash cards on various Indian reformers, intellectuals and scientists who promoted growth of education during the British rule. Display the cards in your classroom.

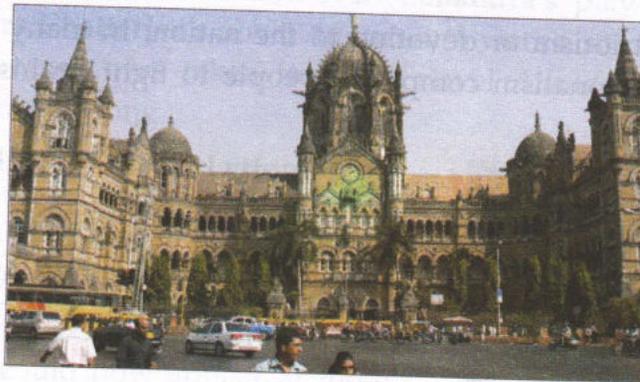
II. Role Play

Organise a street play on any of the social evils that prevented women or persons belonging to scheduled castes from living a normal life. Also suggest measures to correct things that are considered to be harmful.

III. Create a Calendar

Create a calendar depicting changing arts during the British Raj in India. Include the paintings, photographs, architectural styles developed during this era. Also provide information as to the year in which that form of art or architectural style developed and the persons responsible to bring about such changes.

IV. Picture Study



Look at the above Monument and provide the following information about it.

1. What is the monument called now?
2. Where is it located?
3. What is it famous for?
4. What is its architectural style?
5. When was it built?

11(i)

The National Movement-I (1885-1918)

Important terms

Repeal: To undo law, to officially end the validity of something such as law

Mendicancy: The habit of asking others for money, food or some concessions

Reactionary: A person who opposes change, seeking to return to former system

Revocation: Repeal, to cancel, to undo

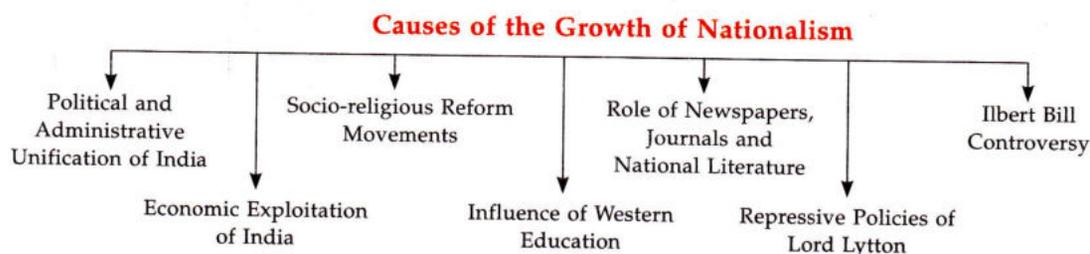
Absolutism: A system in which all the powers are concentrated in the hands of one person

Invincibility: The impression that one can not be conquered

Nationalism means patriotism or devotion to the nation. In many countries of Asia and Africa the feeling of nationalism compelled people to fight against foreign domination.

GROWTH OF NATIONALISM

A number of factors—political, economic, social and cultural—led to the rise and growth of political consciousness towards the close of the nineteenth century.



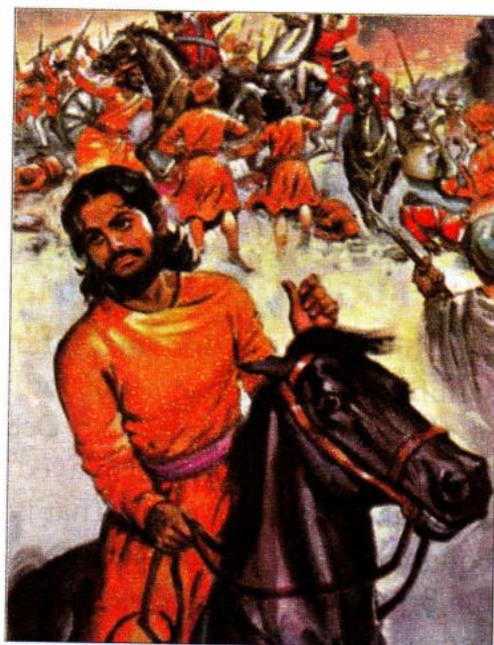
- 1. Political and administrative Unification of India:** The British ruled over the whole of India and established uniform laws which were applicable to every citizen. Hence, there was political and administrative unification of the country. **Modern means of transport and communication** enabled people to move from one place to another and meet with each other. They could now chalk out a common plan of action.

2. **Economic exploitation of India:** Indian peasants continued to remain poor and under debt. Attempts were being made to destroy Indian industries and promote British industrial goods. India's wealth was being taken away to England through many sources. All this was resented by the Indians.
3. **Socio-religious reform movements:** The nineteenth century saw a series of reform movements. The reformers like **Dayanand Saraswati** and **Swami Vivekananda** taught people to be brave and bold. These reform movements played extremely significant role in arousing nationalistic passion against the foreign rule.
4. **Influence of Western education:** Educated Indians studied the works of **Locke, Spencer, Mill** and **Voltaire**. They drew inspiration from the American War of Independence, the French Revolution and the events of the wars of Italian unification. Many young men went to England for higher education. Their stay in there gave them knowledge of the working of democratic institutions. When they returned to India they worked for the freedom and independence of their motherland.
5. **Role of newspapers, journals and national literature:** The printing press played an important role in creating political awareness in the country. Bal Gangadhar Tilak spread the message of freedom through his writings in the *Kesari* and the *Mahratta*.

Outstanding works like **Bhartendu Harishchandra's** play *Bharat Durdasa* and **Bankim Chandra Chatterjee's** novel *Anandmath* were also published. Our national song *Vande Mataram* was taken from the novel *Anandmath*. People drew great inspiration from this song.

6. **Repressive policy of Lord Lytton:** Lord Lytton was the Viceroy of India from 1876 to 1880. In 1877, he reduced the maximum age limit for appearing in the civil service examinations from 21 to 19. Since lesser Indians youths could now appear at these examinations, it was opposed by the nationalist leaders. The government tried to silence all opposition by enacting the **Vernacular Press Act** and the **Arms Act** in 1878. Many editors who opposed the Vernacular Press Act were sentenced to jail. Such repressive measures caused anger and resentment against the government.

7. **Ilbert Bill controversy:** Sir Ilbert was a legal member of the Viceroy's Executive Council during Lord Ripon's regime (1880-1884). A Bill was introduced in 1883 to bring parity in powers of the English and the Indian judges, especially for purpose of trial of Europeans for a criminal



A scene from *Anandmath*

offence. However, the Europeans opposed the Bill and finally a compromise was reached. The Indian judges were given the power to try European offenders on the condition that the accused were to have the benefit of trial by Jury, half the members of which would be Europeans. Agitation against the Ilbert Bill showed that the Englishmen considered themselves racially superior to Indians.

FORMATION OF POLITICAL ASSOCIATIONS

The period between 1866 and 1885 saw the emergence of a number of political associations. They were regarded as the forerunners of the Indian National Congress.

1. Dadabhai Naoroji founded the East India Association in 1866 in London.
2. In 1870, Justice Mahadev Govind Ranade founded the *Poona Sarvajanic Sabha*. During the years of drought, the *Sabha* could secure relief to the cultivators of Maharashtra.
3. In 1876, Surendranath Banerjea founded the 'Indian Association' in Calcutta (Kolkata).

All the above associations were of local nature. There had been an urge for an all-India organisation. Therefore, Surendranath Banerjea convened the session of **Indian National Conference** which met at Calcutta in 1883. It attracted leaders from all parts of India. The Indian National Conference was the forerunner of the Indian National Congress founded in 1885. The two were merged in 1886.

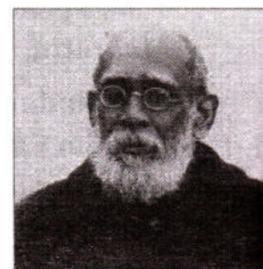
THE BIRTH OF INDIAN NATIONAL CONGRESS

The birth of the Indian National Congress is an event of great significance in the history of India. It was the first all-India association of a permanent nature. Allan Octavian Hume, a retired member of the Indian Civil Service, had played a major role in the formation of the Indian National Congress. That is why he is considered as the Father or Founder of the Indian National Congress. His real motive was to save the British empire. He considered the situation in India highly explosive and wanted an organisation through which the government could be kept regularly informed of the Indian public opinion. The first session of the Indian National Congress was held at Bombay in December 1885

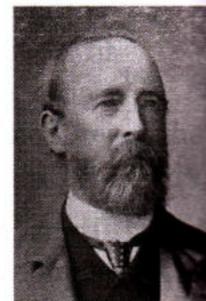
Dadabhai Naoroji was India's unofficial Ambassador in England. He presided over the sessions of the Congress in 1886, 1893 and 1906. He came to be known as the 'Grand Old Man of India'.



Dadabhai Naoroji



Surendranath Banerjea



AO Hume

under the Presidentship of Wyomesh Chandra Bannerjee, a leading barrister of Bengal. The first session was attended by 72 delegates from all parts of India. It was attended by such eminent persons as Dadabhai Naoroji, Kashinath Trimbak Telang, Pherozechah Mehta, Badruddin Tyabji, Justice Ranade and others.



The first session of the Indian National Congress, 1885 in Gokuldas Tejpal Hall, Bombay

OBJECTIVES OF THE INDIAN NATIONAL CONGRESS

The objectives of the Indian National Congress were described as under:

1. To enable national workers from all parts of India to become personally known to each other.
2. Promotion of national unity among all lovers of the country.
3. Formulation of popular demands and placing them before the government.
4. Organising public opinion in the country.

ERA OF MODERATE NATIONALISM (1885–1905)

The Indian National Congress in the beginning was dominated by the moderates (petitioners) like Surendranath Banerjea, Dadabhai Naoroji and Gopal Krishna Gokhale. Their demands were of moderate character. Their methods of struggle was also quite moderate. They believed in constitutional methods—methods of persuasion. They regularly sent **petitions** and **resolutions** to the government asking for:

- (i) A greater representation of Indians in the government and in administration.
- (ii) The Legislative Councils to be made more representative.
- (iii) The placement of the Indians in high positions in the government.
- (iv) Civil service examinations to be held simultaneously both in London and in India.
- (v) Complete separation of judiciary from the executive, to the repeal of the Arms Act and promote the freedom of speech and expression.

Dadabhai Naoroji, through his famous *Drain Theory*, explained how India's wealth was being taken away to England. Moreover, the moderates like Justice Ranade and Gopal Krishna Gokhale raised their voice against social evils, such as child marriage. The Indian Councils Act of 1892 was enacted mainly because of their efforts.

Popularly known as “the political guru” of Mahatma Gandhi, Gopal Krishna Gokhale was one of India’s most respected leaders. In 1905, he established the Servants of India Society which trained people to devote their lives to the cause of the country. In 1902, he became the Member of the Imperial Legislative Council.



Gopal Krishna Gokhale

Initially, the moderates had full faith in the British sense of justice and fairplay. They believed that the British would accept the just demands of the Indians.

THE GOVERNMENT ATTITUDE TOWARDS THE CONGRESS

In the beginning, the attitude of the British government towards the Indian National Congress was friendly. The delegates who attended the Congress Session in 1886 were invited to a garden party by the Viceroy. Even government officials attended Congress Sessions. Gradually, under the pressure of the assertive elements, the Congress began to put forward such demands as were not liked by the British. As a result, the British turned hostile towards the Congress.

ERA OF THE ASSERTIVE NATIONALIST MOVEMENT

A section of the Congress leaders started raising questions about the demands and methods of the moderates. They criticised them for their ‘politics of prayers’ and called their method as ‘political mendicancy’. They talked of self-reliance and self-determination and are known as the assertive nationalists. The causes for the rise of assertive nationalism in Indian politics were as follows:

1. The Indian Councils Act could not come up to the expectations of our leaders.
2. The government machinery was slow in providing relief to the people during a countrywide famine in 1896–1897.
3. Bal Gangadhar Tilak was sentenced to 18 months imprisonment in 1897–1898 for having written explosive articles in the *Kesari*. It was greatly resented by people throughout the country.
4. Japan’s victory over Russia in 1905 exploded the myth of European superiority and their invincibility.
5. At this time, much of the unrest in India was due to Lord Curzon’s repressive measures. His most unpopular measure was the partition of Bengal, which he announced in 1903 and carried out in 1905.

OBJECTIVES, PROGRAMMES AND METHODS OF STRUGGLE OF THE ASSERTIVE NATIONALISTS

The assertive nationalist included leaders like Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai. This trio of staunch nationalists came to be known as *Lal-Bal-Pal*.

While the objective of the moderates was to seek administrative, legislative and economic reforms, the objective of the assertive nationalists was 'A Free Independent India'. Tilak declared: "*Swaraj is my birthright and I will have it.*"



Lal-Bal-Pal

There was a basic difference in the methods of struggle of these two factions. The moderates carried on their work by means of petitions, appeals and resolutions. Whereas, the assertive nationalists believed in **swadeshi**, **boycott** and popularising **national education**.

Split in the Congress

The Calcutta Session of the Indian National Congress (1906) witnessed a sort of compromise between the moderates and the assertive nationalists. Dadabhai Naoroji presided over this Session and *Swaraj* was proclaimed as the goal of India for the first time by any Congress President. However, the moderates, were of the view that *Swaraj* should be attained only through constitutional means. The assertive nationalists, on the other hand, believed that unless they put strong pressure on the government, they could never achieve their objective. This resulted in the split of the Indian National Congress a next year at the Surat Session. It is known as the **Surat Split**.

The assertive nationalists proposed the name of Lala Lajpat Rai as the President of the Surat session, whereas, the moderates proposed the name of Rash Behari Ghose. When the session at Surat began, in December 1907, there was utter confusion. The Indian National Congress got split. For next nine years the assertive nationalists kept out of the Indian National Congress.

Taking advantage of this split in the Congress, the British government took to repressive measures. In 1908, Bal Gandadhar Tilak was tried and sentenced to six years of imprisonment. Other leaders like Lala Lajpat Rai and Sardar Ajit Singh were deported to Burma (Myanmar) without trial.

PARTITION OF BENGAL

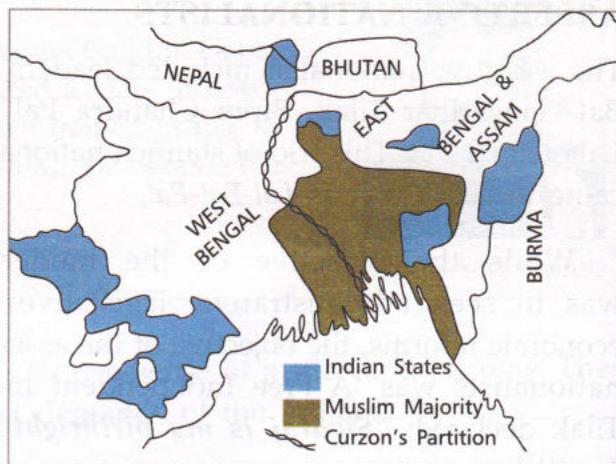
Lord Curzon was the Governor-General of India from 1899 to 1905. He took several measures to check the growing influence of the assertive nationalists in the Congress. The final act of his mischief was the partition of Bengal.



Lord Curzon

REASONS FOR THE PARTITION OF BENGAL

The British government regarded the size of Bengal province to be too large to be properly administered by a single provincial government. The argument presented in favour of the partition was that it would improve administration of both the provinces. The new province, called Eastern Bengal, had an area of about 1,06,000 sq. miles and a population of 31 million. Its capital was Dacca (modern Dhaka). The partition of Bengal became effective from 16 October 1905.



Curzon's Partition of Bengal, 1905

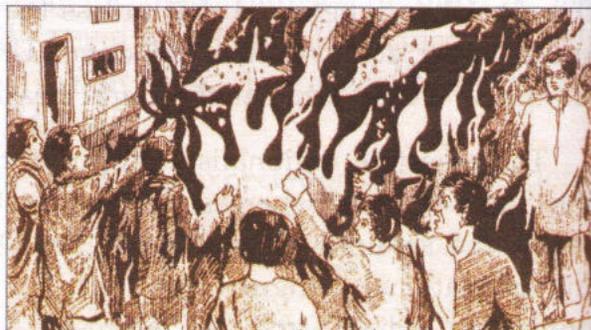
Curzon's evil motives behind the partition of Bengal were:

1. to break the growing solidarity of Bengali nationalism;
2. to create a rift between the Hindus and the Muslims in Bengal.

In the new province (Eastern Bengal that now comprises Bangladesh) the Muslims were in majority, whereas in West Bengal (which is now a part of India) the Hindus were in majority.

SWADESHI MOVEMENT

The partition of Bengal infuriated people all over India. The Indian people also gave a befitting reply to the British mischief. There was massive upsurge and people belonging to both the communities started the *swadeshi* and boycott movements. Infact, *Swadeshi* and boycott of foreign goods went together. Bal Gangadhar Tilak said, "When you want *swadeshi*, you must boycott *videshi* (foreign) goods." People made a bonfire of British goods at busy intersections. The Swadeshi Movement was strongest in Bengal but had its impact everywhere too.



Bonfire of foreign goods

IMPACT OF THE SWADESHI MOVEMENT

The Swadeshi Movement seriously affected the sale of British clothes and other goods. *Swadeshi bhandars* which sold goods made in India were opened at various places.

The anti-partition movement gradually grew into a forceful nationalist movement. All sections of society were united in the dislike of the British Raj. The slogan *Vande Mataram* was forbidden by the government, but people flouted this rule to put pressure on the government.

THE MUSLIM DEPUTATION

Communalism was prevalent towards the close of the nineteenth century. The British government followed the policy of **Divide and Rule** and sowed the seeds of disunity between the Hindus and the Muslims.

On 1 October 1906, a Muslim Deputation led by Aga Khan met Viceroy Lord Minto. It demanded Separate Electorates for the Muslims and their special representation in civil, military and judicial services. **Separate electorates meant that the Muslims would vote for the Muslim candidates and the Hindus for the Hindu candidates.** Lord Minto gave an assurance that the political rights and interests of the Muslims would be duly protected.



Lord Minto

BIRTH OF THE MUSLIM LEAGUE

The Muslim leaders felt very happy. Taking advantage of such a situation the Nawab of Dhaka Salimullah Khan proposed the formation of an organisation which would exclusively look after the interests of the Muslims. Accordingly, the **All-India Muslim League** was formally founded on 30 December 1906.

The British welcomed the formation of the League. They were successful in their effort to keep the Muslims away from the mainstream of Indian politics.

MORLEY-MINTO REFORMS, 1909

The Viceroy Lord Minto and the Secretary of State for India John Morley realised that mere repression would not end the trouble caused by the partition of Bengal. They tried to pacify the Indians by enacting the Indian Councils Act in 1909. The Act is popularly known as the **Morley-Minto Reforms**.

The Indian Councils Act increased the size of the Imperial (Central) and Provincial legislatures. The Act provided for **separate representation of the Muslims in Central as well as provincial legislatures**. This principle was filled with mischief. It struck a fatal blow at the unity of India. From the day of that decision the country knew no communal peace or harmony.

OUTBREAK OF THE FIRST WORLD WAR

The First World War broke out in 1914. Bal Gangadhar Tilak had already been released from jail in 1914. The assertive nationalists rejoined the Indian National Congress in 1916. Two important developments took place during the World War (1914-1918). First was the launch of the **Home Rule Movement** and the second was the Congress-League Accord of 1916, also known as the **Lucknow Pact**.

THE HOME RULE MOVEMENT

Annie Besant was pleading, with great passion, India's case for Home Rule which meant Self-Government or *Swaraj*. In September 1916, she inaugurated a Home Rule League in Madras. Another Home Rule League had already been formed at Poona in April 1916 by Bal Gangadhar Tilak. Annie Besant and Bal Gangadhar Tilak had agreed that the Poona League would work in Maharashtra and Madhya Pradesh, whereas that of Besant in the rest of the country. The Home Rule Movement created great enthusiasm among the masses in India. In 1917, Annie Besant was arrested. Protest meetings were held all over India and Annie Besant became the ideal of the people.

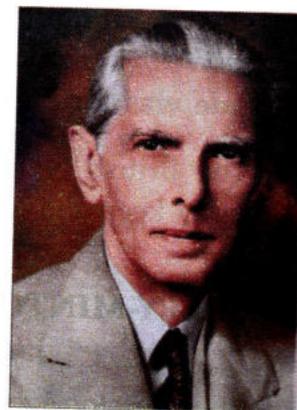


Annie Besant

THE LUCKNOW PACT

In December 1911, the partition of Bengal was cancelled. After Bal Gangadhar Tilak's release in 1914, Annie Besant made efforts to reunite the two wings of the Congress—the moderates and the assertive nationalists.

The Muslim League now had a more liberal leadership. Its leader Muhammad Ali Jinnah favoured cooperation with the Congress. Attempts in this direction were also made by Bal Gangadhar Tilak, Annie Besant, Dr Ansari and other leaders. As a result, in December 1916, the Indian National Congress and the Muslim League both held their Sessions at Lucknow. The League agreed to support the demand of 'self-government' for India. The Indian National Congress agreed that the Muslim members of the legislatures would continue to be elected through Separate Electorates.



Muhammad Ali Jinnah

The Lucknow Pact is considered an important step in the way of Hindu-Muslim unity. But the Pact kept alive the system of Separate Electorates.

Summary of the Lesson

- Some of the factors responsible for the growth of nationalism and the birth of the Indian National Congress were—political and administrative unification, economic exploitation of India, socio-religious reform movements.
- The Indian National Congress was founded in 1885 by A O Hume. Its First Session was presided over by W C Bannerjee.
- Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai led the assertive movement. They laid down their objective as 'Free Independent India'.
- As a result of the differences between the moderates and the assertive nationalists, the Congress got split at Surat in 1907.
- Lord Curzon partitioned Bengal to break the solidarity of Bengali nationalism and to create a rift between the Hindus and the Muslims.

- The Muslim League was founded on 30 December 1906.
- The Indian Councils Act of 1909, more popularly known as Morley-Minto Reforms, provided for separate representation for the Muslims in legislatures.
- Two Home Rule Leagues were founded—one at Madras and another at Poona were led by Annie Besant and Bal Gangadhar Tilak respectively. Home Rule meant 'self-government' or *swaraj*.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- Who was the Governor-General when the maximum age limit for the civil service examination was reduced from 21 to 19?
 (a) Lord Ripon (b) Lord Dufferin (c) Lord Lytton (d) Lord Mayo
- Which Viceroy was known for the repressive policies?
 (a) Lord Ripon (b) Lord Lytton (c) Lord Dufferin (d) Lord Minto
- Who is known as the 'Grand Old Man of India'?
 (a) Gopal Krishna Gokhale (b) Dadabhai Naoroji
 (c) Pherozeshah Mehta (d) Surendranath Banerjea
- How many delegates attended the First Session of the Indian National Congress?
 (a) 70 (b) 71 (c) 72 (d) 75
- Name the nationalist leader imprisoned for his explosive articles in the '*Kesari*'.
 (a) Lala Lajpat Rai (b) Bal Gangadhar Tilak
 (c) Bipin Chandra Pal (d) Aurobindo Ghosh
- By whom was Bengal partitioned? In which year did it take place?
 (a) Curzon, 1905 (b) Morley, 1907 (c) Minto, 1909 (d) Hardinge, 1911
- In which year was the Muslim League founded?
 (a) 1905 (b) 1906 (c) 1907 (d) 1908
- Who said, 'Swaraj is my birthright and I will have it'?
 (a) Lokmanya Tilak (b) Lala Lajpat Rai
 (c) Mahatma Gandhi (d) Bhagat Singh

II. Fill in the blanks.

- The first President of the Indian National Congress was
- The founder of Indian National Congress was
- is considered the political guru of Mahatma Gandhi.
- The Surat split took place in the year
- The Pact took place in 1916.
- Partition of Bengal was cancelled in the year

III. Write true or false.

- Dadabhai Naoroji was a moderate leader.
- Bengal was partitioned by Lord Dufferin.

3. The Indian Councils Act of 1909 is also known as the Morley-Minto Reforms.
4. The First World War broke out in 1918.
5. Lala Lajpat Rai and Annie Besant founded the two Home Rule Leagues.

IV. Give short answers to the following questions.

1. Name any two associations that were the forerunners of the Indian National Congress.
2. Name any two objectives of the Indian National Congress.
3. Mention any two causes responsible for the rise of assertive nationalism in the Indian National Congress.
4. Name the three prominent leaders who came to be known as the trio of assertive nationalists.
5. What was the cause of the split in the Indian National Congress?

V. Answer the following questions.

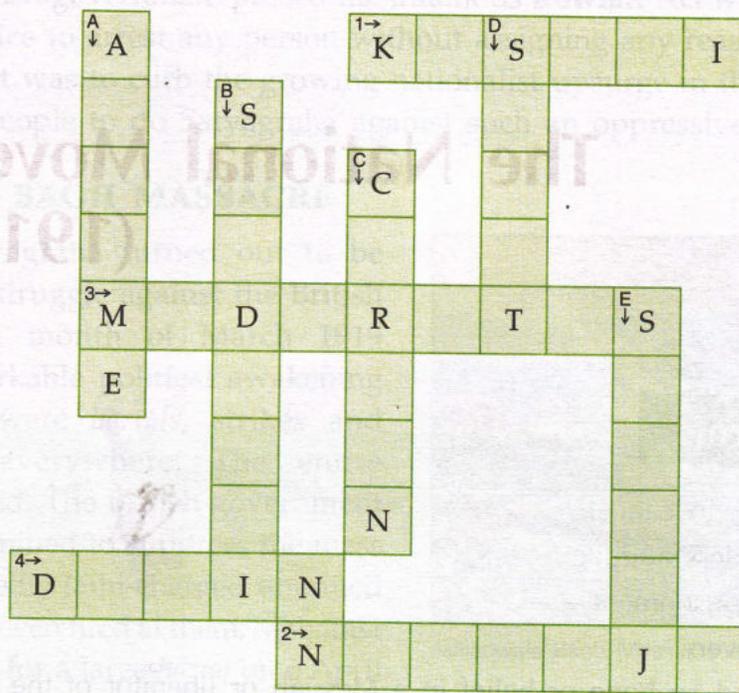
1. What factors were responsible for the growth of nationalism in India?
2. What was Lord Curzon's argument in favour of the partition of Bengal? What were his two real motives behind the partition?
3. Mention the factors that led to the formation of the Muslim League.
4. What was the significance of the Lucknow Pact? What was its main drawback?
5. Discuss the long term implications of the Morley-Minto Reforms.

VI. Projects and Activities.

1. Make a comparative chart of the aims and achievements of the moderates and the assertive nationalists.
2. Draw pictures of the following forms of protest during the Swadeshi Movement and paint them:
 - (i) Women volunteers picketing liquor shops
 - (ii) A bonfire of foreign goods

VII. Solve the crossword puzzle with the help of clues given below.

| CLUES | |
|---|---|
| Across | Down |
| 1. Newspaper started by Bal Gangadhar Tilak | A. The founder of the Indian National Congress |
| 2. Unofficial ambassador of India in England, who is also known as the Grand Old Man of India | B. This movement was started after the partition of Bengal |
| 3. The Congress in the beginning was dominated by this group | C. The Viceroy of India behind the partition of Bengal |
| 4. This theory was propounded by Dadabhai Naoroji | D. The Indian National Congress got split in this session. |
| | E. The Calcutta session declared this to cheer the Indians. |



ANSWERS

Across

1. Kesari 2. Naoroji 3. Moderates 4. Drain

Down

- A. A O Hume B. Swadeshi C. Curzon D. Surat
E. Swaraj

VALUE-BASED QUESTION

Nishant and Aamir Khan became close friends in school. But Avnish did not like it at all. He kept on sowing seeds of distrust between the two. Ultimately he was successful in separating Nishant from Aamir. Answer the following questions:

- What policy Avnish would have adopted for fomenting distrust between the two friends?
- Do you agree with the view that until such a short-sighted policy is reversed we will never be able to make any progress?

HOTS: THINK BEYOND

Partition of Bengal was meant to break Hindu-Muslim unity. Why did the British want to strike at the roots of Indian nationalism?

11 (ii)

The National Movement-II (1919–1947)

Important terms

Annul: To abolish, to cancel

Daredevilry: Reckless attitude

Incarceration: Imprisonment

Yoke: Burden, slavery

Messianic: Inspired by hope or belief in a Messiah or liberator of the oppressed

EMERGENCE OF GANDHI

Mohandas Karamchand Gandhi was born on 2nd October, 1869 at Porbandar in Gujarat. He obtained his law degree from England and later went to South Africa on a legal assignment. He was shocked to see the degrading conditions of Indians in South Africa. The people were helpless and unable to defend themselves. This led Gandhiji to form the Natal Indian Congress in South Africa. He launched the Satyagraha campaign on a large scale. The word 'Satya' means 'truth' and 'Agraha' means 'efforts or force'. According to this philosophy, the *Satyagrahi* had to be truthful and non-violent during the course of the struggle.



Mahatma Gandhi

After returning to India in 1915, Gandhiji was determined to use the weapon of Satyagraha against the British Raj. He travelled to Champaran in Bihar in 1916 to inspire the peasants to struggle against the oppressive plantation system. He then organised a Satyagraha to support the peasants of the Kheda district in Gujarat, in 1917. In the same way, a Satyagraha movement was organised in Ahmedabad, in 1918, among the cotton mill workers. Thus, Mahatma Gandhi successfully organised the Satyagraha movement at various places in India.

THE ROWLATT SATYAGRAHA

The **Rowlatt Act** brought Mahatma Gandhi to the mainstream of Indian politics. Henceforth began the national movement in which Gandhiji participated actively. This was the beginning of the **Gandhian Era** of Indian politics.

In 1919 the British government passed the infamous **Rowlatt Act** which gave enormous powers to the police to arrest any person without assigning any reason whatsoever. The purpose of the Act was to curb the growing nationalist upsurge in the country. Gandhiji called upon the people to do Satyagraha against such an oppressive Act.

JALLIANWALA BAGH MASSACRE

The Rowlatt Satyagraha turned out to be the first all-India struggle against the British government. The month of March 1919 witnessed a remarkable political awakening in India. There were *hartals*, strikes and demonstrations everywhere. The entire country was excited. The British government was equally determined to suppress the mass agitation. It repeatedly lathi-charged unarmed demonstrators and even fired at them. Mahatma Gandhi gave a call for a large *hartal* on 6 April 1919. He asked people to hold public meetings against this **Black Act**. He also made an appeal to observe *hartal* for a day. The response to Gandhi's call was remarkable. Amritsar had observed a peaceful *hartal* on April 6. But the arrest of two leaders, **Dr Saifuddin Kitchlew** and **Dr Satyapal**, in Amritsar on 10 April, led to a mass agitation. On 13 April 1919, a public meeting took place at the **Jallianwala Bagh in Amritsar** to protest against the arrest of these leaders. **General Dyer**, the military commander of Amritsar, blocked the only narrow exit and without any warning opened fire upon the peaceful crowd and continued firing on them until all his ammunition was exhausted. After this, martial law was proclaimed throughout Punjab and people were subjected to most uncivilised atrocities.



Jallianwala Bagh Massacre (left) and the Memorial (right)

Case Study

The Khilafat and Non-Cooperation Movement

The Sultan of Turkey was regarded as the Caliph (Khalifa) or the religious head of the Muslims all over the world. After World War I (1914–1918), the Sultan lost all territories which were inhabited by the non-Turks. He was deprived of real authority even over those territories which were left under his control. This angered the Muslims in India. A Khilafat Committee was formed under the leadership of Maulana Shaukat Ali and Mohammad Ali (popularly known as Ali Brothers), Maulana Azad, Hakim Ajmal Khan and Hasrat Mohani. The Khilafat Committee adopted a policy of non-cooperation with the British Government. Mahatma Gandhi was sympathetic to their course as he considered the British act as a breach of trust against Muslims. At the same time, he saw the Khilafat agitation as a golden opportunity for uniting the Hindus and the Muslims and bringing the Muslim masses into the national movement. For the success of the Khilafat Movement support of the Congress was essential.



Maulana Shaukat Ali

The Resolution for Non-Cooperation Movement was accepted at Nagpur Session of the Congress in December 1920.

Programme of Non-Cooperation Movement

The Non-Cooperation Movement launched by Gandhiji had two kinds of programme: positive (or constructive) and negative. The positive programme included: (a) Hindu-Muslim Unity, (b) removal of untouchability, (c) promotion of *Swadeshi*, especially home-spun and home-woven cloth, and (d) the prohibition of intoxicating drinks. The negative aspect of the programme referred to: (i) the boycott of Legislative Councils, (ii) the boycott of the law-courts by the lawyers, (iii) the boycott of government schools and colleges, (iv) the boycott of British goods, and (v) surrender of titles and honorary posts.

For a year or two the Non-cooperation Movement continued fiercely throughout the country. But in February 1922, the mob set fire to the police station at Chauri Chaura (in Uttar Pradesh) in which twenty-two policemen died. Gandhiji was greatly shocked at such a turn of events. He felt that the movement was becoming disorganised and unruly. Thus, he suspended the Movement. The biggest achievement of the Movement was that it could mobilise the masses in the national movement for the first time.



Mahatma Gandhi spinning thread on charkha

A wave of horror ran throughout the country as the news of such brutalities spread. Rabindranath Tagore expressed the pain and anger of the country by renouncing his knighthood (the title of Sir). Mahatma Gandhi's faith in the British sense of justice and fairplay was completely shaken.

THE SWARAJ PARTY

Once the Non-Cooperation Movement was over, the Congress involved itself in constructive work in villages. Congressmen led by C.R. Das and Motilal Nehru were of the view that legislatures should no longer be boycotted. They established a Swaraj Party within the Congress. C.R. Das was its President and Motilal Nehru, its Secretary. Party's other prominent leaders were Vithalbhai Patel and Hakim Ajmal Khan. In the elections of 1923, the Swaraj party secured a considerable number of seats in Provincial and Central Legislatures. They were able to draw attention of the Government to some vital problems, such as improvement of conditions of the workers.



Motilal Nehru (left) and C R Das (right)



Boycott of the Simon Commission

THE SIMON COMMISSION

In 1927, the British government appointed the Simon Commission to look into the working of the Reforms introduced by the Act of 1919 and to suggest reforms for the future. The Congress protested against this Commission, because all its members were British. This Commission landed in Bombay on 3 February, 1928. Wherever the Commission went, it was boycotted with **black flags**.

THE DECLARATION OF SWARAJ

The Congress declared complete or *Poorna Swaraj* as its goal in its annual session at **Lahore** on 31 December 1929 under the presidentship of **Pandit Jawaharlal Nehru**. Consequently, 26 January was decided to be observed as 'Independence Day' all over the country.

THE REVOLUTIONARIES

The Indian National Congress was undoubtedly the main party around which the entire freedom struggle revolved. A number of secret societies were also being formed in Bengal, Punjab, Maharashtra and other parts of the country. The objective of the revolutionaries was to overthrow the British government by force. In 1908, Khudiram Bose and Prafulla Chaki threw a bomb at a carriage which they thought was carrying Kingford, the then judge at Muzaffarpur. However, the carriage belonged to some other Englishman, whose wife and daughter were killed in the incident. The accused included Khudiram, Aurobindo Ghose, his brother Barindra, Satyen Bose and others. Aurobindo was acquitted in this incident, Barindra was deported to Andamans and Khudiram was hanged.



Khudiram Bose

Shyamji Krishna Verma formed a group of young revolutionaries in London. The most important among them were Vinayak Damodar Savarkar, Madanlal Dhingra and Lala Har Dayal. In July, 1909 Madanlal killed Curzon Wylie, an Official of the India Office in London. Madanlal said: "*I attempted to shed English blood as a humble revenge for the inhuman hangings and deportations of patriotic Indian youths*". Madanlal was hanged.

Har Dayal, who had returned to India in 1910, organised revolutionary activities in Punjab. His key associates were—Rash Behari, Amir Chand and Bal Mukund. Amir Chand was hanged in 1911.

In December 1912, a bomb was thrown at the carriage of the Viceroy, Lord Hardinge in Delhi. Although Hardinge escaped, but the explosion had serious vibrations.

The Indian revolutionaries realised the importance of carrying on these revolutionary activities in foreign countries. It gave them the advantage of carrying such activities without any fear from the British police. The efforts of **Madame Bhikaji Cama** through her revolutionary journal '*Bande Mataram*'; the establishment of provincial government at Kabul in 1915 by **Raja Mahendra Pratap**; and the establishment of **Ghadar Party** in San Francisco (USA) by **Lala Har Dayal** are some prominent examples of revolutionary activities outside India.

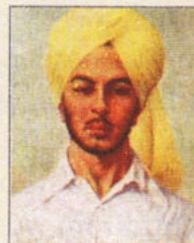


Lala Har Dayal

The revolutionary movement was carried further by **Chandrasekhar Azad, Bhagat Singh, Batukeshwar Dutt, Ashfaqullah Khan** and **Ram Prasad Bismil**. The revolutionaries needed money to prepare arms and bombs. On 9 August, 1925 Ram Prasad Bismil, Ashfaqulla, Roshan Lal and others stopped a train near Kakori (in Uttar Pradesh) by pulling the alarm chain. They removed the iron-chests containing government money, which were being carried by the train. Consequently, four persons including Ram Prasad Bismil and Ashfaqulla were hanged and four others were transported for life.



Chandrasekhar Azad



Bhagat Singh

Lathis were charged on the crowd protesting against the Simon Commission under the leadership of Lala Lajpat Rai. Lalaji suffered injuries in this incident and passed away after a few days. As a revenge, Police officer Saunders was killed, in 1928, by a troop led by Sardar Bhagat Singh. On April 8, 1929 Bhagat Singh and Batukeshwar Dutt threw bombs in the Central Assembly Chamber but no one was killed. Their aim was not to kill, but to make the deaf (Government) hear. Bhagat Singh was tried for the Lahore Conspiracy Case and for the murder of Saunders, along with Sukhdev and Rajguru. Batukeshwar Dutt was acquitted, but Bhagat Singh, Sukhdev and Rajguru were sentenced to death.

Chandrasekhar Azad and a few other revolutionaries were still active. However, on 27 February, 1931 Chandrasekhar happened to be in Alfred Park (Company Garden) at Allahabad, when the police surrounded the Park. There was exchange of fire between them and two police officials got seriously injured. Instead of surrendering, Chandrasekhar shot himself.

Thus, the prominent revolutionaries (Khudiram, Madanlal, Ashfaqulla, Bhagat Singh and others) gave their unprecedented contribution to the freedom struggle of India by their sacrifices. They embraced death with a smile on their face and *Bande Mataram* on their lips.

DANDI MARCH AND THE CIVIL DISOBEDIENCE MOVEMENT

Gandhiji started the Civil Disobedience Movement or the Salt Satyagraha, as it was commonly known, on 12 March, 1930. It mainly involved breaking of salt-laws, because salt affected all sections of society. This law prohibited the Indians from manufacturing or selling salt. Instead, they were forced to buy salt that was expensive and heavily taxed. This adversely affected the masses. Together with his 78 chosen followers, Gandhi walked from Sabarmati Ashram to Dandi, a village on the Gujarat sea coast. Here, he and his followers made salt in **violation of the Salt Law**. This act of Disobedience was a symbol of the Indian people's refusal to live under the British rule.



Mahatma Gandhi's Dandi March



Mahatma Gandhi broke the Salt Law by picking up a lump of natural salt.

As a result of the Civil Disobedience Movement strikes, there were mass demonstrations, boycott of foreign goods and closure of wine shops throughout the country.

A notable feature of this movement was that thousands of women picketed the shops selling foreign cloth and liquor.

In the North-west frontier province, **Khan Abdul Ghaffar Khan**, popularly known as **Frontier Gandhi**, organised a society of *Khudai Khidmatgars* or 'Servants of God'. They were also known as the Red Shirts. They pledged themselves to non-violence and India's freedom struggle.

The government used all kinds of repressive measures to break the nationalist movement. The

satyagrahis were lathi-charged and bullets were showered on unarmed crowds of men and women. All the important Congress leaders were imprisoned and the Congress was declared an illegal body.



Khan Abdul Ghaffar Khan with Mahatma Gandhi

ROUND TABLE CONFERENCE

Meanwhile, the **First Round Table Conference** was held in London from 16 November 1930 to 19 January 1931. The Congress boycotted this Conference. Not much could be done at the Conference in the absence of the Congress. Therefore, it was decided to call for a Second Round Table Conference.

Viceroy Lord Irwin and Mahatma Gandhi negotiated a settlement in March 1931, known as **Gandhi-Irwin Pact**. The government agreed to release all political prisoners except those guilty of violence. The Congress suspended the Civil Disobedience Movement and agreed to take part in the Second Round Table Conference.

Mahatma Gandhi went to London to participate in the **Second Round Table Conference** as the sole representative of the Congress. The Conference devoted most of its time to the problem of representation of minorities in the Legislatures. The question of country's freedom receded into the background. Gandhiji returned to India as a disappointed person.

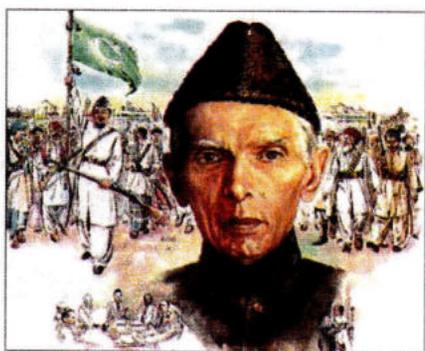
THE CONGRESS MINISTRIES (1937-39)

As a result of the elections held in 1937, the Congress formed ministries in 6 out of 11 provinces. Later Congress ministries were also formed in Assam and North-West Frontier Province.

World War II broke out in September 1939. The British government wanted India to support it in its war against Germany. The Congress made it clear that India could not involve herself in War unless declared free or atleast effective power was granted to Indian legislatures. No satisfactory assurance came from the British government in this regard. The Congress Ministries, therefore, resigned towards the end of October 1939.

PAKISTAN RESOLUTION

Under Mohammad Ali Jinnah's leadership, the Muslim League at its **Lahore Session in 1940** passed a resolution declaring the Muslims as a separate nationality. In other words, a definite demand for the partition of India was made. Gandhiji, Abul Kalam Azad and other nationalist leaders did not accept the logic behind this demand. But, the British government gave all encouragement to Muslim League and this separatist demand.



The Muslim League under the leadership of Mohammad Ali Jinnah demanded Pakistan.

Do you know that the word 'Pakistan' was composed of the initial letters 'P' for Punjab, 'A' for Afghan Province (North West Frontier Province) 'K' for Kashmir, 'S' for Sindh and the last three letters for Baluchistan.

THE CRIPPS MISSION

On 7 December 1941, Japan attacked the Pearl Harbour, the American naval base in the Hawaii Island. Japan overran many countries of South-East Asia and also captured Rangoon in 1942. The Second World War thus reached the very border of India. The British government got alarmed. It decided to send **Sir Stafford Cripps**, a member of the British Cabinet, to India to secure India's help and cooperation in their war effort. The Congress demanded the immediate transfer of power to the Indians. However, Cripps assured that after the War, India would be given Dominion Status (the same status as the other Dominions, Canada and Australia had). The Congress rejected the Cripps proposals.

QUIT INDIA MOVEMENT

Failure of the Cripps Mission and the Japanese threat were the two important factors that led to the launch of the 'Quit India Movement' by the Congress. On **8 August 1942**, the All-India Congress Committee passed a resolution demanding immediate withdrawal of the British from India. The resolution also approved the launching of mass struggle on non-violent lines. On that night, addressing the Congress delegates, Mahatma Gandhi

declared, "I am not going to be satisfied with anything short of complete freedom. ...I am giving a *mantra*, a short mantra.... The *mantra* is **Do or Die**. We shall either free India or die in this attempt."

MASS MOVEMENT AND GOVERNMENT'S REPRESSIVE MEASURES

In the early hours of the morning of 9 August, Mahatma Gandhi and all important Congress leaders were arrested. As there was none to provide leadership to the people, they attacked and burnt government property, damaged railway lines, disrupted posts and telegraphs and clashed with the police. Some leaders went underground and provided leadership to this movement. Ram Manohar Lohia and Aruna Asaf Ali were among the prominent leaders of the Underground Movement.

The government replied by repression which assumed the form of a war against the people. By the end of 1942, about 60,000 people had been jailed and no less than 10,000 persons were killed. No doubt the campaign failed, but it was symbolic of a **new confidence** that the people had attained.

SUBHAS CHANDRA BOSE AND THE INDIAN NATIONAL ARMY

Subhas Chandra Bose was elected the President of the Congress in 1938 and again in 1939. In 1939, he resigned the Chairmanship of the Party due to differences with Mahatma Gandhi. In May 1939, he formed a new party known as *Forward Bloc*. He was arrested by the British government on 2 July 1940, but later released and kept in his house at Calcutta under strict watch.



Subhas Chandra Bose

On 17 January 1941, he left his home in disguise. He went to Peshawar dressed as a *Pathan* and then reached Afghanistan. From there, he went to Russia and in March 1941, he flew from Russia to Germany.

Subhas Chandra Bose reached Japan in June 1943. On 26 August 1943, he took charge of the *Azad Hind Fauj* (Indian National Army or INA) and became its Supreme Commander.

INA had been formally established in September 1942. It was established by Rash Behari Bose, an old revolutionary who had fled to Japan in 1915. Subhas Chandra Bose reorganised the INA and infused new vigour in the Army. He was addressed as **Netaji**. Their battle cry or slogans were *Dilli Chalo* (March to Delhi) and *Jai Hind* (Victory to India).

INA'S VICTORIES

Japan recognised Subhas as the Head of the Government of Free India. In November 1943, Japan handed over the Andaman and Nicobar islands to the INA. Subhas Chandra Bose paid a visit to these islands and hoisted the Tricolour Flag at Andaman Island. The INA, along with the Japanese Army, reached Imphal (now in the State of Manipur). Japan

met defeat in the Second World War. The defeat of Japan sealed the fate of INA. Netaji left Rangoon for Bangkok. Thereafter, he flew to Tokyo. While on way to Tokyo he is said to have received fatal injuries in the plane crash. The Japanese official version was that Subhas died on 18 August 1945.

SIGNIFICANCE OF THE STRUGGLE OF INA

Although INA failed in its objective of liberating India, it secured 'a place of honour' in India's freedom struggle. In 1945, the trial of the INA Officers—Shah Nawaz Khan, G.S. Dhillon and Prem Sehgal, at the Red Fort in Delhi, evoked the sympathy of the entire nation. Jawaharlal Nehru and Bhulabhai Desai fought the case on behalf of the INA Officers. The Government viewed these developments with alarm. The INA Officers were ultimately set free.

This INA spirit inspired the armed forces of the country. There were revolts at Navy headquarters in Bombay and other Army headquarters. The revolts shook the very foundation on which the British Empire rested.

DEVELOPMENTS LEADING TO INDEPENDENCE OF INDIA

The Quit India Movement had failed in a way. Similarly, INA struggle also ended. But these were important landmarks on the road to India's independence. The masses were determined to permit the British no peace until they agreed to quit India.

THE SHIMLA CONFERENCE

Mahatma Gandhi was released from prison in May 1944 on health grounds. The war in Europe was drawing to a close. The new Viceroy, Lord Wavell, thought of ending the deadlock. A Conference was convened at Shimla on 25 June 1945. This Conference also failed to find a solution that could be acceptable both to the Congress and the League.

THE CABINET MISSION, 1946

A Labour Government, with Mr. Attlee as Prime Minister, came to power in Britain on 26 July 1945. The Government decided to send a mission consisting of three members of the British Cabinet, **Lord Pethic Lawrence, Sir Stafford Cripps and A V Alexander** to India. The Muslim League's demand for Pakistan was rejected by the Cabinet Mission. It put forward the proposal to form a Federation including both British India and the princely states. The Cabinet Mission recommended the formation of an Interim Government at the Centre and the composition of a Constituent Assembly to frame the Constitution of India. The Cabinet Mission Plan was finally accepted both by the Congress and the Muslim League. Meanwhile, arrangements to elect the Constituent Assembly went ahead. The Congress had an overwhelming majority in the Constituent Assembly. The Muslim League, therefore, withdrew its acceptance of the Cabinet Mission Plan. It was then decided to resort to Direct Action.



The Cabinet Mission to India

DIRECT ACTION BY MUSLIM LEAGUE

On 14 August 1946, the Viceroy invited Jawaharlal Nehru to form an **interim government**. The Muslim League fixed 16 August as **direct action day**. This action was meant to put pressure on the government for the formation of Pakistan. In Calcutta, this day began with dreadful activities—stabbing, killing and arson on a large scale. The communal violence spread to other parts of the country as well.

THE MOUNTBATTEN PLAN

On 20 February 1947, Prime Minister **Attlee** announced in the British House of Commons that the British would quit India by **30 June 1948**. The new Viceroy, Lord Mountbatten, assumed office on 24 March 1947. He was convinced that the partition of India was essential. On 3 June, he announced his Plan. He said that the transfer of power to India could only be on the basis of partition of the country. He also declared that the transfer of power would take place not in June 1948, but much before that. Plan for the partition of India was accepted by the Muslim League on 10 June.

The Congress accepted the Plan on 15 June. No Congress leader approved of the idea of partition, but everyone had to accept it as a **necessary evil**. Communal riots had taken a serious turn and partition alone seemed to offer a way out of chaos and lawlessness.



Lord Mountbatten

THE INDIAN INDEPENDENCE ACT, 1947

The Indian Independence Act was passed by the British Parliament on 15 July, 1947. It received the Royal assent on 18 July. Pakistan was to comprise East Bengal, West Punjab, Sindh, Baluchistan and North-West Frontier Province. India was to comprise all the remaining territories included in the British India.

BIRTH OF INDEPENDENT INDIA

India achieved Independence on 15 August 1947. On 14 August, on the eve of India's Independence, Jawaharlal Nehru made a memorable speech in the Constituent Assembly. He said, "*At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.*" He asked people to pledge themselves to the service of India. On 15 August, **Jawaharlal Nehru was sworn in as the first Prime Minister of Free India.**



Jawaharlal Nehru was sworn in as the Prime Minister of independent India.

The **Constituent Assembly**, with **Rajendra Prasad** as its **President**, prepared the Constitution of India. It came into force on 26 **January 1950** when the **Republic of India** was born.

Summary of the Lesson

- Mahatma Gandhi returned to India from South Africa in 1915. He took up the cause of the peasants in Champaran and fought for the Kheda peasants and the Ahmedabad textile workers.
- The British government passed the Rowlatt Act which empowered the police to put people in jail without assigning any reason whatsoever.
- On 13 April 1919, nearly one thousand persons gathered in Jallianwala Bagh to protest against the arrest of their leaders.
- Mahatma Gandhi supported the Khilafat Movement as a protest against the ill treatment meted out to the Khalifa of Turkey.
- Mahatma Gandhi started the Non-Cooperation Movement in 1920 as a protest against the British policies.
- Twenty-two policemen were killed on 12 February 1922 at Chauri Chaura. Mahatma Gandhi withdrew the Non-Cooperation Movement.
- The Simon Commission was sent to India to suggest constitutional reforms. It was boycotted as all its members were British.
- The Congress at its Lahore Session in December 1929 declared Poorna Swaraj as its goal.
- Some of the prominent revolutionaries were—Vinayak Damodar Savarkar, Khudi Ram Bose, Madan Lal Dhingra, Chandrashekhkar Azad, Bhagat Singh etc.
- Mahatma Gandhi started the Civil Disobedience Movement which began with the famous Dandi March on 12 March 1930.
- After the Gandhi-Irwin Pact, Mahatma Gandhi suspended the Civil Disobedience Movement.
- The Congress Ministries were formed in many provinces in 1937.
- The Muslim League under Mohammad Ali Jinnah demanded a separate State for the Muslims called Pakistan.
- The Cripps Mission was sent to India in 1942 to seek Indian cooperation in British war efforts, but it was a failure.
- The Quit India Resolution was passed on 8 August 1942. The government dealt it with a heavy hand.
- The Indian National Army or *the Azad Hind Fauj* was founded by Rash Behari Bose. In August 1943, Subhas Chandra Bose took its charge.
- Three leaders of INA were tried at the historic Red Fort but were later set free.
- The Shimla Conference failed to find a solution to India's problem. In 1946, the Cabinet Mission recommended the formation of an interim government. Lord Mountbatten came to India as the Governor-General in 1947. India became Independent on 15 August 1947 and was also partitioned. India became a Republic on 26 January 1950.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. In which year was the Rowlatt Act passed?
(a) 1916 (b) 1917 (c) 1918 (d) 1919
2. When was the Simon Commission sent to India?
(a) 1925 (b) 1926 (c) 1927 (d) 1930
3. Who organised the society of 'Khudai Khidmatgars' or 'Servants of God'?
(a) Hasrat Mohani (b) Hakim Ajmal Khan
(c) Maulana Shaukat Ali (d) Abdul Ghaffar Khan
4. Pakistan Resolution was passed by the Muslim League in its Session held at:
(a) Karachi (b) Lahore (c) Islamabad (d) Sindh
5. The Cripps Mission arrived in India in:
(a) 1941 (b) 1942 (c) 1943 (d) 1944
6. The Cabinet Mission arrived in India in:
(a) 1941 (b) 1943 (c) 1946 (d) 1947.
7. Who was the Governor-General when India became Independent?
(a) Lord Wavell (b) Sir Stafford Cripps
(c) Lord Mountbatten (d) Lord Dufferin
8. When was Sardar Bhagat Singh hanged?
(a) 1929 (b) 1930 (c) 1931 (d) 1932

II. Fill in the blanks

1. Mahatma Gandhi returned from to India in
2. A mass agitation took place in April 1919 against the arrest of Dr Saifuddin and Dr
3. In February 1922, twenty-two policemen were killed at when mob set fire to the police station.
4. The Swaraj Party was formed by and C R Das.
5. The Congress declared Complete Independence as its goal in its annual session at
6. The INA officers were tried at the historic

III. Write true or false.

1. Mahatma Gandhi's first experiment with Satyagraha was the Non-Cooperation Movement of 1920.
2. The Simon Commission met with warm welcome throughout the country.
3. Women did not participate in the Civil Disobedience Movement.
4. Mahatma Gandhi attended the First Round Table Conference.
5. Independence of India Act was based on the Mountbatten Plan.
6. Sardar Bhagat Singh was hanged in 1931.

IV. Give short answers to the following questions.

1. Which movements may be called as Mahatma Gandhi's first experiments of Satyagraha?

2. Why had the people assembled at Jallianwala Bagh?
3. Why was the Simon Commission sent to India? Why was it boycotted?
4. By whom was the Ghadar Party formed?
5. What demand was made in the Muslim League Resolution of 1940?
6. When did India achieve independence? Who was the Governor-General of India at that time?

V. Answer the following questions.

1. What was the Khilafat issue? Why did Mahatma Gandhi link it with the Non-Cooperation Movement?
2. Why did Mahatma Gandhi choose to break the Salt Law?
3. What is the significance of the Dandi March in Indian history?
4. When was the Gandhi-Irwin Pact signed? Discuss its important provisions.
5. Why and by whom was the Swaraj Party formed? Mention its achievements.
6. Why was the Quit India Movement launched? Discuss its achievement.
7. Why did the Muslim League plan Direct Action?

VI. Map Work.

1. On an outline map of India, mark the following places.
 (a) Amritsar (b) Shimla (c) Chauri Chaura (d) Dandi

VII. Projects and Activities.

1. Collect pictures showing protest against the Simon Commission and also related with the Dandi March. Write two to three sentences highlighting the significance of each event.
2. Collect pictures of some of the revolutionaries and paste them in your scrapbook.

VIII. Role Play

Divide the class into two groups. One group should be assigned the task of developing a script on the life of Bhagat Singh and another group should prepare a script for a play based on the life of Chandrashekhar Azad. With the permission of the class teacher perform these plays in your classroom.

IX. Debate

“The work of Assertive Nationalists was the real national movement.” Comment.

VALUE-BASED QUESTION

Mahatma Gandhi’s weapons of struggle were truth and non-violence. He believed in change of heart. Is it possible to act in accordance with this principle even nowadays?

HOTS: THINK BEYOND

According to the great French thinker, Romain Rolland, “Gandhi was the symbol of soul force fighting against brute force.” What message did Romain Rolland want to convey to us through this statement?

12

India After Independence

Important terms

Multi-lingual: Consisting of a number of languages

Dialects: The form of a language peculiar to a district or a particular area

Shambles: Awkward state, a situation full of confusion

Gigantic: Giant like, huge

NECESSARY TASKS BEFORE INDIA AFTER INDEPENDENCE

India achieved Independence after a long struggle. However, independence also brought with it a number of challenges which were:



DISPLACEMENT AND REHABILITATION

With the declaration of independence Pakistan was formed. Lakhs of Hindus residing in East Bengal, West Punjab and Sindh were compelled to migrate to India. Similarly, a large number of Muslims living in India had to migrate to Pakistan. Consequently, migrants on both sides were rendered homeless. Rehabilitation of these people was a major challenge for the newly Independent India.

This led to the formation of the **Rehabilitation Ministry**. As an immediate solution to this problem, relief camps were established and food was distributed to the refugees. New townships and colonies were developed to resettle them, which were known as resettlement colonies. Financial assistance was also provided in the form of grants and scholarships to refugee students and long-term loans were given to small

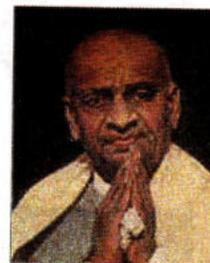


Partition of India resulted in displacement of people

businessmen. Gradually, the situation improved and these people were assimilated in the mainstream of Indian society.

INTEGRATION OF PRINCELY STATES

The Princely States, which were about 562 in number, were given the liberty to either remain under the rule of their respective rulers or to join either of the two dominions—India or Pakistan. This posed a serious problem. The credit for the integration of these States goes to **Sardar Vallabhbhai Patel**, India's first Home Minister. Through **Instrument of Accession**, he prepared the rulers of these native states to join the Indian Union. All states, except **Junagarh, Hyderabad** and **Kashmir**, acceded to India. However, these states also joined Indian Union after some time.



Sardar Vallabhbhai Patel: The Iron Man of India

IDENTIFYING A NATIONAL LANGUAGE

India is a multi-lingual country where about 179 languages and 544 dialects are spoken. Thus, question of identifying a national language became very difficult. Hindi was recognised as the official language, but was not imposed on all the states, since it was spoken only by about 40 per cent of Indians. Regional languages flourished because of the formation of linguistic states in India. **Besides Hindi, there are 21 other languages** that have been included in the Eighth Schedule of the Constitution and are therefore called scheduled languages. Hindi is the Official Language of India, but both Hindi and English continue to be used for communication between the Central Government and State Government Offices.

REORGANISATION OF STATES

During the freedom struggle most of the leaders strongly felt that the reorganisation of State should take place along linguistic lines. But a Committee set up in 1948 recommended that the formation of linguistic states is not feasible. Many linguistic groups such as Kannad, Malyalam and Marathi-speaking people started agitations for the formation of linguistic states. The strongest protest came from the Telugu-speaking districts of what was once the Madras Presidency. As a result, the Telugu speaking areas were separated from Madras Presidency and on 1 October, 1953, and a new state of Andhra Pradesh came into being.

The creation of Andhra Pradesh paved the way for similar demands from other linguistic regions. Therefore, a States Reorganisation Commission was appointed with a view to suggest the reorganisation of States on a more logical basis. This Commission gave its Report in 1955. As a result of this, changes were made in the boundaries of existing States in 1956. The Indian Union was reorganised into 14 States and 6 Union Territories.

However, many sections of the people were still dissatisfied. The demand for linguistic reorganisation of States continued. The State of Gujarat came into being on May 1, 1960 by separating Gujarati-speaking areas from the former Bombay Presidency. The Marathi-speaking areas were given a new name—Maharashtra. In 1966, the old Punjab

State was divided into two states Punjab and Haryana. As a result, the state of Haryana came into existence. Later on, a few more States were carved out of the States of Assam, Madhya Pradesh, Uttar Pradesh, Bihar and Andhra Pradesh. These states were Manipur, Arunachal Pradesh, Meghalaya, Tripura, Nagaland, Mizoram, Chhatisgarh, Uttarakhand, Jharkhand and Telangana.

PLANNING FOR ECONOMIC DEVELOPMENT

In the previous chapters we studied about how the British exploited the Indian economy, ruined trade and handicrafts, and drained India's wealth to England. They left the economy in shambles. However, political freedom has no meaning without economic strength. Unity and Development go hand in hand. Fruits of economic development had to be made available to the masses. Realising this, the Government of India set up the **Planning Commission in 1950 (now known as NITI Ayog)** and entrusted it with the task of formulating Plans for India's development.

