



## SOLUTION WORLD AROUND US

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### 1. Modern Time—Indian History and World

**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (b)            2. (a)            3. (b)            4. (a)            5. (b)

**(B) Fill in the blanks :**

1. exploration                      2. colonization                      3. British  
4. trade                              5. loyalty

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)            2. (✓)            3. (X)            4. (✓)            5. (✓)

**(D) Explain the following terms :**

**Q.1. Colonialism**—Colonialism is the policy of a country seeking to extend or retain its authority over other people or territories, generally with the aim of economic dominance. In the process of colonisation, colonisers may impose their religion, economics, and other cultural practices on indigenous peoples.

**Q.2. Inscription**—Inscription is a fancy word for “writing” — the act of writing or a small bit of writing. You can see the word script in inscription which can help you remember its meaning. You might find an inscription on a gravestone, on a locket, or in a book.

**Q.3. Primary Source Materials**—The primary source materials are those that are original, or created at that time of the event by people who witnessed that event like—inscriptions, autobiographies, coins, monuments, Archaeological remains are all primary source of information.

**(E) Match the following :**

**Column A**

1. Industrialization
2. Exploration
3. Democracy
4. Urbanization

**Column B**

- Production of goods in factories  
Search for new lands and sea routes  
Government is elected by the people  
Movement of people from villages to towns

**(F) Answer the following short questions :**

**Q.1. Periodization of Modern Indian History**—The historian divided the Indian history into three historical periods :

- ✿ Ancient History (History was based on the caste and on the basis of religion in India).
- ✿ Medieval History (New changes in the life style as the Mughals came to India).
- ✿ Modern Times (Began after the colonization by the British in India)
- ✿ Modern History— Beginning of New Era

**Q.2. Secondary Source Materials**—Secondary source of information includes the work of great historians and scholars, articles and second hand accounts of events. They are usually collected and put together by people who study the primary sources. Books and written records are available in libraries such include—text books, biographies about historical event.

**Q.3. Major Development**—16th century to 18th century—The Modern times began in Europe in the 16th century as an outcome of the Reformation (or Renaissance) Industrial Revolution and the American and French Revolutions. However in India, the Modern history began in the 18th century. Most of these changes force to begin major development during 15th century in Europe and then spread across the world. India too was greatly influenced during the 18th century by these changes.

**Q.4. Renaissance**—Renaissance means rebirth and the thinkers of this period sought to rediscover and revive the learning of the ancient Greeks and Romans. The Renaissance gave rise to the scientific method of enquiry i.e. learning by questioning, observation and experimentation. It encouraged people to think for themselves and question old beliefs and superstitions.

(G) **Answer the following long questions :**

**Q.1. Features in Modern History**—The modern age in the history had sweeping changes. These changes were the result of certain powerful forces that came in time. They were :

- ❖ **Industrialization** : The large scale production of goods in factories using machine and power.
- ❖ **Urbanization** : The movement of people from villages to towns and cities in search of a better quality of life.
- ❖ **Nationalism** : Patriotism and a growing identification with one's homeland.
- ❖ **Democracy** : Government is elected by the people.
- ❖ **Scientific and Technological progress** : New inventions and discoveries that revolutionized human beings.
- ❖ **Exploration** : The search for new lands and sea routes.
- ❖ **Humanism** : A greater concern for human welfare, dignity and values.

**Q.2.** The English and the French were arch rivals in trade as well as in politics. A new era had begun after the colonization by the British rule in India.

In fact, the 18th century the British rule in India had great social, economic and cultural impacts. It led to various social religious reforms and cultural regenerations in the country. The spread of English education introduced the Indians to western science, philosophy, literature thought and aroused in them. Although at the same time exploitation and discrimination created utmost dis-satisfaction among all the sections of society. The revolt of 1857 AD almost shook the British Empire in India and the East India Company's rule came to an end and the political power was transferred to the Crown in England. Indians gradually came together to fight for their freedom and how India finally became a free country in 1947 AD.

**Q.3.** The primary source materials are those that are original, or created at that time of the event by people who witnessed that event like—inscriptions, autobiographies, coins, monuments.

**Historical Buildings**—The British built several buildings during their rule in India. Some are in fact still in use. They represent a style very different from that preferred by the medieval rulers of India. For example, the imposing Gateway of India was built to commemorate the visit of King George V and Queen Mary to Bombay (now Mumbai) in 1911 AD.

**Government documents**—In 18th century the British officials were very particular about keeping proper records of all official transactions, government order, acts and other important decisions. Hence the historians have a rich fund of official documents, letters and survey maps, and other census records to refer to. Many of these documents are now preserved in National Archives of India and National Museum, New Delhi. The Government museums in Chennai, Mumbai and Kolkata also possess original documents at that time.

**Q.4. The American and French Revolutions**—The American and French Revolution led the ideals of liberty, equality. These revolutions change the lives of millions of people across the world. They inspired the people of many countries to rebel against the demonization and exploitation and to fight for freedom and democracy. These revolutions led to the growth of another powerful movement in 19th century in Europe called Nationalism. Nationalism is a strong feeling of love, pride and loyalty that people have for their country. It inspired Indians in the late 19th century to fight for independence from British rule.

**Q.5.** The practice by which a powerful country controls another country or counties, in order to become richer. One of most important results of industrial revolution was the growth of colonialism.

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## 2. Foreign Trade Merchant Companies— Establishment and Supremacy in India

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**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (b)            2. (c)            3. (a)            4. (b)            5. (c)

**(B) Fill in the blanks :**

1. 1592 AD                            2. England                            3. Colbert  
4. John                                    5. Chanda Sahib

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)            2. (✓)            3. (✓)            4. (✓)            5. (✓)

**(D) Explain the following terms :**

**Q.1. Presidency Rulers**—As the British trade increased in India so did their power.

Bombay soon became a British stronghold and replaced Surat as the center of the company's activities on India's western coast. By 1709 AD the company became successful in eliminating the influence of its rival powers in India and administrative structure in place with presidencies in Madras (now Chennai), Calcutta (now Kolkata) and Bombay (now Mumbai). It took advantages of the unstable political condition of India and succeeded the establishing Presidency rule in India.

**Q.2. English East India Company**—A group of English merchants organized a company to trade with the east. On 31st December 1600 AD, the Queen of England Queen Elizabeth I granted a charter (written statement) to the English East India Company to trade with the eastern world for 15 years and in return for a share of its profit. The early visit of company ships to the East were to exploration. The captains of the ship sought out the suitable place and asked for permission to trade from the local rulers.

**Q.3. Third Carnatic War**—The outbreak of the seven years' war in Europe resulted in renewed conflict between French and British forces in India and the peace treaty proved to be temporary. In 1756 AD the Third Carnatic War (1756 AD-1760 AD) spread beyond southern India and into Bengal where British forces captured the French settlement of Chandernagore (now Chandannagar) in 1757 AD.

(E) **Match the following :**

**Column A**

**Column B**

- |                        |                               |
|------------------------|-------------------------------|
| 1. Albuquerque         | Portuguese second Viceroy     |
| 2. Francis Martin      | Pondicherry as his settlement |
| 3. First Carnatic War  | 1746 AD-1748 AD               |
| 4. Second Carnatic War | 1748 AD-1754 AD               |

(F) **Answer the following short questions :**

**Q.1.** When Constantinople was occupied by Ottoman Turks in 1453 AD the land routes between India and Europe was practically closed. So for the European nations it became essential to find a direct sea route to the East. For that purpose a series of Voyages were undertaken by European explorers, sponsored by the monarchs of Portugal, Spain and England. This results a series of voyages to discovery direct trade routes to established trade between the west and the east.

**Q.2. Trade War between European Trading Company**—The Arab who has the domination of the Indian Ocean was replaced by the Portuguese and soon the Dutch, the British and the French followed. The European countries soon realized that the enormous potential of wealth that lay in trade in India. The European traders joined to form trading companies to control trade with India. This increasingly bitterness led in trade wars between the European Trading Companies of Portuguese, Dutch, British and French.

**Q.3.** The Portuguese were the first European traders who settled on the soil of India and the first direct sea-route from Europe to India via Cape of Good Hope was discovered by the Portuguese sailor Vasco da Gama arrived at Calicut on the sea port located on the South-West India on May 20, 1498 AD.

**Q.4.** On 31st December 1600 AD, the Queen of England Queen Elizabeth I granted a charter (written statement) to the English East India Company to trade with the eastern world for 15 years and in return for a share of its profit. The early visit of company ships to the East were to exploration. The captains of the ship sought out the suitable place and asked for permission to trade from the local rulers.

**Q.5. Eager to Establish Trade Foundation**—The Portuguese, the Dutch, the English and the French came to India as traders to make huge profits out of trade with India. The European power led to a sense of completion and as a result they became rivals. The British had a fortified settlement in Madras and the French had one in Pondicherry. In the 18th century, the Coastal Carnatic Region of Indian Peninsula

was a dependency of Hyderabad and for the supremacy in this region the three states—Hyderabad, Carnatic and Mysore often broke war in between them.

**(G) Answer the following long questions :**

**Q.1. Establishment of Trade Centers**—In 1501 AD when Vasco da Gama came back for the second time in India, he set up a trading factory at Cannanore. With establishment of trade links the Portuguese controlled the trade route along the Malabar Coast. In 1505 AD, the Portuguese appointed the first Viceroy De Almeida (1505 AD-1509 AD) for the Portuguese possessions in India and established Portuguese centers in Calicut, Cannanore and Cochin. After the death of De Almeida the Portuguese appointed the second Viceroy Albuquerque (1509 AD-1515 AD). In fact he was the founder of Portuguese empire in India. He built a fort in Cochin. In 1510 AD he annexed and captured Goa which became the headquarters of the Portuguese empire in India. He conquered Malacca in the Far East and Hormuz Island in the Persian Gulf in 1515 AD and also established trading settlements at Daman & Diu, Salsette, Bassein and Santhome (near Chennai). These possessions became an integral part of the kingdom of Portugal.

**Establishment of Trade Centers**—The Dutch East India Company established factories at Surat, Bharuch and Cochin. They also occupied Nagapatnam coast in Madras (now Chennai) and Chinsurah in Bengal as their trade centers. However the Dutch position in India was insignificant.

**Q.2. Trading Privileges**—In 1606 AD, the British made official contact in India for the first time. Captain John Hawkins was the ambassador of King James I, landed at Surat in 1607 AD and went to Agra to secure trading privileges from the Mughal Emperor Jahangir. In 1609 AD Jahangir gave an official order to Hawkins, to open a factory in Surat. But this concession was revoked under the pressure from the Portuguese. However in 1612 AD, the British defeated Portuguese in Surat and the Mughal Emperor Jahangir granted a Farman (Official Order) to British that allowing them to establish a permanent factory at Surat in 1613 AD.

**Establishment of Traders Centers**—In 1615 AD, Sir Thomas Roe another English ambassador of King James I of England came to the court of Jahangir and secured certain trading concessions for the English company from the Mughals. Roe was very diplomatic and thus successfully secured a royal charter giving the company freedom to trade in the whole of the Mughal territory. The company opens factories at Ahmedabad, Bharuch and Agra and set up their trading stations at Masulipatnam (now Machilipatnam) and Armagaon in Andhra Pradesh. In 1639 AD, the English East India Company bought site in Madras and also got permission to set up Fort St. George (a fortified factory) in Madras (now Chennai).

**Q.3. Power Expansion in the East**—After establishing its factories in south and west India the company started to focus on east India, particularly, Bengal a significant province Mughal Empire. The governor of Bengal Sujauddaula in 1651 AD, allowed the English Company to carry out its trade activities in Bengal. In 1661 AD, the company got islands of Bombay (now Mumbai) from Charles II at a nominal rent that got it from Portuguese as part of the dowry of his wife. A factory in Hugli was established and three villages—Sutanati, Govindapur and Kolkata— were purchased in 1698 AD by the Company to build a factory and subsequently Fort William was raised in order to provide protection around the factory. The company was given right to collect taxes over there and the city known as Calcutta (now Kolkata).

**To Presidency Rulers**—As the British trade increased in India so did their power. Bombay soon became a British stronghold and replaced Surat as the center of the company's activities on India's western coast. By 1709 AD the company became successful in eliminating the influence of its rival powers in India and administrative structure in place with presidencies in Madras (now Chennai), Calcutta (now Kolkata) and Bombay (now Mumbai).

**Q.4. First Carnatic War**—The struggle in Europe led to the First Carnatic War (1746 AD-1748 AD). In 1746 AD, the threat to capture Pondicherry, a French settlement by the English fleet led the French Governor Joseph Francois Dupleix to capture the British post at Madras (now Chennai). With the first victory in 1747 AD Dupleix attack Cuddalore where the British prevented the French from capturing the fortified station of Cuddalore, a move that would have threatened the main British position in southern India at Fort St. David. This was ultimately restored and ended the war of succession to English by signing a treaty between the English and the French.

**Second Carnatic War**—In 1748 AD, after the death of the Nizam of Hyderabad, the war began over the issue of succession in the Carnatic and Hyderabad. The French wanted Chanda Sahib as the Nawab of Carnatic, while English supported Muhammad Ali and a similar contest in Hyderabad where French supported Muzaffar Jung Nizam and the British favored Nasir Jung as the ruler of Hyderabad for greater economic concession granted by the Nawabs. This conflict between the two rivals led to Second Carnatic War (1748 AD-1754 AD). Dupleix, the French Governor of Pondicherry succeeded in placing their candidate on the throne of Hyderabad and Carnatic. However with the intervention of Robert Clive a brave employee of East India Company succeeded in capturing Carnatic of Nawab by defeating French in 1752 AD and Mohammad Ali became the Nawab of Carnatic which changed the fortune.

**Q.5.** In 1756 AD the Third Carnatic War (1756 AD-1760 AD) spread beyond southern India and into Bengal where British forces captured the French settlement of Chandernagore (now Chandannagar) in 1757 AD. Meanwhile the outbreaks of seven year war in Europe, in 1760 AD, the British Troops defeated French Troops in Wandiwash. The British troops successfully defended Madras as the French were handicapped by the shortage of funds. The war concluded with the signing of the Treaty of Paris in 1763 AD between Britain and France and the French East India Company factories were given back but they were not allowed to keep troops. The French continued to trade under the protection of the British and now the British had the main trade supremacy in India.

### 3.

## From Trade Merchant-Rise & Expansion of British Rule in India

#### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (b)            4. (c)            5. (b)

#### (B) Fill in the blanks :

1. Mir Jafar    2. First    3. Marathas  
4. Peshwa    5. Mandeswa, Internal



(C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)      2. (✓)      3. (X)      4. (X)      5. (X)      6. (✓)

(D) Explain the following terms :

**Q.1. First Anglo-Mysore War**—The war was instigated in part by the Nizam of Hyderabad, who sought to divert the company's resources from attempts to gain control of the Northern Circars (also spelt Sarkars) and led to conflict between the Sultanate of Mysore and the East India Company in the First Anglo-Mysore War 1766 AD-1769AD. The British convinced AsafJah II, the Nizam of Hyderabad to attack Hyder, but the Nizam changed sides. Though it was temporary and the Nizam signed a new treaty with the British in 1768 AD.

**Q.2. Battle of Plassey**—The Battle of Plassey was showing the ability to make decisions quickly and effectively victory of the British East India Company under the leadership of Robert Clive over Siraj-ud-Daula the Nawab of Bengal and his French allies in 1757 AD. Robert Clive bribed Mir Jafar, the commander-in-chief of the Nawab's army, and also promised him to make him Nawab of Bengal. Finding that Mir Jafar had turned traitor and a large section of the Nawab's army loyal to Mir Jafar did not take part in the battle, Siraj-ud-Daulah fled from the battlefield and later was captured and killed.

(E) Match the following :

**Column A**

**Column B**

- |                            |                     |
|----------------------------|---------------------|
| 1. Battle of Buxar         | Treaty of Allahabad |
| 2. Third Anglo-Mysore War  | 1790 AD-1792 AD     |
| 3. First Anglo-Maratha War | Treaty of Purandhar |
| 4. Third Anglo-Maratha War | 1817 AD-1818 AD     |

(F) Answer the following short questions :

**Q.1.** The battle of Plassey consolidated the company's presence in Bengal, which later expanded to cover much of India over the next hundred. Mir Jafar was made Nawab of Bengal and a mere puppet in the hand of the English East India Company. In 1758 AD, Robert Clive became the Governor of Bengal. However, when Mir Jafar tried to control the corrupt trading practice of the British, he was replaced by his son in law Mir Qasim in 1760 AD and Mir Qasim granted the right to collect revenues by the British from Burdwan, Midnapur and Chittagong districts of Bengal.

**Q.2.** The treaty of Mangalore an important document in the history of India because the Second Anglo-Mysore War ended with signing the Treaty of Mangalore in 1784 AD in which both sides agreed to restore the lands to the status "the state existing before the war." The treaty is an important document in the history of India, because it was the last occasion when an Indian power dictated terms to the Company.

**Q.3.** The Maratha Empire at that time consisted of a confederacy of five major chiefs : the Peshwa at the capital city of Poona, the Gaekwad chief of Baroda, the Scindia chief of Gwalior, the Yashwantrao Holkar chief of Indore, and the Bhonsale chief of Nagpur. The Maratha chiefs were engaged in internal quarrels among themselves. Lord Mornington, the Governor-General of British India had repeatedly offered a subsidiary treaty to the Peshwa and Scindia, but they refused strongly. In 1802 AD, the combined armies of Peshwa Baji Rao II and Scindia were defeated by Holkars. Baji Rao II fled to British protection, and concluded with the Treaty of Bassein. By this

treaty, the Peshwa was reinstated on the throne of Pune that made Marathas under total subjugation of the British.

- Q.4.** In 1802 AD, the combined armies of Peshwa Baji Rao II and Scindia were defeated by Holkars. Baji Rao II fled to British protection, and concluded with the Treaty of Bassein. By this treaty, the Peshwa was reinstated on the throne of Pune that made Marathas under total subjugation of the British.
- Q.5.** Lord Wellesley planned to accept subsidiary alliance to subjugate the other Maratha chief, securing the Deccan Plateau and the territories of Ganga and Yamuna surrendered to the British. These victories made the British more powerful and Wellesley's victory over Bhonsale forces and the Holkar rulers of Indore completely wiped out the Marathas in 1803 AD and made the British supreme in India.

**(G) Answer the following long questions :**

- Q.1.** Battle of Buxar was fought because Mir Qasim tired of British control as the responsibility of running the administration lay on his shoulders but he had no power. To improve his finances he tried to force the employees of the East India Company to pay duty for their private trade. When he was unable to do so he granted free trade to all Indians as well. This placed the Indian traders on equal footing with the Company traders. In 1760 AD, the English charged him with the neglect of administration and deposed him.

The Treaty of Allahabad with the company got the rights to collect Diwani Revenue from Bengal, Bihar and Orissa (Odisha) and as a result all territories were returned to Nawab of Awadh except Kara and Allahabad which were given to the Emperor along with an annual pension. Mir Jafar was brought back as Nawab of Bengal. Though the Nawab continued to be responsible for the administration of the province the revenue from the land now went to British. The system of Dual Administration was formed in which the Nawab being saddled with responsibility without power whereas the company had the power without responsibility.

- Q.2. Third Anglo-Mysore War**—The Third Anglo-Mysore War 1790 AD-1792 AD was a conflict in South India between the Kingdom of Mysore and the East India Company and its allies, including the Maratha Empire and the Nizam of Hyderabad. In 1788 AD, the company gained control of the Circar of Guntur and the southernmost of the Northern Circars with the right to strike agreements with the Marathas and Hyderabad that violated terms of the Treaty of Mangalore in 1784 AD and in exchange the company provided the Nizam with two company troops. Both of these acts placed British troops closer to Mysore. In 1789 AD, Tipu Sultan sent forces onto the Malabar Coast to put down a rebellion. Many people fled to Travancore, a state independent of Mysore. Tipu Sultan and French ally invaded the nearby state of Travancore which was a British ally commanded by Governor General Cornwallis.
- Q.3. Fourth Anglo-Mysore War**—The Fourth Anglo-Mysore War 1798 AD—1799 AD saw the death of Tipu Sultan and further reductions in Mysore territory. As Tipu Sultan refused to accept the subsidiary alliance forced by the British and he continued his efforts to modernize his army with French assistance. This alliance with the French was seen as a threat to the East India Company and Mysore was attacked from all four sides. In 1799 AD, the combined forces of the Nizam of Hyderabad, the Marathas and the British, launched an invasion to the city of Mysore and won a decisive victory. Tipu Sultan was killed during the defence of the city. Much of the remaining Mysore territory was annexed by the British, the Nizam and



the Marathas and captured the capital of Mysore. Tipu Sultan's son, Fateh Ali, was sent into exile and the Kingdom of Mysore became a princely state in a subsidiary alliance with British in India.

**Q4. First Anglo-Maratha War**—The First Anglo-Maratha War 1775 AD-1782 AD was the first of three Anglo-Maratha wars fought between the East India Company and the Maratha Empire. Raghunathrao, one of the Maratha chief, unwilling to give up his position of power and asked British to help him in consideration of being himself restored to Poona and became Peshwa. He signed the Treaty of Surat with the British in 1775 AD and agreed to give up all his power of Salsette and Bassein Fort to the British East India Company. This military operation was the cause of the First Anglo-Maratha War. However Warren Hastings, the Governor General claimed a right of control over the decisions and declare the Treaty of Surat invalid and sent his own agent to negotiate a very different new pact in the Treaty of Purandhar in 1776 AD in which the British were able to secure Salette and Bassein Fort. The British also accepted Sawai Madhav Rao as a new Peshwa and the Maratha agree to prohibit any French settlements in their territories.

**Q.5. Third Anglo-Maratha War**—The Third Anglo-Maratha War 1817 AD-1818 AD was the final and decisive conflict between the British East India Company and the Maratha Empire in India. The war left the Company in control of most of India. The primary cause behind the Third Anglo-Maratha war was the dissatisfaction of the Peshwa Baji Rao II with his subordinate position and tried to unite other Maratha chiefs to fight against the British. Peshwa Baji Rao II supported by Mudhoji II Bhonsle of Nagpur and Malharrao Holkar III of Indore rose to fight against the East India Company. However, the Gwaikwad of Baroda was not in favour and Daulatrao Shinde the ruler of Gwalior remained neutral under the Treaty of Gwalior in 1817 AD as the British agreed to help them to fight against the Pindaris. In December 1817 AD, the Holkar was defeated by the British and signed the Treaty of Mandeswa in 1818 AD. Under this treaty the Holkar state became subsidiary to the British and the young Malhar Rao was raised to the throne. The Peshwa was eventually captured and placed on a small estate at Bithur, near Kanpur. The Gaikwad, the Bhonsle and the Scindhia were made to sign fresh treaties with the British and Madhoji II Bhonsle, at Nagpur and Malhar Rao II at Indore was also defeated by the British. At the end of the Third Anglo-Maratha War, all of the Maratha powers had surrendered to the British and came to an end in 1818 AD.

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## 4.

## The British Civilian Administration and Growth of Colonial Army

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### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (c)            4. (c)            5. (a)

### (B) Fill in the blanks :

1. England                            2. Cornwallis                            3. Chief Justice  
4. Monopoly                            5. Calcutta                            6. Supreme

(C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)      2. (X)      3. (✓)      4. (✓)      5. (✓)      6. (✓)

(D) Explain the following terms :

**Q.1. The Regulating Act in 1773 AD** was the first step towards Parliamentary Control over the Company and a centralized administration in India.

**Q.2. Police**—Lord Cornwallis reorganized the police system into a regular force in 1786 AD. When new territories were annexed law and order had to be maintained within them. In 1791 AD, a Superintendent of Police was appointed for Calcutta.

**Q.3. Judiciary**—The administration of justice was carried out on the basis of the traditional laws of the Indians. The Shastrasin case of the Hindus and the Shariat in the case of Muslims formed the basis of judging the cases involving marriage, property, adoption, etc.

(E) Match the following :

Column A	Column B
1. Warren Hastings	Civil and Criminal Court
2. Lord Cornwallis	British Civil Services
3. Lord Wellesley	Fort William College
4. Lord Macaulay	Indian System of Law

(F) Answer the following short questions :

**Q.1. Evolutions of British Administration in India**—The earliest British administrators in India were the officials of the East India Company. Many of the officials carried on trade with the locals privately, amassing personal fortunes in the process. The victory of the Battle of Plassey in 1757 AD and the Battle of Buxar in 1764 AD brought rich resources of Bengal and Bihar and within the control of the British.

**Administration Policy**—The administration of the British territories in India was entirely in the hands of the East India Company. There are three main objectives of the British administration policy in India :

1. To increase the company's profits from trade.
2. To strengthen and maintain the British hold over India.
3. To make their possessions profitable to the British in all respects.

**Q.2. Pitt's India Act, 1784**—The council had differences with the Governor General and often took independent decision without consulting the Governor General. The British Crown remedied these gaps. William Pitt the British Prime Minister introduced the famous Pitt's India Act or The Pitt's India Bill in 1784 AD and it lasted till 1858 AD when the Government of India directly passed into the hands of the British Crown. This Act laid the foundation for British administration in India.

**Q.3. Charter Act of 1793**—The Charter Act of 1793 was for continuing the trade monopoly in India for another 20 years. In this act the Company made use of revenue and profits and the British Crown made provision for good order in their Presidency of Calcutta, Madras, and Bombay.

**Q.4. Army**—The British army in India consisted largely of Indian soldiers called sipahi and the officers were, however, the British. They were available at lower salaries. The highest position held by an Indian soldier was that of a Subedar. They were a disciplined force, well trained in the use of the latest arms and ammunition. They

lacked a sense of nationalism, and were to fight the Indian states. However the discrimination against the Indian soldiers ultimately led to the revolt of 1857 AD.

