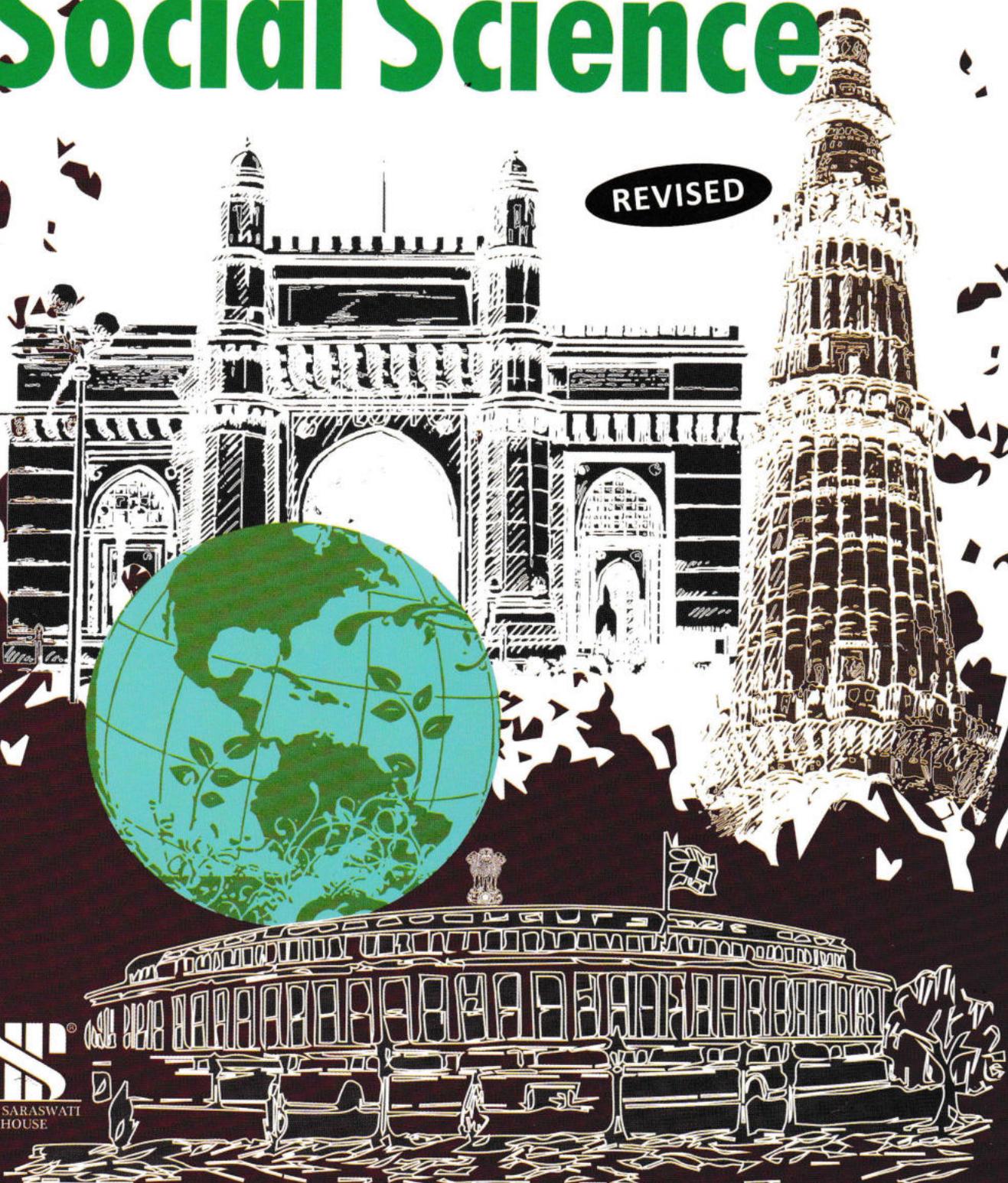
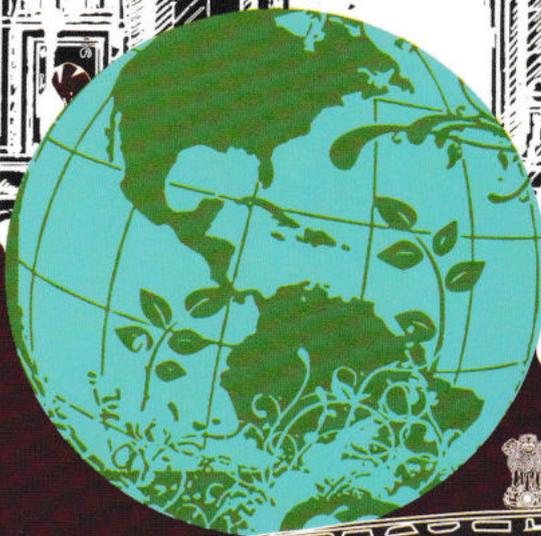


Saraswati

8
CBSE

Social Science

REVISED




NEW SARASWATI
HOUSE

SYLLABUS

HISTORY Our Pasts–III

Lesson	Lesson Objectives
How, When and Where	<ul style="list-style-type: none">• To introduce the changing nomenclature of the subcontinent and regions• To delineate major developments within the time frame• To suggest how the sources of study for this period are different to those of earlier periods
The Company Establishes Power	<ul style="list-style-type: none">• To unravel the story of a trading company becoming a political power• To show how the consolidation of British power was linked to the formation of colonial armies and administrative structures
Ruling the Countryside	<ul style="list-style-type: none">• To provide a broad view of changes within rural society through a focus on two contrasting regions• To show the continuities and changes with earlier societies• To discuss how growth of new crops often disrupted the rhythms of peasant life and led to revolts
Tribal, Dikus and the Vision of a Golden Age	<ul style="list-style-type: none">• To discuss different forms of tribal societies• To show how government records can be read against the grain to reconstruct histories of tribal revolts
The Revolt of 1857 – 1858	<ul style="list-style-type: none">• To discuss how revolts originate and spread• To point to the changes in colonial rule after 1857• To illustrate how vernacular and British accounts can be read to understand the rebellion
The Story of an Imperial Capital	<ul style="list-style-type: none">• To outline the nature of urban development in the 19th and 20th centuries• To introduce students to the the history of urban spaces through photographs• To show how new forms of towns emerged in the colonial period.
Indian Crafts and Industries	<ul style="list-style-type: none">• To familiarise students with the processes of de-industrialisation and industrialisation• To give an idea of the technologies of weaving and the lives of weavers

Lesson	Lesson Objectives
System of Education under the British	<ul style="list-style-type: none"> • To show, how the educational system that is seen as universal and normal today has a history • To discuss how the politics of education is linked to questions of power and cultural identity
Social Reform Movements	<ul style="list-style-type: none"> • To discuss why so many reformers focused on the women's questions, and how they visualised a change in women's conditions • To outline the history of new laws that affect women's lives • To illustrate how autobiographies, biographies and other literatures can be used to reconstruct the histories of women
The Innovative Word of Visual Arts	<ul style="list-style-type: none"> • To outline the major development in the sphere of arts • To discuss how these changes are linked to the emergence of a new public culture • To illustrate how paintings and photographs can be used to understand the cultural history of a period
India Marches Towards Freedom	<ul style="list-style-type: none"> • To outline the major developments within the national movement and focus on a detailed study of one major event • To show how contemporary writings and documents can be used to reconstruct the histories of political movements
India After Independence	<ul style="list-style-type: none"> • To discuss the successes and failures of the Indian democracy in the last fifty years • To illustrate how newspapers and recent writings can be used to understand contemporary history

GEOGRAPHY

The Earth—Our Habitat

Lesson	Lesson Objectives
Resources Land, Soil, Water, Natural Vegetation and Wildlife Resources	<ul style="list-style-type: none"> • To know what resources are and their types • To study their location and distribution • To appreciate the judicious use of resources for sustainable development <ul style="list-style-type: none"> • To study the distribution and utilisation of land, soil, water, natural vegetation and wildlife resources • To understand the importance of these resources in our life • To develop awareness towards these resources, their conservation and initiatives taken towards the conservation process

Lesson	Lesson Objectives
Mineral and Power Resources	<ul style="list-style-type: none"> • To know what minerals are and their types • To study their location and distribution • To appreciate the judicious use of minerals for sustainable development • To study about various sources of energy
Agriculture	<ul style="list-style-type: none"> • To learn about different types of farming and major crops grown in India • To learn about agricultural development
Manufacturing Industries	<ul style="list-style-type: none"> • To understand the important forms of manufacturing industries • To understand the location and distribution of major manufacturing industries
Human Resources	<ul style="list-style-type: none"> • To understand the role of human resources in the development of the nation's economy

CIVICS

Social and Political Life–III

Lesson	Lesson Objectives
The Constitution of India	<ul style="list-style-type: none"> • To develop an understanding of the rule of law and our involvement with the law • To understand the Constitution as the primary source of all our laws • To understand the key elements of the Constitution
Secularism: Fundamental Rights and Duties	<ul style="list-style-type: none"> • To understand the vision set forth in the Constitution of India with a focus on secularism • To understand how ideals of secularism got translated into Fundamental Rights and Fundamental Duties
The Parliament in India	<ul style="list-style-type: none"> • To understand why India chose to have a parliamentary form of government • To gain a sense of the main features of the composition of Parliament and its rule in debating a bill
India: A Secular State	<ul style="list-style-type: none"> • To know why India opted to be secular • To know what is Indian Secularism

Lesson	Lesson Objectives
The Union Executive	<ul style="list-style-type: none"> • To understand the working of central government • To understand the role of President, Prime Minister and Council of Ministers
Judiciary in India	<ul style="list-style-type: none"> • To understand the structure of Indian Judiciary • To understand the process followed by the Judiciary • To distinguish between civil and criminal cases
Criminal Justice System	<ul style="list-style-type: none"> • To differentiate between the roles of the police and that of the courts • To understand the role of the Public Prosecutor, Defence Lawyer and Judge
Confronting Marginalisation in India	<ul style="list-style-type: none"> • To develop familiarisation with the issue of marginalisation • To understand the forms of social inequalities • To know about the constitutional provisions relating to social injustice
Public Facilities	<ul style="list-style-type: none"> • To understand the role of government in providing the public facilities
Enforcing Laws and Social Justice	<ul style="list-style-type: none"> • To know how does the government protect the consumers • To know how does the government protect the workers

CONTENTS

HISTORY

1. How, When and Where	11
2. The Company Establishes Power	18
3. Ruling the Countryside	29
4. Tribals, Dikus and the Vision of a Golden Age	36
5. The Revolt of 1857–1858	46
6. The Story of an Imperial Capital	54
7. Indian Crafts and Industries	62
8. System of Education under the British	71
9. Social Reform Movements	80
10. The Innovative World of Visual Arts	92
11. India Marches Towards Freedom	102
12. India After Independence	114

GEOGRAPHY

13. Resources	125
14. Land, Soil, Water, Natural Vegetation and Wildlife Resources	132
15. Mineral and Power Resources	142
16. Agriculture	154
17. Manufacturing Industries	164
18. Human Resources	176

CIVICS

19. The Constitution of India	187
20. Secularism: Fundamental Rights and Fundamental Duties	196
21. The Parliament in India	205
22. India: A Secular State	216
23. The Union Executive	222
24. Judiciary in India	231
25. Criminal Justice System	240
26. Confronting Marginalisation in India	249
27. Public Facilities	260
28. Enforcing Laws and Social Justice	268

History

Our Pasts–III

11
18
29
36
46
54
62
71
80
92
102
114

125
132
142
154
164
176

187
196
205
216
222
231
240
249
260
268





1



How, When and Where

There was a time when people believed that history is merely a string of dates. When they memorised those dates, it appeared to be very dull and boring to the readers. Historians wrote about the year when a king was crowned, the year he married, the year he had a child, the year he had fought a particular war, about the court intrigues and the year he died. For such events, dates were assigned by the historians.

There was a time when history gave an account of battles and big events, it was about rulers and their policies. Now, history also tells us about the changes taken place over a period of time, how things were in the past and how things have changed. Historians also write about many other issues matters. Now, they tell us how the cities developed, how people earned their livelihood, what did they produced and how did markets came up and what led to the rise and spread of many ideas. There can be no clear dates for such processes. All these events happened over a period of time. However, we can only refer to a span of time during which those events happened.

Which Dates?

The dates become important according to the study that historians have taken up around which they compose the story of the past. Dates are not important on their own. They become vital when we focus on a particular set of events as important. If our focus of study changes, new set of dates will become important.

In the histories written by British historians in India, the rule of each Governor General was important. The histories began with Warren



Fig. 1.1: Calender indicates how important are Dates.



Do You Know

While history books narrated the deeds of Governor Generals, biographies glorified them as persons and paintings projected them as powerful figures.





Do You Know

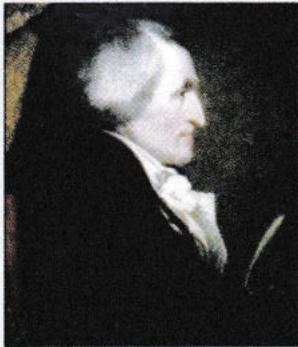


Fig. 1.3: James Rennel

James Rennel was an enthusiastic supporter of British conquest of India. Here, this frontispiece produced by him, depicts the symbol of British power highlighting Indian Brahmans willingly provided their ancient texts to Britannia.



Fig. 1.4: Warren Hastings, first Governor General of India



Time Travel

Name any one eldest member of your family who has been an inspiring figure in your life. Write an account of his/her life history. Hint: You can give details of the important milestones in their lives, their philosophies, etc.



Fig. 1.2: A frontispiece produced by James Rennel

Hastings, the first Governor General of India and ended with the last Viceroy, Lord Mountbatten. We read about the deeds, conquests and policies of each Governor General and Viceroy. The dates were linked to their activities, policies and achievements. They did not mention about the others who suffered because of their policies. The accounts were marked by the chronology of their lives. The activities of the Indians were of no importance. This means that we need a new format for our history. The old dates will have no significance, as they had earlier, if a new set of dates become important for us.

How Do We Periodise?

When we write history, or story, we divide it into chapters, because each chapter gives coherence to our narration, events that help us to give shape to the story. In 1817, James Mill, a Scottish economist and political philosopher, published a massive three volume work—*The History of British India*. In this, he divided Indian history into three periods—Hindu, Muslim and British. This leads us to another question, that is, why we want to divide history into periods. We divide it into periods in order to know the main characteristics of the



period, it reflects our ideas about the past and our understanding of the past.

However, the periodisation by James Mill stands problematic. We cannot refer to any period as Hindu period or Muslim period because many religions and faiths existed simultaneously during those periods, e.g., in Hindu period as referred by James Mill—Chandragupta Maurya was a Jain, Ashok, his grandson was a Buddhist, and rulers of Gupta Dynasty were the followers of Hinduism. We cannot describe an age by the religion of the rulers only. If we do it, it will be misleading because we will be ignoring the lives and practices of others.

Another classification that we have borrowed from the west, is the division of Indian history into ancient, medieval and modern. In the western countries, modern is synonymous with democracy, equality, liberty, science, reason, discoveries and economic growth. The word 'medieval' is used to describe a society where these features of modern society did not exist.

We cannot use this definition of 'modern' in case of India because under the British rule, people did not have equality, freedom or liberty, neither it was a period of economic growth for India.

Many historians call this period as 'colonial'.

What is Colonialism?

In simple words, **colonialism** means practice of acquiring full or partial political control over another country and exploiting it economically. British came to India as traders. Taking advantage of the weak political condition of the country, they established their rule, subjugated local rulers and nawabs. They successfully eliminated competition from the other European powers, particularly the French, who had similar ambitions. Gradually, they established control over the economy and society, collected land revenue to meet all their expenses, finance wars and purchase goods which were sent to England. Previously, they brought gold and silver to buy the goods. They compelled the farmers to grow those crops, which were in demand in the international market, notably opium, indigo, tea, etc. British rule also brought changes in values and tastes, customs and practices. When this kind of subjugation of one country by another leads to political, social and economic changes, we call this process as colonialism.

Sources of Information

What are the sources used by the historians to write the history of India, for the last 250 years?

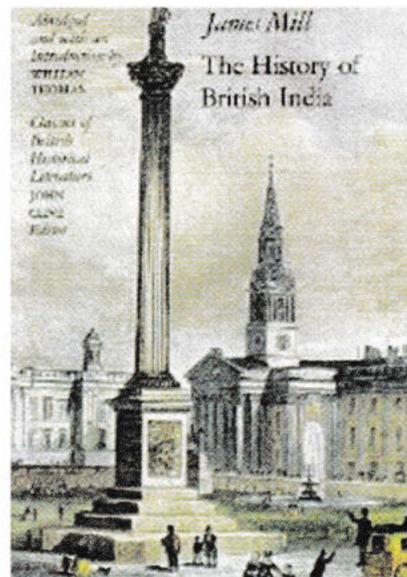


Fig. 1.5: *The History of British India*, written by James Mill



Fig. 1.6: James Mill

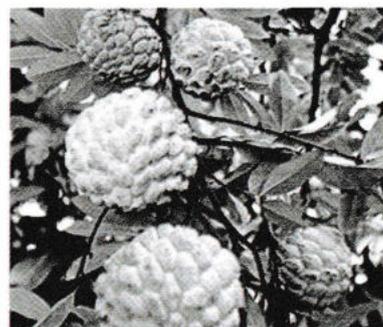


Fig. 1.7: A custard-apple plant, in the British botanical garden



Do You Know

Botanical gardens established by the British, collected plant samples and details about their uses.



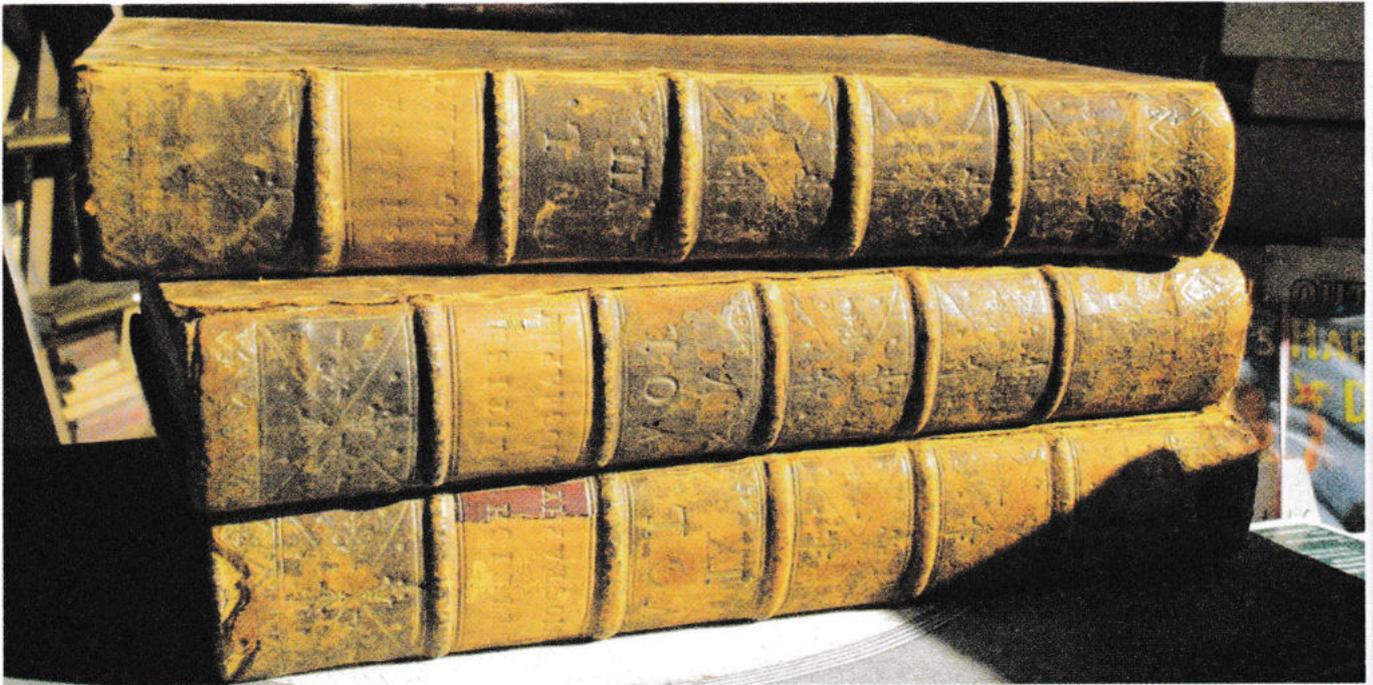


Fig. 1.8: Biographies

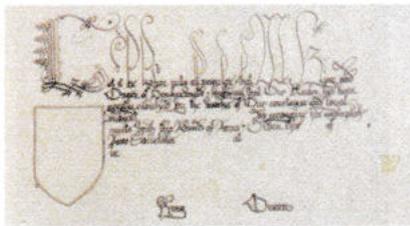


Fig. 1.9: Calligraphy



Fig. 1.10: Calligraphist



Fig. 1.11: A newspaper cutting of Lipton Tea advertisement in 1922, suggests that royalty all over the world is associated with this tea.

1. The Records of Administration

One of the important sources is the official records of the British administration. They believed in giving written instructions, plans, policy decisions and agreements. These could be easily read, discussed and debated and could be preserved for the posterity.

All documents were properly catalogued and dated. Specialised institutions like archives and museums were started to preserve important records.

In the early years of the 19th century, the documents were copied out and written by **calligraphists**. Calligraphy is an art of producing decorative handwriting or lettering with a pen or brush and calligraphists are the professional who know this art. By the middle of the 19th century, printing became important and all documents were printed and many copies were made.

2. Surveys Became Important

The British rule was an alien rule. British felt the need to familiarise themselves with the geographical conditions including **topography**, the quality of soil, flora and fauna, the cropping pattern, local histories and all the facts that would enable them to rule the country. They also



Our Heritage

The newspapers, like, Times of India, Hindustan Times, Pioneer and Statesman, started publication in the 19th century during the British rule and are published even today.



learnt Indian languages. They carried out **census** for the first time (census is the official numeration of the people of the country) in the last quarter of the 19th century. Census is held after every ten years. It gives a detailed information about the population of the country, the numerical strength of the people, their caste, religion and occupation, the ratio of men to women.

We have a number of records which give us information about the events and happenings of those times. However, these records are left by the officials of the company. To know what the native people thought, we have to look for another set of records. There are plenty of these sources, but many have been destroyed. These sources include diaries, accounts by travellers, autobiographies, personal accounts, etc. Many a times, people worked in secrecy and they destroyed the documents.

As printing spread, newspapers became available both in English and vernacular languages. Vernacular newspapers explicitly described the views of the Indians. The British introduced **ensorship** of the press and restricted the writing of vernacular languages. All these sources were written by educated people. They do not tell us about the tribals and peasants.

In the 19th century, books were illustrated but they represented the viewpoint of those who created them.



Do You Know

Old advertisements help us to know how markets for new products were created to popularise new tastes.

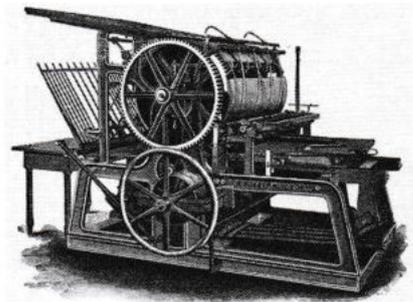


Fig. 1.12: A printing press in British period

Not Fit for Human Consumption

Newspapers provide accounts of the movements in different parts of the country. There is a report of police strike in 1946.

More than 2000 policemen in Delhi refused to take their food on Thursday morning as a protest against their low salaries and the bad quality of food supplied to them from Police Lines kitchen.

As the news spread to other police stations, the men there also refused to take food...one of the strikers said: "The food supplied to us from Police Lines kitchen is not fit for human consumption. Even cattle would not eat the chappattis and dal which we have to eat."

Newspaper Report, Hindustan Times, 22 March 1946



Let Us Recall

Colonialism: It refers to the practice of acquiring full or partial political control over another country and exploiting it economically.

Calligraphists: These are the professionals who know the art of producing decorative handwriting or lettering with a pen or brush.

Topography: It is a detailed description or representation on a map of the physical features of an area.

Census: It is an official count or survey, especially of a population

Censorship: It is a process wherein the content is officially examined and suppress the unacceptable parts of it.





EXERCISES

A. Choose the correct answer.

- The newspaper which was not started in the 19th century was:
(a) Times of India (b) Hindustan Times
(c) Pioneer (d) National Herald
- In 1817, James Mill, a Scottish economist and political philosopher divided Indian history into
(a) Prehistoric and Historic periods (b) Ancient, Medieval and Colonial period
(c) Hindu, Muslim and British period (d) Ancient, Medieval and British period
- Census is held after every:
(a) 5 years (b) 10 years
(c) 12 years (d) 15 years
- At present, most of the record sheets are preserved as
(a) cassettes (b) on the internet
(c) microfilms (d) on the computers
- _____ was an enthusiastic supporter of British conquest of India.
(a) James Rennel (b) Warren Hastings
(c) James Mill (d) Lord Mountbatten
- Calligraphists are the professionals who know:
(a) the art of pottery (b) the art of decorative handwriting
(c) the art of miming (d) the art of singing
- The first Governor General of India was:
(a) Lord Wellesley (b) Robert Clive
(c) Warren Hastings (d) Lord Dalhousie

B. Answer the following questions.

- What is colonialism?
- Why did British preserve official documents?
- On what criterion did James Mill divide Indian history into Hindu, Muslim and British? What is the problem with this periodisation?
- With what events or developments is the modern age related to in the West?
- Why is the term 'modern age' as given by British historians, not applicable to India?
- Do you think history consists of dates only?
- Name the sources used by Indian writers to reconstruct the history of 18th and 19th centuries.



C. Fill in the blanks.

1. In _____, _____ a Scottish economist and a political philosopher, published a massive three-volume work.
2. _____ become vital when we focus on a particular set of events as important.
3. _____ are the people who specialise in the art of beautiful writing.
4. The official numeration of the people of the country is _____.

D. State whether the following statements are true or false.

1. Newspapers provide accounts of the movements in different parts of the country.
2. History does not tell about the changes over a period of time.
3. Lord Mountbatten was first Viceroy of India.
4. Colonialism means social domination.
5. The British rule was an alien rule.

E. Match the following.

Column A

1. James Mill
2. Vernacular
3. British rule was
4. Census
5. Calligraphist

Column B

- (a) an Alien rule
- (b) a Scottish economist
- (c) regional language
- (d) specialised in the art of beautiful writing
- (e) an official numeration of the people

1. Project Work

Try to find the names of the instruments used for mapping and surveying. Write about each of them in 20 words.

2. Field Trip

Visit a national archive and find how the documents are preserved.

3. Group Discussion

Discuss in class about the problem with the periodisation of Indian history that James Mill offers.



2



The Company Establishes Power

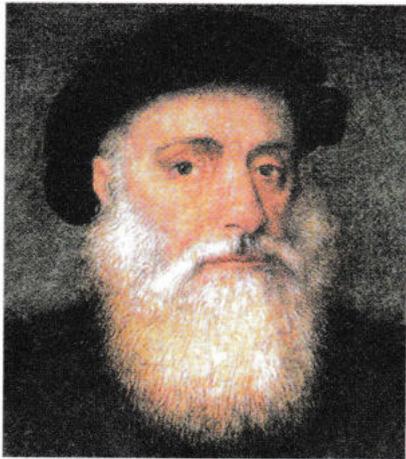


Fig. 2.1: Vasco-da-Gama

The eighteenth century in India was a period of political changes. The Mughal Empire, after the death of Aurangzeb in 1707, started declining. The successors of Aurangzeb could not reverse this trend. The Mughal *subas* proclaimed their independence under their respective governors and big zamindars began asserting their authority.

Coming of the Europeans

The Portuguese explorer, Vasco-da-Gama had discovered the sea route to India in 1498. It is said that when he returned, he sold the merchandise which he purchased in India, at a profit of 60 times the cost of expedition. This roused the jealousy of other European countries.

The English East India Company

The Britishers originally came as a small trading company and showed no intentions of acquiring territories in India. In 1600, the East India Company got a charter from Queen Elizabeth I, the ruler of England, granting them the sole right to trade with the East. This eliminated competition from other trading groups in England. With this charter, the company could enter across the oceans, looking for new lands, from where to buy goods at a cheaper price and carry them back to Europe to sell at a higher price. The East India Company got exclusive rights to trade. The trading companies made profit by excluding competition. It is called **mercantilism**. However, they

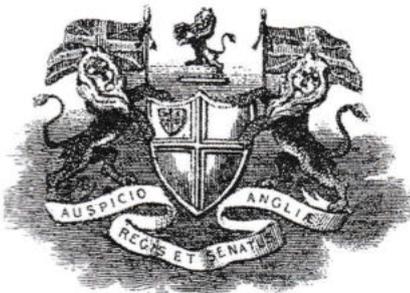


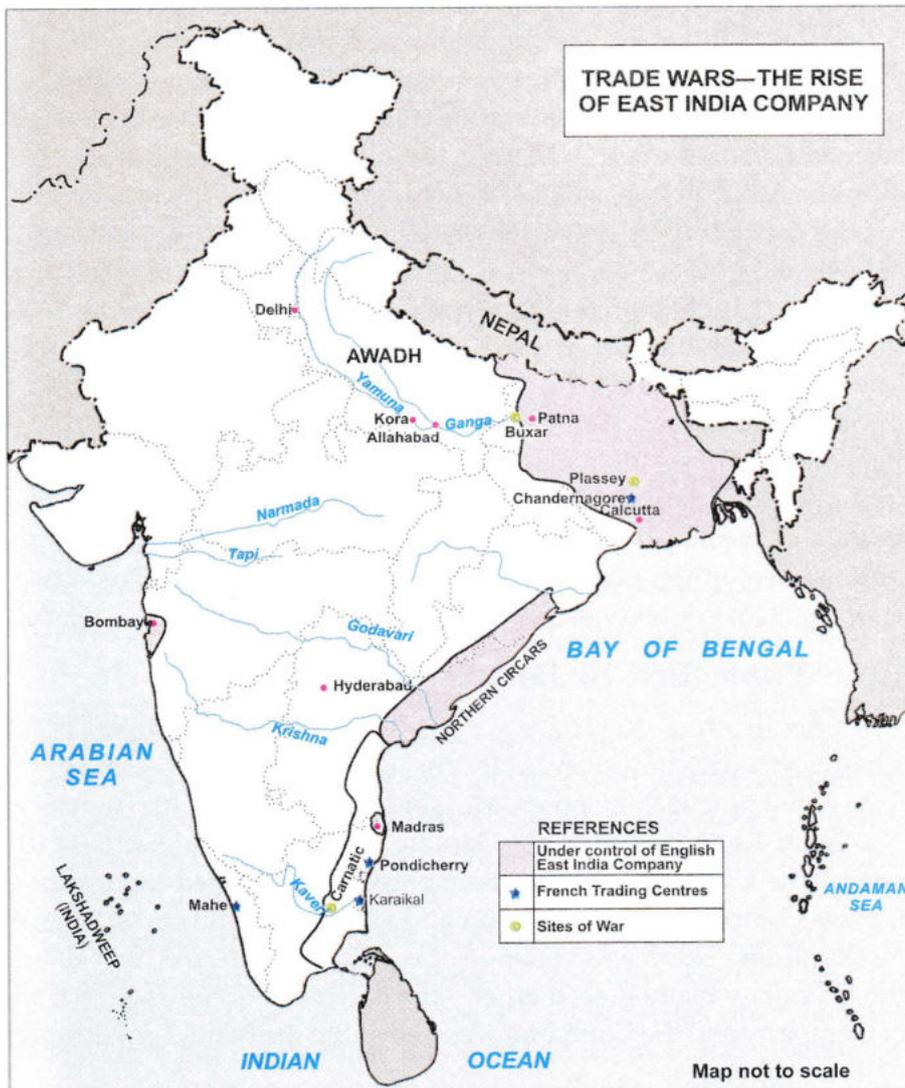
Fig. 2.2: Symbol of the East India Company



The
ing-
ghal
nors

sea
the
mes
ean

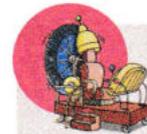
and
the
uler
This
With
for
arry
any
ofit
hey



Map 2.1: Trade Wars—The Rise of East India Company

could not prevent other Europeans from coming to the eastern countries.

By 17th century, the Dutch started exploring the possibilities of trade with India and soon the French traders joined the race too. They all wanted to buy the same goods—the fine quality of silk and cotton and spices like pepper, clove, cardamom and cinnamon which were in high demand. The increasing demand in Europe pushed up the prices and keen competition in Europe reduced the profits. It led to a bitter struggle among them. The only way, the European companies could continue to enjoy their profits was by eliminating the competitors. They sank each other's ships, blockaded routes and prevented rival ships from moving. In India, when they started to fortify their settlements, it led to intense conflict with the local rulers.



Time Travel

Imagine you are the Portuguese explorer, Vasco-da-Gama who was the first person to successfully sail directly from Europe to India. You have returned to Portugal after the voyage. Describe how your country welcomed you. How were you honoured with rewards or privileges.



Fig. 2.3: Queen Elizabeth I



English East India Company Settles in Bengal

In India, the East India Company established trading settlements, managed by the company's recruits called 'factors'. These settlements were called factories. A factory was a place where nothing was manufactured. It consisted of offices, godowns, residential houses for the factors. The Company* traded in textiles, indigo, spices and saltpetre. By 1696 they began to fortify their settlements. They also bribed the Mughal officials to give them zamindari rights over three villages. One of the village was Kalikata which later became Calcutta. The English persuaded the Mughal Emperor, Aurangzeb, to issue a *farman* (a royal order) granting the Company to trade duty free in Bengal. Very soon, the officials of the Company started misusing the terms of the *farman*. The Company's officials had carried their private trade and were expected to pay duty, but they refused to pay the duty and sent their goods in the name of the Company. This was an enormous loss of revenue for Bengal.



Fig. 2.4: Murshid Quli Khan



Fig. 2.5: Battle of Plassey

How Trade Led to Battles?

After the death of Aurangzeb, the Nawab of Bengal Murshid Quli Khan asserted his power and authority. Bengal became an independent *Suba* for all practical purposes. Murshid Quli Khan and his successors Ali Vardi Khan and Siraj-ud-Daulah were strong rulers, they did not let the Company misuse their powers, demanded large tribute for the Company's right to trade and stopped it from extending its fortifications. There was exchange of words and both the Nawab and the Company blamed each other—the Nawab was ruining the trade of Company and the Company was depriving the Bengal government of its revenue.

The conflict led to confrontations which culminated in the Battle of Plassey.

Battle of Plassey

Ali Vardi Khan died in 1756 and was succeeded by Siraj-ud-Daulah. The Company wanted to instal a puppet Nawab on the throne, who would give them more concessions and privileges. So, the Company tried to help one of his rivals to become the nawab but ended up unsuccessful. Exasperated Siraj-ud-Daulah asked the Company to pay the revenue and to stop fortifications. When negotiations failed, he marched with a strong force of 30,000 soldiers to the English factory at Kasim Bazar, captured the Company's officials, seized the warehouse, disarmed all Englishmen and blockaded English ships. Then, he marched to Calcutta to capture the St. William Fort.

* 'Company' in this chapter refers to the East India Company.



When the English officials, at Madras, heard about the fall of Calcutta, they sent a strong force under Robert Clive, along with the naval fleet. Finally, in 1757, the Company's forces under Robert Clive defeated Siraj-ud-Daulah. A major part of the Nawab's army led by his commander Mir Jafar did not take part in the battle. It was the major cause of the defeat of Siraj-ud-Daulah. Clive had made secret negotiations with Mir Jafar and promised to make him the nawab.

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

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

When Mir Jafar protested, he was deposed and Mir Qasim was installed as the new Nawab. When Mir Qasim refused to comply with the demands of the Company, he was defeated at the Battle of Buxar in 1764, driven out of Bengal and Mir Jafar was again made the Nawab. He promised to give ₹ 500,000 every month to the Company, but it was insufficient to meet the demands of trade and wars. Mir Jafar died in 1765.

In 1765, the Mughal Emperor Shah Alam II granted the Diwani rights of Bengal to the East India Company. Now they could collect the land revenue and use vast resources of Bengal. Earlier, the Company had brought gold and silver to buy the goods in India, now Bengal revenue was used to finance the trade, maintain Company's troops and fight wars.

Expansion of Company's Rule

The Company adopted a carefully devised plan to expand their rule in India. They proceeded cautiously and did not launch a direct attack on unknown territories. Instead, they adopted carefully planned political, economic and diplomatic manoeuvres to extend its influence on the State. They introduced the Subsidiary Alliance.

Subsidiary Alliance

Subsidiary Alliance was introduced by Lord Wellesley. According to the terms of it, the Indian rulers signing the alliance had to do the following.

- (a) To station and pay for a British army in their states and disband their own armies



Fig. 2.6: Robert Clive

Robert Clive had amassed a wealth worth £ 401,102

At his hearing in front of Committee in Parliament, Clive declared that he had shown admirable restraint. 'The Battle of Plassey had placed me in such a situation, the prince was dependent on my pleasure, an opulent city lay at my mercy, its rich bankers bid against each other for my smiles. I walked through vaults which were thrown open to me alone piled on either hand with gold and jewels. Mr. Chairman, at this moment, I stand astonished at my moderation.'



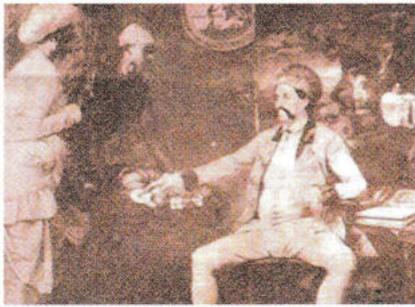
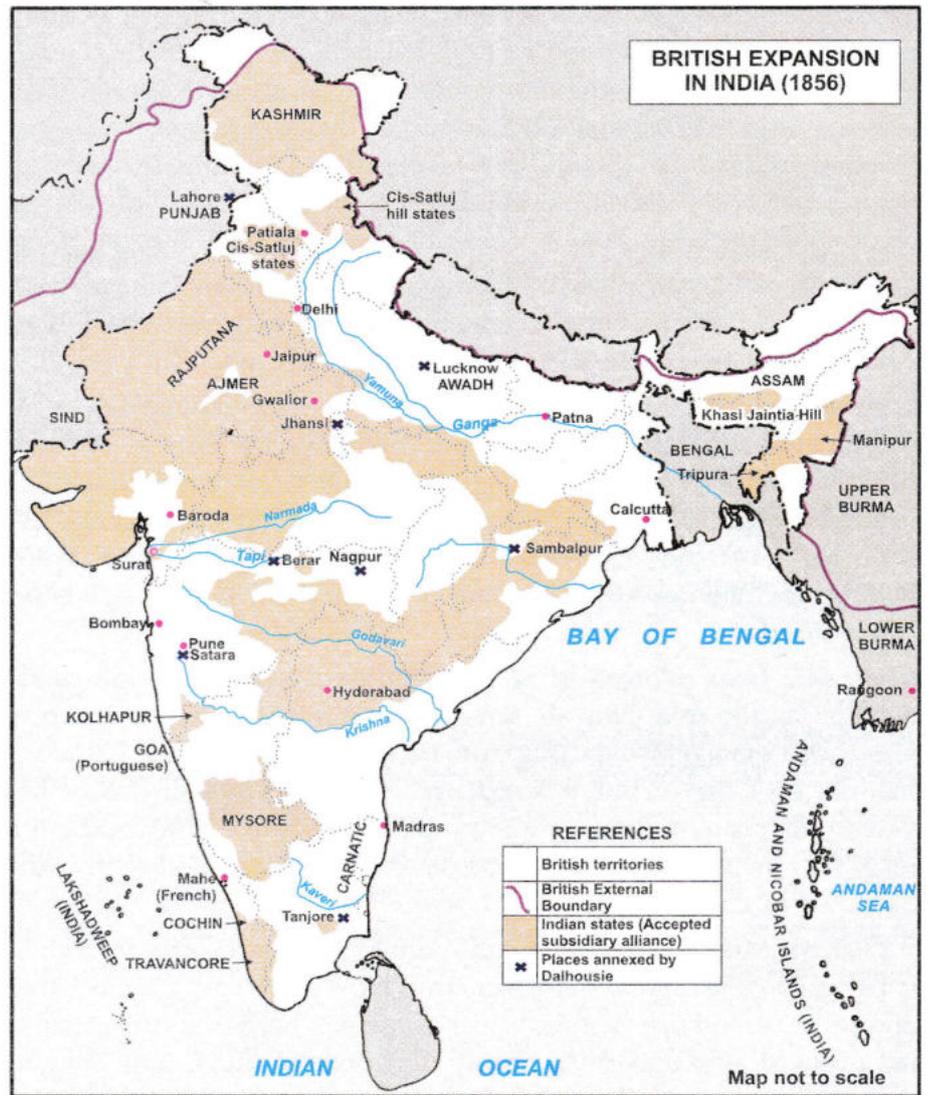


Fig. 2.7: Shah Alam II



Map 2.2: British Expansion in India (1856)



Fig. 2.8: Lord Wellesley

- (b) To expel all non-English foreigners from their court
- (c) To accept a British Resident in their court
- (d) In return, the British promised to protect Indian ruler against any invasion from outside power

Nizam of Hyderabad was the first to sign the Alliance. In return, the English promised to protect his state from invasion. If the Indian ruler failed to make payments, then, a part of his territory was taken away. For example, the Nawab of Awadh had to give half of his territories to the Company in 1801 because he failed to make payments for the subsidiary force. Even Hyderabad had to give territories for the same reason.



Wars with Mysore

The territorial expansion of Mysore under Hyder Ali (1761–82) and later his son Tipu Sultan (1782–99) alarmed the Company, as it was a threat to their political and economic policies. The Company resorted to direct military confrontations. Mysore controlled the profitable trade of the Malabar coast, from where the Company purchased pepper and cardamom. Tipu Sultan stopped the export of sandalwood, pepper and cardamom through the ports in his kingdom, stopped local merchants from dealing with the Company, and entered into close relationship with the French and modernised his army.

The Company retaliated, as it was a threat to their economic interests. Four wars were fought with Mysore (1767–69, 1780–84, 1790–92 and 1799) known as Anglo-Mysore Wars. Mysore won several wars against the Company under the leadership of Hyder Ali, a great diplomat, and his son Tipu Sultan. Hyder Ali died in 1782 during the Second Anglo-Mysore War. After it, Tipu Sultan, known as Tiger of Mysore, carried on the war till 1784 when the two sides concluded peace by signing the 'Treaty of Mangalore'. In 1792, Tipu was defeated by the alliance of Company with Nizam of Hyderabad and Marathas. He was forced to sign the 'Treaty of Seringapatnam'. By this treaty, he paid a huge amount as war indemnity to the Company and his two sons were taken away as hostages.



Fig. 2.9: Hyder Ali with British officials



Fig. 2.10: Anglo-Mysore War



Fig. 2.11: Lord Cornwallis receiving Tipu's sons as hostages



Fig. 2.12: Tipu Sultan

Finally, Tipu died defending his capital, Seringapatnam in the Fourth Anglo-Mysore War (1799). Mysore was restored to the heir of the royal family.





Fig. 2.13: Third Battle of Panipat

War with the Marathas

The defeat of the Marathas, in the Third Battle of Panipat in 1761, shattered their dreams of ruling from Delhi. The Maratha chiefs Scindia, Bhonsle, Gaekwad and Holkar, controlled different parts of North India. They were held together in a **confederacy** (an alliance), under the Peshwa, who had his base in Pune. The English fought three wars with the Marathas. The first war (1782) was indecisive. In the second war (1803–05) the Marathas were weakened and they gave Orissa and territories north of the River Yamuna, including Delhi and Agra to the British. The Third Maratha War (1817–19) crushed the Marathas. Peshwa Baji Rao II was deposed and pensioned off to Bithur, near Kanpur. Each Maratha chief signed the subsidiary alliance. The Company had complete control over territories south of the Vindhya.

The Claim to Paramountcy

Lord Hastings, who was the Governor General from 1813 to 1823 initiated the policy of paramountcy. It claimed that the power of the Company was paramount and superior to the Indian states. It was justified in annexing the Indian states if its interest was threatened. This process was challenged when the British tried to annex the small state of Kitor (in Karnataka). Rani Channamma took up anti-British resistance, she died in prison in 1829. The struggle was continued by Rayanna, a poor *chowkidar*. He was caught and hanged in 1830.

The Company also entered into war with Afghans. In the 19th century, the Russians were expanding their territories. East India Company feared that they might enter India from the north-west.

They fought a prolonged war with Afghanistan (1838–42) and established their indirect control. Sindh was annexed in 1843. After the death of Maharaja Ranjit Singh, the East India Company fought two prolonged wars with the Sikhs and Punjab was annexed by the Company in 1849.

Doctrine of Lapse

Lord Dalhousie was the Governor General of India from 1848 to 1856. British empire expanded rapidly during his tenure, mainly due to the policies introduced by him. He introduced the Doctrine of Lapse, which stated that a dependent state would pass to the Company, if the ruler died without a natural heir. It refused to accept the age-old Hindu and Islamic traditions, denied the adopted son the right to inherit the throne. Satara, Jhansi, Nagpur, Sambalpur and Udaipur were annexed.



Fig. 2.14: Lord Dalhousie





Our Heritage

In the earlier times, India was known as the Golden Bird. Innumerable tales of her wealth and opulence gravitated traders, travellers, raiders and rulers towards her who came either for jewels, ivory, silks and spices or for vast open land. The majestic stories told by the returning visitors gave an aura of mystery and excitement about India to the rest of the world. Serving as an important link to the trade routes between east and west, it brought the Persians, the Greeks, the Arabs, the Mughals and finally the Europeans, especially the English to her door step who drained the Wealth from India to Britain during centuries of oppressive loot and plunder.

Finally, in 1856, the Company annexed Awadh on the basis of maladministration.

The New Administration

As the Company acquired more and more territories, it became necessary to introduce new administration in the territories. The Company had already got Bombay, Calcutta, Madras when Warren Hastings became the Governor General (1773–85). British territories were divided into administrative units called Presidencies. (For administrative purpose, Colonial India was divided into three Presidencies—Bombay, Madras and Bengal.) Each was governed by a Governor. The supreme head was the Governor General.

The East India Company had introduced a new system of justice in 1772. Each district had a **civil court** (*diwani adalat*), under the European district collector, who presided over the civil courts as well as a **criminal court** (*faujdari adalat*) under the **Qazi** and **Mufti** but under the supervision of the collector.

Since the local laws were interpreted differently, a code of Hindu laws was compiled. Similarly, a code of Muslim laws was also compiled for the benefit of European judges. Under the Regulating Act, a Supreme Court was established at Calcutta in 1774. A court of appeal, the *Sadr Nizamat Adalat* was also established at Calcutta.

The main work of the Collector was to collect revenue and taxes, maintain law and order in his district with the help of the judges and police officers called *darogas*.

The East India Company's Army

The army under the Mughals mainly consisted of two wings—the cavalry (soldiers on horseback or *Sawar*) and the infantry (foot soldiers) who were trained in archery and use of sword. The cavalry dominated the army.

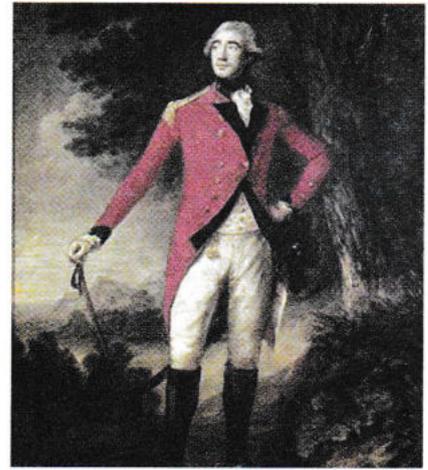


Fig. 2.15: Lord Hastings



Fig. 2.16: Calcutta High Court in 1774





Fig. 2.17: Army of the East India Company

The East India Company began the recruitment of armed peasants for its own army, who were called *sepoys* or *sipahi* under the English. The cavalry lost its importance because the British army which was fighting in Burma, Afghanistan and Egypt were armed with muskets and matchlocks.

The soldiers were given European-style training, drill and discipline. The Company ignored the caste and community feelings in building its army.

Thus, the East India Company was transformed from a trading company to a colonial power. By 1857 the Company exercised direct rule over 63 per cent of the territory.



In Other Lands

While the Britishers were building up their rule in India, from the middle of the 18th century, they lost their thirteen colonies in North America. They declared their independence and joined to form United States of America on 4th July 1776. It became the first Republican government with a democratic Constitution.



Fig. 2.18



Let Us Recall

Mercantile: It refers to a business enterprise that makes profit primarily through trade, buying goods cheap and selling them at a higher price.

Farman: It refers to a royal order under the Mughals.

Injunction: Instruction

Confederacy: An alliance

Qazi: A judge

Mufti: It refers to a jurist of the Muslim community responsible for interpreting the laws that the *qazi* would administer.

Sawar: Men on horses

Musket: It refers to a heavy gun used by infantry soldiers.





EXERCISES

A. Choose the correct answer.

1. The sea route to India was discovered by:

(a) El. Cano	(b) Ferdinand Magellan
(c) Vasco-da-Gama	(d) Christopher Colombus
2. The East India Company got a Charter in 1600 A.D. which gave them the sole right to trade with the East. It was given by:

(a) James I	(b) Henry VIII
(c) Queen Elizabeth I	(d) Charles II
3. Which of these did not rule Bengal?

(a) Murshid Quli Khan	(b) Siraj-ud-Daulah
(c) Shuja-ud-Daulah	(d) Mir Jafar
4. The capital of Mysore during the rule of Tipu Sultan was:

(a) Malabar	(b) Seringapatnam
(c) Mangalore	(d) Travancore
5. The Marathas were defeated in 1761 in the:

(a) Third Battle of Panipat	(b) First Battle of Panipat
(c) Second Battle of Panipat	(d) First Maratha War
6. The Company annexed Awadh in:

(a) 1854	(b) 1855
(c) 1857	(d) 1856
7. *Diwani* means:

(a) right to administer civil justice	(b) right to administer criminal justice
(c) right to collect land revenue	(d) right to collect custom charges

B. Answer the following questions.

1. What do you understand by mercantilism?
2. Mention any three goods in which the East India Company traded.
3. Why did the English become hostile towards Mir Qasim?
4. What do you understand by the Doctrine of Lapse? Name the states annexed under this policy.
5. What were the terms of Wellesley's subsidiary alliance?
6. How did the *Diwani* rights benefit the Company?

C. Fill in the blanks.

1. In _____ and _____ lost their territories because they could not pay for the subsidiary armies.
2. Lord Hastings was the Governor General from _____ to _____.



3. In the East India Company, the main work of the collector was to collect _____ and _____.
4. The British conquest of Bengal began with the Battle of _____.
5. _____ gave the *Diwani* rights to the East India Company.

D. State whether the following statements are true or false.

1. Vasco-da-Gama had discovered the sea route to India.
2. The East India Company got a charter in 1700.
3. Mir Qasim was defeated at the battle of Buxar.
4. The Mughal Emperor Aurangzeb, granted a *farman* to the East India Company to trade tax free in Bengal.
5. The name of Tipu Sultan's capital was Mysore.

E. Match the following.

Column A

1. Vasco-da-Gama
2. Tipu Sultan
3. *Faujdari Adalat*
4. Rani Channamma
5. Ali Vardi Khan

Column B

- (a) led on anti-British movement in Kitoor
- (b) the Portuguese explorer
- (c) died in 1756
- (d) criminal court
- (e) Tiger of Mysore

1. Project Work

- (a) Find out about the voyage of Vasco-da-Gama. Also find out about another sailor, who first tried to find the sea route to India, but he was unsuccessful.
- (b) Collect pictures, stories, poems and information about the following:
The Rani of Jhansi, Mahadji Sindhia, Hyder Ali, Ranjit Singh and Tipu Sultan.



In 17...
the N...
defea...
Alam...
rights...
Diwani...
territ...
In Be...
revent...
meet...
from...
purch...
Dual...
The C...
India...
exper...
to ma...
have...
nawa...
contr...
Unde...
Artisa...
unabl...
produ...
the w...
popul...

3



Ruling The Countryside

In 1764, the combined armies of Mir Qasim, the Nawab of Bengal, the Nawab of Awadh and the Mughal Emperor Shah Alam II were defeated by the British forces led by Major Heter Munro at Buxar. Shah Alam II appointed East India Company as the *Diwan* and gave *Diwani* rights (office of the revenue collector) of Bengal, Bihar and Orissa. As *Diwan*, the Company became the chief financial administrator of the territories and had rights to collect land revenue.

In Bengal, the Company had to administer the land and organise its revenue resources. Its aim was to collect enough resources, so as to meet the growing needs of the Company and also to buy cotton and silk from that revenue from India. Before 1765, East India Company had purchased Indian goods by importing gold and silver from England.

Dual System of Government

The Company was appointed as the *Diwan*, but it was ignorant of the Indian customs and traditions. Between 1765 and 1793, the Company experimented with new methods to collect land revenue. The aim was to make maximum profits. During this period, the Company did not have the responsibility of administration, but collected revenue. The nawab who had the responsibility of administration, had no financial control.

Under such conditions, both the peasants and the artisans suffered. Artisans were forced to sell their goods at a low rate. Peasants were unable to pay the revenue, that was demanded from them. So the production in both the areas showed a downward trend. In 1770 the worst famine occurred in Bengal, which wiped away 1/3 of the population.



Fig. 3.1: Mir Qasim



Fig. 3.2: This picture shows a memorable event for Robert Clive when he accepted the Diwani rights of Bengal, Bihar and Orissa.



Permanent Settlement

The economy of Bengal was in shambles. How would it get revenue for its various expenses? The Company finally introduced the Permanent Settlement of Bengal in 1793. It was introduced by Lord Cornwallis. According to this settlement, the *rajas* and *talukdars* were made the zamindars. They became hereditary owners of land. They had to collect the rent from the peasants and deposit the revenue with the Company. The amount to be paid was fixed permanently, it could not be increased in the future.



Fig. 3.3: Lord Cornwallis

The effects of the Permanent Settlement are:

1. Under the Permanent Settlement, the zamindars became the hereditary owners of the land. They could sell or lease their land. Initially, the revenue demanded was so high, that they had to borrow money from the moneylenders, at a high rate of interest to pay land revenue. In case, they could not return the loan, the land was taken by the moneylender.
2. By first decade of the 19th century, the prices in the market rose and cultivation expanded. This meant an increase in the revenue of the zamindars, but no increase in the revenue of the Company, as it was fixed permanently.
3. In many cases, the moneylender had replaced the traditional zamindars. They had no interest in the land, except the revenue that they got from the land. They leased it to the tenants and got rent payable by the peasant. It led to rural indebtedness. The moneylenders migrated to the cities. It also led to fragmentation of land holdings, because very often, a part of the land was sold to pay land revenue.

Mahalwari Settlement

The officials of the Company were convinced that a new system of land revenue collection has to be introduced. Because, the increase in prices of agricultural goods benefitted only the zamindars, not the Company who got a fixed sum of revenue. So, Mackenzie planned a new system of land revenue collection, which came into effect in 1822. It was called Mahalwari Settlement. A '*mahal*' is a village or a group of villages.

Ryotwari Settlement

In 1820, the Company adopted the Ryotwari Settlement in Mysore and Carnatic and later extended it to Bombay and Madras. The system was introduced by Thomas Munro. They felt that there were no traditional zamindars in South India and settlement had to be made with the cultivators (*ryot*), who had cultivated the land for

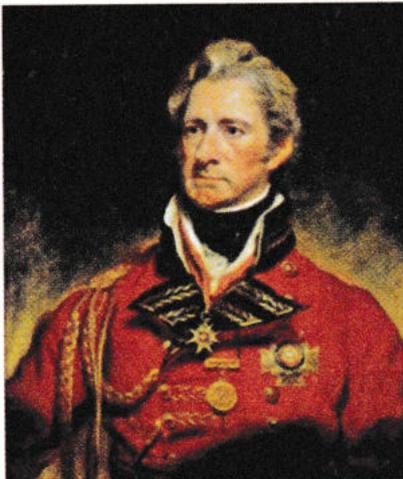
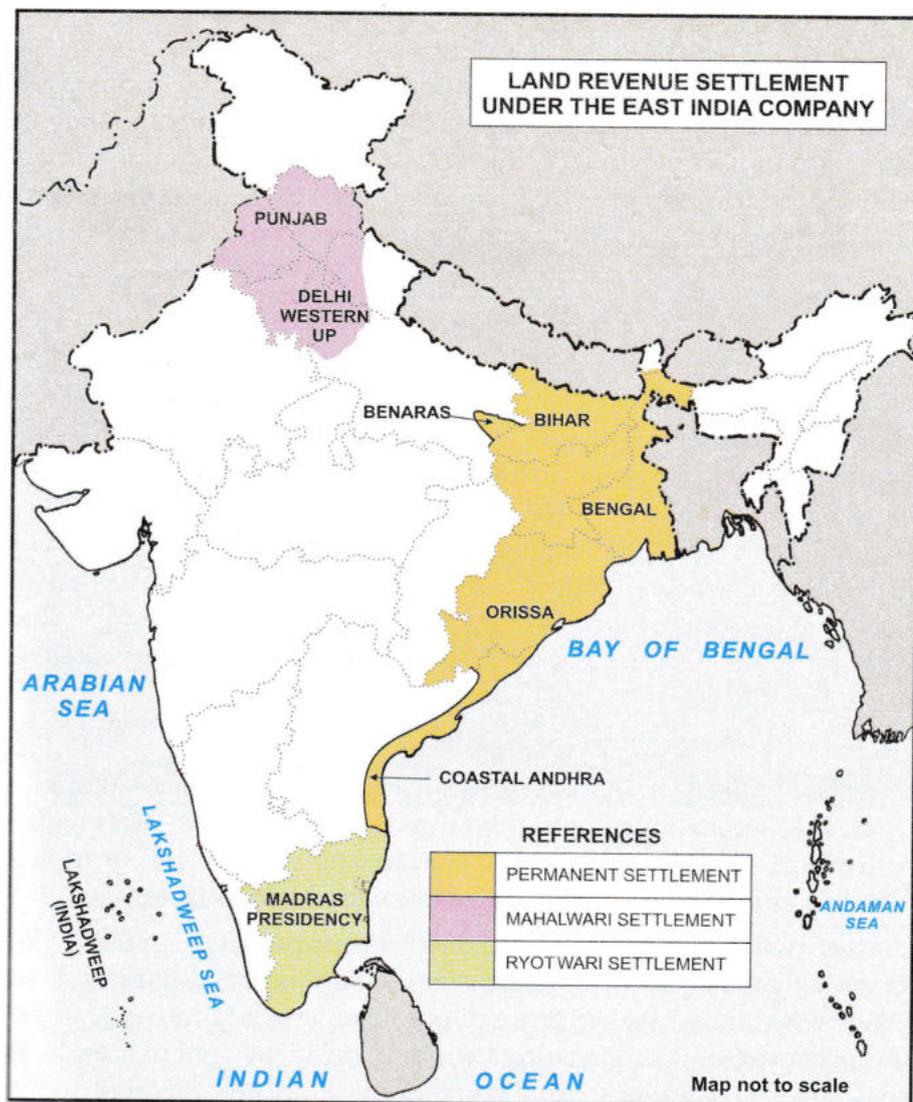


Fig. 3.4: Thomas Munro, Governor of Madras (1819–26)





Map 3.1: Land Revenue Settlement under the East India Company



Do You Know

Mahalwari Settlement, a new system of land revenue collection, was introduced in western UP, parts of Madhya Pradesh and Punjab. Under Company officials' supervision, the collectors went from village to village, land was measured, the quality of the land was assessed, records of the rights of the group was kept. The estimated revenue from each plot of land was added to calculate the revenue from the village (mahal). Village headman was made responsible for the collection of revenue and depositing it with the Company. The revenue was revised periodically.

over several generations. The fields were carefully surveyed, before the revenue was fixed. The revenue demand was very high. Peasants were unable to pay the revenue and they deserted the fields.

Growth of Commercial Crops

The English realised that the collection of land revenue was not sufficient to pay for the increasing demand of the goods and expenditure of the Company. The cultivators should be compelled to grow those crops, needed by them, particularly opium and indigo. By the 19th century, the British persuaded the cultivators in other parts of India to produce other crops, e.g., jute in Bengal, tea in Assam, sugar cane in United Provinces, wheat in Punjab, cotton in Maharashtra and rice in Madras.

Now, we will study about indigo in detail.



Fig. 3.5: Kalamkari cotton print in which rich blue colour can be seen.



Demand for Indian Indigo



Fig. 3.6: Indigo Plant

Indigo is a tropical plant and can be easily grown in India. Indigo was demanded by the cloth manufacturers in France, England and Italy to dye cloth. Indigo gave a rich blue colour. The price of Indian indigo was very high and only small quantity reached European market. The manufacturers depended upon another dye, called woad which gave a dull pale colour. It could be grown in temperate regions and was easily available.

When the industrial revolution started in England in the 18th century, the textile industry was the first to industrialise. The textile industry expanded manifold. The demand for indigo also expanded.

As the demand for indigo increased, the Company looked towards India. The peasants were forced to grow indigo by the Company. The revolt exploded in Bengal under the leadership of Bishnucharan Biswas and Digambar Biswas. The area under cultivation increased rapidly in Bengal. Between 1788 and 1810 the demand for indigo from Bengal increased from 30 per cent to 95 per cent and it dominated the world.

There were two methods by which indigo was grown in India—the 'Nij' and 'Ryoti'.

Under the 'Nij' method, the planter directly controlled the lands under cultivation. He either bought the land from the zamindars or rented it and produced indigo by directly employing hired labourers.

Under 'Ryoti', the planters forced the *ryots* to sign an agreement (*satta*) or the village headman signed the agreement on behalf of the *ryots*. Those who signed the agreement, got loans at a low rate of interest and in return they had to cultivate indigo on 25 per cent of their land holdings. The planters insisted that indigo should be cultivated on the best soil, in which the peasants wanted to cultivate rice. Indigo plant has deep roots and exhausted the soil fertility very rapidly. After the indigo harvest, the land could not be sown with rice.

The system was very oppressive and many broke out in open rebellion. The intellectuals wrote about the misery of the *ryots*, e.g., in *Neel Darpan*, Dinbandhu Mitra wrote about the miserable plight of the indigo *ryots*.

In 1860, the government appointed an 'Indigo Commission' and removed some of the abuses of Indigo cultivation.

It is significant to note that when the indigo production collapsed in Bengal, the planters shifted to Bihar. When Mahatma Gandhi returned from South Africa, a peasant requested Gandhiji to visit Champaran and it marked the beginning of the Champaran Movement in 1917. The discovery of synthetic dyes in the late 19th century, severely affected the business of the planters.

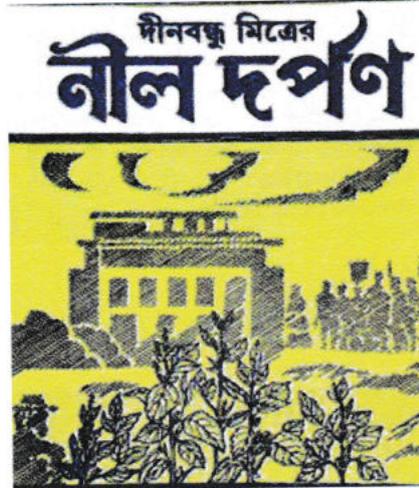


Fig. 3.7: *Neel Darpan*, a book written by Dinbandhu Mitra



CASE STUDY—INDIGO PRODUCTION

The indigo villages usually developed around the indigo factories, owned by the planters. After harvest, the indigo plant was taken to the vats in the indigo factory.



Fig. 3.8: Indigo practices

There are three steps involved in the making of indigo:

First step: Three or four vats were required to manufacture the dye. Each vat had a separate function. The leaves stripped off the indigo plant were soaked in warm water in a vat (known as fermenting or steeper vat) for several hours. When the plants fermented, the liquid began to boil and bubble. Now, the rotten leaves were taken out and liquid drained into another vat, that was placed just before the first vat.

Second step: In the second vat (known as the Vat-Beater), the solution was continuously stirred and beaten with paddles. When the liquid gradually turned green and then blue, lime water was added to the vat. Gradually, the indigo separated out in flakes, a muddy sediment, settled at the bottom of the vat and a clear liquid rose to the surface. The liquid was drained off and the indigo pulp transferred to another vat.

Third step: In the third vat (known as the settling vat), the indigo pulp is pressed and dried for sale.



Fig. 3.9: An indigo factory located near indigo fields



Fig. 3.10: Indigo Beaters working in the vats





In Other Lands

Opium wars with China in 19th century

By late 18th century, the East India Company was trying to expand its cultivation of opium and indigo in India. Opium caused harmful addiction to the consumer. Britain traded opium, which was grown in India, in exchange of Chinese tea and silk. Gradually, China purchased such huge quantities of opium, that they had to make payments in gold. When the Chinese authorities protested, it led to two Opium Wars (1839–42) and (1857–60). By a series of agreements that came to be known as unequal treaties, western powers got 'most favoured nation' status. China lost control of her custom revenues and sovereignty over her navigable rivers.



Let Us Recall

Diwan: The chief financial administrator of the territories

Mahal: In British revenue records, a *mahal* is a revenue estate which may be a village or a group of villages.

Ryot: The cultivators



A. Choose the correct answer.

1. In 1764 the combined armies of Mir Qasim, the Nawab of Bengal, the Nawab of Awadh and Mughal emperor, Shah Alam II were defeated at:
(a) Buxar (b) Plassey
(c) Mushidabad (d) Varanasi
2. Indigo grown in India gave a rich:
(a) black colour (b) green colour
(c) blue colour (d) red colour
3. In 1770, a worst famine occurred in Bengal which wiped away:
(a) 1/2 of the population (b) 3/4 of the population
(c) 1/3 of the population (d) nearly the whole population
4. Permanent Settlement of Bengal was introduced by:
(a) Sir Thomas Munro (b) Mackenzie
(c) Lord Cornwallis (d) Captain Alexander Read
5. The Champaran movement was started by:
(a) Shah Alam II (b) Sardar Vallabhai Patel
(c) Balgangadhar Tilak (d) Mahatma Gandhi



B. Answer the following questions.

1. What were the main features of the Permanent Settlement?
2. How was the Mahalwari Settlement different from the Permanent Settlement?
3. What was the Ryotwari Settlement? Give two problems which arose in the fixing of revenue.
4. Why were *ryots* reluctant to grow indigo?
5. What was the effect of the Permanent Settlement of Bengal on peasantry and the Company?
6. What were the two methods of growing indigo? Explain.

C. Fill in the blanks.

1. Neel Darpan, a novel on the miserable plight of the indigo planters, was authored by _____.
2. The demand for indigo increased in the late 18th century Britain because of _____.
3. Before 1765, East India Company had purchased _____ goods by importing _____ and _____ from England.
4. The Champaran movement was against _____.
5. The _____ involved collecting revenue directly from cultivators, while the _____ involved collecting revenue from the head of a group of villagers.

D. State whether the following statements are true or false.

1. Shah Alam II appointed East India Company as the Diwan of Bengal, Bihar and Orissa.
2. Lord Cornwallis introduced Permanent Settlement in Mysore.
3. A 'Mahal' was a village or a group of villages.
4. Indigo gave a rich grey colour.
5. The industrial revolution started in England in 18th century.

E. Match the following.

Column A

1. Ryot
2. Indigo
3. Nij (NIJ)
4. Ryoti
5. Second vat

Column B

- (a) a deep blue colour dye
- (b) peasant
- (c) cultivation on ryot's land
- (d) Vat-beater
- (e) cultivation on planter's own land

1. Project Work

- (a) Find out why the British forced Indian cultivators to grow opium.
- (b) Find out more about the Champaran Movement and the role of Mahatma Gandhi in it.



4



Tribals, Dikus and the Vision of a Golden Age



Fig. 4.1: Tribals discussing the terms of Peace Settlement with British government



Fig. 4.2: A tribal chief

We get information about tribal movements mainly from official documents, which were kept confidential under the British rule. Such documents included private petitions of individual tribals, official records of administration and reports of enquiry commissions. Biographies, private letters, articles in newspapers and pamphlets of the time throw light on these movements. Historians have to study all these sources carefully in order to find the way of life of the tribals.

Tribals were the people who did not follow the customs and rituals laid down by the Brahmins. They did not have sharp social divisions as followed by the caste societies. However, there were social and economic differences within the tribes.

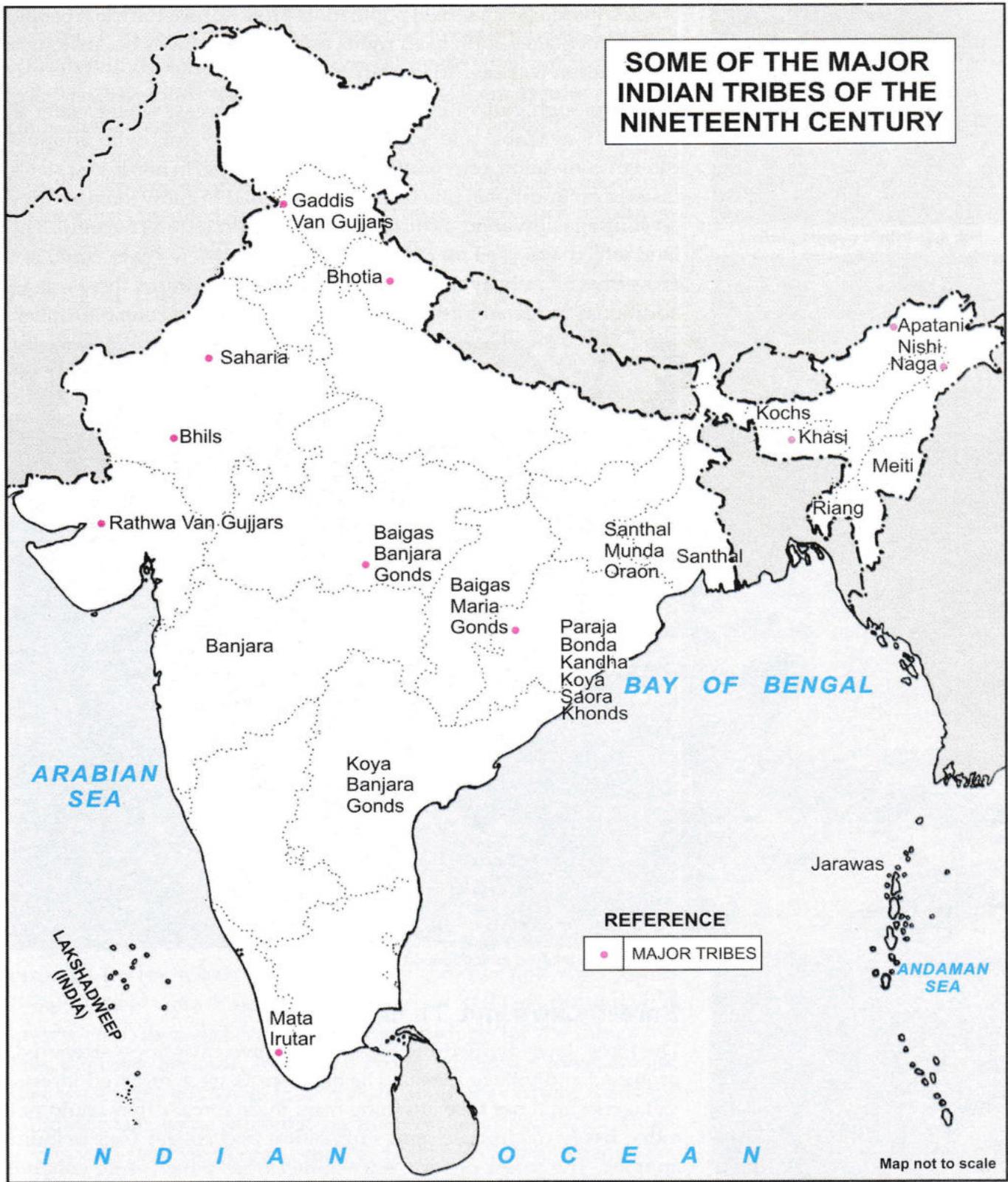
Before the coming of the British, the tribal chiefs enjoyed both administrative and economic power. In some places, they had their own police and jury who judged cases. Under the British rule, they were deprived of their administrative and judicial powers. They paid tribute to the British.