The major objectives of the Planning Commission were lifting India and the Indians out of poverty and prepare a modern technical and industrial base. The Commission helped the Government in designing and executing suitable policies for economic development. **Five-Year Plans** laid the foundations of both 'industrial development' and 'agricultural development'. Another major objective was reduction in poverty. India adopted a 'Mixed Economy' model, in which both sectors-private and public (state) - had a role to play.

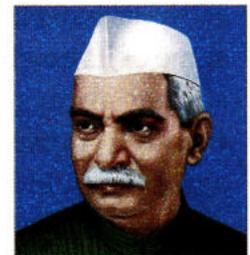
FRAMING THE CONSTITUTION

Even before India attained freedom, a Constituent Assembly had been set up to frame the Constitution of India. The Constituent Assembly, formed for undivided India, had 385 members. As a result of the partition of India, the membership got reduced to 308. All major and smaller communities, including the weaker sections, had proper representation in the Constituent Assembly. **Dr Rajendra Prasad was elected its Chairman and Dr B R Ambedkar was the Chairman of the Drafting Committee.** The Constitution was enacted and adopted by the Constituent Assembly on 26 November 1949. The Constitution came into force on 26 January 1950. India was declared a **Sovereign Democratic Republic**. The Constitution of India is a written one and is the longest Constitution of the world.

The Constitution is based on the principle of universal adult franchise *i.e.*, every Citizen of 18 years of age has the right to vote.

Another important feature of our Constitution is that it guaranteed to all its citizens equality before law irrespective of their caste, religion or sex.

The third feature of the Constitution of India is that it has granted special privileges to the poor and backward sections of the society. Dr Ambedkar pointed out that political democracy should



Dr Rajendra Prasad:
The first President
of India



Dr B.R. Ambedkar

be accompanied by economic and social democracy. Untouchability was abolished and temples were thrown open to all sections of the Hindus.

Our Constitution has established a Federal system of government. It has made the Centre strong but at the same time sufficient powers have also been given to the States. It has provided **three lists** for purposes of legislation and administration. The **Union List** contains subjects of all-India importance, such as defence and foreign affairs, which are placed under the control of the Centre. Second, the **State List** contains subjects like education and health which are placed under the control of State governments. The third is the **Concurrent List** that contains subjects like forests and agriculture. The Parliament and State Legislatures have equal powers to make laws on subjects included in this list.

INDIA AND HER NEIGHBOURS

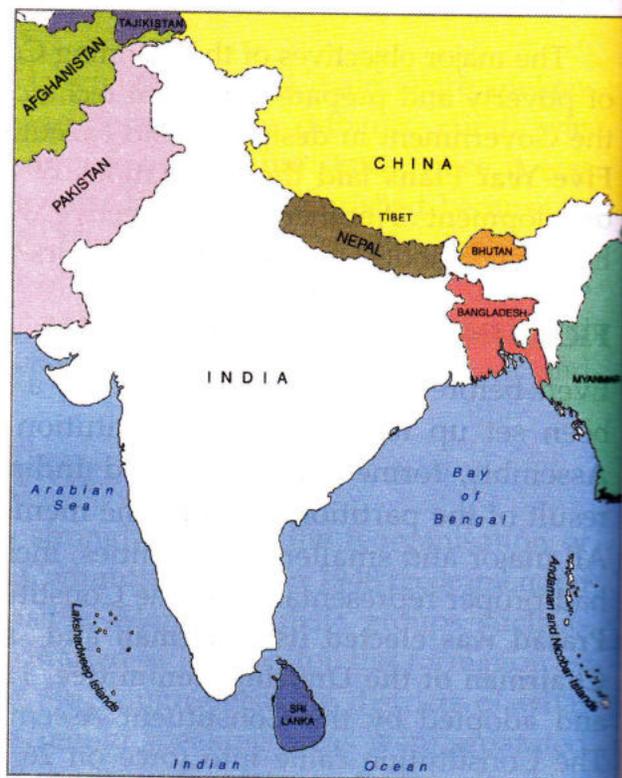
India has always followed the policy of maintaining good relations with her neighbours. She has always followed a policy based on mutual trust, understanding and cooperation. **China, Nepal, Bhutan, Bangladesh, Myanmar, Pakistan, Afghanistan and Sri Lanka** are our neighbour countries.

India indeed has had some differences with some of its neighbouring countries. However, she has always tried to settle these disputes through mutual dialogue and bilateral agreements. India has avoided interference of any other power in the settlement of disputes with her neighbours.

After Independence India established diplomatic relations with almost all the countries of the world, including her neighbours. India's first Prime Minister Pt. Jawaharlal Nehru, who was also the Foreign Minister, prepared India's foreign policy keeping in view the rivalry and bloc politics of the two giant powers—USA and USSR. He adopted the policy of Non-alignment and maintained equal distance from the two power blocs. Jawaharlal Nehru was one of the pioneers of the **Non-Aligned Movement (NAM)** which urged all countries not to join any of the two power blocs. These countries often tried to prevent war by taking a humanitarian and moral stand.

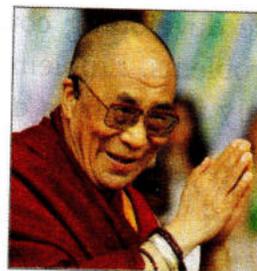
INDIA AND CHINA

There have been cordial relations and cultural contacts between India and China since ancient times. After independence India signed the **Panchsheel Agreement** with the



India and Her Neighbours

Communist Government of China in 1954. This strengthened Indo-Chinese relationship. But, relations between the two countries grew bitter in 1959 when the Dalai Lama, along with thousands of his Tibetan supporters sought refuge in India. China's control over Tibet affects the peace of India. On 20 October 1962, China invaded India. The war damaged the mutual relations between both the countries. In 1996, an agreement was signed between India and China to maintain "peace" at the border. In 2010, President of both the countries agreed on expanding trade between the two countries. Chinese President Xi Jinping visited India in September 2014. He promised an investment of some 20 billion dollars in India over the next five years. The Indian Prime Minister Narandra Modi has also paid visits to China. However, there had been considerable tension between the two countries due to Chinese attitude towards Doklam. Although the tension was diffused but the relations between the two countries may not be called normal.



Dalai Lama

INDIA AND PAKISTAN

The people of India and Pakistan have a common history and cultural heritage, but there have been differences between the two countries. Wars took place between the two in 1965 and in 1971. Pakistani troops captured Batalik and Kargil ranges in Kashmir. Our armed forces fought heroically in 1999, until they regained the said ranges. The two countries continued their Composite Dialogue to improve bilateral relations, including bilateral trade and the exchange of artists. But Kashmir's valid accession to India was never acceptable to Pakistan. Moreover, Pakistan's support and financial aid to terrorists continued. Many agreements and Summits have taken place between the two from time to time, but Kashmir remains the bone of contention between the two.

OTHER NEIGHBOURING COUNTRIES

We have adopted a policy of goodwill towards our other neighbouring countries, i.e., Bangladesh, Nepal, Sri Lanka and Bhutan, etc. India has been extending financial assistance for the implementation of many projects related to health, education and scientific development in these countries.

LOOKING TO THE FUTURE

India is a vast country and the **world's largest democracy**. During the last seven decades of its independence, India has been able to achieve a lot in various spheres. However, challenges still exist and have to be met successfully if India is to be counted as a world power.

We have many socio-economic problems. Only legal provisions or government initiatives are not sufficient. It is a complex task in which people will not only have to participate, but will also have to take up the leadership.

In this age of Globalisation, isolated efforts of any single country will not be very effective. All of the above problems are being faced not by India alone but by most of

the developing countries. Poverty, lack of education, unemployment, etc. lead to many problems. Problems related to health, environment and economic growth can be tackled only if countries cooperate with one another.

It is necessary to adopt suitable remedies to such situations.

Summary of the Lesson

- India achieved Independence in August 1947. We were then faced with a number of problems, such as rehabilitation of refugees, integration of princely states, the question of identifying a national language, economic planning and framing the country's Constitution.
- The Constituent Assembly framed the Constitution of India. Dr Rajendra Prasad was the Chairman of the Constituent Assembly and Dr B R Ambedkar was the Chairman of the Drafting Committee.
- India has always followed a policy based on mutual trust, understanding and cooperation with its neighbours.
- China, Nepal, Bhutan, Bangladesh, Myanmar, Pakistan, Afghanistan and Sri Lanka are our neighbours.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Three Princely states created a problem and they joined the Indian Union later. Which of the following states was **not** one of them?
(a) Junagarh (b) Hyderabad (c) Kashmir (d) Baroda
2. How many languages have been included in the Eighth Schedule of the Constitution?
(a) 18 (b) 19 (c) 20 (d) 22
3. How many members did the Constituent Assembly have for undivided India?
(a) 379 (b) 385
(c) 393 (d) 399
4. Who was elected as the Chairman of the Constituent Assembly?
(a) B R Ambedkar (b) Jawaharlal Nehru
(c) Rajendra Prasad (d) Sardar Patel
5. Who was the Chairman of Constitution's Drafting Committee?
(a) Rajendra Prasad (b) B R Ambedkar
(c) K M Munshi (d) Sardar Patel
6. When did the Constitution of India come into force?
(a) 26 November 1949 (b) 26 December 1949
(c) 26 January 1950 (d) 26 February 1950
7. With which country did India have a War in 1962?
(a) Pakistan (b) Nepal
(c) China (d) None of the above

8. In which year was the Panchsheel Agreement signed?
- | | |
|----------|----------|
| (a) 1951 | (b) 1952 |
| (c) 1955 | (d) 1954 |

II. Fill in the blanks.

1. India got Independence in the year
2. The problem of integration of states was a difficult one.
3. languages have been included in the Schedule of the Indian Constitution.
4. Subjects such as and were placed in the Union List.
5. A War between India and took place in 1965.

III. Write true or false.

1. The task of integration of Princely States into Indian Union was accomplished by Sardar Patel.
2. The Constituent Assembly had members of the Congress party only.
3. Dr B R Ambedkar was the Chairman of the Constituent Assembly.
4. The Constitution of India came into force on 26 November 1949.

IV. Give short answers to the following questions.

1. Name any three major problems faced by India soon after Independence.
2. How was the problem of refugees solved?
3. Discuss the objective of the Five-Year Plans.
4. What is the major cause of tension between India and Pakistan?
5. What are the two main subjects placed in the State List of the Constitution?

V. Answer the following questions.

1. How was the problem of integration of Princely States solved and by whom?
2. When and why did the war between India and China take place?
3. Mention in brief the major features of India's foreign policy.

VI. Map Work.

On an outline map of India, mark India's neighbouring countries.

VII. Projects and Activities.

1. Make a chart of the languages that have been included in the Eighth Schedule.
2. Work in Groups. Prepare a PowerPoint presentation on India's relations with her neighbouring countries. Each Group can deal with one country.

VALUE-BASED QUESTION

India has never tried to dominate and interfere in the internal affairs of the neighbouring countries. Do you think only such a policy can ensure friendly and cooperative relations with one's neighbours?

HOTS: THINK BEYOND

Although India is a peace-loving country, she had wars with Pakistan and China. Why it so happened?



PROJECT WORK

(Based on Chapters 11–12)

I. Collage

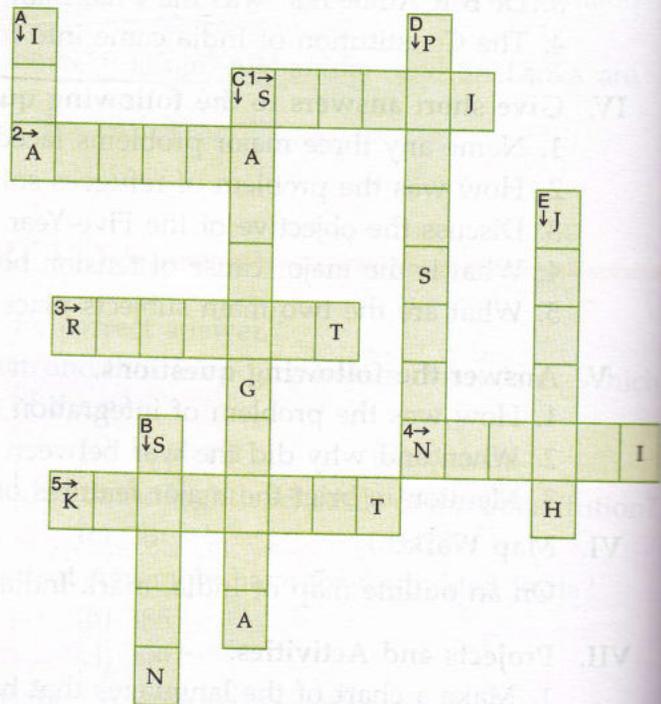
Make a Collage showing the following incidents from the Indian freedom struggle.

- Protest against Simon Commission
- Dandi March
- Jallianwala Bagh massacre

II. Crossword Puzzle

Solve the crossword puzzle with the help of clues given below:

| CLUES | |
|---------------|---|
| Across | |
| 1. | Party formed by Motilal Nehru and C R Das |
| 2. | Opposite of violence |
| 3. | The Act by which anybody could be imprisoned without assigning any reason whatsoever. |
| 4. | Popular name of Subhas Chandra Bose |
| 5. | Movement led by Ali Brothers |
| Down | |
| A. | Subhas Chandra Bose took charge of this army |
| B. | Commission constituted to look into the working of the Reforms of 1919 |
| C. | Mahatma Gandhi's philosophy based on truth |
| D. | Muslim League demanded a separate nation named |
| E. | Muslim League's powerful leader |



III. Story Telling

Imagine that you are a freedom fighter and participated in the Non-cooperation Movement, 1920. You were beaten by the British police and put into jail. Describe the major significance of the Movement.

IV. "Long years ago we made a tryst with destiny and now the time comes when we shall redeem our pledge... At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom."

Read the above speech and find out the following.

- When was this speech delivered?
- Who had spoken these golden words?



TEST PAPER

(Based on Chapters 8–12)

Total Marks: 50

Time: 2 Hours

1 × 8 = 8

A. Tick (✓) the correct answer.

- Maharaja Sayajirao set up a University in which Princely State?
(a) Baroda (b) Hyderabad
(c) Jamnagar (d) Kathiawar
- Which University was set up to promote education among the Muslims?
(a) Jamia Milia Islamia (b) Hamdard University
(c) Aligarh Muslim University (d) Vishwabharati
- Who started the Young Bengal Movement?
(a) Keshab Chandra Sen (b) Debendranath Tagore
(c) Ishwar Chandra Vidyasagar (d) Henry Vivian Derozio
- Which architectural style was used by the British?
(a) Classical (b) Semi-classical
(c) Neo-classical (d) Modern
- Which Congress Session declared 'Complete Swaraj' as the Goal of India?
(a) Lahore Session (b) Surat Session
(c) Delhi Session (d) Calcutta Session
- Who was the Viceroy of India in 1909?
(a) Lord Minto (b) John Morley
(c) Lord Curzon (d) Lord Hardinge
- Who was the greatest leader of the Muslim League?
(a) Iqbal (b) Mohammad Ali Jinnah
(c) Ali Brothers (d) Zia Ul Haq
- Who was the Governor-General when India became independent?
(a) Lord Wavell (b) A V Alexander
(c) Lord Mountbatten (d) Lord Dufferin



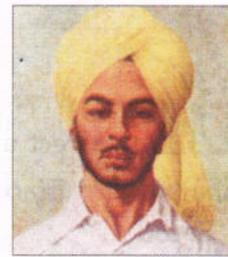
B. Fill in the blanks.

1 × 6 = 6

- Khudai Khidmatgars were also known as
- In 1877, the maximum age limit for the civil service examination was reduced from 21 to years.
- Bombay was a group of islands under the Portuguese control.
- Kashmir has been a major cause of tension between India and
- The Swaraj Party was formed by and
- The Lucknow Pact was concluded by the Congress and the Muslim League in the year

C. Identify the following leaders of the Indian Freedom Struggle. Mention whether they were Moderates or Assertive Nationalists or Revolutionaries.

1 × 6 = 6



D. Write short answers in about 30 words each.

2 × 5 = 10

1. What was the name of the organisation formed by Khan Abdul Ghaffar Khan? What was its contribution to India's freedom movement?
2. Why was a Party formed by Subhas Chandra Bose in 1939. What was its name?
3. How did the 19th century socio-religious reform movements promote nationalism in India?
4. Why was the Simon Commission appointed?
5. What was the attitude of the Government towards the Quit India Movement?

E. Give long answers in about 60 words each.

4 × 5 = 20

1. Discuss the role of Shri Narayan Guru in social reforms.
2. What do you understand by the policy of Non-alignment?
3. Mention any four features of the Indian Constitution.
4. Why did the Congress start the Non-Cooperation Movement in 1920? Why was it withdrawn prematurely?
5. What were the objectives of the Indian National Congress as cited by the President of the first session of the Congress?

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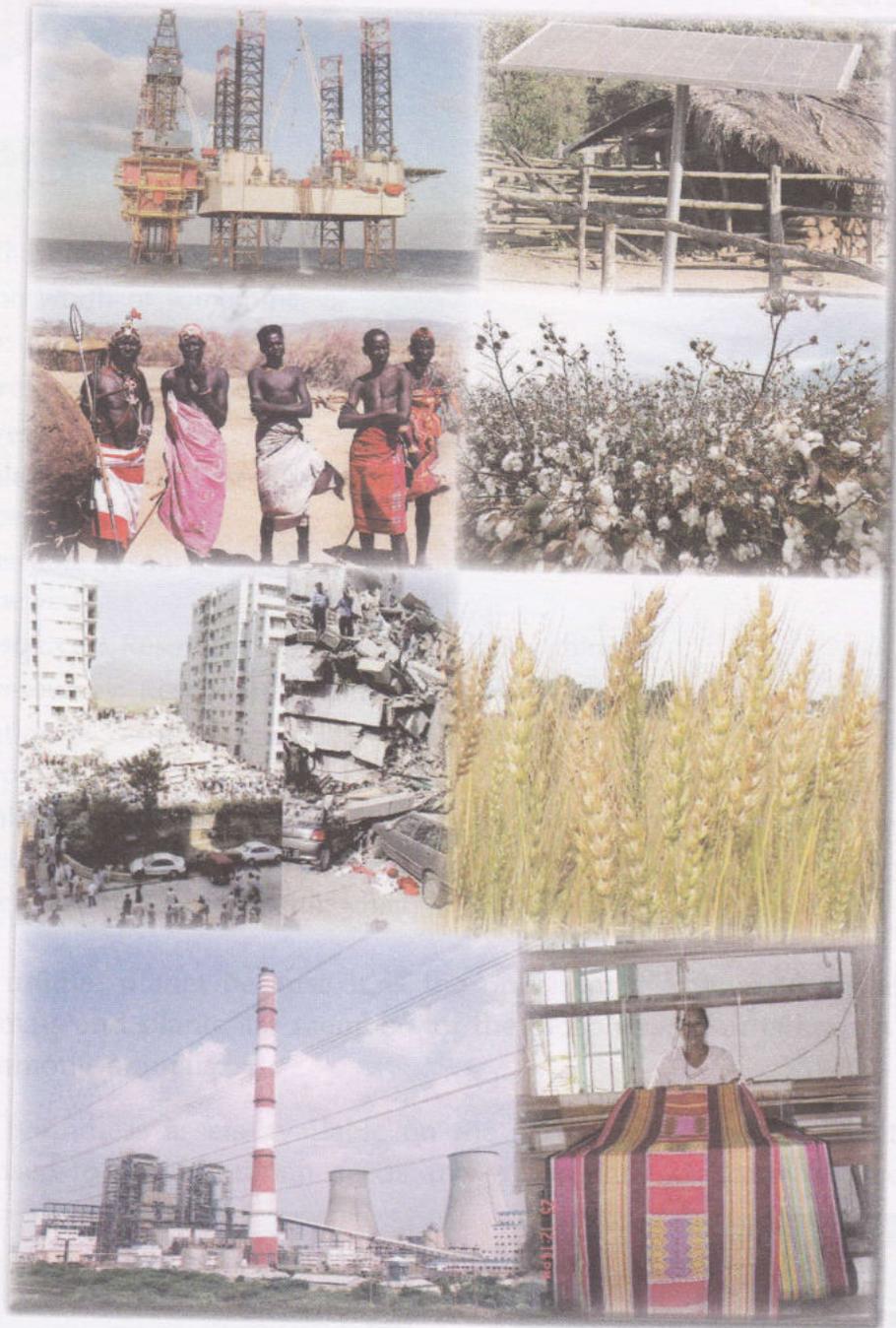
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Resources



Resources and Development

1

Resources

Important terms

Utility: The quality of being useful.

Value: The worth of something.

Resource: Anything that can be used to satisfy a need.

Natural resources: Gifts of nature that can be used to fulfil our basic needs.

Human resource: People who create valuable resources from natural resources.

Renewable resources: Resources which get renewed or replenished in nature within a short period of time.

Non-renewable resources: Resources which cannot be renewed or take a long time to get renewed.

Biotic resources: Resources obtained from living things.

Abiotic resources: Resources obtained from non-living things.

Conservation of resources: Judicious and planned utilisation of resources for sustainable development.

Sustainable development: Development of resources without damaging the environment to meet the needs of the present and future generations.

Biosphere: That part of the earth which supports life.

Earth is a unique planet because it is the only planet known to sustain life. Human beings, animals and plants are members of the biosphere. Man is known to be the most intelligent among animals.

All the boundless assets available on the earth are its natural wealth. When these assets are used to satisfy human needs and wants, they are known as resources.



Bountiful nature and its natural wealth



Human endeavour creates valuable resources

Though thousands of natural elements occur in the environment, not all of these are resources. They must be transformed or consumed to be able to provide benefit. Thus, any material which can be transformed in a way that it becomes more **valuable** and **useful** to satisfy human needs is called a **resource**. The benefits that resources provide to human beings are increased wealth, improved lifestyle, high well-being, etc.

For example, coal, petroleum, natural gas have existed in the Earth's crust since time immemorial. But these became energy resources when man discovered them and developed technology to utilise these materials as fuel.

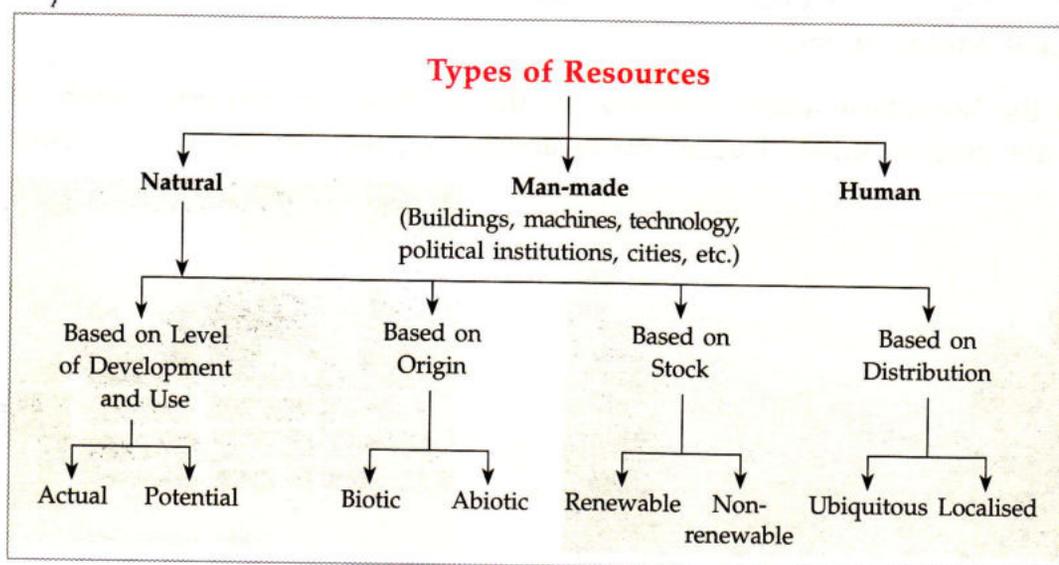
It is important to know that nature has given us only a few free gifts like sunlight, air, water and natural vegetation. We enjoy these without much effort. But many natural substances are difficult to obtain as they occur inside the earth.

Time and technology have been important factors in changing these substances into valuable resources. Since man appeared on the earth, his understanding of natural processes has improved. The ever expanding knowledge about the earth systems and the emerging new ideas and skills have enabled man to create new technologies. Thus, **resource development** is the result of interaction between materials provided by nature and the innovative mind of man.

In this inter-dependent relationship between man and resources, human endeavour and creativity enhance commercial value and usability of natural materials. It is important to understand that while man plays a unique role in resource development, he himself is also an important resource. He uses his knowledge, ideas, aspirations, cultural development and skill to create more resources. For example, the invention of producing steam by burning coal led to the great Industrial Revolution that had changed the life-style of man.

TYPES OF RESOURCES

Resources are generally classified into three types—**natural**, **man-made** and **human**.



NATURAL RESOURCES

The gifts of nature or natural endowments fall under the category of **natural resources**. Rocks, minerals, plants, animals, etc. are natural resources which are used by man in the same state or with certain modifications.



Some natural resources on earth

MAN-MADE RESOURCES

Man-made resources are the resources created by humans. They do not occur naturally. For example, roads, almirah, cooler, bus, car, machinery, etc. Natural resources are used as raw materials to prepare man-made resources. Man-made resources enhance the lives of the people.



Man-made resources

HUMAN RESOURCES

Human beings are the most important asset of any nation. They are known as **human resource**. But, a country does not become great only because of large population. Its people must have the knowledge, skills and motivation to become productive. Hence, human resource is evaluated on the basis of physical and mental health, education, technical development and the prominence of humane qualities among the people living in a nation. It is the only resource that improves with age and experience. Human beings have the ability to produce more resources with the help of technology, skills and knowledge.

Hence, it is very important to enhance the quality of people's skills and upgrade the sectors of health and education. This process of training and development of people is known as **human resource development**.



Human resources: People in different areas of work

TYPES OF NATURAL RESOURCES

Natural resources are further classified on the basis of the following factors:

- (1) Level of development and use
- (2) Origin
- (3) Stock
- (4) Distribution

The distribution of natural resources on the earth is highly uneven due to the differences in physical factors like terrain, climatic conditions and altitude.

ON THE BASIS OF LEVEL OF DEVELOPMENT AND USE

Actual and Potential Resources

The resources which have been developed by man for use and which are being continuously utilized are called **actual resources**. On the other hand, the resources which have not been used yet or which are still in the preliminary stages are known as **potential resources**. These resources could be used in future when the level of technology will be advanced enough to easily utilise these resources.

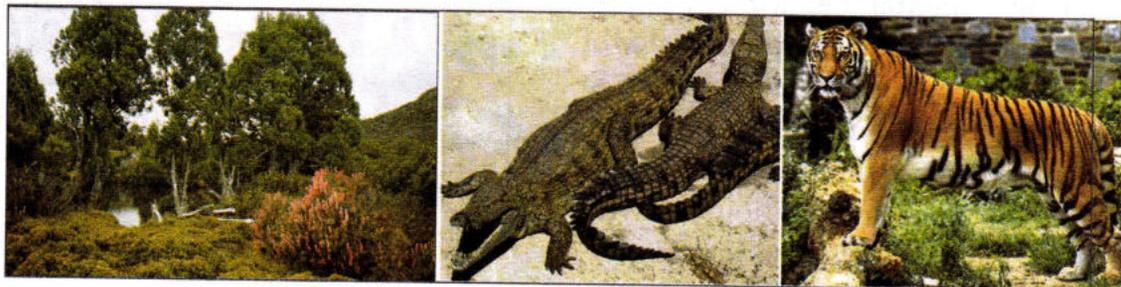
Minerals, resources used in food articles, conventional energy resources, cattle, etc. are actual (developed) resources. Man has acquired the skills to utilize them and has made them useful for life in a number of ways.

An example of potential resource is petroleum that may exist in the Himalayan region of India having old sedimentary rocks or uranium found in Ladakh, which have not actually been extracted and utilised. With development in technology and the advancement of skills in the future, it will be possible to develop the potential resources and utilize them fruitfully.

ON THE BASIS OF ORIGIN

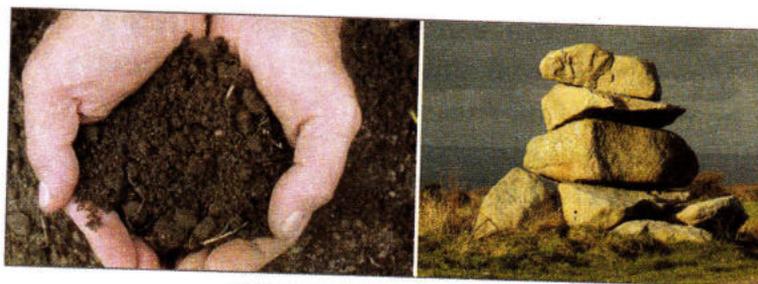
Biotic and Abiotic Resources

On the basis of their sources of origin, resources may be classified into biotic and abiotic. **Biotic resources** include the members of biosphere. They are also known as living resources. They include plants, animals and microorganisms. Man also belongs to the category of biotic resources.



Biotic resources: plants and animals

Abiotic resources are the substances made of non-living things. Rocks, minerals, soil, water, etc. are abiotic resources.



Abiotic resources: soil and rocks

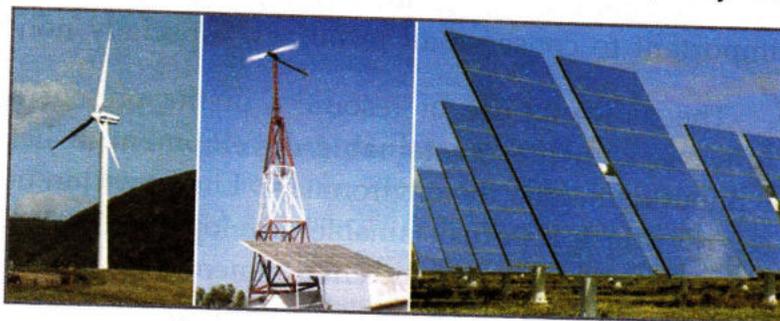
Most biotic resources like plants and animals are renewable while abiotic resources like land, minerals and power resources are non-renewable.

A number of biological species have become extinct from the earth due to various ecological reasons which is a matter of great concern. It is the duty of man to regulate his activities in such a way that at least the species of plants and animals, which are existing at present are saved from becoming extinct. Similarly, the non-renewable abiotic resources must be conserved because they are also very useful and important for human life. By judicious consumption and using alternatives, we can save them for the future.

ON THE BASIS OF STOCK

Renewable and Non-renewable Resources

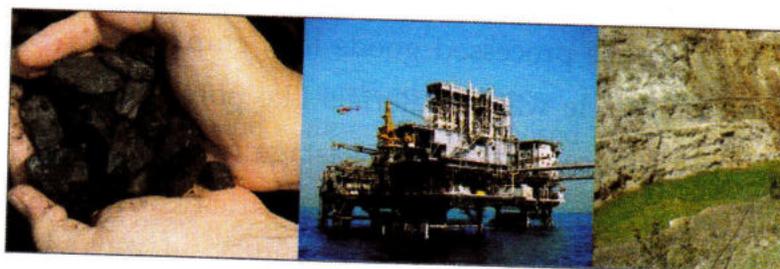
On the basis of continued availability, resources may be classified as renewable and non-renewable. **Renewable resources** are those which can be used continuously year after year, *i.e.* they do not get exhausted and can be replenished. Therefore, they are also known as replenishable or inexhaustible resources. Solar energy, water, air and sea waves belong to this category which will continue to exist on the earth indefinitely. Man will never be deprived of their availability, hence, they are called renewable resources.



Renewable resources: wind, solar energy

Some biotic resources like plants, animals and microorganisms are renewable. They can be renewed under favourable environmental conditions. Soil is a renewable resource over a long period of time. However, it is a non-renewable resource over a short period.

On the other hand, some resources can be used only once. After use, they either get exhausted or become unfit for being used again. Such resources are called **non-renewable resources** because there is a limit to their availability. They are also



Non-renewable resources: coal, petroleum, uranium

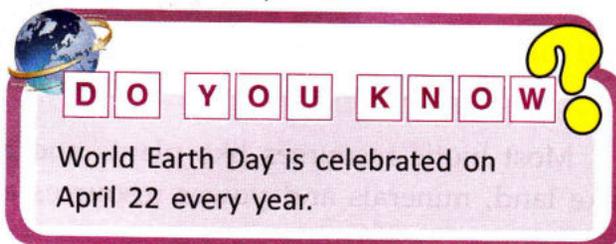
known as non-replenishable or exhaustible resources as they get totally exhausted and cannot be renewed. Minerals like coal and petroleum are non-renewable resources because they get destroyed immediately after use.

ON THE BASIS OF DISTRIBUTION

Ubiquitous and Localised Resources

On the basis of distribution, resources are classified into two types, namely, ubiquitous and localised. Resources which are found everywhere on the earth like air and water are called **ubiquitous resources**.

Resources which are confined only to some places like petroleum and iron ore are called **localised resources**.



CONSERVATION OF RESOURCES

We have been gifted with large quantities of natural resources on Earth. We must consume them judiciously, save them from wastage and protect them for future generations. Natural resources are quite important for man. To fulfil his needs, man has been exploiting these resources in a number of ways. If the exploitation of non-renewable resources continues at the same rate, then the reserves of minerals like coal, petroleum, uranium, etc., will become scarce. Therefore, we must use them judiciously so that they are available for a long time. This practice is known as **conservation of resources**. It is important to conserve all resources, especially non-renewable.

The judicious use of resources in the present as well as conserving them for the future is known as **sustainable development**. It helps in the development of resources without damaging the environment. Living within our environmental limits is one of the central principles of sustainable development. But the focus of sustainable development is far broader than just the environment. It is also about ensuring a strong, healthy and just society. This means meeting the diverse needs of all people in existing and future communities and creating equal opportunity.

Man has been able to make progress only because of development and consumption of these resources. To sustain the rate of development and keep the future bright, it is our prime duty to conserve the resources. Following are some steps that we can follow to conserve resources:

1. Reuse processed goods like, empty bottles, cans, old clothes etc.
2. Recycle waste materials like polythene bags, bottles, cans, furniture etc.
3. Reduce misuse and wastage of paper as trees are cut for manufacturing paper.
4. Stop unnecessary use of electricity, water etc. Fans, lights, ACs should be switched off if they are not in use. Turn off water faucet when water is not being used.

5. Walk or use the public transport as much as possible. Avoid using private vehicles to reduce air pollution.

By following the above measures we can contribute to the conservation of natural resources and make the path of human development stronger and definite.

Principles of Sustainable Development

- Respect and care for all forms of life
- Better quality of human life
- Conservation of earth's biodiversity
- Reduction in the depletion of natural resources
- Proper attitude and practices towards the conservation of environment
- Empowerment of communities to care for their own environment

Summary of the Lesson

1. Resources are gifts of nature which are used by man to fulfil his needs and desires and to achieve individual and social aims.
2. Resources can be classified mainly as:
 - (i) Natural resources
 - (ii) Man-made resources
 - (iii) Human resources
3. The gifts of nature which are used almost in their original form are known as natural resources while the useful objects prepared by man are known as man-made resources.
4. Man is a resource himself.
5. There are different ways to classify natural resources:

| Basis of Classification | Types of Resources | |
|------------------------------|--|--|
| Origin | Biotic Resources: They include members of the biosphere and are also known as living resources. E.g. plants and animals. | Abiotic Resources: They include other resources which are not directly or indirectly connected with life. E.g. rocks, minerals, etc. |
| Level of development and use | Actual Resources: Resources which are being used at present are actual (developed) resources. E.g. minerals, conventional energy sources, etc. | Potential Resources: The resources which are yet to be developed are potential resources. E.g. uranium found in Ladakh can be used in the future. |
| Stock | Renewable Resources: These resources can be used again and again and will continue to be available indefinitely. E.g. solar energy, water, etc. | Non-renewable Resources: These resources will be exhausted after a period of time. E.g. coal, petroleum and other minerals. |
| Distribution | Ubiquitous Resources: These include resources which are found everywhere on the earth. E.g. air and water. | Localised Resources: These resources are confined/localised to some places only. E.g. petroleum, iron ore, etc. |

6. It is the prime duty of man to conserve resources and save them for the future generations (sustainable development).

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- Which of the following is not a man-made resource?
(a) Technology (b) Mountains
(c) Factory (d) Painting
- Resources derived from non-living things are called
(a) non-renewable resources (b) non-recyclable resources
(c) abiotic resources (d) All of the above
- Resources which have not been developed yet due to lack of technology are called
(a) renewable resources (b) localised resources
(c) man-made resources (d) potential resources
- Minerals are examples of
(a) non-renewable resources (b) abiotic resources
(c) potential resources (d) Both (a) and (b)

II. Write True or False against each of the following statements.

- Resources are the gifts of nature to man and therefore, it is his duty to conserve them.
- Chair, table, house, electricity and television are examples of natural resources.
- The resources which get exhausted after use are known as renewable resources.
- If there are ample reserves of resources in a certain area, we should continue to exploit them indiscriminately.
- By continuous conservation of resources, the future life of man can become comfortable.

III. Match the following.

Column A

- Coal
- Rocks
- Hides and skins
- Biofuels
- Air

Column B

- Ubiquitous resources
- Potential resources
- Non-renewable resources
- Abiotic resources
- Biotic resources

IV. Distinguish between the following.

- Renewable and non-renewable resources
- Potential and actual resources
- Biotic and abiotic resources
- Human resources and man-made resources
- Ubiquitous and localised resources

V. Short Answer Questions.

1. What are resources?
2. Why is the distribution of natural resources on earth highly uneven?
3. Give five examples of man-made resources.
4. Define the term 'sustainable development'.
5. Give one way of conserving resources.

VI. Long Answer Questions.

1. What are the different bases for the classification of natural resources? Explain different types of natural resources briefly.
2. What is meant by conservation of resources? What is its importance for man?
3. What is the need for human resource development?
4. What does sustainable development mean? Explain.

VII. Projects and Activities

1. Make posters to depict the conservation of water, forest and wildlife.
2. Make a chart to show how human activities have led to depletion of natural resources.
3. You are a member of the Eco-club. List five activities that you would like to do in your school to conserve natural resources.
4. Collect pictures of some resources that you use in your house, school and playground. State the primary resource from which each is produced. Make a collage of these pictures.

VIII. Role Play

Enact a play based on the theme of Chipko Movement. Show how you and your friends saved trees that were being planned to cut.

VALUE-BASED QUESTION

Nyesha was cleaning her house. She used a vacuum cleaner to clean the sofa, carpet and curtains. To clean the floor, she attached a water-pipe to a tap and started washing the floor and verandah. After a while, her house was neat and clean but a lot of water had collected in front of the gate. When Nyesha's grandmother saw this, she diverted the water towards the flower-bed.

- (a) Name the natural resources used by Nyesha.
- (b) Write any two values displayed by Nyesha's grandmother.
- (e) If you were in Nyesha's place, what would you have done to conserve natural resources?

HOTS: THINK BEYOND

Can biotic resources survive in the absence of abiotic resources?

2

Land, Soil, Water, Natural Vegetation and Wildlife Resources

Important terms

Land use: Using land for different purposes such as agriculture, construction of houses, mining, manufacturing, etc.

Land conservation: Well-planned use of land.

Soil profile: A vertical section of soil from the surface to the parent rock below along with the soil horizons.

Soil erosion: Excessive destruction and removal of soil material by natural factors such as wind, rainfall, etc.

Weathering: Breaking down and decomposition of rocks due to the effect of sun, rain and wind.

Contour ploughing: Ploughing along the contour lines.

Shelter belts: Rows of trees planted to control the force of wind in deserts.

Terrace farming: Cutting hill slopes into steps or terraces for farming.

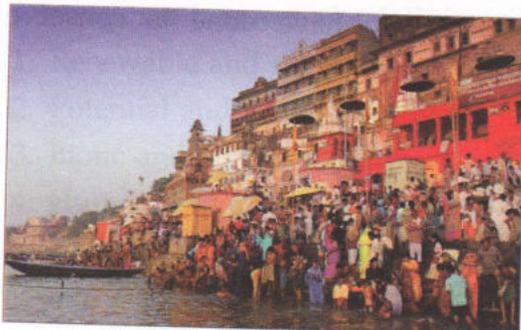
Rainwater harvesting: The technique of storing and recharging of groundwater through the construction of dug wells, ponds and check dams.

Ecosystem: The interdependence and interrelationship of living organisms for survival along with their interactions with the physical environment.

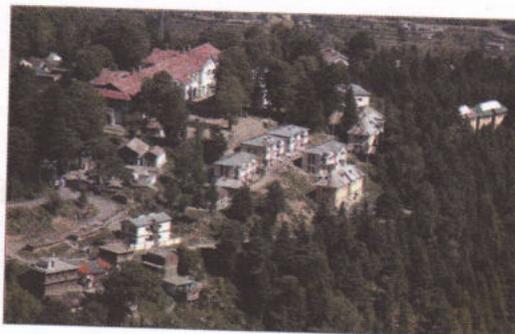
National Park: An area of land protected by the government to conserve the ecology and preserve the wildlife.

Bioreserve: An area preserving wildlife, landforms and waterways while providing appropriate public use and enjoyment of a natural environment.

Observe the two pictures given below. Picture 1 is Varanasi, located on the banks of river Ganga. In picture 2, you can see Dalhousie, a hill station. What differences can you see between these two towns? What could be the differences in the lifestyle of people living at these places?



Picture 1



Picture 2

The life of the people living at a place is greatly affected by the land, quality of soil, availability of water, natural vegetation and wildlife of that place. Natural resources not only determine the population of a place but also affect the food habits, occupation and cultural values of the people of that place.

For example, due to fertile soil, plain land and availability of water, agriculture is the main occupation of the people of Uttar Pradesh. That is why people live a stable life here. On the other hand, the desert part of Rajasthan is not fit for the agricultural activities. Thus, the tribal people who live in the desert part live a nomadic life. Similarly, milk and milk products form the major part of food for the people of Punjab and Haryana as here the geographical conditions are favourable for cattle-rearing. Similarly, being nearer to sea, fish and rice is the major food of the people of Kerala and West Bengal.

Hence, the availability of resources leads to differences in the lifestyle of people. In this chapter we will discuss the important resources used by man.

LAND RESOURCES

Land is an extremely important natural resource for us. Land resources include mountains, plains, plateaus, islands, etc. It covers 29 per cent of the total surface area of the Earth. However, 90 per cent of the world's population occupies only 30 per cent of this land area due to the uneven distribution of land resources on Earth. Places like river valleys, plain areas with fertile soil, grasslands etc. are densely populated whereas, steep slopes, rugged terrains, extremely hot and cold regions, water-logged areas, desert areas and thick forested regions are sparsely populated.

LAND USE

Land is used by man for various purposes. Land as a resource is used for cultivation of crops, grazing of animals, building houses and roads, mining and manufacturing etc. Using land for different purposes is termed as **land use**. People live conveniently and in more systematic and developed way in areas where suitable land is available. In such areas, land is extensively used as a resource.

Variation in land use can be observed in different countries of the world. The land use pattern of some countries is given in the following table:

| Country | Agriculture land | Grassland | Forest | Other uses |
|-----------|------------------|-----------|--------|------------|
| Australia | 6% | 56% | 14% | 24% |
| Brazil | 9% | 20% | 66% | 5% |
| Canada | 5% | 4% | 39% | 52% |
| China | 10% | 34% | 14% | 42% |
| India | 57% | 4% | 22% | 17% |
| Japan | 12% | 2% | 67% | 19% |
| England | 29% | 46% | 10% | 16% |
| America | 21% | 26% | 32% | 21% |

If we observe the land use pattern of the world we will find that about 11 per cent of land is used for agricultural activities. 26 per cent of the land is used as pastures. Forests cover 31 per cent of the land and 32 per cent of the land is used for dwelling, manufacturing and other purposes.

Factors affecting Land Use

- (i) **Topography:** The physical features of an area affect the land use pattern. Fertile plains with a good network of rivers are suitable for human settlement. On the other hand, a lofty mountain might not be suitable due to difficulty in constructing roads and railways.
- (ii) **Economical factors:** A land will not be used if the cost of using it is high. For example, mining work will not be carried out in a region if excessive expenditure is involved in acquiring minerals from that region. Mining work will not be possible unless low-cost technology is developed.
- (iii) **Technological factors:** The situation of human development also determines the nature of land-use. In backward or undeveloped areas, the land is used only for animal rearing and obtaining forest wealth, etc. Whereas, in the developed areas land is used for advanced agricultural activities, construction work and establishment of industries, etc. Land is also used for transport system in developed areas.
- (iv) **Other factors:** Other factors of land-use are—availability of water, quality of soil, climate, etc. Based on the availability of these elements, the use of land is changed. For example, the land having fertile soil will be used for agricultural purposes. Land will be used for housing in good climate areas.



A railway line on mountains

CLASSIFICATION OF LAND RESOURCES

On the basis of ownership, land is classified into two types:

- (i) Private land
- (ii) Community land

Private land is owned and used by an individual only for personal purposes.

Community land is owned and used by the community for collective purposes such as for storage of fruits, vegetables and food grains. Community lands are also known as **common property resources**.

CONSERVATION OF LAND

To fulfill the various needs of growing population, the pattern of land use is changing rapidly. Mountains are being cut down to spread the network of railways and roads. Dense forests are being replaced by human settlements. The developments in technology are changing barren land into agricultural land.

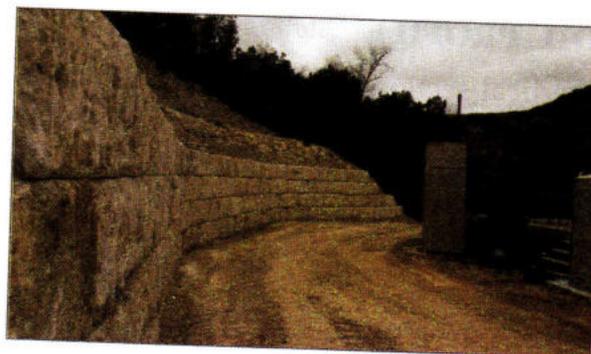
Due to the rapid increase in activities related to agriculture, industries and manufacturing, the pressure on land resources is increasing. As a result, problems like land degradation, landslides, soil erosion, land pollution etc. are increasing. Therefore, we must make use of land in a systematic way so that maximum utilization is ensured at minimum cost and labour. China is a good example of land use efficiency. The population of China is highest in world. Further, only about one-third of its total area is cultivable. Hence, China faced the problem of feeding its growing population. But, it introduced various measures to protect its farmland and was able to produce adequate amount of food.

Thus, a well-planned land use is called **land conservation**. To ensure a well-planned land use and to minimise land degradation following steps should be taken:

- (i) Afforestation should be promoted.
- (ii) Use of chemical fertilizers and insecticides should be regulated.
- (iii) Mining activities should be controlled.
- (iv) Overgrazing by cattle should be checked.
- (v) Industrial effluents should be treated before discharging them on land or into rivers.
- (vi) Locating landslide-prone areas by using hazard mapping and expanding the vegetation across land to control landslides.
- (vii) No construction work should be allowed in the landslide prone areas.
- (viii) Strong contour barriers should be raised to stop the slipping of lands.

DO YOU KNOW

The Kedarnath landslide in Uttarakhand occurred on June 2013 as a result of the devastating floods. Over 5,700 people were reported dead and more than 4,200 villages suffered damages due to the floods and the ensuing landslide.



Retention wall

SOIL RESOURCES

Soil is the topmost layer of the earth's surface. It helps in the growth of vegetation. Crop production depends on the quality of soil. Human beings and other animals are directly or indirectly dependent on soil for their food and other necessities. Thus, soil is an important resource.

SOIL FORMATION

Soil formation is a long and slow process. It takes many years to make one centimetre thick layer of soil. Due to the influence of wind, water, decomposition of organic matter and human activities, huge rocks continuously break down into smaller pieces. This process is called **weathering**. The weathered rocks mix with organic matter to form soil. Hence, soil is a mixture of rocks, minerals and organic matter.

Factors of Soil Formation

The major factors of soil formation are as follows:

- (i) **Parent rock:** The parent rock determines the colour, composition, chemical properties, permeability etc. of the soil. The texture of soil depends on the parent rock.
- (ii) **Relief and nature of slope:** The role of relief or nature of slope is important in the formation of soil. The nature of slope determines the accumulation of soil. In areas of steep slope the layer of soil is thin whereas in low lying areas the layer of soil is thick.
- (iii) **Flora and fauna:** The rate of soil formation is higher in the areas having more plants and animals. The organic matter decay and recycle nutrients.
- (iv) **Climate:** Rain and temperature are the major determiners of soil formation. The rate of weathering of rocks increases during summers, winters and rains. The climate of a place also determines the quality of soil.
- (v) **Time:** We know that the formation of soil is a slow and continuous process. As the time passes, the thickness of the layer of soil increases.

SOIL PROFILE

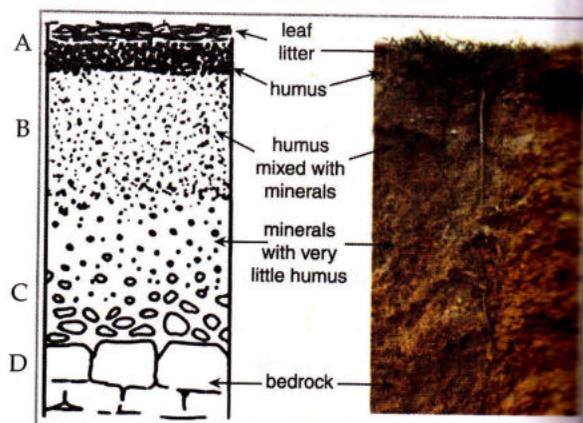
A vertical section of soil from the surface to the parent rock, along with the soil horizons is known as the *soil profile*. The soil profile is different in different places. The main layers or horizons in the soil are:

Topsoil (Horizon A): It is the topmost layer with high content of organic matter (humus). It is dark in colour and is vital for plant growth.

Subsoil (Horizon B): This layer is just below the top soil. It consists of sand, silt and clay. It has a limited amount of organic matter but is rich in mineral content.

Horizons A and B together form the *true soil*.

Rock Fragments (Horizon C): This layer has small pieces of rocks. The true soil develops from these rock materials.



Soil profile

Parent Rock or Bedrock (Horizon D): This layer lies at some depth below Horizon C and consists of solid rocks.

TYPES OF SOIL

We have read that the texture, composition and thickness of the layer of soil depends on the parent rock and climate of that place. The different types of soil found in India and their characteristics are described in the table below:

| Types of soil | Formation | Characteristics | Region | Main crops |
|----------------------------|--|---|---|--|
| 1. Alluvial soil | Formed by the deposition of silt brought by the rivers. | High content of humus makes it fertile | Northern plains of India, delta region | Suitable for most of the crops. |
| 2. Black soil (Regur soil) | Formed due to weathering of lava rocks. | Rich in potash, iron, magnesium but deficient in nitrogen, phosphorus and organic matter. | Deccan plateau, Maharashtra, Gujarat and Madhya Pradesh | Cotton and sugarcane |
| 3. Red soil | Formed by the weathering of igneous and metamorphic rocks | Less fertile due to the deficiency of minerals but adding manure and fertilizers make it fertile. | Tamil Nadu, Karnataka some parts of Maharashtra, Andhra Pradesh, Odisha. | <i>Jowar, bajra, pulses etc.</i> |
| 4. Laterite soil | Formed due to intense leaching of soil caused by heavy rainfall. | Less fertile. Low humus content. | Western coastal region and areas of heavy rainfall | Rubber, coffee, cashew, etc. |
| 5. Mountain soil | Formed by the deposition of organic matter derived from the forest growth. | Very fertile | Mountainous region covered with dense forest | Tea, coffee, spice, etc. |
| 6. Desert soil | Formed in areas that experience more evaporation as compared to rainfall | Less fertile but have soluble salts, sufficient irrigation make it perfect for agriculture | Areas that receive less rainfall and are hot like Rajasthan, Gujarat, Haryana, etc. | Millets (Barley, <i>jowar-bajara</i>) |

SOIL EROSION AND DEGRADATION

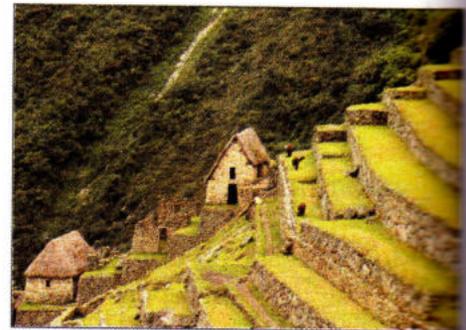
Depletion of upper, fertile layer of soil due to the action of external factors like, heavy rainfall, strong winds, sea waves, human activities etc. is called soil erosion. The reduction in the productivity of soil due to soil erosion is called **soil degradation**. The main causes of soil degradation are as follows:

- (i) overgrazing
- (ii) improper techniques of agriculture
- (iii) deforestation
- (iv) excessive use of chemical fertilizers and pesticides
- (v) natural disasters such as landslides, floods etc.
- (vi) human activities

CONSERVATION OF SOIL

Maintaining the quality of soil and protecting the soil from erosion or reduced fertility is called **soil conservation**. Following methods should be followed for the conservation of soil:

- **Afforestation:** The first and the easiest way to prevent soil erosion is to plant trees. The roots of trees hold the soil firmly and control the flow of water. The leaves falling from trees add humus to the soil. Hence, afforestation should be practiced to prevent the degradation of soil.
- **Terrace cultivation:** In hilly areas, terrace or steps are made on steep slopes in order to cultivate crops on flat surfaces easily. These steps help to prevent soil erosion.
- **Shelter belts:** In desert areas and coastal regions, the speed of the wind erodes the soil. If a row of trees known as shelter belt is planted in these areas, then the speed of wind would be controlled and soil erosion would be reduced.

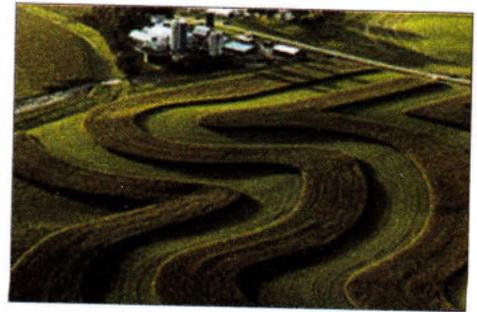


Terrace farming



Shelter belts

- **Contour ploughing:** Ploughing parallel to the contours (curves) of a slope of a hill creates natural barriers that trap the water flowing down the slope. This is known as contour ploughing.



Contour ploughing

- **Contour barriers:** Obstructions made with the help of stones, grass, soil, etc. along the hill slopes are called contour barriers. They create trenches that help to collect water.
- **Mulching:** In this process, the soil between plants is covered by a protective layer of organic matter like straw (also called mulch) in order to retain the moisture of the soil and reduce soil erosion.
- **Rock dams:** In many areas, rocks are stacked together to reduce the flow of water. This prevents the creation of gullies and the washing away of soil.
- **Change in agricultural practices:** The methods of crop rotation and inter-cropping should be practiced in order to enhance fertility of soil. They involve the cultivation of different crops on the same piece of land during different time periods every year and the cultivation of different crops in alternate rows at different times.

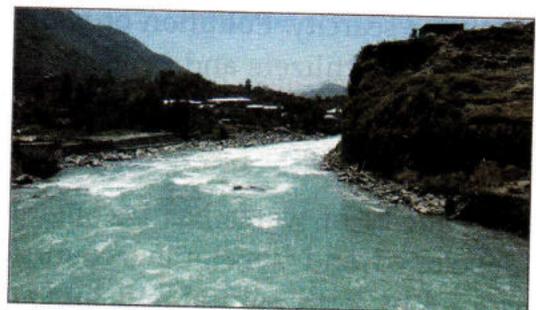
Before selecting the method of conservation, it is necessary to ascertain the root cause of erosion at a place. By adopting proper methods, we can save the soil resources from destruction.

WATER RESOURCES

Water is important for the survival of all forms of life. It is required for the domestic needs of humans like drinking, cooking, bathing, washing, etc. and also for economic activities like industrial activities, cultivation, etc.

Three-fourths (70 per cent) of the Earth's surface is covered by water. That is why it is also known as 'Blue Planet' or 'Watery Planet'. Ninety seven per cent of the water on Earth is in the seas and oceans. Sea water contains salts and hence, cannot be consumed directly.

Thus, only 3 per cent is fresh water, of which 2% is in the form of snow and glaciers found in polar regions and mountain peaks. Hence, only about 1% of all water on Earth is available for us to use. Rain water is the primary source of fresh water. We also get fresh water from rivers, lakes, ponds and in the form of underground water from wells.



River

Water is a renewable natural resource, hence it can be obtained again. Water from sea, rivers, lakes etc. gets evaporated by the heat of sun and reaches into atmosphere in the form of water vapour. The water vapour condenses in the atmosphere and comes back to the earth in the form of rain. This circulation of water is called 'hydrological cycle' or 'water cycle'. Through this natural process, the availability of water remains constant on the earth.

PROBLEMS OF WATER AVAILABILITY

The distribution of rain on the earth is not uniform in terms of amount, area and duration. Some areas get heavy rainfall while others haven't seen rainfall in hundreds of years. In some regions, it rains throughout the year while in others, only for a few months. Thus, it is clear that the distribution of freshwater on the surface of the earth is highly uneven. This affects human resources. The concentration of population in the world is limited to a few areas because it is dependent upon the availability of water. Density of population is low in areas where water is not easily available.

The earliest human civilizations developed around river valleys. Even today, large cities of the world are located near some big rivers. We are dependent on water for survival.

But, increasing urbanisation and higher standards of living have resulted in an ever-increasing demand for water, leading to water scarcity. Pollution of water bodies by use of fertilizers and pesticides has also affected the quality of water, making it unusable.

Scarcity of water has become a very pertinent problem in the world today. Several developed and developing countries are facing acute shortage of water. This has been caused by both natural and human factors such as deviations in the patterns of annual and seasonal rainfall, and pollution and exploitation of water resources.

CONSERVATION OF WATER

Conservation of water resources is essential for humans. It includes making water available for consumption for a longer time and protecting it from pollution. Here, we will discuss some measures for water conservation:

- (i) **Afforestation:** Trees prevent wastage of water as they decrease the rate of surface runoff and renew the storage of underground water.



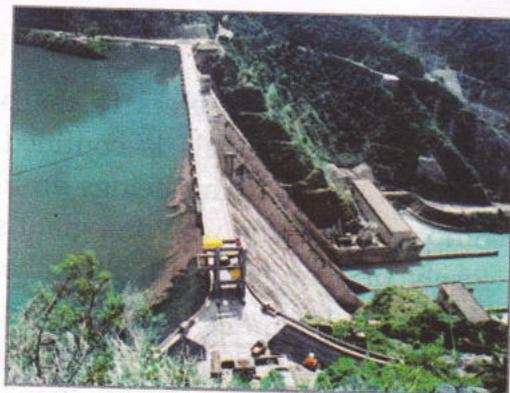
Polluted Yamuna river

 **DO YOU KNOW?** 

World Water Day is celebrated on March 22 every year.

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- (ii) **Building dams on rivers:** Multipurpose projects have been started by building dams on rivers which is an effective way of water conservation. These projects have not only controlled floods but the flow of water in the rivers has also been regulated so that the wasteful flow of water is checked. Moreover, water is supplied to the areas of scarcity through canals. Hydroelectricity is also produced.



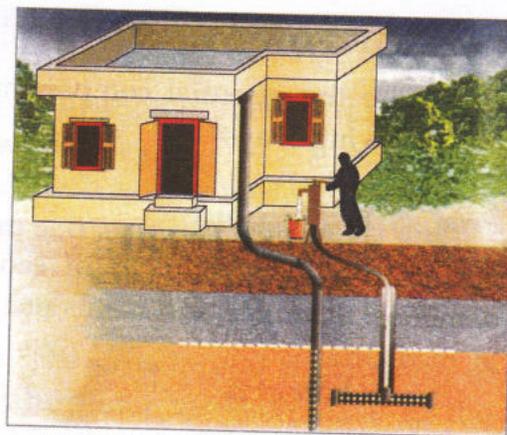
The Bhakra Dam

Multipurpose Dams in India

In India, dams have been built on rivers at a number of places for irrigation and to generate electricity. A few important projects are Bhakra–Nangal, Kosi, Rihand, Hirakud, Koyana, Nagarjuna Sagar, Krishnaraja Sagar, Mettur, Periyar, etc. Of these, the Bhakra dam is one of the highest dams in the world. These projects are also known as the temples of modern India.

- (iii) **Building artificial lakes and tanks:** In south India, there is lack of perennial rivers. Therefore, rainwater is collected in large tanks or artificial lakes so that water can be conserved to the maximum.

- (iv) **Improvement in irrigation techniques:** In traditional technique of irrigation, a lot of water gets wasted through evaporation and seepage. Sprinklers and drip irrigation are effective irrigation techniques that reduce water loss.



