



Integrated Social Science

A textbook of SOCIAL STUDIES



Teacher's
Resource
Book



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History

1. How, When and Where

Practice Time

- I. (a). (ii), (b). (ii), (c). (i), (d). (ii), (e). (iii).
- II. (a) The problem with the periodisation of Indian history that James Mill offers is that it leaves gaps of several centuries and does not take into account any social developments as well as regional variations and has religious connotations.
 - (b) The British preserved the official documents to keep records which became a new and authentic source of writing history.
 - (c) We mean by a colony a subjugated territory in far-off places that were used for producing agricultural crops that the Europeans needed for their use or export to third countries and that were obtained at low prices.
 - (d) The Industrial Revolution in England strengthened colonialism for obtaining raw materials and sale of finished industrial products particularly textiles in these colonies and later it helped them to increase their power to gain control over many other areas of the world.
 - (e) During an archaeological survey of Doab Canal in Sharanpur in 1822 fossil bones of some giant animals in the area were discovered that provided wealth of information.
- III. (a) The information historians may get from old newspapers will be different from that found in police reports in following respects : (i) Newspapers provide accounts of happenings in a wide area or different parts of the country whereas police reports give accounts of a small local area. (ii) The newspapers reports may throw light on the beliefs of new rulers whereas police reports may not give this information. (iii) Newspaper reports may be exaggerated whereas police reports may be authentic.
 - (b) The Lipton advertisement implores customers : (i) To sip tea by suggesting that royalty all over the world is associated with this tea. (ii) It helps us to understand how markets for new products were created and new tastes were popularised. (iii) But the 1922 advertisement has more to it than that. In the background it shows the outer wall of an Indian palace, while in the foreground, seated on horseback is the third son of Queen Victoria of Britain, Prince Arthur, who was given the title Duke of Connaught Asian cultures was based on the European perspective. It tries to impose the European culture on Asian cultures by suggesting that the European culture as more advanced.
 - (c) James Mill divided Indian history into three periods of Hindu, Muslim and British because : (i) To project the first two periods as those of the Hindu and Muslim despots who ruled India, during two periods, were driven by religious intolerance, caste taboos etc. (ii) In the periodisation devised by Mill, referred to above, the British period, has no religious connotations according to him. (iii) Mill regards that and British alone could civilise India! The British historians of the time promoted the idea of civilisational collapse during the so called Muslim period.
 - (d) **We mean by periodisation** : (i) The categorization of long human history into different periods each having some common characteristics to facilitate its study. (ii) The process of dividing the Indian history into three periods namely *ancient*, *medieval* and *modern* is the most convenient periodisation followed in school and university textbooks. (iii) This periodisation, on the one hand, leaves gaps of several centuries and does not take into account any social developments as well as regional variations. Having been borrowed from the west, the British exploited it to suit their own end by pointing out that in this periodisation 'ancient' refers to something old and the 'medieval' describes a society lacking in features of modern society.
 - (e) **Surveys and census** : (i) A survey helps in gathering information because it involves closely examining something even by asking questions and the gathering information on the spot and verifying it. (ii) The Census of India conducted every ten years since the first census in 1872, carried out information

on different characteristics of the people of India such as the number of people in each province of India, their castes, religions and occupation etc. (iii) The surveys were not limited to mapping but were extended to other fields such as botanical surveys, zoological surveys, archaeological surveys, anthropological surveys; forest surveys and each provided a wealth of information on diverse subjects.

- IV. (a) Some examples of surveys in our world today are (i) Survey of India, originally established during colonial period, conducts surveys for mapping, geological survey also established during colonial period, conducts surveys about mineral deposits and some other surveys. (ii) Thinking about how toy companies get information about what young people enjoy playing with, I can cite example from my own school. Many times we are asked to fill-up some questionnaires from private companies about the books we read or toys we have etc. It is this information that they use to come up with existing or new products. The government finds out about the number of young people in school through circulating such questionnaires officially or by using the Census of India data. (iii) The historians too derive a lot of first-hand information from such surveys to know the likes and dislikes of people, flora and fauna etc. and even the type of government that allowed such surveys to be conducted.
- (b) The fascination of historians with dates especially during the colonial period – Refer to Short Answer Questions (c) and (d) above.
- (c) **Civilisational collapse** : (i) The British historians promoted the idea of civilisational collapse during the so called Muslim period in order to portray the superiority of European culture and civilisation under their so called ‘civilising mission’. (ii) The British historians witnessing the rise of the British Empire in the late eighteenth and early nineteenth centuries saw it like the ancient civilisations of the Greeks and the Romans who too had established colonies. (iii) By projecting the Asians as backward, while justifying the

expansion of the British Empire, they wanted to justify the conquest of Ireland and Scotland and promotion of British institutions in India.

- v. (a). F, (b). T, (c). T.
- VI. (a) Scottish, (b) ancient, medieval, modern (c) Industrial, manufactured, (d) 1920, (e) ten, 1872
- VII. (a) Dates refer to time as ‘before’ or ‘after’. Periodisation is the process of dividing history into certain time periods such as *ancient*, *medieval* and *modern*.
- (b) Colonialism refers subjugation territories in far-off places that were used for producing agricultural crops that the Europeans needed for their use or export to third countries and that were obtained at low prices. Imperialism was a policy by which the European countries increased their power to gain control over many other areas of the world including colonies.
- (c) Archives is a specialised institution for preserving important records. Museum is a building where such objects are stored and exhibited.
- (d) Census is the head count along with other particulars officially conducted every ten years. A survey involves closely examining something even by asking questions and the gathering information on the spot and verifying it.

HOTS

- ❖ The new types of rulers of India in the eighteenth and nineteenth centuries were entirely different from the rulers in the past or in recent modern period in following respects : (i) The colonial rulers tried to impose their own culture, language and civilisation. (ii) These rulers obtained cheap raw material from India, got them processed and manufactured in their own country and then sold them to the people of India. (iii) They imposed their own education system and institution and completely undermined the Indian institutions.

Activity Time

□ Analytical Skills

The Lipton Tea advertisement given in this lesson is highly relevant in the context of this

chapter. It besides showing new developments and trends in marketing how a certain culture came to be imposed on Indians. It also shows the British culture as something superior.

2. From Trade to Territory

Practice Time

I. (a). (iii), (b). (ii), (c). (ii), (d). (i), (e). (i).

II. (a) The European trading companies were attracted to India by trade in cotton, silk, pepper, cloves, cardamom and cinnamon etc.

(b) The areas of conflict between the Bengal nawabs and the East India Company were the officials of the Company being engaged in their own private trade and their refusal to pay duty causing enormous loss of revenue to Bengal.

(c) The assumption of Diwani benefitted the East India Company as the revenue was now directly collected by the officials of the Company and soon the military too came under its control.

(d) The Subsidiary Alliance System secured Indian rulers from attack by deploying the Company's troops and these rulers were not allowed to have their own armed forces.

(e) The results of Anglo Mysore wars from 1766 and 1799 (four wars) fought between Mysore and the British were Tipu Sultan being killed at the Battle of Seringapatam; restoration of Mysore to the former ruling dynasty of Wodeyars and a subsidiary alliance being imposed on the state

III. (a) **Subsidiary alliance** : (i) The first success of the expansionist policy of the Company came through this system. During the time of the Governor General Lord Wellesley (1785-1793), the Indian rulers were not allowed to have their own armed forces but were to be protected by the Company and had to pay for these subsidiary forces. (ii) The Nawab of Awadh failed to pay he was forced to give to the Company over half of his territory to the Company in 1801. (iii) Similarly, the Nawab of Hyderabad was forced to cede territories to the Company.

(b) Administration of the Company was different

from that of Indian rulers in following ways :
(i) The British administration was carried on by civil servants whereas in the case of Indian rulers it was the responsibility of king's court directly under royalty. (ii) There were different wings like revenue administration, police etc. under the British but all aimed at strengthening the hold of the company whereas the Indian rulers laid emphasis on maintaining law and order. (iii) The head of administration of the British was the Governor-General whereas under Indian rulers it was the royalty.

(c) **Mughal Emperors** : (i) In the course of the Second Anglo-Maratha War (1803-1805) the Mughal Emperor Shah Alam too had come under the British protection. (ii) Later the annual payment to the Mughal Emperor was also stopped. (iii) With the conclusion of Anglo-Maratha Wars the Company was in complete control over South India. Then after the Revolt of 1857, the British Governor General Lord Dalhousie even sought the end of the titular rule of the Mughals (Bahadur Shah Zafar II) at Delhi.

(d) **Policy of Paramountcy** : (i) The aggressive policy of territorial expansion pursued by the Company after 1772 now gave place to new policy of 'paramountcy' under the Governor-General Lord Hastings (1813-1823). (ii) The provisions of the Indian states as protected states and the British as the paramount power was contained in the Subsidiary System, now this policy was justified in annexing or threatening to annex any Indian kingdom. (iii) The process of the British paramountcy did not go unchallenged. Resistance was offered by Rani Channamma of Kitoor in modern Karnataka, The Pindaris who in 1812 and 1815 plundered the Central Provinces and successors of Maharaja Ranjit Singh who ruled Punjab. The annexations, driven by the fear of Russia trying to expand across Asia and enter India from the land route, included Afghanistan under indirect Company rule and Sind that was taken over in 1843.

(e) **Features the administration** : (i) Bombay, Madras and Calcutta were the three main

administrative units called the Presidencies, each of these ruled by a Governor. (ii) The supreme-head of the administration was the Governor-General. The 'Collector' was in charge of the district. (iii) The Revenue Administration during Hastings time had to be left for most part to the old Indian officeholder. The police was in charge of law and order and the judiciary was concerned with dispensing justice.

- IV. (a) **Company's army** : (i) The Indian soldiers in the British army were known as 'sepoys'. The officer level positions were exclusively for the Europeans especially the British. (ii) The strength of the army was about 100,000 in 1789 which grew to 155,000 in 1800 with foot soldiers, cavalry as well as infantry divisions. (iii) With the changes in warfare technology from 1820s the cavalry requirements of the army declined and infantry requirements were growing. (iv) The British soldiers fighting in Burma, Afghanistan and Egypt were armed with infantry guns called muskets and even early type of gun in which powder was ignited by a match stick called matchlocks unlike the Indian soldiers who received training in archery and use of sword. (v) However, the soldiers were increasingly given training in European style warfare, drill and discipline.
- (b) **Civil services** : (i) The private Company was governed by the Regulating Acts known as the East India Company Acts. The Charter Act of 1793 formalised that all civil appointments above a certain level of pay were to be held by 'covenanted' servants. These covenanted servants belonged to the civil services. (ii) The policy of racial exclusion of employments at higher posts was practised in spite of the fact that many young and bright Indian minds were attracted to the civil services. (iii) Governor-General Lord Wellesley (1798-1805) founded the College of Fort William at Calcutta in 1802. At this college incoming civil servants were taught local languages. (iv) Later the Company established a college at Haileybury in England in 1804 and after 1853 admission was by competitive examinations held in London. The medium of instructions

was English, an alien language for many educated Indians of this time. Only a handful of Indians got through these examinations

- (d) **Judiciary and police** : (i) Judiciary - there were two types of courts at the district level – a criminal court (*faujdari adalat*) and a civil court (*diwani adalat*). However, these courts did not find favour with the majority community. (ii) Under the Regulating Act of 1773, a new Supreme Court was established while a court of appeal – the *Sadar Nizamat Adalat* – was also set up at Calcutta. (iii) The Collector, besides collection of revenue, presided over the district courts. In 1833 the Law Commission compiled the Indian Penal Code giving a sense of justice to the Indians and justice was no longer dependent on patronage. (iv) Police - Lord Cornwallis was also the architect of establishing a regular police force for maintaining law and order. He divided the districts of Bengal into a number of circles called *thanas* each headed by a *daroga*. (v) Later the post of Deputy Superintendent of Police as chief of the district was also created. The Indians were excluded from all senior positions and only the English were considered for such posts. In most villages watchmen were also positioned. The police acted as a check against, dacoits, thieves and even conspiracy against the British
- V. (a). F, (b). F, (c). T, (d). T, (e) T.
- VI. (a) Warren Hastings was impeached by the British Parliament for misgovernment of Bengal.
- (b) Policy of paramountcy was pursued by the Company after 1772 as contained in the Subsidiary System and was justified in annexing or threatening to annex any Indian kingdom.
- (c) Nawab Wajid Ali Shah was subjected to the Doctrine of Lapse as he was accused of misrule and reluctant to introduce reforms leading to annexation of Awadh 1859.
- (d) Soldiers were increasingly given training in European style warfare because Indian soldiers knew only archery and use of sword.

(e) Lord Wellesley founded College of Fort William at Calcutta to train incoming civil servants in local languages..

VII. (a)–(ii), (b)–(i), (c)–(iv), (d)–(v), (e)–(iii)

VIII. (a) Plassey. (b) Mysore, (c) Lapse, (d) Western.

IX. (a) Mercantilism is a policy advocated by the famous scholar and economist Adam Smith in his *Wealth of Nations* (1776) which says that in order to build economic growth, a nation must export more than it imports. Colonisation refers to building colonies in far-off subjugated territories that are to be used for producing agricultural crops that the Europeans needed for their use or export to third countries and that were obtained at low prices.

(b) Anglo French Rivalry refers to trade rivalry between 1740 and 1763 of the English and French that changed the political and economic fortunes in Southern India which finally culminated in the Carnatic Wars. The Anglo-Maratha wars refer to four wars between 1782 and 1819 in which Marathas were defeated and control of India passed on to the British.

(c) Battle of Plassey (1757) is infamous for India coming under British rule when the the Nawab of Bengal was defeated. The Battle of Buxar (1764) sealed the Company rule when in this battle the combined army of the nawabs of Bengal and Awadh as well as the Mughals were defeated and the Company installed a puppet nawab Mir Zafar.

(d) Under the Subsidiary Alliance, which came into force in late 18th century, the Indian rulers were not allowed to have their own armed forces but were to be protected by the Company and had to pay for these subsidiary forces. Doctrine of Lapse, promulgated in mid-19th century, declared that *if an Indian ruler died without a male heir to the throne his kingdom would lapse or in other words become a part of the Company territory.*

(e) Civil Services formalised under the Charter Act of 1793 was concerned with administration. The Judiciary was concerned with delivery of justice.

HOTS

(a) **Remnants of the British Raj** : Most of the provisions of the Government of India Act 1935 are contained in several legislations enacted since Independence. The monuments of this time are a constant reminder to us of colonial India. The system of government is also modelled after the system of parliamentary form of government in Britain.

(b) The Maratha Confederacy together with Rajputs were capable of crushing the power of the East India Company. But because of their mutual rivalry they fail to do so. The Marathas did possess navy which the Mughals lacked but their system of warfare did not suit a large nation like India especially its long sea coast. Above all the Indian rulers were never united and always sided with one or other European powers like France, England and Portugal.

Activity Time

□ Life Skills

(a) For the culture, architecture and the life of Europeans and Indians of the city during the colonial period refer and log :
[http : //scroll.in/article/728222/photos-the-forgotten-history-of-chinsurah-a-part-of-holland-on-the-ganges](http://scroll.in/article/728222/photos-the-forgotten-history-of-chinsurah-a-part-of-holland-on-the-ganges)

(a) Students to do

3. Ruling the Countryside

Practice Time

I. (a). (ii), (b). (i), (c). (i), (d). (iii), (e). (ii).

II. (a) The two problems which arose with the new Munro system of fixing revenue were that system did not determine the rights of the landholders as the Mahalwari system does and neither was settlement made with zamindars as in the case of Permanent Settlements.

(b) The ryots were reluctant to grow indigo because the cultivators soon realised their plight and also found the indigo cultivation had exhausted the fertility of the soil.

(c) Clive was granted Diwani of Bengal by a *farmaan* or the imperial order after the defeat of the combined army of Nawabs of Bengal

and Awadh and Mughal Emperor in the Battle of Buxar in 1764.

(d) Indigo was cultivated under ryott cultivation after accurate survey and used a method in dealing with separate landholdings and land revenue every 20 to 30 years.

(e) The commission on Bengal Indigo ryots of 1860 was critical of planters and asked the ryots to fulfill their existing contracts but told them that they could refuse to produce indigo in future.

III. (a) **Main features of the Permanent Settlement**

: (i) By the terms of the settlement the *rajas* and *taluqdars* of Bengal and Bihar, where it was introduced, were recognised as *zamindars*. They would collect the revenue from the peasants and pay a fixed amount to the Company permanently. (ii) The revenue was not to be increased in future as well but zamindars never invested anything for improvement of land. (iii) The Company then proceeded to sell the rights to numerous zamindars at auctions.

(b) **Mahalwari system vs Permanent Settlement**

: (i) The Mahalwari system was introduced in 1822 in north-western provinces in the Gangetic Valley, Punjab and north-west U.P. The Permanent Settlement of 1793 prevailed in Bengal and Bihar. (ii) Under Mahalwari system village or a group of villages became the unit of calculation of land revenue and the headman of each mahal collected the revenue for paying it the Company. Under Permanent settlement the *rajas* and *taluqdars* were recognised as *zamindars* and collected the revenue from the peasants and pay a fixed amount to the Company permanently. (iii) Under Mahalwari the demand was not fixed permanently but could be revised periodically, every 20-30 years. Under Permanent settlement the revenue was not to be increased in future as well to ensure regular flow of money to the Company's coffers.

(c) **Collapse of indigo production in Bengal** : (i) The rebellion that had led to appointment of the commission of enquiry and later its report had dragged many planters to courts. (ii) The report was critical of planters and the

Commission asked the ryots to fulfill their existing contracts but also told them that they could refuse to produce indigo in future. (iii) The planters later shifted their operations to Bihar leading to collapse of indigo cultivation in Bengal.

(d) **Rural indebtedness** : (i) It grew during the Company's rule as the peasants had often to take loans from the local moneylender at high rate of interest. (ii) The commercialization of agriculture by the Company led to growing of crops on big estates leaving the marginal farmers who form the majority in India living in rural in bad condition and debt trap. (iii) As has been mentioned by Sir Edward Colebrook that 'under-tenants' (working farmers) were depressed by an excessive rent in kind which they paid from loans from money lenders. They could never extricate from this debt.

(e) **Zamindars** : (i) The zamindars under Mughals were only revenue collectors and they were close supervision of Mughal officials. (ii) The Company's greed more and more revenue led to devising many different revenue settlement policies especially the Permanent Settlement leading to widespread corruption and causing many sufferings to peasants. (iii) Lord Cornwallis granted legal ownership of land to the zamindars. In return they were required to pay 90 per cent of the rent which they collected from the peasants. The zamindars even after becoming land owners did nothing to improve agriculture. Irrigation, supply of manure, seeds etc. were left to the peasants. This absentee class of zamindars survives up to this day.

IV. (a) **Land tenure systems under the Company rule**

: (i) There were several land tenure system such as Ryotwari in Madras, Mahalwari in North West Provinces and Permanent Settlement in Bengal with a view to maximise revenue collection. (ii) *Ijaradari System* of Warren Hastings based on auctioning of revenue collection to highest bidders proved defective. (ii) Permanent Settlement : Refer to Short Answer Question (a) above. (iii) Under Ryotawari System, also called Munro

System, system the land revenue was taken from the 'Ryots,' the actual cultivators instead of the zamindars. It commenced with accurate survey and used a method in dealing with separate landholdings and revision of land revenue every 20 to 30 years. However, in actual practice the cultivators did not benefit and instead were burdened with heavy taxes. The system was implemented in the Presidencies of Madras and Bombay.

- (b) **Indo cultivation** : (i) It became so important in Bengal because it was preferred and became popular in Europe during the Company period. (ii) In order to take advantage of the European demand for Indigo, the European planters, among them were many Scotsmen, came to India to promote growth of this crop. (iii) It was cultivated in plantations established by Europeans. (iv) They also gave cash advances to peasant cultivators and used other coercive methods to ensure quality and regular supplies. (v) They not only forced cultivators to grow indigo on the fertile soils of Ganga valley in Bengal and Bihar which were previously used for growing rice but brought the cultivators under debt trap.
- (c) **Blue rebellion** : (i) In March 1859 thousands of ryots in Bengal refused to grow indigo and swore not to take advance any longer. They rose in rebellion and at many places the local zamindars and village headmen mobilised the indigo peasants and fought pitched battles with the 'lathiyals', the lathi-wielding strongmen maintained by the planters and socially boycotted the 'gomasthas' the agents of planters who collected rent. (ii) **Consequences** : The rebellion motivated many nationalists and inspired plays such as 'Nil Darpan' written by Din Bandhu Mitra in 1858-59 which gained great fame. (iv) It also led to a Commission of Enquiry instituted in 1860 which after four months submitted its report. The report was critical of planters and the Commission asked the ryots to fulfill their existing contracts but also told them that they could refuse to produce indigo in future. (v) **Consequences** : It led to collapse of indigo cultivation in Bengal. The planters then shifted their operation to Bihar

where the same fate that had fallen on Bengali cultivators now fell on indigo cultivators in Bihar. (vi) Its another consequence was Champaran Movement by Mahatma Gandhi in 1915. Mahatma Gandhi accompanied by Dr. Rajendra Prasad, J. B. Kriplani and others reached Champaran in 1917. This was the beginning of National Movement for Freedom (1857-1947)

- v. (a). T, (b). F, (c). F, (d) T.
- vi. (a) A new class of zamindars emerged during the Company rule because of need to collect the revenue from the peasants and pay a fixed amount to the Company permanently.
- (b) Nij cultivation of indigo was not much popular because the task was of great magnitude and required heavy investments at a time when people were very busy with cultivating rice. 3. Ryot cultivators signed satta with the planters for receiving cash advances at low rates of interest.
- vii. (a)-(i), (b)-(i), (c)-(ii), (d)-(iii), (e)-(ii) a
- viii. (a) indigo, (b) industrial revolution, (c) synthetic dye, (d) European planters.
- viii. (a) Permanent Settlement of land tenure prevailed in Bihar and Bengal. By the terms of the settlement the *rajahs* and *taluqdars* were recognised as *zamindars*. Mahalwari system of land tenure that prevailed in north-western provinces in the Gangetic Valley, Punjab and north-west U.P. recognised the rights of the village or a group of villages and the headman of each mahal collected the revenue for paying it the Company. The demand was not fixed permanently but could be revised periodically.
- (b) Indigo plant from which dye of this name was obtained, grows primarily in tropics. Woad plant, used to make violet and blue dye, was grown in temperate regions of northern Italy, southern France and parts of Italy and was easily available.
- (c) Nij cultivation was done on lands on which indigo was grown. They were controlled directly by the planter who faced many difficulties in expanding the area under cultivation. The Ryot cultivation required

signing of contracts called 'satta' and paying of cash advances at low rates of interest. The village headman countersigned the agreement which committed the ryot to cultivating indigo on at least 25% of the area under one's holding. The planters provided the seed and the drill while cultivators prepared the soil, sowed seeds and looked after the crop.

HOTS

- (a) **Causes of Blue Rebellion** : (i) Sad plight of indigo cultivators; (ii) In Bengal planters were almost all Europeans who forced peasants to grow indigo; (iii) Methods such as kidnapping, flogging, illegal confinements and attacks on women and children were used. **Champaran Movement** : (i) Sad plight of indigo cultivators as in Bengal; (ii) Workers from Bengal were shifted. **Importance** : (i) Beginning of National Movements; (ii) Improvement in condition of workers.
- (b) **Different land tenure systems** : Several land tenure system such as Ryotwari in Madras, Mahalwari in North West Provinces and Permanent Settlement in Bengal were introduced to maximise revenue collection and to ensure regular flow of money into its treasury to finance purchase of goods for export to England and meet various other expenses. There was need to improve agriculture but the economy was in ruins and had to devise new methods of revenue collection as it was the main source of income to the Company.

Activity Time

□ Life Skills

- (a) **Champaran movement** : log
[https : //champaranhistory.wordpress.com/tag/gandhi-champaran-movement/](https://champaranhistory.wordpress.com/tag/gandhi-champaran-movement/)
- (b) Generally the history of tea and coffee plantations in India is attributed to the British during colonial period. The emergence of plantations, as a concept and as an industry certainly occurred during colonial period. The condition of workers during colonial period was no different from indigo cultivators. Tea brewing and drinking goes back to Maurayan times. It was then derived as a vegetable oil. Coffee in ancient times is attributed to Sri Lanka, then Ceylon. The

conditions of workers is stated to have been much better than during colonial period.

4. Tribals, Dikus and the Vision of a Golden Age

Practice Time

- I. (a). (ii), (b). (iii), (c). (i), (d). (ii), (e). (i).
- II. (a) The shifting cultivators faced the problem of land settlement under British rule who wanted them to take to settled life which was against their beliefs.
 - (b) The powers of tribal chiefs changed as they had to follow laws made by the British as before coming of the British they enjoyed a lot of economic power and had right to control and administer their respective territories.
 - (c) By the forest policy of 1884 the British curtailed the tribal rights to use the forest produce as the forests were declared a state property.
 - (d) The 'thekedars' or contractors were called diksus because the tribals in British service were recruited through them who paid them miserably low wages and prevented them from returning home.
 - (e) The Ulgulan movement was a kind guerilla warfare attack on British in Ranchi launched by Birsa Munda.
- III. (a) **Anger of the tribals against the dikus** : (i) Dikus or outsiders in tribal lands such as the Brahmans, zamindars, thekdars, money-lenders and government officials were considered an ill-omen as they believed that if allowed to stay for night in their land it may incur the wrath of the village god (*kuldeva*). (ii) This belief and anger against the diksus was the immediate fall out of the land tenancy system introduced by the British in tribal lands. (iii) So the main causes of anger were the British policies that drastically impacted the lives of tribals and their traditional customs and led to many changes in their way of life.
 - (b) **Forest Policy of 1884** : (i) By this policy the British curtailed the tribal rights to use the forest produce. The forests were declared a state property and classified as Reserved

Forests which produced timber needed for laying railway lines. (ii) Tribals were not allowed to move freely, practise jhum cultivation or use forest produce in these Reserved Forests. (iii) These restrictions forced many tribals to move out of forests and search for work and livelihood. The government sometimes paid compensation but such compensation could never trickle down to them and their livelihood was threatened.

(c) **Features of tribal exploitation** : (i) Like peasants tribals too suffered at the hands of traders and moneylenders and other agents of British. The traders besides charging high prices acted as middlemen in dealing with British officials. They along with moneylenders used to visit the forests for buying forest produce cheap, offer cash loans and asked tribals to work for wages. (ii) For example the silk growers such as Santhals of Hazaribagh, in the present day Jharkhand, were paid a paltry sum of money and were always at the mercy of traders and moneylenders. (iii) Besides, the tribals were recruited through *thekedars* or contractors who paid them miserably low wages and prevented them from returning home.

(d) **Birsa Munda's devotion to his people** : (i) Birsa belonged to the tribal group of Mundas but because of his devotion to his people his followers included other tribal groups in the region of Chottanagpur area such as Santhals and Oraons. (ii) He urged his followers to stop believing in witchcraft, sorcery and give up drinking as they were fighting for their land (*mulik ki larai*) and so he reminded the people of the need to win back their kingdom. (iii) Born in 1875 at Ulihatu, he adopted guerilla warfare attacks, known as 'Ulgulan' meaning revolt against the British in Ranchi and at other places.