The Life of the Tribals

Some tribals followed shifting cultivation, done on small pieces of land in the forest. They burnt the forest and cultivated the crops. A field cultivated once, was left fallow for many years.

The British government was suspicious of the people who changed their fields and did not settle at one place. The colonial government





Map 4.1: Some of the Major Indian Tribes of the Nineteenth Century





Fig. 4.3: Tribals carrying forest produce

wanted to rule over a settled population. They wanted the tribal people to live in villages, with fixed rights on particular fields because such a population was easy to identify and control.

Settled plough cultivation is not possible in areas, where water is not easily available and soil is dry. *Jhum* cultivators who adopted plough cultivation, often suffered. The cultivators in north-east states insisted on traditional practice. The British had to allow them to carry on shifting cultivation. British regarded this practice as harmful. The land which was used for cultivation, after every few years, could not grow trees for railway sleeper. When the forest was burnt, there was an additional danger of forest catching fire and burning valuable timber.

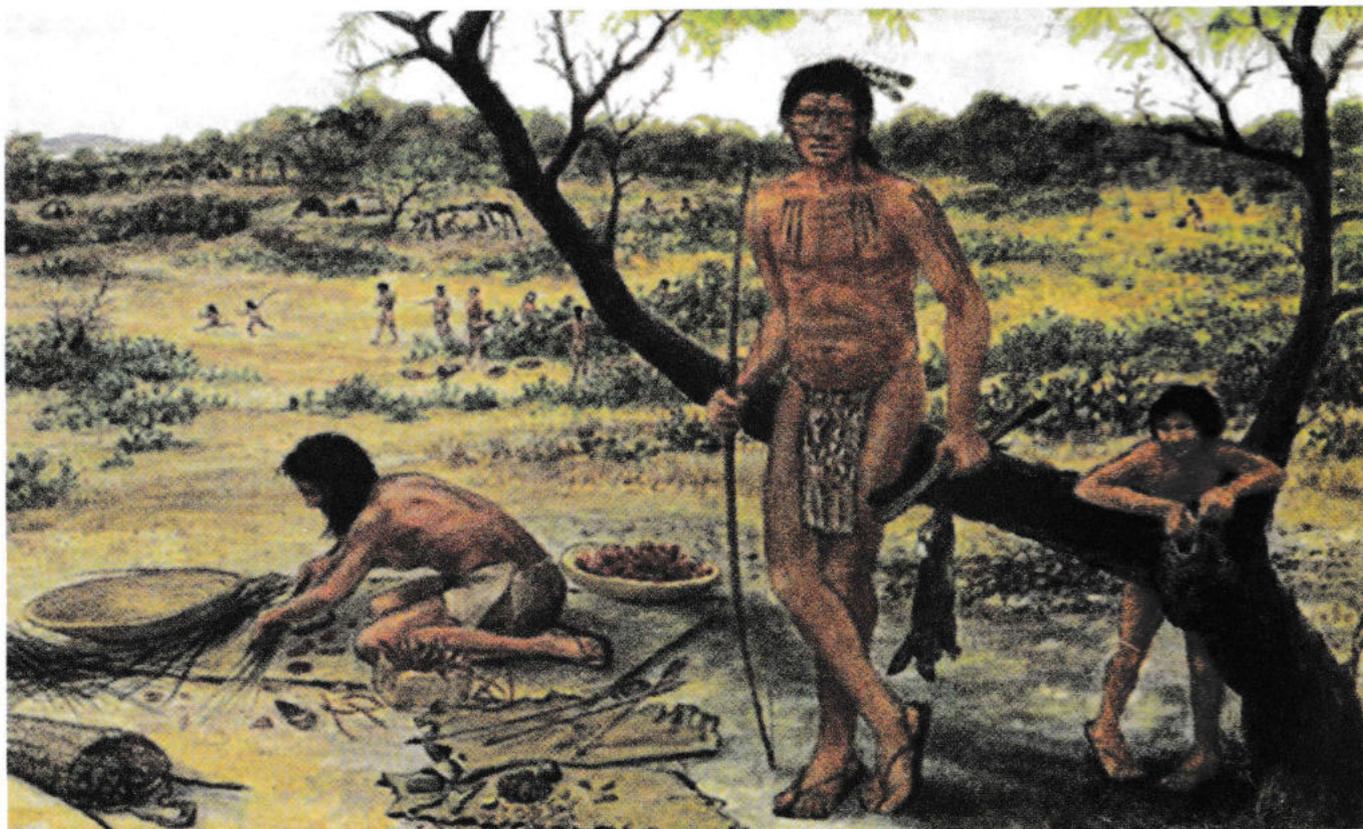


Fig. 4.4: Tribals had been leading an independent life for centuries.



Fig. 4.5: Homeless tribals from Kalahandi, Odisha

Forest Laws and Their Impact

The forest laws divided the forests into three categories—reserved, protected and village forests. The best forests were reserved forests. Villagers could not take anything from these forests, they could not move freely or practise *jhum* cultivation and collect fruit or hunt animals. The forest department wanted trees which were suitable for building ships and railways. As a result, many communities were forcibly displaced from their homes.



Now, the forest department had a problem. From where would it get labour to cut trees for railway sleepers and to transport logs. Colonial officials found a solution. Sometimes, they gave small patches of land to *jhum* cultivators in the forests. They allowed them to cultivate these lands on the condition that those who lived in the forest villages would have to provide labour to the forest department and look after the forests. It ensured a regular supply of timber to the British government. Many tribals revolted against the forest laws. Once, such revolt was led by Songram Sangma in 1906 in Assam.

How Did the Tribal Groups Live?

The tribal groups were engaged in variety of economic activities in the 19th century. These were: (1) Cultivation and farming (2) Hunting and gathering (3) Herders (those who moving with their animals).

1. Cultivation and Farming

Some tribals followed *jhuming* cultivation, or shifting cultivation. This was done on small plots of land. First, the plots of land were prepared for cultivation. The treetops were cut to allow the sunshine to reach the ground. The vegetation on land was burnt to clear the land for cultivation. A field that was cultivated once, was left **fallow** for many years. Tribals used axe to cut trees and hoe to scratch the soil in order to prepare the field for cultivation.

2. Hunting and Gathering

Hunting and gathering forest produce was a very important work of the tribals in many regions. Forests were their lifeline. They regularly went for hunting in small groups. The Khonds were the tribal people of Orissa, who went for hunting and divided the meat among themselves. They also collected fruits and roots from the forest.

The Khonds of Orissa supplied *kusum* and *palash* flowers to local weavers and leather workers to colour their clothes and leather. It was essential for the tribals to get their supply of rice and other grains. Broadly, there were three ways in which they could get rice and other grains. First, they exchanged the forest products for the things that they required. Secondly, when the produce from the forest shrank, they went to the villages to find work as labourers, carrying loads and building roads, some worked in the fields of the farmers. They bought goods with their small earnings. Third, the tribals had to depend on traders and moneylenders to buy goods, which were not available in the forest. Traders came to sell the goods and charged a very high

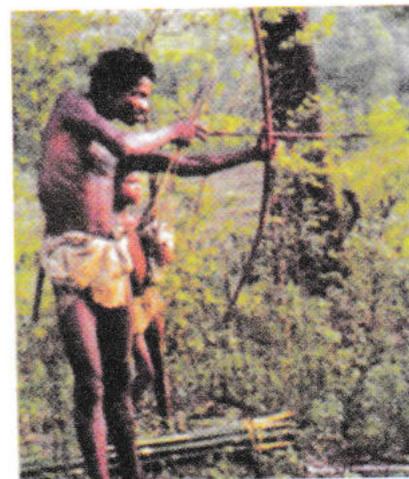


Fig. 4.6: Khond tribals hunting



Fig. 4.7: Dongria Kandha women in Orissa taking home pandanus leaves from the forest to make plates





Fig. 4.8: Tribals moving with their animals

price. Moneylenders gave loans and charged a high rate of interest. For the tribals, buying and selling meant debt and poverty. The traders and money lenders were evil outsiders (*dikus*).

3. Herders

Many tribal people were pastoralists, who moved with their animals according to season, in search of pastures and water. When the pastures were exhausted they moved to a new place. The Van Gujjars of the Punjab hills and the Labadis of Andhra Pradesh were cattle herders, the Gaddis of Kulu were shepherds, and Bakarwals of Jammu and Kashmir reared goats.

Before the coming of the British, the tribal chief enjoyed both administrative and economic powers. In some places, they had their own army. But under the British, they were deprived of their administrative and judicial powers.

Effects of the British Rule

1. The British rule changed the lives of tribals. The British were suspicious of the people who changed their fields and did not lead a settled life. They wanted the tribals to lead a settled life with



Fig. 4.9: Tribal women cultivating in the forest



fixed rights on the land. Tribal population was easy to identify and control. British wanted regular income from them.

2. The tribals depended on the forests for their livelihood. British changed forest laws and some forests were declared as 'reserved forests'. Once the British stopped the tribals from entering the reserved forest, they started facing problems. Who would provide labour to fell trees and make sleepers? So, they gave small patches of land to the *jhum* cultivators in the forest and in return got free labour.
3. During the 19th century, the traders and moneylenders started coming into the forests, to buy forest produce. They offered to give cash wages and loans to the tribals and asked them to work for them (traders). This had adverse effect on the tribals, e.g., in Hazaribagh (present-day Jharkhand) there was an area where Santhals reared cocoons. The traders sent their agents, who gave loans to the tribal people and collected the cocoons. The growers were given ₹ 3/- or ₹ 4/- for a thousand cocoons. These were then exported to Burdwan, where they were sold at five times the price.
4. In the late 19th century, tea plantations started coming up and mining was an important industry. Tribals were recruited in large numbers to work on the tea plantations in Assam and coal mines of Jharkhand. In the 1920s, about 50 per cent of the miners in the Jharia and Raniganj coal mines of Bihar were tribal.

Tribal Movements Against British Rule

Santhals: Before the coming of the Britishers, the Santhals resided peacefully in the hilly districts of Cuttack, Dhalbhum, Manbhum, Chhotanagpur, Hazaribagh, Midnapur and Bankura. They followed slash and burn agriculture and engaged in hunting for subsistence. The insurrection of the Santhals was mainly against the corrupt officials, moneylender and zamindars. They defeated British authority, but were suppressed by late 1856. Santhal Paraganas, a separate district, was created.

The tribal movements were significant in many ways. First, it forced the colonial government to introduce laws so that the lands of the tribals could not be easily taken over by the **Dikus**. Second, it showed that the tribal people had the capacity to protest against injustice.



Do You Know

Bewar. It is a term for shifting cultivation used in Madhya Pradesh.



Fig. 4.10: Coal miners of Bihar

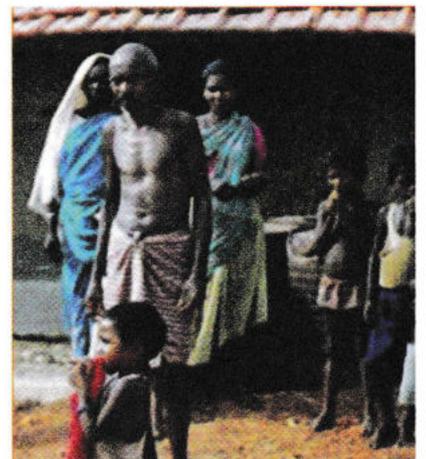


Fig. 4.11: A Santhal family



CASE STUDY

BIRSA MUNDA—THE REVOLT IN CHHOTANAGPUR (1899–1900)



Fig. 4.12: Birsa Munda



Fig. 4.13: Mundas in the hours of crisis

He is named with great respect as one of the freedom fighters in the India's struggle for independence from British colonialism. His achievements in the freedom struggle became even greater, considering he accomplished this before he was 25. Birsa's devotion to his people was such that he was almost revered as God by his followers.

Birsa, born in 1875, was the son of a poor father. He went from place to place to find jobs. As an adolescent, he had heard tales of Munda uprisings of the past and saw the leaders of the community urging the people to revolt.

Birsa went to a local missionary school and heard their sermons. He went to the German mission school. Here, he was transformed into a fighter. Later Birsa associated himself with Vaishnav. He wore the sacred thread and began to value the importance of purity and piety.

One of the aims of his movement was to reform tribal society, urging the Mundas to give up drinking liquor, clean their village, and stop believing in witchcraft. In 1895, he asked his followers to recover their glorious past.

The political aim of the Birsa movement was to drive away missionaries, moneylenders, traders, Hindu landlords and the government and to establish Munda Raj. They were the cause of the misery of the Mundas. The British government was taking away their lands and missionaries were criticising Munda culture.

In 1894, the failure of the monsoon caused widespread starvations and epidemics. As leader of the Mundas, he demanded the remission of forest taxes. He was arrested in 1895. The British convicted him on charges of rioting and jailed him for two years.

When Birsa was released in 1897, he established a kingdom under his leadership. His followers started attacking police-stations, churches, raided the property of moneylenders. However, the Mundas were defeated by the British and Birsa Munda was again arrested. He died in Ranchi jail under mysterious circumstances.

The movement had two important repercussions:

First, the British government had to pass laws so that the land of the tribals could not be easily taken away by the Dikus.

Second, the tribal people had gained the courage to protest against injustice and the British government.



SOME TRIBAL MOVEMENTS—AT A GLANCE

Name of Tribe	Year	Area
Chuars	Between 1768 and 1832	Nanbhum and Barabhum (West Bengal)
Kachhags	1882	Chhachar (Assam)
Bhils	Between 1818-1831	Western Ghats
Hos	1820, 1822 and 1832	Singhbhum and Chhotanagpur
Khasis	1846-48, 1855, 1914	Odisha
Singphos	1830-39	Assam
Kols	1824-28, 1839, 1899	Gujarat
Khonds	1846-48, 1855	Khandmal (Odisha)
Naikads	1858-59 and 1868	Panchmahal (Gujarat)
Oraons	1914-15	Chhotanagpur
Chainchus	1921-22	Nallama (Andhra Pradesh)
Kukis	1917-19	Manipur
Mundas	1899-1900	Chhotanagpur

Table 4.1



In Other Lands

Baigas are tribals found in Madhya Pradesh and Jharkhand. The Baiga tribals practice shifting cultivation. They lead a semi-nomadic life and practice Bewar cultivation (slash and burn). The Baigas are courageous woodsmen and hunters.

The Baigas are known for their unique-culture. They do not interact even with other tribals like the Gonds, believe in hand to mouth existence, and do not try to access education, eat outside their community or associate with the others.



Fig. 4.14: Baiga women with their children



Let Us Recall

Fallow: It refers to a field which is left uncultivated for sometime, so that it can restore its fertility.

Jhuming: It is a type of shifting cultivation.

Dikus: It is a name given to traders and money lenders.

Bewar: It is a term used in Madhya Pradesh for shifting cultivation.

Sleeper: It refers to the horizontal planks of wood on which railway lines are laid.





EXERCISES

A. Choose the correct answer.

1. Tribals were the people who did not follow the customs and rituals laid down by
(a) vedas (b) brahmans
(c) caste system (d) ancient sages
2. The tribals followed a variety of occupations which did not include
(a) cultivation and farming (b) tanning
(c) hunters and gatherers (d) herders
3. In 19th century, tribals were engaged in the
(a) cultivation and farming (b) hunting and gathering
(c) herders (those who moving with their animals)
(d) all of the above
4. The British divided the forest into three categories. Which did not belong to these categories?
(a) Reserved forests (b) Protected forests
(c) Village commons (d) Village forests
5. Hazaribagh was an area where Santhals lived. They reared
(a) animals (b) pigs
(c) cocoons (d) cattle
6. Birsa Munda was born in
(a) 1985 (b) 1875
(c) 1865 (d) 2009
7. Bewar a type of
(a) food (b) medicinal herb
(c) a type of flower used for colouring cloth (d) shifting cultivation

B. Answer the following questions.

1. What problems did shifting cultivators face under British rule?
2. What accounts for the anger of the tribals against the 'dikus'?
3. What was Birsa's vision of a golden age? Why do you think such a vision appealed to the people of the region?
4. How did the powers of tribal chiefs change under colonial rule?
5. Why did the British want tribals to become peasant cultivators? Why did they allow tribals later to carry on shifting cultivation?
6. What were the 'reserved forests'? What was the problem faced by the Britishers? How did they resolve it?



C. Fill in the blanks.

1. _____, in present-day Jharkhand, was an area where the Santhals reared cocoons.
2. The tribals did not have sharp social differences as followed by _____.
3. The main tools used by the tribals for cultivation were _____ and _____.
4. The colonial government wanted to rule over _____.
5. In 1920's about 50 per cent of miners in the _____ and _____ coal mines of Bihar were _____.

D. State whether the following statements are true or false.

1. Jhum cultivators plough the land and sow seeds.
2. Birsa urged his followers to purify themselves, to give up drinking liquor and stop believing in witchcraft.
3. The Kol rebelled in 1831–32.
4. Tribals were recruited in large number to work in the tea plantations of Assam and coalmines of Jharkhand.
5. It was below the dignity of a Baiga to become a labourer.

1. Project Work

- (a) Find out about the Dongria Kandha tribe of Orissa. Write about their history, social customs and society.
- (b) Find how the tribals have changed after independence. What rights have been given to them, so that they can join the mainstream of development. Make a report.



5



The Revolt of 1857–1858

The British rule was antagonistic to all sections of the society—whether rulers, nawabs, zamindars, artisans and craftsmen, and tribals. They all carried a feeling of hatred and grudge against the East India Company. It is obvious that when people resented the policies of the Company, they stood together in rebellion. It was about time, that they stand up and rebel. In this case, the army refused to load the new cartridges into the rifle, as they were lined with fat of the cow and lard of the pig, both repugnant to the Hindus and the Muslims. It provided a spark, which erupted into a revolt.



Fig. 5.1: Revolt of 1857, also called the first war of Indian Independence

Political Causes

The conquests and annexations had left a trail of discontentment among the rulers. Since the middle of the 18th century, the Indian rulers were gradually losing their power, authority and honour. Many of them had to sign the subsidiary alliance. The Doctrine of Lapse, further added fuel to the fire, when Lord Dalhousie annexed many states, in complete disregard of the age-old tradition that the adopted sons could inherit the throne, *e.g.*, Satara, Jhansi, Nagpur, etc.

Many Indian rulers tried to negotiate with the East India Company to protect their interests, *e.g.*, Rani Laxmibai of Jhansi wanted the Company to recognise her adopted son as the heir, after the death of her husband. Nana Saheb, the adopted son of Peshwa Baji Rao II asked the Company that he should be given the pension, when his adoptive father died. The Company refused to accept these requests. Awadh was annexed on the basis of maladministration.

Next, the Company planned to bring the Mughal Dynasty to an end. The descendants of the Mughal Emperor Bahadur Shah II were given orders by Lord Dalhousie, to vacate the Red Fort. In 1856, Lord Canning, the Governor General decided that Bahadur Shah II would be the last Mughal Emperor.



Fig. 5.2: Nana Saheb



Economic and Military Causes

The land revenue settlements, introduced by the Company demanded high taxes. Many zamindars lost their lands, which they had cultivated for generations, when they failed to pay back the loans taken from the moneylenders. The Indian industries declined because they became subservient to the interests of the Company. After the Industrial Revolution, English cloth was spread in the Indian market at the expense of the indigenous textile industries. Therefore, Indian weavers were employed and became diehard opponents of the Company.

The Indian sepoy were discontented because their salaries and opportunities for promotion were not equal to those of British soldiers. Some of the new laws violated their religious sentiments. The Indians took it as a major attack on their religion. In 1856, the Company passed the order that every new recruit in the Company's army, had to serve overseas, if required. Now, the Indian sepoy turned against the Company.

Social and Religious Causes

The East India Company, with the support of English educated Indians, stopped many evil practices. Laws were passed to stop the practice of *Sati* and to encourage the remarriage of widows. The custom of child marriage was forbidden. English language was promoted in education. The Company allowed the Christian missionaries to work in its territories. Laws were passed which made conversion to Christianity easier. Any person who had converted to Christianity could inherit his ancestral property. People felt that their religion and social customs were in danger.

Immediate Cause

After hundred years of conquest and administration, the East India Company faced a massive rebellion, that started in May 1857 and threatened the Company's rule in India.

On 29th March 1857, Mangal Pandey at Barrackpore, called upon his fellow sepoy to revolt against the use of new cartridge. He was arrested and hanged. A month after his execution, some sepoy in Meerut, refused to use the new cartridges, which were suspected of being coated with the fat of cow and pig, and the cartridges had to be opened by the mouth before it could be loaded in the rifle. Eighty five sepoy were arrested and sentenced to ten years in jail. This took place on 9th May 1857. This sparked off the revolt. On 10th May 1857 the other sepoy marched to the jail, freed the imprisoned sepoy. They killed British Officers. They captured guns and set fire to the buildings and property of the British and declared war against the *frangis*. The sepoy were determined to end the British rule.

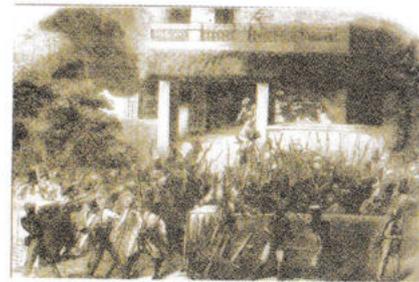


Fig. 5.3: Rebel Sepoy attacking British officers at Meerut



Fig. 5.4: Rebel Sepoy attacking British Cavalry posts at Delhi

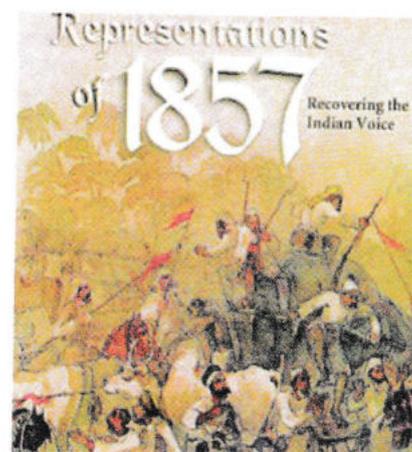


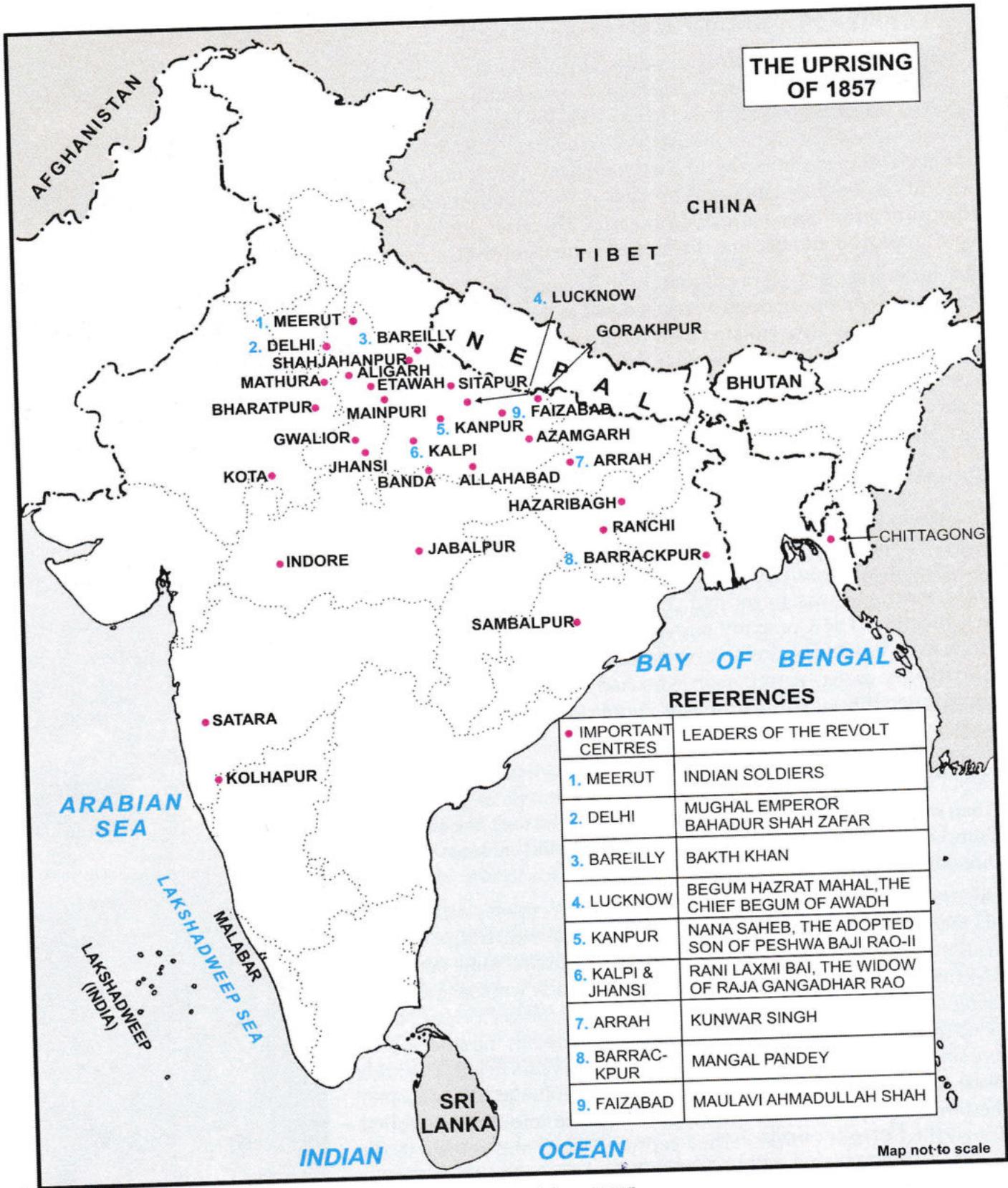
Fig. 5.5: *Representations of 1857*: an exhibition on the revolt of 1857



Fig. 5.6: Mangal Pandey



THE UPRISING OF 1857



Map 5.1: The Uprising of 1857

Map not to scale



The sepoys of Meerut marched all night and reached Delhi in the morning. They were joined by local sepoys. British officers were killed, arms and ammunition seized, buildings set on fire. They gathered around Red Fort and demanded to meet the Mughal Emperor. He was proclaimed as the leader of the revolt. The sepoys and rebellion chiefs proclaimed their loyalty to the Mughal Emperor.

Spread of the Rebellion

The revolt spread to many regions. It won the support of many dispossessed nobles and landlords. After Meerut and Delhi, the revolt spread to Kanpur, Lucknow, Jhansi, Gwalior. The people of towns and villages also rose up in rebellion and rallied around local leaders. Nana Saheb, the adopted son of Peshwa Bajji Rao II led the revolt at Kanpur. He declared himself as the Peshwa. His troops were led by Tantiya Tope.

In Lucknow, the revolt was led by Begum Hazrat Mahal, wife of deposed ruler Wajid Ali Shah. In Jhansi, Rani Laxmibai joined the rebel sepoys and fought the British along with Tantiya tope. The British were outnumbered by the rebel forces. They were defeated in number of battles.

The Company Fights Back

Although the revolt was widespread in northern part of India, Britishers decided to fight back with all its might. Delhi was recaptured from the rebel forces in September 1857. The last Mughal emperor Bahadur Shah II was tried and found guilty. His sons were shot dead. He and his wife Begum Zeenat Mahal were sent to prison in Rangoon in October 1858. He died in Rangoon in 1862.

With the help of reinforcements from England, the British fought the rebels. Delhi was recaptured. Lucknow was taken by British in March 1858. Both Rani Laxmibai and Tantiya Tope were defeated by the British officer Sir Hugh Rose. Laxmibai died on June 17, 1858. Tantiya Tope escaped and continued to fight a guerrilla war. Finally, he was captured and killed in April 1859.

The British dealt with the rebels ruthlessly. After the revolt was suppressed, Governor General Lord Canning issued a proclamation, pardoning all rebels except those found guilty of killing British subjects. They tried to win back the loyalty of landholders and people. They announced rewards for loyal landholders, they would continue to enjoy traditional rights over their lands.

Aftermath

The British had regained the control by 1858 but they also realised that changes in administration were necessary, if they wanted to rule India. The important changes were:



Fig. 5.7: Rani Laxmibai of Jhansi



Fig. 5.8: General John Nicholson with his troops blowing up Kashmere Gate to enter Delhi



Fig. 5.9: Tantiya Tope



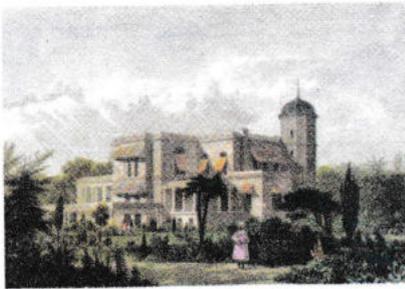


Fig. 5.10: A British Residency before 1857



Fig. 5.11: Queen Victoria



Fig. 5.12: V.D. Savarkar

1. The rule of the East India Company came to an end, by the new act passed by the British Parliament in 1858. The powers were passed to the British Crown, in order to ensure a more responsible government in India. A Secretary of State, who was the member of the British Cabinet, was appointed, who had to frame all laws and regulations for the administration of the country. He was given a council, called the India Council to advise him. The Governor General was henceforth called the Viceroy, *i.e.*, representative of the crown. Through these measures the British government took direct responsibility for the administration of the country.
2. All ruling chiefs were assured that their kingdoms will not be annexed in future. The kingdom could be inherited by the adopted sons. However, they had to accept the paramountcy of the British Crown which meant that Indian rulers were subordinates to the British Crown.
3. In order to avoid any future rebellion, it was decided that the proportion of Indian soldiers in the army would be reduced and European soldiers would be increased. It was also decided that in future, soldiers would be recruited from among the Gurkhas, Sikhs and Pathans.
4. They decided to respect the religious and social practices of the people of India.

At a durbar (royal court) held in Allahabad on 1st November 1858, Lord Canning (the last Governor General and the first Viceroy) read out a proclamation. This proclamation was issued by Queen Victoria when she took charge for governing India.

Although the revolt failed, it marked the beginning of another struggle for independence.

Nature of the Revolt

The event which occurred in 1857, is called by different names. While the Indians like to call it the First War of Independence, the British historians like Seeley, Robertson, Marshal, Lawrence, etc., call it the **Sepoy Mutiny**. Most of the source material for the study of the event, left by the Indian writers in the form of diaries and letters have been destroyed by the British. The historians have to depend on British sources. The British did agree that the cartridges were lined with the fat of the cow and lard of the pig. However, they had stopped further consignments. Later, Indian historians like V.D. Savarkar, K.M. Pannikar, Dr. Tara Chand called it the First War of Independence. Whatever the controversy, which will never end, we Indians call it the First War of Independence. Who is biased? No one knows. However, they did inspire the posterity to struggle for independent India.



Causes of the Failure of the Revolt

No doubt, the Indian leaders were brave, skillful, patriotic, but they were no match to the English generals like Havelock, Campbell, Nicholson, etc. They were more able and experienced.

There are many reasons that were responsible for the failure of the Revolt of 1857.

- (a) Unsympathetic attitude and even hostility of many rulers. Scindia, Holkar, Nizam and other rulers did not join the revolt. Gorkhas, Sikhs and Rajputs remained loyal to the British. Moneylenders, merchants, zamindars gave active support to the British.
- (b) Bombay, Madras, Bengal, Western Punjab and Rajputana did not participate in this revolt. Also, modern educated Indians did not take part in it.
- (c) Different groups joining the revolt had lot of weaknesses, *e.g.*, lack of centralised leadership, organisation, modern weapons and techniques of war. Selfishness sapped the power of the revolt while the British had superior weapons and techniques, fine leadership and immense resources.
- (d) The Indian soldiers suffered from insufficient resources and finances.
- (e) Due to lack of common action of plan and unity, the revolt began much before the fixed date—31 May 1857. As a result, whole plan was disorganised.



Fig. 5.13: British officers had superior weapons and techniques during the Revolt of 1857



In Other Lands

Taiping Rebellion

In the mid-19th century, China, under the Qing Dynasty suffered a series of natural disasters, economic problems and defeats at the hands of the Western powers, in particular, the humiliating defeat in 1842 by English in the First Opium War. The Qing (also called the Manchus) were seen by the Chinese as ineffective and corrupt rulers. Anti-Manchu sentiments were strongest in the south, among labouring classes and they joined the visionary Hong Xiuquan. After Hong failed to pass the examination, that would make him one of the elites, he studied the Bible and claimed to have visions. He was converted to Christianity and was against Confucianism and Buddhism.

Hong's associate was Yang Xiuqing, a firewood salesman. The sect grew in power in the late 1840's. In 1850's, they routed the Imperial forces. Subsequently, in August 1851, Hong declared the establishment of the Heavenly Kingdom of Peace (Taiping Tianguo), with himself as the absolute ruler.

The British and French armed forces operating in China helped the emperor of the Qing Dynasty to put down the Taiping Rebellion.



Fig. 5.14: Hong Xiuquan





Let Us Recall

Sepoys: The English called *sipahis* as sepoy.

Mutiny: When soldiers as a group disobey their officers, they are accused of forming a mutiny.

Firangis: It means foreigners. It reflects an attitude of contempt.



A. Choose the correct answer.

- Doctrine of Lapse was introduced by:
(a) Lord Wellesley
(b) Lord Dalhousie
(c) Lord Canning
(d) Lord Cornwallis
- In 1856 the Company passed the order that every new recruit had to:
(a) use the greased cartridges
(b) become Christians
(c) had to serve overseas
(d) dine in the common kitchen
- East India Company faced a rebellion, that started in:
(a) May 1857
(b) May 1858
(c) June 1858
(d) June 1857
- Immediate cause of the Revolt of 1857 was:
(a) Mangal Pandey was hanged at Barrackpore
(b) sepoy had to serve overseas
(c) people were converted to Christianity
(d) the use of greased cartridges
- The Sepoys declared him as the leader of their revolution. He was:
(a) Tantia Tope
(b) Nana Saheb
(c) Mughal Emperor Bahadur Shah II
(d) Bakht Khan
- The Revolt did not spread to:
(a) Kanpur
(b) Jhansi
(c) Punjab
(d) Lucknow
- Mughal Emperor was tried and found guilty. He was deported to:
(a) Afghanistan
(b) Nepal
(c) Bhutan
(d) Rangoon in Burma



B. Answer the following questions.

1. What was the demand of Rani Laxmibai of Jhansi that was refused by the British?
2. What did the Britishers do to protect the interests of those who converted to Christianity?
3. Where did the last Mughal Emperor live in the last years of his life?
4. What objections did the Indian soldiers have to the new cartridges that they were asked to use?
5. How did the British succeed in securing the submission of rebel landowners of Awadh?
6. What was the impact of Bahadur Shah Zafar's support to the rebellion, on the minds of the people?
7. What were the changes in the policies of British after 1858?

C. Fill in the blanks.

1. _____ was hanged for calling upon sepoy at Barrackpore to revolt against the use of greased cartridges.
2. Tantia Tope led the troops of _____.
3. India's last Governor General under the Company was _____.
4. Queen's Proclamation was read out in the year _____ at _____ by _____.

D. State whether the following statements are true or false.

1. The Doctrine of Lapse was introduced by Lord Dalhousie.
2. The Christian missionaries could convert people to Christianity.
3. The Sikhs, Gurkhas and Rajputs remained loyal to the British.
4. Queen Zeenat Mahal remained in Delhi and Bahadur Shah was deported to Rangoon.
5. The sepoy refused to serve overseas.

E. Match the following.

Column A

1. Kanpur
2. Lucknow
3. Bahadur Shah II
4. Lord Canning
5. Greased cartridges

Column B

- (a) sent to prison in Rangoon
- (b) first Viceroy
- (c) Begum Hazrat Mahal
- (d) fat of cow and lard of pig
- (e) Nana Saheb

1. Project Work

Study about the life of Bahadur Shah II in Rangoon and various stories associated with him.



6



The Story of an Imperial Capital

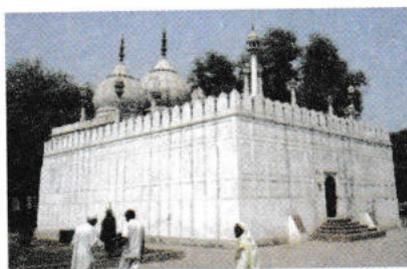


Fig. 6.1: Moti Masjid (inside the Red Fort), built by Aurangzeb in Delhi



Do You Know

The downfall of Mughal Empire had started much before the death of Aurangzeb in 1707.

History leaves an indelible mark on the passage of time. History is witness to the rise and fall of empires, growth and decline of cities and emergence of new classes. Delhi has been a witness to the rise and fall of many empires which had left a plethora of monuments as the evidence of the grandeur and glory of the bygone era.

In India, with the coming of the Britishers, the old towns manufacturing specialised goods declined, due to the drop in the demand of goods that they produced. The old port cities like Surat and Masulipatnam were replaced by new ports like Bombay, Calcutta and Madras. With the downfall of the Mughals, Delhi became a dusty town. Similarly, regional kingdoms declined, when regional powers were defeated by the British. Towns that enjoyed prominence during the Mughal Era started to decline. The older urban centres started to decline and new ones were established. The decline is known as **de-urbanization**.

Due to the de-urbanization, in the late eighteenth century, Calcutta, Bombay and Madras rose in importance as **Presidency** towns. They became the centres of British power in different parts of India.

'Delhi' Before New Delhi

Delhi had been a capital for more than 1000 years with some gaps. As many as fourteen capital cities were founded in a small area of 60 square miles on the west bank of the River Yamuna. Remnants of



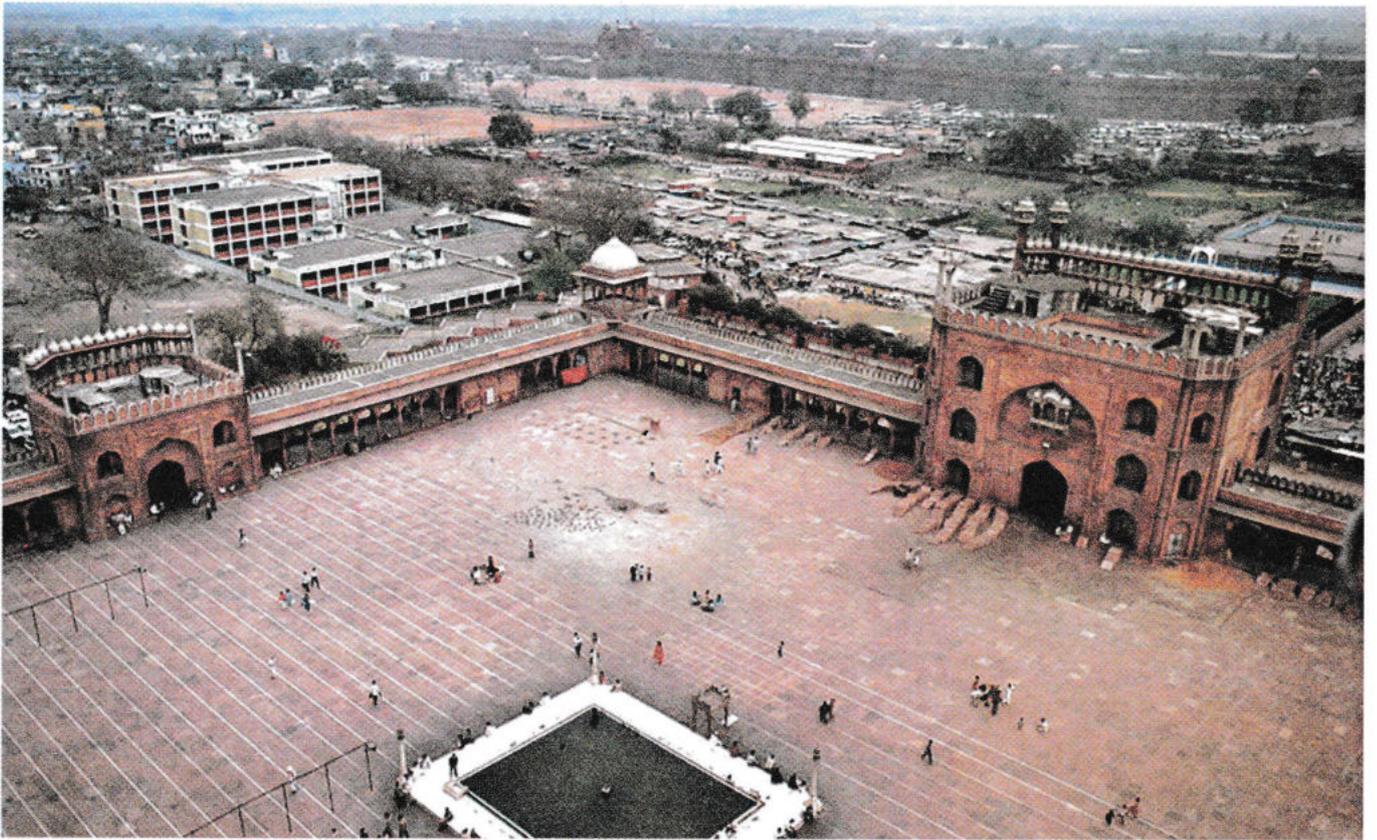


Fig. 6.2: A view of Delhi from Jama Masjid

the glorious past survive as important monuments in different parts of the city.

Delhi again came into prominence, when Shah Jahan, the Mughal Emperor shifted his capital from Agra to Delhi (named it as Shahjahanabad) and began its construction in 1639.

It consisted of a fort-palace complex and the city adjoining it. Red Fort, which is made of red sandstone, contained the palace complex. To its west, lay the walled city with fourteen gates. The main street of Chandni Chowk and Faiz Bazar were very broad, so that the royal processions could easily pass. A canal was constructed down the centre of Chandni Chowk. At the end is the Fatehpuri Mosque.

Opposite the Red Fort is the Jama Masjid, the largest and grandest mosque in India. It was surrounded by densely packed mohallas and many bazaars. It was built on the highest point in Delhi at that time.



Do You Know

For administrative convenience the East India Company divided colonial India into three Presidencies—Bombay, Madras and Bengal.



Our Heritage

Mirza Ghalib

In the words of Ghalib: "The life of Delhi depends on the Fort, Chandni Chowk, the daily gatherings at Jamuna Bridge and the annual Gulfaroshan (a festival of flowers). When all these things are no longer there, how can Delhi live? Yes, there was once a city of this name in the dominions of India."



Fig. 6.3



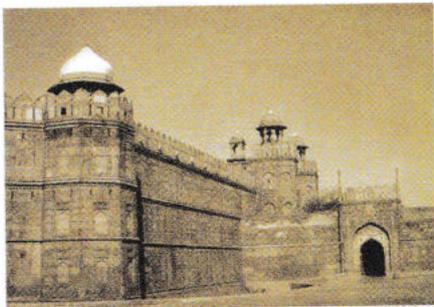


Fig. 6.4: Red Fort

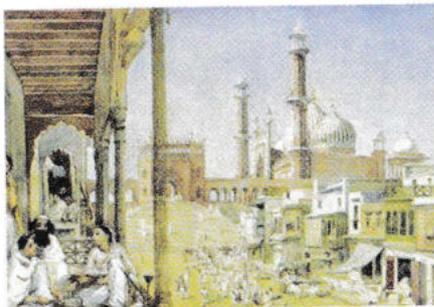


Fig. 6.5: Jama Masjid in 1852

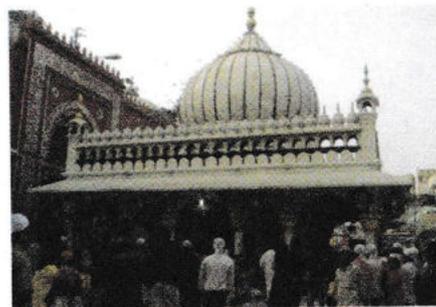


Fig. 6.6: The *dargah* of Nizamuddin Auliya in Delhi

Delhi, during the time of Shah Jahan, was the centre of Sufi culture. It had many *dar'gahs*, *khanqahs* and *idgahs*. People still visit these places and offer prayers.

There were huge *havelis* or mansions, whose residents were rich traders, merchants and bankers while the poor lived in small mud houses, toiling day and night to earn a living.

Delhi, The Capital

In 1803, Britishers captured Delhi after defeating the Marathas. During this time, the capital of the British was Calcutta. The Mughal Emperor was allowed to stay in the Red Fort. In 1911, the British announced that the capital will be shifted from Calcutta to Delhi.

Demolishing a Past

Before 1857, the developments in Delhi were different from the colonial cities of Bombay, Calcutta and Madras. They were divided into Black town and White town areas. The White town was a well-planned area and the natives lived in the Black town. In Delhi, the Europeans, before the 19th century lived along with the wealthy Indians in the walled city. They enjoyed Persian poetry and culture. Delhi college was established in 1792 which became the centre of Indian **renaissance**.

Planning a new Capital: The British were aware of the historical importance of Delhi. Many spectacular events were held here. In 1877, Lord Lytton organised a royal durbar, where Queen Victoria was acknowledged as the Empress of India. One of the reasons, why **Durbar** was held in Delhi, was to celebrate the British power, and dazzle the people with their pomp and show.

In 1911, when George V was crowned as the king, a Durbar was held in Delhi to celebrate the occasion. It was announced that the capital will be shifted from Calcutta to Delhi.

It took twenty years to build New Delhi. Two architects Edward Lutyens and Herbert Baker were entrusted with the work of designing and planning the city of New Delhi. New Delhi was constructed as ten



Fig. 6.7: Lord Lytton



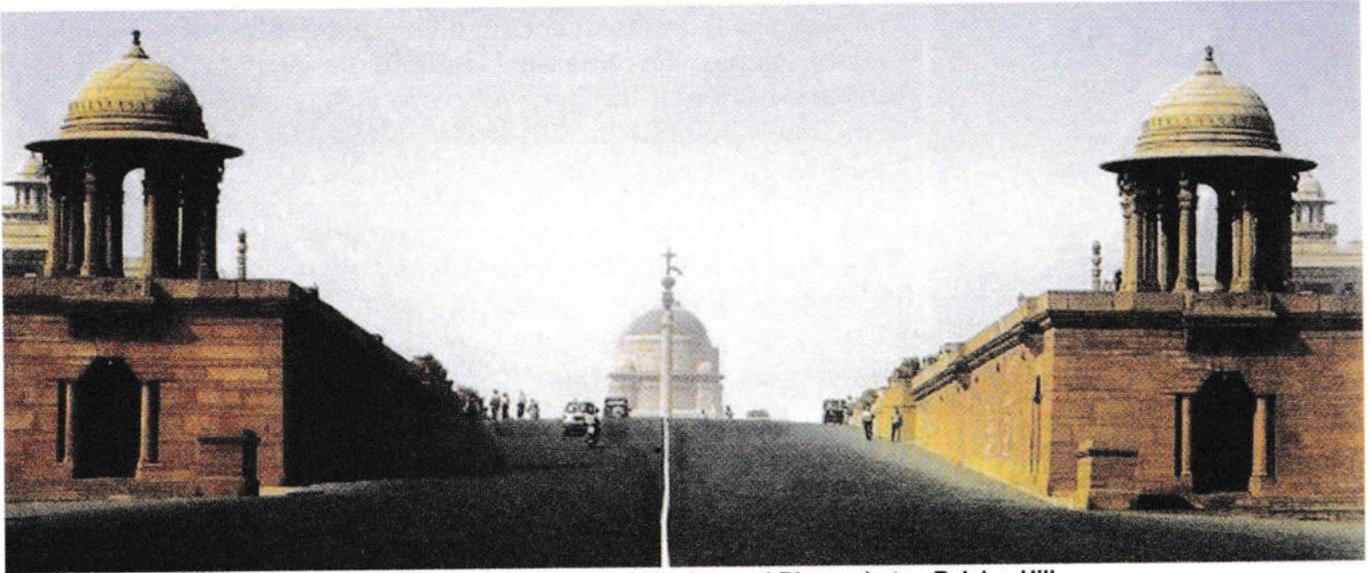


Fig. 6.8: The Viceregal Palace (Rashtrapati Bhawan) atop Raisina Hill

square mile city on Raisina Hill. The government complex consisting of a two mile avenue (now Rajpath) led to the Viceroy's palace, now Rashtrapati Bhawan, with Secretariat buildings on either side of the avenue. The features of these buildings were borrowed from different periods of Indian history, *e.g.*, the central dome of the Viceregal Palace was taken from the Buddhist stupa and the *jali* work was borrowed from Mughal architecture. The Viceroy's Palace was built on a higher ground than Shah Jahan's Jama Masjid to assert British authority.

The city of New Delhi had long, broad and straight avenues. There were no crowding mohallas, or narrow streets. The streets were lined with sprawling mansions set in the middle of a large compound. The new city had to be a clean, healthy place, with better water supply, sewage disposal and drainage facilities. It had to be made green with trees and parks.

Life at the time of Partition: After the Partition of India in 1947, there was a large scale migration of people, on both sides of the new border. Thousands came and settled in Delhi, which changed the culture and lifestyle of the city.

For many days after partition, rioting continued in Delhi and many lost their lives, their homes were looted and burnt. As Muslims left Delhi for Pakistan, their place were taken by the Hindu and Sikh refugees coming from Pakistan, searching for empty houses. They sometimes compelled the Muslims to sell their houses.

Most of the migrants who came from Pakistan stayed in schools, colleges, temples, military barracks and gardens with the hope to start a new life. New colonies came up, new houses were built, shops and stalls were opened.



Fig. 6.9: Migrants coming from Pakistan





Fig. 6.10

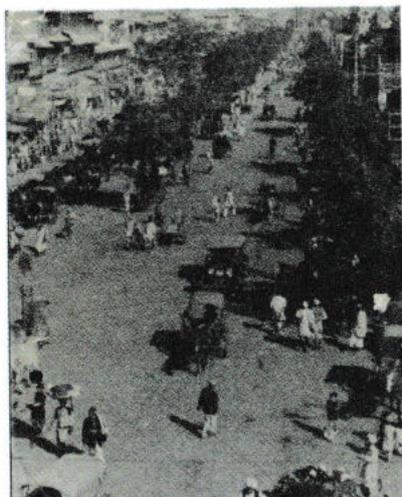


Fig. 6.11: Old Delhi in 1931



Do You Know

Now Delhi is a sprawling city with the latest amenities looked after by New Delhi Municipal Corporation. Delhi can boast of Metros, various stadiums and it hosted the Commonwealth Games in 2010. It has developed into a metropolitan city.

The partition and subsequent migration changed the social complex of the city. People who came were landlords, lawyers, teachers who had little interest for Urdu. These migrants took up new jobs and settled in their new homes. The Muslims who left India were artisans, petty traders and labourers. The people who came to India changed the social structure, as they had new tastes in food, dress and arts.

The Decline of Havelis

The Mughal aristocracy lived in big mansions called *havelis*. It had a large walled compound with mansions, courtyards and fountains. The entrance was through a beautiful gateway. The open courtyard was surrounded by many rooms meant for visitors and business, used by men only. The inner courtyard, with its rooms and pavilions were meant for women. A *haveli* was the house for many families and included space for cart drivers, household servants.

Many nobles and *amirs* of the Mughals could not afford to maintain large *havelis*, so these were sub-divided and sold.

The colonial bungalow built by the British was a single storeyed structure, placed in the centre of a huge lawn. It had separate living and dining rooms and bedrooms, and a wide verandah in the front. Kitchens and servant quarters were in a separate place.

Baolis

Before coming of the Turks in Delhi, lintel beam and corbelling or 'trabeate' style was used. It meant roofs, doors and windows were made by placing a horizontal beam across two vertical columns. This style was used in construction of *Baolis* (stepped-wells).



Fig. 6.12: A Baoli in Old Delhi

Municipality Work in Delhi

The Census of 1931 revealed that the walled city had 90 people per acre whereas New Delhi had 3 persons per acre. The walled city was densely populated.

In 1888, an extension scheme called Lahore Gate Improvement was planned by Robert Clarke for the walled city residents. A market square was built with shops on all sides. Streets followed the grid pattern, *i.e.*, they were long and straight lanes and crossed each other at right angles. The idea was to bring the people from the walled city to a new type of market square. Clarkegunj, as the plan was called, remained incomplete. The water supply and drainage was very poor. The Delhi Improvement Trust was set up in 1936 and it built areas like Daryaganj for wealthy Indians. Houses were grouped around parks. A single family resided in the house and different members of the sufi family had their own private space.





In Other Lands

Herbert Baker in South Africa

Union Building in the city of Pretoria in South Africa, built from light sandstone, was designed by Herbert Baker, in the English monumental style. It has a semi-circular shape with two wings at the side. This represents the union of formerly divided people. The Union Building was also located on a steep hill. He used some of the ancient classical architecture, that were later included in the plans of the secretariat building in New Delhi.



Fig. 6.13: Herbert Baker



Fig. 6.14: Union Building, Pretoria (South Africa)

Herbert Baker was an architect, who went to South Africa in search of work. It was in South Africa that Baker came in touch with Cecil Rhodes, the Governor of Cape Town, who inspired in Baker a love for British empire.



Let Us Recall

Presidency: For administrative purposes, Colonial India was divided into three Presidencies (Bombay, Bengal and Madras) which developed from East India Company's factories (trading posts) at Surat, Madras and Calcutta.

De-urbanisation: It is the process by which old towns lost prominence and new ones get established.

Renaissance: It is the rebirth of art and learning, often used to describe a period with creative activity.

Amir: It is a native term used for the term nobleman.

Haveli: Haveli is another word for mansion.





EXERCISES

A. Choose the correct answer.

- Which among the following was not a Presidency town?
(a) Delhi (b) Bombay
(c) Calcutta (d) Madras
- Surat was an old:
(a) port city (b) capital of the regional kingdom
(c) a religious centre (d) an agricultural centre
- Delhi became a dusty town in the 19th century because:
(a) it was captured by the Marathas in 1803
(b) of downfall of the Mughal Empire
(c) it was invaded by the Afghans
(d) it lost its importance during the rule of the East India Company
- Which Mughal Emperor shifted his capital from Agra to Delhi and named it Shahjahanabad?
(a) Akbar (b) Jahangir
(c) Shah Jahan (d) Aurangzeb
- The capital of the British till 1911 was:
(a) Bombay (b) Madras
(c) Delhi (d) Calcutta
- Who were entrusted with the task of planning and designing the city of Delhi? You have to mark two people.
(a) Le Corbusier (b) Edward Lutyens
(c) Allan Collins (d) Herbert Baker
- In 1877, Lord Lytton organised a royal durbar where she was acknowledged as the Empress of India. Who was she?
(a) Queen Mary (b) Queen Elizabeth I
(c) Queen Victoria (d) Queen Elizabeth II
- The Delhi Improvement Trust was set up in:
(a) 1937 (b) 1936
(c) 1931 (d) 1939

B. Answer the following questions.

- What is meant by de-urbanisation?
- Identify three differences in the city design of New Delhi and Shahjahanabad.
- Why were Durbars held in Delhi in 1877 and 1911, although it was not the capital city?
- How did the Partition affect the life of the people.
- Write the differences between a haveli and a bungalow.
- Why did the British want that people should forget the past? How was it done?



C. Fill in the blanks.

1. The two architects who designed New Delhi were _____ and _____.
2. In 1888, an extension scheme called the _____ was devised.
3. The Delhi Improvement Trust was set up in _____ and it built areas like _____.
4. New Delhi was constructed as ten square mile city on _____ Hill.
5. With the downfall of the _____, the historic imperial city of _____ became a dusty town in 19th century.

D. State whether the following statements are true or false.

1. Delhi became the capital of British India in 1912.
2. Delhi had been the capital city for more than a thousand years with some gaps.
3. In 1805, British gained control of Delhi after defeating the Marathas.
4. Delhi was divided into black area and white area.
5. The Mughal aristocracy lived in bungalows.

E. Match the following.

Column A

1. Royal Durbar in 1877
2. Shah Jahan
3. Amirs resided in
4. Lahore Gate Improvement Plan

Column B

- (a) Shahjahanabad
- (b) Lord Lytton
- (c) Robert Clarke
- (d) Havelis

1. Project Work

- (a) Find out the details of Rashtrapati Bhawan, India Gate, Lady Willington Garden (at present Lodi Garden).
- (b) Delhi has shown communal harmony and one of the festivals celebrated is 'Phool Walon ki Sair'. Find out about this festival.



7



Indian Crafts and Industries



Fig. 7.1: A Tanti weaver in Bengal



Fig. 7.2: Ship of the Dutch East India Company

India has an old history of trade, migration and conquest. Since ancient times, India has engaged herself in trade with the outside world. As early as 3000 BCE, Indus Valley Civilisation had active maritime trade with Mesopotamia (*i.e.*, the present Iraq).

The Mughals were the patrons of arts and crafts, like masonry painting, stone-cutting, fine quality of cotton, silk and **brocades** cloth. During this period, the overseas trade operated through the sea port of Surat on the Gujarat coast, Masulipatnam on the Coromandel coast and Hooghly in Bengal. Cotton textile was the most important item of trade and more than hundred types of fabrics were produced in India. The artisans produced goods in their homes with simple tools and also with the help of family members. Many of them settled in and around the centres of export, along the coast and trade centres. The Mughals encouraged this profitable trade. As the Mughal Empire started declining, the artisans and craftsmen migrated to the regional capitals.

European Companies

Vasco-da-Gama discovered the sea-route to India in 1498. The Portuguese were the first to arrive in India. They established trading centres in almost all the major trading ports. The main items of their trade were spices and pepper. They earned huge profits, which roused



jealousy among other European nations. Portuguese power started declining in the second half of the 16th century.

Dutch East India Company was formed in 1602. They established themselves at Masulipatnam and in Spice Islands (Indonesia). They brought Indian textiles and spices and sold them in European countries.

In 1600 A.D., English East India Company was established. In 1612, through the efforts of Sir Thomas Roe, the East India Company was able to obtain a *farman* (royal order) from the Mughal Emperor Jahangir for trade. They established their trade centre at Surat. A number of Indian merchants and bankers were involved in this network of export trade.

Both the English and the Dutch exported cloth, indigo, and saltpetre from Gujarat and Coromandel Coast.

The French were the last to come. Their Company was founded in 1664. They opened their first factory at Surat.

From 1600–1757, Indian textiles dominated the world trade. During this period, the European companies purchased goods from India, and for this, they had to import gold and silver from their countries.

Decline of Export of Indian Textiles

From the beginning of the 18th century, the wool and silk makers in England were jealous of the popularity of Indian textiles and started protesting against the import of Indian cotton textiles. In 1720, the British government passed a law banning the use of printed cotton textiles called 'Chintz' in England.

At this time, the cotton textile industry was just beginning to develop in England. The manufacturers were unable to compete with Indian textiles. They wanted to sell their goods in the country by preventing the entry of Indian textiles. The Parliament prohibited the import of all dyed cloth which was followed by a complete ban on the use of printed 'calicoes' in England.

Inventions in the textile industry: Some of the important inventions in the textile industry were the spinning jenny, cotton gin, steam engine, water frame and powerloom.

- **Spinning jenny:** A multi-spool spinning wheel. It is a machine in which a single worker could handle several spindles from which thread was spun. All the spindles rotated at the same time when the wheel was turned. It was invented by John Kaye.
- **Cotton gin:** It was used to separate the fibres from the seed.
- **Powerloom:** It was a mechanised loom which allowed the textile to be manufactured quickly.

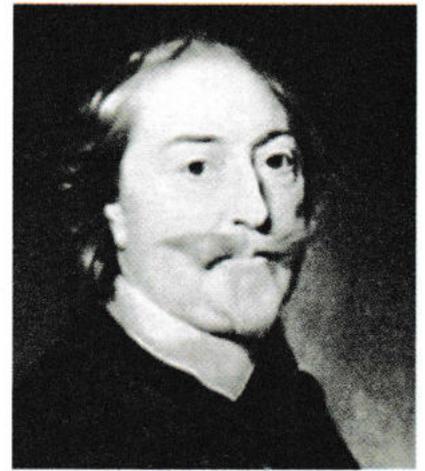


Fig. 7.3: Sir Thomas Roe

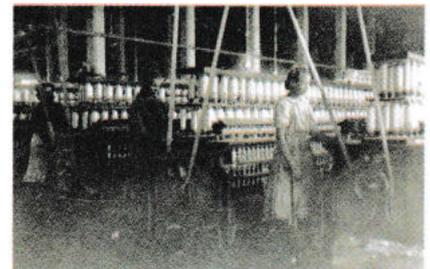


Fig. 7.4: A Cotton Mill in England



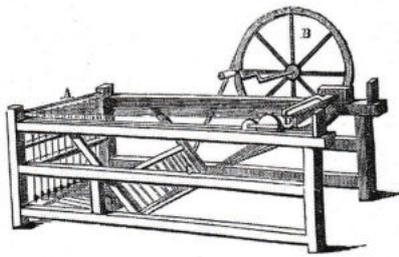


Fig. 7.5: Spinning jenny

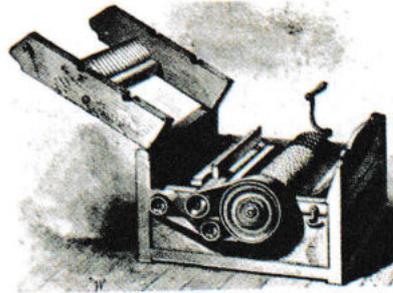


Fig. 7.6: Cotton gin

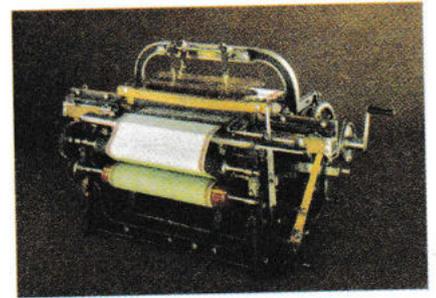


Fig. 7.7: Powerloom

- **Water frame:** It is the name given to a water-powered spinning frame.
- **Steam Engine:** It refers to a machine that uses steam power to perform mechanical work through the agency of heat.

These inventions increased the efficacy of each step of production process, *i.e.*, carding, twisting, spinning and rolling.

As cotton industries developed in England, the industrial groups pressurised the government to impose duties on cotton textiles coming from outside, so that the goods manufactured within the country could be sold easily.

At the same time, the industrial groups viewed India as a vast market for their mill-made goods. They persuaded the East India Company to sell British manufactured goods in India. The machine made goods were so cheap that weavers could not compete with them.

By the middle of the 19th century, the weavers faced a new problem. The raw cotton was started being exported to England and it was difficult to find fine quality raw cotton. As the demand increased, the price of the raw cotton rose exorbitantly. By 1880, two-thirds of all cotton clothes worn by Indians were made of cloth produced in England. This not only affected the plight of weavers but also the spinners. Thousands of rural women, who sustained their lives by spinning, were rendered jobless.

After the Decline of Textile Industries

After the decline of the textile industries, many weavers became agricultural labourers, some migrated to the cities in search of job, some went to work on the plantations, others became indentured labourers under contract and went to work in Mauritius, Fiji Islands, Guyana, etc. Some others got jobs in the new textile mills which were being set up in Bombay, Kanpur and other places.

Development of Industries in India

The first cotton mill was set up in Bombay in 1854. It was a spinning mill. In North India, the Elgin Mill was started in Kanpur in 1860 and a year later, the first cotton mill was set up in Ahmedabad. By 1874, the

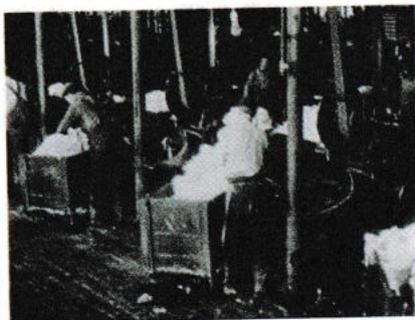
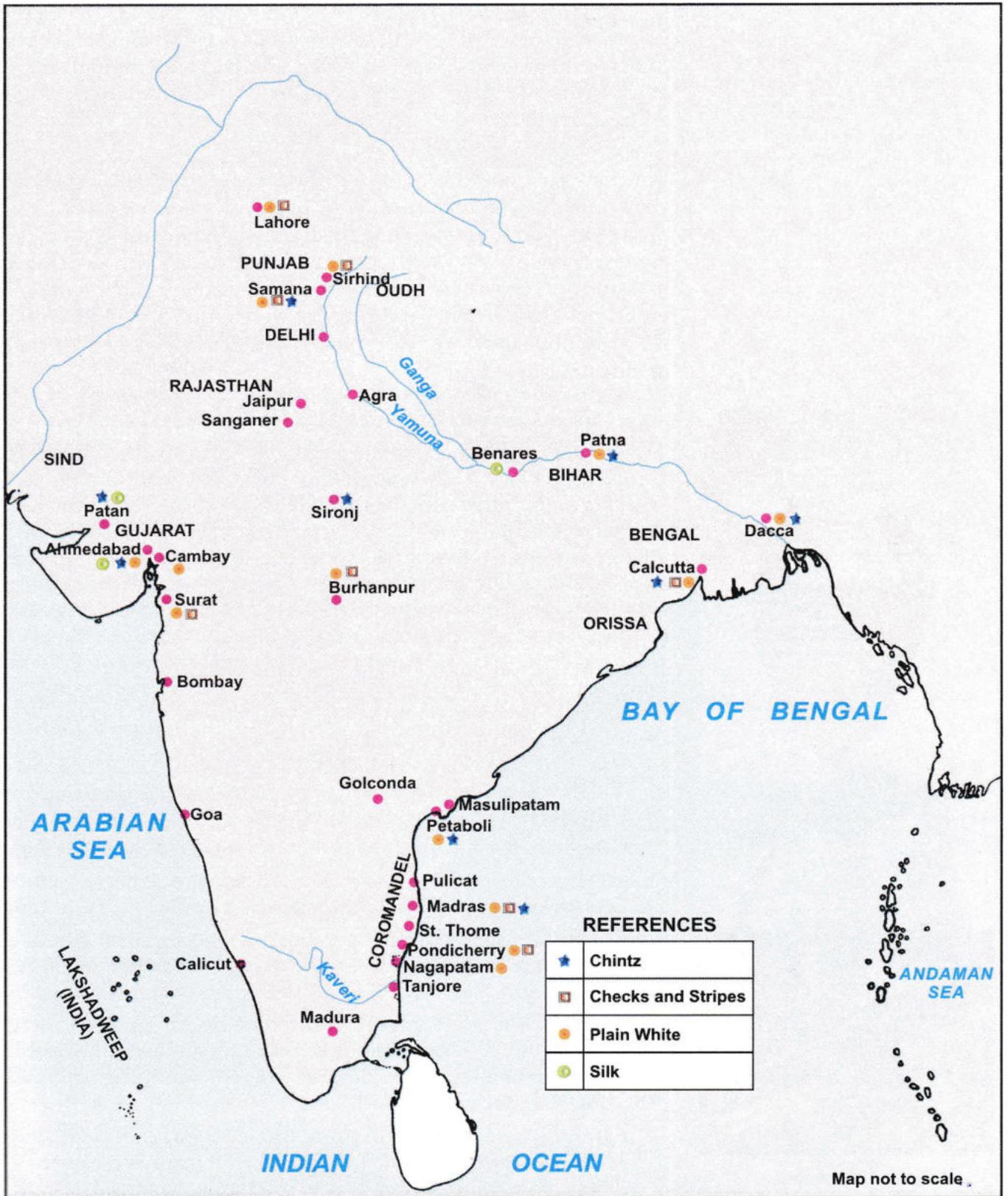


Fig. 7.8: Weavers in Bombay Cotton Mill





Map 7.1: Major Textile Production Centres (1500–1750)



first spinning and weaving mill of Madras began production. Many people migrated from the village to find jobs in the textile centres. The Indian entrepreneurs who had accumulated capital through trade, invested in new enterprises. However, they were barred from trading with Europe in manufactured goods. Till the First World War, Indian industries developed very slowly.

When the First World War started, the Indian textile mills expanded very quickly. The cotton mills in England were busy with war production and imports into India declined. Indian mills had a vast home market. As the war prolonged, the Indian factories were asked to supply jute bags, cloth for army uniforms, leather boots, tents and number of other items. New factories were set up and old factories ran in multiple shifts. The early nationalists demanded the setting up of industries in India.

CASE STUDY—THE COTTON CLOTH

There were numerous textile centres in India which produced specialised cloth. They were highly demanded both within the country and in other countries as well. The Arab merchants carried goods to Mosul in present Iraq, from where it was purchased by the Europeans. So they started referring to all fine quality cotton textiles as 'muslin'. Similarly, the cotton cloth which the Portuguese took back from India was called 'calico' (after Calicut) and later the word calico was used for all cotton textiles.