Rainwater harvesting

- (v) **Rainwater harvesting:** Another very effective method to conserve water is to adopt rainwater harvesting. In this process, rainwater is collected from rooftops and directed to an appropriate location to store it for future use.
- (vi) **Check on pollution:** Sewage of urban and rural settlements should be treated before its disposal into rivers. Industrial effluents must also be properly treated before discharging them into rivers. They contaminate water with metals and chemicals, which ultimately reach human body.
- (vii) **Individual efforts:** We should also try to check wastage of water at individual level at home, school, offices or public places. Taps should not be allowed to run when not in use. Drinking water should not be used for cleaning or gardening. Small cistern tanks could be used for flushing toilets.

For the safety of human lives and other animals, it is very important to keep water free from pollution. Man can conserve the biosphere only by conserving the water resources.

NATURAL VEGETATION AND WILDLIFE

Natural vegetation refers to the original plant cover on the earth's surface. Existence of plants and animals is confined to the biosphere. Biosphere includes everything, in limits, in which living beings are found, including the non-living components. It can be compared with the web of a giant spider in which every thread remains connected either closely or remotely with the other. In the biosphere, the organisms remain connected with each other, forming a kind of web called the **web of life**. The web of life is a well-organised and a delicately balanced system. Here, it may be noted that the web of life is not static. It is constantly changing, yet maintaining a kind of balance or equilibrium in the nature.

Plants and animals depend on one another for their survival. Relationship between plants and animals and their interaction with the abiotic (physical) components form an **ecosystem**.

Air, water, soil, temperature etc. are the physical components of the ecosystems whereas plants and animals are called the biotic components of the ecosystem.

USES OF FOREST

Forest are the essential component of an ecosystem. For humans, forests are useful in the following ways—

Productive functions

Forests provide a number of economically important products such as timber, cane, bamboos, essential oils, resins etc. Apart from these, a number of forest plants find use in medicines.

Trees are Precious

The commercial value of different species of trees depends on quality of timber, biomass and fruits they produce during their lifetime. All these add upto 0.3% of its real value. The other benefits derived from a medium sized tree could be as follows:

| Benefits | Commercial value (₹) |
|--|----------------------|
| 1. Production of oxygen | 8.6 lakhs |
| 2. Air purifier | 10.5 lakhs |
| 3. Control of soil erosion and fertility of soil | 8.4 lakhs |
| 4. Humidity control and recycling | 3.0 lakhs |
| 5. Providing shelter to birds, mammals and other animals | 5.3 lakhs |
| 6. Products from the tree | 4.3 lakhs |
| Total | 40.1 lakhs |

Therefore, we must protect trees. They are our lifeline.

Protective functions

Forests protect us from strong winds, heat and cold. They prevent soil erosion, floods and thus are helpful in conservation of soil.

Ecological significance/Regulative functions

Forests help in balancing levels of oxygen and carbon dioxide in the atmosphere, regulate earth's temperature and the water cycle. Forests increase the local precipitation and water holding capacity of the soil, thus preventing drought situation. Fallen leaves maintain the fertility of soil by returning the nutrients.

WILDLIFE

Wildlife refers to all plants, animals, birds and organisms which live in their natural habitat.

Importance of wildlife

Wildlife forms an important part of the ecosystem:

1. We get many products from animals.
2. Wild animals are used as a source of gene-bank for breeding programs in animal rearing and pisciculture.
3. Insects like bees provide us honey and help in pollination of flowers. Lac insects provide us lac which is used to manufacture wax.
4. Wildlife helps to maintain the 'balance of nature'. Each species forms an important part of a food web and also plays an important role as decomposers.

DISTRIBUTION OF NATURAL VEGETATION ON EARTH

The earth is covered by different types of vegetation. The growth and distribution of natural vegetation primarily depends on the temperature and moisture. Due to the difference in amount of temperature and humidity at different places, different types of vegetation are found. On this basis, natural vegetation can be classified as:

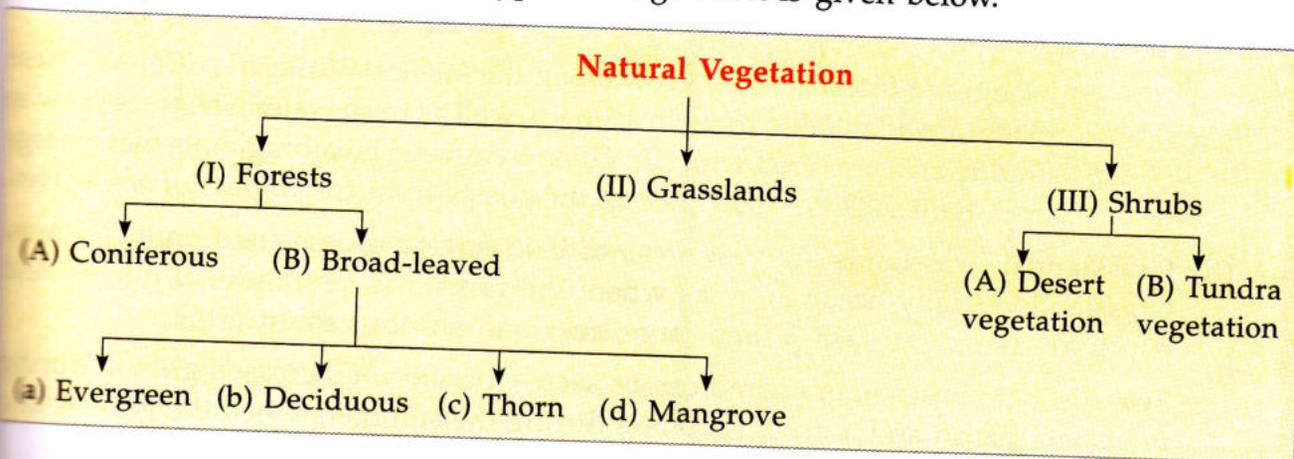
- (i) Forests, (ii) Grasslands, (iii) Shrubs



Find Out

When do we celebrate 'World Forest Day'?

The flowchart of these three types of vegetation is given below.



- (I) **Forests:** Forest of a particular type can be identified on the basis of geographical location, climatic conditions and composition of plant species. Forests in India have a wide variety of plant species.

Forests are classified as:

(A) **Coniferous (needle-leaved) Forests**

These grow in mountainous region where the temperature is low. The size and shape of the trees are adapted to the climate of the area. The trees are tall with needle-like leaves and sloping branches which allow the snow to slip off the branches.

(B) **Broad-leaved Forests**

These forests can be further classified as:

- Evergreen forests
- Deciduous forests
- Thorn forests
- Mangrove forests

- (a) **Evergreen forests:** These are found in areas of high rainfall having long monsoon period. They grow and remain green throughout the year.



Dense forest

- (b) **Deciduous forests:** These are found in areas of moderate rainfall. Teak trees are predominant in such forests, but other trees and shrubs also grow. These trees shed their leaves in winters and summer months. These forests frequently have thick undergrowth as light penetrates to the ground.



Shrub forests grow in areas of low rainfall.

- (c) **Thorny forests:** These are found in semi-arid areas, where water is scarce. The trees are sparsely distributed and are spiny. Some of the trees have small leaves while others have thick leaves with a waxy coating, which reduces transpiration (water loss). Most of the plants have thorns which reduce water loss and provide protection from herbivorous animals.

- (d) **Mangrove forests:** These grow along the sea coasts and river deltas. These plants are adapted to grow in saline as well as fresh water. The trees grow in muddy areas covered with silt. These trees have breathing roots that emerge from banks. These trees protect the coasts from the impact of sea waves.

- (II) **Grasslands:** Grasslands are vast areas of land having grasses and annual plants. Grasslands usually occur in areas where the rainfall is less and soil quality and depth are poor. On such a land large trees and shrubs cannot grow.

Two distinct phases in grassland can be seen— periods of increased growth during monsoon season and a dormant phase during the summers when the grasses dry.

(III) **Shrubs:** Shrubs are found in very hot and very cold areas where the rainfall is very less. Shrubs are found in deserts and tundra region which are very hot and very cold, respectively.

(A) **Desert Vegetation:** Dry and hot deserts, receive very less rainfall. Shrubs in deserts have deep roots, thick barks and a thorny and waxy leaf surface to reduce the loss of moisture by transpiration. Desert vegetation includes cactii, thorny bushes, date palm, etc.

(B) **Tundra Vegetation:** Tundra vegetation is found mainly in the northern cold region where the temperature remains very low throughout the year. This region remains covered with snow throughout the year but during short summers, when the snow melts, lichens, mosses and small grass appear in this region. No tall trees are found here. The vegetation in these regions is very scanty as the ground remains frozen for a long period.

CONSERVATION OF FORESTS AND WILDLIFE

With industrialization, urbanization and expanding agricultural activities additional land is required. This land is obtained by clearing forests. It must be remembered that a forest can be destructed in a few days, but it takes years to grow a forest. Forests grow very slowly. If the trees are felled beyond a certain limit, they cannot be regenerated. Deforestation also affects the wildlife. In the past decade many animal species have become endangered and some are on the verge of extinction. Besides human act, natural factors such as tsunami, forest fires, landslides also cause loss of forests and wildlife. Thus, conservation of forests and wildlife has become a global issue. For humans to survive, we must actively contribute to save these important natural resources.



Depletion of forests

Some important points for the conservation of forests and wildlife are mentioned below:

(i) Efficient use of forest products

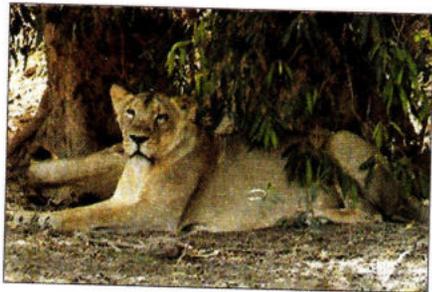
- Trees are cut down to use wood as fuel. Alternative sources of energy should be found to replace fuelwood.
- Paper is manufactured from wood pulp. By using paper judiciously and recycling paper, we can save trees.
- Increase demand for products such as ivory, hides, etc. puts pressure on forest and wildlife. By reducing consumption of these products, we can save these resources.

DO YOU KNOW?

- There are 592 protected areas, out of which 92 are National Parks and 500 Wildlife Sanctuaries.
- There are variety of ecosystems and habitats in these parks and sanctuaries.
- Some of the most fascinating and endangered species of animals are found here.

(ii) **Creating National Parks, Wildlife Sanctuaries and Bioreserves**

- They should be created to protect plants and animals.
- In these protected areas plants and animals occupy their natural habitat.
- In these areas human activity such as hunting, fishing etc. is prohibited.



The Gir National Park in Gujarat



The Sanjay Gandhi National Park

(iii) **Preservation of creeks, lakes and wetlands**

- The wetlands need to be protected from pollution and poor management.
- These areas need preservation to protect the aquatic plants and animals.
- They are also important as many people depend on wetlands for food and income.

(iv) **Awareness Programmes**

- Awareness programmes like celebration of 'Van Mahotsava', wildlife week, etc. should be encouraged.
- The schools should have eco-club through which students are encouraged to participate in conservation programmes.
- Awareness programmes should also be conducted about the endangered wildlife species and how citizens can help protect them.

(v) **Enactment of laws**

- Laws have been framed against poaching.
- Usage of certain animal products has been banned. *For example*, shahtoosh shawl made from hair of Tibetan antelope is banned.
- Strict penalties should be applied under laws such as Wildlife Protection Act and Forest Act.

(vi) **Special conservation programmes and organisations**

- Special programs like 'Project Tiger' should be launched. Project Tiger was aimed at protecting Bengal Tigers from extinction, combat poaching and preserve their habitat.
- Special organisations like the Society for Prevention of Cruelty to Animals (SPCA), the World Wide Fund for Nature (WWF) and the Prevention of Extreme Treatment to Animals (PETA) have been established.
- An international convention, Convention on International Trade in Endangered Species (CITES) has been established to ensure that plant and animal are not threatened due to international trade of specimens.

It is the prime duty of every citizen to conserve plants and animals for the survival of the present as well as the future generations.

Forest fires: In cooler tropical regions, friction or rubbing among the branches of trees creates forest fire.

Forest resources are completely destroyed in these fires if proper preventive measures are not taken. In the forests of Canada, there are watch posts at intervals to prevent forest fires. Every post is equipped with modern fire fighting and extinguishing equipment and quick communication facilities. The USA and Canada have air patrols too.



Forest fire

Summary of the Lesson

- The gifts of nature become resources only when their utility is established.
- Land resources are used by man for housing, agriculture, road construction, etc. Therefore, we should use land in a systematic, scientific and judicious manner.
- The upper layer of the earth's crust is called soil. It is primarily used by man for cultivation. There are various types of soil.
- Soil keeps on eroding due to various factors. We should conserve it in the interest of human beings.
- Water resources are very useful and are available in abundance on the earth. Since the distribution of water and rain is uneven, it is the duty of every individual to conserve water and keep it free from pollution.
- Natural vegetation is very useful for maintaining environmental balance. Natural vegetation and forests are beneficial for man in many ways such as to maintain environmental balance, for soil conservation and climate regulation, for causing rainfall, to provide habitat for wildlife, etc. We all must conserve our environment to maintain ecological balance.
- Wildlife is an integral part of the biosphere. Due to environmental imbalances, many species have become extinct and many others are on the verge of extinction. Conservation of wildlife is very important.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Soil is formed by the process of
 - (a) weathering
 - (b) erosion
 - (c) gradation
 - (d) All of the above
2. Which one of the following is not a method of soil conservation?
 - (a) Contour ploughing
 - (b) Crop rotation
 - (c) Deforestation
 - (d) Terrace cultivation

3. Water can be conserved by
 - (a) rainwater harvesting
 - (b) construction of dams
 - (c) judicious use of water
 - (d) All of the above
4. Which one of the following is the most appropriate method to conserve forests and wildlife?
 - (a) Afforestation
 - (b) Creating Bioreserves and National Parks
 - (c) Protection of endangered species
 - (d) All of the above
5. Which layer of soil is most suitable for plant growth?
 - (a) Topsoil
 - (b) Subsoil
 - (c) Bedrock
 - (d) Rock fragments

II. Fill in the blanks.

1. part of the earth is covered by land.
2. Land use in China has been affected due to excess of the landform.
3. There is of water in desert areas.
4. Growth of forests maintains balance.
5. Animals live in their natural habitat in

III. Match the following.

Column A

1. A method of land degradation
2. Conservation of soil
3. Construction of multipurpose projects
4. Trees shedding their leaves in a particular season

Column B

- (a) Deciduous
- (b) Soil erosion
- (c) Contour ploughing
- (d) Water conservation

IV. Explain the following terms.

1. Shelter Belts
2. Terrace Cultivation
3. Environmental Balance
4. Multipurpose Project
5. Rainwater Harvesting

V. Short Answer Questions.

1. What are the purposes for which humans use land?
2. Why is it necessary to make a proper plan for land use?
3. What is humus and why is it useful for soil?
4. Name the factors which help in soil formation.
5. Differentiate between evergreen and deciduous forests.
6. Briefly describe how natural vegetation is distributed on Earth.

VI. Long Answer Questions.

1. Why is soil conservation necessary and how can it be done?
2. Write a short note on the conservation of forests and wildlife.
3. What steps are necessary to protect water from pollution?
4. How are forests useful to us?
5. Briefly describe the types of soil found in India.
6. Give a brief description of the soil profile.

VII. Map Work

On an outline map of India, mark the dams like Bhakra Nangal, Narmada, Hirakud, Nagarjuna Sagar and the rivers associated with them.

VIII. Projects and Activities

1. Prepare a model to exhibit the methods of soil conservation.
2. Visit a water purifying plant. Find out the pollutants present in water and how they are removed.
3. Collect pictures of endangered species of plants and animals in India and paste them in your scrapbook.

IX. Data Analysis

Land use in selected countries

| Countries | Percentage of area | | | |
|-----------|--------------------|---------|--------|------------|
| | Croplands | Pasture | Forest | Other Uses |
| Australia | 6 | 56 | 14 | 24 |
| Brazil | 9 | 20 | 66 | 5 |
| Canada | 5 | 4 | 39 | 52 |
| China | 10 | 34 | 14 | 42 |
| France | 35 | 21 | 27 | 17 |
| India | 57 | 4 | 22 | 17 |
| Japan | 12 | 2 | 67 | 19 |
| Russia | 8 | 5 | 44 | 44 |
| UK | 29 | 46 | 10 | 16 |
| USA | 21 | 26 | 32 | 21 |
| World | 11 | 26 | 31 | 32 |

Study the above table and answer the following questions.

- (i) Name the countries having the highest percentage of land under croplands, forests, pastures and other uses.
- (ii) How would you relate the land use patterns of these countries with the probable economic activities?

VALUE-BASED QUESTION

A leopard entered a village. The villagers immediately informed the police and the forest officials. They arrived with nets and tranquilisers. The officials successfully captured the leopard and took it back to the forest. No one was hurt in this incident.

- (i) What values are displayed by the villagers?
- (ii) Give two ways in which wildlife can be conserved?

HOTS: THINK BEYOND

Why do we need to conserve wildlife resources?

3

Minerals and Power Resources

Important terms

Minerals: Naturally occurring substances which have a definite chemical composition.

Mining: Economic activity that deals with profitable extraction of minerals.

Open cast mining: A method of mining which involves the removal of overlying materials to extract the minerals from shallow depth.

Shaft mining: A method of mining which involves the construction of vertical or horizontal shafts to extract minerals from sites deep under the earth.

Offshore drilling: Digging of deep bores/pipes to extract oil and natural gas from offshore areas.

Conventional sources of energy: Energy generated from wood, coal and petroleum which are non-renewable.

Non-conventional sources of energy: Energy generated from forces of natural elements like sun, wind, water, tides and biodegradable wastes which are renewable.

Minerals and power resources are essential components of modern industry. The industrial and economic development of a country depend on the presence of mineral and power resources.

MINERAL RESOURCES

We know that the surface of earth is made up of different types of rocks. The rocks are composed of materials called minerals. But, the quantity and type of minerals may differ. A rock may consist of one material or combination of several minerals. The rocks from which minerals are mined or extracted are called ores.

Let us find out, what exactly are minerals. Minerals are naturally occurring substances which have a definite chemical composition. Minerals are created by the natural processes in different geological environment and circumstances. They are created without any interference of humans. Minerals are recognised and classified on the basis of different qualities like, colour, hardness, density, etc.

Minerals are unevenly distributed on the earth's surface. They are confined to certain parts of the world and associated with certain types of rocks.

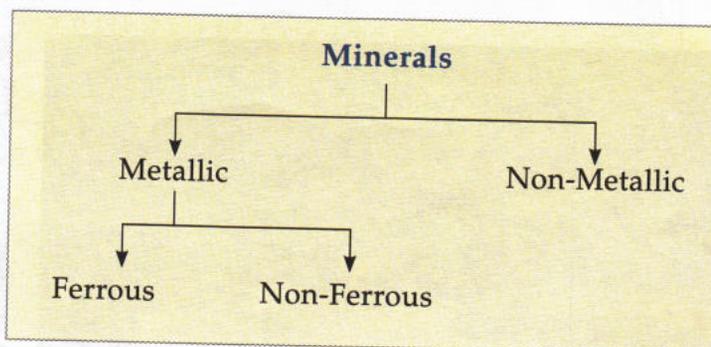
Difference between Rocks, Ores and Minerals

| Basis | Rocks | Ores | Minerals |
|-----------------------------|--|---|---|
| Nature | Rocks are natural substances, having one or more minerals. | Rocks from which minerals can be extracted economically are called the ores of that particular mineral. | Minerals are chemical compounds found in rocks in mixed form. |
| Chemical composition | Rocks do not have definite chemical composition. | Ores do not have a definite chemical composition but have only one type of mineral in a large quantity. | Minerals have a definite chemical composition. |

TYPES OF MINERALS

There are innumerable minerals on the earth. Minerals can be classified on the basis of their physical characteristics like, colour, density, hardness etc. as well as their chemical characteristics. Based on the composition, they are classified into **metallic** and **non-metallic** minerals.

Metallic minerals are generally found as ores which contain metals in their raw forms. They are further classified into **ferrous** and **non-ferrous minerals**. Ferrous minerals like iron ore, manganese and chromites contain iron. Non-ferrous minerals like lead, copper and gold do not contain iron.



Non-metallic minerals do not contain metal. They are generally found in sedimentary rocks. Coal, salt, potash, sulphur and nitrate are non-metallic minerals.

Differences between Metallic and Non-metallic Minerals

| Metallic Minerals | Non-metallic Minerals |
|--|--|
| 1. Metals are extracted from these minerals. | 1. They do not contain metals. |
| 2. They are malleable and ductile. | 2. They are non-malleable and non-ductile. |
| 3. They have a shining lustre and are hard in texture. | 3. They are soft and non-lustrous. |
| 4. They are associated with igneous and metamorphic rocks. | 4. They are associated with sedimentary rocks. |
| Examples: iron, gold, silver, manganese | Examples: salt, sulphur, potash, coal, petroleum |

EXTRACTION OF MINERALS

The process of extracting minerals from the rocks buried under earth's surface is called **mining**. The holes or pits dug in the earth to extract minerals are called **mines**.

Types of Mining

Minerals are extracted from the earth by different methods:

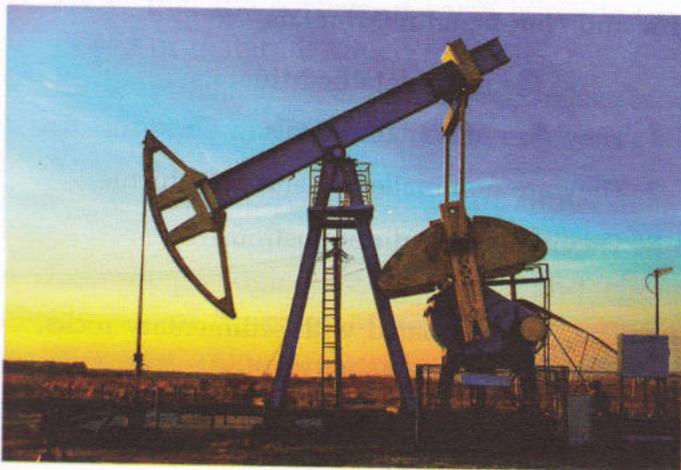
- (i) **Open cast mining:** Minerals that lie at the shallow depth are extracted by open cast method. Such minerals are taken out by removing the upper layer of the earth.
- (ii) **Shaft mining:** Minerals that lie deep inside the earth are extracted by digging or boring 'shafts'. These shafts are made to reach the minerals that are deep inside the earth. Shafts may be vertical or sloping. This method is ideal for extracting iron and coal.
- (iii) **Drilling:** Petroleum and natural gas are found very deep below the earth or sea level. To extract them, deep wells are bored. This method of mining is called drilling.
- (iv) **Quarrying:** Minerals that lie near the earth's surface are extracted by digging them out. This method is called quarrying.



Open cast mining



Shaft mining



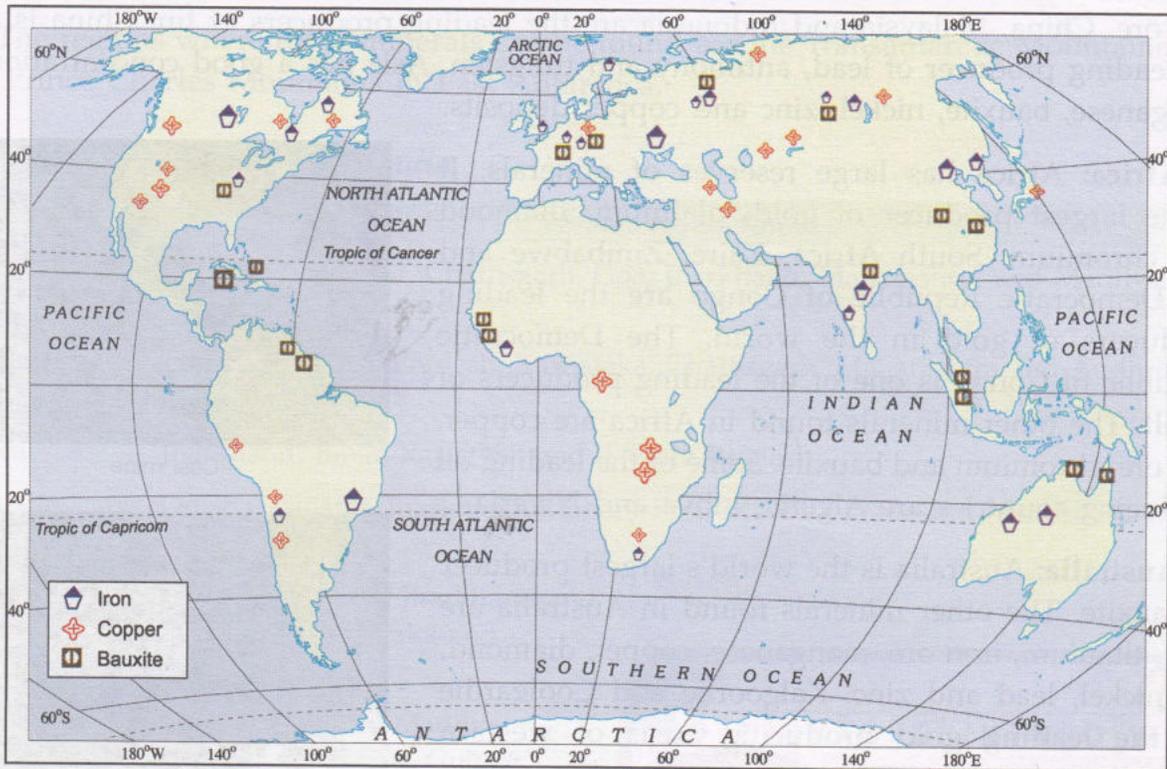
Drilling



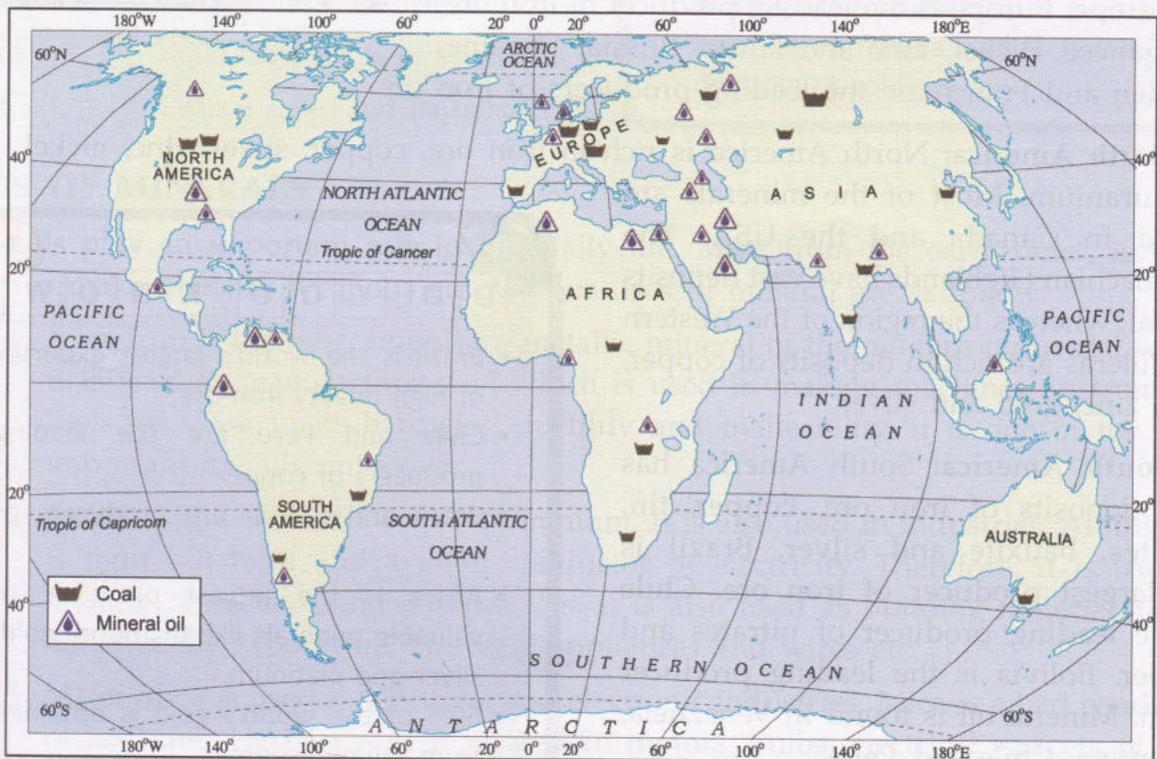
Quarrying

DISTRIBUTION OF MINERALS

The occurrence of minerals is associated with the type of rocks. Some minerals like iron, copper, tin and zinc occur in igneous and metamorphic rocks while coal, petroleum, salt are found in sedimentary rocks.



World: Distribution of iron ore, copper and bauxite



World: Distribution of coal and mineral oil

Distribution of Minerals in World

A study of maps of various minerals in the world shows that their distribution is highly uneven.

Asia: In the continent of Asia, China and India are the two largest producers of iron ore. China, Malaysia and Indonesia are the leading producers of tin. China is also the leading producer of lead, antimony and tungsten. Asia has a good concentration of manganese, bauxite, nickel, zinc and copper deposits.

Africa: Africa has large reserves of minerals. It is the largest producer of gold, platinum, diamond and chromium. South Africa, Zaire, Zimbabwe and the Democratic Republic of Congo are the leading producers of gold in the world. The Democratic Republic of Congo is one of the leading producers of cobalt. The other minerals found in Africa are copper, iron ore, chromium and bauxite. Some of the leading oil producing countries are Algeria, Libya and Nigeria.

Australia: Australia is the world's largest producer of bauxite. The other minerals found in Australia are gold, titanium, iron ore, manganese, copper, diamond, tin, nickel, lead and zinc. Kalgoorlie and Coolgardie are the leading gold producing areas of western Australia.

Europe: Europe is the leading producer of iron ore, manganese, nickel, zinc and silver. Russia, Ukraine, Sweden and France are the leading producers of iron ore.

North America: North America is rich in iron ore, copper, silver, zinc, nickel, gold and uranium. Most of the minerals are found in Canada and the USA. The Appalachian Highlands have vast deposits of coal, whereas the region of the Western Cordilleras are rich in deposits of copper, lead, zinc, gold and silver.

South America: South America has vast deposits of iron ore, copper, tin, nitrates, bauxite and silver. Brazil is the largest producer of iron ore. Chile is the leading producer of nitrates and copper. Bolivia is the leading producer of tin. Mineral oil is found in Venezuela, Argentina, Chile and Peru.



Coal mine



Gold mine



DO YOU KNOW?



- Brazil is the world's largest exporter of high quality iron-ore.
- Chile and Peru are the leading producers of copper.
- Brazil and Bolivia are producers of Tin.
- Africa is the largest producer of valuable minerals like diamond, gold, silver and platinum.
- 50% of the world's gold is obtained from Johannesburg.

Antarctica: Since Antarctica is covered by snow mainly throughout the year, the minerals present there have not been extracted yet for commercial use. It has been estimated that there are significant reserves of minerals such as coal, iron, gold, silver, copper, oil and uranium in Antarctica that can be put to commercial use.

The regions where these minerals can be found are the Transantarctic Mountains and the Prince Charles Mountains in East Antarctica.

Distribution of Minerals in India

| Minerals | States where found |
|-----------|---|
| Iron | Odisha, Karnataka, Chattisgarh, Goa, Jharkhand, Maharashtra and Madhya Pradesh |
| Manganese | Odisha, Madhya Pradesh, Karnataka, Chattisgarh, Maharashtra and Andhra Pradesh |
| Mica | Jharkhand, Bihar, Rajasthan and Andhra Pradesh |
| Bauxite | Odisha, Gujarat, Jharkhand, Maharashtra, Madhya Pradesh, Chhattisgarh and Tamil Nadu |
| Copper | Madhya Pradesh, Jharkhand and Rajasthan, Karnataka and Andhra Pradesh |
| Limestone | Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Tamil Nadu, Bihar, Jharkhand, Odisha and Chhattisgarh |
| Gold | Kolar Gold fields in Karnataka |
| Salt | Coastal states and Rajasthan |

DO YOU KNOW?

- India is the world's largest producer and exporter of mica.
- Kolar in Karnataka (India) has large deposits of gold.

USES OF MINERALS

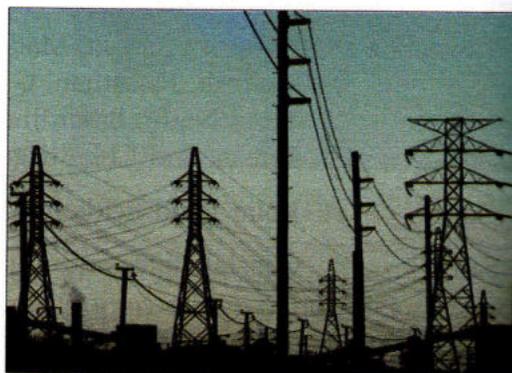
Minerals play an important role in our daily life. Man, from the early times, is using them to make utensils, weapons etc. Various uses of mineral are as follow:

1. **Iron:** Iron is the most important metallic mineral of the modern industrial world. It is used to manufacture steel which is used in making machines, instruments, tools etc. Due to its hardness, ductility and malleability, it is one of the most important metallic minerals.
2. **Bauxite:** Bauxite is the ore of aluminium. It is also used in industries. Aluminium is light but hard and a good conductor of electricity. Therefore, it is used in making aeroplanes and automobiles. It is also used as building material and to make kitchen cookware, electrical appliances and wires etc.
3. **Mica:** Mica is used in electrical and electronic industries. Mica is a bad conductor of heat and electricity so it is used in motors, bulbs, electrical gadgets of high voltage etc. It is also used in lubricants and paints.

4. **Copper:** Copper is a good conductor of electricity. Therefore, it is used in electrical wires, electric motors, generators etc. Copper is mixed with gold for making jewellery.
5. **Manganese:** Manganese is used as a raw material to melt iron-ore. It is also used as an alloy. Manganese is mixed with stainless steel to make it hard and strong.
6. **Limestone:** Limestone is an important raw material in cement industry. Besides, limestone is also used as building material for houses, roads, etc.
7. **Gold:** Due to the qualities of brightness and ductility gold is a valuable metal. It is mainly used for making jewellery or ornaments.
8. **Salt:** Salt is an important part of our food. It is also used as preservative.
9. **Quartz:** Silicon used in computers is obtained from quartz. It is also used for making glass, ceramic pots, tiles etc.
10. **Tin:** Tin is used in cans, bottles, roof etc. It is also used as an alloy. Tin is a light weight and bright metal therefore, it is used as building material and in decorative items.

CONSERVATION OF MINERALS

Minerals are exhaustible resources. Their formation takes millions of years. Thus, they must be conserved as the demand for minerals is increasing day-by-day to meet the needs of the present and future generations. Minerals can be conserved by reducing their consumption, and by avoiding their wastage in production and distribution. Recycling of metals, usage of substitutes, better mining methods and discovery of new minerals by using latest technology are some other methods to conserve minerals.



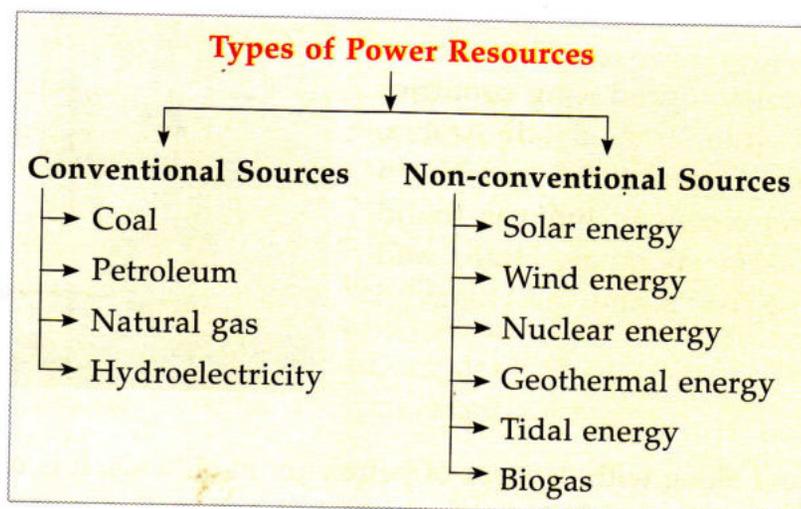
Power grid

POWER RESOURCES

Power or energy is indispensable for any industry. Energy is required in various economic activities like agriculture, industry, transport, defence, commercial and domestic purposes. Power resources can be broadly classified into conventional and non-conventional sources of energy.

CONVENTIONAL SOURCES OF ENERGY

Conventional sources of energy are the traditional sources of energy which have been in use for a long time. These are wood, coal, petroleum, natural gas and hydel power.



Coal, petroleum and natural gas are called fossil fuels as they are formed from the remains of plants and animals which got buried under the earth's surface millions of years ago. They got converted into layers of coal due to extreme heat and pressure in the earth's interior. They are also depleting rapidly as their rate of consumption is increasing to meet the needs of the growing population and we are only left with meagre reserves. These meagre reserves can also exhaust quickly if they are not used judiciously.



Neyveli thermal power station

Coal

Coal is the most abundantly available fossil fuel. It is widely used for cooking, smelting of iron ore, generation of electricity, steam engines and chemical industries. Electricity produced from coal is called **thermal electricity**. Coal is often referred to as **buried sunshine** as the process of its formation occurred millions of years ago when huge ferns and swamps were buried under the different layers of the earth.

The major coal producing countries of the world are China, the USA, Russia, Germany, France and Poland. The Damodar Valley region is the largest coalfield of India with mines in Raniganj, Jharia, Giridih and Bokaro in Jharkhand and Neyveli in Tamil Nadu.

Petroleum

Petroleum or mineral oil is a sedimentary formation which occurs along the anticlines of fold mountains. It is often referred to as '**Black Gold**' as it is very valuable. Crude oil is refined through fractional distillation to obtain various by-products like petrol, kerosene, diesel, coal-tar, paraffin wax and lubricating oil.

The major petroleum producing countries of the world are Iran, Iraq, Saudi Arabia, Venezuela, Russia, Algeria, USA and North Sea in Europe. Petroleum in India is found at Digboi in Assam, Bombay High, and the deltas of the Krishna and the Godavari rivers.



Offshore drilling

Natural Gas

Natural gas is found along with deposits of petroleum in oilfields. It is used as a domestic fuel (Liquid Petroleum Gas—LPG) and fuel in automobiles (Compressed Natural Gas—CNG). It is also used as an energy resource in industries and as a raw material in fertilizer plants.

Russia, UK, Netherlands and Norway are the major producers of natural gas in the world. In India, natural gas is found in the north-eastern states, the Krishna-Godavari basin, Bombay High, the Gulf of Khambhat and the Andaman and Nicobar Islands.

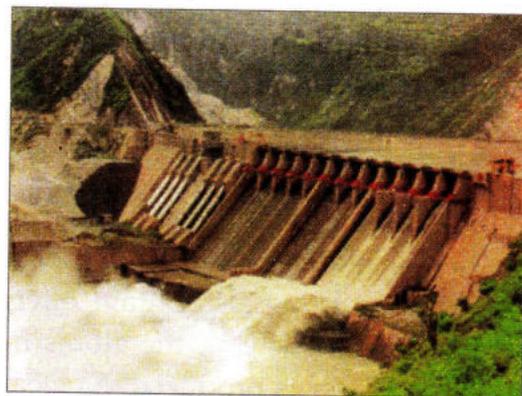
Conventional Sources of Energy

| | Advantages | Disadvantages |
|---------------------|---|---|
| Firewood | <ul style="list-style-type: none"> (i) Easily available (ii) Source of energy for rural masses | <ul style="list-style-type: none"> (i) Causes pollution (ii) Depletion of forests (iii) Takes long time for collection (iv) Supports small population. |
| Coal | <ul style="list-style-type: none"> (i) Large deposits are found (ii) Relatively efficient conversion to electricity | <ul style="list-style-type: none"> (i) Non-renewable (ii) Causes large-scale pollution. (iii) Bulky raw material which is costly to transport over long distances. |
| Oil and natural gas | <ul style="list-style-type: none"> (i) Easy to transport through pipelines (ii) Forms the basis for petrochemical industries, thermal power stations and fertilizer industries (iii) Natural gas is a clean fuel and cheaper than oil. | <ul style="list-style-type: none"> (i) Oil spillage causes pollution and affects aquatic life. (ii) Exploration is expensive. (iii) Exhaustible |

Hydroelectricity

The electricity generated from falling water is called hydroelectricity. The falling water rotates the turbines to produce electricity.

Many developed countries like Norway, Sweden, USA, Canada and Egypt are the leading producers of hydel power. In India, Bhakhra Nangal, Hirakud, Nagarjuna Sagar and Damodar Valley Corporation are some of the important hydel power projects.



Salal Hydropower Plant

NON-CONVENTIONAL SOURCES OF ENERGY

Energy produced from the forces of sun, wind, water and tides are called non-conventional sources of energy. Over the years, the greater use of fossil fuels has resulted in their large-scale depletion. The burning of fossil fuels has also led to environmental pollution. The rising prices of oil have signalled a shortage in their availability in the near future. Hence, there is an urgent need for the development of renewable sources of energy such as solar energy, tidal energy and wind energy.

Solar Energy

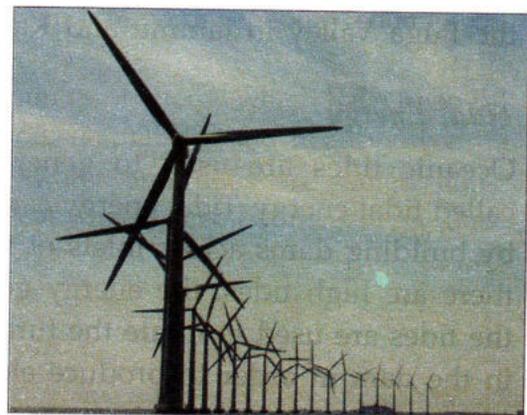
The energy radiated from the sun can be trapped through solar panels to produce electricity. Solar energy is used for lighting of homes and streets, heating water, water desalination, for drying crops and for cooking. Photovoltaic technology converts sunlight directly into electricity. The tropical countries where abundant sunshine is available are the major producers of solar energy. Solar energy is a renewable, abundant and pollution-free source of energy. However, it cannot be generated throughout the year and its generation is expensive.



Solar power panel in a village

Wind Energy

Wind is a renewable source of energy which is used for grinding foodgrains, to lift water from wells and to generate electricity. Wind farms or cluster of wind mills are located along the coastal regions and arid regions where there is steady movement of strong winds. Yet there are problems in its use due to the variability in time, intensity and place of winds.



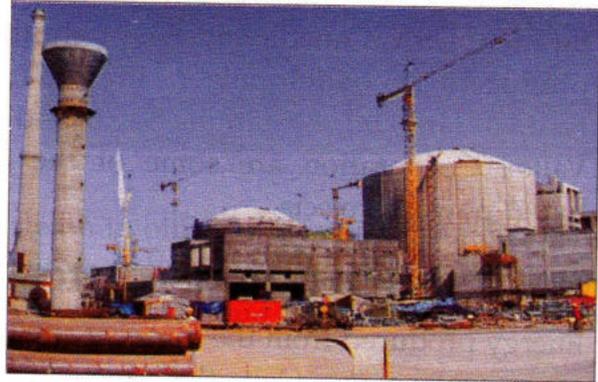
Wind farm

Wind energy is mainly developed in Netherlands, USA, UK, Denmark and Spain. In India Tamil Nadu, Andhra Pradesh, Gujarat, Kerala, Maharashtra and Rajasthan are the leading wind energy producing states.

Nuclear Energy

Nuclear energy is generated from nuclear minerals like uranium and thorium. These radioactive minerals contain energy that is stored in the nuclei of the atoms from which nuclear power is produced. Nuclear power is also generated when minerals like uranium and thorium undergo nuclear fission in nuclear reactors.

Some of the major producers of nuclear energy are US, France, Canada, Japan and countries of Europe. In India, Jharkhand and the Aravallis of Rajasthan are the largest producers of uranium. Thorium is mainly found in the Malabar coast of Kerala. Some important nuclear power plants in India are in Tarapur (Maharashtra), Kalpakkam (Tamil Nadu), Narora (Uttar Pradesh), Kakrapar (Gujarat), Kota (Rajasthan), Kaiga (Karnataka) and Kudunkulam (Tamil Nadu).

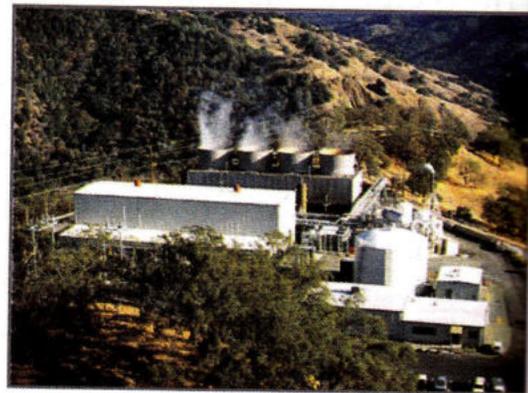


Tarapur nuclear power plant

Geothermal Energy

Geothermal energy refers to heat, power and electricity produced by using the heat from the interior of the earth. It is also produced from hot springs and geysers. This energy is used for a variety of purposes such as cooking, heating, etc.

USA, New Zealand, Japan, Iceland, Philippines and central America are the leading producers of geothermal energy in the world. Important centres of geothermal energy in India are Manikaran in Himachal Pradesh, Tatapani in Chhatisgarh and the Puga Valley in Jammu and Kashmir.



Geothermal power plant

Tidal Energy

Oceanic tides are used to generate electricity called tidal energy. Tidal energy can be harnessed by building dams across inlets of the sea. When there are high tides, the energy generated from the tides are used to rotate the turbines installed in the dam in order to produce electricity.

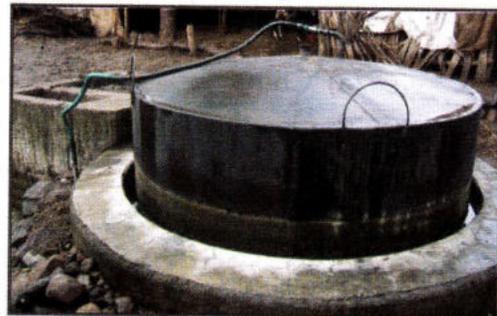


Tidal power plant converts tidal energy into electricity

Countries like Russia and France have developed tidal energy on a large-scale. In India, it is produced in the Gulf of Kachchh.

Biogas

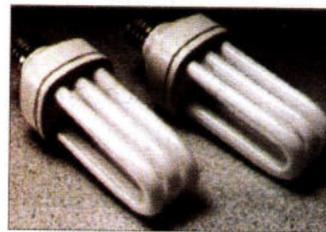
Shrubs, farm waste, human waste and animal waste are used in the production of biogas. Biogas is a gaseous fuel that is primarily a mixture of methane and carbon dioxide. It is formed by the decomposition of organic matter in biogas digesters by bacteria. Biogas is the most efficient fuel for cooking, lighting and other purposes and also provides manure to agricultural lands.



Biogas plant

CONSERVATION OF ENERGY

Energy resources are scarce and must be used judiciously. We can contribute to this by switching off the electric lights when not in use, car pooling, and using public transport and power saving devices. The use of LED will go a long way in the conservation of energy. Minerals and energy resources can be conserved by adopting the '3Rs', *i.e.*, reduce, reuse and recycle. Energy conservation is the need of the hour for sustainable development.



Compact fluorescent lamps

Summary of the Lesson

- Minerals are of two types—metallic and non-metallic.
- Metallic minerals are further divided into ferrous and non-ferrous minerals.
- Gold, iron and copper are the examples of metallic minerals.
- Minerals like coal, petroleum, potash and nitrates are non-metallic minerals.
- Minerals are extracted from the rocks buried under the earth's surface.
- Mineral resources are highly exhaustible.
- Power resources are classified into—conventional and non-conventional sources of energy.
- Conventional sources of energy are the traditional sources of energy which have been in use for a long time. They include fire-wood, coal, oil, natural gas and hydel power.
- Energy produced from the forces of sun, wind, water and tides are called non-conventional sources of energy. They include nuclear energy, geothermal energy and biogas.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- Which one of the following countries is the largest producer of iron ore in the world?
(a) China (b) Congo (c) USA (d) Malaysia
- The leading producer of petroleum in the world is
(a) USA (b) UK (c) Iran (d) Norway
- Which one of the following methods is useful in conservation of electricity at home?
(a) Use of CFL lamps
(b) Use of power saving devices
(c) Switching off electricity when not required
(d) All of the above
- Geothermal energy refers to energy produced from
(a) the heat of the earth's interior (b) high tides
(c) coal (d) None of the above
- Which one of the following is not a non-conventional source of energy?
(a) Biogas (b) Solar energy (c) Tidal energy (d) Coal

II. State whether the following statements are True or False.

- Chile is the leading producer of copper.
- India is rich in iron ore.
- Petroleum is called 'White Coal'.
- Natural gas is more expensive than oil and causes pollution.

III. Differentiate between the following.

- Metallic and non-metallic minerals
- Conventional and non-conventional sources of energy
- Open-cast mining and shaft mining
- Thermal power and hydel power

IV. Short Answer Questions.

- How are minerals different from rocks?
- List four uses of minerals.
- Mention four major coal producing countries in the world.
- Name four nuclear power plants in India.
- Where is geothermal energy produced in India?
- Which are the major oil producing countries in the world?

V. Long Answer Questions.

- Explain the various measures adopted towards the conservation of minerals and power resources.
- What is mining? Briefly describe the different types of mining.

3. What are the different conventional and non-conventional sources of energy?
4. Why is the conservation of minerals necessary?

VI. Map Work

1. On an outline map of the world, show the following—
 - (a) Two leading producers of iron ore
 - (b) Four major oil producing countries
2. On an outline map of India, mark the states that produce iron ore, manganese, mica, bauxite and gold.

VII. Projects and Activities

1. Collect information from newspapers/magazines about the energy crisis in your state and write about it in your scrapbook.
2. Write an article for a magazine on green fuels developed in India and their advantages.
3. Make a chart to show the applications of solar energy in India.
4. Make a model of a wind mill/solar panel.
5. Make a poster to highlight the various ways which people can adopt to reduce the wastage of energy.
6. Select one of the issues like pollution, scarcity of water, garbage or sewage relevant to your locality. What are your suggestions to improve the situation?

VIII. Debate and Discussion

Organise a debate discussing on the 'pros and cons' of using nuclear energy in India.

VALUE-BASED QUESTION

Which one of the following practices will not conserve LPG in your kitchen and why?

- (a) Cooking in an open pan kept on low flame.
- (b) Cooking in a pressure cooker.
- (c) Keeping the vegetables chopped before lighting the gas for cooking.
- (d) Soaking the pulses for some time before cooking.

HOTS: THINK BEYOND

Which resources are more popular—conventional power sources or non-conventional power sources? Why?

4

Agriculture

Important terms

Arable land: Land which can be cultivated.

Subsistence farming: A type of farming where crops are grown for the consumption of the farmer's family.

Shifting cultivation: A type of farming where trees are cleared and burnt to cultivate crops. This is also known as slash and burn agriculture.

Nomadic herding: Movement of herdsmen with their cattle from place to place in search of pastures and water.

Commercial farming: Farming done on large fields for sale in markets using machines.

Mixed farming: Cultivation of crops and rearing of animals on the same field.

Plantation farming: A type of commercial farming practised over very large farms where a single crop is grown and its products are obtained for several years.

Agriculture is one of the oldest activities of human beings in which edible plants were grown and looked after. Today, agriculture deals not only with cultivation of crops but also with rearing of livestock. The word 'agriculture' is derived from two Latin words 'ager' and 'culture', meaning the cultivation of land.

ECONOMIC ACTIVITIES

Have you ever thought, how a potato-stuffed '*parantha*' is made? Potato-stuffed *parantha* is mainly made up of wheat-flour and potato which we get directly from the fields. Thus, three main activities are involved in making a potato-stuffed *parantha*.

Firstly, wheat and potatoes are **grown** in the field.

Secondly, wheat-flour and potato-stuffing are **prepared** for making the *parantha*.

Thirdly, potato-stuffed *parantha* is **cooked**.

Thus, we have seen that agricultural products can not be consumed directly. They need to be converted into finished products that are suitable for human consumption through different activities.

TYPES OF ECONOMIC ACTIVITIES

Economic activities are mainly of three types:

- (i) Primary activities (ii) Secondary activities (iii) Tertiary activities.

(i) Primary Activities

- All the activities related to gathering, extraction and production of natural resources are called primary activities.
- Examples of primary activities are—agriculture, fishing, mining, cattle rearing, lumbering etc.

(ii) Secondary Activities

- Activities that are related to the processing of products obtained from primary activities are called secondary activities.
- Examples of secondary activities are—making clothes from natural fibres, manufacturing iron or stainless steel from the minerals obtained through mining, processing agricultural or animal products so that they can be consumed, manufacturing automobiles etc.

(iii) Tertiary Activities

- Services rendered to the society are included in tertiary activities.
- Examples of tertiary activities are—transport, baking, medicine, teaching, administration, trade, etc.

AGRICULTURE: A PRIMARY ACTIVITY

More than 50 per cent of the population of the world is engaged in agriculture or agriculture related activities. In India, two-third of the population depends on agriculture. Agriculture is responsible for feeding millions of people and provides fodder to over 13 crore animals. Agro-based industries derive their raw material from agriculture.

FACTORS AFFECTING AGRICULTURE

The concentration of agricultural activities is confined to only some parts of the world where favourable conditions exist for crop cultivation. Factors that affect agriculture can be classified as—

- (i) Physical factors (ii) Human inputs



DO YOU KNOW?



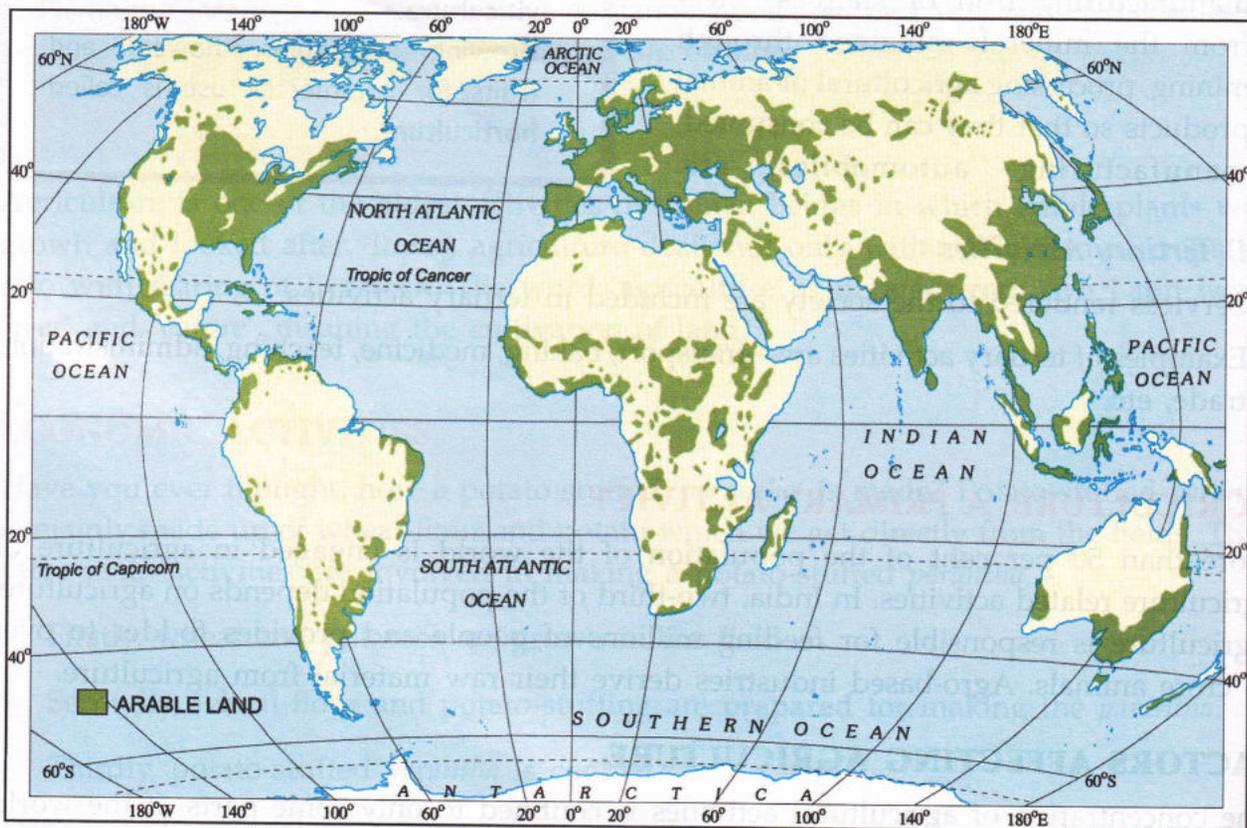
Agriculture, Sericulture, Pisciculture, Viticulture and Horticulture are some of the Primary Activities.

- The science and art of cultivation, raising crops and rearing livestock is called **agriculture**.
- Commercial rearing of silk worm to get silk fibres is called **sericulture**.
- Breeding of fish in specially constructed tanks and ponds is called **pisciculture**.
- Cultivation of grapes is called **viticulture**.
- Growing vegetables, flowers and fruits for commercial use is called **horticulture**.

(i) Physical factors

Physical factors that affect the agriculture are: topography, soil, availability of water and climate.

- **Topography:** The topography of a place is a major factor that affects the agriculture. Flat land or plains are most suitable for agriculture as the soil gets deposited by rivers in these areas. On the other hand, agricultural activities on high mountains can be difficult. This is because in these areas soil is less fertile and soil erosion is a common problem. On highlands agricultural activities can be performed by terrace farming or by building check dams. Thus, topography of a place is one of the main factors that greatly influences crop production.
- **Soil:** Crops grow and develop in soil. Hence, soil type and quality play an important role in influencing crop production. For example, alluvial soil, rich in humus, is the best for the crops. It is suitable for almost all types of crops. Laterite soil is low on fertility. It is suitable only for groundnut and millets (*jowar, bajra* and barley).
- **Water:** Water is essential for agriculture. Rainfall is the primary source of water. Timely and adequate rainfall is vital for the growth of crops. Inadequate or uneven distribution of rainfall can cause drought whereas heavy rainfall can cause floods. Proper irrigation facilities also ensure timely availability of water.



World: Distribution of arable land

The land which is cultivated is known as **arable land**.

- **Climate:** Climate of a place also plays significant role in crop production. Some crops like wheat need moderate temperature and rain during growing season and sunny days during harvesting. For paddy, high temperature and humidity are favourable. Thus, climate controls the pattern of agriculture.

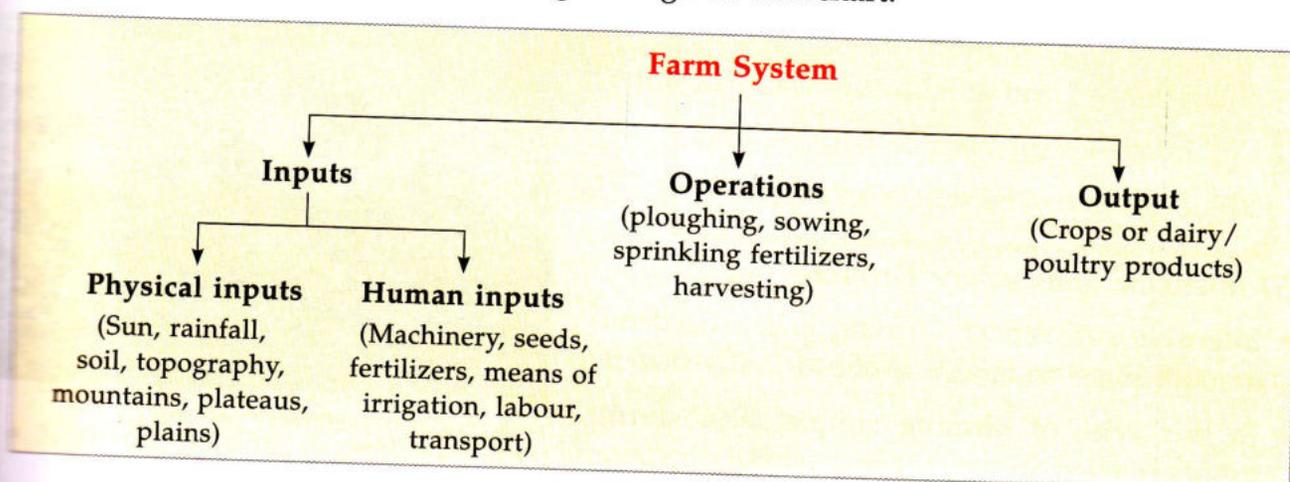
(ii) Human inputs

Machinery or tools, fertilizers, means of irrigation, labour, transport etc. used in agricultural activities are human inputs.