IV. (a) **Characteristics of tribals** : (i) Social divisions as prevalent in caste societies are almost absent. (ii) Members of a tribe share common ties and are sharply hostile to other tribes. Their society is divided into clans and all members of the clan are regarded as descendants of the

original settlers who had first cleared the land. The land therefore belonged to the clan not to any individual. (iii) They practised weaving, hunting, fishing, basket making, herding and rearing animals and used forest products as the means of subsistence. (iv) They lived away from main habitations of villages and towns but with passage of time many settled down at one place and took to agriculture.

(b) **Major tribal groups of India** : (i) Some of the major tribal groups include Gonds, Bhils, Santhals, Khasis, Oraon, Bhutias, Mundas and Great Andamanis. Santhals, the third largest group live in modern states of West Bengal, Bihar, Orissa, Jharkhand and Assam. Mundas inhabit Chotanagpur region of Jharkhand, Chhattisgarh, West Bengal, Orissa and Bihar. (ii) **Revolts** : Among many popular tribal revolts, two are most noteworthy : (a) **Rani Gaidinliu's Naga Movement** : At the age of 13 she launched revolutionary movement against the British in 1927. After her guru, Jadonang was charged of treason and hanged by the British; she took over the leadership of Naga Movement and went underground. She was, however, captured and sentenced to life imprisonment in 1932. Jawaharlal Nehru called her 'daughter of the hills' and was freed only after 1947. (b) **Munda Rebellion** : Refer to Short Answer Question (d) above.

(c) **British treatment of tribals** : (i) The dominant feature of the British administrators in tribal areas was to safeguard their isolation not with the aim of protecting their culture but for their own interest. (ii) As in the case of peasants and farmers the British wanted maximization of revenue extraction from areas of tribal concentration such as in the Chottanagpur Plateau of present day Jharkhand, Assam, Bengal, Andhra Pradesh and many other areas. (iii) It was in this context that there arose many tribal resistance movements against the *dikus* or the outsiders which they ruthlessly suppressed. (iv) They mercilessly imprisoned or hanged chiefs of many tribes and revolutionaries.

V. (a). F, (b). T, (c). T, (d). F.

- VI. (a)–(v), (b)–(iv), (c)–(ii), (d)–(i), (e)–(iii)
- VII. (a) Primitive, (b) broadcast, (c) land, (d) Tea plantations, mining.

HOTS

- ❖ **Birsa's vision of a golden age** : (i) When Mundas, the tribe he belonged to, were free of oppression of 'dikus' (outsiders in a tribal land). (ii) As descendants of original settlers, their community has ancestral right to land where they lived. (iii) The vision appealed to the people of the region because : (a) of describing Mundas as descendants of original settlers, and (b) the need to win back their kingdom (*muluk ki larai*)

Activity Time

□ Life Skills

- (a) Students to do as directed.
 (b) Tribes of India : Visit :
[http : //www.ecoindia.com/tribes/](http://www.ecoindia.com/tribes/)

□ PRESENTATION SKILLS

Andamanese tribals : View an excellent Youtube presentation by an international human rights group – Survival International. Log :
[http : //www.survivalinternational.org/tribes/jarawa](http://www.survivalinternational.org/tribes/jarawa)

5. When People Rebel - 1857 and After

Practice Time

- I. (a). (ii), (b). (iii), (c). (i), (d). (iii), (e). (iii).
- II. (a) The demand of Rani Lakshmibai of Jhansi was that she be allowed to adopt a son as future heir to the throne which was refused by the British.
- (b) The British to protect the interests of those who converted to Christianity passed a law in 1850 by which those who had converted to Christianity could inherit the property of their ancestors.
- (c) The objections of the sepoys to the new cartridges that they were asked to use was that the cartridges being used in newly introduced Enfield Rifles were greased that was made from the fat of the cows and pigs, religiously offensive to Hindus and Muslims respectively.
- (d) The events at Kanpur during the Revolt of 1857 pertained to the protesters who declared

Nana Saheb, the adopted son of Peshwa Baji Rao, as a governor under Emperor Bhadur Shah II.

- (e) After the revolt the political authority was taken away from the Board of Directors of the East India Company in August 1858 and entrusted to a Secretary of State for India in the British Government.
- III. (a) **Mughal emperor's last years of his life** : (i) After the revolt had failed, Delhi was recaptured four months later in September 1857 by the British forces under Sir John Nicholas with the help of the Punjab regiment. (ii) The British put thousands of soldiers and civilians to death and Bahadur Shah Zafar, the last Mughal emperor, along with his two sons was imprisoned and deported to Rangoon in Burma (Myanmar) where he died in 1862 at the age 87. (iii) His sons were shot dead without trial.
- (b) **Confidence of the British rulers about their position in India before May 1857** : (i) In 1857 the English East India Company had completed 100 years in India and never faced a massive rebellion like the one that started in May 1857. (ii) It was successful in pitting one ruler against the other and one section of society against another. It had hoped that its policy of 'Divide and Rule' would work in future as well. (iii) It had never hoped that a very large number of people would begin to believe that they had a common enemy in the Company and would never rise up against the enemy at the same time.
- (c) **Impact of Bahadur Shah Zafar's support to the rebellion** : (i) The people and the ruling families were convinced that the rule of the British had collapsed for good. This gave them the confidence to take the plunge and join the rebellion. (ii) This is evident from a telegraph sent by Lieutenant Colonel Tytler to his Commander-in-Chief expressing the fear felt by the British : "*Our men are cowed by the numbers opposed to them and the endless fighting. Every village is held against us, the zamindars have risen to oppose us.*" (iii) The revolt caught the imagination of the people and many new leaders came up to join and

lead the revolt at many places.

- (d) **Submission of rebel landowners of Awadh :** (i) Begum Hazrat Mahal of Awadh, assisted by Maulvi Ahmadullah, organised an all-out attack shooting Sir Henry Lawrence and many soldiers dead in a prolonged battle. (ii) The British sought reinforcements from Delhi which under Sir Collin Cambell reached Lucknow. (iii) The rebel landowners were overpowered and Lucknow was recaptured in 1859 only after a large number of people had laid down their lives fighting against the British.
- (e) **Change in policies of the British as a result of the rebellion of 1857 :** (i) The political authority was taken away from the Board of Directors of the East India Company in August 1858 and entrusted to a Secretary of State for India in the British Government. This though did not mean much for India the British Crown and the Parliament were henceforth responsible for framing policies, (ii) A council of 15 members was set up to aid and advice the Secretary of State for India. (iii) The Governor-General was now re-designated as the Viceroy of India and Lord Canning became the first Viceroy of India.
- (f) **Impact of the Revolt of 1857 :** (i) It remains a landmark event in the history of independent India and offered the best proof that the Indians wanted to end British rule. (ii) The revolt sowed the seeds of nationalism among the Indians and in that respect it was on the lines of French Revolution of 1790s. (iii) The revolt demonstrated the unity of Hindus and Muslims which though was exploited by the British later to serve their own selfish interests.
- (g) (i) Lord Canning who on 1st November 1859 issued a proclamation at a Royal Durbar held at Allahabad is known as the Queens Proclamation. (ii) For three main features refer to Long Answer Question (b) below.
- (h) The changes made in the army by the Queen's Proclamation were : (i) The Indian army was reorganized but the proportion of Indian soldiers was reduced and number of European increased. (ii) More soldiers were

to be recruited from Gurkhas, Sikhs and Pathans than from Awadh, Bihar, Central and South India. (iii) A general pardon granted to all except against those found guilty of murdering the British also applied to the army.

- IV. (a) (i) The Revolt of 1857 can truly be called the First War of Independence as there was widespread resistance against British rule. The causes of the rebellion were political such as annexation of kingdoms under Doctrine of Lapse, military such a refusal by sepoys to use greased cartridges, socio-religious and economic causes. (ii) After Mangal Pandey of Barrackpore regiment, the soldiers at Meerut marched to Delhi and declared Bahadur Shah Zafar as the emperor of India. (iii) Nana Saheb at Kanpur, Begum Hazrat Mahal at Lucknow and Lakshmi Bai of Jhansi in Central India raised the banner of the revolt. (iv) The individual pitched battles against well-equipped and organised army of the British remains a landmark in the Freedom Movement of India. (v) Queen's Proclamation of 1858 put the end of Company rule and India became a colony of the British Empire.
- (b) **Main features of the Queen's Proclamation :** (i) On 1st November 1859 Queen Victoria issued a proclamation at a Royal Durbar held at Allahabad. It announced that the Viceroy of India would be assisted by an Executive Council and a Legislative Council. He would report to the Secretary of State for India. (ii) All princely states were assured that their territory would never be annexed in future and they held their kingdoms as subordinates of the British Crown. (iii) The Indian army was reorganized but the proportion of Indian soldiers was reduced and number of European increased. (iv) A general pardon was granted to all except against those found guilty of murdering the British. (v) The Indians were also to be appointed to high posts subject to being qualified without any distinction of caste, colour, creed or place of birth. (vi) The customary social and religious practices of India were to be respected.

- V. (a) British historians and officials call the Revolt of 1857 as the Mutiny in order to undermine the importance of the Revolt.
- (b) Warren Hastings imprisoned Chet Sing and annexed Banaras simply for failing to fulfill the unjustified demands for money and army.
- (c) Rani Lakshmi Bai joined the Revolt of 1857 because she was not allowed to adopt a son.
- VI. (a) sepoy, (b) caste, (c) Meerut, (d) hanged, (e) empress.

HOTS

- (a) **India's colonisation after 1857** : Actually after the Revolt of 1857, colonisation of India received official approval of the British government. This was clear from the Queen's Proclamation when she said, "India would be colony of the British Empire".
- (b) The Revolt of 1857 was a significant landmark in the history of India because : (i) It offered the best proof that the Indians wanted to end British rule. (ii) It signaled the beginning of the Freedom Movement and revealed, though gradually, what needed to be done; and (iii) The revolt was a lesson in learning that unity is strength.
- III. (a) The British choose to hold a grand Durbar in Delhi because : (i) The decision of shifting the capital from Calcutta (Kolkata) to Delhi had been taken. (ii) King George ascended the throne in England, a Grand Durbar was held at Delhi in 1911 where this decision was announced. (iii) It also marked the occasion to confer the title 'Empress of India' on Queen Victoria given in 1877.
- (b) The Old City of Delhi changed under British rule in following respects : (i) Before 1857 the British lived in Old Delhi along with wealthier Indians but after the Mughal Emperor Bahadur Shah was exiled to Burma (Myanmar) his court was dismantled, several palaces were razed to ground. The Delhi Fort was completely cleared of gardens, pavilions and some religious structures in order to demolish the past. (ii) The frenzy to demolish the past was so fierce that Zintal-Masjid was converted into a bakery and no worship was allowed in the Jama Masjid for five years. (iii) After 1857, the British in Delhi began to live in the sprawling Civil Lines area that came up after the western walls of Shahjahanabad were broken down so that the city expanded beyond the walls and even the Delhi College there was shut down in 1877.

Activity Time

□ Life Skills

- (a) Students to do
- (b) See and comment on how film actress Kangana Ranaut is playing Rani Lakshmi Bai in Dodges Hugh Grant directed film of this name.

6. Colonialism and the City - The Story of an Imperial Capital

Practice Time

- I. (a). (ii), (b). (ii), (c). (i), (d). (iii), (e). (i).
- II. (a) The three differences in the city design of New Delhi and Shahjahanabad are : (i) City drains which are covered in the case of former and open in in the case of later; (ii) Colonial bungalows set on an extensive ground in New Delhi area and 'havelis' housing many families in Shahjahanabad; and (iii) architecture of the buildings.
- (b) In the "white" areas in cities such as Madras were mostly European settlements.

- (c) **Impact of Partition on life in Delhi :** (i) On account of large scale migration and changes in urbanisation there occurred massive rural-urban population shifts. (ii) There was massive transfer of population on both sides of the border between India and Pakistan. This caused shifts in ethnicity, culture and politics of pre-existing cities of Delhi, Lahore, Karachi, Amritsar, Calcutta and Dacca. (iii) The population of Delhi swelled and refugees roamed the streets of Shahjahanabad searching for empty homes to occupy. Almost 44,000 Muslim homes were abandoned but nearly 500,000 people were added to Delhi's population. New colonies such as Lajpat Nagar and Tilak Nagar came up.
- (d) **Mughal havelis :** (i) The old grand mansions called *havelis*, of the Mughal aristocracy housed many families on different floors and had multiple uses. There were separate courtyards for men and women and separate rooms for persons such as cart drivers, tent pitchers, accountants, clerks and household servants. (ii) In the nineteenth century many Mughal wealthy noblemen were unable to maintain these large establishments. (iii) Some had to be subdivided and sold; others fell into decay and disuse while still others were converted into shops and warehouses.
- (e) **Shahjahanabad vs a colonial city :** (i) Shahjahanabad built in 1639 was the most magnificent city of all where Shah Jahan shifted his capital in the same year. A city in colonial time bore the marks of colonial origin of which mercantilism combined with political power were the hallmark. (ii) Shahjahanabad was also an important centre of Sufi culture and prayer place for Muslims known as 'idgahs'. Facing the main streets of Chandni Chowk where a canal ran down in the centre, the royal processions often passed through the wide streets. A colonial city on the hand had the civil lines which separated *Black Areas* from *White Areas* by a thoroughfare known as the *Mall Road*.
- (f) **Making of New Delhi :** (i) It took nearly 20 years from 1911 to 1931 when the capital was shifted from Calcutta to New Delhi. Two architects, Edward Lutyens and Herbert Baker had been engaged in designing New Delhi and its buildings on a 10-square-mile city on Raisina Hill, south of Old Delhi. (ii) The design of buildings was inspired by a combination of Gothic and other European architectural styles as well as demolition of India's past including anything of Mughal art and architecture and project their own ancient and modern culture. (iii) The whole New Delhi area had better and covered drainage facilities and piped water supply in sharp contrast to open drainage facilities in Old Delhi area. It also differed from the layouts of buildings in Madras, Bombay and Calcutta which were known as Presidency Cities and became centres of British power in three different regions of India.
- IV. (a) **Colonial institutions :** (i) These institutions like Census, Municipality, Civil Lines, Bungalows, Railways and Telegraphs were set up for the convenience of the European settlements and to regulate as well as demonstrate the authority of the new rulers. (ii) Census or the population head count was first conducted in 1872 and thereafter, it continued to be held every 10 years with some brief interruptions. The census data were put to many uses including in urban planning, housing, public health, employment etc. (iii) Though the first municipality was set up in Madras (Chennai) in 1688, it was followed by other cities and formed the basis of defining an urban area in colonial times. The drainage system for removing the urban wastes in the city was entrusted to municipalities as also supply of fresh drinking water and construction of city roads. (iv) The civil lines : (refer to Question (b) below). (v) The colonial bungalow : (refer to Question (c) below).
- (b) **Civil lines :** (i) These areas in the city separated *Black Areas* from *White Areas* by a thoroughfare known as the *Mall Road*. (ii) One of the main objectives of such areas was to demolish the past and project the superiority of European culture. In the Presidency Cities of Madras, Bombay and

Calcutta, the Civil Lines separated the living spaces of the Indians and the British. (iii) They separated Black Areas from White Areas where Europeans lived in order to project their superiority. (iv) The White Areas had covered drainage systems, piped water and wide paved roads and bungalows.

- (c) **Colonial bungalows** : (i) Meant for one nuclear family, the classic colonial bungalow was a symbol of Doric and Tuscan orders, the two different styles of Greek architecture. (ii) It was set on an extensive ground that again marked a distance from the Indian buildings. The bungalows were built all over India where high ranking government officers and rich Europeans lived. (iii) They again projected superiority of the British as their gardens were well laid out, had better drainage facilities, piped water and the buildings were completely different from old grand mansions called *havelis*, of the Mughal aristocracy. (iv) In capital cities in most such bungalows ministers and high ranking government officials live.

V. (a). T, (b). F, (c). F, (d). T, (e). F.

VI. (a) Leeds and Manchester grew faster than colonial cities because they became collection and processing centres of goods got from the colonies and more and more people came to these centres for seeking jobs, housing and other facilities like markets and recreation.

(b) Bombay, Calcutta and Madras were called Presidency cities because the East India Company had appointed a 'President' in 1684 to head the area of Madras.

(c) Colonial institutions were set up for convenience of the European settlements and to regulate as well as demonstrate the authority of the new rulers.

VII. (a) Jama Masjid, (b) Edward Lutyens. Herbert Baker, (c) Unhygienic and unhealthy, (d) Lahore Gate Improvement Scheme.

VIII. (a) White areas in cities were living spaces of the British. The Black areas were the living spaces of the Indians in a colonial city.

(b) Presidency cities were three colonial cities of Bombay, Calcutta and Madras that persisted

even after 1858. The cities other than the three Presidency Cities such Delhi and Lucknow were many.

- (c) Urbanisation refers to process of change from a rural to urban area. The process of de-urbanisation is opposite of urbanisation and generally is used to refer to decline in importance.

HOTS

(a) **The British wanted to demolish the India's past for reasons of** : (i) To project the European superiority. (ii) In pursuance of their 'civilising mission' the demolition of the past was considered necessary so as to project that India did not have any civilisation. (iii) For this purpose as studied above the colonial institutions described above were built.

(b) **The British promoted through colonial institutions** : (i) Their policy of 'divide and rule' that the colonial institutions such as municipalities, railways, colonial bungalows etc. promoted and separated 'whites' from 'blacks' as well as rich from the poor. (ii) The basic wide differentiation between people was meant to perpetuate their rule. (iii) They were also meant to weaken the National Movement that was in progress in India through framework of rules and regulations that governed these colonial institutions.

Activity Time

□ Analytical Skills

Lutyens and Herbert Baker adopted merged designs in the design of all government buildings in New Delhi because they wanted to merge Indian symbolism with their neo-classical styles. This was also because of the need for level ground between buildings on Raisina hill, south of Old Delhi.

□ Observation Skills

The picture is that of Rashtrapati Bhavan. The relics of colonial period and before that Mughal period seen in this buildings are many such as Mughal gardens, Gothic domes. The building materials used such as red sandstone are also of Mughal era. The fortification is both ancient India as well of colonial period. The imperial authority that this building represents is in sharp

contrast as the place of residence of the head of state of the world's largest and second oldest democracy, India.

7. Weavers, Iron Smelters and Factory Owners

Practice Time

- I. (a). (iii), (b). (ii), (c). (i), (d). (ii), (e). (iii).
- II. (a) The kind of cloth which had a large market in Europe was Dacca Muslin made in Bihar, Lucknow and Orissa and had many varieties.
(b) The *jamdani* is a kind of muslin with decorative motifs woven on the loom, typically in grey and white.
(c) The *bandanna* is the brightly coloured and printed scarf for head or neck.
(d) The Agarias were a group of men and women carrying basketloads of iron ore who had led Dorabji Tata and Charles Weld, an American geologist to Rajhara Hills, having one of the finest ores in the world.
(e) The names of different textiles tell us about their histories because the origin of these names is often tied to history. For example, the name of fine woven textile 'muslin' was first used by the Arab merchants in Iraq which the European traders later used extensively to refer to this cloth.
(f) The wool and silk producers in England protested against the import of Indian textiles in the early eighteenth century because worried of their popularity they sought legislation banning their use in England.
(g) The 'free market' system or Capitalism helped India because under such a system government does as little as possible which also applied to international trade. As a Indian industries were called upon to produce cloth for military uniforms as well as supply steel for war needs.
(h) The Wootz steel, of which sword of Tipu Sultan was made, is an ultra-high carbon steel having properties such as super-plasticity and high impact hardness.
(i) The World War I helped TISCO gain ground because the Railways turned to TISCO for

supply of steel rails as Britain had to meet war requirements and by 1919 colonial government was dependent on TISCO for 90 per cent of its steel requirements.

- (j) One new challenge which the British in India faced after industries started coming up was the support from industrial classes as well as workers to on-going nationalist movement becoming stronger and stronger which the Government not resist as it was itself dependent on these industries both for domestic supplies and war requirements
- III. (a) **Problems of the Indian textile industry :** (i) In the early years of its development, the putting out system had made many Indian traders very rich at the expense of weavers. Some of the big traders thought of setting up cotton textile mills which could not have been done by weavers or other craftsmen.
(ii) The machines for these mills had to be got from England. The owners did not have sufficient capital. However, several traders lent the money to the new owners. (iii) In most countries, governments supported industrialisation by imposing heavy duties on imports. This eliminated competition and protected infant industries. The colonial government in India usually refused such protection to local industries.
(b) **TISCO during the First World War :** (i) The Tata Iron and Steel Company (TISCO) set up on August 27, 1907 and began producing steel from 1912 was faced with many problems when during the World War I Railways turned to TISCO for supply of steel rails as Britain had to meet war requirements.
(ii) When the war dragged on TISCO was called to produce shells and carriage wheels for the war. (iii) By 1919 colonial government was dependent on TISCO for 90 per cent of its steel requirements.
(c) **Cotton industries in Britain and textile producers in India :** (i) With the invention mechanical systems and development cotton textile industries in Britain the Parliament passed Calico Act that banned import of Indian textiles and industry in India started declining. (ii) Hundreds of artisans such as

spinners, weavers, dyers, printers and others were thrown out of work and many had taken to farming others worked as labourers. (iii) The English made cotton textiles successfully ousted Indian made textiles from other export markets of Africa, America and Europe.

(d) **Indian iron smelting industry in the nineteenth century** : (i) By the late nineteenth century iron smelting started declining because it was done in villages with the help of wood for charcoal. The new forest laws of the colonial government prevented people from entering the reserved forests and also imposed taxes on iron smelters. (ii) Sometimes the villagers did enter the forests secretly and collected wood, but they could not sustain their occupation on this basis for long. (iii) By the late nineteenth century iron and steel was being imported from Britain so ironsmiths in India began facing competition and using costly imported iron to manufacture utensils and implements which inevitably reduced the demand for iron produced by local smelters.

(e) **Weavers petition** : (i) Weavers petitioned the East India Company in 1823 because under the 'putting out system' there was a considerable decrease in the income of weavers. (ii) With the decline in cotton textile exports they were faced with the situation of idle looms and tools which became a liability and many of them became victims of debt. (iii) The petition said, "*Our ancestors and we used to receive advances from the Company and maintain ourselves and our families We are weavers and do not know any other business. We must starve for food...*"

(f) **Factors that led to growth of industries in the twentieth century** : (i) The weavers and spinners though had earlier lost their livelihoods but not their skills. With training and orientation a huge skilled labour force was already available. (ii) Most importantly as the pace of innovations and the Industrial Revolution accelerated in Britain there emerged a system called the 'free market' or Capitalism under which government does as little as possible which also applied to international trade. (iii) Towards the end of

nineteenth century there were a number of famines in India and the Famine Commission in its report of 1901 emphasised the need of industries as alternative means of livelihood for millions. This together with the World War I (1914-18) played a crucial role in setting up of many industries and revival of cotton textiles.

IV. (a) **Industrial Revolution (1760-1850) in England** :

(i) It is called so called because no one in Britain and elsewhere with which it had links like India was left unaffected; some were affected towards better others badly. (ii) It happened as many inventions had transformed the manufacturing process of cotton that gave rise to new mode of production known as the 'factory production'. (iii) Most of the inventions in beginning revolutionised cotton textiles industry and provided the basis of Industrial Revolution. (iii) Inventions such as spinning jenny in 1764 by James Hargreaves, water frame by Richard Arkwright, steam engine by Newcomen in 1708 etc. increased productive capacity and promoted important changes in other industries. (iv) Among these changes was the steam power that helped traditional iron makers switch over from charcoal to coke. (v) By 1850 steam engine was used in iron and steel industry which soon started growing.

(b) **Main features of industrialisation in India in 20th century** : (i) Many factors such as inherent strength of both cotton textile and iron and steel industry from ancient times were responsible for growth of industries in the twentieth century. (ii) Indian weavers and iron smiths possessed great knowledge of designs and motifs which needed only some training and orientation to new environment. (iii) Soon after the Revolt of 1857 National Movement for liberation of India from the yoke of colonialism took roots. Swadeshi and Boycott Movements added further to this inherent strength. (iv) As the pace of innovations and the Industrial Revolution accelerated in Britain there emerged 'free market' system or Capitalism under government does as little as possible which also applied to international trade and

industrialisation. Many rich traders who had accumulated money through international trade set up industries such as TISCO. (v) Towards the end of nineteenth century there were a number of famines in India and the Famine Commission had been set up. In its report of 1901, it emphasised the need of industries as alternative means of livelihood for millions. (vi) The World War I (1914-18) played a crucial role in setting up of many industries and revival of cotton textiles. Britain was directly engaged in war and textile imports declined and Indian industries were called upon to produce cloth for military uniforms as well as supply steel for war needs.

- (c) **Industries a new challenge to colonialism** :
- (i) With the coming up of industries in the 20th century in India the colonialism was now faced with new challenges as the new industrial classes, both management and workers became bold to join the on-going National Movement.
 - (ii) Government being itself dependent on these industries for revenue by way taxes, domestic supplies and war requirements, the British were now struggling to retain their control over India.
 - (iii) The railways, for example, though under colonial government, stimulated a new economic activity like repair and maintenance of workshops by Indians. The state was not in a position to interfere and the net effect was that favourable conditions were created towards gaining independence.
 - (iv) Though the colonial domination created many barriers but it had to concede many demands only in the last decades of colonial rule when it could no longer resist these new challenges.

V. (a). F, (b). T, (c). F.

VI. (a) Calico Act had thrown weavers and spinners out of work in India because it banned import of Indian cotton textiles into Britain.

(b) Putting out system had made some traders very rich because they gave loans and advances to weavers and in return got their weaves at cheap rates.

(c) Industries started coming up in the twentieth

century because of inherent strength of Indian Cotton Textile industry and Swadeshi and Boycott Movement.

VII. (a) Chint, (b) Wootz, (c) 19th.

HOTS

(a) The terms such as chintz, muslin, calico etc. pointed to global journey of Indian textiles because behind these names of textiles lies the history. Though cotton manufacturing goes back to Harappan times it was only in 15th century that cotton manufacturing was more developed in India than in any other country of the world. This was also the time of Islamic empires and muslim traders who took these textiles around the globe and gave them different names after their origin or motifs and designs. For example, Patolas, a specialty of Gujarat, are classified according to design. By 1760s, Europe had not only learned all techniques of fashioning textiles but developed mechanical processes and obtained knowledge dyes and textile printing and offered a stiff competition to Asia because of Industrial Revolution.

(b) Industrial Revolution began from mechanisation of cotton spinning and weaving. It transformed the lives of the people at global level accelerated in many ways such as : (i) A system called the 'free market' or Capitalism that encouraged private investments and competition. (ii) As recommended by the Famine Commission in its report of 1901 industries act as alternative means of livelihood for millions. (iii) In the case of cotton textile industry alone the weavers and spinners found a new lease of life. Though they had skills they needed some orientation and training.