The other cotton cloth produced by India were:

1. **Bandana:** It is a variety of brightly coloured cloth and printed scarf for the neck or head. Originally, the term referred to brightly coloured cloth produced through the method of tying and dying.
2. **Dungarees:** It is a coarse Indian calico
3. **Gingham:** It is a yarn-dyed cotton fabric woven in stripes and checks.
4. **Seersucker:** It is a light thin fabric with a crinkled surface and usually a striped pattern.
5. **Chintz:** It is a printed multi-coloured cotton fabric with a glazed finish.
6. **Jamdani:** It is a fine muslin with geometric design. The expert weavers did not draw the design on paper but instead worked from memory. Jamdani cloth has different names, e.g., *butidar*, *duria*, *charkana*, etc.
7. **Patola:** It is a sari fabric from Ahmedabad, especially the Mehsana District, in which warp and weft threads are space-dyed before being woven so as to produce geometrical designs in the finished work.



Fig. 7.9: Bandana design



Fig. 7.10: Patola weave



CASE STUDY—AGARIAS

Agarias is one of the little known tribes of Madhya Pradesh in India. They have been metal workers since time immemorial. They are called Agarias because of the little furnace, which were used for conversion of iron ore into iron for making the metal malleable. It was used for the manufacture of weapons and agricultural implements. In the late 19th century, a series of famines devastated the dry regions of Central India. Many of them stopped the work, left the village and migrated looking for work elsewhere. A large number of them never came back to the village.

Iron and Steel Industry in India

Wootz Steel: The word 'Wootz' may have been a mistranscription of 'wook', an anglicised version of 'urukku'—the word for steel in Tamil or 'ukku'—the word for steel in Kannada, Telegu and many other south Indian languages.

Wootz was made in crucibles by combining a mixture of wrought iron or iron ore and charcoal with glass, which was then sealed and heated in a furnace. The result is a mixture of impurities mixed with glass as slag and button of steel. The buttons were separated from slag and made into ingots. The ingots could be further forged out into blades. The region of Salem and Thanjavur were famous for iron mining and iron smelting.

Wootz steel, when made into swords, produced a very sharp edge with flowing pattern of bands. This pattern came from very small carbon crystals embedded in the iron. Tipu Sultan, who ruled Mysore till 1799 and fought four wars with the British, had a sword made of Wootz steel. From the late 19th century, the art of iron smelting started declining. One reason was the new forest laws. The colonial government did not allow the natives to enter the reserved forests. The iron smelter could not get iron and wood for charcoal. Many gave up their craft and looked for other means of livelihood.

The import of iron and steel from England proved to be the death knell of Indian industry.

By the early 20th century, India also started the iron and steel factory.

TISCO: The Tata Iron and Steel Company (TISCO) is the first iron and steel factory in India. From the late 18th century, the British in India took opium to China and exported tea from China to England. Jamshedji Nusserwanji Tata who built a huge industrial empire accumulated his initial wealth from exports to China and partly from raw cotton shipments to England. Jamshedji decided to spend a large part of his fortune in building a big iron and steel industry in India. In 1904, his son Dorabji Tata and Charles Weld, an American geologist, travelled extensively and explored the whole area around present-day Chhattisgarh, to find good quality of iron ore. With the help of Agarias, a community of iron smelter, they reached Rajhara Hills, which had one of the finest ores in the world. The whole expedition proved futile, as there was no water.



Do You Know

Wootz attracted the attention of scientists like Michael Faraday.



Fig. 7.11: The Sword of Tipu Sultan made of Wootz Steel



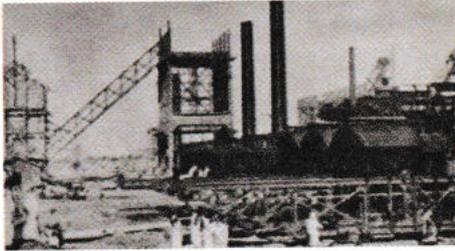


Fig. 7.12: Tata Iron and Steel Company (TISCO)

A few years later, a large forest area was cleared on the banks of the River Subarnarekha to set up the factory and industrial township. The place was called Sakchi, later renamed Jamshedpur. Here, water was available near the iron ore deposits. The Tata Iron and Steel Company (TISCO) that came up began producing steel in 1912. India had been importing steel that was manufactured in Britain to lay down the railway lines. The railways were essential to open the market in the interior of the country and to carry the raw materials back to the ports.

By 1914, the situation was changed when First World War broke out. Steel produced in England had to meet the war needs in Europe. So imports of British steel declined rapidly and Indian railway turned to TISCO for supply of rails. As the war continued, TISCO was also providing shells and carriage wheels. By the end of the war, TISCO met 90 per cent of the demand of the British Empire. As in the case of textile, the Indian industries got a boost when imports into India declined and the demand for industrial goods increased.



In Other Lands

Into the Iron Age

Iron was the master material of the early Industrial Revolution. It was used for a wide variety of purposes, from pots and pans to pipes and girders, from buildings to boats. In the new iron age, Britain led the way. But in the late 19th century when highly adaptable steel replaced iron, Germany and USA moved ahead. They made more steel than Britain and developed new uses of steel alloys. Machines were made of iron and later from steel.

The Rise and Fall of Coal

The production of coal and iron increased together. Britain had ample supplies of coal, and technical improvements in mining, including pumping, made it possible to tap rich deep mines. Other countries followed Britain in developing their coal mines. Later in the 20th century, coal was supplanted by other sources of power.

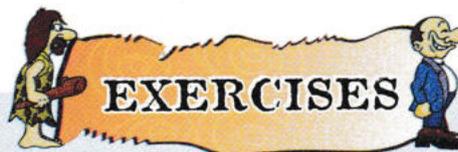


Let Us Recall

Brocades: It refers to the rich silk fabric woven with patterns often in gold and silver thread.

Spinning: It is used to produce yarn or thread by drawing out and twisting fibrous material.





EXERCISES

A. Choose the correct answer.

- The Dutch East India Company, formed in 1602 established themselves at:
(a) Surat (b) Tranquebar
(c) Hooghly (d) Masulipatnam
- English East India Company was formed in the year:
(a) 1600 (b) 1605
(c) 1607 (d) 1612
- The first cotton mill was set up in 1854, in:
(a) Calcutta (b) Surat
(c) Ahmedabad (d) Bombay
- Which of the following regions was famous for iron mining and iron smelting?
(a) Salem (b) Thanjavur
(c) Both (a) and (b) (d) Sakchi
- Wootz is a kind of:
(a) copper (b) brass
(c) bronze (d) steel
- Agarias is a tribe living in:
(a) Maharashtra (b) Bihar
(c) West Bengal (d) Madhya Pradesh
- The earlier name of Jamshedpur was:
(a) Subarnarekha (b) Sakchi
(c) Rajhara hills (d) Rajmahal hills
- Tata Iron and Steel Company began producing steel in the year:
(a) 1910 (b) 1912
(c) 1913 (d) 1914

B. Answer the following questions.

- What is Jamdani?
- Describe the function of the cotton gin.
- How did the spinning jenny revolutionise the textile industry?
- What led to the decline of Indian industries in the 18th century?
- How is 'Wootz Steel' prepared? What gave it a new shine and lustre?
- How did the First World War give boost to textile, and iron and steel industry?
- How did the establishment of political power by the British led to the decline of Indian textile industry?
- Who are 'Agarias'? Why did they stop working in late 19th century?



C. Fill in the blanks.

1. During the Mughal period, the overseas trade operated through the sea port of _____ and _____.
2. _____ discovered the sea-route to India in _____.
3. Dutch established themselves at _____ and _____.
4. Spinning Jenny was invented by _____.
5. The community of weavers in Bengal were _____.

D. State whether the following statements are true or false.

1. The Mughals were the patrons of art and crafts.
2. Tata iron and steel company began producing steel in _____.
3. Cotton gin separates cotton seeds from cotton fibres.
4. The Jamdani weavers were centred at Madhya Pradesh.
5. Spinning Jenny was invented by Eli Whitney.

E. Match the following.

Column A

1. Surat, Ahmedabad and Patan were centres of _____
2. Tipu's Sword was made of _____
3. Jamdani _____
4. Jamshedpur _____
5. Dungarees _____

Column B

- (a) TISCO
- (b) a fine muslin
- (c) Patola weave cloth
- (d) a coarse Indian calico
- (e) Wootz steel

1. Project Work

- (a) The invention of new machines had brought a revolution in the textile industry. Write about development in the construction of roads, railways, canals, and post and telegraph.
- (b) Find out about four different kind of textiles produced in India, besides those given in this chapter.
- (c) On the outline map of India, locate the centres of different crafts today like cotton, woollen and silk weaving.
- (d) Find out about the history of any five iron and steel plants in India.



8



System of Education Under the British

Indigenous System of Education

Before the arrival of the British, elementary education was imparted both in the *pathshalas* and the *maktabs*.

The *pathshalas* existed both in villages and towns. Usually, *pathshalas* were held in the verandah of some houses or under a tree. There were no separate houses for *pathshalas*. Premises of temples were used. No regular fee was charged from the students. The schools were managed by the wealthy people or by the community. The students were taught the rules of arithmetic and multiplication tables had to be memorised. The basic knowledge of 3 subjects was compulsory, *i.e.*, reading, writing and arithmetic. There were no textbooks, and syllabus was decided by the teacher himself. Sanskrit was taught to the students.

The *maktabs* were the Muslim schools which were attended both by Muslims and Hindus, who wanted to join the law courts later. The *maktabs* were attached with the mosque or were independent. Most of the *maktabs* were patronised by the rulers or had endowments.

Teaching mode was oral. Students were not separated into different classes, all of them sat together at one place. There were no roll call registers for annual registers and no annual examination. The teacher decided the syllabus. This system of education was suited to local needs. Classes were not held during the harvest time or when rural children worked in the fields. After the harvest season was over, the *pathshala* started again.



Fig. 8.1: Pathshala



Fig. 8.2: Maktab



Do You Know

Maktab is an Arabic word for 'a place of learning.'





Our Heritage

Standing figure of Warren Hastings is placed at the centre, between a Brahmin on the left and a Munshi (who knows Persian language) on the right side. This image can be seen in Victoria Memorial at Kolkata. It represents how Hastings and other Orientalists needed Indian scholars to tell them about ancient texts, local customs, laws and vernacular languages.



Fig. 8.3: Warren Hastings (in centre)



Fig. 8.4: Victoria Memorial

Why English Education was Introduced

1. The English East India Company wanted not only territorial conquest and control over revenues but also felt that they had a civilising mission.
2. The traders felt the need of English language for transacting their business.
3. The English educated Indians could be employed in the lower jobs of the Company. This would reduce the expenditure on administration. Indians had to be employed, as such employees could not be brought from England.
4. The Christian missionaries imparted English education with a view to convert Indians into Christianity.

Steps Taken by the Company to Introduce English Education in India

In the first sixty years the East India Company did not take any interest in the education of the natives. It was a commercial Company whose aim was to make profits.



Fig. 8.5: William Jones

However, when William Jones arrived in Calcutta in 1783 as a junior judge in the Supreme Court, he felt, in order to understand India, it was necessary to discover the sacred and legal texts of the country. It would help the British to learn about the Indian culture. Together with other Englishmen like Henry Thomas Colebrooke who was a scholar of Sanskrit and ancient sacred writings, Jones set the Asiatic Society of Bengal and started a journal called, 'Asiatick Researches'. Influenced by such ideas, many officials of the Company felt that the British ought to support and promote Indian, rather than Western learning. With this objective in view, a Madarsa was set up in Calcutta in 1781 to promote the study of Arabic, Persian and Islamic law and Hindu College was established at Benares in 1791 to encourage the study of Sanskrit texts by Governor General Warren Hastings.



CASE STUDY—CHRISTIAN MISSIONARIES

The early Christian missionaries played an important role in the spread of education in India. It is sometimes alleged that the main motive was to spread Christianity. Until 1813, the English East India Company opposed the missionary activities in India. It feared that missionary activities would provoke a reaction among the local population. Unable to establish institutions in territories under the control of the English East India Company, the missionaries set up a mission at Serampore. Serampore was a Danish colony from 1755 to 1845.

William Carey was a Scottish missionary, who helped to establish the Serampore mission. Carey made India his homeland.

Some of the features of the missionary schools were:

1. Classes were held regularly at fixed hours. Sunday was a holiday.
2. Printed books were introduced.
3. The curriculum included subjects like history, geography and grammar.
4. Religious instructions were given according to the Christian religion and study of Bible was made compulsory.



Fig. 8.6: Early photograph of Christian Missionaries

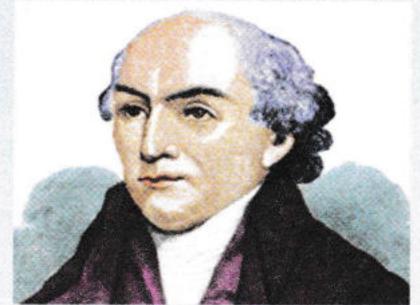


Fig. 8.7: William Carey

In the year 1813, the East India Company was compelled to accept the responsibility for the education of the Indians on moral grounds. It provided a sum of not less than rupees one lac each year, to be spent on the education of Indians. It led to a controversy between two groups, namely **Orientalists** and **Anglicists**.

The Orientalists wanted the promotion of Indian education through the medium of Sanskrit, Arabic and Persian, whereas the Anglicists were in favour of developing western education in India through the medium of English.

Thomas Babington Macaulay, the law member of Governor Generals' Council and Raja Ram Mohan Roy favoured the Anglicists.

Macaulay, who was a great historian, orator and statesman wrote his famous Minute on 2nd February 1835, that "a single shelf of a good European library was worth the whole native literature of India and Arabia".

The English Education Act was passed in 1835. English was made the medium of instruction for higher education. In 1844, the government announced that the knowledge of English was essential for appointment in government jobs.



Fig. 8.8: Macaulay sitting in his studyroom



Wood's Despatch, 1854

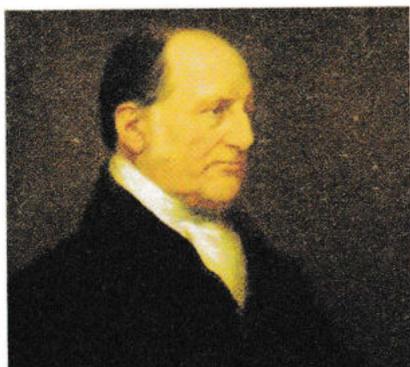


Fig. 8.9: Sir Charles Wood

In 1854, the Court of Directors of the East India Company sent an educational despatch to the Governor General of India. It was issued by Sir Charles Wood who was the President of the Board of Control for India.

Following the Wood's Despatch, several measures were taken by the East India Company.

1. The government took the responsibility for the education of the masses.
2. A network of educational institutions from primary to university level were established.
3. Department of Education was set up in all provinces to extend control over all matters of education.
4. Universities were set up at Bombay, Calcutta and Madras in 1857, similar to the London University. Lahore University was established in 1869. Teachers training institutes were to be set up. Two colleges of Engineering were set up in Roorkee and Calcutta.

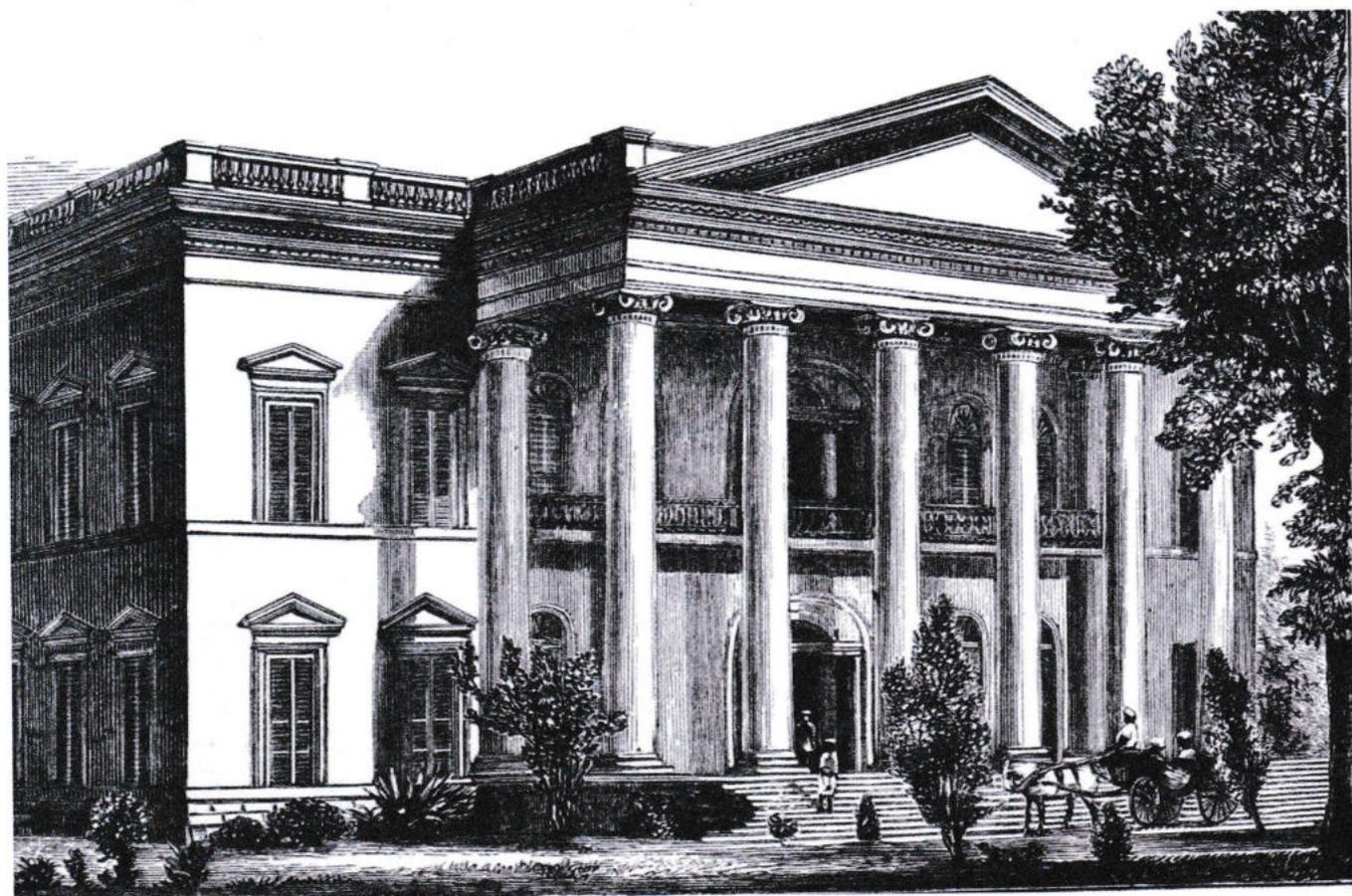


Fig. 8.10: Serampore College near Calcutta



Impact of the Wood'S Despatch

Upto the 19th century, the Company was primarily concerned with higher education. The existing *Pathshalas* and Madarsas continued to flourish without any interference. After 1854 the Company decided to improve the system of **vernacular** education. Regular textbook, curriculum, fixed hours for school and regular examinations were to be followed in each school. Regular inspections were undertaken.

Effects of the New Education System

1. The new system of education had an adverse effect on the students. In the earlier system even children from poor peasant families were able to attend *pathshalas*, as the time-table was flexible. The children from peasant families had to work in the fields during harvesting time, but now there was regular attendance in the school.
2. English education created a gap between English educated and others. It created a gulf between English-educated Indians and the masses. British-educated Indians knew about English authors like Charles Dickens and Thomas Hardy. They learnt about Pythagoras, Galileo, Copernicus and Newton. But Indian authors, Indian mathematicians and Indian classics were alien to them (Aryabhata, Bhaskar, Panini, were ancient mathematicians. *Ramayana*, *Mahabharata*, *Panchtantra* were classics and folk tales). They were alien to their own culture.
3. Education was more expensive and only the rich could afford it.
4. By the beginning of the 20th century, 94 per cent of the Indians were illiterate.
5. The English education had its brighter side as well. English-educated Indians became familiarised with European concepts of democracy, liberty, equality, etc. They read about American War of Independence, French Revolution and German unification. Within some time, they became the harbinger of the Indian Nationalist Movement.

The Idea of National Education

British officials were not the only people who were thinking of spreading education in India. Many English educated Indians also supported the spread of education. There were other Indians, who did not believe in English education. Mahatma Gandhi and Rabindranath Tagore were two such Indians. They devised their own scheme of education.

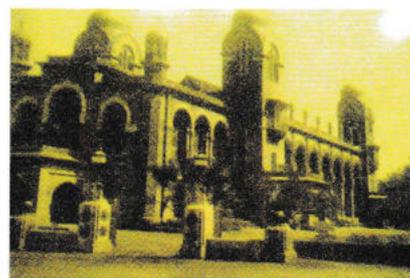


Fig. 8.11: An early Madarsa in Tamil Nadu

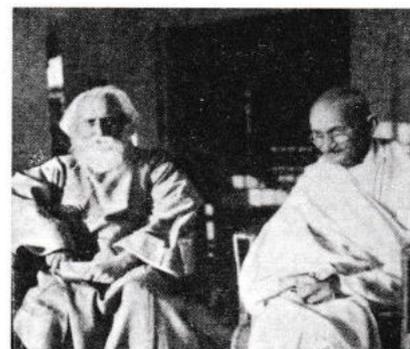


Fig. 8.12: Gandhiji and Rabindranath Tagore discussing on national education



CASE STUDY—Mahatma Gandhi and National Education

Mahatma Gandhi found many shortcomings in the system of education and said, "I am fully convinced that the present system of education is not only wasteful but positively harmful." Gandhiji felt that colonial education had left a negative impact on the minds of the students and they (students) appreciated everything that came from the West. In this process, they had forgotten their culture, they did not take pride in their own past. The students should recover their dignity and self-respect.



Fig. 8.13: Gandhiji writing about education

Gandhiji gave his own ideas about education. The scheme prepared by him is the Wardha Scheme of Education. It is also known as Basic Education or *Nai Talim*. In July 1937, Gandhiji wrote in the *Harijan*, "By education, I mean all-round drawing out of the best in child and man— body, mind and spirit." According to the Wardha Scheme:

1. The medium of instruction is to be the mother tongue.
2. Free and compulsory education is to be given for 8 years (from 6 to 14 years).
3. Education is to centre around some productive work like spinning, weaving, leather work, pottery, basket making, etc.
4. Textbooks to be avoided as far as possible.
5. Cleanliness, health, play and recreation should be given sufficient importance.

But, still it could not become popular.

Rabindranath Tagore and Shantiniketan

Rabindranath Tagore also introduced national education and started Shantiniketan (abode of peace) in 1901. He started the school of his ideals, whose central theme was that learning in a natural environment would be more enjoyable and fruitful. In his school, he ensured that the students were taught the importance of Indian heritage and at the same time they had a universal humanist approach. The teachers and students came from all over the world. The students hardly had any syllabus. There was minimum of curriculum but round the clock there were varied activities.



Fig. 8.14: Shantiniketan

He emphasised the need to teach science and technology along with music, art and dance. The world famous alumni of Shantiniketan are Satyajit Ray, Amartya Sen and Indira Gandhi. Vishwa Bharti, another educational institute set-up by him, is still a working institution.

How Indians Responded to English Education?

Indians who received English education, initially, discarded their Indian identity. They followed English life-style, spoke English language and adopted English customs. English education gave them an opportunity to get employment in government jobs. Later, many of them gave up their jobs and lucrative practices, and joined the Indian National Movement. Only a small group of people had benefitted from English education.



BUDDHIST SYSTEM OF EDUCATION

Buddhist literature provides information on Buddhist education. They are: (i) *Pitakas*—meaning baskets containing written palm leaves on the philosophy of Buddhism—were written in Pali language. (ii) *Jatakas*—they are a collection of 551 legends, riddles and stories on the life of Buddha.

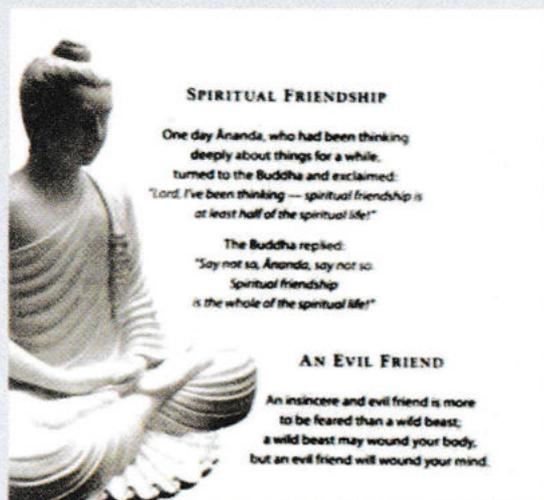


Fig. 8.15: *Abhidhamma Pitaka*, a Buddhist literature



Fig. 8.16: Children in a Buddhist Mission

The curriculum was primarily religious. One should have a rational mind and do not accept any teaching merely because you have heard it from someone or read it in the scriptures. All pros and cons have to be taken into consideration. The colleges were open to all, irrespective of any consideration of caste or country. It attracted students from distant countries like Korea, China, Tibet, etc. Most of the teaching was through the mother tongue. A large number of universities sprang up, where students from foreign lands came in large number. There were seven well-established universities: Nalanda, Vallabhai, Vikramshila, Jagada, Mithila, Odantapuri and Nadia. Of all these, Nalanda was the greatest and most famous.



Let Us Recall

Orientalist: It refers to a group of Englishmen who highly appreciated Indian culture, knowledge and literature and had knowledge of the language and culture.

Maqtabs: These were the Muslim schools which were attended both by Muslims and Hindus.

Vernacular languages: The term refers to a local language or a dialect, which is different from the standard language. In India, the British used this term to differentiate between local languages of everyday use and English.

Anglicists: It refers to a group of people who looked down upon Indian culture, language and literature.





EXERCISES

A. Choose the correct answer.

1. Elementary education was imparted to the children both in:
 (a) maktabas (b) madarsas
 (c) kols (d) pathshalas
 (mark two options)
2. Asiatic Society was set up by:
 (a) James Mill (b) Thomas Babington Macaulay
 (c) William Jones (d) Henry Thomas Colebroke
3. Calcutta Madarsa was set up by the Governor General Warren Hastings in:
 (a) 1771 (b) 1781
 (c) 1791 (d) 1776
4. Shantiniketan was started by:
 (a) Mahatma Gandhi (b) Devendernath Tagore
 (c) Rabindranath Tagore (d) Kasturba Gandhi
5. Which of the following persons is not related to Shantiniketan?
 (a) Amartya Sen (b) Rabindranath Tagore
 (c) Sir Charles Wood (d) Indira Gandhi
6. The Charter Act of 1813 set aside a sum of money to be spent annually, on the education of the Indians. The amount was:
 (a) one lac rupees (b) two lac rupees
 (c) three lac rupees (d) four lac rupees
7. In 1844, the East India Company announced that:
 (a) elementary education was compulsory.
 (b) the higher education would be in vernacular language.
 (c) the college education would be in English language.
 (d) knowledge of English was essential for appointment in government job.

B. Answer the following questions.

1. Why did William Jones feel the need to study Indian history, philosophy and law?
2. When was Shantiniketan established? What were children taught in this 'abode of peace'?
3. Write in your own words about vernacular schools?
4. What were changes made in the curriculum of vernacular education after 1854? What were its effects?
5. Write the recommendations made by the Wood's Despatch 1854.
6. Explain the fundamental aspects of Basic Scheme of Education.
7. How was the concept of National Education of Mahatma Gandhi different from that of Rabindranath Tagore?



C. Fill in the blanks.

1. William Jones was an _____.
2. The two well-known alumni of Shantiniketan are _____ and _____.
3. Education Act of _____ made _____ the medium of instruction.
4. _____ was a Scottish missionary who helped to establish the _____.
5. Elementary education was imparted both in _____ and _____.

D. State whether the following statements are true or false.

1. Wood's Despatch deprived the children of poor families of the benefits of education.
2. Mahatma Gandhi was critical of English education.
3. Thomas Macaulay did not promote English education.
4. Rabindranath Tagore was a supporter of education in natural surroundings.
5. Until 1813, the East India Company encouraged missionary activities in India.

E. Match the following.

Column A

1. William Bentick
2. Makhtabs
3. Scottish missionary
4. Gandhiji
5. Shantiniketan

Column B

- (a) *Nai Talim*
- (b) Governor General
- (c) Rabindranath Tagore
- (d) Muslim schools
- (e) William Carey

1. Project Work

- (a) Have a talk with your grandparents and ask them to tell you what they studied in the school and how did they spend their leisure time? Make a separate report for grandfather and grandmother.
- (b) Read about Gandhiji's early life and write about his experiences in school.

2. Group Activity

- (a) Collect data about schools in your locality regarding the number of boys and girls enrolled, their family background and are there any drop outs. Find out the reasons for leaving the school. What is the literacy rate in your area?
- (b) Read about Rabindranath Tagore and short stories written by him. Hold a story-telling session in you class. You may also take up stories written by Munshi Premchand.



9



Social Reform Movements

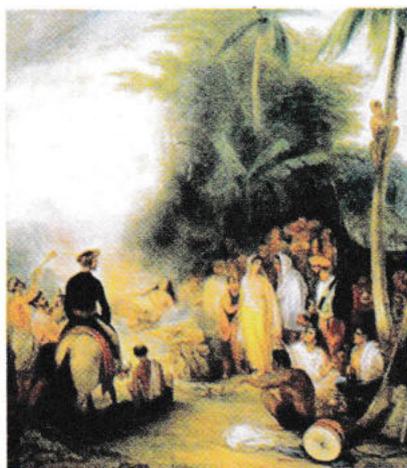


Fig. 9.1: Sati Pratha

India has a reason to be proud of its women. India, which is the largest democracy in the world had a lady Prime Minister, the iron woman - Mrs Indira Gandhi, a lady President, Mrs. Pratibha Patil and many women Chief Ministers and Governors.

Has it always been like this? No, there was a time when girls were not sent to school, they were kept within the four walls of the house. Girls were married at a very early age. If we go back to the 19th century, all kind of inhuman, brutal and derogatory punishments were perpetrated on women for no fault of theirs. Their only crime was that they were born as girls. The parents wept at the birth of a girl child, the neighbours and friends sympathised with them and some suggested that the new born girl should be killed. *Sati*, the tradition of burning the widow with the dead body of her husband was also a common practice in many parts of India. If she chose to remain a widow, her life was made miserable by snide remarks like 'unauspicious', her head was shaved off and she had to renounce all the earthy pleasures. There are instances when girls in their teens were married to men, in their fifties. It was a forgone conclusion that the girl would become a widow. Why was there such a mismatch? The poverty of the parents compelled them to marry their girls to old men.



Differences between men and women were not the only ones in the society. People in most regions were divided on caste lines—like Brahmans and Kshatriyas were considered as the upper castes. They were followed by Vaishyas, who were mostly traders, merchants and moneylenders followed by the Shudras who were weavers, potters, artisans, peasants and at the lowest rung of the society was the class of people called the ‘untouchables’. They were menial workers who lived outside the city. They could not enter the temples, nor draw water from the wells. If they touched anything, it was considered polluted and not fit for consumption.

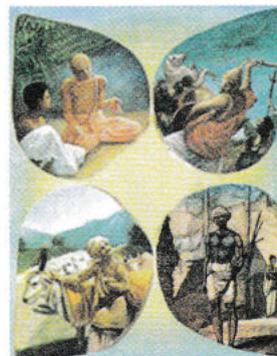


Fig. 9.2: Caste System

CASE STUDY—HOOK SWINGING FESTIVAL

In the 18th and 19th centuries, there were festivals in which a devotee underwent a peculiar form of suffering, as part of ritual worship. One such ritual was the ‘**hook swinging festival**’. This festival was held in certain Bhagvati temples. When a person was dangerously ill or in some bad position, he took vows that he would subject himself to hook swinging, because the goddess was angry and to gain her favours.

During the 19th and 20th centuries, many of these customs were put to an end.

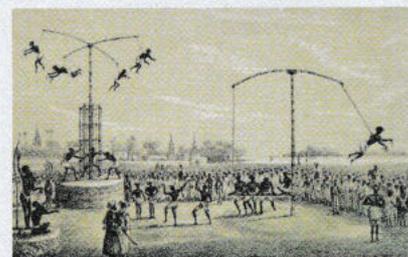


Fig. 9.3: Hook Swinging Festival

Towards Social Reforms

In India, social and religious reform movements went hand in hand. People started reading the scriptures themselves. They found that what was preached by the Brahmans was wholly different from what was given in the holy book of the Hindus. People who wanted to change the society came to be known as **social reformers**. Many of the reformers also knew English language and they printed and published newspaper in English and vernacular languages. Fortunately, the social reformers also got the support of the East India Company, in their endeavours to put an end to the social evils.

One such reformer was **Raja Ram Mohan Roy**. He was well-versed in English, Sanskrit, Persian, Greek languages. He had read the scriptures of the Hindus, Muslims and Christians. He founded the reform association known as the Brahmo Samaj in Calcutta, one of the first Indian socio-religious reform organisation. He advocated education of women.

Raja Ram Mohan Roy is well-remembered for his role in abolishing the practice of *Sati*. Through his writings in *Samvad Kaumudi*



Fig. 9.4: Raja Ram Mohan Roy



(a Bengali journal started by him), he led a campaign against *Sati*. With the support of Lord William Bentinck, the Governor General, the practice was stopped in 1829, by law. He also campaigned for women's rights, including the rights for widows to remarry and to hold property. He is also known as the 'Maker of Modern India'.

Widow Remarriage



Fig. 9.5: Ishwarchandra Vidyasagar

It was due to **Ishwarchandra Vidyasagar's** relentless efforts that Lord Dalhousie, the Governor General of India, passed a law in 1856 permitting widow remarriage. The orthodox section of the society boycotted him.

By second half of the 19th century, the movement grew in favour of widow remarriage and spread to other parts of the country. In the Telugu-speaking areas of the Madras Presidency, **Kandukuri Veerasalingam Pantulu** dedicated his entire life to the cause of women upliftment in his society. He fought to abolish child marriages and organised the first widow remarriage in this area.

In 1889, **Pandita Ramabai** established the Mukti Sadan in Khedgaon near Pune for young widows, who were abused by their families. It is located near the city of Pune.

Ramabai was a poet, a scholar and champion of improving the plight of Indian women. As a social reformer, she championed the cause of



Fig. 9.6: Ramabai encouraging widows and poor women not only to become literate but to be independent



emancipation of Indian women. Using her first hand knowledge of the Vedas, she challenged the orthodox sections of the society. She attacked the traditional practices including widowhood, polygamy and child marriage.

Child Marriage

With the growth of women's organisations and writings to improve the condition of workers, the social reformers challenged another established custom of child marriage.

Several reasons have been put forward for the prevalence of child marriage. The poor parents often gave their young daughters of ten or eleven year of age to older men. Consequently, many of them became widows at young age. For the poor parents, child marriages were cheaper than the adult marriages as the parents could not afford to give dowry. Child marriage, often deprived the girl of any kind of education. She had to look after the household soon after the marriage.

Raja Ram Mohan Roy (Brahmo Samaj), Ishwarchandra Vidyasagar, **Dayanand Saraswati** (Arya Samaj) and many others advocated the abolishment of child marriage through legislation. The Age of Consent Act 1891, which raised the marriageable age of girls to 12 years was passed mainly due to the efforts of Behramji Malabari. In 1929, the Child Marriage Restraint Act was passed. According to this Act, no man below the age of 18 and woman below the age of 16 could marry.

Education for Women

Many social reformers felt that education was necessary to improve the condition of women. Why was education denied to women? Among the Hindus, there was a superstitious belief that if girls went to school, their husbands would die. Others believed that educated women would not like to do household chores. Girls would lose their virtuous character. Many felt education would corrupt the girls and their place was at home to become a good wife and a good mother.

Among the Muslims, Western education had started very late. Many Muslims wrote in favour of education of girls and removal of *purdah*, which was the main hindrance in the education of girls. So throughout the 19th century, girls were taught at home by their fathers and husbands.

In the latter part of the 19th century, schools were opened by social reformers and social organisations. Ishwarchandra Vidyasagar opened a number of schools in Bengal. Arya Samaj in Punjab opened a number of DAV (Dayanand Anglo-Vedic) schools for girls and boys.

In Maharashtra, the lead for women's education was taken by **Jyotiḃa Phule**. In 1851, he opened a school for girls from lower classes.



Fig. 9.7: Child Marriage



Fig. 9.8: Dayanand Saraswati



Do You Know

Dayanand laid the foundation of Arya Samaj in 1875.



Fig. 9.9: Hindu Mahila Vidyalaya, 1875



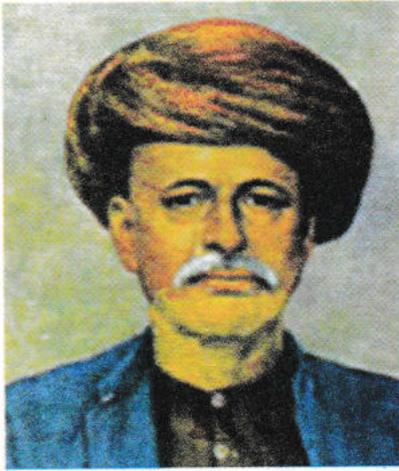


Fig. 9.10: Jyotiba Phule

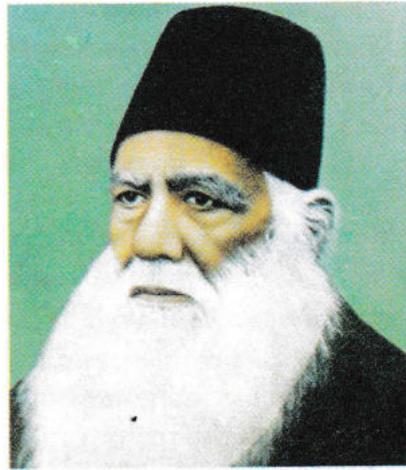


Fig. 9.11: Syed Ahmed Khan



Fig. 9.12: Begum Rokeya Sakhawat Hossain



Fig. 9.13: Tarabai Shinde



Do You Know

In her book 'Stripurushtulna', Tarabai Shinde criticised the social differences between men and women.

Among the Muslims, the lead for education was taken by **Sir Syed Ahmed Khan**. He advocated the spread of education among Muslim women, removal of purdah system and polygamy.

In 1926, **Begum Rokeya Sakhawat Hossain**, a noted educationist and literary figure condemned men for withholding education from women in the name of religion. Rokeya wrote two books—*Sultana's Dream* and the *Padmarag*. *Sultana's Dream* is a fantasy in English which shows a topsy-turvy world in which women take the place of men. She impresses upon the reader by throwing ideas that men waste time in smoking and idle gossip while women can do the same work in half the time.

In East Bengal, in the early 19th century **Rashundari Debi**, a young married girl, in a very orthodox household, learnt to read in the secrecy of her kitchen. Later, she wrote her autobiography 'Amar Jiban' which was the first published autobiography of a woman.

Tarabai Shinde wrote about the miserable lives of upper caste Hindu women, especially widows.

Therefore, women left a deep impact on the society. By their writings they created a stir in the society. Many orthodox people in the society believed that the influence of Western culture was corrupting the women.

It was only in the 20th century that women were able to break the shackles of age-old customs and traditions. Our Constitution has given them equal rights. Education has opened new vistas for women. The nationalist leaders wanted greater equality and freedom for women. Gandhiji had rightly remarked—"Teach a boy, you teach only one boy. Teach a girl, you teach the whole family."

Caste System and Social Reforms

Since ancient times, the Hindu society was a caste ridden society. The *Vedas*, the earliest scripture recognised the division of the society into



four main castes. The Brahmans were the priest and teachers, and no religious rite was complete without their participation. The Kshatriyas were the rulers and soldiers, and the Vaishyas were the commercial class engaged in business, trade and commerce. The Shudras were placed at the lowest rung of the society, who did menial work and served the other three classes.

In the earlier time, caste system was based on the occupation of the person. A person could change his caste. But with the passage of time, the caste system became rigid and complex.

From 19th century onwards, English-educated Indians and others started questioning and reasoning the existence of the caste system. The Christian missionaries started converting the low caste Hindus into Christianity. The social reformers started movements to end the caste system.

During the course of the 19th century, the Christian missionaries began setting up schools for tribal groups and 'low caste' children. Many of them were converted into Christianity. They enjoyed their new found freedom and equality. They readily accepted the new religion to escape the drudgery and mundane practices of the Hindu religion. The expansion of the cities created a new demand for labour. The buildings had to be constructed, roads and railway lines were laid. The poor from the villages, who were mostly from lower castes began moving to the cities. Work in the new location was hard but it was better to get away from the oppressive hold of the upper-caste landowners. Among the reformers, who belonged to higher caste were Raja Ram Mohan Ray, Justice Mahadev Govind Ranade and Ramkrishna Bhandarkar.

Raja Ram Mohan Roy found, there was no mention of the caste system in the Hindu texts. He strongly believed, India cannot enter the 20th century loaded with social taboos.

In Bombay, Paramhans Sabha was founded in 1849 to work for the abolition of the caste system. It was a secret society formed to avoid the wrath of the powerful orthodox elements of the society. At the meetings, discussions were held, meal was prepared by a low caste cook, members ate bread baked by Christians and drank water brought by the Muslims.

The Prarthana Samaj was established in 1867 at Bombay by **Justice Mahadev Govind Ranade** and **Ramkrishna Bhandarkar**. Prarthana Samaj wanted to remove caste distinctions, abolished child marriage, encouraged the education of women and advocated widow re-marriage. Its religious meetings were attended by Hindus, Buddhists and Christians.

Demand for Equality and Justice

Gradually from the 19th century, people from the lower castes took up cudgels on behalf of the lower castes. They started organising



Do You Know

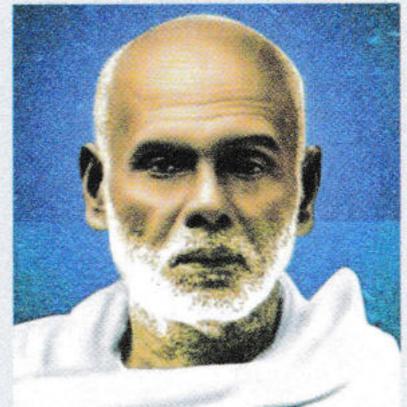


Fig. 9.14: Shri Narayan Guru

Shri Narayan Guru (1855–1928), a sage and social reformer from Kerala, proclaimed the ideals of unity of all people within one sect, a single caste and one guru.



Fig. 9.15: Justice Mahadev Govind Ranade



movements against caste discrimination and demanded social equality and justice.

Satya Shodhak Samaj

In 1873, Jyotiba Phule wrote a book called, '*Gulamgiri*', meaning slavery. He proposed that Shudras and *Ati Shudras* should unite to challenge caste discrimination. He had dedicated this book to all those Americans who had fought to free the 'slaves'.

On 24 September 1874, Jyotiba Phule formed the Satya Shodhak Samaj (Society of Seekers of Truth). The main objective of the Samaj was to liberate the Shudras and *Ati Shudras* (untouchables) and to prevent their exploitation by the Brahmans. Phule was a well-known figure among the 'low caste' who worked for the upliftment of the Hindu society. He led the movement against the prevailing caste system in India. He revolted against the domination of the Brahmans and fought for the rights of low caste people.

Phule was one of the greatest social reformers from Maharashtra. He spent his entire life in the upliftment of women, for the education of girls and abolition of the caste system.

सामाजिक क्रांति के अग्रदूत
ज्योतिराव फूले कृत **The Slavery**
का सरल अनुवाद

गुलामगीरी



Fig. 9.16: *Gulamgiri*, a book written by Jyotiba Phule



Fig. 9.17: Madigas were experts in sewing sandals, clearing hides and tanning them for use.



Fig. 9.18: Dr. Ambedkar with other social workers during temple-entry movement for Dalit community

CASE STUDY—MADIGAS AND MAHARS

Madigas: They were an important untouchable caste of present-day Andhra Pradesh. Expert in leatherwork, Madigas stitched shoes and sandals. They were held in contempt, since they worked with dead animals. They were allowed in the streets to sweep and to remove the dead animals.

Mahars: A number of Mahar people (Dalits) were considered as untouchables. They were poor, owned no land and children born to them also had to take up the work which their parents did. They lived outside the village and were not allowed into the village.

Dr. Bhim Rao Ambedkar (1891–1956) was born into the Mahar Caste. Since childhood, he had suffered from caste discrimination and humiliation. But he was the first man from his caste who completed his college education and went to England to become a lawyer. He fought for the rights of the Dalit community. He started the temple-entry movement in which Mahar caste people struggled to gain entry into temple and use water from the temple tank. Through his journal *Moolnayak*, he openly criticised the orthodox Hindus. He organised Dalits and urged them to take on different government jobs in order to move out of the caste system.





Fig. 9.19: Dr. Bhim Rao Ambedkar, the father of the Indian Constitution

Dr. Ambedkar was the Chairman of the Drafting Committee of the Constitution. Later, he was the law minister in the first cabinet of post-independent India. Recognising his selfless service for the upliftment of the untouchables, he was honoured with Bharat Ratna in 1990.

Untouchability and the Constitution of India

The Constitution of India lays down the Right to Equality under Fundamental Rights. This fundamental right has made **untouchability** a punishable offence. The Government of India has also provided 'reservation' for Scheduled Castes, Scheduled Tribes and Other Backward Classes.

Indeed, it was a lifelong and untiring efforts on the part of Dr. Ambedkar that 'untouchables' have been given equal status in the Constitution. In spite of all the efforts made by the social reformers 'untouchability' is still practised in the remote areas of the country.

Self-respect Movement

E.V. Ramaswamy Naicker (Periyar) founded the **Self-Respect Movement**. He was born in a middle-class family. He was a non-Brahmin. Many non-Brahmin people had acquired education, wealth and influence in Madras. He held the view that the untouchables had to fight themselves for their dignity. The aim of the Self-Respect Movement was to give non-Brahmins a sense of pride:

- (a) To do away with needless customs and meaningless ceremonies
 - (b) To give people equal rights and to completely eradicate 'untouchability'
- The other social and religious reform movements were:

1. Ramakrishna Mission and Vivekananda

Ramakrishna Paramhansa was a saint from Bengal. His disciple **Vivekananda** founded the Ramakrishna Mission to oppose the caste system and untouchability. The mission stressed the idea of salvation through social service.

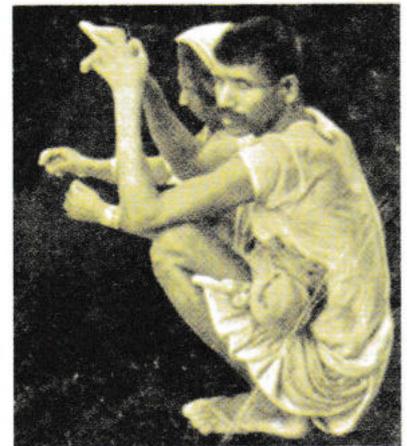


Fig. 9.20: Untouchability has been abolished by law.

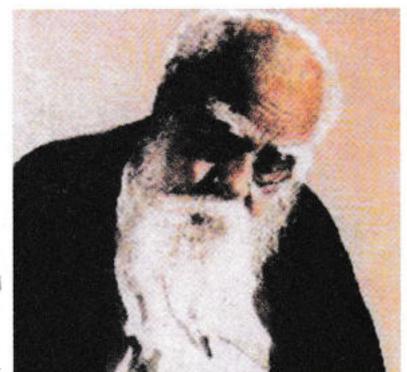


Fig. 9.21: E.V. Ramaswamy Naicker





Fig. 9.22: Ramakrishna Mission



Fig. 9.23: Swami Vivekananda



Fig. 9.24: Henry Louis Vivian Derozio

2. Young Bengal Movement

Henry Louis Vivian Derozio was a teacher in the Hindu College, Calcutta in the 1820s. He taught the ideas of questioning and reasoning to his students. The movement he started was the Young Bengal Movement. His students advocated education for girls and campaigned for freedom.

3. Aligarh Movement

The Aligarh movement was started by Sir Syed Ahmed Khan at Aligarh in 1875. He established the Mohammedan Anglo-Oriental College, which later became Aligarh Muslim University. It made enormous impact in the field of education. The institution offered modern education and Western sciences.

4. Singh Sabha Movement

The first Singh Sabhas were formed at Amritsar in 1873 and at Lahore in 1879. They sought to remove their caste distinction, superstition, etc. They encouraged the education of Sikhs and end the practices seen by them as non-Sikhs. As a result of this movement, Khalsa College at Amritsar was established in 1892.

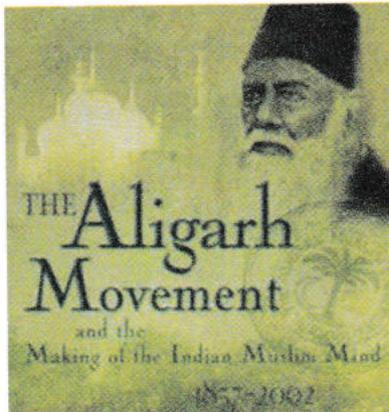


Fig. 9.25: A book written on Aligarh Movement



Fig. 9.26: Khalsa College at Amritsar





In Other Lands

Martin Luther King Jr.

He was an American clergyman, activist and prominent leader of African-American movement. Inspired by Gandhiji's success with non-violent action, he visited India in 1959. The trip to India affected him in a profound way. It deepened his understanding of non-violent resistance and his commitment to American struggle for civil rights. What sparked off the struggle, which brought Martin Luther to the forefront was the refusal of a Black lady, Rosa Parks, to give up her seat for a white person. He organised and led marches to demand civil rights for Afro-Americans.

In 1964, he became the youngest person to receive Nobel Peace Prize for his work to end racial segregation. He was assassinated in Memphis.

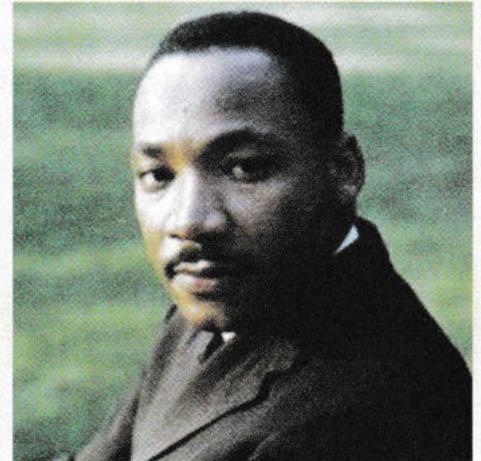


Fig. 9.27: Martin Luther King Jr.



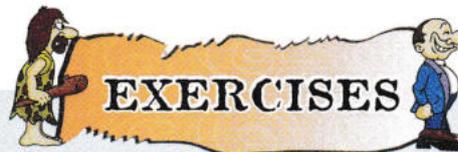
Let Us Recall

Hook Swinging Festival: It is a festival in which a devotee underwent a peculiar form of suffering during 18th and 19th centuries.

Social reformers: They struggled to remove unfair and unjust practices from the society.

Untouchability: It was an age-old custom among the Hindus to treat the lowest class as untouchable.

Self-Respect Movement: It was a movement started by E.V. Ramaswamy Naicker to give a sense of pride to the non-Brahmins.



A. Choose the correct answer.

- Raja Ram Mohan Roy started the journal:

(a) Samvad Kaumudi	(b) Brahman Sabha
(c) Brahma Samaj	(d) Padmarg
- The practice of *sati* was stopped by Raja Ram Mohan Roy in 1829 with the support of:

(a) Lord Dalhousie	(b) Lord Wellesley
(c) Lord Minto	(d) Lord William Bentinck



3. The Age of Consent Act 1891, raised the marriageable age for girls to:

(a) 10 years	(b) 12 years
(c) 14 years	(d) 15 years
4. Arya Samaj in Punjab opened a number of schools:

(a) for boys	(b) for girls
(c) Both (a) and (b)	(d) for untouchables only
5. Among the Muslims, the lead for education was taken up by:

(a) Begum Rokeya Sakhawat Hossain	(b) Mumtaz Ali
(c) Sir Syed Ahmed Khan	(d) Deoband Society
6. The Prarthana Samaj was established in Bombay in 1867 by:

(a) Jyotiba Phule	(b) Justice Mahadev Govind Ranade
(c) Gopal Krishna Gokhale	(d) Balgangadhar Tilak
7. The book 'Gulamgiri' was authored by:

(a) Jyotiba Phule	(b) Raja Ram Mohan Roy
(c) Ishwarchandra Vidyasagar	(d) Sri Narayan Guru

B. Answer the following questions.

1. How did the knowledge of ancient texts help the reformers in promoting new laws?
2. What new opportunities opened up for people belonging to the low caste during the British period?
3. Raja Ram Mohan Roy is considered as the father of Modern India. Explain.
4. Who initiated Reform Movement among the Muslims and how?
5. Write the name of one book of, each of the following writers:

(a) Tarabai Shinde	(b) Jyotiba Phule
(c) Begum Rokeya Sakhawat Hossain	(d) Rashsundari Debi

 What did they write in their works?
6. What were the ideas reflected in the Self-Respect Movement initiated by 'Periyar'?
7. Write about incidents in the early life of Dr. B.R. Ambedkar about caste discrimination.
8. How did our Constitution try to remove these caste differences?

C. Fill in the blanks.

1. _____ was founded by Sir Syed Ahmed Khan.
2. _____ was a teacher in Hindu College at Calcutta, who promoted _____.
3. Self-Respect Movement was started by _____.
4. _____ advocated the spread of education among Muslim women.



D. State whether the following statements are true or false.

1. Social reformers discarded the ancient texts in order to argue for reforms in social practices.
2. Rashsundari Debi learnt to read and write in the secrecy of her kitchen.
3. Satya Shodhak Samaj propagated caste equality.
4. Begum Rokeya Sakhawat Hossain started schools for girls in Calcutta and Patna.

E. Match the following.

Column A

1. Raja Ram Mohan Roy
2. Dayanand Saraswati
3. E.V. Ramaswamy Naicker
4. Ramabai
5. Jyotiba Phule

Column B

- (a) Arya Samaj
- (b) Brahmo Samaj
- (c) Mukti Sadan in Khedgaon
- (d) Gulamgiri
- (e) Self-Respect Movement

1. Project Work

- (a) Get a copy of 'Gulamgiri' from your library and read about the difficulties that the author faced.
- (b) Write in your own words the feelings of a child living in a caste ridden society, and regularly discriminated.
- (c) You are a social reformer, living in the 19th century. How will you start a campaign for the upliftment of girls in the society?

2. Survey/Group Discussion

- (a) Visit a few families where girls are not sent to schools and convince the parents to send their daughter to school.
- (b) In the class, hold a discussion to convince the parents against early marriage and sending their daughters to school.



10



The Innovative World of Visual Arts

Whenever we look at any work of art, may be a painting, a sculpture, a monument or a photograph, it draws our admiration or may be our criticisms. We may praise its beauty or point out numerous flaws. Have we ever stopped thinking that these pieces of art have a history behind them?

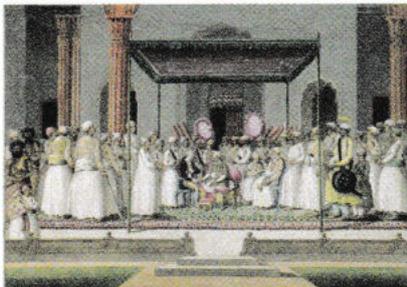


Fig. 10.1: An European artist in the court of Nawab Mubarak-ud-Daulah of Murshidabad

During the 18th century, the colonial rulers introduced new art forms, material, techniques and ideas which were adopted by Indian artists. During this period, in addition to painting, photography and print-making were also introduced. In paintings, depicting the scene depended on the fancy of the painter. Photographs captured the moments for eternity and printing made information available to the masses.

From the 18th century, umpteen European artists came to India along with traders and officials of the Company. They brought new styles, techniques, materials and **convention** with them. Their works became very popular in Europe and helped in shaping their opinion about India. European artists brought with them, the idea of realism. It was the belief that the artist had to observe carefully and depict sincerely, what the eye saw. They also brought the technique of oil-painting which was not known to the Indian artists. Oil-painting enabled artists to produce images that looked real. The European artists introduced the art of:

(a) **Picturesque** landscape painting



(b) **Portrait painting**

(c) **History painting**

Aim of the European Painters

1. Whatever they painted, the idea was the same—to show the superiority of the British and its imperial power.
2. Through their paintings, the British came to know more about India.
3. The painting tried to depict that European culture was superior than the Indian culture.
4. The painters earned a handsome commission from the Indian rulers when they painted them.

Picturesque Landscape Painting

This style of painting depicted India as backward country, to be explored by visiting British artists and its landscape was rugged and wild. Thomas Daniell and his nephew William Daniell were well-known picturesque painters.

Two well-known picturesque landscape paintings of Thomas Daniell and William Daniell are 'Ruins on the banks of the River Ganges at Ghazipur' and 'The Clive Street in Calcutta'. 'The Clive Street in Calcutta' depicts Calcutta as a fast developing city with wide avenues for traffic and huge and imposing mansions. The street is shown as a very busy street with activity on the roads. Calcutta is shown as a bubbling city.



Fig. 10.2: William Daniell

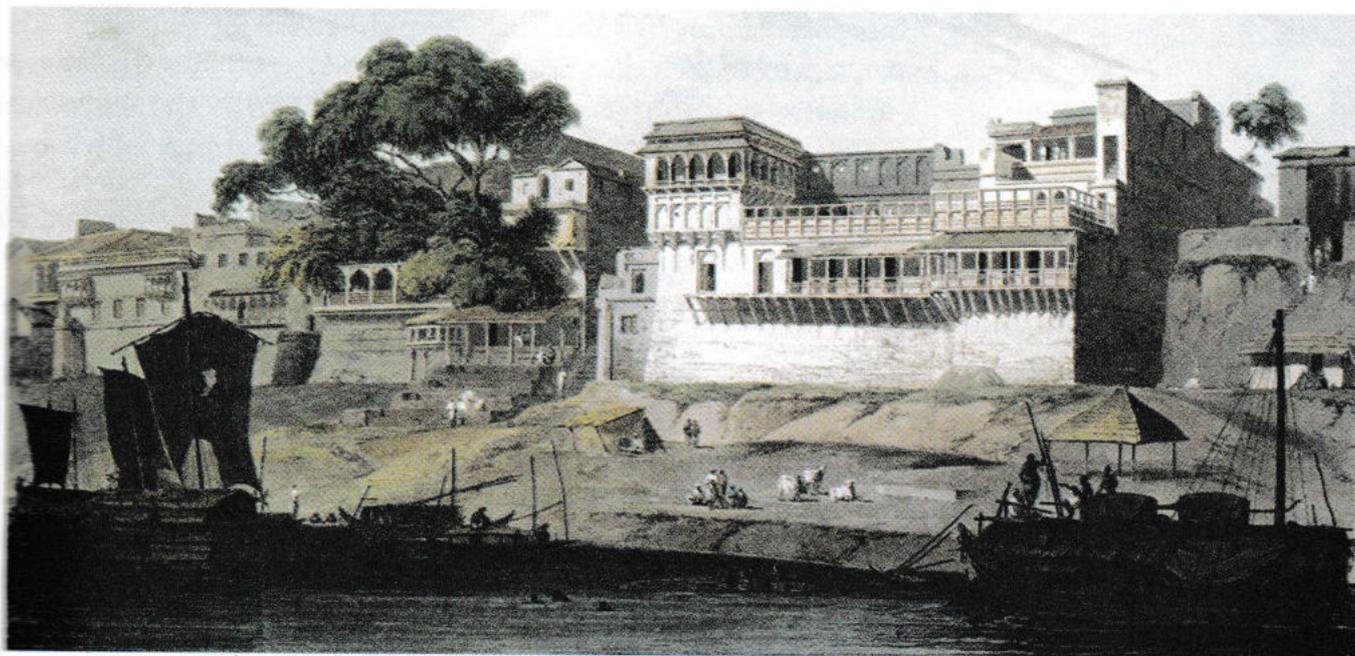


Fig. 10.3: Ruins on the banks of the River Ganges, painted by William Daniell





Fig. 10.4: A painting by Johann Zoffany

Portrait Painting

The portraits were life-size images of British and Indian rulers. As portrait-making became popular, many portrait painters came to India in search of lucrative **commissions** (*i.e.*, to work against a payment).

One of the most famous of the visiting European painters was Johann Zoffany. Two of his well-known paintings concerning India are: (1) Portrait of Governor General Hastings with his wife in their Belvedere Estate painted in 1784. (2) The second is the Aural and Dashwood Families of Calcutta.

In portrait painting, a large part of the canvas is taken up by the sprawling lawns of the mansion. The English figures are dressed elegantly, standing majestically or sitting arrogantly at the centre of the picture. They are served by Indians, who are submissive and occupy a shadowy background. It describes their social life.



Fig. 10.5: Muhammad Ali, the Nawab of Arcot

Nawab Muhammad Ali Khan, the Nawab of Arcot, commissioned two visiting European artists George Willison and Tilly Kettle to paint his portrait.

Willison was paid handsomely for his portraits, despite the fact that he charged the Nawab double his normal price.

Painting History

The third category of imperial art was called '**history painting**'. The British had defeated Indian rulers, entered the capitals, dictated peace terms and sometimes the young princes were taken as hostages. All these events provided the artists, ample material for their work. The painters drew their sketches from first hand narration of the event of the battlefield. These paintings celebrated the victory and supremacy of the British in India.

One of the first paintings shows the triumphant entry of Robert Clive after the defeat of Siraj-ud-Daulah who was welcomed by Mir Jafar. It was displayed in the Vauxhall Gardens in London.

To capture these moments of history was the trend of 'history painters'. They were even encouraged by the British to glorify their victories and achievements.

The celebration of British victories can be seen in many other paintings. One such painting is 'The Storming of Seringapatnam', painted by Robert Kerr Porter in 1800.

Many other paintings also depicted the triumph of British against the Indian rulers. One such work is the oil painting—'The Discovery of the body of Tipu Sultan, the ruler of Mysore, by General Sir David Baird'—painted by David Wilkie in 1839.



Fig. 10.6: This oil painting painted by Francis Hayman, depicts that Robert Clive was welcomed by Mir Jafar after the Battle of Plassey.



What did the Court Artists Do?

As the East India Company spread its wings in India and the Indian rulers lost their power and prestige, what happened to the local artists, the artists who painted miniatures.

Some Indian rulers, not only fought the British on the battlefield but also refused to adopt British customs, traditions and culture. One such ruler was Tipu Sultan, who continued to encourage local artists and had the walls of his palace at Seringapatnam covered with mural paintings, done by the local artists. Dariya Daulat Palace, also known as the summer palace of Tipu Sultan, is situated on the southern bank of the River Cauvery.

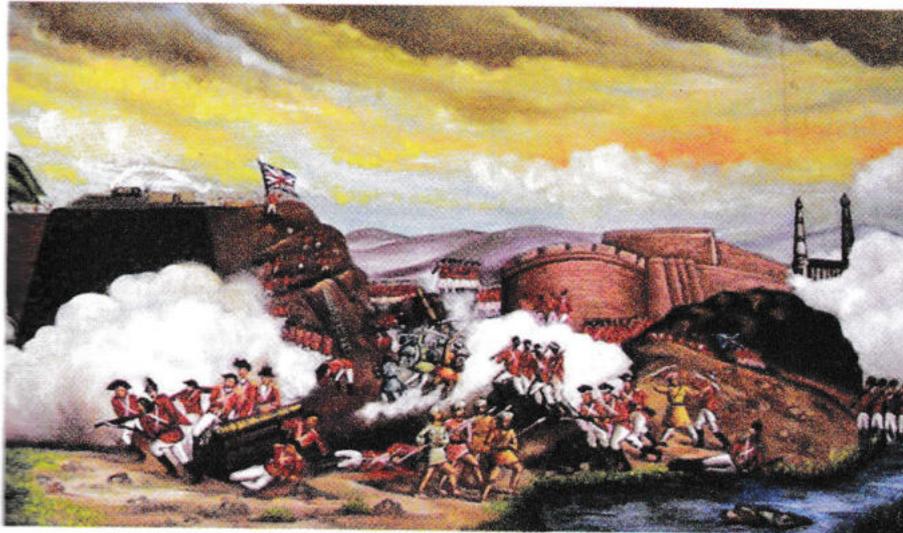


Fig. 10.8: The Storming of Seringapatnam, painted by R.K. Porter

Some rulers had a different inclination. At Murshidabad, the Nawab encouraged local miniature artists to adopt the painting techniques and styles of the British.

Company Painting

With the establishment of the British power, many of the local courts lost their influence and wealth. They could no longer commission artists to produce works of art. How did the artists survive? How did they make their living? They turned to the British. The Company's officials were now taking keen interest in India's flora and fauna, landscape, mountains, monuments and engaged Indian artists to paint them.

As the British East India Company expanded its rule in India, large number of Englishmen travelled to different parts of the country. They wanted paintings of everyday life, such as vendors at the market selling grains, vegetables, market scenes, festivals, castes and

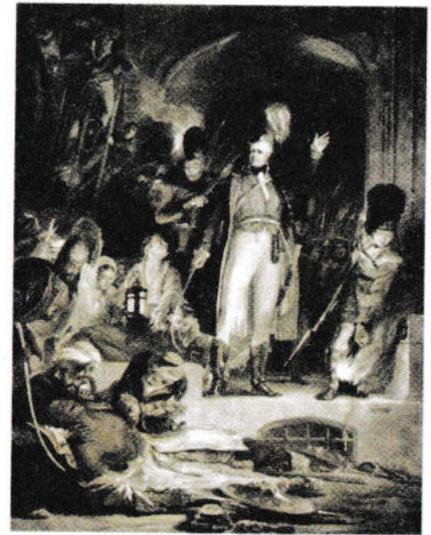


Fig. 10.7: The Discovery of the body of Tipu Sultan by the British officials, painted by David Wilkie



Fig. 10.9: A photograph of Dariya Daulat Palace



Do You Know

Mural paintings are known as wall paintings.





Fig. 10.10: A Kalighat painting

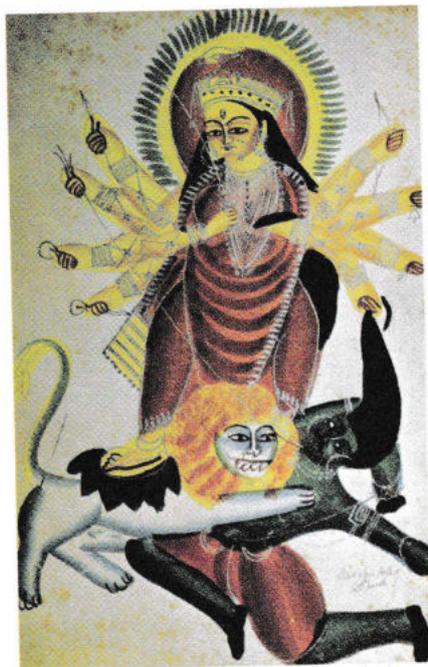


Fig. 10.11: Durga and her lion killing the demon in a Kalighat painting

occupations, flora and fauna, ancient monuments, deities and so on. They found that these subjects could be painted far more accurately by the Indian artists. These works collectively came to be known as **Company paintings** because they were made by Indian artists, employed by the officials of the Company.

The New Indian Art Form

In the 19th century, a new world of popular art developed in many cities of India. For example, Kalighat painting derives its name from the place of its origin, Kalighat in Kolkata. In early 19th century, large number of village folk migrated from rural Bengal and settled in and around the famous Kalighat temple. Among them were the local village **scroll painters** (called *patuas*) and potters (called *kumors* in Eastern India and *kumharas* in Northern India). These were the people whose painting style and themes later came to be known as Kalighat painting.

The themes taken up by the Kalighat artists can be divided into two types. First, the religious themes belonged to the early 19th century. Second, when they used the Bengali *baboos* and their hollow culture as the main theme of their paintings, belonged to the second-half of the 19th century.

Kalighat paintings were printed in large numbers and sold in the market. An important achievement of the Kalighat painters was that, they made simple paintings and drawings which could be reproduced by lithographs. Since the prints were cheap, even the poor could buy them.

A new trend came to the forefront in the late 19th century. Middle class Indians who were trained in British art schools, in new methods of life study, oil painting and print making, set up their printing presses in Calcutta. Calcutta Art Studio was a successful printing press. It produced life-like images of distinguished Bengali personalities and mythological pictures. The background was thickly painted with vistas of mountains, lakes, rivers and forests. These prints were also used in calendars, mostly hung on the walls of roadside shops.

With the spread of nationalist movement, the picture of the Bharat Mata became very popular.

Photography

From the mid-19th century, photographers from Europe began coming to India, setting up studios and establishing photographic societies to promote the art of photography.

Importance of photography: In today's society, photography plays an important role as an information medium, as a tool of science and technology and as an art form. It is used in advertisements and



documentation. It shows us scenes from historical events, illustrates current affairs in the newspapers and magazines, takes pictures of friends and celebrations.

The most important characteristic of photography was that it pictured the event as it is and had no influence of the painter's whims and fancies.

In the 19th century, photographers took photographs of well-known personalities and nationalist events. We can see numerous photographs of the nationalist movement with people carrying the *charkha*, or how people demonstrating against the Simon Commission. These memories are permanently etched in our minds. Photographs are a valuable source of information for the posterity.



Fig. 10.12: People demonstrating against the Simon Commission – a photograph

New Style of Architecture

The British introduced new style of architecture, as new buildings came up, e.g., Victoria Terminus in Bombay (Mumbai) and General Post Office in Calcutta (Kolkata). They adopted the Gothic style of architecture and classical style of architecture.

Gothic Style is one of the most distinctive features of Gothic style is very large size of windows. Churches were built with more and more windows. This style included use of stained glass painted with scenes drawn from Bible and flying buttresses. The other features were tall spires and bell towers which added to the beauty of the church. One of the well-known examples of this architectural style is the church of **Notre Dame** in Paris.