**Q.5.** Lord Cornwallis reorganized the police system into a regular force in 1786 AD. When new territories were annexed law and order had to be maintained within them. In 1791 AD, a Superintendent of Police was appointed for Calcutta. Each district was further divided into Thana's and each Thana was headed by a daroga. Other towns were placed under the control of Kotwals. The village policeman came to be called the Chokidar.

**(G) Answer the following long questions :**

**Q.1. System of Dual Administration**—The System of Dual Administration Government in Bengal, as introduced by Robert Clive resulted in oppression of the peasantry, ruin of the Zamindars and an overall decline in industry, agricultural production and trade. The British traders forced Indian artisans to sell their goods for low prices, which they sold elsewhere at much higher rates. They demanded high revenues from the farmers which the farmers were often too poor to pay. By 1770 AD, Bengal was in the grip of one of the worst famines ever. Millions of people died and the company suffered severe financial losses, while its officials amassed huge profit and wealth. The British government realized that many of the methods which the company and its officials followed were corrupt and even cruel.

**Q.2.** The main provisions of the Regulating Act were as under :

1. The Governor of Bengal was made the Governor General of British in India. Warren Hastings was appointed the first Governor General of India.
2. There would be a council of four members to assist the Governor General.
3. The Governor General was empowered to control the Presidencies of Bombay (Mumbai) and Madras (Chennai) in matter of war and peace but in emergency, they could act on their own.
4. The Director of the company was required to submit their accounts of income and expenditure before the British Treasury.
5. The Act provided a Supreme Court at Calcutta (Kolkata) with a Chief Justice and three assistant Judges. Sir Elijah Impey was appointed the Chief Justice. The Supreme Court was empowered to try civil, criminal and other cases.

**Q.3. Charter Act of 1813**—The Act of 1813 AD brought many changes that included the following :

1. The Company was deprived of its monopoly trade with India. The Indian trade was thrown open to all the English people.
2. The Company was required to keep its commercial and territorial accounts separately.
3. The Company was authorized to make laws, regulation and article of war for the Indian troops.
4. The local governments in India were empowered to impose taxes and punish the guilty.
5. The Act provided for religious learning and education of the Indians.

**Q.4. Charter Act of 1833**—The Charter Act of 1833 further brought about a reduction in the power of the Company. Its main provisions included the following:

1. It centralized the administration of the English East India Company. Governor General of Bengal became the Governor General of India.

2. Presidencies of Bombay, Madras, Bengal and other British possessions were placed under the control of Governor General in Council.
3. A Law Member was added to the Executive Council of the Governor General.
4. The Governor General had full control over the military, revenue and civil affairs of the Company.
5. The Presidencies of Madras and Bombay keeps their separate armies under their Commanders in Chief.
6. The Charter Act brought about the legislative centralization and a uniform system of law for the whole country.

**Q.5. Charter Act of 1853**—The Charter Act of 1853 further increased the control of the British Crown for an effective rule in India and reduced the power of the Company. The Act was marked as the beginning of a Parliamentary System in India. The main provisions of the Act in 1853 AD were the following :

1. The Act authorized the Crown to appoint a Law Commission in England.
2. A separate Governor for the Presidency of Bengal was to be appointed.
3. Provinces were allowed to send one representative each to the Central Legislative Council.
4. The Chief Justice of the Supreme Court of Calcutta was to be an ex-officio member of the Council.
5. Law Members were made a full member of the Executive Council of the Governor General for all legislative proposals.
6. The Act introduced Indian Civil Services in which all including Indians can enter in the competitive examinations.

## 5.

## Colonial Revenue Policies

### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)                  2. (c)                  3. (a)                  4. (c)                  5. (c)

### (B) Fill in the blanks :

1. 1786 AD                                  2. Hastings                                  3. zamindars  
 4. Indigo                                  5. 1860 AD                                  6. Punjab, ,

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)                  2. (X)                  3. (X)                  4. (✓)                  5. (✓)                  6. (X)

### (D) Explain the following terms :

**Q.1 Ijaradari System**—Warren Hastings introduced the Ijaradari System according to this the right to collect revenue was to the highest bidder called Contractor for a period of five years. This system increased the misery of the peasants because the bidding was done by rich merchants who were interested in collecting maximum revenue without taking into consideration the productivity of the land and they took no interest in the improvement of the agricultural land.

**Q.2. Ryotwari System**—In 1802 AD, Lord Hastings adopted and implements the Ryotwari System to collect revenue in Carnatic and Mysore at the instance of Tomas Munro and Captain Reed. These states became the parts of the company's territories

between 1799 AD and 1801 AD. Later on it was also implemented in Madras and Bombay presidencies. Under this system, the revenue was fixed for a period of thirty years. The rate of revenue was high and the collection was rigid. The system was advantageous for the cultivators and they had a right to their land. But, again the rigid revenue collection left them at the mercy of money lenders.

**Q.3. Peasant Revolts**—The various land revenue laws passed by the British Government and in general, the condition of the peasants was miserable. The rates of land revenue were very high. Whenever the peasant failed to pay his land revenue his land was auctioned and he was deprived of his land. The Chuar Rebellion of Bihar and Bengal broke out in 1796 AD and continued up to 1816 AD. This peasant's rebellion was directed against the Indigo planters, zamindars and moneylenders.

(E) **Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Ijaradari System	Bengal
2. Permanent System	Orissa (Odisha)
3. Ryotwari System	Bombay and Madras
4. Mahalwari System	U.P, M.P. and Punjab

(F) **Answer the following short questions :**

**Q.1. Result of Commercial Agriculture Crop**—This commercial agriculture created a scarcity of food grain. The factors which adversely affected the entire country are as follows :

1. **Disruption of Rural Economy :** The commercialization of agriculture proved harmful for the rural economy. The peasants produced food grains and other crops as per their needs. The shift towards cash crops serves the interests of the absentee landlords, while the peasants faced a shortage of food grains.
2. **Poverty of Tenants :** The tenants were forced to grow crops as per the wishes of the landlord debt. The new trend in cultivation made rich the richer and poor the poorer.

**Q.2.** Lord Cornwallis introduced the permanent settlement to increase the revenue of the company and asked the zamindars to collect rent from the peasants and pay revenue to the company. The amount to be paid was fixed and thus Zamindar made a landlord of the entire land from which till now they only collected taxes. Under this system, 90% of the revenue collected by the Zamindar went to the company and 10% was kept by the Zamindar.

**Q.3. Mahalwari System**—Under the Mahalwari System the settlement was made with the village communities themselves. The payment of revenue was the collective responsibility of the peasants. The settlement was made with the Talukedar or the head of the Mahal. He collected the revenue and handed it over to the British collectors.

**Q.4. Growth of Commercial Crop**—During the 1830's, there was a shift toward commercial crop from production food crops in order to increase their income. Some European investors also began to take interest in the cultivation of commercial crops. These cash crops brought more profit by way of export and fetch them more money. The following factors led to commercialization of Agriculture are Industrial Revolution in England and Plantation Agriculture.

**Q.5. Industrial Revolution in England**—As a result of Industrial Revolution in England, huge quantities of various raw materials were required for her industries. England had a flourishing textile industry for which she needed raw cotton that was not available in England. The increased demand of raw cotton, the landlord and the merchants forced the peasants to cultivate cotton that was used by textile factories in England to earn more and more profit.

**(G) Answer the following long questions :**

**Q.1.** After their victory in the Battle of Buxar, the British Company acquired the Right of Diwani to collect the land revenue in Bengal. As Diwan the company became the chief administrator of the territory. The effort of the company was to increase the revenue in a way that could yield enough revenue and buy fine cotton and buy silk cloth as cheaply as possible to meet the growing expense of the company. Warren Hastings introduced the Ijaradari System according to this the right to collect revenue was to the highest bidder called Contractor for a period of five years. This system increased the misery of the peasants because the bidding was done by rich merchants who were interested in collecting maximum revenue without taking into consideration the productivity of the land and they took no interest in the improvement of the agricultural land.

**Q.2. Advantages for the System—**

1. The zamindars turned out to be firm supporters of the British.
2. By fixing the land revenue, the British government ensures that it received the same fixed amount on a fixed date.
3. By granting the zamindars the right of ownership, the British won their loyalty that was dependent on the British.
4. This system created stability and security among the zamindars that began concentrating on improvement of the productivity of land to increase their income.

**Disadvantages of the System—**

1. The zamindars ill-treated the farmers to extract the revenue.
2. The permanent settlement ignored the right and interest of the cultivator and they were at the mercy of the landlords.
3. Small farmers had to either sell or mortgage the land to pay the revenue.
4. As revenue was rigidly collected the peasants were forced to borrow money at high rates of interest from money lenders and the landlords. When they failed to repay money became landless labour which made their life miserable.

**Q.3. Ryotwari System**—The British were much impressed by the system of revenue collection in the territories governed by Tipu Sultan of Mysore. The collection of revenue, directly from the cultivators called the Ryots and there were no middle men or the zamindars to collect revenue. The right to occupy the land cultivated was recognized as owners of the land, as long as they paid land revenue. The revenue demanded was about half of the produce depending on the quality of the soil and the nature of crop. In 1802 AD, Lord Hastings adopted and implements the Ryotwari System to collect revenue in Carnatic and Mysore at the instance of Tomas Munro and Captain Reed. These states became the parts of the company's territories between 1799 AD and 1801 AD. Later on it was also implemented in Madras and Bombay presidencies. Under this system, the revenue was fixed for a period of thirty years. The rate of revenue was high and the collection was rigid. The system was



advantageous for the cultivators and they had a right to their land. But, again the rigid revenue collection left them at the mercy of money lenders. Moreover, the government had the right to increase the land revenue at will and the peasant had to pay whether he increased his production or had famine in his area. In case, he was unable to pay he was transformed into a bounded labour.

**Q.4. Indigo Cultivator Uprising**—Indigo was a cash crop that fetches huge profits to planters. It was used as the source of dyes needed for the cotton textile industry of Britain. As the Indigo trade flourished, many British entrepreneurs engaged themselves in the Indigo plantation. The cultivation of Indigo was a monopoly of the European planters. The European planters compelled the peasants to cultivate indigo and subjected them to untold oppression. The anger of the peasants burst out in 1859 AD. Thousands of peasants refused to cultivate indigo and resisted the physical violence the planters.

In Patna, an army of 2,000 peasants appeared and wounded. Many intellectuals including HarishchandraMukhopadhyaya, Grish Chandra Basu, Dinbandhu Mitra, Sisir Kumar Ghoshtetc supported the cause of the peasants. The government was forced to appoint the Indigo Commission to remove the grievances of the peasant by passing a law in 1862 AD.The indigo peasants of Bihar revolted on large scale in Darbanga and Champaran in 1866-1868 and Jessore in Bengal in 1883 and 1889-90. The Indigo crisis continued till the beginning of the 20th Century when Mahatma Gandhi had to intervene in favour of the indigo cultivators.

**Q.5. Plantation Agriculture**—Plantation agriculture involves production of a single crop on a large scale on huge tracts of land called Plantations with the help of machinery, farm and labours. Indian climate is suitable for the cultivation of various plantation crops including indigo, jute, tea, coffee, poppy, cotton, coconut, sugarcane etc. By 1850 AD indigo formed an important item of export from India. The British planters subjected the indigo peasants to oppression but these peasants rose in rebellion against the planters in 1859-60. Tea production was another lucrative enterprise for the British. The British took keen interest in tea production during the time of Lord Bentinck. Assam was the traditional home of tea. The Assam Tea Company was established in 1839 AD and nearly twenty companies came up in between 1859 AD and 1865 AD. The Assam Bengal Railway and especially developed Chittagong Port gave a boost up to tea plantations. South India too was favorable for tea plantation. The British monopolized tea production in both the areas.

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## 6. Colonialism and Tribal Rebellion in India

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(A) **Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)              2. (c)              3. (a)              4. (b)              5. (a)

(B) **Fill in the blanks :**

1. Ethnic                          2. Tirof Singh                          3. Singhbhum

4. Santhals                          5. Birsa                          6. Forest,

(C) **Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)              2. (✓)              3. (X)              4. (✓)              5. (X)              6. (✓)

**(D) Explain the following terms :**

**Q.1. Santhal Rebellion**—The Santhals live in large areas of Singbhum, Hazaribagh, Bhagalpur, Monghyr, Birbhum, Bankura and Mayurbhanj present-day Jharkhand. They owned large tracts of land and believed that their lands were blessed by their ancestors. As British rule expanded, roads and railways were laid down to facilitate the penetration of colonial rule. In 1780 AD, TikhaMajhi led a revolt of the Santhals which was soon repressed by the British. When the Permanent Settlement Act was passed in 1793 AD, they found that the land was no longer theirs. They were reduced to the status of tenants and were obliged to pay land revenue to British through the Zamindars.

**Q.2. Assam Rebellion**—It is said that in Kamrup and Darrang regions of Assam the British increased the tax by 50 to 70 percent. The British government seizes their lands of those farmers who were unable to pay taxes. This led to a series of protests by the farmers against the British administration. In 1826 AD, the Kukis inhabited of the Lushai Hills and other hilly tribes of Manipur revolts against the British. Another rebellion under the guidance of local leader's, large group of farmers of Singpho broke out in 1830 AD. The Assamese too called upon other hilly tribes of Nagas, Khamtis, Garos to rise against the British. They attack the British troops stationed in Assam and killed many of them.

**E. Match the following :**

**Column A**

1. Garo and the Jaintia hills
2. Kamrup and Darrang
3. Santhal rebellion
4. Gond tribes

**Column B**

- Present-day Meghalaya  
Regions of Assam  
1855 AD  
Gondwana

**(F) Answer the following short questions :**

**Q.1.** In India the tribes primarily lived by hunting, fishing and food gathering and later switched over to shifting cultivation. The tribal societies started forming kingdoms, some of which became powerful like Gond Kingdom of Madhya Pradesh and Chhattisgarh. The Bhilsin Maharashtra-Madhya Pradesh regions were nomadic by nature, but they have taken to sedentary life of settled cultivators. The Santhals have continued to be sedentary cultivators, many of them switched over to casual workers in plantation, mines and industry.

**Q.2. Colonialism of Tribal people**—The adivasis had no concept of private land. Land was commonly owned by the members of a tribe and the produce of the forest was theirs to use freely. The land settlement policies introduced by the British in the 19th Century adversely affected the traditional joints of the tribals and created a lot of unrest in their societies. With an eye on the fertile tribal land, the British imposed entirely new revenue systems and a centralized system of administration on the tribal people like the Permanent Settlement of 1793 AD.

**Q.3.** The North-Eastern Region (habitat of several tribes include Khasis, Jaintia, Singpho and the other Assamese hilly tribes like Khamtis, Garos and Nagas). The region consists of seven states also referred to as seven sisters namely Assam, Manipur, Meghalaya, Arunachal Pradesh, Tripura, Mizoram and Nagaland.

The Chhota Nagpur Region (habitat of several tribes include Kols, Santhals, Mundas etc.) consists of thickly forested hills and plateaus extending in the States of Jharkhand, Odisha and West Bengal.

- Q.4.** The series of protests by the farmers against the British administration. In 1826 AD, the Kukis inhabited of the Lushai Hills and other hilly tribes of Manipur revolts against the British. Another rebellion under the guidance of local leader's, large group of farmers of Singpho broke out in 1830 AD. The Assamese too called upon other hilly tribes of Nagas, Khamtis, Garos to rise against the British.
- Q.5.** The Kols were the first to rise in revolt against the British because of the gradual extension of British authority in their area. These freedom loving people guarded their frontiers for a long time and did not allow strangers to enter their territory. They resist the attempts of British officials to enter their territory. Many of their people were killed and villages were burnt.

**(G) Answer the following long questions :**

- Q.1. Exploitation of Tribal People**—The British administration system over the tribal people took away the freedom of the adivasis and gradually lands were transferred to non-tribal peasants. In order to establish law and order in these areas the British exploit the tribal people, as the tribal people had no written proof of ownership of land and even if they were allowed to retain the land they had to pay exorbitant rates of revenue. The development activities like the laying of roads, rail tracks, mining etc. in the forests and in the hilly areas depleted the sources of tribal people and bringing the uncertainty, misery and poverty into them. The adivasis were compelled to grow cash crops like poppy, indigo and cotton in these clear stretched of land. As a result of their continued oppression there were a series of tribal revolts across India. Many tribal communities protested against their exploitation at the hand of British rule and exploitive policies of the British. Some of the noteworthy tribal protest movements were North-Eastern Region and the revolt in Chhota Nagpur Region.
- Q.2. Khasis and Jaintia Rebellion**—After British acquired the Diwani rights in Bengal, Bihar and Orissa (Odisha), they wanted to build a road linking the Brahmaputra and the Surma Valleys. This road had to pass through Khasi hills dominated by Khasis tribe. The Khasis revolted under the leadership of Tirot Singh of Nongkhlaw, against the British to construct a road passing through their area joining Sylhet in the Brahmaputra Valley with the newly occupied Arakan in Burma (Myanmar). Their revolt continued for four years (1829 AD-1833 AD). They burnt the European settlements, released the convicts employed in the construction of roads. They created much panic among the British officials. The British force had to face great difficulty in dealing with them. Ultimately, Tirot Singh surrendered in 1833 AD.
- Q.3. Kol Rebellion**—In 1820 AD, the Raja of Singhbhum acknowledged the supremacy of the British. The Kols were the first to rise in revolt against the British because of the gradual extension of British authority in their area. These freedom loving people guarded their frontiers for a long time and did not allow strangers to enter their territory. They resist the attempts of British officials to enter their territory. Many of their people were killed and villages were burnt. In 1827 AD, they surrendered but only temporarily. The restless Kol tribes however resent the agreement and broke into a rebellion in 1831 AD-1832 AD was joined by the Mundas tribe also inhabitant of the Chhota Nagpur Region. The immediate cause of the Kol uprising was the oppression of the local tribes by the non-adviasi contractors or farmers of rented

lands. The rebellion soon spread over Ranchi, Hazaribagh, Palamau and Manbhum districts.

**Q.4. Santhal Rebellion**—British rule expanded, roads and railways were laid down to facilitate the penetration of colonial rule. In 1780 AD, TikhaMajhi led a revolt of the Santhals which was soon repressed by the British. When the Permanent Settlement Act was passed in 1793 AD, they found that the land was no longer theirs. They were reduced to the status of tenants and were obliged to pay land revenue to British through the Zamindars. The poor Santhals were forced to borrow money from the money lenders to pay their taxes. Their position was made worse by the activities of money lenders and traders who captured large areas of Santhal land for non-payment of loans as the reason. Finally in 1855 AD the Santhals rose in a major rebellion. It was led by four brothers—Sidhu, Chand, Kanhu and Bhairav. The imposition of the government control over the forest, land settlement measures and the implementation of general law had a shattering effect on the tribal economy and way of life. The Santhals attacked and killed money lenders, traders, police and agents of the Company. They retook territories of Bhagalpur and Birbhum.

**Q.5. BirsaMunda Rebellion**—The most important uprising of the Mundas was one led by BirsaMunda under the leadership and the entire Munda community joined him. He strongly protested against the non-tribals occupying tribal lands. He also disliked the Zamindars and money lenders who ill-treated Mundas. Birsa started waging a series of wars against the British in the mid-1890s. His first uprising was suppressed in 1895 AD. He then adopted guerrilla warfare, launching surprise attacks on places close to or loyal to the British. Many people, mostly the police, were killed and many buildings damaged.

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## 7.

## The Great Uprising of 1857

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**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)            2. (c)            3. (c)            4. (c)            5. (b)

**(B) Fill in the blanks :**

1. Industries                            2. Rifles                            3. Jhansi  
4. Kanwar Singh                        5. Revolt                            6. Weapons

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)            2. (✓)            3. (X)            4. (X)            5. (✓)            6. (✓)

**(D) Explain the following :**

**Q.1. Cause of the Revolt of 1857**—The revolt was caused by the cumulative effect of discontent that was brewing up in the minds of the people. This revolt was the first open protest against the British by such a large number of Indians, all at the same time. Also this revolt was not confined to a particular group of society or to a particular region; it started as a rebellion in Meerut by the Sepoys. There were several causes which led to the Revolt of 1857 AD.

**Q.2. Spread of the Revolt**—The revolt was actually led by Bakht Khan the sepoy of Meerut marched to the Red Fort. There they proclaimed the restoration and placed the Mughal Emperor Bahadur Shah Zafar on the throne. Bahadur Shah Zafar had

suddenly become the rallying point for all those who had desired to put an end to the British rule. The rebels killed many British officers and captured the city. However the troops under Bakht Khan held on for four months before the British crushed the rebellion. The news about Delhi uprising reached other parts of northern and central India, the soldiers of these areas also revolted against the British. The main centres of revolt were Kanpur, Jhansi, Gwalior, Lucknow and parts of Bihar.

**(E) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Rani Lakshmibai	Ruler of Jhansi
2. Nana Sahib	Revolt in Kanpur
3. Kanwar Singh	Revolt in Bihar
4. Begum Hazrat Mahal	Ruler of Awadh

**(F) Answer the following short questions :**

- Q.1.** One of the most important causes of the Revolt was the economic policies pursued by the British in India. Britain used India as a source of raw materials for its own industries. In turn it flooded India with cheap machine made goods from Britain. As a result, Indian industries suffered a steep decline and millions of artisans were rendered jobless. The peasants were oppressed by the new land revenue system by the British which was another major cause of discontent.
- Q.2.** In the army, Indians were not allowed to rise in their jobs beyond the rank of sergeants. Many sepoys felt their religion was threatened by the British policies as they were forbidden to wear caste and sectarian mark such as tilak, beard or turban. The sepoys were often humiliated by the British seniors. The Indian soldiers were paid less and could not rise above the rank of Subehdar. The General Service Enlistment Act in 1856 AD, the sepoys were forced to go abroad to fight wars, though the Hindu faith prohibited them from crossing the seas.
- Q.3. Outbreak of Revolt**—The first stirring of the revolt was marked from Barrackpore in Bengal in March 1857 AD where Mangal Pandey, an Indian Sepoy openly shot down the British officer of the regiment. He was executed for this act and the regiment was disbanded. The news of the outbreak of the revolt spread quickly. On May 09, 1857 AD, in Meerut, some Indian soldiers were taken into custody for refusing to use greased cartridges. They were dismissed and sentenced to 10 years imprisonment. On hearing of their imprisonment the soldiers revolted on May 10, 1857 and killed their British officers, burnt down their houses and released their soldiers.
- Q.4.** The revolt in Kanpur was led by Nana Sahib, the adopted son of last Peshwa. He denied the pension that his foster father BajiRao II had been receiving from the British. In 1857 AD, with the help of his able commanders Tantia Tope, he attacked the British in Kanpur and captured it. Nana Sahib was declared as Peshwa and held on to Kanpur for quite some times. Caught unawares the British initially retreated, however fresh troops soon arrived in June 1857 and after the defeat from British he fled to Nepal.
- Q.5.** The revolt was led by brave and resourceful Begum Hazrat Mahal with the support of sepoys, peasants, chiefs and taluqdars. The British forces were forced to take shelter in the Residency building. The siege continued for eight long months. Though many British women and children died everyday inside the Residency but they still held on.

Despite great courage and determination shown by Indian troops, British were able to besiege troops and Lucknow was preoccupied by British in March 1858.

**(G) Answer the following long questions :**

**Q.1. The Uprising Revolt of 1857**—The political, economic, social and religious policies followed by the British government in India caused discontent and anger among the people. During these 100 years, there were several uprisings against the British. The British rule in India faced many revolts. The great uprising of 1857 AD was the first great and direct threat to the British rule in India and almost shook the very foundation of British Empire in India. It was also for the first time that soldiers of different regions and so many rulers of different principals came together to oust the foreign power from the country. The Revolt of 1857 was a large scale rebellion against British rule that swept across the northern and Central India in a series of violent uprisings. The early Indian historians are of the view that it was indeed the First war of Indian Independence.

**Q.2. Immediate Cause of 1857 Revolt**—In 1856 AD, the new Enfield Pritchett Rifles were introduced by the British army. The cartridges used for these rifles had a greased paper wrapped around it. Before loading these rifles one end of the cartridge had to be bitten off. The rumors spread that the new cartridges were greased with the fat of cows and pigs created an offensive feeling among the Hindus and Muslims. The sepoys were enraged, believing that the British were deliberately using the greased cartridges to defile the religion of both the Hindus and the Muslims. The Indian soldiers then marched from Meerut to Delhi where they were joined by the Delhi soldiers.

The revolt was actually led by Bakht Khan the sepoys of Meerut marched to the Red Fort. There they proclaimed the restoration and placed the Mughal Emperor Bahadur Shah Zafar on the throne. Bahadur Shah Zafar had suddenly become the rallying point for all those who had desired to put an end to the British rule.

**Q.3. Political Causes**—The British policies for annexation more Indian states through subsidiary alliance, not only affected the Indian ruling class but also the Indian sentiments in general. The conquests were followed by policies which protect the interests of the Colonial Government. Further under the doctrine of lapse, the British annexed Rani Lakshmi bai of Jhansi. Nana Sahib (the adopted son of the deceased Peshwa) was refused pension. Even the pension paid to the Mughal Emperor Bahadur Shah II was reduced drastically. The annexation of Nawab of Awadh on ground of mis-governance, once the state was annexed, the army was disbanded and all the soldiers lost their jobs and their income.

**Q.4. Religious and Cultural Causes**—The British social and educational policies proved detrimental for the Indian society as a whole. Lord Bentinck, the governor general, introduced several social and educational reforms in India. The promotion of the western education especially by Christian missionaries was seen as a ploy to convert Hindu and Muslims to Christianity. The British were also responsible for interference against old customs like Sati practices, and child marriages were banned and the remarriage of widow was sanctioned by law, antagonized the orthodox section of the society. Land belonging to temples and mosques were taxed, which not only hurt the religious sentiments but also deprived the families dependent on these lands of their income.