Activity Time

□ Analytical Skills

The impact of industries on our environment is enormous. Industries spew noxious chemicals and smoke into our environment. Industries use large patches of land, minerals and chemicals which also come from our environment. For example, TISCO had to clear a whole forest just setting up a steel mill and had to mine iron ore, use coal and other energy sources to run the steel mill. Even spinning jenny and then Newcomen's

‘steam engine used coal for boiling of water. All this has a great impact on our environment.

□ Observation Skills

In James Hargreaves spinning jenny the the water wheel was hooked it to move the wheel which controlled spindles to create a weave. Each spindle used one thread. The original model had eight spindles and later one as many as one-hundred and twenty.

8. Civilising the Natives, Educating the Nation

■ Practice Time

I. (a). (iii), (b). (ii), (c). (i), (d). (iii), (e). (i).

II. (a) William Jones together with Colebrooke shared deep respect for ancient cultures both in the west and the east. They both went about discovering ancient texts, understanding their meaning, translating them and making their findings known to others for which knowledge of history, philosophy and law was necessary.

(b) James Mill and Thomas Macaulay thought that European education was essential in India because oriental learning was of no practical use and that Indians could be made familiar with scientific and technical advances that the West has made rather than with poetry and sacred literature of the Orient.

(c) Mahatma Gandhi wanted to teach children handicrafts because he strongly felt that since people had to work with their hands, they ought to learn a craft, and know how different things operated. This would develop their mind and their capacity to understand, he felt

(d) According to Rabindranath Tagore education was a process through which mind could grow and reach out of itself and establish a community of spirit with man and nature. He believed that creative learning could be encouraged only within a natural environment

(e) According Thomas Arnold ‘civilising mission’ meant adults need to understand society’s notions of right and wrong, proper and improper behaviour etc.

III. (a) **Mahatma Gandhi and education** : (i) Mahatma Gandhi believed that English education had enslaved Indians by creating a sense of inferiority in their minds. (ii) He believed that literacy or simply learning to read and write by itself did not count as education and felt that the Indian languages ought to be the medium of teaching. (iii) He even applied his concept of non-violence to education and felt there was need for a revolutionary type of education for upliftment of the vast rural masses.

(b) **Colonialism and imperialism** : The two go together as both involved conquest, subjugation and change in cultural practices. (ii) The colonialism thrived on the European claim of superior civilisation and the British in India wanted not only territorial conquest and control over revenues but also ‘be able to command’. This ‘ability to command’ directly stems from another Latin word *imperium* which better describes ‘imperialism. (iii) Further, many European philosophers of this time held the view that there was relationship between culture, history and progress and regarded colonial type of education as a tool for bringing this change in cultural practices.

(c) **William Jones and Henry Thomas Colebrooke** : (i) William Jones was a linguistic and Henry Thomas Colebrooke was stationed at Calcutta (ii) At Calcutta they came into contact with each other and together with Nathaniel Halhed, they founded the *Royal Asiatic Society* of Bengal in 1784 and started a journal called *Asiatick Research*. (iii) Their other colleagues were busy in translating Sanskrit and Persian works into English. Jones and Colebrooke came to represent a particular school of thought, called ‘Orientalists’, and shared deep respect for ancient cultures both in the west and the east.

(d) **Pathshalas** : (i) The traditional institution of education at lower levels, which was generally offered under a tree near the guru’s home or in the temples of Hindus. (ii) The Company had allowed these to function as before as it was primarily concerned with higher education.

It was primarily because of the indifference of the East India Company towards the provision of schooling and lack of any supervision. (iii) After 1854, the Company decided to improve this vernacular system of education. The Company appointed a number of government pandits whose task was to visit the *pathshalas* and each guru asked to submit periodic reports. They were prescribed certain rules, regulations and textbooks as well asked to conduct a system of annual examinations. This did not suit many *pathshalas* because the new system demanded regular attendance and many children of poor families had to work in the fields. Gradually over time these *pathshalas* disappeared from the scene.

- IV. (a) **Civilising mission** : (i) The British considered themselves on a civilising mission to educate other nations. They also felt that they had a cultural mission to “civilise the natives” and change their customs and values. (ii) Its chief objective was what the British hoped to win a place in the hearts of the “natives” and prolong their rule or could rule the aliens and expected to be respected by their subjects. (iii) One of its chief proponents in India was James Mill who was strongly against the Orientalists. The British effort, he declared, should not be to teach what the natives wanted, or what they respected but that Indians should be made familiar with the scientific and technical advances that the West. (iv) Thus, the Western style of education was the tool to achieve this objective. It was crucial for reshaping Indian culture and customs.
- (b) **Controversy between Orientalists and Anglicists** : (i) These were two opposite schools of thought in Britain that played a decisive role in shaping the educational and cultural policy of the East India Company. Their involvement in politics occurred in the nineteenth century in India. (ii) Those who favoured scholarly knowledge of the language and culture of Asia were called ‘Orientalists’. Their critiques were ‘Anglicists’ who believed that Orientalists’ knowledge of the East was full of errors. (iii) William Jones, an

Orientalist upon coming to India came into contact with Henry Thomas Colebrooke and Nathaniel Halhed at Calcutta and together with them he founded the Royal Asiatic Society of Bengal in 1784 and started a journal called *Asiatick Research*. James Mill, author of *The History of British India* published in 1817, was among well-known Anglicists and was the strongest critique of Orientalists. He declared that Indians could be made familiar with scientific and technical advances that the West has made rather than with poetry and sacred literature of the Orient. (iv) Jones and Colebrooke shared deep respect for ancient cultures both in the west and the east. In 1791, a Hindu college was established in Banaras for promoting study of ancient Sanskrit texts. In 1797 Lord Wellesley, Governor-General had established College of Fort Williams designed to teach local languages to Company’s servants on the basis of educational policy laid down by Warren Hastings. But not all officials shared the views of Orientalists. James Mill too issued an official resolution, incorporating the main principle of Macaulay’s minutes on Indian Education (1835) which emphasised teaching of English could be a way of civilising people, changing their tastes, values and culture. Following these recommendations the English Education Act 1835 was introduced which made English the medium of instructions for higher education.

- (c) **Woods Despatch** : (i) It is the declaration on July 9, 1854, made by Charles Wood, head of the Board of Directors of the Company in London, outlining the educational policy that was to be followed by the Company in India. (ii) The main objectives of the Despatch are in respect of Western knowledge and culture and for creating better opportunities for commerce of the Company. The main recommendations were : (a) Creation of departments of public instructions in each of the five provinces of Bengal, Bombay, Madras, the Punjab and the North Western Provinces. (b) Expansion of secular mass education based on fees from students, training of teachers, and encouragement

to vocational education and education for women were some other recommendations. (c) Three universities, one each in Presidency towns of Madras, Bombay and Calcutta were to be established. (d) Sanction of grant-in-aid for colleges and schools which satisfied the government norms.

- V. (a). F, (b). T, (c). F, (d). T.
- VI. (a) Colonialism and imperialism go together because both involved conquest, subjugation and change in cultural practices.
- (b) Warren Hastings helped to set up a madrasa in Calcutta in 1781 so as to promote Arabic, Persian and Islamic law.
- (c) Mahatma Gandhi believed that manual and productive work must be developed alongside education because he strongly felt that since people had to work with their hands, they ought to learn a craft, and know how different things operated.
- VII. (a)–(ii), (b)–(iv), (c)–(i), (d)–(v), (e)–(iii).
- VIII. (a) Western, (b) William Carey, (c) Madrassas, (d) Abode, (e) civilised adults.

HOTS

- (a) **Education for commerce** : Refer to Long Answer Question (c) above.
- (b) **Aligarh Muslim University** : (i) The Muhammadan Anglo Oriental College founded in 1877 by Sir Syed Ahmad Khan had been transformed into Aligarh Muslim University in 1920. (ii) Muslim leaders including Syed Ahmad Khan under the influence of British aimed at aimed at combining British education with Islamic values which won him great favours from the British. (iii) Among other developments and despite many controversies and fundamental differences between its only women Chancellor, named Sultan Jahan Begum of Bhopal and one its faculty member Dr. Ziauddin, the university made lasting contribution on many issues. (iv) Dr. Ziauddin later became Vice Chancellor in 1941 and transformed the University into one of the leading universities of the world of this time. (v) It became so famous that all kinds of dignitaries of the world of this time would make it a point to visit Aligarh.

Activity Time

□ Observation Skills

William Jones had founded the Royal Asiatic Society of Bengal in 1784. His colleagues in the society were busy in translating Persian works along with Sanskrit into English. In the process the discovery of many ancient texts had raised his curiosity. It is what is meant to portray by the picture. He had deep respect for ancient cultures both in the west and the east. He wanted to understand their meaning, translating them and making their findings known to others. Later Governor General Warren Hastings helped set a madrasa in Calcutta in 1781 to promote Arabic, Persian and Islamic law. In 1797 Lord Wellesley, Governor-General had established College of Fort Williams designed to teach local languages to Company's servants on the basis of educational policy laid down by Warren Hastings.

9. Women, Caste and Reform

□ Practice Time

- I. (a). (iii), (b). (i), (c). (iii), (d). (i), (e). (ii).
- II. (a) The knowledge of ancient texts help the reformers promote new laws by suggesting that these texts did not prohibit widows to remarry.
- (b) The different reasons people had for not sending girls to school were the fear of people that schools would take girls away from home, from doing domestic duties and that it would have a corrupting influence such as not marrying early or remarriage. They also wanted the girls not being seen in public places.
- (c) Periyar was popular name of E.V. Ramaswamy Naicker, who founded the Self Respect Movement.
- (d) The female suffrage though means giving voting right to women it actually is associated with women's struggle for equality.
- (e) Vivekananda gave a call for uprooting Indian traditions, beliefs etc. as he wanted to effect a radical transformation of the Indian society.
- III. (a) **Jyotirao's criticism of caste inequality** : (i) Jyotiba Phule or Jyotirao Phule belonged to *mali* caste and sold vegetables. Phule wrote

a book named *Gulamgiri* meaning slavery and established a link between slavery and caste divisions of India. (ii) Incidentally, the American Civil War had ended some ten years before and Phule dedicated his book to all those Americans who fought to end slavery. (iii) By establishing this link Phule prophesied similar struggle by lower castes.

(b) (i) Phule dedicated his book *Gulamgiri* to the American movement to free slaves because (i) Phule also wanted to free low castes from the grip of upper castes. (ii) He prophesied that the low castes and those who were against caste discrimination should unite. (iii) The association he founded, the 'Satyashodhak Samaj', in Maharashtra was against caste discrimination.

(c) **The temple entry movement** : (i) Dr. Ambedkar led three temple entry movements between 1927 and 1935 to project how caste prejudices were harming us. (ii) He attempted to uproot caste system and the beliefs in ritualism. (iii) Brahman priests though were outraged over Dalits using water from temple tank, a message had been sent across what needs to be done to create a casteless society.

(d) **Sel-Respect Movement** : (i) E.V. Ramaswamy Naicker, popularly known as Periyar, founded this association in the south immediately after he had to leave in disgust when he found that at a feast organised by nationalists belonging to the Indian National Congress there were separate seats for people of lower castes like him. (ii) The objective of the association was to vehemently condemn caste system and Hindu religion of Brahmins. (iii) He argued that untouchables were true upholders of an original Tamil and Dravidian culture.

(e) **Child Marriage Restraint Act** : (i) The Act passed in 1929 says that no man below the age of 18 (subsequently raised to 21) and woman below the age of 16 (subsequently raised to 18) could marry. (ii) Child marriage had become popular since medieval times when an unmarried girl in the household was considered a potential invitation for disaster. Sometimes marriages were performed in the cradle itself. If the child bride became

a widow she had to suffer all her life. (iii) Mahadev-Govind Ranade, a prominent social reformer and a judge of the Bombay High Court and R. G. Bhandarkar (1837-1925), a leading Sanskrit scholar who had founded the 'Prarthana Samaj' established at Bombay in 1867 had actively campaigned against child marriage.

(f) (i) Dr. Ambedkar in 1927, "*We now go the Tank only to prove that like others, we are also human beings ...*" : (ii) He wrote this in context of the Brahman priests being outraged over Dalits using water from temple tank. (iii) He had sent a message across what needs to be done to create a casteless society. Also refer to Short Answer Question (c) above.

IV. (a) **The social ideas these people supported were**

: (i) Rammohun Roy : English education as a means of bringing about greater freedom and equality for women; ii) Dayanand Saraswati : Education, widow remarriage, conduct of marriages by holding simple ceremonies and many religious reforms; (iii) Veerasalingam Pantulu : The emancipation of Andhra widows, championed the cause of women's education and widow remarriage. (iv) Jyotirao Phule : possessed deep understanding of the problems of low castes; (v) Pandita Ramabai : the plight of women and struggled against bondage of social malaises. (vi) Periyar : He argued that untouchables were true upholders of an original Tamil and Dravidian culture and vehemently condemned caste system and Hindu religion of Brahmins. (vii) Mumtaz Ali : argued for women's education and reinterpreted verses from Koran in this respect. (viii) Ishwarchandra Vidyasagar : He used ancient texts to suggest that widows could remarry.

(b) **Social reform movements in the nineteenth century** : (i) *Brahmo Samaj* founded in 1830 by Rammohun Roy (1772-1833) worked for abolition of sati, ban on female infanticide and condemned the practice of polygamy. (ii) *Arya Samaj* founded by Swami Dayananda Saraswati in 1875 in north India established a network of schools and colleges both for boys and girls and made significant contributions

in other fields. (iii) Veeresalingam Pantulu (1848-1919) formed an association for widow remarriage in Madras Presidency. (iv) Ishwarchandra Vidyasagar (1820-1891) continued the reform movements started by Raja Rammohan Roy. (v) *Prarthana Samaj* established at Bombay in 1867 Mahadev-Govind Ranade (1842-1901) and R. G. Bhandarkar (1837-1925) sought to establish study groups, night schools for working people, free libraries etc. (vi) *Ramakrishna Mission* founded in 1897 by Swami Vivekananda which stressed the ideal of salvation through social service and selfless action. (vii) *Young Bengal Movement* of Henry Louis Vivian Derozio preached liberty, equality and fraternity. (viii) *Veda Samaj* established by Keshab Chandra Sen in South India in 1864, women's education, widow remarriage in the south. (ix) *Mohammedan Anglo-Oriental College* founded by Sir Sayyid Ahmed Khan (1817-1899) in 1875 at Aligarh which later became the Aligarh Muslim University. Syed Ahmad Khan campaigned against the purdah system, polygamy and the Muslim system of divorce. (x) Women's reform movements by women themselves such as the Hindu Mahila Vidyalaya by Annette Akryod; Tarabai Shinde, a crusader of gender equality and women's emancipation; Sultan Jahan Begum of Bhopal; Rokeya Sakhawat Husain (1932-1980) and Pandita Ramabhai (1858-1922). (xi) Three Temple entry movements organised by B. R. Ambedkar (1891-1956) to project how caste prejudices were harming us. (xii) *Self Respect Movement* founded by Periyar (E.V. Ramaswamy Naicker) worked for upliftment of untouchables. (xiii) *Satyashodhak Samaj* of Jyotiba Phule worked for low castes.

- (c) **Legislations passed by the British on social reforms :** (i) **Sati** : The practice of sati was abolished by a law passed in 1829. It was done largely due to the efforts of Raja Rammohan Roy. (ii) **Female Infanticide** : In 1870 Female Infanticide Act was passed that made this evil social practice as illegal. Raja Rammohan Roy had actively campaigned for such an act. (iii) **Child Marriage** : The Child

Marriage Restraint Act was passed in 1929. According to this Act no man below the age of 18 (subsequently raised to 21) and woman below the age of 16 (subsequently raised to 18) could marry. (iv) **Widow Remarriage** : The Widow Remarriage Act was passed in 1856 permitting widows to remarry. The most famous reformer who campaigned for remarriage despite opposition from orthodox Hindus was Ishwarchandra Vidyasagar. (v) **Female Suffrage** : The women themselves fought for equality and the Representation of the People Act, 1950 incorporated in the Constitution of India states that, "every person who is a citizen of India and who is not less than eighteen years of age..." has the right to vote. It made no distinction between men and women. (vi) **Civil Marriage** : The Native (Civil) Marriage Act of 1872 legalized marriages performed according to Brahmo Samaj rites. Keshab Chandra Sen carried on intensive programme of social reform in this respect.

- v. (a). F, (b). F, (c). F, (d). F.
- vi. (a) The Europeans saw the custom of sati as an evidence of barbarism of the East because it became a handy weapon of justifying the colonial 'civilising mission'.
- (b) Vivekananda presented a challenge to Indians to reform totally their religion and social life as he proclaimed essential oneness of all religions.
- (c) In independent India women did not have to fight for right to vote because the Representation of the People Act, 1950 incorporated in the Constitution of India states that, "every person who is a citizen of India and who is not less than eighteen years of age..." has the right to vote.
- vii. (a)-(iv), (b)-(v), (c)-(i), (d)-(iii), (e)-(ii).
- viii. (a) Child marriage is the practice of marrying children off early and sometimes such marriages are performed in the cradle itself. The female infanticide is the custom of killing infant girls as rooted in the culture of certain communities in many parts of the world.
- (b) Suffragettes were the members of women's organisation who fought in the nineteenth

and twentieth centuries all over the world including India and the United States of America for women's equality and right to vote. Social Reformers work towards social change etc.

- (c) Brahmo Samaj is a reform association founded by Raja Rammohun Roy in 1830. Arya Samaj was founded by Swami Dayananda Saraswati in 1875 in north India.
- (d) Gulamgiri is a book written by Jyotiba Phule or Jyotirao Phule in 1873. Self-Respect Movement is an organisation founded by E.V. Ramaswamy Naicker, popularly known as Periyar.

HOTS

- (a) Jyotirao Phule and Ramaswamy Naicker were critical of the national movement because : (i) Phule was critical of anti-colonial nationalism preached by upper castes. (ii) Naicker was critical of nationalists because as a member of because he was made to sit at a distance from the upper castes at a dinner organised by the Congress and wanted to fight for self-respect and dignity. (iii) Their criticism not only helped the national struggle but also resulted in unity when later Dr. Ambedkar and many others fought for the cause of untouchables. The 'Poona Pact' is a milestone in this respect.
- (b) Swami Vivekananda : (i) Vivekananda was critical of most reformist movements and wanted to effect a radical transformation of the Indian society. (ii) The Ramakrishna Mission that he founded stressed the ideal of salvation through social service and selfless action. (iii) The challenge he presented to Indians was to reform totally their religion and social life which may need uprooting of traditions, beliefs etc. unacceptable to the Indian masses.

Activity Time

Life Skills

- (a) The Christian missionaries were attacked by many people in the country because : (i) They feared that by opening schools for lower castes and tribals they were turning them against the upper castes. (ii) Since after getting education, they were equipped to make their own way in the caste society. (iii)

There were many people who would have supported them but they too feared attack from the dominant caste groups. However, in the 19th and 20th centuries many reformers did support them. Jyotirao Phule who himself had studied in Christian missionary schools and on growing up he developed his own ideas about the injustices of lower castes.

- (b) **British period and lower castes** : (i) During the British period people of lower castes were treated as *shudras* at the lowest rung of the caste hierarchy. They were considered as 'untouchables' and 'polluting' which could lead to loss of caste status. (ii) Caste prejudices not only prevailed in respect of social practices but also in the economic activities such as work on plantations and leatherworks. (iii) As stated in the foregoing question many missionaries and social reformers opened schools for lower castes. (iv) Most of these reformers founded organisations to work towards this change. They urged people to give up old practices and adopt a new way of life.

Analytical Skills

Child Marriage Restraint Act of 1929 and Child Marriage Law 2006 : (i) These are just two legislations for protection and development of children. Other legislations also exist such as for protection from sexual harassment/offenses (2012), Child Rights (2005), Prohibition of child marriage (2006), and many other laws. (ii) India's population is second largest in the world. The protection system by means of legislations alone can never be enough. There need to be some social system to change the mindset of the people. (iii) Issues that concern women and families have also a bearing on children. The two given legislations cannot reach out to these issues.

10. The Changing World of Visual Arts

Practice Time

- I. (a). (ii), (b). (i), (c). (i), (d). (iii), (e). (iii).
- II. (a) The new methods of oil paintings and print making based on realistic life-study were brought to India with British art.
- (b) The photographs capture best the face and its expression called portrait.

- (c) The folk art and tribal designs came into vogue with the style popularised by Abanindranath Tagore after 1920s.
- (d) V. K. Munshi (1887-1971) founded Bharatiya Vidhya Bhavan in Gujarat.
- (e) Okakura Kakuzo in the *Ideals of the East*, a Japanese book, published in 1904, felt about the Europeans that Asia has been humiliated by the West.
- III. (a) (i) The subjects of Oil Painting were too varies but each emphasised the superiority of the British and their culture. (ii) In the Portrait Paintings the British are shown as superior standing regally or sitting arrogantly. Indians are shown in the shadowy background as servants. (iii) The History Painting or the Company Painting School which emerged primarily under the patronage of the East India Company. This tradition sought to dramatise various episodes of British imperial history in India. These paintings enjoyed great popularity and prestige in Britain and served as material for history painters in Britain. It is this painting that shows that shows the British were more powerful than Indians.
- (b) **The scroll painters and potters came to Kalighat because :** (i) For the artists the city appeared as a place of opportunity not only to make a living but also for pursuing their other interests, because the region had come under British influence as early as 1757. (ii) The scroll painters began to paint new themes using brush and ink from the lampblack with great deft to make three dimensional images but in non-realistic style. (iii) After 1840, instead of religious themes these artists made fun of westernized *baboo*, criticised corrupt priests and warned women against moving out of their homes.
- (c) **We can we think of Raja Ravi Varma's paintings as national because :** (i) He used mythological scenes from the *Ramayana* and *Mahabharata* which became a rage among Indian princes and art collectors from 1880s. (ii) He created a style that was both modern and national and his works adorned the palaces of Indian princes and galleries of art collectors. (iii) He later set up a picture production team and a printing press on the outskirts of Bombay so that even poor could buy the cheap colour prints on these themes.
- (d) **Company Painting School :** (i) Also known as History Painting, it emerged primarily under the patronage of the East India Company and sought to dramatise various episodes of British imperial history in India. (ii) These paintings though enjoyed great popularity and prestige in Britain and served as material for history painters in Britain, these have neither the accuracy of the photographs nor the freedom of the miniatures and were first produced in Madras Presidency (iii) Another notable characteristic is that they show celebration of the British military triumphs as in battle of Seringapatam (Srirangapatnam) where Tipu Sultan of Mysore was finally defeated in 1799.
- (e) **Architectural styles of the British :** The British introduced two main architectural styles though some other styles that projected imperial ambitions also prevailed. (i) Indo-Saracenic Architecture combined features of Hindu, Islamic and Western architectural styles. It is characterised by pointed arches and onion domes. Buildings such as post offices, railway stations and many government buildings are built in this style. (ii) Gothic Architecture followed from mid-nineteenth century, it was the showcase of imperialism. It is characterised by rounded arches and pillars and comes in many combinations such as the English Gothic, Italian Gothic etc. The most remarkable landmarks of this style are Victoria Terminus (Shivaji Terminus), Railway Station and Bombay High Court.
- (f) **Miniatures and mural paintings :** (i) Tagore family of Bengal was in the forefront of shaping India's modern art and looked for inspiration from India's medieval and ancient past. In Bengal, a new group of nationalist artists gathered around Abanindranath Tagore (1871-1951), the nephew of Rabindranath Tagore. (ii) Later Rabindranath Tagore brought together many different artists from villages and cities. (iii) They turned for inspiration to medieval Indian traditions of miniature painting and the ancient art of mural painting in the Ajanta

caves. They were also influenced by the art of Japanese artists who visited India at that time to develop an Asian art movement

- IV. (a) **British history paintings** : (i) The British history painting in India is also known as the Company Painting School because it looked for and emerged primarily under the patronage of the East India Company. This tradition sought to dramatise various episodes of British imperial history in India. (ii) These paintings have neither the accuracy of the photographs nor the freedom of the miniatures but were based on the Company ambitions, the attitude that they portrayed in visual form. (iii) A notable painting is that by Francis Hayman in 1762 in which Lord Clive is shown meeting Mir Jafar, Nawab of Murshidabad after the Battle of Plassey. (iv) Another such painting shows the celebration of British military triumph in the battle of Seringapatam (Srirangapatnam) where Tipu Sultan of Mysore was finally defeated in 1799. (v) These and other paintings dramatise the events, reflect the attitudes of imperial conquerors and once again celebrate the supremacy of the British in India.
- (b) **National style of art** : Some artists wanted to develop National Style of Art because : (i) The History or the Company School as well as the other schools including portrait painting and oil painting had only political themes and wanted to show Indians as submissive and the British as conquerors. (ii) From late 19th century National Movement was in progress. Its persuasive influence and was equally a vital link of protest to nationalists who recorded everyday life of the people as well their marches and meetings in many art forms. (iii) Exhibitions of works of such artists were also held and preserved in art galleries. (iv) With the coming up of many art schools Indian artists, particularly from upper class such as Ravi Verma who had mastered Western art of oil on canvas and painted mythological scenes from the *Ramayana* and *Mahabharata* which became a rage among Indian princes and art collectors from 1880s. (v) Tagore family of Bengal was in the forefront of Freedom Struggle as well

as shaping India's modern art.

- (c) **Major litterateurs and their literary works** : (i) In colonial period English language and literature was pursued vigorously by the government and the missionaries though growth of Indian languages and literature was a slow and long process. (ii) In the light of aforesaid factors major litterateurs and their literary works were great literary works such *Geetanjali* in English by Rabindranath Tagore who won Nobel Prize in 1913. Others who wrote in English were Sarojini Naidu, Taradutta, Jawaharlal Nehru, Surendra Nath Banerjee and Mahatma Gandhi. (iii) In mid-nineteenth century Hindi made some rapid strides. The trend was set by Bharatendu Harishchandra which was vigorously pursued by Bankim Chandra Chatterji (1838-1934) with his novel *Anand Math* and Prem Chand (1880-1936) with his *Godaan* which was translated into major other Indian languages. Others who enriched Hindi during colonial period include Satchidananda Vatsayan, Mahavir Prasad Dwivedi, Surya Kant Tripathi (*Nirala*) and Maithili Sharan Gupta. The most notable woman writer was Mahadevi Verma. (iv) Bengali, of course, was in pre-eminent position during colonial period. Translation of Bible during colonial period gave great fillip to prose writing in Bengali. Bankim Chandra Chatterji wrote first romantic novel *Durgesha Nandini* and *Anand Math* originally in Bengali. Other great litterateurs in Bengali were Raja Ram Mohan Roy, Tarashshankar, Ishwar Chandra Vidyasagar, A. K. Dutta and Qazi Nazrul Islam. (vi) In Assamese writers and poets like Rajinikanta Bardaloi (1867-1939), Lakshmi Nath Bezbarua, Indra Goswami and Padmanaba Gohain Barua are immortal. In the British period prose in Oriya spoken in Orissa was born. It was pioneered by Fakir Mohan Senapati, a poet, novelist, businessman and social worker. During this period *Mahabharata* and *Ramayana* were translated into Oriya. The poetry of Sitakant Mohapatra won him famed *Jnanpith Award*. (v) Punjabi translations of *Mahabharata*, *Ramayana* and the *Upanishads*

also appeared during the period. Bhai Vir Singh brought out a dictionary of Punjabi. The great poetess Amrita Pritam is a well-known name throughout India. Gurumukh Musafir, Harcharan Singh and Hira Singh Dard were other great writers of this period. Hashim, a poet, wrote famous folklores *Sassi Punnun*, *Sohni Mahiwal* and *Kissa Kaw* in Punjabi around 1840s. (vi) In Gujarati V. K. Munshi (1887-1971) is the most towering figure of Gujarati literature and culture with a number of historical novels. The celebrated novel *Saraswathi Chandra* by Govardhanram Tripathi was written during closing years of nineteenth century. Other writers and promoters of language and literature are Prithvi Vallabha, Umashankar and D. B. Kalekar. (vii) In Marathi the Christian missionaries and nationalists like Bal Gangadhar Tilak (1857-1920) made immense contribution. Kesava Sut is known as the father of Maratha poetry published his first work in 1885. Other famous poets or writers are H.G Salgaokar, M.G. Ranade, K.T. Telang and Vijay Tendulkar. (viii) Other great writers and their works are in Tamil, Telugu, Kannada and Malayalam.