- **Machinery or tools:** The use of machinery and technology not only saves the time and labour of farmers but also enhances the crop-production.
- **Fertilizers:** Different types of bio and chemical fertilizers are used to increase agricultural production. They provide the necessary nutrients to the soil required for the growth of plants.
- **Means of irrigation:** At places where rain or river-water is not adequately available agriculture is practised by using different methods of irrigation. Hence, through irrigation the region of arable land can be increased.
- **Labour:** Various agricultural activities require labour. In paddy fields labour is required for transplanting paddy plants. In tea gardens labour is needed for plucking tea leaves. Thus, the availability of labour is also an important factor.
- **Transport:** In agriculture, transportation is used for carrying crops from the fields to the storage place and to the market. In absence of transport, the crops may get ruined in fields. Hence, transport facility is also one of the important factors in agriculture.

FARM SYSTEM

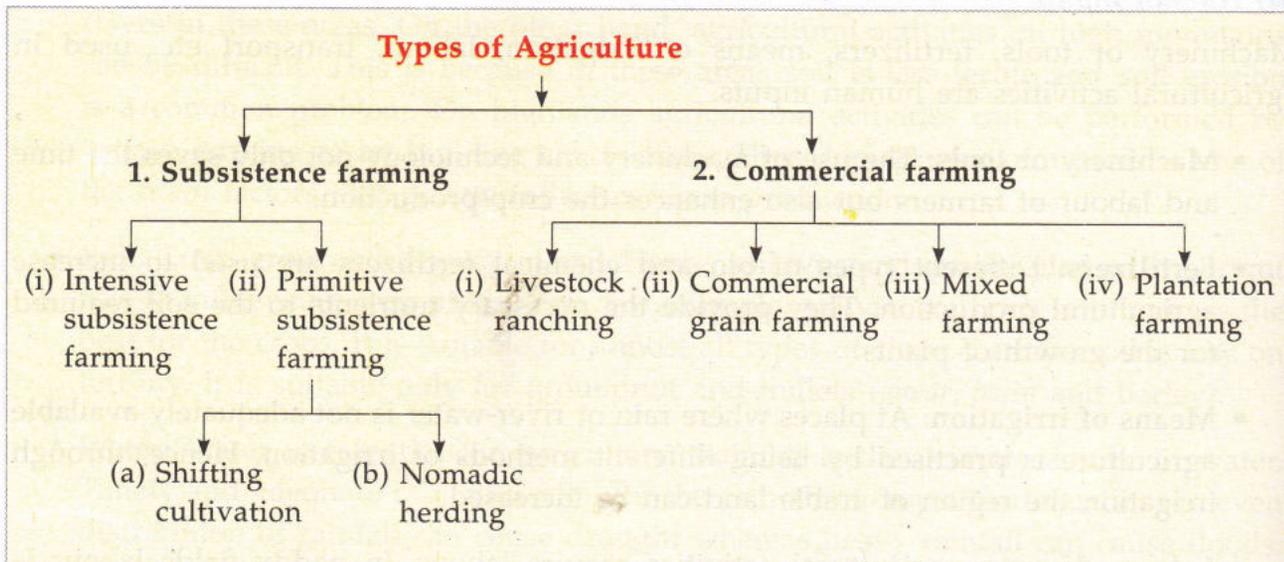
Agriculture is now considered a well-managed system. It requires **inputs** like seeds, machinery, fertilizers, labour, rainfall, sunshine etc. Some of the **operations** involved in the system are—ploughing, sowing, harvesting etc. The crops produced are the **output**. Farm-system can be explained through the given flowchart:



TYPES OF AGRICULTURE

Agriculture is practised in different parts of the world depending on geographical conditions, level of technical know-how, availability of labour and demand. Farming is classified into two main types—

- (i) Subsistence farming (ii) Commercial farming



1. SUBSISTENCE FARMING

- In subsistence farming, crops are grown mainly to meet the needs of the farmer's family.
- In this type of farming, low levels of technology is used.
- Mostly family members are involved in cultivation of crops.
- Cultivation of crops is practised traditionally.
- In subsistence farming, the output or crop-production is very small and only fulfils the requirement of farmers' families.

Subsistence farming is further classified into:

- (i) Intensive subsistence farming and
(ii) Primitive subsistence farming

(i) Intensive Subsistence Farming

- Intensive subsistence farming is practised on a small piece of land.
- In this type of farming simple, basic farm tools are used.

DO YOU KNOW?

Organic farming is also a type of farming in which organic manure and natural pesticides are used. In organic farming chemical fertilizers and pesticides are not used. No genetic modification is done to increase the yield of the crop. The products of organic farming are favourable for environment and health.



Subsistence farming

- Intensive subsistence farming depends heavily on human labour.
- It is suitable for the place that has fertile soil and long sunny climate.
- More than one crop is raised on the same piece of land in one year.
- Food crops like rice, wheat, maize and pulses are grown in this type of farming.
- Intensive subsistence farming is mainly practised in thickly populated regions of the world such as south, east and south-east Asia where monsoon is prevalent.

(ii) Primitive Subsistence Farming

Primitive subsistence farming is based on the traditional methods of farming. It can be further classified into two types, namely:

- (a) Shifting cultivation (b) Nomadic herding

(a) Shifting cultivation

- In this type of agriculture, trees are cut and burnt to clear the land where cultivation is to be done. The ash acts as manure for the crops.
- After 2-3 years, when the soil loses its fertility, farmers shift to another piece of land. The land is again prepared in the above mentioned manner.
- Shifting cultivation is also known as 'bush and fallow' agriculture or 'slash and burn' agriculture.
- In this type of agriculture crops like maize, cassava, yam and potatoes etc. are grown.
- It is mainly practised in the tropical forests of the Amazon basin, the Congo basin, south-east Asia and the north-eastern states of India.



Burning of forest trees to clear land for shifting cultivation

DO YOU KNOW?

Shifting cultivation is known by different names in different countries.

For example,

jhum in India

milpa in Mexico

roca in Brazil

ladang in Malaysia

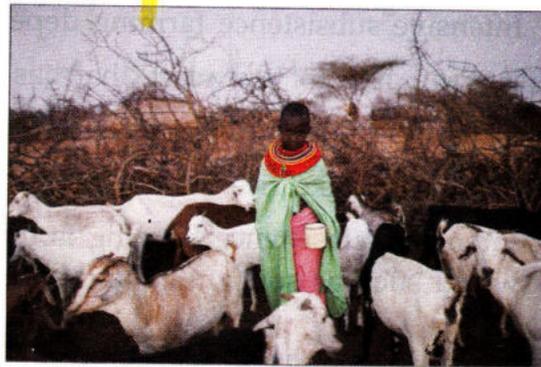
konuk in Venezuela

chengin in Philippines

(b) Nomadic herding

- In this kind of farming, herdsman move from place to place with their cattle in search of pastures and water.
- Nomadic herding depends on the climatic conditions and the nature of the terrain.

- In mountainous regions, when it is too cold in winters, herders move down the valley with their cattle. Such seasonal migration is called **transhumance**.



Nomadic Kenyan tribe

- Herdsmen follow the same route usually.
- Some of the common animals reared by nomadic herders are sheep, goat, camel and yak. They provide milk, meat, hides, skins and wool for the people.
- This is practised mainly in semi-arid and dry regions like parts of central Asia, the Sahara desert, parts of Rajasthan and Jammu and Kashmir in India.

2. COMMERCIAL FARMING

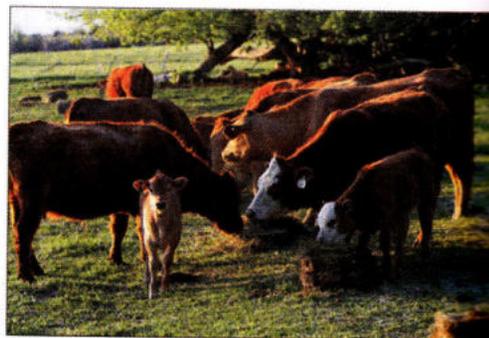
- The main objective of commercial farming is trade.
- The cultivation of crops and the rearing of animals is done mainly for commercial purposes.
- This type of farming is practised on large vast areas.
- Most of the agricultural activities are performed using machines.
- Commercial farming is capital intensive.

Commercial farming can be classified into four types:

- | | |
|------------------------|-------------------------------|
| (i) Livestock ranching | (ii) Commercial grain farming |
| (iii) Mixed farming | (iv) Plantation farming |

(i) Livestock ranching

- Livestock ranching is practised mainly in the extensive temperate grasslands where a large number of cattle, sheep, goats and horses are kept on permanent ranches. Reindeer are also kept on ranches in the sub-Arctic lands of Siberia.
- In this type of pastoralism, vegetation cover is continuous.
- Generally, there is no migration in search of water and fodder.
- The ranches are scientifically managed and herds are raised solely for commercial purposes.
- The best breeds are used to produce high quality meat or wool.
- Any deficiency in pasture is substituted by cultivating crops used as fodder or by using manufactured feeds.



A cattle ranch

- Cattle and sheep are vaccinated to guard against diseases.
- USA, New Zealand, southern Australia and Argentina are known for well-developed commercial ranching. The tropical savannas *i.e.*, the Campos and Llanos of South America, Mexico, Southern Africa and Tropical Australia also practise it.

(ii) Commercial grain farming

- In this type of farming, crops are grown for commercial purposes, *i.e.*, for sale or export. Wheat and rice are some common crops.
- Commercial grain farming is practised on the lands spreading over hundreds of hectares. These are called farms.
- Such farms are far from the populated areas.
- Different types of modern, high-tech equipment are used for cultivation.
- This type of farming is typical in temperate grasslands of the world like the Prairies of North America, the Steppes of Russia and the Pampas of Argentina.
- Due to moderate rainfall, short growing season and severe winters, cultivation is restricted to a single crop in this type of farming.



Commercial grain farming

(iii) Mixed farming

- In mixed farming, cultivation of foodgrains and rearing of animals are practised together.
- Both the activities are practised on the same land.
- Besides foodgrains, fodder for animals is also grown in this type of farming.
- Animal products like milk, eggs, meat etc. are obtained.
- In this type of farming, modern machinery and advanced technology are used.
- Cowdung is used as a natural manure which increases the fertility of soil and also enhances crop-production.
- Farmers practise crop-rotation method to maintain the fertility of soil.
- Mixed farming is practised in the highly populated areas of USA, Argentina, South-eastern Australia, New Zealand, South Africa and some countries of Europe.



Mixed farming

(iv) Plantation farming

- It is also a type of commercial farming. The crops are mainly grown for profit and resemble factory production.

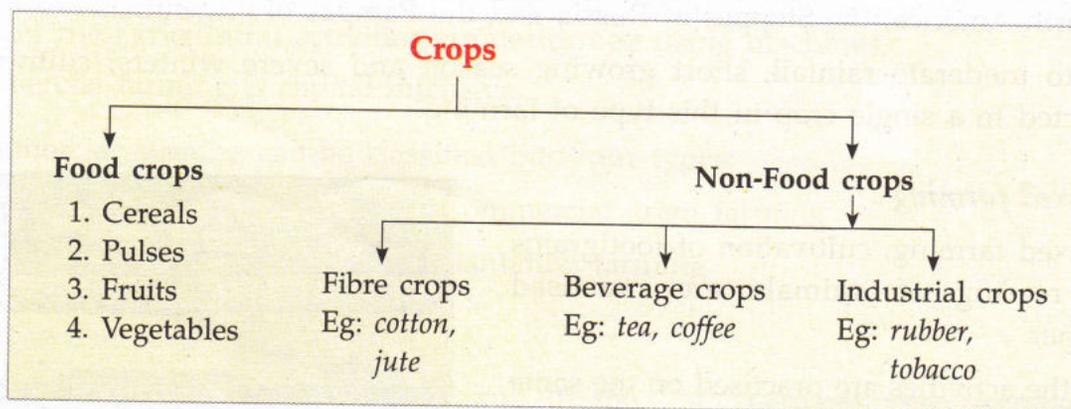
- In this type of farming, a single crop is cultivated on a large area.
- It is both labour-intensive and capital-intensive.
- The products obtained from the plantation farming are processed near fields.
- Efficient means of transport are essential for transporting the plantation crops.
- Some plantation crops are—tea, coffee, spices, rubber, banana, sugarcane and cotton.
- Plantation farming is mainly practised in tropical countries like the rubber plantations of Malaysia, the coffee plantations of Brazil and the tea plantations of India and Sri Lanka.



Sugarcane cultivation

MAJOR CROPS

There are different types of crops grown in different parts of the world. Crops provide food for people and raw materials for agro-based industries.



FOOD CROPS

| | Rice | Wheat | Millet | Maize |
|----------------|---|---|---|--|
| | Major crop of the world. | Second most important crop next to rice. | These are coarse grains such as <i>jowar</i> , <i>bajra</i> and <i>ragi</i> . | It is also known as corn . |
| Region | Tropical and sub-tropical regions. | Temperate regions. | Dry and hot regions. | Temperate regions. |
| Climate | Requires high temperature and heavy rainfall. | Requires moderate temperature and average rainfall during the growing season and bright sunshine during harvesting. | High temperature and very low rainfall is required. | Requires moderate temperature and rainfall along with adequate sunshine. |



| | | | | |
|-------------|--|--|-----------------------------------|---|
| Soil | It grows well in alluvial soil with a clayey subsoil as this type of soil can easily retain water. | It grows best in areas of well-drained loamy or alluvial soil. | Sand soil is suitable for growth. | It grows in areas of well-drained, fertile soils. |
|-------------|--|--|-----------------------------------|---|

| | | | | |
|-------------------------------------|--|--|--|--|
| Major producers of the world | China is the largest rice-producing country followed by India, Japan, Sri Lanka and Egypt. | Wheat is extensively grown in USA, Canada, Russia, Argentina, Australia and India. | The leading millet producing countries are— India, Nigeria, China and Niger. | The major maize producing countries are— North America, Brazil, Canada, Russia, China, India and Mexico. |
|-------------------------------------|--|--|--|--|

| | | | | |
|---------------------------------|--|--|--|---|
| Major producers in India | West Bengal is the leading producer of rice where two or three crops are grown in a year, due to favourable geographical conditions. | It is grown in the winter season as a <i>rabi</i> crop in Punjab, Haryana and Uttar Pradesh. | <i>Ragi</i> —Karnataka and Tamil Nadu <i>Jowar</i> —Karnataka, Andhra Pradesh, Maharashtra and Madhya Pradesh <i>Bajra</i> —In the the dry areas of Uttar Pradesh, Gujarat, Rajasthan and Maharashtra. | Uttar Pradesh, Rajasthan, Bihar and Punjab are the leading producers of Maize in India. |
|---------------------------------|--|--|--|---|



Rice field



Wheat cultivation



Millet plant



Maize farming

FIBRE CROPS

| | Cotton | Jute |
|-------------------------------------|--|---|
| | Cotton is a fibre crop which provides raw material to cotton textile industry. | Jute is called the 'golden fibre' due to its yellow colour and the valuable foreign exchange it earns through export. |
| Climate | High temperature, less rainfall and 210 frost-free days are required. | High temperature, heavy rainfall and humid climate are required. |
| Soil | It can be easily cultivated in black soil and alluvial soil. | It grows well in alluvial soil. |
| Major producers of the world | China, USA, India, Pakistan, Brazil and Egypt are the major cotton producer countries in the world. India is the second largest producer of cotton in the world. | India, Bangladesh and Brazil are the leading producers of jute. |

Major producers in India

The leading cotton producing states in India are — Punjab, Haryana, Gujarat, Maharashtra, Rajasthan and Andhra Pradesh.

West Bengal, Jharkhand, Bihar, Assam, Meghalaya and Odisha are some jute producing states.

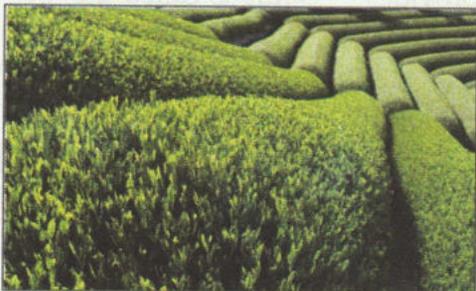


Cotton field



Fibres are made from jute after harvest

BEVERAGE CROPS

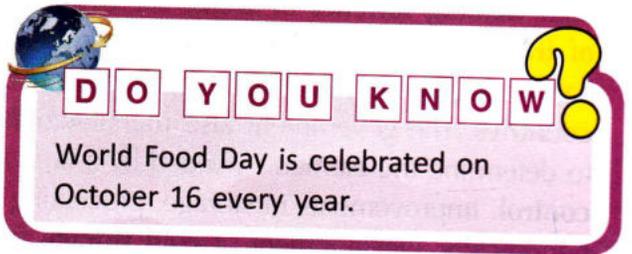
| | Tea | Coffee |
|-------------------------------------|---|---|
| | Tea is the most popular beverage and plantation crop. Tea is made from the leaves of the tea-plant. | Coffee grows in tropical regions. Coffee powder is made by roasting and grinding coffee seeds. |
| Climate | It requires a warm and humid climate and average rainfall of 150-300 cm yearly. | Coffee requires warm and wet climate and normal rainfall. |
| Soil | Tea needs well-drained loamy soil and its cultivation is confined to hill slopes. | Coffee needs well-drained loamy soil. It is grown on hill slopes at an altitude of 500 to 1500 m above the sea level. |
| Major producers of the world | The major tea producing countries are India, Sri Lanka, Kenya and Bangladesh. | Brazil is the largest producer of coffee in the world followed by Columbia, India, Ethiopia and Indonesia. |
| Major producers in India | Assam, West Bengal, Uttarakhand and southern slopes of Nilgiri hills. | In India, coffee is grown mainly in the hilly areas of Kerala, Karnataka and Tamil Nadu. |
| |  <p>Tea plantation</p> |  <p>Coffee plantation</p> |

AGRICULTURAL DEVELOPMENT

Agricultural development means to increase the farm production. Agricultural development leads to food security. Hence, it is important for both economic and social development of a country. Agricultural development can happen through the following ways:

- (i) increasing the area of arable land
- (ii) improving the methods of farming and irrigation
- (iii) use of high yielding quality seeds and ensuring the availability of fertilizers, pesticides, insecticides etc.
- (iv) encouraging the use of high-tech agricultural equipment like, tractors, combine harvestors etc.
- (v) ensuring the availability of transport and storage facilities

Agricultural development varies in developed and developing countries. In developed countries like the USA, Canada, Russia and Australia where large landholdings are available, extensive agriculture is practised. In developing countries, due to high density of population, small landholdings are available where intensive agriculture is practised to meet the needs of the farmer. The case studies of farming in USA and India are given below. It will help you to understand the agricultural development in developed and developing countries.



Case Study

Farming in India

An ordinary farm in India is quite small as compared to the big farms of developed countries like the USA, Australia and the Netherlands. Farming in India is mainly of **subsistence type**. The division of land among the family members has led to fragmentation and **small size of landholdings**. The average size of the landholding is around 2.4 hectares. Farmers are often poor and illiterate and use **primitive tools**. The methods of farming are still **traditional**. Most of the farming activities are done by **human labour** rather than by machines. There is **lack of credit and financial assistance** and the **market facilities are inadequate**. Agriculture is heavily dependent on the **monsoon rainfall** which is highly variable and irregular in its occurrence. Large productions of crops are required to feed the growing millions and there is hardly any surplus for export.



Indian farmer

In recent years, with concentrated efforts of the state and central governments, the agricultural scenario is **undergoing rapid changes**. With the **consolidation of landholdings**,

mechanised agriculture has been made possible. Farmers are now using **high yielding varieties of seeds, fertilizers, better methods of irrigation, tractors, threshers and harvesters**. Banks and cooperative societies have been set up in rural areas to **provide loans to farmers** to purchase various agricultural inputs. Indian agriculture is **slowly changing from subsistence to commercial farming**. Through the Green Revolution and the White Revolution, India has become a leading producer of foodgrains and milk in the world. However, though the Green Revolution has brought about a grain revolution, it has also led to the **degradation of land and pollution of water bodies** and has cast harmful effects on humans as well as the flora and fauna.

Farming in the USA

In the USA, the average size of a farm is very large. Farming is mostly **extensive** in nature where most of the activities are done using **machines**. The average size of a landholding is about 200–300 hectares. Production is done on a large-scale and the farmers earn **huge profits**. The affluent standard of the US farmers has resulted in **highly scientific methods of cultivation** like use of **high yielding varieties of seeds, use of fertilizers, better methods of irrigation, soil conservation techniques** and use of **combine harvesters**. There is a large surplus which they **export to other**



Mechanised ploughing in USA

countries. The government also manufactures fertilizers on a large-scale. **Soil analysis** is done to determine the elements needed by soil in farmlands. Scientific methods are applied for **pest control**. Improvements in storage, processing and transportation of farm products are reviewed periodically. Development of **cold storage facilities** and an efficient network of rail, road and air transport for the safe delivery of perishable goods is encouraged. The government offers **loans and subsidies** to the farmers. The farmers in USA are encouraged to explore new markets for agricultural goods.

Summary of the Lesson

- There are three types of economic activities—primary activities, secondary activities and tertiary activities.
- Agriculture is a primary activity.
- The factors that affect the development of agriculture are—topography, nature of soil, climate, irrigation, size of land and methods of farming.
- Agriculture is considered to be a farming system.
- The different types of farming are—subsistence farming, shifting agriculture, nomadic herding and commercial farming (livestock ranching, grain farming, plantation agriculture and mixed farming).
- India practises intensive subsistence agriculture.
- Rice, wheat, maize and millets are the major food crops grown in India.
- Tea and coffee are plantation crops.
- Cotton and jute are fibre crops.
- Agricultural practices vary in developed and developing countries.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- The seasonal migration of herdsmen is called
(a) transhumance (b) transpiration
(c) transmutation (d) transposition
- Cultivation of crops on a large-scale that resembles factory production is called
(a) shifting agriculture (b) mixed farming
(c) plantation farming (d) subsistence farming
- Primitive subsistence agriculture in India is called
(a) *roca* (b) *milpa* (c) *ray* (d) *jhum*
- The programme introduced for the improvement in Indian agriculture is the
(a) Green Revolution (b) White Revolution
(c) Blue Revolution (d) All of the above

II. State whether the following statements are True or False.

- Rice is a *rabi* crop.
- Agriculture is a primary activity.
- Shifting farming is also called slash and burn agriculture.
- In India, extensive agriculture is practised.
- Crops provide raw materials for agro-based industries.

III. Fill in the blanks.

- India is the producer of rice in the world.
- Cotton and jute are the two crops.
- Tea and coffee are two crops.
- is the largest producer of coffee in the world.
- Bangladesh is the leading producer of

IV. Distinguish between the following.

- Subsistence and commercial farming
- Shifting farming and nomadic herding

V. Short Answer Questions.

- Define the term 'agriculture'.
- What is shifting agriculture?
- What is nomadic herding?
- Where is plantation agriculture practised?
- Which crop is known as the 'golden fibre'?

VI. Long Answer Questions.

- Compare the geographical conditions required for the cultivation of rice and wheat.
- Explain the geographical conditions required for the cultivation of cotton and millet.
- Compare and contrast the farming practices in India and the USA.

4. How has the Green Revolution changed agriculture in India?
5. Write a short note on commercial farming.
6. What are the different types of economic activities? Explain.

VII. Map Work

On an outline map of the world, mark the following with appropriate symbols—

- (i) Two leading producers of rice, wheat, maize and millets
- (ii) Two leading producers of cotton and jute
- (iii) Two leading producers of coffee and tea

VIII. Projects and Activities

1. Collect information from newspapers or the Internet about farmers committing suicide in some states of India. Find out the reasons and make a report.
2. Divide the class into groups to give a presentation on the different types of farming.
3. Ask your teacher to take you to a nearby farm. Interview the farmers about the condition of their lives and the problems they face in farming. Based on your interview, write an article for a daily newspaper.
4. Make a PowerPoint presentation on the lives of farmers living in India and the USA. Compare their methods of farming and the facilities available to them.

VALUE-BASED QUESTION

Ask your parents about the prices of cereals, pulses and various vegetables that they buy from the market. Now suggest ways to prevent wastage of food.

HOTS: THINK BEYOND

Which system of farming is followed in your area and why?



PROJECT WORK

(Based on Chapters 1–4)

I. Write-up

Prepare a write-up on 'Life of a Miner'.

- It should not exceed 150 words.
- It should include the dangers and difficulties that the miners face.
- The health hazards that the miners face.
- The poor economic conditions of the miners.
- Steps needed to be taken by the government to improve their condition.



II. Presentation

Prepare a PowerPoint presentation on any one 'alternative source of energy'.

- Students can work in groups of four.
- The presentation should include 10–12 slides.
- The slides should include definition, development of the energy resource, uses, advantages and disadvantages.

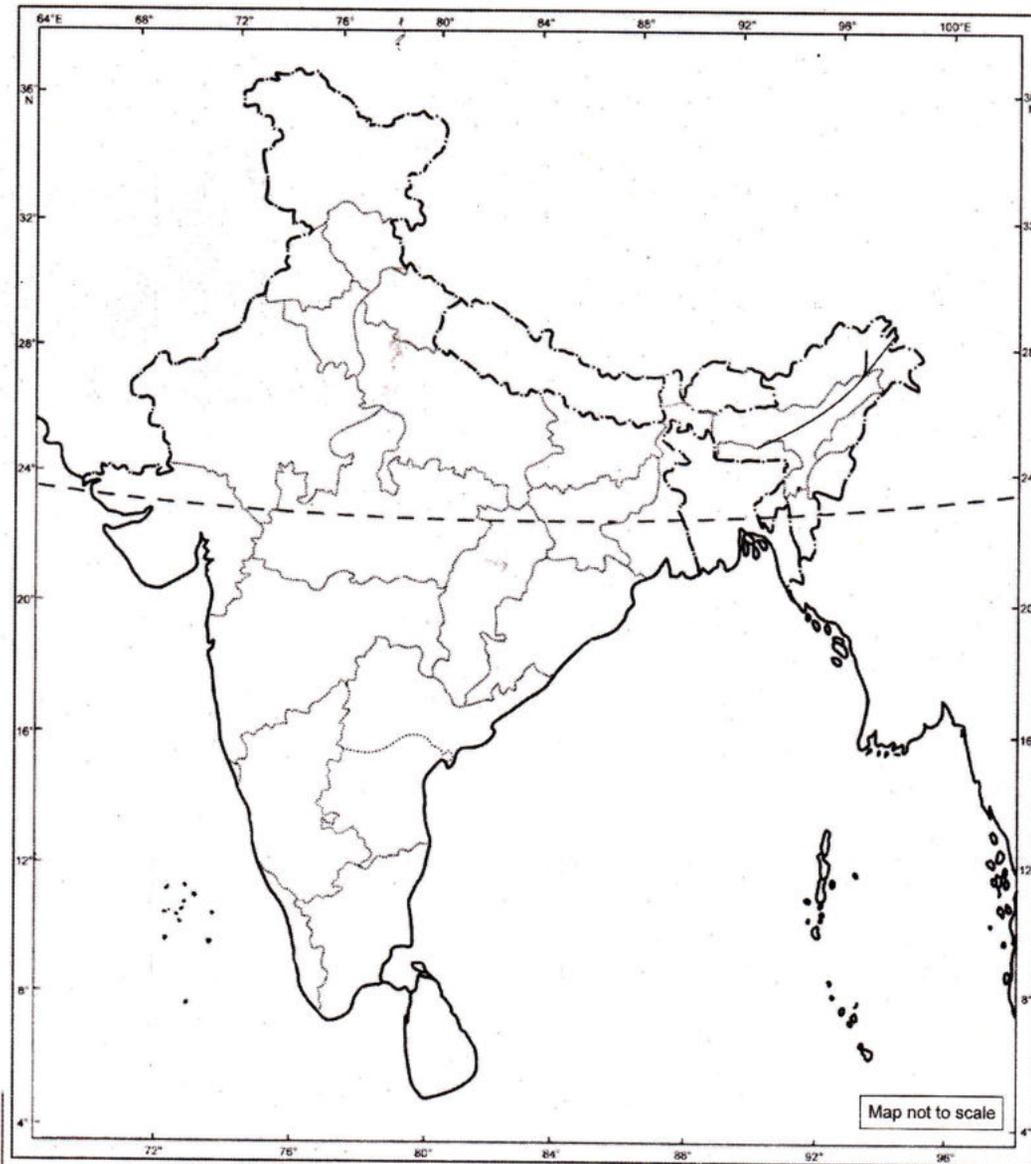
III. Eco-club

Form an Eco-club in your school. As a member of the club, each student should suggest five measures to be implemented in the school to conserve the resources of the school. Write your recommendations below:

1.
2.
3.
4.
5.

IV. Map Work

On the outline political map of India, mark ten national parks/wildlife sanctuaries. Also label them.





TEST PAPER

(Based on Chapters 1–4)

Total Marks: 50

Time: 2 Hours

A. Tick (✓) the correct answer.

(1 × 8 = 8)

1. Which of the following is not an abiotic source?
 (a) Land (b) Air (c) Water (d) Grass
2. What is the total surface area of the earth covered with water?
 (a) 61 per cent (b) 71 per cent (c) 78 per cent (d) 81 per cent
3. The Prairies is the name of the temperate grasslands in
 (a) Australia (b) North America (c) South America (d) Greenland
4. The tundra vegetation consists of
 (a) lichens (b) medicinal herbs (c) cassava (d) coffee
5. Extraction of minerals from the earth is called
 (a) mining (b) drilling (c) digging (d) quarrying
6. Which of the following is a conventional source of energy?
 (a) Solar energy (b) Coal (c) Biogas (d) Tidal energy
7. In India, per cent of population depends on agriculture.
 (a) 50 (b) 80 (c) 70 (d) 60
8. Shifting farming is known as in Mexico.
 (a) *jhum* (b) *roco* (c) *ladang* (d) *milpa*

B. Fill in the blanks.

(1 × 6 = 6)

1. Humans belong to the category of resources.
2. Black soil is best suited for cotton and cultivation.
3. Topsoil contains organic matter called
4. Resources which are found everywhere on earth are called
5. is called the 'golden fibre'.
6. Rice requires temperature and rainfall for its growth.

C. Distinguish between the following.

(2 × 3 = 6)

1. Biotic and abiotic resources
2. Conventional and non-conventional sources of energy
3. Commercial farming and mixed farming

D. Write short answers in about 30 words.

(2 × 5 = 10)

1. List four uses of minerals.
2. Suggest two measures to check water pollution.
3. What is sustainable development?
4. What is nomadic herding?
5. What are the main layers or horizons of the soil?

E. Give long answers in about 60 words.

(4 × 5 = 20)

1. What are human resources? How can they be developed?
2. Mention three measures taken by the government to conserve wildlife.
3. Explain the different ways of extracting minerals from the earth.
4. How are farming practices followed in the USA different from that of India?
5. What is rainwater harvesting?

Important terms

Industry: An economic activity that is concerned with the production of goods, extraction of minerals or the provision of services.

Agro-based industries: Industries which use their raw materials from agricultural produce.

Mineral-based industries: Industries which use raw materials obtained from minerals and rocks.

Marine-based industries: Industries which utilise articles from seas and oceans as their raw materials.

Forest-based industries: Industries which use products obtained from forests as their raw materials.

Large-scale industries: Industries in which capital investment is large.

Small-scale industries: Industries in which capital investment is small.

Cottage industries: Industries in which products are manufactured using local raw materials by the artisans.

Public sector undertakings: Industries owned and run by government or its agencies for the welfare of the people.

Private sector undertakings: Industries owned and run by an individual or individuals for profit.

Joint sector industries: Industries owned and run by the state and individuals or group of individuals.

Cooperative sector industries: Industries owned and operated by the producers or suppliers of raw materials.

Smelting: The process in which metals are extracted from their ores by heating beyond their melting point.

INDUSTRIES: BACKBONE OF ECONOMIC PROGRESS

Industry is an economic activity under which goods are manufactured. In industry, raw materials are converted into useful goods by different means. This is known as a **secondary activity** or a manufacturing change. Due to increase in the usefulness of these goods, their value in the market is more than that of the raw material. For example,

clothes are prepared from cotton. Here, clothes are more useful than cotton which is used as a raw material in the industry. The market value of cotton is less than that of cloth. Thus, it is evident that natural resources are converted into useful resources by industries resulting in increase in the economic utility of the resources. It is only with the help of industries that steel is prepared from iron ore, utensils from aluminium, wires from copper, furniture from wood etc. Industries are of different types and different sizes. Industries in a particular area develop according to the local needs of the human beings.

The economic progress of a country is assessed on the basis of its industries. We call Japan a developed country because the industries there lay emphasis on ultramodern technology and thus, useful and highly sophisticated goods are manufactured from raw materials. Developing countries have less developed industrial base. Industries not only manufacture goods but also provide opportunities for employment. The strength of the economic condition of a country can be assessed by the number, type and annual production of industrial units set up in that country.



A modern industrial unit in Japan

CLASSIFICATION OF INDUSTRIES

Industries can be classified on different bases. They are—

- (i) on the basis of raw materials
- (ii) on the basis of size
- (iii) on the basis of ownership

On the Basis of Raw Materials

Availability of raw materials is a major factor in determining the location of industries. Agricultural products and minerals are the main raw materials which are converted into useful articles with the help of machinery and technology. Thus, on the basis of raw materials, industries can be classified into the following types:

1. **Agro-based industries:** Industries obtaining raw materials from agriculture are called agro-based industries. Sugar industry is an agro-based industry because it manufactures sugar by using sugarcane (which is an agricultural product). Other examples of agro-based industries are cotton and jute textiles, food processing, vegetable oil, etc.



Sugar mill

Classification of Industries

| S. No. | Basis | Groups | Examples |
|--------|------------------------|---|---|
| (i) | Types of raw materials | 1. Agro-based 2. Forest-based 3. Mineral-based 4. Marine-based | Cloth, sugar, food items, etc. Paper, furniture, lac, resin Iron and steel, automobiles, etc. Fish oil and sea food |
| (ii) | Size of industries | 1. Large-scale industries 2. Small-scale industries 3. Cottage industries | Iron and steel, shipbuilding, etc. Bakery, plastic goods, etc. Handloom industries, making of shawls and mats, etc. |
| (iii) | Ownership | 1. Public sector industries 2. Private sector industries 3. Cooperative sector industries 4. Joint sector industries | SAIL, ONGC, etc. HINDALCO, TISCO, etc. Anand Milk Union Limited, Sudha Dairy, etc. Maruti Udyog, Cochin Refineries Ltd. etc. |

2. **Forest-based industries:** Industries which use products obtained from forests as their raw materials are called forest-based industries. For example, industries which manufacture paper, furniture, cardboard, resin, etc. Forest-based industries can also be categorised as agro-based because they are also related to vegetation. Agro-based and forest-based industries can together be called vegetation-based industries.
3. **Mineral-based industries:** Industries which use raw materials obtained from minerals and rocks are known as mineral-based industries. For example, the manufacture of iron and steel items, utensils, aluminium doors, cement, machinery, etc. are mineral-based industries.
4. **Marine-based industries:** Industries which utilise articles from seas and oceans as their raw materials are called marine-based industries. For example, manufacturing fish oil and processing sea food are marine-based industries.

On the Basis of Size

Industries may also be classified on the basis of their size.

1. **Large-scale Industries:** Some units are quite large in terms of the number of employees and the capital invested. They are called large-scale industries. Iron and steel, ship building, rail coach building, aircraft building, etc. belong to this category.



Rail coach factory at Kapurthala

FACTORS AFFECTING THE LOCATION OF AN INDUSTRY

Establishing an industry in a particular area depends on a number of factors like availability of land, water, raw materials, energy resources, means of transport and communication, labour and market demand.

PHYSICAL FACTORS

1. Availability of land

For the establishment of industries vast plain areas are required. It is difficult to establish industries on high mountains or rough land.

2. Availability of Raw Materials and Energy Resources

Availability of raw materials and energy resources are both very important for the location of industries. Though advanced means of transport are available in the modern age, yet industrialists desire that industries be established near both or at least one of these factors. In particular, heavy and large-scale industries like iron and steel which use raw materials (iron ore) as well as energy resources (coal) in huge quantities should be located in areas where these resources are abundant so that the cost of transport is reduced.

In India, the cotton textile industry is mainly concentrated in Mumbai and Ahmedabad because cotton is grown in the adjoining areas. Similarly, due to the easy availability of iron ore and coal, iron and steel industries in India are located in the Chhotanagpur plateau and the nearby regions. Sugarcane produced on large areas around western Uttar Pradesh account for an abundance of sugar mills in that region.

3. Availability of Power

Power is essential for industries to run smoothly. Coal, electricity and petrol are the major sources of power. Industries are set-up in areas where these sources are easily available.

4. Availability of Water

Availability of water is another important factor affecting the location of an industry. Industries need large amounts of water for various purposes. In particular, textile industry, iron and steel industry, etc. cannot be established in areas with shortage of water because they need an abundant supply of water.

HUMAN FACTORS

1. Capital

The most essential requirements for setting up an industry are land, machinery, steady

Locational Factors of Industries

Physical Factors

1. Availability of land
2. Availability of raw materials
3. Availability of power
4. Availability of water

Human Factors

1. Capital
2. Labour
3. Transport
4. Market
5. Government policies

supply of power and raw materials and above all, construction of suitable factory premises. This needs investment of huge capital.

2. Labour

Labour, both skilled and unskilled, is required in industries. Industries that are located in urban areas can easily secure unskilled labour. For specialised skills industries are set up in those areas where such skilled workforce is available. For example, factories making brassware are located in Moradabad (Uttar Pradesh) and Rewari (Haryana) and those of bangle manufacturing are located in Firozabad (Uttar Pradesh) because skilled labour for these industries is available there.

3. Means of Transport

A developed system of transport affects the location of industries. Industries get concentrated in areas where these facilities exist because transport is needed to carry raw materials to the factories and finished goods to the market. For example, many industries are located near Kolkata, Mumbai and Chennai as they are well-connected/ by rail and road to other areas.

4. Location of Market

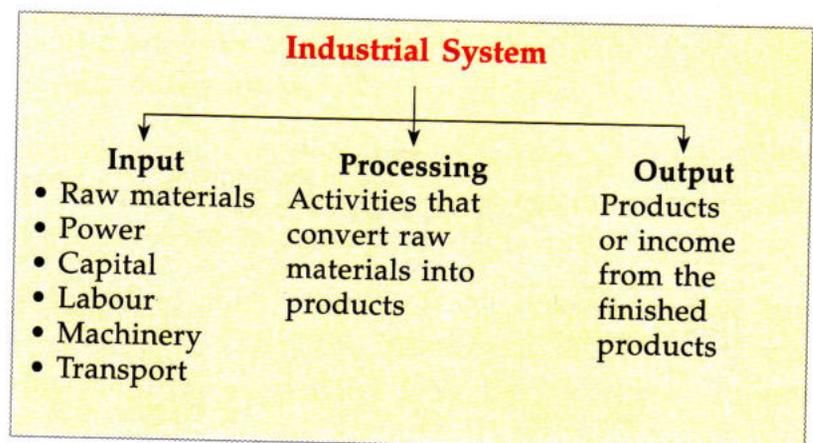
Location of industries is substantially affected by the location of the market as well as by the amount of demand. Industries producing very heavy articles and those producing perishable goods are set up near the market so that the cost of transport is reduced and the articles reach the market in time for supply to consumers before perishing.

5. Policies of the Government

Government policies play an important role in determining the location of industries. To encourage industries in backward areas, government provides many facilities, such as availability of electricity on low cost, cheap transportation and loans at reduced interest rates etc.

INDUSTRIAL SYSTEM

Like agriculture, industry is also a system which requires inputs. The inputs go through some desirable processes or operations and outputs or finished products are obtained. The various **inputs** are raw materials, power, capital, labour, machines, means of transport, etc. The **processes** include a set of activities which involve the conversion of raw



materials into finished products. The **outputs** are the finished product and the income derived from it.

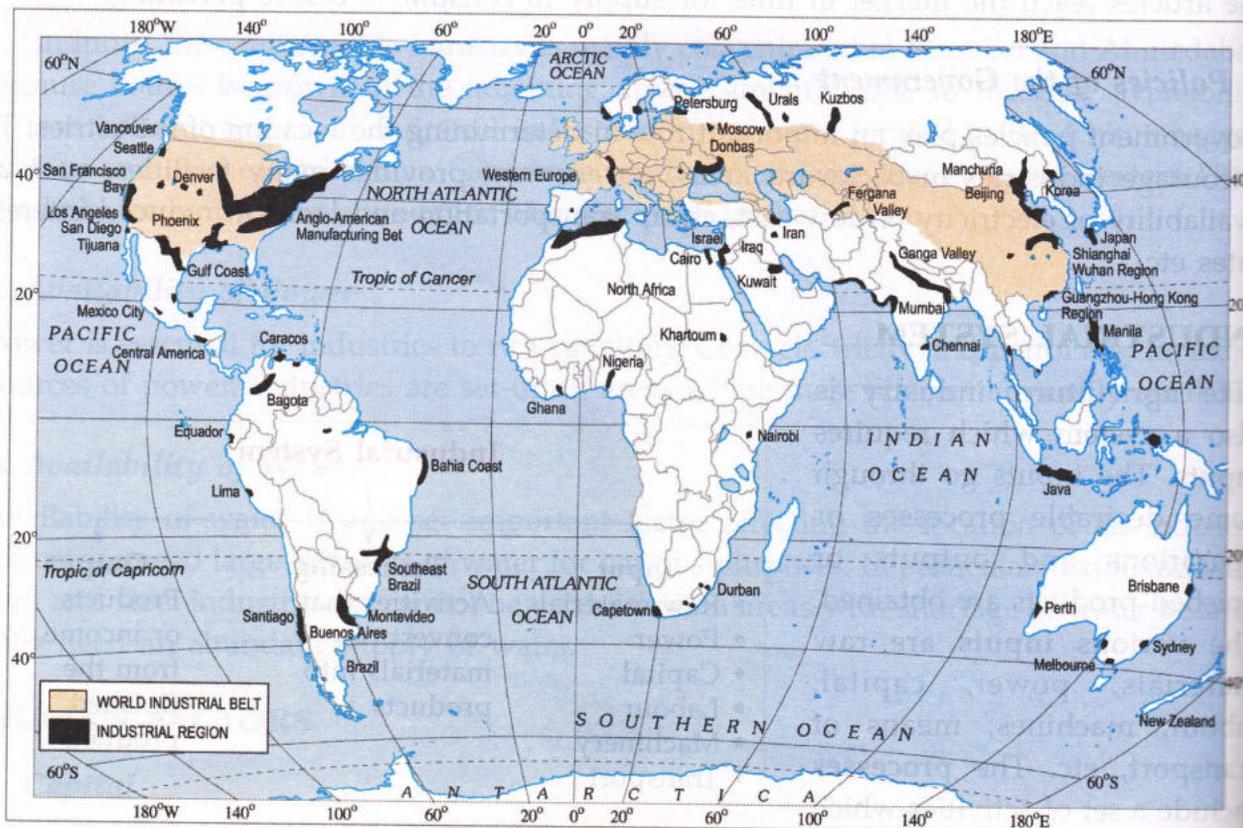
For example, in textile industry system, we have certain inputs like raw cotton (raw material), transportation costs, costs of setting up the business and factory unit, wages and salaries to labourers and employees, etc. The various processes (steps) involved in this system are making of yarn, spinning, weaving, knitting, dyeing cloth, etc. and the output is the finished clothes (shirts/trousers/skirts, etc.) that we wear.

INDUSTRIAL REGIONS

Industrial regions are those where a cluster of industries are located in close proximity due to its locational advantages. Being close to each other various industries can share the benefits of their closeness. The main characteristics of industrial regions are—

- (i) high concentration of factories
- (ii) majority of population engaged in industrial activity
- (iii) good transport and communication facilities
- (iv) market for industrial products, labour supply is easily available.

The major industrial regions of the world are the Great-Lakes industrial region of the USA, the Ruhr-Sar industrial region of Germany, London industrial region of the UK and the Ukraine-Urals industrial region which is confined to coalfields and seaports. Most of the industrial regions of the world are located in temperate regions.



World—Major industrial regions

In India, the major industrial regions are—Mumbai-Pune, Kolkata-Hooghly, Bengaluru-Mysore, Tamil Nadu, Ahmedabad-Vadodara, Chhotanagpur, Kanpur-Lucknow, Kollam-Thiruvananthapuram and Delhi-Meerut-Gurgaon-Faridabad.

DISTRIBUTION OF MAJOR INDUSTRIES

Now we will learn about some important industries of the world – the iron and steel industry, cotton textile industry and information technology industry. Out of these, iron-steel industry and cotton textile industry are the older industries whereas information technology industry is an emerging industry.

| | Major Industries | Distribution in World | Distribution in India |
|----|---------------------------------|---|--|
| 1. | Iron-steel industry | Germany, USA, China, Japan and Russia. | Durgapur, Bhilai, Rourkela, Bokaro, Jamshedpur etc. |
| 2. | Textile industry | India, Hongkong, South Korea, Japan, Taiwan, England, New Zealand, Germany, South Africa etc. | Maharashtra, Gujarat, West Bengal, Tamil Nadu, Uttar Pradesh, Madhya Pradesh, Chhatisgarh etc. |
| 3. | Information Technology industry | Central California, South Korea, Taiwan, Japan, China | Bengaluru, Hyderabad, Chennai, Mumbai, New Delhi, Noida, Gurugram, Pune, Chandigarh |

IRON AND STEEL INDUSTRY

Iron and steel industry is the basic or the key industry. This is because several other industries are dependent on it.

Process: Iron and steel industry requires iron ore, coal, limestone and manganese as raw materials. It also requires huge capital, a large area, efficient labour and a good network of transport. In order to manufacture steel, iron ore is first **smelted** in the blast furnace and then refined.

Output and Uses: The steel produced is the finished product which is used as a raw material in automobile engineering and various other industries. Steel can be cut into various shapes, rolled into sheets and made into wires. It is also used with other metals like aluminium, nickel and copper to produce alloys.

Steel is an important raw material for the modern industry. It is essential in the production of tools, machines, automobiles, drilling machines, pipes, etc. Farm implements are made up of steel. Steel is also widely used in construction activities.

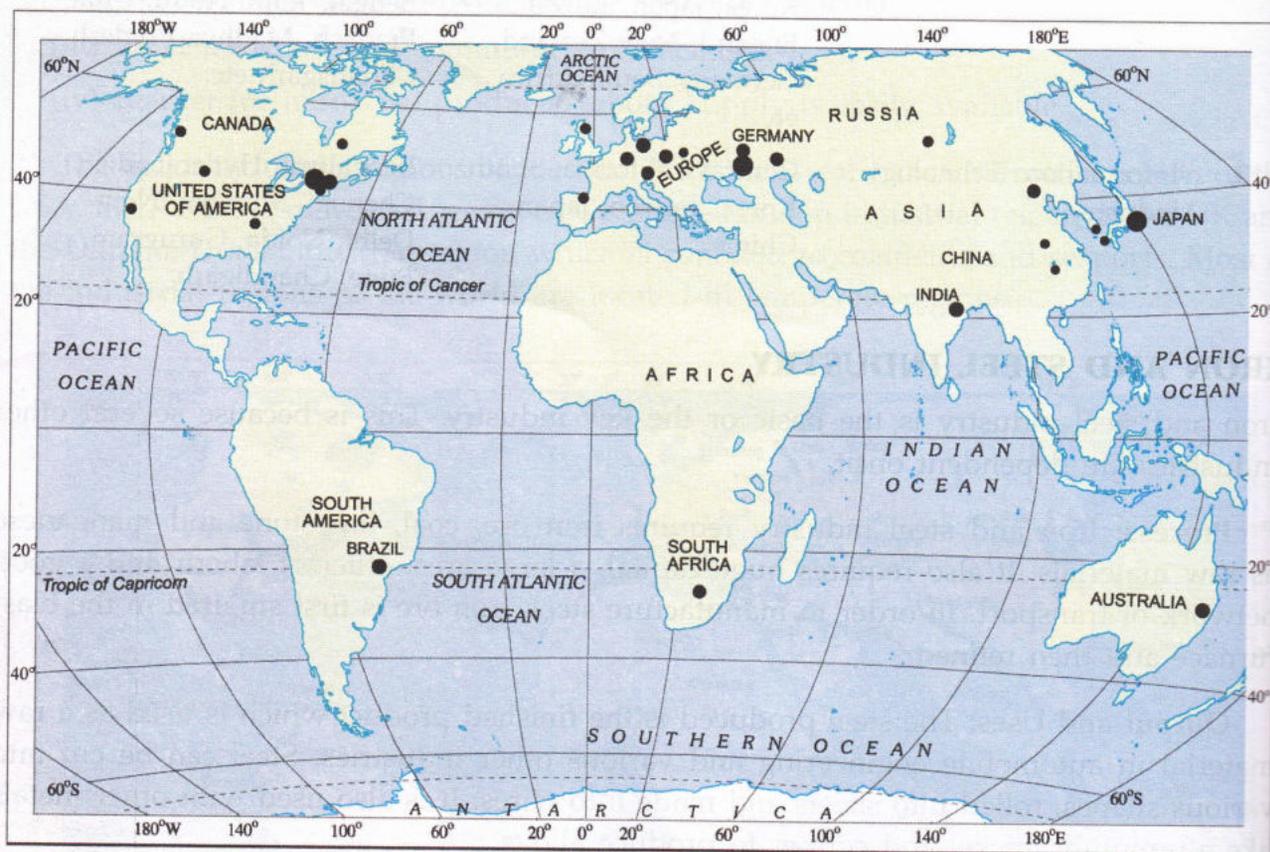
Location: Earlier, most of the iron and steel industries were located where raw materials, power and water were abundant. Later, the location of this industry was shifted to areas with coalfields, canals and railways. After 1950, the location of the iron and steel industry was confined to flat plains and near seaports. This shift was primarily

because the iron and steel plants had grown into major steel industries and the iron ore had to be imported from other countries.

In India, iron and steel industries are confined to the Chhotanagpur plateau region due to the locational advantages like proximity to the source of raw materials, cheap labour, good network of roads and railways, port facilities and a huge market. Important iron and steel plants are located at Jamshedpur, Durgapur, Bhilai, Bokaro, Burnpur and Rourkela. The other four steel plants are Bhadravati and Vijayanagar in Karnataka, Vishakhapatnam in Andhra Pradesh and Salem in Tamil Nadu.



Iron and steel industry at Bhilai



World: Iron ore producing areas

Tata Iron and Steel Company, Jamshedpur

Before independence, the only iron and steel company in India was the Tata Iron and Steel Company Limited (TISCO). TISCO (now Tata Steel) was set up in 1907 at Sakchi (renamed as Jamshedpur) at the confluence of the Subarnarekha and Kharkai rivers. The company was established by **Jamshedji Tata**.

The location of the iron and steel industry at Jamshedpur has several locational advantages. Sakchi is 32 km from the Kalimati railway station in the East Singhbhum district of Jharkhand. All the raw materials like iron ore, coal, limestone and manganese are available in close proximity. The nearness to the port of Kolkata, banking facilities and a huge market for iron and steel goods are other factors. TISCO uses coal from the Damodar Valley coalfields of Jharia and Raniganj. Iron ore, limestone and manganese are obtained from Odisha and Chhattisgarh. The Damodar river and its tributaries like the Subarnarekha and the Kharkai provide sufficient water for the plant. Jamshedpur and its surrounding areas are thickly populated. Therefore, labourers from the states of West Bengal, Jharkhand, Bihar, Odisha and Uttar Pradesh are easily available.



Tata Steel company at Jamshedpur

Jamshedpur is connected to Kolkata, Mumbai and Chennai by an efficient network of roadways and railways. Government initiatives also provided desired capital for the development of this industry.

In Jamshedpur, there are many industries which were set up after TISCO. They are locomotive, agricultural equipment, chemicals, machinery and electrical industries.

The development of the iron and steel industry has laid the foundation for large-scale industrial development in India. The India Iron and Steel Company comprises large integrated steel plants and mini steel plants. All public sector undertakings market their steel through the Steel Authority of India (SAIL) while Tata Steel markets its products itself. Today, Tata Steel is the fifth largest producer of iron and steel in the world.

Pittsburgh

Pittsburgh is an important centre of iron and steel industry in the USA. It is located in south-west Pennsylvania. The iron and steel industry at Pittsburgh has many locational advantages. The raw materials like iron ore comes from Minnesota, about 1500 km from Pittsburgh. Coal is available from the local area. The Great Lakes waterways and railways provide the cheapest means of transport for the iron and steel industry. Rivers like the Ohio, the Monongahela and Allegheny also provide large amounts of water for the iron and steel plants.

There are a few large steel mills in Pittsburgh which are located in the valleys of the Monongahela and the Allegheny rivers and along the Ohio river. The development of land and water routes is responsible for the transportation of finished steel to the market. The Pittsburgh area has many other industries besides the steel plant. They use steel as a raw material to produce railway equipment and heavy machinery.

COTTON TEXTILE INDUSTRY

The cotton textile industry is one of the oldest and largest agro-based industries. It uses both natural and human-made fibres. Natural fibres are cotton, silk, wool, linen and jute while human-made fibres are nylon, polyester and rayon.

Process: Earlier, cotton textiles were produced using hand spinning and handloom weaving techniques. After the eighteenth century, powerlooms came into existence mainly in Great Britain. Today, the major producers of cotton textiles are India, China, Japan and USA.

Output: India has an illustrious tradition of producing good quality cotton textiles like the Muslins of Dhaka, the Chintzes of Masulipatnam, the gold-embroidered cotton pieces of Surat, Burwanpur and Vadodara and the Calicos of Calicut. However, our traditional cotton textile industries produced textiles which were expensive and time-consuming. These traditional industries had to face stiff competition from modern textile mills from the West which produced cheap, better quality textiles on a large-scale within a short time.

Location: The first cotton textile mill was set up in Mumbai in 1854. Availability of raw cotton, warm moist climate, port facilities to import machinery and cheap labour have led to large-scale expansion of cotton textile industry in Mumbai.

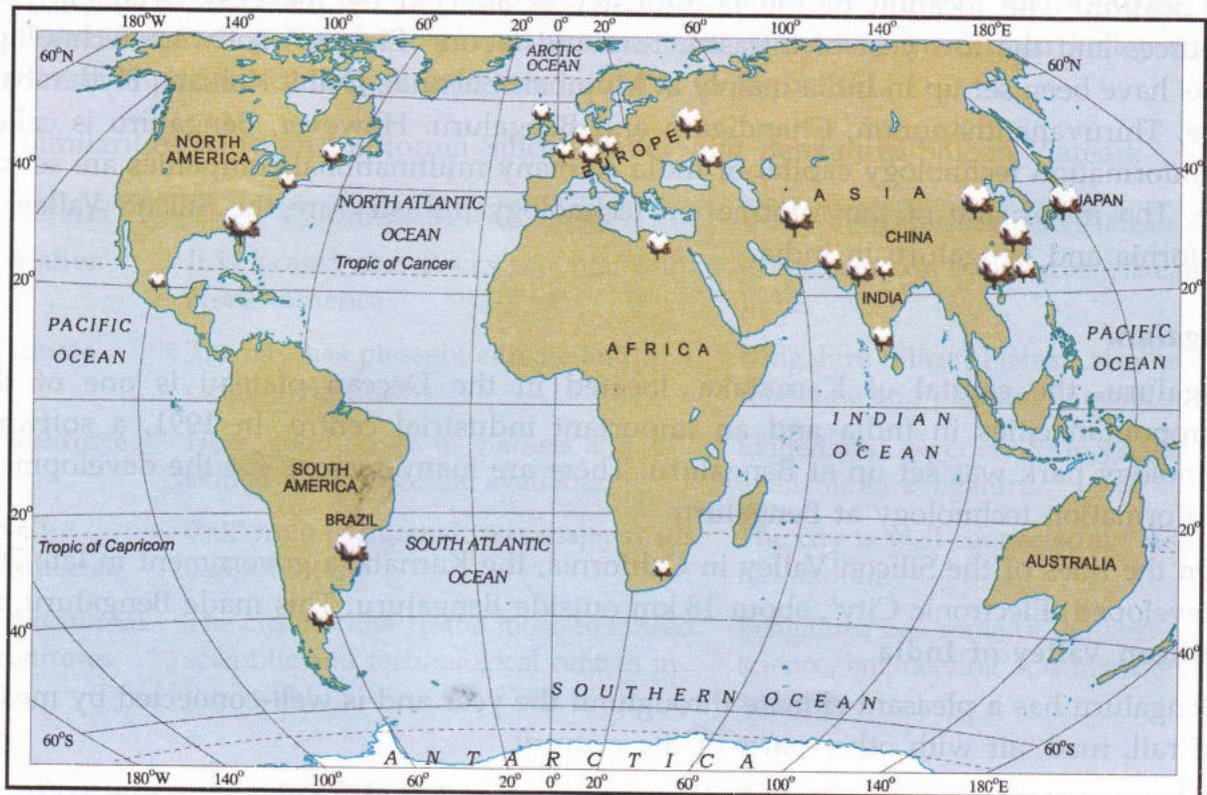
Earlier, the cotton textile industry was set up around the cotton growing areas in Maharashtra and Gujarat due to the locational advantages like the availability of raw materials, favourable climate, labour and port facilities. But today, it is widespread all over the country due to the development of quicker means of transport. Cotton, being a light raw material can also be easily transported to far-off places. Some of the important centres of cotton textile industry in India are Coimbatore, Chennai, Madurai, Salem, Ahmedabad, Mumbai, Kolkata, Kanpur, Gwalior, Ludhiana, Puducherry, Surat and Indore.

Ahmedabad

Ahmedabad is located on the banks of the Sabarmati river which provides abundant water for the cotton textile industry. It is called the 'Manchester of India' as it is the second largest textile city after Mumbai. The black soil of Gujarat is favourable for the growth of cotton. The humid climate is also favourable for spinning and weaving and a large area is available for setting up of cotton mills. Availability of both skilled and unskilled labour, good network of rail and roads and proximity to the Mumbai port have all facilitated the export of cotton textiles and the import of machinery. However, recently, the cotton textile mills in Ahmedabad are facing many problems like the use of outdated machinery, inefficient labour and erratic power supply, which have led to increase in the demand for synthetic fabrics.

Osaka

Osaka is known as the 'Manchester of Japan'. This city is located near the sea and it expanded rapidly after 1930. The vast plains around Osaka are suitable for the



World: Cotton textile industry

growth of cotton mills. Warm and humid climate, availability of hydel power, cheap and efficient labour, provision of abundant water for cotton mills by the river Yodo and port facilities for the import of raw cotton and export of cotton textiles are the locational advantages of this city. Cotton is mainly imported from India, Egypt, China and USA. The cotton textile manufactured here is exported to many countries due to its good quality and competitive price. Though it is the leading producer of cotton textiles, recently, other industries like iron and steel, shipbuilding, automobiles, electrical equipment and cement have also developed in Osaka.

INFORMATION TECHNOLOGY

The information technology industry is concerned with the storage, processing and distribution of information. Progress of information technology was seen in the last decade of the twentieth century and its importance is growing in the twenty-first century. The development of computers has accelerated the progress of information technology. This industry has provided employment to more than one million people in India and has emerged as an important foreign exchange earner in the last five years due to the growing Business Process Outsourcing (BPO) sector.



People working in the Business Process Outsourcing sector

Location: The location of the IT industry is affected by the easy availability of resources and the low cost of infrastructure and labour. Eighteen software technology parks have been set up in India mainly at Mumbai, Chennai, Delhi, Kolkata, Hyderabad, Pune, Thiruvananthapuram, Chandigarh and Bengaluru. However, Bengaluru is called the information technology capital of India as many multinational companies are set up here. The major hub of the information technology industry are the Silicon Valley in California and Bengaluru in India.

Bengaluru

Bengaluru, the capital of Karnataka, located in the Deccan plateau is one of the metropolitan cities in India and an important industrial centre. In 1991, a software technology park was set up at Bengaluru. There are many reasons for the development of information technology at Bengaluru.

- On the lines of the Silicon Valley in California, the Karnataka government in late 70's developed 'Electronic City', about 18 km outside Bengaluru. This made Bengaluru the **Silicon Valley of India**.
- Bengaluru has a pleasant climate throughout the year and is well-connected by means of rail, road, air with other parts of the country.
- It has got the best type of training infrastructure required for the computer software industry. In 1999, the Indian Institute of Information Technology was set up in Bengaluru.
- Bengaluru is credited with large number of highly trained and talented professionals.
- The policies of the government have also greatly contributed to the amazing expansion of information technology in the city.
- It has many public sector companies like BHEL, BEL, HAL, NAL, DRDO, ISRO and research institutes like the Indian Institute of Science (IISc).
- More than 100 software companies, both national and international have established their offices in this city. In 1989, Hewlett Packard (HP) also set up their unit here. Today, most of the computer and software companies of the world like IBM, Oracle, Novell and Fujitsu are located in Bengaluru. Many multinational companies like Motorola, Siemens and Citicorp get their software development work done from the companies based in Bengaluru.
- In the last 10 years, Bengaluru has become Asia's fastest growing city having rapid growth and international recognition in the field of software development and information technology.