**Q.5. Result of the Revolt**—The revolt of 1857 was one of the major landmarks and the turning point in the history of India's freedom struggle. The greatest consequence of the Revolt was the rise of a feeling of nationalism in India. It united the people of all parts of India. Within 90 years of Revolt India won independence not by waging war but through a non-violent mass movement. There were both immediate and long term results of the revolt. As an immediate fall out of the revolt, the power of ruling over India was transferred from the British East India Company to the British Crown in 1858 AD. Queen Victoria was proclaimed the Empress of India. The minister in the British cabinet became the Secretary of State for India and was responsible for the administration of India. The Governor General was given the title of Viceroy of India. The army was reorganized to prevent further revolts and the artillery was put completely in British hands.

**Q.6. Failure of the Revolt**—Though the revolutionaries fought heroically but the uprising had certain inherent weakness that made the success impossible.

**Lack of Unity**—The Revolt did not involve the entire region or all the sections of Indian Society. Large parts of western Punjab and southern India stayed out of the rebellion. Many of the Indian rulers like Scindia of Gwalior, the Nizam of Hyderabad and Holkar of Indore gave active support to the British. The Sikhs, Gorkhas and Rajputs remained loyal to British and even actively helped them. Most of the educated westernized Indians also did not support the Revolt.

**Lack of a Leadership**—The Revolt threw up server strong and independent leaders yet they lacked a unified command and were unable to organize a united front. The leaders mainly priced those who joined the revolt because of the threat posed by the British to their throne. Unlike in Europe where the freedom fighters were inspired by modern ideas of nationalism, liberty, equality and democracy, the people of India still looked up to rulers and their outdated ideas. The rebels also had no clear idea of what system they wanted in place in the centre after throwing out the British.

**Lack of Resources**—The Indian rebel soldiers fought bravely but they could not match the modern weapons and materials of war used by British. The British army was well equipped with modern weapons and is well trained. The British had an excellent system of communication and the railways at the disposal, so that the decisions could be taken efficiently and the troops could be moved quickly.

## 8.

## Craftsman and Industries

### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (c)                  2. (b)                  3. (a)                  4. (b)                  5. (a)

### (B) Fill in the blanks :

1. Akbar                          2. Britain                          3. Swadeshi  
4. Telegraph                          5. Bombay                          6. Shipping

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)                  2. (✓)                  3. (X)                  4. (X)                  5. (✓)                  6. (✓)

**(D) Explain the following :**

**Q.1. Banned Indian Goods**—There had been a great demand for Indian goods in European countries. The jealous British manufacturers felt threatened and they wanted to kill the industry by legislation. The British Parliament Government passed strict laws to ban on import of Indian textiles into Britain in 1720 AD. Popular fabrics like Dhaka muslin and the printed cotton goods from Bengal were banned in Britain. It led to the ruin of native industry.

**Q.2. Cotton Textiles**—Indian merchants started building cotton mills in Bombay and the surrounding areas by the middle of the 19th century. The first cotton mill was set up in Bombay in 1854 AD by Cowasjee Nana Bhai. The next cotton Factory came up in Ahmedabad in 1861 AD and soon became the second most important centre for textiles closely followed by Madras. India had more than 200 cotton textile mills. By the end of the 19th century, the capitalists opened many more cotton mills in places like Kanpur, Sholapur and Nagpur.

**Q.3. Jute Industry**—The first jute mill was set up in Bengal in 1855 AD which was followed by setting up of jute mills at other places. The jute mills were centered on Calcutta mainly because of the availability of raw material. The number of mills grew slowly to 64 by World War I.

**(E) Match the following :**

**Column A**

1. First Cotton Mill
2. Jute Mills
3. First Indian-Owned
4. Assam

**Column B**

- Bombay  
Calcutta  
Tata Iron and Steel Company  
Tea plantations

**(F) Answer the following short questions :**

**Q.1.** Craft includes diversity of making object in metal work, iron carving, stone carving, basketry, matting, etc. Many of these crafts assumed classical forms while other still continue as folk art. The craftsman worked from home in villages. They were helped by family's member and used their own equipment. These Craftsmen produced luxury goods for the traders who sold them to other countries.

**Q.2. Impact of Industrial Revolution**—After the industrial revolution, Britain started producing machine made goods and textiles that were much cheaper than Indian goods. They were also often better in quality. Indian handicrafts slowly died because they could not compete against cheaper products from Britain that were flooding the Indian markets. East India Company began to monopolize the artisans and started dictating their own terms to the craftsmen.

**Q.3.** The jealous British manufacturers felt threatened and they wanted to kill the industry by legislation. The British Parliament Government passed strict laws to ban on import of Indian textiles into Britain in 1720 AD. Popular fabrics like Dhaka muslin and the printed cotton goods from Bengal were banned in Britain. It led to the ruin of native industry.

**Q.4.** The first jute mill was set up in Bengal in 1855 AD which was followed by setting up of jute mills at other places. The jute mills were centered on Calcutta mainly because of the availability of raw material.

**Q.5. Sugar Industry**—The British, sugar-making in India was a cottage industry. But the huge demand for sugar from Europe led to the large scale production of refined

sugar in factories in Europe. The need to start the production of sugar locally in India was soon felt and sugar industry grew rapidly after 1930 AD. Sugar factories were concentrated because of the availability of sugarcane in the region of Maharashtra.

**(G) Answer the following long questions :**

**Q.1. Industries in Pre British Era**—In Pre-British Era, the artisans mainly catered to the needs of the village community while in big towns or cities there were craftsmen who were patronized by the local rulers and nobles. In cities a system of small scale production was called as Cottage Industry, where several artisans could work on a piece together in workshops or karkhanas. Cotton textiles were the most important and around 150 types of fabrics were produced. Many of them settled in large numbers in and around centre of export along the coasts and trade centres. These Industries in towns were well-organized and the merchants worked in close cooperation with the craftsmen. The rulers and wealthy traders formed a ready market for the goods made by Indian artisans, who produced exquisite cotton and silk fabrics and handicraft items. The chief industries centre in India for weaving of cotton, silk and wool. Outside Bengal, the important chief centres for cotton Industry was in Lucknow, Ahmedabad, Nagpur and Madurai. Fine Shawls were manufactured in the Punjab and Kashmir. Brass, Copper and Bell-Metal wares were manufactured all over India, notably at Banaras, Tanjore, Ahmedabad, Pune and Nasik.

**Q.2. Coercive Tactics**—Company agents forced Indian farmers to cultivate cotton and sell it to them at cheap rates. Weavers also forced to register with the British Company after which they were not allowed to work for others, or for themselves. Soon only raw cotton was being exported from India, and ready made cloth was being imported. India became a source of raw materials for British Industries and a market for their finished goods.

**Indifference of the British rulers**—In Britain, when artisans were displaced by the Industrial Revolution, the government made provisions to absorb them into the new factories which came up. However in India the East India Company made no such provision for protecting the displaced artisans. They were only interested in maximizing their profits. Millions of artisans were left jobless, leading to misery and poverty. The displaced artisans returned to their villages and tried to take up agriculture. By the first half of the 19th century, India lost the proud position of supremacy in trade and industry of the world.

**Q.3. Beginning Industrial Development**—The British government attitude to industrial development in India was lukewarm. The British government did not establish heavy industries in India as they would become competitors to British Industries. Before the Industrial Revolution India was completely dependent on England in the field of technology and supplied finished goods. But things changed after the Industrial revolution. The search for raw materials, markets and cheap labour began by the Industrialized European countries. However the Revolt of 1857 and the growing national movement in India put pressure on the British to do something about the dying industries of India. A separate department of commerce and industry was established by Lord Curzon in 1905 AD. The Swadeshi Movement started by Mahatma Gandhi which stressed the need to develop indigenous industries and also gave a boost to the Industrialization of India.

**Q.4. Modernization of India**—The modern methods of production were very different from those followed by the cottage industries in India, prior to the coming of the

British. During the 19th century, India underwent a commercial transformation. There emerged a growing trend toward a dependent under-developed colonial economy. Large scale industries required large-scale movement of raw materials and finished products. For this, modern and efficient means of transport and communication were needed. So, the British started building roads and railways across the country, linking the places which were sources of raw materials with the places of manufactures and the places of consumption. Post and Telegraph were introduced to speed up communication. The country's first large scale industries were set up in the middle of the 19th century with Bombay being the centre. This was followed by metal works, coal mines and oil mines. This encouraged the growth of subsidiary industries, usually run by Indians. When World War I broke out in 1914 AD, Britain was importing part of its steel requirements from India to supplement factories in Britain manufacturing Military equipment. Moreover it was becoming difficult to get their essential supplies from England due to war. So the British were forced to start factories in India.

**Q.5. Cotton Textiles**—Indian merchants started building cotton mills in Bombay and the surrounding areas by the middle of the 19th century. The first cotton mill was set up in Bombay in 1854 AD by Cowasjee Nana Bhai. The next cotton Factory came up in Ahmedabad in 1861 AD and soon became the second most important centre for textiles closely followed by Madras. India had more than 200 cotton textile mills.

**Q.6. Coal Mining**—Coal mining was an attractive business for British investors. Bengal, Bihar and Orissa had huge deposits. In the 1850's the British started building railway lines in India. The steam engines that pulled the train were powered by coal and great demand of coal grew in railways and factories. Coal is also essential for the establishment of iron and steel industry.

**Steel and Iron Ore Industry**—The iron and steel industry in India started on modest scale and soon grew in leaps as the British government had placed several restrictions on this Industry. It was only in 1907 AD the Tata Iron and Steel Company was founded by the visionary Jamsetji Nusserwanji Tata in Jamshedpur (Jharkhand). This was the first Indian-owned steel producing unit in India. The need for iron and steel increased in 1939 AD during World War II and the industry received a boost.

## 9. Education System of Indian Society

### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)            2. (b)            3. (c)            4. (a)            5. (a)

### (B) Fill in the blanks :

1. British                                  2. Calcutta                                  3. Christianity  
4. School                                  5. Rabindranath Tagore                  6. Nationalistic

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (X)            2. (✓)            3. (✓)            4. (X)            5. (✓)            6. (✓)

### (D) Explain the following :

**Q.1. Pathshalas**—The elementary education was imparted in Pathshalas for Hindus. There were no printed books and teaching was done orally in the vernacular language.

by Gurus in Pathshalas. Higher Education centres were few in number and they were mostly patronized by rulers or nobles and their students were mostly upper class Hindus or Muslims. There were Tols for Hindu which imparted the higher education in Sanskrit, language. These institutions taught subjects like literature, law, religion, logic, philosophy, mathematics, medicine and astronomy. Learning was based on old texts.

- Q.2.** There were two groups among the Enlightened Indians. One group called the Orientalists favour the study of traditional learning, using vernacular language. The other group called the Anglicist advocate the study of western learning through English as the medium of instruction.

**(E) Match the following :**

**Column A**

**Column B**

- |                    |                               |
|--------------------|-------------------------------|
| 1. Lord Macaulay   | Architect of modern education |
| 2. Jonathan Duncan | Sanskrit College              |
| 3. Lord Chelmsford | Sadler Commission             |
| 4. Lord Curzon     | Raleigh Commission            |

**(F) Answer the following short questions :**

**Q.1.** The elementary education was imparted in Pathshalas for Hindus and in Maktabas for Muslims. There were no printed books and teaching was done orally in the vernacular language by Gurus in Pathshalas and Maulvis in Maktabas. Higher Education centres were few in number and they were mostly patronized by rulers or nobles and their students were mostly upper class Hindus or Muslims. There were Tols for Hindu and Madarsas for Muslims which imparted the higher education in Sanskrit, Arabic and Persian language.

**Q.2. Christian Missionaries**—The Christian Missionaries were mainly interested in spreading Christianity. These missionaries did much to humanitarian work by starting schools dispensaries, hospitals and homes for women and orphans. They advocate the social and education reforms. They also train Indian to help the company's British officials in administration.

**Q.3. Weakness or Impact of New Education System**—A major weakness was the neglect of mass education. The education centres were mainly located in the urban areas. Education was more expensive and only the rich and town people could afford it. Scientific and technical education was neglected. There was a decline in the indigenous system of education. Indian language schools lost support and students and teachers were forced to close. There was no provision for the education of girls.

**Q.4. Concept of National Council of Education**—British officials were not the only people who thought about education in India. Many thinkers from different parts of India began to talk of the need of a wider spread of education. Impressed with the developments in Europe, some Indian felt that western education would help modernize India. In 1905 AD, Raja Ram Mohan Roy and Rabindranath Tagore established National Council of Education, a system on national scale for education. They realized that the education policy of the British was not reaching the grassroots. Under the new system of education, many Indians were educated in English Medium Schools and Colleges. Funds were collected and many schools and colleges were opened and the concept of handicrafts such as spinning, weaving, book binding, etc. in school and colleges to be self-supported.

**Q.5. Nationalistic Spirit**—A nationalistic spirit grew in the minds of educated Indians. This brought them in touch with the happening of the world and the great thinkers of that time who talked about the equality of humans and the freedom of nations. Soon the Swadeshi Movement and Boycott Movement started in India and the students also supported these movements by wearing hand-made Swadeshi Clothes and boycott the foreign made goods and the English medium schools and colleges opened by British Government began to shake of the British Empire in India.

(G) **Answer the following long questions :**

**Q.1. Beginning of Modern Education**—The British government wanted the education system to be useful to the needs of the colonial empire. The British felt strong need for Indians who could be employed as clerks to help them in dealing with the locals. There were three agencies who took interest in education field: The British Government, Enlightened Indians and Christian Missionaries.

**British Government**—The first educational institution supported by the British Government was set up in 1781 AD by Warren Hastings in Calcutta for the study and learning of Persian and Arabic and Muslim law related subjects in Calcutta Madarsa. In 1791 AD the efforts of Jonathan Duncan opened the Sanskrit College at Banaras for understanding of the laws, literature, philosophy and religion of the Hindus. But the main purpose of these Institutions was to train Indians to help the Company's British officials in administration. The government realized that it was better to employ educated Indians, as it would bring down the administrative cost. Moreover, such educated Indians under the influence of western learning would be loyal to British government.

**Enlightened Indians**—As the first step towards the development of education in India, the British adopted the Charter Act of 1813 by which they sanctioned a sum of rupees one lakh for the development of education in India. But there was no clear-cut educational policy for India. There was a headed debate on the content and medium of education. On this issue there were two groups among the Enlightened Indians. One group called the Orientalists favour the study of traditional learning, using vernacular language. The other group called the Anglicist advocate the study of western learning through English as the medium of instruction.

**Christian Missionaries**—The Christian Missionaries were mainly interested in spreading Christianity. These missionaries did much to humanitarian work by starting schools dispensaries, hospitals and homes for women and orphans. They advocate the social and education reforms.

**Q.2. Enlightened Indians**—There were two groups among the Enlightened Indians. One group called the Orientalists favour the study of traditional learning, using vernacular language. The other group called the Anglicist advocate the study of western learning through English as the medium of instruction. Raja Ram Mohan Roy, the father of modern India also advocated the western learning. Ultimately in 1835 AD, the government decided in favour of the promotion of European literature and science among the Indians. Lord Macaulay, the architect of modern western education in India and wrote a note in support of the Anglicist which was approved by Lord William Bentinck, the governor general. This act formally introduced the English education in Indian and made English as the medium of instruction in the new school and colleges opened by the government.



**Q.3. Wood's Dispatch**—In 1854 AD, Sir Charles Wood, the president of the board of control in England, sent a dispatch (official report) with his recommendation on the system of education to governor general Lord Dalhousie which brought about further changes in the education policy in India. The Wood's dispatch has become the blueprint for education in India for a long time to come.

Under the official report, the main points were as follows :

1. Provision was made for systematic method of education from school, colleges to universities level.
2. The schools were graded into primary, middle and secondary level with English medium of instruction.
3. Every district was to have one government school.
4. Grants in aid were to be given to private schools affiliated to the government.
5. An education department was to be set up in all the provinces.
6. In Bombay, Madras, Calcutta, universities were to be opened along the lines of London Universities

**Q.4. Improvement in Education System**—The improvement could be done by establishing rules and order to ensure regular discipline within the system. One of the positive sides of English education brought a small section of Indian into contact with modern knowledge and western ideas of liberty, equality, democracy and nationalism. The educated people began to think of modernizing the country. The new system was quite different from the earlier ones. In the early system, the salary of the teachers was paid by the community they served. Now they became government servants. Teaching was now based on text books and learning was to be tested through a system of annual examination.

The government appointed a number of government Pandits, each in charge of looking after four to five schools. The task of these Pandits was to visit Pathshalas and try to improve the standard of teaching. Each guru was asked to submit periodic reports and take classes according to regular time table. Students were asked to pay a regular fee, attend regular classes, sit on fixed seats and obey the new rules of discipline. Under the colonial system the teachers had no say in the curriculum. Education was not confined to any caste or group.

**Q.5. Appointment Commissions**—In 1882 AD, the Hunter Commission was appointed by Lord Ripon which made several recommendations for cause of education. Higher education progressed at great speed during the next few decades. There was only one engineering college at Roorkee and three medical colleges in the Presidency towns. By 1887 AD, the University of Allahabad and Lahore also came up. In 1902 AD, Lord Curzon appointed the Raleigh Commission to look into the conditions and prospects of the university established in India to look into the problem of Calcutta University, Lord Chelmsford appointed the Sadler Commission. This commission submitted a voluminous report in 1919 AD which dealt with problems of Secondary and University Education. It provided for special attention to the education of women. The medium of Instruction up to High School was to be Vernacular and later stages, it was to be English.

**Q.6.** The Christian Missionaries were mainly interested in spreading Christianity. These missionaries did much to humanitarian work by starting schools dispensaries, hospitals and homes for women and orphans. They advocate the social and education reforms. Christian Missionaries established education institutions which were

attached to their Churches in Madras (now Chennai), Bombay (now Mumbai) and Calcutta (now Kolkata). They also train Indian to help the company's British officials in administration.

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## 10. Women's Status and Social Reformers

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### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (c)            2. (a)            3. (a)            4. (a)            5. (c)

### (B) Fill in the blanks :

1. 1860 AD                            2. Constitution                            3. 1829 AD  
4. Keshub Chandra Sen            5. Sati practice                            6. Maharashtra

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)            2. (✓)            3. (✓)            4. (✓)            5. (✓)            5. (✓)

### (D) Explain the following :

**Q.1. Child Marriage :** Child Marriage in India has been practised for centuries, with children married off before their physical maturity. Although Child Marriage was banned by law in 1860 AD, yet it is still a common practice in some areas in India.

**Q.2. Purdah System :** Purdah is a custom practised in some Muslim and Hindu societies, in which women either remain in a special part of the house or cover their faces and bodies to avoid being seen by men who are not related to them. If a woman is in purdah, she lives according to this custom.

**Q.3. Jyotiba Phule :** Jyotiba Phule was born in a low caste mali family and so as such he experienced the humiliation and disgrace that the lower castes had to face in Hindu society. Jyotiba Phule founded the Satya Shodhak Samaj in 1873 AD, which crusaded against the discrimination of lower castes. The organization was devoted to securing human rights and social justice for low caste people. He compiled his ideas and views in his work entitled Satya Shodha published in 1887 AD. Jyotiba opened a school for low caste in Maharashtra.

### E. Match the following :

#### Column A

1. Keshab Chandra Sen
2. R. G. Bhandarkar
3. Jyotiba Phule
4. Swami Dayanad Saraswati

#### Column B

1. Brahma Samaj of India
2. Prarthana Samaj
3. Savitribai
4. Arya Samaj

### (F) Answer the following short questions :

**Q.1. Raja Ram Mohan Roy**—Raja Ram Mohan Roy belonged to an educated and respected family of Hugli (Bengal) in 1772 AD. He was well-educated, a great scholar and a social reformer. He witnessed that an inhuman Sati practice of burning the widow alive on the funeral pyre of her husband. He condemned the dreadful practice of Sati. Raja Ram Mohan Roy persuaded the British government to abolish Sati practice. Lord William Bentinck, Governor General of India supported him and banned Sati practice through Regulation Act of 1829 and made it punishable by law. For this achievement he is called the Father of Modern India.

**Q.2.** Jyotiba Phule was born in a low caste mali family and so as such he experienced the humiliation and disgrace that the lower castes had to face in Hindu society. Jyotiba Phule founded the Satya Shodhak Samaj in 1873 AD, which crusaded against the discrimination of lower castes. The organization was devoted to securing human rights and social justice for low caste people. He compiled his ideas and views in his work entitled Satya Shodha published in 1887 AD. Jyotiba opened a school for low caste in Maharashtra. He also educated his wife Savitri Bai and appointed her as the first woman teacher in modern Maharashtra.

**Q.3. Sir Syed Ahmed Khan**—Sir Syed Ahmed Khan was a great supporter of women's liberation. Muslim women were conservative and did not get any opportunity to receive English education. He was against the Purdah System which kept women in seclusion and the Muslim practice of divorce by saying the word Talak thrice. By the end of 19th century, with the support of Sultan Jahan Begum, the begum of Bhopal, Sir Syed Ahmed Khan able to publish magazines that criticized the purdah system and other practices.

**Q.4.** Dr. B.R. Ambedkar was born into the Mahar caste which was considered untouchable. The Mahars were poor, owned no land, live in space outside the main village and were not allowed to enter into the village.

**Q.5. Impact of Reform Movements**—The impact of the reform movement against customs which were irrational, led to awareness among the people. This in turn paved the way for law to be enacted. Some of the laws which came into effect were :

1. Regulation Act passed in 1795 and 1802 prohibited female infanticide.
2. In 1829 AD, the Sati System was banned and declared as illegal.
3. The Sharda Act of 1930 fixed 14 years as the marriageable age for girls.
4. The Hindu Marriage Act of 1955 fixed the marriageable age for girls 15 years age and for boys 18 years.

**(G) Answer the following long questions :**

**Q.1. Status of Indian women**—The status of women in India in the 18th century was beset by social and religious practices. The chief among them was the indifferent attitude of the society towards women. Women suffered some of the following disabilities like Low status, Neglect of Education, Child Marriage, Prohibition of Widow Remarriage, Purdah System, Sati System and Female Infanticide.

**Low Status :** Women had no independent status in the family and the society. Women were treated as objects. It was widely believed that women could not think for themselves and that they should be kept inside the house.

**Neglect of Education :** In ancient times women were not given equal right to education. Women were discouraged from attending schools and colleges.

**Child Marriage :** Child Marriage in India has been practised for centuries, with children married off before their physical maturity.

**Prohibition of Widows Remarriage :** Widows were not allowed to remarry. While men could marry more than one wife or remarry after his wife death, widows were not allowed to remarry.

**Purdah System :** Purdah is a custom practised in some Muslim and Hindu societies, in which women either remain in a special part of the house or cover their faces and bodies to avoid being seen by men who are not related to them.

**Sati System :** Sati System was an old funeral custom gained popularity in the 17th century in which widow was immolated alive on the husband's funeral pyre. Widows were told that this was the only way they could attain salvation.

**Female Infanticide :** The birth of a girl child was seen as a curse in many parts of India. Many female infants died of neglect, while some were deliberately killed.

- Q.2.** Raja Ram Mohan Roy founded the Brahmo Samaj in 1828 AD, which aimed to believe in one God, to restore the position of women in society, to rid Hinduism of idol worship and rituals, and to remove other evils affecting women. Raja Ram Mohan Roy encouraged the study of English and firmly believed in the advantages of western education. He was instrumental in the opening of the Hindu College in Calcutta and in the setting up of modern Indian newspaper. After the death of Raja Ram Mohan Roy, Keshub Chandra Sen organized a new Samaj called Brahmo Samaj of India, which exercised great influence in the struggle for social reforms. The Brahmo Samaj also worked for the education of girls and opened many schools for them. Widow Remarriage was also promoted by the Brahmo Samaj of India.
- Q.3.** Ishwar Chandra Vidyasagar spent his whole life in the uplift of women and girls. As inspector of schools he established many girls' schools. In 1849 AD, Ishwar Chandra and J. E. Drinkwater Bethune started a girls' school which came to be known as Bethune School. He supported widow remarriage and proved that it was not prohibited by the Shastras. Lord Dalhousie Governor General appreciated his efforts and the widow remarriage act was passed in 1856 AD. In 1857 AD, the Prarthana Samaj was also founded in Bombay to promote social reforms. Its founder including Mahadev Govinda Ranade and R. G. Bhandarkar advocated widow remarriage.
- Q.4.** Swami Dayanand condemned Sati practice, supported widow remarriage, opposed child marriage and preached against cast differences and un-touchability. According to Dayanand Saraswati the Vedas contained the essence of life and knowledge. Dayanand Saraswati was the founder of Arya Samaj at Rajkot in 1875 AD. The Arya Samaj strongly favoured widow remarriage and his samaj ran several homes for widows. The Arya Samaj aimed at reviving society along Vedic lines. One of his followers, Pandita Ramabai aid the foundation for the movement for women's liberation in India and established Sharda Sadan in Pune to provide accommodation and help to widows. After his death in 1885 AD, his followers started Dayanand Anglo-Vedic schools and colleges, which aimed to provide an education that was both scientific and spiritual in many parts of the country.
- Q.5.** Dr. B.R. Ambedkar put an end to un-touchability and for that he started the All India Depressed Classes Federation to uplift the lower class people. Dr. B. R. Ambedkar felt that the British Government would never work towards the changes in the country; only a free government headed by Indian can bring about such changes. He urged Dalits to take on different kinds of government jobs in order to move out of the caste system. He led many efforts to gain entry to enter into temples. He published a weekly Mooknayak Bombay to criticize orthodox Hindu beliefs. He organized Bahishkrit Hitkarini Sabha to promote socio-economic and education to up-lift the depressed classes.

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# 11.