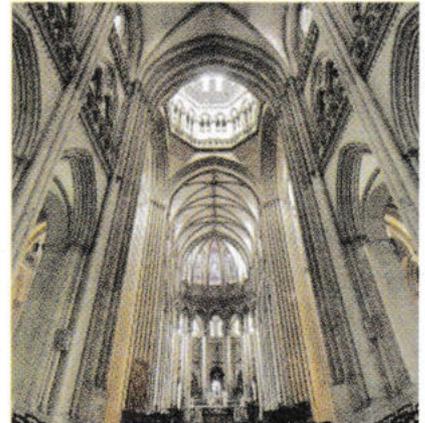


Fig. 10.13: Gothic Architecture

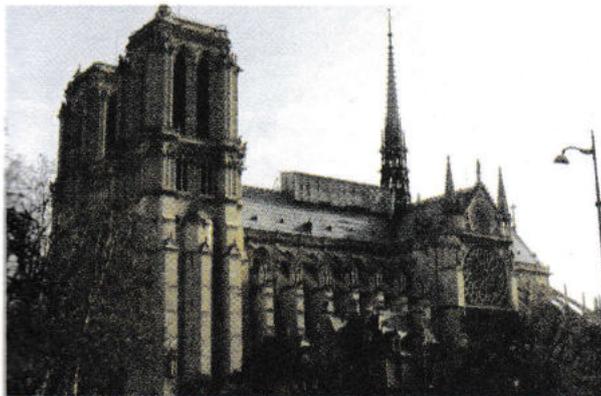


Fig. 10.14: Notre Dame Church in Paris



Fig. 10.15: Victoria Terminus in Bombay

Victoria Terminus is the railway station in Bombay which was built between 1878 and 1887. It has stained glass windows and buttresses. At the top of the central dome, stands the figure of Progress. It was designed by Fredrick William Stevens. The station was named Victoria Terminus to commemorate the Victoria Jubilee Day, 1887. On 2 July 2004, the station was nominated as the World Heritage Site by the UNESCO.





Fig. 10.16: General Post Office in Calcutta

General Post Office in Calcutta is constructed in classical style. The rounded arches and the pillars are the distinctive features of classical style of Greeks and Romans. The site where the G.P.O. is located was actually the site of the first Fort William. It was also alleged that it was the site of the infamous Black Hole in Calcutta, built in 1864.

National Art

Towards the end of the 19th century, many Indian painters tried to develop a new style which was both modern and Indian. Notable among the painters were Raja Ravi Varma and Abanindranath Tagore.

Raja Ravi Varma (1848–1906)

Raja Ravi Varma was an Indian painter from Kerala. He became proficient not only in Western art of painting but in Indian mythology as well. He is most remembered for his paintings related to Indian epics and Sanskrit literature.

He had set up a printing press and picture production team on the outskirts of Bombay. Here, colour prints of his religious paintings were produced in bulk. Even the poor could buy these cheap prints.



Fig. 10.17: Krishna Sandhan, a painting of Raja Ravi Varma



Fig. 10.18: A painting of Raja Ravi Varma

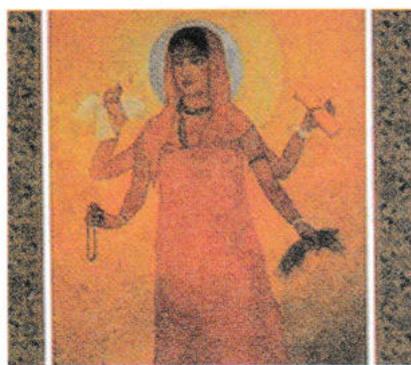


Fig. 10.19: A painting of Abanindranath Tagore

Abanindranath Tagore (1871–1951)

In Bengal, a new group of nationalist artists gathered around Abanindranath Tagore, the nephew of Rabindranath Tagore. They rejected the work and art of Raja Ravi Varma as 'imitation of the west' and declared that such a style could not depict nation's ancient myths and legends. They have to draw inspiration from non-Western art traditions.

He drew inspiration from medieval Indian traditions of miniature paintings and the ancient art of mural paintings in the Ajanta Caves. He was also influenced by the art of Japanese artists who visited India at that time to develop an Asian art movement.



Some Regional Paintings

Madhubani Painting

Tradition states that this style of painting originated at the time of *Ramayana* when king Janak commissioned artists to do paintings at the time of marriage of his daughter Sita to Lord Ram.

Madhubani painting has been traditionally done by women of the village on freshly plastered mud wall of the huts but now, it is also done on cloth, paper and canvas. Madhubani paintings mostly depict nature and Hindu religious motifs and revolve around Hindu deities. Natural objects like the sun and the moon and sacred plant like Tulsi are also widely painted along with scenes from royal court and social events like weddings. Generally, no space is left empty, run-on the gaps are filled by paintings of flowers, animals, birds and even geometric designs. The paintings are two dimensional and the colours used are derived from plants. Ochre and lampblack are used for reddish brown and black. The paintings are done in the present town of Mithila.

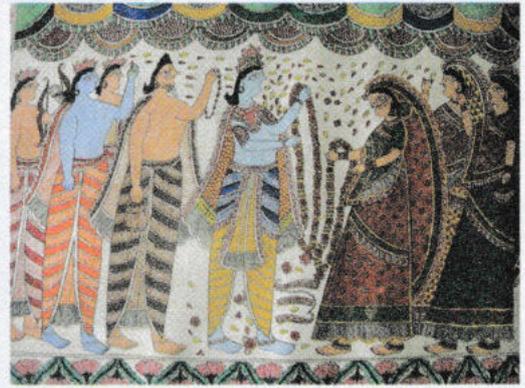


Fig. 10.20



Fig. 10.21

Warli Painting

This art form of Maharashtra depicts a typical village. Men and women are seen chatting, cooking food, milking a cow, drawing water from the well and carrying earthen pots on their heads, men selling goods and farmers with crops and cows are portrayed. A palm tree is at the centre of the painting. A villager is shown as climbing the tree. Domestic and other animals are drawn. Warli art uses a bi-colour background—basic form of white, painted on two different shades of earthen colour.



Let Us Recall

Conventions: It refers to an accepted practice, norm or style.

Picturesque: It means quaintly or charmingly attractive.

Portrait: It is a picture of a person in which the face and its expression are the main attraction.

Portraiture: It is the art of making portraits.

Commission: It means do do the work against a payment.

History paintings: In these paintings, historical episodes like wars are painted.

Company paintings: The Company's officials engaged painters to paint local flora and fauna or movements, festivals and processions, etc.

Scroll painting: It is a painting on a long roll of paper that could be rolled up.





EXERCISES

A. Choose the correct answer.

1. Thomas Daniell and William Daniell were well-known:
(a) portrait painters (b) company artists
(c) picturesque landscape painters (d) painting histories
2. 'Ruins on the banks of the river Ganges' was painted by:
(a) Johann Zoffany (b) Thomas and William Daniell
(c) George Willison (d) Tilly Kettle
3. The paintings which celebrated the victory and supremacy of the British in India are called:
(a) murals (b) oil paintings
(c) history painting (d) miniature paintings
4. R.K. Porter painted:
(a) Robert Clive was welcomed by Mir Jafar
(b) The Storming of Seringapatnam
(c) Aureal and Dashwood Families of Calcutta
(d) Ruins on the banks of the River Ganges
5. Tipu Sultan encouraged local artists who painted:
(a) murals (b) portraits
(c) miniatures (d) oil paintings
6. Kalighat artists, in the early 19th century took up the painting of:
(a) religious themes (b) Bengali baboos
(c) flora and fauna (d) market scenes
7. Raja Ravi Verma was an Indian painter from Kerala who became proficient in the:
(a) western art of oil painting (b) in making perspectives
(c) miniature painting (d) mural painting

B. Answer the following questions.

1. Who were Kalighat painters? Name the two themes painted by them.
2. Why did some artists begin to develop a national style of art?
3. Name the new architectural style introduced by the British in Bombay and Calcutta.
4. Why did Tipu Sultan engage painters to paint the walls of his palace at Seringapatam?
5. Why did some artists begin to produce cheap popular prints? How did it effect the minds of the people?
6. Who was Johann Zoffany? How did he depict figures in his paintings?
7. Why did Abanindranath Tagore reject the style of Raja Ravi Varma? What was Tagore's style of painting?
8. Who was Raja Ravi Varma? Write about his works. Why did he set up a printing press?



C. Fill in the blanks.

1. Tipu Sultan had the walls of his palace at Seringapatnam covered with _____.
2. In _____ paintings, the use of light and shade make the figures look life-like and real.
3. One of the first history paintings was produced by _____ and placed on public display at _____ in London.
4. The style of painting which showed Indian landscape as quaint, unexplored land is called _____.
5. Pictures which showed the social lives of the British in India are _____.

D. State whether the following statements are true or false.

1. The painted arches in the buildings and elongated structures are of the style known as Gothic.
2. The rounded arches and the pillars belong to another style of architecture called Gothic.
3. Before 19th century, the village *patuas* and *kumors* did not work on mythological themes.
4. Middle class painters who were trained in new methods of life study and oil painting did not set up printing presses.
5. Kalighat painters engraved the images in wooden blocks.

E. Match the following.

Column A

1. Madhubani Paintings
2. Muhammad Ali Khan
3. Calcutta Art Studio
4. *Baboos*
5. Raja Ravi Varma

Column B

- (a) Kerala
- (b) a Printing Press
- (c) Mithila
- (d) Nawab of Arcot
- (e) Kalighat Paintings



1. Project Work

- (a) Find out about the works of Nandlal Bose and Amrita Shergill.
- (b) Write the names of any four Indian classical dances. Write a few lines about each dance form, write about their dresses, make up, accompanying musical instrument and themes.

2. Field Trip/Activity

- (a) Visit a museum and find out about the Renaissance painters—Leonardo-di-Vinci, Michael Angelo and Raphael. Read out the information in the class and find what you have missed in your collection.
- (b) Visit a potter's colony and see how the potter works on the wheel. Ask the potter about clay used and many types of mud vessels and mud toys made by him. Do we still use them in our daily lives or on festivals?



11



India Marches Towards Freedom



Fig. 11.1: Spirit of Nationalism



Fig. 11.12: People hanged by British officials during the uprising of 1857

“Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom”. These are the words from the speech delivered by Jawaharlal Nehru in the Constituent Assembly of India in New Delhi when India attained independence. India had to wage a long struggle to gain independence. Many people sacrificed their lives and lost their loved ones. Indeed, it was a great sacrifice for the motherland. This spirit is called nationalism. It is a feeling of loyalty and devotion to one’s own country. It is a feeling of oneness in which people are bound by common history, economic goals and cultural heritage.

Rise of Nationalism

In India, the feeling of nationalism started developing in the second half of the 19th century when people rose against the British rule. The British were exercising control over the resources of India and the lives of people. The dissatisfaction with British rule brought the people together. But after the failure of the Revolt of 1857, the British government spread the terror amongst the Indians. People were publicly hanged and flogged. The failure of revolts and the



way natives were defeated, did not dampen the spirit of the Indians. People became more determined in their fight against the colonial government.

Racial Arrogance of the British

The British felt that they were superior than the Indians. The Indians could not travel in the same railway coaches as the British or visit the same hotels, clubs and restaurants. They were denied entry to many public roads and insulted openly.

The Social Awakening Among the People

A new spirit of cultural and spiritual awakening was rising in the country. Scholars and writers like Bankim Chandra Chatterjee gave the famous song *Vande Matram* which became the keynote of Indian nationalism. Religious and social reformers encouraged the people to give up outdated practices. Swami Dayanand Saraswati's slogan 'Back to the Vedas' had instilled a pride in the ideals of ancient cultural heritage. The introduction of *Ganpati* and *Shivaji* festivals by Bal Gangadhar Tilak in Maharashtra became a vehicle of mass awakening and mobilisation in favour of independence.

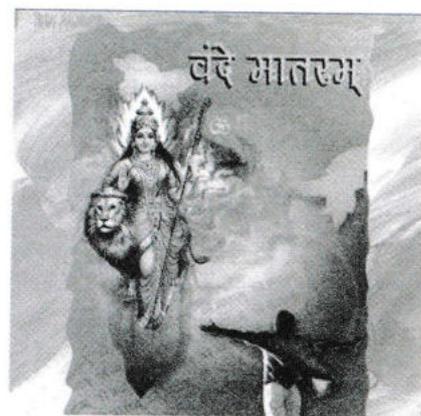


Fig. 11.3: Vande Matram

Economic Drain of the Country

Under British, India became a colony. She provided a market for the finished goods and supplier of raw materials. Dadabhai Naoroji gave a detailed account of economic exploitation of India in his book, *Poverty and Un-British Rule in India*. The British bought raw materials from Indian revenue, gave high salaries to the British officials which they could deposit in England.

Influence of Western Education

The British promoted Western education in India. English-educated Indians read about western ideas and writers like Thomas Paine, Voltaire, Montesquien and events like the American War of Independence and French Revolution, where people struggled to establish 'Liberty', 'Equality' and 'Democracy'.

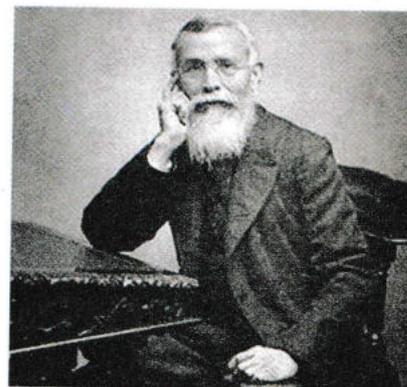


Fig. 11.4 : Dadabhai Naoroji

The Birth of the Indian National Congress

English-educated Indians wanted to enter the civil services. One of them was Surendranath Banerjee. He joined the civil services much against the wishes of the British Indian Government. He was soon dismissed on a flimsy pretext. It shook the faith of the Indians in the British Government, which believed in equality and justice. He travelled to many parts of the country and established the All India



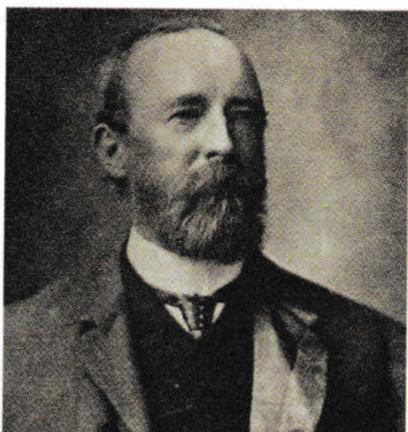


Fig. 11.5: A.O. Hume



Fig. 11.6: Gopal Krishna Gokhale



Fig. 11.7: Lal-Bal-Pal

National Conference in 1876. In 1885, A.O. Hume founded the Indian National Congress at Tejpal Hall in Bombay. It was attended by 72 delegates like Dadabhai Naoroji, M.G. Ranade, Surendranath Banerjee, Ferozeshah Mehta, Badruddin Tyabji, Gopal Krishna Gokhale, Dinsha Wacha. National Conference was merged with the Indian National Congress.

A.O. Hume was a retired civil servant. When he was in active service, he found that the grievances of the Indians were gradually rising and if they were not given any concessions from time to time, they would erupt like in 1857. The Indian National Congress was supposed to be a platform from where the British might know the grievances of the Indians.

Between 1885 and 1905, the Congress raised many issues. Some of these were:

1. More Indians should be included in the legislative councils.
2. Civil service examinations should be held in India as well as in London, so that more Indians could be included in administrative jobs.
3. Reduction of expenditure on the army which was maintained to fulfil the imperialist aim of the British Government.
4. Reduction of taxes, collected from the peasants including salt tax, reduction of government expenditure.
5. Repeal of the Arms Act.
6. To stop the drain of wealth from India.

Moderates and Radicals

The Congress sent their representatives—the **Moderates** and the **Radicals**—to different parts of the country. They wrote in the newspapers to create awareness among the people, how British rule was exploiting the people and their country.

The Moderates had great faith in British government and in their ideas of justice and freedom. They believed in peaceful struggle and confined themselves to meetings, speeches and petitions.

In 1892, the British government passed the Indian Council Act, which provided nomination of seats to the **councils**. It failed to satisfy the people.

But many leaders were dissatisfied with the working of Moderates. In Punjab, Maharashtra and Bengal, leaders like Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal (Lal-Bal-Pal) criticised the Moderates. These three belonged to the Radical group.

The Radicals believed in self-reliance and not in sending petitions and prayers. Tilak gave the slogan of "Freedom is my birthright and I shall have it". They felt Indians had to fight for their rights.



The Partition of Bengal, 1905

Bengal, at that time, was a very big province, consisting of present West Bengal and East Bengal (Bangladesh). In 1905, Lord Curzon, the Viceroy of India, partitioned Bengal into West Bengal and East Bengal. East Bengal was merged with Assam. The reason given was administrative necessity, but Curzon wanted Bihar and Orissa to be separated and made it into new provinces. The people of these two provinces spoke different languages and had different culture.

West Bengal was a Hindu-majority province and East Bengal was a Muslim-dominated province. The main motive was to curtail the influence of nationalism on Indians and divide the Hindus and Muslims. This step was taken against the wishes of the people.

The Partition of Bengal, on 16 October 1905, led to mass upsurge. British goods were boycotted and *Swadeshi* was used. The students boycotted schools and colleges and joined the anti-partition agitation. The leaders launched the Swadeshi and Boycott Movements. Foreign goods were burnt, shops selling foreign goods and liquor were picketed. The Swadeshi Movement sought to oppose British rule and encouraged the ideas of self-help, *Swadeshi* enterprise and national education. The Congress adopted the goal of Swaraj in 1906 at the Calcutta Session. Meanwhile, the Congress split in 1907. Moderates were opposed to the boycott.

British adopted repressive measures to crush the Swadeshi Movement. In 1908, Tilak was sentenced to 6 years imprisonment. Finally, Moderates realised that their faith in the fair mindedness of the British was misplaced.

The All India Muslim League which was formed in 1906, supported the Partition of Bengal. Its main aim was to promote a feeling of loyalty among the Muslims towards the British Government and to present their demands.*

The two groups—Moderates and Radicals—reunited in 1915. In 1916, Congress and All India Muslim League signed the Lucknow Pact and decided to work together.

Home Rule Movement, 1916

After Bal Gangadhar Tilak's return from Mandalay Jail (in Burma), he formed the Home Rule Movement at Poona. Mrs Annie Besant, an Irish lady, and S. Subramaniya Iyer formed a separate Home Rule Movement. All of these wanted a self-government.

* It wanted separate electorates for Muslims, a demand conceded by British in 1909, when 'Morley-Minto reforms' were passed. Now, few seats in the councils were reserved for Muslims who would be elected by Muslim voters.



Fig. 11.8: Lord Curzon



Fig. 11.9: Bonfire of foreign goods



Fig. 11.10: Leaders of All India Muslim League



Fig. 11.11: Mrs Annie Besant



Beginning of Mass Nationalism

The First World War started in 1914. It changed the political and economic situation in India:

1. It led to a huge increase in war expenditure which was met by increasing taxes. Custom duties and income tax were introduced.
2. Prices increased manifold between 1914–1918 due to war demands.
3. Forced recruitment of soldiers from the villages caused great resentment among the people.
4. The industries made huge profits. As the British industries were producing war goods, they could not sell their goods to India. The Indian industrialists now had a vast market in India. As the war prolonged, the Indian industries were asked to supply goods like cloth, jute bags, etc., for the army.

So, industries during the war needed great opportunities. Furthermore, there was a revolution in Russia in 1917, where peasants and workers struggled for their rights. They inspired other people also.



Do You Know



Fig. 11.12: Gandhiji during a Satyagraha Movement

Satyagraha was based on truth and non-violence. Gandhiji adopted its different techniques such as voluntary migration, fasting and strikes (*hartals*).

Coming of Mahatma Gandhi (1919–1947)

Mahatma Gandhi returned to India from South Africa in 1915. In South Africa, he led a struggle against the racist government. He adopted the method of the mass agitation or Satyagraha, *i.e.*, it emphasised the power of truth. He was highly respected among the Indian community. The personality of Gandhi and his ideology, and his simple habits were responsible for his popularity. He believed in social upliftment and Khadi.

The first three movements which Mahatma Gandhi undertook were Champaran Movement (1917), Kheda Movement, and Ahmedabad Mill Workers' Strike, where he came into contact with Vallabhbhai Patel and Rajendra Prasad. All of these were successful movements.

The Rowlatt Satyagraha

The British Government passed the Rowlatt Act on 18 March, 1919. According to this Act, the police could arrest any person and keep him in detention for two years without any trial.

Gandhiji rose to the occasion and gave a call for all-India *hartal* on 6 April, 1919. This Act caused a wave of anger in all sections. It was the first country-wide agitation by Gandhiji which led the foundation of Non-Cooperation Movement.

On 9th April, Dr. Satyapal and Dr. Saifuddin, two prominent leaders of Punjab, were arrested. **Martial law** was imposed and General Dyer took charge on 10th April.

Jallianwala Bagh Tragedy

On the day of Baisakhi (13 April, 1919), nearly one thousand people gathered at Jallianwala Bagh, Amritsar to protest against the arrest of leaders Dr. Saifuddin and Dr. Satyapal.





Fig. 11.13: Jallianwala Bagh Massacre

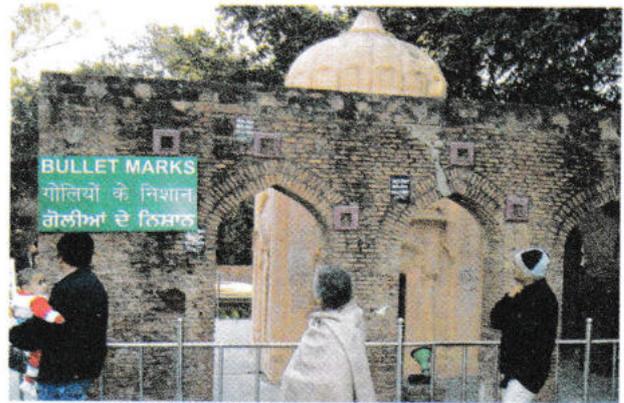


Fig. 11.14: Bullet marks on the preserved wall at Jallianwala Bagh

They were unaware of the Martial Law and gathered at Jallianwala Bagh. The Bagh was surrounded by the backwalls of the houses and had only one exit. General Dyer blocked the only entrance and opened fire on the innocent and peaceful crowd. On learning about the incident, Rabindranath Tagore returned his **Knighthood**.

Khilafat Agitation

Gandhiji wanted that Hindus and Muslims should support each other for a just cause. In the First World War, Turkey had fought on the side of Germany, who lost the war. The Allied powers (England, France and USA) imposed a severe treaty on Turkey. The Muslims in India regarded the Khalifa, ruler of Turkey, as their religious head. The Muslims wanted the Khalifa to retain control over Muslim sacred places in erstwhile Ottoman Empire (*i.e.*, the empire of Khalifa). Khilafat Committee was formed under the leadership of Ali Brothers, Maulana Mohammad Ali and Maulana Shaukat Ali in 1920. On 31 August 1920, the Khilafat Committee started a Non-Cooperation Movement.



Fig. 11.15: Maulana Mohammad Ali and Maulana Shaukat Ali

Non-cooperation Movement

As you have already read above the causes of Non-Cooperation Movement were—the Rowlatt Act, Jallianwala Bagh Tragedy, and the Khilafat Movement. The aim of the movement was the attainment of *Swaraj*. The special session of the Congress held at Calcutta on 20 September and the Congress session at Nagpur in December 1920 supported the programme of Gandhiji. He proposed that movement would be started in two stages.

In the first stage, Gandhiji launched a programme to popularise Khadi. In the second stage, he proposed that the mass political movement should begin with:

- boycott of British courts
- boycott of foreign goods
- resignation from government offices
- surrender of titles, etc.

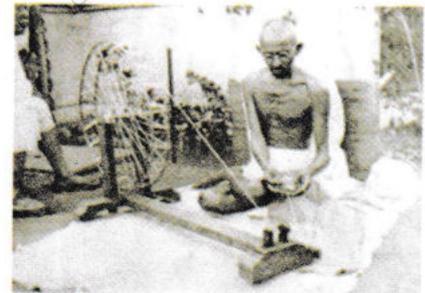


Fig. 11.16: Charkha of Gandhiji became the symbol of *Swadeshi*.





Fig. 11.17: Chittaranjan Das

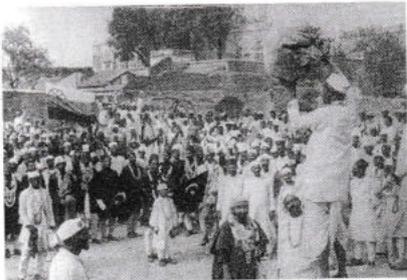


Fig. 11.18: Non-Cooperation movement

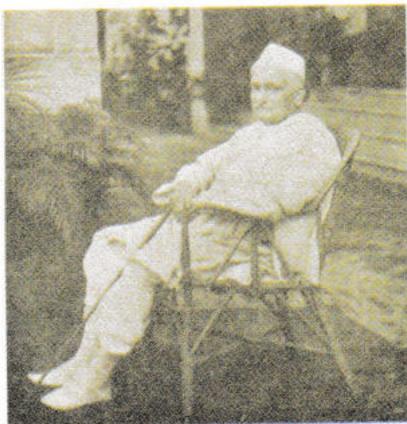


Fig. 11.19: Motilal Nehru



Fig. 11.20: Slogans of 'Simon Go Back'

The Non-Cooperation Movement reached its peak. Thousands of students left schools and colleges and joined national institutions. Eminent lawyers like Motilal Nehru, Rajendra Prasad, Chittaranjan Das gave up their legal practices. Subhas Chandra Bose resigned from the Civil Service. A number of national schools were established like Kashi Vidyapeeth, Gujarat Vidyapeeth, etc. Gandhiji returned the title of 'Kaiser-i-Hind'. People made bonfire of foreign cloths and liquor shops were picketed.

A violent incident at **Chauri-Chaura** (in UP) on 5 February, 1922 led Gandhiji to withdraw the movement. In this incident, the angry peasants set the police station on fire. Twenty two policemen lost their lives. The sudden withdrawal of the movement came as a great shock to the people. The British Government arrested Gandhiji on 10 March 1922. He was sentenced to six years of imprisonment. He was released on 5 February, 1924 due to ill-health.

In the meantime, the Khilafat Movement also lost its importance, because Turkey became a republic.

Formation of the Swaraj Party

Motilal Nehru and Chittaranjan Das formed the Swaraj Party in 1922 to contest the elections. The party remained a part of the Congress. It contested elections held in 1923 and won 42 seats out of 101 elected seats in the Central legislative Assembly. The party lost its importance after the death of Chittaranjan Das.

The other section of the Congress undertook social work in the villages in the mid-1920s. The programme included social work among the depressed classes, anti-liquor campaign, promotion of Khadi, etc.

Simon Commission

In 1927, the British government in England decided to send a Commission led by John Simon to decide India's political future. The Commission had no Indian representative. The decision created an uproar in India.

All political groups decided to boycott the Commission. When the Commission arrived it was met with demonstrations and slogans of 'Simon Go Back'. The British government adopted a policy of repression to crush the anti-Simon agitation.

In Lahore, Lala Lajpat Rai led a peaceful demonstration against the Simon Commission. Saunders, a British police officer ordered the lathi-charge. Lalaji was beaten in this lathi-charge. As a result, he died a few days later.

Lahore Session

The Congress and the old guards took a back seat. The Congress Session was held at Lahore on 29 December. The Session was presided over by Jawaharlal Nehru. It was also declared that 26 January would



BHAGAT SINGH AND HSRA

In 1928, Bhagat Singh and his comrades founded the Hindustan Socialist Republic Association (HSRA) to fight colonial rule and the rich exploiting masses through a revolution of workers and peasants. Members of HSRA killed the British officer Saunders who had ordered the lathi-charge on Lala Lajpat Rai. In April 1929, Bhagat Singh and Batukeshwar Dutt threw bomb in Legislative Assembly to protest against British policy. Bhagat Singh along with Raj Guru and Sukh Dev (the other HSRA members) were executed on 23 March, 1931.



Fig. 11.21: Bhagat Singh

be celebrated as the Independence Day, when people would take a pledge for complete independence. Now, we celebrate this day as the Republic Day.

At the midnight of 31 December, 1929, tricolour flag was unfurled at the bank of River Ravi amidst the chanting of *Vande Matram* and *Inquilab Zindabad*.

Civil Disobedience Movement – Dandi March, 1930

Mahatma Gandhi found in salt, a powerful symbol that would unite the nation. Because salt was consumed by all, even poorest of the poor. Gandhiji sent a letter to Lord Irwin, the Viceroy to abolish the salt tax. The tax on salt and the monopoly over its production revealed the most oppressive policy of British Government. Lord Irwin did not accept the demand of Gandhiji.

On 12 March 1930, Gandhiji started his march from Sabarmati Ashram in Ahmedabad, accompanied by 78 of his volunteers. The March was over 240 miles from the Sabarmati Ashram to Dandi, a coastal village of Gujarat on the Arabian sea coast. Whenever he stopped, thousands of people joined Gandhiji on the way to break salt law, called **Dandi March**, also known as **Salt Satyagraha**.

On 6 April 1930, Gandhiji broke the salt law by picking up a lump of natural salt. The British government adopted ruthless measures to crush the movement. Several people were beaten and many more were arrested. In the meantime, the Simon Commission had submitted its report. In response to it, the First Round Table Conference was held at London, in November 1930. It was to discuss the Indian issues and demands as well as the proposals made by the Simon Commission. The Indian National Congress (INC) did not attend the conference, as most of its leaders were in jail. The conference ended in a deadlock.

The British Government was aware of the fact that no meeting would be successful, unless it was attended by the Congress. So, Gandhiji was released from jail and signed the **Gandhi-Irwin Pact, 1931**. By this Pact Gandhiji agreed to withdraw the Civil Disobedience Movement. He also agreed to attend the Second Round Table Conference to be held at London.



Do You Know

Two important developments of mid-1920 were the formation of Rashtriya Swayamsevak Sangh (RSS) and the Communist Party of India. They held very different views about the future of India.



Fig. 11.22: Dandi March



Fig. 11.23: Sabarmati Ashram





Fig. 11.24: Gandhi-Irwin Pact

The British Government agreed to release the political prisoners who were not charged with violence. In December 1931, Gandhiji went to London for the conference, but the negotiations broke down and he returned disappointed. Back in India, he discovered that the government had begun a new cycle of repression. Ghaffar Khan and Jawaharlal Nehru were both in Jail, the Congress had been declared illegal, and a series of measures had been imposed to prevent meetings, demonstrations and boycotts. With great apprehension, Mahatma Gandhi re-launched the Civil Disobedience Movement. The movement continued till 1934, but gradually, people lost interest in the movement.

The Government of India Act, 1935

The British Government passed the Government of India Act, 1935 and gave provincial autonomy. The government announced that elections will be held in 1937. The Congress formed government in 7 out of 11 provinces.

In September 1939, the Second World War broke out. The Congress was ready to support the British war efforts, but in return they wanted that India should be granted freedom after the war. The British refused to accept the demand. The Congress ministers resigned from office.

Demand for Pakistan

In 1940, the Muslim League at the Lahore Session put forward the demand for Pakistan. The Muslim League passed a resolution demanding a **sovereign** and independent Pakistan for Muslims.

Quit India Movement

Mahatma Gandhi decided to start a new phase of movement against the British. On 8 August 1942, Congress passed a resolution in Bombay to launch the Quit India Movement under the leadership of Gandhiji. He gave the slogan of *Karenge ya Marenge* or 'Do or Die'. The very next morning, Gandhiji and other leaders were arrested and Congress was banned. The violence spread throughout the country.

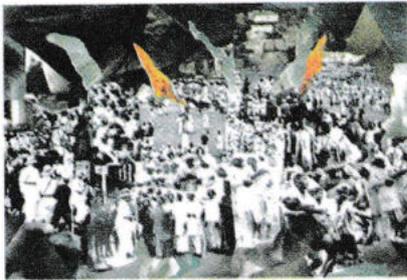


Fig. 11.25: Quit India Movement



Our Heritage

NETAJI AND THE INA

Subhas Chandra Bose was a radical nationalist. He did not accept the views of Gandhiji. In 1941, he went to Singapore *via* Germany. Here he formed the *Azad Hind Fauj* or Indian National Army (INA), for the freedom of India. In 1944, the INA tried to invade India through Imphal and Kohima, but the plan failed. Subhas Chandra Bose, popularly known as 'Netaji', gave the slogans of *Jai Hind* and *Delhi Chalo*. November 12, 1945 is observed as the INA Day.



Fig. 11.26:
Netaji Subhas Chandra Bose



People attacked post offices, railway stations, police stations and telegraph lines. The Communist Party of India did not support the movement and Muslim League kept aloof. However, the rebellion weakened the British Government.

Cabinet Mission

The elections to the provinces were held in 1946. The Congress won most of the seats in general constituencies and Muslim League won many seats in reserved constituencies. Muslim League persisted with its demand for Pakistan. In Britain, the Labour Party led by Clement Atlee came to power. He made a statement that British Government had decided to grant freedom to India. He sent the Cabinet Mission in March, 1946.

The Cabinet Mission failed to satisfy the Congress and the Muslim League. Partition had become inevitable. The Muslim League decided on mass agitation with its Pakistan demand. It announced 16 August 1946 as 'Direct Action Day'. As a result, some places like Calcutta witnessed riots, arson, murder and pillage.

India Wins Independence

On 24 March 1947, Lord Mountbatten became the Viceroy of India. Clement Atlee, the Prime Minister of Britain, declared that Britain would quit India. Finally, it was decided that India would be divided into two independent nations—India and Pakistan. The Congress accepted the Partition Plan in order to avoid communal riots.

The Indian Independence Bill was passed by the British Parliament in July 1947. Finally, India became free on 15 August 1947.

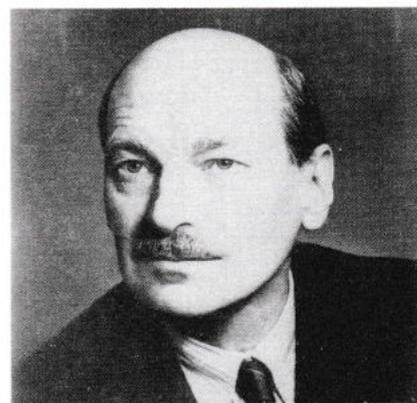


Fig. 11.27: Clement Atlee

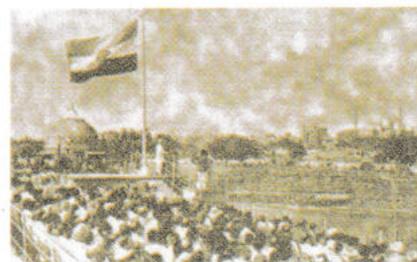


Fig. 11.28: Pt. Jawaharlal Nehru, the first Prime Minister of India, delivering Independence Day speech on 15 August, 1947



Let Us Recall

Sovereign: It means, when the country is independent, with no interference from outside.

Councils: It is an elected or an appointed body of people with an advisory, administrative or representative function.

Knighthood: It was an honour given by the British crown for public service or for personal achievement.

Provincial: The British Indian states were given the powers to make independent decisions while remaining within the federation. These were known as provincial states.

Moderates: It is that group of Congress who believed in peaceful struggles, had great faith in British Government.

Radicals: It was a new group, which arose within the Congress and did not agree to the methods of the Moderates, the earlier group.

Martial law: It refers to the law administered by the military forces in occupied territories.

Secretary of State: He was the member of the British cabinet and his responsibility was to formulate policies for India. He lived in England and was responsible to the British Parliament.





EXERCISES

A. Choose the correct answer.

- Nationalism does not include the:
 - feeling of loyalty and unity towards the country
 - feeling of oneness
 - feeling of serving the society
 - feeling of patriotism towards the motherland
- 'Vande Matram', the song which was the keynote of Indian nationalism was penned by:
 - Rabindranath Tagore
 - Sarat Chandra Chatterjee
 - Bankim Chandra Chatterjee
 - Madhusudan Dutt
- Ganpati and Shivaji festivals were started in Maharashtra by:
 - Gopal Krishna Gokhale
 - Bal Gangadhar Tilak
 - Govind Vallabh Pant
 - Raja Ram Mohan Roy
- A detailed account of the exploitation of the India is given in the *Poverty and Un-British Rule in India*. It was written by:
 - Badruddin Tyabji
 - Ferozeshah Mehta
 - Dadabhai Naoroji
 - Surendranath Banerjee
- At Poona, Home Rule League Movement was formed by:
 - Bal Gangadhar Tilak
 - Mahatma Gandhi
 - Mahadev Govind Ranade
 - Maulana Saukat Ali
- "26 January would be celebrated as the Independence day." It was declared in:
 - Lucknow Session
 - Calcutta Session
 - Bombay Session
 - Lahore Session
- The First World War started in:
 - 1912
 - 1913
 - 1914
 - 1915
- Which of the following was not started by Mahatma Gandhi?
 - Champaran Movement
 - Kheda Movement
 - Salt Satyagraha
 - HSRA
- On learning about the Jallianwala Bagh Tragedy, Tagore returned his title of:
 - Knighthood
 - Lord
 - Kaiser-i-Hind
 - Rai Sahib
- Which is not a part of the Chauri-Chaura incident?
 - 5 February 1922
 - Angry peasants set the police station on fire
 - Gandhiji broke the salt law
 - 22 policemen lost their lives
- A peaceful demonstration in Lahore was led by:
 - Govind Vallabh Pant
 - Sardar Patel
 - Lala Lajpat Rai
 - Bhagat Singh



B. Answer the following questions.

1. Why were the people dissatisfied with the British rule in 1870's and 1880's?
2. Explain why was Bengal partitioned? What were its repercussions?
3. Give two reasons of the rise of 'Radicals' in the Congress.
4. Explain how were the ideas and policies of the Radicals within the Congress different from that of the Moderates.
5. Write about the role of the revolutionaries in India's struggle for independence.
6. When and where did the Muslim League put forward its demand for Pakistan? What was the demand based upon?
7. What was the Salt law? How did it lead to the Salt March?
8. Explain Simon Commission.
9. Explain Quit India Movement.
10. What do you know about Cabinet Mission, 1946?

C. Fill in the blanks.

1. _____ is a feeling of loyalty and _____ to one's own country.
2. Motilal Nehru and _____ formed the _____ in 1922.
3. Gandhiji started the Quit India Movement in _____.
4. In September _____, the Second World War broke out.
5. All India Muslim League was formed in _____ by _____ and _____.

D. Match the following.

Column A	Column B
1. Bankim Chandra Chatterjee	(a) 1917
2. Rowlatt Act	(b) April, 1919
3. Champaran Movement	(c) Vande Matram
4. Subhas Chandra Bose	(d) March, 1919
5. Jallianwala Bagh Tragedy	(e) Netaji

1. Project Work

- (a) Find the details of Durbar held in 1911 at Delhi and make a book report.
- (b) Find about the life of Gandhiji in South Africa.
- (c) When Gandhiji led the Salt March, many foreign photographers and journalists interviewed Gandhiji on the way. Imagine you are one of the journalists accompanying Gandhiji. Make a list of ten points which you would like to ask. Read them in the class.

2. Group Discussion/Activity

Discuss how Bangladesh, (former East Pakistan) was separated from West Pakistan and became an independent country. Make a group of five students. Tell about your findings in the class.



12



India After Independence



Fig. 12.1: Partition made the people homeless



Do You Know

On 30 January 1948, the whole nation was in mourning when Mahatma Gandhi was assassinated by Nathuram Godse, because he was dissatisfied with Gandhiji's conviction that Hindus and Muslims should live together in harmony.

With the independence on 15 August 1947, the age-old dream of the Indians came true. But joys of independence were marred because of the partition of the country. Partition led to large-scale massacre and riots in different regions of the country.

In this partition, both Hindus and Muslims were killed. Many were orphaned and became homeless. Partition was followed by large-scale migration of people. Nearly 8 million refugees had come to India from Pakistan. They had to be given food, shelter and jobs. It became a challenging work, soon after independence. Peace had to be restored and refugees had to be settled.

When the British left India, there were nearly 560 princely states. These states had their own rulers. These rulers worked under the control of British. Now, most of the princely states were given the option to join India or Pakistan or remain independent. The initiative was taken by Sardar Vallabhbhai Patel, to integrate these states. Junagarh had a Muslim ruler and majority of the population was Hindu. The Nawab of Junagarh wanted to join Pakistan, while people wanted to join India. Later, the Nawab fled to Pakistan and people voted in favour of joining India.

The Nizam of Hyderabad initially wanted to continue as an independent ruler. Through skilful strategy by Sardar Patel, Hyderabad joined India in 1948. The Maharaja of Jammu and Kashmir joined India, when the state was attacked by Pakistan. The unification of the princely states was the greatest achievement of Sardar Patel, the Iron Man of India.





Do You Know

India faced three main challenges:

1. To settle the refugees.
2. Integration of princely states.
3. To draft a Constitution and lead India to the path of economic progress.



Fig. 12.2: Sardar Patel

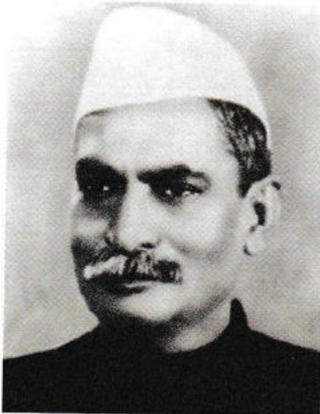


Fig. 12.3: Dr Rajendra Prasad



Fig. 12.4: Dr. B.R. Ambedkar

A New Constitution for India

The Constitution of India was drafted by an Assembly of elected representatives. The **Constituent Assembly** that drafted the Constitution for India consisted of 299 members. The Assembly adopted the Constitution on 26 November, 1949 but it came into effect on 26 January, 1950. To mark this day, we celebrate 26 January as the Republic Day of India. Dr. Rajendra Prasad was the Chairman of the Constituent Assembly.

The Assembly represented people from different languages, groups, castes, classes, religions and occupations.

A major debate in the Constituent Assembly was concerned with language. Many felt that Hindi should take the place of English. However, those who did not speak Hindi, were of a different opinion. Finally, it was decided Hindi would be the official language of India. English will be used in courts, services and in communication with states.

The most important role was played by Dr B.R. Ambedkar who was the Chairman of the Drafting Committee of the Constitution. The draft was prepared under his expertise and acumen.

Main Features

The Constitution of India is the longest written Constitution in the world consisting of 22 Chapters, over 395 Articles and 12 Schedules. Some main features of the Constitution are:

1. It proclaims India a Sovereign, Democratic and Republic.
2. It guarantees single citizenship to all citizens.
3. It introduced adult franchise, *i.e.*, every citizen above 18 years has the right to vote in the elections without any discrimination on the basis of class, caste, creed, religion, education and sex (Earlier it was 21 years).
4. It established the parliamentary system of government, *i.e.*, the President of the Union is the constitutional head, the Council of Ministers or the Union Cabinet is the real executive, and is responsible to the Lok Sabha.
5. Fundamental Rights are guaranteed to all citizens of India.
6. Directive Principles of State Policy are incorporated.
7. It established an independent judiciary—the Supreme Court acts as a guardian of the Constitution in place of the Privy Council.
8. It is federal in form (in normal times) but unitary in spirit (in emergencies).
9. It is neither too rigid (as some provisions can be amended by a simple majority) nor too flexible (as some provisions require special majority for amendment).





Fig. 12.5: Pt. Nehru introducing the resolution that outlined the objectives of the Constitution

The Indian Constitution sought to balance all competing claims by providing three lists of subjects. They are:

1. **Union List:** It includes subjects of national importance such as defence, foreign affairs, banking, currency, communication. There was a need for a uniform policy on these subjects. The union government can alone make laws on these subjects.
2. **State List:** It includes subjects of state and local importance such as police, trade, commerce, agriculture and irrigation. The state governments can make laws on these subjects.
3. **Concurrent List:** It includes subjects like education, forests, trade unions, marriage, adoption and succession. Both Union and State governments can make laws on the subjects in this list, but in case of conflict, the laws made by the central government will exist.

Residuary subjects: In spite of the fact that the three lists are very exhaustive, but any subject which is left or subject that came up after the framing of constitution, *e.g.*, computer, would be under the union government, who will legislate on these subjects.

How were the States Formed?

As mentioned before, there were more than 562 princely states and British Indian states were ruled directly by the British Government. Many princely states had agreed to join the Indian Union. How were new states formed? Back in 1920's, the Indian National Congress had promised that after independence, each major linguistic group would have its own province.

When states were not formed, it created a great disappointment among the people speaking different languages—Marathi, Kannada,





Do You Know



Fig. 12.6: Potti Sriramulu

Potti Sriramulu was born in 1890, in Chennai. He had his early education in Chennai and then higher studies in engineering in Mumbai. He worked as an engineer in Great Indian Peninsular Railway for a while. After the death of his wife, he joined Sabarmati Ashram. Gandhiji praised him for his dedicated and sincere work. He devoted his time to Harijan welfare work and propagation of Khadi. He undertook three fasts during 1946–48 for temple entry of Harijans in Nellore.



Do You Know



Fig. 12.7: Homi J. Bhabha

Under the chairmanship of Homi J. Bhabha, the Atomic Energy Commission was established on 10 August, 1948.

Malayalam, etc. The strongest protest came from the Telugu-speaking people of Madras Presidency. In the same year Sri Potti Sriramulu began his last fast on 19 October, 1952 at Chennai for a separate Andhra state and continued his fast until he died on 15 December, 1952. This resulted in widespread disturbances. Finally, Andhra state was formed on 1 October, 1953 which was a signal for the formation of other linguistic states. It was followed by the formation of other linguistic states—Karnataka, Kerala, Tamil Nadu, Gujarat and Maharashtra. The formation of linguistic states is the most important event in the history of India. Many old states were merged into new states and names of the states were changed.

Some states were created not on the basis of language but to recognise differences based on culture, ethnicity or geography. They are the states of Nagaland, Uttarakhand (Uttaranchal) and Jharkhand. The creation of linguistic states made India strong with an efficient administration.

Planning and Development

British had left India politically divided and economically weak. The first objective of the new nation was economic development and to provide the people with basic needs. On 15 March 1950, the Planning Commission was set up to help in the formulation of suitable policies for economic development under the chairmanship of Pt. Jawaharlal Nehru, the first Prime Minister of India. India had accepted the principle of 'mixed economy', *i.e.*, both State and Private sector would play an important role in the India's economic march towards progress by increasing production and creating employment.

The first Prime Minister of India, Jawaharlal Nehru presented the First Five Year Plan (1951–56) to the Parliament on 8 December, 1951. The Plan laid emphasis on the development of agriculture. India has borrowed the idea of five year plans from USSR.

The Second Five Year Plan (1956–61) focused on the development of heavy industries and on building of large dams. Five steel



Fig. 12.8: Bhilai Steel Plant



FIVE YEAR PLANS — AT A GLANCE

First Plan (1951–56)	Seventh Plan (1985–90)
Second Plan (1956–61)	Eighth Plan (1992–97)
Third Plan (1961–66)	Ninth Plan (1997–2002)
Fourth Plan (1969–74)	Tenth Plan (2002–2007)
Fifth Plan (1974–79)	Eleventh Plan (2007–2012)
Sixth Plan (1980–85)	Twelfth Plan (2012–2017)

Table 12.1

plants at Bhilai, Durgapur and Rourkela were established. Various Hydroelectric power projects were started.

Foreign Policy After Independence

Soon after the end of the Second World War, an international organisation—United Nations Organisation (UNO)—came into existence on 24 October, 1945. Its main aim is to maintain peace and security in the world.

India was one of the fifty one members of the UNO. The person from India who signed was Ramaswamy Mudaliar.

Panchsheel

India has always believed in good and peaceful relationships with all countries.

India's foreign policy of peaceful co-existence and world peace manifested itself when India signed the Panchsheel Agreement with China on 29 April 1954. The five principles were:

- Mutual respect for each other's territorial integrity and sovereignty
- Mutual non-aggression
- Mutual non-interference in each other's internal affairs
- Equality and mutual benefit
- Peaceful co-existence

In spite of signing the Panchsheel Agreement, Indo-China conflict erupted in 1962. It should be known that Lal Bahadur Shastri, the second Prime Minister of India, played an important role at the time of Indo-China War.

Non-Aligned Movement (NAM)

India decided not to align itself to any of the military alliances. It declared its foreign policy as a policy of Non-alignment.

Non-aligned Movement (NAM) was formed in 1961. The founding members were Pt. Jawaharlal Nehru (India), Marshal Tito (Yugoslavia) and President Nasser (Egypt). The principles of NAM were formulated. Non-alignment does not mean that India will remain neutral and not take any position on important world problems. It simply means that India will not join any of the military alliances.



Fig. 12.9: Ramaswamy Mudaliar

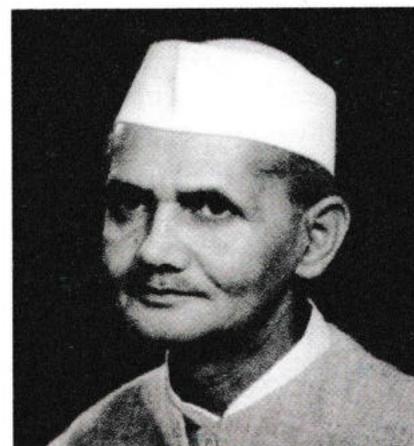


Fig. 12.10: Lal Bahadur Shastri



Fig. 12.11: Pt. Nehru with Nasser and Marshal Tito





Fig. 12.12: India After Sixty Five Years—dreams fulfilled or not?

India After Sixty Five Years

Politically, we were lucky to have many strong and capable leaders who, with dedicated and selfless service, put India on a road to democracy. We have free press and even foreign press has appreciated the conduct of general elections in India. With more than half the population casting their votes, it is indeed a tremendous task. We have an independent, vigilant and forward-looking judiciary. We have successfully dealt with our neighbours.

However, in some areas, untouchables or Dalits still face violence, children do not go to school and people live below the poverty line. Judged by the standards which we had put before us, if India is not a success, it is neither a failure.



Let Us Recall

Princely States: These were the states ruled by Indian rulers, who had accepted the paramountcy of the British government.

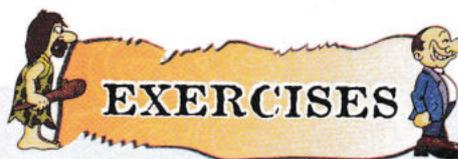
Constituent Assembly: The main function of the Constituent Assembly was to draft a constitution. It was an elected body.

Fundamental Rights: These are basic human rights, which every human-being can enjoy. They are guaranteed by the constitution, *i.e.*, a person can seek justice if these rights are violated.

Directive Principles: They are the guidelines given by the Constitution to the Central and State governments to adopt such policies, which can establish a just society.

Constitution: It is the basic document of the country, which tells how the country shall be governed and what are the rights and duties of the citizens of the country.

Peaceful co-existence: It was the policy adopted by India after she became independent. Everyone has the right to live peacefully without the fear of arms.



A. Choose the correct answer.

- The states which had to be persuaded to join the Indian Union were: (Mark odd one out)
 - Mysore
 - Junagarh
 - Hyderabad
 - Jammu and Kashmir
- Which of the following is known as the 'Iron man of India'?
 - Jawaharlal Nehru
 - Mahatma Gandhi
 - Gopal Krishna Gokhale
 - Sardar Vallabhbhai Patel



3. The initiative for the integration of Indian states was taken up by:
 - (a) Pandit Jawaharlal Nehru
 - (b) Mahatma Gandhi
 - (c) Dr. Rajendra Prasad
 - (d) Sardar Vallabhbhai Patel
4. Potti Sriramulu wanted a separate:
 - (a) Tamil Nadu state
 - (b) Karnataka state
 - (c) Andhra state
 - (d) Kerala state
5. The state which was not formed on the basis of culture, ethnicity and geography:
 - (a) Nagaland
 - (b) Gujarat
 - (c) Uttaranchal
 - (d) Jharkhand
6. The Second Five Year Plan (1956–1961) laid emphasis on:
 - (a) agriculture
 - (b) development of heavy industry and on building large dams
 - (c) construction of all season roads, transport and communication
 - (d) all round development of the country
7. India signed the Panchsheel Agreement on 29 April 1954 with:
 - (a) Indonesia
 - (b) Pakistan
 - (c) Yugoslavia
 - (d) China
8. Who was not the founding member of NAM?
 - (a) Pandit Jawaharlal Nehru
 - (b) Marshal Tito of Yugoslavia
 - (c) Chou-en-lai (PM) of China
 - (d) Nasser (President of Egypt)

B. Answer the following questions.

1. What were the problems faced by India soon after independence?
2. Explain briefly about the new Constitution for India which came into effect on 26 January 1950.
3. How were the states formed?
4. When did UNO come into existence? What are its main objectives?
5. How did the Constituent Assembly solve the language problem?
6. Explain, what is a linguistic state?
7. Why was the Planning Commission formed? What were the main thrust areas of the first two Five Year Plans?
8. What do you know about NAM?

C. Fill in the blanks.

1. _____ was called the 'Iron Man of India'.
2. Potti Sriramulu was born in 1890 in _____.
3. The voting age has been reduced from _____ years to _____ years.
4. In _____ Punjab was divided into _____ and _____.
5. States Reorganisation Commission was set up in _____.



D. State whether the following statements are true or false.

1. Some states were created to recognise differences based on culture, ethnicity and geography.
2. Two iron and steel plants were set up during the Second Five Year Plan.
3. India was one of the 51 members of the UNO.
4. Andhra Pradesh was formed on 1 December, 1973.
5. Panchsheel agreement was signed between India and USSR.

E. Match the following.

Column A

1. First Five Year Plan
2. UNO
3. Constitution of India
4. Panchsheel
5. NAM

Column B

- (a) 24 October 1945
- (b) 29 April 1954
- (c) Nehru, Nasser and Tito
- (d) 1551–56
- (e) 22 Chapters

1. Project Work

- (a) Find out about the life of Dr. B.R. Ambedkar, the Chairman of the Drafting Committee of the Constituent Assembly.
- (b) Find about the first Republic Day that India celebrated. Where were the celebrations held? Who presided over the function?

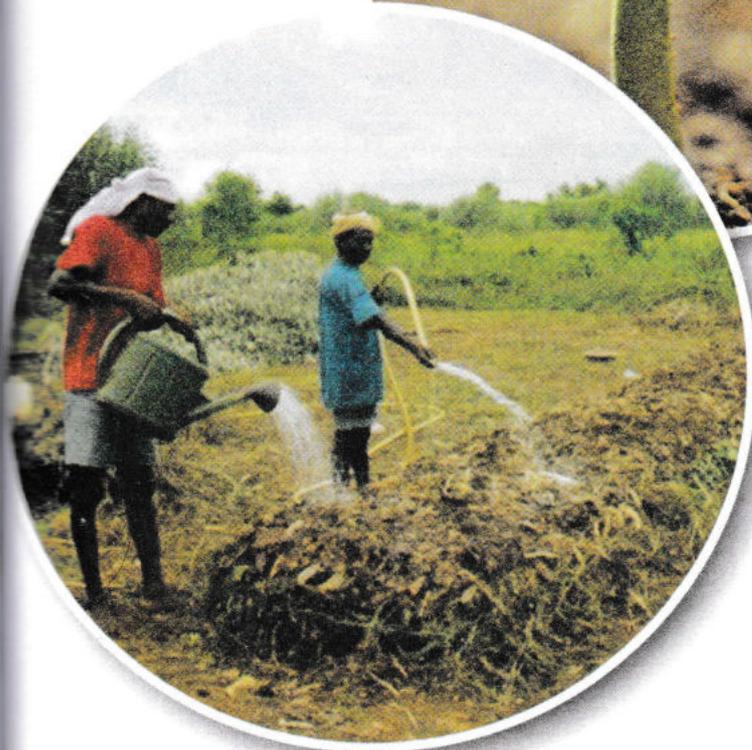
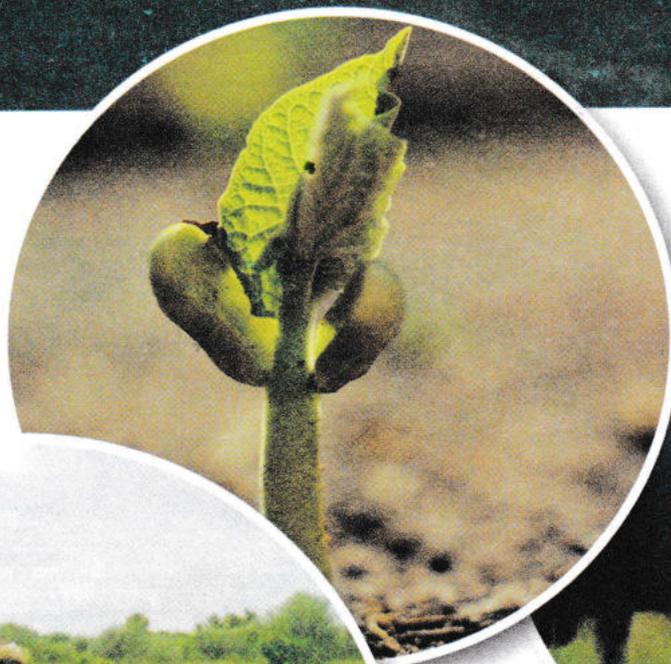
2. Group Activity

There are few other countries in the world, which celebrate their Independence Day with us. With the help of your teacher find out the names of those countries. Divide the class into four groups. Each group will take one country and find about the struggle for independence in those countries.



Geography

Resources and Development



f the

Who

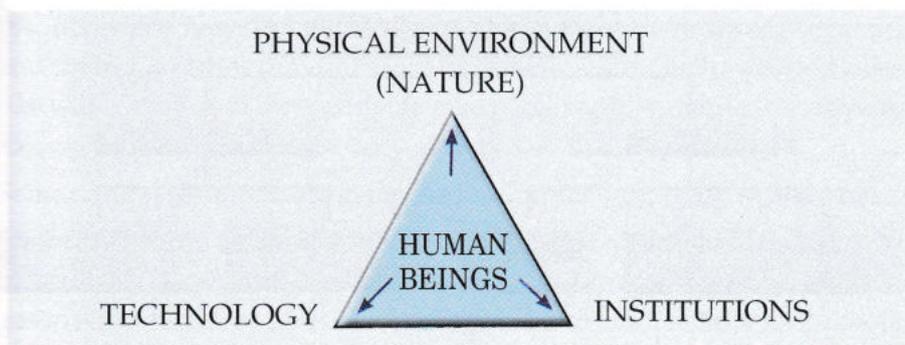
With
roups.
tries.

13



Resources

Everything available in our environment which can be used to satisfy our needs, with the help of technology to make it accessible and economically feasible, can be termed as a **resource**.



Interdependent relationship between nature, technology and institutions

Flow chart Fig. 13.1

Human beings interact with nature through technology and create institutions to fulfil their needs. Gifts of nature, such as air, water, soil, forests and minerals, as well as human-made creations, such as buildings, houses, transport, etc., are resources because they satisfy our needs. Human beings are also a resource because they have the ability, skill and knowledge to find new uses of the existing resources and to find new resources. A thing becomes a resource only when its utility has been identified, e.g., oil has existed on Earth for million of years, but it became a resource only when humans learnt to use it for transport and other uses. So, when a thing becomes useful, it becomes a resource.

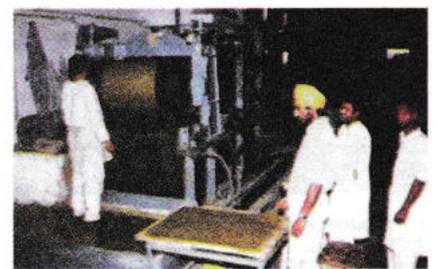


Fig. 13.1: Workers making paper from pulp



Fig. 13.2: Oil being drilled out from the sea





Fact Bubble

"Children are our greatest treasure. They are future", said Nelson Mandela. What he meant by this was that the children are the potential resources of any nation. Given the right to education and a healthy upbringing, children can grow up to become responsible citizens and contribute towards the development of a nation.

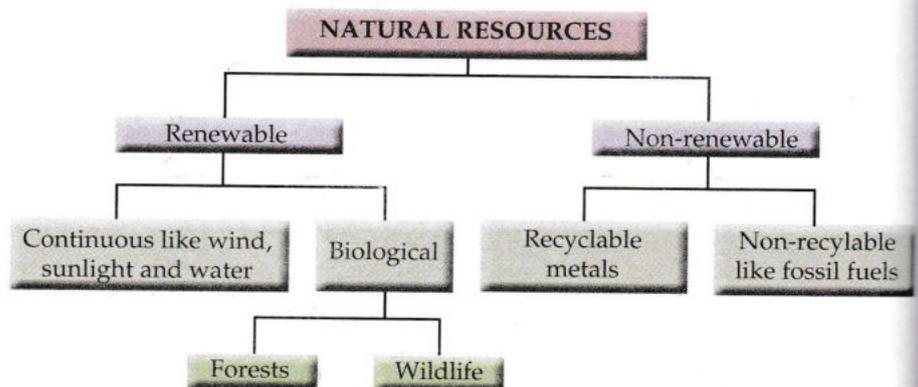
Different resources become valuable for different reasons. Value means worth. Some resources can be bought or sold, or can be used to make other valuable things, *e.g.*, minerals are example of **economic value**. Human beings have needs for pleasure. Mountains, waterfalls and beautiful landscape are resources, because we enjoy their beauty. They have **aesthetic value**. Resources such as land, air, water are essential for life. It becomes our responsibility to protect them from pollution. So, laws have been passed to protect the environment. Such laws have attached **legal value** to the resource. Similarly, our flora and fauna has to be protected from indiscriminate cutting of trees and killing of wildlife. These resources have **ethical value**.

The use of the resources changes with the development of technology. Earlier, human beings used wood to make wheels, lighted fire for cooking and used wood for making houses. Gradually, humans learnt to make ships and railway sleepers. With the development of technology, coal was used for producing thermal electricity. So, we find that **time** and **technology** are the two most important factors, which can change a substance into resource.

Types of Resources



Fig. 13.3: Air – a natural resource



Flow chart 13.2

The resources can be classified in the following ways:

1. Natural, human and human-made resources

Resources that we find in nature and can be used without much modifications are called **natural resources**, *e.g.*, air that we breathe, water, sunlight, minerals, forests and wildlife are given to us by nature and are called **natural resources**.

Human resources: It refers to the number and ability of the people, *e.g.*, knowledge, health, skill and wisdom. It is their abilities that help in converting the physical material into a valuable resource. When the human beings create more resources, it is called human resource development.



Fact Bubble

We breathe in about 16 kg of air everyday. Inhaling clean and fresh air keeps us healthy.



Human-made resources: Resources created by human beings are called human-made resources, e.g., buildings, roads, schools, hospitals, etc. The application of latest knowledge and skills in doing a thing, is called technology. It is also a human-made resource.

2. On the basis of origin—biotic and abiotic

Biotic resources: They are obtained from the biosphere and have life, such as human beings, flora and fauna, fisheries, livestock, etc.

Abiotic resources: All things, which are non-living, e.g., rocks and metals are abiotic resources.

3. On the basis of exhaustibility—renewable and non-renewable

Renewable resources: The resources which can be renewed or reproduced easily are known as renewable or replenishable resources, e.g., solar and wind energy, water, forests and wildlife. Renewable resources like sunlight, wind, etc., are present in such huge quantities, that human consumption does not affect them. However, our activities can make them unusable, e.g., if water is polluted, it becomes unfit for consumption.

Many natural resources are replenishable, which means these resources are **recycled** within the environment by natural processes and their quantities remain, more or less constant. Such natural cycles like water cycle and oxygen cycle take place rapidly, while some cycles like rock cycle takes place very slowly.

Some natural resources are generated by humans, e.g., we can plant trees.

Non-renewable resources: They are formed over a very long period of time. Minerals and fossil fuels, e.g., coal, petroleum and natural gas are examples of such resources. These resources take millions of years in their formation. They are limited in supply and cannot be formed by us.

Some of the resources like metals are recyclable. They can be reclaimed from discarded things like iron, copper, gold and silver, e.g., iron can be melted and made into tools. Some resources like fossil fuels cannot be recycled and get exhausted after their use.

4. On the basis of stage of development—actual, potential, reserves and stocks

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

Potential Resources: Resources which are found in a region but have not been utilised by far. They can be used in the future, e.g. uranium



Fig. 13.4: Man-made resources



Fig. 13.5: Wind energy – a renewable resource



Fig. 13.6: Petroleum – a non-renewable resource





Fig. 13.7: A Solar Plant



Explore!

Find out what are the major resources used in industries. Are they renewable or non-renewable.



Fig. 13.8: We need to use petroleum wisely.

found in Ladakh, is an example of potential resource. Solar and wind energy are potential resources. Rajasthan and Gujarat have enormous potential for the development of solar and wind energy. At present, the largest solar plant in India is located at Madhapur, near Bhuj in Gujarat. The largest windfarm cluster is located at Nagercoil, in Tamil Nadu.

Reserves: Resources which can be put to use with the help of existing technology, but their use has not been started. They can be used in the future, e.g. many rivers can be used for generating electricity.

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

Resource Development

People make use of the varied resources with the help of technology. Some resources have to be processed because it increases its utility.

The consumption of resources increases with the development of technology. On the other hand, indiscriminate use of resources has led to global ecological crisis such as global warming, ozone layer depletion, land degradation and environmental pollution.

Conservation and Sustainable Development

Conservation means the efficient, proper and judicious use of the resources. The resources get exhausted when we use them. Renewable resources will take some time to replace, e.g., crops can be grown every year, but trees may take many years to grow. A resource may also

CASE STUDY—COAL

Coal is an important fuel. In past, there was an increase in its demand especially in cooking, railway engines, operation of machines, etc. But today its uses are limited because the reserves of coal are depleting fast day-by-day. Now, coal is used for cooking in rural areas and in thermal power plants to generate electricity. Diesel engines and electric engines have taken place of steam engines that were run on coal in the past. Most of the vehicles run on liquid fuels. Machines in industries run on electricity or petroleum products. But, coal is still chief source of power generation, as well as energy source for many industries. So, at our own level, to save coal we need to use electricity wisely. But, the most important is to conserve and protect petroleum products and other fuels which are used for various purposes.



Fig. 13.9: Reserves of Coal



become unfit for use. To ensure a continuous supply of a resource, we have to use it judiciously. For continuous economic development, we must ensure the availability of resources in the future.

Sustainable economic development means development should take place without damaging the environment and development in the present should not destroy the ability of the future generations to meet their needs. Therefore, it is our duty to ensure that:

- all types of renewable resources are sustained
- the diversity of life on Earth is conserved
- the population and distribution of rare and threatened species should be increased
- damage to natural environment should be minimised
- recycling of reusable goods should be increased
- alternative resources are used, if made available

Some principles of Sustainable Development are:

- Respect and care for all forms of life to achieve a dynamic result.
- Improve the quality of human life through interaction with all the nations.
- Conserve the Earth's vitality and diversity.
- Try to minimise the depletion of natural resources.
- Change personal attitude and practices towards the environment as they create imbalances.
- Educated communities must try to take care of their own environment.



Fact Bubble

In 1992, the United Nations held the Earth Summit. In this conference, convention on biodiversity was signed among nations which seek to protect the interests of the present as well as future generations.

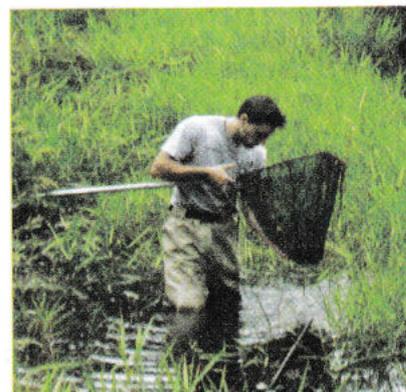


Fig. 13.10: Resource Conservation



Fig. 13.11: Participation of whole community is essential in obtaining satisfactory results.



Explore!

Find out ways to conserve resources in your homes, schools and in industries.



Let Us Recall

Biotic resources: These are the resources which have life such as flora, fauna, human beings, fisheries.

Abiotic resources: These are the resources that consist of non-living things, e.g. rocks and minerals.

Non-renewable resources: Those resources which, when used, get exhausted, e.g. fossil fuels.

Recyclable: Metals, which can be reclaimed from discarded things, e.g. old iron things can be smelted and made into new things.

Reserves: Those resources whose use has not been started although they can be used with the help of existing technology.

Sustainable economic development: Economic development should proceed continuously and the resources can be used for future generations as well.





EXERCISES

A. Choose the correct answer.

- Resources include:
(a) gifts of nature
(b) human beings
(c) man-made creations
(d) All of these
- The use of a resource changes with the:
(a) development of technology
(b) needs of man
(c) discovery of economic value
(d) when discovered and put to use
- Natural resources include:
(a) air
(b) water
(c) sunlight
(d) all of these
- Resources which are obtained from the biosphere and have life are called as:
(a) abiotic
(b) biotic
(c) gifts of nature
(d) none of these
- Which is not a fossil fuel?
(a) coal
(b) petroleum
(c) natural gas
(d) biogas
- The largest wind farm cluster is located in:
(a) Andhra Pradesh
(b) Orissa
(c) Karnataka
(d) Tamil Nadu

B. Answer the following questions.

- What is resource?
- Why is human resource important?
- Explain sustainable resource development.
- Name the metal found in Ladakh.
- Name the mineral that can be processed. Name the new things that can be made after processing it.
- Explain the two factors which make a substance a resource.
- What are biotic and abiotic resources?
- Differentiate between renewable and non-renewable resources.
- What are the four types of values associated with a resource.

C. Fill in the blanks.

- _____, _____ and _____ are examples of gifts of nature.
- A thing becomes a resource when _____.



3. Minerals are example of _____.
4. _____ and _____ have aesthetic value.
5. On the basis of origin, resources are classified as _____ and _____.

D. Match the following.

Column A

1. Economic value
2. Beautiful landscape
3. Legal value
4. Ethical value
5. Human resources

Column B

- (a) Aesthetic value
- (b) Land, air, water
- (c) Flora and fauna
- (d) Knowledge, health, skill, etc.
- (e) Minerals can be bought or sold

E. Think and write.

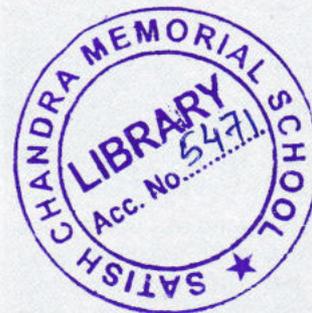
1. Give four uses of petroleum and natural gas.
2. Name two renewable resources present in huge quantities.
3. Name two natural resources which can be generated by man.
4. Name four metals that can be recycled.
5. Why is conservation of resources required? Explain.
4. Enlist the principles of sustainable development.

1. Project Work

From your locality, find out and list as many resources as you can.

2. Group Discussion

Discuss with your classmates and list the steps needed to be taken for the conservation of plants and wildlife resources.



14



Land, Soil, Water, Natural Vegetation and Wildlife Resources



Fig. 14.1: Human habitation

Land is the most important natural resource. It covers only 30 per cent of the total area of the Earth's surface and all parts of this small percentage is not habitable. Land supports forests and pastures, agriculture and various other human activities and human habitation.

The uneven distribution of population in different parts of the world is mainly due to varied characteristics of land and climate. Areas having moderate climate, level land and fertile soil are ideal for human habitation, as they support various economic activities. Plains and fertile valleys are suitable for agriculture. Hence, they are densely populated. The rugged topography, steep slopes of the mountains, low-lying areas prone to water logging, desert areas, thick forested areas are normally less populated or uninhabited.