Silicon Valley

The Silicon Valley, situated in California on the western coast of the USA, is well known for the computer and electronics industry. It is the home of many companies that are engaged in high technology research and manufacturing. Extensive land was given here to establish high technology firms on long-term lease. Pleasant climate, pollution-free

environment, availability of skilled labour, huge capital, accessibility by roads and airports and abundance of power have played a major role in making the Silicon Valley one of the most important centres of software industry in the world.

Similarities between California Silicon Valley and Bengaluru Silicon Plateau.

| Basis | California Silicon Valley | Bengaluru Silicon Plateau |
|-------------------------------|---|--|
| Location | It is located near Rocky mountains in North America. | It is located on the Deccan Plateau of India. |
| Climate | The city has pleasant climate and a clean environment. | Bengaluru Silicon Plateau also has moderate and pleasant climate. |
| Workforce | Here, good access to markets and skilled work force are available. | Skilled and experienced managers are available in Bengaluru. |
| Well-connected | California is situated near major roads and airports. | The city is well connected by roads, rail and air. |
| Educational Institutes | The city is close to the most advanced scientific and technological centres in the world. | Bengaluru has some of the best science, engineering and management colleges. |

Summary of the Lesson

- Industries convert raw materials into articles of utility.
- Industrial development of a country is an indicator of the economic development of a country.
- Industries are classified on the basis of raw materials, size and ownership.
- Types of industries:
 - **On the basis of raw materials:** Agro-based industries, forest-based industries, marine-based industries and mineral-based industries.
 - **On the basis of size:** Large-scale industries, small-scale industries and cottage industries.
 - **On the basis of ownership:** Public sector industries, private sector industries, cooperative sector industries and joint sector industries.
- Industrial regions of the world refer to the cluster of industries located in close proximity due to locational advantages.
- Iron and steel industry is widely distributed in Jamshedpur, India and Pittsburgh, USA.
- Ahmedabad is one of the centres of cotton textile industry in India and Osaka is one of the centres of cotton textile industry in Japan.
- Bengaluru (India) and Silicon Valley in California (USA) are the hub of the information technology industry.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Which one of the following cities is known as the 'Manchester of India'?
(a) Kolkata (b) Ahmedabad
(c) Chennai (d) All of the above
2. Bengaluru is called the of India.
(a) Silicon Valley (b) Mica capital
(c) Black city (d) None of the above
3. Which one of the following cities is called as the 'Manchester of Japan'?
(a) Tokyo (b) Hiroshima
(c) Kobe (d) Osaka
4. Which one of the following is a public sector industry?
(a) SAIL (b) Tata Steel
(c) Maruti Udyog (d) Reliance
5. Which one of the following is an important centre of iron and steel industry in USA?
(a) Chicago (b) Washington
(c) Pittsburgh (d) None of the above

II. Distinguish between the following—

1. Agro-based and mineral-based industries
2. Large-scale and small-scale industries
3. Public sector and private sector industries

III. Short Answer Questions.

1. Define industry.
2. State the factors affecting the location of an industry.
3. Why is the iron and steel industry a basic industry?
4. Name the important iron and steel plants located in West Bengal, Jharkhand and Odisha.
5. What are cooperative sector and joint sector industries?
6. Why is Bengaluru called the 'Information Capital of India'?

IV. Long Answer Questions.

1. Compare and contrast the locational factors of the iron and steel industry in Jamshedpur, India and Pittsburgh, USA.
2. Discuss the factors responsible for the development of cotton textile industry in Ahmedabad.
3. How are industries categorised on the basis of raw material used?
4. What are the similarities between information technology industry in Bengaluru and California?

V. Map Work

1. On an outline map of India, mark the following:
(a) Jamshedpur (b) Bengaluru (c) Ahmedabad (d) Mumbai
2. On an outline map of the world, locate the following:
(a) Pittsburgh (b) Osaka (c) California

VI. Projects and Activities

1. Prepare a chart showing the major industrial regions of India and write about some of the major industries in these regions.
2. Organise a visit to a local industry in your town. Fill up the following questionnaire about the industry during your visit.
 - (a) Name of the industry:
 - (b) Types of raw material used:
 - (c) Size of industry—large/small/medium:
 - (d) Number of workers employed:
 - (e) Type of industry—heavy/light/consumer:
 - (f) Location of the industry:

VII. Debate and Discussion

Organise a debate on the topic: 'Agriculture or Industry: The Economic Barometer of a Country'.

Which of the two plays a more significant role in the economic development of a country?

Hints:

For Industries

Add value to primary products, provide employment, eliminate poverty, bring more income than agriculture

For Agriculture

Fulfils the basic needs of life, provides employment to a large percentage of population, dominates the export list, provides raw material to industries

VALUE-BASED QUESTION

A ten-year old child works in a fire cracker factory. Who is at fault—the child or the fire cracker factory?

HOTS: THINK BEYOND

Industries play an important role in the economic development of a country. However, they are also responsible for environmental pollution. Suggest five measures to minimise the environmental pollution caused by industries.



6

Human Resources

Important terms

Population distribution: The pattern of where people live on the earth.

Density of population: The number of people living in per unit area or per square kilometre.

Birth rate: The number of live births per thousand persons.

Death rate: The number of deaths per thousand persons.

Natural growth rate of population: The difference between the birth rate and death rate in a country in a year.

Migration: Movement of people in and out of an area.

Life expectancy: Average lifespan of an individual.

Sex ratio: The number of females per thousand males.

Immigration: In-migration of people into a country.

Emigration: Out-migration of people from a country.

We have studied about different natural and man-made resources available on the earth. We also know that only humans can change the natural resources into valuable resources that are called man-made resources. Man can make better use of nature only when he has knowledge, skill and technology. Thus, human beings are the greatest asset to the world. It is the people who use the natural resources of a country and produce goods and provide services to the people. The 'quality' of a country's human resources is more important than their 'quantity'. Quality of the people refers to their knowledge and skills, their level of technological development and their efficiency to develop resources. It is not the population but the education, intelligence, working-ability, technological development, intentions and aspirations of the citizens that make a country wealthy and prosperous.

DISTRIBUTION OF WORLD POPULATION

We know that various natural resources are unevenly distributed on the earth. Similarly, human resources varies in number in different parts of the world. Some parts of the world are densely populated. Some are moderately populated and some are sparsely

populated. On this basis of distribution of population, the world can be divided into three major parts—

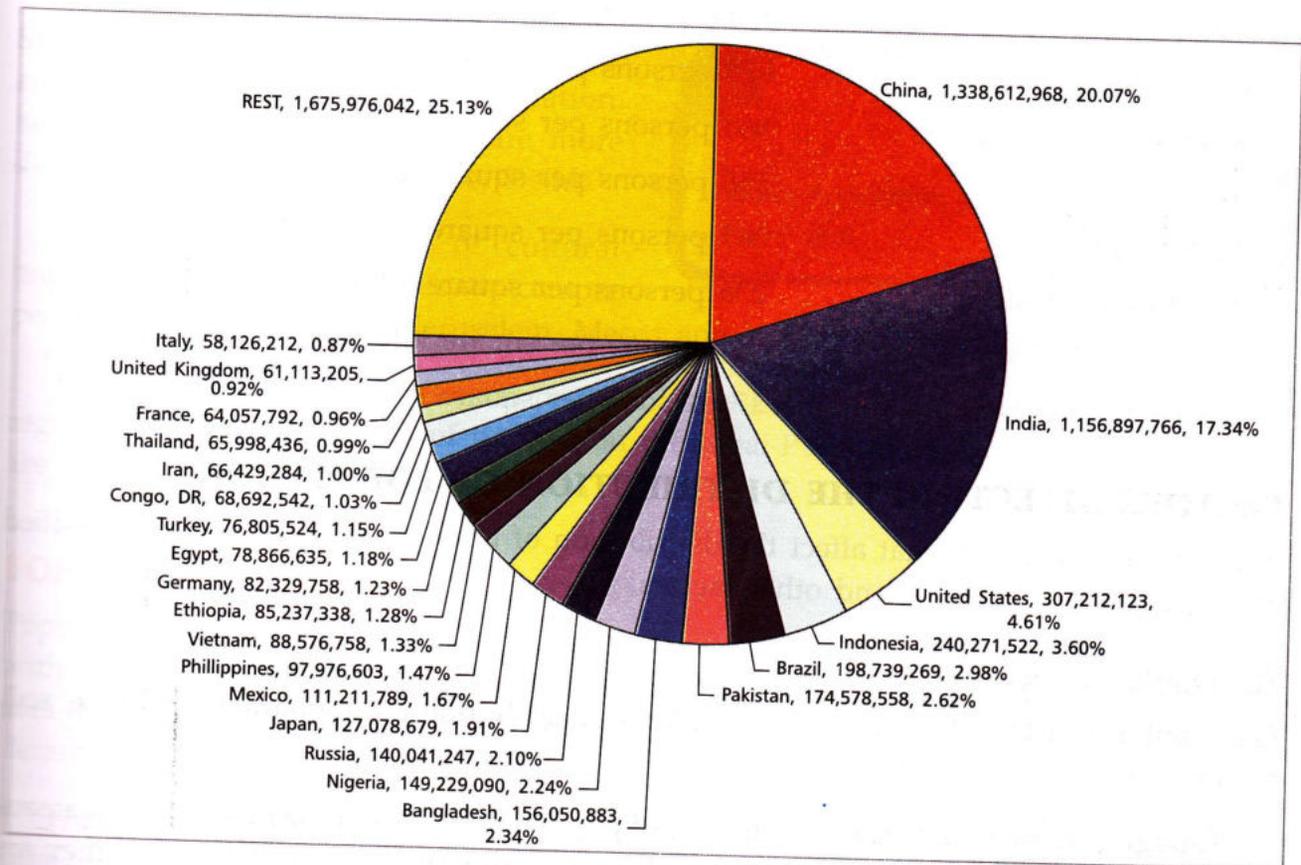
- (i) Densely populated regions
- (ii) Moderately populated regions
- (iii) Sparsely populated regions

East and south-east Asia which include China, Japan, Korea, Philippines, India, Pakistan and Bangladesh are densely populated regions. Similarly, in West Europe—England, Netherland, Belgium, France, Ukrain and European Russia—the Great Lakes have high density of population. Eastern and the central North America, *i.e.*, Canada are densely populated regions.

Southern part of Russia, Central America, Central China, South Africa, Argentina, Deccan Plateau of India are moderately populated areas.

Low density of population is confined to the equatorial forests of the Amazon basin in South America, the Congo basin of Africa, hilly regions like the Himalayas, tropical deserts like the Thar, Kalahari and Sahara and regions around the poles.

Thus, we see that Asia is the highest populated continent. The ten most populous countries of the World account for 60 per cent of the world's population. These countries are China, India, USA, Indonesia, Brazil, Pakistan, Bangladesh, Russia, Nigeria and Japan.



A pie chart showing distribution of population (2010)

Density of Population: It refers to the number of people living in a unit area of the earth's surface. The average density of population of the world is 50 persons per square kilometre (for year 2015) while that of India is 382 persons per square kilometre (according to the 2011 census).

| Densely Populated Countries | Sparsely Populated Countries |
|---|--|
| <ul style="list-style-type: none"> • Monaco (Europe) – 25,718 persons per square kilometre • Bangladesh (Asia) – 1114 persons per square kilometre • Korea (Asia) – 500 persons per square kilometre | <ul style="list-style-type: none"> • Australia – 3.09 persons per square kilometre • Canada (Europe) – 3.60 persons per square kilometre • Kazakhstan – 6.16 persons per square kilometre |

Population density of a place is calculated by dividing the number of persons living in that place by the area of the place. Therefore, density of population is expressed as **person per square kilometre**. For example, the area of Delhi is about 1483 square kilometres. According to 2011 census the population density of Delhi is 11,320 persons per square kilometre which was 9340 persons per square kilometre in 2001. The population density of some other states of India are as follows–

| | |
|-------------------|------------------------------------|
| West Bengal | 1,028 persons per square kilometre |
| Bihar | 1,106 persons per square kilometre |
| Uttar Pradesh | 829 persons per square kilometre |
| Kerala | 860 persons per square kilometre |
| Tamil Nadu | 555 persons per square kilometre |
| Maharashtra | 365 persons per square kilometre |
| Madhya Pradesh | 236 persons per square kilometre |
| Jammu and Kashmir | 56 persons per square kilometre |
| Arunachal Pradesh | 17 persons per square kilometre |

FACTORS AFFECTING THE DISTRIBUTION OF POPULATION

There are many factors that affect the distribution of population which can be classified as — geographical factors and other factors.

Geographical Factors

Geographical factors that affect the population distribution are topography, climate, soil, water and minerals.

Topography or Relief: The distribution of population varies in the mountains, plateaus and plains. Plains are preferred for habitation over mountains and plateaus as they are

suitable for agriculture and manufacturing activities, have a good network of transport, and provide large-scale employment opportunities and better living conditions. The river plains are more densely populated in comparison to the mountainous regions of the Himalayas. The Andes and the Alps are sparsely populated.

Climate: Extreme hot, cold, dry and wet regions of the world are not conducive for human settlement. The areas of equable climate support larger populations. Places like the Sahara Desert, Antarctica, equatorial regions of South America and Africa and the northern parts of Canada and Russia have very low density of population.

Soil: Fertile soils favour the cultivation of crops. Some of the fertile plains of the world like the Ganga-Brahmaputra basin in India, the Nile delta in Egypt, the Hwang-Ho basin of China, the Mississippi-Missouri river basin of North America and the Great European plains are densely populated.

Water: Population tends to concentrate around water bodies especially the areas where freshwater is available. All the major river valleys of the world are the **cradles of ancient civilization** while the desert regions are sparsely populated as they are devoid of freshwater.

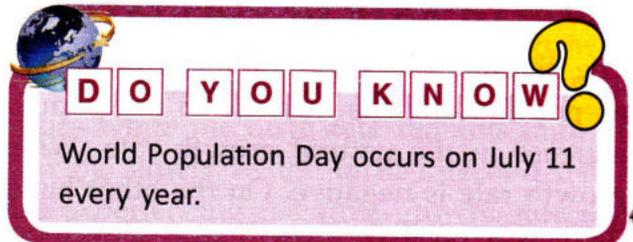
Minerals: The presence of minerals attracts people on a large-scale. The presence of gold and diamonds in South Africa, crude oil in West Asia and gold in Australia has led people to settle down in these areas. Such areas provide more opportunities of employment.

Other factors

Social factors: Areas where better civic amenities are available like education, health, housing and sanitation are more densely populated. For example, Delhi.

Cultural factors: Places of cultural importance and religious places attract more people. Varanasi, Madurai, Jerusalem, Mecca and Vatican City are some examples.

Economic factors: Areas which provide large-scale employment like the industrial regions have higher density of population. Mumbai-Pune in India and Osaka in Japan are some examples.



POPULATION CHANGE

Population change is a natural process. The population of a place or country changes with time. Population change refers to the change in the number of people in a given area during a specific period of time. Birth rate, death rate, migration and natural factors determine population change.

The world population has undergone significant changes throughout history. This change is mainly due to the changes in birth rate and death rate. Till 1800, the world

population grew slowly and steadily. The birth rate and death rate were almost the same due to the prevalence of deadly diseases, hunger and starvation, and unfavourable climatic conditions. Food production was not enough to meet the requirements of the population. Hence, the growth of population was very slow.

In 1820, the world population was about one billion and after 150 years, in the 1970s, the world population reached 3 billion. In 1999, in less than 30 years, the population doubled to 6 billion. The sudden increase in population is called **population explosion**. The reasons for the rapid growth of world population were availability of advanced medical facilities and large-scale food production. Development in science and technology also contributed to better standards of living, resulting in a sharp decline in deaths whereas the births still remained high.

Causes of slow growth of population

- High death rate - low birth rate
- Scarcity of medical facilities
- Inadequate amount of food
- Low rate of life expectancy (Average time one is expected to live)

Causes of rapid growth of population

- High birth rate - low death rate
- Modern medical facilities
- Adequate food-supply
- High rate of life expectancy

Birth rate refers to the number of live births per 1000 persons. **Death rate** refers to the number of deaths per 1000 persons.

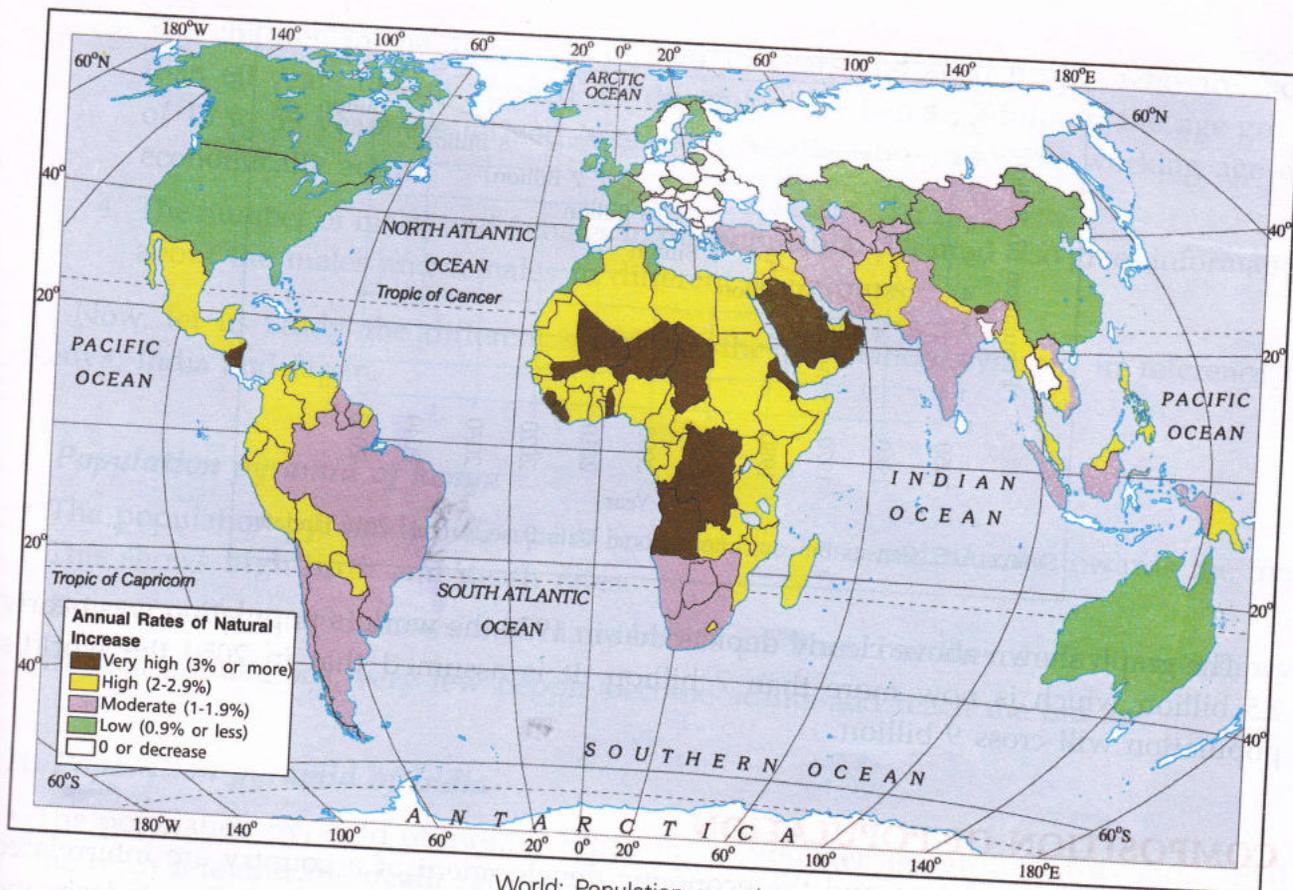
GROWTH RATE OF POPULATION

The difference between the birth rate and death rate of a country is called the **growth rate of population**. The increase in the population of the world is mainly due to a sudden increase in the natural growth rate. When death rate is more than the birth rate, the growth rate is negative. On the other hand, when birth rate is more than the death rate, there is a positive growth rate. Developed countries of the world have a low growth rate while developing countries have a higher growth rate.

MIGRATION

Another component which brings about a population change is **migration**. It is the movement of people in and out of an area. Movement of people within the country is called internal migration while that between the countries is called international migration.

Migration of people affects the size and composition of population. The in-migration of people from other countries into a country is called **immigration** while the out-migration of people from a country to other countries is called **emigration**. Ethiopia and Sudan are examples of countries that experience high emigration whereas USA and Japan experience more immigration. There is a large-scale migration of people from developing countries to developed countries due to more employment opportunities, better living conditions and provision of educational facilities. Within a country, there is rural-urban migration in search of jobs and for better education and health facilities.

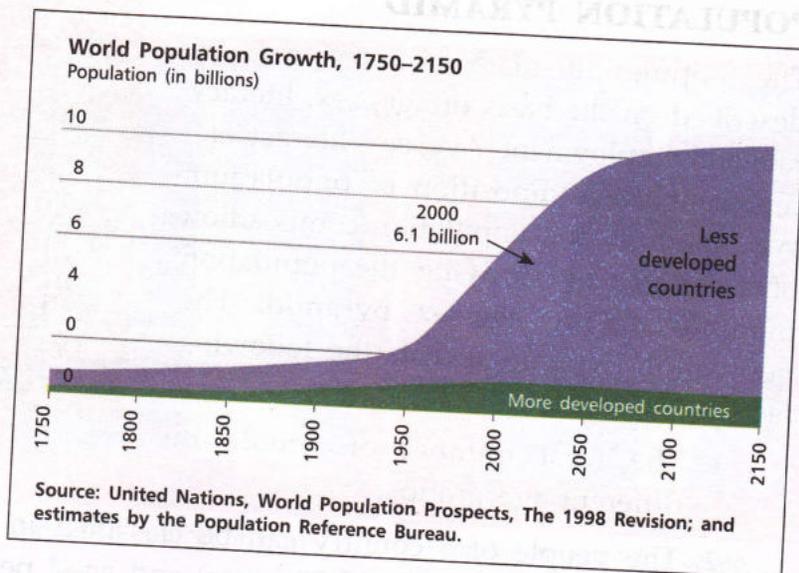


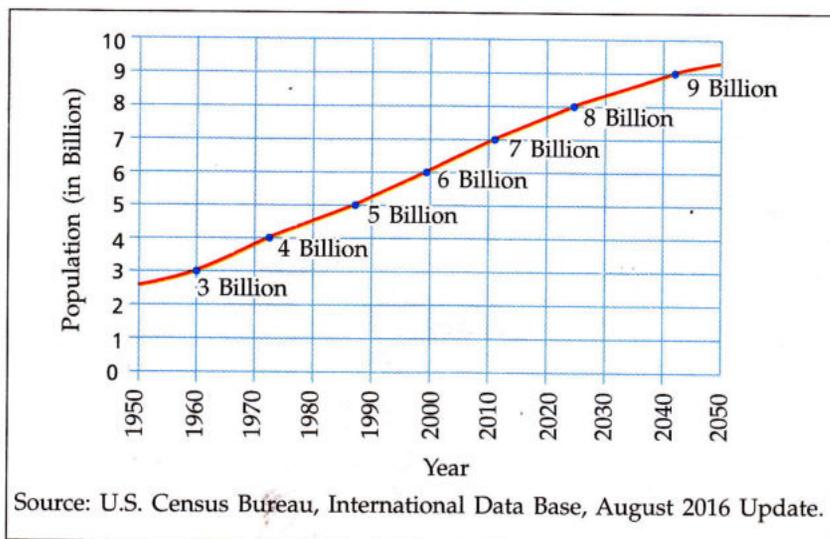
World: Population growth

PATTERNS OF POPULATION CHANGE

The growth rate of population varies among the countries of the world. The world population is rising rapidly but all the countries do not experience the same growth. Kenya is experiencing a high growth rate of population because, there has been a decline in the death rate due to improved health facilities while the birth rate remains high. In some countries like the UK, population is growing slowly as the birth rate and death rate remain low. Some countries like Japan are experiencing negative growth rate due to reduction in birth rate and increase in death rate.

The graph given shows the patterns of population change in the developed and developing countries. We can see that after the year 1900 the population in the developing countries has been growing at a much faster rate than that in the developed countries.





The graph shown above clearly depicts that in 1950 the world's population was nearly 2.5 billion which is now more than 7 billion. It is assumed that in 2050 the world's population will cross 9 billion.

COMPOSITION OF POPULATION

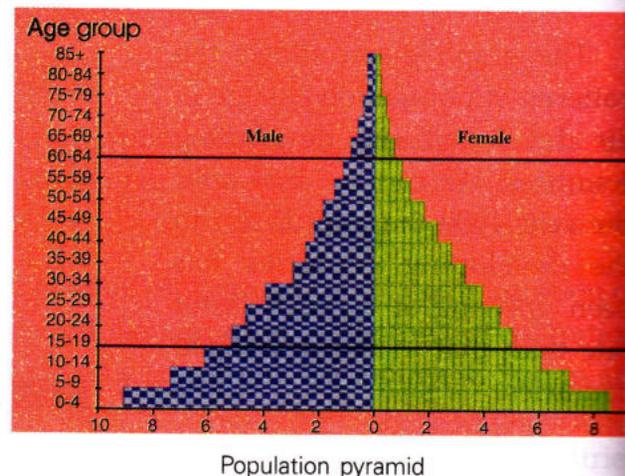
The density of population and the economic development of a country are interrelated but depend upon the composition and the structure of population. Bangladesh and Japan have a high density of population but Japan is economically more developed than Bangladesh.

The elements of the composition of population are—age, sex, literacy and employment. The composition of the population helps us to know the number of males and females and their age group, their educational status, the type of occupation they are engaged in, the per capita income and their health status.

POPULATION PYRAMID

The population of a country can be described on the basis of age, sex, literacy rate and employment. Age, sex, literacy etc. represent the composition of population. We can study the population composition of a country by studying the population pyramid or the age-sex pyramid. The population pyramid reveals the following facts—

1. The total number of people in different age groups.
2. The people of a country can be classified in three major age-groups—children (0–14 years), adults (15–59 years) and aged people (more than 60 years).



- The children in the age-group of 0 to 15 years and aged people who are more than 60 years old are termed as 'dependents' whereas, adults in the age-group of 15 to 59 years are termed 'working'. Adults who are of the working age are economically active.
- The number of males and females in the population pyramid also gives information about the males and females in different age-groups.

Now, let us study the different shapes of the population pyramid in reference to Kenya, India and Japan.

I. Population pyramid of Kenya

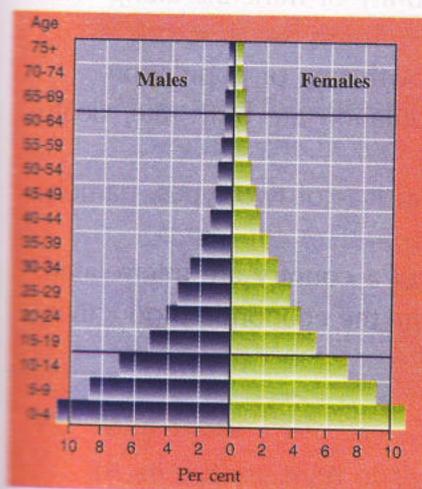
- The population pyramid of Kenya is broad at the base and narrow towards the top. This shows **high birth and death rates**.
- This type of pyramid shows that many babies are born, but they die in their infancy.
- In such populations, very few people become adults and reach the old age.

II. Population pyramid of India

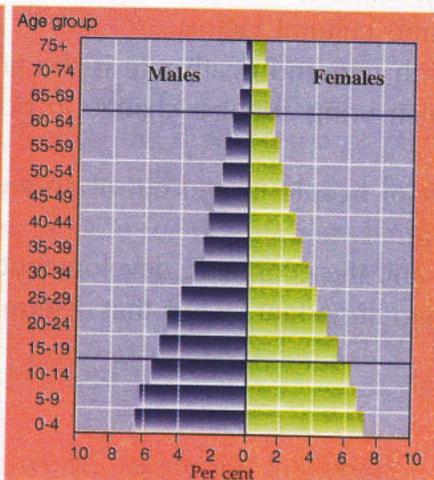
- The population pyramid of India is broad in the younger age groups. This shows that the birth rate and the **death rate are decreasing**.
- In such populations, a large number of people are young and capable of joining the workforce.

III. Population pyramid of Japan

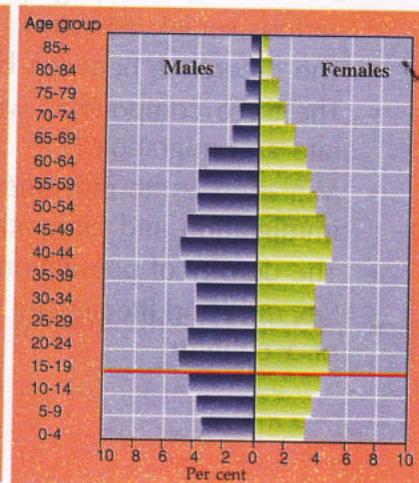
- The population pyramid of Japan is narrow at the base. This shows **low birth rate**.
- The **death rate is also low** in such countries. Thus, more people are able to reach the old age.



Population pyramid of Kenya



Population pyramid of India



Population pyramid of Japan

SEX RATIO

Sex ratio is defined as the ratio of females to males in a population. It is represented as the number of females per thousand males.

In many European and African countries, the number of females is more than that of males. However in India all states, except Kerala, have female population less than the male population. This is due to high female mortality. Migration of male population in search of work to distant places also disturbs the sex ratio of a place.

LITERACY

The level of literacy is also an important component of an economically productive population. Literacy affects the social and economic development of a country.

In India, a person aged seven years or above who can read and write with understanding is considered literate. India's literacy rate is 74.04%. Kerala is the most literate state while Bihar is the least. Literacy is especially low in rural areas and among women.

Skilled, energetic, ambitious young people with proper attitude towards development constitute the future human resources of India. A large part of the Indian population needs to be educated to acquire specialised skills to become a productive population. India must make concerted efforts to educate its population who can produce goods and services for the nation.

Summary of the Lesson

- The quality of a country's human resources is more important than quantity.
- Human resources are unevenly distributed in the world.
- The distribution of population in the world is uneven. Factors affecting population distribution are topography, climate, water, soil and availability of minerals along with various social, economic and cultural factors.
- The difference between birth rate and death rate is the growth rate of population.
- The three components which bring about a change in population are birth rate, death rate and migration.
- Migration is the movement of people in and out of an area. It is of two types, namely, immigration and emigration.
- The density of population and the economic development of a country are interrelated.
- Sex ratio and literacy are two important factors that determine the economic productivity of a country.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- The most populous continent in the world is
(a) Europe (b) Africa (c) Asia (d) All of the above
- The second most populous country in the world is
(a) China (b) India (c) USA (d) Japan
- The present population of India is about
(a) 850 million (b) 540 million (c) 6 billion (d) 1.02 billion
- The graphical representation showing population composition is called a
(a) ecological pyramid (b) population pyramid
(c) food pyramid (d) None of the above
- Which one of the following countries has a low birth rate and a low death rate?
(a) India (b) Japan (c) Bangladesh (d) Kenya

II. Give one word for the following.

- Number of females per thousand males.
- Difference between birth rate and death rate expressed in percentage.
- Number of people living in per unit area or per square kilometre.
- Average lifespan of an individual.

III. Distinguish between the following.

- Birth rate and death rate
- Immigration and emigration

IV. Short Answer Questions.

- What is the importance of human resources?
- Define density of population.
- State the factors responsible for population change.
- Name the two most populous countries in the world.
- What is the natural growth rate of population?
- What is sex ratio?

V. Long Answer Questions.

- Describe the factors affecting the distribution of population.
- Compare the population pyramids of India and Japan and draw inferences.
- Explain the factors responsible for population change.
- Why is the world population growing rapidly?
- What do population pyramids help in understanding about the population of a country?

VI. Map Work

In an outline map of the world, locate the following:

- Two areas of high density of population
- Two areas of low density of population

VII. Projects and Activities

1. Draw a bar diagram to show the population of the top ten countries of the world.
2. Make a chart to depict the impact of overpopulation in India.
3. Draw a poster on the topic 'Overpopulated World'.
 - The size of the poster should be one-fourth the size of a chart paper.
 - Give a catchy slogan for the poster.

The ten best posters can be displayed on the classboard.

VALUE-BASED QUESTION

After completing his engineering from IIT Kanpur, Rohan went to the US for a job. After some years he took the citizenship of America and settled down there permanently.

- (i) Being an Indian, what were the responsibilities of Rohan towards his country?
- (ii) Name the process of moving from India to America.
- (iii) For which country is Rohan an 'emigrant'?

HOTS: THINK BEYOND

Most of the world's population is found near water bodies (rivers, lakes, oceans). Why?

7

Disaster Management

Important terms

Disaster Management: Activities planned to manage emergencies created by disasters.

Focus: Point inside the earth where an earthquake originates.

Epicentre: The point on the earth's surface directly above the focus.

Richter Scale: An instrument which measures the magnitude (force) of an earthquake.

Volcano: An opening through which lava comes out to the earth's surface.

Typhoons: The name by which cyclones are known in South-East Asia.

Hurricanes: The name by which cyclones are known in North America.

WMD (Weapons of Mass Destruction): Nuclear, chemical or biological weapons to destroy masses.

Science and technology have brought forth all types of facilities to fulfil our needs and have made the planet earth a nice place to live in. However, at times we have to face the fury of nature in the form of natural disasters such as earthquakes, volcanic eruptions, cyclones, droughts and floods.

NATURAL HAZARDS

A natural hazard is a physical event or a natural happening which can be dangerous or may cause injury, loss of life, damage to property and disruptions to economic and social activities. Natural hazards may be classified into two groups.

1. **Geological hazards** which include earthquakes, volcanic eruptions and landslides.
2. **Weather associated hazards** which include cyclones, droughts and floods.

The disaster from a natural hazard depends upon its intensity and the area where it occurs. Hence, a natural disaster is the result of a natural hazard. A hazard may or may not result in a disaster. If a flood occurs when the people of that area are not prepared to face it, it may wash away houses, people and cattle and becomes a disaster. However, if people take timely precautions by evacuating the place alongwith their valuables to a safe shelter, the flood, a hazard, will not become a disaster. Thus, if people prepare themselves in advance, they can protect themselves from the harmful effects of natural hazards.

Disasters are of two types—natural and man-made. Natural disasters include earthquakes, volcanic eruptions, floods, droughts and avalanche. Man-made disasters include nuclear, biological, chemical and accidental disasters.

NATURAL DISASTERS

EARTHQUAKES

An earthquake is a sudden trembling or shaking movement of the earth's crust. When a major earthquake occurs, it begins with slight tremors followed by a few violent shocks and ends with vibrations of diminished force. The point from where an earthquake originates deep inside the earth (generally at a depth of less than 100 km) is called its **focus**. The point vertically above the focus, where the earthquake is observed on the surface is called the **epicentre**. The intensity of the tremor or vibrations is maximum near the epicentre and decreases with distance from the epicentre. These vibrations are similar to concentric ripples produced on the surface of water where a stone strikes the water and the ripples spread out in all directions.

An instrument called the **seismograph** is used to detect the occurrence of an earthquake, while an instrument called the **Richter scale** is used to measure the intensity of an earthquake. The Richter scale ranges from zero to nine.

Causes

The theory of Plate Tectonics explains why earthquakes occur. According to this theory, the earth's crust is made of about 10 large massive plates of rocks and about 20 smaller ones. These rock plates float on a semi-liquid molten rock layer of the mantle. The plates move slowly and continuously. As the plates move, they collide, move apart or slide past one another. These collisions or movements cause vibrations in the earth in a wave form.



Building razed to ground by an earthquake

Effects

There is a devastating loss of life and property if the magnitude of an earthquake is more than 6 on the Richter Scale. Damage is caused to buildings, roads, railways, bridges, dams, etc. In the earthquake that struck Bhuj (Gujarat) on January 26, 2001, more than 15,000 human lives were lost, 15 lakh people were injured, 3.4 lakh buildings were destroyed and property worth ₹ 2,000 crores was destroyed. Maximum damage was noticed near the epicentre. The epicentre was located in the Bhuj town. The earthquake measured 7.9 on the Richter Scale.

Precautions

In case of an earthquake, you should take the following precautions.

1. You should get under a desk or table or any cover and stay away from windows, doors or things that could fall on you.
2. In case you have an open space, move out far away from buildings and trees.
3. In case you are driving, pull over to the side, get out of the car and crouch on its side.
4. If you are in a stadium, theatre, cinema hall or auditorium, stay in your seat and cover your head with your arms.
5. Avoid using a lift.

VOLCANIC ERUPTIONS

In volcanic activities, molten rocks called *magma* rise from the interior of the earth and push their way through the weak structures in the interior of the earth. The opening of the earth's crust through which magma reaches the earth's surface is known as a *volcano*. As the magma reaches the earth's surface, it is called *lava*. In many cases, volcanoes begin with a relatively slow opening of the earth's crust followed by a quiet flow of the lava on the earth's surface and then erupt explosively.

Precautions

Earthquakes do not give any warning but most volcanic eruptions give indirect warnings. Sometimes, the earth's surface bulges up due to the tremendous pressure of magma, steam and gases inside the earth which try to burst out. Sometimes, tremors may be felt and the temperature of hot springs may increase.

On the basis of past experiences, maps can be prepared pointing out the areas of past eruptions and locating the areas likely to be affected by future eruptions. These types of warnings and maps may help in taking decisions regarding timely preparation for evacuation and beginning the disaster response activities. With such warnings and rapid evacuation, major loss of life and property can be avoided.



Fountains of lava shooting from a volcano

CYCLONES

A cyclone is a large-scale, atmospheric wind-and-pressure system characterised by a low pressure area and surrounded by high pressure areas from all sides. This results in winds blowing from all sides towards the centre of the cyclone called the *eye* of the cyclone and creating swirling winds around the eye.

There are two types of cyclones—temperate cyclone and tropical cyclone. The north-western part of India experiences temperate cyclones which cause mild rainfall. A tropical cyclone is much smaller in size as compared to a temperate cyclone. It is more violent because the pressure gradient is very steep resulting in devastating winds blowing at a very fast speed. These cyclones with a high wind speed of 180 to 300 km per hour cause extensive damage to crops, cattle, property and life.

Tropical cyclones are known by different names in different parts of the world—**typhoons** in south-east Asia and **hurricanes** in North America.

In India, tropical cyclones originate both in the Bay of Bengal and the Arabian Sea. Eighty per cent of the total cyclones generated here hit the eastern coastal areas of West Bengal, Odisha, Andhra Pradesh and Tamil Nadu. On May 9, 1990 a cyclone hit Andhra Pradesh with strong winds of speed of 225 to 250 km per hour. About 600 people lost their lives, 30,000 people became homeless, 90,000 cattle perished and property worth ₹1,000 crores was destroyed.



A cyclone affected area

On October 29, 1999, the strongest cyclone in the cyclonic history of India, moving with a velocity of about 300 km per hour, battered Odisha within 8 hours. Over 10,000 people became homeless and property worth ₹10,000 crores was destroyed.

Precautions

1. Listen to weather reports on the radio or television. In case of a cyclone warning, spread the information in your locality.
2. Identify a safe shelter and closest routes to reach there.
3. Keep an emergency kit ready.
4. Keep a list of emergency addresses and telephone numbers.
5. Adequate foodgrains and water should be stored in safe places.

FLOODS

India faces floods every year. Heavy rainfall causes sudden increase in the volume of water. It overflows the banks of rivers and floods the plain areas. The rivers of north and central India face frequent floods during the monsoon season. The coastal areas of India, especially the eastern coast, frequently get flooded due to the occurrence of cyclones.



Flood waters can cause great damage.

Silting of the river beds, changes in the river courses and deforestation are other causes of floods.

Precautions

1. Know the route to the nearest safe shelter and the location of higher grounds in your area.
2. Keep an emergency kit ready containing: first-aid kit, radio, torch and batteries, waterproof bags, umbrellas, sticks and ropes, candles and matchboxes.
3. Store freshwater and dry food in safe places.
4. Pack clothing, valuables, personal papers and essential medicines in water-proof bags.
5. Cover toilet bowls and drain holes to prevent the sewage back flow.
6. Turn off power and lock your house.
7. Drink boiled water and keep your food covered.
8. Disinfect the surroundings with lime.
9. Avoid entering flood waters.

DROUGHTS

Drought means a long continuous period of little or no rain. The main causes of drought are inadequate and uneven distribution of rainfall. Environmental degradation like deforestation and reduction of vegetation cover also affects the rainfall in an area.

Drought causes loss of crops and lack of fodder and water to feed the cattle. Drought reduces agricultural production resulting in the increase in prices of foodgrains. Poor people with inadequate purchasing power suffer the most when droughts occur.



Drought

About 30 per cent of the country's area is prone to drought that affects a large population. The major drought-prone areas of India are Rajasthan, Gujarat, western Odisha, Telangana in Andhra Pradesh, Chhattisgarh, Jharkhand, central Maharashtra, interior Karnataka, West Bengal, Bihar, Uttar Pradesh, Punjab and Haryana.

Precautions

1. Prevent the misuse and wastage of water. Recycling of water should be encouraged.
2. Plant trees, care for them and campaign for planting trees.
3. Rainwater harvesting should be encouraged and made popular.

4. Water should be collected in small dams.
5. Afforestation should be planned on a large-scale to check desertification.

MAN-MADE DISASTERS

Disasters can also be man-made. Man-made disasters by the use of nuclear and biological weapons or poisonous chemicals cost the most in terms of human suffering. These weapons are called the **weapons of mass destruction (WMD)**.

NUCLEAR DISASTERS

During the Second World War, on August 6, 1945, America dropped an atom bomb over the city of Hiroshima. More than 10 square kilometres of the city was completely devastated. Sixty-six thousand people were killed and sixty-nine thousand were injured. On August 9, 1945, three days later, a larger bomb was dropped over Nagasaki. Thirty-nine thousand people were killed and more than twenty-nine thousand people were injured. With the advancements in science, several countries have acquired the technology to produce nuclear weapons more harmful than the atom bomb. There is also a threat of exposure to harmful radiation from nuclear reactors being used for generating power.

Precautions

1. Close all the doors and windows and stay inside till further communication from the government is received.
2. Nuclear material should be handled as per the prescribed guidelines.

BIOLOGICAL DISASTERS

Biological weapons are easy to manufacture and have the ability to kill thousands of people. They do not produce an immediate effect. A biological attack is the release of germs like that of plague, smallpox, etc. or other biological substances. The germs will make you sick if they enter your body when you inhale or through a cut on the skin. It is not easy to recognise a biological attack. Doctors may discover some unusual pattern of illness resulting in biological attack.

Precautions

1. In case of an unusual release of some unknown suspicious substance from a bottle or some container, move away from the place quickly.
2. You must keep your mouth and nose covered with a cloth so that it can filter the air for your breathing.

CHEMICAL DISASTERS

Industrial accidents, irresponsible handling of poisonous chemicals or their deliberate use for destruction cause chemical disasters. The Bhopal Gas Tragedy on December 3, 1984 is an example of such a disaster. Forty tonnes of poisonous gas leaked from the plant and

spread throughout the night while people were asleep. On an estimate 2500 people died and about 3 lakh suffered from injuries. Many of those who survived are still suffering from various diseases. Unfortunately, the chemical gases at times are difficult to detect as the chemicals are colourless and odourless.

Precautions

1. In case of a gas release from a factory or an industrial unit, cover your face with a wet cloth and breathe through it.
2. Lie down close to the earth, as most of the gases are lighter than air.

ACCIDENTAL DISASTERS

A large number of rail, road and fire accidents take place every year. These cause loss to life and property. According to a study, the amount of damage caused by fire hazards over a period has far exceeded the damage caused by natural hazards like cyclones or floods.

Precautions

1. Handle inflammable material with care.
2. Tents and other coverings should not be made of synthetic inflammable materials.
3. Roll down on ground if your clothes catch fire.
4. Do not use lifts in case of fire.

Summary of the Lesson

- Disasters bring a lot of misery and suffering to the people.
- Disasters are of two types—natural and man-made.
- Natural disasters include earthquakes, volcanic eruptions, cyclones, floods and droughts.
- Man-made disasters include nuclear, biological, chemical and accidental disasters.
- Man-made disasters can be deliberate or inadvertent.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. The point of origin of an earthquake in the interior of the earth:
(a) epicentre (b) seismic centre (c) focus (d) eye
2. Molten rocks that rise up from the interior of the earth:
(a) lava (b) volcano (c) magma (d) fire

3. When did the Bhopal Gas Tragedy happen?
 (a) 1986 (b) 1984 (c) 1988 (d) 1990
4. A Richter Scale ranges from:
 (a) 0–9 (b) 2–9 (c) 1–9 (d) 3–8
5. Which is not a natural disaster?
 (a) Earthquake (b) Tsunami (c) Flood (d) Nuclear disaster

II. Distinguish between the following:

1. Focus and epicentre
2. Cyclone and hurricane
3. Flood and drought
4. Natural and man-made disasters

III. Short Answer Questions.

1. How is an earthquake measured?
2. Which parts of a country are hit by cyclones frequently?
3. What is rainwater harvesting?
4. List a few man-made disasters.
5. What are weapons of mass destruction.

IV. Long Answer Questions.

1. What is disaster management?
2. What preventive steps should be taken to minimize the effects of earthquakes?
3. What is a cyclone and how is it caused?
4. What is a biological weapon?
5. What steps should be taken to avoid accidental disasters?

V. Map Work

On an outline map of India, mark and label the following:

1. The regions which are prone to floods
2. The drought-prone areas of our country

VI. Projects and Activities:

1. Divide the class into five groups. Each group will suggest different ways in which help can be provided to the victims of a natural disaster.
2. Find out what kind of natural disaster is your state prone to and what kind of precautions have been taken by the government to prevent and manage it.

VALUE-BASED QUESTION

Carry a mock drill in school and at home to plan and prepare an escape route to save yourself during an earthquake. Why is it useful for us?

HOTS: THINK BEYOND

Why are biological weapons more dangerous than other weapons?



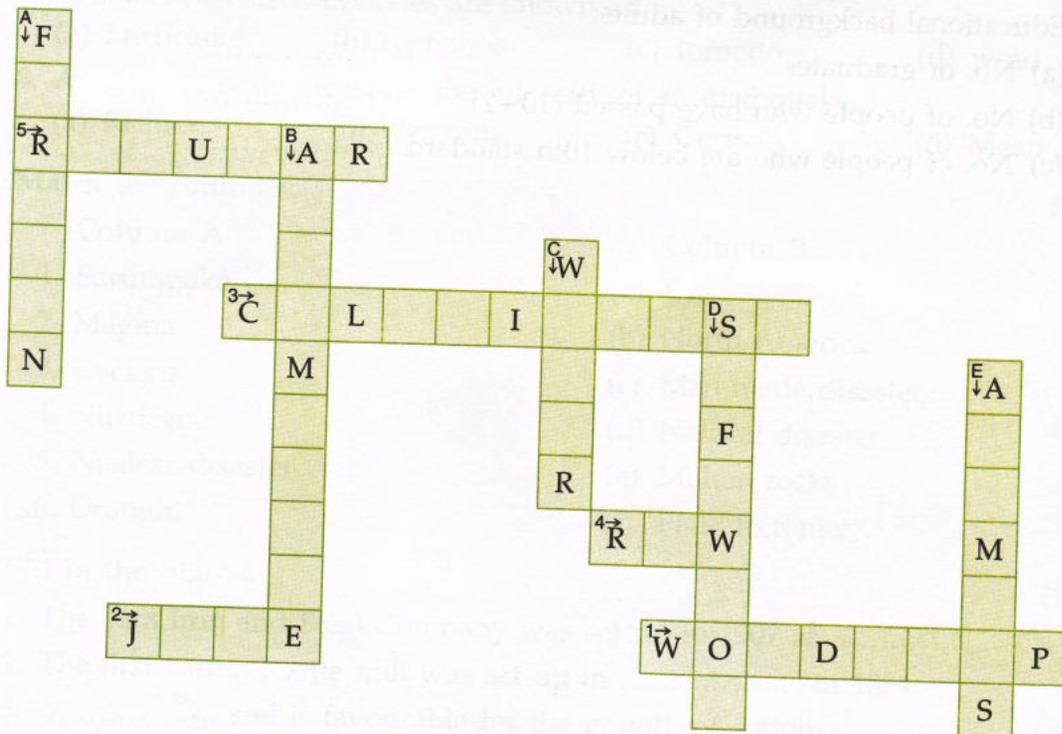
PROJECT WORK

(Based on Chapters 5-7)

I. Crossword Puzzle

Solve the crossword puzzle with the help of clues given below:

| CLUES | |
|--|---|
| Across | Down |
| 1. Bulk of the world's paper is now made from | A. Multinational sector industries are set up in collaboration with investors. |
| 2. India and Bangladesh are leaders in industry. | B. industry was first started in western Europe and later spread to the USA. |
| 3. The demand of raw materials in Europe had given rise to | C. Most of the industries manufacturing iron and steel require very large quantities of |
| 4. Cottage industries use local materials. | D. from coniferous trees is used in making newsprint. |
| 5. A and assured supply of raw materials is essential for the location and growth of industries. | E. Pastoral-based industries obtain their raw materials from |



II. Activity

1. Make a first-aid box needed during a disaster.
 - (i) Take a white plastic lunch box. Stick a small red plus sign sticker on it.
 - (ii) Write 'First-Aid Box' on it.
 - (iii) Put the following emergency items in it: a box of adhesive bandage, a package of sterile gauze, bandages and cotton. Keep in it an antibiotic ointment, a thermometer, an antiseptic lotion and a pair of scissors.
 - (iv) Your first-aid box is ready. Keep it at a place in your house that can be located by everyone in case of an emergency.
2. With the help of the latest surveys and graphs, show the distribution of human resources. Also mention population change and the various factors responsible for the same.



III. Survey

On the basis of the following questionnaire, make a survey of your neighbourhood and find out its population composition and prepare a case study.

1. Age composition

(a) Less than 18 years :

(b) 19-40 years :

(c) More than 40 years :

2. Sex ratio (Number of females per 1000 males) :

3. Total population

4. Educational background of adults:

(a) No. of graduates :

(b) No. of people who have passed (10+2) :

(c) No. of people who are below 10th standard :



TEST PAPER

(Based on Chapters 5–7)

Total Marks: 50

Time: 2 Hours

A. Tick (✓) the correct answer.

(1 × 8 = 8)

- Which city is known as the 'Manchester of India'?
(a) Chennai (b) Mumbai (c) Kolkata (d) Ahmedabad
- Which river supplies water to the Tata Steel plant at Jamshedpur?
(a) Ganga (b) Yamuna (c) Mahanadi (d) Damodar
- An example of a cooperative sector industry is
(a) ONGC (b) Dabur India (c) Maruti Udyog (d) Amul
- The most populous continent of the world is
(a) Europe (b) Asia (c) Africa (d) North America
- The average density of population of the world is persons per square kilometre.
(a) 324 (b) 45 (c) 54 (d) 423
- The point from where an earthquake originates deep inside the earth is called its
(a) epicentre (b) focus (c) centre (d) None of these
- In south-east Asia, cyclones are known as:
(a) hurricanes (b) typhoons (c) tornado (d) wind
- A scale measures the intensity of an earthquake.
(a) Richter (b) Weighing (c) German (d) Mean

B. Match the columns:

(1 × 6 = 6)

Column A

- Earthquake
- Magma
- Cyclone
- Hurricane
- Nuclear disaster
- Drought

Column B

- Eye
- North America
- Man-made disaster
- Natural disaster
- Molten rocks
- Plate tectonics

C. Fill in the blanks.

(1 × 6 = 6)

- The Tata Iron and Steel Company was set up in 1907 at
- The first cotton textile mill was set up in in 1854.
- soil is favourable for the growth of cotton.
- is known as the 'Manchester of Japan'.
- The Silicon Valley is situated in on the western coast of the USA.
- is called the information capital of India.

D. Write short answers in about 30 words.

(2 × 5 = 10)

1. Name the two most densely populated regions of the world.
2. Mention two features of population pyramid of Japan.
3. Differentiate between public sector and private sector industries.
4. Which states are more prone to floods in India?
5. What are cyclones?

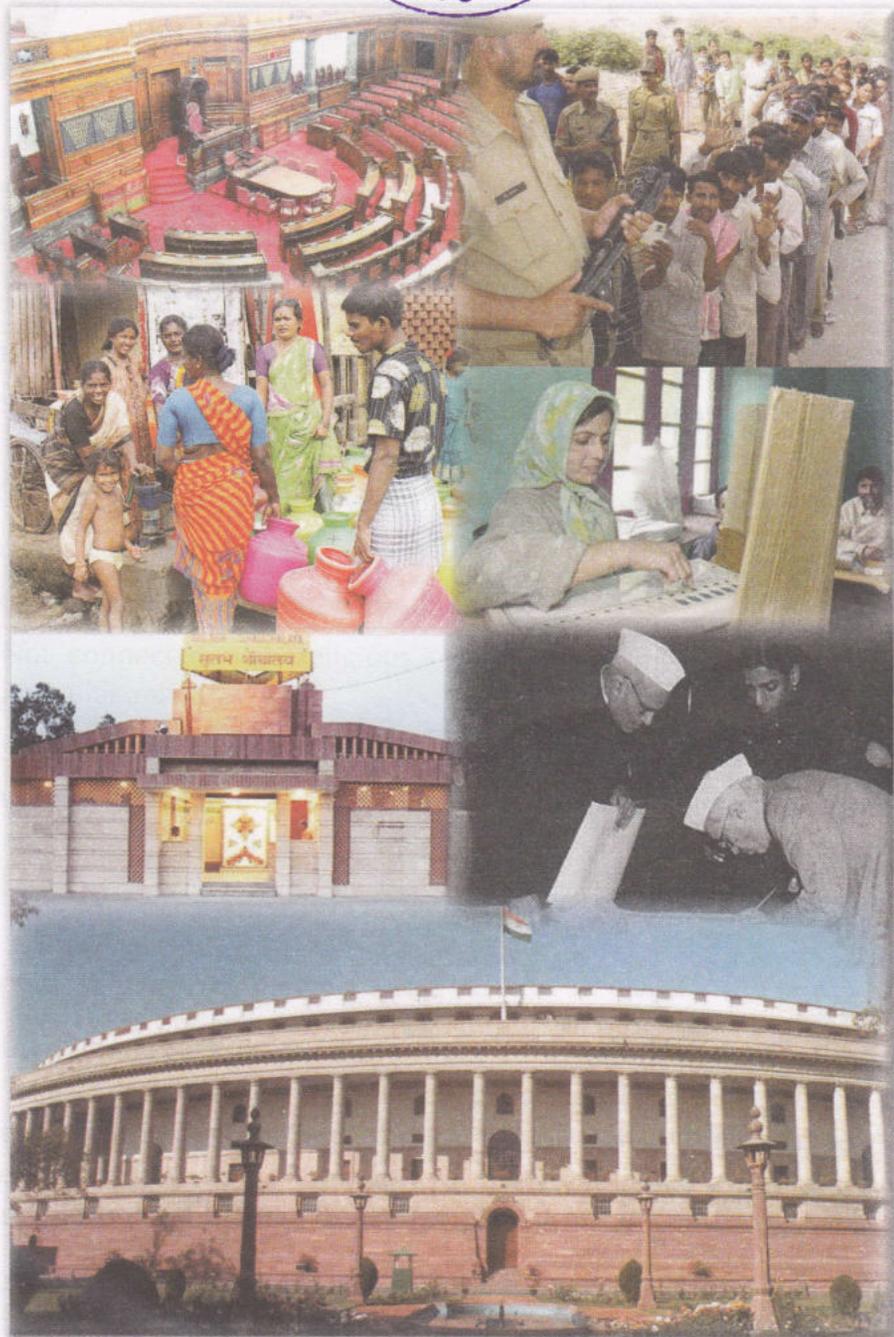
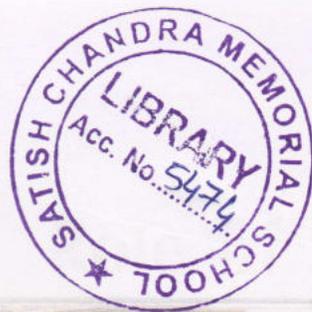
E. Give long answers in about 60 words.

(4 × 5 = 20)

1. What is an earthquake? How is it caused?
2. Discuss any four factors affecting the distribution of population.
3. Classify industries on the basis of ownership.
4. Why is Ahmedabad called the 'Manchester of India'?
5. What is population pyramid? What is its significance?

10)

20)



Social and Political Life

1

Role of the Constitution and Need for Laws

Important terms

Alien: Belonging to a foreign country

Infringement: Violation

Picketing: A group of people standing outside a shop or a workplace persuading others not to enter it.

Universal Adult Suffrage: The right of all adults (both men and women) to vote

Sovereign: Absolute and supreme power which is not subject to any outside control

Preamble: An introduction to the Constitution

Secular: Not connected with religious matter, not giving any favour or preference to some particular religion

Republic: A state that has an elected President rather than a monarch

Custodian: A person or an institution which takes responsibility for taking care of someone or something

NECESSITY OF RULES AND LAWS

Rules and laws are necessary for the proper functioning of an institution, society, state or country. These are a set of established guidelines for the efficient governance of a country. Every country has its own unique set of laws which aim to ensure the safety and well being of its people. Violation of the established rules and laws amounts to penalties, depending upon the extent of violation.

In a country like India where social evils like child labour, female foeticide, gender inequality, dowry, superstitions, caste system, etc. were prevalent, the establishment of rules and laws was extremely important both at the centre and state level. In accordance with the Constitution, laws were framed to uproot these social evils from the society. For example, the Constitution of India banned the practice of untouchability.

Similarly, the Constitution of India states that it shall be the duty of every citizen to condemn and reject practices damaging the dignity of women. The Dowry Prohibition Act was passed by the government in 1961, which made giving or taking of dowry

an offence. This Act was amended in the subsequent years. The punishment for dowry-related harassment was raised to three years **imprisonment** and the guilty persons may be ordered to pay a **fine** as well. In cases of dowry deaths (*i.e.*, death of a bride owing to harassment for dowry or bride burning), the guilty persons shall be punished for a term of not less than 10 years which may even extend to life imprisonment.



Dowry victims

The actual position is that although giving and taking of dowry has been made illegal, this age-old evil custom still persists in our society.

LAWS AND DISSENT

Laws guarantee stability and order. Therefore, defiance of laws is not generally approved of. But the British had imposed many unjust laws on the people of India. Hence, defiance of law against the foreign rulers evoked tremendous response from all sections of society.

During the freedom struggle, Mahatma Gandhi resorted to the techniques of Non-Cooperation and Civil Disobedience against the British rulers. The Civil Disobedience Movement involved breaking of the Salt Law and boycott of foreign cloth and British goods of all kinds. Breaking the Salt Law became a symbol of defiance against the British rulers.



The Dandi March (1930)

Laws are essential for the smooth functioning of a society and for maintaining order in the country. However, wherever there are laws, there is bound to be dissent or opposition. Obeying the laws is necessary for the well-being and progress of society. But if a particular law is not in the larger interest of the people, we can convey our dissent.

Disagreement and an expression of dissent are an integral part of the democratic system. It is for this reason that we come across a number of examples where individuals or groups of persons have raised voices of dissent against many rules and regulations. However, citizens must avoid getting involved in acts of violence and should adopt peaceful means to influence the decisions of the government.

Case Study

Anti-liquor Agitation

The consumption of liquor is a social evil. It has ruined many homes, the poor being the worst sufferers. It is a major cause behind domestic violence. Intoxicating drinks have adversely affected the lives of the people. This has ruined their families.

Mahatma Gandhi was against the use of intoxicating drinks. Following the Gandhian constructive programme, Article 47 of the Constitution said that the state shall make an effort to prevent the consumption of liquor and other harmful drugs. It is an important step to bring about an improvement in public health and to raise the standard of living of its people.

Many organisations and states in India have put in efforts to implement this Directive Principle. The consumption of intoxicating drinks has been declared illegal in a number of states in India. The government of Gujarat has passed a strict law that prohibits people from making, selling and consuming alcoholic drinks.

In 1970s and 1980s, a strong anti-alcohol movement started in Tamil Nadu, Haryana and many parts of Maharashtra. A similar movement was seen in Andhra Pradesh in the early 1990s. In Andhra Pradesh, the women stood up against the local liquor dealers and the men who consumed liquor. Consumption of alcohol was prohibited in Bihar in 2016 and many other states are also thinking of prohibiting it.