## Changes in 'THE ARTS'

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(A) **Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)            2. (b)            3. (a)            4. (b)            5. (b)

(B) **Fill in the blanks :**

1. British    2. London    3. Photography  
4. Music    5. educated    6. Rangbhoomi

(C) **Tick (✓) for the correct and cross (X) for the wrong :**

1. (✓)            2. (✓)            3. (✓)            4. (✓)            5. (✓)            6. (✓)

(D) **Explain the following :**

**Q.1. Abanindranath Tagore**—The nationalist phase began in 1905 AD with the anti-colonial Swadeshi agitation in India. New school of painting called the Bengal School was founded by Abanindranath Tagore and his paintings evolved the Indian style painting. Tagore's best known painting Bharat Mata (Mother India) depicting a young woman, portrayed with four arms in the manner of Hindu deities, holding objects symbolic of Indian's national aspirations.

**Q.2. British Art Schools**—The British government started art schools in India to teach Indian the European style of painting which the British thought to be far superior to the traditional methods followed till then. Formal art education in India started with the establishment of the Mechanical Institute in Calcutta in 1839 AD. New Art schools were opened in Madras (1850), Calcutta (1854), Bombay (1856), and Lahore (1878). In 1896 AD, a new school of painting called as company school emerged. The company school named as Calcutta School of Art and E.B. Havell was appointed principal of that school.

**Dance**—There were various classical dance forms in India like Manipuri, Kathakali, Kathak, Bharatnatyam, Kuchipudi, Odissi, etc. Great artists made efforts to restore the classical dance to its traditional place of honor in India. Uday Shankar's great contribution to Indian dance, presented two dance dramas in the late 1920s in England. He fused elements of western ballet with classical Indian dance forms to create a new form of dance.

(E) **Match the following :**

**Column A**

1. Victoria Terminus
2. Mechanical Institute
3. Dada Saheb Phalke
4. Rabindranath Tagore

**Column B**

1. Bombay (Mumbai)
2. Calcutta (Kolkata)
3. Raja Harish Chandra
4. Rabindra Nritya

(F) **Answer the following short questions :**

**Q.1. 'THE ARTS'**—The ARTS refer to the theory and physical expression of creativity found in human cultures and societies. The major constituents of the arts include visual arts performing arts and Literature.

**Impact of 'The ARTS' in Ancient India**—The art was religious in nature, though secular works were also known. During the medieval period, Persian and Arabic influences dominated the Indian Art, Culture and Literature. This influence was seen

in the paintings, buildings and the writing of scholars of the time. With the coming of Europeans to India and the establishment of colonial rule, India came into contact with a whole new range of thoughts and ideas. The impact of these ideas was soon felt and reflected in all spheres in Indian art.

**Q.2.** The British rule left a lasting impact on Indian artists and their paintings. It was for the first time, the technique of using Water Colours and Oil Paints in India. Western style easel paintings, oil portraits on oriental themes were in vogue in the early and mid-19th centuries. The artists created new trends by fusing renaissance and contemporary styles together. Traditional Indian painting began to influence by European themes and techniques.

**Q.3. Colonial Architectural Structures**—The colonial architecture in India includes institutional, civic, utilitarian buildings such as post offices, railway stations rest houses, government building, churches, forts, factories, schools etc. English church architecture is neo-classical as in the Cathedral Church of St. Thomas in Mumbai in 1718 AD and the British settlements were also in characters as may be judged the star-shaped polygon layouts of Fort William in Calcutta in 1757 AD and the Fort St George in Madras in 1783 AD. There was a growing interest of Indian architecture after 1858 AD as focus shifted from Calcutta to Bombay where the Victoria Terminus and Prince of Wales Museum were built. The General Post Office in Mumbai just behind the Victoria Terminus is also an example of new architecture.

**Q.4. Change in lifestyle of Indian Princes**—The Indian princes started to be educated on British lines and introduced to western manner and norms. These changes in lifestyle began to reflect in their architecture. In their palaces, old reception rooms gave way to Durban halls and rooms for European guests were built. Drawing and dining rooms were introduced, fireplaces, marble fountains, statues, oil painting began to display in the halls and drawing rooms. New engineering techniques represented a synthesis of Mughal designs and Indian materials developed by the British architects. The hybrid combined diverse architectural elements of Hindu and Muslim with Gothic arches, domes, spires, tracery, minarets and stained glass in a wonderful manner.

**Q.5. Photography**—Photography is one of the most reliable sources for the study of history. Photographs record public and private movements of life make them permanent. Photography was introduced in India in the late 19th century. LalaDeenDayal was a well-known photographer during the time of British Governor General Lord Curzon. LalaDeenDayal photographed many historic events and buildings.

**Film making or Cinema**—Dada SahebPhalke is considered the Father of Indian Cinema. He was responsible for the first full length feature film Raja Harish Chandra which was released at the coronation cinema for special invites and members of press.

**(G) Answer the following long questions :**

**Q.1.** Formal art education in India started with the establishment of the Mechanical Institute in Calcutta in 1839 AD. New Art schools were opened in Madras (1850), Calcutta (1854), Bombay (1856), and Lahore (1878). In 1896 AD, a new school of painting called as company school emerged. The company school named as Calcutta School of Art and E.B. Havell was appointed principal of that school. This school evolved in response to the richness of the local art and the demand for paintings of



scenes, monuments, and Indian people amongst the British officials and their families in India.

**Q.2. Artists of Indian History**—Influenced by the style of painting some Indian painters moved away from the traditional Indian art to a more realistic and fluid style. Some of the Indian artists were mentioned below :

**Raja Ravi Varma** :Raja Ravi Varma, a scion of the Royal family of Travancore and a self-taught oil painter experiment with oil on canvas. He was the most popular mythological painter. Many of his life like painting features Hindu God, Goddesses and Mythological stories. He established his own Oleograph Press on the outskirts of Bombay to launch mass production of his paintings.

**Abanindranath Tagore** :New school of painting called the Bengal School was founded by Abanindranath Tagore and his paintings evolved the Indian style painting. Tagore's best known painting Bharat Mata (Mother India) depicting a young women, portrayed with four arms in the manner of Hindu deities, holding objects symbolic of Indian's national aspirations.

**Rabindranath Tagore** :Rabindranath Tagore was a great artist. His paintings were produced in water colours, crayons and mixed media. His VishvaBharti at Shanti Niketan near Kolkata, served as one of the main centres for Bengal school of painting. The story of modern Indian art came to new art teaching centre and the Kala Bhavan setup in 1920 AD at Shanti Niketan, under the charge of Nandalal Bose. The art was rooted in a variety of oriental pictorial traditions ranging from Ajanta and Bagh Murals.

**Amrita Shergil** : Amrita Shergil was the sole woman artist of the entire early history of art. She was a genius in oil painting and academic realism. She evolved a distinct ethnic facial type in her figures and made the ordinary people the subjects of her art.

**Q.3. Architecture**—All of the Europeans, the British had the greatest impact on Indian architecture. The British style came to be called the Indo-Saracenic style of architecture, which was blend of the Hindu, Islamic and Western styles. Many Indian sculptors learn the European traditions from foreign artists visited India. Some of our sculptors even went to London to study in the Royal academy there.

**Colonial Architectural Structures**—The colonial architecture in India includes institutional, civic, utilitarian buildings such as post offices, railway stations rest houses, government building, churches, forts, factories, schools etc. English church architecture is neo-classical as in the Cathedral Church of St. Thomas in Mumbai in 1718 AD and the British settlements were also in characters as may be judged the star-shaped polygon layouts of Fort William in Calcutta in 1757 AD and the Fort St George in Madras in 1783 AD. There was a growing interest of Indian architecture after 1858 AD as focus shifted from Calcutta to Bombay where the Victoria Terminus and Prince of Wales Museum were built. The General Post Office in Mumbai just behind the Victoria Terminus is also an example of new architecture.

**Q.4. Changes in Performing Arts**—Music, dancing and theatre are the main performing arts. India had a rich heritage in these fields before the coming of the English in India.

**Music**—The coming of the British helped in this process as classical music and dance were treated with great respect in the west and public performances were given by artistes. The era saw the introduction of many European Instruments like Violin and

Harmonium which became indispensable in Carnatic and Hindustani vocal recitals. This was the period when film and film music were introduced.

The Colonial period witnessed the establishment of various Gharanas (School of particular style) in the North and Carnatic Music in the South. People like Pandit Uday Shankar, Pandit Vishnu Digambar Paluskar and Vishnu Narayan Bhat and contributed to the growth of Indian Music in North India. In South India, Mysore and Thanjavur kingdoms encouraged music. The famous trinity of Carnatic Music was Tyagaraja, Muthuswami Dikshitar and Shyam Shastri who lived in the Thanjavur kingdom. Thanjavur and Madras slowly emerged as major centres of Carnatic Music.

**Dance**—There were various classical dance forms in India like Manipuri, Kathakali, Kathak, Bharatnatyam, Kuchipudi, Odissi, etc. Great artists made efforts to restore the classical dance to its traditional place of honor in India. Uday Shankar's great contribution to Indian dance, presented two dance dramas in the late 1920s in England. He fused elements of western ballet with classical Indian dance forms to create a new form of dance. He established the Uday Shankar Indian culture centre in 1938 AD at Almora (in Uttranchal) where he trained a new generation of dancers.

**Q.5. Literature**—Indian Literature included fiction, drama, poetry, and prose and the work was composed in the classical or court language in Sanskrit, Persian or Arabic. The social reformers preached in the composed literature in Hindi and other vernacular (regional or local) languages. However, in the 19th century and the early 20th century, the literature underwent many changes in style as well as content. Western ideas of liberty, justice, equality and rational thinking slowly entering India, it was found that neither the languages of the elite nor the vernacular languages had a vocabulary rich enough to express the new Western thoughts. This was one of the reasons why the intellectuals were keen on introducing English based education in India.

**Q.6. Indian Writers of the 19th and 20th Century**—India produced a whole new generation of writers of fiction, play, poetry, novel and drama. Michael Madhu, Sudan Dutta and Bankim Chandra Chatterjee was the founder of the modern age in Bengali literature. They include the actual literary renaissance of Bengali Literature. The leading novelist, Bankim Chandra Chatterjee gave the nation its National Song Vande Mataram from the famous political novel Anand Math. The other Famous writer or novelist like Munshi Premchand wrote Godan and Rangbhoomi novels in Hindi and Urdu. Vibhuti Bhusan's wrote the novel Pather Panchali etc. Rabindranath Tagore wrote prose, poetry and drama. He also composed numerous songs including the National Anthem of India. He won the Nobel Prize in literature for his work Gitanjali.

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## 12.

## Colonization in India and Growth in New Urban Changes

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### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (b)

2. (a)

3. (a)

4. (a)

5. (c)

**(B) Fill in the blanks :**

1. Railroads                      2. Murshidabad                      3. Capital  
4. Delhi                              5. President

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (✓)                      2. (X)                      3. (✓)                      4. (✓)                      5. (X)                      6. (X)

**(D) Explain the following :**

**Q.1. Colonialism**—Colonialism refers to the principle or practice of having colonies and is governed by the sovereign country in the economic, political and social policies of these colonies.

**Q.2. Ports**—The first urban settlements by the British colonists in India were the ports in Madras (Chennai), Calcutta (Kolkata) and later in Bombay (Mumbai). This was because these colonists were primarily traders and by acquiring these ports they almost did all the trade with Europe and the rest of Asia, as the trade was took place over the seas.

**Q.3. Manchilipatnam**—Machilipatnam Port is a proposed deep sea port on the coast of Bay of Bengal. It is Located at Machilipatnam, the District Headquarters of Krishna district in the Indian state of Andhra Pradesh.

**(E) Match the following :**

Column A	Column B
1. Bari Doab Canal	Punjab
2. French	Pondicherry
3. Dutch	Nagapattinam
4. Rashtrapati Bhawan	Viceroy's Palace

**(F) Answer the following short questions :**

**Q.1.** The Portuguese established new port town in Panjim (Goa) and later in Bombay (Mumbai) in 1532 AD. The Dutch set up their colonies, in Machilipatnam in 1605 AD and Nagapattinam in 1658 AD and the French colonized Pondicherry in 1673 AD and Chandranagore in 1690 AD. The British established themselves in Madras (Chennai) in 1639 AD and Calcutta (Kolkata) in 1690 AD.

**Q.2. Hill Stations**—The British built towns in the hills where they could spend time away from the hot and humid climate of plains. The British developed several hill station towns like Shimla, Ooty, Darjeeling, Mussoorie, Nainital and Dehradun. The hill stations were little homes away from homes dotted with English architectural monuments such as a Mall, a church and central avenues. Hill stations were to serve as special spaces for the colonial masters and further emphasized the difference between European and Indians.

**Q.3. Plantation Settlement**—The tea and coffee plantations generated yet another type of settlement in the plains of Assam, Kerala, Tamil Nadu and Karnataka. These settlements were brought about by forced settlements of native labourers who were brought to clear away forest and work on the plantations. The plantation settlement were never very large in size but had distinct urban characteristics in order to provide comfort to the European owners.

**Q.4. Railway and Industrialization**—The introduction of railways in India created national network of urban places, in which the metropolitan cities formed the primary foci, supported by towns and cities. The railways contributed to the expansion of trade

and introduction of modern industry and thus indirectly helped the process of urbanization. New railway towns emerged in various parts of the country. However, Industrialization appeared in India quite late.

**Q.5. Communication Services**—Some of the most enduring systems established by the British in India include the Post and Telegraph Services. Cities and towns had large post and telegraph offices. If a telegram had to be sent from Delhi to Calcutta, it would first be relayed by the post and telegraph office in Delhi to the one in Calcutta. Thus, colonial cities served functions which were different from those performed by the cities and towns of ancient and medieval India.

**(G) Answer the following long questions :**

**Q.1. Colonialism and Colonization in India**—Colonialism refers to the principle or practice of having colonies and is governed by the sovereign country in the economic, political and social policies of these colonies. The first colonization by European traders began in 1510 AD, when the Portuguese established new port town in Panjim (Goa) and later in Bombay (Mumbai) in 1532 AD. The Dutch set up their colonies, in Machilipatnam in 1605 AD and Nagapattinam in 1658 AD and the French colonized Pondicherry in 1673 AD and Chandranagore in 1690 AD. The British established themselves in Madras (Chennai) in 1639 AD and Calcutta (Kolkata) in 1690 AD. All these European settlement and the European presence as traders in many ports and inland cities, continued throughout the Mughal period. It was only in the early 19th century that the British established a firm territorial hold in India and India came under the British Crown in 1858 AD.

**Q.2. Urban Decline in the 19th century**—The main reasons for the decline of cities during this period are the lack of interest on the part of British in the prosperity and economic development of India and the Industrial revolution in England in the latter half of the 18th century, thus altering the very complexion of urbanization in England and in India at the later stage. They decline of large number of urban centres in India. During the 19th century was primarily due to negative attitude of the British towards the traditional Industries of India. Silk and woolen textiles fared no better than the cotton weavers and spinners. By the end of 19th century, England had emerged as a major industrial economy of the world and India was the main market for British goods. Another factor contributing to the decline of urban centres of the Pre-British period was the introduction of the network of railroads in India. In 1900, the rail network had been fully developed and connected in various parts of the country. Every railway station became a point of export of raw material, thus depriving some of the earlier trade centre of their monopoly in trade. Moreover, several old urban centre like Murshidabad and Dhaka were destroyed. The ruin of Indian handicrafts reflected in the ruin of towns and cities which were famous for their manufacturing activities. The decay of traditional industries did not accompany the growth of modern machine industries as was the case in Britain and Western Europe and consequently the ruined handicraftsmen failed to find any alternative employment.

**Q.3. Emergence of Metropolitan Cities**—The British administrative centres ranged from the large Presidency cities of Madras (Chennai), Calcutta (Kolkata) and Bombay (Mumbai) to towns around district headquarters. Towns also grew around the residencies as in Lucknow, Pune and Hyderabad. Then there were the planned cities

which came up in the interior of India. In 1911 AD, the Coronation Durbar was held at Delhi. King George V announced the creation of a new capital, Delhi and the British Empire shifted their capital from Calcutta to Delhi. They built an entire new city here which was inaugurated in 1931 AD and called it New Delhi. The earlier cities of Delhi now came to be called old Delhi. However, the reason given was Delhi was centrally located, easily accessible from all parts and had a healthy climate.

**Q.4. Civil Lines Cantonment**—The civil lines was a new addition to all big administrative centres, the district headquarters and the tehsil level administrative centres. Army cantonments were often built near major towns for security reasons and to check foreign invasion and internal revolts. The civil lines and cantonments had large open spaces, bungalows, planned roads, excellent civic amenities etc. The civil lines and cantonments accommodated the British civilians and military personals. In all 114 cantonments were built during the late 19th and early 20th century. They were mostly concentrated in the plains of Punjab and western Uttar Pradesh and the southern states have only 5 cantonments.

**Q.5. Urban Amenities and Administration**—One of the major benefits of the British rule was the improvement in civic amenities in major cities. Modern shopping areas, parks, playgrounds for recreation, piped water supply, street lighting, domestic electricity supply, and sewerage were established in a number of cities. Urban administrative bodies were established to look after civic amenities from 1882 AD. These municipalities were primarily concerned with the collection of local taxes, maintenance of roads, removal of garbage, public health and primary education. Lord Dalhousie set up a separate Public Works Department in every Presidency. During the first half of 19th century, the Ganga and the Yamuna Canals, Bari Doab Canal in Punjab and the Godavari and Krishna Canal in south India were constructed. In the latter half of the century, Agra Canal and Sir Hind Canal and several other canals in Punjab were constructed between 1890 AD and 1899 AD.

## 13. The First Phase (1857—1918) Nationalist Movement

### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (b)            4. (c)            5. (c)

### (B) Fill in the blanks :

1. Nationalism                            2. Indians                            3. Vedas  
4. 1883 AD                                5. Cotton                            6. Ajit Singh

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)            2. (X)            3. (✓)            4. (X)            5. (✓)            6. (✓)

### (D) Explain the following :

**Q.1.** In 1885 AD, Allan Octavian Hume a retired British civil servant along with some important Indian leaders set up a political party, Indian National Congress. Their first meeting was held in Calcutta and under Wyomesh Cgabdra Banerjee. Seventy two delegates from all over the country attended the Congress meeting. Since, the All

India National Conference and Indian National Congress upheld the same aim it was decided to amalgamate the two into one single body.

**Q.2. The Moderates Phase (1885-1905)**—The main aim of the Congress was to promote friendly relation between nationalist political workers from different parts of the country. During this period, the congress was led by a group of people called Moderates. The prominent leaders of this time were Gopal Krishna Gokhale, S.N. Banerjee, Dadabhai Naoroji, Feroz Shah Mehta, M. G. Ranade etc. They aimed at better and friendly association with the British and wanted the British to train Indians in the art of self-government and to secure more representation of the Indians in the British Government.

**(E) Match the following :**

Column A	Column B
1. Anand Mohan Bose	British Indian Association
2. Dadabhai Naoroji	Grand Old Man of India
3. Badruddin Tyabji	Bombay Presidency Association
4. Partition of Bengal	Divide and Rule Policy

**(F) Answer the following short questions :**

**Q.1. Nationalism**—Nationalism refers to the desire of freedom and the pride of one's country, felt by peoples who were born out and sharing the same geographical territory, the same history and culture. The growing sense of nationalism led to the birth of the Nationalist Movement from the colonial rule.

**Q.2. Growth in Regional press and Literature**—The growth of art and literature in almost every Indian language gave further impetus to the feeling of nationalism. The regional press was able to reach a far greater audience with its revolutionary ideas and awareness among the people about the anti-Indian policies of the British spread the message of patriotism and Nationalism.

**Q.3. Awakening of Indians to their Culture Heritage**—Scholars and writers, through their writings and discoveries, made Indian proud of their glorious past. Some of the reformers inspired the Indians not only to discard outmoded customs and practices and the BrahmoSamaj, AryasSamaj and the Rama Krishna Mission awoke a feeling of pride of Indians. Western scholars like Max Mueller and William Jones translated the Vedas, the Upanishads and other works of Indian literature into English. It made the Indian realize that they were in no way inferior from the Europeans.

**Q.4.** Bengal was the stronghold of the congress. In 1905 AD, Lord Curzon announced the Partition of Bengal. The Partition of Bengal was an extension of this communal policy of Divide and Rule but this move was undertaken for administrative convenience. However, Curzon's real reason for the separating of Bengal was to weaken the nationalist movement of congress and forming a Muslim block as the eastern part of Bengal has majority of Muslim population. This attempt to destroy the unity of Bengalis sparked off an anti-partition movement.

**Q.5. Morley-Minto Reforms**—The British tried to placate the moderates by passing the Indian Councils Act of 1909 also known as Morley-Minto Reforms. The act increased the number of elected members in the imperial legislative council, so that they were at par with the English and the number of members also increased in the provincial



councils. The Act also introduced separate electorates for the Muslims, which meant that there would be separate constituencies for the Hindus and Muslims.

**(G) Answer the following long questions :**

**Q.1. The Boycott and Swadeshi Movements**—The partition of Bengal angered extremists and moderate leaders of Congress. To let the British know how unhappy the Indian were, at the partition of Bengal, the Indian leaders now launched the Swadeshi Movement and Boycott Movement. People resolved to use only things made in India. Swadeshi means of one's own country. People began to wear cotton clothes made in India. This is called the Swadeshi Movement. People gathered at crossroads and burnt the imported clothes that they had. People stood outside such shops and persuaded customer not to enter or buy goods. Even imported sugar was boycotted in India. This was called the Boycott Movement. The Boycott Movement affected British trade and industry, while the Swadeshi Movement helped local Indian industry to prosper.

**Q.2. Economic Exploitation by the British**—The economic policies of the British had impoverished India and the famines that ravaged the countryside in the 19th century. Also the decline of Indian handicrafts and lack of interest of British in opening new industries were significant enough to anger and frustrates Indian expectations. India was turned into a mere supplier of raw materials and a market for British manufactured goods. This callous attitude of the British further antagonized with Indians.

**Q.3. Discrimination against Indians** because during the British rule, the Indian were not allowed to apply for the higher posts in administration. They were not allowed to travel in the same compartments of train with the British. In 1878 AD, Lord Lytton passed the Arm's Act which prohibited only Indians from possessing arms without licences. No such restriction was imposed on the British or Europeans living in India. Moreover, Vernacular Press Act was passed which restricted the newspaper published in vernacular languages in India. In the same year the recruitment age of Indian was reduced in Indian Civil Services. In 1883 AD, the introduction of Ilbert Bill was passed which provided that a British or European in India could be tried by an Indian judge. This bill aimed at establishing equality between the Indian and English judges in Indian courts. The English and the other European community in India reacted harshly, declaring that even the most highly educated Indians were unfit to try Europeans. Ultimately, in response of this reaction, the government amended the bill. The Indian were shocked by the response of the government's action. They realized that they too needed to organize themselves at a national level to get equal rights and to have their demands met by the government.

**Q.4. Pre-Indian Congress Associations**—The Poona Sarvajanik Sabha (1870) was set up by M.G. Ranade, G.V. Joshi and S.H. Chiplunkar and urged the representative of Bengal and Bombay to work together. In Bengal, the India League (1875) was established with Sisir Kumar Ghosh as the leader. Anand Mohan Bose and Surendranath Banerjee set up the British Indian Association (1876). The Madras Native Association (1884) was formed to co-ordinate the activities of local associations. The credit of founding the Bombay Presidency Association (1885) goes to the three popular leaders of the time, Firoz Shah Mehta, K.T. Telang and Badruddin Tyabji.

- Q.5.** In 1885 AD, the second meeting was held in Calcutta, the Madras Native Association, the British India Association and the Indian League convened this meeting jointly and this was marked as the beginning of the Congress era. In 1885 AD, Allan Octavian Hume a retired British civil servant along with some important Indian leaders set up a political party, Indian National Congress. Their first meeting was held in Calcutta and under Wyomesh Chandra Banerjee. Seventy two delegates from all over the country attended the Congress meeting. Since, the All India National Conference and Indian National Congress upheld the same aim, it was decided to amalgamate the two into one single body.
- Q.6. The Rise of the Revolutionaries**—In response to the anti-partition movement in Bengal, Lord Curzon’s administration unleashed a policy of repression. Thousands of Swadeshi workers, students and ordinary people were prosecuted and imprisoned. The freedom of press was curbed. In the early 20th century, many secret societies of revolutionary youth came into existence. The revolutionaries believed in using force to achieve their objective of independence from foreign rule. In this process they killed many British people. On being caught, the revolutionaries faced the death penalty. Thinking that the extremist political leaders were responsible for inciting the revolutionaries, in 1907 AD Lala Lajpat Rai and Ajit Singh of Punjab were also deported from India. Prominent revolutionary leaders include Khudiram Bose, Prafulla Chaki in Bengal, V.O. Chidambaram Pillai and Vanchi Aiyar in Madras and V.D. Sarvarkar and Bhikaji Cama in Maharashtra.

## 14.

## The Second Phase (1919—1940) Struggle for India's Independence

### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)                      2. (b)                      3. (c)                      4. (b)                      5. (c)

### (B) Fill in the blanks :

1. 1919    2. Monopoly    3. Swaraj  
4. 1930 AD    5. Third Round    6. Mahatma Gandhi

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (X)                      2. (✓)                      3. (X)                      4. (X)                      5. (✓)                      6. (✓)

### (D) Explain the Following :

- Q.1. The Rowlett Act**—The Rowlett Act empowered the government to imprison any person without a trial or conviction for the right to appeal and to search any place without a warrant. People called this a Black Act. In the same year Mahatma Gandhi founded the Satyagraha Sabha, whose members pledged to oppose the Rowlett Act by counting arrest. The government restored through tough measures like firing and lathi charges to put down these protests.
- Q.2.** The Simon Commission was set up by the British government to look into the working of the Act of 1919. Lord Reading, the viceroy India (1921-1926) believed that the growing national movements could be easily suppressed if further constitutional reforms were carried out. With this end in view, the British government appointed a

commission under Sir John Simon in 1927 AD. The Indian National Congress and the Muslim League decided to boycott the commission as no single Indian member was included in the commission and the members in the commission were the British. The main purpose of the Simon commission was to take a decision on self-government for India. When the commission arrived in India in 1928 AD, the Indian greeted it with black flags and the slogan Simon Go Back. Police fired at the demonstrators and lathi charged them at various places.