Land Resources

Different proportions of the available land are used for different purposes like agriculture, forestry, mining, building houses, roads and setting up industries. This is called land use.

The use of land is determined by several factors such as climate, topography, availability of water, soil and minerals. Human factors, such as population and technology are also important determinants of land use pattern. A land can be divided on the basis of ownership—private land and common land. Private land is used by the individuals



Explore!

Find out how land use pattern has changed in your neighbourhood in the past 10 years. Collect photographs, if possible, and make a presentation in class.





Fig. 14.2: Change in land use over time

and used according to their needs. Community land is used by the people jointly for common use. The community land is used for the collection of fodder, fruits, nuts, medicinal herbs, grazing and burial.

The land is limited and the demands are increasing everyday. People have cut down forests for urbanisation and agriculture. We can see big cities with multi-storey apartments and commercial complexes. The changes in the land use pattern show the changes in the society. Today, soil erosion, degradation of land, landslides, desertification have become major threats to the environment.

Conservation of Land Resources

There are some ways to conserve land resources—

- Afforestation and proper management of grazing.
- Planting of shelter belts.
- Control on overgrazing.
- Stabilisation of sand dunes by growing thorny bushes.
- Proper management of wasteland, control of mining activities, proper discharge of industrial effluents can reduce land degradation.

Soil

Soil forms the upper layer of the Earth's crust. It is made up of loose rock fragments and humus. Most of the food items like wheat, rice, pulses, fruits and vegetables are obtained from plants that grow in soil. Soil also sustains forests, which give us firewood, timber, rubber and many other valuable products.

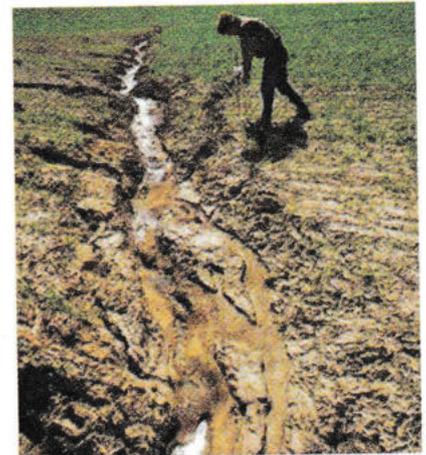


Fig. 14.3: Soil erosion

Factors Affecting Soil Formation

Relief, parent rock, climate, vegetation and time are important factors affecting the formation of the soil. Various forces of nature, such as change in temperature, amount of rainfall, humidity, action of running



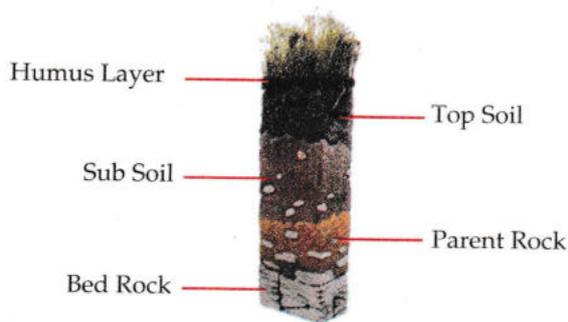


Fig. 14.4: Soil Profile

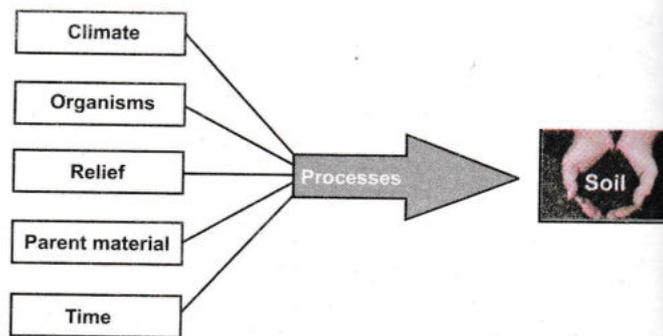


Fig. 14.5: Soil Formation

water, wind and activities of decomposers contribute to the formation of soil.

- **Climate:** Rainfall and temperature influence rate of humus and weathering.
- **Organisms:** Organisms, like, microorganism and vegetation affect the rate of humus formation.
- **Relief:** Altitude and slope determine the accumulation of soil.
- **Parent Rock:** It determines, colour, texture, chemical properties, mineral content and permeability of soil.
- **Time:** It determines thickness of soil profile.

Degradation and Conservation of Soil

Soil erosion is the degradation of soil by human activities like **deforestation, overgrazing, construction, overuse of chemical fertilisers, pesticides, etc.**, and natural calamities like floods and landslides.

LANDSLIDES

It refers to rapid movements of rock, soil and vegetation down the slopes under the influence of Earth's gravity. Cracks develop on the walls of the rocks due to the effect of heavy rainfall, Sun's heat and snowfall. When these cracks broaden, rocks slide down the slopes and cause great damage to life and property. Generally, landslides are sudden, scattered and are among the major natural disasters in the world. They are very common in the hilly regions.



Fig. 14.6: Landslide

Mitigation Mechanism: Advancement in scientific techniques has enabled us to understand the factors of landslides and how to manage it. Some mitigation techniques are:

1. Locate areas prone to landslides, which should be avoided for settlement purposes.
2. Retaining walls can be built to stop land from slipping.
3. Increase in the vegetation cover can keep a check on landslides. It is the cheapest and most effective way of arresting landslides.
4. The surface drainage control can keep a check on the movement of landslide along with rainwater.





Fig. 14.7: Mulching



Fig. 14.8: Contour ploughing



Fig. 14.9: Terrace cultivation

Soil Conservation means protection, preservation and proper utilisation of soil. Some methods of soil conservation are:

1. **Mulching:** The bare ground between plants is covered with a layer of organic matter like straw. It helps to retain the soil moisture.
2. **Contour ploughing:** Ploughing along contours can decrease the flow of water down the slopes.
3. **Terrace cultivation:** Steps can be cut out on the slopes giving it terraces. It restricts soil erosion.
4. **Strip cropping:** Strips of grass are grown between the crops. This breaks the force of wind.
5. **Shelter belts:** Rows of trees are planted to create shelter. They check the speed of the wind. It helps in stabilisation of sand dunes.
6. **Rock dam:** Rocks are piled to slow the speed of river. It prevents gullies and soil erosion.
7. **Contour barriers:** Stones, grass, soil are used to build barriers. Trenches are made in front of the barriers to collect water.
8. **Crop rotation:** Using uncultivated (fallow) land to grow crops can prevent soil erosion.



Fig. 14.10: Shelter belts

Water

Three-fourths of the Earth's surface is covered with water, but only a small proportion of freshwater can be put to use.

Some facts and figures related to distribution of water on the Earth's surface:

- (a) Sea and Ocean are the largest water bodies in which 97.3 per cent of the total volume of water is found. But it cannot be used for drinking, washing and for irrigation due to high salt content in them.
- (b) 2.7 per cent is freshwater available on the Earth.
- (c) Nearly 70 per cent of this freshwater is present in ice sheets and glaciers in Antarctica, Greenland and mountainous regions of the world.
- (d) Only 1 per cent of freshwater is fit for human use. It is found as groundwater, as surface water in lakes and rivers, and as water vapour in the atmosphere.



Fig. 14.11: Glacier



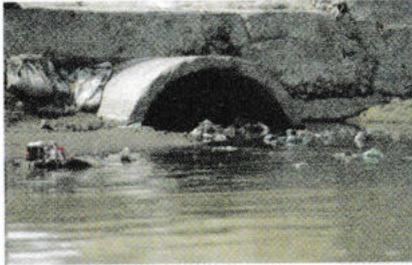


Fig. 14.12: This river is getting polluted due to industrial effluent, sewage and garbage. It needs immediate attention.



Fig. 14.13: Scarcity of water



Fig. 14.14: Sprinklers in field

Water exists mainly in **three forms** — water vapour; water in oceans, lakes, rivers and ice in the glaciers and ice caps. The freshwater is continually being renewed and recharged through the hydrological cycle.

Humans use water for various purposes. Besides drinking, bathing, washing and cooking; water is used for irrigation. It is helpful in generating electricity (hydropower). Large amount of water is required in industries like drugs, paper, fertilisers, petroleum refining and for construction of buildings and many more.

Water is available in abundance and is renewable. Then why do we suffer from water scarcity? The availability of water differs from place to place due to variation in seasonal and annual precipitation, but scarcity of water is mainly caused by overexploitation of water resources, increasing demands for food and cash crops, urbanisation and rising standard of living. The excessive use of freshwater has led to the drying up of water sources and water pollution.

Problems of Water Availability

There is scarcity of water in many regions of the world. Most parts of Africa, West Asia, South Asia, parts of South America and entire Australia are facing shortages of freshwater supply. Countries located in drought-prone areas are most susceptible to water scarcity.

According to Falken Mark, a Swedish expert, water stress occurs when water availability is less than 1000 cubic metre per person per day.

Conservation of Water Resources

Water is precious. It is very essential to conserve and manage our water resources. Some of the ways to conserve water are:

1. Discharge of untreated sewage, agricultural chemicals and industrial effluents are major contaminants. Water pollution can be checked by treating these effluents, before being drained into the sewage pipes.
2. Proper irrigation methods should be adopted to minimise wastage of water. Sprinkler can irrigate very large areas. In dry regions where evaporation is very high, drip irrigation is very useful.
3. Water harvesting methods can be used to conserve water. Water harvesting means to collect rainwater where it falls. Rainwater that falls on the roofs, courtyard, etc. is not allowed to flow away. It is collected in dug wells or tanks for future use with the help of pipes. This water can be used for cleaning, washing and gardening.
4. In the household uses, consumption of water can be reduced in the following ways:
 - (a) We should use only the required amount of water.
 - (b) Leaking taps should be repaired. A leaking tap wastes approx. 1200 litres in a year.
 - (c) A bucket of water can be used for bathing instead of using a shower to avoid unnecessary flow of water.



5. Recycling of wasted and polluted water can help in reducing water shortage.

Natural Vegetation and Wildlife

Natural vegetation and wildlife exist only in the narrow zone of contact between the lithosphere, hydrosphere and atmosphere that we call as **biosphere**. All things are interrelated and inter-dependent on each other for survival in the biosphere. The interlinkage and interdependence of all plants and animals in an area is called **ecosystem**.

Both vegetation and wildlife fulfil our various needs—wood barks, leaves, rubber, dyes, food, fuel, fruits, nuts, latex, turpentine oil, gum, medicinal plants and paper—all are given by the plants. They provide shelter to animals, help in the storage of underground water and check floods and soil erosion. Vegetation modifies local climate.

Wildlife includes animals, birds, reptiles, insects and aquatic life forms. They provide us with milk, meat, wool and hides. Insects like bees give honey and help in pollination of flowers, and micro-organisms play the role of decomposers.

Distribution of Natural Vegetation

The growth of vegetation depends mainly upon temperature and moisture. Depending upon these two factors, the vegetation of the world is grouped as **forests, grasslands, scrubs and tundra**.

Forests grow where temperature and rainfall are plentiful to support a tree cover. As the amount of water decreases, the size of the trees and their cover decreases. Forests are broadly classified as evergreen and deciduous depending upon when they shed their leaves.

In the regions of moderate rainfall, short trees and grasses can be seen. They form the grasslands of the world. In the dry regions of scanty rainfall, thorny bushes, shrubs and scrubs grow. In such areas, plants have deep roots and leaves have thorny and waxy surface to reduce water loss through transpiration.

The major natural vegetations of the world are:

- | | |
|--------------------------------|--------------------------------|
| (1) Tundra | (6) Coniferous forest |
| (2) Temperate deciduous forest | (7) Desert and scrub |
| (3) Temperate grassland | (8) Temperate evergreen forest |
| (4) Tropical evergreen forest | (9) Mediterranean vegetation |
| (5) Tropical grassland | (10) Tropical monsoon forest |

Conservation of Natural Vegetation and Wildlife

Conservation of natural vegetation and wildlife protects our biodiversity and our life support system — air, water and soil. Wildlife conservation is closely related to conservation of natural vegetation. But various activities of human beings have caused destruction of natural vegetation and wildlife. Some of these include deforestation, overgrazing by animals, forest fires, hunting of animals, development projects, setting of new industries and towns and mining. This has even caused disturbance in the natural balance.



Fig. 14.15: Rubber tree



Fig. 14.16: Bees collect nectar from flowers



Fact Bubble

To maintain the ecological balance, at least 33 per cent of total land area should be under forest cover.





Fig. 14.17: Forest fire

FOREST FIRE – A THREAT

Forest fire can be a threat to entire flora and fauna (all forms of plants and animals). It occurs mainly due to these reasons:

1. Natural fire because of lightning or friction between stems and branches of trees.
2. Fire because of carelessness of people.

Forest fire can be controlled through:

1. Prevention of human-caused fires through education.
2. Prompt detection of fires through well co-ordinated network of observation points.



Fig. 14.18: Himalayan tragopan

India has a rich variety of flora and fauna. Human beings have destroyed them to quite an extent. Animals that cannot adjust to the environmental changes, begin to die. As a result, many animals and birds that once existed on the Earth, have now perished away. Such species of plants and animals that do not exist now but existed in the past are called **extinct species**, e.g., mountain quail, pink-headed duck, etc. Some species of animals are on the verge of extinction as their population has decreased considerably. Such species are called **endangered**, e.g., Himalayan tragopan, proonghorn antelope, tiger, leopard, tamarin (golden lion of Brazil).

The government has taken various steps to conserve our natural vegetation and wildlife. Some of them are:



Fig. 14.19: Van Mahotsava

(a) **Social Awareness Programmes:** We have an annual festival in our country called 'Van Mahotsava' wherein trees are planted throughout the country. All people must participate in social awareness programmes like 'Van Mahotsava' by planting saplings in their surroundings.

(b) **Wildlife Protection Act, 1972:** In a country like India, where hunting is considered as an act of bravery, animal head and skin are smuggled to other countries at huge prices. Some body parts of animals are used in Chinese and Tibetan medicines. Body parts of tiger, lion and black buck are used in making trophies. **Wildlife Protection Act, 1972**, provides protection to wild animals, birds and plants.



Fig. 14.20: Black buck



Fig. 14.21: Project Tiger



Fig. 14.22: Project Elephant



- (c) **Special Projects:** These have been launched to protect the endangered species, e.g. **Project Tiger** began in 1973. Presently, there are 29 tiger reserves in India, e.g. Sariska Tiger Reserve. Under the **Project Elephant**, the states are given monetary help and assistance to ensure long-term survival of elephants in their natural habitat. There are 14 elephant reserves in India.
- (d) **Wildlife Sanctuaries:** These refer to protected areas set up to prevent the extinction of animals. They primarily protect those endangered species of birds and animals that are under the threat of becoming extinct. There are 510 wildlife sanctuaries in India.
- (e) **National Parks:** These are the areas where wild animals and natural vegetation are together preserved. There are 96 national parks in India, e.g. Kaziranga National Park in Assam, Jim Corbett National Park in Uttarakhand, etc.
- (f) **Biosphere Reserves:** These refer to large areas where the vegetation, wildlife and environment are conserved to preserve the biological diversity. There are 14 biospheres in India, e.g. Nanda Devi in Uttarakhand, Nilgiri in Western Ghats, etc.



Fig. 14.23: Kaziranga National Park

The people have also taken initiative to protect forests. One such movement is the Chipko Movement in the Himalayas.

CASE STUDY—THE CHIPKO MOVEMENT

Forests are the main source of livelihood especially in hilly areas. In 1970s and 1980s, there was a resistance by the people against cutting of trees. This movement started in 1974 in Garhwal. When the treecutters tried to cut trees, people put their arms around the trees and refused to move. This movement gradually spread throughout India and came to be known as the Chipko Movement. 'Chipko' means to hug or to embrace. As the villagers hugged the trees, it prevented the trees from falling. The success of this movement saved thousands of trees from being fallen.

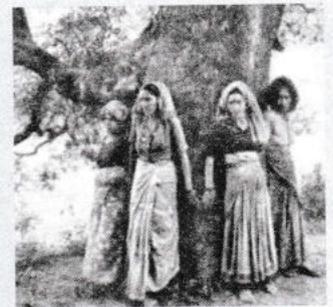


Fig. 14.24



Let Us Recall

Mulching: It is the ground between the plants which is covered with organic matter like straw that helps in retaining moisture of soil.

Shelter Belts: Rows of trees are called shelter belts. They break the force of wind and helps in stabilisation of sand-dunes.

Natural Vegetation: It refers to the plant community which grows naturally without human aid and no interference of human beings.

Flora and Fauna: They refers to all forms of plants and animals which are found on the Earth in natural environment.

National Parks: Large areas where several species of plants and animals are kept in their natural surroundings. Hunting of animals is prohibited here.

Biosphere Reserves: Forest areas where all kind of plants and animals are found in their natural surroundings.





EXERCISES

A. Choose the correct answer.

1. What percentage of the Earth's total area is covered by land?
(a) 70 per cent (b) 80 per cent
(c) 30 per cent (d) 40 per cent
2. Important factors in formation of soil are:
(a) relief (b) climate
(c) time (d) all of these
3. Which of the following influences rate of formation of humus?
(a) rainfall (b) temperature
(c) both (a) and (b) (d) soil
4. The ratio of the Earth's surface covered with water is:
(a) two-third (b) three-fourth
(c) one-third (d) half
5. Water harvesting is a technique of collecting and storing rainwater in:
(a) dug wells (b) underground tanks
(c) tanks (d) All of these
6. Natural vegetation and wildlife exist in:
(a) lithosphere (b) hydrosphere
(c) atmosphere (d) biosphere
7. The growth of vegetation depends upon:
(a) temperature (b) moisture
(c) soil (d) All of these
8. Forest fire occurs due to:
(a) lightning
(b) friction between stems and branches of trees
(c) carelessness of humans
(d) all of the above

B. Answer the following questions.

1. Land is the vital natural resource. Explain it.
2. Which are the main factors responsible for soil formation?
3. Write a short note on degradation and conservation of soil.
4. What is landslide? What mitigation factors can be adopted for the prevention of landslides.
5. Give four methods of soil conservation.
6. Why do we suffer from scarcity of water? Suggest few ways to conserve water.
7. What are national parks and biosphere reserves? Explain with the help of examples.
8. Describe few steps that government has taken to conserve flora and fauna.
9. Name the major natural vegetation of the world.



C. Fill in the blanks.

1. The vegetation of the world is grouped as _____, grasslands, _____ and tundra.
2. Land covers about _____ per cent of the total Earth area.
3. _____ and _____ are made to protect environment from the soil erosion.
4. The _____ movement has successfully resisted deforestation in the Himalayas.
5. _____ was started in 1973.

D. Match the following.

Column A

1. Soil
2. Landslides
3. Terrace cultivation
4. Mediterranean vegetation
5. Tiger Reserve

Column B

- (a) Sunderbans National Park
- (b) Upper layer of Earth's crust
- (c) Cause of disaster
- (d) Restricts soil erosion
- (e) Oranges, grapes, olives

E. State whether the following statements are true or false.

1. Land covers only 30 per cent of the total area of the Earth's surface.
2. The changes in the land use pattern show the changes in the society.
3. Deforestation and overgrazing contribute to soil conservation.
4. Water harvesting is a technique of collecting sea water.
5. Conservation of natural vegetation and wildlife protects our bio-diversity and life-support system.

1. Project Work

Make a list of 20 national parks, 20 wildlife sanctuaries and 14 bioreserves of India. Write six places where tiger reserves are found.

2. Group Discussion

Discuss in your class various reasons which are responsible for changes in land use pattern.



15



Mineral and Power Resources



Fig. 15.1: Salt



Fig. 15.1: Pencil



Fact Bubble

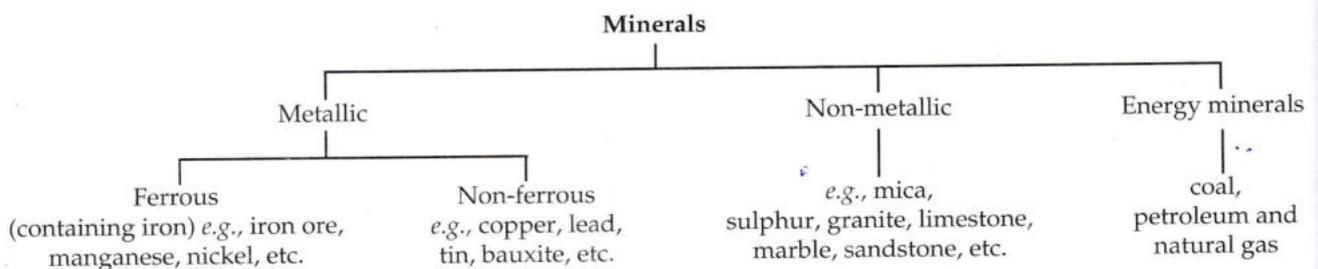
The salt in your food and graphite in your pencil are also minerals.

We use different things in our daily life made from metals. The Earth's crust is made up of different metals, extracted from minerals. Almost everything that we use, from a thin pen to multi-storey buildings, all are made of minerals. Cars, buses, trains, aeroplanes are manufactured from minerals and run on power resources.

What are minerals? It is a naturally occurring substance with a definite internal structure. Minerals are not evenly distributed over space. Minerals are found in different types of geological environments, under varying conditions. They are created by natural processes. They can be identified on the basis of their physical properties such as colour, density, hardness and chemical property such as solubility, e.g., diamond is the hardest mineral and softest one is talc.

Types of Minerals

There are over 2000 minerals which have been identified, only a few are abundantly found. On the basis of composition, minerals are classified as below:



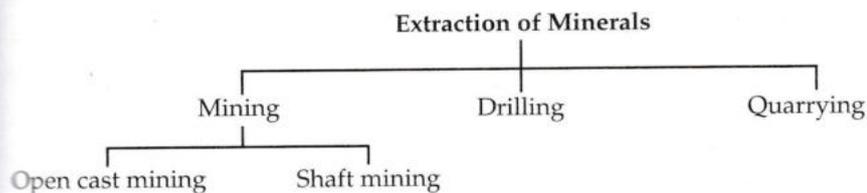
Flow chart 15.1



The metallic minerals contain metal. Metals are hard substances that conduct heat and electricity and have lustre. They can be beaten into sheets and drawn into wires. Metallic minerals may be ferrous (which contain iron), non-ferrous minerals (minerals which do not contain iron). The non-metallic minerals do not contain metals, e.g., limestone, mica and gypsum. The mineral fuels like coal, petroleum and natural gas are also non-metallic resources. They are called energy resources.

How are minerals extracted?

Minerals can be extracted by mining, drilling and quarrying.



Flow chart 15.2

The process of taking out minerals is called **mining**.

Quarrying: Ores that lie near the surface are dug out.

Drilling: Petroleum and natural gas are present far below the Earth's surface. Deep wells are bored to take them out.

Open-cast mining: Ores that lie at shallow depths are taken out by removing the surface layers.

Shaft mining: Several minerals occur deep inside the Earth. They are extracted by digging shafts or tunnels. These shafts are underground chambers reached with the help of lifts, e.g., Kolar gold mine in India.



Fig. 15.3: Different type of minerals



Fig. 15.4: Quarrying

Distribution of Minerals

The mineral deposits are closely related to the landforms and types of rocks found at a place. Generally, metallic minerals containing iron, manganese, copper are found in old plateaus composed chiefly of metamorphic and igneous rocks. Plains and young fold mountains, composed chiefly of sedimentary rocks, mostly contain non-metallic minerals like limestone. They also contain minerals fuels.

Iron ore in North Sweden; copper and nickel deposits in Ontario, Canada; iron, nickel, chromite and platinum in South Africa are examples of minerals found in igneous and metamorphic rocks. Limestone deposits of Caucasus regions, manganese deposits of Georgia, and phosphate beds of Algeria are examples of minerals found in sedimentary rocks. Mineral fuels are also found in sedimentary rocks.



Fig. 15.5: Limestone deposits



Asia

India and China have large iron ore deposits. Asia has more than half of world's tin. China, Malaysia and Indonesia are leading producers of tin. Asia also has deposits of manganese, bauxite, nickel, zinc and copper.

Europe

Europe is the leading producer of iron ore in the world. The countries which have large deposits of iron ore are Russia and Ukraine. Lead, zinc, manganese and nickel are found in Eastern Europe.

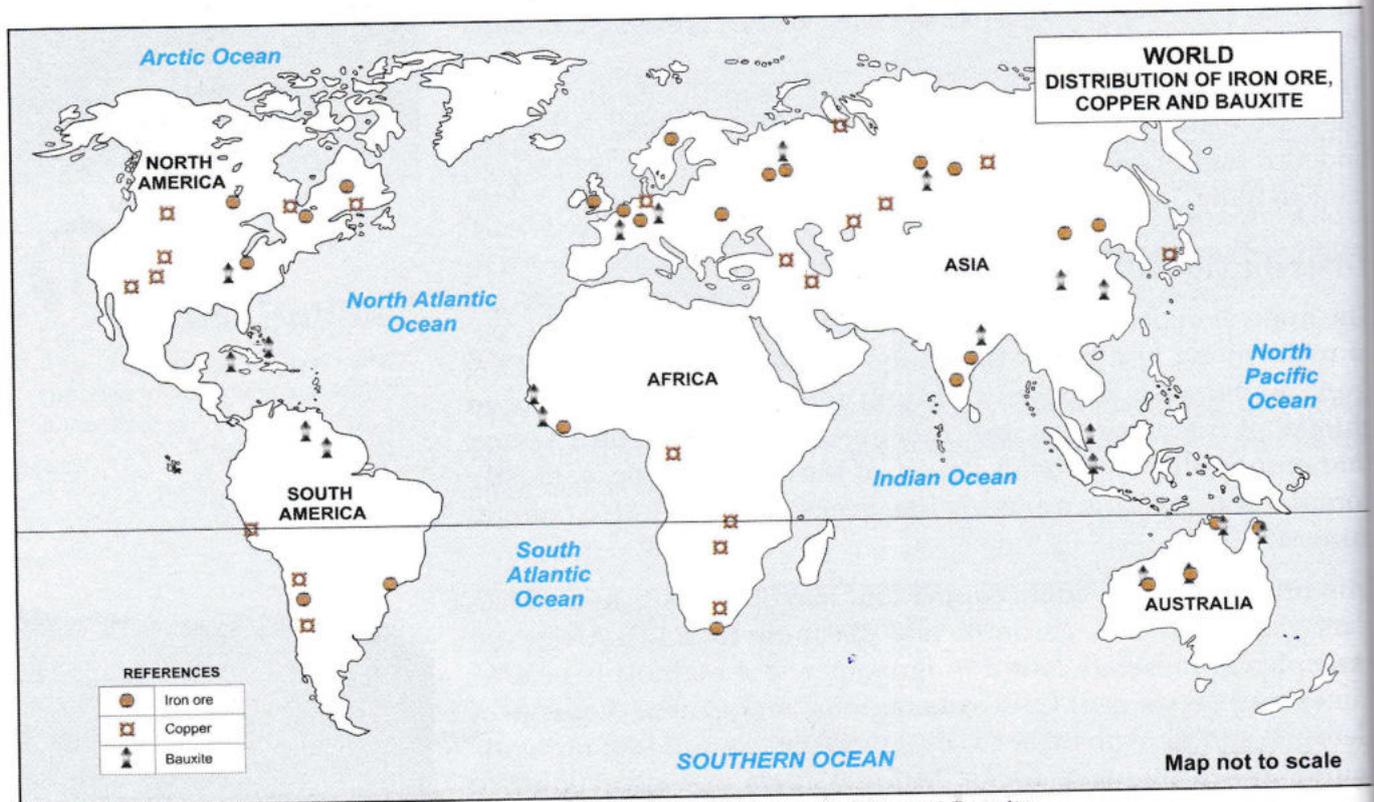
North America

The mineral deposits in North America are located in three zones:

1. **Canadian Shield:** Iron ore, nickel, gold, uranium and copper.
2. **Appalachians region:** Coal.
3. **Western Cordilleras:** Copper, lead, zinc, gold and silver.

South America

Brazil is a large producer of high grade iron ore. Chile and Peru are leading producers of copper. Brazil and Bolivia are among the world's largest producers of tin. Mineral oil is found in Venezuela, Argentina, Chile, Peru and Columbia. South America has large deposits of gold, silver, zinc, uranium, cobalt and bauxite.



Map 15.1: World - Distribution of Iron ore, Copper and Bauxite



Africa

Africa is rich in mineral resources. It is the world's largest producer of diamonds, gold and platinum. South Africa, Zimbabwe and Zaire produce a large portion of world's gold. Oil is found in Nigeria, Libya and Angola. The other minerals found in Africa are copper, iron ore, chromium, cobalt and bauxite.

Australia

Australia is the largest producer of bauxite. It is a leading producer of gold, diamond and iron. It is also rich in copper, lead, zinc and manganese. Kalgoorlie and Coolgardie areas of western Australia have large deposit of gold.

Antarctic

Deposits of coal in Transantarctic mountains and iron near Prince Charles mountains of East Antarctica is forecasted.

Distribution of Minerals in India

Iron

Iron ore is the basic mineral and backbone of industrial development. It is found in Jharkhand, Odisha, Chhattisgarh, Goa, Maharashtra and Karnataka. Iron and steel industry is the basic industry, since all other industries are dependent on it. It is used in construction, defence, scientific equipments, etc. India has high grade iron called **magnetite**. The other variety of iron is called **haematite**.

Bauxite

Aluminium is obtained from bauxite. It is used in making aeroplanes and utensils. Bauxite deposits are found in Jharkhand, Chhattisgarh, Madhya Pradesh, Gujarat, Maharashtra and Tamil Nadu. Aluminum is an important metal because it has strength of metals like iron. It is extremely light and has good conductivity and malleability.

Mica

Mica is a mineral made up of various layers. It is one of the most indispensable mineral to electrical industry. Due to its excellent dielectric strength and insulating properties, it is used in electronic industries. Mica can be black, green, red, yellow or brown in appearance. It is found in Bihar, Andhra Pradesh and Rajasthan. India is the largest producer and exporter of mica in the world.

Copper

India is deficient in copper deposits. It is malleable, ductile and good conductor of heat. It is found in Rajasthan, Madhya Pradesh and Jharkhand.

Manganese

It is mainly used in manufacturing steel, bleaching powder and insecticides and paints. It is found in Odisha, Maharashtra, Karnataka and Andhra Pradesh.



Fig. 15.6: Iron deposits in Jharkhand



Fig. 15.7: Bauxite deposits in Madhya Pradesh



Fig. 15.8: Mica



Fig. 15.9: Copper deposits in Rajasthan





Explore!

Iron is the backbone of industry.
Find out how.



Fig. 15.10: Kolar Gold mines in Karnataka

Limestone

It is the basic raw material for the cement industry. It is widely distributed throughout the country. It is found in Bihar, Jharkhand, Madhya Pradesh, Chhattisgarh and Rajasthan.

Gold

It is mainly used in making jewellery. It is found in Karnataka (Kolar gold mines). They are among the deepest mines in the world.

Salt

It is obtained from seas, lakes and rocks. India is the world's leading producer and exporter of salt.

Silicon

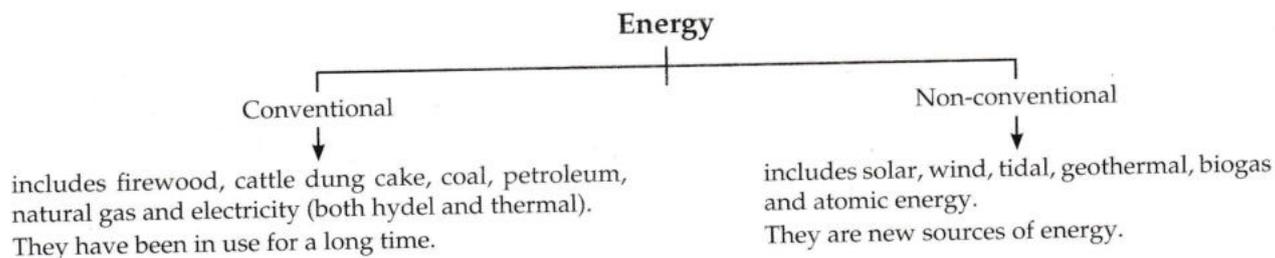
It is used in the computer industry and is obtained from quartz.

Conservation of Minerals

Mineral resources are finite and non-renewable. Rich mineral deposits are our valuable possessions. We are rapidly consuming mineral resources that required millions of years to be created. The process of mineral formation is very slow. Continued extraction of ores leads to increasing cost as mineral extraction of ores comes from greater depths. Mineral resources should be used in a planned and sustainable manner. Recycling of metals, using scrap metals and other substitutes are steps in conserving our mineral resources for the future.

Power Resources

Energy is required for all activities— to cook, to provide heat and light, to drive vehicles and machinery in industries. Energy resources can be classified as:



Flow chart 15.3

Conventional Sources of Energy

Firewood

It is widely used for cooking and heating. In our country, more than 50 per cent of the energy used in villages comes from firewood. It has become difficult to use firewood because of decreasing forest area. Cow dung cakes are discouraged because of loss of manure and they emit harmful smoke.

The advantages and disadvantages of firewood and cow dung cakes are listed in table 15.1.



Fig. 15.11: Firewood for cooking



Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Most common fuel in rural India for cooking. 2. Easily available to the villagers. 	<ol style="list-style-type: none"> 1. Leads to deforestation. 2. Time consuming. 3. Pollution can cause eye problems. 4. Gives out greenhouse gases.

Table 15.1

Fossil Fuels

Remains of plants and animals which were buried under the Earth in sedimentary rocks for millions of years got converted by the heat and pressure into fossil fuels. Fossil fuels like coal, petroleum and natural gas are the main source of conventional energy. Their reserves are limited and due to growing world population they are consumed at a faster rate. Let us study about them in detail.

1. Coal

In India, coal is the most abundantly available fossil fuel. It is used in power generation, to supply energy to industries as well as for domestic use. Electricity from coal is called thermal energy. Coal, which we are using today was formed millions of years ago, when giant trees and ferns got buried under the Earth.

The leading coal producing countries are India, China, USA, Ukraine, Poland, South Africa, Australia, UK, Canada and Germany. The coal-producing areas in India are Raniganj, Jharia, Dhanbad and Bokaro in Jharkhand. There are four varieties of coal—peat, lignite, bituminous and anthracite.



Fig. 15.12: Coal

Advantages of coal	Disadvantages of coal
<ol style="list-style-type: none"> 1. It is the most abundantly available fossil fuel in India. 2. It provides energy. In India, more than 50 per cent of energy needs are fulfilled by coal. 3. It is used for power generation and supplying energy to the industries as well as for domestic needs. 	<ol style="list-style-type: none"> 1. Coal is a bulky material and not easy to transport. It is a non-renewable resource. 2. On use, it leaves residue called ash. 3. Pollution emits smoke and greenhouse gases.

Table 15.2

2. Petroleum

Petroleum or mineral oil produces fuel for heat and lighting, lubricants for machinery and raw material for many industries. It is found in layers of rocks and is drilled from oilfields located in off-shore and coastal areas. It is sent to the refineries which process the crude oil and produce diesel, petrol, kerosene, wax, and lubricants. Petroleum and its products are called 'Black Gold'.

The chief petroleum producing countries are Iran, Iraq, Saudi Arabia and Qatar. Venezuela, Mexico, Libya are other oil producing countries. The leading oil producing areas in India are Digboi in Assam, Bombay High in Mumbai and Ankleshwar in Gujarat.

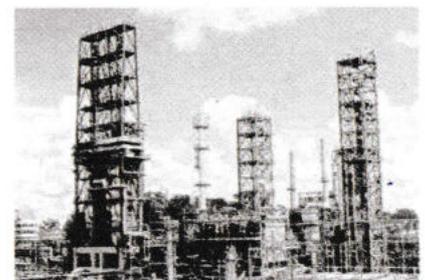
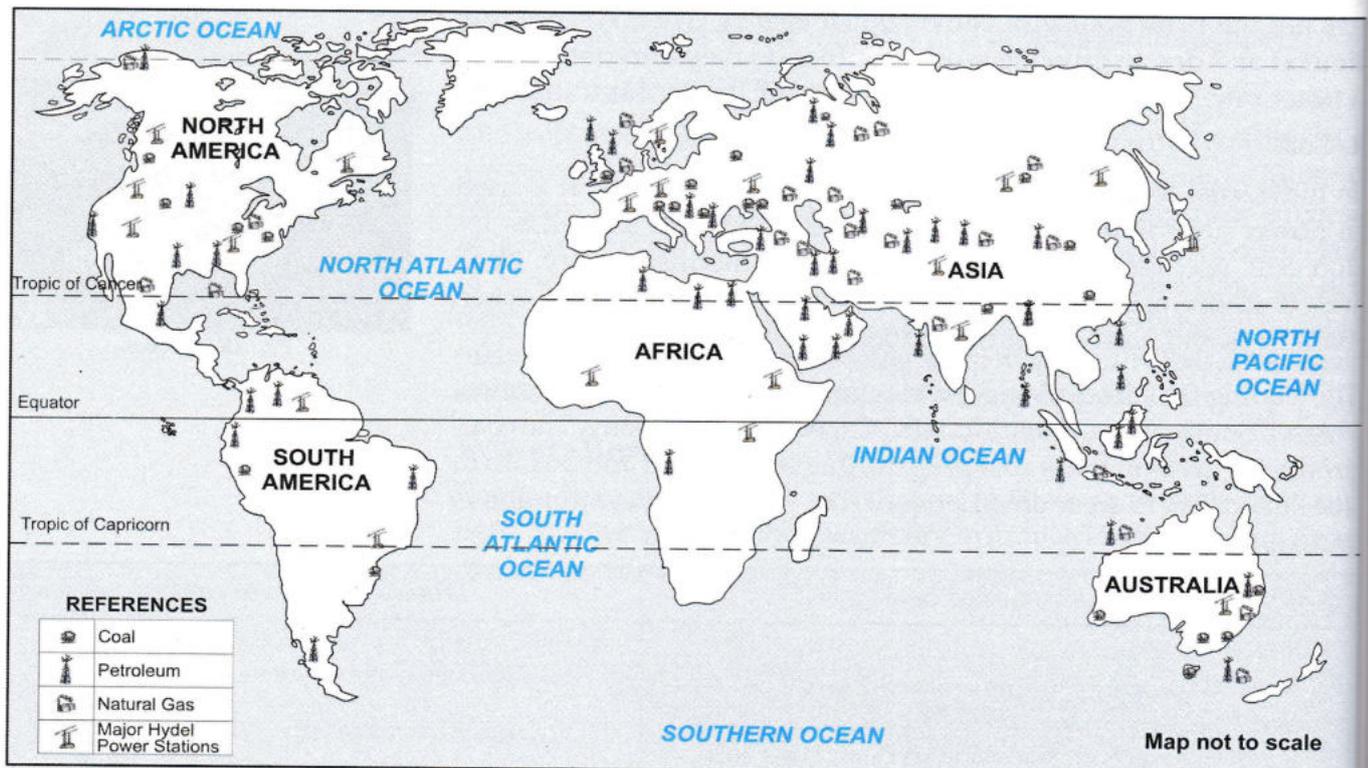


Fig. 15.13: Petroleum Refinery Plant



Advantages of petroleum	Disadvantages of petroleum
<ol style="list-style-type: none"> 1. It is easily transported through tankers or pipelines. 2. It can be used till the last drop without any wastage. 3. It provides fuel for heat and lightning, lubricants for machinery and raw materials for a number of industries. 4. Petroleum refineries are the nodal industry for synthetic textiles, fertilisers and numerous chemical industries. 	<ol style="list-style-type: none"> 1. The cost of extraction of petroleum is high. 2. It is a fossil fuel and an exhaustable resource. 3. It leads to pollution and emits smoke. 4. It emits greenhouse gases.

Table 15.3



Map 15.2: World - Distribution of Coal, Petroleum, Natural Gas and major Hydel Power Stations



Fig. 15.14: Natural Gas resources in Tripura

3. Natural Gas

It is an important energy resource found in association with or without petroleum. It is released when crude oil is brought to the surface. It is used as a source of energy as well as industrial raw material in petro-chemical industries. It is an eco-friendly fuel because of low carbon dioxide emissions. It can be sent through the pipelines. After formation, it is made available as a transport fuel and as a domestic fuel. As a transport fuel, the **Compressed Natural Gas (CNG)** is used to run vehicles like autos, cars, buses, etc. As a domestic fuel, the **Liquefied Petroleum Gas (LPG)** is very useful in domestic uses like cooking.



Norway, UK, Netherlands are the major producers of natural gas. In India, Jaisalmer, Tripura, Krishna-Godavari Delta and some areas off-shore in Mumbai have natural gas reserves.



Explore!

Find out more about the technologies used to tap the non-conventional sources of energy.

Advantages of natural gas	Disadvantages of natural gas
<ol style="list-style-type: none"> 1. It is clean and cheaper fuel than coal and oil. 2. It is an eco-friendly fuel. 3. It can easily be transported through the pipelines. 4. It is used as a source of energy as well as industrial raw material in petrochemical industry. 	<ol style="list-style-type: none"> 1. Exploration of new fuel is not easy, although it is largely found in association with petroleum. 2. It is a fossil fuel and exhaustable.

Table 15.4

4. Hydel Power

The rainwater or river water stored in dams is made to fall from height. The falling water flows through a pipe inside a dam. The moving blades turn the generators to produce electricity. This is hydroelectricity. Hydroelectricity is generated from water which is a renewable resource.

The major producers of hydel power in the world are Paraguay, Brazil, USA, Canada, Argentina, Venezuela, UK, China and Norway. Some leading hydel power stations in India are Bhakra Nangal, Gandhi Sagar, Nagarjunasagar and Damodar Valley projects which are multi-purpose projects.



Fig. 15.15: Damodar Valley Project

Advantages of hydroelectricity	Disadvantages of hydroelectricity
<ol style="list-style-type: none"> 1. Hydroelectricity, a renewable resource, is generated by fast flowing water. 2. The initial cost of setting up a plant is more and later it is economical. 3. It is an eco-friendly source of power. 	<ol style="list-style-type: none"> 1. The initial cost of setting up a plant is very high. 2. The local communities have to be displaced. 3. It leads to the submergence of the forests of the area and harms biodiversity.

Table 15.5

Non-conventional Sources of Energy

1. Solar Energy

India is a tropical country. It has vast potential for tapping solar energy. Photovoltaic technology can convert sunlight directly into electricity. Solar cells are joined in solar panels to generate power for heating. Solar energy is also used in solar heaters, solar cookers, solar dyers and is used for community lighting and traffic signals. It is becoming popular in rural and remote areas. The largest solar plant of India is located near Bhuj in Gujarat, where solar energy is used to sterilise milk cans.



Fig. 15.16: A Solar Plant near Bhuj in Gujarat



Advantages of solar energy	Disadvantages of solar energy
<ol style="list-style-type: none"> 1. India has enormous possibilities of tapping solar energy. 2. The use of solar energy will minimise the dependence of rural households on firewood or dung cakes. 3. It is inexhaustible and non-polluting. 	<ol style="list-style-type: none"> 1. It is expensive during initial stages of development. 2. Larger parts of energy get wasted due to diffusion of sunlight.

Table 15.6



Fig. 15.17: Windfarms in Denmark

2. Wind Energy

Wind is an inexhaustible source of energy. Windmills were used in the past for lifting water and grinding grain. In modern times the high speed winds rotate the windmill blades which are connected to the generator to produce electricity. Windfarm clusters are located in the coastal areas and in mountain passes where strong winds blow. Windfarms are found in Denmark, Spain, Netherlands, UK and USA. In India, the largest windfarms cluster is located in Tamil Nadu, from Nagercoil to Madurai.

Advantages of wind energy	Disadvantages of wind energy
<ol style="list-style-type: none"> 1. It is non-polluting and eco-friendly. 2. It is safe and clean. 	<ol style="list-style-type: none"> 1. Causes noise pollution. 2. Harmful for birds. 3. Disturbs air communication.

Table 15.7



Fig. 15.18: Biogas plant

3. Biogas

Shrubs, farm waste, animal and human waste are used to produce biogas for domestic consumption in rural areas. The organic waste is decomposed by bacteria in biogas digesters to emit biogas which is a mixture of methane and carbon dioxide. It produces huge amount of organic manure each year. Biogas is the most efficient use of cattle dung. It prevents the loss of trees.

Advantages of biogas	Disadvantages of biogas
<ol style="list-style-type: none"> 1. Biogas plants use shrubs, farm waste, animal waste and human waste to produce biogas in rural areas. The biogas plant provides energy and quality manure to the farmers. 2. Biogas is an excellent fuel for cooking and lighting. 3. It takes care of wastes and helps in environmental conservation. 	<ol style="list-style-type: none"> 1. It causes greenhouse effect due to emission of gases.

Table 15.8

4. Geothermal Energy

It refers to the heat and electricity produced by using the heat from the interior of the Earth. Sometimes, this heat energy comes to the surface in the form of hot springs and steam. It is used for generating



electricity. It is used for cooking, heating and bathing. USA has the largest number of geothermal plants, followed by New Zealand and Philippines. In India, geothermal plants are located in Manikaran in Himachal Pradesh and Puga Valley in Ladakh.

Advantages of geothermal energy	Disadvantages of geothermal energy
<ol style="list-style-type: none"> 1. Geothermal energy is generated from the heat of the Earth's interior and hot springs. 2. It can be used to drive turbines and generate electricity. 3. It is eco-friendly. 	<ol style="list-style-type: none"> 1. It is found in some places. It is more localised. 2. Large part gets wasted due to diffusion of energy.

Table 15.9

5. Nuclear Power

Nuclear energy is obtained by changing the structure of the atoms. When this is done, much energy is released which is used to generate electric power. Uranium and Thorium are used to produce nuclear power. The greatest producers are USA and Europe. In India, uranium and thorium are found in Jharkhand and Aravali ranges of Rajasthan. The Monazite sands of Kerala is also rich in thorium. The nuclear power stations are at Rawatbhata in Rajasthan, Kalapakkam in Tamil Nadu, Kakrapara in Gujarat, Tarapur in Maharashtra, Kaiga in Karnataka and Naraura in Uttar Pradesh.



Fig. 15.19: A nuclear power station in Rajasthan

Advantages of nuclear power	Disadvantages of nuclear power
<ol style="list-style-type: none"> 1. It emits a huge amount of energy which can be easily used. 	<ol style="list-style-type: none"> 1. It generates radioactive waste. 2. It is very expensive.

Table 15.10

6. Tidal Energy

Energy obtained from tides is called tidal energy. Floodgate dams are built across inlets. During high tide, water flows into the inlet and gets trapped when the gate is closed. After the tide falls outside the floodgate, the water retained by the floodgate flows back to the sea through a pipe that carries it through a power generating turbine. Russia, France and Gulf of Kachchh in India have huge tidal mill farms.



Fig. 15.20: A tidal mill in Russia

Advantages of tidal energy	Disadvantages of tidal energy
<ol style="list-style-type: none"> 1. It is non-polluting and inexhaustible. 	<ol style="list-style-type: none"> 1. It is expensive to harness and destroys wildlife.

Table 15.11

For the contribution of industrial, economic and social development, transport network and comforts for human life, we must conserve energy resources. Some of the suggested measures are:

- Switch off electricity when not required.
- Use public transport and car pools.





Explore!

Find out why it is difficult to harness tidal energy?

- Electronic devices should be regularly serviced.
- We must develop and use solar, wind, tidal and geothermal energies.
- Unnecessary illumination of home and city should be checked.
- Judicious use and proper management of energy resources.



Let Us Recall

Minerals: They are naturally occurring substances with a definite internal structure.

Drilling: Some substances occur far below the Earth's surface. Deep wells are bored to extract them out, e.g., petroleum and natural gas. This process is known as drilling.

Ductile and malleable: These are properties of metals which can be drawn into wires and beaten into sheets respectively.

Photovoltaic technology: It refers to the technology which converts solar energy into electrical energy.

Geothermal energy: It refers to the heat and electricity produced by using the heat from the interior of the Earth.



A. Choose the correct answer.

1. Copper, tin, lead and bauxite are:
(a) ferrous minerals
(b) non-ferrous minerals
(c) non-metallic minerals
(d) energy minerals
2. Minerals are extracted in different ways like:
(a) mining
(b) drilling
(c) quarrying
(d) all of these
3. Canadian Shield is rich in:
(a) gold and uranium
(b) bauxite
(c) manganese
(d) phosphate
4. Which of the following is not a property of aluminium?
(a) it is obtained from bauxite, a clay like substance.
(b) it is extremely light.
(c) it has good malleability.
(d) it is a good conductor of heat and electricity and used for making wires.
5. Fossil fuels are found in:
(a) metamorphic rock
(b) igneous rock
(c) sedimentary rock
(d) all of these



6. Which of the following is a non-conventional source of energy?
- (a) hydel electricity (b) thermal electricity
(c) geothermal energy (d) firewood

B. Answer the following questions.

- Name any three common minerals used by you everyday.
- What is an ore? Where are the ores of metallic minerals generally found?
- Name two regions rich in natural gas resources.
- Name the ores from which aluminium is obtained.
- Which source of energy would you suggest for:
 - Rural areas
 - Coastal areas
 - Arid regions
- Give five ways in which you can save energy at home.
- Write two uses each of copper, mica and iron.
- What is geothermal energy? Name two places which have been selected on experimental basis in India.
- Name the materials used by the biogas plants.
- Distinguish between:
 - ferrous and non-ferrous minerals
 - conventional and non-conventional sources of energy
- Why do you think that solar energy has a bright future in India?

C. Fill in the blanks.

- India has multi-purpose projects at _____ and _____.
- The biggest cluster of wind energy farm is _____ from _____ to _____.
- The largest solar plant of India is located at _____ near _____.
- _____ technology converts _____ directly into _____.
- Two experimental projects to harness geothermal energy in India are at _____ and _____.

D. Match the following.

Column A

- Mica
- Salt
- Silicon
- Iron and steel
- Bauxite

Column B

- clay like substance
- basic industry
- can be clear, black, green, red, yellow or brown in appearance
- obtained from sea, lakes and rocks
- used in computer industry

1. Activity

- On the outline map of North America identify Canadian Shield, Appalachians, Western Cordilleras and Lake Superior with the help of an atlas.
- On an outline map of India mark the distribution of iron, bauxite, manganese and mica with the help of an atlas.





16



Agriculture



Fig. 16.1: Agriculture is believed to have begun about 1000 years ago.



Fig. 16.2: Farming – an important primary activity

The word 'agriculture' is derived from the Latin words *ager* or *agri* meaning soil, and *culture* meaning cultivation. Agriculture is also called **farming**, thus, refers mainly to the tilling of fields for growing crops. It also includes growing of fruits, vegetables, flowers and rearing of livestock and even fish, silkworms and honeybees.

Agriculture is a primary activity. In the world, 50 per cent of the people are engaged in agricultural activities.

Agriculture is an important occupation for people in India. At present, a large percentage of the people live in villages and are engaged in agriculture. If we consider agricultural land, India is second only to USA. Agricultural sector of India contributes 24 per cent of the Gross Domestic Product, provides livelihood to about 58.2 per cent of total working people and accounts for about 12 per cent of total value of country's exports.

Economic Activities

There are three types of economic activities. They are primary activities, secondary activities and tertiary activities.

Primary activities include all those activities connected with extraction and production of natural resources like forestry, agriculture, mining, quarrying, animal husbandry, fishing.

Secondary activities are connected with processing and manufacturing. They get raw materials from primary sector and produce useful and valuable products.

Tertiary sector provides support to the primary and secondary sectors,



through services, e.g., transport, banking, advertisement, tourism, health, etc.

Factors Influencing Crop Cultivation

The land on which crops are grown is known as **arable land**. Favourable topography, climate, water and soil are important factors that determine the kind of crops to be grown. At present, mechanisation has influenced agriculture.

Climate and Topography

The climate of a place, particularly temperature and rainfall influence crop cultivation, e.g. tropical crops like rice and sugar cane require higher temperatures and wheat requires moderate temperature.

The amount of rainfall influences crop cultivation because different crops require different amounts of water, e.g. rice requires more water than jowar and bajra. So, rice is grown in wet areas and jowar and bajra are grown in dry areas.

Favourable topography and fertility of soil is also vital for agricultural activity for growing crops. Plains with fertile areas and river deltas are most suitable for growing crops. Tea can be grown on the mountain slopes where terrace farming is also possible. In the map 16.1, you will notice that agricultural activity is carried only in those parts of the world where suitable factors for growing of crops exist.

Techniques and Implements: After the introduction of modern techniques and implements, crop yield has increased manifold. The construction of multi-purpose projects, canals, dams and reservoirs has improved irrigation facilities. Techniques like crop rotation and multiple cropping enable the farmers to grow crops continuously. Storage facilities help in saving the grains from rodents and rain.

Agriculture needs important inputs like seeds, fertilisers, machinery and labour. Some of the operations involved are ploughing, sowing, irrigation, weeding and harvesting. We get the crops, wool, dairy and poultry products from farming.

Types of Farming

Farming is practised in various ways in different parts of the world. Depending on geographical conditions, it can be divided into two groups — (a) Subsistence farming and (b) Commercial farming.

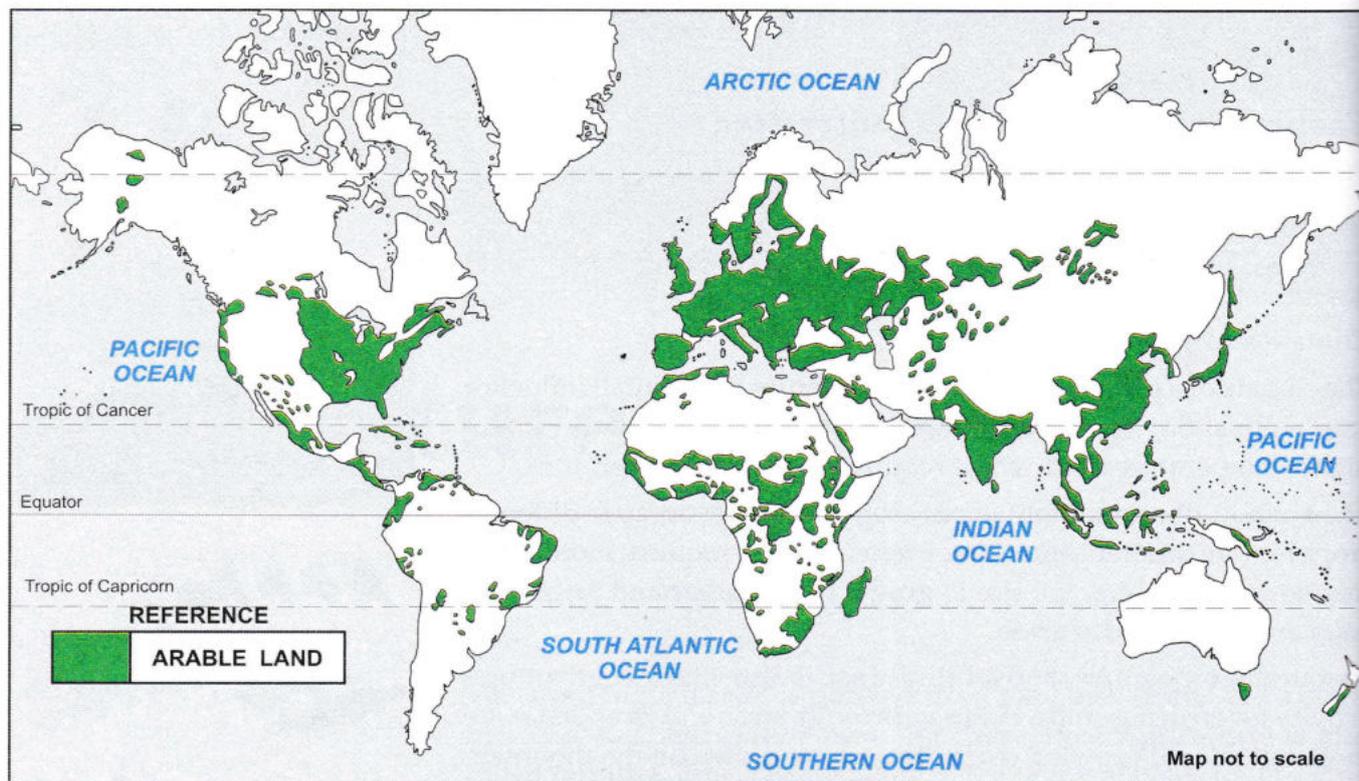
Subsistence Farming

1. **Intensive subsistence agriculture** is practised in the thickly populated areas of the monsoon regions of South, South-East and East Asia.



Fig. 16.3: Modern techniques and implements of agriculture

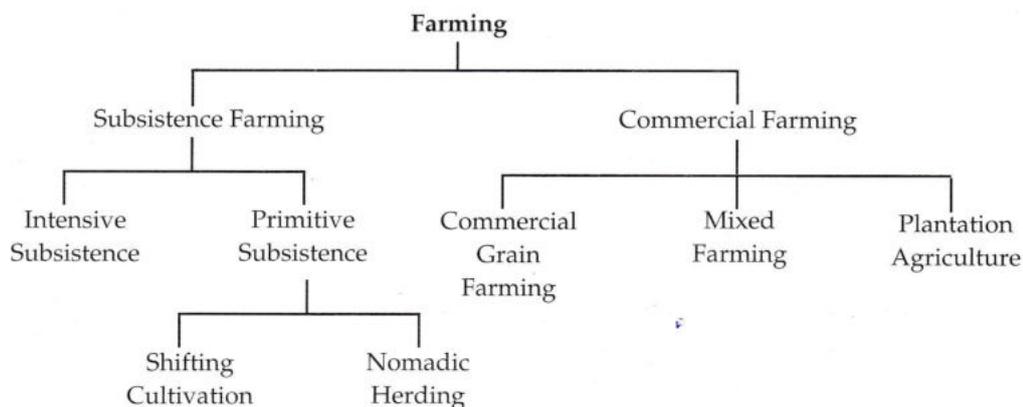




Map 16.1: World—Distribution of Arable Land

2. Primitive subsistence agriculture includes shifting cultivation and nomadic herding.

(a) **Shifting cultivation:** It is practised in the thickly forested areas of Amazon Basin, tropical Africa, parts of South-East Asia and North-East India. These are the areas of heavy rainfall and quick growth of vegetation. Shifting agriculture is also known as **slash and burn** agriculture. Farmers clear a plot of land by felling trees and burning them. The ashes are mixed with the soil, and crops like maize, yam, potatoes and cassava are grown. When the soil



Flow chart 16.1



fertility decreases, the farmers shift and clear a fresh patch of land for cultivation. This type of shifting allows nature to replenish the fertility of the soil through natural process. Land productivity in this type of cultivation is low, as the farmers do not use fertilisers and other inputs. It is known by different names in different parts of the world—*Jhuming* in north-eastern states of India, *Milpa* in Mexico, *Roca* in Brazil, *Ladang* in Malaysia and *Ray* in Vietnam

- (b) **Nomadic herding:** It is practised in semi-arid and arid regions of Sahara, Central Asia, and some parts of India like Rajasthan, Jammu and Kashmir. Nomadic herding is a system of raising animals by allowing them to graze on natural vegetation. The herders do not grow any fodder but move from place to place in search of pastures and water for their animals, along defined routes. As they do not have high breed of animals, yields of milk and meat are low, just sufficient to meet their requirements. The animals raised are sheep, goats, camels and yaks. People trade of animal skin, wool and bones of animals.

Commercial Farming

The main characteristic of commercial farming is the use of high doses of modern inputs—chemical fertilisers, pesticides, insecticides and high yielding variety of seeds in order to get more output. Most of the work is done by machines. In commercial farming, crops are grown and animals are reared for sale in market. The area cultivated and amount of capital invested is large. Commercial farming includes commercial grain farming, mixed farming and plantation agriculture.

1. **Commercial grain farming:** In this type of farming, crops are grown for the purpose of sale in the market. Wheat and maize are common commercially grown crops. Major areas where commercial grain farming is practised are temperate grasslands of North America, Europe and Asia. They are thinly populated areas, farms are extensive, spreading over hectares of land. Single crop is grown in a year because of severe winter.

2. **Mixed farming.** In this type of farming, land is used for growing food grain, fodder crops and rearing animals. It is practised in Europe, Argentina, New Zealand, South Africa, Eastern USA and South-East Australia.

3. **Plantation agriculture:** It is also known as 'monoculture'. In this type of farming, a single crop is grown over a large area. Plantations use huge tracts of land using capital intensive inputs with the help of labourers. In India, tea, coffee, rubber, sugar cane, banana are important plantation crops. Tea in Assam and Bengal, coffee in



Fig. 16.4: Nomadic herders



Fig. 16.5: Maize cultivation





Fig. 16.6: Sugar cane cultivation

Karnataka are the important plantation crops of these states. Since the production is mainly for market, a well-developed system of transport plays an important role in the development of plantations. The produce is processed on the farm or in nearby factories.

Major Crops

Various types of foodcrops, vegetables, fruits, spices like cardamom, mustard, cloves and fibre crops are grown in India. India has three cropping seasons—rabi, kharif and zaid.

- (a) **Rabi:** Rabi crops like wheat, barley, peas, gram, oilseeds are sown in winter from October to December and harvested between February and April.
- (b) **Kharif:** Kharif crops include rice, maize, jowar, bajra, sugarcane, jute are sown in summers between May and July and harvested after the rains, in September and October.
- (c) **Zaid:** In between rabi and kharif seasons, zaid crops like watermelon, muskmelon, cucumber are raised between April and June.



Fig. 16.7: Rice

Rice

It is a major food-crop of the world. It is the staple diet of the tropical and sub-tropical regions. Rice needs high temperature, high humidity and high rainfall. It grows best in alluvial clayey soil, which can retain water. In India, rice is grown in coastal areas and deltaic regions. China leads in the production of rice, followed by India, Japan, Sri Lanka and Egypt. In some states of India like Assam, West Bengal and Orissa, three crops of paddy are grown known as *Aus*, *Aman* and *Boro*.



Wheat

It requires a cool growing season and bright sunshine at the time of ripening. It needs rainfall evenly distributed during the growing period. Wheat is grown in winter. The major wheat producing states are Punjab, Haryana, Uttar Pradesh and parts of Madhya Pradesh. Wheat is grown extensively in USA, Canada, Russia, Argentina, Ukraine, Australia and India.

Millets

They are known as coarse cereal but have high nutritional value. They can be grown in less fertile and sandy soil. It needs low rainfall and high moderate temperature. Jowar, bajra and ragi are the important millets grown in India. Other countries are Nigeria, Niger and China where millets are grown.

Maize

It is a crop which is used both as food and fodder. It requires moderate temperature, rainfall and lots of sunshine. It needs well-drained fertile soil. Maize is grown in North America, Russia, Brazil, Canada and India.

Cotton

It is a fibre crop and the main raw material for the cotton textile industry. Cotton grows well in drier parts of the black cotton soil. It requires high temperature, light rainfall, 210 frost free days and bright sunshine for its growth. It requires 6 to 8 months to grow. India, China, Brazil and Egypt are the leading producers of cotton.

Jute

It is known as the 'Golden Fibre' because of its golden colour. Jute grows well on well-drained fertile soils in the floodplains, where soils are renewed every year. It requires heavy rainfall and humid climate. Jute is grown in the tropical areas. India and Bangladesh are the leading producers of Jute. It is used in making gunny bags, mats, ropes, yarn, carpets, etc.

Coffee

Coffee requires warm and wet climate and well-drained loamy soil. Hill slopes are more suitable for growth of this crop. Brazil is the leading producer of coffee, followed by Columbia and India. In India, its cultivation is confined to Nilgiri in Karnataka, Kerala and Tamil Nadu.

Tea

It is an important beverage crop. Tea plant grows well in tropical and sub-tropical climates on gentle slopes, with deep, fertile and well drained loamy soil rich in humus and organic matter. Tea bushes require warm and moist frost free climate, throughout the year. Frequent showers evenly distributed over the year ensure continuous growth of tender leaves. It requires cheap and skilled labour for



Fig. 16.8: Wheat cultivation in Canada



Fact Bubble

Maize is also known as corn. Various colourful varieties of maize are found across the world.



Explore!

Read about organic farming and find out its merits.



Fig. 16.9: Coffee cultivation in Karnataka





Fig. 16.10: Tea gardens in Darjeeling

picking tea leaves. Tea is processed within the tea gardens to restore its freshness. India is a leading producer and exporter of tea. Kenya, Sri Lanka and China are the other countries producing tea. Major tea producing states in India are Assam, hills of Darjeeling in West Bengal and Tripura.

Agricultural Development

Agricultural development refers to the efforts made to increase agricultural production in order to meet the growing demand of population, industry and international trade. This can be achieved in many ways like multiple cropping, where a large number of crops are grown in a year with the help of irrigation facilities, fertilisers and high yielding variety of seeds.

Developing countries with large population usually practise intensive cultivation. India has tried to provide **food security** to all the people mainly through green revolution and multiple cropping system. Food security has the primary objective to ensure availability of foodgrains to the common people at an affordable price. Food security as defined by the World Summit is availability, affordability and accessibility of food. Food security means all people at all times, have access to sufficient, safe and nutritious food to meet their dietary needs. Food should be available in times of adverse circumstances.

CASE STUDY—AGRICULTURAL PRACTICES IN INDIA AND IN USA

A Farm in India

The main features of a farm in India are following:



Fig. 16.11: Agricultural field in India



Fig. 16.12: Spray of pesticides by hands

- Generally, the size of the farm is very small, about 1.5 hectares. This is due to repeated division of land among heirs of cultivators, for many generations.
- The land is intensively cultivated. Double cropping and multiple cropping are common. Farmers usually grow wheat or rice or pulses.
- The use of machines is very limited, either they take the tractors on rent or use traditional methods of farming.
- All family members help in various agricultural activities.
- The farm produce is for self-sustenance and there is very little surplus for sale in market.
- The farmers have started using high yielding varieties of seeds, along with chemical fertilizers, pesticides and assured supply of soil moisture through irrigation. This brought an increase in farming production and agriculture growth which is called **green revolution**.
- The farmers also keep animals like buffaloes and hens, which provide them with milk and eggs.
- The farmers do not have their own transport or storage facilities, so they sell their produce in the local markets at low price.



A Farm in USA

The main features of a farm in the USA are following:

- The average size of a farm in USA is much larger than that of an Indian farm—about 250 to 500 hectares. The farmer generally resides at the farm.
- Farms are highly mechanised, most of the work is done by machines. Tractors, seed drills, levellers, combine harvesters and threshers perform various agricultural operations. The manual labour is scarce and, therefore, expensive.
- Crops are grown after making sure that soil and water resources meet the needs of the crops. Measures are taken to control pests, that can damage the crops. From time to time, soil samples are sent for soil testing to check whether the nutrients are sufficient or not. This helps to plan a scientific fertiliser programme. Everything is highly scientific. The computers are linked to the satellites, which give a precise picture of the field and weather conditions for improvement in farming.
- Animals are reared on dairy farms. Mixed farming is common. Fodder crops are grown to feed the animals.
- Extensive type of farming is practised. The yield per acre is low but the yield per worker is high. Total production is very high.

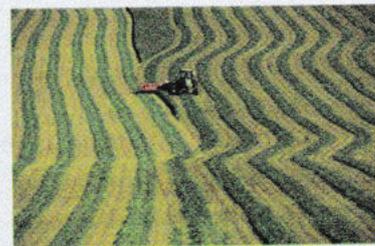


Fig. 16.13: Agricultural field in USA



Fig. 16.14: Spray of pesticides by air



Fact Bubble

Agriculture: The science and art of cultivation on soil, raising crops and rearing livestock

Sericulture: The rearing of silkworms to obtain silk on a large-scale

Pisciculture: The rearing of fishes on a large-scale for obtaining various products

Viticulture: The cultivation of grapes

Horticulture: A branch of agriculture that deals with the production of fruits, vegetables, flowers and decorative plants, for commercial purpose.



Let Us Recall

Shifting Cultivation: In this type of cultivation, farmers clear a piece of land and grow crops on it. When the soil fertility decreases, they shift to another piece of land and do cultivation there.

Kharif: These are the crops sown in summer months that require hot weather and heavy rainfall.

Food Security: It means when all the people, at all time have access to sufficient, safe and nutritious food to meet their dietary needs and food preference for an active and healthy life.

Green Revolution: Introduced in India in 1960s, it involved the use of chemical fertilisers, pesticides, insecticides, high yielding variety of seeds and timely supply of water. It increased agricultural production manifolds.

Multiple Cropping: A farmer can grow two or three crops in a year, in areas where water is available for irrigation.





EXERCISES

A. Choose the correct answer.

- Shifting agriculture is known by different names in different parts of the world. Mark which is not correctly matched.
(a) *Milpa* in Mexico
(b) *Roca* in Brazil
(c) *Ladang* in Malaysia
(d) *Jhuming* in Vietnam
- Nomadic herding is practised in:
(a) tropical regions
(b) temperate regions
(c) arid regions
(d) sub-tropical regions
- Commercial farming includes:
(a) commercial grain farming
(b) mixed farming
(c) slash and burn agriculture
(d) plantation agriculture
- The important plantation crops in India are:
(a) tea and coffee
(b) sugar cane and banana
(c) rubber
(d) all of these
- The main crop growing season in India are:
(a) Kharif
(b) Rabi
(c) Zaid
(d) all of these
- The country which is the leading producer of rice?
(a) India
(b) Japan
(c) China
(d) Indonesia
- They are known as coarse cereals but have high nutritional value:
(a) jowar
(b) bajra
(c) ragi
(d) all of these
- The leading producer of coffee in the world is:
(a) Brazil
(b) India
(c) Columbia
(d) Gold Coast (Ghana)

B. Answer the following questions.

- What is agriculture?
- What is mixed farming?
- What is plantation agriculture?
- Name the crop which is used as food and fodder.
- What are food crops? Give two examples.
- Name three cropping seasons of India.
- Mention the factors that influence crop cultivation.
- Why are different crops grown in different seasons?
- What are the conditions required for growing of wheat and rice?
- What is agricultural development?



11. Compare the conditions required for the growing of tea and coffee.
12. Compare the working conditions on the farms in India and USA.
13. How has India achieved food security?

C. Fill in the blanks.

1. The slash and burn method is associated with _____ agriculture.
2. The cultivation of fruits, flowers and vegetables is called _____.
3. Jowar, bajra, ragi are called _____.
4. _____ requires 210 frost free days for growth.
5. Coffee requires _____ and _____ climate.