- (d) **Printing press** : (i) The introduction of printing press in the latter half of nineteenth century helped growth of both English and Vernacular newspapers. (ii) The beginning of newspapers was made with *Bengal Gazette* from Calcutta in 1780. (iii) The first newspaper, a weekly publication was *Bombay Herald* in 1789 and later the *Times of India* appeared in 1861. (iv) The first Indian language newspaper was the *Samachar Darpan* in Bengali that appeared in May 1818. (v) The language newspapers or the Vernacular press in particular helped in mobilising public opinion and organising political movements.

V. (a). T, (b). T, (c). F, (d). F, (e). T.

VI. (a)–(v), (b)–(iv), (c)–(i), (d)–(iii), (e)–(ii).

VII. (a) Oil painting, (b) Picturesque, (c) Scroll, (d) History.

IX. (a) Kalighat temple art, known as scroll painting, was a product of changing urban society of

the nineteenth century. It was popularised by a group of artists from the traditional *patua* community belonging to Hindus, Muslims and Buddhists. Picturesque style of painting had developed in England and Wales and was brought to India by travelling British artists.

(b) Portrait painting is a painting, drawing or photograph of a person in which the face and its expression is most prominent. History painting, also known as the Company Painting emerged primarily under the patronage of the East India Company. It sought to dramatise various episodes of British imperial history in India.

(c) Indo-Saracenic combined features of Hindu, Islamic and Western architectural styles. It is characterised by pointed arches and onion domes. Gothic architecture was the showcase of imperialism. It is characterised by rounded arches and pillars and comes in many combinations such as the English Gothic, Italian Gothic etc.

HOTS

(a) **Visual arts** : The Indian visual arts includes any art form that the eye can see such as all types of architecture, paintings, pottery, sculpture, many textile arts including woven designs. This chapter contains information about some paintings, architectural styles, press and literature that evolved during the colonial period. The main features shown were : (i) How India had suffered prolonged neglect in the newly conquered territories of the British. (ii) They projected a decaying civilisation that would change and modernise only through the British governance. (iii) The British are shown as superior standing regally or sitting arrogantly. Indians are shown in the shadowy background as servants. (iv) Many Indian nawabs did not lag behind and commissioned European painters to do their imposing oil portraits to look a royal though they had lost power. (v) The events were dramatised, reflect the attitudes of imperial conquerors and once again celebrate the supremacy of the British.

(b) **The developments in printing, press and literature were inter-related during colonial period for reasons of** : (i) Mutual dependence literary works need to be printed and in order

to reach the people press is required. Similarly, printing press depends for its survival literary works, newspapers and magazines. (ii) The press helps in mobilising public opinion and organising political movements. (iii) The Indian literature was nationalist but had become more secular. There was major growth of regional literature including Hindi during modern period. (iv) This interrelationship during colonial period is best expressed by the opening lines of the *Ideals of the East*, a Japanese book by Okakura Kakuzo published in 1904. It begins with the words "Asia is one." Okakura feels that Asia has been humiliated by the West. He emphasised the need to save traditional techniques of traditional Japanese art.

Activity Time

Observation Skills

The Kalighat painting under reference shows women in new image as with introduction of education, women are shown performing new roles. The scroll painting, instead of the images of gods and goddesses, shows women in new attire. Thirdly, it shows women in pulsating life using saree and jewellery.

11. The Making of the National Movement. 1870s–1947

Practice Time

- I. (a). (i), (b). (iii), (c). (i), (d). (iii), (e). (ii).
- II. (a) The people of India were dissatisfied with British rule in the 1870s and 1880s because in the aftermath of the Revolt of 1857, the consciousness of the right of people of a country to govern itself independent of any external power known as sovereignty, a key feature of nationalism, had dawned on them.
 - (b) The Indian National Congress wished to speak for "the representatives, not of any one class or community of India, but all the different communities," according to Badruddin Tyabji.
 - (c) The economic impact of the First World War on India was both positive and negative. On negative side there was huge rise in the defence expenditure of the Government of India. On positive side, the war had created

huge demand for industrial goods such as jute bags, cloth, rails etc. and caused a decline in imports.

- (d) The satyagraha launched in 1917 by Mahatma Gandhi at Champaran in Bihar in support peasants who were forced by the European planters to grow indigo on at least 3/20 of their land and sell it at prices fixed by the planters came to be known as Champaran Satyagraha.
 - (e) British India was considered ungovernable because besides large British provinces there were about 562 petty to large princely states who were legally independent.
 - (f) The first Governor-General of India after Independence was Lord Mountbatten.
- III. (a) **Muslim League resolution of 1940** : (i) In 1940 in its session at Lahore, the Muslim League had moved a resolution demanding partition of India to create a separate homeland for Muslims in the north-western and eastern areas (then East Bengal). (ii) The resolution did not mention partition or Pakistan but several factors were responsible for such demand. (iii) The provincial elections of 1937 had convinced the Muslim League of their minority status but it did not want to play second fiddle to the Congress.
 - (b) **Moderates** : (i) In the first twenty years of its founding, the Congress was very moderate in its objective, methods and demands. Such members were known as moderates. (ii) They proposed to struggle against the British rule mainly through the Indianisation by giving positions of responsibility to the Indians in government service, holding of civil services examinations in India. (iii) By doing so they hoped to reduce drain of wealth to England. They wanted the Legislative Councils be made more representative and be introduced in provinces where such Councils did not exist. They demanded the repeal of Arms Act, freedom of speech and expression etc.
 - (c) **Gandhiji and salt law** : (i) Gandhiji chose to break the salt law as a symbol of passive resistance against the British made laws in the land of Indians. (ii) His defiance of the Salt Law came after Viceroy Lord Irwin

ignored Gandhiji's eleven-point programme. (iii) The defiance signaled the launch of the Civil Disobedience Movement which began with Gandhiji's famous Dandi March on 12th March 1930 along with 78 *Satyagrahis* who set on foot for Dandi from Sabarmati Ashram.

- (d) **Bhagat Singh and Rajguru** : (i) The revolutionary nationalists Bhagat Singh and Rajguru were members of the *Hindustan Republican Association* founded in 1924. (ii) These new classes of revolutionaries were guided by the teachings of Gita and upheld the tradition of individual heroism. They were engaged in armed struggle to overthrow the colonial rule. (iii) Both Bhagat Singh and Rajguru who were suspected of the murder of the British General Saunders who had rained blows on the head of Lala Lajpat Rai who later died. Later, in association with B. K. Dutta, he threw a bomb from the visitors' gallery on the Central Assembly Hall in New Delhi on April 8, 1929. Both ran away but surrendered and were sentenced to transportation for life in this case. But in the case relating to murder of Saunders, Bhagat Singh, Rajguru and Sukhdev were sentenced to death and hanged on March 23, 1931 at Lahore to become martyrs.

- IV. (a) **Radicals vs Moderates** : The politics of radicals and moderates within the Congress was different from each other in the following ways : (i) The demands of the early Moderates in the Congress in the initial years mainly pertained to the Indianisation by giving positions of responsibility to the Indians in government service, holding of civil services examinations in India, repeal of Arms Act and more representation in Legislative Councils and freedom of speech and expression. (ii) The demands of the Radicals were based on self-reliance and constructive work. In political sphere, one of these radicals Bal Gangadhar Tilak raised the slogan, "*Freedom is my birthright and I shall have it*". Other leaders of this group mainly from Bengal, Maharashtra and Punjab were Bipin Chandra Pal, Lala Lajpat Rai and some others. They argued that people must rely on their own

strengths and not on the 'good' intentions of the government. (iii) In other words while the Moderates believed in invincibility of British, the Radicals advocated use of force to drive out the British. (iv) In the wake of partition of Bengal the Radicals sought mass-mobilisation and boycott of British goods and institutions although they together with Moderates participated in Swadeshi and Boycott Movement.

- (b) **Non-Cooperation Movement** : (i) It was launched as part of Khilafat agitation (against a harsh treaty imposed on Turkish Sultan Khalifa defeated in WWI) as well as part of Jallianwala Bag grievances. (ii) The Non-Cooperation gained momentum through 1921-22 as part of the Swadeshi and Khadi and during this period imports of foreign cloth fell drastically and another formidable revolt was in the making. (iii) Bal Gangadhar Tilak passed away on August 1, 1920 and the Tilak Swarajya Fund was started to finance the movement which gave another interpretation to the movement. (iv) At local level like in Kheda, Gujarat peasants organised non-violent campaigns against high land revenue. In coastal Andhra Pradesh, peasants and tribals organised 'Forest Satyagraha'. (v) People understood Gandhiji in different ways. For example, in Tamil Nadu liquor shops were encircled by protesting people or picketed to prevent people from entering the shops. At local level like in Kheda, Gujarat peasants organised non-violent campaigns against high land revenue. In coastal Andhra Pradesh, peasants and tribals organised 'Forest Satyagraha'. At other places and in many forest villages peasants proclaimed Swaraj and believed that 'Gandhi Raj' was about to be established.
- (c) **Developments that led to creation of Pakistan** : (i) Chaudhry Rahmat Ali, a nationalist, had circulated a pamphlet in 1930's in which he demanded a homeland for Muslims. He is credited with having coined the term PAKISTAN (P=Punjab, A=Afghan province, K=Kashmir, S=Sind, TAN=Baluchistan) literally meaning 'land of the pure'. (ii) In 1940 the Muslim League

had moved a resolution demanding partition of India to create a separate homeland for Muslims in the north-western and eastern areas (then East Bengal). The resolution did not mention partition or Pakistan but several factors were responsible for such demand. (iii) Mohammad Ali Jinnah was the ambassador of Hindu-Muslim unity until 1920 but after 1934 became the major spokesperson for the demand for Pakistan. (iv) On June 3, 1947 Lord Mountbatten, who had replaced Lord Wavell as Viceroy of India, announced his plan of division of India into two dominions of India and Pakistan which was given final shape on August 15, 1947 when the partition took place.

(d) **Civil Disobedience Movement** : (i) The Movement began with Gandhiji's famous Dandi March on 12th March 1930. (ii) The Civil Disobedience Movement too witnessed different strands in different parts of the country and by different groups of people but all of them were pledged to non-violence this time. These strands ranged from those in the North-Western Frontier Provinces (NWFP) where Khan Abdul Gaffar Khan, popularly known as 'Frontier Gandhi,' organised the society of Khudai Khidmatgars (Servants of God) to Maharashtra, Karnataka, Central Provinces and South India. (iii) Over 90,000 Satyagrahis including Gandhiji and others Congress leaders were arrested and Congress declared an unlawful organisation in the course of this movement. (iv) In the years after 1931 Gandhi-Irwin Pact, Communal Award and Poon Pact were other highlights of the Movement. (v) The Civil Disobedience movement was suspended in May 1933 and finally withdrawn in May 1934. (vi) The Movement had an all India character and was significant in respect of ultimate goal of freedom movement, the *purna swaraj* or complete independence. Women's participation, bringing to light various problems facing the country and above all making the British aware of the aspirations of younger generations were other highlights of the movement.

(e) **Women in the National Movement** : (i) The role of women in the freedoms struggle is highlighted by Rani Jhansi in the Revolt of 1857. Many women later took part in both Swadeshi and Boycott Movement and the Non-Cooperation Movement by performing domestic and social roles. Among early women leaders were Kasturba Gandhi, Kamla Nehru, Sarla Devi, Susheela Nair and many others. (ii) The low-key role played during NCM was because Gandhiji was initially against women's participation but was persuaded by Sarojini Naidu (1879-1949) to allow women to join the movement. (iii) Sarojini Naidu along with 2,500 volunteers marched on the Dharasana Salt Works in north of Bombay. Although the peaceful marchers were lathi-charged by British police the marchers stood firm. She later became the President of the Congress in 1925. (iv) At several other places women of diverse backgrounds participated in the national movement. Women like Ambabai of Karnataka served sentence after sentence but regarded these as the happiest days of her life because it gave a new purpose and commitment. (v) Women played no less a role in respect of the methods of struggle. For example, Annie Besant had founded Home Rule League in the south. In the North-East Rani Gaidilleau raised the banner of rebellion against foreign rule. Other remarkable women activists were like Madame Bikaji Cama, Kamladevi Chattopadhyaya and Kalpana Dutt.

V. (a)-(iii), (b)-(iv), (c)-(i), (d)-(ii), (e)-(v),

VI. (a) Poona Pact undid Communal Award 1932 because the former provided for joint electorate which had been separated by the later.

(b) Gandhiji signed a pact with Lord Irwin in 1931 in order to participate in the Second Round Table Conference in London in the same year in September.

(d) Women like Ambabai regarded the days of participation in National Movement as the happiest days of her life because it gave a new purpose and commitment.

- VII. (a) Lord Irwin, (b) British, (c) 1931, (d) Sarojini Naidu, (e) Communal, Harijans.

HOTS

- (a) **Factors responsible for partition of India in 1947** : Refer to Long Answer Question (c) above. Various theories have been suggested that it could have been avoided but no one had wished it but it happened. History is after all history of what happened in the past.
- (b) Revolutionary Nationalism is nationalism based on radical often violent change within the society. The historians have also regarded the American and French Revolutions as Revolutionary Nationalism. In India, it was a sidelight of the Freedom Struggle beginning from the Revolt of 1859. Between 1906 and 1908 many unpopular British officials were murdered in Maharashtra and Muzaffarpur. Attempt was also made on the life of Lord Hardinge in 1912. The revolutionary association such as Ghadar Party was also formed in America and Europe. Among the early revolutionaries were Khudiram Bose, Rashbehari Bose, Bhikaji Cama, Lala Hardayal, V. D. Savarkar and many others. Many nationalist leaders like Aurobindo Ghosh and Barindra Ghosh supported the revolutionaries. The British used all means to suppress this movement and Khudiram Bose was hanged. They, however, were great martyrs and national heroes whom we remember even today.

Activity Time

PRESENTATION SKILLS

For power presentation on FREEDOM STRUGGLE view :

[http : //www.slideshare.net/gagi3218/indias-struggle-for-freedom](http://www.slideshare.net/gagi3218/indias-struggle-for-freedom)

12. India After Independence

Practice Time

- I. (a). (iii), (b). (iii), (c). (i), (d). (ii), (e). (ii).
- II. (a) The three problems that the newly independent nation of India faced in 1947 were the integration of princely states; freeing the territories under occupation of the French and the Portuguese and safeguarding India's external boundaries as well as the problems related to settlement of refugees from Pakistan (Bangladesh was then eastern part of Pakistan).
- (b) The role of the Planning Commission in the post-Independence period was to open process of planning to lift India out of poverty and for building modern technical and industrial base.
- (c) One reason why English continued to be used in India was that a compromise was reached to use it as an 'official language' after some states threatened to separate south from north if Hindi was imposed on them.
- (d) The cold war was the Super Power rivalry in 1950s and 1960s between the then USSR and USA in its worst form of mutual distrust, tension and fear.
- (e) The term NAM stands for 'Non-Alignment Movement' meaning to remain outside the power blocks. It was established at the Bandung, Indonesia, Conference of 1955 in which 23 Asian and 6 African nations took part.
- III. (a) **Dr Ambedkar meant from the quote, "In politics we will have equality, and in social and economic life we will have inequality"** : (i) Giving equal right vote would not automatically lead to removal of other social and economic inequalities such as between the rich and poor or between upper and lower castes. (ii) The causes of this inequality are related to the social and economic structure which is based on formal and informal norms and practices. (iii) It was, therefore, necessary to strengthen our legal systems for removing all forms of discrimination.
- (b) **After Independence, there was reluctance to divide the country on linguistic lines because** : (i) Both Jawaharlal Nehru and Deputy Prime Minister Vallabhbhai Patel were against creation of states on linguistic basis because as Nehru said, "*disruptionist tendencies had come to the fore*"; to check them, the nation had to be strong and united. (ii) Sardar Patel said, "*Everything which helps the growth of nationalism has to go forward and everything which throws obstacles in its way has to be rejected ... We have applied this test to*

linguistic provinces also, and by this test, in our opinion [they] cannot be supported”.

(c) Mira Behn was Mahatma Gandhi’s follower who in 1949 wrote, “*science and machinery he [mankind] may get huge returns for a time, but ultimately will come desolation. We have got to study Nature’s balance, and develop our lives within her laws, if we are to survive as a physically healthy and morally decent species.*” To know more about her life and ideas log : [http : //www.mkgandhi.org/associates/Mirabehn.htm](http://www.mkgandhi.org/associates/Mirabehn.htm)

(d) **The importance of 2014 General Elections :** (i) Highest voter turnout, nearly 815 million voters participated and Shri Narendra Modi of Bhartiya Janta Party (BJP) became the Prime Minister. (ii) The elections set a new trend of communal and linguistic harmony. It is for the first time since independence that voters irrespective of their linguistic, religious, caste and class affiliations have stood united in electing their leaders at the national level. (iii) The elections have given place to a new hope of India embarking on a path of healthy election contests and peaceful economic development.

IV. (a) **Economic development of India :** (i) In the post-Independence period an open process of planning to lift India out of poverty and for building modern technical and industrial base was followed. With this objective in mind the Planning Commission was set up in 1950. (ii) The First Five Year Plan (1951-56) gave priority to agriculture and irrigation. Subsequently, in both annual and five years plans, priorities continued to change but in a country like India agriculture could never be neglected. The Twelfth Five Year Plan (2012-2017) adopted consultation process from interested stake holders via the Commission’s web-site. The plan is expected to lay emphasised faster growth process, water resources and more inclusive and environmentally sustainable growth. (iii) In 2014 there were general election and Bhartiya Janta Party swept in power. The Planning Commission which had been created by an executive order was similarly replaced by

NITI (National Institution for Transforming India). For economic development it consults all states and union territories and is conceptualizing Zero Waste in India under Swachh Bharat.

(b) **Sailent features of India’s foreign policy :** (i) India follows an independent foreign policy and is one of the founder members of the United Nations formed in 1945 and also a founding member of NAM (Non-Aligned Movement) as well as the regional organisations called the South-Asian Association for Regional Cooperation (SAARC) and ASEAN (Association of South-East Asian Nations). (ii) It believes in sovereignty, non-intervention, individual and collective responsibility, non-use of military pacts, no threats of aggression, peaceful solution of international issues, promotion of mutual interest and international obligations. (iii) On August 15, 2014, India celebrated sixty-seven years of its existence as an independent and free nation. India is today the largest and second oldest democracy in the world after the United States. (iv) In the 16th General Elections held successively since 1951 nearly 815 million voters participated. Shri Narendra Modi of Bhartiya Janta Party (BJP) became the Prime Minister and followed independent foreign policy more vigorously. (v) In matters of foreign policy the deep divisions that persisted until recently seem to have given place to a new hope of India embarking on a path of new role in international relations.

(c) **Basis of reorganisation of boundaries of states :** (i) On *linguistic basis* on October 1, 1953 when Andhra Pradesh was created as the Telugu language region. The States Re-organisation Commission In 1956 recommended creation of states on linguistic basis which led to reorganization of the boundaries of the states of Assam, Bengal, Orissa, Tamil Nadu, Kerala, Karnataka and even Andhra Pradesh. Again in 1966, Haryana was created out of Punjab. The bases of separation were Haryanvi or Hindi and Punjabi languages. (ii) On *development of hilly and tribal regions basis* in 2000 when three new states were created out of the existing states. These three new states are Chhattisgarh (from Madhya Pradesh), Jharkhand (from Bihar),

and Uttaranchal, now Uttarakhand (from Uttar Pradesh). (iii) On neglect and backwardness basis in 2014 when Telangana was separated from Andhra Pradesh. (iv) There are now 29 States and 7 Union Territories in 2014.

- V. (a). T, (b). F, (c). F, (d). T, (e). T/F a
- VI. (a) Foreign affairs, taxes, defence. (b) Criminal law, wildlife, (c) mixed, economy, (d) Potti Sriramulu.

HOTS

- ❖ Refer to Long Answer Question (c) above.
- Advantages and disadvantages :** (i) Regional identities are strengthened but national unity is weakened; (ii) Arguments of neglect are lessened but disparities are not; (iii) Self-rule as in the case of nationalism but dangers further fragmentation remain.

Activity Time

Life Skills

Read about the creation of the new nation of Bangladesh.

[http : //www.lse.ac.uk/asiaResearchCentre/_files/ARCWP36-Bhardwaj.pdf](http://www.lse.ac.uk/asiaResearchCentre/_files/ARCWP36-Bhardwaj.pdf)

GEOGRAPHY

1. Resources

Practice Time

- I. (a). (iii), (b). (i), (c). (i), (d). (ii), (e). (ii).
- II. (a) The resource conservation is the protection, preservation and efficient use of all types of resources.
- (b) The human resources are important because people after education and training become capable of modifying natural resources and in making their best use.
- (c) The two examples of potential resources which have potential to be utilised but their stock or quantity is not known are for example, wind and solar energy in India as it is located in tropical. But on account of limitations of present technology it is not being utilized fully or even properly.
- (d) The biotic resources are living resources which sustain life such as humans, animals, plants and microorganisms.

- (e) Resources based on origin can be classified into two categories of *natural resources* and *human and human made resources*.
- III. (a) (i) The resources are unequally distributed over the earth on account of uneven distribution of earth's surface, climate etc. (ii) Some places are rich in resources like forests, others in minerals and still resources of some places cannot be utilised for one or other reason.
- (b) (i) The sustainable development is the development that can be sustained over long period of time. (ii) The sustainable development involves conservation or protection, preservation and efficient use of resources. (iii) The UN sponsored Earth Summit in 1992 that coined this phrase terms it as economic development that can survive in the long run.
- (c) (i) The man or human-made resources are human beings who after education and training become capable of modifying natural resources and in making their best use. (ii) The man-made resources also refer to resources made by man for their own use or that of animals and even plants. (iii) The man-made resources are such as roads, houses, transportation, cloths, urea and fertilisers that promote plant growth etc. These resources have made our lives better and are also essential for efficient use of natural resources
- (d) Land is an important resource of man because : (i) It is the source of most minerals, forests, fresh water, mountains, valleys and other landscapes. (ii) It is part of Lithosphere, one of the three domains of earth and supports terrestrial life. (iii) Though an abiotic resource, limited in supply, it supports the hydrosphere, another domain of the earth.
- (e) We should conserve resources such as land, minerals, fuels, air, water, sunlight etc. because : (i) With booming population and depleting supply of the given resources, conservation is essential in the long run. (ii) The UN Earth Summit which first coined the term and laid down principles felt mandatory for all UN member-countries. (iii) Resources

are needed for future generations too. The conservation does not prohibit the use of resources but stresses their judicious use.

- IV. (a) Renewable resources :** (i) These are the resources that are renewed after use and do not get exhausted. (ii) These resources are not affected by any physical or chemical changes and are quickly replenished after use. (iii) The examples of these resources are like sunshine, wind and hydroelectricity. (iv) We need them because if harnessed scientifically they can last forever. For example solar energy, wind energy and hydroelectricity can last forever. (v) We also need them to make our life comfortable and make use of them in various ways.
- (b) Sustainable Development vs Conservation :** (i) Sustainable development means economic development that can be sustained or survive in the long run. Conservation is all inclusive term for protection, preservation and efficient use of resources. (ii) Conservation is the means through which sustainable development can be achieved. This also means that conservation involves sustainable use of resources. (iii) Conservation of resources has almost become synonymous with sustainable development but both are needed for survival of life on earth. (iv) Conservation is needed for following the basic principles of sustainable development. These principles are respect and care for all forms of life, improving quality of life, conserve earth's vitality and diversity, minimise depletion of natural resources, change personal attitude and practices towards environment and enable communities to care for their own environment.
- (c) Types of resources :** (i) The natural resources are made available naturally such as soils, forests, minerals, humans, animals and plants. The human and human-made resources are humans and man-made resources such as houses, roads, transport and communication etc. (ii) The potential resources are those whose stock or quantity is not known but can be used in future. Actual resources are those whose actual reserves or

quantity are known. (iii) The Renewable Resources are renewed after use and do not get exhausted. Non-renewable resources which cannot be quickly be renewed after use and are life supporting resources such as coal, oil, natural gas and even soil. (iv) Private resources such as land and property; national resources owned by local, state or national government like forests, mines, minerals, parks and rivers; International are jointly owned by governments of two or more countries such as rivers shared by two or more nations, seas etc. Community resources such as grazing grounds in villages are jointly owned by the community and land owned by tribes,

- VI. (a)** Coal and petroleum are non-renewable resource because they take millions of years to form.
- (b)** Man is called a human resource because after education and training they become capable of modifying natural resources and in making their best use.
- (c)** Resources are distributed over earth unequally on account of uneven distribution of earth's surface, climate etc.
- (d)** We should conserve resources because it is essential for long term dependable or sustainable use of resources.
- VII. (a)** Actual, **(b)** renewable, non-renewable, **(c)** renewable, **(d)** conservation, sustainable development, **(e)** Non-renewable.
- VIII. (a)** Potential resources are future resources whose stocks and quantity are not known. Actual resources are resources actually in use with their reserves well known.
- (b)** Renewable resources such as wind, solar energy and hydroelectricity are replenishable resources. Non-renewable resources are resources which cannot be quickly renewed or replenished such as minerals and fossil fuels.
- (c)** International resources such as long rivers, oceans, mountains etc. are jointly by two or more nations. National resources belong to a nation such a forests, mineral etc.
- (d)** Biotic resources sustain life and are living resources such as humans, animals, plants

and microorganisms. Abiotic resources have no life but are essential for sustaining life of all living organisms. Examples are land, minerals, fuels, air, water, sunlight etc.

HOTS

- ❖ Resources are meant for use by living organisms and are limited in supply as well as unequally distributed over earth. Further, most of the resources are non-renewable and have very limited life-span. For their judicious use and consumption conservation of resources is necessary.

Activity Time

□ Life Skills

Three reasons why efficient resource use is necessary to sustain life are : (i) Limited supply and unequal distribution of resources over the earth. (ii) Booming population of humans and their animals. (iii) Economic development being necessary in the long run for which resources are needed which can be made available only with efficient use. (iii) Efficient use means judicious use, avoiding wastage, following 3R (Reduce, Recycle and Re-use) principle of conservation.