The anti-liquor agitation had some immediate impact. There are very strict penalties for drunken drivers and those accused of domestic violence under the influence of liquor.



The anti-liquor agitation in Tamil Nadu

CONSTITUTION

The Constitution is a collection of all those rules, laws and fundamental principles according to which a state is governed. It defines the following:

- (a) the form of government.
- (b) the powers and functions of the various organs of government, such as the legislature, the executive and the judiciary.
- (c) the relationship between the state and the individual, *i.e.*, people's rights and duties.

WHY DO WE NEED A CONSTITUTION?

We have already mentioned that the Constitution is a collection of all those rules, laws and fundamental principles according to which the administration of a country is run. A Constitution serves a number of purposes.

1. It reflects the aspirations of the citizens of a country. It lays down certain ideals that constitute the 'philosophy' of the Constitution. For example, the Constitution of India secures to all its citizens Justice, Liberty and Equality of status and opportunity.

2. It provides knowledge regarding the composition, powers and functions of the organs of government, *i.e.*, the Executive, Legislative and the Judiciary.
3. It **defines a country's political system**. For example, the Indian Constitution provides for a Parliamentary system of government, whereas the American Constitution provides for a Presidential form of government.
4. It contains **safeguards** against the misuse of political power by political leaders and those in power. The rights, guaranteed by the Constitution, are a check on the powers and acts of the government.
5. The Constitution gives minorities a right to preserve their language and culture. Moreover, it may make some special provisions for the advancement of women, children and backward classes.

It is for the above reasons that we need a Constitution. Constitution has a significant role to play in democratic societies.

CONSTITUTION—A LIVING DOCUMENT

The Indian Constitution is a comprehensive document which contains 395 Articles and 12 Schedules. It is the **lengthiest Constitution** in the world.

Our Constitution is a living document. It is not static as necessary amendments can be introduced in it to incorporate the interests of the public. The fundamental rights and duties given by our Constitution enable us to lead our lives with dignity and freedom. The Constitution of India came into force on **26th January, 1950**. Over the years, India faced many difficult situations such as ending the problem of illiteracy and improving the condition of lot of poor peasants and other weaker sections of society. Whenever such problems or difficulties arose **necessary amendments** were introduced in the Constitution.

MAKING OF THE CONSTITUTION

The Cabinet Mission that came to India in 1946 recommended that a Constituent Assembly would frame the Constitution of India. The members of the Constituent Assembly were elected by the Provincial Legislative Assemblies. **Dr. Rajendra Prasad** was elected its President and **Dr. B R Ambedkar** was the Chairman of the Drafting Committee.



Dr. B R Ambedkar and Dr. Rajendra Prasad

The Constitution of India was enacted and adopted by the Constituent Assembly on 26th November, 1949. The Constitution came into force on 26th January, 1950. This date is celebrated in India as the Republic Day. On this day, Dr. Rajendra Prasad started his first term of office as the President of the Indian Union.

PREAMBLE TO THE CONSTITUTION

The introduction to the Constitution is called its Preamble. It declares India to be a Sovereign, Socialist, Secular, Democratic Republic and sets out the basic ideals of the Indian Republic.

These five words define the nature of the Indian state.

SOVEREIGN STATE

India is a sovereign state. It means it is independent and free from any control by a foreign state. There is no external interference of any kind in the functioning of the government.

SOCIALIST STATE

A socialist republic would seek to eliminate inequality in incomes. It ensures for its people adequate means of livelihood and fair distribution of wealth. A socialist state should also ensure **equal pay for equal work done by both men and women**. It protects the working class from being exploited by the capitalists. It aims to bridge the gap between the rich and the poor by achieving social and economic equality.

SECULAR STATE

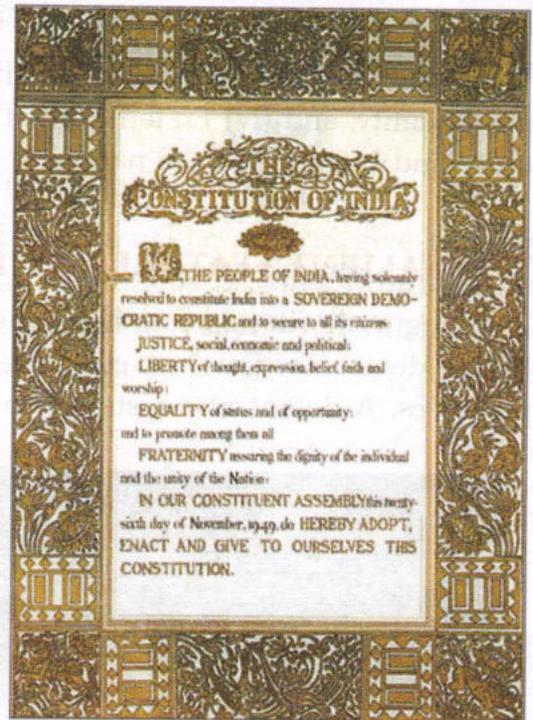
A secular state does not make any discrimination on grounds of religion. In India all persons are free to practise, preach and profess any religion of their choice. Secularism helps to promote communal harmony and foster a spirit of common brotherhood amongst the people of India.

DEMOCRATIC STATE

Democracy means **government of the people, by the people and for the people**. Democracy implies choice of representatives at regular intervals. It establishes an effective link between the rulers and the ruled.

REPUBLICAN STATE

The term 'Republic' denotes that India does not have a hereditary monarch or a queen. The head of the Indian Union is the President. The President is elected by the elected members of the Parliament and the State Legislative Assemblies (that is, the representatives of the people) for a fixed term of five years.



The Preamble to the Indian Constitution



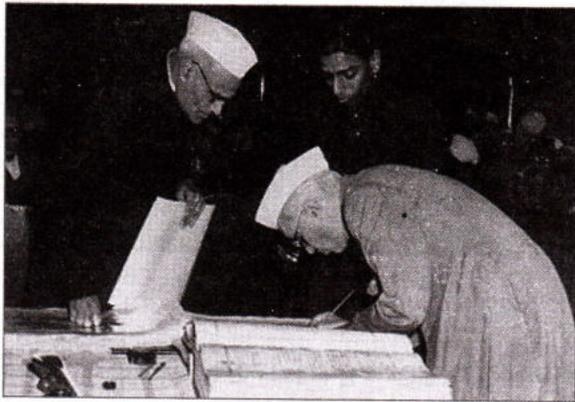
A woman voter

IDEALS OF THE INDIAN REPUBLIC

The basic objects or ideals of the Indian Republic are: (i) Justice, (ii) Liberty, (iii) Equality, and (iv) Fraternity that would assure the dignity of the individual and the unity and integrity of the nation.

THE SALIENT FEATURES OF THE INDIAN CONSTITUTION

The long authoritarian rule had convinced our Constitution-makers that free India had to be a democracy in which everyone should be allowed to participate in decision-making processes. A democratic system implies political and social equality.



Jawaharlal Nehru signing the Constitution of India



DO YOU KNOW?



The words 'Socialist', 'Secular', and 'Unity and Integrity of the Nation' were added to the Preamble in 1976 by the 42nd Amendment Act of 1976.

The **salient features** of the Constitution of India are as follows:

1. FEDERALISM

A federation has two levels or tiers of government—one at the Central level and another at the state or regional level. Both these governments have their separate range of powers. The states are not merely agents of the Central government. They draw their authority from the Constitution itself.

The powers are divided between the Union and the State governments. There are three lists of subjects—The **Union list**, the **State list** and the **Concurrent list**. If there is a conflict between a Union law and a law passed by the State legislature, the Union law shall prevail over any State law.

2. PARLIAMENTARY FORM OF GOVERNMENT

The main feature of a Parliamentary government is that the Cabinet or the Council of Ministers is legally responsible to the legislature for its policies and acts. In India, the Prime Minister and other ministers are responsible to the Lok Sabha for their acts. The President has to act



The Parliament House

on the advice of the Council of Ministers. At the State level, the Chief Minister and his Council of Ministers are responsible to the Vidhan Sabha (the Legislative Assembly) for all their acts.

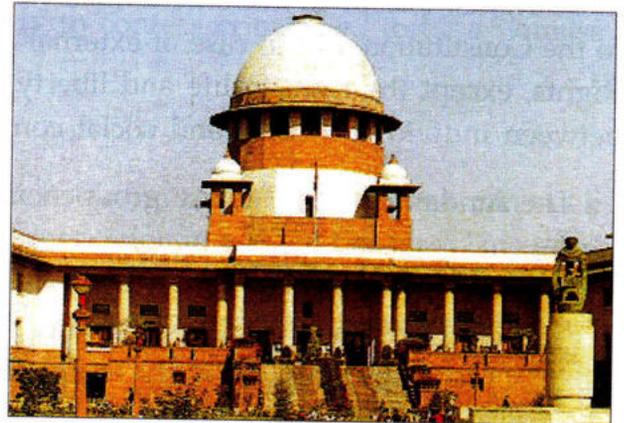
3. DIRECTIVE PRINCIPLES OF STATE POLICY

The Directive Principles lay down the positive obligations of the state to give to every citizen what he requires, *i.e.*, a living wage, humane conditions of work, education for children, a clean environment and justice on equal basis. The purpose of including the Directive Principles was to ensure social, legal and economic justice to every member of the community.

The Directive Principles are in the nature of directions or instructions that tell the government what to do. They serve as guidelines for courts as well.

4. INDEPENDENCE OF JUDICIARY

An independent and impartial judiciary is essential in a federation. In a federation, there is always a possibility of jurisdictional conflict between the Centre and the states or between the states themselves. To resolve these conflicts, an independent and impartial judiciary is required. The Supreme Court of India acts as the guardian of the Constitution. The independence of the judiciary has been ensured by inserting various provisions in the Constitution.



The Supreme Court of India

5. FUNDAMENTAL RIGHTS AND DUTIES

Part III of the Indian Constitution contains rights known as the **Fundamental Rights**, such as the right to equality and the right to freedom. These rights are 'justiciable' because there is a provision for their enforcement, if they are violated.

The Forty-Second Amendment Act (1976) added a new part to the Constitution. It contains some **Fundamental Duties**, such as to protect the unity of India and to safeguard public property.

6. SECULARISM

A secular state is one which does not officially promote any particular religion. It allows equal freedom of faith and worship to all.

7. THE MOST COMPREHENSIVE CONSTITUTION

The Indian Constitution is the lengthiest in the world. It contains 395 Articles and 12 Schedules.

FUNDAMENTAL RIGHTS

Rights are those freedoms which are essential for personal and common good. The rights are guaranteed under the Constitution.

The core of the Indian Constitution lies in Part III that relates to the Fundamental Rights. These rights are 'fundamental' in the sense that they have been incorporated in the Fundamental Law of the Land (the Constitution) and can be enforced by the courts. No government can curtail these rights, except by an amendment to the Constitution. But in case of external aggression or internal threats, the Fundamental Rights, except the right to life and liberty are suspended. Thus, a balance is maintained between individual liberty and social control.

The fundamental rights are grouped under the following categories:

RIGHT TO EQUALITY

The Indian Constitution makes 'equality' the bedrock of Indian polity. The Constitution makers gave priority to the Right to Equality because of inequalities prevailing in Indian society.

1. The Constitution guarantees 'equality before the law'. No discrimination will be made between citizens on the grounds of religion, race, caste, sex, place of birth, etc.
2. No citizen will be denied access to public restaurants, hotels, shops and places of public entertainment.
3. All citizens will get equal opportunities in matters relating to government jobs. However, the state may reserve posts for the SCs, the STs and for members of OBCs.
4. Practice of untouchability in any form is prohibited. If anyone practises untouchability, he/she is liable to imprisonment or fine or both.
5. All old titles, such as Rai Bahadur and Rai Saheb have been abolished. State cannot confer any such title on individuals. However, awards such as **Bharat Ratna** and **Padmashri** have been upheld by the Supreme Court as valid.

RIGHT TO FREEDOM

Under Articles 19–22, six different freedoms have been guaranteed by our Constitution.

1. Freedom of speech and expression.
2. Freedom to assemble peacefully and without arms.



DO YOU KNOW



The Constitution of India provided for the Right to Property as a Fundamental Right. But the 44th Amendment Act of the Constitution in 1978 deleted this right from the list of Fundamental Rights. It is no longer a fundamental right, though it is still a legal right. The Constitution provided that 'No person shall be deprived of his property save by authority of law.'

3. Freedom to form associations and unions.
4. Freedom to move freely throughout the territory of India.
5. Freedom to reside and settle in any part of India.
6. Freedom to practise any profession or to carry on any occupation, trade or business.



Peaceful protest and procession

The state may impose reasonable restrictions on these freedoms in the interest of the people or the morality and public order or security of the country. All these freedoms remain suspended during the proclamation of emergency.

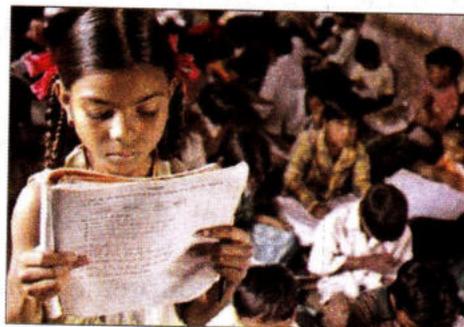
Protection of Life and Personal Liberty: The right to freedom also guarantees some other rights, such as: (i) An arrested person must be produced before a magistrate within 24 hours of his arrest. (ii) He has a right to defend himself by appointing a lawyer of his own choice. (iii) The police cannot force anybody to confess crime (i.e., to be a witness against himself).

THE RIGHT TO INFORMATION

The Parliament enacted the Right to Information Act in 2005. The citizens can seek information on matters relating to government records, documents and orders. This right shall make public administration accountable.

RIGHT TO EDUCATION

The 86th Amendment Act (2002) of the Constitution of India deals with right to education. It says, "the state shall provide free and compulsory education to all children of the age 6 to 14 years in such manner as the state may determine."



Right to education



The Constitution of India prohibits child labour

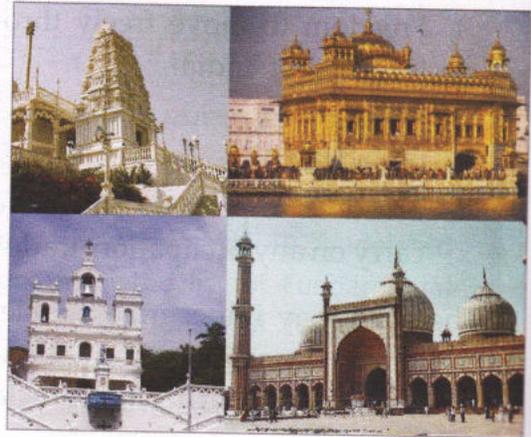
RIGHT AGAINST EXPLOITATION

Under Articles 23-24, the Constitution prohibits exploitation of any person in any form.

No child below the age of 14 years shall be employed to work in any factory or mine or in other risky jobs. In July 2016, the Parliament passed the Child Labour (Prohibition and Regulation) Amendment Bill, 2016. This Act amends the Child Labour (Prohibition and Regulation) Act, 1986 by widening its scope against child labour and provides for stricter punishments for violations.

RIGHT TO FREEDOM OF RELIGION

Articles 25–28 of our Constitution defines India as a secular state. The Preamble to the Constitution secures to all citizens liberty of belief, faith and worship. The Constitution guarantees to every person freedom of conscience and the right to profess, practise and propagate any religion. But reasonable restrictions can be imposed in the interests of morality and public order. Thus, no one is allowed to hurt the religious feelings of any class of citizens in India.



Right to Freedom of Religion

CULTURAL AND EDUCATIONAL RIGHTS

India is a country with many religions, communities, languages and cultures. The Constitution, therefore, protects cultural and educational rights of the minorities. Every minority has a right to conserve its language, script or culture. Minorities have the right to establish and manage educational institutions of their choice. No discrimination shall be made in admissions into institutions aided by the government on grounds only of religion, race or language.



Folk dance and music

RIGHT TO CONSTITUTIONAL REMEDIES

A mere declaration of the Fundamental Rights is useless unless they are fully protected or there are means to make them effective. Therefore, the Constitution guarantees the right to move the Supreme Court for the enforcement of these rights. The Constitution also empowers the High Courts to issue writs or orders for the enforcement of any of the rights. The Supreme Court and High Courts are the custodians of our Fundamental Rights.

FUNDAMENTAL DUTIES

Duties are the real source of rights. Every right has a corresponding duty. Rights cannot exist in isolation. For example, freedom of speech cannot be allowed to hurt others' feelings or incite people to riots. The 42nd Amendment Act (1976) added a new chapter to the Constitution of India. Article 51A speaks of eleven Fundamental Duties of citizens of India. These are as follows:

1. Respect for the Constitution and its ideals and institutions, the National Flag and the National Anthem.
2. Respect for the noble ideals which inspired our national struggle for freedom.

3. To uphold and protect the sovereignty, unity and integrity of India.
4. To defend the country and render national service when called upon to do so.
5. To promote harmony and the spirit of common brotherhood and to respect the dignity of women.
6. To value and preserve our rich cultural heritage.
7. To protect and improve the natural environment and to have compassion for living creatures.
8. To develop scientific temper, humanism and the spirit of inquiry and reform.
9. To safeguard public property and to abjure or renounce violence.
10. To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of achievement.
11. It shall be the duty of a parent or guardian to provide opportunities for education to his child between the age of 6 and 14 years. This duty was inserted in 2002 by the 86th Amendment to the Constitution.

The duties given in the Constitution serve the following purposes:

1. They tell us that we should not forget the noble ideals which inspired our leaders like Subhas Chandra Bose, Mahatma Gandhi, Jawaharlal Nehru, Sardar Vallabhai Patel, Maulana Azad and others during our struggle for freedom.
2. The duties fill us with patriotism and loyalty towards our country.
3. The duties remind us of the close link between 'environment' and our 'well-being'.
4. The duties tell us that for the progress of society and our nation, it is essential that all countrymen should live in harmony and peace with each other.

RULE OF LAW

India is the world's largest democracy. The Rule of Law is the foundation of a democratic system. The rule of law means that **all citizens are equal in the eyes of law**. The State cannot discriminate against any citizen on grounds of caste, creed, religion, sex or one's social or financial status. It also means that **no one is above the law**, not even the government officials or the rich individuals. The government runs on the basis of a set of rules and laws and not according to the whims of any particular person—dictator or a leader.

The Rule of Law was first introduced in India by the British. After independence, we made 'Equality' and the 'Rule of Law' the bedrock of Indian Constitution.

II. Fill in the blanks.

1. The Rule of Law means that all citizens are in the eyes of law.
2. The Indian Constitution consists of Articles and Schedules.
3. The Constitution of India states that it is our duty to protect the of women.
4. The Constitution of India was adopted and enacted on and came into force on
5. The Preamble to the Constitution sets out the basic of the Indian Republic.
6. India is a Sovereign State because she is free from by a foreign state.
7. Our Constitution prohibits employing children below years of age.
8. Every right has a corresponding

III. State whether the statements are true or false.

1. The Constitution of India cannot be amended.
2. The custom of dowry is not prevalent in Indian society.
3. Maharashtra has a law prohibiting people from making and consuming alcoholic drinks.
3. A Secular State does not make any discrimination on the grounds of religion.
5. In a Republic, the Head of the State is a Monarch.
6. Judiciary is independent of government control in India.
7. All old titles such as Rai Bahadur have been abolished.
8. Citizens of India have no right to seek information on matters relating to government records or documents.

IV. Short Answer Questions.

1. Name the three main organs (branches) of government.
2. What do we mean when we say that 'Constitution is a living document'?
3. The consumption of liquor is a social evil. Explain the harms that are caused by it.
4. What is meant by the Preamble to the Constitution?
5. What does the term 'Republic' denote?
6. Name any two salient features of the Constitution of India.
7. Name any two fundamental duties of the citizens of India.

V. Answer the following questions.

1. Why are rules and laws necessary?
2. Define the term 'Constitution'.
3. What is meant by the Rule of Law?
4. What is meant by dissent? What should we do when a particular law is unjust?
5. What was the purpose behind Mahatma Gandhi's historic march from the Sabarmati Ashram to Dandi?

6. What was the purpose of including the Directive Principles in the Constitution of India?
7. What does Economic Justice mean?
8. Mention the rights guaranteed under the category of Cultural and Educational Rights.
9. What is the significance of Fundamental Rights?
10. Why were Fundamental Duties incorporated in the Constitution of India?

VI. Map Work

1. On an outline map of India, mark the route of Mahatma Gandhi's Dandi March.
2. On an outline map of the world, mark any ten democratic countries.

VII. Debate and Discussion

Arrange a discussion in the class about the evils of the dowry system. Give some suggestions to get rid of this social evil.

VIII. Projects and Activities

1. Design a poster for spreading awareness about the harmful effects of tobacco consumption in any form. Display the poster on the noticeboard.
2. Write down the Preamble to the Indian Constitution on a chart paper and display it in class. Discuss the importance of the Preamble.
3. Prepare a PowerPoint presentation on the making of our Constitution including in it the persons and the ideals of the Constitution.

IX. Role Play

With the help of your teacher, prepare a script for a play depicting the evils of dowry system prevalent in our society. Act it out in the class with your classmates.

VALUE-BASED QUESTION

If your parents permit you to frame a Constitution of your family, in which the Dos and Don'ts for the members are to be mentioned, which are the three points that you will put up at the top?

HOTS: THINK BEYOND

Why are rules and regulations essential for running an institution, an organisation or a country? Throw light on the condition of a country where there are no rules.

2

Secularism

Important terms

Tyranny: Unfair or cruel use of power or authority

Persecute: To treat somebody in a cruel or unfair way, especially because of his race, religion or political beliefs

Alien: Strange or different from what you are used to

Cognizable: Which can be taken notice of (punishable by law)

Recurrence: Happening again and again

MEANING OF SECULARISM

India is a vast country full of diversities in all fields, especially religion. India has several communities speaking different languages and professing different religions. Hence, it was but natural that our Constitution should have established a secular polity. The core values of secularism are justice and equality. A secular state is one which does not officially promote any particular religion. It allows equal freedom of faith and worship to all. Our Constitution not only establishes a secular state but also grants special rights to religious minorities so that they could live with dignity. The Constitution has made provision of Fundamental Rights that protect us against any type of tyranny. The Indian Constitution is based on the ideal of religious freedom for all and allows every individual the freedom to live by his religious beliefs and practices. The Constitution has made such arrangement that religion will be considered a private affair of the individual. The state does not interfere in this.



The word Secularism has its origin in Western countries and is related with the separation of the Church from the State. It had **three aspects**.

- It gave the State a position of neutrality between different religions.
- It gave all citizens the right to profess a religion of their own choice.
- Religion is considered as purely and strictly private affair of individuals having nothing to do with the State.

REASONS TO SEPARATE RELIGION FROM THE STATE

The reasons that the Constitution has kept religion separate from the state are as follows:

1. It is necessary to keep the state power away from religion so that our country functions democratically. In our country followers of more than one religion live together. Some religious groups are in majority whereas some are in minority. If the majority group does not follow the ideal of secularism and it holds power, then it is possible that it may not use the financial resources of the state impartially. This may result in a situation of tension or conflict. It is also possible that the people of majority religion may interfere in the day to day religious activities of the minorities. This behaviour of the majority would be a violation of those rights which a democratic society gives to all its citizen, irrespective of their religion. Therefore, the prevention of the violation of citizens' Fundamental Rights is an important reason which makes the separation of religion from the state important in a democratic society.
2. Our Constitution grants every citizen the right to follow and profess any religion of his choice. Religious freedom is the Fundamental Right of every Indian citizen and its protection is the duty of the state. It is essential to keep the state away from religion so that it may fulfil its duty impartially.

SECULARISM IN INDIAN CONTEXT

The Indian Constitution aims to establish a secular state. It is important to mention here that Secularism grew out of Indian history and culture. All the efforts of the Bhakti movements of the medieval times were devoted to the effort of bringing the people of various communities together. In ancient times, Ashoka preached religious toleration and also practised it himself. Even some Muslim rulers, especially Akbar, tried to bring the two major communities of those times together. Our national leaders also made a successful attempt to unite the people who were divided on the basis of caste, religion and language.

India has been defined as a secular country in Articles 25–28 of the Constitution of India. We will be able to fulfil these objectives only when—

1. one religious community does not dominate other religious communities;
2. some powerful members do not oppress other members of their own religious community;
3. the State does not force any particular religion on people or attack their religious freedom.

CHARACTERISTICS OF INDIAN SECULARISM

1. The term 'Secular' was not mentioned in the Preamble of the Indian Constitution. It was added in the Preamble in 1976 by the 42nd constitutional amendment.
2. The Constitution clearly mentions that India is a 'Secular Democratic Republic'. No religious instruction will be given in any educational institution wholly run

- by state funds. Moreover, the state will not compel any citizen to pay taxes for the promotion or maintenance of any particular religion or religious institution.
3. Every religious community has been given the right to establish and maintain institutions for religious and charitable purposes.
 4. Every person is guaranteed the freedom of conscience and the freedom to profess, practice and propagate his own religion.
 5. Article 29 guarantees all communities the right to preserve their distinct language, script or culture. Article 30 provides all minorities, whether based on religion or language, the right to establish and administer educational institutions of their choice.
 6. Article 14 grants equality before the law and equal legal protection to all. Article 15 prohibits discrimination on grounds of religion, race, caste, sex or place of birth. Article 16 guarantees equality of opportunity to all the citizens in matters of public employment.

IN WHAT WAYS DOES THE INDIAN STATE FUNCTION AS SECULAR?

The Indian State functions in various ways to carry out the mandate of the Constitution and to prevent the domination of one community over other.

1. **The state does not support any religion:** None of the three branches of the government is supposed to promote or discourage any religion. The Indian state is not ruled by any particular religious group, meaning thereby that neither the Central nor the State government is formed only by the representatives of a particular religious group. Moreover, government officers, secretariats and government schools are not supposed to promote any particular religion. The Indian government declares most religious festivals as public holidays in order to enable people of different communities to celebrate these festivals with full liberty.
2. **Non-interference:** The State ensures Secularism by not interfering in the religious affairs of any community. The State respects the religious sentiments of people of every religion. The State makes arrangements to facilitate pilgrimage to holy places and take out religious processions without any discrimination or prejudice. However, the State gives special concessions for particular religious communities.
3. **The state's right to intervene:** Our Constitution does not talk of complete separation of state and religion. Religious freedom does not mean that the state will not be able to make a law for social reform, even though some social custom may have assumed a religious form. This right of religious freedom does not prevent the state from opening the gates of all Hindu institutions for all the Hindus. Similarly, untouchability has been declared as a punishable offence by the Constitution.

State intervention can also be in the form of support. Religious communities have been granted the right by the Indian Constitution to set up their own schools and colleges. The State also gives them financial aid without any discrimination.

COMPARISON OF INDIAN SECULARISM WITH THE SECULARISM OF OTHER DEMOCRATIC COUNTRIES

The objectives of Indian Secularism are similar to those of other secular democratic countries. For example, the US Constitution says that the legislature cannot declare any religion as state religion, nor can it give preference to any religion. In the USA, the separation between State and religion means that neither the State nor religion can interfere in the affairs of one another.

However, there is one way in which Indian Secularism differs from the Secularism as practiced in the United States of America. There is a strict separation between religion and the State in the USA, as a result of which the US government cannot interfere or intervene in religious affairs in any condition. However, the Indian State ended the rigidity of the Hindu caste system in order to establish social justice in India and declared untouchability a punishable offence.

CONCLUSION

Thus, on the basis of above we can say that India is a secular State and tries to prevent domination of one community by another. The Fundamental Rights, guaranteed by the Indian Constitution, are based on the principles of justice and equality. However, these rights are often violated. It is essential to make the administration efficient to prevent the frequency and recurrence of these violations.

Summary of the Lesson

- Secularism means no discrimination on the basis of religion. The Constitution mandates India to be a Secular State.
- Separation of religion and State is necessary to protect the minorities from the domination of the majority community.
- India has a tradition of Secularism. The Indian Constitution ensures the prevention of domination of one community by another.
- Religious freedom has been granted by the Constitution to all the communities living in India. Every citizen has been given equality of opportunity.
- There are many ways in which the Indian State functions as Secular, such as by distancing itself from religion, non-interference as well as by intervention in some cases for the establishment of social justice.
- Indian Secularism is different from that of US.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. The word 'secular' was added in the Preamble of the Indian Constitution in the year:
(a) 1950 (b) 1956 (c) 1976 (d) 1992
2. Which Article of the Constitution grants equality before the law and equal legal protection to all?
(a) Article 14 (b) Article 16 (c) Article 29 (d) Article 30
3. Which of the following is **not** a feature of Indian Secularism?
(a) It adopts the policy of non-interference in religious practices.
(b) It does not support any religion.
(c) The State provides financial aid to religious institutions.
(d) In some cases, the State also intervenes in religious affairs.

II. Fill in the Blanks:

1. Untouchability has been by the Indian Constitution.
2. Article grants equality before the law.
3. Article 16 guarantees equality of opportunity to all citizens in matters of employment.
4. A person can move the in case of violation of his Fundamental Rights.

III. State true or false:

1. The state can discriminate on the basis of religion.
2. The state can intervene in religious matters in certain cases.
3. The United States of America is a Secular Democratic country.

IV. Give short answers to the following questions:

1. What do you understand by Secularism ?
2. What does the US Constitution say about Secularism?
3. By which amendment was the word 'Secular' added to the Preamble of the Indian Constitution?
4. Why was untouchability abolished by the Indian Constitution?
5. Why is it essential for a democratic country to be secular?
6. Write one difference between western Secularism and Indian Secularism.

V. Answer the following questions:

1. Discuss any two features of Indian Secularism.
2. How does the Indian State distance itself from religion?
3. How can a State achieve its objective of ensuring religious freedom to all?
4. Why is it important to separate religion from the State?



VI. Projects and activities:

Organise a debate in the class on the following:

“Whether students should be allowed to wear religious symbols and marks during school hours”?

Form two groups of students. One should speak in favour and another against. Request your teacher to give his final decision.

VALUE-BASED QUESTION

Should all religious festivals be celebrated in schools?

HOTS: THINK BEYOND

Look at the annual calendar of holidays of your school. They pertain to different religions. What does this indicate?

3

The Parliamentary Government— Why and How?

Important terms

Arbitrary: Not bound by rules or reason

Authenticate: To show to be genuine

Franchise: The right to vote in elections

Quorum: The minimum number of members that must be present at a meeting before it can begin or decisions can be made

WHY DID INDIA ADOPT PARLIAMENTARY FORM OF GOVERNMENT?

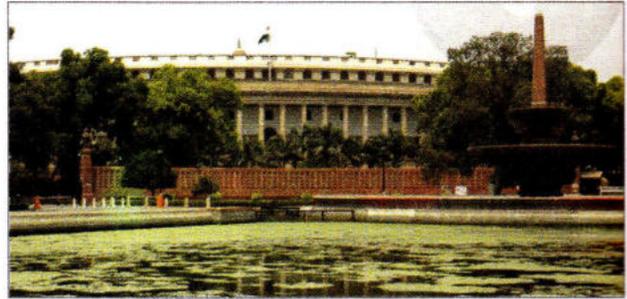
India achieved independence after a prolonged struggle. The makers of the Constitution were mostly heroes of the nation whose contribution was remarkable in the country's freedom struggle. They had a vision for India. Moreover, they represented the interests and aspirations of India's various communities and regions. They opted for a Parliamentary form of government. The Parliamentary system functions on the principle of **Joint Ministerial Responsibility**. In this, the President invites the leader of the party or parties having the support of the Lok Sabha to form the government. The reasons why the Parliamentary system of government was adopted in India are as follows:

1. Those who framed the Constitution of India were inspired by the British ideas of Parliamentary Democracy.
2. The makers of the Constitution were well acquainted with the working of the Parliamentary institutions set up in India under the Acts of 1919 and 1935.
3. The Parliamentary system is based on the principle of responsibility. The Council of Ministers is collectively responsible to the Lok Sabha. The Lok Sabha consists of elected members. Therefore, there is no scope of the government becoming autocratic or the establishment of dictatorship.
4. There are several methods by which the Parliament exercises control over the Ministers. The **Question Hour** is an important mechanism through which the Members of Parliament can seek information on matters of public importance. At times, the failures of the government are also exposed during Question Hour. The Opposition may move a **No-Confidence Motion** against the Council of Ministers. If the motion is passed, the Government has to resign.

MEANING OF PARLIAMENT

The Union Legislature in India is called Parliament. The Parliament has got the right to make the country's laws or to change them. The Parliament also has the power to control the Union Executive, *i.e.*, the Union Council of Ministers.

The Constitution lays down that there shall be a Parliament which shall comprise the **President and two Houses**, *i.e.*, the House of the People (the Lok Sabha) and the Council of States (the Rajya Sabha). The Union Parliament is thus incomplete without the President. Although the President does not sit in the Parliament, he/she may address either House or both



The Parliament House

Houses and may send messages to the Parliament. Moreover, a Bill passed by the Parliament cannot become a law without the President's assent.

THE LOK SABHA

Lok Sabha is the Lower House of Parliament. It represents the people.

COMPOSITION

The maximum strength of the Lok Sabha as provided by the Constitution of India is 552. Out of this, upto 530 members will be elected from the states and not more than 20 members shall represent the Union Territories. Besides, **two members of the Anglo-Indian community** may be nominated by the President to the Lok Sabha, in case he/she feels that this community is not adequately represented. At present, the Lok Sabha consists of **545 members**, including the 2 nominated Anglo-Indians. The allotment of members (seats) to the various states is roughly on the basis of the population of that state.

RESERVATION OF SEATS

Seats have been reserved in the Lok Sabha for (a) the Scheduled Castes and (b) the Scheduled Tribes.

FRANCHISE

The House is constituted by direct election on the basis of Universal Suffrage. According to it, every person (both male and female), who has attained the age of 18 years, is entitled to vote if he/she is not otherwise disqualified.

QUALIFICATIONS OF MEMBERS

In order to be elected as a member of the Lok Sabha, a person

- (a) must be a citizen of India;

- (b) must not be less than 25 years of age;
- (c) must possess such other qualifications as may be prescribed under any law made by the Parliament.

A person is disqualified to be a member of either House of Parliament if

- (a) he/she holds an office of profit under the Government of India or of any state;
- (b) he/she is of unsound mind and stands so as declared by the competent court;
- (c) he/she is disqualified under any law made by the Parliament.

DURATION OF THE HOUSE

The term of the House is five years, if not dissolved earlier.

QUORUM

The quorum to constitute a meeting of the House is **one-tenth** of the total number of members, including the Speaker or the person who presides over the meeting.

LEADER OF THE OPPOSITION

The leader of the opposition party, having the greatest numerical strength, is recognised as the Leader of the Opposition. Besides such salary and allowances as are paid to the other Members of Parliament, he/she gets an additional allowance. He has the same status and enjoys the same facilities as a Union Cabinet Minister.

SPEAKER OF THE LOK SABHA

The office of the Speaker represents dignity, honour and authority. The Lok Sabha elects its Speaker from among its members. The Speaker presides over the sittings of the House. The Constitution also provides for a Deputy Speaker, who is elected and removed from office in the same way as the Speaker.

Powers and Functions of the Speaker

1. **Functions concerning the business of the House:** The Speaker presides over the meetings and sessions of the House. All bills passed by the House are authenticated by his/her signatures before they are sent to the Rajya Sabha for its consideration or to the President for his/her assent.
2. **Disciplinary functions:** It is the duty of the Speaker to maintain order and discipline in the House. In case of grave disorder, the Speaker may adjourn the House.
3. **Administrative functions:** (i) The Speaker receives all the petitions and documents addressed to the House. (ii) He/she communicates the decision of the House to the concerned authorities.
4. **Control over parliamentary committees:** The Speaker is the *ex-officio* Chairman of some of the Committees of the House.
5. **Other powers and functions:** The Speaker presides over the joint sitting of both the Houses of Parliament.

THE RAJYA SABHA

The Upper House or the second chamber of the Parliament is known as the Rajya Sabha.

COMPOSITION

The maximum strength of Rajya Sabha can be upto **250 members**. There are two categories of members—nominated and elected. The **nominated members are 12 in number**. They are nominated by the President for their contribution to fields of literature, science, arts and social service. The remaining members are representatives of the States and Union Territories. Seats have been allocated to the States and the Union Territories on the basis of population. The Rajya Sabha, at present, consists of 245 members of whom 12 are nominated by the President.



The Rajya Sabha

MANNER OF ELECTION

Members of the Rajya Sabha are elected by the elected members of the Legislative Assembly of each State by means of 'single transferable vote'. The representatives of the Union Territories shall be chosen in such a manner as the Parliament may prescribe.

QUALIFICATIONS FOR MEMBERSHIP

In order to be chosen as a member of the Rajya Sabha, a person

- (i) must be a citizen of India;
- (ii) must be not less than 30 years of age;
- (iii) must possess such additional qualifications as may be prescribed by law from time to time.

DURATION OF THE HOUSE

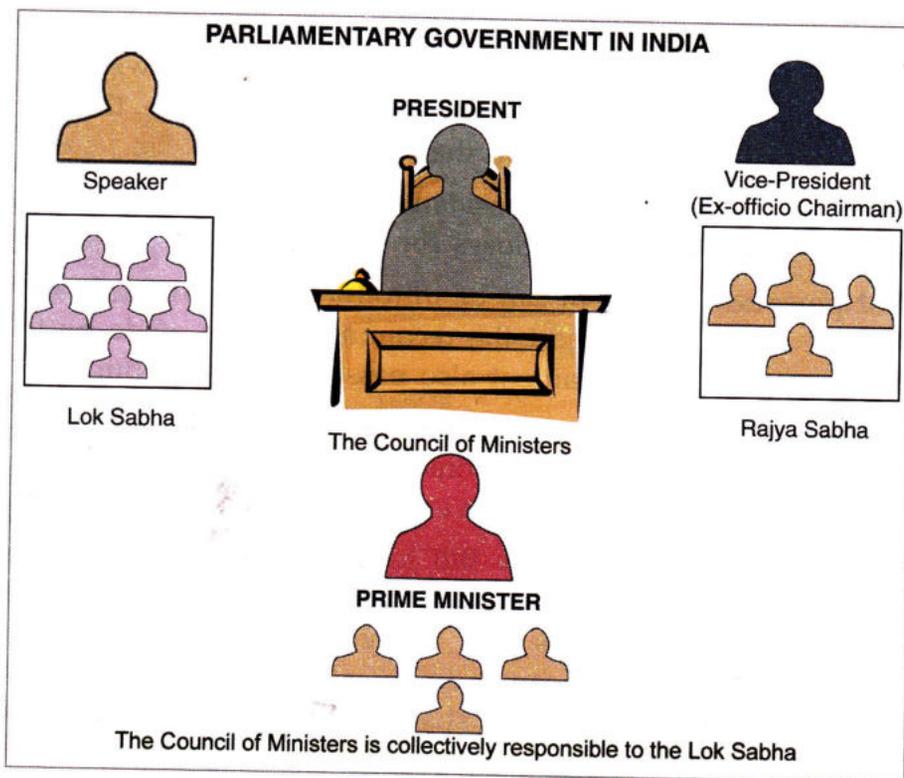
The Rajya Sabha is a **permanent body** and is not subject to dissolution. One-third of its members retire at the end of every second year. The members of the Rajya Sabha are elected for a term of six-years.

THE PRESIDING OFFICER

The Vice-President of India is the *ex-officio* Chairman of the Rajya Sabha.

POWERS AND FUNCTIONS OF THE RAJYA SABHA

1. **Legislative Powers:** All bills, other than Money Bills, can originate in the Rajya Sabha.
2. **Financial Powers:** A Money Bill can only originate in the Lok Sabha. After a Money Bill has been passed by the Lok Sabha, it is sent to the Rajya Sabha for its recommendations.



The Rajya Sabha must return the Bill to the Lok Sabha within a period of 14 days, along with its recommendations. Thus, in financial matters, the Rajya Sabha has an advisory role.

3. **Amending the Constitution:** A Bill to amend the Constitution may originate in either House. A Bill amending the Constitution should be passed by each House of the Parliament separately.
4. **Special powers of the Rajya Sabha:** The Constitution recognises the Rajya Sabha as the House representing the States of the Indian Union. It, therefore, enjoys some special powers which are not given to the Lok Sabha. One such power is that it may, in the national interest, declare by a resolution that the Parliament should make laws with respect to a matter in State List. Another special power enjoyed by the Rajya Sabha is that it may declare that the creation of new All India Service is in national interest. Thereupon, the Parliament may by law create new All India Service.

POWERS OF THE UNION PARLIAMENT

The intention of the framers of the Constitution was to make the Lok Sabha a dominating chamber because its members are elected directly by the people. But we should not forget that neither House is complete by itself. Both Houses together are called the **Parliament of India**.

1. **Legislative powers:** The Parliament is competent to make laws on matters mentioned in the Union List and the Concurrent List. The Parliament can

legislate even on subjects included in the State List during the Proclamation of an Emergency. When the Rajya Sabha passes a resolution by two-thirds majority that a subject in the State List has assumed national importance, the Union Parliament becomes authorised to legislate on that subject.

All Ordinances, issued by the President when the Parliament is not in session, must be laid before both the Houses for their approval.

2. **Financial powers:** Money Bill can be introduced only in the Lok Sabha. The Lok Sabha is free to accept or reject the recommendations made by the Rajya Sabha in money matters. The Parliament also passes the Union Budget.
3. **Control over the Executive:** The Constitution lays down that 'the Council of Ministers shall be collectively responsible to the House of the People (the Lok Sabha)'. In this way, the Parliament exercises control over the Union Executive.
4. **Amending the Constitution:** The Bill to amend the Constitution may originate in either House. It must be passed by each House by a majority of the total membership of that House as well as by two-thirds majority of the members present and voting. If such amendment seeks to make any change in some 'specified' matter, the amendment shall also require to be approved by at least half of the State legislatures.
5. **Elective functions:** The elected members of both the Houses, along with the elected members of the State Legislative Assemblies, elect the President of India. The Vice-President is elected by members of both the Houses of Parliament.

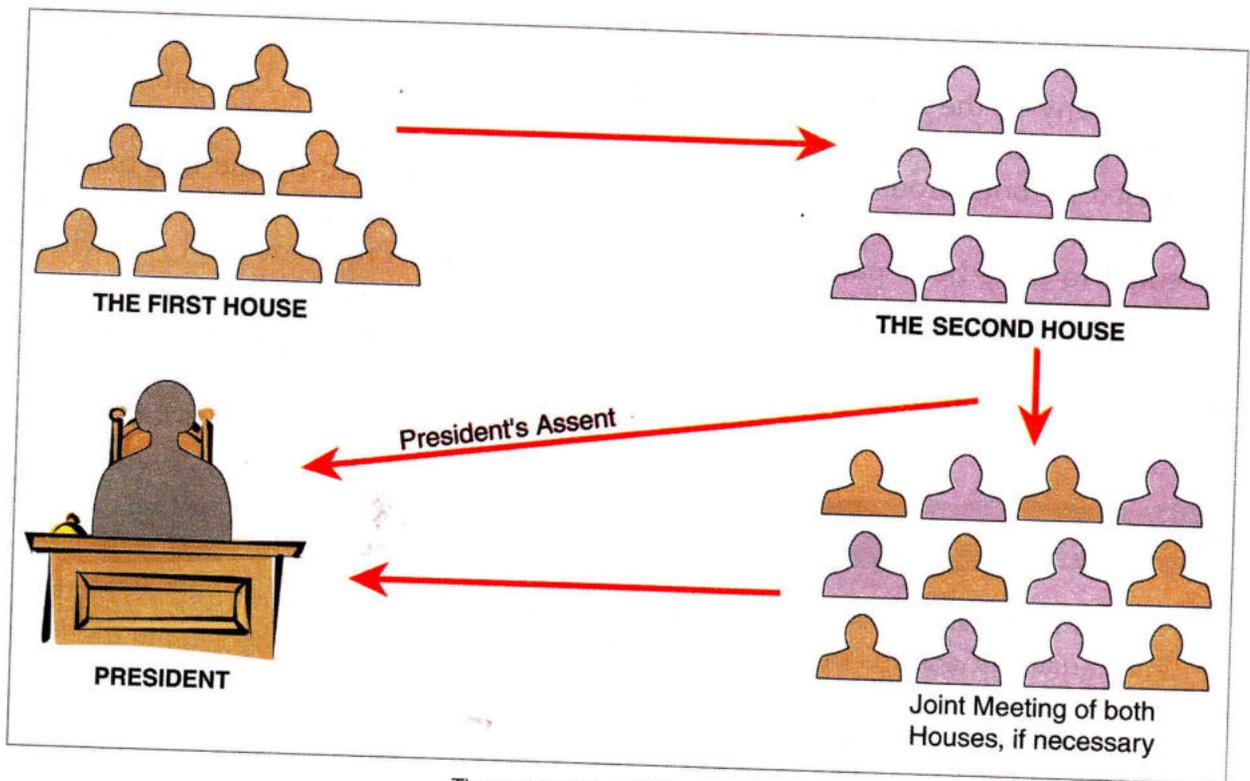
HOW DOES A BILL BECOME A LAW?

The legislative proposals are brought before the House in the form of a Bill. It may be either a Money Bill or an Ordinary Bill. The Money Bills usually deal with the imposition, alteration or abolition of taxes or other financial matters. Both the Money Bills and the Ordinary Bills have to pass through various stages before becoming an Act. An Ordinary Bill can be introduced in any of the two Houses by a Minister or any private member of the House. A bill has to pass through three Readings before it becomes an Act. These readings are known as first, second and third reading.

First Reading: In the First Reading, the Minister or member in-charge of the Bill introduces the Bill stating its main features. If the Bill is an important one, the Minister may also make a brief speech.

Second Reading: In the Second Reading, the Bill is considered by the House very carefully. This stage is further divided into sub-stages.

- In the first sub-stage, the Bill may be straightaway taken into consideration or referred to a Standing Committee. Most of the Bills are referred to any of the Standing Committees.
- In the second stage, the Committee minutely examines the Bill clause-by-clause and then submits its report to the House.



The procedure relating to Bills

- In the third stage, the House takes up a thorough consideration of the Bill in the same way as was done in the Standing Committee. Finally, when all the clauses have been put to vote and disposed of, the Second Reading of the Bill is over.

Third Reading: The debate held during the Third Reading of a Bill is of a restricted nature. It is confined only to arguments either in support of the Bill or for its rejection.

After the Bill is passed in one House, it is sent to the other House where the same procedure is repeated. If the Bill is passed by the Second House, it is presented to the President for his/her approval. If the President gives assent, the Bill becomes an Act or a Law.

PROCEDURE RELATING TO ORDINARY BILLS

An Ordinary Bill can originate in either House of the Parliament, but must be passed by both the Houses before its submission to the President for his/her assent. In case of a disagreement between the two Houses over a Bill, the President may summon a joint sitting of the two Houses with the Speaker of the Lok Sabha in the Chair. If the majority of the members of the joint session pass the bill, the Bill is deemed to have been passed by both the Houses. As the membership of the Lok Sabha is more than double the membership of the Rajya Sabha, the decision of the Lok Sabha would naturally prevail at a joint sitting.

PROCEDURE RELATING TO MONEY BILLS

The Money Bill can originate only in the Lok Sabha. After it has been passed by the Lok Sabha, it is sent to the Rajya Sabha for its recommendation. The Rajya Sabha must, within

a period of 14 days, return it with its recommendations. The Lok Sabha may accept or reject all or any of the recommendations of the Rajya Sabha. If the Lok Sabha does not accept the recommendations of the Rajya Sabha, the Money Bill shall be deemed to have been passed by both Houses in the form in which it was passed by the Lok Sabha. If a Money Bill is not returned to the Lok Sabha by the Rajya Sabha within 14 days, it shall be deemed to have been passed by both the Houses. The President shall not withhold his/her assent from a Money Bill passed by the Parliament. Therefore, the assent of the President is merely a constitutional formality. Thus, it is clear that **Lok Sabha is more powerful in financial matters.**

Summary of the Lesson

- The Parliamentary system of government is based on the principle of responsibility.
- The Parliament consists of the President and two Houses—the Lok Sabha and the Rajya Sabha.
- The Lok Sabha is constituted by direct election on the basis of universal suffrage. To be elected as a member, one must not be less than 25 years of age. Duration of the Lok Sabha is five years.
- The Lok Sabha elects its Speaker from among its members. The Speaker presides over the meetings and preserves order in the House.
- The Rajya Sabha is the Upper House of the Parliament. Its maximum strength is 250 members. 12 members are nominated in it by the President. The remaining members are representatives of the States and Union Territories. The Vice-President is the *ex-officio* Chairman of the Rajya Sabha.
- The Union Parliament has Legislative and Financial powers.
- A Bill has to pass through three Readings before it becomes an Act. An Ordinary Bill can originate in any House, whereas the Money Bill can originate only in the Lok Sabha.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. At present the Lok Sabha consists of:
(a) 550 members (b) 545 members (c) 552 members
2. Members of the Rajya Sabha are elected:
(a) directly by the people
(b) by the elected members of the Legislative Assembly of each state
(c) by the elected members of the Lok Sabha
3. At the Union level all Ordinances are issued by the:
(a) President
(b) Speaker of the Lok Sabha
(c) Prime Minister

II. Fill in the blanks.

1. The lower House of the Indian Parliament is known as the
2. In order to be elected as a member of the Lok Sabha, a person should be not less than years of age.
3. The Union Council of Ministers is collectively responsible to
4. Nominated members in the Rajya Sabha are in number.
5. A Bill goes through Readings before it becomes an
6. The Constitution has established the supremacy of in financial matters.

III. State true or false.

1. The Parliament consists of the Lok Sabha, the Rajya Sabha and the President.
2. The President can nominate twelve members to the Lok Sabha.
3. The Rajya Sabha is a permanent body.
4. The Vice-President is the *ex-officio* Chairman of the Lok Sabha.
5. A Money Bill can originate only in the Lok Sabha.

IV. Give short answers to the following questions.

1. What is meant by the Parliament?
2. Name the two Houses of the Parliament.
3. What is the maximum strength of the Lok Sabha?
4. What is meant by Universal Suffrage?
5. Mention any two disciplinary functions of the Speaker of the Lok Sabha.

V. Answer the following questions.

1. What qualifications should an individual have in order to be elected as a member of the Lok Sabha?
2. Mention the status and facilities enjoyed by the Leader of Opposition in the Lok Sabha.
3. Mention the Speaker's powers and functions concerning the business of the House.
4. Discuss the legislative powers of the Parliament.
5. Discuss the procedure to be followed by the Parliament in passing an Ordinary Bill.
6. Discuss the procedure to be followed by the Parliament in passing Money Bills.

VI. Projects and Activities.

Request your teacher to arrange a visit for you to watch the proceedings of the Parliament. Discuss about the functioning of the House and make a report on it.

VALUE-BASED QUESTION

What would you prefer—a class monitor selected by the teacher or a monitor elected by the students of your class? Why?

HOTS: THINK BEYOND

Who has more powers—head of the government or the head of the State?

4

The Parliamentary Government—The Executive

Important terms

Impeachment: Prosecution of the President by the Parliament for violation of the Constitution

Prorogue: To discontinue a session of the House, without dissolving it

Reprieve: To officially cancel or postpone the punishment

Emoluments: Money paid to a person for the work he has done

Remission: The reduction of someone's prison sentence, especially as a reward for good behaviour

Adjourn: Bringing a sitting of the House to a close, with the intention of resuming on the next working day or a specified later hour

Pivot: The central point

Dissolution: Ending of the Parliament with a view to have fresh election

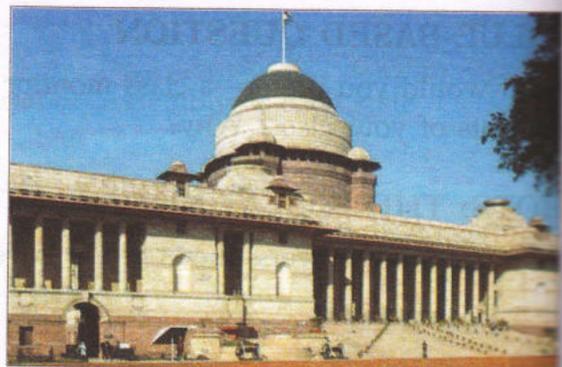
Censure: Strong disapproval

MEANING OF EXECUTIVE

Executive is that organ of the government which **enforces the laws** made by the legislature and **runs the administration** of the country. The Union Executive consists of the President, the Vice-President, the Prime Minister and his Council of Ministers.

PARLIAMENTARY SYSTEM

The Constitution has set up the Parliamentary system of government both at the Centre and in States. Under the Parliamentary system, there exists a clear distinction between 'nominal executive' and 'real executive'. The nominal executive is the President who is the Head of State. The real executive is the Council of Ministers, headed by the Prime Minister. The Council of Ministers is collectively responsible to the Lok Sabha. Ministerial responsibility is the essential feature of Parliamentary Democracy.



Rashtrapati Bhawan

THE PRESIDENT OF INDIA

The President is the head of State and the **first citizen** of the country. The Constitution confers extensive powers on the President.

QUALIFICATIONS FOR ELECTION

Following are the qualifications prescribed by the Constitution for a person to be elected as the President:

- He should be a citizen of India.
- He must have completed the age of thirty-five years.
- He should be qualified to become a member of the Lok Sabha.

A candidate for Presidential election should not hold an office of profit under the Government of India or the government of any state.

TERM OF OFFICE

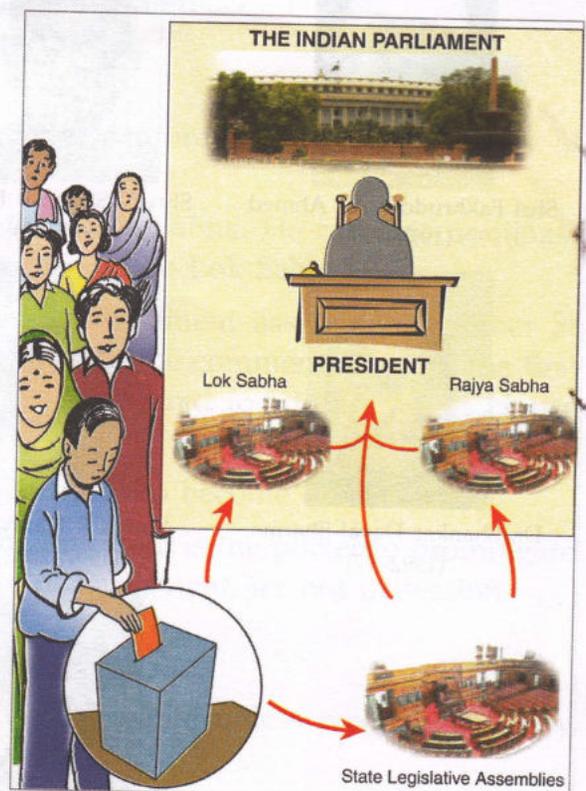
The President holds office for a term of five years and is eligible for re-election. The first President of India, **Dr. Rajendra Prasad**, was the only President to have been re-elected. The President may, by writing to the Vice-President, resign from the office.

ELECTION OF PRESIDENT

President is elected indirectly, *i.e.*, ordinary citizens play no part in the election. The President is elected by the members of an Electoral College consisting of (a) the elected members of both the Houses of Parliament, and (b) the elected members of the Legislative Assemblies of the States. The Chief Justice of India administers the Oath of Office to the President.

IMPEACHMENT

The President may, for violation of the Constitution, or acting against its provisions, be removed from office by impeachment. The resolution to impeach the President may be moved in either House of the Parliament.



Election of the President

POSITION AND POWERS OF THE PRESIDENT OF INDIA

Executive Powers

The Constitution says that the "executive power of the Union shall be vested in the President." The executive powers of the President may be discussed under the following heads.

1. **Head of the Union Government:** All executive orders of the Government of India are issued in the name of the President.
2. **Formation of the Council of Ministers:** The Constitution lays down that the Prime Minister is to be appointed by the President and other Ministers are appointed by the President on the advice of the Prime Minister.

THE PRESIDENTS OF INDIA



Dr. Rajendra Prasad
(1950-62)



Dr. S Radhakrishnan
(1962-67)



Dr. Zakir Husain
(1967-69)



Shri V V Giri
(1969 and 1969-1974)



Shri Fakhruddin Ali Ahmed
(1974-77)



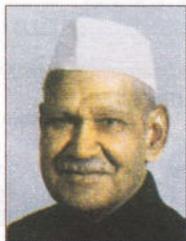
Shri N Sanjeeva Reddy
(1977-82)



Shri Giani Zail Singh
(1982-87)



Shri R Venkataraman
(1987-92)



Dr. Shankar Dayal Sharma
(1992-97)



Shri K R Narayanan
(1997-2002)



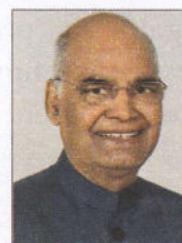
Dr. A P J Abdul Kalam
(2002-2007)



Smt. Pratibha Patil
(2007-2012)



Shri Pranab Mukherjee
(2012-2017)



Shri Ram Nath Kovind
(2017-Till Date)

3. **Power to appoint and remove the high dignitaries of the State:** The President appoints the Attorney General of India, the Comptroller and Auditor-General of India, the Judges of the Supreme Court and the High Courts, the Governors, Ambassadors and other diplomatic representatives of India abroad. The President also appoints the members of the Finance Commission, the Chief Election Commissioner and other members of the Election Commission.
4. **Administration of Union Territories:** The Constitution provides that every Union Territory shall be administered by the President. The President acts through an administrator with such name or designation as the President indicates.

The Military Powers

1. The President is the Supreme Commander of the Defence Forces of India.
2. The President has the power to declare war and conclude peace, but the Parliament is competent to give directions to the President with regard to the exercise of such powers.

Diplomatic Powers

1. The President of India has the power of appointing ambassadors. The President receives diplomatic envoys from other countries.
2. All treaties and international agreements are concluded in the name of the President.
3. The President represents India in international conferences.

Legislative Powers

1. The President has the power to summon and prorogue both the Houses of Parliament and to dissolve the Lok Sabha.
2. The President nominates 12 members to the Rajya Sabha. He can also nominate two members of the Anglo-Indian community to the Lok Sabha.
3. The President addresses both the Houses of Parliament assembled together at the first session after each General Election and at the commencement of the first session each year. Besides, the President is empowered to address either House or their joint sitting at any time.
4. Every Bill requires the President's assent in order to become an Act (Law).
5. The most important legislative power of the President is the power to promulgate Ordinance at a time when both the House of Parliament are not in session.

Financial Powers

1. A Money Bill cannot be introduced in the Lok Sabha unless recommended by the President.
2. The annual budget is placed before the Parliament in the name of the President.

3. The Contingency Fund is placed at the disposal of the President. The President can grant an advance for the purpose of meeting an unforeseen expenditure from this Contingency Fund.

Judicial Powers

1. The President has the power to grant pardon, reprieve or remission of punishment.
2. No criminal proceedings can start against the President in any court during his term of office.

Emergency Powers

The President is empowered to declare Emergency in the following three conditions:

1. War or external aggression or armed rebellion.
2. Failure of the Constitutional machinery in a State.
3. Threat to the Financial Stability of the country.

THE VICE-PRESIDENT OF INDIA

QUALIFICATIONS FOR ELECTION

In order to be elected as the Vice-President, a person must

- (a) be a citizen of India;
- (b) not be less than 35 years of age;
- (c) be qualified for election as a member of the Rajya Sabha. He should not hold an office of profit under the Government of India or the government of any State.

TERM OF OFFICE

The Vice-President holds office for a term of five years and is eligible for re-election. The Vice-President may resign from his office before the expiry of the term by writing to the President.

REMOVAL FROM OFFICE

The Vice-President may be removed by a resolution of the Rajya Sabha passed by a majority of its members and agreed to by the Lok Sabha. There is no provision for the impeachment of the Vice-President.

ELECTION OF VICE-PRESIDENT

The Vice-President is elected by an electoral college consisting of the members of both the Houses of Parliament. No State legislature is involved in his/her election.

POWERS AND FUNCTIONS

The Constitution confers upon the Vice-President the following powers and functions.

1. The normal function of the Vice-President is to act as the *ex-officio* Chairman of the Rajya Sabha. As Chairman of the Rajya Sabha, he regulates debates and proceedings



Shri Venkaiah Naidu
Vice-President

of the House and decides the order of speeches. He may adjourn the House in case of grave disorder.

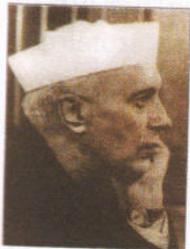
2. The Vice-President takes over the office of the President under the following situations:

- (a) Death of the President
- (b) Resignation of the President
- (c) Removal of the President
- (d) When the President, owing to absence, illness or any other cause, is unable to discharge his/her functions.