D. Distinguish between the following.

1. Primary activities and tertiary activities.
2. Subsistence farming and intensive farming.
3. Single cropping and multiple cropping.

1. Activity

(a) From the puzzle given below find the names of:

- (i) two beverage crops
- (ii) food crops of India
- (iii) two growing seasons in India
- (iv) two fibre crops

B	A	Z	S	M	T	Y	J	U	T	E
D	X	E	W	X	R	K	D	W	F	E
X	K	H	A	R	I	F	M	C	D	N
P	J	I	C	P	C	D	I	C	E	F
Q	P	D	W	H	E	A	T	F	G	Z
S	L	O	Z	A	F	J	E	H	I	W
T	D	R	E	J	O	W	A	R	P	V
M	K	I	Y	Z	C	O	F	F	E	E
N	S	T	U	W	O	R	K	P	M	T
O	R	F	B	M	T	K	L	O	P	R
R	Q	Z	C	X	T	V	J	M	N	Q
V	E	D	K	M	O	N	Z	P	R	P
Z	A	I	D	B	N	M	K	J	P	O

(b) Give a single word for the following:

- (i) crops that need well-drained fertile soil, moderate temperature and lots of sunshine.
- (ii) golden fibre
- (iii) beverage crop
- (iv) rearing of animals for sale
- (v) also known as paddy
- (vi) using ashes in cultivation after the forests are cleared.
- (vii) breeding of fish in specially constructed tanks and ponds



17



Manufacturing Industries



Fig. 17.1: Industry – a relationship between man and machine



Fig. 17.2: Sugar Industry

Production of goods in large quantities after processing from raw materials to more valuable products is called manufacturing. So, the word 'industry' is described as **manufacturing activity**.

In other words, industry is an economic activity related to the production of goods, processing of minerals, or the provision of services. For example, iron and steel industry (production of goods), coal mining industry (extraction of minerals), and tourism industry (producer of services).

The products that we get directly from nature are called primary products, *e.g.*, timber, vegetables, milk and meat. An activity, such as lumbering, farming or fishing to obtain a primary product is called **primary activity**.

The processing of primary products to produce secondary products is called **secondary industry** or manufacturing industry, *e.g.*, sugar industry, textile industry, etc. When we talk about industries we mean secondary industry.

When the primary product is processed into a secondary product, its utility and value is increased, *e.g.* cloth is more useful than yarn. The economic strength of a country is measured by the development of manufacturing industries.

Manufacturing sector is the backbone of economic development due to the following reasons:

- (a) It helps in modernising agriculture by providing farm machinery, chemicals, irrigation facilities, insecticides and pesticides.



(b) Industrial development is a precondition for eradication of unemployment, poverty and social change.

(c) It expands trade and commerce by exporting manufactured goods. A country can earn foreign exchange by exporting goods.

Industrial Location

Industrial locations are influenced by availability of raw material, labour, capital, market, power, land, water and transport. Although we cannot find all these factors at one place, however, manufacturing industries tend to be located at those places where most of the factors are available or can be arranged at lower cost. After industrial activity starts, it is followed by urbanisation. Cities provide market and also services like banking, finance, insurance, transport, labour etc. The key factor which decides the location of an industry is low cost of production.

Sometimes, the government provides incentives like subsidised power, lower transport cost and other infrastructure so that industries may be located in backward areas. In India, many industries were established in tribal and backward areas in order to reduce regional disparities.

Industrial System

An industrial system consists of inputs, processes and outputs. The inputs are the raw materials, labour and cost of land, transport, power and other infrastructure. The processes include a wide range of activities that convert the raw material into a finished product. The outputs are the end products and income is earned from it. In case of a cotton textile industry, inputs may be cotton, labour, factory and transport cost. The processes may be ginning, spinning, weaving, dyeing and printing. The output is the shirt you wear.



Explore!

Plan a class visit to a manufacturing unit in your city. Find out how raw materials are converted into finished products. Talk to the workers and manager to know more about the industry.

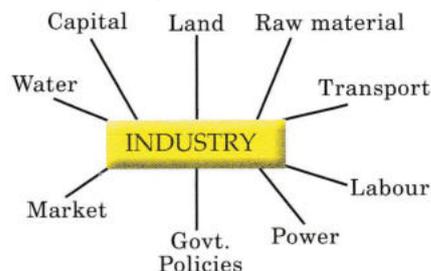


Fig. 17.3: Factors affecting the location of Industries



Fig. 17.4: Cotton is obtained from the cotton plants to make a shirt.

PROCESS OF MAKING CLOTHES

Collecting Fibres	—	From plants and animals
↓		
Spinning	—	Twisting the fibres to make thread
↓		
Weaving	—	Making cloth on looms
↓		
Dyeing, Printing, Bleaching	—	For making it attractive
↓		
Finishing	—	Improving the look
↓		
Tailoring	—	Stitching the cloth to make it ready to wear



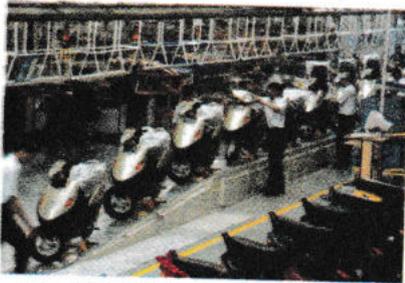


Fig. 17.5: Wide variety of skills is needed in the industrial regions.

Industrial Regions

Industrial regions emerge when number of industries are located close to each other and share the benefits of their closeness. Major industrial regions of the world are eastern part of North America, Western and Central Europe, Eastern Europe and Eastern Asia. Major industrial regions tend to be located in the temperate regions, near sea-ports and especially those regions where raw material and skilled labour are available.

India has several industrial regions like Mumbai-Pune cluster, Bengaluru-Tamil Nadu region, Hooghly region, Chhotanagpur industrial belt, Vishakhapatnam-Guntur region and Kollam-Thiruvanthapuram industrial cluster.

Classification of Industries

Industries can be classified on the basis of source of raw materials, size and ownership.

On the basis of Source of Raw Material

Industries can be agro-based, mineral-based, marine-based and forest-based, depending on the type of raw material they use.

- (a) **Agro-based industries:** They use plants and animal-based product as raw materials. Food processing, cotton textile, vegetable oil, dairy products, sugar, tea, coffee, leather industries are examples of agro-based industries.
- (b) **Mineral-based industries:** They are primary industries that use mineral ores as their raw material. The products of these industries are used as raw materials by other industries, e.g., iron and steel, cement, aluminium, machine tools, petrochemical, etc.
- (c) **Marine-based industries:** They use products from the sea and oceans as raw materials. Industries processing seafood or manufacturing fish-oil are some examples.
- (d) **Forest-based industries:** They utilise forest produce as raw materials. The industries associated with forests are pulp and paper, pharmaceuticals, furniture and buildings.

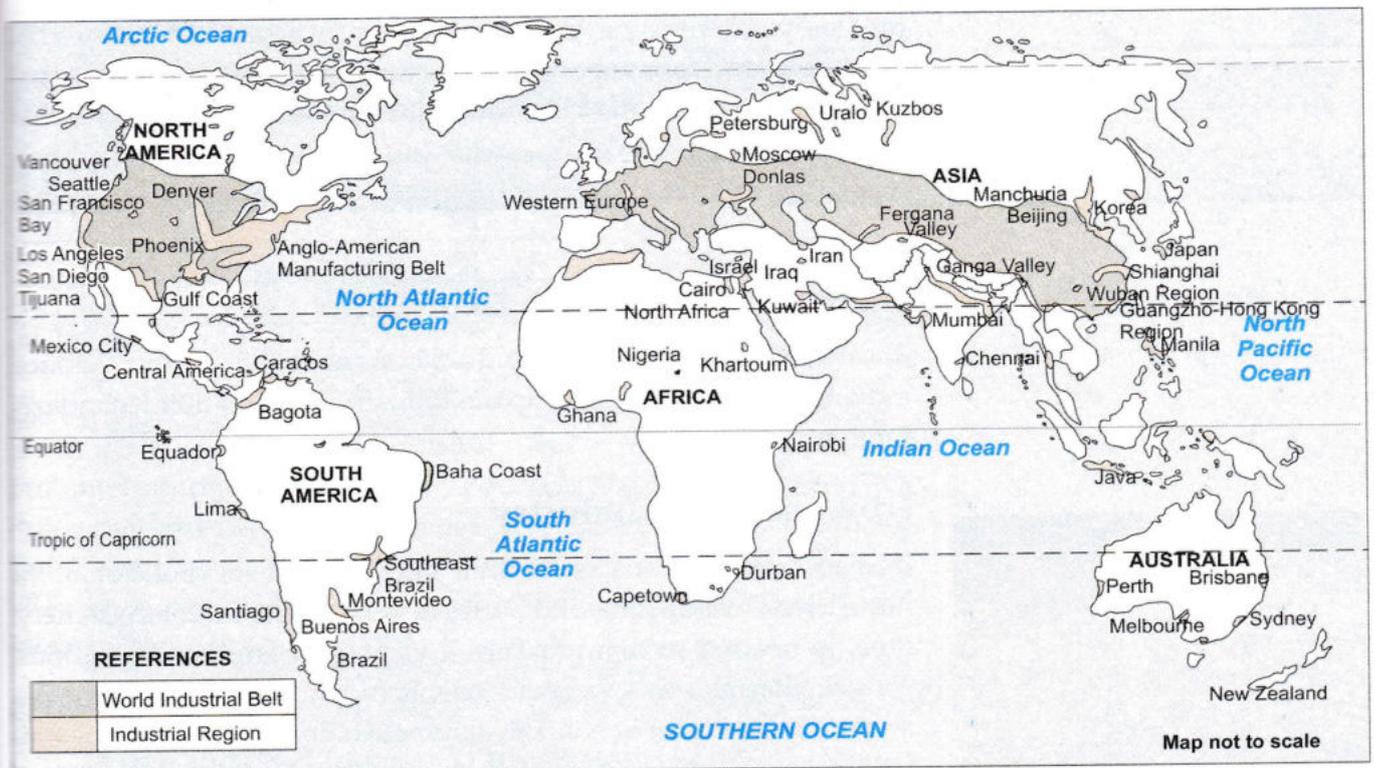
On the basis of size

It refers to the amount of capital invested, number of people employed and the volume of production. Based on size, industries can be small-scale industries and large-scale industries. These industries can be distinguished on the basis of capital and technology used.



Fig. 17.6: Cement Industry





Map 17.1: World—Industrial Regions

- (a) **Large-scale industries:** If investment is more than one crore rupees in India, then it is called a large-scale industry, e.g., iron and steel industries, automobile industries, etc.
- (b) **Small-scale industries:** If the capital investment is less than one crore rupees in India, it is termed as small-scale industry, e.g., silk weaving and food processing industries.
- (c) **Cottage industries:** Here, products are manufactured by hand, by the artisans with the help of the family members, e.g., basket weaving, pottery and other handicrafts.



Fig. 17.7: Basket weaving

On the basis of Ownership

On the basis of ownership, industries can be classified into:

- (a) **Public sector industries:** They are owned and operated by government agencies, e.g., BHEL (Bharat Heavy Electrical Ltd.), SAIL (Steel Authority of India Ltd.), Hindustan Aeronautics Ltd., etc.
- (b) **Private sector industries:** They are owned and operated by individuals, or a group of individuals, e.g., Bajaj Auto Ltd., Reliance Textiles, Tata Motors, Dabur Industries.
- (c) **Joint sector industries:** They are jointly run by the state and individuals or a group of individuals, e.g., Oil India Limited is jointly owned by the public and private sectors.



Fig. 17.8: Bharat Heavy Electrical Ltd.



- (d) **Co-operative sector industries:** They are owned and operated by the producers or suppliers of raw material, workers or both. They pool in the resources and share the profits or losses, *e.g.*, Indian Farmers Fertiliser Cooperative Ltd. at Kandla (Gujarat), Aonla (UP) and Krishak Bharati Cooperative Ltd. at Hazira (Gujarat), AMUL.

Distribution of Major Industries

The major industries of the world are iron and steel industry, chemical industry, cement industry, textile industry, information technology industry, etc.

Iron and Steel Industry

Iron and steel industry is the basic industry and backbone of all the industries, since all other industries depend on it for their machinery. Steel is needed to manufacture a variety of engineering goods, construction materials, weapons, telephonic and scientific equipments, and many consumer goods. Development of iron and steel industry is must for the growth and development of other industries. It helps in economic and social development of a nation. Iron and steel industry also needs number of inputs which include raw materials such as iron ore, manganese, coal and limestone, along with labour, capital, site and other infrastructure. Iron and steel is a heavy industry because all raw materials, as well as finished goods are heavy and bulky entailing heavy transportation costs.

The process of converting iron ore into steel involves many stages. The raw material, like, iron ore, coking coal and limestone are required in the ratio of 4 : 2 : 1. They are put into blast furnace, where it undergoes smelting. It is then refined. The output obtained is steel, which may be used by other industries as raw material.

Before 1800, iron and steel industry was located where raw materials, power supply and running water were easily available. Later, the ideal location get shifted near the coalfields, and close to canals and railways. After 1950, iron and steel industry began to be located on the large areas of flat land near seaports. This is because by this time, steel works had become very large. Iron ore had to be imported from overseas, *e.g.* Vishakhapatnam in India is a port and also a centre of iron and steel industry.

The countries where iron and steel industries are located are India, Germany, USA, China, Japan, Russia, South Korea, etc.

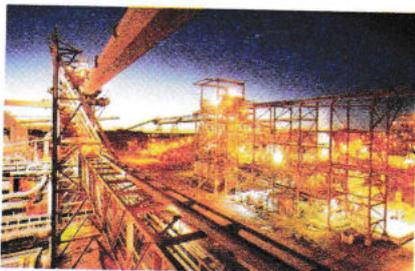


Fig. 17.9: Iron and steel industry—the backbone of industries



Fig. 17.10: Bengal Iron Works Co. at Kulti, West Bengal



Fact Bubble

In India, Bengal Iron Works Co. is the first steel industry located at Kulti, near Jharia, West Bengal in 1870.



Top 5 Steel Producing Countries

	Country	Steel Production in million tonnes (approx.)
1.	China	489.0
2.	Japan	120.2
3.	United States	97.2
4.	Russia	72.2
5.	India	53.1

Table 17.2

In India, the important steel producing centres such as Bhilai, Durgapur, Burnpur, Jamshedpur, Rourkela, Bokaro are situated in a region that spreads over four states—West Bengal, Orissa, Jharkhand and Chhattisgarh. Other important centres are Bhadravati and Vijaynagar in Karnataka, Vishakhapatnam in Andhra Pradesh, and Salem in Tamil Nadu.

Case Studies

1. Tata Iron and Steel Industry at Jamshedpur: In 1907, Jamshedji N. Tata established the first iron and steel plant at Sakchi, in the Singhbhum district of Jharkhand. It started production in 1910. It is called Tata Iron and Steel Company (TISCO). The industrial town that developed was called Jamshedpur. Number of other industries also developed in the nearby areas like locomotives, steel cables, agricultural implements, automobiles, heavy machines and tools.

Factors that led to the establishment of Tata Iron and Steel Industry at Jamshedpur are:

- Jamshedpur is located in the mineral rich region, which has all the raw materials for the production of iron and steel. Iron is brought from Singhbhum (Jharkhand) and Mayurbhanj (Orissa), coal from the coalfield of Jharia (Jharkhand) and Raniganj (West Bengal), manganese from Bonai and Keonjhar in Orissa, and limestone and dolomite from the Sundargarh district of Orissa.
- A flat terrain, a favourable climate, availability of cheap labour and good transport facility have contributed to the growth of TISCO here.
- Jamshedpur is most conveniently located near the confluence of the Rivers Subarnarekha and Kharkai in Jharkhand.
- The development of iron and steel industry in Jamshedpur opened the doors to rapid industrial development in India.

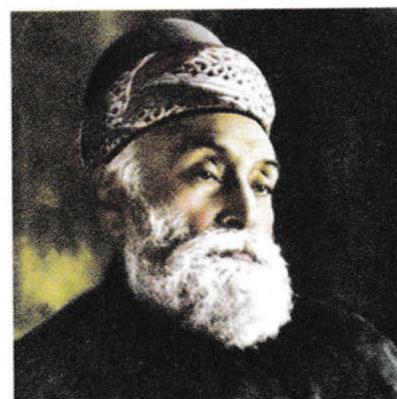
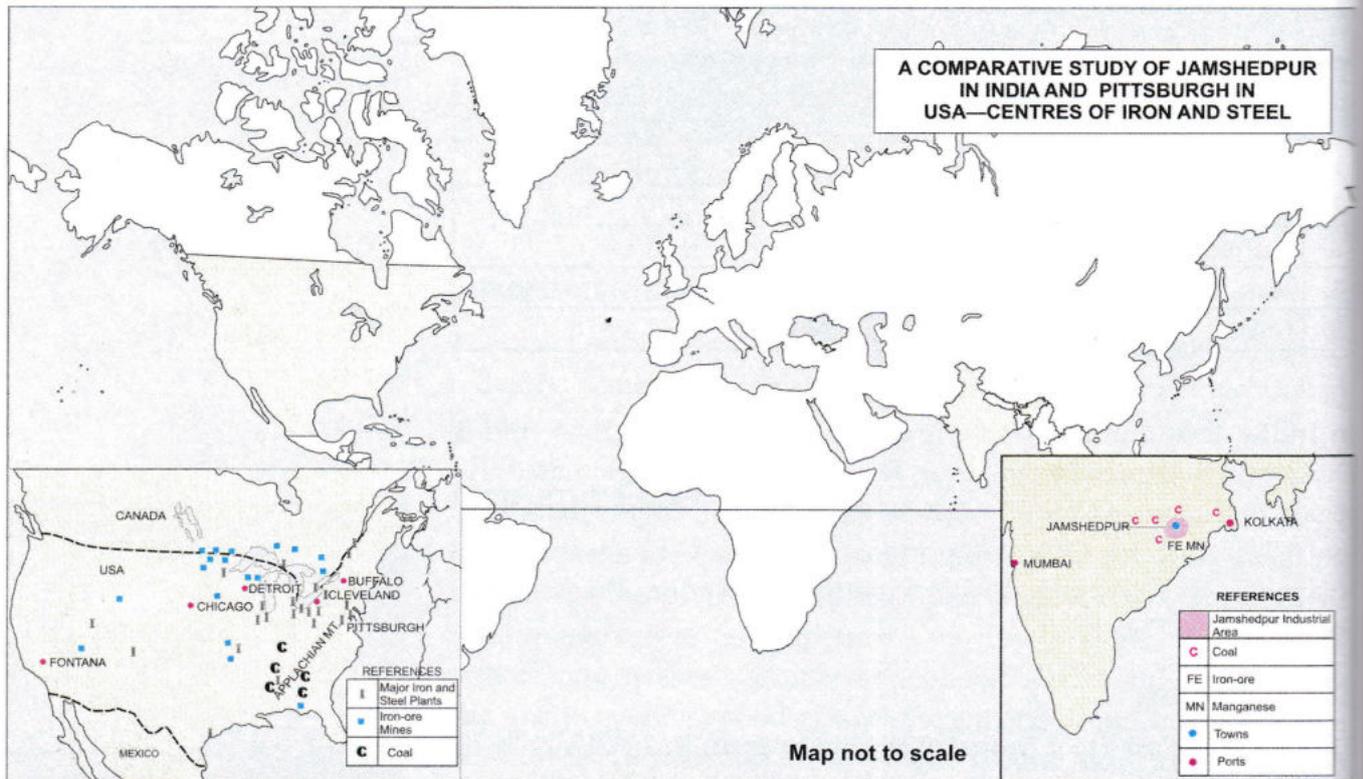


Fig. 17.11: Jamshedji N. Tata



Fig. 17.12: Tata Iron and Steel Company (TISCO) at Jamshedpur





Map 17.2: A Comparative Study of Jamshedpur in India and Pittsburgh in USA—Centres of Iron and Steel

2. Iron and Steel Industry at Pittsburgh: The main centre of iron and steel industry in the USA, is the city of Pittsburgh. It was in the mid-19th century that processing of iron began in Pittsburgh and it came to be known as the 'Iron City'. Factors that led to the development of iron and steel industry at Pittsburgh are:

- (a) Pittsburgh is located in the coal mining area of the Appalachian mountains, which ensured a regular supply of coal to the iron and steel industry. In the beginning, iron was brought from the Lake Superior region and then, from Ontario and Qubec region of Canada. Limestone, which is another ore in the iron and steel industry, was easily available or brought from distant places.
- (b) Pittsburgh is located near the confluence of Rivers Allegheny and Monongahela and both rivers unite to form River Ohio. The area has dense network of roads, railways and waterways, which are linked to the cities on the Atlantic coast and the Great Lake region. Some railways are connected to lake Erie. This lake provides water transport for the movement of bulky goods, such as coal and iron ore.



Fig. 17.13: Iron and Steel Industry at Pittsburgh



- (c) The geographical conditions of Pittsburgh are ideal. Favourable topography, temperate climate, and skilled labour force and good markets made it a suitable location for the development of iron and steel industry.

Textile Industry

Weaving cloth from yarn is an ancient art. It is done on looms. Hand-operated looms are called handlooms and power-operated looms are called powerlooms. In the textile industry, powerlooms transform cotton, wool, jute, silk and flax into cloth on a large scale.

The textile industry can be divided on the basis of raw materials used in them. Fibres are the raw material of the textile industry. Fibres can be natural or human-made. Natural fibres include wool, silk, cotton, linen and jute. Human-made fibres include nylon, polyester, acrylic and rayon.

India was the best producer of cotton textiles, before the coming of the British. Indian hand spun and hand woven cloth were in high demand in the European countries. The Muslins of Khaka, Chintzes of Masulipatnam, Calico of Calicut, and Gold-wrought cotton pieces of Purhanpur, Surat and Vadodara were well-known. The production of handwoven cotton textile was expensive and time consuming. Hence, the traditional cotton textile industry could not face the competition when powerlooms were introduced in Great Britain and later in other countries.

The warm moist climate, port for importing machinery, availability of raw material and skilled labour resulted in rapid expansion of this industry.

In India, textile industry flourished in Maharashtra and Gujarat initially. Later, it spread to other parts of India. Today, Coimbatore, Ludhiana, Madurai, Kanpur, Panipat, Puducherry are important centres of this industry.

Case Studies

1. Cotton textile industry at Ahmedabad: It is located in the state of Gujarat, on the banks of the Sabarmati River. It is the largest producer of mill made fabric in Gujarat. It has become second largest centre of the cotton textile after Mumbai. (The first textile industry was established in Mumbai in 1854) Ahmedabad is also known as the 'Manchester of India'.

Favourable factors for the growth of cotton textile industry at Ahmedabad are:



Fig. 17.14: Modern textile industry



Fig. 17.15: Traditional cotton textile industry



Fact Bubble

In recent years, several textile mills have been closed down in Ahmedabad, primarily due to the emergence of new textile centres. The mills have not upgraded their technology. Labour costs and power supply are not cheap like Mumbai.





Fig. 17.16: A textile industry at Osaka, Japan

- (a) Ahmedabad is situated in the cotton growing area of Gujarat where raw cotton is easily available.
- (b) Like Mumbai, it is also near the coast, so the climate is humid and moist, suitable for the development of cotton textile industry.
- (c) The River Sabarmati provides water to the mills.
- (d) The flat terrain and well-developed system of transport network, help in serving the vast domestic market. The ports of Mumbai and Kandla give it access to the international market.
- (e) The dense population provides skilled labour to the mills.

2. Cotton textile industry at Osaka in Japan: It is situated in Southern Honshu Island, in Osaka Bay. It is an important textile centre of Japan, known as the 'Manchester of Japan'.

Favourable factors for the growth of cotton textile industry at Osaka are:

- (a) Osaka is located on a flat plain, where mills could be easily set up. It helped in the development of efficient transport system.
- (b) The River Yodo supplies water.
- (c) The moist climate is very suited to spinning and weaving of yarn.
- (d) Location of port facilities helped in the export of finished goods and import of raw materials.

Information Technology (IT)

Today, Information Technology is the fastest growing industry in the world. It concerns wide range of electronic products like radio, television, telephones, cellular phones, computers and many other equipments. It employs millions of people. The later half of the 20th century saw the development of certain electronic devices and software that made it possible to get information faster, cheaper and more reliably than before. These found uses in military, government and trade operations.

The information technology deals with storage, processing and distribution of information. The main factors guiding the location of these industries are resource availability, cost and infrastructure. The major centres of the IT industry are the Silicon Valley at California in USA and Bengaluru (Bangalore) in India.



Case Studies

1. IT industry at Silicon Valley: It is a part of the Santa Clara Valley, located on the San Francisco-California Peninsula in USA. The area has temperate climate with a clean environment. The IT industry of Silicon Valley is diverse, therefore, close to some of the highly advanced scientific and technological centres in the world. Availability of skilled labour and favourable markets have contributed to the growth of IT industry in this place.

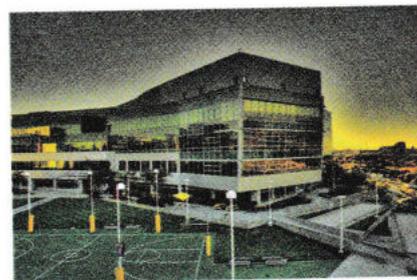


Fig. 17.17: IT Industry at Silicon Valley

2. IT industry at Bengaluru: It is the capital of Karnataka, which has now become the electronic capital of India. It is located in the Deccan Plateau, also known as 'Silicon Plateau'. The favourable geographical conditions helped Bengaluru to develop as the textile centre. Pleasant weather, low rents and cost of living make it an ideal place for living. The city has good transport facilities, and widest availability of skilled and experienced professionals. More than 100 multinational and software companies have established their business offices in this city. The government of India also recognised the economic importance of the growing IT industry. Today, New Delhi, Hyderabad, Chennai, Gurgaon, Pune, Thiruvananthapuram, Kochi and Chandigarh have become important centres of IT industry. But, Bengaluru has the advantage as the city with highest availability of top-level management and young talents.



Fig. 17.18: IT Industry at Bengaluru



Let Us Recall

Manufacturing: It refers to the production of goods in large number by processing raw materials into more valuable products.

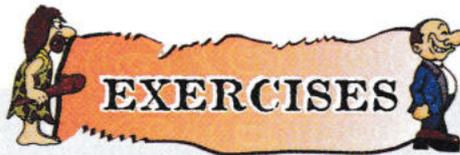
Industrial Region: A region where number of industries are located close to each other and share the benefits in close proximity.

Silicon Valley: It is situated in California, USA. It is the major centre of IT Industry.

Cottage Industry: It is an industry where goods are manufactured by artisans with hands.

Cooperative Sector: Those industries which are owned and operated by producers of raw material, workers or both.





EXERCISES

A. Choose the correct answer.

1. Timber, vegetables, milk, meat are called:
(a) primary products (b) secondary products
(c) manufacturing products (d) processed goods
2. Industrial locations are influenced by availability of:
(a) raw material (b) labour
(c) transport (d) all of these
3. Industrial system consists of:
(a) inputs (b) processes
(c) outputs (d) all of these
4. On the basis of ownership, the industries can be distinguished as:
(a) public and private sector industries (b) joint sector industries
(c) co-operative sector industries (d) all of these
5. Coal and limestone is used by the:
(a) chemical industry (b) sugar industry
(c) copper industry (d) iron and steel industry
6. All the important steel producing centres like Bhilai, Durgapur, Burnpur, Rourkela, Bokaro are situated in a region that spreads over:
(a) West Bengal (b) Orissa
(c) Jharkhand and Chhattisgarh (d) all of these
7. Man-made fibres include:
(a) nylon (b) acrylic
(c) polyster (d) all of these
8. Which of the following is not correctly matched?
(a) Bhadravati—Karnataka (b) Vijaynagar—Orissa
(c) Vishakhapatnam—Andhra Pradesh (d) Salem—Tamil Nadu

B. Answer the following questions.

1. What is manufacturing?
2. Name any three physical factors and three human factors for the location of an industry.
3. Name important raw materials for the manufacture of steel.
4. Which industry is often referred to as the backbone of economic development and why?
5. How are industries classified on the basis of ownership?
6. How are industries classified on the basis of source of raw material?



7. Explain what factors will be taken into consideration while establishing iron and steel industry?
8. Why did the cotton textile industry expand rapidly in Ahmedabad?
9. What are the similarities between information technology industry in Bengaluru and California?

C. Give two examples of the following in the space provided.

1. Co-operative sector industries: _____ and _____.
2. Agro-based industries: _____ and _____.
3. Cottage industries: _____ and _____.
4. Forest-based industries: _____ and _____.

D. Distinguish between the following.

1. Agro-based industry and marine-based industry.
2. Public sector industry and joint sector industry.
3. Large-scale industry and small-scale industry.

1. Field Trip

Visit an industry in your nearby area and make a book report on the following points:

- products that are made there
- raw materials required
- total number of workers
- working hours
- working conditions
- place as market for ready products.



18



Human Resources



Fig. 18.1: Humans – the greatest resources of the world



Fig. 18.2: A densely populated area near Ganga basin

Humans are the most important resource on the planet. A country may have abundant and varied natural resources, but it needs people to utilise these resources. It is people with their skills and abilities that turn them into a resource. Thus, farmers, miners, workers and professionals are needed to grow crops, extract minerals, build roads, run factories, etc. Humans use their skills, knowledge and education to utilise resources efficiently and contribute to the development of the country. Healthy and educated people can utilise resources efficiently.

The Government of India has a Ministry of Human Resource Development. It was created in 1985 with the aim to improve people's skills, particularly education. This shows the importance of people as resource.

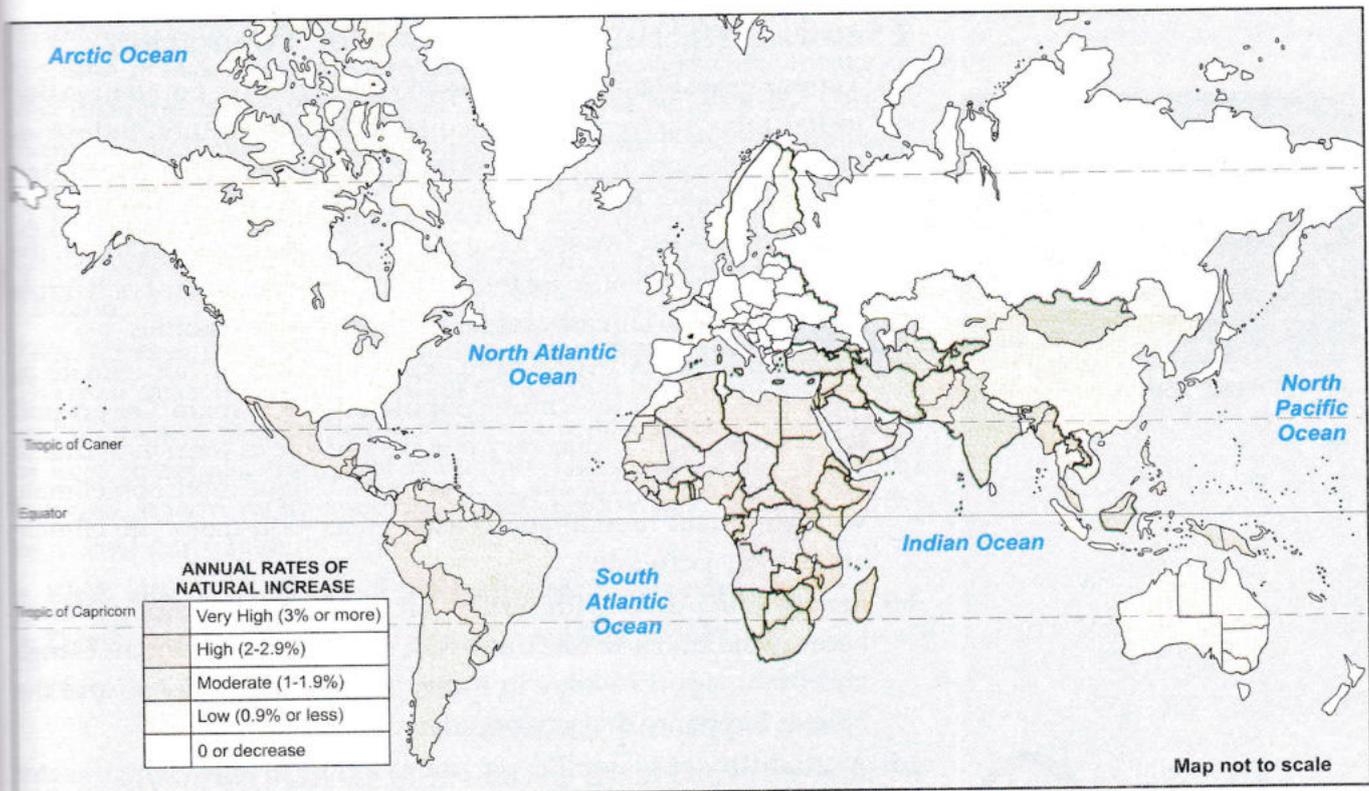
Human resources like other resources are not equally distributed over the world. They differ in their educational levels, age and sex. Their numbers and characteristics also keep changing.

Distribution of Population

The way in which people are spread across the Earth's surface is known as the pattern of population distribution. The population is unevenly distributed. Some areas like the Ganga Basin and industrial regions of North-East USA are densely populated. Some areas like parts of Sahara Desert and Amazon Rainforest are almost uninhabited. Very few people live in high altitudes. Some facts about distribution of population are:

1. More than 90 per cent of the world's population lives in about 10 per cent of the land surface.





Map 18.1: World—Different rates of population growth

- Almost 3/4 of the world's population live in two continents, Asia and Africa.
- 60 per cent of the world's population live in just 10 countries. All of them have more than a 100 million people.
- More people live in north of the Equator than south of the Equator.
- The crowded areas are south-east Asia, north-east Europe and North-Eastern North America.

Density of Population

One of the major indices of population concentration is the **density of population**. It refers to the number of people living per square kilometre of land area. The average population density of world is about 45 persons per square kilometre. South Central Asia has the highest density of population in the world.

The average density of population in India is 382 persons per square kilometre. The population density has increased in all Indian states and union territories. Among all, West Bengal (1029) is the most densely populated state while Delhi (11297) is the most densely populated union territory in the country. Uttar Pradesh is the most populous state with 199 million people.



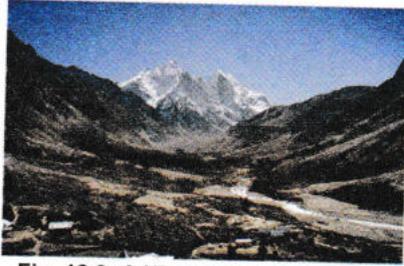


Fig. 18.3: A Himalayan region with less population

Factors Affecting Distribution of Population

- (a) **Topography:** Plains have highest concentration of population due to flat topography, which is suitable for agriculture, industries and development of transport. Plateaus are less populated and mountains have lowest concentration of population, *e.g.*, Himalayas, Alps, Andes have very less population. In India, the fertile Northern Plains are thickly populated because of rich fertile soil, favourable climate and employment opportunities.
- (b) **Climate:** Regions which have extremely cold or hot climate or have less rainfall are thinly populated, *e.g.* Sahara Desert and Polar Regions. In India, very few people live in Rajasthan due to very hot and dry climate. Regions which have monsoon climate with abundant rainfall and coastal areas with moderate climate are heavily populated.
- (c) **Fertile soil:** Areas with fertile soil support a large population, because the land is fit for cultivation, *e.g.*, fertile plains of the Ganga and Brahmaputra Valley in India, Hwang-Ho in China, and the Nile in Egypt are densely populated.
- (d) **Availability of water:** People prefer to live in areas where water is easily available. The river valleys are densely populated while deserts have sparse population.
- (e) **Minerals:** Most of the industries are located in places where minerals are easily available. These places are more populated, *e.g.* the states of Bihar and Odisha are thickly populated. Such areas offer job opportunities.
- (f) **Social factor:** People tend to move to those places which have better education, housing and health facilities, *e.g.* Delhi.
- (g) **Cultural factor:** Places with religious and cultural significance have more population, *e.g.*, Varanasi, Jerusalem, Vatican city.
- (h) **Employment:** Industrial areas provide employment opportunities. Large number of people migrate to these places from villages and small cities. Areas like Chhotanagpur Plateau, Mumbai in India and Osaka in Japan have high density of population because they offer diverse opportunities of employment in industries and other fields.



Fig. 18.4: People living in small cities and villages come to big cities daily by local trains for work.

Population Change

The population change refers to change in the number of people during a specific period. The number of people living in an area does not remain the same. The world population has increased manifold. Why has it increased? This is due to the changes in the number of births and deaths.



In the past, large number of children were born, but they died early too, due to lack of health-care facilities. There were frequent floods and droughts and sufficient food was not available for the people. Farmers could not produce enough to meet the food requirements of all the people. Number of people died were high. Consequently, increase of population was very low. In 1820, the world's population was 1 billion. In 1970, it reached 3 billion, and in 2011, it reached 7 billion.

This increase in population is often called **population explosion**. The main reason for the growth of population was better health-care and medicines with sufficient food supply and efficient distribution of food materials, control of epidemics and expansion of transport network. It reduced the number of deaths, while the number of births remained fairly high.

- **Birth rate:** The number of live births per 1,000 people.
- **Death rate:** The number of deaths per 1,000 people.

Natural Growth Rate
 = No. of births – No. of deaths/per 1000 people

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

Migration is another way by which population size changes. Migration can be within the country or to another country. Immigration means when people arrive in a country. Emigrants are people who leave the country. People generally migrate from the less developed countries to more developed countries, in search of better employment opportunities. Within the country the people migrate from villages to cities, in search of employment, education and health facilities.

Patterns of Population Change

Although the world population is increasing very rapidly, but all the countries are not experiencing this growth. India adds every year a population which is equal to the population of Australia. Some countries like Kenya have high population growth rates. In other countries, like, United Kingdom, population is growing slowly because of low birth and death rates.

Population Composition

It refers to the structure of the population. It helps us to know how many are males or females, which age group do they belong, how educated are they and what work they do, what are their earnings and health conditions.



Fig. 18.5: Population explosion in India



Fact Bubble

Almost half of India's population lives in just five states. These are Uttar Pradesh, Maharashtra, Bihar, West Bengal and Andhra Pradesh. Rajasthan, the biggest state area has only 5.5 per cent of the total population of India.

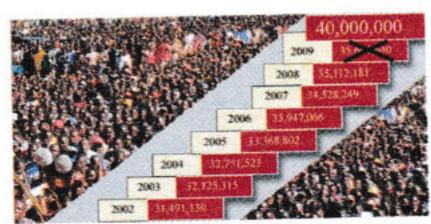


Fig. 18.6: Increasing population of Kenya



More population does not mean higher economic development, e.g. both Bangladesh and Japan are Asian countries and they are densely populated but Japan is far more economically developed than Bangladesh. Education and health play crucial role in the development of human beings as resources.

We can study the population composition by making a **population pyramid**. It shows:

1. total population divided into various age groups, e.g. 5 to 9 years, 10 to 14 years
2. the percentage of the total population subdivided into males and females in each group

The shape of the population pyramid tells us about the people living in the country. The number of children below 15 years are shown at the bottom and indicates about the level of births.

The size of the top shows the number of aged people (about 65 years) and tells the number of deaths. The population pyramid also tells us about the **dependent population**. There are two groups of dependents—**young dependents** (aged below 15 years) and **elderly dependents** (aged over 65 years). Those of working age between 15 and 64 are the **working population**.

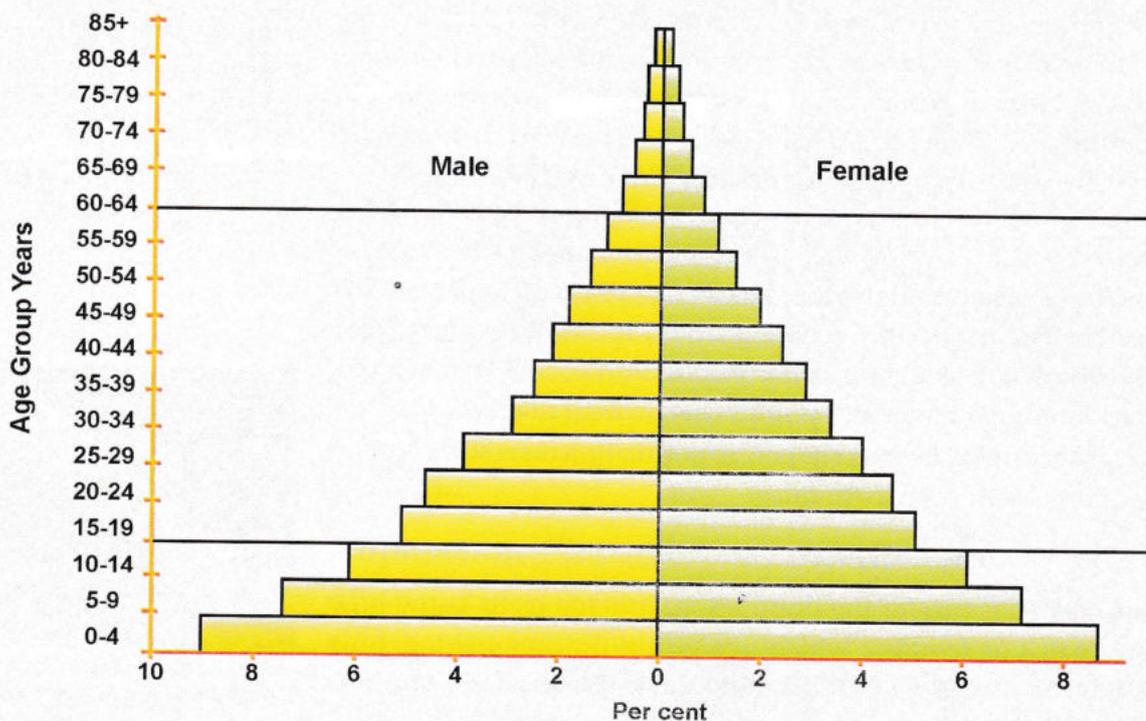


Table 18.1: Population Pyramid



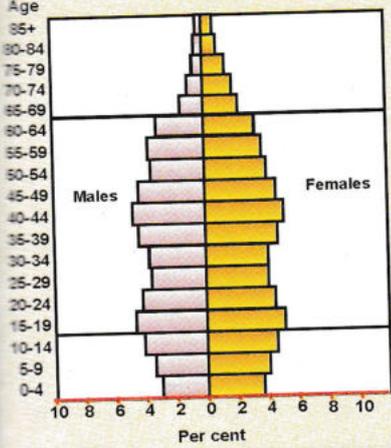
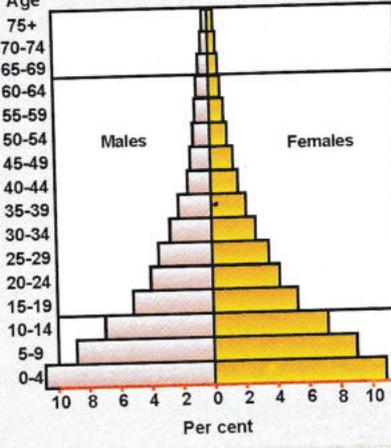
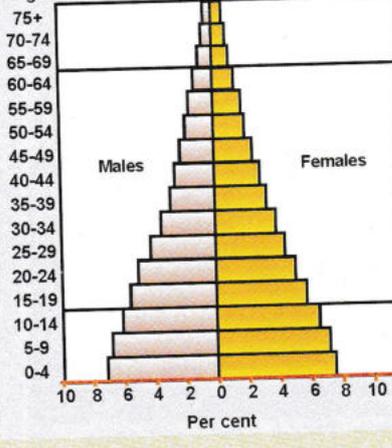
Population Pyramid of Japan	Population Pyramid of Kenya	Population Pyramid of India
 <p>The low birth rates make the pyramid narrow at the base. Decreased death rate means people survived and reach the old age. Thus human resource, specially the young are endowed with positive outlook. They are the future of the nation like Japan.</p>	 <p>Broad base of the pyramid of Kenya indicates a high birth rate and low death rate. In this country, large number of babies are born, but they die in infancy. Only few babies survive to their adulthood and there are very few old people.</p>	 <p>In countries where death rate among the youth is decreasing, the pyramid is broader in the younger age group because more infants survive due to better nutrition and medical treatment. This can be seen in the pyramid of India. The population contains large number of young people and it means a strong labour force.</p>

Table 18.2

Sex Ratio

Sex ratio is defined as the number of females per 1000 males in the population. It gives an information about the extent of equality between males and females in a society at a given time. The sex ratio in India has always remained unfavourable. According to Census 2011, the sex ratio is 940 (940 females per 1000 males). Kerala has a sex ratio of 1084 females per 1000 males. Delhi has only 866 females per 1000 males. Haryana has 877 females per 1000 males. The main reason for this inequality in India is the preference for the boy child and killing of newborn girls. In poor families better food and health facilities are given to boys.

Growth Rate of India's Population

In Census year 1901, India's population was 23,83,96,327. A hundred



Fig. 18.7: Save Girl Child



year later, according to Census 2001, it stood at 1,02,87,37,436. Now according to Census 2011, India's population is 1,21,01,93,422, comprising 62,37,24,248 men and 58,64,69,174 women. Among all the countries, India's growth rate of population is too high. It means our country would be the world's most populated country in coming years. So, some stable measures must be adopted to check this growth of population.



Fig. 18.8: A school in Kerala

- (a) **Literacy rate:** Kerala continues to have the highest literacy rate of 93.91 percent. Other states also must try to achieve high literacy rate, because only through literacy, people can understand the importance of small family and population control.
- (b) **Development in rural areas:** In India, most of the people live in rural areas. If villages are developed, people would not like to go and settle in cities. Besides agriculture, they should be provided other occupations. Also, modernisation of agriculture is important. Education and health-care centres should be opened in rural areas. We must promote awareness too, to control population.
- (c) **Family planning:** It refers to one or two children in the family. Care for the health and welfare of the family are easy in a small family. The government must promote the small family norm to achieve replacement levels of total fertility rate.



Let Us Recall

Density of population: It is defined as the number of persons per square kilometre.

Birth rate: It refers to the number of live births per thousand people.

Death rate: It refers to the number of deaths per thousand people.

Life expectancy: It is the number of years that an average person can expect to live.

Immigration: When a person enters a new country, it is known as immigration.

Emigration: When a person leaves a country, it is known as Emigration.



A. Choose the correct answer.

1. The number of people living per square kilometer of land area is described as:
 - (a) total population
 - (b) density of population
 - (c) growth of population
 - (d) migratory population



2. The parts of the world which have very less population.
 - (a) parts of the Sahara desert
 - (b) Amazon Rainforest
 - (c) high altitudes covered with thick ice and snow
 - (d) Northern Plains of India
3. The average density of population in the whole world is:

(a) 50 persons/sq km	(b) 49 persons/sq km
(c) 45 persons/sq km	(d) 44 persons/sq km
4. The number of live births per thousand people is:

(a) birth rate	(b) population growth
(c) natural growth	(d) density of population
5. The number of years that an average person can be expected to live is:

(a) life expectancy	(b) average life of the population
(c) population composition	(d) average density of population
6. Population composition helps us to know:
 - (a) the number of males and females in the country
 - (b) which age group do they belong to
 - (c) the health conditions
 - (d) all of the above
7. When a person leaves a country, it is known as:

(a) immigration	(b) emigration
(c) migration	(d) none of these
8. The average density of population in India, according to the Census 2011 is:

(a) 382 persons/sq km	(b) 324 persons/sq km
(c) 325 persons/sq km	(d) 326 persons/sq km
9. In 2006, the world population reached:

(a) 1 billion	(b) 3 billion
(c) 6.5 billion	(d) 9 billion
10. Which statement appropriately describes a population pyramid?
 - (a) a graphical representation of age and sex composition of a population.
 - (b) when the population density of an area is so high that people live in tall buildings.
 - (c) pattern of population distribution in large urban areas.
 - (d) none of the above

B. Answer the following questions.

1. When are people considered a resource?
2. What are the causes for the uneven distribution of population in the world?
3. The world population has grown very rapidly. Why?
4. What is meant by population composition?
5. Name the factors which are responsible for influencing population change.
6. What are population pyramids? What do they tell us?



C. Fill in the blanks.

1. The Ministry of Human Resource Development was created in _____.
2. 60 per cent of world's people stay in just _____ countries.
3. Himalayas, Alps and Andes have very _____ population.
4. The world population has _____ manifold.
5. The population of United Kingdom is growing _____.

D. Match the following.

Column A

1. Human resources
2. Bihar and Orissa
3. Sahara Desert
4. People are
5. Better health facilities

Column B

- (a) increased life expectancy
- (b) not equally distributed
- (c) thickly populated
- (d) almost uninhabited
- (e) a nation's great resource

1. Activity

- (a) Show the states with highest and lowest density of population on an outline map of India.
- (b) Make a list of most and least populous countries of the world.



Civics

Social and Political Life-III

dia.



19



The Constitution of India

Today, most of the democratic countries of the world have a written form of Constitution. It tells about the rights and duties of the people. It tells how the country is to be governed. What we mean by a written Constitution is that, if we want a copy of the Constitution, it is available in the market and we can buy it.

A Constitution is a set of fundamental laws. It lays down the basic structure of the government, according to which the country is to be governed. It gives information about the powers and functions of the legislature, executive and judiciary. It contains a chapter on the Fundamental Rights of the people and protects people from unjust laws by imposing limitations on the powers of the government. In short, Constitution is a fundamental legal document and all laws emanate from the Constitution.

Why do We Need a Constitution?

Unlike **monarchy** or a dictatorship, in which the country is governed according to the will of a single person, in a democracy all the adult citizens (above a certain age) participate in the working of the government, either directly or indirectly. So everyone must know about their rights and duties. All the conflicts, if they arise, can be amicably settled. There can be no manipulation of law.

Constitutions

(a) Written:

India
France
USA
Russia
Germany
Ireland

(b) Unwritten:

Great Britain

Fig. 19.1: Countries with different forms of constitution





Fig. 19.2: The Indian Constitution describes that the government shall not discriminate anyone against on grounds of caste, race, religion, gender or place of birth whether they are rich or poor.



Fig. 19.3: Pt. Nehru signing the Indian Constitution



Fig. 19.4: Dr. Rajendra Prasad, the President of the Constituent Assembly

We need a Constitution because:

1. It tells us what is the fundamental nature of the society and the type of government in a country, e.g. India is a **SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC** and **REPUBLIC** state. These words will be explained later in the chapter. These are the ideals of the society.
2. It defines the nature of the country's political system. India is a federal country with a parliamentary form of government, where people elect their representatives.
3. The Constitution provides a chapter on the Fundamental Rights of the people and protects them from misuse of power by the political leaders.
4. Democracy is a government by a majority, but it does not mean that minorities should be neglected. Minorities have to be protected from the dominant rule of the majority. The Constitution mentions how they can be protected.

India became an independent country after a long struggle against the British rule. The leaders of the nationalist movement had envisaged the kind of government to be formed in independent India, where everyone will enjoy equal rights.

The Constituent Assembly was formed in 1946. Its first meeting was held on 9 December 1946 with Dr. Sachidanand Sinha as its provisional President. On 11 December 1946, Dr. Rajendra Prasad was elected as the President of the Constituent Assembly and Dr. B.R. Ambedkar was appointed as the Chairman of the Drafting Committee. On 16 July 1947, when the Muslim League decided to withdraw from the Constituent Assembly for making a separate Assembly for Pakistan, the Constituent Assembly of India had 299 members. The Constituent Assembly took 2 years, 11 months and 18 days to complete the Constitution and was passed on 26 November 1949. But it came into force on 26 January 1950.

The task of the Constituent Assembly was a difficult one. India became independent in 1947. British left India divided and fragmented. The princely states were given the option to join India or Pakistan.

India is a land with diverse languages, religions and castes. Everyone has to be given a due place in free India. The members of the Constituent Assembly gave us a visionary document and even after sixty years, people have full faith in the provisions of the Constitution.



The Key Elements of the Indian Constitution

All Constitutions begin with a Preamble. It is an introduction to the Constitution and contains the ideals and objectives of the Constitution. The Preamble of the Indian Constitution embodies the ideals and aspirations for which the country had struggled against the British.

The Preamble of the Indian Constitution reads:

WE, THE PEOPLE OF INDIA having solemnly resolved to constitute India into a SOVEREIGN DEMOCRATIC REPUBLIC and to secure to all its citizens (The words 'SOCIALIST' and 'SECULAR' were added in 1976)

JUSTICE, social, economic and political

LIBERTY of thought, expression, belief, faith and worship

EQUALITY of status and of opportunity and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the nation

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

Now, we know what are the main ideals contained in the Preamble of the Constitution. Let us find out the meaning of these important words. Before we start with the explanation, look at the first line of the Preamble.

'We, the people of India...' means that the people of the country themselves have decided to form this Constitution and the people themselves have framed the Constitution. It emphasises the importance of all the people when it was adopted. The meanings of the other words are:

Sovereign

India is a 'SOVEREIGN' country, free from external control. Internally India can form its own laws and policies. She cannot be dictated by any foreign power. India can formulate her own foreign policy.

Socialist

The word 'SOCIALIST' was added in 1976. It envisages equitable distribution of national income to all sections of the people. The 42nd Amendment lays down that socialism means that there is freedom



Fig. 19.5: Dr. Rajendra Prasad, Dr. Ambedkar and Pt. Nehru in the Constituent Assembly

PREAMBLE

WE, THE PEOPLE OF INDIA having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizen

JUSTICE, social, economic and political LIBERTY of thought, expression, belief, faith and worship EQUALITY of status and of opportunity and to promote among them all. FRATERNITY assuring the dignity of individual and the unity and integrity of the nation.

IN OUR CONSTITUENT ASSEMBLY the twenty-sixth day of November, 1949, do, HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION

Fig. 19.6: Preamble of the Indian Constitution



Fact Bubble

The idea of Preamble was borrowed from the Constitution of USA.





Fig. 19.7: Discrimination and inequality are abolished by law.



Fig. 19.8: Dr Ambedkar addressing the people



Fact Bubble

Dr. Ambedkar said that political democracy does not carry any meaning unless it is accompanied by social and economic democracy. It means people are free from exploitation and discrimination.



Fig. 19.9: Every adult avails the right to vote in free India.

from all forms of exploitation—social, political and economic. Further, the state shall try to prevent the concentration of wealth in few hands. The gap between the rich and the poor will have to be narrowed, so that benefits of economic development are enjoyed by all. Similarly social disparities have to be eliminated and everyone should have equal opportunity to plan their future.

Secular

The word 'SECULAR' was also added to the Preamble in 1976 through the 42nd Amendment to reaffirm the faith that politics is separate from religion, while showing respect to all religions. The 45th Amendment lays down that all religions command equal respect and recognition from the state. All citizens, irrespective of their religion and religious beliefs, are equal before law. The government cannot frame those policies which discriminate between religious communities, living in India.

Democratic

The leaders of the country adopted a 'DEMOCRATIC' form of government for the country. Elections are held after every five years and people vote to elect their government on the basis of Universal Adult Franchise. People enjoy the freedom of speech and expression. They elect their government at all levels (central, state and local). Everyone who is 18 years or more enjoys the right to vote.

Republic

The Preamble declares that India is a 'REPUBLIC', *i.e.* the head of the State is elected by the people, either directly or indirectly. The President of India, who is the head of the Republic, is indirectly elected by the people. The President is not a hereditary ruler like the British Monarch.

Justice: It ensures equal opportunities to all and everybody is equal before law. Everyone can compete for government jobs and other opportunities.

Liberty: The term 'liberty' means freedom of thought, expression, belief, faith and worship.

Equality: Everyone is at par with everybody. Political equality has been given by the Constitution. All inequalities based on sex, religion, caste, creed or colour have been done away with.

Fraternity: Fraternity means brotherhood—to show a feeling of oneness and solidarity.



The Main Features of the Indian Constitution

The key features of the Indian Constitution are:

1. Federalism

The word federal means the existence of more than one level of government. In India, we have the Union Government at the centre and State Governments in different states. Panchayati Raj is the third level of the government. Under federalism, all the three levels of the government exercise their powers and functions, according to the provisions of the Constitution.

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

2. Parliamentary form of Government

The different tiers of the government, consist of the representatives of the people. The Constitution of India guarantees Universal Adult Franchise for all citizens which means people have a direct role in electing their representatives to the legislatures. All people have been given the freedom to contest elections.

In a parliamentary form of government, a distinction is made between the head of the State* and the head of the Government. The President is the head of the State and the Prime Minister is the head of the Government. Though the Government is carried out in the name of the President at the Centre and the Governors in the states, actual administration is carried out by the Prime Minister and Council of Ministers at the Centre and the Chief Ministers in the states. They are accountable and responsible to the Parliament and State Legislature. The Legislature consists of the representatives of the people. This makes the Parliament supreme.

3. Separation of Powers

The three organs of the State are the Legislature, the Executive, and the Judiciary.

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

*Country and State are often used synonymously. They both imply self-governing political entities. When the "s" of state is lowercase, it constitutes a part of whole country and when the "S" of state is uppercase it signifies the independent country on the whole.



Fig. 19.10: Panchayati Raj

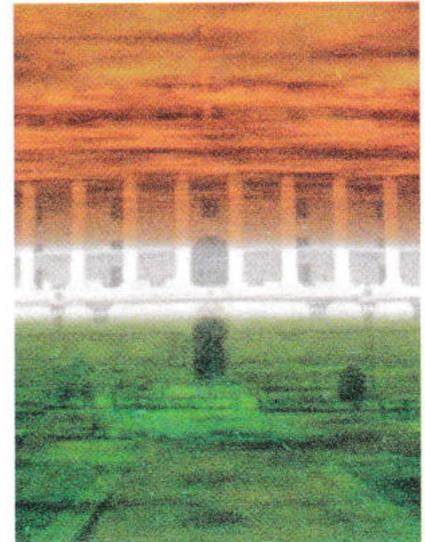


Fig. 19.11: Parliamentary form of government in India

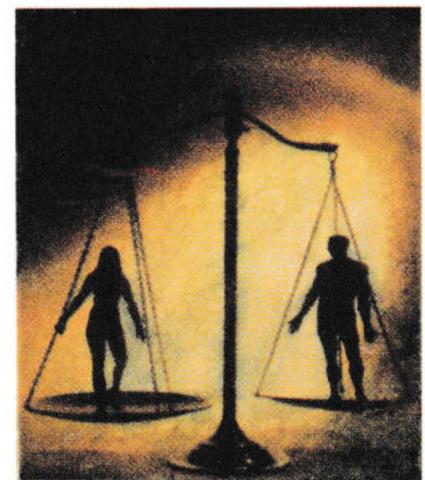


Fig. 19.12: Everybody is equal before law.





Fact Bubble

- Referendum is a vote by the whole electorate on a single question or measure proposed by the legislative body.
- Plebiscite is a vote by the people of entire country for or against a proposal especially on important issue like choosing a new government.

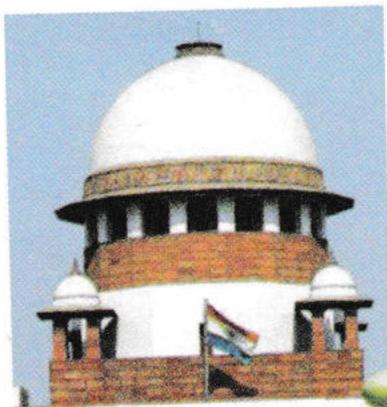


Fig. 19.13: Supreme Court of India



Fact Bubble

Everyone has the right to move the Supreme Court in case of violation of his Fundamental Rights.



Speak Your Mind!

'The Indian Judiciary is the guardian of the constitution'. Hold a debate on this topic in class. One group must speak for the motion and another must speak against the motion.



Explore!

The United States has a federal and parliamentary government. Find out how it is same or different from India's.

The Legislature has the power to make laws.

The Executive has the power to execute laws.

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

The Constitution has laid down that in case of a dispute between the central and the state government on constitutional matters, the Judiciary will settle the dispute.

4. Fundamental Rights

Fundamental Rights protect the people against arbitrary and absolute exercise of powers by the state. These rights also protect the people against other individuals. Dr Ambedkar said that these rights have two main objectives—the first is that every citizen should be able to enjoy these rights, second, the law-making organs should abide by these rights. In addition, the Constitution has a section on Directive Principles of State Policy. They were aimed to serve as a guide to the Indian state, reduce social and economic disparities.

5. Secularism

India is a land where people belong to different faiths and religions. In India, politics and religion are separate. People enjoy freedom to follow, practise and profess their own religion.

6. Welfare State

A welfare state is a State which performs functions for the benefit of the people, like education, public health, agriculture, parks, libraries. As a welfare state, India is committed to the welfare and development of the people, particularly the vulnerable section of society such as SC/ST.

7. A Detailed Written Constitution

The Constitution of India is the most detailed document. It is one of the best in the world, and is a living document, *i.e.* something has real meaning in everybody's life. Besides, the government structure at the central, state and local levels, the Constitution elaborates about citizenship, elections, emergency provisions, etc.

Our Constitution makers have put secular provisions in the Constitution. It also contains provisions for amendment, *i.e.*, if any changes are needed, they can be made in the Constitution.

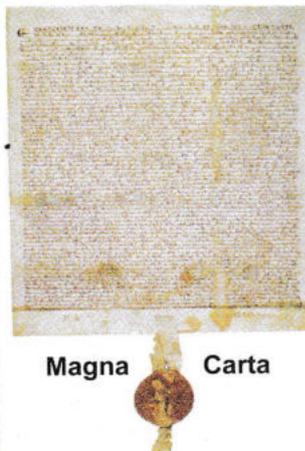
However, it is not easy to amend the Constitution, it needs an elaborate procedure to change it.





In Other Lands

Great Britain does not have a Written Constitution. It is based on conventions and important documents signed by the rulers from time to time. One such document is the Magna Carta signed by King John in 1215 at Runnymede. (In fact it was never signed, because the king did not know how to read and write in Latin. He had put his royal seal on the document.) It saved the nobles from arbitrary taxation. It could be introduced only with the consent of the Parliament. The Church was to be free from royal interference in the election of Bishop.



Magna Carta

Fig. 19.14

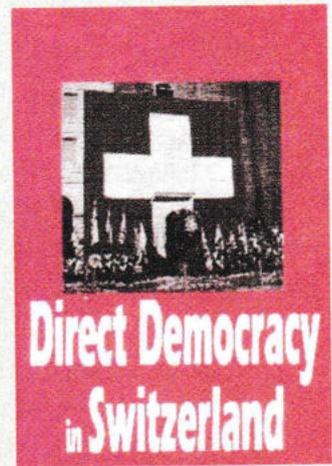


Fig. 19.15

Most of the countries have indirect democracy, where people elect their representatives for the legislature. **Switzerland** is a country which has direct democracy. It is a small mountainous country in Europe. The two basic elements of direct democracy are Referendum and Plebiscite.



Let Us Recall

Monarchy: It refers to a state or union in which the supreme power is held by a single person.

Sovereign: It refers to the supreme and independent power or authority in government as possessed or claimed by a state or community.

Socialist: It is a system that advocates the vesting of the ownership and control of the means of production and distribution of capital, land, etc., in the community, as a whole.

Secular: It means that all the religions command equal respect and recognition from the state.

Democratic: It is a state of governance wherein the supreme power is vested in the people to choose their representatives.

Republic: It is a state in which the supreme power rests in the body of citizens entitled to vote and is exercised by representative chosen directly or indirectly by them.





EXERCISES

A. Choose the correct answer.

1. A provision that a democratic Constitution does not contain:
 - (a) the ideals of the people
 - (b) powers and functions of the Legislature, Executive and Judiciary
 - (c) the name of the President of a country
 - (d) the rights of the people
2. The main function of the Constituent Assembly is to:
 - (a) protect the rights of the people
 - (b) draft a Constitution for the country
 - (c) to conduct free and fair elections in the country
 - (d) to appoint the Ambassadors and High Commissioners to the foreign countries
3. What does the Preamble of the Constitution of India not contain, as an ideal of the people?
 - (a) 'SOVEREIGN'
 - (b) 'SOCIALIST'
 - (c) 'SECULAR'
 - (d) May god protect our people
4. In a Parliamentary form of government, the Executive (Mark the incorrect one)
 - (a) has the power to make law
 - (b) has the power to execute laws
 - (c) has the power to judge
 - (d) cannot be dismissed by the legislature
5. Name the country which does not have a written Constitution.
 - (a) United States of America
 - (b) Great Britain
 - (c) India
 - (d) France

B. Answer the following questions.

1. Why does a democratic country need a Constitution?
2. Explain the meaning of a welfare state.
3. How is the Preamble an important part of the Constitution?
4. Explain the word 'justice' as given in the Constitution of India.
5. What is meant by 'Fraternity'?
6. Explain the meaning of 'Federalism'.
7. Elucidate the word 'Liberty and Equality'.
8. Explicate how the 'separation of powers' works in India.

C. Fill in the blanks.

1. The _____ contains the ideals of the _____.
2. A Constitution lays down the basic _____ of the government.



3. The Constituent Assembly took _____ years _____ months and _____ days to frame the Constitution.
4. Great Britain has _____ Constitution.
5. _____ has direct democracy.
6. The two basic elements of direct democracy are _____ and _____.

D. State whether the following statements are true or false.

1. The Constitution was passed by the Constituent Assembly on 26 January 1950.
2. All the Constitutions begin with a Preamble.
3. The words 'SOCIALIST' and 'SECULAR' were added to the Preamble of the Constitution of India in 1986.
4. Dr. B.R. Ambedkar was the Chairman of the Drafting Committee of the Constituent Assembly.
5. 'Socialist' means freedom from all forms of exploitation.

E. Give a single word expression for the following sentences.

1. The functions of legislature, executive and judiciary do not overlap.
2. The existence of government at different levels.
3. Distinction is made between the head of the government and head of the country.
4. When all the citizens of the country, above a certain age, have the right to vote in the general elections.
5. Freedom of thought, expression, belief and faith.

1. Group Discussion

Discuss in your class about the major constitutional amendments of India in chronological order. Write about any ten amendments.



20



Secularism: Fundamental Rights and Fundamental Duties

A Constitution of a democratic country is one wherein the state is secular and the government is elected by the people. India also adopted a strategy of separating the power of religion and the power of state like other democratic countries. Secularism refers to this separation of religion from the state. A secular state allows individuals the freedom to live by their religious beliefs and practices. In keeping with this ideal, the Constitution of India provides some Fundamental Rights which are equally guaranteed to all citizens.

Fundamental Rights

Besides India, other democratic Constitutions also contain a chapter on Fundamental Rights. They are the basic human rights and everyone should enjoy these rights. Fundamental Rights protect the people against the arbitrary and absolute exercise of power by the State. The courts have the power to ensure that Fundamental Rights, if taken away from the people, should be restored to them.

The Indian Constitution has given some Fundamental Rights to the people of India. The Fundamental Rights have been described in Articles 12 to 35, Part III of the Indian Constitution. These are:

1. Right to Equality (Articles 14, 15, 16)



Fig. 20.1: Features of a democratic Constitution



- 2 Right to Freedom (Articles 19, 20, 21)
- 3 Right against Exploitation (Articles 23, 24)
- 4 Right to Freedom of Religion (Articles 25, 26, 27, 28)
- 5 Cultural and Educational Rights (Articles 29, 30)
- 6 Right to Constitutional Remedies (Article 32)

In a democratic country, all the people need these rights so as to become responsible citizens.

1 Right to Equality: During the British rule, the people were racially discriminated in the countries which were their colonies. The caste system and untouchability had further widened the gap between the people. This right seeks to give equality to the people.

1. The Constitution guarantees that all citizens will be equally protected by the laws of the country. It means the state cannot discriminate against a citizen on the basis of race, colour, sex, caste, religion or place of birth.
2. The State cannot discriminate against anyone in the matters of employment. All citizens can apply for government jobs.
3. Right to Equality has also abolished the titles like Rai Bahadur, Khan Bahadur (which were created by the British Government) except military titles and academic titles.

However, the Right to Equality does not prevent the state from making special provisions for Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Backward Classes (OBCs). They had been deprived of all rights for a long time and they have to be brought to the mainstream of development. Women and children have been the victims of discrimination and it is the responsibility of the state to bring them at par and make them equal.

2 Right to Freedom: It is a cluster of several rights. The Right to Freedom confers number of rights on the citizens, which are essential for the successful working of a democratic government. These rights are:

1. Right to freedom of speech and expression
2. Right to assemble peacefully and without arms
3. Right to form associations and unions
4. Right to move freely throughout the country
5. Right to reside and settle in any part of the country
6. Right to practise any profession or occupation, trade or business.

Right to Freedom also includes:

7. No one can be deprived of his life and property, except, when he has committed a crime or violated a law.



Fig. 20.2: Human Rights Act



Fig. 20.3: Marginalised groups should be aware of their rights.

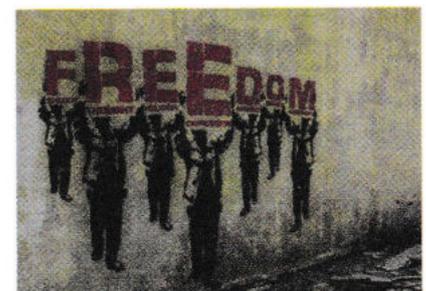


Fig. 20.4: Right to Freedom for all citizens





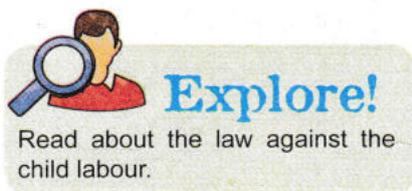
Fig. 20.5: An arrested person has a right to defend himself by a lawyer of his/her choice.



Fig. 20.6: Child labour



Fig. 20.7: Freedom to live by religious beliefs and practices



8. No person can be arrested without being told the reason of his arrest. The arrested person has to be brought before the nearest magistrate within 24 hours. The arrested person has a right to engage a lawyer of his choice. In case the person cannot afford the services, then the State provides a lawyer for him.

The Right to Freedom does not mean that a person can abuse anyone or indulge in illegal trade. However, a person can be detained, if he is a threat to the law and order of the country. But such a case has to be brought before an advisory council after three months.

3. Right against Exploitation: This right has put an end to the following:

1. Practice of *begar* or forced labour. Earlier, people had to work for the landlords without any payment. *Begar* is now a crime and punishable by law.
2. Employment of children below the age of 14 years in factories, mines and other jobs. These are the formative years of their lives when they have to study and go to the school.
3. Buying and selling of human beings which is known as **trafficking** is deemed illegal.