□ PRESENTATION SKILLS

For Power-point presentation on the use of resources in our day-to-day life students may use internet for mission statement of the Ministry of Agriculture and Forestry, Government of Finland.

2. Natural Resources

Practice Time

- I. (a). (ii), (b). (iii), (c). (iii), (d). (iii), (e). (ii), (e). (i).
- II. (a) The two main climatic factors responsible for soil formation are temperature and precipitation that exert both direct as well as indirect influence on weathering.
(c) The vegetation of deciduous (tropical) forests is teak, neem, peepal and sal. The wildlife includes tigers, cheeta, lions and many more.
(d) Mulching is a protective covering, especially using organic matter such as straw, of bare spaces between plants. It is most useful for retaining soil moisture.
(e) The identification of threats to natural

vegetation and wildlife helps in their conservation by identifying such causes of rapid depletion and taking steps to minimize these threats and losses.

- (g) It necessary to preserve bio-diversity because it is of direct benefit to mankind both economically and spiritually. It is also essential for existence of life on earth as well as for interdependence.
- III. (a) **Land as an important resource** : (i) Land as a resource constitutes only about 30 per cent of total surface area of the earth. On an average ninety per cent of the world population occupies only 30 per cent of this land area. The remaining 70 per cent of the land is either sparsely populated or uninhabited. (ii) We use land for different purposes such as agriculture, for settlements, grazing, mining, establishing industries, etc. The pattern of land use varies from one region to another. It may also vary from within the same region over time. (iii) Increase in the population in various parts of the world has transformed large parts of forests into agricultural lands, urban settlements, industrial complexes, commercial areas and croplands. All these and many other factors make land a most important resource.
- (b) **Conservation plants and animals – government initiatives** : (i) Legislative measures and their enforcement to keep check on any large scale deforestation, poaching etc. (ii) The protected areas National Parks, Wildlife Sanctuaries, Bird Sanctuaries, Biosphere Reserves, Reserved and Protected Forests. In India alone by August 2014 there were 102 National Parks (40,075 km²), 528 Wildlife Sanctuaries (125,295 km²), 4 Community Reserves (21 km²), 57 Conservation Reserves (2018 km²) and 18 Biosphere Reserves (80,000 km²).
- (c) **Water conservation** : There are many ways to conserve water but three are most important : (i) The most common method of water conservation is to minimize use of water and make people water-conscious. It is important to encourage families to check water leaks, closure of taps after use and

avoiding flushing toilets unnecessarily and not allow discharge of any kinds of wastes and effluents in water bodies. (ii) Recycling used water particularly industrial waste water is the most essential, popular and effective method of water conservation. Desalination or the process of removing salts from water can also be practised. (iii) Vegetation cover is essential for groundwater recharge as well as for controlling surface run off. Rain water harvesting has been practised since ancient times especially for recharge of groundwater.

- (d) **Main causes of water scarcity** : (i) The distribution of freshwater resources is highly uneven on the surface of the earth. Asia accounts for 60% of world population but only 36% of all freshwater resources. On the other hand Latin America has 25% of freshwater resources but only 6% of world population. (ii) The human population of the world has risen to 7.2 billion from 1 billion in 1820s. In 1975, the consumption of water for human use was 3850 cu km/year. It soared to more than 6000 cu km/year in the year 2000. (iii) Pollution caused by contamination of water bodies like lakes, rivers, aquifers and groundwater resources. Other factors of water scarcity are fast urbanisation, climate change leading to changes in precipitation and deforestation as roots of plants bind the soil leading to loss of surface run-off.
- (e) **Characteristics of ecosystems** : (i) Their boundaries vary from that of a pond to that of a lake or whole of a sea or a desert. (ii) The living things in an ecosystem may be organised into species, communities and populations etc. The interdependence results from the prey and the predator relationship of living things. (iii) Plants and wildlife in an ecosystem, besides their ecological value, have economic value, give shelter to animals, protect soils, and help in underground storage of water. Even decomposers play a vital role in pollination. (iv) There is balance in ecosystem and have resilience to natural environmental changes. Otherwise environmental changes will create uncertainty as to the future of an ecosystem.

- IV. (a) **Forests and their distribution** : (i) An extensive and continuous area of land dominated by trees is called a forest. Based on rainfall and temperature forests are broadly classified into *Evergreen* and *Deciduous Forests*. Based on characteristics of vegetation they are of three types : (a) **Tropical Evergreen** or rainforests are broadleaved and are warm and humid round the year with rainfall of more than 200 cm. (b) **Temperate Evergreen** are found in mid-latitudes receiving rainfall generally above 100 cm but less than 250 cm. On the eastern margins of continents these forests are a mix of evergreen and deciduous trees as well as softwood and hardwood trees. (c) **Coniferous Forests** have needle-shaped leaves as they snow to accumulate. The subarctic region occurring in higher latitudes between 50°–65° known as 'Taiga' in Northern hemisphere only is dominated by the Coniferous forests. (B) **Deciduous Forests** are of two types : (a) **Tropical Deciduous** forests or monsoon forests experience seasonal changes. The trees shed their leaves in dry season to conserve moisture. The climate is generally warm round the year but have alternating dry and wet seasons. (b) **Temperate Deciduous** are found in temperate regions and experience four distinct seasons namely spring, summer, autumn and winter. Winters are cold and summers warm. Being located near coastal areas, they get rainfall between 750 mm and 1500 mm. The trees shed their leaves in autumn, a dry season.
- (b) **Benefits of conservaton** : (i) Conservation of biodiversity is of direct benefit to mankind both economically and spiritually. Economically without harming forests and wildlife we get many forest products, increased employment opportunities, tourism sites etc. Spiritually both forests and wildlife are held in great religious esteem and even worshipped. (ii) The existence of many different kinds of plants and animals in a particular environment is also essential for existence of life on earth. Forests and wildlife are an important part of the ecosystem. (iii) In addition to biodiversity benefits they create investment opportunities, employment and

have many ethical values. (iv) On account of pressure of development the benefits of preservation of ecological diversity including biodiversity is of great importance for accelerating development. Consider, for example, if we were to set up a development project in a desert. (v) For common methods of water conservation refer to Short Answer Question (c) above.

(c) For government initiatives for conservation of forests and wildlife with special reference to India refer to Short Answer Question (b) above.

V. (a). T, (b). T, (c). F, (d). F.

VI. (a)–(iii), (b)–(iv), (c)–(ii), (d)–(i).

VIII. (a) Cropland is land under agriculture for growing crops which is only 12% of the total land area in Japan and 57% in India, the highest in the world.

(b) Soil profile is the vertical section of soil from the surface to the parent rock. Soil horizon refers to a particular soil layer of the Soil horizon as the layers are clearly distinguishable if we cut straight down in to the soil.

(c) Alluvial soils of India are cover about 40 per cent of the total land area. They are formed of riverine sediments and are annually replenished and are very fertile. The alluvial soils are found mostly in the Northern Plains as well as in coastal plains. Black Soils are mostly clayey soils formed by weathering of volcanic rocks. They are found in the Deccan Trap, covering large areas of Maharashtra, Gujarat and western Madhya Pradesh and are most suitable for growing cotton.

HOTS

(a) **Soil resources of India** : (i) Alluvial fertile soils are replenished annually and cover about 40 per cent of the total land area. It is found mostly in the Northern Plains, starting from Punjab in the west to West Bengal and Assam in the east. It is also found in coastal plains. (ii) The black soil is mostly found in the Deccan Trap, covering large areas of Maharashtra, Gujarat and western Madhya Pradesh and are mainly suitable for growing cotton. (iii) Red Soils occur on account

of high content in the main rocks of Peninsular India in Tamil Nadu, parts of Karnataka, Maharashtra, Madhya Pradesh, Odisha and Jharkhand. (iv) Laterite Soils are formed under conditions of high temperature and heavy rainfall with alternate wet and dry period. These soils can only sustain pastures and shrubs. They are characteristic of summits Western and Eastern Ghats Rajmahal Hills, Vindhyas, Satpuras and Malwa plateau. (v) Mountain Soils found on hill slopes covered with forests. They are found in most hill ranges of Peninsular India. (vi) Desert Soils are found in semi-arid area receiving less than 50 cm rainfall annually as in Rajasthan, adjoining areas of Haryana and Punjab.

(b) **Common causes of land soil degradation** : (i) **Population pressure** : Rising arable land and other forms of growing demand for land has led to decline of green cover. (ii) **Deforestation** : Clearing forest lands for habitation sites, arable land as well as forest degradation. (iii) **Desertification** : It means turning arable or green land to arid and semi-arid land on account of human impact. (iv) **Soil Erosion** : It is result of deterioration of soil's physical, chemical and biological properties on of overgrazing, overutilization of land, use of pesticides, etc. (v) **Wind Erosion** occurring primarily in arid and semi-arid areas. (vi) **Waterlogging** : Rise in ground water close to soil surface for prolonged period washes away soil nutrients or even may be leached. (vii) **Salinization** : It refers to excessive built up of salts in soil leading to rise in toxic level for plant growth. This problem is related to waterlogging also on account of faulty irrigation, rise of water table close to soil surface and many other human induced processes like damming, changes in direction of canals etc.

Activity Time

Life Skills

The average urban Indian use of 135 litres of water every day is only a hypothetical estimate. There are many areas of water scarcity as well abundance in India. Therefore, any rationale depends on demand, supply and present average consumption. The areas of reduction at least by 10% are Bathing, Flushing, Washing utensils, clothes and gardening. In the tropical

climate and monsoon regions best area of water conservation is rainwater harvesting which need to be popularised and scientifically practised in many area

□ Analytical Skills

The four soil conservation techniques namely terracing (creating flat surfaces on steep slopes), mulching (covering using organic matter to retain soil moisture), intercropping (growing different crops in alternate rows) and contour ploughing (ploughing parallel to the contours) shown in pictures prevail in different parts of the country. For example, terracing in Nagaland, mulching in Ladakh, intercropping in Ganga plain and contour ploughing in many hilly areas. These methods of soil conservation have prevailed in these area since ancient time and have been put to good use.

3. Mineral and Power Resources

■ Practice Time

- I. (a). (ii), (b). (iii), (c). (ii), (d). (iv), (e). (ii), (f). (i), (g). (iii).
- II. (a) Three common minerals used by me every day are sodium chloride for food seasoning, silica and calcium.
 - (b) The two regions rich in natural gas resources are northern Russia, Central Asia and Netherlands.
 - (c) The advantages of tidal energy is that it is renewable and its most common disadvantage is building of dams at narrow opening of the sea which lead to flooding of coastal area.
 - (d) India aims to supply 25% of electricity from nuclear power by 2050 and many agreements for supply of uranium have been made.
 - (e) The geothermal energy is the energy obtained directly from natural heat of the earth obtained hot springs. One such plant located in India is at Manikaran in Himachal Pradesh.
- III. (a) The sources of energy suggested for (i) rural areas are biogas from organic wastes such as dead plant and animal materials and kitchen wastes; (ii) for coastal areas wind energy is best option because wind mills are best

located in clusters, called wind farms, where speed of wind is strong and steady.

- (b) **Ore** : (i) Ore are metallic minerals in raw form or one that contains useful minerals. (ii) All minerals come from rocks but all rocks are not minerals. Examples of ores are iron ore, bauxite and manganese ores. (iii) Generally metallic minerals are found in areas of igneous and metamorphic rocks, for example Europe, North America and Asia including India.
- (c) **Five ways in which we can save energy at home are** : (i) Switching off electricity when not in use. (ii) Save gas fuel used for cooking by prior soaking of vegetables and dals in warm water, using pressure cooking methods and making economical use of gas fuels. (iii) By using led bulbs and tubes for economical use of electricity. (iv) The multistoreyed buildings should install Solar Photovoltaic (SPV) systems. (v) Avoid using lifts and motors run on electricity.
- (d) **Uses of minerals at home and in agriculture** : Log : [http : //www.nma.org/index.php/minerals-publications/40-common-minerals-and-their-uses](http://www.nma.org/index.php/minerals-publications/40-common-minerals-and-their-uses)
- (e) (i) **Advantages of three conventional energy resources** : OIL : Easier to transport; Many products and by products; NATURAL GAS : Easy to transport (Pipelines), Cleaner fuel than petrol, Cheaper. FIREWOOD : Easy access, Poor people's fuel. (ii) **Disadvantages** : OIL : Oil spillage in oceans and land; Depletes oxygen, Exploration not easy. NATURAL GAS : Produced along with oil beds; Damage to ecology; Complex processing. FIREWOOD : Problems of collection; Pollution; Deforestation. (iii) **Advantages of three non-conventional energy resources** : SOLAR ENERGY : Inexhaustible; No pollution; WIND ENERGY : No pollution, Low cost, Safe and clean; NUCLEAR ENERGY : Alternate energy source; Emits large amount of energy. (iv) **Disadvantages** : SOLAR ENERGY : Expensive to set up; Diffused source and gets wasted. WIND ENERGY : Noise pollution; Extensive land for wind mills; disturbs radio

& TV signals; Harms birds. NUCLEAR ENERGY : Threats of disaster; radioactive wastes; expensive.

- IV. (a) **Properties of minerals** : (i) On the basis of properties or attributes minerals can be identified and help us to know their chemical composition which is of direct benefit. A single property should, however, not be used to identify minerals. (ii) **Colour** : Some minerals are always of same colour. For example, sulfur is yellow and azurite is blue and quartz is colourless. (iii) **Density** : Also called Specific Gravity, minerals have a lot of mass packed into small volume. Gold, silver and galena have high density whereas gypsum and halite are light minerals. (iv) **Lustre** : It describes how light is reflected off the surface of a mineral such as in the case of metallic and non-metallic minerals. Metallic minerals like pyrite, gold and silver are shiny whereas non-metallic minerals do not shine. (v) **Hardness** : It is described on Mohs scale of 1 to 10. Talc is number 1 as it is soft and diamond is hardest of all at number 10. Every mineral on this scale can scratch something above it. (vi) **Texture** : It refers to the kind of grains such as coarse, fine, small and smooth edges etc. (vii) **Cleavage** : It describes how a mineral breaks with smooth flat surface. Some minerals break smoothly others do not.
- (b) **Important minerals and their geographic distribution** : (i) **Iron ore** : The countries with large deposits of iron ore are Russia, Ukraine, Sweden and France. India was at 4th position in iron ore production in the world in 2011-12. High grade iron ore deposits are found mainly in the states of Jharkhand, Orissa, Chhattisgarh, Madhya Pradesh, Goa, Maharashtra and Karnataka. (ii) **Bauxite** : It is the mineral from which aluminium is made. Australia is the largest producer and exporter in the world. Other major producers are China, South America and Africa. Major bauxite producing areas in India are the states of Jharkhand, Orissa, Chhattisgarh, Madhya Pradesh, Gujarat, Maharashtra and Tamil Nadu. (iii) **Mica** : Major producers in the world are many countries in South America. India is largest producer and exporter of mica

in the world. Its main deposits occur in the states of Jharkhand, Bihar, Andhra Pradesh and Rajasthan. (iv) **Copper** : Copper was the first metal to have been discovered by man and has a history of about 10,000 years. Major producers in the world are Mexico, Canada, North America, Brazil, Chile, Peru in South America and many countries in Africa. In India, it was mined by the people of Harappan Civilisation. At present it is mainly produced in Rajasthan, Madhya Pradesh, Jharkhand, Karnataka and Andhra Pradesh.

- (c) **Uses and conservation of minerals** : (i) Minerals are basic and essential raw materials that we need in our daily lives both for survival and socio-economic development. Some examples of common uses are food seasoning like halite or sodium chloride; sulfur for fertilisers and fungicide; minerals such as iron ore, bauxite and many others for making industrial and other products; minerals are main ingredients of human health and medicines and critical for building bones, teeth etc. Minerals are used for construction and for gems and jewellery. **Conservation** : (ii) Considerable improvements need to be made to reduce wastes in mining. (iii) Most metals and the products made from them such as iron and steel, copper, aluminum, nickel, chromium, lead, zinc and others can be recycled and reused. (iv) The treatment of raw materials such as iron ore that improves physical or chemical properties before processing or smelting known as beneficiation is most advantageous for maximizing output.
- V. (a) Environmental aspects must be carefully looked into before building huge dams because of damage to ecology and changing the natural course of rivers.
- (b) Most industries are concentrated around coal mines so as to save on transportation costs and easy availability of power.
- (c) Petroleum is referred to as “black gold” because of its precious commodity value.
- (d) Quarrying can become a major environmental concern as it is an open cast mining raising dust in air that collects on leaves of plants and

presents a hindrance to breathing by animals and man.

- VI. (a)–(v), (b)–(iv), (c)–(i), (d)–(ii), (e)–(iii).
- VII. (a) Hardness, (b) Ferrous, (c) drilling, (d) seasoning.
- IX. (a) Conventional sources have been used for a long time such as firewood and fossil fuels (coal, petroleum and gas). The non-conventional sources of energy have been in use from recent years and the energy is renewable after use. Solar, wind, biogas energy are some examples.
- (b) Biogas is fuel derived from organic wastes such as dead plant and animal materials such as animal dung and kitchen wastes. Natural gas is a fossil fuel obtained by sub-surface mining or drilling along with petroleum or in its absence.
- (c) Ferrous minerals contain some quantity of iron (Fe). Iron ore, manganese and chromites are ferrous minerals. Non-ferrous minerals do not contain iron but may contain some other metal such as gold, silver, copper and lead.
- (d) Metallic minerals contain metals in raw form that help electricity to flow through and conduct heat. They have characteristic lustre or shine. Examples of metallic minerals are iron ore, bauxite, manganese ores. The non-metallic minerals do not contain metals but have a variety of other properties. Examples of non-metallic minerals are limestone, quartzite, dolomite, mica and gypsum.

HOTS

- (a) **Scenario for even distribution of mineral resources** : Any benefit from even distribution of mineral resources would also need equal distribution of world population on land surface, equal access to technology of mining, enrichment and other processes, size and concentration of these minerals in order to mine the minerals economically. Unequal distribution favours international trade but equal distribution may involve large scale diversification say agriculture and benefits may vary. It is highly unlikely to happen on earth not only in the case of but other resources as well.

- (b) **Production and rank in selected minerals in India in 2012** : (i) 3rd rank in Coal and Lignite, Chromite, and Zinc (slab), 4th rank in Steel (Crude and liquid) and Iron ore; 6th rank in Bauxite, Manganese Ore; 8th rank in Aluminium and 10th rank in Copper (refined).

Activity Time

Life Skills

For establishing a mineral water plant refer to :
[http : //smallindustrysetupcost.blogspot.in/p/mineral-water-factory-set-up-idea.html](http://smallindustrysetupcost.blogspot.in/p/mineral-water-factory-set-up-idea.html)

Analytical Skills

The hydroelectric dam generates hydroelectricity by rotating turbines with the force of falling water. The river is dammed at a considerable height and water allowed to be stored in a reservoir which flows through a tunnel and falls to rotate the turbine. This type of electricity is renewable energy but there are many disadvantages mainly on account of damming of rivers, displacement of living in the vicinity and dangers associated with dam bursts.

4. Agriculture

Practice Time

- (a). (iii), (b). (i), (c). (i & iii), (d). (ii), (e). (iii).
- (a) Agriculture is a systematic activity of growing crops from the field and rearing animals and all other allied activities.
(b) The plantation agriculture is a type of commercial farming of single crop specialisation in such crops as sugarcane, tea coffee, rubber, cashew nuts, banana and cotton is done. Large amounts of both capital and labour are required.
(c) The main fibre crops are jute and cotton. Cotton required high temperature, light rainfall, two-hundred and ten frost-free days and bright sunshine for its growth. Jute required high temperature, heavy rainfall and humid climate like in tropical countries.
(d) Mixed farming is also known as extensive commercial farming but instead of single crop specialisation food and fodder crops and livestock rearing is done on the same farm.
(e) The main physical inputs of agriculture are sunshine, temperature, soil and slope.

The human inputs are labour, machinery, chemicals and storage. The main outputs are chiefly the crops, animals and animal products obtained therefrom.

- III. (a) **The most common factors influencing agriculture are :** (i) Relief or the physical shape or general unevenness of the land surface considered with reference to variations of height, slope and other irregularities. The agricultural crops are best grown on land with plain's relief but for crops like tea and coffee well drained hill slopes are suitable. (ii) Soil contains mineral constituents which vary from place to place. (iii) Climate or its constituents, temperature and rainfall, greatly vary from place to place and region to region in the world. Rice, for example, is the main crop of Tropical Climate Zone and wheat is the main crop of Temperate Climate zones.
- (b) **Shifting cultivation :** (i) It is the most ancient type of subsistence farming better known as 'slash and burn' on the basis of what it involves. (ii) In this system the land is cleared by felling trees, burning undergrowth and other vegetation. The ashes are then mixed with soil which serves as fertilisers. After two or three years when the soil loses its fertility this plot of land is abandoned and the farmer then shifts to another part of the forest. (iii) The practice is very destructive as it involves clearing forest vegetation and demands large forest land. Secondly, the outputs too are very meagre and dependent on vagaries of weather.
- (c) **The three physical inputs of agriculture :** Refer to Short Answer Question (a) above.
- (d) **Features of Intensive Subsistence Farming :** (i) In this type of farming farmers produce just to meet the needs of the family. They have little surplus for sale in the market. (ii) The low level of technology, small land holdings and farming inputs like fertilisers, seeds etc. are also at low level. (iii) The two main types – *intensive subsistence farming* and *primitive subsistence farming*. In former case the farmer cultivates crops on a small plot of land and uses simple tools and often with labour

available in the family. In the case primitive subsistence shifting cultivation (described above) and nomadic herding are practised.

- IV. (a) **Geographic requirements :** (i) **Rice :** High temperature between 20°C and 35°C and rainfall of about 100 cm or irrigation. Soils – alluvial clayey soil which can retain water. (ii) **Wheat :** Temperature between 15°C and 20°C and moderate rainfall and can be grown in dry areas with the help of irrigation. Soils – well drained loamy soils. (iii) **Cotton :** The temperature between 20°C and 35°C and rainfall between 50 cm and 80 cm. Two hundred and ten frost free days and bright sunshine for its growth are also required. It grows best in deep black lava and alluvial soils. (iv) **Tea :** The temperature between 24°C and 35°C. It needs cool climate well distributed rainfall throughout the year but more than 150 cm. Mountain soils are best suited for growth.
- (b) **Commercial farming :** (i) It is extensive agriculture because both the area cultivated and amounts of inputs used including capital investments as most work is done mechanically are very large. (ii) There are three main types - *commercial grain farming*, *mixed farming* and *plantation agriculture*. (iii) In Commercial Grain Farming crops raised for the market include wheat and maize (corn in Americas). It prevails in rolling temperate grasslands of North America, South America, Europe and Asia. The work is done with the help of machines and large doses of fertilisers and pesticides are used. The farmers have their homes on the farms where there may also be refrigeration systems and laboratories equipped all kinds of machines and tools. (iv) The Mixed Farming is also of extensive commercial farming but instead of single crop specialisation food and fodder crops and livestock rearing is done on the same farm. It is practised in thickly populated areas of Europe, eastern USA, Argentina, southeast Australia, New Zealand and South Africa. In this type farming machinery, quick yielding varieties of seeds, fertilisers and quick means of transport are used. (iii) In Plantation Agriculture single crop specialisation in

such crops as sugarcane, tea coffee, rubber, cashew nuts, banana and cotton is done. Large amounts of both capital and labour are required. It is done mostly found in Sub-Sahara Africa (timber), Brazil (coffee) Malaysia (Rubber), tea and coffee in India and Sri Lanka.

- V. (a). F, (b). T, (c). F.
- VI. (a) In India agriculture is a primary activity because about 70 per cent of people depend on agriculture and it provides employment to 50% of population.
- (b) Different crops are grown in different regions.
- (c) Intensive Subsistence Farming is practised in most regions of Asia
- (d) Shifting cultivation causes harm to environment.
- VII. (a) Primary activities include growing crops, fruits, vegetables, rearing animals, fishing, gathering, mining of minerals, etc. The tertiary activities are service types of activities. These include transportation of primary products to either consumers, market or to industries for processing.
- (b) Subsistence farming includes farming what is needed to stay alive. In this type of farming farmers produce just to meet the needs of the family. Intensive subsistence is done on a small plot of land using simple tools and often with labour available in the family.
- (c) Physical inputs of agriculture are climate (temperature and rainfall), soil and slope of land. Human inputs of agriculture labour, machinery, chemicals and storage.
- (c) Geographic requirements for growth of coffee include temperature between 24°C and 30°C and rainfall of about 100 cm. Geographic requirements for growing tea include temperature between 24°C and 35°C. It needs cool climate well distributed rainfall throughout the year but more than 150 cm.

HOTS

- (a) India is a developing country with over 1.2 billion population and practising intensive

subsistence farming yet is self-sufficient crops. Abundant and cheap labour is, of course, a main factor. Other factors are geographic factors like a tropical country with monsoon climate, fertile soils, permitting long working hours and growing more than one crop, use of science and technology and use of fertilisers.

- (b) The farming systems, as the Food and Agricultural Organisation (FAO), is a system based on inputs and outputs to compare how agriculture is carried on across the world. Its purpose is to have a broad understanding of similar resource base such as land, water, grazing areas and forest lands and household livelihoods of the people of the world. The input-output ratios help to determine dominant patterns of farm activities and household livelihoods and condition of environment. The inputs are like seeds, fertilisers, machinery and labour. The outputs are chiefly the crops, animals and animal products obtained. The processes involved are ploughing, sowing, irrigation, weeding and harvesting.

Activity Time

Life Skills

The extensive commercial farming cannot be practicable under the Indian conditions for reasons of : (i) Land availability is limited; (ii) Agriculture being carried out for the last 5,000 years available agricultural land has already got divided into very small plots. (iii) Land tenure system in India is age old and suffering from ills.

5. Industries

Practice Time

- I. (a). (ii), (b). (iii), (c). (ii), (d). (iii), (e). (i).
- II. (a) The term 'industry' refers to any economic activity concerned with production of goods with the help of machines and human skill.
- (b) The cotton textile industry rapidly expanded in Mumbai because after first successful modern textile mill was established in 1854 many favourable factors such as humid climate, easy access to markets and port facilitates for import of machinery and export of cotton textiles helped in its rapid expansion.

- (c) One chief characteristic of Bessemer steel production process was the first inexpensive industrial process for mass production of steel from pig iron. The process also used removal of impurities from pig iron for oxidation with air being blown through the molten iron.
- (d) Osaka is known as 'Manchester of Japan' because of similar location on the banks of Yodo river, favourable locational factors, warm humid climate for cotton textiles include black lava soils that are good for cotton cultivation. Land and labour were easily available for growth of mills.
- (e) 'India is world's largest outsourcing destination in IT means many Multinational Corporations (MNCs) have chosen to set up their plants and even headquarters in India.
- (f) Prof. Frederic Terman was Provost of the Stanford University in California who inspired the two graduate students of the university, Bill Hewlett and David Packard, to set up the electronics company called Hewlett-Packard (HP) in 1952.