THE PRIME MINISTER OF INDIA

The makers of our Constitution rejected the Presidential system and adopted the British model of Parliamentary government. The Constitution provides that "there shall be a Council of Ministers with the Prime Minister at the head to aid and advise the President." The President is the nominal or constitutional head of the government, but the active

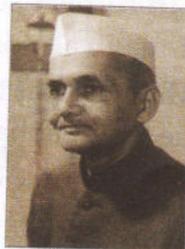
THE PRIME MINISTERS OF INDIA



Shri Jawaharlal Nehru
(1947-64)



Shri Gulzari Lal Nanda
(Acting PM in 1964
and 1966)



Shri Lal Bahadur
Shastri
(1964-66)



Smt. Indira Gandhi
(1966-77 and 1980-84)



Shri Morarji Desai
(1977-79)



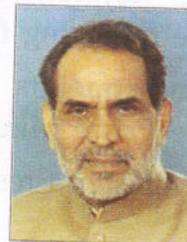
Shri Choudhary Charan
Singh (1979-80)



Shri Rajiv Gandhi
(1984-89)



Shri Vishwanath
Pratap Singh
(1989-90)



Shri Chandra Shekhar
(1990-91)



Shri Narasimha Rao
(1991-96)



Shri H.D. Deve
Gowda (1996-97)



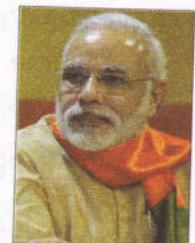
Shri I K Gujral
(1997-98)



Shri Atal Bihari Vajpayee
(16 May 1996 to 1 June 1996,
and 1998-2004)



Dr. Manmohan Singh
(22 May 2004-26 May
2014)



Sh. Narendra Modi
(26 May 2014-till date)

or **real head** is the Prime Minister. He is the **pivot** on which the whole constitutional machinery revolves.

APPOINTMENT OF THE PRIME MINISTER

The Prime Minister is appointed by the President and the other Ministers are appointed by the President on the advice of the Prime Minister. In reality, this is only a formal power of the President. The Prime Minister is the leader of the party or coalition which commands a majority in the Lok Sabha. As such, in appointing the Prime Minister, the President has very little power of making a personal choice.

POSITION AND POWERS OF THE PRIME MINISTER

The position, powers and role of the Prime Minister can be assessed under the following heads.

Prime Minister and the President

1. The Prime Minister is the link between the Cabinet and the President. The decisions of the Cabinet are conveyed to the President through the Prime Minister.
2. It is the Prime Minister who keeps the President informed on all matters of the government. It is his/her duty to furnish such information regarding the affairs of government as the President may call for.
3. It is on the advice of the Prime Minister that the President summons and prorogues the Parliament and dissolves the Lok Sabha.
4. In appointing and removing the high rank officials, the President always acts on the advice of the Prime Minister.

Prime Minister and the Cabinet

Prime Minister is the '**keystone of the Cabinet arch**'. As head of the Council of Ministers, he/she exercises the following functions.

1. The President appoints the Ministers and allocates work among them on the advice of the Prime Minister.
2. The Prime Minister's resignation means the resignation of the entire Council of Ministers.
3. No person shall be retained as a member of the Council of Ministers if the Prime Minister removes him/her.
4. The Prime Minister presides over the Cabinet meetings. He decides the agenda of the meetings.
5. The Prime Minister coordinates the working of various departments.
6. The Prime Minister is the link between the Cabinet and the President.

Prime Minister and the Parliament

The position of the Prime Minister is very important with regard to relations with the Parliament.

1. It is on the advice of the Prime Minister that the President summons and prorogues the Parliament and dissolves the Lok Sabha.
2. The Prime Minister is the 'principal spokesman' and defender of the government in the Parliament.

PRIME MINISTER AS LEADER OF THE NATION

The Prime Minister is the recognised leader of the nation. The nation looks to the Prime Minister for views on every subject. Countrymen expect leadership from him/her. At the time of the General Elections, it is the Prime Minister for or against whom the people generally vote.

POSITION OF THE PRIME MINISTER

The Prime Minister exercises vast authority both in legislation and finance. Besides, he/she may inspire people by his/her personal qualities, his/her high sense of justice and moral courage.

COUNCIL OF MINISTERS

The Council of Ministers consists of three categories of Ministers—Cabinet Ministers, Ministers of State and Deputy Ministers. The 'Cabinet', on the other hand, is a smaller group consisting of senior ministers of the Cabinet rank.

SIZE OF THE COUNCIL OF MINISTERS

The Constitution's 91st Amendment Act (2003) limits the size of the Union Council of Ministers to 15 per cent of the total number of members of the Lok Sabha.

CATEGORIES OF MINISTERS

All Ministers, however, do not belong to the same rank. Usually, there are three categories of Ministers:

- (a) Cabinet Ministers or Members of the Cabinet
- (b) Ministers of State
- (c) Deputy Ministers

The Cabinet Ministers hold major portfolios like Home, Defence, Finance, etc. Only the Cabinet Ministers have right to attend meetings of the Cabinet. The Ministers of State are not members of the Cabinet. The Deputy Ministers are junior ministers. They are placed under senior ministers whom they assist.

POWERS AND FUNCTIONS OF THE COUNCIL OF MINISTERS

The Council of Ministers have enormous powers and manifold responsibilities.

1. **Formulation of Policies:** The Cabinet formulates external and domestic policies of the government. It takes decisions on all major issues, such as defence, economic reforms and formation of new States.

2. **Administrative Functions:** The Cabinet is essentially a policy-framing body. The appropriate Ministry carries out the policies determined by the Cabinet.
3. **Financial Responsibilities:** The Cabinet is responsible for the expenditures of the government and for raising necessary revenues to meet it.
4. **Legislative Functions:** The legislative powers of the Cabinet are as follows:
 - (i) Although the Houses are summoned by the President, initiative in this matter is taken by the Ministry of Parliamentary Affairs.
 - (ii) The Cabinet prepares the President's special address to the Parliament.
 - (iii) In the matter of issuing ordinances, the President acts on the advice of the Ministers.
 - (iv) The Cabinet may also move an Amendment to the Constitution.
 - (v) More than 95 per cent of the Bills are Government Bills and are prepared by Ministers. They are introduced and defended in the Parliament by the Ministers.

We find an immense growth in the powers of the Cabinet in the last few years. There are persons and organisations which may be a threat to the security of the country. At the international level, things are happening very fast. All this has led to an increase in the functions and powers of the Union Executive or the Cabinet.

MINISTERIAL RESPONSIBILITY

Ministerial responsibility is the essential feature of the Parliamentary form of government. The principle of ministerial responsibility has two dimensions.

COLLECTIVE RESPONSIBILITY

The Council of Ministers is collectively responsible to the House of the People or the Lok Sabha. The Ministers are responsible to the Lok Sabha not only as individuals but also collectively. Members of the Cabinet '**swim and sink together**'. When a decision has been taken by the Cabinet, every Minister has to stand by it without hesitation. A Ministry that has lost the confidence of the Lok Sabha must resign.

INDIVIDUAL RESPONSIBILITY

Though the Ministers are collectively responsible to the Lok Sabha, they shall also be individually responsible to the Head of State. The Ministers hold office 'during the pleasure of the President.' It implies that the Ministers shall be liable to be dismissed by the President for their undesirable activities. However, in these matters the President acts on the advice of the Prime Minister.

METHODS BY WHICH PARLIAMENT ENSURES MINISTERIAL RESPONSIBILITY

There are several methods by which the Parliament ensures ministerial responsibility.

They are as follows:

1. To put to Ministers **questions** which should be properly answered. No Minister can afford to take a question lightly because sometimes even a simple enquiry may lead to an unexpected volume of criticism. The questions give the Members of Parliament some measure of control over the Executive.
2. Moving an **Adjournment Motion** for discussing an important matter that should have urgent consideration.
3. Moving **Cut Motions** when the financial matters are under consideration.
4. Moving **Censure Motion** against an individual Minister or a group of ministers for their failures.
5. Moving a **No-Confidence Motion**. Such a motion is moved by a member or Leader of Opposition. If the motion is carried, it implies loss of confidence and the government has to resign.

Case Study

Powers of the President *versus* those of the Prime Minister

The actual position of the Indian President has always been a matter of much discussion. In practice, he is only a figurehead and has to act on the advice of the Council of Ministers headed by the Prime Minister. There has been difference of opinion as to whether it is binding on the President to accept ministerial advice in all cases.

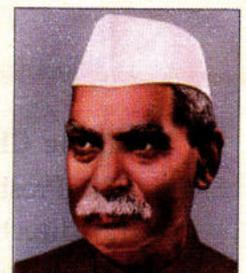
During the discussion and debates in the Constituent Assembly, the members expressed their views on this subject in different ways. Dr. B R Ambedkar, the Chairman of the Drafting Committee said, "The President is the head of the nation but does not rule the nation. He will generally be bound by the advice of the Ministers. He can do nothing contrary to their advice nor can he do anything without their advice." Dr. Rajendra Prasad, the Chairman of the Constituent Assembly, expressed a similar view when he said, "Although there is no specific provision in the Constitution itself making it binding on the President to accept the advice of the ministers, it is hoped that the President would become Constitutional President in all matters."

In the course of debates, Jawaharlal Nehru said, "But, we do not want to make the President just a figurehead like the French President. We did not give him any real power but have made his position one of great authority and dignity." Thus, Pt. Nehru also made it clear that the actual power really resided in the Ministry and not in the President.

It is interesting to note that as Chairman of the Constituent Assembly, Dr. Rajendra Prasad had expressed the view that the President of the Republic of India would occupy the same position as the British monarch, but when he became the first President of independent India, he felt otherwise. He wrote to the Prime Minister expressing his desire to act solely on his own judgement, independent of the Council of

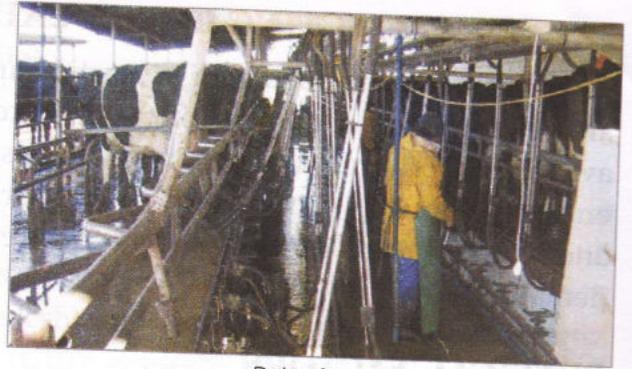


Jawaharlal Nehru



Dr. Rajendra Prasad

2. **Small-scale Industries:** Paper manufacturing, manufacture of plastic goods, bakery products, dairy products, etc., are small-scale industries. They only have a few employees and the amount of capital invested is also not very large. In India, small-scale industries have greater importance.



Dairy farm

3. **Cottage Industries:** Certain industries are run by a few people at small places such as the making of match-boxes, candles, mats, toys, handloom cloth, etc. Such industries are known as cottage industries and they do not require much capital.



Weaving in handloom

On the Basis of Ownership

On the basis of ownership and management, an industry is owned by an individual or a company, controlled by the government run jointly or run on a cooperative basis.

1. **Public Sector Industries:** Keeping in view the development of a country and the needs of the public, certain industries are owned and operated by the government under its full control. These industries are called state owned or public sector industries. Examples are Steel Authority of India Limited (SAIL), Hindustan Machine Tools (HMT), Oil and Natural Gas Corporation (ONGC), etc.
2. **Private Sector Industries:** Industries under the control of an individual or a company come under the category of private sector industries. Examples include Dabur India Ltd., Tata Iron and Steel Company, (TISCO), Reliance Industries, etc.
3. **Cooperative Sector Industries:** These industries are owned and operated by the producers or suppliers of raw materials, workers or both. The people unite voluntarily for their social, economic and cultural welfare. For example: Amul Milk Co-operative Society in Anand (Gujarat).
4. **Joint Sector Industries:** Industries owned and run by the state and an individual or a group of individuals are called joint sector industries. Example: Maruti Udyog Ltd, Cochin Refineries Limited, etc.

Ministers, while (a) giving assent to Bills, (b) sending messages to the Parliament, and (c) returning Bills to the Parliament for reconsideration.

However, by the later amendments to the Indian Constitution, confusion regarding the position and powers of the President vs Prime Minister was removed. The 42nd Amendment Act (1976) says that the President shall act in accordance with ministerial advice. But, according to the 44th Amendment Act (1978) the President may ask the Council of Ministers to reconsider such advice.

Summary of the Lesson

- The Union Executive consists of the President, the Vice-President, the Prime Minister and his Council of Ministers.
- Under the Parliamentary system, the President is the nominal executive, whereas the real executive is the Council of Ministers headed by the Prime Minister.
- A citizen of India who is not less than 35 years can be elected the President of India.
- The term of the President is of five years, but the President can be impeached for violation of the Constitution.
- The President has executive, military, diplomatic, legislative, financial, judicial and emergency powers. All executive orders are issued in the name of the President.
- A citizen of India, who is not less than 35 years can be elected the Vice-President of India. His term is also of five years.
- The Vice-President is the ex-officio Chairman of the Rajya Sabha and regulates its debates and proceedings. He takes over the office of the President in case of the latter's death, resignation, impeachment, ill health, etc.
- The Prime Minister is appointed by the President. He is the leader of the majority party or coalition of parties which has majority in the Lok Sabha.
- The Prime Minister is the link between the Cabinet and the President. The President acts on the advice of the Prime Minister.
- The Council of Ministers consists of three categories of ministers—the Cabinet Ministers, the Ministers of State and the Deputy Ministers.
- The Council of Ministers formulates external and domestic policies of the government. It also raises revenues to meet the expenditure.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. The President of India is:
 - (a) directly elected by the citizens of India
 - (b) elected only by members of both Houses of Parliament
 - (c) elected by members of an electoral college consisting of both the Houses of Parliament and the members of Legislative Assemblies of States

- (c)
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but,
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2. Which of the following is the only President of India who has been elected to this post twice?
 (a) Dr. S Radhakrishnan
 (b) Dr. Zakir Hussain
 (c) Dr. Rajendra Prasad
3. The Union Council of Ministers is collectively responsible to the:
 (a) Lok Sabha (b) Rajya Sabha (c) Prime Minister of India
4. Shri Ram Nath Kovind is the President of India.
 (a) 12th (b) 14th (c) 13th
5. The President has the power to nominate how many members to the Rajya Sabha?
 (a) 10 (b) 12 (c) 14

II. Fill in the blanks.

1. A person should have completed the age of years to be eligible for election as the President.
2. The President can nominate members of the Anglo-Indian Community to the Lok Sabha.
3. The President can declare Emergency in the event of or external or rebellion.
4. The Vice-President is the ex-officio Chairman of the
5. The size of the Union Council of Ministers is limited to per cent of the total number of members of the

III. State true or false.

1. The Council of Ministers is collectively responsible to the Lok Sabha.
2. The President is the real executive head of the country.
3. The President of India is not eligible for re-election.
4. The Vice-President can be removed from office by impeachment.
5. The President is the supreme commander of the defence forces of India.
6. The Prime Minister is the head of State and the first citizen of the country.
7. The Prime Minister is the link between the Cabinet and the President.

IV. Give short answers to the following questions.

1. What is the term of office of the President of India?
2. Who administers the oath of office and secrecy to the President?
3. On what grounds may the President of India be removed from office?
4. Who has the power to dissolve the Lok Sabha?
5. Mention any one judicial power of the President of India.
6. How can the Vice-President be removed from office?

V. Answer the following questions.

1. Mention two executive powers of the President of India.
2. What are the two legislative powers of the President of India?

3. Discuss the role of Prime Minister as leader of the nation.
4. What are the legislative functions of the Union Council of Ministers?
5. What is the meaning of the 'collective responsibility' of the Union Council of Ministers? Explain.
6. Mention any four methods by which the Parliament ensures ministerial responsibility.

VI. Map Work.

1. On an outline map of India, mark the states to which the following Presidents originally belonged: Dr. Rajendra Prasad, Shri Fakhruddin Ali Ahmad, Shri N Sanjeeva Reddy, Shri Giani Zail Singh and Dr. A P J Abdul Kalam.
2. On an outline map of India, mark the places from where the following Prime Ministers of India hailed: Smt. Indira Gandhi, Shri Morarji Desai, Shri Narasimha Rao, Shri H D Deva Gowda and Dr. Manmohan Singh.

VII. Projects and Activities.

1. Collect photographs of all the Presidents and the Prime Ministers of India and prepare an album. Also mention their tenures.
2. List the main problems India faces today. If you have to address the nation as the President of India on the eve of the Republic Day, how would you focus on those problems?
3. Make a biographical detail of the former President of India Dr. A P J Abdul Kalam. Describe in it his achievements and vision. Take extracts from his book *Wings of Fire* and include it in your presentation.
4. Visit the website: <http://parliamentofindia.nic.in/> to know more about the Parliament of India.

VALUE-BASED QUESTION

Do you know the names of the MP and MLA of your constituency? Find out the development work they had done in their constituencies. In your opinion, do they deserve to be public representatives?

HOTS: THINK BEYOND

Which state has the highest and which one has the lowest number of MPs in Lok Sabha?



PROJECT WORK

(Based on Chapters 1–4)

I. Activity

There are many things we can do to help the local government. Beginning with your school, make the following placards for awareness.

- Don't waste paper and water.
- Don't throw garbage here and there.
- Take care of plants and trees.
- Don't scribble on desks and chairs.
- Switch off fans and lights when not required.

II. Group Activity

Imagine you are the class monitor. Make a 'Constitution' for your class mentioning in it the rights and duties of each student. Make groups in the class for different activities. Organise weekly meetings and ask the members to make a list of the problems they face. Also suggest ways of solving the problems.

III. Making a Poster

Make a poster with the following slogan on it: 'Say No to Dowry'. Use pictures to convey the message why dowry is a social evil.

IV. Speech Competition

Organise a speech competition. Ask your classmates to prepare a speech on the topic 'Democracy and the Rule of Law complement each other'. Let your class teacher decide the winner.



TEST PAPER

(Based on Chapters 1-4)

Total Marks: 50

Time: 2 Hours

A. Tick (✓) the correct answer.

1 × 8 = 8

1. In which year was the Dowry Prohibition Act passed?
(a) 1979 (b) 1995 (c) 2008 (d) 1961
2. What is the quorum for constituting a meeting of the Lok Sabha?
(a) One-tenth (b) One-third (c) One-half (d) One-eighth
3. Which among the following is **not** a feature of the Indian Constitution?
(a) Democracy (b) Secularism (c) Socialism (d) Communalism
4. In which year was the right to property made a legal right in the Constitution instead of a Fundamental Right?
(a) 1970 (b) 1972 (c) 1976 (d) 1978
5. In which form do we have our Indian Constitution?
(a) Written (b) Partially written (c) Unwritten (d) Oral
6. Who is the executive head of the country?
(a) Prime Minister (b) President (c) Speaker (d) Chief Justice
7. Which is the lower house of the Parliament?
(a) Lok Sabha (b) Rajya Sabha (c) Vidhan Sabha (d) Vidhan Parishad
8. Which is the highest law making body in our country?
(a) Lok Sabha (b) Rajya Sabha (c) Supreme Court (d) High Courts

B. Fill in the blanks.

1 × 6 = 6

1. Mahatma Gandhi along with his followers left the Sabarmati Ashram for Dandi on
2. The Civil Disobedience Movement was launched in
3. India is a state as it treats all religions as equal.
4. Every citizen of India who is not less than years of age has the right to vote.
5. Members of the Lok Sabha are elected for a term of years.
6. The Union Council of Ministers is collectively responsible to the

C. Define the following terms briefly.

2 × 3 = 6

1. Directive Principles of State Policy
2. Secularism
3. Preamble to the Constitution

D. Write short answers in about 30 words each.

2 × 5 = 10

1. Which Act was passed by the government to stop female foeticide?
2. When can a law be declared as null and void by the Supreme Court?
3. Name any two Fundamental Rights of Indian Citizens.
4. What are the three branches of a Government?
5. What are the qualifications for a person to be a member of the Rajya Sabha?

E. Give long answers in about 60 words each.

4 × 5 = 20

1. What is the RTI Act? Explain in detail as to how to get some information under this Act.
2. Discuss in detail the process of election to the Lok Sabha.
3. What is meant by Impeachment?
4. Describe the significance of Fundamental Rights.
5. Explain why rules and laws are necessary for a society.

5



The Parliamentary Government—The Judiciary

Important terms

Consolidated Fund of India: Expenses charged upon the Consolidated Fund are not submitted to the vote of Parliament

Jurist: An expert in law

Appellate: A court which deals with appeals against decisions of a lower court

Federal Government: A system of government in which the Central Government deals with things concerning the whole country, such as defence and foreign policy, but each State has its own powers and laws

Interpretation of the Constitution: To explain the meaning of words or the terms used in the Constitution

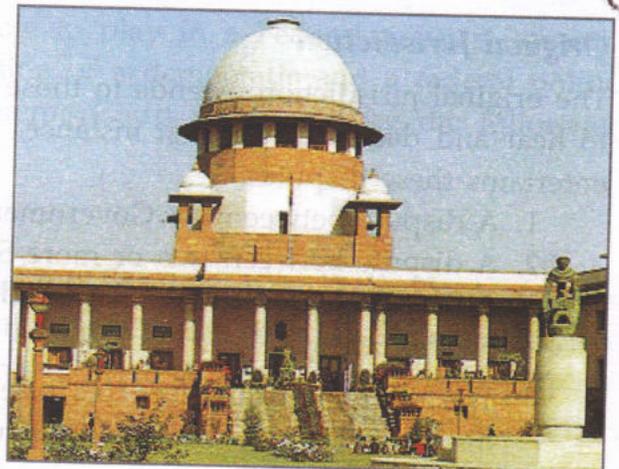
We have two levels of government in our country—one for the Centre and the other for the States. Powers of both governments have been well-defined in the Constitution. We have a federal form of government and a **single unified judiciary**. In other words, all the courts interpret and enforce the State laws as well as the laws made by the Parliament. The subordinate courts, the district courts and High Courts are all subject to the **control of the Supreme Court which is the highest judicial body in India**. The Constitution says that “the law declared by the Supreme Court shall be binding on all courts within the territory of India.”

THE SUPREME COURT

The composition and organisation of the Supreme Court is given below:

APPOINTMENT OF THE JUDGES

In accordance with the Act of 2008, the Supreme Court consists of the Chief Justice of India and not more than 30 other judges. Every judge of the Supreme Court is appointed by the President after consultation



The Supreme Court of India

with the judges of the Supreme Court and High Courts as the President may deem necessary. But while appointing other judges, the Chief Justice of India shall always be consulted.

The criteria for the appointment of the Chief Justice of India shall be seniority.

QUALIFICATIONS FOR APPOINTMENT AS A JUDGE

A judge of the Supreme Court must

- (a) be a Citizen of India;
- (b) have been a Judge of a High Court for at least five years; or
- (c) have been an advocate of a High Court for at least 10 years; or
- (d) be, in the opinion of the President, a distinguished Jurist.

TERM OF OFFICE AND REMOVAL

The judges enjoy a reasonable security of tenure. Once appointed, a judge retires on attaining the age of 65 years. A judge may resign from his office by writing to the President. He may also be removed from his office by the President only on grounds of proven misbehaviour or incapacity. But that is possible only when an Address of each House of Parliament (passed by a majority of the total membership of that House and by majority of not less than two-thirds of the members present and voting) has been presented to the President.

SALARIES OF THE JUDGES

The Chief Justice and other judges are paid such salaries as may be determined by the Parliament. In addition to that, judges are entitled to rent-free residence and other allowances. Their salaries are charged on the Consolidated Fund of India and cannot be voted upon by the Parliament.

JURISDICTION AND POWERS OF THE SUPREME COURT

'Jurisdiction' means the power that a court of law exercises to interpret laws and to settle disputes. The Supreme Court has an extensive jurisdiction—both original and appellate. It also has advisory jurisdiction. It is also the final interpreter of the Constitution.

Original Jurisdiction

The original jurisdiction extends to those cases which the Supreme Court has authority to hear and decide in the first instance. The Supreme Court in its original jurisdiction entertains these disputes.

1. A dispute between the Government of India and one or more States.
2. A dispute between two or more States.
3. A dispute between the Union and any State on one side and one or more States on the other.

The Supreme Court has the 'sole' jurisdiction with regard to above mentioned disputes. That is, the above disputes cannot be heard or decided by any other court.

4. The Supreme Court also entertains suits for the enforcement of Fundamental Rights. Such suits can be brought before the High Courts as well.
5. Cases in which an interpretation of the Constitution is involved.

Appellate Jurisdiction

The Supreme Court is the final Court of Appeal. An appeal can be made in the Supreme Court against any judgement of a High Court in India. The appellate jurisdiction extends to the following cases.

1. **Constitutional Cases:** On matters involving interpretation of the Constitution, the Supreme Court has the last word. An appeal lies to the Supreme Court against any judgement of a High Court.
2. **Civil Cases:** Appeals in civil matters can be made in the Supreme Court, if the High Court certifies that the
 - (a) case involves a substantial question of law of general importance.
 - (b) question needs to be decided by the Supreme Court.
3. **Appeals in Criminal Matters:** There are two ways in which an appeal in criminal matters may be brought before the Supreme Court.
 - (a) **Without a Certificate of the High Court:** An appeal can be made in the Supreme Court if the
 - (i) Sessions Judge has acquitted the accused but the High Court, on an appeal from the government, reverses the decision of acquittal and sentences the accused to death.
 - (ii) High Court has withdrawn any case from a subordinate court and has convicted the accused and sentenced him to death.
 - (b) **With a Certificate of the High Court:** An appeal can be made in the Supreme Court if the High Court certifies that the case needs to be appealed to the Supreme Court.

INDEPENDENCE OF THE SUPREME COURT

The Supreme Court has a very important role to play in a Federal political system. Its independence is essential for the functioning of a democratic and a federal polity. The independence of the judges of the Supreme Court is ensured by the following provisions.

Appointment of Judges

In appointing the judges, the President shall consult the Chief Justice of India. Thus, neither the Executive (Ministry of Law and Justice) nor the Chief Justice of India acting on his own can have full control over the judges' appointment. 'Personal favouritism' would play no part in the appointment of judges. This has strengthened independence of the Judiciary.

Security of Tenure

A judge of the Supreme Court can remain in office till he has attained the age of 65 years. He can be removed by the President on an Address of each House of Parliament. The Address would be presented only after an allegation of misconduct or incapacity has been made against the judge and it has been thoroughly examined by some impartial tribunal.

Salaries are Charged on the Consolidated Fund of India

The salaries and allowances of the judges shall not be changed to their disadvantage during their term of office. Moreover, they are charged on the Consolidated Fund of India and are not subject to Vote of Parliament. Their salaries cannot be reduced except during financial emergency.

No Discussion with respect to the Conduct of any Judge

No discussion shall take place in the Parliament with respect to the conduct of any judge in the discharge of his duties. Such a discussion takes place only when a motion for his removal is under consideration in the Parliament.

Punishment for the Contempt of Court

Genuine criticism of a judge is allowed, but nothing should be done to lower the dignity of the Court. The Supreme Court has the power to punish for contempt of court.

Prohibition of Practice after Retirement

A retired judge of the Supreme Court cannot plead any case in any court or tribunal in India. This ensures that the judges, while making decisions, would not be unduly influenced by their former colleagues (who are practising in a court after retirement) or superiors.

NECESSITY AND IMPORTANCE OF THE SUPREME COURT

The importance or necessity of the Supreme Court may be highlighted as under:

1. India has a federal political system. In a federal system, the Supreme Court has to **interpret the Constitution**. A Federation involves distribution of powers between the Central and State governments. Therefore, the Central and State governments should act in accordance with the provisions of the Constitution. If some dispute arises between the Centre and the States or between two States, it has to be settled by the Supreme Court. That is why the Supreme Court is called the final interpreter and guardian of the Constitution.
2. The Supreme Court and the High Courts **protect the Fundamental Rights**. For the purpose of protecting the rights of the citizens, the Supreme Court and the High Courts may issue the writs or directions to the concerned authorities.

3. The Supreme Court gives a new meaning to the Constitution to meet the new situations. The Supreme Court helps the Constitution to adapt itself to the changed conditions of society.

THE HIGH COURTS

At the State level, the Constitution provides for a High Court which is the highest judicial organ in the State. The Parliament may, however, establish a common High Court for two or more States and Union Territories. For example, Punjab, Haryana and Chandigarh have a common High Court. The Bombay (Mumbai) High Court has jurisdiction over Maharashtra and Goa. At present, there are 24 High Courts in India.

COMPOSITION

The High Court consists of a Chief Justice and such other judges as the President may from time to time appoint. The number of the judges of the High Courts is not fixed. It varies from state to state.

The Chief Justice of the High Court is appointed by the President in consultation with the Chief Justice of the Supreme Court and the Governor of the concerned State. Other judges are appointed in the same manner, except that in their appointment, the Chief Justice of the concerned State is also consulted.

QUALIFICATIONS

In order to be appointed as a High Court Judge, a person

1. should be a Citizen of India;
2. should have at least 10 years experience as an advocate of a High Court of India, or should have at least 10 years experience as a judicial officer in the territory of India.

TENURE

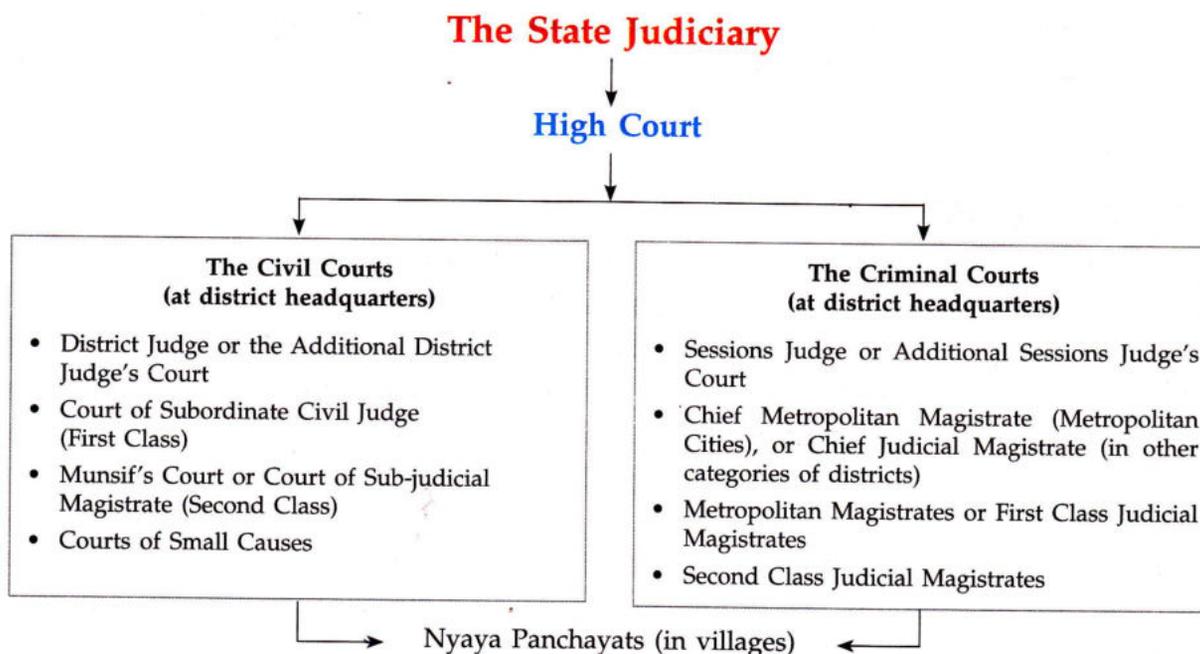
The judges of the High Court hold office until they attain the age of 62 years. They may resign earlier by writing to the President. They cannot be removed from their office except in the manner provided for the removal of a Judge of the Supreme Court.

TRANSFER OF JUDGES

The judges of High Court can be transferred by the President from one High Court to another after consultation with the Chief Justice of India.

SALARY AND ALLOWANCES

The Chief Justice and other Judges are paid such salaries as may be determined by the Parliament. In addition to that, they are entitled to rent-free residence and other allowances. On retirement, the Judges are entitled to pension. Their salaries and allowances are charged on the Consolidated Fund of the State and are not put to vote in the State



Legislature. The salaries cannot be changed to the disadvantage of a Judge during his tenure.

JURISDICTION AND POWERS

The jurisdiction and powers of the High Courts are given below.

Original Jurisdiction

Generally, the jurisdiction of High Court is Appellate, but it has an original jurisdiction also with respect to certain matters. Every High Court has the power to interpret the Constitution. The High Court has the power to issue writs and orders for the enforcement of the Fundamental Rights.

Appellate Jurisdiction

The High Court is the highest Court of Appeal in the State. In civil cases, the High Courts hear the appeals against the decisions of District Judges. In criminal cases, appeals lie against the judgements of a Sessions Judge or an Additional Sessions Judge. A sentence of death must be confirmed by the High Court before it can be carried out.

Administrative Powers

The High Court has the **authority to supervise and control** the affairs of all the tribunals and subordinate courts functioning within its territorial jurisdiction.

The High Court is also a **Court of Record**. Its judgements are preserved as record. If a person commits a contempt of High Court, the Court has the authority to punish him.

The High Court is also an **interpreter of the Constitution**. If it finds that a particular law goes against the provisions of the Constitution, it can declare it invalid.

SUBORDINATE COURTS

Every State is divided into districts for judicial administration. Every district has many criminal and civil courts.

The civil courts hear the cases related to land, property and money transactions. The Court of the District Judge is the highest civil court of a district. The courts of subordinate civil judges and the Munsifs are below it.

The highest criminal court of the district is the Court of Sessions Judge. Usually, it is presided over by the District Judge who is therefore called the District and Sessions Judge. The Sessions Judge alone can award death sentences or life imprisonment. Below the Court of the Sessions Judge are the courts of Metropolitan Magistrates or Judicial Magistrates.

LOK ADALATS

Seeking justice is a time-consuming and expensive process in our country. The Lok Adalats get speedy and inexpensive justice for the aggrieved party. They encourage the settlement of disputes through compromise between the parties. The Lok Adalats are presided over by judicial officers or other persons who possess such qualifications as may be prescribed by the State.

The Lok Adalats were held for the first time in Delhi on 6th October, 1985. Many people received compensation. These people had been contesting their motor accident claims since 1978. Since then the Lok Adalats are being held regularly in many states. Their jurisdiction now extends to many kinds of disputes, such as electricity and telephone bills and insurance claims. The poor people cannot afford the costs involved in the court procedures. The Lok Adalats brought a sense of relief to the people.

PUBLIC INTEREST LITIGATION (PIL)

Traditionally, judicial remedy could be sought only by those who had suffered some legal wrong. The Supreme Court relaxed this rule, because the poor masses do not have the means to approach the court of law. Now any public-spirited individual or organisation can move the court on behalf of the poor and the oppressed. In certain cases, the Court itself acted on the basis of newspaper reports.

Thus, Public Interest Litigation (PIL) means that 'any public-spirited individual or organisation may file a petition on behalf of the poor who cannot approach a court of law for justice.'

The court could recognise even a postcard or letter or a telegram addressed to it as a petition. The court has only to satisfy itself that the person or the institution is acting in good faith, and not out of revenge or some personal gain. If the court is thus satisfied, it can treat the letter as a Public Interest Litigation and can order proceedings.

Procedure: In the PIL cases, the Supreme Court and the High Courts usually appoint fact-finding commissions. They then pass necessary orders to give relief to the concerned persons. Through PIL cases the Supreme Court has emerged as the defender and champion of the people who are poor and helpless. Today the bonded labourers, exploited women, under-trial prisoners and victims of police torture have access to the



Mid-day meal in a school

courts for securing their rights. It was because of PIL that children in government and government-aided schools started getting mid-day meals. The bonded labourers in the stone quarries of Faridabad were not only released, the Supreme Court also passed orders for their rehabilitation.

Summary of the Lesson

- The law declared by the Supreme Court is binding on all courts within the territory of India.
- The Supreme Court consists of the Chief Justice of India and not more than 30 other judges. They are appointed by the President.
- A citizen of India who has either been a judge of a High Court for 5 years or an advocate of a High Court for 10 years or a distinguished jurist can be appointed as a judge of the Supreme Court.
- The Judges of the Supreme Court retire at the age of 65. A judge can be removed by the President on the ground of proven misbehaviour or incapacity.
- The Supreme Court has Original Jurisdiction in disputes between the Government of India and the States or between the States themselves. The protection of the Fundamental Rights and the interpretation of the Constitution also fall in its original jurisdiction. It is the final interpreter and Guardian of the Constitution. It also gives legal advice to the President.
- It has Appellate Jurisdiction in matters involving interpretation of the Constitution or in those civil and criminal cases where a substantial question of law is involved, or the High Court certifies that the case is fit for appeal to the Supreme Court.
- The independence and impartiality of the Supreme Court is essential. The removal of a Judge is very difficult. Their salaries and allowances are charged on the Consolidated Fund of India for which Parliament's approval is not required.
- No discussion shall take place in the Parliament regarding the conduct or behaviour of any judge or regarding any of their judgement.
- The Supreme Court can punish those who try to lower the authority or dignity of the Court.
- A retired judge of the Supreme Court cannot plead any case in any court of law.
- High Court is the highest judicial organ in the State. Two or more States can have a common High Court.
- There are many subordinate courts in a State. There are civil and criminal courts in every district.
- Public Interest Litigation means that any public-spirited individual may file a petition on behalf of a poor person or a person without resources.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. The Chief Justice and Judges of the High Court are appointed by the:
(a) Chief Justice of the Supreme Court
(b) Governor of the concerned State
(c) President of India
2. The District Civil Courts hear the cases related to:
(a) dacoity and murder
(b) land, property and money matters
(c) interpretation of the Constitution
3. The Lok Adalats were held in India for the first time on:
(a) 6th October, 1985
(b) 2nd October, 1980
(c) 2nd October, 1978
4. At what age do the judges of a High Court retire?
(a) 62 years (b) 65 years (c) 68 years (d) 60 years
5. Which is the highest criminal Court of the district?
(a) Court of Sessions Judge (b) Civil Court (c) High Court

II. Fill in the blanks.

1. A Judge of the Supreme Court retires on attaining the age of years.
2. The Supreme Court interprets the of India.
3. A Judge of the Supreme Court can be removed from office on the ground of or
4. A person who has been an advocate in a High Court of India for at least years can be appointed as a judge of the Supreme Court.
5. The Lok Adalats deliver speedy and justice.

III. State true or false.

1. The law declared by the Supreme Court shall be binding on all courts within the territory of India.
2. The judges of the Supreme Court can be removed from office by the Speaker of the Lok Sabha.
3. The salaries of the judges cannot be changed to their disadvantage during the term of office.
4. The Supreme Court is the final interpreter of the Constitution.
5. Two or more States can have a common High Court.

IV. Give short answers to the following questions.

1. Name the highest judicial body in India.
2. Who appoints the Chief Justice and other Judges of the Supreme Court?
3. Mention any two qualifications that have been laid down for a Judge of the Supreme Court.

4. 'The salaries and allowances of the Judges of the Supreme Court are charged on the Consolidated Fund of India'. What does it mean?
5. Name any two types of cases in which an appeal can be made in the Supreme Court.
6. What is the tenure of a Judge of a High Court?

V. Answer the following questions.

1. Mention two types of cases regarding which the Supreme Court exercises its Original Jurisdiction.
2. What is the necessity of the Supreme Court in a federal system of government?
3. What qualifications have been laid down for a Judge of a High Court?
4. Mention the Appellate Jurisdiction of a High Court.
5. Write a brief note on the structure of Criminal Courts in a district.
6. What is the significance of the Lok Adalats in India?
7. What is meant by Public Interest Litigation?

VI. Map Work.

On an outline map of India, mark those States and Union Territories that have a common High Court.

VII. Projects and Activities.

1. Arrange a mock court in your class and pass an order to punish those students who have been found guilty of indiscipline on the school premises. How would you punish them?
2. Make a flow chart on the structure of the Indian judiciary and paste it in your scrapbook.

VIII. Debate and Discussion.

Arrange a discussion in class on the importance of an independent judiciary in India. Emphasis should be on its role in the PIL cases.

VALUE-BASED QUESTION

Ram Singh is a farmer. He borrowed some money from the moneylender on interest for the purchase of seeds and fertilizer. He kept on paying interest, for which he has sufficient proof. However, the moneylender confiscated his land by force and by the use of money. The Panchayat also took the side of the moneylender. The farmer was compelled to beg. In such a situation how can you help Ram Singh in recovering his due? What will you do to beget him justice?

HOTS: THINK BEYOND

What is Contempt of Court?

6

The Role of Police and the Courts

Important terms

Alleged: A claim that someone has done something wrong, although there is no proof for that

Aggrieved: Someone who is upset because he/she has been hurt or wronged

Hearsay: A rumour or a gossip

Forgery: The crime of copying money, documents, etc., in order to cheat people

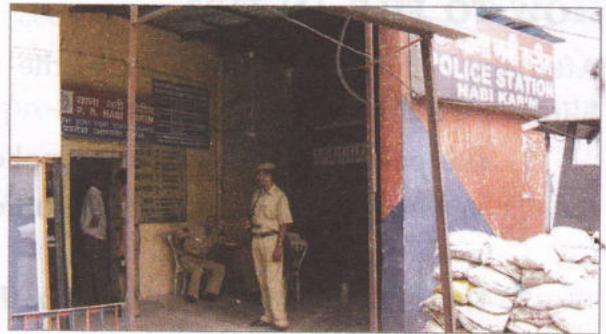
Summon: To give notice to a person to appear in court

Warrant: An official order signed by a judge or magistrate which gives police permission to search someone's house or arrest him/her

In the previous chapter, we have discussed about the judicial system of the country in detail. In this chapter, we will examine the role of the courts and the system of working of the police force.

THE POLICE

The primary work of the police force is to maintain peace in the society and protect the life and property of all individuals. It is also the main investigating agency which acts as a link between the criminal and the court. Whenever a crime takes place and is reported, it is the police that investigates the allegations and bring facts of that particular case to the notice of the court. Police is the guardian of the people. The police force is entrusted with the responsibility of prevention and detection of crimes.



A Police Station

The role of the police in maintaining law and order can be described as follows:

- (i) The police investigations enable the court to arrive at a judgement. Police investigations should always be conducted in accordance with the law and with full respect for human rights. The police are not allowed to torture someone to get information from him during the course of investigations.

- (ii) The police cannot give any judgement regarding any crime.
- (iii) The Supreme Court has laid down guidelines which the police must follow at the time of arrest, detention and interrogation.

Besides maintaining public order, the police has to create and develop a general sense of security among the people and the society at large. The police should make special efforts to be helpful and polite to the old, the weaker sections of society, women and the people with special needs.

People are expected to cooperate with the police. If they cooperate, it would make the job of the police easier.

FIR

First Information Report or FIR, as its name suggests, is the first information about an alleged offence. This information may be given by the aggrieved person himself or any other person. This report can also be filed on the basis of hearsay. FIR is very important because it is on the basis of this report that the police starts its investigations.

WHERE TO FILE AN FIR?

An FIR is normally filed at the police station of the concerned area, *i.e.*, a place which is part of the area where the offence has occurred. However, it can also be filed at any other police station of the country. But in that case, it becomes the duty of the officer-in-charge of that police station to refer the matter to the police station which has the jurisdiction over it.

HOW TO FILE AN FIR?

After the occurrence of an offence, the following procedure has to be followed while filing an FIR:

1. The person should go to the police station and meet the officer-in-charge.
2. He/she should narrate to the officer every information about the **alleged** offence in an orderly sequence.
3. The officer shall write it down. The information given should be signed by the person who has given it.
4. This report is then entered in a book which is kept by the officer-in-charge.
5. After the FIR has been filed, the case is considered as registered and the investigation begins.

The complainant has the right to receive a copy of the FIR. It is advisable to file an FIR at the earliest.

DENIAL TO LODGE AN FIR

FIR, as we have seen, is the first step in the process of investigation and as such it is an extremely important document. Denial to register an FIR is an illegal act. At times the officers in-charge of police stations refuse to register FIR on different grounds (pretexts). In such a situation, the information may be sent by post to the Superintendent of Police or to the concerned Magistrate or the Court. If the authority is convinced that such an offence might have been committed, he shall either investigate the case himself or get the allegations investigated through some subordinate police officer.

With regard to the FIR, the Supreme Court's directives must necessarily be obeyed. In February 2006, the Supreme Court passed an order that a police officer should register a case on receiving the complaint of an offence. The police cannot pre-judge the issue (it means that the police cannot give its opinion until the court gives its judgement after hearing the case). The police cannot deny registering an FIR on the ground that the information is not reliable. The police has no other option but to register a complaint. The Court has clearly stated, "At the stage of registration of a crime on the basis of information disclosing an offence, a police officer cannot embark upon an enquiry whether the information is reliable or not."

INVESTIGATION

Investigation begins after the filing of the FIR. This task is entrusted to a police officer who collects evidences relating to the facts of the case. This helps in proving allegations against the accused. On the basis of his investigations, the police officer prepares a report called the **chargesheet**. Once the chargesheet is filed, the case goes to the court.

RIGHTS OF PERSONS WHO ARE ARRESTED

The Constitution and the Code of Criminal Procedure (CPC) guarantee some rights to persons who are arrested.

- (i) The person who is arrested should be produced before a Magistrate within 24 hours of such arrest.
- (ii) At the time of arrest, he has the right to be informed of the grounds for such arrest.
- (iii) He also has the right not to be ill treated or tortured during arrest or when in custody.
- (iv) The confessions of the arrested person in police custody cannot be put up before the court as evidence.
- (v) Children below 15 years of age and women cannot be called to the police station for interrogation.
- (vi) The arrested person or the person called for interrogation has the right to inform his relatives about such arrest or interrogation.
- (vii) Female accused can be arrested only by the female police officer *i.e.*, or the presence of female police officer is essential.

THE COURTS

In the previous chapter, we discussed the judicial system and judicial structures in detail. In every district there are two types of courts—the **civil courts** and the **criminal courts**. Financial disputes and matters related to property fall under the jurisdiction of the civil courts. Cases of assault, murder, cheating, forgery and theft come under the jurisdiction of criminal courts. Disputes can be between citizens or between citizens and State.

PROCEDURE FOR CRIMINAL TRIALS

The proceedings regarding a case start in a court after the chargesheet has been filed against the accused. The procedure of the proceedings of the case is as follows:

- The court listens to the arguments of the accused and the defendants carefully.
- If the court feels that the personal appearance of a person is essential, it issues **summons** to the concerned person directing him/her to appear in court on a particular day and time.
- If the person does not appear as per the orders of the court, the court can issue a **warrant** against him/her. It then directs the police to arrest him/her. The warrant may be non-bailable in some cases.
- The judge conducts the trial impartially in an open court. His role is like a referee or an umpire in a game.
- The judge hears all the witnesses produced by the prosecutors and those charged with an offence.
- The judge, on the basis of the evidence presented and in accordance with law, decides whether the accused is guilty of some offence or is innocent in the eyes of law.
- If the accused is found guilty, he may be ordered to pay a fine or may be sentenced for a few months or years in prison or both.

If the accused is dissatisfied with the judgement of the court, he may appeal to a higher court against a decision or sentence. Appeals can be made against the judgements of the District Courts in the High Court. In some typical cases, a final appeal can be made in the Supreme Court.

PUBLIC PROSECUTOR

In our country, the system of justice is based on the principle that a crime committed by an individual is an offence against the society. A criminal offence is regarded as a public offence. It is considered to have been committed not only against the person affected, but against the society as a whole. Hence, it is the duty of the society (the State) to prosecute and punish the criminal. The State, therefore, appoints Public Prosecutor, who is a qualified advocate and conducts the prosecution in all criminal courts, on behalf of the government.

DUTIES OF A PUBLIC PROSECUTOR

In the Court, it is the Public Prosecutor who represents the interests of the State/Government. He has no role to play in the investigation of a crime. In fact, his role begins once the police has completed the investigation and filed the chargesheet in the Court. It is the duty of the Public Prosecutor to place full and all material facts before the court and to produce all witnesses concerning that case. His objective is to enable the court to arrive at the truth. He is expected to be impartial and unbiased. He should act as an agent of justice. He is expected to discharge his duties with full sense of responsibility.

Law and justice being subjects of the State List, the state governments have their own rules in this regard. As a result, the structure of police and public prosecution in India lack uniformity.

POLICE AND PROSECUTION

Police and prosecution are completely two different agencies. Their roles are different from each other. Both of them are neither expected to control nor influence each other's affairs. But, in practice the situation is different. Often, the investigating agency (the police) and the Public Prosecutors do not stay within their respective boundaries. When the senior police officers get concerned with securing sentence or punishment in a particular case, it affects the impartiality of the Public Prosecutor adversely. No judge, however fair-minded, can arrive at a correct judgement, if the Public Prosecutors do not discharge their duties fairly and fearlessly.

RULE OF LAW

Criminals must be given a punishment that is just. In this procedure, the Rule of Law, which says that every person is equal before the law, should be obeyed. The courts are expected that they will give their judgement considering every person equal before the law. They should not discriminate against any citizen on grounds of religion, race, caste or sex. The judges should not allow personal feelings to influence their judgement.

Summary of the Lesson

- The main duty of the police force is to maintain peace and order in the society and to protect the life and property of all.
- Police investigations enable the court to arrive at a judgement.
- First Information Report (FIR) is the first information about an alleged offence.
- According to the directions of the Supreme Court, the police cannot refuse to register an FIR.
- FIR is a very important document. Investigations begin only after the filing of the FIR.
- In every district, there are two types of courts—the civil and the criminal courts.
- The court listens to arguments on both sides and then delivers judgement.
- It is the duty of the State to prosecute and punish the criminal. For this purpose, the State appoints Public Prosecutors.
- On the basis of all the evidences, the court delivers judgement.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Where can an appeal be made against the judgement of the District Courts?
 - (a) Supreme Court of India
 - (b) Ministry of Law and Justice
 - (c) High Court of the concerned state
2. The Rule of Law means that:
 - (a) State can discriminate against any citizen on grounds only of race or religion
 - (b) State shall not deny to any person equality before the law
 - (c) Judge can show prejudice against one person and favouritism towards another
3. A Public Prosecutor should act as an agent of:
 - (a) Police
 - (b) Justice
 - (c) person charged with an offence
4. Who files the chargesheet?
 - (a) Magistrate
 - (b) Police
 - (c) Public Prosecutor
5. In which Court do we take the financial disputes?
 - (a) Civil Court
 - (b) Criminal Court
 - (c) Sessions Court

II. Fill in the blanks.

1. The is the Investigating agency.
2. The Officer-in-charge of the cannot refuse to register an FIR.
3. The police prepare a report on the basis of investigations, which is called
4. Matters related to property fall under the jurisdiction of courts.
5. The court can issue if it feels a person's appearance in some case is necessary.
6. The Public Prosecutor should place all related with the case before the court.

III. State true or false.

1. An FIR is filed in a court of law.
2. The police can refuse to register an FIR.
3. Public Prosecutors are appointed by the Central or State governments.
4. If a person is not satisfied with the judgement of a court, he may appeal to the Supreme Court against that judgement.
5. There are three types of Courts in every district.

IV. Give short answers to the following questions.

1. What is an FIR?
2. Can the Officer-in-charge refuse to register an FIR?
3. If summons are issued by the court against a person, what is he expected to do?
4. Name the two types of courts at the district level.
5. Who represents the interests of State in a criminal court?

V. Answer the following questions.

1. What is the significance of an FIR?
2. How is an FIR filed?
3. What directions have been given by the the Supreme Court with regard to the filing of an FIR?
4. What is a chargesheet?
5. Mention any two rights of a person who has been arrested.
6. What does the Court do when it finds a person guilty of an offence?
7. Mention the duties of a Public Prosecutor.

VI. Projects and Activities

1. Assume that a crime has been committed in your locality. Prepare an FIR to be filed in the police station of your area.
2. Prepare a project report on the growing crime level in the society and the role of police and the court in having control over them.

VII. Role Play

Hold a mock trial in the class on the proceedings of a court. One of you can be the judge and other students can take up the roles of the public prosecutor, the accused, the defence lawyer and the witness.

VIII. Interview

Ask your teacher to take you to a police station, where you can interview a police officer and know about his/her duty and the ways in which he functions. Ask the police officer how an FIR is filed.

VALUE-BASED QUESTION

The police has arrested your friend on the basis of suspicion. You have the proof of his innocence. In such a situation, what is your duty?

HOTS: THINK BEYOND

Why do we say that 'Justice delayed is justice denied'?

7

Understanding Marginalisation

Important terms

Deprivation: Denied enough food, education and all the things that are necessary to live a comfortable life

Hereditary: Passed down from one generation to another

Hierarchy: A system, especially in a society or an organization, in which people have different ranks or positions

Stereotype: A fixed idea about someone or something which is often not true.

WHAT DOES MARGINALISATION MEAN?

Marginalised section is that section of the society which is forced to live away from the main stream of the society, *i.e.*, they remain on the side lines of the society. The participation of marginalised sections in socio-political activities is negligible. This section of the society is normally neglected. They are devoid of authority and social status.

CAUSES OF MARGINALISATION

- Marginalisation may occur because people speak a different language or belong to a religious group which is not in majority.
- The feeling of exclusion may also arise in people because of their low social or financial status.

Hence, we can see that economic, social, cultural and political factors work together to compel certain groups of the society to feel marginalised.



Marginalised section of the society

PROBLEMS FACED BY THE MARGINALISED SECTIONS IN THE PAST

The 'marginalised sections' of society had to live in very bad conditions.

- They **lacked resources and opportunities** and had a very poor standard of living.
- They were **not even allowed to enter the temples and educational institutions.**
- They had a sense of **disadvantage, deprivation and powerlessness** in comparison to the dominant and wealthy sections. They neither had sufficient land, nor the means of livelihood.

MARGINALISED SECTIONS OF THE SOCIETY

The marginalised section of the society mainly comprises of the following groups:

- The adivasis (known as the scheduled tribes)
- Scheduled caste
- Other backward classes
- Minorites

THE ADIVASIS

Adivasis is the term used for the indigenous people of India. The term comprises of two words, 'adi' meaning earliest times and 'vasi' meaning inhabitant. As the name suggests, adivasis are the earliest inhabitants of the subcontinent. They once inhabited much larger areas than they do at present. The legal term used by the Indian government for adivasis is Scheduled Tribes.



Persons belonging to a Scheduled Tribe

- *Adivasis* comprise of around 8% of India's population.
- For centuries, these people have been living in hilly areas, woodlands or thick forests.
- Some of India's most important mining and industrial centres are located in Adivasi areas like Jamshedpur, Rourkela, Bokaro and Bhilai.
- **Literacy rate** among *Adivasis* is generally very low and they are engaged in primitive occupations such as hunting or gathering forest products. They have always lived in **poverty**. They suffered much **injustice** and **exploitation** at the hands of the outsiders – **the British, the traders and the moneylenders**.
- *Adivasi* societies are also **most distinctive** because there is often very little hierarchy (high-low) among them. This makes them radically different from those communities which are organised around principles of caste (*jati-varna*) or those that were ruled by kings.
- *Adivasis* practise a range of **tribal religions** that are different from the religions that we have heard of – Hinduism, Islam, Christianity, etc. They **worship ancestors, village spirits and nature**.
- *Adivasis* have **their own languages**, which are very old. **Santhali** is the most prominent among them and has the largest number of speakers.



STEREOTYPING THE ADIVASIS

Adivasis are mostly depicted in a typical manner. Quite often, they are shown **dancing in groups wearing colourful costumes** and a **noticeable headgear**. *Adivasis* are often blamed for their lack of advancement as they resist change or new ideas. This often creates a misconception among people that the *adivasis* are **primitive and backward**.

CAUSES FOR THE DISPLACEMENT OF ADIVASIS

We all know that metal ores like iron, copper, gold and silver, coal and diamond, wax, lac, honey, herbs, invaluable timber all come from the forests. Many rivers get water from the forests. It is because of the abundance of these metal ores and natural resources that the forests played an important role in the development of ancient Indian civilizations and empires.

There has always been abundance of metal ores, timber and other resources in the forests or the regions inhabited by the tribals. Therefore, these *adivasis* have been displaced from their lands by means of the forest policies, expansion of industries and the force applied by powerful lobbies. Their lands were taken over by the government for the purpose of mining and establishment of large industrial projects. Large forest lands have been cleared for timber and to get land for agriculture and industry. Various official reports inform us that 50 to 80 per cent persons displaced from different regions are tribals. Sometimes their lands were taken over on the pretext of government projects and sometimes they were deprived of their lands forcefully and without any pretext. Many a time even prescribed procedures were not followed.

EFFECT OF DISPLACEMENT ON THE ADIVASIS

For the above reasons the *adivasis* lost access to their traditional homelands and had to wander from one place to another in search of livelihood. Most of them were illiterate and were forced to take up sub-standard jobs. Most of these tribals are living below the poverty line. They themselves are victims of scarcities and their children suffer from malnutrition and other related diseases. Displacement of the *adivasis* from their lands does not only mean that they have lost their source of income. In fact it means that **they have lost their traditions and customs**, that is, their way of living and being.

SCHEDULED CASTES

The scheduled castes are the people placed at the very bottom of the Indian caste system. They were also referred to as Dalits or Untouchables. Untouchability meant that the higher caste people would not touch, speak or interact with them. Hence, they were kept at a distance. This resulted in their exclusion from societal life.

Children belonging to such castes were denied access to basic education. They were not admitted to schools, thereby resulting in low literacy rates. Further, they remained economically backward owing to lack of avenues to improve their condition. They have always been performing menial jobs like serving as village servants, cleaning the streets

or engaging in manual scavenging. Therefore, the people of this community are socially, religiously, economically, politically and educationally neglected.

OTHER BACKWARD CLASSES

The Other Backward Classes constitute nearly 52 per cent of the population of India. Their poor economic and social condition was the result of centuries of misrule. These classes are also socially and educationally backward.

MINORITIES

The term 'minority' is most commonly used to refer to communities that are **numerically small in relation to the rest of the population**. Nationally, the communities which have been notified as minorities are – **the Muslims, the Christians, the Sikhs, the Buddhists and the Parsis**. These communities constitute nearly **18.5 per cent of the country's population**.

Among the minorities, **Muslims comprise of 13.4 per cent** of India's population and are considered as a marginalised community. It is because in comparison to other communities, they have over the years been **deprived of the benefits of socio-economic development**. Various surveys very well testify the fact that they **lack social amenities, literacy and public employment**.

The social marginalisation of the Muslims in some instances has led to their **migration** from places where they had lived. Sometimes, this prejudice leads to **hatred and violence**. Thus, the Constitution provides safeguards like fundamental rights and independent judiciary to protect India's cultural diversity and promote equality and justice.

Summary of the Lesson

- That section of society which is forced to live away from the main stream of society and are devoid of any power or social position, is called marginalised.
- These sections were looked down upon and many restrictions were imposed on them.
- The *Scheduled Castes*, the *Scheduled Tribes* and *Other Backward Classes* are the marginalised groups. The *adivasis* have been deprived of their land and resources by the British colonial rulers and the influential sections of society.
- Nationally, the communities notified as minorities are—the Muslims, the Christians, the Sikhs, the Buddhists and the Parsis.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

1. Which of the following Articles gives the right to the President to specify the castes as Scheduled Castes?
(a) 339 (b) 340 (c) 341 (d) 342

2. Which of the following is **not** correct in the context of marginalisation?
 - (a) Some felt marginalised because of their low social status
 - (b) They were not looked at with inferiority
 - (c) They were often suppressed by majority communities
 - (d) They were also viewed as being less human than others
3. The minorities constitute about how much per cent of India's population?
 - (a) 16.5
 - (b) 17.5
 - (c) 18.5
 - (d) 20.5
4. What per cent of India's population is adivasi?
 - (a) 12
 - (b) 15
 - (c) 6
 - (d) 8

II. Fill in the blanks.

1. Marginalised means being on the of the society.
2. The marginalised groups of our society are mainly the Scheduled Castes, the Scheduled Tribes and
3. is the most prominent language of the *adivasis*.
4. The *adivasis* suffered much injustice and exploitation at the hands of the British, the traders and the

III. State true or false.

1. Marginalisation is experienced only in economic and social spheres.
2. Under Article 342, certain tribes have been specified as Scheduled Tribes.
3. *Adivasis* practise Hinduism, Islam or Christianity.
4. The Scheduled Castes are shown dancing in colourful costumes.
5. Muslims are the main minority community.

IV. Give short answers to the following questions.

1. Name any two groups of Indian society that fall into the category of the marginalised sections of society.
2. In what types of area *adivasis* generally live?
3. What is most noticeable in group dances of the *adivasis*?
4. Which communities have been nationally notified as minorities?
5. Mention any two discriminations suffered by the 'untouchables'.