4. Right to Freedom of Religion. It states that:

1. India is a secular State which means India does not have any State religion. No State run institution can give religious instructions.
2. All religions are equal and State does not give preference to any religion.
3. People can practise any religion, of their choice and profess it. The only restriction to this right is that no religion can undertake activities which incite the feelings of the people of other religions, or disturb peace and tranquility of the country.

5. Cultural and Educational Rights: People in India speak many languages and have many dialects. The Constitution has made provision for the protection of the minorities.

1. Any community, which has a language or a script, can preserve it and develop it.
2. All minorities can set up their religious and educational institutions.
3. No citizen can be discriminated against, for admission in institutions run by the state.

6. Right to Constitutional Remedies: This is the most important right. It empowers the citizens to go to court, if their Fundamental



Rights are violated. The judiciary is the guardian and protector of the Fundamental Rights of the people.

The court can issue various kinds of writs in order to protect the rights of the people. Writs are written orders sent by a higher authority to the lower authority asking why they have not fulfilled their duty or why they have overstepped their powers. These writs are **habeas corpus, mandamus, certiorari, quo-warranto and prohibition**.

Like, in case of other Fundamental Rights there is one exception to **Right to Constitutional Remedies**. This right can be suspended when an emergency is declared. After the emergency is lifted, this right again comes into force.

A democratic country cannot function without Fundamental Rights. All people should enjoy basic human rights. In a democracy, all are equal and these rights further enforce the equality of the citizens. There are certain laws which restrict some of these rights, e.g. Preventive Detention, Maintenance of Internal Security Act. They protect the interests of the people.

Fundamental Duties

The enjoyment of rights entail the fulfilment of duties. Rights involve the fulfilment of certain duties, which they owe towards each other and also towards the state. The Fundamental Duties were included in the Indian Constitution by an amendment in 1976. Though they cannot be enforced in the court of law, but they are taken into consideration by the judges.

It is the duty of every citizen of India:

1. To abide by the Constitution and respect its ideals, the National Flag and the National Anthem
2. To cherish and follow the noble ideals which inspired our freedom struggle
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 amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women
6. To value and preserve the rich heritage of our composite culture

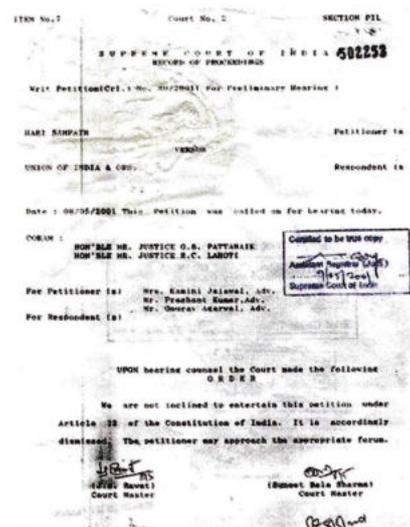


Fig. 20.8: A judicial writ



Fig. 20.9: We should respect our National Flag and National Anthem.



Speak Your Mind!

The government of India has been successful in ensuring the Right to Freedom. Do you agree?



7. To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures
8. To develop scientific temper, humanism and spirit of inquiry and reform
9. To safeguard public property and abjure violence
10. To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

Directive Principles of State Policy

The Constitution lays down certain Directive Principles of State Policy which are fundamental in governance of the country and it is the duty of the state to apply these principles in making laws. These, basically, lay down that the State shall strive to promote the welfare of the people. Thus, this section of the Constitution, dealing with the Directive Principles, is regarded as the 'Conscience of the Constitution' covering Articles 36 to 51. A few principles are mentioned below:

- **Article 38:** To secure and protect a social order which acts for the interests of the people
- **Article 39:** Equal justice and opportunity for everyone
- **Article 40:** Organisation of Village Panchayats
- **Article 41:** Right to work, to education and to public assistance in certain cases
- **Article 42:** To secure just and human conditions of work and maternity relief
- **Article 43:** Living wage, etc. for workers
- **Article 43A:** To secure the participation of workers in industries
- **Article 44:** Uniform civil code for the people
- **Article 45:** To provide free and compulsory education for children
- **Article 46:** Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections
- **Article 47:** Duty of the State to secure the improvement of public health and the standard of living
- **Article 48:** Organisation of agriculture and animal husbandry
- **Article 48A:** Protection and improvement of environment and safeguarding of forests and wildlife
- **Article 49:** Protection of monuments and places, and objects of national importance



- **Article 50:** Separation of judiciary from executive
 - **Article 51:** To promote international peace and security
- All these Articles are mentioned in Part IV of the Indian Constitution.
- **Right to Information Act** came into force on 12 October 2005. It extends to the whole of India except the state of Jammu and Kashmir. It enables a citizen to procure information from public authority. It provides the mechanism for obtaining information. It is a corollary of the Fundamental Right of freedom of speech and expression.
 - **Right to Education Act** also came into force in 2005. It aims to liberate a person from ignorance. It strengthens this ideal—Education is the most potent mechanism for the advancement of human beings.

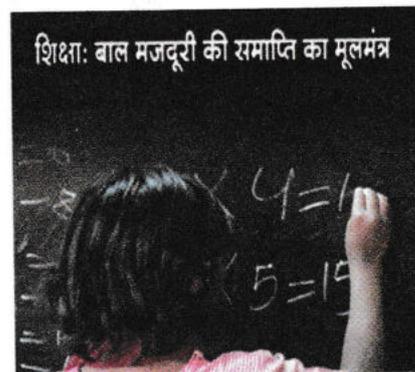


Fig. 20.10: Education: The Right response to end trafficking and child labour



In Other Lands

A chapter on Fundamental Rights is an integral part of all democratic Constitutions. Even the Constitutions of USA and France contain a chapter on basic human rights. In USA it is called the 'Bill of Rights', and in France 'the Declaration of the Rights of Man and Citizen'.



Fig. 20.11: Constitution of USA

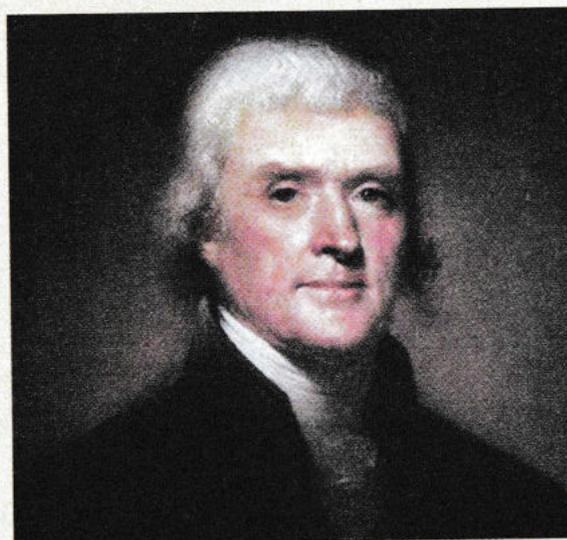


Fig. 20.12: Thomas Jefferson

Thomas Jefferson, who later became the President of USA said, "the right to life, liberty and property is the inalienable right of Man".

Declaration of Rights of Man (people) and Citizen (in France) provided for:

1. Equitable distribution of the burden of taxation
2. Equality before law and freedom of speech and expression

These rights are similar to the rights provided by our Constitution.





Let Us Recall

Begar: It means bonded labour when people work without wages.

Trafficking: It refers to the buying and selling of human beings.

Constitutional remedies: It is the protection provided by the Constitution against any exploitation.

Writs: These are the written orders sent by a higher authority to the lower authority asking why they have not fulfilled their duties or why they have overstepped their powers.

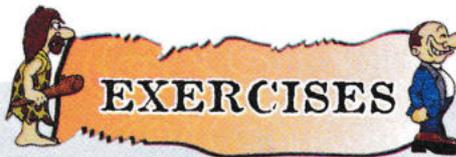
Habeas Corpus: It is a writ that requires a prisoner to be brought before a court.

Mandamus: It is a writ issued by a superior court directing a person or a lower court to whom it is issued to perform a specific duty.

Certiorari: It means to call for records of a lower court or to remove a case from a lower court.

Prohibition: It means to forbid by law.

Quo-warranto: These are the proceedings set in motion to determine the authority by which someone claims an office.



A. Choose the correct answer.

- Which of the following is not a Fundamental Right of the people?
 - Right to criticise the government
 - Right to participate in elections
 - Right to organise public meetings and rallies
 - Right to change the fundamental ideals of the Constitution
- Abolition of untouchability, ban on bonded labour, prohibition of child labour are included in the:
 - Right to Equality
 - Right against Exploitation
 - Right to Freedom
 - Cultural and Educational Rights
- What rights have not been given to an arrested person?
 - The person to be arrested has the right to know the reason of his arrest.
 - He/She has the right to engage the services of a lawyer.
 - The arrested person has to be brought before the nearest magistrate within 24 hours.
 - The arrested person can demand a comfortable lodging.
- Which of these are not enforceable by law?
 - Fundamental Rights
 - Directive Principles
 - Right to reside in any part of the country
 - Freedom of speech and expression



5. Special provisions made for the Scheduled Castes and Scheduled Tribes are not against the Right to Equality because:
 - (a) The Human Resource Development Ministry wants it.
 - (b) They should be given special opportunity to develop their skills.
 - (c) They had been deprived of all privileges for a long time and hence they should be given the opportunity to join the mainstream of development .
 - (d) The President of the country insists that they should be given special privileges.
6. The Fundamental Duties were included in the Constitution in:

(a) 1950	(b) 1960
(c) 1976	(d) 1980
7. Directive Principles were designed to:
 - (a) reduce poverty
 - (b) give concessions to backward classes
 - (c) describe the aims that the state must strive to achieve
 - (d) establish a democratic country

B. Answer the following questions.

1. What are Fundamental Rights? Why are they included in the Constitution?
2. In what ways are the rights given in our Constitution similar to the rights contained in the document 'Rights of Man and Citizen'?
3. Can Fundamental Rights be suspended?
4. Name two Directive Principles which have been translated into laws.
5. Write the Fundamental Duties which bound the citizens to protect the environment and national heritage.
6. What benefits can the citizens accrue from the Right to Information Act?
7. Mention how Right to Education can dispel ignorance. Write four sentences.
8. What are the provisions contained in Right to Freedom which protects the people against arbitrary arrest?
9. Why were Directive Principles included in the Constitution? Mention a few of them.
10. 'Cultural and Educational Rights' protect the minorities. Explain.

C. Fill in the blanks.

1. Directive Principles are not _____, whereas Fundamental Rights are _____.
2. Right to Freedom is a _____ of rights.
3. The Fundamental Duties were included in _____ with the purpose of promoting _____ among the people.
4. _____ and _____ acts came into force in 2005.
5. The judiciary is the _____ of the people.



D. State whether the following statements are true or false.

1. Right to Equality does not prevent the State from making special provisions for SC/ST/OBC.
2. Practice of *begar* has not been abolished.
3. Right to Freedom is a cluster of a rights.
4. Buying and selling of human beings is called trafficking.
5. Any person can be arrested by the police.

E. Match the following.

Column A

1. Right to Equality
2. Right to Freedom
3. Right against Exploitation
4. Right to Freedom of Religion means

5. Right to Constitutional Remedies

Column B

- (a) is a cluster of rights
- (b) has put an end to trafficking
- (c) empowers the citizen to go to the court
- (d) does not prevent the State from making special provisions for Scheduled Castes, Scheduled Tribes and OBCs
- (e) India does not have one state religion

1. Project Work

- (a) Find out about 'Rugmark'. Write how does it protect the children from child labour.
- (b) The United Nations issued a document called Declaration of Human Rights on 10 December 1948. Find what is contained in this document. Make a book report.



21



The Parliament in India

The word Parliament comes from the word 'parley' which means to discuss. The term refers to the discussion about all the public affairs. The Parliament is the supreme legislative body in India.

India is the largest democratic country in the world. We cannot rule our country directly, because the population is very big but the common people participate in the functioning of the government indirectly. They participate through elections. People elect their representatives to the Parliament, who rule the country. The Indian Government, like any other democratic government, consists of three organs, *i.e.*, the legislature, the executive and the judiciary. In this chapter, we will study about Central Legislature.

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

The Lok Sabha

It is the Lower House of the Parliament. It is the House of the people because its members are directly elected by the people. The Lok Sabha cannot have more than 552 members (530 to be elected from the states and 20 members to be elected from the union territories). At present, the Lok Sabha has 545 members (543 are elected members and 2 are nominated members). The President of India are to be nominate two members from the Anglo-Indian community, if they do not have adequate representation in the House.



Fig. 21.1: Members of the Indian Parliament



Fig. 21.2: A view of the Lok Sabha





Fig. 21.3: Electronic Voting Machine



Fact Bubble

The voter has to press the button, against the name of the candidate of his choice. His vote will be recorded. It was used for the first time in 2004 general elections.



Fig. 21.4: Lok Sabha members showing their protest



Fig. 21.5: Pranab Mukherjee, the President of India, addressing the Parliament

In order to contest election to the Lok Sabha, a candidate must have the following qualifications:

1. He/She should be a citizen of India.
2. He/She should not be less than 25 years of age.
3. He/She should not hold any office of profit under the government.
4. His/Her name should be registered as a voter in any Parliamentary constituency.
5. He/She should not be an offender or have criminal record against him/her.
6. He/She should not be an insolvent.

Elections to the Lok Sabha

The country is divided into **constituencies**, for the purpose of elections. Each state has been given a number of seats, in such a manner that the ratio between that number of seats and the population is same, as far as possible, for all states.

All the Indian citizens, who are above 18 years of age, have the right to vote and elect the members of the Lok Sabha. Votes are cast on the basis of **secret ballot**. Electronic Voting Machines (EVM) were used throughout the country for the first time in the 2004 general elections.

The elections to the Lok Sabha are held on the basis of **Universal Adult Franchise**, *i.e.* all adult citizens of the country have the right to vote. It also adopts the principle of '**one man, one vote, one value**'.

Working of the Lok Sabha

The full term of the Lok Sabha is five years from the date of its first meeting. The term can be extended by the Parliament beyond five years in case of an emergency. But it cannot be extended beyond six months, after the emergency ends. It can be dissolved earlier by the President, on the advice of the Prime Minister.

After the election to the Parliament, every member of the Lok Sabha has to take an oath of loyalty to the Constitution of India.

The President is not a member of the Lok Sabha or the Rajya Sabha, but he can address the members of the two Houses together, once a year. Generally, there are three sessions of the Parliament in a year, but a special session can also be called, if the need arises. The Constitution lays down that the time interval between two sessions of Parliament should not exceed six months.

The **quorum** of the Lok Sabha is 1/10 of the total strength of the House, *i.e.*, the House cannot function unless and until 1/10 of its members are present.



The working of the Parliament is conducted in English or Hindi, but the member can express himself in his mother tongue, if he does not know any of the two languages. In such a case, the member has to take the prior permission of the Speaker.

Speaker of the Lok Sabha

After the **general elections** are over, all the results are declared by the Election Commission, and the Lok Sabha is constituted, the members of the House elect a Speaker and a Deputy Speaker from among themselves. In case, the Speaker cannot discharge his functions for a day or few days, Deputy Speaker takes the responsibility of conducting the business of the House.

The Speaker performs many important functions, which are:

1. He/She presides over the sessions and conducts the business of the House.
2. He/She does not vote, when voting takes place in the House, but he/she can use his/her casting vote in case of a tie.
3. The bills can be introduced only by his/her permission.
4. He/She presides over the joint session of both the Houses of the Parliament.
5. He/She decides whether the bill is a Money bill or not.
6. He/She maintains the **decorum** (behaviour in accordance with the dictates of propriety) of the House.
7. He/She can adjourn the House, if the quorum is not complete.
8. He/She appoints various Parliamentary committees.
9. He/She admits various motions, like No-confidence motion.

Speaker may be a member of any political party, but once elected he/she has to conduct the business of the House impartially.

The Rajya Sabha

The Rajya Sabha is the Upper House of the Parliament. The states participate in the legislative functions, at the centre, through this house. The maximum strength of the Rajya Sabha is 250 members. Out of them, 12 members are nominated by the President from among well known personalities, who have stood out in their respective fields, e.g., social services, literature, journalism, science, art, etc. Rest of the 238 representatives of the states and union territories are elected. At present, the Rajya Sabha has 245 members, 233 are elected members and 12 are nominated members. The number of representatives from each state of India in the Rajya Sabha varies on the basis of their population. (In USA, every state sends two members to the Upper House)

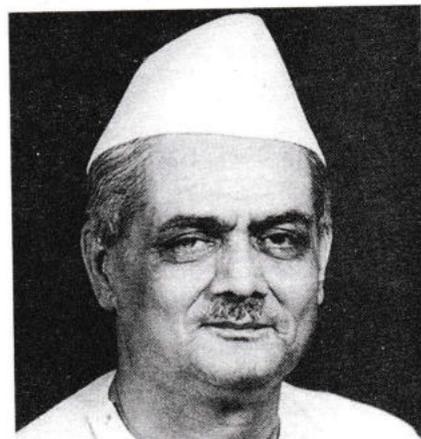


Fig. 21.6: G.V. Mavalankar, the first Lok Sabha Speaker



Speak Your Mind!

Hold a mock session of Lok Sabha in class. Divide the class into two groups, one representing the government and another representing the opposition. Make one classmate the speaker. Take any issue of national importance and debate on it.





Fig. 21.7: A view of the Rajya Sabha



Explore!

Read about the women MPs who have been elected to the current parliament.



Fig. 21.8: The Parliament plays a vital role in making laws.

For being a member of the Rajya Sabha, the person should be a citizen of India and not less than 30 years of age, the other qualifications are the same as the qualifications required to be the Lok Sabha candidate (Other qualifications as prescribed by Parliament from time to time).

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

The Rajya Sabha is a permanent house and it cannot be dissolved. One-third of its members retire after every two years, so that each member serves for six years. Members can be re-elected.

Rajya Sabha also has a Chairman and a Deputy Chairman. The Vice President of India is the ex-officio (by the virtue of holding an office) Chairman of the Rajya Sabha. The Rajya Sabha elects a Deputy Chairman from among its own members.

Powers and Functions of the Parliament

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

1. It frames new laws and amends or repeals them, if necessary. It can frame laws on all the 97 subjects given in the Union list, and the Residuary subjects, which are not mentioned in the Constitution. In certain cases, the Parliament can also make laws, on the subjects given in the State list. The Parliament, along with the State Legislature, can pass laws on the subjects given in the Concurrent list. However, in case of a clash, the laws passed by the Parliament shall prevail.
2. The power to amend the Constitution rests primarily with the Parliament, although in certain cases, these amendments have to be ratified by majority of the states.
3. The Parliament passes the budget of the Union Government, which is a statement of expected collection of money from the people, in form of taxes, and expenditure. The Parliament is empowered to vote a reduction in the budget or reject it altogether.
4. Under the judicial functions, the Parliament can remove the President of India through **impeachment**. To impeach is to remove an officer from office for gross misconduct. Parliament can also impeach the judges of the Supreme Court or the High Court, in case they are found violating the Constitution or misusing their status. The Vice President can be removed through a resolution adopted by the Rajya Sabha and endorsed by the Lok Sabha.
5. Elected members of both the Houses of the Parliament, along with the State Legislative Assemblies, participate in the election of the



President. The Vice President of India is elected by the elected members of the Lok Sabha and Rajya Sabha. Nominated members do not take part in the election.

6. The proclamation of Emergency by the President must be approved by the Parliament. The **ordinance** promulgated by the President must be approved by the Parliament, as soon as it meets.
7. A democratic government is elected by the people and they have a right to keep a close watch on the working of their representatives. The Parliament exercises control over the executive. It is the place where the government has to give an account of its policies.

The Parliament follows certain rules for the conduct of its business. Several methods are provided to the members of the Parliament, to control the government. They are as follows:

- (a) **Call attention motion and Adjournment motion:** The call attention motion may seek a clarification from a minister on matters of national importance. An adjournment motion, introduced by the member of the House, can request the Speaker to have discussion on the floor of the House, on a particular issue.
- (b) **Question hour and Zero hour:** This is the time in the House when the members can ask questions from ministers, about their respective departments. Questions are usually written down before being asked, the ministers take some time to get the desired information. It makes the government accountable to the Houses.
- (c) **No-confidence motion:** The opposition party or parties may move a motion that the Lok Sabha does not have confidence in the Council of Ministers. If the majority in the house votes against the motion, the Council of Ministers continues to be in power. If the majority votes for the motion, the Council of Ministers has to resign. The Council of Ministers, headed by the Prime Minister, must maintain more than 50 per cent seats in the lower house.

These are some of the ways by which the opposition controls the government. The opposition plays an important role in the functioning of a democracy. It highlights the drawbacks in the various policies of the government. The government gets valuable feedback by the questions asked by the members. In today's world, people come to know about the happenings in the Parliament through the print media and electronic media. The people express their opinions through the newspapers and magazines. Even people who cannot read, can hear the news over the radio and the television.

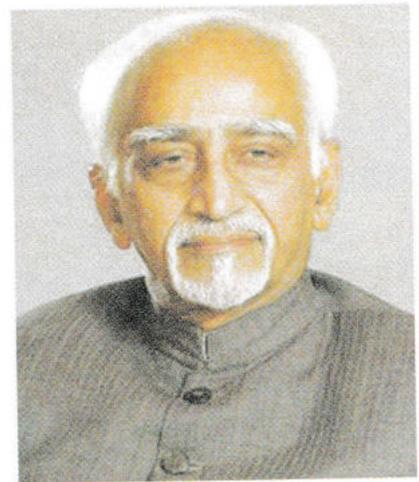


Fig. 21.9: Mohammad Hamid Ansari became the Vice President of India in 2007.



Speak Your Mind!

Do you think parliament is the most significant part of the government? Hold a debate on this topic. One group must speak for the motion and another must speak against the motion.



Legislative Procedure—How a Bill Becomes a Law?

The proposal for a law is called a bill. There are two kind of bills—Ordinary bills and Money bills. Ordinary bills are those bills in which money is not involved. The bills which involve the collection of money and expenditure are called Money bills. A bill has to pass through a proper procedure before it can become a law.

- 1. Ordinary bill:** An Ordinary bill can be introduced in any of the two Houses of the Parliament. It can be introduced either by a minister or by any member of the Parliament. The Ordinary bill goes through three readings in each House.

In the first reading, the member introducing the bill takes the permission of the House to introduce the bill and explain the purpose of the bill. In the second reading, a general discussion is held, followed by a detailed discussion, stage by stage. In the third reading, the bill as a whole is put to vote. If passed by a majority, it is sent to the other House. There, the House adopts the same procedure. When both Houses pass the bill, it is sent to the President for his assent.

However, if there is any disagreement between the two Houses, the President may call a joint meeting of both the Houses, where the bill is passed by a majority. The Speaker of the Lok Sabha presides over the joint meeting of the Houses.

When the bill passed by the Parliament is sent to the President for his assent, he may sign the bill or return the bill to the House, where the bill originated for its consideration. If the bill is again passed by the Parliament, the President cannot withhold his assent. After the President signs the bill, it becomes an Act of the Parliament.

- 2. Money bill:** No Money bill can be introduced without the prior permission of the President. It can be introduced in the Lok Sabha only. The Speaker decides whether the bill is a Money bill or not. When the Money bill is passed by the Lok Sabha, it is sent to the Rajya Sabha. Rajya Sabha must return the bill within 14 days from the date of receipt. It can suggest changes which may or may not be accepted by the Lok Sabha. If it does not return the bill within 14 days, it is considered to be passed by both the Houses. The bill is then sent to the President for his assent. He cannot withhold his assent and signs the bill.

Relationship Between the Lok Sabha and the Rajya Sabha

Although it seems that the Lok Sabha and Rajya Sabha enjoy equal powers but in practice, the Lok Sabha is more powerful.

In legislative matters, the Lok Sabha has an upper hand. When the President has to call the joint meeting of both the Houses, in case of disagreement between the two Houses over the ordinary bill, the Lok



Sabha has an upper hand because its membership is more than double in comparison of the Rajya Sabha. The will of the Lok Sabha prevails on the strength of its majority.

In case of money bill, the Rajya Sabha does not have any power. Money bills can be introduced in the Lok Sabha only. Rajya Sabha can only suggest changes, which are not binding on the Lok Sabha. It can delay the money bill by 14 days only. After the expiry of 14 days the bill is considered to be passed.

Both the Houses of the Parliament can ask questions from the Executive and bring various kind of motions against the government, but the Executive is primarily accountable to the Lok Sabha. If the vote of no-confidence is passed against the government, the Executive has to resign from office. A vote of no-confidence, passed in the Rajya Sabha, does not mean the resignation of the Executive.

Why did India adopt a Parliamentary System of Government?

Before we discuss, why India adopted a Parliamentary form of democracy, let us find out about different forms of democracies. The two main forms of democracies, in the present scenario, are the Parliamentary form of democracy and the Presidential form of democracy.

Parliamentary form of government

In Parliamentary form of government, a distinction is made between the head of the State and head of the government. The head of the State can be a monarch (like in England) or an elected head (like in India), the President. Though the government of the country is carried out in the name of the President, actual administration is carried on by the Council of Ministers headed by the Prime Minister. The President acts on the advice of the Executive.

The head of the government is the Prime Minister who enjoys real powers. He has a majority in the Lok Sabha the House of the People, either singly or in combination with other political parties. The Council of Ministers is responsible to the legislature, which comprises the representatives of the people. This makes the legislature or Parliament supreme.

Presidential form of government

In the Presidential form of government, there is no distinction between the head of the State and head of the government. The President, who is the head of the State as well as the government, is directly elected by the people. He does not depend on the legislature for support. It can lead to authoritarian rule.

The framers of the Constitution wanted the government to be representative of the people and **accountable** to them.



Fact Bubble



Fig. 21.10: Sukumar Sen, the first Chief Election Commissioner of India

The Election Commission, consists of three members, the Chief Election Commissioner and two Commissioners, which are responsible for conducting the general election, election to the State Legislative Assemblies, and election of the President and Vice President. It maintains the electoral roll and updates it from time to time. It delineates the constituencies. It scrutinises the nomination papers submitted by the candidate, contesting the election.





Fig. 21.11: The Parliament House



Fact Bubble

The Indian Parliament is the supreme law-making institution.

On what subjects does the Parliament make laws?

The Constitution of India originally provided for a two-tier system of government in the form of Union Government or the Central Government and the State Governments. (The third tier was added in 1992 in the form of Panchayats.) The Constitution provides a three-fold distribution of legislative powers between the Union Government and the State Governments. It contains three lists, given below:

- (a) **Union List:** It includes subjects of national importance such as defence of the country, foreign affairs, banking, communications and currency. They are included in Union list because a uniform policy is needed throughout the country. There are 99 subjects in the Union list on which only the Parliament can make laws.
- (b) **State List:** There are 66 subjects in the state list. It contains subjects of state and local importance such as police, trade, commerce, agriculture, irrigation. The State Government alone can make laws on these subjects.
- (c) **Concurrent List:** This list consists of 47 subjects, which are of common interest to both the Union and the State Governments, such as education, forest, trade unions, marriage, newspapers, adoption and succession. Both the Union and State Governments can frame laws on the subjects mentioned in this list. If their laws are in conflict with each other, the laws made by Union Government will prevail.

Although the three lists are very exhaustive, but there are certain subjects which do not fall into any category or new subjects have come up which were not existing at the time of framing the Constitution, e.g. computer software. All these subjects fall under the category of residuary subjects. The Union Government alone can make laws on these residuary subjects.

Laws are based on the understanding, that they are the needs of the people, e.g. The Right to Information Act came into effect all over the country from 13 October 2005. It empowered the people to find out what is happening in the government and act as watch dog of democracy.

Sometimes, the women members in the Parliament influence the major decisions of the government at all levels. Laws were passed by the government for the welfare of the women, e.g., the Protection of Women from Domestic Violence Act was passed in 2005, which protects the women from injury or threat of injury or harm caused by the adult male, usually the husband against his wife.



Fig. 21.12: Women members in the Parliament





Let Us Recall

General election: This refers to the election in which candidates are elected in all the constituencies of a nation, either simultaneously or within a period of a few days.

Secret ballot: The elector does not have to disclose the name of the candidate, for whom he has voted.

Quorum: It refers to the minimum number of members required to conduct the business of the House of Parliament.

Decorum: It is the prescribed behaviour which is in accordance with the dictates of propriety.

Ordinance: When the Parliament is not in session and the law is required immediately for a specific purpose, the President may issue an ordinance which has the same force, as that of law passed by Parliament.

Constituencies: For the purpose of election, the country or the State is divided into smaller units. From each territorial unit, any number of candidates can contest the election, but the candidate getting the highest number of votes is declared elected.

Impeachment: It refers to the removal of an official from office for gross misconduct.

Accountable: The members of the Executive have to answer the questions, asked by the legislature.

Universal Adult Franchise: When all citizens of the country, above a certain age, are given the right to vote.

One man, one vote, one value (OMOV): Each citizen of the country, above a certain age, has a single vote only and the value of each vote is the same.



A. Choose the correct answer.

- The maximum strength of the Rajya Sabha can be:
(a) 250 (b) 238
(c) 245 (d) 240
- The Union Territories can elect a maximum of how many members to the Lok Sabha?
(a) 20 (b) 30
(c) 25 (d) 35
- The President can nominate how many members from the Anglo Indian community to the Lok Sabha?
(a) 1 (b) 2
(c) 3 (d) 4
- Electronic Voting Machines were used throughout the country for the first time in the general elections in the year:
(a) 2001 (b) 2002
(c) 2003 (d) 2004



5. The quorum of the Lok Sabha is:
 - (a) 1/6 of the total strength of the House
 - (b) 1/8 of the total strength of the House
 - (c) 1/9 of the total strength of the House
 - (d) 1/10 of the total strength of the House
6. Which one of the following sentences is not related to the Speaker?
 - (a) He/she does not vote, except in case of a tie.
 - (b) He/she can adjourn the House if the quorum is not complete.
 - (c) He/she does not preside over the joint sessions of the Parliament.
 - (d) He/she maintains the decorum of the House.
7. A member of the Rajya Sabha serves for a period of
 - (a) 5 years
 - (b) 6 years
 - (c) 7 years
 - (d) 8 years
8. Prime Minister is the:
 - (a) head of the State
 - (b) head of the Government
 - (c) head of the Lok Sabha
 - (d) leader of the State Legislative Assemblies
9. The Union Parliament cannot make laws on the subjects given in the:
 - (a) State list
 - (b) Union list
 - (c) Concurrent list
 - (d) Residuary subjects
10. Among the two Houses, Rajya Sabha and Lok Sabha, the Lok Sabha is more powerful because: (Mark the incorrect one)
 - (a) it is directly elected by the people.
 - (b) it has more powers over the money matters.
 - (c) during the joint session the Lok Sabha has an advantage of numerical strength.
 - (d) the Rajya Sabha cannot be dissolved.

B. Answer the following questions.

1. How is the Lok Sabha formed? When can it be dissolved?
2. What is an ordinance?
3. Explain the meaning of the word quorum with the help of an example.
4. Name two different kind of motions that can be introduced in the House.
5. What is the composition of the Rajya Sabha?
6. Parliamentary form of government that exists in India today has three tiers. Name the three tiers. When was the third tier added?
7. How is the Speaker of the Lok Sabha elected? What are his powers and functions?
8. Write the procedure for passing the money bill.
9. What are residuary powers? Who enjoys these powers?



C. Fill in the blanks.

1. The Central legislature is a _____.
2. The Rajya Sabha has _____ elected and _____ nominated members.
3. The President can nominate _____ in the Lok Sabha.
4. Residuary powers are enjoyed by the _____.
5. _____ and _____ elect the members of the Rajya Sabha.

D. Differentiate the following.

1. Money bill and Ordinary bill.
2. Parliamentary and Presidential democracy.
3. Adjournment motion and No-confidence motion.
4. Union list and Concurrent list.

E. Match the following.

Column A

1. The Union Parliament consists of the
2. The President of India can nominate two members
3. Electronic Voting Machines were used for the first time in the
4. The Speaker
5. The President can call a joint meeting

Column B

- (a) 2004 general elections
- (b) does not vote except in case of a tie
- (c) of both the Houses, in case of a non-money bill
- (d) from the Anglo-Indian community to the Lok Sabha
- (e) Lok Sabha and the Rajya Sabha

1. Project Work

- (a) Organise a session of the Youth Parliament in the school. Enact how the Ordinary bill is passed by the Parliament.
- (b) Find the details about Right to Information Act. How have the people benefitted by this Act? Write about 100 words.





India: A Secular State



Fig. 22.1: All religions are equal in India.



Fig. 22.2: Religious discrimination in Saudi Arabia

Our country, India, is a secular state. It is a land of many religions where people belong to different faiths – Hindus, Muslims, Sikhs, Christians and many others, living together in peace and harmony. They express their tolerance and solidarity towards each other. India, since time immemorial, has expressed her views on religion as *SARV DHARAM SAMBHAV* (all religions are equal). That's how India expresses the spirit of oneness.

History has given us many examples where people have been discriminated, persecuted and executed on the grounds of religion. Many wars have been fought for religion. In the long long past, we have an example of **Crusades**, which were the Holy wars fought between the Christians and the Muslims. In Nazi Germany, under the leadership of Adolf Hitler, the Jews (who were the followers of Judaism) were sent to concentration and extermination camps where people were detained and confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment. At present, in Saudi Arabia, the non-Muslims are not allowed to build temples or churches and they cannot gather at public places for prayers. These acts of discrimination are more common when one religion is declared as a state religion and given priority over other religions.

The word 'SECULAR' along with 'SOCIAL' were added in the Preamble to the Constitution during the Prime Ministership of Mrs Indira Gandhi, through the 42nd Amendment in 1976. Secularism expresses



the spirit of India towards religion, *i.e.* DHARAMNIRPEKSHTA (indifference to religion).

India adopted the strategy of secularism which means that there is no state religion.

Why India Opted to be a Secular State?

The most important aspect of secularism is separation of religion from State power. In all countries of the world, many people belonging to different faiths live. In India also, people of different faiths live together. Between these different religious groups, groups that are in majority exert unfair dominance over people belonging to minority groups. This may result in tyranny and killing of the minorities. Secularism, therefore, is very essential in a democratic country, where people enjoy equal rights irrespective of which religion they belong to. Any form of domination based on religion is the violation of the democratic principles.

In democratic countries, it is important to separate religion from the state. People have the freedom to adopt other religion or to interpret religious teachings differently.

What is Indian Secularism?

Indian secularism incorporates the following:

1. One religious community does not dominate another.
2. Members of the same community should not dominate other members within their community.
3. The State does not have any State religion and it does not take away the religious freedom of individuals.

The Indian State tries to prevent the above mentioned domination.

The Indian State is ruled by a democratically elected government and not by any religious group. In India, government spaces like law courts, police stations, government schools and colleges and offices are not supposed to display or promote any one religion. Government schools cannot promote any one religion, either in their morning assembly prayer or through religious celebration.

The Indian State has adopted the strategy of non-interference. It means that in order to respect the sentiments of all religions, it won't interfere with the religious practices. However, the State has made certain exceptions for particular religious communities, *i.e.*, for the Sikhs, wearing a 'pugri' is a very important part of their religion. The state makes an exception, *i.e.*, a Sikh may drive scooter or motorcycle without wearing the helmet.

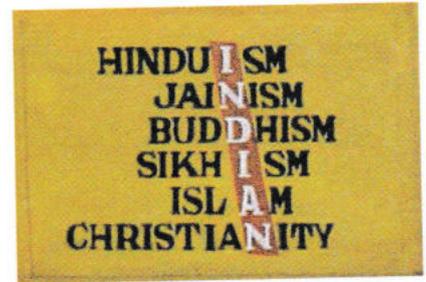


Fig. 22.3: Indian Secularism



Fact Bubble



Fig. 22.4: A Parsi Fire Temple at Pune

PARSIS IN INDIA

In India, the Parsis, who have contributed to the political and economic development of India, had come from Iran. They were persecuted, when Islam spread to Iran.

Parsis are the followers of Zoroastrianism and their holy place is the Fire Temple. Some well-known Parsis are Pherozeshah Mehta, Dadabhai Naoroji and Jamshedji N. Tata.



Fig. 22.5: Religious discrimination is not allowed in schools.





Fig. 22.6: A Sikh driving motorcycle



Explore!

"If I were a dictator, religion and State would be separate. I swear by my religion. I will die for it. But it is my personal affair. The State has nothing to do with it. The State would look after your secular welfare, health communications, foreign relations, currency and so on, but not your or my religion. That is everybody's personal concern!"

Find out, who quoted these lines and have a discussion in class.

Sometimes, the government has to interfere in the religious customs and practices. The Indian Constitution bans untouchability. It is a derogatory and an inhumane practice. The State intervenes in the religious practices which encourage discrimination and exclusions, violating the Fundamental Rights of the people.

Sometimes, the State also intervenes in the inheritance laws of a certain communities, e.g. the Hindu women could not inherit the property of her deceased husband or claim a share of her father's property. The State passed a law to change the laws of inheritance. According to the

new laws, the daughters have equal share, along with their brothers, in their parental property. Similarly, the wife can claim an equal share, along with the sons and daughters, in the property of her deceased husband.

Ashoka, The Great

King Ashoka, in ancient times, had fought only one war during his lifetime—the Battle of Kalinga. He won the war. His heart was filled with remorse when he saw the carnage, and heard the wailings of women and children. He decided to give up warfare and spent his life in the service of the people.

Although he converted to Buddhism, but people enjoyed full freedom to follow any religion. His religion was the religion of purity, pity, equality, non-violence. It was due to his greatness and unique qualities, India adopted the symbol of 'four lions' as the insignia of Independent India.



Fig. 22.7: Buddhism

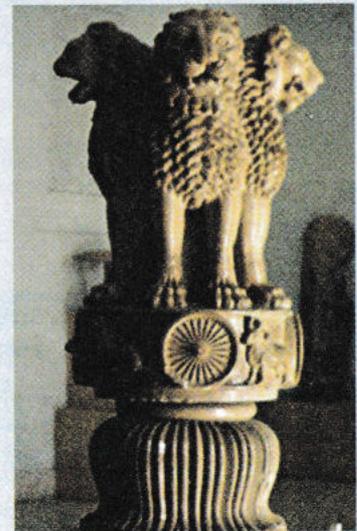


Fig. 22.8: Four-lion Capital



The intervention of the State can also be in the form of support. The Constitution states (Cultural and Education Rights, a part of Fundamental Rights) that all minorities, religious or linguistic, can set up their own educational institutions. The state gives them financial aid on a non-preferential basis.



In Other Lands

In USA, the Constitution prohibits the legislature from making laws 'respecting an establishment or religion' or that 'prohibit the free exercise of religion'. It means that the legislature cannot declare any religion as the state religion nor can it give any preference to any one religion. This means that neither the state nor religion can interfere in the affairs of one another. In this way, Indian secularism is similar to the secularism followed in USA. However, Indian secularism is different from that of USA. In India, government has interested in the religious practices of the Hindus. Some religious practices like untouchability have been stopped by law.



Let Us Recall

Sarv Dharam Sambhav: It means all religions are equal.

Crusades: These were the holy wars fought between the Christians and Muslims to protect their Holy lands.

Nazi Germany: When Germany was ruled by the Nazi party under the leadership of Adolf Hitler it was known as Nazi Germany.

Dharamnirpekshta: It means to be indifferent to religion.



A. Choose the correct answer.

- Sarv Dharam Sambhav means:
 - all religions are equal
 - the country has a state religion
 - people are discriminated on the basis of religion
 - people following the state religion have an advantageous position
- Jews are the followers of:
 - Christianity
 - Zoroastrianism
 - Judaism
 - Buddhism



3. Holy wars were fought between the:
 - (a) Protestants and Catholics
 - (b) Hindus and Muslims
 - (c) Christians and Muslims
 - (d) Muslims and Zoroastrians
4. In Saudi Arabia, the non-Muslims: (Mark the incorrect one)
 - (a) cannot build temples and churches
 - (b) cannot gather at public places for prayers
 - (c) cannot wear any religious symbols
 - (d) can utter the name of their own God in public places
5. The display of religious symbols is not prohibited at:
 - (a) laws courts
 - (b) police stations
 - (c) private homes
 - (d) government schools and colleges
6. According to the new laws of inheritance: (Mark the incorrect one)
 - (a) daughter has equal share, along with her brothers, in their parental property.
 - (b) daughter has equal share, along with her brothers and widowed mother (if any) in their parental property.
 - (c) the wife can claim an equal share, along with her sons and daughters, in the property of her deceased husband.
 - (d) the wife can ask for the maintenance of her unmarried children.
7. The state has made certain exceptions for some religious communities, e.g. the Sikhs may drive a scooter or motorcycle:
 - (a) without wearing the pugree
 - (b) without wearing the helmet
 - (c) without driving licence
 - (d) none of the above

B. Answer the following questions.

1. Explain Sarv Dharam Sambhav.
2. Explain Dharamnirpekshta.
3. When was the word 'secular' added to the Indian Constitution?
4. Explain what is Indian secularism.
5. What happened to the Jews in Nazi Germany?
6. Give two reasons why India adopted secularism as one of the objectives of the Constitution.
7. Give two incidents when the State had interfered in Hindu religion and practices.
8. How is Indian secularism different from the secularism practised in USA?



C. Fill in the blanks.

1. India is a land of many _____.
2. The words _____ and _____ were added to the Preamble of the Constitution in _____.
3. The Fundamental Rights give _____ to all citizens.
4. Untouchability is a _____ and _____ practice.
5. Government schools cannot promote _____ through _____.

D. State whether the following statements are true or false.

1. Our country is a secular state.
2. Jews were the followers of Hinduism.
3. The words 'secular' and 'social' were added in the year 1966.
4. The Indian State interfered in the laws of inheritance among the Hindus.
5. The Indian State recognised the right of the Sikhs to wear 'pugri'.

E. Match the following.

Column A

1. Sarv Dharam Sambhav
2. Crusades were
3. Nazi Germany persecuted
4. Dharamnirpekshta means
5. Parsis are the followers of

Column B

- (a) Holy wars between the Muslims and Christians
- (b) the Jews
- (c) all religions are equal
- (d) Zoroastrianism
- (e) indifference to religion

1. Project Work

- (a) Draw a poster to show the equality of all religions.
- (b) Find out about the basic teachings of Judaism and Zoroastrianism (the religion of the Parsis).



23



The Union Executive

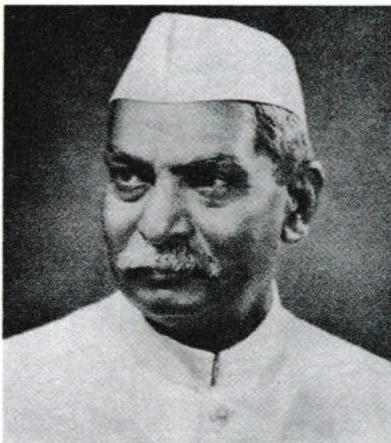


Fig. 23.1: Dr. Rajendra Prasad, the first President of India



Fig. 23.2: Dr. S. Radha Krishnan, the second President of India

In this chapter, we will discuss about the Union Executive. The Union Executive at the centre consists of the President, the Vice President and Council of Ministers headed by the Prime Minister. They execute the laws made by the legislature.

India has a Parliamentary form of government, in which distinction is made between the head of the State and head of the government. The nominal head of the State is the President. The head of the government is the Prime Minister.

The President of India

The President is the highest executive authority. The Constitution has vested all the executive powers of the Union in the President. He represents the Republic of India.

Qualifications, Election and Term of Office

The President is indirectly elected by the people of the country. The candidate for the office of the President must possess the following qualifications:

1. He/She must be a citizen of India.
2. He/She must be 35 years of age or more.
3. He/She must not hold any office of profit under the government. If he/she holds such a post he/she has to quit it, before contesting election.
4. He/She must not be bankrupt or an insolvent.
5. He/She must not have been sentenced by a criminal court.



The President is elected by an **Electoral College** consisting of the elected members of the Lok Sabha, Rajya Sabha and State Legislative Assemblies. These members form the Electoral College. The President is indirectly elected. The nominated members do not take part in the election.

The voting power of all the elected members of the Parliament is equal to the voting power of all the elected members of the Legislative Assemblies in the country.

Now, the President gets a salary of ₹ 1,50,000 per month and his emoluments cannot be reduced during his term of office. He is entitled to accommodation in the Rashtrapati Bhawan, in New Delhi. He gets other perks and allowances.

The President is elected for a **tenure** of five years. He can seek re-election for another term. In case of the death of the President, while in office, resignation or removal by impeachment, the Vice President assumes the office of the President. The election for the new President must be held within six months, from the date when Vice President assumes office. India faced this situation twice when President Dr. Zakir Hussain (1967–1969) and President Fakhruddin Ali Ahmed (1974–1977) died in office.

Impeachment: The President may be impeached (removed from the office) for violating the Constitution. The process may start in any of the two Houses of the Parliament. The House may start the procedure by levelling charges against the President. The charges have to be signed by least 1/4 of the total members of the House. The charges are sent to the President and 14 days later the proceedings can be taken up in the House for consideration. The resolution to impeach the President has to be passed by 2/3 majority of the total members of the House. It is then sent to other House, which investigates the charges and if it is passed by 2/3 majority, the President is impeached. The President has the right to defend himself through the services of a legal advisor.

Powers and Functions of the President

The President enjoys vast powers and performs a variety of functions.

Executive Powers

1. The President of India enjoys all the executive powers of the Union Government. He/She appoints the Prime Minister, who commands a majority in the Lok Sabha. He/She also appoints other members of Council of Ministers and distributes portfolios to them, on the advice of the Prime Minister. The Constitution lays down that the Council of Ministers remains in office during the pleasure of the President. But the President cannot dismiss the Council of Ministers, as long as they enjoy a majority in the Lok Sabha.

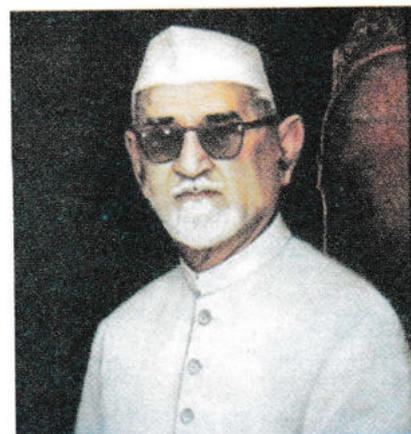


Fig. 23.3: Dr. Zakir Hussain became the President of India in 1967.



Fig. 23.4: Fakhruddin Ali Ahmed became the President of India in 1974.



Fig. 23.5: Giani Zail Singh became the President of India in 1982.





Fig. 23.6: Dr. A.P.J. Abdul Kalam became the President of India in 2002.



Fig. 23.7: Mrs Pratibha Patil, the first female President of India (2007-2012)



Fact Bubble

National emergency was declared for the first time in 1962 when China attacked India. President's rule was imposed that time.

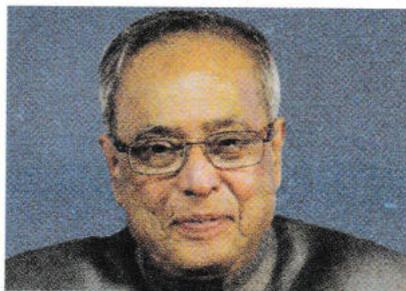


Fig. 23.8: Pranab Mukherjee became the President of India in 2012.

2. The President is the supreme commander of the Defence forces of India. He/She can declare war, make peace and sign peace treaties with other countries.
3. The President appoints the Governors of the states, Chief Justice, Judges of the Supreme Court and the High Courts, the Auditor General of India, Attorney General, Chief Election Commissioner and other Commissioners, Ambassadors, High Commissioners to other countries, the Chairman of the Union Public Service Commission. He/She also receives the credentials of Ambassadors and High Commissioners from other countries. He/She appoints the chiefs of the three wings of the Armed forces.

Judicial Powers

1. The President is not answerable in any court of law for the discharge of his duties.
2. The President can grant pardons, or reduce the sentence of any convicted person.
3. He/She can take advice from the Supreme Court, on any matter involving law, but the advice is not binding on the President.

Legislative Powers

1. The President is responsible for 'Summoning of the Parliament' which means that he/she summons the sessions of both the Houses of the Parliament and can **prorogue** them (*i.e.*, he/she can terminate a session of the Parliament, without **dissolving** it). In such cases, President has to act on the advice of the Council of Ministers.
2. After the general elections, the President addresses the Parliament, and also at the beginning of the first session every year.
3. He/She signs all the bills passed by the Parliament. No bill can become a law unless and until it is signed by the President.
4. He/She can issue **ordinances**, when the Parliament is not in session. These ordinances are submitted to the Parliament in the next session. These ordinances do not remain valid for more than six weeks from the date the Parliament is convened.
5. Annual **budget** is laid before the Lok Sabha only after his permission. The budget consists of a statement regarding the estimated revenue and expenditure for the coming financial year.
6. The money bills are introduced in the Lok Sabha after his/her recommendation.
7. He/She can sanction money from the Contingency Fund, in case of unforeseen circumstances.



Emergency Powers

The emergency powers vested in the President have far-reaching consequences. The Constitution of India lays down three kinds of emergencies:

1. Emergency caused by war or external aggression or armed rebellion.
2. When the government in the State cannot be formed according to the provisions of the Constitution.
3. A set back to financial stability or credit feasibility of the country is likely to occur or has occurred.

After reading the powers and functions of the President, you may think that the President can do what he/she desires. But it is not true. Since India is a parliamentary democracy, the President is a **titular** (in title/name only) head. He/she has to act on the advice of the Council of Ministers. In practice, these powers are exercised by the Prime Minister and his ministers.

Vice President

The Vice President is the ex-officio Chairman of the Rajya Sabha. He/She is elected by an electoral college consisting of the member of both the Lok Sabha and the Rajya Sabha. The procedure of his/her election consists of secret ballot, proportional representation and a single transferable vote. The Supreme Court of India has the final jurisdiction for resolving disputes and doubts relating to the election of the Vice President. A candidate for the office of the Vice President must possess the following qualifications:

1. He/She must be a citizen of India.
2. He/She must be at least 35 years of age.
3. He/She possess the qualification for membership of the Rajya Sabha.

At present, the Vice President gets a salary of ₹ 1,25,000 per month including allowances and emoluments. He/She can hold the office for five years. If the office of the President falls vacant due to his resignation, illness, death, impeachment or absence from the country, the Vice President takes over as the President. However, the Vice President holds this office only till the new President is elected. The new President has to be elected within a period of six months. Vice President is also eligible for re-election. Mohammad Hamid Ansari was re-elected as the Vice President of India on August 7, 2012.

The Prime Minister and the Council of Ministers

The Prime Minister is the head of the Central Government. All the executive powers of the Central Government are formally vested in the President. But those powers are actually exercised by the Prime Minister and his Council of Ministers. Prime Minister occupies the most important office in the Central Government.



Explore!

Interview your parents about the taxes they pay to the government. Find out about the different types of taxes and why the government needs to impose them?

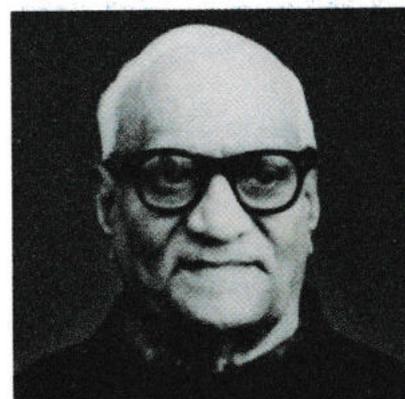


Fig. 23.9: V.V. Giri
He became the Vice President of India in 1967. He was elected as new President of India in 1969 after the death of President Dr. Zakir Hussain.



Fig. 23.10: Former Prime Minister Atal Bihari Vajpayee with his Council of Ministers



Fact Bubble

In case no party can form the government, the President can dissolve the Lok Sabha and orders for fresh election within six months.





Fact Bubble

In case the office of the President as well as that of the Vice President falls vacant at the same time, then the Chief Justice of India acts as the head of the state.



Fig. 23.11: Former Prime Minister Dr. Manmohan Singh with the President of India, Dr. Pranab Mukherjee



Speak Your Mind!

If you were given an opportunity to meet the Prime Minister of India, what are the questions that you would have asked him?



Fig. 23.12: Prime Minister with leaders of the opposition party in the Lok Sabha

Formally, the Prime Minister is appointed by the President. The President invites only that person to be the Prime Minister, who commands absolute majority in the Lok Sabha. But when no single party gets a majority, the President may invite the leader of a combination of parties, constituting a majority in the Lok Sabha or the President may invite the leader of the single largest party, who can command an absolute majority in the Lok Sabha. The Prime Minister selects the members of the Council of Ministers, who are formally appointed by the President. The Prime Minister and the Council of Ministers have to be the members of either the Lok Sabha or the Rajya Sabha. Sometimes, if a person is not the member of the Parliament and is appointed as the Minister, in this case the concerned minister has to contest election to the Parliament and become the member of the Parliament within six months.

Tenure of Office

Formally, the Prime Minister and his Council of Ministers remain in office till the 'pleasure of the President'. But actually, the President does not have much say in this regard. The Prime Minister and the Council of Ministers are responsible to the Lok Sabha. They can remain in power, so long as they enjoy the majority support in the Lok Sabha, otherwise they remain in office for five years.

The salary, emoluments and allowances of the Prime Minister and Council of Ministers are decided by the Lok Sabha.

Council of Ministers

The ministers are appointed by the President, on the recommendation of the Prime Minister. There are three categories of ministers in the Council of Ministers. They are:

1. Cabinet Ministers, who are real policy makers and in charge of very important ministries.
2. Ministers of State, who hold independent charge of ministries or are placed under a Cabinet Minister. They can attend cabinet meetings, only when invited.
3. Deputy Ministers, who assist Cabinet Ministers and Ministers of State.

Individual and Collective Responsibility

Each minister is individually responsible for his/her ministry and department. This responsibility is enforced through the Prime Minister. The Council of Ministers is collectively responsible and accountable to the Lok Sabha. The Council of Ministers will continue in power, till they have majority in the Lok Sabha. If the Lok Sabha passes the vote of no-confidence then the entire Council of Ministers, including the Prime Minister has to resign. Even if there is a difference of opinion among the ministers, they cannot express their opinion. Vote against any one minister means vote against all the ministers.



Powers and Functions of the Prime Minister

The Prime Minister of India is the head of the government of the Republic of India and the head of the Council of Ministers. The Prime Minister is responsible for the discharge of the functions and powers vested in the President. All the executive powers of the Union Government are vested in the President but in reality the Prime Minister with his Council of Ministers enjoy these powers. He/She is the most important person in the government and is responsible for the external and internal affairs of the country. His/Her duties are as follows:

1. He/She selects his team of ministers formally called the Council of Ministers, who are formally appointed by the President.
2. He/She allocates portfolios among the ministers.
3. He/She presides over the meetings of the Council of Ministers, and decides about the policies of the government.
4. He/She coordinates the working of the different ministries.
5. The Prime Minister is the chairperson of the Planning Commission of India and drafts Five Year Plans, etc. and formulates various policies.
6. All appointments are made by the President, on the advice of the Prime Minister.
7. He/She advises the President when to summon, prorogue or dissolve the Lok Sabha.
8. He/She reshuffles the Cabinet, if the need arises. He/She can also ask the minister to resign from his ministry.
9. He/She has to answer the questions in the Lok Sabha.
10. He/She keeps the President informed about the various policies to be adopted by the government.

It is because of his/her pre-eminent position that the entire government is connected with the name of the Prime Minister.



Fig. 23.13: Gulzarilal Nanda

Twice, after the death of Prime Minister Pt. Jawaharlal Nehru, and after the death of Prime Minister Lal Bahadur Shastri, Gulzarilal Nanda became the acting Prime Minister.

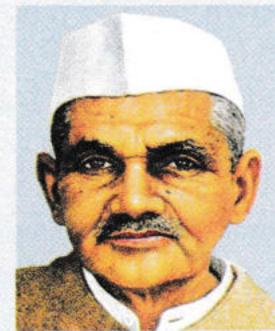


Fig. 23.14: Lal Bahadur Shastri

Lal Bahadur Shastri was the Prime Minister of India when India won the Indo-Pak war in 1965. He died at Tashkent, in erstwhile USSR in 1966. He signed the Tashkent Agreement with Pakistan and died soon after.



In Other Lands

Since USA is a Presidential democracy, the President enjoys real power. He/She belongs to a political party and is directly elected by the people for four years. There is no Prime Minister and Council of Ministers in USA. In India, in case of the death of President, the Vice President immediately takes over as the acting President. Election for the new President must be held within six months, from the date Vice President assumes the office of the President. In a similar situation, Vice President of USA becomes the President of the country for the remaining term of office.



Fig. 23.15: George Washington, the first President of USA





Let Us Recall

Ordinances: When the Parliament is not in session and the law is required immediately for a specific purpose, the President may issue an ordinance, which has the same force as that of law passed by the Parliament.

Summoning of the Parliament: When the President convenes the session of the Parliament on a specific date and time, it is called Summoning of the Parliament.

Prorogue: It is the termination of the session of the Parliament.

Budget: It is a statement of estimated revenue and expenditure for the coming financial year.

Portfolio: The responsibility of a government servant for a particular department.

Titular: In name only, nominal.

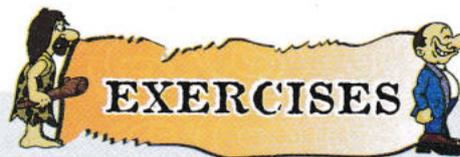
Union territories: Those areas in India, which are directly governed by the Central government.

Reshuffle: It means to regroup government ministries by a redistribution of roles.

Dissolve: It means to dismiss an assembly or cease operating.

Tenure: It is the period or time for which an office or position is held.

Electoral college: It refers to a body of electors meant to elect the President and Vice President.



A. Choose the correct answer.

- The Union Executive consists of:
 - President and Vice President
 - Prime Minister
 - Council of Ministers
 - all of these
- The President of India is elected by an electoral college which does not consist of:
 - elected members of the Rajya Sabha
 - elected members of the Lok Sabha
 - elected members of the State Legislative Assemblies
 - nominated members
- Among the various powers of the President which of the following decisions can the President take on his own?
 - appointment of the Prime Minister
 - can introduce the Union budget in the Parliament
 - can send the ordinary bill back to the Lok Sabha/Rajya Sabha for reconsideration
 - can declare war/peace



4. The Executive head of the government is:

(a) President	(b) Prime Minister
(c) Council of Ministers	(d) President and Prime Minister
5. The Union Council of Ministers consists of:

(a) Cabinet Ministers	(b) Ministers of State with independent charge
(c) Deputy Ministers	(d) all of these
6. At present, the President of India gets a salary of:

(a) ₹ 50,000	(b) ₹ 1,25,000
(c) ₹ 1,50,000	(d) ₹ 2,00,000
7. A body of electors chosen for the purpose of election is called:

(a) voters	(b) electors
(c) electorate	(d) electoral college
8. Which of the following institutions is responsible for economic planning of a country?

(a) President	(b) Prime Minister
(c) Parliament	(d) Council of Ministers

B. Answer the following questions.

1. What does the Central Executive consist of?
2. Differentiate between titular head and real head.
3. What are the legislative powers of the President?
4. Write the procedure for the impeachment of the President. How can Prime Minister be removed from office.
5. Name the judicial powers vested in the President.
6. Name the three kind of Emergencies which can be imposed in India by the President.
7. Name the functions of the Vice President of India.
8. How is the Prime Minister appointed in India?
9. Explain 'accountable' and 'collective responsibility'.
10. Examine the role of the Prime Minister, as the head of the government.

C. Fill in the blanks.

1. India has a _____ form of democracy.
2. The Vice President is elected by an electoral college consisting of _____.
3. The President serves for a period of _____ years.
4. The Council of Ministers consists of _____, _____ and _____.
5. The Vice President is the _____ chairman of the Rajya Sabha.
6. The _____ is the supreme commander of _____ forces of India.



D. Give one word for the following sentences.

1. The group of people, who together elect the President or the Vice President.
2. Removal of an high official from his post.
3. To terminate the session of the Parliament.
4. A statement of estimated revenue and expenditure for the coming financial year.

E. Define the following words.

1. Ordinances
2. Portfolio
3. Dissolve
4. Tenure
5. Emergency

F. Match the following.

Column A

1. The Executive at the Centre consists of the
2. The President
3. The Prime Minister
4. The President, Vice President and Chief Justice of India can be removed by a procedure called the
5. The Vice President

Column B

- (a) is the ex-officio Chairman of the Rajya Sabha
- (b) is the head of the government
- (c) Impeachment
- (d) is the head of the state
- (e) President, Vice President and the Council of Ministers headed by the Prime Minister

1. Project Work

- (a) Find in the details, what happens when Emergency is proclaimed by the President?
- (b) What is the work of the Attorney General, Auditor General of India?
- (c) Differentiate between Ambassadors and High Commissioners.
- (d) Find out the procedure for the election of the President.
- (e) Find the name of the President who was elected unanimously.
- (f) Find the names of those Prime Ministers who died in office.





Judiciary in India

Judiciary is that part of the government which administers justice. It occupies an important place in a federal State like India. It resolves disputes between the centre and the states or between the states. Moreover, it ensures that the rights of the citizens are not violated. India has a single integrated judiciary. All the courts function under the direction and control of the Supreme Court. There are High Courts at the state level and below them are the subordinate courts. All courts follow the principle of **Rule of Law**. India has an **integrated** judiciary which means the decision made by the higher court are binding on the lower court and a person can appeal to a higher court if he/she is unsatisfied by the judgement provided by the lower court.

The Supreme Court of India

Composition

The Supreme Court is the apex court of India. Its seat is at New Delhi. The Supreme Court consists of the Chief Justice and 30 judges. The number of judges is fixed by the Parliament. The President appoints the Chief Justice and other judges. The President must consult other judges of the Supreme Court and the judges of the High Court (whom he thinks fit) in the appointment of the Chief Justice. He must consult the Chief Justice of the Supreme Court before appointing any judge to the court.

Qualifications

For appointment as the judge of the Supreme Court, one must have the following qualifications:

1. He/She must be a citizen of India.

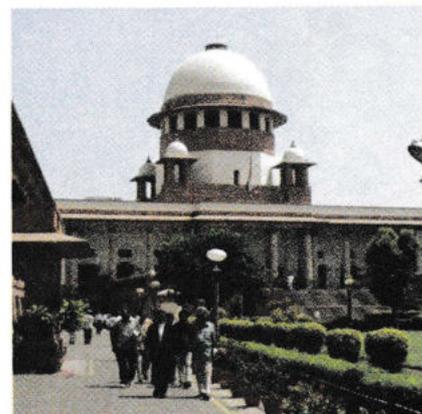


Fig. 24.1: People coming out from Supreme Court of India



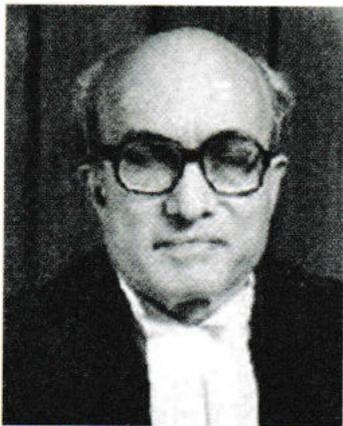


Fig. 24.2: Hiralal J. Kania, the first Chief Justice of India

2. He/She must be a judge of the High Court for five years; or
3. He/She must have served as an advocate in the High Court for at least ten years; or
4. He/She must have been a distinguished jurist in the opinion of the President.

The Chief Justice and other judges hold office till the age of 65 years.

Removal

Once appointed by the President, the judges of the Supreme Court can be removed only by a special procedure, if found guilty of misusing power or acting against the Constitution. The procedure is—the address has to be passed by both the Houses of the Parliament in the same session. Each House has to pass the address by a majority of its total members and 2/3 majority of the members present and voting. It is called impeachment as we have studied in previous chapters.

Emoluments

The Chief Justice of India gets a salary of ₹ 1,00,000 per month. Other judges get ₹ 90,000 per month. They also receive other perks like a free house, a car to attend their official duties. Their salaries and other benefits cannot be reduced during their term of office. They cannot practise in any court of law, after retirement.

Powers and Functions of the Supreme Court

The jurisdiction of the Supreme Court, *i.e.*, the areas within which the court can extend its authority is of three types—Original, Appellate and Advisory jurisdiction.

Original Jurisdiction: It means the authority to hear certain cases for the first time. The Supreme Court has original jurisdiction over disputes (1) between the government of India and one or more states (2) between two or more states (3) between government of India and some states on one side, and one or more states on the other side.

Appellate Jurisdiction: Appellate jurisdiction means that the case has already been decided by a lower court and then the case is brought before the Supreme Court. The cases that can be brought are:

1. An appeal can be made against any decision of the High Court, if the High Court gives a certificate that it involves some question of the interpretation of the Constitution.
2. In civil cases, decided by the High Court, an appeal can be made to the Supreme Court, if the High Court gives a certificate that the case involves a substantial question of law.



Explore!

The Supreme Court has laid down some procedures that the police needs to follow while making an arrest. Find out, what they are and write them down.



3. In criminal cases also, an appeal can be made to the Supreme Court, when a person has been **acquitted** by a lower court, but given capital punishment by the High Court. An appeal can be made to the Supreme Court, when a High Court withdraws a criminal case from a lower court to itself and sentences a person to death.

The Supreme Court can review any decision or judgement given by itself.

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

The decision given by the Supreme Court has to be enforced by all government authorities.

Judicial Review: The Supreme Court can cancel any law passed by the legislature, if it believes that they are violating the basic structure of the Constitution. It is called Judicial Review.

Guardian of the Fundamental Rights: Every Indian citizen can go to the Supreme Court if he/she believes that their Fundamental Rights have been violated by any person, or group of persons or the state itself.

Court of Record: The Supreme Court is also the Court of Record. All the decisions made by the Supreme Court or all the proceedings of the Supreme Court are kept as record. They can be used for reference either by the High Courts or the advocates. The decisions made by the Supreme Court are binding on all other courts in India.

High Courts

The Constitution provides that each state will have a High Court. But the Parliament has been given the power to put two or more states under one High Court, *e.g.*, the seven north-eastern states, Arunachal Pradesh, Assam, Meghalaya, Nagaland, Mizoram, Manipur and Tripura have one High Court at Guwahati. Some states like Uttar Pradesh has a High Court at Allahabad and a bench at Lucknow (bench means one more court). Rajasthan has a seat of High Court at Jodhpur and a bench at Jaipur. It depends on territorial extent and population of the state.

The union territories are affiliated to the High Court of the states nearest to them, *e.g.* Andaman and Nicobar islands is affiliated to the Calcutta High Court, with the circuit bench at Port Blair.



Fig. 24.3: Allahabad High Court



Fig. 24.4: Jodhpur High Court





Fig. 24.5: Calcutta High Court

Qualifications

The Chief Justice and the other judges must have the following qualifications:

1. He/She must be a citizen of India.
2. He/She must have held a judicial office for minimum ten years; or
3. He/She must have worked as an advocate continuously for a period of ten years; or
4. He/She must be a distinguished jurist in the opinion of the President.

Composition of the High Court

The High Court consists of a Chief Justice and other judges as appointed by the President in consultation with the Governor of the state and Chief Justice of India. In the appointment of other judges of the High Court, the President consults the Chief Justice of High Court also. The Constitution does not fix maximum number of judges for a High Court.

Emoluments

The Chief Justice of the High Court is paid a monthly salary of ₹ 90,000 and other judges receive ₹ 80,000 besides other benefits. Their salary and benefits cannot be reduced during their term of office.

The judges hold office till the age of 62 years. Judges of one High Court can be transferred to another High Court. For the removal of the judge, the same procedure is followed as that of the judge of the Supreme Court.

Jurisdiction

The High Courts have three types of jurisdiction—Original, Appellate and Administrative.

Under the Original Jurisdiction

1. It has power to issue orders or **writs** to any person, authority or government within its jurisdiction against the violation of the Fundamental Rights.
2. A candidate can file a petition, challenging the election result, in the High Court.
3. High Court also tries civil and criminal cases, *e.g.*, **wills**, divorce, laws relating to marriage, etc.

The **Appellate Jurisdiction** includes the power to hear civil cases and criminal cases from the lower courts.



Fact Bubble

At present, there are 21 High Courts in India.



Under the **Administrative Jurisdiction**, the High Court can supervise the working of the subordinate courts. The High Court is also a Court of Record.

Subordinate Courts (Lower Courts)

The judges of the District Courts are appointed by the Governor of the state concerned, in consultation with the High Court. To be eligible for appointment, a person should either be a pleader or an advocate for seven years or an officer in the judicial service. Other than the district judge, appointments are made by the Governor in consultation with the High Court and State Public Service Commission. The person to be appointed should have an experience as an advocate or pleader for three years.

The organisation and functions of the subordinate courts follow a uniform pattern throughout the country except for minor variations. The High Court supervises the functioning of the subordinate courts. In every district, there are civil and criminal courts. The judge is called District Judge while hearing civil cases and Session Judge while hearing the criminal cases.

There are also the courts of the sub-judges, munsif courts and courts of small causes. There are also courts of second class magistrates and third class magistrates.

Independence of the Judiciary

All democratic countries have a written Constitution which contains a chapter on the Fundamental Rights of the people. The judiciary has to protect these rights guaranteed by the Constitution. The judiciary should be independent and unbiased.

The Constitution of India contains necessary provisions to ensure the independence of the judiciary. They are as follows:

1. The judges are appointed on the basis of prescribed qualifications and established procedure by the executive.
2. Once appointed they cannot be easily removed, except by the procedure laid down by the Constitution.
3. The judges are appointed for a fixed period of time. (The judges of the Supreme Court retire at the age of 65 years and judges of the High Court retire at the age of 62 years.)
4. Their emoluments cannot be reduced during their tenure.
5. The Parliament cannot hold any discussion about the judge, in the discharge of his official duties.

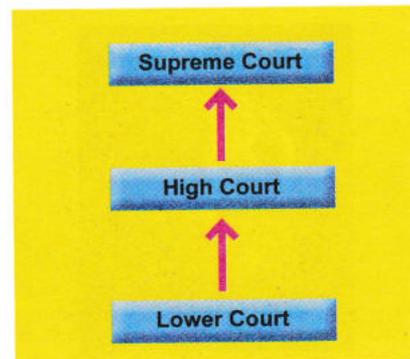


Fig. 24.6: The three-tier Judicial System of India



Explore!

Plan a class visit to any nearby court. Observe the proceedings of the court and speak to the different officials present there about their functions.



Speak Your Mind!

Use your imagination and demonstrate how a criminal complaint travels across the justice system.