**Q.3.** The main aims behind the launching of this movement were to redress the wrongs committed against the people of Punjab in Jallianwala Bagh and the attainment of Swaraj. Gandhiji said that this movement is not a passive state; it is an intensively active state, more active than physical resistance or violence. In 1921 AD, the Non-Cooperation movement was at its height. The Indian public boycotts the government colleges, schools, law courts and legislature. Hundreds of lawyers including Motilal Nehru and Rajendra Prasad gave up their legal practice. A number of indigenous educational institutions like Jamia Milia and Kashi Vidyapeeth were set up. Gandhiji launched a constructive program for attaining self-reliance.

**(E) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Simon Commission	Sir John Simon
2. Gandhi-Irwin Pact	1931
3. First Round Table	1930
4. All Party Conference	1928

**(F) Answer the following short questions :**

**Q.1.** In Amritsar, the arrest of two prominent Congress leaders, Dr. Satyapal and Saifuddin Kitchlew led a strong protest. Unaware of the ban on public meeting a group of peaceful protesters, which included children and old people gathered at Jallianwala Bagh in Amritsar on April 10, 1919 to condemn the arrest and deportment of the two nationalist leaders. General Dyer blocked the park's narrow exit and ordered indiscriminate firing. A thousand people were killed and hundreds were wounded.

**Q.2. Non-Cooperation Movement**—The Congress at its Nagpur session in 1920 AD under the leadership of Gandhiji undertook a Non-Cooperation Movement. The main aims behind the launching of this movement were to redress the wrongs committed against the people of Punjab in Jallianwala Bagh and the attainment of Swaraj. Gandhiji said that this movement is not a passive state; it is an intensively active state, more active than physical resistance or violence. In 1921 AD, the Non-Cooperation movement was at its height. The Indian public boycotts the government colleges, schools, law courts and legislature. Hundreds of lawyers including Motilal Nehru and Rajendra Prasad gave up their legal practice. A number of indigenous educational institutions like Jamia Milia and Kashi Vidyapeeth were set up. Gandhiji launched a constructive program for attaining self-reliance.

**Q.3.** The Simon Commission was set up by the British government to look into the working of the Act of 1919. Lord Reading, the viceroy India (1921-1926) believed that the growing national movements could be easily suppressed if further constitutional reforms were carried out. With this end in view, the British government appointed a

commission under Sir John Simon in 1927 AD. The main purpose of the Simon commission was to take a decision on self-government for India.

**Q.4. Two Nation Theory**—It was based on the belief that Jinnah wanted the Congress to recognize the league as the only representative body of all Muslims in India. A proposal was put forward for the creation of a separate Muslim nation called Pakistan in 1933 AD. The Congress opposed the Two Nation Theory as did many Muslim nationalists like AbulKalam Azad, Khan Abdul Ghaffar Khan and Syed Abul Ala Maududi.

**Q.5.** The Congress did not want to be involved in a war for democratic freedom when their own freedom was denied to them. Consequently the Congress insisted on the immediate transfer of effective power to Indian in return for their cooperation in the war. As the British government gave no satisfactory reply to the Congress demand for complete independence, all the Congress ministries that had been formed in the provinces resigned in protest in 1939 AD. In 1940, Gandhiji gave the call for individual Satyagraha. The volunteers made anti-war speeches and courted arrest one by one to show that India was being forcibly drawn into the war.

**(G) Answer the following long questions :**

**Q.1. Government India Act of 1919**—To pacify the nationalists after the First World War, the British government announced the Government of India Act of 1919 and also known as Montague Chelmsford Reform, after the name of Lord Chelmsford the Viceroy of India and Edwin Montague the secretary of state of India. The main provisions of this Act were :

1. The Legislative Council at the centre was made bicameral having two houses – Legislative Assembly and the Council of State. The majority of members were now elected, however the right to vote was not universal. It was given only to those who possessed property.
2. A system of government called Dyarchy was introduced in the provinces. The subjects of the provincial government were divided into two parts—the Reserved and the Transferred. Important subjects like finance, law and order were reserved subjects in the hand of the Governor which he addressed with the help of the Council.

**Q.2. The Rowlett Act**—The Government Act of 1919 was felt below the expectations of the people and the Indian were not at all satisfied. This led a series of protest movements all over the country. A disappointed congress urged the British Government to declare the right of the people of India as British citizens. Instead the government appointed the Rowlett Commission to present a report on the underground activities of the Indian. The report submitted proved to be another turning point in the history of the struggle for freedom. The British Government passed the Rowlett Act in 1919 AD. This Act empowered the government to imprison any person without a trial or conviction for the right to appeal and to search any place without a warrant. People called this a Black Act. In the same year Mahatma Gandhi founded the Satyagraha Sabha, whose members pledged to oppose the Rowlett Act by counting arrest. The government restored through tough measures like firing and lathi charges to put down these protests.

**Q.3. Demand of Complete Independence**—In response to the Simon Commission, the Indian leaders decided to draw up a report that was acceptable to all. The All Party Conference was met in 1928 AD and in this conference the party appointed a

committee headed by MotiLal Nehru to draft that report. The report known as the Nehru Report, recommended that the Indian be granted Dominion Status immediately and demanded the fundamental rights for Indian citizens but these demands were not met by the British Government. A new group of young leaders including Jawaharlal Nehru and Subhash Chandra Bose. They were deeply influenced by the Russian revolution of 1917 AD and the ideas of socialism. Socialists believed in equality and the equitable distribution of resources among people. In 1929 AD, the Congress for the first time under the chairmanship of Jawaharlal Nehru demanded Pooran Swaraj or Complete Independence in the session held in Lahore. The congress also announced the launching of Civil Disobedience Movements the Indian were frustrated with the false promises made by the British.

**Q.4. Government of India Act of 1935**—According to the Act, India was to become a Federation based on the union of the provinces of British India and the princely states. However, it was not binding on the princely states to join the federation. The Act also introduced provincial autonomy by allowing the provincial legislatures to make laws on all the provincial subjects. However, the Governor's discretionary powers were retained. The appointment of the Governor-General and the Governors remained in the hands of the British Government and were given veto powers. They were not answerable to anyone except the British Government. The Federal part of the Act was never implemented, but the part related to the provinces came into force in 1937 AD, when elections to the provincial assembly were held.

**Q.5. Civil Disobedience and the Dandi March**—The Civil Disobedience Movement was launched with the historic Dandi March in 1930 AD. This march was undertaken by Mahatma Gandhi and many of his supporters as a mark of protest against the grossly unjust salt laws the British Government had imposed on Indians. According to the law, the salt manufacturing was the monopoly of the government. The people had to pay salt tax whenever they purchased salt. Salt being the basic necessity, the tax ensured a sizable income for the British. Gandhiji walked 400 km from the Sabarmati Ashram to Dandi and on April 06, 1930, he picked up a handful of salt that had been formed along the shore by the evaporation of sea water. This symbolic act broke the British salt laws and set the trend for the Civil Disobedience Movement.

**Q.6.** The Muslim League was represented by Muhammad Ali Jinnah. Gandhiji forcefully put forth the nationalist demand for independence and the immediate grant of dominion status to India. The British Government refused and Gandhiji returned disappointed and announced the revival of the Civil Disobedience Movement on his way home. The government now headed by Lord Wellington and he was determined to suppress the congress. Gandhiji and several other leaders were arrested. Newspapers were censored to prevent the free expression of nationalist ideas.

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## 15. The Final Phase & India's Planning Before & After Independence

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### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (c)            4. (c)            5. (c)

**(B) Fill in the blanks :**

1. Cripps    2. South-East    3. Singapore  
4. Prime Minister    5. Gandhiji    6. Muslim

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (✓)                          2. (✓)                          3. (X)                          4. (X)                          5. (✓)                          6. (X)

**(D) Explain the Following :**

**Q.1. Formation of the Indian National Army**—Subhash Chandra Bose reorganized and rebuilt the Indian National Army (INA) or the Azad Hind Fauj in Singapore in 1943 AD. This force of about 45,000 soldiers consisted of Indian soldiers and officers of the British Army who had been taken prisoners by the Japanese during the Second World War. The INA also included a large number of patriotic Indians living in South-East Asia. Subhash Chandra Bose set up the Azad Hind Government in Singapore, adopting the tricolor flag and the slogan of Jai Hind (Victory of India).

**Q.2. National Language**—India was multi-religious and multi-culture country. When India became independent the leaders felt the need for a common language that would link people of different regions. The Constitution of India originally organized 14 languages as National Languages. Today there are 22 languages accepted as the national language of India. The Constitution has recognized Hindi the official language of India as spoken by about 200 million people in the country. However, English is permitted to be used an official link language as a link between different states of India because many people did not know Hindi.

**(E) Match the following :**

**Column A**

1. Lord Louis Mountbatten  
2. Quit India Movement  
3. Subhash Chandra Bose  
4. Maharaja Hari Singh

**Column B**

- Last Viceroy of India  
Do or Die  
Jai Hind (Victory of India)  
Ruler of Kashmir

**(F) Answer the following short questions :**

**Q.1.** The pressure from the British allies in the war along with the treat of possible Japanese invasion forced the British to send the Cripps Mission in 1942 AD to India headed by Sir Stafford Cripps to negotiate with Indian leaders and to submit its proposals. The Cripps Mission offered dominion status to India after the war but failed because the British refused to accept the Congress demand for immediate transfer of power to Indians.

**Q.2.** The failure of Cripps Mission created frustration in the country. The Congress decided to take active steps to compel the British to grant complete independence to India. On August 08, 1942, the Quit India Resolution was adopted at the Congress session in Bombay. Gandhiji gave the people the motto of Do or Die that is either free India or die in the attempt.

**Q.3.** Subhash Chandra Bose reorganized and rebuilt the Indian National Army (INA) or the Azad Hind Fauj in Singapore in 1943 AD. This force of about 45,000 soldiers consisted of Indian soldiers and officers of the British Army who had been taken prisoners by the Japanese during the Second World War. The INA also included a large number of patriotic Indians living in South-East Asia. Subhash Chandra Bose



set up the Azad Hind Government in Singapore, adopting the tricolor flag and the slogan of Jai Hind (Victory of India).

**Q.4. Rehabilitation of Refugees**—At the time of partition there was a reign of terror, fire, slaughter and murder on both sides. Nearly 5 lakhs people, both the Hindus and Muslims were killed and millions were rendered homeless. There was a great strain on country's economy which was already crippled by war and partition. Relief Camps were opened to give food and shelter to the displaced persons. It was followed by a planned program for rehabilitation, Houses built, training centers, employment, school, etc. in urban areas.

**Q.5.** The French government used harsh measures to suppress such movements but the people revolted against the French brutalities. Ultimately, the French government had to transfer all the settlements to India on October 31, 1954. The Integration of Goa was not a smooth affair for India. Portuguese were most reluctant to leave their territory. The freedom movement gained momentum in Goa on August 15, 1955 when thousands of Indian marchers entered Goa, Daman and Diu. There was anger in India and major cities observed hartal. However in 1961 AD, operation Vijay was launched to liberate Goa from Portuguese rule. The Indian forces completed the operation by December 19, 1961 and Goa was liberated.

**(G) Answer the following long questions :**

**Q.1. Transfer of Power by Cabinet Mission**—By the end of Second World War, Britain had become economically too weak to sustain its empire in India. Due to widespread unrest in India, the British Prime Minister Clement Atlee decided to transfer the power. In March 1946, the British government sent a three member Cabinet Mission to negotiate the terms of the transfer of power with the Indian leaders. The Cabinet Mission proposed that India be a federation consisting of the provinces of British India and the princely states, with the federal centre controlling only defence, foreign affairs and communications. Both, the Congress and the Muslim League accepted this plan. The Cabinet Mission also proposed the formation of an interim government of all parties and the convening of a Constituent Assembly that would frame a new constitution of free India. Based on this proposal the elections to the Constituent Assembly were held in July 1946.

The Constituent Assembly met for the first time on December 09, 1946 to frame the Constitution for Free India. Dr. Rajendra Prasad was elected as the President and Dr. B.R. Ambedkar was the Chairman of the Drafting Committee. On February 20, 1947 Clement Atlee made a historic announcement recognizing India's right of Independence and the British would completely transfer power to the Indians by June 1948. After this announcement, the Muslim League started an agitation for the partition of the country.

**Q.2. Mountbatten Plans for Partition**—Lord Louis Mountbatten plan for the partition of India into two independent states India and Pakistan. The date of transfer of power was brought forward from June 1948, to 15th August 1947. According to Mountbatten Plan, India and Pakistan were to be set up and each would draw up its own constitution. The provinces of Punjab and Bengal, which had nearly equal proportions of Hindus and Muslims, were to be divided on the basis of Muslim and non-Muslim majority areas. A boundary commission was appointed to determine the boundaries between what was to be Pakistan and the rest of India. The princely states were free to join either India or Pakistan or to remain independent.

**Q.3. Integration of Princely States**—At the time of Independence, there exist British India and the princely states under the promontory of British Crown. The Indian Independence Act of 1947 permitted the princely states to decide their future either to join Indian Dominion or Pakistan or remain Independent. Therefore, the first and foremost task before the new government was to the consolidation of the country. Some were big as a province of modern India while some other was quite small in size. Sardar Vallabhbhai Patel was the country's first home minister and took control of the newly created Indian States Department. He was well-versed in political, administrative and diplomatic matters. His skillful strategy and military actions unified large number of small and big princely states within a short period of time and earned him the reputation of The Iron Man of India. His diplomacy and his appeal worked wonders with princes. Only three states did not agree to become part of Indian Union—Junagarh, Hyderabad and Kashmir.

**Q.4. A New Constitution**—The Drafting Committee studied the constitutions of various countries. They borrowed those principles that suited India's need. The Draft was prepared by February 1948 and was published in the leading newspapers of the country. The Constituent Assembly had several sessions of debate in which the constitution was discussed in detail and after three years of discussion, the final draft of the Constitution of India was passed on and came into force on 26th January 1950 and India was declared to be sovereign democratic republic and even since that day India celebrated it as Republic Day throughout the country.

**Q.5.** In 1950 AD, Nehru established the Planning Commission to prepare plans for the most effective and balanced utilization of the country's resources. The Planning Commission prepared Five-Year Plans for nation's development. These plans were modeled on those of the Soviet Union. The first Five Year Plan was launched in 1951 AD and after that the Planning Commission had launched 12 Five-Year Plans. The priorities or aims of the Five Year Plans are as follows :

1. The First Plan accorded the highest priority to progress in agriculture, irrigation, transport, communication and power projects.
2. The Second Plan sought to promote development on a socialistic pattern. There was an accent on rapid industrialization and heavy industries.
3. The Third Plan aimed at self-sustaining growth by increasing national income, achieving self-sufficient food grains and expanding basic industries like steel, power generations, chemicals and machine buildings.
4. The Fourth Plan aimed at accelerating agricultural production, employment and education.
5. The Fifth Plan aimed at curbing inflation and to achieve stability in economy.
6. The Sixth Plan gave priority to eradicate poverty and to strengthen infrastructure for agriculture and industry.
7. The Seventh Plan emphasized on rapid growth in agricultural production, increase in employment and productivity.
8. The Eighth Plan had stress on employment environment and power generation.
9. The Ninth Plan laid stress on agriculture and rural development, accelerating growth rate of the economy and stabilizing prices.
10. The Tenth Plan aimed at reduction of poverty, creating more jobs opportunities and balanced regional development.

11. The Eleventh Plan aimed to increase the enrolment in higher education and IT education institutions, clean water and reduction of poverty, gender inequality. The Twelfth Plan aimed to achieve a growth rate of 8%, work opportunities to nonfarm sector, remove gender and social gap in school enrolment, provide electricity to all villages.

**Q.6.** The aim of the aayog was to think of achieving visions and implement those visions into mission. The government proposed various Policies, Yojanas, Social Campaigns and Schemes to achieve those missions or goals.

1. Make in India campaign designed to manufacture their products within the country and make India as Global Manufacturing Hub for multinational and domestic companies.
2. Swachh Bharat Abhiyan for a clean India on the birthday of Gandhiji in 2014.
3. Jan-Dhan Yojana aimed to open bank accounts of the uncovered households in both rural and urban areas and to provide insurance cover.
4. The campaign of Beti Bachao, Beti Padhao focus on safeguarding an education on Girl Child.
5. Ujjwala scheme launched to provide free LPG connections to rural households. It aims to safeguard the health of women by providing them with a clean cooking fuel.
6. Pradhan Mantri Awas Yojana, a social welfare housing scheme for the weaker sections of the society in 2015.
7. Demonetization of Indian currency Notes of 500 and 1000 on November 8, 2016 to fight and end corruption.
8. The implementation of GST (Goods and Service Tax) in July 2017, instead of separate taxes collection there will be one tax scheme.
9. Pradhan Mantri Kisan Samman Nidhi scheme in 2018 which supports all farmer families and also know the status of their payment under this scheme.
10. The removal of Article 370 which gave special status to Jammu & Kashmir and had the power of separate constitution and the Article 35 (A) defined the residents live under a separate set of laws, including citizenship, ownership of property.

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## 16.

## Resources and its conservation

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### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (c)            4. (b)            5. (c)

### (B) Fill in the blanks :

1. nature                                    2. cut down                                    3. human resource  
4. three                                    5. carefully

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)            2. (X)            3. (X)            4. (✓)            5. (✓)

**(D) Answer the following short questions :**

**Q.1.** Humans have the skills, intelligence, and knowledge, and use technology to transform a natural resource into usable and valuable things, and hence they themselves become a resource. Therefore human resource is an ultimate resource. Healthy, educated and motivated people develop resources as per their requirements. Human resource is one of the building blocks for a nation's development.

**Q.2.** Classification on the basis of origin :

1. Abiotic resources which come from non-living sources are called abiotic resources, e.g. soil, rocks and minerals.
2. Biotic resource: Resources which are obtained from the biosphere and have life are called biotic resources. e.g. animals and plants including human beings.

**Q.3.** Classification on the basis of Exhaustibility :

1. Renewable resource : Some of the natural resources can never be exhausted or completely finished, these resources called renewable resources. for e.g. air, water, soil and sunlight.
2. Non-renewable resource : Some resources are very limited and could be exhausted soon because of over use. They cannot be used forever, because they cannot be replaced, such resources are known as non-renewable resources e.g. forests, wildlife, coal and petroleum. It takes millions of years for the formation of coal and petroleum and hence they cannot be replenished in our lifetime.

**Q.4. Abiotic resource :** These resources fall into the larger category of natural resources which occur naturally in the environment and are not created or produced by humans. Therefore resources which come from non-living sources are called abiotic resources.

**(E) Answer the following long questions :**

**Q.1.** The introduction of technology humans learn to transform these gifts of nature into useful things that makes their life easier and comfortable. Now-a-days earth has many resources that make life in a modern world possible. Things that satisfy our needs and said to have utility and usability are called resources.

**Types of Resources :** As there are plenty of resources available so they are divided broadly into three categories. These are natural resources, human resources, and human made resources.

**(i) Natural resources**—Resources which are obtained from nature are called natural resources. Some of the natural resources can be used directly while for using some other resources we need the help of some technologies.

**(ii) Human resources**—People are nation's greatest resource. Human resource is one of the building blocks for a nation's development. The more the population of a country has, the more it is considered to be rich in human resource.

**(iii) Human made resource**—When humans use natural things to make something new that provides utility and value to our lives, it is called human made resources. For instance, when we use metals, woods, cement, sand and solar energy to make buildings, machinery, vehicles, bridges, roads, electricity etc. they become man-made resources. Likewise, technology is also a man-made resource. Human made resources are mostly renewable. One can rebuild a building or fixed a broken machine.

**Q.2.** Using of resources wisely and without wasting them is known as conservation of resources. Balancing the need to use resources and also conserve them for the future is called sustainable development.

There are many ways of conserving resources :

1. Grow new trees to replace those that are cut down.
2. Reduce pollution so that resources are maintained.
3. Prevent soil erosion.
4. Purchase products made from recycled materials.
5. Minimizing the depletion of natural resources.
6. Fill a bucket while showering and use it to water plants.
7. Pack your lunch with reusable containers.
8. Use less straws, plastic silverware and paper plates.
9. Cut down on processed foods in your cupboards.
10. Only buy food on your shopping list.

**Q.3.** Differentiate between actual resource and potential resource

1. **Actual resource** : Those resources where we know the total availability of quantity and quality, are called the actual resources. These resources have been surveyed, their quality and quantity are determined and are currently in use. e.g. coal and petroleum.
2. **Potential Resource** : Resources whose entire quantity may not be known and which are not being used at present are called potential resources. Potential resources can be used in future once technology for that is properly developed, e.g. uranium reserves in Ladakh.

**Q.4. Importance of resources**—Natural resources are very important for the development of our country. All the living things are dependent on natural resources directly or indirectly. Without the natural resources the living things cannot survive. There are different types of natural resources from which living things are getting benefit like wood from forest resources, irrigation water, drinking water from water resources, minerals from industrial development.

Some importance of natural resources :

1. Natural resources play a very important role in every sector of the national economy like in industry, agriculture, commercial and domestic needs.
2. Natural resources also play a vital role in the economic development by increasing agriculture trade which is imported and exported to the other countries.
3. All the things we need in our daily life such as fuel, water, air, fibre etc. comes from natural resources.
4. Natural resources provide every daily needs of human like shelter, food, clothes, etc.

Natural resources help to maintain the environmental balance and satisfy the needs to the fullest.

**Q.5. Repeat**—The group of stars forming some kind of recognizable figures or patterns are known as constellations.

# 17.

## Natural Resources—Soil and Water

### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (a)            2. (c)            3. (b)            4. (b)            5. (b)

### (B) Fill in the blanks :

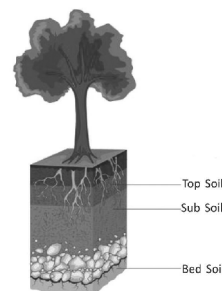
1. soil profile                      2. Gobind Sagar lake            3. Bihar  
4. Indira Gandhi                  5. earthworm                      6. fungi

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)            2. (✓)            3. (✓)            4. (✓)            5. (X)

### (D) Answer the following short questions :

**Q.1. Layers of soil**—The soil is found in layers, which are arranged during the formation of soil. These layers are called horizons, the sequence of layers is the soil profile. The layers of soil can easily be observed by their colour and size of particles. The main layers of the soil are topsoil, subsoil, and the bedrock. Each layer has its own characteristics.



**Q.2. Dams :** A dam is a wall built across a river in order to hold water from flowing. The blocked water is stored in an artificial lake called a reservoir, from where it is used to irrigate the fields. In a dam, water is made to fall from a great height. The energy of flowing or falling water is used to produce electricity. The electricity generated from the source of water current is called hydroelectricity.

**Q.3. Multi-purpose projects**—A multi-purpose project has more than one purpose or use, such as irrigation, the generation of electricity, flood control etc. Almost all the dams on big rivers are multi-purpose projects.

**Q.4. Causes of soil erosion**—

1. Soil texture : Small grain and open structure soil erodes more than the larger and closed structure soil.
2. Amount of rainfall : The more the intensity of rainfall the, more will be the soil erosion.
3. Mismanaged utilization of soil resources : The soil erosion is enhanced by improper surface drainage, removal of forest litter, overgrazing, etc.
4. **Deforestation** : It is one of the major factors responsible for soil erosion. Removal of forest cover which functions as the binder of the top layer of the soil with increasing land demand has resulted in enhancing extent of soil erosion.

### (E) Answer the following long questions :

**Q.1. Formation of soil**—Soil is the result of breakdown of rocks into tiny pieces. The heat of the sun, water, wind and ice also help to create soil, but the most important ingredient to the making of soil is living or non-living things that are found in it. These living and dead organisms are called organic matter. They turn into sand, silt and rock pieces. These pieces are carried away by water or blown away by wind. These pieces change into sand, pebbles, gravels and form the soil. It takes millions of years for the rocks to crack and form the soil.



## Q.2. Causes of Water Scarcity :

1. **Pollution** : Pollution is the major cause of water shortage. Water is polluted when industrial wastes are deposited into water bodies thus making it unfit for human consumption.
2. **Overuse of water** : When water is overused, shortage occurs. Some people use too much water especially for irrigation purpose. It, therefore, becomes inadequate for other equally important uses.
3. **Drought** : When drought strikes an area, there is usually no rain for a long period of time. This makes rivers dry. Other water sources such as streams, ponds, etc. also dry up. People therefore do not have enough water for domestic and industrial use.

**Q.3.** Soil conservation is the protection of soil from erosion and other types of deterioration, so as to maintain soil fertility and productivity. It is important to conserve soil because soil is necessary for the growth of plants. Without soil there would be no plants as plants get air, water and minerals from soil and without plants there would be no life.

### Methods of soil conservation :

1. **Afforestation** : The best way to conserve soil is to increase area under forests. Felling of trees should be stopped and efforts should be made to plant trees in new areas.
2. **Checking overgrazing** : Overgrazing of forests and grass lands by animals especially by goats and sheep should be checked properly. Animals freely move about in the fields for grazing and spoil the soil by their hoofs which leads to soil erosion. This should be avoided.
3. **Constructing dams** : Much of the soil erosion by river floods can be avoided by constructing dams across the rivers.
4. **Changing agricultural practices** : We can save a lot of our valuable soil by bringing about certain changes in our agricultural practices.

**Q.4. Sources of water in India**—The main rivers of India are the Ganga, the Yamuna, the Brahmaputra, the Godavari and the Narmada. The rivers help the farmers for irrigation. During the rainy season, low lying areas and hollows get filled with water. These are called Ponds. Lakes are big reservoirs of water. Some lakes are natural while some are artificial. Artificial lakes are made by men. The GobindSagar Lake is the biggest artificial lake in the world. The man-made sources of water are canals, wells, tanks, dams and multi-purpose projects.