V. Answer the following questions.

1. What do you understand by the word 'marginalisation'?
2. Explain the term 'minority'.
3. Explain two reasons for the maximum marginalisation of the *adivasis*?
4. Do you agree with the statement that economic and social marginalisation are interlinked? Explain the reason.
5. Mention any two problems that have been faced by the marginalised sections of society.

VI. Map Work.

On an outline map of India, mark a few places which were inhabited by the tribals.

VII. Projects and Activities.

1. Collect clippings from the daily newspapers and magazines about the different types of discrimination prevalent in the society. Make a report on it and present it in the class.
2. Imagine that you are watching the Republic Day parade on TV with a friend and he remarks, "Look at these tribals. They look so exotic and they seem to be dancing all the time." List three things that you would tell him about the lives of *adivasis* in India.

VIII. Debate and Discussion

1. If you participate in a debate in which you have to support the following statement: "Muslims are a marginalised community". List two arguments/reasons that you would give.
2. Arrange a discussion in your class about the reasons that have forced the *adivasis* to migrate. What have been the consequences of this migration for the *adivasis*?

VALUE-BASED QUESTION

Untouchability is a crime against humanity. Then why do we commit such crimes? How can we wipe this evil out from people's mind?

HOTS: THINK BEYOND

Think about some programmes by means of which every section may feel attached with the society.

8

Constitutional Protection to the Marginalised Sections

Important terms

Enshrined: Preserving a law or right by stating it in a written document

Crusader: A determined or an energetic person

Yardstick: A standard used for judging or measuring

In the previous chapter we have read about the marginalised sections of society and their experiences with **inequality** and **discrimination**. However, despite being powerless, these groups have consistently **fought** and **protested against** the domination of others. They have tried to change this situation by adopting various strategies, such as religious solace, armed struggle, self-improvement and education. They have adopted the strategy according to circumstances.

In this chapter we will read as to how these groups – *adivasis*, *dalits*, **muslims** and **women** – have challenged the existing inequalities. They have emphasized that **being the citizen of the country entitles them to enjoy certain rights**. Some of them have also invoked the Constitution to address their concerns. Here, we will study the **provisions of the Constitution which provide protection from exploitation and inequality** to the marginalised sections of the society. We will also study about the efforts of the government to provide the benefits of development to these sections.

INVOKING FUNDAMENTAL RIGHTS

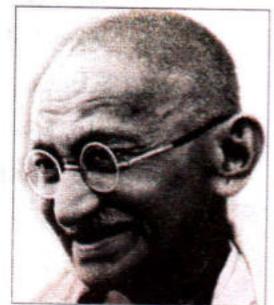
Our Constitution lays down the principles that make our society and polity democratic. These principles are an important part of our Constitution and are defined under the Fundamental Rights. These rights are available to all Indians equally. The marginalised sections have drawn on these rights in two ways. **First**, by insisting on their Fundamental Rights, they have forced the government to recognise the injustice done to them. **Second**, they have insisted that the government should enforce these laws. The struggles of the marginalised have at times influenced the government to frame new laws in keeping with the spirit of Fundamental Rights.

CONSTITUTIONAL PROVISIONS TO SAFEGUARD THE INTERESTS OF THE SCHEDULED CASTES AND THE SCHEDULED TRIBES

Some sections of our society were treated as untouchables. They were not given permission to study scriptures, enter the temples or draw water from public wells and ponds.

The social reformers in the nineteenth century criticised this evil practice and took up the cause of the untouchables. **Swami Dayananda** raised voice against the evils of the caste system and untouchability. **Swami Vivekananda** said, "Give every man his due." He believed that the Hindu religious texts do not support untouchability. Many other reformers also emphasised that the practice of untouchability did not have religious sanction. **Jyotiba Phule** founded an organisation called *Satyashodhak Samaj* whose membership was open to people of all sections of the society.

Mahatma Gandhi was one such great leader who fought like a crusader against the evil of untouchability. He made 'social justice' a fundamental part of the nationalist movement. He gave utmost importance to the removal of untouchability as this cause was very close to his heart. He considered untouchability inhuman and started a movement against it. He called the untouchables **Harijans**, i.e., men of God. He also started a magazine titled *Harijan* in 1933. He openly declared, "**Hinduism dies if untouchability lives and untouchability has to die if Hinduism has to live.**"



Mahatma Gandhi

Mahatma Gandhi identified himself with the untouchables. He went to their colonies and stayed with them. He shared meals with them and did the menial tasks prescribed for them, such as scavenging.

Dr. B R Ambedkar was another social reformer who devoted his whole life to fight against caste oppression and the removal of untouchability. It was largely due to the efforts of leaders like him that so much importance was given to the removal of untouchability in the Constitution.



Dr. B R Ambedkar

The Indian Constitution has abolished untouchability and its practice in any form is forbidden. **The Protection of Civil Rights Act** prescribes punishment for supporting or encouraging untouchability or insulting any member of the Scheduled Castes on grounds only of race or caste.

The **ideals of the welfare state and social justice** are enshrined in the Indian Constitution. The first condition to achieve social justice is to abolish all kinds of inequalities that exist in society. Following provisions have been made in the Constitution to improve the lot of the SCs and STs:

1. The Fundamental Rights guarantee every person **equality before the law**. However, the state may make special provisions for the upliftment of the marginalised sections of the society.

2. Article 15 of the Constitution says that no citizen of India shall be discriminated against **on the basis of religion, gender or place of birth**. This has been used by the Opressed Classes from time to time to seek equality.
3. Article 17 of the Constitution has **abolished untouchability** and made its practice in any form a punishable offence. Now no one can prevent any section of the society from educating themselves, entering temples and using public facilities, etc. and the practice of untouchability will not be tolerated in any form.
4. Article 46 (dealing with the Directive Principles) says that the state shall safeguard the **educational and economic interests of the SCs and STs**. The state shall protect them from 'social injustice' and all forms of exploitation.
5. The National Commission for Scheduled Castes has been given the powers to protect and safeguard the interests of the SCs. Likewise, the National Commission for Scheduled Tribes examines the implementation of the safeguards provided for the STs.
6. Article 164 of the Constitution provides for the creation of separate ministries in charge of tribal welfare in Bihar, Madhya Pradesh and Odisha.
7. The Government of India may meet the costs of those schemes which are undertaken by states for promoting the welfare of the STs.
8. The Constitution States that the land belonging to the tribal people cannot be sold to non-tribal people. It guarantees the right of the tribal people to re-posses their land.
9. The SCs and STs are being brought to the main stream of national life through various measures such as reserving seats for them in the Lok Sabha, the State Legislatures and in government services. There is also a provision of reservation of seats for SCs and STs in educational institutions. Spread of education has led to a tremendous change in people's attitude towards the SCs. Voluntary organisations and media have also played a commendable role in creating awareness about the inhuman practice of untouchability. However, much still remains to be done to weed out the evil from our society for good.

IMPLEMENTATION OF CONSTITUTIONAL PROVISIONS

The following steps have been taken to secure the implementation of the above Constitutional provisions:

1. Protection of Civil Rights Act prescribes penalties—fines as well as imprisonment—for those found guilty of practising untouchability.
2. Some government posts have been reserved for SCs and STs—15 per cent of the jobs for the SCs and 7.5 per cent for the STs.
3. There is reservation of seats in the Lok Sabha and Legislative Assemblies for SCs and STs. Seats are also reserved for them in the Municipal and the Panchayati Raj Institutions.
4. Seats have been reserved for them in educational institutions. Moreover, there is a provision of scholarship for SC and ST students.

PROVISIONS TO SAFEGUARD THE INTERESTS OF OBCS

The first Backward Classes Commission was set up in 1953 under the chairmanship of Kaka Saheb Kalelkar. The Commission submitted its report in 1955. This report was not implemented by the government.

A second Commission for Backward Classes was appointed in 1979, which submitted its report to the government in 1980. This Commission, was constituted under the Chairmanship of Bindeshwari Prasad Mandal. It was called the **Mandal Commission**. This Commission made the following recommendations:

1. A reservation of **27 per cent** of posts under **Central Government** for Other Backward Classes (OBCs).
2. A **reservation of seats for OBC students** in all institutions run by the government.
3. Separate **financial institutions** for providing financial assistance for the OBCs.

27 per cent posts in civil services under the Government of India have been reserved for the OBCs. The government has also set up a **Backward Classes Finance and Development Corporation**.

Case Study

Reservations

Equality means that all citizens should have equal access to rights and opportunities. However, in reality, there exists vast inequalities between different social classes in the Indian society. The SCs, the STs and OBCs had been subjected to a number of restrictions and discrimination of various kinds for centuries. Women belonging to all castes had suffered from oppression and exploitation because of their inferior status. All these inequalities arose out of discrimination on grounds of religion, race, caste or sex.

Therefore, special provisions have been made in the Constitution for the SCs, STs and OBCs. In India, we have (i) Reservation of seats in the Lok Sabha and Legislative Assemblies for SCs and STs; (ii) Seats have been reserved in government jobs for SCs and STs in the order of 15 per cent and 7.5 per cent respectively. 27 per cent seats have been reserved in services under the Government of India for the OBCs; (iii) At least one-third of the total number of seats are reserved for women in urban local bodies and in all Panchayati Raj bodies; (iv) Some seats have been reserved for war-widows, ex-servicemen and differently-abled persons in various government bodies as well as educational institutions.

Critical Evaluation: The policy of reservation continues to be controversial. Those who opposed reservations said, "All reservations go against the ideal of Equality." They also argued that "reservation is unfair for people who have merit and abilities." The Government of India has provided reservations for OBCs in premier institutions such as IITs and IIMs. This may adversely affect standards of quality in these institutions. In fact, the intention of the framers of the Constitution was to protect the interests of those classes which have been victims of exploitation and oppression for centuries.

PROTECTION OF THE INTERESTS OF THE MINORITIES

India is a country of enormous size and diversities. Keeping this in view, special provisions have been made in the Constitution to strengthen the ideals of secularism and equality. These provisions ensure that the minorities are **able to actively participate in public life without any difficulty**.

1. The minorities have a **right to preserve their separate language, script and culture**. They are no longer denied admission to educational institutions aided by the government on grounds of religion or language.
2. Minorities have been given the right to establish educational institutions of their choice. While granting financial aid, the State shall not discriminate against such institutions.
3. Article 350B authorises the President to appoint Special Officers for linguistic minorities. The duty of these officers will be to examine all matters relating to the safeguards provided for such minorities.

MANUAL SCAVENGING

Manual scavenging means removing waste, garbage or excreta with hands (broom). According to this practice the excreta of human beings or animals was collected in buckets or baskets with the help of broom or tin plates and disposed of at fixed places at some distance. This had been a practice in India for many centuries. This exposed the manual scavenger to a variety of bacterial infections, affecting his eyes, skin and lungs.

Mahatma Gandhi was completely against this practice. He said, "The best thing would be for every one to dispose of his own waste." In independent India, a scheme was launched for conversion of dry latrines into water-pour sanitary latrines. For this purpose, special grants were given by the Centre to the State governments. The government also spent huge sum for the rehabilitation of scavengers in alternative occupations.

Manual Scavengers Act, 1993: Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1993 put a ban on manual scavenging. Lakhs of **dry latrines** have been converted into **water-pour latrines** till date. The Government has spent substantial amount for the rehabilitation of manual scavengers.

Summary of the Lesson

- Many provisions have been made in the Constitution to safeguard the interests of SCs, STs, OBCs and the minorities.
- Seats have been reserved for SCs and STs in legislatures and government services.
- Untouchability has been an age-old practice. The untouchables faced many kinds of discrimination. Mahatma Gandhi called untouchables 'Harijans' and did a lot for their upliftment.
- Dr. B R Ambedkar also fought against caste oppression. Untouchability was abolished by the Indian Constitution mainly due to his efforts.
- Manual scavenging is a despicable and unhealthy practice. Keeping in view human dignity, this practice has been legally abolished.

EXERCISES

I. Multiple Choice Questions: Tick (✓) the correct answer.

- The second Backward Classes Commission was set up under the Chairmanship of:
(a) Dr. B R Ambedkar
(b) Kaka Saheb Kalelkar
(c) B P Mandal
- Which of the following rights do the minorities have?
(a) The right to protect their own language, script and culture.
(b) The right to get reservation of seats in the Lok Sabha and State Assemblies.
(c) The right to get reservation of seats in government jobs.
- Untouchability meant that people belonging to certain castes were:
(a) not to be touched
(b) not to be discriminated against in any way
(c) to be made priests in the temples
- A reservation of per cent of posts under the Central Government was made for OBCs.
(a) 22
(b) 27
(c) 29
- Who founded 'Satyashodhak Samaj'?
(a) Dr. B R Ambedkar
(b) Mahatma Gandhi
(c) Jyotiba Phule

II. Fill in the blanks.

- Article of the Indian Constitution abolished untouchability.
- The first Backward Classes Commission was set up under the Chairmanship of
- Mahatma Gandhi started a magazine called
- said, "It is essential that every one should get his due."

III. State true or false.

- A provision has been made under the Directive Principles that the State shall protect the SCs and STs from 'social injustice'.
- The Constitution of India is silent on the question of untouchability.
- Manual Scavengers Act was passed in 1993.
- Mahatma Gandhi started a journal named 'Harijan'.

IV. Give short answers to the following questions.

- Mention any one Constitutional safeguard to improve the lot of the SCs and STs.
- What has been abolished by Article 17 of the Constitution?
- Name any one recommendation of the Mandal Commission.
- Mention any one reason why the policy of reservations in India was criticised.
- What name was given to the so-called untouchables by Mahatma Gandhi?

V. Answer the following questions.

- What has been mentioned in Article 15 of the Constitution?
- In which two ways have the marginalised communities drawn on the Fundamental Rights?

3. Discuss the powers and functions of the National Commission for Scheduled Castes.
4. What are the main provisions of the Protection of Civil Rights Act?
5. How did Mahatma Gandhi identify himself with the untouchables?
6. What is meant by manual scavenging?
7. Mention any four Constitutional provisions to safeguard the interests of the Scheduled Castes and the Scheduled Tribes.
8. Mention the recommendations of the Mandal Commission. What did the government do to implement these recommendations?

VII. Projects and Activities.

1. Draw pictures of different types of discriminations against the untouchables and display them in the class.
2. Collect information about people or organisations which work for the untouchables and are making efforts to beget them justice in the society.

VIII. Debate and Discussion.

Arrange a debate in your class on 'Reservations for the marginalised sections of the society'. Your classmates should speak for and against the policy of reservations. Ask your teacher to give his/her views on reservations.

VALUE-BASED QUESTION

Have the marginalised sections got their actual rights despite constitutional provisions? Is there any fundamental change in our thinking about them?

HOTS: THINK BEYOND

Think about the fundamental causes of social discriminations. How far are they a hindrance in the way of national integration?

9

Public Conveniences and the Role of the Government

Important terms

Infrastructure: Basic systems and services that are necessary for a country or an organisation, such as buildings, transport, water and power supplies

Enshrined: To make a law, right, etc. respected or official, especially by stating it in some important written document, such as Constitution

Contaminated: A substance or place which is no longer pure by the addition of a substance that is dangerous or carries disease

Sanitation: The equipment and system that keep places clean especially by cleaning human waste

The government fulfils many responsibilities and provides different facilities to the citizens of the country for their proper development.

In this chapter, we will discuss the role of government in making public facilities available, specially in the context of Fundamental Rights given in the Constitution. The ideal of Welfare State is enshrined in the Indian Constitution. But economic prosperity, a is essential for social welfare and for economic prosperity, a developed basic infrastructure is necessary.

Infrastructure can be divided into two categories—first, social infrastructure which consists of water supply, sanitation, health and housing, etc. Second, physical and basic infrastructure in which electricity, transport and means of communication, etc. are included.

Here we will first study about public facilities and basic social infrastructure.



Bus



Delhi Metro

SOCIAL INFRASTRUCTURE AND PUBLIC FACILITIES

WATER

Water is the primary need of all living beings. Availability of safe drinking water is a key issue related to public facilities. We will discuss this issue in the context of the Fundamental Rights and government's responsibility for providing water for all.

The Constitution of India recognises the Right to Life under Article 21. No one can survive without water. Thus, availability of water is one of our Fundamental Rights. Everyone has a right to get sufficient quantity of water at a reasonable price, *i.e.*, a price that every family can afford. The High Courts as well as the Supreme Court have held that the right to safe drinking water is one of our Fundamental Rights.

A shortfall in water supply adversely affects the lives of the people. The poor are the worst hit as they can't afford to dig borewells, or buy water from tankers or purchase bottled water. Hence, the government's role in providing clean water further increases.

Safe Drinking Water

We understand the need and necessity of water. Therefore, water should be available in sufficient quantities and at a reasonable price.



People waiting in a queue to get water

However, the question is: How to get safe drinking water? The major pollutants threatening the purity of water are industrial effluents and sewage wastes. Many kinds of poisonous chemicals and acids are being discharged into rivers by textile mills, tanneries and industries. The Control of Pollution Act, 1977 gave powers to the Central and State governments to take all necessary measures to **improve the quality of water**. But, the government could not ensure safe drinking water for all. Those who can afford may buy bottled water. But the poor have no option but to drink contaminated water.

Water-related Diseases

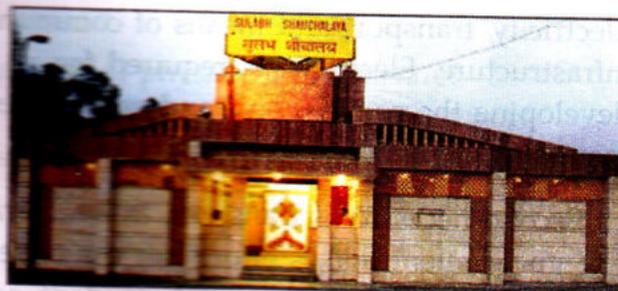
The pollutants have a very dangerous effect on human life, plants and fish life. There is a high incidence of water-borne diseases among the poor in India, such as **diarrhoea**, **dysentery** and **cholera**. A large number of Indians, most of them young children below the age of five, reportedly die everyday because of water-related diseases. Availability of safe drinking water will prevent us from falling victim to many diseases.



Poisonous effluents being discharged into water

SANITATION

Besides water, sanitary facilities also play an important role in keeping us clean, healthy and free from water-borne diseases. However, sanitation coverage in India is even lower than that of water. Toilet facility within the residence is not available to about 74 per cent of the Indian population. Once again, it is the poor, both in the rural and the urban areas, who do not have access to sanitary facilities. Keeping this in view the present government has taken up the initiative to construct toilets in every household as part of its 'Swachh Bharat Abhiyan'. It also includes promotion of sanitation programmes in the rural areas, cleaning streets, roads and changing the infrastructure of the country to lead the country ahead.



Sulabh Shauchalay

HEALTHCARE

The progress of a nation depends largely on its citizens. As the saying goes 'a healthy mind in a healthy body', healthcare is very important. However, healthcare has not been given the required importance and priority. It is the responsibility of the State government to plan, implement and monitor schemes with a view to improve public health. Centre and the states have also been sponsoring various health programmes. However, a lot still needs to be done in this direction as medical care is beyond the means of common people.

EDUCATION

Education also plays a very important role in the progress of a country because it empowers people with skills that are essential for the overall development of a country. Various schemes have been started by the government from time to time with a view to make education available to more and more citizens of the country. In 2001, a scheme named 'Sarva Shiksha Abhiyan' was launched with a view to provide useful and elementary education to all the children in the age group of 6-14 years. A very important development in this direction is the 86th Amendment Act, 2002, which makes elementary education a Fundamental Right for all children in the 6-14 age group.

HOUSING

Shelter is one of the basic needs of the people after food and clothing. India being a poor country, there are millions of people who do not have a shelter. Although it is a State subject, various schemes have been started by the Central government for providing housing to the weaker sections of the society. The present government has identified 'Housing for All' by 2022 as a priority area. Under this scheme, millions of houses are proposed to be constructed for economically weaker sections of the society.

PHYSICAL OR ECONOMIC INFRASTRUCTURE

Electricity, transport and means of communication are the main components of physical infrastructure. Electricity is required for all the day-to-day activities. The government is developing the conventional and non-conventional means of energy for the continuously increasing demand of electricity.

Second necessity is transport, in which railways, water and air transport are included. The government makes efforts for the development of all these. India is a poor country in which mostly people are dependent on the means of public transport. Therefore, public transport had been developed for the convenience of the common people. Public bus services are made available by the government. Metro Rail Service has been started in different cities of the country as a useful alternative.

WHY DO WE NEED A GOVERNMENT FOR PROVIDING PUBLIC FACILITIES?

Water, sanitary facilities and healthcare etc. are some of our most basic needs. Besides, electricity, public transport, schools and colleges are also necessary for a perfect living.

The responsibility of providing these facilities has to be undertaken by someone or some agency. The agencies providing these facilities do not make enough profit. Therefore, the private companies do not show much enthusiasm about such projects. Their interest lies in profit-making enterprises. They can provide public facilities, but they would do it at a price that only a few people can afford. For this reason and because public facilities relate to people's basic needs, the responsibility to provide them must be that of the government. In most of the cases, when the government tried to give contracts to private companies to supply water or distribute electricity, the cost of these facilities increased. Since facilities are needed by one and all, therefore, it becomes the prime duty of the government to provide them at a price that everyone can afford. Many kinds of taxes are paid by people to the government. The money collected through electricity or water taxes, for example, should be used to provide public facilities.

Summary of the Lesson

- The government performs many functions. Social prosperity is largely dependent on a well-developed infrastructure.
- Infrastructure is of two types- basic or physical and social infrastructure.
- Social infrastructure and public facilities include water, sanitation, healthcare, education, etc.
- It is the primary duty of the government to provide safe drinking water to all.
- Public facilities relate to peoples' basic needs and therefore it is the primary duty of the government to provide them.

EXERCISES

I. Multiple Choice Questions:

1. Which of the following falls in the category of physical infrastructure?
(a) Health (b) Education (c) Housing (d) Transport
2. An important example of social infrastructure is:
(a) Transport (b) Power (c) Communication (d) Healthcare
3. Under which Article the Constitution of India recognises the right to water as being a part of the Right to Life?
(a) Article 20 (b) Article 21 (c) Article 23 (d) Article 25
4. Which of the following is not a water-borne disease?
(a) Diarrhoea (b) Dysentery (c) Cholera (d) Polio

II. Fill in the blanks:

1. The primary duty of the government is to provide drinking water to all.
2. The Amendment Act of 2002 has made elementary education a Fundamental Right for children.
3. '..... for All' has been identified as a priority area by the present government.
4. Healthcare is still out of the reach of people.

III. State True or False.

1. Proper sanitation is essential to prevent water-borne diseases.
2. Public facilities are provided by the government.
3. In India, everybody has access to clean drinking water.
4. Secondary education has been made free and compulsory in India.

IV. Short Answer Questions:

1. What do you understand by infrastructure? Give two examples.
2. Through what sources can public facilities be financed by the government?
3. Mention a few water-borne diseases.
4. Mention some popular modes of transport in India.
5. Why is it necessary to develop the means of public transport?

V. Long Answer Questions:

1. What do you understand by 'public conveniences'? What is the responsibility of the government for providing them?
2. Why do you think that an important responsibility of the government is to provide safe drinking water? Discuss.
3. Explain social infrastructure with examples.
4. Do you think the distribution of public facilities in our country is adequate and fair? Explain with examples.
5. Suggest ways to improve public conveniences in your area.
6. Do you think that lack of access to proper sanitation facilities affects peoples' health? Explain.

VI. Project and Activity:

Prepare a project dealing with the problem of water pollution. Make a survey and find out the water pollutants. Suggest ways and measures to check this.

VALUE-BASED QUESTION

Do you think it is important to conserve resources like water and electricity?

HOTS: THINK BEYOND

The ideal of welfare state is enshrined in the Indian Constitution, but not much is done by the government in this regard. Why?

10

Law and Social Justice

Important terms

Maim: To injure seriously causing permanent damage to certain parts of the body

Dearth: Scarcity or lack of something

The Constitution is the custodian of the rights of the citizens. The Constitution of India lays down provisions that grant social and economic justice to all citizens. There are many forms of exploitation and the markets everywhere tend to exploit workers as well as consumers. New laws are made from time to time to protect people from exploitation. These laws try to ensure that exploitation or unfair practices are restricted to the maximum extent possible.

FORMS OF EXPLOITATION

There are many reasons and forms of exploitation. Factory owners exploit workers by denying them fair wages. Consumers are exploited by the producers who produce **poor quality things** or do not produce things according to prescribed standards. Products such as electrical appliances, food, medicines may even cause risk to the lives of people by their poor quality. The workers have no bargaining power for fear of loss of job or income and therefore keep on working on lesser wages. As a result, the producers do not install **adequate safety measures**, such as alarm system, emergency exit, etc. in work places. They do not replace the old machinery with the new machinery, which can be dangerous. They produce such goods which do not meet **certain prescribed standards**. They violate many laws like, they employ children below 14 years of age in the factories and also **pollute air or water**.

THE NEED FOR LAWS

We have noticed that there are so many forms of exploitation. Hence, laws are required to protect people from exploitation.

- The worker should be paid proper wages and should not be under paid. This is possible only through law. **Minimum Wages Act** ensures that workers are paid their due and the minimum wages are revised upwards annually.

- Adequate safety measures should be taken in workplaces. Working conditions should not be unhealthy and the machinery should not be so worn out as to cause danger to the lives of the workers. Laws are necessary to ensure all this.
- Electrical appliances etc. should meet safety standards. For this a law is necessary.
- To protect the interest of consumers laws are necessary so that the prices of essential commodities, such as sugar, food grains, kerosene, etc. are not unreasonably hiked.
- To stop air and water pollution laws are essential so that factories do not pollute air or water.
- A law is essential to stop the employment children below 14 years of age.

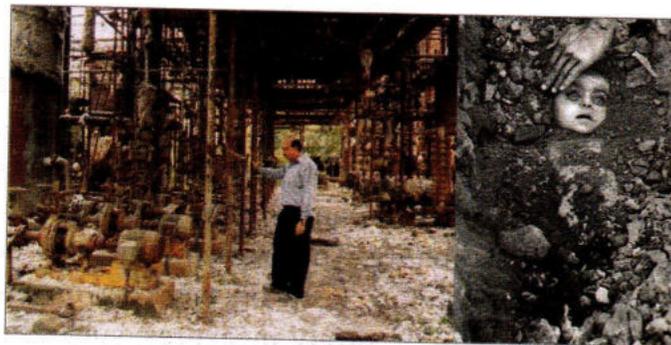
ENFORCEMENT OF LAWS

The government has made a number of laws to safeguard the rights of various sections of the society and to protect them from exploitation. But, the making of laws is not an end in itself. The government should also ensure whether these laws are being implemented or not. For example, there is a law that every worker should get fair wages, but the factory owners ignore this and exploit the workers by paying them less than the fair wage. Therefore, enforcing and upholding the laws is equally important as making them.

We will discuss it with reference to Bhopal Gas Tragedy.

BHOPAL GAS TRAGEDY

An important example of the neglect or violation of laws is the **Bhopal Gas Tragedy**. The world's most horrible industrial tragedy took place in Bhopal 33 years ago. Union Carbide(UC) was an American company, which produced pesticides. It had a factory in Bhopal. At midnight on 2nd December, 1984, methyl-isocyanate (MIC), which is a highly poisonous gas, started leaking



Bhopal gas tragedy

from the Bhopal plant. There are certain striking features of this accident:

- About 10,000 people died within few days and many were maimed.
- Most of the people exposed to the poisonous gas came from poor, working class families, of which nearly fifty thousand are still too sick to work. Among the people who survived, many developed severe respiratory disorders, eye problems and other disorders. Children also developed many abnormalities.
- The disaster may not be called an accident because Union Carbide had been deliberately ignoring the essential safety measures for quite sometime in order to cut costs.
- Although there was sufficient evidence to prove the responsibility of Union Carbide, the company refused to accept the responsibility. The legal battle continued for long, but the victims of this tragedy got a meagre compensation.

- The people are still fighting for justice to get safe drinking water, for healthcare facilities and jobs for the people poisoned by the Union Carbide. There seems to be little hope for these poor people.

ENFORCEMENT OF SAFETY LAWS

The discussion on the forms of exploitation and the requirement of laws to plug them brings us to some conclusions. One very important conclusion is that there is no dearth of laws but the Bhopal Gas Tragedy is a clear example of slackness in their implementation. The Union Carbide consistently violated safety standards but the government officials ignored them. Government inspectors continued to approve the procedures in the plant, despite repeated incidents of leaks from the plant. Thus, instead of protecting the interests of the people, their safety was disregarded.

LAWS TO PROTECT ENVIRONMENT

The environment has always been treated as a 'free' entity and any industry could pollute the air and water without any restrictions. The Bhopal disaster brought the issue of environment to the forefront. The Indian government introduced new laws on environment. Under the pressure of different associations and environmental activists. These laws made it clear that environment is a thing that future generations will also use and it could not be destroyed merely for some profits or industrial development. According to this, whosoever pollutes the environment will be held accountable for the damage done to the environment. Action will be taken against him in accordance with the law and penalties will be imposed on him. The Supreme Court also held that the Right to Life is a Fundamental Right under Article 21 of the Constitution and it includes the right to the enjoyment of pollution free water and air.

Summary of the Lesson

- Laws are necessary to protect the people from exploitation. Government makes laws to safeguard the interests of various sections of the society.
- It is essential to make laws for preventing various types of exploitation.
- The government has passed a number of laws to fix minimum wages and to protect the interests of workers and ensure their safety.
- Certain quality standards have also been prescribed.
- Prices of essential commodities have been fixed to protect the interests of consumers.
- Laws have been passed to prevent child labour.
- There is no dearth of laws but they are not enforced properly. Bhopal Gas Tragedy is a clear example of the slackness of the government in enforcing laws.
- New laws have been framed to protect environmental pollution.

EXERCISES

I. Multiple Choice Questions:

1. In which year did the Bhopal Gas Tragedy take place?
(a) 1982 (b) 1984
(c) 1986 (d) 1988
2. Which Article of the Constitution mentions the Right to Life as a Fundamental Right?
(a) Article 19 (b) Article 21
(c) Article 23 (d) Article 25
3. The leakage of which gas was responsible for the Bhopal Tragedy?
(a) Propane (b) Methane
(c) Carbon dioxide (d) Methyl-isocyanate

II. Fill in the blanks:

1. Children below the age of years cannot be employed in hazardous employments.
2. A tragedy took place in in the year 1984.
3. New laws have been passed to protect the
4. was the Company responsible for the Bhopal Gas Tragedy.

III. State true or false:

1. Laws are made to protect the interests of manufacturers.
2. Minimum Wages Act has been passed to protect the interests of the workers.
3. Union Carbide accepted the responsibility for Bhopal Gas tragedy and paid full compensation to the victims.
4. The victims of Bhopal Gas Tragedy are still fighting for justice.
5. Enjoyment of pollution-free water and air is a Fundamental Right.

IV. Short Answer Questions:

1. What do you understand by Minimum Wages Act?
2. What was the reason for the Bhopal Gas Tragedy?
3. Why are the workers prepared to work even at lower wages?
4. What do you understand by law enforcement?
5. What causes environmental pollution?

V. Long Answer Questions:

1. Why didn't the victims of Bhopal Gas Tragedy get justice? Discuss.
2. Write a paragraph on the various roles of the government that we have read in this unit.
3. How was environment treated earlier? What have been the changes in perception in recent times?
4. 'Bhopal Gas Tragedy is an example of the slackness of the government in the enforcement of laws'. Discuss critically.

VI. Project and Activity:

Make a project on the sources of environmental pollution. Find out the sources of environmental pollution in your area with respect to- a) Air, b) Water and c) Soil. Are some steps being taken by government agencies to prevent pollution? Suggest some measures to reduce environmental pollution.

VALUE BASED QUESTION

It is the responsibility of every citizen to protect the environment for our safety and for the survival of future generations. But we neglect it. Why?

HOTS: THINK BEYOND

Enforcement of laws is more important than making them. Discuss.



PROJECT WORK

(Based on Chapters 5–10)

I. Project Work

The inhuman practice of manual scavenging was prevalent in some sections of the Indian society. Make a project on this practice, in which include the following points. Get your project published in your school magazine.

- The nature of work
- The environment in which manual scavengers lived
- The occupational problems they faced in the society
- The pain of suffering the evils of untouchability
- The steps taken by the government and NGOs to do away with this practice

II. Interview

Visit a Health Care Centre run by the government in your locality along with your teacher or parents. Ask the following questions regarding the health care measures which are taken by the Health Centre.

- Number of patients visiting the Health Centre.
- Some of the common diseases for which patients come to the Centre.
- Is there any provision for free treatment of the poor patients?
- Are free medicines given to the patients?
- How many doctors, nurses and other staff are there in the Health Centre?
- What health programmes are specially implemented for children by the Health Centre?

Make a report on the basis of the information collected and present it in the class.

III. Street Play

Develop a script on the condition and position of the 'Scheduled Castes' in the pre-independence era. With the help of your friends and teacher, highlight this issue through a street play.

IV. PowerPoint Presentation

Discuss the role of police and courts in controlling the law and order situation in the society. Referring to a few incidents that recently appeared in the daily newspapers, make your presentation interesting and an eye-opener. Make use of the paper clippings also to make your presentation authentic.



TEST PAPER

(Based on Chapters 5–10)

Total Marks: 50

Time: 2 Hours

A. Tick (✓) the correct answer.

1 × 8 = 8

- Who appoints the Chief Justice of the Supreme Court?
(a) President (b) Prime Minister (c) Governor (d) Speaker
- How many High Courts have been established in our country?
(a) 18 (b) 24 (c) 20 (d) 21
- Which one of the following deals with the disputes related with property and financial transactions?
(a) Police (b) Civil Courts
(c) Panchayats (d) Criminal Courts
- Which of these is the largest tribe living in Jharkhand, Odisha and West Bengal?
(a) Gonds (b) Bhils (c) Nagas (d) Santhals
- Union Carbide belonged to which country?
(a) Germany (b) England (c) France (d) USA
- The name 'Harijans' was given to untouchables by:
(a) Pandit Jawaharlal Nehru (b) Mahatma Gandhi
(c) Gautam Buddha (d) Swami Vivekanand
- Which one of the following religious communities has recently been declared a Minority Community by the Union Government?
(a) Parsis (b) Buddhists
(c) Muslims (d) Jains

B. Fill in the blanks.

1 × 6 = 6

- The judge presides over the highest court for criminal cases in the district.
- FIR is the abbreviated form of
- Reservation upto per cent has been provided for the OBCs in government jobs.
- The Constitution of India guarantees Fundamental Rights to Citizens of India.
- The Protection of Civil Rights Act was passed in the year
- The head of the police administration of a district is called the of Police.

C. State true or false.

1 × 6 = 6

- Manual scavenging was abolished by the law in 1955.
- Child labour has been made punishable by the government.

3. The police have the authority to punish the offenders.
4. The Indian judiciary has a single unified structure.
5. The Public Prosecutor stands for the accused.
6. A High Court judge retires at the age of 62.

D. Write short answers in about 30 words each.

2 × 5 = 10

1. What is the meaning of the term 'Appellate Jurisdiction'?
2. Who is a Public Prosecutor?
3. What is FIR?
4. What is manual scavenging?
5. What was the recommendation of the Mandal Commission?

E. Give long answers in about 60 words each.

4 × 5 = 20

1. Mention the structure and hierarchy of courts in India.
2. Mention two special rights given to the Minorities by our Constitution.
3. How did Mahatma Gandhi try to remove untouchability from our society?
4. Write a short essay on the necessity and importance of providing safe drinking water.
5. What major steps has the government taken to remove poverty and unemployment?

APPENDIX

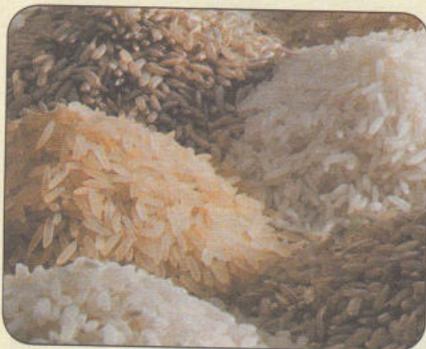
DO YOU KNOW?

- India is the largest producer of milk in the world.



- India is the largest producer of pulses in the world.

- India is the largest producer of cotton and jute in the world.



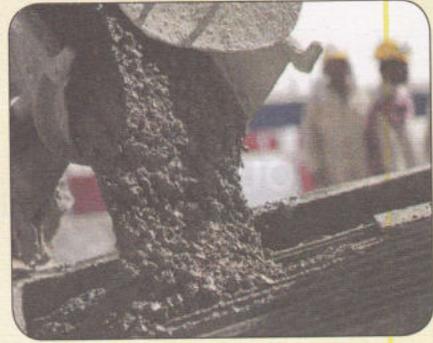
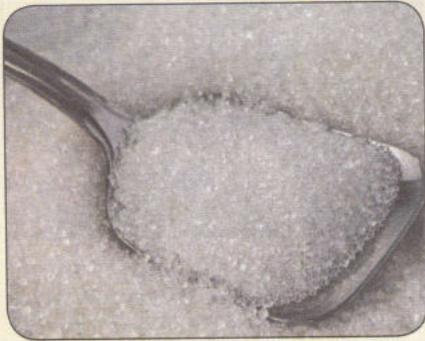
- India is the second largest producer of rice in the world.

- India is the largest producer of two wheelers in the world.



- India is the second largest producer of steel in the world.

- India is the second largest producer of cement in the world.



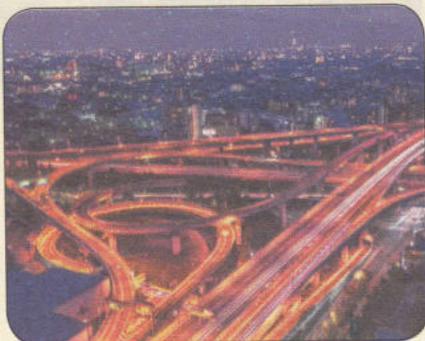
- India is the second largest producer of sugar in the world.

- India is the third largest textile manufacturer in the world.



- India is the second largest producer of silk in the world.

- India has the second largest armed forces in the world.



- India has the second largest road network in the world.

- India has the second largest number of smartphone and internet users in the world.



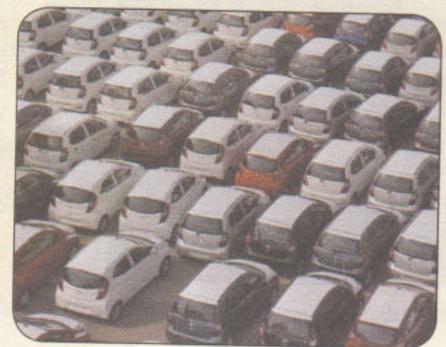
- India has the third largest TV market in the world.

- India is the third largest producer of electricity in the world.



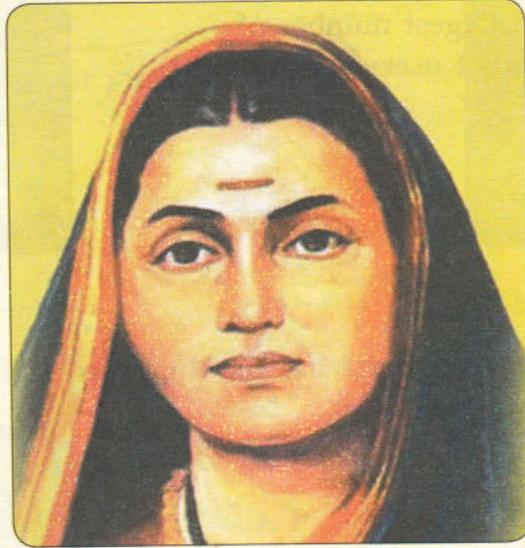
- India has the fourth largest railway network in the world.

- India is the sixth largest four wheeler producer in the world.

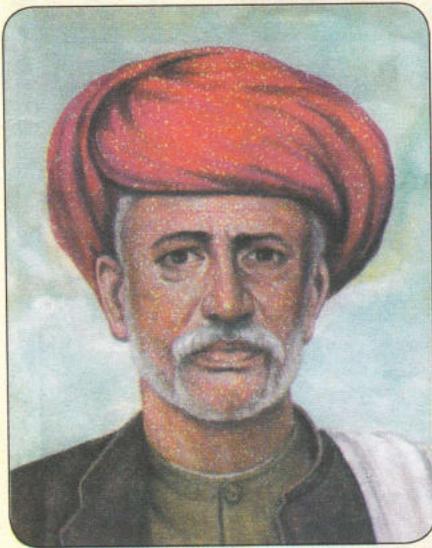


- India is the fifth largest wind energy producer in the world.

SOCIAL REFORMER: SAVITRIBAI PHULE



Regarded as the first female educationist of India, Savitribai Phule was a force to reckon with. Along with her husband, Jyotirao Phule— himself a great educationist, she played an important role in improving women's rights in India during the British Raj. She is



regarded as an important figure of the social reform movement in Maharashtra. She made a significant contribution towards abolishing discrimination based on caste and gender. She was associated with a social reform society whose objective was to free the less privileged ones from getting oppressed and exploited. An educationist and a freedom fighter, she started a girl's school in Pune in 1848. She fought social evils which debarred young girls from getting an education. Together with her husband, she taught children from different castes and opened a total of 18 schools. She also worked towards preventing female infanticide, child marriage and killing of widows.

A prolific Marathi writer and a poet, Savitribai Phule wrote many thought-provoking poems about social evils such as caste and gender discrimination. Two books of her poems were published posthumously, *Kavya Phule* (1954) and *Bavan Kashi Subodh Ratnakar* (1982).

SUBHAS CHANDRA BOSE: THE UNSUNG HERO



More often than not do we find this national hero's contribution not fairly represented.

Going against the grain—Bose's nationalism was of the defiant kind. Bose formed the Indian National Army with the help of the Japanese. The Indian National Army then comprised of Indian soldiers of the British Army who had been captured in the battle of Singapore. The INA under Bose was a model of diversity by region, religion, ethnicity, and even gender. He stood for unqualified Swaraj and voiced his ideological ideas in clear terms.

Following are few quotes given by Netaji that will bring out the patriot in you:

"Never lose your faith in the destiny of India. There is no power on Earth which can keep India in bondage. India will be free, and that too, soon."

"Forget not that the grossest crime is to compromise with injustice and wrong. Remember the eternal law: You must give, if you want to get."

"It is only on the basis of undiluted Nationalism and of perfect justice and impartiality that the Indian Army of Liberation can be built up."

"It is our duty to pay for our liberty with our own blood. The freedom that we shall win through our sacrifice and exertions, we shall be able to preserve with our own strength."



JOURNEY OF THE INDIAN FLAG

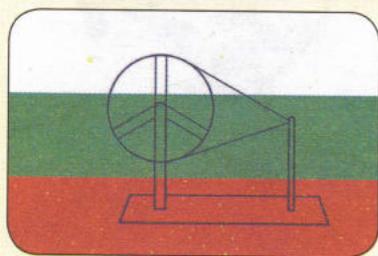
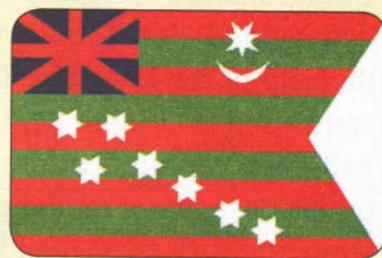
The tricoloured Indian National Flag that we see today, has undergone many changes over the years. Let us look at its journey of evolution:

On 7th August, 1906 our national flag was hoisted for the first time in the Parsee Bagan Square in Calcutta, now Kolkata. The flag composed of three horizontal stripes of red, yellow and green. The uppermost stripe was green in colour and had eight white lotus flowers. The yellow colour stripe in the middle had "Vande Mataram" written in the center in Hindi. While the lowermost stripe was red in colour and had a crescent (left side corner) and a Sun (right side corner).



The second national flag that was hoisted in Paris in 1907 consisted of three coloured stripes, i.e., saffron at the top followed by yellow in the middle and green at the bottom.

During the "Home Rule Movement" a flag was hoisted at the Congress session in Calcutta. It had nine horizontal stripes (five of red color and four of green color). The upper left corner of the flag had the Union Jack, and a crescent and a star were set in top. On the rest of the flag, seven stars were arranged in the pattern of the Saptarishi.



In the year 1916, **Sri Pingali Venkaya** designed a flag. It had two horizontal stripes of red and green colour representing Hindu and Muslim communities. Gandhiji suggested to add a stripe of white colour at the top and a Charkha in the centre.

A resolution was passed in 1931 to adopt a tricolour flag as our national flag. It had saffron, white and green stripes with a Charkha in the centre. The Indian National Congress (INC) formally adopted this flag, which was first hoisted on August 31, 1931.



Our present-day national flag was adopted by the Constituent Assembly on 22nd July, 1947. It has the Ashoka Chakra, a 24-spoke wheel, in navy blue at its centre.

WHO AM I?

Follow the given hints and guess the names of the Presidents of India.

1. I was the sixth President of India. I also served as the first Chief Minister of Andhra Pradesh. I am the only Lok Sabha speaker to have become the President of India.

2. I served the ceremonial post of the President from the year 1987-92. I was a member of the Constituent Assembly that drafted India's constitution and also served as the eighth President of India.

3. I served as India's ambassador to Thailand, Turkey, China, and the United States of America. I was elected as the tenth President of India in the year 1997.

4. I was the first President of independent India and also the longest-serving President, i.e., I am the only person to serve as the President of India for two consecutive terms. I was also the President of the Constituent Assembly and the Chief Leader of the Indian Independence Movement.

5. I was the first Vice-President of India and the second President of independent India. My birthday is celebrated as Teacher's Day every year.

6. I am the 14th and the current President of India. I served as the Governor of Bihar from 2015 to 2017.

7. I was popularly known as the "People's President". I was an educator and engineer who played a leading role in development of India's ballistic missile and nuclear weapons programs.

8. I held various posts in the Cabinet Ministry for the Government of India such as Finance Minister, Defence Minister, Foreign Minister, and Deputy Chairman of the Planning Commission. I was the 13th President of India.

HAVE FUN AND LEARN

ST MA OHW

From the grid given below, find and write the names of the prominent Rivers of India. One has been done for you.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| B | G | O | D | A | V | A | R | I | A | T |
| G | R | C | G | I | P | T | U | B | L | K |
| O | V | A | C | B | N | A | V | B | A | A |
| M | G | T | H | X | Q | P | Q | E | K | W |
| T | M | A | E | M | W | I | U | A | N | B |
| I | A | Y | N | E | A | B | C | S | A | B |
| J | R | P | P | G | A | P | D | M | N | I |
| Y | A | M | U | N | A | Y | U | Y | D | S |
| R | A | Z | E | Y | S | R | I | T | A | H |
| T | V | H | O | Q | K | A | V | E | R | I |
| L | C | U | I | P | G | E | J | G | M | A |
| S | A | B | A | R | M | A | T | I | P | Z |

GODAVARI



PRACTICE PAPER-I

(Based on Complete Syllabus)

Total Marks: 80

Time: 2 Hours

I. Choose the correct option to answer the following questions: (1 × 10)

1. Due to financial crisis, the East India Company asked for a loan from
(a) Indian traders (b) Indian rulers
(c) British Parliament (d) Peasants
2. What is the easiest way to save top soil?
(a) To plant trees (b) To cut trees
(c) To worship trees (d) All of these
3. Migration of people affects
(a) Age composition (b) Literacy
(c) Climatic conditions (d) Development
4. What is the chairperson of Lok Sabha called?
(a) Speaker (b) President
(c) Prime Minister (d) Deputy Speaker
5. Which of the following classification of resources is based on their renewable nature?
(a) Biotic and Abiotic resources
(b) Exhaustible and Inexhaustible resources
(c) Potential and Actual resources
(d) Biotic and Actual resources
6. Which countries signed the agreement based on Panchsheel?
(a) India-China (b) India-Pakistan
(c) India-Bangladesh (d) India-Nepal
7. Under which Congress Session, Muslim league declared for a separate Muslim nation from Hindus?
(a) Lahore Session (b) Karachi Sesssion
(c) Surat Session (d) Delhi Session
8. Which among the following is not a right granted to a citizen of India?
(a) Freedom of speech and expression
(b) Freedom to use abusive language
(c) Assemble peacefully and without arms
(d) Reside and settle in any part of India

9. After whose consent a bill becomes a law?
(a) Speaker (b) President (c) Chief Justice (d) Deputy speaker
10. Non-metallic minerals used as power resources or fuel, such as coal and petroleum are called
(a) Mineral Fuels (b) Mineral ore (c) Bauxite (d) Iron ore

II. State True or False.

(1 × 10)

1. The time immediately after the question hour is called the Zero hour.
2. The Prairies have the Tropical type of climate.
3. Nitrogen and calcium help in the growth of leaves.
4. Max Muller was a German Scholar.
5. The Industrial Revolution led to the growth of Capitalism.
6. Article 17 abolished untouchability.
7. Cases that originate in the Supreme Court are called Appellate cases.
8. Extensive agriculture is done with machines in sparsely populated areas.
9. Feeling of sympathy can remove caste prejudices.
10. Tagore Nritya was a form of dance developed by Rabindranath Tagore.

III. Fill in the blanks.

(1 × 10)

1. English was made the medium of instructions through
(a) Lord Maculay's Minutes (b) Lord Maculay's Seconds
(c) Lord Maculay's Hours (d) Lord Maculay's Act
2. were also known as Mahajans.
(a) Peasants (b) Feudals (c) Moneylenders (d) Aristocrats
3. Our constitution highlights three national goals which are Democracy, Socialism and
(a) Secularism (b) Communalism (c) Separatism (d) Capitalism
4. Black soil is best suited for cotton and cultivation.
(a) jute (b) sugar beet (c) coffee (d) sugarcane
5. Softwood from is used in the making of news print.
(a) Tropical trees (b) Deciduous trees
(c) Coniferous Trees (d) Fiber Trees
6. Nehru called 'Dams' as
(a) Mosques of modern India (b) Churches of modern India
(c) Temples of modern India (d) Walls of India

7. Restricting Indian imports was a blow to Indian industry.
 (a) Sugar (b) Cotton (c) Handicraft (d) Jute
8. Which system spoiled traditional Indian economy and handicrafts?
 (a) Urbanisation (b) Industrialisation
 (c) De-urbanisation (d) Semi-urbanisation
9. Rainfall is an important source of
 (a) Saline water (b) Tap water
 (c) Fresh water (d) River water
10. The semi-arid parts of the and subtropical region are best suited for maize cultivation.
 (a) Equatorial (b) Tropical
 (c) Temperate (d) Taiga

IV. Answer the following questions in 20-30 words.

(2 × 5)

1. What is the full form of TISCO? When, where and by whom was it established?
2. Why did Gandhiji call for the non-cooperation movement?
3. What factors affect the location of an industry?
4. Extremists were called the *garamdal* while the moderate were called the *namardal*. Give reason.
5. Enlist the principles of Panchsheel.

V. Answer the following questions in 50-60 words.

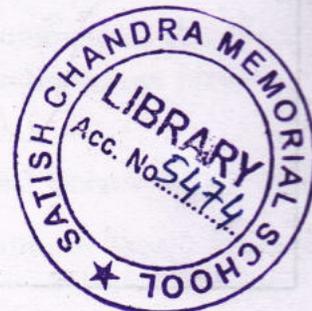
(4 × 5)

1. Differentiate between small scale and large scale industries along with their examples.
2. How does population pyramid help in determining the population composition?
3. Write any four basic needs that are considered to be a part of Right to Life.
4. Describe India's relation with the UN.
5. Explain the type of industries based on the raw materials they use.

VI. Distinguish between the following:

(2 × 5)

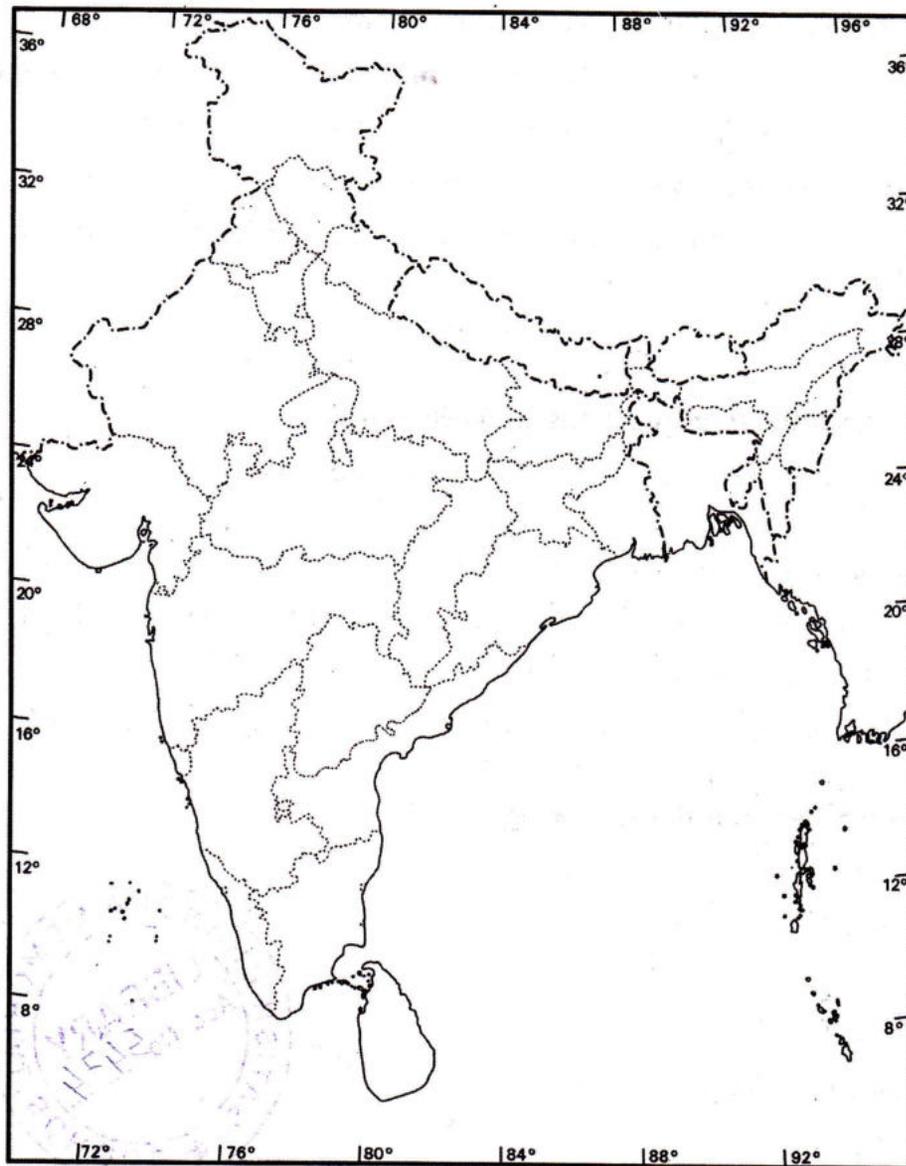
1. Open cast mining and Shaft mining
2. FIR and Investigation
3. Bill and Law
4. Cyclone and Hurricane
5. Focus and Epicentre



VII. On the given map of India, mark the following:

(1 × 10)

1. Three princely states of India in 1955
2. An IT industry
3. A cotton industry
4. Densely populated state
5. Leading producer of Wheat
6. Leading producer of Cotton and Jute
7. A major oil producing state
8. The native state of Jyotiba Phule
9. A state characterised by Portugese traits
10. Jhansi





PRACTICE PAPER-II

(Based on Complete Syllabus)

Total Marks: 80

Time: 2 Hours

I. Choose the correct option to answer the following questions:

(1 × 10)

- In which year Civil Disobedience movement was launched?
(a) 1930 (b) 1920 (c) 1931 (d) 1936
- Which are the main cotton producing countries?
(a) Switzerland, Sweden, Sudan (b) USA, China, India
(c) France, Germany, Denmark (d) None of them
- Which judicial officer is in-charge of the highest court of civil cases in a district?
(a) Metropolitan Magistrate (b) Chief Judicial Magistrate
(c) Additional District Judge (d) Munsif
- Who has translated Rigveda into English?
(a) Munshi Premchand (b) Max Muller
(c) Khushwant Singh (d) Sharat Chandra
- Some of the main trees of the equatorial region are
(a) Fir and Spruce (b) Sal and Shisham
(c) Beech and poplar (d) Rosewood and mahogany
- Name(s) of Raja Ram Mohan Roy's newspaper was/were
(a) Sambad Kaumudi (b) Mirat-ul-Akhbar
(c) Neel Darpan (d) Both (a) and (b)
- The Green Revolution helped in developing which of the following?
(a) High yielding variety of seeds
(b) Low yielding variety of seeds
(c) Normal yielding variety of seeds
(d) Carefully yielding variety of seeds
- In many countries the world projects have been developed to regulate the supply of water. These are called
(a) Multiple projects (b) Multinational projects
(c) Multi-utility Projects (d) Multi-purpose projects
- Who was the Viceroy of India during 1909?
(a) Lord Minto (b) John Marley (c) Lord Curzon (d) None of them
- Who believed that a single shelf of a good European library was worth the whole native literature of India and Arabia?
(a) Elphinstone (b) Sir William Jones (c) Robert Clive (d) Lord Macaulay

II. State True or False.

(1 × 10)

1. Congress developed India's Foreign Policy.
2. Raja Ram Mohan Roy is known as the 'Father of Modern India'.
3. The Tropical Grasslands are found mostly between Equatorial Forests and Tropical Deserts.
4. The Coniferous Forests are found mostly in the Tundra region.
5. The Speaker supervises the proceedings of Lok Sabha and maintains order in the house.
6. Gandhiji tried to integrate the untouchables into the Indian National Congress and the freedom movement.
7. Krishna Sobti was a notable Hindi writer.
8. Utilisation of land depends upon social and human factors.
9. The Cottage industry serves farmers with an additional income.
10. Santhals were deprived of ownership of land.

III. Fill in the blanks choosing the correct option.

(1 × 10)

1. Agriculture is a main source of employment for the population of India.
(a) Slow Growing (b) Ageing (c) Young (d) Fast growing
2. The Constitution was finally passed on and enforced, enacted and adopted on 26 January, 1950.
(a) 26th November 1949 (b) 26th January 1949
(c) 25th January 1949 (d) 27th February 1949
3. led the tribals to prevent land grabbing by the non-tribals.
(a) Birsa Munda (b) Santhal Hul (c) Bir Tikendrajit (d) Both (a) & (b)
4. Most metallic minerals are found in the igneous rocks and rocks.
(a) Sedimentary (b) Graphite (c) Slate (d) Metamorphic
5. A revival of urbanisation took place with the establishment of and Mughal Empire.
(a) Delhi Sultanate (b) Mauryan Empire
(c) Chola Dynasty (d) Chera Dynasty
6. The subordinate civil judge first class and sub-judge second class are subordinate to the court of the
(a) Supreme Court Judge (b) High Court Judge
(c) District Court Judge (d) Session Court Judge
7. process raw materials obtained from mining.
(a) Mineral based industries (b) Agro based industries
(c) Cottage industries (d) Small scale industries

- 101 x d. Conquest of Constantinople by the Turks in 1453 led to
- (a) Industrialisation (b) Capitalism
(c) Renaissance (d) Socialism
9. In 1877, the maximum age limit for the Civil Service Examination was reduced from 21 to years.
- (a) 18 (b) 19 (c) 20 (d) 17
10. The appointment of the judges of the Supreme Court is done by the
- (a) President (b) Speaker (c) Governor (d) Prime Minister

IV. Answer the following questions in 20-30 words.

(2 x 5)

1. India and China signed an agreement in 1954 and decided to follow five principles of peace. Write the principles.
2. Write the functions of Police.
3. Under which act the British Government had authority to arrest and imprison anyone without trial? Name and give a brief note about that act.
4. Explain the significance of the Dandi march.
5. How are the farms in India different from the farms in USA?

V. Answer the following questions in 50-60 words.

(4 x 5)

1. Explain the Khilafat and Non-Cooperation movement. What was the aim of these movements?
2. Explain how commercial farming is different from subsistence farming.
3. Sanitation, safe drinking water, and water borne disease are related to each other. Justify.
4. Write a short note on Jallianwala Bagh massacre.
5. Enlist the basic principles of the Indian constitution.

VI. Distinguish between the following:

(2 x 5)

1. Conventional and Non-Conventional Sources of Energy
2. Right to Equality and Right to Freedom
3. Potential and Actual Resources
4. Biotic and Abiotic Resources
5. Public sector and Private sector industries



VII. On the given map of India, mark the following: (1 × 10)

1. Disputed territory between India and Pakistan
2. Area of low density of population
3. Jamshedpur
4. Ahmedabad
5. Mumbai
6. Bengaluru
7. Leading producer of Rice
8. Leading producer of tea and coffee
9. Chauri Chaura
10. Dandi