III. (a) The main factors influencing the location of an industry are : (i) Favourable physical factors such as land, water and raw materials. (ii) Human factors such as labour, capital, power, transport and market. (iii) The government incentives such as facilities, tax concession etc. for industries being located in backward areas. The government policy is an important factor affecting location of industries. Industrialisation leads to growth of towns and cities which means that land is the most crucial factor affecting location of industries.

(b) (i) Iron and steel industry is often referred to as the backbone of modern industry and sometimes the mother of all industries. (ii) It is because iron and steel manufactured by the industry form the raw materials of most other industries and almost all other industries use the machinery, tools and construction materials made of iron and steel. (iii) Iron and steel is used in such strategic industries such as ships, trains, aircraft, trucks and many other machinery makers.

(c) The comparison between Ahmedabad and

Osaka in respect of cotton textile industry shows : (i) Ahmedabad is often referred to as the 'Manchester of India' whereas Osaka is known as the 'Manchester of Japan' because of certain similarities in location on banks of rivers as well as other favourable factors like humid climate etc., similarities in becoming leading international centres of cotton textile industry. (ii) In Ahmedabad in recent years several textile mills have faced closure on account of old and obsolete machinery, tough competition from other companies, emergence of new textile centres having access to latest technology and machinery. (iii) In Osaka textile industry is just one of the many important industries and is today famous for biosciences and pharmaceutical manufactures which are gaining prominence over textiles.

(d) (i) The term ITeS means 'Information Technology-enabled Services' as many other industries go hand in hand with it. (ii) It involves involves the development, maintenance and use of computer systems, and networks for the processing, storage and distribution of data or information called Information Technology (IT). (iii) IT takes many forms such as home-based personal computers, internet, web, mobile phones, digital assistants, etc., global outreach, 24 hours working, shortening of distances across oceans to just pressing of a button. It also involves meeting up of environment and energy challenges, an enabling technology in quest of march towards conquest of space and above all a positive impact on the lives of billions of people of the world whether rich or poor.

IV. (a) **Similarities between information technology industry in Bengaluru and California :**

(i) Bengaluru is also known as 'Silicon Plateau' after Deccan Plateau where it is actually located. The Silicon Valley is located on the San Francisco California. The term 'Silicon Valley' was first used by a journalist in California, USA, to refer to the semiconductor industry that was fast developing on the campus of Stanford University, California, USA in 1952. (ii)

Bengaluru became the outsourcing capital of the world three decades later after California. The same Hewlett Packard (HP) among the many other successful and top ranking companies such as Texas Instruments, IBM, Oracle, Infosys, and Wipro etc. established their bases there. (iii) The California region by 1970s had expanded far beyond the campus of the university. The Bengaluru region expanded by 1990s under government initiative and was nick named 'the Electronic City' and over 120 companies chose to shift their activities there. (iv) In respect of both being sometimes called Silicon Valleys, it must be said that India's Silicon Valley is actually located in the San Francisco Bay Area where even today the Asians mostly Indians outnumber the people of European origin, blacks and other groups. The term Silicon Plateau therefore best describes Bengaluru. (v) Both regions have, however, helped to acclimatize to science, electrical and electronic information industries although in India more under government initiative whereas it is private initiative in California. But the habitat of both regions includes people, firms and institutions who might be future leaders.

- (b) **Locational shift in iron and steel industry :**
- (i) Both physical or geographic and human factors affect the location of an industry. Before 1800 CE Iron and Steel industry was located where raw materials, power supply and running water were easily available. Later the strategic location was near coal fields and close to canals and railways. After 1950 large areas of flat land nearby for setting up Industrial Townships and integrated units to manufacture automobiles, etc. became ideal norm for location of iron and steel industry. (ii) This shift occurred because the new site offered the advantages of raw materials, cheap labour, transport and market. (iii) These advantages can best be described by other important steel producing centres such as Bhilai, Durgapur, Burnpur, Rourkela, Bokaro including Jamshedpur being set up around the new site. The region being surrounded by four states of West Bengal, Jharkhand,

Orissa and Chhattisgarh cheap labour, markets and link routes are easily available.

- (c) **Progress of information technology industry in India :** (i) In India, information technology is a sort of 'electronic commerce' in which export of IT services plays the leading role. Though these may be based at any location involve the whole nation and has acted as a level playing among nations. (ii) IT potential of a country is of paramount importance in its march towards global competitiveness. Sector-wise break-up of India's export revenue of nearly 62 billion (2011) is as follows : IT services : 57.9%; Business Process Management : 23.5% and Software Products and Engineering Services : 18.6% (iii) The data shows that IT directly holds a very dominant position and plays a leading role in India's export earnings. (iv) India is today one of the fastest growing markets in the world and world's largest outsourcing destination and has potential for building US \$100 billion software industry by 2025.
- VI. (a) Government promotes industrial development because on it depends growth of economy, value-addition of commodities and employment potential.
- (b) Coking coal based blast furnace is an expensive process of making steel because coking coal is a solid fuel made by heating coal in absence of air so that its volatile components are driven off causing great environmental damage.
- VII. (a) iron ore, (b) steel, (c) Transport, marketing, (d) Food processing, cotton textile, (e) Handloom, pottery, (f) AMUL, Credit Agricole Group.
- IX. (a) Agro-based industry uses and processes agricultural products to make other products such as vegetable oils, cotton textiles, leather products and dairy products etc. Mineral based industry uses mineral ores and processes them to make industrial products such as iron and steel, copper plates etc. that other industries use to makes finished products such as wires, plates, sleepers, light and heavy machinery, building materials etc.
- (b) Public sector industries are promoted and

owned by the State or Central government. The joint sector industries are jointly owned by private sector and public sector industries or corporates and the government.

- (c) IT in USA developed first in the world and still plays a leading role and is best outsourcing entity in the world. In India information technology can best be summarised as Information Technology-enabled Services (ITeS) finding applications in a host of other industries. India is fast marching towards global competitiveness.

HOTS

- (a) 1. For future of iron and steel industry log :
http : //www.worldsteel.org/publications/position-papers/Steel-s-contribution-to-a-low-carbon-future.html
2. For future of Indian iron and steel industry log
http : //www.slideshare.net/susmitadasgupta1/future-of-the-indian-steel-industry
- (b) Information technology industry is a boon for developing countries : (i) It is linked with every other economic activity these days and holds enormous potential and global outreach. (ii) While all other industries will thrive as long as fossil fuels last, IT alone has the potential of using alternative fuels and solar cells. (iii) Though employment and enabling-technology it impacts the lives of billions of people whether in developing or developed world.

Activity Time

PRESENTATION SKILLS

For a Power-Point Presentation on major industries in the world and India use internet or search on Google – World Trade Organisation

ACTIVITY

For location of an industry refer to Short Answer Question (a) above and relate to the given map.

6. Human Resources

Practice Time

- I. (a). (iii), (b). (ii), (c). (iii), (d). (i), (e). (i), (f). (i).
- II. (a) The people are considered a resource because if possessing skilled, are spirited and hopeful young people endowed with a positive

outlook are the future of any nation.

- (b) The world population has grown very rapidly because rates of population growth vary across the world with some countries having high growth rates.
- (c) By population composition we mean the distribution of people within a country or any specified area defined by characteristics such as age, sex and race.
- (d) The countries of the world experiencing high natural growth rate are the most Middle African countries such as Angola, Cameroon and Congo and South Africa. (v) The life expectancy of India as of August 2014 is 66 years as compared to 59 years for the world as a whole.
- III. (a) **Causes for the uneven distribution of population :** (i) There are both physical and human factors that affect this distribution of population over geographic space. (ii) Highly uneven distribution of geographic factors such as the relief or shape of the land as uneven relief is unsuitable, Climate as people try to avoid extreme climates; suitability of soil for agriculture, fresh water resources and mineral, coal, petroleum and other resources. (iii) Human factors such as areas having already settled populations and stable social and political systems are preferred over unstable countries; great variations in places of cultural and economic significance.

- (b) Refer to Long Answer Question (a) below.

- (c) **Population pyramids :** (i) Population pyramids of a country or region for a particular year or intervals of years show the makeup or composition of population with numbers of males and females within different groups. (ii) A population pyramid has three important components – distribution of population along the horizontal x-axis with males shown on the left and females on the right; Male-Female population broken down into 5-year age groups, e.g., 5-9 years, 10-14 years and so on. This is represented as horizontal bars along vertical axis with youngest group at the bottom and the oldest at the top. These two groups reflect the level of births (<15

years) and number of aged (>65 years) and the shape of the pyramid gradually evolves over time based on fertility, mortality and international migration trends. It tells the story of the people living in that particular country. (iii) They help in understanding about the population of a country in respect of population growth, sex ratio, infant rate, life expectancy and many other parameters of population.

- (d) **World population after 1820** : (i) The world population has increased from 1 billion in 1820 to 6 billion in 1990 and in just 2 decades it crossed 7.2 billion mark (2014). (ii) In human history this trend in population is termed as population explosion. (iii) Causes of this explosion were large numbers of babies were born then well but they died early too; Infant Mortality Rate was high on account of absence of proper health-care facilities and sufficient food was not available for all people as farmers were not able to produce enough to meet world food requirements. 5. **Infant mortality rate** : (i) The Infant Mortality Rate or the number of annual deaths per 1,000 children in the age group 1-4 years today is about 42 deaths per 1000 live births of males and 45 for females. (ii) In 1820s it was considerably higher for both males and females. For females it was much higher on account of social factors as in many parts of the country where female infanticide was practised. (iii) Child infanticide today is banned and better nutrition, sanitation and health-care are responsible for considerable improvements in Infant Mortality Rates. Today Birth rate is high, death rate, especially amongst the very young, is falling and more infants survive to adulthood.

- IV. (a) **Indicators of population change** : (i) Whether in India or elsewhere the population change is reflected in difference in birth rates and death rates which are also on account of both natural and human causes. (ii) Over the 150 years there have been considerable improvements in health care and sanitation around the world. As such the difference between the birth rate and death rate, termed as natural growth rate, has been high. (iii) The

rapid increase in the population of the world is due to rapid increase in natural growth rate. More the difference more rapid is the rate of increase. (iv) The population change in an area or a country is also affected by migrations or the movement of in and out of an area. The difference between estimated rate per 1,000 population of immigration and emigration, termed as Net Migration Rate, both from less developed nations to more developed nations and from rural to urban area within a country is high but expected to increase further in future. India's net migration rate is currently 0.

- (b) **People as a human resource** : (i) The distribution of people within a country or any specified area defined by characteristics such as age, sex and race is termed as population composition. It is useful for understanding the role of people as a human resource. (ii) Their level of literacy, occupations and income levels can also be determined in the process. (iii) It can help us to know the number of males and females or their ratio, which groups of people they belong to as well they occupations, income levels and general health. (iv) Population composition is most useful in determining population structure or the makeup of population showing number of males and females within different groups. It can be represented graphically for any area, a country, a region, a continent or whole of the world.

- V. (a). T, (b). F, (c). T. (i) (ii) (iii)
- VI. (a) India has adverse sex ratio because of high female infant mortality rate.
 (b) India's population pyramid is narrowing at the top and broad at the base because it populations contain a relatively large number of young people and less in age group 65+ years.
 (c) Population will decline if death rate is greater than birth rate because of negative populative growth.
- VII. (a) **From left right** : densely, favourable, natural, fertile.
- IX. (a) Population change is how the number of people in an area changes during a specific

time period. The population growth means how the population has increased or decreased often shown by percentages over a specific time period.

- (b) Immigration means in-migration or entry of a person into a new country. Emigration or out-migration refers to when a person leaves a country.
- (c) Population composition refers to the characteristics of population in an area such as age, sex, race etc. Population structure refers make-up of layers of population composition in an area with reference to indicators such as fame, female, age etc.

HOTS

- (a) Population growth in West European countries : (i) Most western European countries are expected smaller populations in next 50 years. This means that they will witness negative population growth. (ii) The single most important cause of this negative growth is ageing structure of population. This means that deaths would outnumber births. (iii) A survey shows EU's population that in 2015 stood at 495 million would be 520 million by 2035 before falling to 505 million by 2060.
- (b) Major features of population change against population growth : (i) The world population which has increased from 1 billion in 1820 to 7.2 billion in early 2015 has also changed in many respects like age structure, sex ratio, literacy rate etc. (ii) Until 1800s world population grew slowly but after that on account of infant mortality rate, its structure changed and population began to grow fast from 1970. (iii) The foregoing data shows that population change is also reflected in difference in birth and death rates. (iv) Migrations, both in-migration and out-migration, impact population change of a region. In this respect out-migration from less developed countries to advanced countries and from rural to urban areas will be another feature in next 50 years. (v) On account of improvements in health-care, sanitation and nutrition average life expectancy is on the rise and so is ageing population.

Activity Time

Life Skills

The causes of low life expectancy in India as compared to some other Asian countries are : (i) Low health-care and sanitation in India as compared to these Asian countries. (ii) Pattern of population change in India is slower than these Asian countries. (iii) Only 4% of India's population is over the age of 65 years which also shows why general life expectancy will continue to be low for some more time as compared to other Asian countries.

Analytical Skills

The population pyramid of the United States for 2015 has following main components : (i) 0 - 4 years is about 10.5 million females but slightly more for males. (ii) The population remains almost constant until the age of 50 - 54 years. This indicates that infant mortality rate is almost negligible. (iii) The population in the age group 60 - 64 years is 10 million females and 11 million males. From then on upwards it goes on reducing. (iv) population of 65+ years is about 26 million females and 20.5 million males showing that females live longer than males. (v) Life expectancy is above 100 years. All this indicates that the pyramid in constructive is shape.

DISASTER MANAGEMENT

1. Natural Disasters

Practice Time

- 1. (a) Vulnerability is the degree of loss (from 0% to 100%) resulting from a potentially damaging phenomenon.
- (b) Preparedness, commonly known as precaution, is the first step designed to minimize loss of life and damage to property to face the disaster as and when it happens.
- (c) The Richeter scale, developed by Charles F. Richter in 1934, is a logarithmic scale using numbers on scale zero 0 to 9 to measure the size of the earthquake, known as the magnitude, and its intensity, known as amplitude. The Beaufort scale is the scale of wind force, measured from 0 (calm) to 12 (most destructive).

- II. (a) **Earthquake** : (i) The sudden tremours caused by collision of two tectonic or blocks of the earth's surface resulting in the vibration of the ground is called an earthquake. (ii) Three simple steps need to be taken to save life and to some extent property. These are (a) **Preparedness** – Spreading awareness amongst family members, people in the neighbourhood and staying away from threatened locations. (b) **Prevention** – The impact of an earthquake can be lessened or even prevented by following certain rules such as not building houses in well-known earthquake prone zone, if indoors when earthquake strikes we must adopt certain regulations, we must acquaint ourselves with basic rescue and first-aid functions etc. (c) **Recovery** – it means to recover the bodies, the belongings, rebuilding of houses etc. should be left to experts or undertaken under their supervision. (c) **Mitigation** – a measure towards limitation of the adverse impacts of hazards such as contacting the hazard mitigation office or the community may have a hazard mitigation plan or community contingency plant etc.
- (b) **Cyclone** : A large-scale closed circulation system in the atmosphere with low barometric pressure and strong winds that rotate counter clockwise in the northern hemisphere and clockwise in the southern hemisphere is termed as a cyclone in the Indian Ocean and South Pacific. It is called hurricane in the western Atlantic and eastern Pacific and typhoon in the western Pacific. For Beaufort scale refer to VV Question (c) above.
- (c) The objectives of National Cyclone Mitigation Project (NCRMP) are building own cyclone shelters to help people in coastal areas and also other disaster resilient structures.
- (d) The earthquakes is measured by its size, known as the magnitude, and by its intensity, known as amplitude. Both are measured on the Richter scale, a logarithmic scale using numbers zero (0) to 9. An increase in one point on the scale means that the force of the earthquake is large by 10. The earthquake

measuring 4.0 on Richter scale has 10 times more force than the one measuring 3.0. The measurement is very helpful to know the extent of damage by the earthquakes. The earthquakes of intensity 6 and above are very destructive. The earthquakes are always followed by aftershocks which though are not so severe but cause great damage and deaths.

- (e) For definitions of ten commonly used disaster management terms refer to Glossary in the beginning the section on disaster management.

2. Manmade Disasters

Practice Time

- I. (a) The manmade disasters are many but some major ones are damage and destruction caused by nuclear weapons and bombs, chemical and gas based weapons commonly known as Weapons of Mass Destruction (WMD), accidents such traffic accidents, fires etc.
- (b) WMD stands for Weapons of Mass Destruction. These weapons, according to the the US Federal Bureau of Investigation (FBI) are designed or intended to cause death or serious body injury through release, dissemination, or impact or toxic poisonous chemicals or their precursors. Some examples are chemical, biological, radiological, nuclear and explosive (CBRNE) weapons.
- (c) The two main causes of traffic accidents in India, having highest number of road accidents in the world, are (i) rash and inefficient driving and (ii) heavy traffic on roads which are in bad condition.
- (d) The 'Enola Gay was the name given to the American B-29 bomber which dropped the atomic bomb weighing 8,900 pound over the city of Hiroshima on August 6, 1945, towards the close of World War II.
- II. (a) **Fukushim nuclear accident** : (i) On March 11, 2011, two natural disasters, an earthquake and a tsunami near Japanese coast, triggered Fukushima nuclear accident in which over 1,000 people were killed, many more injured and over 100,000 were evacuated. (ii) The problems posed by the failure of plant ranged

over two years and several nuclear plants all over the world were closed down. (iii) There were massive protests worldwide including India against nuclear electricity generation plants which, though, continue even today.

- (b) **Biological warfare** : (i) The warfare of weapons such as *bacteria*, *viruses* and *toxins* of living organisms or their toxic products that can kill or incapacitate people, livestock and plants. (ii) These organisms are utilised as weapons causing small pox and anthrax by many terrorist groups. (iii) In 2001 there was scare of anthrax, a serious bacterial disease, being sent by post and some people are suspected to have died as a result of anthrax inhalation.
- (c) **Coping with manmade disasters** : Three basic steps are : (i) Preparedness – By creating awareness of manmade disasters including nuclear, biological and chemical weapons we can save many lives. (ii) Prevention - Most manmade disasters are result of human negligence except in the case of such disasters being caused by terrorist groups. They can thus be prevented by being prepared. (iii) Mitigation - Fostering disaster resilient communities can help cope with disasters through scientific knowledge generation. Capacity building and community-based risk reduction initiatives need to be taken.
- (d) **Importance of preparedness** : (i) Awareness is essential in all cases of disaster management. (ii) It helps to cope with disasters in all the three phases - pre-, during and post- disaster phases. (iii) These activities are so designed as to minimize loss of life and damage. (iv) Most lives can be saved by temporary removal of people and property from a threatened location to a safe location. (v) It can facilitate timely and effective rescue, relief and rehabilitation.
- (e) **Recent manmade disasters** : (i) I have been witness to many traffic accidents. It is said that world over every hour 40 people under 25 years are killed in road accidents. (ii) In India about 130,000 people die annually in road accidents. (iii) My own investigation corroborates the World Health Organisation

(WHO) report which says the causes of the road accidents are mainly rash and inefficient driving, heavy traffic on roads, bad condition of both the roads and vehicle etc. (iv) I have also witness how such accidents affect the lives and livelihood of victims or their kin. They despair for life and some have even lost the only earning member in the family.

SOCIAL AND POLITICAL LIFE

1. The Indian Constitution

Practice Time

- I. (a). (ii), (b). (ii), (c). (i), (d). (iii), (e). (i).
- II. (a) A democratic country need a Constitution because it makes safeguards against misuse of powers by our political leaders.
 - (b) The essence of federalism is not only separation of powers but that there need to be sharing of powers at different levels of the government in the country.
 - (c) The Secularism is a belief that religion should not play a role in formulation of government policy and in other parts of society.
- III. (a) **Restrictions on the power of elected representatives** : (i) Without Constitutional restrictions in a democratic society like India there would misuse of powers by our political leaders. (ii) There is also danger of citizens' Fundamental Rights being impinged upon by the by s political party in power in absence of any Constitutional safeguards. (iii) There would be mockery of the right to equality in a democracy by a dominant group if such restrictions were not there.
 - (b) **The background in which key features of the Indian Constitution were set** : (i) The social tyranny and divisions in society and the lessons of the Indian National Movement had ensured that about 300 persons from different walks of life and belonging to different communities as well as religions took part in framing of the Constitution. (ii) Dr. Babasaheb Ambedkar was the chairman of the drafting committee and the main architect of the Constitution, based on his personal experience of tyranny against the Scheduled Castes, wanted safeguards

in the Constitution because he feared the administration of these Constitutional laws being in the hands of 'caste Hindu officers', might be misused. (iii) This together with partition of the country into India and Pakistan, problems posed by the princely states and many other issues like eradication of poverty had heavily weighed on the minds of the framers of the Constitution.

- (c) **The history and structure of government in Nepal** : (i) The monarchy prevailed in Nepal before 2006. The people of Nepal fought for several decades to overthrow monarchy and establish democracy and finally succeeded in their goal in 2006. (ii) In 2007, the interim Constitution of Nepal was provided which came into force from January 15. It was so because the constitutive rules of a monarchy do not suit a democracy. (iii) While the Constituent Assembly of Nepal is on the job, in 2014 Nepal's political have agreed to facilitate drafting and adoption of a new constitution within the shortest possible time so as to end political vacuum.

- IV. (a) **The key features of the Indian Constitution and their significance** : (i) **Federalism** : Federalism is the essence of democracy. It refers to more than one level of government in the country. (ii) **Separation of Powers** : The Constitution divides powers between the Centre and the States as well as between the States and the local self-government bodies by means of subjects on the three lists – the Union List, the State List and the Concurrent List. It ensures that the States and the local self-government units have the Constitutional identity of their own and are not agents of the federal government. (iii) **Fundamental Rights** : **Firstly**, they are necessary for fundamental freedom of citizens. As such they place every citizen in a position to claim these rights. **Secondly**, these rights are binding on every authority such as the legislature that has got the authority to make laws. (iv) **Parliamentary Form of Government** : In Indian Parliamentary form of government, the legislature or the Parliament is empowered to make laws, the executive or the government implements the

laws. The judiciary, which for all practical purposes is independent of the legislature as well as the executive, interprets the laws. This ensures that powers are not misused at any level or stage and balance is maintained in all respects.

- (b) **Constitutional safeguards** : (i) By separation of powers as explained in Question 1 of this section above. (ii) The misuse of powers is also checked by making Fundamental Rights as the 'conscience' of the Indian Constitution. They reflect the seeds of suspicion sown against the State during the Colonial rule. (iii) The Directive Principles of State Policy are so designed by the members of the Constituent Assembly as to ensure equitable distribution of productive resources among all citizens and prevention of concentration of wealth in the hands of few. (iv) Right to Equality, one of the Fundamental Rights, also ensures that a dominant group does not use its power against other less powerful people or groups. (v) The Constitution being superior to all laws enacted by the government ensures that powers are not misused at any level or stage and balance is maintained in all respects.
- (c) **The Fundamental Rights** : (i) The six Fundamental Rights in Indian Constitution are so called because they are fundamental to realisation of human rights. They cannot be impinged on by any political party in power except under exceptional circumstances. (ii) The Right to Equality makes equality being protected by law and it is fundamental to democracy. (iii) The Right to Freedom guarantees all types of freedoms such as right to form associations, the right to move freely and reside in any part of the country and right to practice any occupation, business or profession. (iv) Right Against Exploitation such as bonded labour, child (under 14 years) labour, trafficking etc. makes such evil practices as prohibited by law. (v) Right to Religious freedom means that every person has right to practise, profess and propagate a religion of his or her choice. (vi) Cultural and Educational rights give every person the right to preserve and develop one's own culture and receive any type of

education or set up educational institution for preservation of one's own culture. (vii) Right to Constitutional Remedies enables any or all citizens can move the court if they believe that any of their Fundamental Rights have been violated by the State.

- V. (a). T, (b). T, (c) T.
- VI. (a) Females in the school are in minority. It is important to respect their views because the democracy believes in accommodation and secondly women constitute half of our population.
- (b) The Buddhists are the minority and because of secularism their views are of great importance and must be respected.
- (c) In the factory mess non-vegetarians are in minority. It is important to respect their views because they too have right to practise, profess and propagate a vegetarianism or non-vegetarianism of their choice.
- (d) The students who belong to not-so-well-off families are in minority. Their views are to be respected because all persons are equal before the law.
- VII. (a) Right to Constitutional Remedies is the mother of all rights because it gives the aggrieved person the right to move the court in case any of the Fundamental Rights are violated.
- (b) The Government cannot ordinarily amend Fundamental Rights because the Right to Constitutional Remedies gives the citizens the right to move court. Still, however, in view of Socialist or Welfare objective of the State the government can still curtail such rights.

HOTS

- ❖ The wordings of the two documents in respect of the 'Executive Power' while being clear in the 1990 Constitution is not so clear in the 2007 Interim Constitution. It is likely by the so called 'the Prime Minister'. It is clear that Nepal needs a new Constitution as to not only the powers of the Prime Minister but method and mode of appointment.

Activity Time

Life Skills

For a presentation on powers of the Indian Constitution in contrast to a Country which has no written constitution refer to :

2. Understanding Secularism

Practice Time

- I. (a). (i), (b). (iii), (c). (iii), (d). (i), (e). (iii).
- II. (a) When we look up the annual calendar of holidays of our school, we find that most such holidays are religious festivals. This shows that that in spite of Secularism it directly or indirectly involves government in promotion of religion in India.
- (b) The Preamble to the Indian Constitution says about secularism, "*We the people of India having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens...*" There are no commas in between the words which convey the type of democracy India is. So India is a Sovereign Socialist Secular Democratic Republic all at the same time.
- (c) The legal practitioners in the United States objected to the phrase 'under God' in the 'Pledge of Allegiance' on the grounds that it negates the separation of the Church from the State that was incorporated by the First Amendment to the US Constitution.
- (d) The Indian secularism is different in that the State can intervene in religious affairs whereas it is strictly prohibited in a country like the USA.
- III. (a) **Indian State and religion** : (i) The Indian state both keeps away from religion as well as intervenes in religion. The separation of religion from State is warranted on grounds of goals of modern State in order to secure to all its citizens Justice, Equality and Fraternity as incorporated in the Preamble. (ii) Though at the same time the idea of limited State intervention in religious affairs can be quite confusing, it may be warranted on grounds of protecting us from the tyranny of majority community as well as certain social evils like the practice of infanticide as practised by

some religious communities in Rajasthan. (iii) Religion being main identifying factor, Secularism does not seek to discourage citizens from pursuing their own religion and this may need protection and intervention of the State as demonstrated recently by attacking Christian aided in India.

(b) **Some examples of different views within the same religion** : (i) There are even today different views on even protests against injustice like untouchability which is banned in the Indian Constitution. (ii) In the United States of America, most children in government schools have to recite the 'Pledge of Allegiance' which includes the words 'under God'. There are different views but despite this and many protests against this 60 year old practice continues to be used. (iii) Wearing of helmet is compulsory for all motorists but Sikhs are exempted as wearing a *pagri* (turban) is central to Sikh religious practice. But different views among Sikhs prevail over this issue.