Fig. 24.7: Law lady

In the courts, often you may have seen the statue of a blind-folded lady carrying a set of weighing scale, in her left hand. She also carries a double-edged sword in her right hand which divides the power of reason in either direction simultaneously. The blindfold symbolises justice. The scale depicts that justice will be imparted to both the parties.

The independence of the judiciary ensures that the legislature or the executive does not misuse its power. Any person can approach the courts if his/her Fundamental Rights are violated.

Lok Adalats



Fig. 24.8: Inside view of a Lok Adalat

In order to provide quick, affordable and speedy justice to the poor and downtrodden, the system of Lok Adalats was provided in 1985. Camps of the Lok Adalats were initially started in Gujarat in 1982 and now it has been extended throughout the country. The movement was part of the strategy to relieve heavy burden on the courts, with pending cases. The aim was to give relief to the litigants, who wanted to get justice. There was a serious problem of overcrowding in courts. If there is a permanent forum to which cases may be referred to, the load can be taken off the court.

Lok Adalats were established by the government to settle disputes through compromise and conciliation. The Lok Adalat is presided over by a retired or sitting judicial officer as the chairman, with other members usually a lawyer or a social worker. There is no court fee. Main condition of the Lok Adalat is that both parties in dispute should agree for a settlement. The decision of the Lok Adalat is binding on the parties. No appeal can be made against the decision of the Lok Adalat. Lok Adalats have helped the people to get justice, and disputes can be settled quickly and free of cost.

Public Interest Litigation (PIL)

It means litigation for the protection of public interest. It is a litigation introduced in a court of law, not only by the aggrieved party, but by the court itself or by any other private party. It is not necessary that the person, who is a victim should personally approach the court.

Such cases may occur, when the victim does not have necessary resources to start litigation or his freedom to move court is suppressed. Filing a PIL is not cumbersome, even letters or telegram can be sent to the court. It is an inexpensive legal remedy because there is a nominal fee.





Fact Bubble

1. The Supreme Court of India was established on 26th January 1950, the day India became a Republic. It was earlier located in the Chamber of Princes in the Parliament House. It moved to its present building on Mathura Road, New Delhi in 1958.
2. The High Courts were first established in the Presidency cities of Bombay, Calcutta and Madras in 1862. The High Court in Delhi was established in 1966. At present there are 21 High Courts. Some High Courts have benches in other parts of the state for greater accessibility.



Fig. 24.9: Delhi High Court



In Other Lands

In other countries also there are Supreme Courts or Federal Courts which is the highest judicial authority in the country. The highest judicial authority in USA is the Federal Court of Justice. Then there are courts of circuit and courts of Appeal.



Fig. 24.10: Federal Court of Justice, USA



Let Us Recall

Integrated judiciary: It means (i) the decisions made by the higher court are binding on the lower courts. (ii) A person can appeal to a higher court if they believe that the judgement given by the lower court is not just.

Rule of Law: It means that the laws apply equally to all persons and a set of fixed procedures have to be followed when a law is violated.

Appellate Jurisdiction: The higher court has a right to hear and decide appeals against the judgement of the lower courts.

Original Jurisdiction: When a case comes directly to the court for hearing. It has not been decided by the lower court.

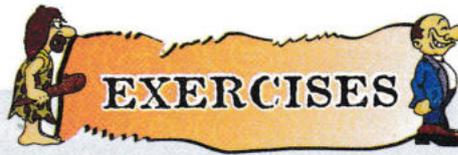
Administrative Jurisdiction: Under this, the High Court can supervise the working of the subordinate courts.

Will: It means to leave the property to somebody. It comes into operation after the death of a person.

Writs: It is a formal document issued by a court forbidding an act, specified in it.

Acquit: It refers to the court declaring that the person is not guilty.





EXERCISES

A. Choose the correct answer.

- Justice is administered by the:
(a) Legislature (b) Executive
(c) Parliament (d) Judiciary
- Independence of the Judiciary means that:
(a) judiciary is not under the control of the legislature
(b) judiciary is not under the control of the Executive
(c) the judges do not act on the direction of the government
(d) the judges give unbiased and fair judgement
- The judiciary in India cannot settle disputes:
(a) between citizens
(b) between Union Government and State Government
(c) between two State Governments
(d) between two countries
- The judiciary in India does not consist of:
(a) Supreme Court (b) High Courts
(c) District Courts and courts at local level (d) Gram Panchayats
- Which of the following statements about the judiciary is not correct?
(a) Every law passed by the legislature has to be approved by the Supreme Court/High Court.
(b) The Judiciary can cancel any law which is against the spirit of the Constitution.
(c) Judiciary is independent of the Legislature and Executive.
(d) Judiciary is the protector of the Fundamental Rights of the people.
- The statement which is not true about the Lok Adalat:
(a) They were established in 1985.
(b) They provide quick, affordable justice to the poor.
(c) Camps of Lok Adalats were started in Gujarat.
(d) Appeals can be made against the decision of the Lok Adalat.
- All the courts at different levels in a country put together are called:
(a) Legislature (b) Executive
(c) Judiciary (d) Courts

B. Answer the following questions.

- Explain that India has a 'single integrated judiciary'.
- Explain 'Rule of Law'.
- What do you understand by the term 'Judicial Review'?
- Explain 'Independence of the Judiciary'.
- Write about the jurisdiction of the Supreme Court.
- Why is the Supreme Court called the guardian of the Constitution?



7. Write how subordinate courts are organised.
8. How have Lok Adalats and Public Interest Litigation ensured speedy Justice?
9. How is the 'Independence of the Judiciary' ensured?
10. What is a 'bench'? Give examples. Why do states need a bench?
11. How is the judicial system organised in the Union Territories? Give one exception.

C. Fill in the blanks.

1. The Chief Justice of India is appointed _____.
2. The judges of the High Court serve _____.
3. Public Interest Litigation was established in _____ and Lok Adalats in _____.
4. The seven north eastern states have a High Court _____.
5. The President can take advice from _____ on constitutional matters but _____.

D. Make your own sentences with the following words. They should be connected with the judicial system.

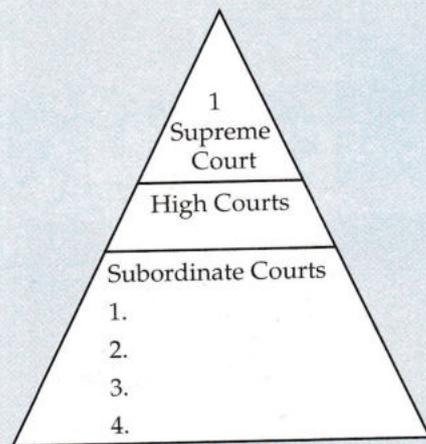
1. apex
2. bench
3. acquit
4. litigation
5. aggrieved party

E. Differentiate between the following.

1. Original jurisdiction and Appellate jurisdiction.
2. Lok Adalat and Public Interest Litigation.
3. A Court and a Bench.

F. Read the questions given below and fill the triangle.

1. Number of High Courts in India.
2. Write four categories of subordinate courts.



1. Project Work

On an outline map of India mark the following:

- Supreme Court of India
- Allahabad High Court
- High Court in Madhya Pradesh



25



Criminal Justice System



Fig. 25.1: A criminal case

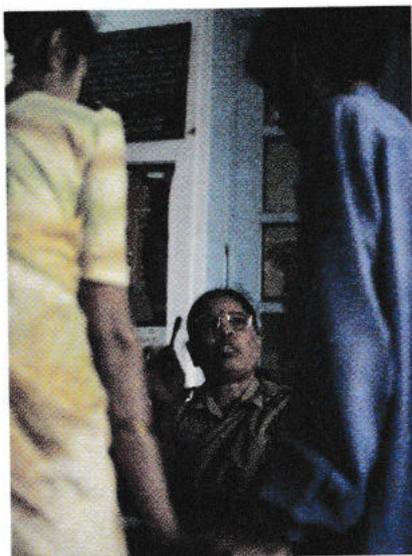


Fig. 25.2: A police officer trying to solve a civil case by mutual settlement

When people live in a society, crimes are bound to happen. It becomes the responsibility of the state to maintain law and order, and punish the wrong doer.

There are two branches of the legal system—one that deals with civil cases and one that deals with criminal cases.

Branch Dealing with Criminal Cases

It deals with acts that the law defines as offences, *e.g.*, theft, harassing a woman to bring more dowry, murder, cheating, food adulteration, etc. A criminal offence is an offence not only against the victim but against the state. To file a criminal case, an FIR (First Information Report) has to be lodged with the police, who investigates the crime, after which the case is filed in the court. If found guilty, the accused can be sent to jail or fined or both.

Branch Dealing with Civil Cases

It deals with any harm or injury to the rights of the individual, *e.g.*, disputes relating to the sale of land, purchase of goods, rents, trespass, etc. In civil cases, a petition has to be filed in the relevant court by the affected party only, *e.g.* in rent cases, a case can be filed by a tenant or a landlord. In civil cases, a relief or compensation has to be given. They can also be settled by mutual agreement, but criminal cases cannot be settled by mutual agreement.

In independent India, the criminal justice system must work within the framework of the principles given by the Constitution. Broadly speaking they are as follows:



1. To guarantee equality before law
2. Equal protection by the laws
3. Presumption of innocence of accused
4. The right of the accused to remain silent
5. Arrest and detention in accordance with law and judicial guidelines.

The independence of the judicial system is the key element of the basic structure of the Indian Constitution and democracy in India. To understand the criminal justice system, let us begin with a short story, relevant to the topic.

Sushila, a maid servant in Naik's household was accused of stealing a gold chain from Mrs Naik's bedroom. The matter was reported to the police. When the police searched a small tin box, belonging to Sushila, they found a cash of ₹ 10,000/-. Mr Naik had lodged the report with the police (it is called an FIR), the maid servant was arrested and kept in police custody for two days and money was taken by the police. Even her brother was forcibly kept in the police station. He was abused and beaten. They tried to make him confess that he and his sister Sushila, were head of the gang of domestic servants.

Although the court granted a bail to Sushila after a month, she was unable to get anyone to stand surety for her for ₹ 20,000/-. She, therefore, continued to be in jail.

The police filed a charge sheet in Magistrate's court. The court gave a copy of the charge sheet including statements of witnesses to Sushila. Sushila tells the court that she has no lawyer to defend her case. The magistrate appoints Advocate Sonia as Sushila's lawyer.

The trial began before the magistrate. The public prosecutor asks Mrs Naik, to tell the court how the chain was missing. Advocate Sonia then cross examined Mrs Naik. She also examined Sushila's brother and his employer. She was able to convince the court that both Sushila and her brother could save ₹ 10,000/- from their joint salary. As the trial was nearing completion the police had busted a gang of youngmen who have been stealing from Naik's neighbourhood. Mr Naik's son's friends were a part of the gang. The judge after hearing the testimony of all witnesses, acquitted Sushila of the charge of theft. The police handed over the sealed envelope containing ₹ 10,000/- to her.

While reading the above story, we came across many new words like FIR and charge sheet and people like the police, the public prosecutor, the defence lawyer and the judge. Let us find out the meanings of these words and the role played by the different people.

Under Article 22 of the Constitution, it is the Fundamental Right of every person to be defended by a lawyer. Article 39A of the Constitution makes the State responsible to provide a lawyer to any citizen who is unable to engage one due to lack of resources or disability. That is how advocate Sonia was appointed as defence lawyer for Sushila.



Role of the Police in Investigating a Crime

The most important function of the police is to investigate any complaint about the crime committed. Investigation includes recording statements of witnesses and collecting different kind of evidence.

The Supreme Court of India has laid specific rules and procedures which the police has to follow for arrest, detention and interrogation of any person. Some of these include:

1. The police officer who carries out the arrest or interrogation should wear accurate, clear and visible name tags with their identification.
2. The person arrested, detained or interrogated has the right to inform a relative, friend or a family member.
3. If the friend or relative lives outside the district, the time, place of arrest and venue of custody must be notified by police within 8 to 12 hours after arrest.
4. A memorandum of arrest should be prepared at the time of arrest and should include the time and date of arrest. It should be attested by at least one witness, who could be a family member of the person arrested. It should also be signed by the person arrested.

On the basis of the investigation, the police forms its opinion. If the opinion points to the guilt of the accused, they will file a charge sheet in the court. The function of the police is to investigate and the judge decides if the person is guilty or innocent. The investigations should be carried out in accordance with the rule of law and respect for human rights. The police cannot beat, torture or shoot anyone or inflict punishment.

Article 22 of the Constitution and the Criminal Law guarantees to every arrested person the following Fundamental Rights:

1. The person to be arrested, has to be informed the reason of his arrest, at the time of arrest.
2. The arrested person has to be presented before a magistrate within 24 hours of his arrest.
3. The arrested person should not be ill-treated or tortured during arrest or in custody.
4. Confessions made in police custody cannot be used as evidence against the accused.
5. A boy under 15 years of age or a woman cannot be called to the police station only for questioning.

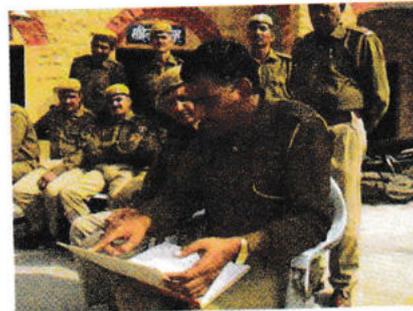


Fig. 25.5: Police plays an important role in investigating the crime.

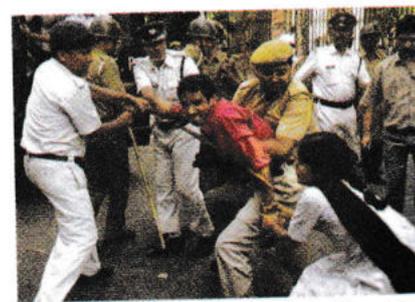


Fig. 25.6: Police cruelty should not be allowed.





Fig. 25.7: A man in police custody

Thus, our Constitution has taken many steps to protect the Fundamental Rights of the people and ensure justice. It is the responsibility of all people to see that no person is unduly punished. The police is one of the pillars of administration and it shows high standards of morality, so that people have complete faith in the police.

Role of the Public Prosecutor

Prosecutor is a public official who institutes legal proceedings against someone. The present criminal system is based on the principle that crime against a person is a crime against the State. Therefore, hearing of the case and punishment for crime is the responsibility of the State and not that of the victim of the crime. The public prosecutor is a gazetted officer appointed by the State. He/She should be an advocate, practising for at least seven years. He/She plays a vital role in fact finding and is expected to assist the defense as well as the court. It is his responsibility to present all the facts in the court, to enable the court to decide the case. He/She is supposed to be impartial. His/Her role begins after the police has submitted the chargesheet.

Role of the Defence Lawyer

The defence lawyer is the lawyer of the **accused**. The Constitution places the responsibility upon the State to provide a lawyer to any citizen, who is unable to engage one due to lack of resources or any form of disability.

The defence lawyer first of all meets the accused and hears the whole incident from him/her, so as to acquaint himself/herself with the facts. He/She attends the court sessions when the trial begins and carefully listens to the public prosecutor and the victim. He/She has the right to cross-examine the victim and can also call other witnesses and the police inspector who had written the FIR. Finally, the defence lawyer presents the whole case before the judge.



Fig. 25.8: A judge hearing the proceeding

The Role of the Judge

The judge hears the proceeding and the whole case in the court. He/She hears all the witnesses and any other evidences presented by the prosecution and defence. On the basis of the facts presented in the court, he/she decides whether the person is guilty or innocent. He/She can, after hearing the case, send the accused to jail or impose fine or both.

What is a Fair Trial

The meaning of a fair trial is that the accused has access to the service of an advocate and his case is properly conducted in the court and



after detailed enquiry, the verdict is passed by the judge. It is a trial conducted by a neutral and fair court, so that each party get their due judgement. Article 21 of the Constitution that guarantees the Right to Life states that 'a person's life or liberty can be taken away only by following a reasonable and just legal procedure.' A fair trial ensures that Article 21 is upheld. The essential features of a fair trial are:

1. The accused should be given a copy of the chargesheet and all other evidences that the public prosecutor presented in the court.
2. The trial should be held in a public court, in public view.
3. The accused and other friends or relatives can attend the proceedings.
4. The accused should be defended by a lawyer.
5. The defence lawyer should get sufficient time and opportunity to cross-examine the witnesses and to present witnesses in the court.
6. The judge should patiently hear the proceeding presented before him. He/She should maintain his neutrality and **impartiality** till the trial comes to an end. He/She should assume that the accused is not guilty. It becomes the responsibility of prosecution to prove beyond doubt that the accused is guilty.

The Constitution has given clear instructions that each person should carry out their duties in a proper manner. Then only, the rule of law and a fair trial can be ensured.



Fig. 25.9: If a person being found guilty, he is made to suffer a penalty as prescribed for his crime committed.



Fig. 25.10: Cross-examination in the court



Do You Know

What can a person do if the police officer refuses to lodge a complaint or FIR? It is illegal on the part of the police officer to deny to lodge a complaint. FIR is a very important document because it sets the process of criminal justice into motion. Investigations are made by the police officer only after the lodging of the FIR.

If any police officer, in charge of the police station, refuses to register your FIR, then following acts should be done:

1. The information in writing may be sent to the Superintendent of Police concerned by post and if he is satisfied with the complaint, he can direct the investigation.
2. If no action is taken by the Superintendent of the police, complaint can be filed before a magistrate.
3. A complaint to the Human Right Commission can also be made, if the police failed to enforce the law or does it in a corrupt manner.



Explore!

Visit a nearby police station with your teacher or an elder person. Take a note of how complaints are filed by the police officers. Speak to them and find out more about their jobs.



Fact Bubble

National Human Right Commission (NHRC) was set up in 1993. It works independently and helps the victims to secure their human rights. It consists of five members including a chairman.





Let Us Recall

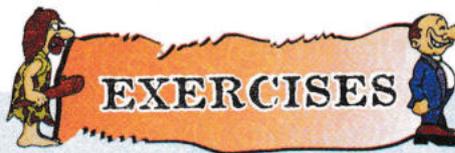
Surety: A person who assumes legal liability for a debt, default or failure in duty.

Accused: A person tried by the court for crime.

Witness: A person who is called upon in a court to give first hand information about what he had seen, heard or knows.

Impartial: Not sharing any favour, unbiased.

Detention: An act of detaining or being detained in police custody.



A. Choose the correct answer.

- The criminal cases follow a certain procedure. What is the first step taken in these cases?
(a) the police investigates the case. (b) the police files the case in the court.
(c) the police writes the FIR. (d) the judge gives the decision.
- The First Information Report contains the:
(a) date of the offence (b) time of the offence
(c) place of the offence (d) all of these
- A formal document of accusation prepared by the police is:
(a) First Information Report (b) charge sheet
(c) evidence sheet (d) eyewitness account
- A chargesheet contains the following: (Mark the correct options)
(a) opinion of the guilty (b) opinion of the aggrieved person
(c) opinion of the investigation officer (d) the final report of the police officer
- The police officer conducting the enquiry and interrogation has to follow certain rules such as: (Mark the incorrect one)
(a) police officer should wear clear, visible and accurate name tags
(b) the person arrested can inform a friend, relative or a family member
(c) if the friend lives outside, it is not necessary to inform him
(d) the memorandum of arrest should be signed by the arrested person and one witness
- He is a gazetted officer, practising for at least seven years. He is a:
(a) defence lawyer (b) public prosecutor
(c) police inspector (d) constable



7. The Fundamental Rights and Criminal Law guarantee that:
 - (a) the person to be arrested has to be informed the reason of his arrest
 - (b) the arrested person cannot be ill-treated
 - (c) the arrested person has to be presented before a magistrate within 24 hours
 - (d) All of these
8. The lawyer of the accused is:

(a) an advocate	(b) defence lawyer
(c) public prosecutor	(d) constable

B. Answer the following questions.

1. What is an FIR?
2. What is a charge sheet?
3. What steps can you take if the police officer refuses to lodge a complaint?
4. Why did the court provide a defence lawyer to the accused in the story given in this chapter?
5. Differentiate civil cases and criminal cases.
6. Name the procedures which the police has to observe at the time of arrest, detention and interrogation of a person.
7. Article 22 of the Indian Constitution guarantees certain rights to every arrested person. Name them.
8. Distinguish between a FIR and a charge sheet.
9. Explain what are the essential elements of a fair trial.

C. Fill in the blanks.

1. Trial was held in an _____.
2. Criminal cases begin after _____.
3. The accused is given a copy of the _____ by the court.
4. In case the police officer, incharge of the police station refuses to lodge a complaint then, it can be lodged with the _____ or _____.
5. The arrested person should be presented before a _____ within _____ hours.

D. Give a single word for the following sentences.

1. A witness is questioned, who has already been questioned by the opposing side. _____
2. A complaint lodged with the police officer incharge of the police station. _____
3. A person who is tried by a court for a crime. _____
4. The person who represents the state in the criminal cases. _____



E. State whether the following statements are true or false.

1. To begin a criminal case, the FIR has to be lodged with the police.
2. The accused cannot be defended by a lawyer.
3. Charge sheet is the opinion of the investigating officer.
4. The arrested person has to be presented before the magistrate within 48 hours.
5. A trial should be held in public court, in public view.

F. Match the following.

Column A

1. FIR
2. Criminal cases deal with
3. Civil cases deal with
4. A formal document of accusation prepared by the police
5. Defence lawyer is the lawyer of the

Column B

- (a) murder, cheating, food adulteration
- (b) sale of land, purchase of goods, land trespass
- (c) charge sheet
- (d) accused
- (e) sets the process of criminal justice in motion

1. Project Work

- (a) Prepare an FIR. What all things would you like to include in it?
- (b) The judge gives the judgement. How do you think will he write it. Prepare a mock draft of the judgement given by the judge.



26



Confronting Marginalisation in India

Marginalisation is the social process of becoming or being made marginal, *i.e.* to relegate or confine to a lower social status or standing in a social hierarchy. The marginalised people are denied any degree of power. It can result in material deprivation and unequal distribution of resources.

In our society, the major marginalised groups are Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities.

Scheduled Castes

The castes which were formerly called 'untouchables' in the society, are called the **Scheduled Caste**. The Constitution of India does not define Scheduled Caste. Mahatma Gandhi called them 'Harijans'. They were placed on the lowest rung of the Hindu society. They had suffered for a very long time. They were held in the lowest esteem and looked down upon by others as 'unclean'. They lived outside the



Fig. 26.1: Poor marginalised people live in most inhuman conditions.



Fact Bubble

National Commission for Scheduled Castes (NCSC): The Constitution provides a body known as National Commission for Scheduled Castes for the welfare of the SCs. The functions of the Commission are as follows:

- To investigate and monitor all issues associated with the safeguards provided for the scheduled castes
- To evaluate the working of such safeguards
- To enquire into specific complaints with respect to the deprivation of rights and safeguards of the scheduled castes





Fig. 26.2: Scheduled caste people are exploited a lot.



Fig. 26.3: Adivasis



Fig. 26.4: A poor tribal family



Fig. 26.5: Tribals are forced to accept lower-than-market rates for their products.

village in the past. They were considered outcasts due to the nature of their profession. They were found to be sweepers, cleaners, night soil collectors and leather tanners, they were considered unfit for human society or co-mingling. Many social reformers fought against the practice of untouchability.

Scheduled Tribes

The **Scheduled Tribes** are also referred to as Adivasis, the term literally means original inhabitants. These communities lived and continue to live in close association with forests. They mostly lived in the states of Madhya Pradesh, Gujarat, Maharashtra, Orissa, Bihar and north-eastern states. They lived in isolation and followed a different culture.

Today, there are about 500 different tribal groups in India. They have their own language. They practise religion which is different from the other mainstream religions like Hinduism, Christianity and Islam. But they are happy with their own customs, culture and beliefs.

The British adopted a ruthless policy towards the Adivasis when they first came in contact with them. Adivasis were forcibly uprooted and evicted from their lands by the British. They lost their rights to the forests. No one could enter these reserved forests without permit and entry-fee.

In the independent India also, tribals have suffered, due to the economic policies of the government. India's most important mining and industrial centres are located in tribal areas—Jamshedpur, Bhilai, Rourkela and Bokaro. They were forced to give large tracts of land for the construction of dams. The total forest area in India is 765.20 sq. kms of which 71 per cent is tribal areas. About 23 per cent of the area has been declared as wildlife sanctuaries and national parks. Losing their land and access to forest means that tribals lost their main source of livelihood and food. Many tribals migrated to the cities in search of work, where they are employed in construction work, local industries at very low wages. They are leading a life of poverty. Their children are undernourished. Also, their literacy rates are very low.

They have been historically deprived and oppressed by dominant communities and interests, who exploited their lands, resources, minerals and forests. They were forcibly uprooted and evicted from their lands. They were called Criminal Tribes by the British, under which a list of 150 were declared illegal. They lost their rights to the forests, which were declared as reserved forests. No one could enter these forests without a permit and entry fees. They were ranged as hunter-gatherers and nomads and mainly lived by shifting agriculture.





Fact Bubble

National Commission for Scheduled Tribes (NCST): It is a constitutional authority set up to investigate and monitor all issues associated with the safeguards provided for the scheduled tribes and to evaluate the working process of such safeguards.

Other Backward Classes (OBC)

The **Other backward Classes** are weaker sections of the society, other than the Scheduled Castes and Scheduled Tribes. The Backward classes have not been defined by the Constitution of India. The Mandal Commission has estimated that they constitute about 52 per cent of the total population of the country. The government of India used the term 'Backward Classes' as a collective term for castes which are economically and socially disadvantaged, or face discrimination on account of birth.

Who are Minorities?

Minorities, whether religious or lingual, are those who have less number of people of their own sect and religion in a particular region or regions.

India has many more marginalised communities like the Dalits. Our Constitution makers were aware of the discrimination and deprivation of these groups. They were marginalised with low social status and with no access to other resources. Therefore, special provisions were made for their upliftment. From time to time, the government has passed laws to protect them and introduced reservations for their benefit.

Implementation of the Constitutional Provisions Regarding the SC/ST

Keeping in view the provisions of the Constitution, some measures have been taken for the upliftment of the weaker sections of the society, particularly the SC/ST. The steps taken are:

1. The government provides for free or subsidised hostels for students of SC/ST communities, so that they can avail of the educational facilities, that may not be available in their places.
2. Some seats in educational institutions are reserved for SC/ST.
3. Some jobs under the government are reserved for the SC (15%) and ST (7½%).



Fig. 26.6: Mandal Commission



Fig. 26.7: Children of minorities on the road



Speak Your Mind!

Imagine you are an Adivasi in the present day India. The government has sent a commission to investigate the status of your community. What would you tell them? Suggest some laws you would like the government to pass for you.





Fig. 26.8: Midday meal scheme in a government school



Fig. 26.9: K.R. Narayanan became the President of India in 1997. He was the first Dalit President of India.



Fig. 26.10: K.G. Balakrishnan became the Chief Justice of Supreme Court in 2007 - the first Dalit Chief Justice of India.

4. Scholarships are to be given to deserving students.
5. Opening of educational institutions and vocational educational centres and training institutes for the promotion of female literacy both for SC and ST.
6. Coaching and training centres for competitive examinations have been started, which are free of cost. They are provided free textbooks and children are provided free midday meal in the schools.
7. For admission to colleges, specially to institutes of professional education, such as medical colleges, government sets a cut-off mark. This means only those students who have secured marks above the cut-off point are eligible for admission. Providing textbooks to SC/ST students of engineering and medical colleges.
8. Some constituencies of the Lok Sabha and State Legislative Assemblies are reserved for the SC/ST from where only SC/ST candidates can contest elections. In the 2004 elections to the Lok Sabha, the number of SC and ST seats were 79 and 41 respectively.

Constitutional Provisions for Safeguarding the Interests of the Other Backward Classes

Besides the SC/ST, the other weaker sections of the society are called Other Backward Classes (OBC). Under Article 340 of the Constitution, it is obligatory for the government to promote the welfare of OBCs. The question of the OBC was referred to the Supreme Court, which gave its verdict.

1. The court accepted the policy on recommendation by Mandal Commission that 27 per cent of the seats would be reserved for the OBCs. However, those OBCs who were well-off, were excluded from the benefit of this reservation.
2. The Supreme Court restricted the reservation policy to initial appointments only and not in case of promotions. (It was recommended by the Mandal Commission.)
3. The armed forces and higher civilian posts like scientists, pilot, university professors were kept outside of the caste reservation.
4. The number of Other Backward Classes was reduced from 3743 to 1238. It was recommended by the Mandal Commission.
5. Those OBCs who were adequately represented in government jobs would not get the benefit of reservation.
6. According to the Supreme Court, the reservation quota would not go beyond 50 per cent.



7. Candidates belonging to OBC, recruited on the basis of merit in an open competition shall not be adjusted against their reservation quota of 27 per cent.

Implementation of the Provisions for the OBC

1. The government accepted the 27 per cent reservation quota for 1238 OBCs in central services and public undertakings.
2. Relaxation in the upper age limit for direct recruitment, by three years, to the OBCs.
3. They have been given relaxation in qualifying marks in written examinations and in interviews.
4. An intensive time bound programme for adult education, vocational training and separate hostels for OBCs.
5. The candidate has the opportunity to clear the civil service examination in seven attempts.

Constitutional Provisions for Safeguarding the Interests of the Minorities

In a democracy, it is the majority, who always enjoys a upper hand. The minorities feel deprived and neglected. They feel they would never be heard and they will be marginalised. However, Articles 29 and 30 provide safeguard to the minorities.

Article 29 of the Constitution states:

1. Any citizen of the country, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to conserve the same.
2. No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds of religion, race, caste, language or any of them.

Article 30 of the Constitution mentions:

1. All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.
2. The state shall not discriminate against any educational institution, on grounds that it is under the management of a minority, whether based on religion or language, while granting aids.
3. If any land or property belonging to a minority has been acquired by the government, the State shall give adequate compensation, so that the minority is not deprived of their rights.

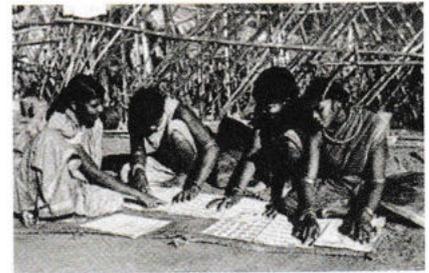


Fig. 26.11: Education of backward classes in rural areas need support from government and non-government organisations.



Fig. 26.12: Constitution provisions help minorities to fight for their rights.



Fig. 26.13: Dalit Rights Convention



These Fundamental Rights, *e.g.* Right to Freedom of Religion, and Cultural and Educational Rights protect the minorities and give them the right to preserve their religion, culture, language and script. In the Lok Sabha, the President can nominate two members from the Anglo-Indian community, if they are not adequately represented in the lower House.

Communities that are small in number may feel insecure about their lives, assets and well-being. The Constitution provides these safeguards in order to protect the minority, cultural diversity and promoting equality as well as justice.

The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989

This Act was passed in response to the demands of the Dalits (untouchables) and Adivasis to protect them from inhuman treatment, horrific situation and abuses, if any sign of defiance was shown. In order to draw the attention of the government to the fact that untouchability was still followed and practised, Dalits wanted new laws that would list the atrocities committed against them and provide stringent and rigorous punishment, who practised untouchability.

The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 contains a long list of crimes and inhuman conditions to which the Dalits were subjected.

The main list of crimes mentioned in the Act can be grouped into the following:

- I. Modes of humiliation
- II. Slave labour and depriving Dalits of their meagre income
- III. Crimes perpetrated against the Dalits

The Act seeks to punish those who commit following crimes against Dalits.

I. Modes of humiliation

- (a) To force a Dalit to drink or eat any inedible or obnoxious substance.
- (b) To force a Dalit to dump excreta, waste matter, carcasses or any other obnoxious substance in his premises or neighbourhood.
- (c) To remove clothes forcibly through the person of any member of a Dalit, or parades him naked or with painted face or body and other similar acts which are derogatory to human dignity.



Fig. 26.14: Prevention of Atrocities against Dalits



Fig. 26.15: Untouchability should be removed from society to provide social justice.



II. Slave labour and depriving Dalits of their meagre income

- (d) To occupy or cultivate any land wrongfully, owned by or allotted to a Dalit.
- (e) To dispossess wrongfully a Dalit from his land or premises or interferes with the enjoyment of his rights over any land, premises or water.
- (f) To compel a Dalit to do 'begar' or other similar forms of forced or bonded labour.
- (g) To force a Dalit not to vote or vote to a particular candidate.

III. Crimes perpetrated against Dalits

- (h) Criminal or other false legal proceedings against a Dalit.
- (i) To give wrong information to any public servant, and as a result, he uses his legal power against the Dalit.
- (j) Intentionally insults or intimidates a Dalit in any public place.
- (k) Assaults or uses force against, any woman belonging to SC/ST.

The Constitution has provided many safeguards to protect the minority. The government is taking steps for their upliftment. It was a very bold step that Dalits had themselves taken the initiative to protect themselves and made the government aware that laws have to be strictly enforced.

The Ban on Manual Scavenging

Manual Scavenging is a disgraceful practice where one human being removes another person's excreta using brooms, tin plates and baskets from dry latrines and carrying it on their head to disposal grounds, some distance away. It also includes the removal of animal waste. A manual scavenger is a person, who does the work of removing this filth. The Dalit women and young girls are mostly engaged in removing filth. Working in inhuman conditions, the manual scavengers are exposed to various health hazards. They get very low wages and often live outside the city limits or villages.

Although Constitution has abolished untouchability but still manual scavengers are considered untouchables.

In 1993, the government passed the Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act. It prohibits the employment of manual scavengers, construction of dry latrines (i.e. toilets without modern flush system). In 2003, the *Safai Karamchari Andolan* filed a PIL complaint that manual scavenging was still practised in government undertaking like the railways. They wanted the enforcement of their Fundamental Rights and the Act of 1993.



Fig. 26.16: A labour being used as a beast of burden



Fig. 26.17: Crime against the Dalits



Fig. 26.18: Dalit girls and women removing filth



Explore!

Find out what can be done to ensure that manual scavenging is not practiced in India.





Fig. 26.19: Members of the Safai Karamchari Andolan



Fig. 26.20: Dr. Bindeshwar Pathak

In the PIL, they made a complaint that despite being made punishable under the Act of 1993 and allocation of funds to rehabilitate the workers, the practice of manual scavenging continues. An estimated 13 lakh people continue to manually remove human excreta in the country.

The government should prohibit this practice and punish officials responsible for it. The Supreme Court ordered the Central and State Governments to verify the facts and take necessary time bound steps to stop manual scavenging.

Dr. Bindeshwar Pathak, of Sulabh International fame alleged that complacency of the Central and State Governments has perpetuated the practice of manual scavenging.



Explore!

Go to the municipality office in your area and meet some safai karamcharis. Interview them about the Safai Karamchari Andolan. Write down the interview in your notebook.



In Other Lands

In South Africa, the population consisted of the White (minority, and ruled the people), Blacks (majority—the native people), and Coloured people of mixed descendants. It was the most oppressive regime which adopted the policy of racial discrimination (apartheid) and segregation. The Blacks had separate schools, restaurants, hotels, beaches, parks, roads. The political party which fought for the rights of the people was African National Congress whose leader was Nelson Mandela. He was imprisoned for 28 years. Finally, on 26 April 1994, the new flag of the Republic of South Africa was unfurled.



Fig. 26.21: People of South Africa saying, "No racial discrimination, we are one."





Let Us Recall

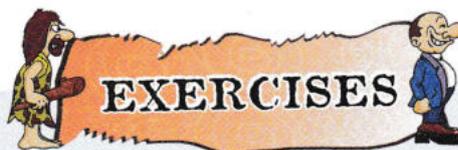
Scheduled Caste: The Constitution has not defined who is a Scheduled Caste. The castes which were formerly called untouchables in the society are called the Scheduled Castes.

Scheduled Tribes: Again, the Constitution has not defined who are Scheduled Tribes. However these people lived in tribal areas, having their own social customs and religious practices.

Minorities: Whether religious or lingual, Minorities are those who have less number of people of their own sect or religion in a particular region or regions.

OBC: These are the weaker sections of the society other than the SC/ST.

Manual Scavenging: The derogatory practice of one human being removing another person's excreta using brooms, baskets and tin plates.



A. Choose the correct answer.

- The marginalised groups in India are:
 - Scheduled Castes (SC)
 - Scheduled Tribes (ST)
 - Other Backward Classes (OBC) and Minorities
 - all of the above
- Most of tribals lived in the states of:
 - Gujarat and Maharashtra
 - Madhya Pradesh and Orissa
 - Bihar and north-eastern states
 - all of these
- Which of the following is an important tribal area?
 - Bhilai
 - Allahabad
 - Bengaluru
 - none of these
- They (Adivasis) have suffered in independent India because of the economic policies of the government like: (Mark the incorrect one)
 - they gave land for industrial and mining areas
 - they gave land for expansion of agriculture
 - they gave land for the construction of dams
 - large tribal areas were declared as wildlife sanctuaries, national parks, etc.



5. The Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act 1989 was passed in response to the demands of the Dalits and Adivasis to protect them from:
 - (a) inhuman treatment
 - (b) horrific situations
 - (c) abuses
 - (d) all of these
6. Manual scavenging is a disgraceful practice of:
 - (a) a human being removing the excreta of another person by using brooms, tin plates and baskets
 - (b) removing the animal waste
 - (c) both (a) and (b)
 - (d) removing dead human bodies
7. The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act aims at: (Mark the correct ones)
 - (a) the employment of manual scavengers
 - (b) prohibiting the construction of dry latrines
 - (c) suggesting the construction of toilets with flush system
 - (d) manual scavengers are exposed to many diseases and ailments of eyes, ears, nose and gastrointestinal system

B. Answer the following questions.

1. What is marginalisation?
2. What is manual scavenging?
3. How did the Adivasis suffer after independence?
4. Who are Scheduled Castes and Scheduled Tribes?
5. Why was Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 passed?
6. What are the provisions in the Constitution for safeguarding the interests of the SC/ST?
7. Who are the 'minorities'? How are they safeguarded by the Constitution?
8. What are Other Backward Classes? Describe the implementation of the constitutional provisions regarding them.
9. What is the Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act. Why did the Safai Karamchari Andolan file a Public Interest Litigation in the Supreme Court?

C. Fill in the blanks.

1. _____ has been a practice followed since times immemorial.
2. _____ are the people who were formerly called untouchables or dalits.
3. _____ called Scheduled Castes as _____.



4. The tribals are also referred to as _____.

5. _____ is a derogatory and deplorable practice.

D. State whether the following statements are true or false.

1. Mandal Commission recommended a 27 per cent reservation for OBCs.

2. Tribals have suffered a lot only in British period.

3. India's most important mining and industrial centres are located in tribal areas.

4. The tribals are also referred to as Adivasis.

5. A permit or an entry fee was not required to enter the reserved forest.

1. Project Work

Find out about the condition of Blacks in USA and South Africa and make a book report.



27



Public Facilities



Fig. 27.1: Electricity supply



Fig. 27.2: Pumpset in the field

Public facilities relate to our basic needs and help us to lead a happy life. The Indian Constitution recognises the right to water, health, education, etc., as being a part of Right to Life. United Nations declared in 2002 that "... right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use".

The government plays an important part in the administration of the country, maintains law and order in the country and protects the nation from outside attacks. In the present day scenario, the government has to assume greater responsibility in regulating economic activities and the government has to provide basic needs of the people like water, electricity, transportation, etc. It has to implement existing laws as well as make new laws.

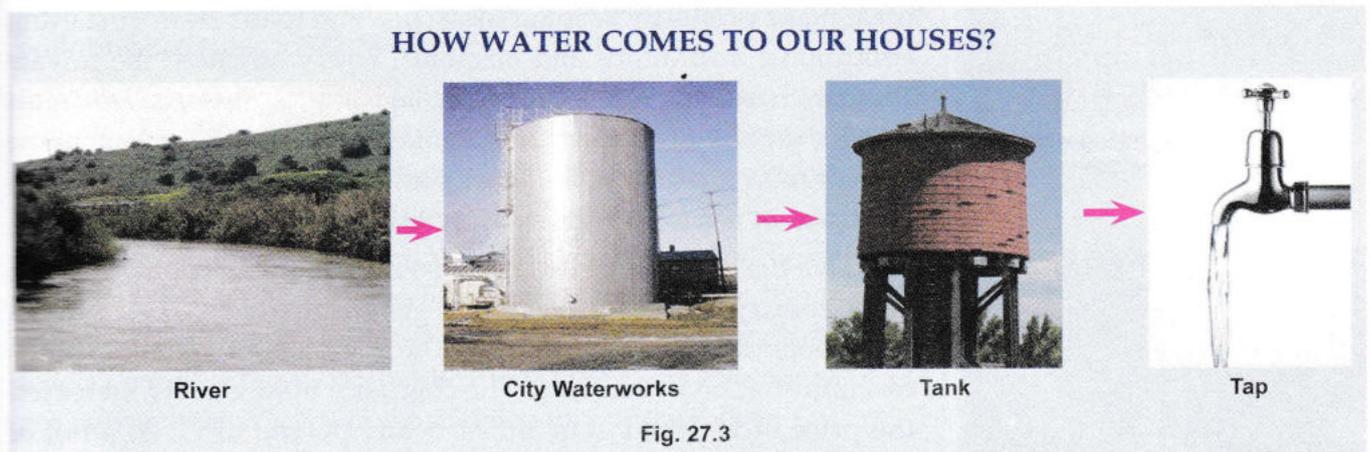
The government maintains the infrastructure public facilities like water supply, **sewage**, transport, electricity and education. The important characteristic of a public facility is that once it is provided, its advantages can be shared by many people, *e.g.* the health care centre in a village will benefit all the villagers, who can get medical aid. The supply of electricity is necessary for many households chores and lighting up the market places and streets. Now, farmers draw underground water with the help of pumpsets which run on electricity.

Our Constitution recognises public facilities as being a part of the Right to Life. The government must see that these rights are protected so that all citizens can enjoy their life.



Water—An Essential Substance

Water is an essential substance present on the Earth. All living beings need water to live. The government supplies purified water to each and every house. Purification of water is done in the city waterworks.



Water is not only necessary to meet our daily needs, but **safe drinking water** prevents many water-borne diseases such as diarrhoea, dysentery and cholera. Over 1600 Indians, mostly children below the age of five, die everyday due to water-borne diseases. This is because people do not have access to safe drinking water.

According to the standard set up by the Urban Water Commission, the supply of water, in urban areas should be about 135 litres per person per day, *i.e.*, about 8 buckets. Whereas the people in the slums get only 20 litres a day per person, *i.e.*, about one bucket. People staying in the luxury hotels may consume as much as 1600 litres daily per person, *i.e.*, about 80 buckets a day.

In the absence of adequate water supply, people resort to different methods of procuring water. The rich and middle classes tend to buy bottled water, get a borewell and water purification system installed in their houses. The poor ones have to face scarcity of safe drinking water.

Water as a Part of Fundamental Right

The Constitution of India recognises the right to water as being a part of the Right to Life under Article 21. It means it is the right of every person, whether rich or poor, to have sufficient amount of water to fulfil his/her daily needs at a price that he/she can afford. In other words, there should be universal access to water.

Numerous fundamental rights cannot be fulfilled without water, *e.g.*, Right to health.

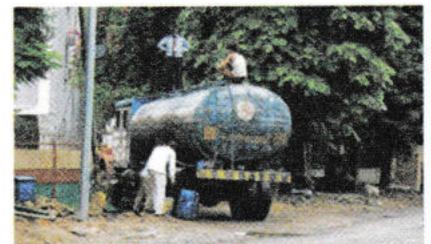


Fig. 27.4: Water supply through water tanker



Fig. 27.5: Right to water for everyone





Fig. 27.6: Safe drinking water in sealed bottles



Fig. 27.7: The government needs to play a major role to provide proper health facilities for the entire population.



Explore!

Go to a Sulabh Shauchalaya in your area. Find out how it sets up toilet facilities. Talk to the workers and find out, people from which sections of the society use these toilets? Do the people have to pay a fee to access these toilets.

Role of the Government

The government should take the responsibility of providing adequate amount of water to all people at an affordable price.

Government shares the responsibility of public facility with private companies. Most of the private companies work to make profits. They often make profits by keeping the drains and roads clean or starting educational institutions and hospitals. Today, in cities, the private companies supply safe water in sealed bottles at exorbitant rates which the poor cannot afford. Water is life. The Right to Life that the Constitution guarantees is for all people living in the country and government has to provide such facilities.

We have the example of Bolivia (a South American country). It is a poor country. Under pressure, the government had to give up its control of municipal water supply. The government sold these rights to a multinational company. The company immediately increased the price of water by four times. Many people received a bill of ₹ 1000/- (changed into Indian money to make comparisons easy) in a country where average income is around ₹ 5000/-. It led to a protest by the people. Finally, the contract with the multinational company was cancelled and water supply restored to old rates of municipality.

The aim of the private companies is profit and aim of the government is welfare of the people.

From Where does the Government get money for Public Amenities?

The government prepares an annual budget, which is an account of the expenses of the government in various projects and how it would meet the expenses. The main source of revenue for the government is the taxes collected from the people, e.g. for supplying water, the government incurs costs in pumping water, carrying it over long distances, laying down water pipes, collecting and treating waste water. The government meets the expenses partly from the various taxes and partly by charging a price for water. This price is so fixed that most people can afford a certain minimum amount of water for everyday use.

From the above discussion, we have come to the conclusion that there are mainly two agencies which can supply water to the people. In case of private companies supplying water, the poor will not be able to have access to safe drinking water. In some cities of India, the government has engaged private companies to supply water, but the



rates are fixed for water tankers by the government. Hence, they are called 'on contract'.

In Chennai, the water department has taken several initiatives for water harvesting and solving the problem of water shortages. Water harvesting means capturing rainwater where it falls or capturing the run off in villages taking measures to keep water clean by not allowing polluting activities to take place near the catchment.

In addition to water, the government has the responsibility to provide other facilities. **Sanitation** is necessary to prevent water-borne diseases. Sanitation coverage in India is very low. About 36 per cent have access to sanitation (*i.e.*, toilet facilities within the premises of the residence). Sulabh, a social service organisation, has been active for the last three decades to solve the problems of sanitation for the poor. It enters into contracts with municipalities or other local authority for constructing toilets on public land with public funds. The users are charged ₹ 1/- per person, which helps in the maintenance of the toilets.

In the field of education the Constitution provides equal opportunities to all. People talk much about equality and its necessity in the field of education but the ways they go through lead to inequality. Educational institutions run by the government are becoming relatively less important, and on the other hand, private educational institutions are coming up in a big way. The Constitution guarantees the Right to Education for all children between the ages of 6-14 years living in this country. Equity in the education facilities available to all children is a major aspect of this right. The responsibility to provide equal schooling facilities, therefore, must be that of the government.

The construction and maintenance of roads are essential for the fast moving traffic. The government can ask private companies to construct roads. The agreement they enter into is called **BOT** or '**Build, Operate and Transfer**'. The private companies are given the contract to build roads and operate them. The commuters have to pay for using the roads. After the contract period is over, the roads are transferred to the government.



Fig. 27.8: Sulabh



Fig. 27.9: Sarva Shiksha Abhiyan, run by the government



Fig. 27.10: Construction of roads



Fact Bubble

Sarva Shiksha Abhiyan (SSA). The scheme of Sarva Shiksha Abhiyan was launched in 2001. The main goals of SSA are: (a) All 6-14 age group children complete five-year primary education; (b) All 6-14 age group children complete eight years of schooling; (c) Focus on universal retention of all children till the upper primary stage.





Fig. 27.11: Rush can be seen commonly in public buses, metros and suburban railway

The people have to be provided with good transport system. Buses are the most important forms of public transport over short distances. Few big cities are provided with other means of transport – the metro rails in Kolkata and Delhi, and suburban railway in Mumbai. Journey in the metro is a pleasant experience for everyone. But, progress on this front has been far from satisfactory. Generally, the public transport system even in big cities has not been able to keep up with demand. The government needs to play a vital role in providing adequate access to proper public transport for all.

The government has to provide public facilities but the record is not satisfactory. There is a shortage in supply and irregularities in distribution. Involving private companies is not the solution to the problem. However, the most important is that every citizen of the country has a right to enjoy public facilities which should be provided to everyone in an equitable manner.



In Other Lands

Singapore is one of the Asian countries which has well-maintained public facility system. The transport system consists of fast moving vehicles, without traffic jams, jumping of red lights and weaving through the traffic. It is one of the cleanest cities in the world. One cannot see any litter on the roads. It has well-maintained parks and gardens. Public facilities are excellent and provided to all.



Fig. 27.12: Singapore – a neat and clean city





Let Us Recall

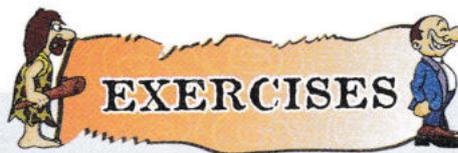
Sewage: It is the waste matter carried off by sewers.

Safe Drinking Water: It is the water fit for human consumption.

Borewell: It is a deep hole is made in the ground and water is drawn with the help of pumpsets.

Sanitation: It refers to the toilet facilities within the premises of the residence.

BOT: Build, Operate, Transfer



A. Choose the correct answer.

1. United Nations declared in 2002 that it was a right of everyone to get: (Mark the incorrect one)
(a) sufficient water
(b) safe and acceptable water
(c) physically accessible and affordable water
(d) water even in drought, famine areas
2. Public facility does not include:
(a) water supply
(b) education
(c) sewage system
(d) fair price shops
3. According to the standards set-up by the Urban Water Commission, a person needs:
(a) 8 buckets of water per day
(b) 9 buckets of water per day
(c) 7 buckets of water per day
(d) 10 buckets of water per day
4. Shortage of water is not felt by the rich and privileged class because they:
(a) buy bottled water
(b) buy water from water tankers
(c) get a borewell dug in their houses
(d) All of these
5. It is the responsibility of the government to provide public facilities because the:
(a) aim of the private companies is to make profit
(b) aim of the government is welfare of the people
(c) private companies do not have the resources for such activities
(d) none of these
6. Sanitation coverage in India is very low, it is only:
(a) 76 per cent
(b) 66 per cent
(c) 56 per cent
(d) 36 per cent



7. 'Sulabh', a social service organisation, has tried to solve the problem of sanitation for the poor:
- it constructs toilets with the help of municipality or local authority.
 - they are constructed on public land.
 - the users are charged ₹ 1/- per person for maintenance.
 - they are constructed in rural areas only.

(Mark which is not applicable)

8. BOT stands for:

- | | |
|----------------------------|------------------------------|
| (a) Build or Transfer | (b) Build, Operate, Terminal |
| (c) Buy, Operate, Transfer | (d) Build, Operate, Transfer |

B. Answer the following questions.

- What is public facility?
- What is the declaration made by United Nations regarding water?
- Explain what is 'Right to Life'.
- According to Urban Water Commission how much water is needed by a person in a day?
- How do the middle classes and rich people cope with shortage in water supply?
- Why should the government take the responsibility of supplying 'safe drinking water'?
- Why are the private companies reluctant to provide public facilities? Taking the example of Bolivia, write how the multinational company provided water to the people.
- What is the Water Harvesting system?
- How does 'Sulabh' provide toilet facilities to the people?
- Explain what is BOT? How does it function?

C. Fill in the blanks.

- Our Constitution recognises public facilities as part of _____.
- Safe drinking water can prevent water borne diseases like _____, _____.
- Rainwater harvesting is the process of gathering _____.
- The _____ and _____ of roads are essential for fast moving traffic.
- Supply of _____ lights the streets and helps the households.

D. Match the following.

Column A

- BOT
- Sulabh
- On contract
- Sanitation
- Sewage

Column B

- water tankers
- toilet facilities within the premises of the residence
- disposal of waste matter
- roads
- is trying to solve the problem of sanitation for the poor

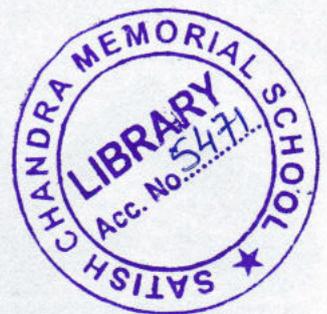


E. State whether the following statements are true or false.

1. Public facilities relate to our basic needs.
2. Indian Constitution recognises public facilities like water only as being a part of the Right to Life.
3. The government has to provide adequate access to proper health facilities to all citizens.
4. All private companies in India work to solve the problems of sanitation for the poor.
5. The government has to provide public facilities, but there is a shortage in supply and irregularities in distribution.

1. Project Work

- (a) Analyse the role of government in providing public facilities like roads, transport, water, electricity, health, etc. Are these facilities shared equally by all the people in your area? Prepare a collage/presentation.
- (b) Make a comparative study between educational institutions run by the government and private educational institutions.





Enforcing Laws and Social Justice



Fig. 28.1: Consumers should be aware for their rights.

The government not only plays a significant role in the economic development of the country, but it also has to save the citizens from exploitation and hazardous employment. Let us find out how does the government protect the people. What are the constitutional provisions to protect the workers? In this chapter, we will discuss about two cases:

1. How does the government protect the consumers?
2. How does the government protect the workers?

Consumers

Consumers are the people who are buyers of goods and services. Exploitation of the consumers is rampant in the market and this exploitation of the consumers happens in many ways. The traders indulge in unfair trade practices, such as shopkeepers will give less weight than what they should have given, or add the weight of the container with the goods sold, or they sell adulterated/defective goods. The consumers are given sub-standard quality of goods. The products do not have safety devices or expired goods are sold. Sellers indulge in hoarding and black marketing and create artificial scarcity in the market, or consumers are given unsatisfactory after sale services.

Since 1980, the government introduced various laws to protect the consumers. It became mandatory for the producers to follow those rules and regulations. Those rules are:

JAGO
GRAHAK
JAGO



Fig. 28.2: Demand your Rights



(a) Right to be Informed

It is mandatory for the **producers** to display the following information on the container or paper bag of the goods: date of manufacture, date of expiry, the maximum retail price (MRP), the ingredients of the product and weight of the goods. In edible goods and confectionery items, you can see a red dot which indicates that it is non-vegetarian and a green dot shows that it is vegetarian. The shopkeepers also have to display that goods are sold without the weight of the container. A vigilant consumer is aware of his rights and can protect himself from trade malpractices. He can refuse to buy the goods, if any of the above mentioned informations are not exhibited on the container. In case of medicines, additional warnings are also given like 'Keep away from the reach of the children' or 'Keep in a dark cool place'. When you buy garments you will find information for washing.

(b) Right to Choose

A consumer has a right to choose, but sometimes it is denied to the customer, *e.g.*, if you want to buy a packet of washing soap, the shopkeepers may insist that you buy a toilet soap also. If you are not interested in buying the toilet soap, then, your right to choose is denied. Similarly, sometimes, gas supply dealers will refuse to give a new connection, unless and until you buy a gas stove also. In this way, many a times you are forced to buy goods, that you may not wish to buy and you are left with no choice.

(c) Right to Safety

Goods like electrical appliances and pressure cookers can cause serious injury, if they are of sub-standard quality or have any manufacturing defect. While buying products, you can see the logos of ISI, Agmark or Hallmark. These logos and certification help consumers get assured of quality while purchasing the goods and services. The organisations that monitor and issue these certificates allow producers to use these logos provided they follow certain standards of quality. However, for some products that affect the health and safety of consumers or of products of mass consumption like LPG cylinders, food colours and additives, cement, packaged drinking water, it is mandatory to get certified by these organisations. It is not compulsory for all the producers to follow standards.

ISI – Indian Standard Institution (Now **BIS** – Bureau of Indian Standards). The logo is an assurance to the consumer regarding the quality of the goods and its safety.



Fig. 28.3: Consumer Rights Day

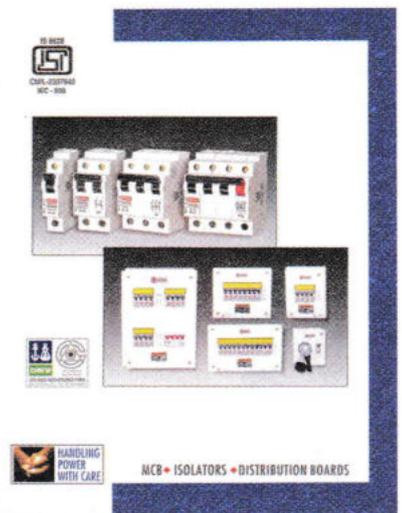


Fig. 28.4: ISI-marked electrical goods



Fig. 28.5: BIS





Fig. 28.6: Agmark – the symbol of good quality products

Agmark means Agricultural Produce Grading and Marking. Agricultural goods like honey, spices, etc., must carry this logo. It certifies that the goods are not adulterated and are of good quality.

Hallmark is the logo indicating the purity of precious metals. It indicates, e.g. whether the gold is 24 carat, 18 carat or 10 carat.

A watchful and an alert customer can protect himself from trade malpractices and exploitation in the market. By refusing to buy the goods, which are of sub-standard quality, a consumer can force the producer to follow the norms laid down by the government.

Consumers have the right to seek redressal, if they are denied any of these rights. If any damage is done to a consumer by the good, the consumer has a right to get compensation depending upon the degree of damage. The consumer courts started by the government are the places from where the customer can seek justice.

If consumers are conscious of their rights, then producers will have to maintain the quality of goods.



Fig. 28.7: Hallmark jewellery

Right of the Workers

The workers work both in organised and unorganised sector.

Organised Sector	Unorganised Sector
It consists of enterprises which are registered with the government.	It consists of small units, which are largely outside the control of the government.
They have to follow rules and regulations laid down by the government, e.g., Minimum Wage Act and Factories Act. If the workers work more they are paid overtime.	Workers are usually employed on low wages.
They get payment for his holidays and other benefits as well.	There is no provision for paid holidays.
Workers enjoy security of employment	Workers may be asked to resign any time.

Table 28.1



From the comparison of the two sectors, one can conclude that people would like to work in the organised sector. But the employment opportunities in this sector are very few. As a result, a large number of workers are forced to take up jobs in the unorganised sector. Hence, there is a need of a safe working environment and security of employment.

In addition to workers in organised and unorganised sectors, we find children aged 5 to 14 years working in various occupations such as workers in *dhabas*, tea shops or as domestic servants. The Fundamental Right guaranteed by the Constitution (*i.e.* Right against Exploitation) says that no one can be forced to work for low wages or under bondage. Similarly, the Constitution lays down, "No child below the age of 14 can be employed in factories or mines or any other hazardous employment". In practice, these laws are often violated and do not give social justice.

A question can be asked as to why do workers work in unorganised sector and in hazardous jobs where conditions are deplorable. The reason is poverty and unemployment. There are so many workers who are willing to work in unsafe conditions in return for a low wage. One worker can easily replace another. Making use of workers' vulnerability, the employers ignore safety norms even in hazardous jobs.

Bhopal Gas Tragedy

Nobody can ever forget the fateful day of 2 December 1984, when the world's worst industrial tragedy took place in Bhopal killing more than 8,000 people working in the Union Carbide factory. Several thousands of people who were not associated with the factory were affected due to the poisonous gases leaked from the plant. Today, near about 50,000 people are too sick to work. They have developed severe disorders and abnormalities. In response to the pressure from gas victims and environmental activists, in the years following the Bhopal gas tragedy, the government has introduced new laws for the protection of the industrial workers and the environment. The government has to take stringent measures to see that these laws are enforced. This can be done through regular inspections, checking the place of work and punishing those who violate the safety norms.

Multinational Companies Operating in India

A multinational company is one that owns or controls production in more than one country. They set up offices and factories for production in regions where they can get cheap labour and other resources. This is done so that the cost of production is low and multinational company can earn greater profits.



Fig. 28.8: Workers in a small unit

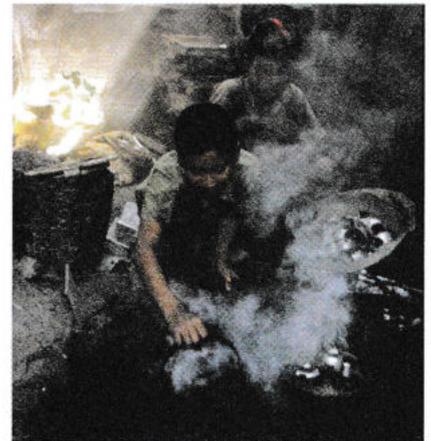


Fig. 28.9: Children working in the hazardous employment



Speak Your Mind!

Imagine you come across a 9-year old boy working in a tea shop near your locality. What are the thoughts that will strike your mind in that moment? Do you think it is okay for a minor to be working in India? Share your views in class.



Fig. 28.10: The struggle for justice goes on...



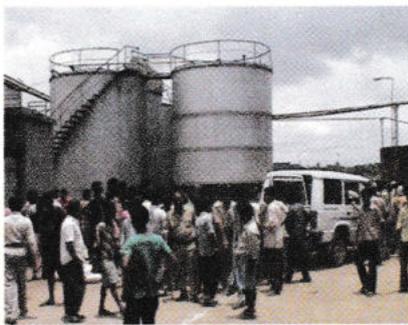


Fig. 28.11: Workers standing outside an oil mill



Fig. 28.12: A view of the ship-breaking centre at Alang, Gujarat

The foreign companies have come to India because of cheap labour. The workers work for less wages, in unsafe conditions, with lower safety norms, no warning signals or evacuation routes, in case of a calamity. The workers do not get sufficient training for working with dangerous chemicals, etc. They get employed on daily wages. Additional facilities like housing for workers are negligible. This happens because India does not have strict labour laws. Whatever laws that exist, can be easily flouted.

In other countries, MNC's have to pay wages which are higher than what they pay in poor countries like India. Cost cutting is done in many other ways. The production units keep malfunctioning safety devices and less workers than what are required. They do not have computerised warning system and everything depends on the individual worker. All this cuts the labour cost in poor countries which is not possible in their own countries.

Developed countries are also relocating the toxic and hazardous industries to developing countries to take advantage of the weaker laws and keep their countries environmentally clean. India has foreign companies producing pesticides, asbestos, and processing zinc and lead.

Ship-breaking is another hazardous industry. Old ships, no longer in use, are sent to shipyards in India for scrapping. These ships contain dangerous and harmful substances. Alang in Gujarat is a ship-breaking centre.

The lower sections of the society are always in a vulnerable condition because of these industries. Deprived of the basic needs of life, they put their lives in a jeopardy, even to get minimum subsistence. Under such conditions, the government has to take responsibility to provide eco-friendly and safe working conditions. The laws have to be strictly enforced and violation of any laws should be strictly punished.

Minimum Wages Act

The government passed the Minimum Wages Act. It means workers have to be paid not less than the minimum wages by the employer. The minimum wage rate may be fixed by an hour, a day or a month.



While fixing the minimum wage, the following forms are taken into consideration (for a family of four members):

1. Minimum food requirement of 2700 calories per average Indian adult a day.
2. Cloth requirement of 72 yards per annum per family.
3. Fuel, lighting and other miscellaneous items of expenditure constitute 20% of the wages.
4. Rent according to a minimum area.
5. Children's education, medical requirement, festivals, ceremonies, provision for old age, marriage, etc., constitute 25% of the total minimum wage.

The minimum wages are revised and raised every few years.

Though the government makes laws, but it is not sufficient, the government has to implement these laws. It means laws have to be enforced, e.g. government should regularly inspect work sites in order to ensure that every worker gets fair wages and punish those who violate the laws.

When workers are poor, the fear of losing a job forces them to work for longer hours and on low wages. Through strict enforcement of laws, the government can check the activities of the producers and private companies and ensure social justice.

New Laws for Protection of Environment

In the country, we have intensified our economic growth but it has led to environmental degradation, growing pollution and land degradation. There is an urgent need to meet the challenge of environmental degradation. One of the strategies suggested is the need to adopt clean technology. Clean technologies use energy, water and raw material and other inputs more efficiently and create less waste and toxicity.

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

In response to the pressure from environmentalists, the Indian Government introduced new laws on environment. Henceforth, the polluter was made accountable for the damage done to the environment.

The court also gave large number of judgements to protect the environment. The Right to Life included the right to the enjoyment of pollution-free water and air. The government is responsible for passing laws to check pollution, clean rivers and introduce heavy fines on those who pollute.

How to Control Environmental Degradation?

The disposal of solid and semi-solid materials resulting from human activities that are useless, unwanted or hazardous is a big problem



Fig. 28.13: The government needs to play an important role to save the workers from being exploited by the employers.



Explore!

Look for the five most important laws that have been passed in India since independence.

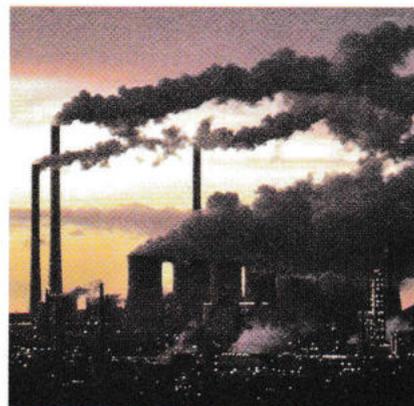


Fig. 28.14: The government must ensure that factories have air filters in chimneys to trap poisonous gases.



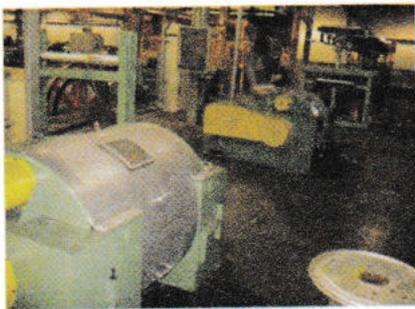


Fig. 28.15: High technology soundproof machinery should be used in place of noise producing machines.

today. A study has revealed that every litre of waste water discharged by the industry pollutes eight litre of freshwater. Industrial pollution can be controlled by the following measures:

1. Recycling and reusing of water
2. Treatment of hot water and effluents before releasing them into rivers

Air pollution can be reduced by fitting air filters in chimneys of factories to trap poisonous gases. Machinery and equipments used should be fitted with silencers to avoid noise pollution.

A three-prong strategy has to be adopted to control degradation: the people demanding strict laws, the government making and enforcing laws, and the industrialists themselves should check pollution.



Fig. 28.16: A little girl working as the domestic servant

The problem of child labour is one of the major social concerns in India. According to Census 2001, over 12 million children between 5 and 14 years of age continue to be employed in unorganised and hazardous industries and domestic services. The government amended the Child Labour Prevention Act in October 2006, banning children under 14 years of age from working in various occupations, e.g., in hotels, *dhabas*, tea stalls, industries or in homes as domestic servants. Anybody found violating the ban must be penalised. The government has adopted two schemes, e.g. National Child Labour Project Scheme and Grant-in-aid to voluntary organisations to organise programs for the welfare of the child labour.



Fact Bubble

In the Indian Constitution:

- According to **Article 23**, forced labour, traffic in human beings, and work without payment (*begar*) are prohibited.
- According to **Article 24**, children between 5 and 14 years of age cannot be employed in any factory or mine or forms of hazardous employment.



Let Us Recall

Producers: These are the people who manufacture goods for selling.

Consumers: These are the people who buy goods and services.

Adulterated: It means to make a food stuff impure by adding inferior substance.

Blackmarketing: It refers to the illicit trade in commodities.

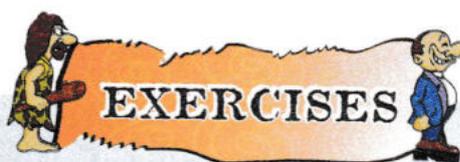
After sale service: It refers to the repair service, after the goods are sold.

BIS: Bureau of Indian Standards

Agmark: Agricultural Produce Grading and Marking

Hallmark: It is a certificate given by the government for purity of metals.





A. Choose the correct answer.

- The traders indulge in unfair trade practices like:
(a) giving less weight (b) selling adulterated goods
(c) selling expired goods (d) all of these
- In confectionery items, red dots indicate that the food item:
(a) is non-vegetarian (b) fat contents are less
(c) contains sugar (d) contains only eggs
- The manufacturer or producer of goods have to display the following information on the container or the carton of the goods sold:
(a) date of manufacture (b) date of expiry
(c) maximum retail price (MRP) (d) all of these
- The logos and certification help the consumer to buy good quality goods. 'Agmark' logo is given for:
(a) agricultural goods (b) electrical goods
(c) purity of gold (d) LPG
- The workers are given benefits in this sector like weekly holidays, medical leave, gratuity and dearness allowance. This sector is:
(a) unorganised sector (b) organised sector
(c) government owned enterprises (d) small privately owned shops
- The employers ignore safety norms even in hazardous jobs because of:
(a) poverty and unemployment among the workers
(b) following safety rules will mean more money has to be spent by the employers on the safety of workers
(c) the employers will make less profit
(d) the government does not strictly implement safety norms
- The government amended the Child Labour Prevention Act in:
(a) January 2005 (b) October 2006
(c) September 2006 (d) July 2007

B. Answer the following questions.

- Give two ways in which the consumers are exploited in the market situation.
- What is the Minimum Wage Act? Who sets the minimum wage?
- Why do you think enforcement laws are important in a factory?
- Explain 'The Right to Choose'.
- Explain what is Agmark with the help of two examples.
- What is 'Right to be Informed'? How does this right protect the consumer?
- Explain 'Right to Safety'. Name the goods which must carry the certificate from the government.



8. Compare the condition of workers in organised and unorganised sectors.
9. How do the MNCs violate labour laws and laws for protection of environment?
10. Explain the Right against Exploitation. What was the report given in 2001 regarding the employment of children?
11. What are the new laws for the protection of environment? How can environment degradation be controlled?

C. Fill in the blanks.

1. Markets everywhere tend to be exploitative of _____ and _____.
2. Everyone participates in the market as _____ and _____.
3. MRP is _____. It should be displayed on the _____.
4. The workers work in _____ and _____ sectors.
5. Hallmark is the government certification for _____.

D. State whether the following statements are true or false.

1. Multinational companies have office and production units in many countries.
2. People work in unorganised sector because of poverty.
3. Ship-breaking centre is at Mumbai in Maharashtra.
4. The weight of the container is weighed with sweets.
5. Multinational companies violate safety laws in poor and developing countries.

1. Project Work

- (a) Make a list of ten MNCs working in India. What do they manufacture?
- (b) Make a list of ten Indian companies which are working in foreign countries.
- (c) Go to the market and buy a bottle of jam or ketchup. You will find the following words written on the label of the bottle 'Class II preservatives used'. What are class II preservatives? What are class I preservatives?
- (d) The Government of India has given specific dimension and style of writing ISI. Find what is it.