**Wells and Tubewells** : Wells and tubewells are mainly found in the northern plains. Punjab, Haryana, Uttar Pradesh, Bihar etc. are use wells and tubewells for irrigation.

**Tanks** : Tanks are used in some areas where it is difficult to dig wells because of rocky terrain and low water table. Tanks are mostly found in Southern India: Tamil Nadu, Andhra Pradesh and Karnataka.

**Canals** : There is a good network of canals in Punjab, Haryana, Uttar Pradesh, West Bengal and Tamil Nadu. The Indira Gandhi Canal is the longest canal of India. It provides water to a large part of deserts of Rajasthan. Other important canals of India are Sirhind canal, Agra canal, etc.

**Dams :** A dam is a wall built across a river in order to hold water from flowing. The blocked water is stored in an artificial lake called a reservoir, from where it is used to irrigate the fields.

**Multi-purpose projects :** Multi-purpose projects: A multi-purpose project has more than one purpose or use, such as irrigation, the generation of electricity, flood control etc.

**Q.5. Conservation of water resources**—Conservation of water means a careful and economical use of water. We should conserve water as it is a precious natural resource. 22 March is celebrated as the World Water Day every year to understand the importance of water.

Conservation of water can happen in the following ways :

- ❁ Afforestation can help water to penetrate into the soil and replenish the water table.
- ❁ Building dams and hydro power projects which help in checking flood and regulating the supply of water to agriculture.
- ❁ Use of efficient watering systems such as drip irrigation and sprinklers to reduce water consumption by plants, conservation of water.

**(F) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Black Soil	Maharashtra
2. Soil Erosion	Deforestation
3. Water scarcity	Overuses of water
4. Sources of water	Tubewells and wells
5. Alluvial Soil	Wheat and maize

**(G) Define the followings :**

- (a) **Horizon**—The soil is found in layers, which are arranged during the formation of soil. These layers are called horizons; the sequence of layers is the soil profile.
- (b) **Soil Conservation**—Soil conservation is the protection of soil from erosion and other types of deterioration, so as to maintain soil fertility and productivity. It is important to conserve soil because soil is necessary for the growth of plants.
- (c) **Reservoir**—A dam is a wall built across a river in order to hold water from flowing. The blocked water is stored in an artificial lake called a reservoir, from where it is used to irrigate the fields.

## 18. Natural resources—Natural vegetation and wildlife

**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)                      2. (b)                      3. (a)                      4. (c)                      5. (b)

**(B) Fill in the blanks :**

1. bamboo                      2. Royal Bengal                      3. monsoon forest  
4. Tundra vegetation                      5. Selvas

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)                      2. (✓)                      3. (✓)                      4. (X)                      5. (✓)

**(D) Answer the following short questions :**

- Q.1. Natural vegetation**—The grasses, shrubs and trees which grow on their own without interference or help from human beings are called natural vegetation. Different types of natural vegetation are dependent on different climatic conditions, among which the amount of rainfall is very important.
- Q.2. Tropical Evergreen Forests**—These types of forests occur in region of heavy rainfall, which are close to the equator. It is hot and wet throughout the year resulting in thick and dense forests. They occupy about seven per cent of the earth's land surface and harbour more than half of the world's plants and animals. Hardwood trees such as mahogany, ebony etc. are the important trees found in these forests.
- Q.3. Coniferous Forests**—These forests are found between 55° to 70° latitudes in the Northern Hemisphere. The main regions are Norway, Sweden, Finland, Southern Canada and Russia. These forests are also known as Taiga. They are also found in high altitudes. The main species of coniferous trees are pine, fir, spruce and cedar.
- Q.4. Natural vegetation of India**—Due to varied climatic conditions, India has a wide range of natural vegetation. Vegetation of India can be divided into five types – tropical evergreen forest, tropical deciduous forest, thorny bushes, mountain vegetation and mangrove forests.

**(E) Answer the following long questions :**

- Q.1. Mediterranean Vegetation**—The regions summers are dry and rain falls in winters. The trees are not thick and have broad leaves. They are of medium height and have several adaptations like thick barks, waxy leaves and long roots to withstand the dry summer. The main trees are olive, cedar, fir, etc.
- Q.2. The following steps have been taken in third direction—**
- ❖ National parks and sanctuaries have been set up to protect the endangered species.
  - ❖ Poaching and hunting of animals have been prohibited, and many laws have been enacted in this regard.
  - ❖ Biosphere reserves have been set up where multiple land use is permitted to preserve biodiversity.
  - ❖ Awareness is being created all over the world for the protection of wildlife.
- Q.3. Thorny bushes**—This type of vegetation is found in dry areas of the country. In regions with less than 70 cm of rainfall, the natural vegetation consists of thorny trees and bushes. Trees are scattered and have long roots penetrating deep into the soil in order to get moisture. Leaves are mostly thick and small to minimize evaporation. Datepalms, Cacti, Babool are the main plant species. This type of vegetation is found in the states of Rajasthan, Punjab, Haryana, Eastern Slopes of Western Ghats and Gujarat.
- Q.4. Desert Vegetation**—This type of vegetation is common in the deserts found on the western margins of the continents in the tropical regions. Tropical deserts include the Sahara and Kalahari in Africa, the Atacama in South America, the Arabian Desert, and the Sonoran Desert in North America, the great Australian Desert and the Indian Desert. In the hot dry deserts of the world, rainfall is low and vegetation cover negligible. Cactus, acacia, and date palms are the main species found here. Desert plants have long roots, thick barks, waxy stems and spiny or hairy leaves to reduce the rate of transpiration.

**Q.5. Temperate Grasslands**—The different names in different regions. In North America they are known as Prairies, in South America as Pampas, in Euraisa as Steppes, in South Africa as Veld and in Australia as Downs.

**(F) Match the following :**

**Column A**

1. Temperate Evergreen Forests
2. Coniferous Forests
3. Tundra Vegetation
4. Thorny bushes
5. Mangrove forests

**Column B**

- Giant Panda of China
- Taiga
- Reindeer, musk ox
- Datepalms, Cacti, Babool
- Royal Bengal Tiger

**(G) Differentiate among the followings :**

**(a) Tropical grasslands and Temperate grasslands**—Tropical Grasslands : These regions are found on the either side of the equator in the interior of the continents in the tropical regions. These areas have a moderate rainfall during the summer season and a distinct dry season. Generally, tall grasses and scattered trees and shrubs grow in such areas. These are found in South America, Central Africa, South Africa, and Northern Australia. In general, these grasslands are called Savanna. They are also known as Llanos in Venezuela and Campos in Brazil. The tropical grasslands are home to a variety of wildlife. Animals like deer, antelopes, giraffes, zebras, elephants, lions, cheetahs, leopards the ostrich of Africa and the rhea of South America are found in these grasslands.

**Temperate Grasslands**—The temperate grasslands are found in the middle latitudes, i.e. between 35° to 50° in both the hemispheres. They are situated in the interior of continents, where the rainfall is not enough for the growth of trees. They are known by different names in different regions. In North America they are known as Prairies, in South America as Pampas, in Euraisa as Steppes, in South Africa as Veld and in Australia as Downs. These grasslands are suitable for cattle and sheep rearing. Wild buffaloes, bison, antelopes are the common animals found here.

**(b) Evergreen forests and Deciduous forests**—Tropical evergreen forest-Tropical rain forest occurs in the areas which receive heavy rainfall that is more than 200 cm of rainfall and having a temperature of 15 to 30 degrees celcius. They are largely found in the north-eastern regions of Arunachal Pradesh, Meghalaya, Assam, Nagaland, the Western Ghats, and the Andaman groups of islands. These forests are very dense that sunlight doesn't reach the ground. Many species of trees are found in these forests, which shed their leaves at different times of the year. The major trees found in this area are Sandal wood, Rosewood, Garjan, Bamboo, and Ebony. It has copious vegetation of all kinds—trees, shurbs, and creepers. The elephants, monkey, lemur are the common animals found in these areas.

**Tropical decidious forest**—In a large part of our country we have this type of forest. These forests are also called monsoon forest. The precipitation in this area is between 100 cm and 200 cm. The deciduous forests are found on the lower slope of Himalayas, West Bengal, Bihar, Odisha and Maharashtra. The Teak is the dominant species seen in the area. Along with that Deodar, Blue gum, Palash, Sal, Sandalwood and Khair are also seen. The trees of this region shed their leaves at a particular time of the year and the temperatures of these forests remain moderate.

# 19.

## Mineral Resources

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### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (b)            2. (c)            3. (a)            4. (b)            5. (b)

### (B) Fill in the blanks :

1. metallic minerals            2. liquid gold            3. quarrying  
4. ores            5. non-ferrous

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (X)            2. (X)            3. (X)            4. (✓)            5. (X)

### (D) Answer the following short questions :

**Q.1. South America :** Brazil is the largest producer of high grade iron ore. Chile and Peru are the leading producers of copper. Brazil and Bolivia are among the leading producers of tin. Deposits of gold, silver, zinc, chromium, manganese, bauxite, mica, platinum and asbestos are also found in South America.

**Q.2.** Petrol, diesel, kerosene, spirit, thinner and many other things are got from the mineral oil. Areas where oil is found are called oil-fields. Petroleum deposits are found in Digboi in Assam and Mumbai High in Maharashtra. In India, big oil refineries are located in Digboi, Kochi, Mathura, Haldia, Mumbai and Chennai.

**Q.3. Petroleum :** Petroleum is also called the mineral oil. It is found deep under the ground or the sea. It is a big source of energy. It is so useful that it is called liquid gold. Petrol, diesel, kerosene, spirit, thinner and many other things are got from the mineral oil.

**Q.4. Mining :** The process of taking out minerals buried under the rocks is called mining. There are two main methods of mining, viz. open-cast mining and shaft mining.

### (E) Answer the following long questions :

**Q.1.** Minerals are naturally occurring inorganic substances with a definite and predictable chemical composition and physical properties. Minerals are non-renewable natural resources.

**Distribution of Minerals in India**—Metallic minerals is extracted from ores. Some of the metals which we found from metallic minerals in India are :

- 1. Iron :** Rich iron ore deposits are available in the states like Bihar, Odisha and Madhya Pradesh.
- 2. Manganese ore :** The major manganese deposits in India are located in the states like Madhya Pradesh, Gujarat, Maharashtra, Odisha, Karnataka, Andhra Pradesh, Rajasthan and Goa.
- 3. Copper :** Important copper ore deposits are located in Singhbhum district of Bihar, Khetri, Jhunjhunu and Alwar districts of Rajasthan and Balaghat district of Madhya Pradesh.
- 4. Bauxite :** Bauxite is basically an essential mineral required for the production of wonder metal known as aluminium. Aluminium is an important metal used in cement industries, oil refineries and as constructing material for constructing buildings, bridges and household furniture.

5. **Lead and Zinc :** In India the reserves of lead and zinc are located in the states like Rajasthan, Gujarat, Andhra Pradesh, Maharashtra, Tamil Nadu, Odisha, Sikkim and Meghalaya.

Some non-metallic minerals found in India are :

1. **Coal :** The main coal mining areas are in Jharkhand, West Bengal, Chhattisgarh, Madhya Pradesh, Odisha, Andhra Pradesh and Maharashtra. Coal mines of Jharia, Bokaro, Raniganj, Kobera, and Dhanbad produce good quality of coal.
2. **Petroleum :** Petroleum deposits are found in Digboi in Assam and Mumbai High in Maharashtra.
3. **Natural Gas :** Natural gas is also found along with petroleum. Liquified petroleum gas (LPG) and Compressed natural gas (CNG) are its forms.
4. **Mica :** Rich deposits of mica are found in Bihar. It is also available in Andhra Pradesh and Rajasthan.

**Q.2. (a) Metallic Minerals :** As the name suggests, metallic minerals are the minerals that contain one or more metals. In general, they occur as mineral deposits and are a good conductor of heat and electricity, e.g. iron, copper, gold, bauxite, manganese, etc.

(b) **Non-metallic minerals :** As the name suggests, non-metallic minerals are the minerals that do not contain metals, e.g. limestones, mica, coal, gypsum, dolomite, salt, granite, etc.

**Q.3. Extraction of Minerals—**Minerals can be extracted by different processes, which are as follows

- (a) **Mining :** The process of taking out minerals buried under the rocks is called mining. There are two main methods of mining, viz. open-cast mining and shaft mining.
- (b) **Open-cast mining :** When minerals are taken out by removing the surface layer, the process is called open-cast mining. Minerals which lie at shallow depths are extracted by this process.
- (c) **Shaft mining :** When deep bores(called shaft) are made to reach the mineral deposits at great depth, the process is called shaft mining.
- (d) **Drilling :** When deep wells are bored to take out the mineral, the process is called drilling. Petroleum and Natural gas are extracted by this method.
- (e) **Quarrying :** When minerals are simply dug out near the surface, the process is called quarrying.

**Q.4. Metallic Minerals—**Metallic minerals are the minerals that contain one or more metals. In general, they occur as mineral deposits and are a good conductor of heat and electricity, e.g. iron, copper, gold, bauxite, manganese, etc. These minerals are generally found in igneous rocks that are formed by cooling and solidification of lava or magma.

**Non-metallic minerals—**Non-metallic minerals are the minerals that do not contain metals, e.g. limestones, mica, coal, gypsum, dolomite, salt, granite, etc. They are used in various industries to produce a variety of products, e.g. mica is used in electrical industry, limestones is used in cement industry. Furthermore, they are also used in the production of fertilizers. They are generally found in sedimentary rocks that are formed by the aggregation of various materials like minerals, remains of organisms, rock particles etc.



**Q.5. Conservation of Minerals**—Some methods by which we can conserve minerals are:

- ✿ Minerals should be used in a planned and sustainable manner.
- ✿ Technology should be upgraded to allow the use of low-grade ore at low costs.
- ✿ Recycling of metals also results in the conservation of mineral resources.
- ✿ Non-conventional sources of energy should be harnessed for the generation of electricity.
- ✿ Control of population growth to reduce demand for minerals.
- ✿ Create social awareness regarding conservation of minerals.
- ✿ Reuse and recycle minerals.
- ✿ Avoid use and acceptance of minerals which are not essential.
- ✿ Modern technology plays an important role in the conservation of minerals.

**(F) Match the following :**

Column A	Column B
1. Gold	Non-ferrous
2. Mumbai High	Oil field
3. Gypsum	Non-metallic mineral
4. CNG and LPG	Natural gases
5. Bauxite	Australia

**(G) Give two uses of each :**

- (a) Bauxite—is used in automobile and bottling industry.
- (b) Coal—is used in homes, factories or mills.
- (c) Natural gas—is used as fuel in vehicles and cooking food.
- (d) Iron ore—is used to make tools, machines.

## 20.

## Agriculture

**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (b)            2. (b)            3. (c)            4. (a)            5. (c)

**(B) Fill in the blanks :**

1. ploughing                                    2. weeds                                    3. sugarcane, oil seeds  
4. transportation                                    5. plantation agriculture

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)            2. (✓)            3. (X)            4. (✓)            5. (✓)

**(D) Answer the following short questions :**

**Q.1.** Agriculture is the art and science of cultivating the soil, growing crops and raising livestock. It includes the preparation of plant and animal products for people to use and their distribution in markets.

**Q.2. (1) Intensive Farming :** In areas where irrigation has been possible, the farmers use fertilizers and pesticides on large scale. They have also brought their land under high yielding variety of seeds. They have mechanised agriculture by introducing machines in various processes of farming. They have led intensive farming where the yield per unit area is high. In some areas, this has led to the development of dairy farming.

(2) **Dry Agriculture** : This practice is followed in areas where irrigation facilities are lacking. Crops cultivated in these areas can withstand dry conditions. The crops grown generally with the help of irrigation are also grown under dry farming. Most of the areas under dry cultivation entertain only one crop during the year. This is practised in drier parts of Rajasthan, Gujarat and Madhya Pradesh etc.

**Q.3. Manuring** : Crops need nutrients to grow and produce yield. Thus the supply of nutrients at regular intervals is necessary. Manuring is the step where nutritional supplements are provided and these supplements may be natural( manure) or chemical compounds (fertilizers).

**Q.4. Climate** : Climate plays a dominating role in agriculture. Plants require sufficient heat and moisture for their growth. Normally, regions having maximum temperature of less than 10 degree C are not suitable for plant growth. In the tropical regions, where temperature is high throughout the year, agriculture is successfully done.

(E) **Answer the following long questions :**

**Q.1. Topography** : The nature of topography plays a significant role in the development of agriculture. It determines extent of soil erosion, methods of cultivation and mode of transportation. In the mountainous and hilly regions, soil is common; terrain restricts use of machinery and development of means of transportation, whereas plain regions have fertile soils. The flat topography facilitates use of machines. Means of transportation can be easily developed in the plain areas.

**Q.2. Subsistence farming** : Subsistence agriculture occurs when farmers grow food crops to feed themselves and their families. As the farmers are poor, they do not use fertilizers and high yielding variety of seeds in their fields to the extent they should do. Facilities like electricity and irrigation are generally not available to them. These result into low productivity. The subsistence agriculture has given way to commercial agriculture to some extent. Dry land farming is practised in areas where the rainfall is low and irrigation facilities are inadequate. Here, emphasis is laid on conservation of moisture, and on crops like jowar, bajra and pulses, which need less water.

**Q.3. Mixed and Multiple Agriculture** : Mixed farming is referred to as cultivation of crops and raising of animals simultaneously. The multiple farming is used to denote the practice of growing two or more crops together. In such a case numbers of crops having varying maturing periods are sown at the same time. This practice is followed in areas having good rainfall or facilities of irrigation.

**Q.4. Economic factors** : The most important economic factors affecting agriculture are: (i) market (ii) transport facilities (iii) labour (iv) capital (v) government policies (vi) other factors.

**I. Market** : Market is an importance economic factor in agriculture. The distance from the market determines the cost of transportation. Agricultural crops like vegetables etc. are grown near the market.

**II. Transport facilities** : The development of efficient means of transportation widen the market for agricultural products.

**III. Capital** : Agriculture, in the modern times is becoming mechanized. This involves huge capital investments. Purchase of machinery, fertilizers and pesticides require plenty of money. The factor of availability of capital plays a significant role in the development of agriculture.



from nature. Things that we can use directly are called primary products. We need to convert these items into finished goods. Manufacturing industries convert primary products or raw materials like cotton, jute, sugarcane, iron, etc. into finished products like fabrics, sugar, machines, etc.

**Q.2. On the basis of raw materials and finished goods :**

**Heavy industries :** Industries which use heavy and bulky raw-materials and produce products of the same category are called heavy industries. Iron and steel industry present a good example of heavy industries.

**Light industries :** The light industries use light raw-materials and produced light finished products. Electric fans, sewing machines are light industries.

**Q.3. Ancillary industries :** The industries which manufacture parts and components to be used by big industries for manufacturing heavy articles like trucks, buses, railway engines, tractors, etc. are called ancillary industries.

**Q.4. (a) Sugar industry :** Sugar industry is the second largest consumer industry in India. It is mostly located in the sugarcane producing areas. Uttar Pradesh, Maharashtra, Tamil Nadu, Karnataka, Bihar etc. have most of the sugar mills.

**(b) Iron and steel industry :** Iron and steel industry is the key industry and the base of the metal industries. Without iron and steel we cannot have machineries for our factories. Big iron and steel plants are located at Jamshedpur (Jharkhand), Bokaro (Jharkhand), Rourkela (Orissa), Durgapur (West Bengal) and Salem (Tamil Nadu).

**(E) Answer the following long questions :**

**Q.1. Role of Industries in Development :** Industries have played an important role in the development of the nation. India is rapidly developing to become one of the most industrialised nations of the world. The growth of industries is very helpful for the overall progress of our country. Industries are making all efforts to keep pace with the latest technology. India has emerged as one of the leaders in the field of computer science, software development and space research. Industries pollute air, soil, water and environments. Many developed countries have adopted clean method of production through the use of hydroelectricity, wind and solar power. India has also taken many steps to reduce pollution levels. For example, public transport vehicles in Delhi have to run on Compressed Natural Gas (CNG), not on petrol or diesel. Due to this effort, Delhi has become an eco-friendly and clean city.

**Q.2. Requirements for Industries :** The factors responsible for the growth of industries are :

- 1. Raw materials :** Raw materials are one of the most important factors for an industrial growth.
- 2. Machinery :** It is only with the help of machines that the raw materials are converted into finished products.
- 3. Human Resource :** Human resource is one of the essential factors of any industry. Machines are run by skilled workers, technicians and engineers.
- 4. Transport :** To carry the raw materials to the industries and the finished goods to the market, we need means of transport like railways, trucks, tankers, etc.
- 5. Capital :** Capital or huge investment is needed for the establishment of industries. It is one of the most important factors for the growth of the industries.

6. **Place** : Selection of the place is important to set up an industry, because the right place is needed to acquire raw materials from their source and distribute the finished products to their destination.
7. **Market** : Market is an essential factor as it provides a place for selling the finished products. The nearer the industry to its market, the cheaper will be its transportation cost.

**Q.3. On the basis of ownership :**

**Private sector** : Private industries are businesses that are owned and operated by an individual or group of individuals.

**Public sector** : Public industries are owned and managed by the government.

**Joint sector industries** : These industries are jointly operated by the state and individuals. Example, MarutiUdyog.

**Cooperative sector industries** : Cooperative industries are operated by the suppliers, producers or workers of raw material. Example, sugar mill owned and run by farmers are called co-operative sector industries.

**Q.4. Small-scale industries** : Small scale industries are those industries in which the manufacturing, production and rendering of services are done on a small or micro scale. These industries make a one-time investment in machinery, plants, and industries, but it does not exceed Rs 1 crore. Small scale industries are under single ownership. Generally both the management and the control is with the owner. Here the owner is actively involved in the day-to-day activities of the business. Some examples of small scale industries are cycle parts, auto mobiles parts, utensils, etc.

**Large-scale industries** : Large scale industries are those industries in which manufacturing, production and rendering of services are done on a very large scale. Thousands of workers are employed in a large scale industry. Capital invested in this type of industry is more than Rs 10 crore and advanced technology is used here. These industries are totally opposite of small scale industries. These industries are owned and managed by more than one person. Some examples of large scale industries are automobiles, iron and steel industry and textile industry.

**(F) Give two examples of each :**

1. Consumer good industries — Bakeries, sugar
2. Small-scale industries — Cycle parts, auto mobiles parts
3. Agro-based industries — Vegetable oil, cotton textile
4. Light industries — Electric fans, sewing machines
5. Marine-based industries — Sea food or manufacturing fish oil.

**(G) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Silk textile	Amritsar
2. Salem	Tamil Nadu
3. Railway coaches and wagons	Perambur
4. Handicrafts	Cottage industry
5. Maruti Udyog	Joint sector industry

**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (a)            4. (c)            5. (a)

**(B) Fill in the blanks :**

1. flood                              2. earthquake                      3. Japanese
- 
4. cyclone                            5. man-made

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)            2. (✓)            3. (X)            4. (X)            5. (✓)

**(D) Answer the following short questions :**

**Q.1.** Any unexpected catastrophic event which causes a great loss of life and property is defined as a disaster. There are two types of disasters: natural and man-made disasters. Let us study more about these.

**Q.2. (1) United Nation's Children's Emergency Fund (UNICEF) :** This organization provides food, medicines and other necessary things to the affected people. This agency is famous among the victim children.

**(2) Red Cross Society :** This is an international organization. It helps in providing bloods and other medical services. It also helps the people to settle down again.

**Q.3. Disaster Management :** Disasters refers to the mishap, calamity or the grave occurrence from the natural or man-made reasons which cant't be stopped or tackled immediately by the affected community. Earthquakes, cyclones, droughts, floods etc are some of the natural disasters resulting into huge loss of lives and properties. The direct or indirect impacts of disasters, either natural or man-made are colossal damage, destruction and death. The disaster management is the discipline by which human beings continuously make efforts to reduce the harm caused by the disasters.

**Q.4. Flood—**A flood is an overflow of a large amount of water beyond its normal limits, especially over what is normal dry land. Flooding may occur as an overflow of water from water bodies, such as rivers, lakes or oceans. When rains are very heavy or last for many days water body may receive more water than they can hold. Water then floods the water body, and also over flows its banks. The flooding of the water body then causes the land beyond the water body, which is otherwise dry, to get flooded.

**Tsunami—**Tsunami is a Japanese word which means harbour wave. Tsunamis are very huge in the sea caused by an earthquake or a volcanic eruption under the sea. The Tsunami waves can reach height from 1 metre to 20 metres or more. They travel very fast about upto the speed of hundred kms per hour. These waves strike suddenly and cause destruction to mankind and wildlife.

**(E) Answer the following long questions :**

**Q1.** Floods are, of course, a natural phenomenon. But man-made factors are also responsible for the incidence of floods. For example, when trees are felled, and forests are cleared indiscriminately there is ecological damage. As trees help in holding the soil, when they are cut off, the top soil becomes loose and gets easily washed away when there are rains. This leads to the silting of water bodies like lakes and rivers, and subsequently to flooding. The towns and cities in the vicinity of the water bodies, that are otherwise dry, also experience floods then.



**Q.2. The two man-made disasters are :**

- (1) **Biological disasters** : An important type of man-made natural disaster is biological disaster. Such disasters are caused by microorganisms that cause epidemics. These have spread due to man-made conditions. Most of these have been infectious diseases such as malaria, plague, diphtheria, tuberculosis and influenza.
- (2) **Chemical disasters** : Chemical disaster is another man-made disaster. Chemical and radioactive leakages are also the result of human error and result in far reaching damages. A chemical accident is the unintentional release of one or more hazardous substances which could harm human health or the environments. Chemical hazards are system where chemical accidents could occur under certain circumstances. Such events include fires, explosions, leakages or release of toxic or hazardous materials that can cause people illness, injury or disability.