(c) **Government intervention in religious affairs** : (i) In order to prevent some religion-based belief in evil practices such infanticide the limited State intervention is permitted in the Indian Constitution. (ii) The State intervention is limited to the extent of ending a social practice harmful to the interests of that particular community. (iii) The State may intervene by giving some support in lieu of banning the practice of infanticide.

(d) **Importance of secularism for India** : (i) The private schools practicing secularism may not be receiving government grant but they do enjoy various types of government assistance, concessions and facilities. (ii) Under the garb of secularism many ancient Hindu temples and other religious places are protected at the State expense. (iii) The Fundamental Rights in the Indian Constitution are based on secular principles and are a best guarantee to enjoy secularism as much the rights themselves

IV. (a) **Secularism in a democracy** : (i) In a democracy like India the government schools have to follow the government rules of not

promoting any particular religion yet they are often directed to hold morning prayers with a religious theme as shown recently by some state government. (ii) In Indian democracy the State makes certain exceptions to suit the interests of a particular religious community. For example, wearing helmet is compulsory for all motorists but Sikhs are exempted as wearing a *pagri* (turban) is central to Sikh religious practice. (iii) In the world's oldest democracy, the United States of America neither the State nor religion can interfere in the domain of the other. But yet it has sometimes considered necessary to resolve many conflicts between different Christian denominations. (iv) In many modern democracies in the matters of laws relating to equal inheritance rights secularism exists side-by-side with the religion-based discrimination in matters of 'personal laws' of communities. (v) The tendency to privatise religion, as stated above, is most visible in India but at the same time it will be noted that the State plays an essential part in promoting religion.

(b) **Secularism in action in India** : (i) Indian secularism works through the strategy of state intervention. For example, many private schools are given financial grants to follow a certain policy. (ii) Another good example is that of asking citizens "to value and preserve the rich heritage of our composite culture". Under this garb many ancient Hindu temples and other religious places are protected at the State expense. The main argument forwarded in respect of the State invention is that Hinduism lacks any religious endowment trust to undertake the task of this magnitude. (iii) In the matters of laws relating to equal inheritance rights, the State may have to intervene in the religion-based 'personal laws' of communities. This is secularism in action in India.

V. (a) 'under God', (b) discrimination, (c) Domination.

HOTS

(i) **One religious community does not dominate another** : It is important because it otherwise

negates the equality spirit of our Constitution. For example, upper caste Hindus violated this principle in respect of some Dalits living in the area. Then when the Dalits wanted to convert into another religion there was tension in the area which still continues.

- (ii) **The State does not enforce any particular religion nor take away the religious freedom of individuals** : It is important because ours is wedded to secularism. For example, some politicians tried to enforce their own religious beliefs and violated the basic spirit of the Constitution. Soon the politician was arrested on public demand.
- (iii) **That some members do not dominate other members of the same religious community** : Domination by upper castes of lower castes is the reason behind unrest at many places. It is important that such domination be avoided because peaceful co-existence is important. For example, in a family one brother tries to dominate others in order to inherit ancestral property. This is sure to lead to family unrest.

Activity Time

□ Life Skills

- (a) Some of the religious practices widely followed in my neighbourhood are celebration of religious festivals with various kinds of dishes, special prayers, cuisine, music and dance. The also visit many different sacred sites that I am baffled that it may take a lifetime to find out major difference. In essence I believe all religions are one and same.
- (b) Peace is essence of co-existence on this planet earth. It is never ending process as long as life on the planet exists. This is a lesson in learning for religious tolerance and mutual accommodation.

□ Analytical Skills

The Preamble to the Indian Constitution :

- (i) The Preamble or the introductory part to the Indian begins with the words, "We, the people of India..." which includes people of all communities, religions and cultures who are citizens of India. The term 'secular' is inherent in this wording. (ii) The foregoing wording goes on 'having solemnly resolved to constitute India into

a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens'. The term 'secular' again finds a pride of place which signifies it is aligned with our sovereignty, socialism and democracy. (iii) It is further inferred that the State is not going to make any discrimination on grounds of religion, caste or creed.

3. Why Do We Need A Parliament

Ppractice Time

- I. (a). (ii), (b). (iii), (c). (ii), (d). (i), (e). (ii).
- II. (a) The current Lok Sabha is composed of 543 elected members and 2 nominated from Anglo-Indian community.
- (b) The present speaker of the 16th Lok Sabha is Sumitra Mahajan.
- (c) The Lok Sabha without any credible opposition in a democracy is not healthy for its functioning.
- III. (a) The nationalist movement supported the idea that all adults have a right to vote because :
- (i) The early legislatures under the British were in response to the growing demands of the nationalists not in favour of allowing all adults to vote for various reasons like lack of education, caste-politics etc. (ii) Later the nationalist movement supported the idea that all adults have a right to vote on grounds of people's participation in freedom struggle. (iii) It was felt that the elected representatives of a particular community will further its interests if all adults were allowed to vote.
- (b) **Nomination of members of Rajya Sabha** : (i) The President of India nominated 12 members to the Rajya Sabha. (ii) This is done to give adequate representation to professional people as these members are drawn from different fields of knowledge or practical experience in such matters as public service, education, sports etc. (iii) The remaining seats are allocated to the States and Union Territories in proportion to their population which helps in ensuring wide representation to the federating units.
- (c) **Lok Sabha** : (i) The tenure is the term of the members. Usually the members of the Lok Sabha are elected for a term of 5 years

unless dissolved earlier before expiry of the term. Likewise the term can be extended by one year in the case of emergency. (ii) By composition is means the total number of members that constitute the Lok Sabha. The total number of Lok Sabha constituencies is 552 (2 nominated and 530 elected). Of these 20 members are elected from the Union Territories. (iii) The current strength (2014) of the elected Lok Sabha constituencies is 543 and 2 nominated from Anglo-Indian members.

- IV. (a) **Constitutional provisions** : (i) The Article 79 of the Constitution of India says, "The council of the Parliament of the Union consists of the President and the two Houses known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha). (ii) Article 74 (1) of the Constitution provides that there shall be a Council of Ministers with the Prime Minister as its head to aid and advise the President, who shall exercise his or her functions in accordance to the advice. (iii) In terms of Dr. B. R. Ambedkar, the father of the Indian Constitution, we have to choose between stability and responsibility with other system but if the Indian government has to be both stable and responsible, then parliamentary system scores over other systems. (iv) We choose the Parliamentary system also because it under this system the executive is also a part of the legislature. Further, the parliamentary system being elastic can easily adapt to other systems whenever required by the people of India.
- (b) **Leader of the House vs the Leader of the Opposition** : (i) The Prime Minister who belongs to the majority party or a coalition of parties is usually the leader of the House. (ii) When, however, the Prime Minister is not a member of the Lok Sabha, then he or she nominates or appoints a senior most minister who is a member of the Lok Sabha as the Leader of Lok Sabha. (iii) The Opposition in Parliament is formed by all the political parties that oppose the majority party/coalition of parties that form the government. (iv) According to the Constitutional provisions

the leader of the main Opposition party can be recognised the Leader of the Opposition if it holds at least one-tenth of the strength of House or 54 seats in a House of 543 members. (v) The largest of the opposition parties, the Indian National Congress 16th Lok Sabha had only 44 members. The Speakers therefore did not recognise any Leader of Opposition. The INC which had been in power since independence except for some brief periods in between peculiarly failed to get even 10% of the strength of 16th Lok Sabha.

- V. (a) - F, (b) - T, (c) - F, (d) - T.
- VI. (a) Legislature, (b) Constituency, (c) Leader, (d) Joint.

HOTS

- (a) **Composition of Lok Sabha vs Rajya Sabha** : (i) The Lok Sabha is composed of members directly elected by voters on the basis of Universal Adult Franchise (18 years and above). The Rajya Sabha is composed of members (30 years and above) elected by the State and Union Territory legislatures. The seats being allocated to states in proportion to the population. (ii) The current strength of Lok Sabha constituencies is 543 and 2 nominated from Anglo-Indian community. The current strength of Rajya is 238 elected from the 29 States and 7 Union Territories and 12 are nominated. (iii) The term of the Lok Sabha is 5 years and that of Rajya Sabha is 6 years. The former is dissolved after expiry of the term whereas Rajya Sabha is never dissolved but one-third of its members retire every two years.
- (b) **The elections held in 2014 revealed some new trends in the matter of Parliamentary Form of Government** : (i) The voters this time voted decisively in favour of one political party. The fractured results were thus avoided. (ii) Some of the established parties failed to get even a single seat. This proved that voters have come of age and expressed disapproval of communal politics. (iii) Except some breaks the voter turnout is on the rise and in the 16th Lok Sabha, 2014 the voter turnout was highest ever recorded (66.40%). This shows that the political participation of Dalits, minorities and other backward classes is also on the rise.

4. Understanding Laws

Practice Time

- I. (a). (ii), (b). (iii), (c). (i), (d). (i), (e). (ii).
- II. (a) The citizens can challenge the validity of the law in the State High Court or the Supreme Court if laws are repressive or controversial.
(b) The Second Reading stage of a Bill involves two stages. At the first stage general discussion are held and a bill may further be referred to Select/Joint Committee of the Parliaments to consider it clause by clause. The Committee may submit its report to the House concerned. At the second stage of the second reading members may move amendments and then the Bill is put to vote of the House depending on acceptance or rejection of amendments.
(c) It is our duty to respect of law passed by the Parliament and helping the law enforcement agencies. We can, however, criticize the actions of our representatives at appropriate forums.
- III. (a) **History of introduction of laws** : (i) The claim of the British historians that they introduced the rule of law in India is disputed by independent historians on several grounds. (ii) The independent historians say that the colonial rule itself was arbitrary and not based on any jurisprudence or science or philosophy of law. For example, the Sedition Act of 1870 was basically arbitrary. (iii) The Indian nationalists, many of whom including Mahatma Gandhi, were legal experts and played a prominent role in development of an organised legal system in India.
(b) **Laws of ancient India and those of today's** : (i) **Manusmriti** (Laws of Manu) dated about 1500 BCE is the collection of Hindu code (Dharma-shastra) and is the most authoritative work on what violation of law involves, the punishment given to the guilty and the process involved in establishment of guilt. (ii) In ancient India laws were not uniform and in orderly form or codified as there were innumerable and overlapping local laws. Different communities enjoyed different degree of autonomy in administering these laws. (iii) Today laws are codified and the Constitution of India is the fountain source of law in India. The Constitution is divided into Parts like 1, 2, 3... Schedules or lists in the Constitution giving details of various rules and regulations etc.
- (c) **Bill to a law** : (i) The Parliament or any legislature has to be sensitive to the problems of the people. Its first task is to define the subject on which a law is to be made. (ii) The details including the pros and cons of the proposed legislation are specified in a draft legislative proposal called Bill. (iii) A Bill passes through various stages and even sometimes is referred to expert Committees of Parliament for examination and necessary changes. Generally there are three readings before it becomes an Act of Parliament.
- IV. (a) **Law on domestic violence** : (i) 'The Protection of Women From Domestic Violence Act 2005' as the said law is called has a long history. However, the first step was taken in 1983 when domestic violence was recognised as a criminal offence and specific section (section 498-A) had to be introduced in the Indian Penal Code and types of cruelty defined. The term domestic violence refers to the injury, harm or threat of injury caused by adult male, usually the husband against his wife. It even defined women's matrimonial home, dowry related harassment and other issues. (ii) Article 15 and its other clauses of the Constitution provides for prohibition of discrimination of any kind. It also gives power to the legislature to make special provisions for women and children. It was in this context that the aforesaid Act of 2005 was passed. (iii) Even then its passage in the form of a Bill was not that easy. (iv) Before the law got passed in the Parliament the definition of domestic violence underwent several changes. Several kinds of abuses had to be included, beneficiaries had to be specified and rights granted to women under the new law had to be specified. (v) The said law even imposed liabilities and restrictions upon the respondent. The authorities responsible and their functions and the procedure for filing the complaint etc. had to be specified in

the aforesaid Act before it got passed in the Parliament.

- (b) **Bill to law** : (i) First Reading stage involves introduction of the Bill in either House of Parliament, publication in the official gazette and inviting comments and suggestions. At this stage Bill may also be referred to the concerned Standing Committee of the Parliament for examination and making report thereon. (ii) Second Reading involves two stages – the first stage consists of general discussion and may further be referred to Select/Joint Committee of the Parliaments to consider the Bill clause by clause and after submitting report it is again circulated for eliciting public opinion. At the second of the second stage after the clause by clause discussion members may move amendments, the acceptance or rejection or amendments too become a part of the Bill. (iii) Third Reading is reached when the Bill after having been given the suitable title and adopted by the House when only verbal or formal amendments are moved. A simple majority of the House is required for passing an ordinary Bill. But in cases such as amendment to the Constitution a majority of total membership of House and majority of not less than two-thirds of the members present and voting is required in each House of the Parliament. Sometimes when needed a State or States are also consulted.
- (c) **Duties of law abiding citizens** : (i) Abide by the Constitution and respect its ideals..... (ii) To cherish and follow the noble ideals ... (iii) To uphold and protect 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 spirit of common brotherhood..... (vi) To value and cherish the rich heritage of our composite culture. (vii) To protect and improve the natural environment (viii) To develop the scientific temper, humanism and the spirit of inquiry and reform. (ix) to safeguard public property and to abjure violence. (x) To strive towards excellence (xi) To provide opportunities for education to his child or, as the case may be, ward between

age of 6 and 14 years.

- V. (a) In the course or readings in Parliament a Bill is sometimes referred to expert committees for examination and necessary changes.
- (b) Rajya Sabha cannot make amendments in the Money Bills because it is open to Lok Sabha to accept or reject any recommendations made by the Rajya Sabha in respect of a Money Bill.
- (c) It is our duty to abide by laws laid down by the Constitution as duties of citizens.
- VI. (a)–(iv), (b)–(i), (c)–(v), (d)–(ii), (e)–(iii)
- VII. (a) Ordinary Bill is a proposal in draft form not containing any financial matters for which only a simple majority of the House is required for passing an ordinary bill. It can be introduced in either of the houses. A Money Bill can be introduced only in the Lok Sabha and contains financial matters which is decided by the speaker of the Lok Sabha.
- (b) A Bill is a draft legislative proposal and passes through various stages and even sometimes is referred to expert Committees of Parliament for examination and necessary recommendation. A law is an act of a competent legislative body often in written form.
- (c) Second Reading stage of Bills involves two stages. The first stage consists of general discussion and/or may further be referred to Select/Joint Committee of the Parliaments to consider the Bill clause by clause. The Third Reading stage of a Bill is when after having been given the suitable title and adopted by the House can be moved by the member in-charge in the House for final or third reading. At this stage only formal often verbal amendments are moved.

HOTS

- ❖ **Rule of law** : (i) Rule of law is an ideal dating back to 2300 years ago when Plato wrote, “Law is subject to some other authority”, say for example the head of family who has laid down some do’s and don’ts for every member of the family to follow. (ii) The same is true of

law as a concept meaning that a government based on some principles but not of men alone but women too. (iii) The English Constitution which happens to be unwritten was the first to specify its principles. (iv) The Indian Constitution recognised this concept and prescribed its punishments for violation to be specified by the courts. For example, domestic violence can be of many types and of many magnitudes which the courts will decide.

Activity Time

Life Skills

Domestic violence : It is a fight between equality and dominance that usually ends in submission by the weaker partner but sometimes in reconciliation and in some cases court battles. The couples in homes, the parents, uncles and aunts all get their share of violence. Hardly is there any understanding of the real issues involved. If one knew the issues involved it would not come to violence.

5. The Judiciary

Practice Time

- I. (a). (ii), (b). (i), (c). (ii), (d). (i), (e). (iii).
- II. (a) An independent judiciary is necessary to carry out the important functions of 'upholding the law' and enforcing the Fundamental Rights because separation of judiciary from the legislature and the executive ensures impartiality in matters of delivery of justice.
 - (b) The introduction of Public Interest Litigation (PIL) in the 1980s is a significant step in ensuring access to justice for all because combined with the Right to Information (RTI) it has become a major tool of increasing access to justice.
 - (c) The Constitution empowers the judiciary or the court to initiate contempt proceedings against those who impute motives to the judge in the discharge of their official duties. It is necessary for independence of judiciary on the one hand and ensures impartiality in matters of delivery of justice.
 - (d) The structure of judiciary in India is one of a single integrated system under which at the head of this structure stands the Supreme

Court, below which are High Courts of various States and subordinate to the High Courts are Subordinate Courts. They administer both the Central and the State laws.

- III. (a) Re-read the list of Fundamental Rights provided in Chapter 1. How do you think the **Right to Constitutional Remedies** : (i) It has been described as the mother of all five other Fundamental Rights which if denied can be challenged in a court of law on grounds of the Right to Constitutional Remedies. (ii) It has therefore been connected to the judicial review by which the Supreme Court and High Courts can declare a Legislative Act null and void on the grounds of unconstitutionality. (iii) Thus the government in both cases cannot transgress the Constitution
 - (b) **Benefits of the independence of judiciary** : (i) When judiciary is neither under the administrative control of the legislature nor the executive, it can without any interference or pressure, political or otherwise. (ii) It also benefits the litigants because under this concept the salaries and allowances of the judges are fixed high in order to secure their independence, efficiency and impartiality. (iii) When an impartial and fearless judgement is delivered the aggrieved party is bound to impute motive to the judiciary. But the judiciary or the court can initiate contempt proceedings against those who impute such motives to the judge in the discharge of their official duties.
 - (c) **Eligibility for being appointed as a judge of the Supreme Court** : (i) They must be a citizen of India. (ii) Must have experience as a judge of the High Court for at least 5 years or at least 10 years as advocate of a High Court or be a distinguished jurist in the opinion of the President. (iii) There is no fixed tenure of service for a judge and as such no age limit is prescribed and continues to be in service till the completion of the age of 65 years.
- IV. (a). 'Justice delayed is justice denied'. This theme is best illustrated by the judgment in the case of the Olga Tellis vs Bombay Municipal Corporation. The judgement said

that the Right to Livelihood is a part of the Right to Life. The Right to Life conferred by Article 21 has thus wide ranging scope. By evicting the pavement dwellers we are actually denying them the right to life. The same can be true of many other cases such as juggi and jhompuri dwellers, and others illegally occupying government land. When evicted, if not in all cases, at least in some cases it may lead to deprivation of life. The law cannot make any distinction in delaying or denying justice to those who are not affected much by such eviction. Similar situations arise in many other cases when justice is delayed and right to life is denied.

- (b) **Jurisdiction of the Supreme Court** : (i) **Original Jurisdiction** : The original jurisdiction together with 'writ jurisdiction' gives the Supreme Court the preeminent position as guardian of the Constitution and protector of the Fundamental Rights of the citizens as explained in Question (c) below. Under Article 131 of the Constitution the Supreme Court has exclusive and original jurisdiction in disputes between the Centre and a State or between one State and another or between groups of States or others. (ii) **Advisory Jurisdiction** : Article 143 of the Constitution vests the President the power to seek advice of the Supreme Court regarding any Constitutional issue. The judgement of the court, however, is not executable and the court may also reserve its opinion on controversial political cases such as the Babri Masjid case. (iii) **Appellate Jurisdiction** : The Supreme Court is the highest court of appeal from all courts in the country. It pertains to these three cases in particular : (a) Interpretation of the Constitution – Civil, Criminal or otherwise. (b) Civil cases, irrespective of any Constitutional issues. (c) Criminal cases, irrespective of any Constitutional issues. (iv) **Review Jurisdiction** : Judicial Review pertains to the power of the Supreme Court to revisit or review any judgement pronounced or made by it. It also refers to the power of the Court to declare a Legislative Act void on the grounds of unconstitutionality.

- (c) **Enforcement of Fundamental Rights by the courts** : For enforcement of Fundamental Rights citizens can approach the concerned High Court or move the Supreme Court directly. They may issue five types of writs to ensure enforcement of Fundamental Rights. (i) **Habeas Corpus** : (You may have the body). It is generally given to enquire into the cause of imprisonment. (ii) **Quo Warranto** : The writ is issued as a restraint to prevent a person from wrongfully occupying an office to which he is not entitled. (iii) **Prohibition** : It prevents an inferior court from exceeding its jurisdiction. (iv) **Certiorari** : (to be informed about what is going on). The case along with its records may be transferred from a lower court to higher court. (v) **Mandamus** : (a command). It asks the lower court or authority to perform certain acts or duties.

V. (a)–(v), (b)–(iv), (c)–(i), (d)–(ii), (e)–(iii)

VI. (a) 143, (b) Criminal, (c) Lok Adalats.

HOTS

- (a) **Role and importance of judiciary** : (i) The importance of the judiciary arises from the role it plays in dispute resolution. (ii) The type and nature of democracy very much depends on how judiciary conducts itself. (iii) Judiciary as the final interpreter of the Constitution defines the acts of both the legislature and the executive. By 'judicial review' it can strike down any law curtailing Fundamental Rights. (iv) Besides acting safeguarding Fundamental Rights, it may not allow the Parliament to change the 'basic structure' of the Constitution. (v) This mechanisms of Public Interest Litigation (PIL) and the Right to Information (RTI) which have become major tools of increasing access to justice and making the government accountable are protected by the courts.
- (b) **Compensation to wilful accident victims** : is both beneficial and harmful to society : (i) The judicial system provides a mechanism of dispute resolution between any two or more parties peacefully. In the case of accident victims government announces compensation even before any dispute arises. The victims or their kin have no motivation to pursue the case in the

courts. This often causes more harm to society than good. (ii) Further, compensation amounts to making amends for the injury or loss of life during accidents. It acts both as benefit to victims but loss to society especially when the population as well as accidents are on the rise.

Activity Time

□ Life Skills

Right to Food : The food is the basic need of living things. The phrase “Hungry stomachs, overflowing godowns! We will not accept it!” rent the air when some activists staged a protest outside the godown of the Food Corporation of India, Rourkela, Orissa. They were protesting against rotten foodgrains as well as faulty Public Distribution System. The protest caught worldwide attention when the Right to Food campaign of the UNO made a poster on the same theme. The UN poster listing the duties of the government says that all persons get food, no one especially the most vulnerable sections of society like the elderly, the sick and the disabled go hungry.

□ Observation Skills

The basic features of the ‘Hammer of Justice’ are ‘justice delayed is justice denied’ and ‘law and order .. are its pillars’.

6. Understanding Criminal Justice System

Practice Time

- I. (a). (ii), (b). (iii), (c). (i), (d). (ii), (e). (ii).
- II. (a) The Article 21 of the Constitution says that a person’s right to life and liberty can be taken away only by following a reasonable and just legal system.
 - (b) The primary responsibility of the police towards society is fair trial and protection of the interests of the society by maintaining law and order by the police.
 - (c) The police need to follow certain guidelines in respect of preparing a chargesheet before arrest, detention and interrogation of the accused and respect the Fundamental Rights of the accused.
 - (d) The FIR is the First Information Report mentioning the date, time and place of occurrence and all details about the crime. Actually it forms the basis and starting point of investigation into a crime.

- II. (a) **Crime and society** : (i) Criminals commit a crime not only against the affected but also against the society as a whole. It is if such criminals are let loose on the society they tend to commit more crimes. (ii) Thus, the foremost aim of the Criminal Justice System is to search for truth and conduct investigation by trained personnel and equally important is their supervision so as function impartially. (iii) They must maintain a balance between the interests of the society, the rights of the accused and impact of the victim whose rights are invaded particularly their children.
 - (b) For work of a judge. Refer to Long Answer Question (b) below.
 - (c) **The importance of ‘presumption of innocence’ and ‘right to silence’** : (i) The Right to Silence and to Innocence as well the Burden of Proof are the three fundamental principles of Criminal Justice System. (ii) They arise from the Right to Equality of the citizens irrespective of being accused of a crime and unless proved guilty. (iii) This means that the principle requires the State to prove the guilt of the accused beyond doubt and relieve the defendant of any burden to prove his or her innocence. (iv) The ‘right to silence’ though akin to ‘presumption of innocence’ need to be upheld by fair, just and equitable procedure to be followed in criminal cases
- IV. (a) **About FIR** : (i) FIR stands for First Information Report that the police officer receives orally or in writing about the commission of the crime. (ii) It needs to be noted about it : ((i) The FIR should clearly mention the date, time and place of occurrence and all details about the crime. One should also obtain a copy of a FIR free of cost. (ii) If known the identity of the accused should be revealed including details about the witnesses (iii) The delay in lodging an FIR should be avoided otherwise the accused may get time to destroy the evidence. (iv) In case of refusal by the concerned police officer one need to approach the next higher authority such as the assistant commissioner or the deputy commissioner. One can also send the complaint by post.
 - (b) **Work of the prosecutor and the judge** : (i) The prosecutor or Public Prosecutor and represents the interests of the State or the

society. (ii) The results of the case and the success of the prosecution very much depend on the proper coordination between the public prosecutor and the Investigating Officer represented by the police. (iii) Before filing the papers in the court these are scrutinised by the Public Prosecutor and his advice is obtained for any deficiencies. (iv) He is regarded an officer of the court and is expected to act impartially and present the full material facts, witnesses and evidence before the court to enable it to decide the case. (v) The judge is like an umpire in a game and conducts the trial impartially and in an open court. (vi) The judge hears the witnesses and considers and examines the evidence presented by the prosecution and the defence and then decides whether the accused is guilty or not.

(c) **Main features of fair trial** : (i) Being the essence of Criminal Justice System, it helps to increase the efficiency of delivery of justice. (ii) It forms the backbone of constitutional provisions as according to Article 21 of the Constitution, a person's right to life and liberty can be taken away only by following a reasonable and just legal system. It also says that defence should not lack adequate opportunity to test the evidence presented by the prosecution by cross-examination. (iii) The efficiency of the Criminal Justice System can be ensured by speedy and fair trial. The judge, however, need not jump to the conclusion and hold the accused guilty on the basis of some circumstantial evidence without testing it. (iv) The principles of 'presumption of innocence' and right to 'silence of the accused' (Refer to Short Answer Question (c) above) need to be upheld by fair, just and equitable procedure to be followed in criminal cases.

- V. (a) Criminal cases should never be settled privately because crime can be like murder, stabbing, assault, kidnapping etc. which only courts can establish.
- (b) It has become necessary now to determine whether the accused in juvenile or less than 18 years because of outcry for lowering of the age presently under examination of the Supreme Court of India.
- (c) It is compulsory for an officer of a police

station to register FIR because an offence for which a person can be arrested without the permission of the court.

- VI. (a) Society, (b) Prosecutor, (c) 24 hours, (d) First Information Report.

HOTS

- (a) The foremost aim of criminal justice is to search for truth and conduct investigation by trained personnel. It is because while standing for trial by the courts, the defence lawyer always tries to demonstrate that the witnesses of the prosecution are not truthful and reliable. They put all sorts of questions to prosecution witnesses. Equally important is the supervision of the case so as function impartially.
- (b) **Fundamental Rights of an accused person** : (i) The Right to be informed at the time of arrest of the offence for which the person is being arrested. (ii) Right to be presented before a magistrate within 24 hours of arrest. (iii) Right not to be ill-treated or tortured during arrest or in custody. (iv) Confessions made in police custody cannot be used as evidence against the accused. (v) A boy under 15 years of age and women cannot be called to the police station only for questioning.