**Q.3. Cyclones**—When storm originates from seas and oceans it is known as a cyclone. A cyclone occurs when a low pressure area is surrounded by high pressure. Thus the wind blows at a very high speed towards the centre. These winds are destructive in nature which can blow at a velocity of 300 km/hr.

**Protection against cyclones :**

- ❖ People should seek the latest information about weather on television and radio and act according to warning during a cyclone alert.
- ❖ We should remain in our house if it is constructed well (apakka house) and close all the doors and windows.
- ❖ In case, it is semi-pakka house or hut, we should leave quickly to a cyclone shelter or a stronger building.
- ❖ An emergency kit should always be ready. This kit includes radio, torch, some food and water, a first aid kit and some essential medicines.

**Q.4. Drought**—Drought which is marked by the absence of or low rain in a particular region for a long period of time occurs because of various reasons including global warming, deforestation and many other human activities. This climatic condition can cause disastrous impact on the environment as well as the living beings. Some of the effects of drought include failure of crops, financial loss, price rise and soil degradation.

**Global warming** : Even though some people do not accept that the average temperature of the earth has risen, it is on record that human actions have contributed to more greenhouse gasses in the atmosphere. As a result, there are warmer temperatures, often resulting in more dryness and bush fires often causing drought conditions.

**Q.5. Protection against earthquakes :**

- ❖ The information about earthquakes and their intensity should be shared with the public through radio, television and newspapers.
- ❖ If one is outside, move to an open space away from trees, electric poles and buildings.
- ❖ If inside a building or a house, take cover under a solid surface like a table, or stand in the doorway.

- ❖ Switch off the gas and the electric supply in the house during a quake.
- ❖ Construction of buildings based on earthquake-resistant techniques.

**(F) Give two examples of each :**

1. Earthquake — Gujarat-2001 & Uttarkashi-1991
2. Drought — Rajasthan & Gujarat-2000
3. Tsunami — Sumatra, Indonesia-2004 & North Pacific Coast, Japan-2011
4. Flood — Vijayawada, Andhra Pradesh & Katihar, Bihar-2019
5. Chemical Disaster — Bhopal Gas Tragedy 1984 & Kaohsiung gas explosion-2014

**(G) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Storm originated from seas & oceans	Cyclone
2. Overflowing of rivers	Floods
3. Lack of rain	Drought
4. Shaking of earth	Earthquake
5. Harbour wave	Tsunami

## 23.

## Constitution

**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (b)            2. (c)            3. (a)            4. (a)            5. (c)

**(B) Fill in the blanks :**

1. document                            2. chairman                            3. lengthiest  
 4. equality                                5. religion

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)            2. (✓)            3. (X)            4. (✓)            5. (X)

**(D) Explain the Following Terms :**

1. **Legislature** : It is the group of elected representatives that frames laws on behalf of the people.
2. **Fundamental rights** : Our constitution guarantees certain basic rights to every citizen of India popularly known as Fundamental Rights. The sections on these rights have often been referred to as the “conscience of the constitution”. These rights protect the citizens against arbitrary and absolute exercise of power by the state.
3. **Constitution** : Constitution is a written document containing constitutive rules. Every state or an organisation is governed by these fundamental rules. All democratic countries are likely to have a Constitution. But it is not necessary that all countries that have a Constitution are democratic. Constitution lays out certain ideals that forms basis of country in which one wants to live. It reflects fundamental nature of the society. It serves as a set of rules and principles that become the basis for governing the country.

**(E) Match the following :**

**Column A**

**Column B**

- |                        |                           |
|------------------------|---------------------------|
| 1. Freedom of Religion | Article 25—28             |
| 2. System of courts    | Judiciary                 |
| 3. Constitution        | Dr. B.R. Ambedkar         |
| 4. Two houses          | Rajya Sabha and Lok Sabha |

**(F) Answer the following short questions :**

**Q.1. Constitution :** Constitution is a written document containing constitutive rules. Every state or an organisation is governed by these fundamental rules. Constitution lays out certain ideals that forms basis of country in which one wants to live. It reflects fundamental nature of the society. It serves as a set of rules and principles that become the basis for governing the country.

**Q.2. The Role and Need of a Constitution :** The constitution defines the role and powers of an elected Member of Parliament and State legislature. The Constitution servers two main purposes :

1. It lays our certain ideals that form the basis of the kind of country that we as citizens aspire to live in, or in other words it tells us what the fundamental nature of our society is.
2. The second important purpose of a constitution is to define the nature of a country's political system.

**Q.3.** The constituent assembly took 2 years 11 months and 17 days to frame the constitution. It was approved on 26th November 1949.

**Q.4. Directive Principles :** The directive principles are the directives to the government which ensure social and economic development. These promote socio-economic justice, strengthen the democratic system, safeguard our heritage and help in maintaining peaceful relations with our neighbouring countries.

**Q.5.** Dr. B. R. Ambedkar was appointed as the Chairman of the drafting committee. The constituent assembly took 2 years 11 months and 17 days to frame the constitution. It was approved on 26th November 1949. Dr. B. R. Ambedkar is also known as “Father of the Indian Constitution”

**(G) Answer the following long questions :**

**Q.1. The Role and Need of a Constitution :** The constitution defines the role and powers of an elected member of Parliament and State legislature. The Constitution servers two main purposes :

1. It lays our certain ideals that form the basis of the kind of country that we as citizens aspire to live in, or in other words it tells us what the fundamental nature of our society is.
2. The second important purpose of a constitution is to define the nature of a country's political system.

The constitution is needed for the following reasons :

- ❖ It states the rules and laws as to how government would conduct itself.
- ❖ A constitution is not just a document, but a living document. This means it constantly grows and evolves according to needs, requirements and aspirations of the people of the country.

- ❖ The constitution consists of certain ideas that form the basis of the kind of country that we aspire as citizens. It tells us the fundamental nature of our society. For example, after independence we adopted a constitution that reflects the ideals of our country.
- ❖ The constitution provides guidelines that how the government would be composed and how it will function.
- ❖ It prevents both the inter-community and intra-community dominations. It states the rights of the citizens and how they would be exercised.
- ❖ Another key role of the constitution is to safeguard us against choices that might have undesirable effect on rules and principles that the respective country believes in.

**Q.2. Features of Indian Constitution :** The key features of the Indian Constitution are—federalism, parliamentary form of government, separation of powers, fundamental rights and secularism.

**Fundamental rights :** Our constitution guarantees certain basic rights to every citizen of India popularly known as Fundamental Rights. The sections on these rights have often been referred to as the “conscience of the constitution”. These rights protect the citizens against arbitrary and absolute exercise of power by the state.

**Fundamental Duties :** By 42nd amendment in 1976, the Fundamental Duties were incorporated in the Indian Constitution. These duties are to promote patriotism among the citizens and to help them to strengthen the nation.

**Directive Principles :** The directive principles are the directives to the government which ensure social and economic development. These promote socio-economic justice, strengthen the democratic system, safeguard our heritage and help in maintaining peaceful relations with our neighbouring countries.

**Q.3. Fundamental rights :** Our constitution has guaranteed seven such rights as follows:

- (i) **Right to Equality (Article 14-18) :** The Indian Constitution guarantees equality to all before the law. The state cannot discriminate on the basis of religion, caste, place of birth, sex or race. Untouchability is abolished and is considered punishable by laws. Laws are made by the constitution to ensure equal treatment of all citizens.
- (ii) **Right to Freedom (Article 19-22) :** Under this right, a citizen has the right to freedom of speech and expression, the right to form associations, the right to move freely and can reside in any part of the country and can practise any profession, occupation or business.
- (iii) **Right against Exploitation (Article 23-24) :** The dignity of individuals is recognized and protected against any type of exploitation by the Indian Constitution.  
Human trafficking, begging, forced labour, child labour are prohibited by law. The Indian Constitution prohibits children below the age of 14 years to work.
- (iv) **Right to Freedom of Religion (Article 25-28) :** Every citizen in India has right to worship, practise and propagate his or her religion. All religions are equal before state.
- (v) **Cultural and Educational Rights (Article 29-30) :** The Indian Constitution provides right to minorities. The Indian people have the right to conserve their script, language and culture. Admissions to any education institution shall not be denied on the grounds of religion, caste and creed.

(vi) **Right to Constitutional Remedies (Article 32-35)** : This right gives authority to the citizens of India to move over the High Courts and the Supreme Court, if they believe that their fundamental right has been violated by the state. A new right was being introduced in the constitution and came into force on 12th October 2005.

(vii) **Right to Information** : This right gives the people power or right to get any document records. Since then it has helped in bringing transparency in the administration.

**Fundamental Duties** : The fundamental duties are :

- (i) To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.
- (ii) To cherish and follow the noble ideals which inspired our national struggle for freedom.
- (iii) To uphold and protect the sovereignty, unity and integrity of India.
- (iv) To defend the country and render national service when called upon to do so.
- (v) 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.
- (vi) To value and preserve the rich heritage of our composite culture.
- (vii) To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures.
- (viii) To develop the scientific temper, humanism and the spirit of inquiry and reform.
- (ix) To safeguard public property and to abjure violence.

**Q.4. Socialist** : The word 'Socialist' can refer to any person, organisation or a country. In a socialist country, the government ensures the equal distribution of wealth in the society. Government regulates the ownership of land and industry to reduce socio-economic inequalities. The Constitution of India declares it to be a socialist country. The government makes all the efforts to reduce socio-economic differences in the society.

**Q.5. Parliament forms of government** : India has adopted parliamentary form of government on British pattern. In this system people who run the government are being elected by the citizens of the country. The legislature in the centre is called the Parliament. This means parliament is supreme and represents people of the country.

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## 24.

## Secularism in India

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**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)            2. (b)            3. (b)            4. (b)            5. (a)

**(B) Fill in the blanks :**

1. undebased                            2. religion                            3. 1976

4. diversity                            5. untouchability

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (✓)            2. (✓)            3. (X)            4. (✓)            5. (✓)

**(D) Explain the Following Terms :**

- Q.1.** Secularism means that governments should remain neutral on the matter of religion, leaving religion choice to the liberty of the people. According to Justice K. Ramaswamy : “Secularism is a party of fundamental law and basic structure of the Indian political system to secure to all its people socio-economic needs essential for man’s excellence with material and moral prosperity and political justice. The state adopts an unbiased approach towards all religions.”
- Q.2. Untouchability :** Untouchability is a practice in which some lower caste people are kept at a distance, denied of social equality and made to suffer from some disabilities for their touch, is considered to be contaminating or polluting the higher caste people.
- Q.3. Child Marriage :** Child Marriage is defined as a marriage of a girl or boy before the age of 18 years and refers to both formal marriages and informal unions under the age of 18 live with a partner.

**(E) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. The Constitution of India	is the largest in the world.
2. Duties and rights are	the sides of same coin
3. Our Country India	is a secular state
4. Secularism plays important role	in promoting harmony
5. Secularism is	separation of religion from religious institutions

**(F) Answer the following short questions :**

- Q.1. Meaning of Secularism :** Secularism means that governments should remain neutral on the matter of religion, leaving religion choice to the liberty of the people.
- Q.2.** Secularism is a party of fundamental law and basic structure of the Indian political system to secure to all its people socio-economic needs essential for man’s excellence with material and moral prosperity and political justice. The state adopts an unbiased approach towards all religions. The separation of religion from the state is known as secularism. The state can intervene in religion in order to end an evil social practice which it believes discriminates and violates fundamental rights.
- Q.3.** On following the strategy of intervention, the state prevents the ill-treatment of certain sections of people by members of the same religious community, like the practice of caste system prevalent in the Hindu society. Similarly, by making polygamy illegal, abolishing child marriage, reforming temple administration and ensuring temple entry to all castes and sections of the society, the state has intervened in religious matters to protect the rights of common people as provided by them in Indian Constitution.
- Q.4.** The term “SECULAR” was inserted in “PREAMBLE” in the year 1976 vide 42nd Amendment to the Constitution of India Amendment. India is a vast country with diversity of cultures and religions. The fraternity and unity of the country could be built on the basis of secularism.
- Q.5. To protect Fundamental Rights :** Any form of domination based on religion may violate the fundamental rights that a democratic country guarantees to its citizens. Another significance of separation of religion and state is to defend the liberty of all citizens and protect their fundamental rights. This means every person is free to leave or embrace any religion as per his choice and will.



**(G) Answer the following long questions :**

**Q.1. Secularism in India :** India is a vast country with diversity of cultures and religions. The fraternity and unity of the country could be built on the basis of secularism.

Indian Constitution mandates that Indian state be secular. As per the Indian Constitution, a secular state in order to attain its goals must guarantee the following:

- ❁ Check dominance of one religious group or community over another religion.
- ❁ Check oppression of some members of the same religious community by other members.
- ❁ The government will neither enforce any religion nor take away the religious freedom of its citizens.

Indian state does not support any religion rather maintains a distance from all religious issues and sects. It does not have or promote any official state religion. In fact, no religious festival or practice is allowed in government institutions. The other approach adopted by the Indian state to promote the idea of secularism is through the policy of non-interference. It means that government respects the outlook of all religious communities and does not interfere in their customs and practices.

The unique way in which Indian secularism works to prevent the domination is through an alternate strategy of intervention. In order to prevent religion-based exclusion and discrimination of lower-castes, the Indian constitution bans untouchability.

On following the strategy of intervention, the state prevents the ill-treatment of certain sections of people by members of the same religious community, like the practice of caste system prevalent in the Hindu society. Similarly, by making polygamy illegal, abolishing child marriage, reforming temple administration and ensuring temple entry to all castes and sections of the society, the state has intervened in religious matters to protect the rights of common people as provided by them in Indian Constitution.

**Q.2.** The term 'secular' denotes the threefold relationship between man, state and religion.

The word 'secular' has not been defined under the constitution. A secular state is one that protects all religions equally and does not uphold any religion as the state religion. Indian national movement was not merely a struggle against foreign rule. It was the struggle to rejuvenate the country and to transform its society and politics. Secularism emerged as the most dominant principle during the freedom struggle itself. A secular state is one in which the state does not officially promote any one religion as the state religion.

**Q.3.** The separation of religion from the state is known as secularism. The state can intervene in religion in order to end an evil social practice which it believes discriminates and violates fundamental rights.

There are two chief reasons why the separation between religion and state is important.

- ❁ The first is to prevent the domination of one religion over another.
- ❁ The second is to protect the freedom of individuals to come out of their religion, embrace another religion or have the freedom to interpret religious teachings differently. We can give an example of the practice of untouchability which allowed upper caste people to dominate lower caste people.

**Q.4. Indian secularism and other democratic countries :** A Comparison-Certain objectives of secularism highlighted in the Indian Constitution can be found in the constitution of many other democratic countries all around the world. Same as the Indian Constitution, the United States of America also declares that there is no official religion and no religion can seek special treatment from the state. Moreover, their legislature cannot pass any law that restricts freedom of religion. The Indian Government intervenes in religious affairs only if the practices are unjust and infringe the rights of weaker sections in society. However, Constitution of United States of America neither allows state nor religion to get involved in each other's matter. Thus, we find that India is a secular state in its unique way and ensures harmony and peace in the nation. It works in various ways to prevent its secularism and religious domination or discrimination of any kind in what so manner.

**Q.5. Need for Secularism :** There is a great need of separating state from religion, due to following given below reasons :

**Smooth functioning of Democracy :** In present scenario usually various religions, communities inhabit a country. Among different religion groups one faction of it will always be in majority. Once they come into political power, they can easily use state powers and resources to its sole advantage and interest. The dominant religion group might use authority and resources to harass the minority and prevent them from practising their religion. Hence, for proper working of democratic system it is imperative to separate religion from state.

**To protect Fundamental Rights :** Any form of domination based on religion may violate the fundamental rights that a democratic country guarantees to its citizens. Another significance of separation of religion and state is to defend the liberty of all citizens and protect their fundamental rights. This means every person is free to leave or embrace any religion as per his choice and will.

**To preserve India's unity :** By giving equal importance to all religions, one constitution promotes harmony between different religious groups existing in the country.

## 25.

## Need of a Parliament

**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (a)            4. (c)            5. (c)

**(B) Fill in the blanks :**

1. parliament                            2. commander                            3. ex-officio  
4. finance                                5. prime minister

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (X)            2. (✓)            3. (✓)            4. (X)            5. (X)

**(D) Explain the Following Term :**

**Q.1. Legislative Powers :** All legislative powers of the union are vested in the parliament. Its addition to making laws on union list, parliament can make law on a subject of state list also under special circumstances. It can make amendments in the existing laws and replace the existing law by new laws.

**Q.2. Procedure for elections :** Elections to the lower house or the Lok Sabha are held on the basis of universal adult franchise. All citizens above the age of 18 can participate in the process of electing the representative from their respective constituency. Elections to the parliament are held in a similar manner as they are for the state legislature. For this the country is divided into numerous constituencies and each constituency elects one member to the parliament.

**Q.3. The Lok Sabha :** The Lok Sabha or the Lower House comprises of members who are directly chosen by the people based on universal adult franchise. It is therefore also known as the House of the People.

**Composition :** The strength of Lok Sabha is 545. The citizens of India who are above the age of 18 have the right to vote and elect the members of Lok Sabha from their respective constituency. The members of Lok Sabha are elected for a five-year term. The President of India can nominate two members belonging to the Anglo-Indian community, if the community does not have adequate representation in the Lok Sabha.

**Eligibility :** In order to become a member of Lok Sabha, a person should have the following qualifications :

- ❁ Person must be a citizen of India.
- ❁ He/She should not be less than 25 years of age.
- ❁ He / She should not hold any office of profit under the union or state government.
- ❁ He / She should not be mentally unsound or a declared insolvent.
- ❁ His / Her name should be in electoral roll in any part of the country.

**Term :** The term of Lok Sabha is five years from the date of its first meeting. This term can be extended by one year at the time of emergency. The Lok Sabha can be dissolved even before its full term of five years, if the ruling party loses its majority in the house.

**(E) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. The Speaker	The Lok Sabha
2. The President	Supreme head of Armed forces
3. Impeachment	Process to remove the President
4. Education	Concurrent list
5. Upper House	The Rajya Sabha

**(F) Answer the following short questions :**

**Q.1.** A democratic country is one in which its citizens participate in the decision-making process of the government. It is also characterized by social, political and economic equality among citizens. We have adopted parliamentary system of Governance. Once India obtained Independence, the leaders of the freedom movement were convinced that people should be able to participate in decision making process. Therefore, all adult citizens were given right to vote (universal adult franchise). The participation of citizens is very important for proper functioning of democracy as its means government of the people, by the people and for the people.

**Q.2. The Lok Sabha :** The Lok Sabha or the Lower House comprises of members who are directly chosen by the people based on universal adult franchise. It is therefore also known as the House of the People.

**Q.3. Composition :** Presently, the strength of Lok Sabha is 545. The citizens of India who are above the age of 18 have the right to vote and elect the members of Lok Sabha from their respective constituency. The members of Lok Sabha are elected for a five-year term. The President of India can nominate two members belonging to the Anglo-Indian community, if the community does not have adequate representation in the Lok Sabha.

**Q.4. The election procedure of the Rajya Sabha :** The Rajya Sabha or the Upper House represents the states, which have seats in proportion to their population. It is the permanent house and it is also called the council of states. The members are the representatives of states and union territories. 12 members are nominated by the President of India. The nominated members are well-known personalities in the field of literature, science, art and social service. Other members are indirectly elected by the members of state legislative assemblies for a term of six years.

**Q.5.** The parliament when session is generally begins with a 'question hour'. It is the first hour of every sitting, when the ministers answer questions related to their respective ministries and department. 'zero hour' starts immediately after the question hour. During this hour discussions over the matters of public interest are held. The Lok Sabha can also remove the existing government, if they are not in majority by passing a no-confidence motion against the government.

**(G) Answer the following long questions :**

**Q.1. Functions of the Parliament :** The parliament in our system has immense powers because it is the representative of the people. It plays a significant role in the functions of the government and overall functioning of the country.

**(A) Select the Executive :** To select the executive government among themselves is an important function of the members of the Lok Sabha. The executive is a group of persons who work together to implement the laws made by the Parliament. The Prime Minister is the leader of the majority or the ruling political party in the Lok Sabha. The Prime Minister further selects the ministers among the MPs of his party to work with him to implement decisions passed in the Parliament. These ministers are in charge of different departments and play a key role in the formulating and implementation of the decisions of the government.

**(B) Controlling, Guiding and informing the Government :** One of the main aspects of parliamentary democracy is that the executive is answerable to the legislature. The government must give an account of its policies and expenses incurred to the parliament. The parliament exercises control over the ministers and their work through various means such as questions relating to various functions, development schemes and laws formed by government in the parliament.

**(C) Control over Government's Finance :** The parliament manages the finance of the country. It controls the income and expenditure of the government. The government receives finances in form of various direct and indirect taxes. The money collected is spent on various welfare schemes and programmes run by the government for the people. Every year Finance Minister presents the budget before the parliament that explains in detail the intended expenses and probable income of the government through taxes. This annual budget is duly approved by the parliament.

(D) **Law Making** : Law making is the most important function of the parliament. As provided in the constitution, the union government can make laws on 91 subjects given in the union list. The major subjects are railways, banking, currency, telephone, foreign affairs, defence etc. The parliament has the power to introduce new laws and modify the existing ones. A law is first introduced in the form of a bill. The parliament can pass two types of bills namely 'Money Bill' and 'Ordinary Bill'.

**Q.2. Powers of the parliament** : The parliament has a large number of functions and thus enjoys various powers to ensure smooth functioning of the government.

1. **Legislative Powers** : All legislative powers of the union are vested in the parliament. Its addition to making laws on union list, parliament can make law on a subject of state list also under special circumstances. It can make amendments in the existing laws and replace the existing law by new laws.
2. **Judicial Powers** : The parliament, in a form also enjoys power and control over judiciary. It can remove the President, Vice President, Judges of Supreme Court and High Courts by the process known as 'impeachment'.
3. **Financial Powers** : Every year before the start of the financial year, budget of the government is placed before the parliament for necessary sanction and approval. The parliament may pass the budget as placed in the parliament, it may recommend changes to the proposals made in the budget and can even reject the budget.
4. **Electoral Powers** : Parliament enjoys some powers in respect of election. The member of the parliament forms the part of electoral college which elects the President of India and the Vice-President of India.
5. **Approval over declaration of emergency** : President can declare emergency which comes into operation immediately. But it must be sent to the parliament for approval.
6. **Amendment in the Constitution** : The parliament also enjoys the power of making amendments in the constitution. Some clauses can be amended by simple majority. However, some of the amendments in the constitution are required to be passed by two-third majority in the parliament.

**Q.3. The Lok Sabha** : The Lok Sabha or the Lower House comprises of members who are directly chosen by the people based on universal adult franchise. It is therefore also known as the House of the People.

**Composition** : The strength of Lok Sabha is 545. The citizens of India who are above the age of 18 have the right to vote and elect the members of Lok Sabha from their respective constituency. The members of Lok Sabha are elected for a five-year term. The President of India can nominate two members belonging to the Anglo-Indian community, if the community does not have adequate representation in the Lok Sabha.

**Eligibility** : In order to become a member of Lok Sabha, a person should have the following qualifications :

- ❁ Person must be a citizen of India.
- ❁ He/She should not be less than 25 years of age.
- ❁ He / She should not hold any office of profit under the union or state government.
- ❁ He / She should not be mentally unsound or a declared insolvent.
- ❁ His / Her name should be in electoral roll in any part of the country.

**Term :** The term of Lok Sabha is five years from the date of its first meeting. This term can be extended by one year at the time of emergency. The Lok Sabha can be dissolved even before its full term of five years, if the ruling party loses its majority in the house.

**The Rajya Sabha :** The Rajya Sabha or the Upper House represents the states, which have seats in proportion to their population. It is the permanent house and it is also called the council of states.

**Composition :** The maximum number of members of the Rajya Sabha can be 250. Out of these 238 members are representatives of states and union territories. 12 members are nominated by the President of India. The nominated members are well-known personalities in the field of literature, science, art and social service. Other members are indirectly elected by the members of state legislative assemblies for a term of six years.

**Eligibility :** In order to become a member of Rajya Sabha, a person should have the following qualifications:

- ❖ Person must be a citizen of India.
- ❖ He/She should not be less than 30 years of age.
- ❖ He/She should not be proclaimed offender.
- ❖ He/She should not hold any office of profit under the government.
- ❖ His/Her name should be in voter list of the state from which he / she is seeking election.

**Term :** The Rajya Sabha is a permanent body. It cannot be dissolved. One third of its members retire after every two years. Every member has a six-year term. The Vice-President of India is the ex-officio chairman of the Rajya Sabha.

**Q.4. The President of India :** The President of India is elected by an electoral college consisting of members of Lok Sabha and Rajya Sabha along with the members of Legislative Assemblies.

- ❖ The tenure of President is five years but can be re-elected for a second term also.
- ❖ The President is the head of the state.
- ❖ All the Government activities, all laws, major policy decisions, major appointments, international treaties and agreements are made in the name of the President.
- ❖ The President is the supreme commander of the armed forces of India.
- ❖ President addresses the joint sessions of the Parliament and can also issue ordinances when parliament is not in session.

**Q.5.** The separation of religion from the state is known as secularism. The state can intervene in religion in order to end an evil social practice which it believes discriminates and violates fundamental rights. There are two chief reasons why the separation between religion and state is important.

- ❖ The first is to prevent the domination of one religion over another.
- ❖ The second is to protect the freedom of individuals to come out of their religion, embrace another religion or have the freedom to interpret religious teachings differently.



**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)            2. (a)            3. (b)            4. (b)            5. (b)

**(B) Fill in the blanks :**

1. parliament                            2. judges                            3. Assam  
4. president                            5. expenditure

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (✓)            2. (X)            3. (X)            4. (✓)            5. (✓)

**(D) Explain the Following Term :**

**Q.1. Financial Bills :** A Financial Bill may only be introduced in Lok Sabha, on the recommendation of the President. The Bill must be passed by both Houses of Parliament, after the President has recommended that it be taken up for consideration in each House.

**Q.2. Law Making :** When both the houses have passed the bill, according to the constitution, the president calls for a joint session. The speaker of the Lok Sabha presides over the joint session and a discussion is held. Finally, the president signs the bill and the same becomes a law. The president has the power to send an ordinary bill back to the parliament for reconsideration with suggestions. If the bill is passed again, the president is forced to sign it.

**Q.3. National Register of Citizens :** The National Register of Citizens (NRC) is a register or official record of those who are Indian citizens whose creation is mandated by the 2003 amendment of the Citizenship Act, 1955.

**(E) Match the following :****Column A****Column B**

- |   |                                 |
|---|---------------------------------|
| 1. Money Bill   | can originate in Lok Sabha only |
| 2. The Proposal for law is called                         | a Bill                          |
| 3. Constitution Amendment Bill                            | both houses                     |
| 4. Citizen Amendment Act                                  | 12 December 2019                |
| 5. The joint session of both<br>the houses is presided by | the Speaker of Lok Sabha        |

**(F) Answer the following short questions :**

**Q.1.** Law making is a significant function of the Parliament. Our constitution has adopted the parliamentary form of government. The parliament is the supreme law-making body in the country. It has the power to legislate on all subjects that are under the jurisdiction of union government. It can enact new laws or change the existing ones. The parliament system has three organs or branches, such as legislature, which makes law, an executive, which gives effect to the laws and a judiciary, which interprets the law.

**Q.2. First Reading or Introduction :** It is an introductory stage. At this stage, the concerned minister asks for the permission of the house to introduce the bill, there is no discussion at this stage, copies of the bill are given to the members. The minister introducing the bill gives a general speech explaining the bill.

**Q.3.** Our law cannot discriminate between persons on the basis of their religion, caste or gender. The rule of law means that all laws apply equally to all citizens of the country. No one can be above the law. Any crime or violation of law has a specific provision of punishment as well as a process through which the guilt of the person has to be established. The parliament makes laws according to the needs and demand of the people.

**Q.4. The role of president in passing of a bill :** When both the houses have passed the bill, according to the constitution, the president calls for a joint session. The speaker of the Lok Sabha presides over the joint session and a discussion is held. Finally, the president signs the bill and the same becomes a law. The president has the power to send an ordinary bill back to the parliament for reconsideration with suggestions. If the bill is passed again, the president is forced to sign it.

**Q.5. Money Bill :** Any bill that relates to income and expenditure is called a money bill. It can originate only in Lok Sabha. When the money bill is passed by the Lok Sabha, it is sent to Rajya Sabha. The Rajya Sabha must within a period of 14 days return the money bill with its recommendations. The Lok Sabha may or may not accept the recommendations. The bill is then sent to the president for his/her assent. The speaker of the Lok Sabha decides whether the bill is a money bill or not.

**Ordinary Bill :** It can be introduced in either house of the parliament. The bill has to be passed by both houses separately. Every ordinary bill that is introduced, has to go through the three readings, which involve an introduction, detailed discussion and voting on the bill in the house of origin. After passing in one house, the bill is sent in the other house. The said bill goes through the same process in that house also. When both the houses, the Lok Sabha and Rajya Sabha pass the bill, it is sent to the president for his / her signature.

**(G) Answer the following long questions :**

**Q.1.** In ancient India, there were numerous overlapping local laws. Different communities enjoyed different degree of autonomy in administering these laws among their own. During colonial period, this system of law slowly began to change. One example that continues to exist as part of British law is the Sedition Act of 1870 which stipulates that any person protesting or criticising the British government could be arrested, his trial being due, within this Act. At the end of 19th century, the Indian legal profession also began emerging and demanded respect in colonial courts. Indian judges began to play a crucial role in making greater decisions. Every year our representatives pass several new laws as well as revise existing ones for the welfare of the Indian people.

**Q.2.** The parliament plays a pivotal role in introduction of a particular bill which by a due process is transformed into a law. The Parliament can enact new laws, change the existing ones by proposing a bill. The proposal to formulate a law is known as bill. Every ordinary bill that is introduced, has to go through the three readings, which involve an introduction, detailed discussion and voting on the bill in the house of origin. Thereafter, the bill is sent to the second house where the similar process is followed.

**(a) First Reading or Introduction :** It is an introductory stage. At this stage, the concerned minister asks for the permission of the house to introduce the bill, there is no discussion at this stage, copies of the bill are given to the members. The minister introducing the bill gives a general speech explaining the bill.

(b) **Second reading** : At this stage, a general discussion is held. Then a clause-by-clause discussion takes place. The members supporting the bill explain, why the bill is important and necessary. The members who oppose the bill, generally criticise the bill and point out flaws and shortcomings in the bill. The members irrespective of the fact that they are supporting the bill or otherwise, can suggest changes in the bill. The changes suggested can be or cannot be accepted by the house.

(c) **Third reading** : At this stage, the bill is moved for final approval. The bill is discussed fully and to put to vote. If majority of members are in its favour, the bill is passed.

After passing in one house, the bill is sent in the other house. The said bill goes through the same process in that house also. When both the houses, the Lok Sabha and Rajya Sabha pass the bill, it is sent to the president for his / her signature.

**Q.3.** Money Bill can originate only in Lok Sabha. When the money bill is passed by the Lok Sabha, it is sent to Rajya Sabha. The Rajya Sabha must within a period of 14 days return the money bill with its recommendations. The Lok Sabha may or may not accept the recommendations. The bill is then sent to the president for his/her assent. The speaker of the Lok Sabha decides whether the bill is a money bill or not.

**Q.4. Controversial and Unpopular Laws** : There have been certain situations where after the Parliament passed a law, it became unpopular among the people. At times, even if a law is constitutionally valid and thereby legal, people may find it unacceptable and unpopular. They might feel that the intention behind it is harmful and unfair. Therefore, a group of people may come ahead to criticize the law, hold meetings regarding it, write against it in newspapers, report to TV channels, etc. In a democratic country like India, people can express their unwillingness to accept a law formed by the Parliament which they think is repressive. If a large number of citizens feel that the lawmaking body has passed a wrong law, there arises a pressure on the Parliament to change it.

**Q.5.** The Citizenship Amendment Bill, 2019 has been passed by the Lok Sabha on 9th December 2019.

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## 27.

## The Judiciary

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**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (c)                      2. (b)                      3. (a)                      4. (c)                      5. (c)

**(B) Fill in the blanks :**

1. 24                                      2. High Court                                      3. Governor  
4. 1985                                      5. 62

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (✓)                      2. (✓)                      3. (X)                      4. (X)                      5. (X)

**(D) Explain the Following Term :**

**Q.1. The Judiciary** : The judiciary is the 3rd and important organ of the government that explains the law. It is the safeguard of the fundamental rights to the Indian citizens. It plays a crucial role in the functioning of India's democracy. In our country, judiciary is independent. This means that is free from the control of other organs of the

government. An impartial, independent and unbiased judiciary is the pivot of democracy.

**Q.2.** In order to increase the access to the justice, the Supreme Court in early 1980s introduced a legal mechanism called Public Interest Litigation (PIL). The main features of PIL are as follows :

- ❖ Any individual or organization can file a PIL in the High Court or Supreme Court on behalf of those whose rights have been violated.
- ❖ The legal process is very simple. Even a simple letter or telegram addressed to the Supreme Court or High Court can be treated as PIL filed.

**Q.3. Composition :** The Supreme Court consists of one Chief Justice and 25 other judges. The parliament can increase or decrease the number of judges of Supreme Court. The President of India appoints the Chief Justice of India and all other judges of Supreme Court.

**(E) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Lok Adalat	People's Court
2. Supreme Court	Final Court of Law
3. Nyaya Panchayat	Lowest Division
4. District Court	Highest Civil Court in district
5. Sessions Court	Highest Criminal Court in district

**(F) Answer the following short questions :**

**Q.1.** The judiciary is the 3rd and important organ of the government that explains the law. It is the safeguard of the fundamental rights to the Indian citizens. It plays a crucial role in the functioning of India's democracy. In our country, judiciary is independent. This means that is free from the control of other organs of the government.

**Q.2.** The judiciary consists of a system of courts i.e. responsible for administering justice, interpreting laws and protecting the fundamental rights of the citizens. The Indian judiciary consists of a Supreme Court, the apex court of appeal, High Courts and lower courts. The Supreme Court is at the top of the hierarchy followed by the High Courts and the subordinate courts at the different levels of judicial system.

**Q.3.** The Supreme Court is the highest and final court of law in India. It functions in New Delhi. It is responsible for the protection of the constitution, and the rights and liberties of the people in addition to its functions as the highest court of law.

**Q.4. Lok Adalat :** Lok Adalat means people's court. It is not a part of judiciary nor is parallel to it. In existing judiciary system, the Indian courts take unusually long time to decide cases. To reduce time and expenditure, a system of lokAdalat has been started recently in our country. Under this system, the cases are decided speedily and without much expenditure.

**Q.5.** All citizens can approach the courts for redressal of their grievances. In case of violation of fundamental rights, citizens of the country can seek justice from the court. However, in reality, the situation is different as majority of population is extremely poor, leads a hand to mouth existence and most importantly is uneducated about the judicial remedies available to them. In order to increase the access to the justice, the Supreme Court in early 1980s introduced a legal mechanism called Public Interest Litigation (PIL).

**(G) Answer the following long questions :**

**Q.1. Eligibility of a judge of the Supreme Court :** To qualify for the appointment as a judge of Supreme Court, the person must possess the following qualifications :

- ❖ He must be a citizen of India.
- ❖ He must have an experience of at least five years as judge of High Court or at least ten-year experience as an advocate of High Court or be a distinguished jurist in the opinion of the President.

**Term of a judge of the Supreme Court :** There is no fixed term of office for the Supreme Court judges. They function upto the age of 65 years. They can only be removed earlier for proved misbehaviour or incapacity by an order of the President after an address by each house of parliament. In order to remove the judge, an address has to be passed in both houses of the parliament by a special majority.

**Q.2. Jurisdiction and functions of Supreme Court :** The word 'jurisdiction' means "the power", Indian Supreme Court is most powerful court in the world. Its jurisdiction is very extensive. The area to which legal authority of Supreme Court extends is of three types:

1. **Original Jurisdiction :** No other court in India can exercise this power. Supreme Court settles all disputes that place between the union and states and among states.
2. **Appellate Jurisdiction :** Under this power, the Supreme Court tries cases that come to it from lower courts. These relates to civil, criminal and constitutional issues.
3. **Advisory Jurisdiction :** Under this the Supreme Court gives legal advice to the President of India. This advice is on matter of public importance and law.

**Q.3. Jurisdiction and functions of High Courts : The High Court has following jurisdiction and functions :**

1. **Original Jurisdiction :** A High Court has original jurisdiction in certain matters like those involving writs, fundamental rights, divorce, matters relating to state revenue and its collection. They also hear disputes related to state elections or election petitions.
2. **Appellate Jurisdiction :** A High Court is also the highest court of appeal in state with regards to both civil and criminal cases which are brought in appeal against the decision of lower courts.
3. **Supervisory Court :** A High Court exercises supervisory jurisdiction over all courts below it.

**Q.4. Differentiate between civil law and criminal law are explained as under :**

1. **Criminal Law :** The law relating to the crime against society is known as criminal law. Cases of theft, robbery, physical injury or murder are called criminal cases. The main features of criminal law are as follows :
  - ❖ The criminal law deals with conduct or acts that the law defines as offences. For example—murder, robbery, theft, harassing a woman for dowry, physical abuse etc.
  - ❖ The criminal law case usually begins with the lodging of an FIR (First Information Report) with the police.
  - ❖ The police investigates the crime, after which a case is filed in the court.

- ❖ If the accused is found guilty, he/she can be sent to jail as per the gravity of the offence committed.
  - 2. **Civil Law** : The cases that concern property contracts, damage to goods in transit by railways or other cases of similar kind are called civil cases. The main features of civil law are as follows:
    - ❖ The civil law deals with any harm or injury to the rights of individuals. For example—land disputes, disputes related to purchase of goods, rent matters, divorce etc.
    - ❖ Only the affected party can file a petition before the relevant court.
- In a rent matter, either of the landlord or the tenant can file a civil case.

**Q.5. District courts / Subordinate courts** : There are several courts at lower level. All states of country are divided into districts. Each district has many kinds of courts which decide both civil and criminal cases. In each district the highest court is that of the district sessions judge. The courts that hear civil cases at the district level are called district courts and those that hear criminal cases are called session's courts.

## 28. Social justice and Marginalised groups

### (A) Multiple Choice Questions :

Tick (✓) the correct answer :

1. (b)            2. (b)            3. (c)            4. (b)            5. (a)

### (B) Fill in the blanks :

1. Untouchability            2. Scheduled Castes            3. Marginalisation  
4. Article 17            5. Caste system

### (C) Tick (✓) for the correct and cross (X) for the wrong :

1. (✓)            2. (X)            3. (X)            4. (✓)            5. (X)

### (D) Explain the Following terms :

**Q.1. Scheduled castes (SCs)** : The group of people at the bottom level of the caste ladder are called the untouchables or dalit or Scheduled Caste's (SCs). These castes need special attention for their progress. There is reservation for scheduled castes in the government jobs and government run educational institutions. The government also provides assistance in various forms like coaching, hostels and scholarship to ensure equal opportunities to the schedule castes.

**Q.2. Untouchability** : Untouchability is a practice in which some lower caste people are kept at a distance, denied of social equality and made to suffer from some disabilities for their touch, is considered to be contaminating or polluting the higher caste people.

**Q.3. Provisions in the Constitution** : The Indian constitution recognise every person as equal. Even the preamble of constitution clearly states that all Indians are entitled to equality of status and opportunity. This means all individuals from all castes, religions, tribes, educational and economic backgrounds are equal and everyone has equal rights and opportunities. The marginalised groups can invoke the rights enshrined in the constitution in following ways:

- ❖ They can use the provisions given in the fundamental rights as an instrument to coerce the government to recognize any injustice being committed against them.
- ❖ They can also compel the government to formulate and enforce necessary legislations for preventing discrimination against them.



**(E) Match the following :**

**Column A**

1. Adivasi
2. Untouchables
3. Minority
4. Manual scavenging
5. Four Varnas

**Column B**

- Girjans  
Article 17  
Muslim community  
Removal of human waste  
Brahmins, Kshatriyas, Vaishya and Shudra

**(F) Answer the following short questions :**

**Q.1.** Marginalisation denotes compelling people or members of a particular group of people to live on the edge and not include them in main stream activities. The marginalised people are not permitted or allowed to mix and move with the rest of the society. They are discriminated on various grounds like people with diseases such as leprosy, tuberculosis etc., are being isolated from rest of the society.

**Q.2. Adivasis :** The term Adivasi, which means original inhabitants, refers to communities which resided in close vicinity of forests and are dependent on forest for their survival. Primarily they are nomadic herders and they practised both hunting as well as shifting agriculture. However, fundamental changes in government policies, far reaching economic changes and corporate interest groups have turned them into migrant labours. Today, they are compelled to give up their traditional livelihood and work as domestic helpers, construction labourers and plantation workers.

**Q.3. Minorities :** Our constitution has special provisions contained in Article 29 & 30 of the Constitution, to protect the rights and interests of minorities and two constitutional provisions to safeguard the interests of the minorities are as follows :

- ❖ Our constitution provides citizens possessing a distinct language, script or culture, the right to conserve the same.
- ❖ It has provisions for the children of linguistic minorities to be given instructions through their mother tongue at the primary stage.

**Q.4. Manual scavenging :** Manual scavenging refers to the removal of human as well as animal waste manually. Those who do this job of gathering and cleaning of untreated human excreta and waste are called manual scavengers. Since they are exposed to such unhygienic conditions, they suffer from serious skin, eye, respiratory and gastro-intestinal diseases.

**Q.5.** The term Adivasi, which means original inhabitants, refers to communities which resided in close vicinity of forests and are dependent on forest for their survival. Since ancient times, the adivasis have inhabited the hill and forest regions, so they are also often referred to as 'girjans' (highland dwellers) and 'vanvasi' (forest dwellers).

**(G) Answer the following long questions :**

**Q.1.** The caste system had its origin in the four Varna's of ancient days. The Aryan literature speaks of four Varna's or castes—the Brahmins, the Kshatriyas, the Vaishyas and the Shudras. Gradually the Hindu society was divided into thousands of castes and sub-castes who adopted their own customs and traditions. In course of time, they became hereditary and so rigid that these castes were almost like water-tight compartments with no direct inter-relationship.

A person could not leave his caste and profession irrespective of how much talented he was. The caste determined one's living. The rules of caste system became sacred like those of religion. This is why, caste has been also defined as a closed class.

**Q.2. Our constitution has also provided some of the safeguards that seek to provide economic and social justice to all citizens of India :**

- ❖ Article 17 of the Indian Constitution prohibits the practice of untouchability. In fact, the practice of untouchability is unlawful and is a punishable offence. In this article, the 'dalit' who have far been kept apart from the rest of the society can no longer be prevented from gaining education, entering temples, using all other facilities that are otherwise available to general public.
- ❖ Article 15 of the constitution stipulates that no citizen shall be discriminated against on the grounds of caste, gender, race, religion, place of birth. Whenever any powerful community of government maltreats an oppressed community or individual, they seek redressal by drawing attention of the authorities to these provisions as laid down in the constitution.
- ❖ The constitution also provides for protection of cultural and education rights to all classes of people including the marginalised groups.
- ❖ The constitution protects all citizens, especially women and children against exploitation and forced labour.
- ❖ The constitution directs the government to ensure for every child, free early childhood care and free primary education.

The constitution ensures fair distribution of resources and equal wages for both men and women for same kind of work.

**Q.3. Provisions in the Constitution :** The Indian constitution recognise every person as equal. Even the preamble of constitution clearly states that all Indians are entitled to equality of status and opportunity. This means all individuals from all castes, religions, tribes, educational and economic backgrounds are equal and everyone has equal rights and opportunities. The marginalised groups can invoke the rights enshrined in the constitution in following ways :

- ❖ They can use the provisions given in the fundamental rights as an instrument to coerce the government to recognize any injustice being committed against them.
- ❖ They can also compel the government to formulate and enforce necessary legislations for preventing discrimination against them.

**Q.4. The scheduled castes and scheduled tribes (prevention of atrocities) act, 1989:** This law was to address the demands of the underprivileged classes that underwent constant persecution and humiliation at the hands of people belonging to the upper castes, especially in the 1970s and 1980s when the discrimination acquired a violent nature. Dalit groups started raising their voice against this discrimination and refused to perform work regarded as a hallmark of their caste. They pressurised the government to pass new legislations that would list out the different types of violent practices and lay down more severe penalty to those who engage in this type of acts. Similarly, Adivasis too organized themselves to fight for land and resources, forcefully taken away from them and for equal rights.

The law was finally approved after a lot of consideration and discussion. The law distinguishes several levels of crimes that are as follows :

- ❖ It lists modes of humiliation that involves physical manhandling as well as any hideous practice of compelling a dalit or an Adivasi to eat or drink and disgusting or horrible stuff, parading them naked with painted face or any such act which targets self-esteem of the underprivileged classes.
- ❖ It lists actions that dispose them of their meagre resources, which include forcefully occupying or cultivating land belonging to a member of deprived class or coercing them to work as slaves.
- ❖ The law has provisions to penalize any crime against ‘Dalit’ or ‘Adivasi’ women, which include dishonouring them or assaulting them.

**Q.5. Manual scavenging :** Manual scavenging refers to the removal of human as well as animal waste manually. Those who do this job of gathering and cleaning of untreated human excreta and waste are called manual scavengers. Since they are exposed to such unhygienic conditions, they suffer from serious skin, eye, respiratory and gastro-intestinal diseases. In the year 2003, SafaiKaramcharisAndolan, 13 other organization and seven scavengers, filed a PIL in the Supreme Court. They complained that despite being banned scavenging is still practiced in the country. The court observed that since 1993, there has been a rise in the number of manual scavengers and thus directed the government to verify facts within six months. In the year 2014, the Supreme Court has issued final orders and the case is disposed of with various directions to the Government.

Meanwhile, Government has also passed the new legislation in September 2013 and in December, 2013 Government has also formulated Rules-2013 called as “The Prohibition of Employment as Manual Scavengers and their Rehabilitation Rules 2013” or “M.S. Rules 2013”.

## 29. The role of government and economic development

**(A) Multiple Choice Questions :**

Tick (✓) the correct answer :

1. (a)            2. (b)            3. (a)            4. (c)            5. (b)

**(B) Fill in the blanks :**

1. golden                            2. power                            3. railways  
4. second                            5. postal

**(C) Tick (✓) for the correct and cross (X) for the wrong :**

1. (✓)            2. (X)            3. (X)            4. (✓)            5. (✓)

**(D) Explain the Following Term :**

**Q.1. Waterways :** The Government through the Ministry of Shipping, controls the seaports of India and improves their productivity. The Ministry is constantly trying to improve the standards and capacity of Indian seaports. It has taken several measures to boost utilization of ports, besides using better traffic management techniques at ports.

**Q.2. Sanitation :** Sanitation refers to the equipment and systems that keep places clean, especially by removing human excreta and daily waste. It is also a must for prevention of water-borne diseases.

**Q.3. Law and Social justice :** The laws are necessary to protect people everywhere from unfair practices, be it a market, office, factory or society. These practices include paying workers lower than minimum wages, employing child labour, ignoring conditions of work, ignoring the damage to the environment. Private companies or business persons resort to such unfair practices in order to make high profits. To protect common people from such exploitation, the Government makes certain laws. These laws try to control the unfair practices and ensure social justice and protection of environment.

**(E) Match the following :**

<b>Column A</b>	<b>Column B</b>
1. Ministry of Power	Power
2. Golden Quadrilateral	Highway
3. Ministry of Shipping	Waterways
4. Ministry of Telecommunication	Telecom Service
5. Ministry of Aviation	Airport

**(F) Answer the following short questions :**

**Q.1.** To restore, law and order, to ensure co-operation among the people, to make collective decisions and to get things done in an orderly manner, a need for political organization. This political organization is known as Government.

**Q.2.** The clash of interests among the people or groups causes the conflicts and lawlessness. So to restore, law and order, to ensure co-operation among the people, to make collective decisions and to get things done in an orderly manner, a need for Government.

**Q.3. Functions of government :** The Government performs various functions such as maintain law and order, provide basic amenities, take action on social issues, protect the boundaries, undertake relief measures, make rule for everyone to restore order in the society etc.

**Q.4. Health :** Health is generally meant as our ability to remain free of illness and injuries. Health is not only concerned with disease but some other factors that affect our physical and mental well-being. These factors include clean drinking water, proper hygiene and sanitation, pollution free environment, sufficient and nutritious food, proper shelter and a life without mental strain.

**Q.5. Sanitation :** Sanitation refers to the equipment and systems that keep places clean, especially by removing human excreta and daily waste. It is also a must for prevention of water-borne diseases.

**(G) Answer the following long questions :**

**Q.1.** We often feel that laws are necessary to protect people everywhere from unfair practices, be it a market, office, factory or society. These practices include paying workers lower than minimum wages, employing child labour, ignoring conditions of work, ignoring the damage to the environment. Private companies or business persons resort to such unfair practices in order to make high profits. To protect common people from such exploitation, the Government makes certain laws. These laws try to control the unfair practices and ensure social justice and protection of environment.

**Q.2. Transport :** A well-developed transport mechanism plays an important role in economic as well as social development of a nation. This comprises of all forms of transport namely roadways, railways, waterways and airways.

**Roadways :** India has one of the world's largest road networks, that aggregates to 3.34 million kilometres. Out of this the National Highways, with a total length of approximately 1.3 lakhs kilometres, serves a vital function. They constitute an important transport route across the country.

**Railways :** Indian Railways have been the backbone of the Indian economy. They provide the main mode of transportation for passengers as well as goods. They bring people together from the remotest corner of the country and play a vital role in development of industry and agriculture. It has spread over a route length of about 65000 kilometres.

**Waterways :** India have the largest merchant shipping fleet among the developing countries. India has 12 major ports under the purview of central government. India has also developed inland water transport system. It has waterways that comprise of rivers, canals and lake waters.

**Airways :** The Ministry of Civil Aviation manages the functioning of airports and airlines. Air Traffic Control (ATC) services at the airports are being upgraded and problem related to movement of passengers and goods through airport like customs, immigration and security are being effectively managed by the government.

**Q.3.** We are well aware that water is essential for life and good health. It is necessary for us to meet our daily needs such as drinking, bathing, washing and other household chores. Safe drinking water can prevent many water-borne diseases like diarrhoea, dysentery and cholera. At present, there is tough task before the Government, as water supply is inadequate in most of the cities in India. The upper class or middle class people are able to cope up water shortage through various private means such as digging bore wells, buying water from tankers, installing water purification systems in their homes and using bottled water for drinking. But the poor people are left out. They have to wait for long hours for water tankers and that too, are mostly unavailable. Further, in remote areas, there is no provision of safe drinking water. To avail safe drinking water is our fundamental right. According to our Constitution, the right to water is a part of the right to life under Article 21. This means that it is the right of every person, whether rich or poor have sufficient amount at affordable price to meet his / her daily needs.

**Q.4.** The state government is responsible for planning, implementing and monitoring schemes to improve public health. In India, the government's efforts to improve public health have been incorporated in the five year plans. There is a co-ordinated planning between the states and the centre regarding the sponsorship and implementation of the various health programmes.

**Q.5. Law and Social justice :** To protect common people from such exploitation, the Government makes certain laws. These laws try to control the unfair practices and ensure social justice and protection of environment. The Government has to ensure that these laws are implemented honestly. Many of these laws have the basis in the fundamental rights guaranteed by the constitution. The Government is also responsible for framing new laws and procedures that can check pollution and ensure clean lives. The Supreme Court through many judgements has held that Right to life is a fundamental right that includes the right to enjoyment of pollution free water and air.

□