Activity Time

□ Life Skills

- (a) **Police** : record the statements of witnesses, take photographs of burnt homes, arrest the case for the victims, record the evidence. **Public prosecutor** : argue the case for the victims, record the evidence. **Defence Lawyer** : meet the accused persons, cross examine the witnesses, examine the witnesses in court. **Judge** : conduct a fair trial, hear the witnesses, decide for how many years the accused will be put in jail, get the assaulted women medically examined, writes the judgment, pass the judgment.
- (b) The victims would not get justice if only one person performed all of the functions of the criminal justice system because they are likely to jump to conclusions and requirements of Article 21 of the Constitution may not be met.

7. Understanding Marginalisation

Practice Time

- I. (a). (i), (b). (ii), (c). (ii), (d). (i), (e). (ii).
- II. (a) The marginalisation means make some people isolated. It is contrary to diversity

and amounts to social exclusion, a process by which some groups of people like adivasis, scheduled castes and scheduled tribes are relegated to outer edges or margins of society.

- (b) Adivasis are becoming increasingly marginalised because of their displacement from their traditional homelands. On account of the displacement they are losing their source of livelihood and are caught in a cycle of poverty and deprivation.
- (c) The Constitution's safeguards to protect minority communities are very important because these safeguards protect them from cultural domination by majority community.
- (d) The minority refers to numerically small communities in relation to rest of the population. The term is equally applicable to grounds on which marginalization such as religious and linguistic minorities is taken into account.
- (e) One effect of Muslim marginalisation is in respect of their education. Despite 40% of Muslims receiving modern education only 3.1% are graduates and only 1.2% in urban areas are post-graduates.
- (f) The word *Dalit* comes from Sanskrit root word '*dal*' meaning 'broken, ground down'. It does not refer to caste but suggests a group in the state of oppression and are poor. Earlier they were called 'untouchables', Depressed Classes and Harijans and performed occupations such as scavengers, cobblers, sweepers etc.
- (g) Children's marginalisation - Refer to Long Answer Question (a)

III. (a) Two reasons to support the statement : 'Muslims are a marginalised community' are : (i) On account of discrimination and social exclusion of about 13.4 per cent of India's total population or 140 million in 2001, 94.9 per cent Muslims live below poverty line. (ii) In respect of education, 54.6% Muslims in villages and 60% in urban areas have never been to school. The report further reveals that despite 40% of Muslims receiving modern education only 3.1% are graduates and only 1.2% in urban areas are post-graduates.

- (b) Constitutional safeguards against marginalisation of minorities : (i) Fundamental Rights are given to all citizens

irrespective of their belonging to majority or minority community. (ii) Article 14 of the Constitution of India guarantees right to Equality and Article 15 prohibits discrimination on grounds of religion, caste, sex or place of birth. These safeguards are equally applicable to the other religious and linguistic minorities. (iii) The social dimensions of Muslim marginalisation has led them migrating to places where there are others of same community; on account of link between social and economic as well as political exclusion many slums have come up and there prevails poverty and many are suspected of their allegiance to the nation.

- (c) **Scavenging** : (i) Scavenging is the removal of excreta or night soil which in India is done manually from dry toilets lacking in modern flush system and is called 'manual scavenging'. (ii) The practice was introduced by the British in the course of setting up of municipalities. (iii) Generation after generation *Dalits* are mostly engaged in scavenging. Their number even after abolition of this inhuman practice stands somewhere between 350,000 and 400,000.
- (d) **Social exclusion of women** : (i) Women have low status because even today women's place is considered in the kitchen and most women have to face domestic violence and other gender discrimination in employment. (ii) Child bearing and rearing affects women's health adversely. Maternal mortality is very high in India and yet very little has been done to bring out improvements in this field (iii) Other ways in which women are socially excluded and have low status are continuance of inhuman practices as *sati*, *devdasi* and other similar evil practices, general outlook as the weaker sex, then as caste, class and ethnic groups and again harsh working conditions of such working women as domestic maids etc.

- IV. (a) **Marginalisation of children and aged** : (i) There were about 88 million elderly people in 2014 and their vulnerability especially of elderly women depends on their living arrangements as well as housing in cities. (ii) Health care among the elderly is a major concern for the society. Elderly widows or widowers are more disadvantaged. (iii) The vulnerability of children below 14 years of

age suffers worst form of social exclusion. It hinges on child labour and sexual exploitation on account of innocence. Poverty though has direct impact it alone is not responsible. (iv) Social discrimination of children and elderly is in fact made worse by violations of their Fundamental Rights. Manifestations of these violations are many, ranging from ill-treatment of elderly, exploitation, child labour, child trafficking, exploitation and abuse on account of their innocence.

(b) **Differently abled persons and need for equal opportunities** : (i) The persons possessing abilities despite lack of one or other competent physical or mental capability are termed as differently placed persons. Some such persons suffer from lack of eye-sight, others lack hearing power, some have broken or inactive limbs and still others lack mental ability. (ii) Total population of India of differently abled persons is estimated at 27 million or 2.3 per cent of total population, according to 2011 population census. (iii) There is need for equal opportunities because of social exclusions of such persons ranging from apathy, socially distanced to certain wrong perceptions. (iv) A World Bank study says that differently-abled persons in India are more vulnerable to social exclusion than other sections of society due to negative mind-sets, low level of literacy, few jobs and widespread social stigma. The report calls for easy and better access to services such as education, training, maternal and childcare, physical accessibility in buildings and transportation.

- V. (a) e-zines, (b) Rajindar Sachar, (b) 2006, (d) violated.
- VI. (a) Adivasis are referred to as Scheduled Tribes in order to group them with Scheduled Castes.
- (b) Adivasis are often regarded as primitive as a result of stereotyping of these communities showing resistance to change. 3. Muslims send their children to Madrasa because they are unable to avail the modern facilities of healthcare, education and training of their children.

HOTS

- ❖ I agree with the statement that economic and social marginalisation are interlinked because

: (i) The social exclusion such as in the case of Adivasis has been described as 'living mode exclusion,' meaning exclusion from every aspect of social, political and economic life. This struggle for survival are today spread over even temple lands, cremation grounds etc. (ii) The social dimensions are closely interlinked to structural, economic and cultural dimensions. This interconnectedness largely explains extreme left ideology of violence like those of Naxalites in Chhattisgarh.

8. Confronting Marginalisation

Practice Time

- I. (a). (iii), (b). (i), (c). (i), (d). (iii), (e). (ii).
- II. (a) The two Fundamental Rights in the Constitution that Dalits can draw upon to insist that they be treated with dignity and as equals are Article 14 and 15.
- (b) The 20-year old engineering student Rathnam filed a case at the local police station invoking the provisions of the 1989 Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act for putting his hut on fire by hired men of powerful castes. His fault was simply having refused to take part in the annual ceremony of washing the feet of all the priests and then bathing in the water used for this purpose.
- (c) Some people are or feel socially excluded because they don't have improved livelihood earning opportunities.
- (d) The Fundamental Rights can be used by marginalised communities to seek improved livelihood by drawing upon on these rights in two ways. (i) By invoking the Right to Constitutional Remedies and force the government to recognize the injustice done to them. (ii) By insisting on enforcement of laws made under the rights that social protection is not enough.
- (e) The reservation policy is implemented by the government under Article 16(4) by providing for reservation of appointments for citizens who have not adequate representation under State employment
- III. (a) **Adivasi activists** : (i) Adivasi activists including C. K. Janu believe that 1989 Act to fight against dispossession can be used to against dispossession because many kinds of

atrocities in areas where Dalits and Adivasis live are almost a daily occurrence. (ii) The 1989 Act was specifically passed by the Parliament in response to the demands made by Dalits and others. (iii) Ms C. K. Janu specifically believes that the government is the major violator of the Constitutional right granted to tribal people in various states of India by allowing non-tribal encroachers in the form of timber merchants, paper mills etc. to exploit tribal land and forcibly evicted the tribals from their traditional lands.

(b) **The pros and cons of reservation policy :**

(i) The reservation of seats in educational institutions for weaker sections under Article 46 of the Indian Constitution and under Article 16 (4) reservation in appointments is done for the purpose of distributive social justice and according to necessity by which more needy and neglected sections of people can benefit. (ii) But the mind-set of society is such that even education and appointment have not helped to change this mind-set of society as was proved by the treatment meted out to 20 year old engineering student Rathnam belonging to Dalit community of Jakmalgur village. Upon refusal to perform so-called caste duties, his hut was burnt and family members beaten.

(c) **Prevention of atrocities on Dalits and Adivasis :**

(i) The Parliament passed the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act (POACT), 1989 in response to the demands made by Dalits and others. (ii) In early 2014 as the Parliament was not in session, the Government of India brought forward a Presidential Ordinance to amend the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989 with a view to provide for speedy trial. (iii) In 1993, Employment of Manual Scavengers and Dry Latrines (Prohibition) Act was passed by the Parliament of India and subsequently to plug some loopholes a new law called the Prohibition of Employment as Manual Scavengers and their Rehabilitation Act 2013 was passed.

IV. (a) **Struggles of Dalits and Adivasis :** (i) The struggles of Dalits and Adivasis is best illustrated by the story of Rathnam (Very Short Answer Question (b) above. (ii) The

ill-treatment and humiliation of Dalits and Adivasis is also shown by the following figures. Between 2004 and 2006 out of about 70,000 cases disposed of by the courts only 17,000 cases ended in convictions. (iii) **Main features of POA Act'89 :** The Parliament passed the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act (POACT), 1989 which contains long list of crimes some of which are too horrible to contemplate. (iv) The Act lists mode of humiliation that are both physically horrific and morally reprehensible and seeks to punish those who force these people drink harmful substances not of their liking or force these people to remove their clothes and parade them naked with painted face. (v) Such actions as force the Dalits and Adivasis to dispose of their meagre belongings and resources in order to perform slave labour have also been punishable by law.

(b) **Abolition of manual scavenging :** (ii) Refer to Short Answer Question (c) of Lesson 7 and also of this lesson above. The abolition of scavenging involved many sacrifices and struggles. Even after the law was first made in 1993, the practice continued. In 2003, the Safai Karamchari Andolan and 13 other organisations and individuals, including seven scavengers, filed a Public Interest Litigation (PIL) in the Supreme Court pointing out certain deficiencies in the law. Subsequently, a new law called the Prohibition of Employment as Manual Scavengers and their Rehabilitation Act 2013 was passed. Still both the State governments and citizens continued this practice. Scavengers were now required to enter sewer lines and pipes. The largest employer, the Indian Railways continued to employ scavengers on one plea or another. In March 2014 the Supreme Court of India deprecated this practice and directed the States to abolish this inhuman practice in terms of the 2013 Act and take steps to rehabilitate such workers by giving alternative livelihood earning training and secure the future of their children.

V. (a)–(iv), (b)–(iii), (c)–(i), (d)–(ii).

VI. (a) Justice, (b) Article 16(4), (c) Janu.

HOTS

❖ The students to do.

Activity Time

Life Skills

Just political and social order : (i) The Indian Constitution is a living document that provides for distributive social justice right from its introductory part to the end. Even the Directive Principles of State Policy state : [*“The State shall, in particular, strive to minimise the inequalities in income, and endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations.”* (Article 38(2) *“The State shall, in particular, direct its policy towards securing-*

- (a) *that the citizens, men and women equally, have the right to an adequate means of livelihood;*
- (b) *that the ownership and control of the material resources of the community are so distributed as best to subserve the common good;*
- (c) *that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment;*
- (d) *that there is equal pay for equal work for both men and women;...*” (Article 39)]. Other Constitutional provisions studied in this chapter which need to be noted in respect of just political and social order are Article 17 that provides for abolition of untouchability; Article 14 guarantees right to equality; Article 15 prohibits discrimination of any kinds and Article 16 (4) makes reservation in appointments compulsory. Even if these simple provisions were implemented with sincerity there is little doubt that India would have realised its Utopian dream since long. This in other words means that it is possible to build a state in which everyone would be equal and happy

9. Public Facilities

Practice Time

- I. (a). (iii), (b). (ii), (c). (ii), (d). (iii), (e). (i).
- II. (a) There are so few cases of private water supply in the world because a private company will be interested in supplying water only if it gets some profit.
- (b) There are great inequalities in water use prevailing in Chennai and many other cities

are because the spread of facilities is not consistent with growth of settlements there.

- (c) The distribution of public facilities in our country is not adequate and fair because on the one hand natural causes and relief are responsible for their uneven distribution and on the other man-made causes such as monopolization by few interested persons or companies for their own interest have compounded this problem. For example, in Delhi private transporters have made access to public transport difficult.
- (d) The burden of water shortages falls mostly on the poor because of their incapacity to pay for private services. The rich and middle class have the means to install water pumps, dig borewells or buy water from private tankers
- (e) The public transport is a State responsibility both the Supreme Court and the High Courts in their rulings have held that commuters have Fundamental Right to move freely. The access to public transport and roads is necessary and is a part of Right to Life guaranteed by the Constitution particularly during a medical emergency.
- III. (a) Most of the private hospitals and private schools are located in major cities and not in towns or rural areas because : (i) There is great demand because of high concentration of population and other services than in far flung small towns and rural areas. (ii) The private hospitals provide many specialised services under one roof as also the schools. They have better equipment than government institutions. (iii) The important characteristic of a public facility is that once it is provided, its benefits can be shared by many people and owners of private institutions being aware of this feature make their services very convenient and attractive although at higher cost.
- (b) **The reasons for water shortages in Chennai :** (i) Chennai is a coastal city with limited surface flow of fresh water resources and even most of the underground water is saline. (ii) The growth settlements in Chennai has not been consistent with supplies of fresh water resources. There are acute shortages and a crisis like situation during summer months as is also the case with many cities and towns of India. (iii) Many construction companies

and others tap groundwater resources without proper permission which has further compounded the problem of water shortages in Chennai.

(c) **Sanitation and the government responsibility** : (i) Sanitation is most essential for a civilised nation and for prevention of diseases. Since health care is a state responsibility sanitation too is responsibility of the government. (ii) Sanitation is intimately connected with Right to Life guaranteed by the Constitution and need to be provided by the government. (iii) **Sanitation coverage of India** : Sanitation coverage in India is lower than that of water - against 68% of house-holds in 2001 having access to safe-drinking water only 36% have access to sanitation or toilets within the premises of residence.

(d) **Metro rail** : (i) Metro refers to metropolis or a city. It is an underground railway system that avoids surface transport problems cities. (ii) London underground, that started operating in 1863, was the world's first metro rail project. In India Metro Rail first began in Kolkata and then Delhi. (iii) This transport facility is now being in other major cities of India. About 42 Metro trains were set to be delivered by 2015.

IV. (a) **Equality of access and use** : (i) It is basic feature of public facilities which means that there need be reasonable access to facilities such as water. (ii) This can be done by promoting the integrated use of public facilities so as to equalize the reasonable access. (ii) The spread of public facilities should be consistent with the growth of settlements to ensure their equitable use. (iii) The great inequalities in water use as prevailing in Chennai and many other cities are because the spread of facilities is not consistent with growth of settlements there. Therefore, prior planning is necessary. (iv) The "... *right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use*", says a United Nations report. There have been several court cases in which both the Supreme Court and High Courts upheld the right to safe drinking water as a Fundamental Right. It is therefore necessary to avoid contamination of resources such as water and check wastes.

(b) **Essential services** : (i) The essential services such as water supply, sanitation, public transport, roads and railways and electricity are also our basic needs. (ii) These essential services are as part of improving quality of life and their existence in a healthy state is also of crucial importance. (iii) The governments finance these services through many sources of income. **Firstly**, the governments charge a part of the costs from consumers. **Secondly**, in most cases rates for commercial use, for example for industrial use, are higher than for domestic use. **Thirdly**, taxes levied on many services and goods including income tax are the major source of revenue of the government. **Fourthly**, services such sanitation, health-care etc. are undertaken by Non-Governmental Organisations (NGOs) who receive grants and donations from various sources.

(c) **Basic needs** : (i) Basic needs of living things are such essential necessities that enable them to live. Originally only air, water and food were regarded as the basic needs. (ii) Article 21 of the Indian Constitution guarantees Protection of Life. Using this constitutional provision and with passage of time as well as rapid growth of human population and with court intervention such public facilities as public transport, electricity, sanitation and safe drinking water were added to this list. (iii) In respect of status of some such services in India, there is great inequality. Take for example availability of water. Whereas people in slums make do with just 20 litres a day or one bucket whereas those living in luxury homes and hotels may consume as much as 1,600 litres or 80 buckets per person per day. (iv) Same is true of sanitation. According to official figures against 68% of house-holds in 2001 having access to safe-drinking water only 36% have access to sanitation or toilets within the premises of residence. (v) In respect of electricity, the Census of India 2011 and subsequent surveys have revealed that about 80 million households were electrified by 2014 leaving about 50 million households still in dark. Most of these are rural households.

V. (a) Government provides public facilities at affordable costs in order to make such facilities available to all sections of society.

- (b) Commuters have fundamental right to move freely because the access to public transport and roads is necessary and is a part of Right to Life guaranteed by the Constitution particularly during a medical emergency.
- (c) Textile mills contaminate groundwater resources because they discharge large quantities of waste water used in cleaning, processing and dyeing of textiles.

VI. (a) Sulab International, (b) Metro trains, (c) The.,, water, safe, affordable.

The "... right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use

HOTS

- ❖ The impact of privatisation of education, training, health care etc. is a hotly debated subject. Actually the government is needed to govern and not run the economy. As long as privatisation does not lead to exploitation it has a positive impact. However, environment concerns too need to be taken into account.

Activity Time

□ Analytical Skills

The image is that social activist Medha Patkar who follows truth it roots and rights of the underprivileged. It is because she believes in power to people in its true sense.

10. Law and Social Justice

Practice Time

- I. (a). (iii), (b). (i), (c). (ii), (d). (iii), (e). (ii).
- II. (a) I talked to several workers at construction sites, agricultural farms and even some working in factories but ninety per cent of the respondents said that that are not receiving the minimum wages laid down by the government.
 - (b) The major reasons why foreign companies like the Union Carbide are operating in India is their need for cost cutting on labour front. Wages and other perks that the companies pay in the US are far higher than what they have to pay in India.
 - (c) India being a welfare state, social justice is of paramount importance in the matter of laws.
 - (d) Johannesburg Earth Summit 2002 is

important to India in respect of Bhopal Gas Tragedy. Rasheeda Bi who last six members of her family in the Bhopal disaster was a member of a group invited to Johannesburg Summit.

- (e) The legislation is a hallmark of human civil society in that laws relating to protecting the life and property of the owners, employers, workers, their rights to fair wages, better work conditions represent their Right to Life including right to healthy environment both at work place and in ecological sense.
- III. (a) **Bhopal gas tragedy** : (i) The Bhopal gas tragedy of December 1984 was the world's worst industrial disaster completely on account of human negligence. The victims, their kin and other survivors could never have got or will get justice. (ii) Rasheeda Bi who last six members of her family in the Bhopal disaster was a member of a group invited to Johannesburg Summit 2002. She told the gather that the summit has been *hijacked by multinationals*. The same is true of justice. (iii) Thirtyone years on the survivors are still fighting for justice.
 - (b) **Law enforcement** : (i) By law enforcement we mean the action of making a law effective and making sure that the people and organisations implement the laws. (ii) The law enforcement is very important for several reasons but two stand out – **Firstly**, many of these laws have their basis in the Fundamental Rights and are a constant reminder to us of having received broad social acceptance. **Secondly**, the Central and State governments have set up special enforcement machinery and they have responsibility to act as per rules and even to launch the prosecutions against the offenders accordingly.
 - (c) **Working of markets** : (i) In a market situation all the players in the market like workers, private companies, contractors, business persons want to maximise wages or profits. The workers lacking bargaining power are always denied their rights in one form or another and are either not paid their due wages or are underpaid. India being a welfare state, social justice is of paramount importance in the matter of laws. (ii) **For example**, in a welfare state like India, labour rights have been integrated into social and

economic objectives of State with the aim of protecting the dignity of human labour and safeguard their interests in various ways. (iii) Second example is that of the laws on minimum wages which take rising prices and changing conditions into account.

- (d) **Lessons from Bhopal Gas Tragedy** : (i) The scars of Bhopal gas tragedy are even today visible. Of the 50,000 people who fell sick most were unable to work. Their children too developed peculiar abnormalities and continues to hound people even today. The protests of workers over these 30 years have yielded little result but many lessons of what a worker is worth have been learnt. (ii) These companies should not be allowed to compromise on safety of workers to cut down on costs in order to maximise profits. In India workers are willing even to work under such unsafe conditions. It is because of the callous attitude of employers to cut down costs in one way or the other so as to maximise profits. (iii) Measure like computerized warning and monitoring systems should be in place as prevailing in West Virginia (USA) plant of the Union Carbide whereas the Bhopal plants relied on human sense of smell in detecting the gas leak.
- (e) **Reasons for presence of foreign companies in India** : (i) India is today actively wooing foreign companies under the slogan 'Making in India' launched in 2014 both at diplomatic levels and in business circles. (ii) Two major reasons why foreign companies including those of Chinese companies are operating in India are cost cutting on labour front and huge domestic market to sell their goods. (iii) The foreign companies take advantage of lower standards on many fronts such as labour, environment and other working conditions. This enables them to cut down on costs in order to maximise profits.
- (f) **Environment laws** : (i) The laws concerned with safety of our physical environment such as land, air, water and all forms of biological life are known as environment laws. (ii) Consequent upon the court judgements in regard to Article 21 as a mandate to pollution free environment it began to be viewed as a public facility that in the case of negligence affected people's livelihoods adversely. (iii) The need for clean environment though

is accompanied by workers' safety and displacement it is considered as a prime concern today.

- (g) **Important provisions of the Factories Act 1948** : (i) Its objective is to ensure adequate safety measure; to promote health, welfare and social justice and preventing hazardous growth of factories. (ii) Right to Life guaranteed under Article 21 of the Constitution is itself a measure to guarantee safety. However, government officials concerned with enforcement of safety laws are either lax or just ignorant of such safety laws. They allowed the Union Carbide MIC plant to come up in populated locality in 1978 as they do it even today. (iii) The government officials need to be aware of the important provisions of the Factories Act such as use of cleaner technologies, safer production methods, wastes and effluent management, adequate ventilation, permissible limits of dust and fumes as well as welfare measures like adequate First Aid boxes and medical facilities that such large units as UC plant are to provide under safety laws.
- IV. (a) **Many roles of the government** : (i) Law making and their enactment with a view to protect people from exploitation and they try to ensure that basic human rights are protected in a manner that justice is served to the parties concerned. (ii) Government must avoid conflict with customary laws of the groups of people concerned. (iii) While application of any specific law is the work of legal experts but government that the legal experts also test the status of their client and his or her connections with the other party. In the matter of social justice these experts have to pursue this doctrine in the interest of social good. (iv) India being a welfare state and social justice is of paramount importance in the matter of laws. The existence of laws or law making alone is not enough. It is the responsibility of the government to ensure that these laws are implemented in letter and spirit. Sometimes, these laws are not implemented by the concerned agencies, the producers and consumers. The law making authorities take steps in advance to seek their implementation (v) The Central and the State governments are responsible for enforcement of laws made by them. evolving to specific

needs of the situations to suit requirements of economic development and social justice. (vi) Government has also to ensure that foreign companies like the Union Carbide operating in India follow all the rules, regulations and laws of the country.

- (b) **Four types of labour legislations** : Though labour legislations can be categorised into following four types but sometimes a single legislation may address to two or more of these issues while in certain other cases separate legislations are enacted. (i) Administrative laws which address to legal rights such as equality and empowerment issues of both factory owners and the workers and the restrictions thereof. For example, the 'Factories Act of 1948' is an administrative law in general. Under this legislation separate laws specifying adequate safety measures in workplace in various types industries. The environment laws for protecting our environment are fall in this category. 'The Maternity Benefit Act, 1961' and 'Equal Remuneration Act, 1976' are laws related to equality and certain other standards. (ii) Laws that concern industrial relations, formation of unions and all matters pertaining to labour management relations. The 'Industrial Disputes Act, 1947 (IDA)', and 'the Industrial Employment (Standing Orders) Act, 1946 (IESOA)' are examples. (iii) Employment conditions, wages, working hours, collective bargaining and unfair labour practices. The 'Minimum Wages Act of 1948' is one such legislation. (iv) The laws of a civilised society that are safeguard against exploiting the innocence of children and spoiling their career and also ensure health standards etc. The 'Child Labour (Prohibition & Regulation) Act, 1986' and subsequent amendment of 2006 ban employment of children under 14 years of age as domestic servants or employment in dhabas, hotels etc. are examples (v) The objectives including punishments for non-compliance are also stated by these types of laws. These objectives are guided by the labour policy in response to welfare objective as well economic development and social justice.
- (c) **Enforcement of laws** : Refer to Short Answer Question (b) above. **Necessity of enforcement**

: (i) To ensure implementation of laws in practice. For example, employment of children aged between 5 and 14 years is prohibited by law as said before. Yet 12.6 million children (2014) are forced to work in order to survive. Even today 74 per cent of domestic workers in the states of Maharashtra, Karnataka and Tamil Nadu are children under the age of 16. Same in true in other fields as well. (ii) Bhopal gas tragedy like situations should not happen again. (iii) Environment laws should not be allowed to be violated otherwise future of mankind is in danger.

- V. (a) Government has major role to play in respect of law making and their enforcement because government is concerned with governance and to ensure that laws are implemented in letter and spirit.
- (b) Bhopal Gas Tragedy was a great lesson in learning about laws because the sufferings and protests of workers over these 30 years have yielded little results.
- (c) Foreign companies open their shop in India because of being wooed and for cost cutting.
- VI. (a) 2006, (b) industrial, (c) legislation, (d) facility.

HOTS

- (a) **Environment** : There was almost no perception or consideration about environment before 1984 when the Bhopal Gas Tragedy took place. Industries like the Union Carbide did not have to spend any money on cleaning the rivers, the groundwater and even the lands that it polluted. After Johannesburg Summit of 1992, about a dozen environment laws came into force in India alone. There was change in perception and protection of environment became necessary part of production process. Many polluting industries were ordered to be either closed down or relocated to other places. Many workers in the process lost their jobs but the concerns for environmental safety were highlighted.
- (b) The importance of labour legislations lies in the fact that they seek not only safety and welfare of workers but also use of cleaner technologies, safer production methods, wastes and effluent management, adequate ventilation, permissible limits of dust and fumes as well as welfare measures like adequate First Aid boxes and medical facilities that such large units as UC plant

are to provide under safety laws. For example, the 'Child Labour (Prohibition & Regulation) Act, 1986' and subsequent amendment of 2006 ban employment of children under 14 years of age as domestic servants or employment in *dhabas*, hotels etc. The law is a safeguard against exploiting the innocence of children and spoiling their career.

Activity Time

□ Observation Skills

The cartoon by R.K. Laxman on child labour conveys the mindset of a civilised society when it says : 'It's really cruel burdening kids like this.....' Two mothers and their school going kids are rattled by the Bhopal Gas tragedy. The need for laws is thus superbly conveyed.

Practice Time

- I. (a). (iii), (b). (iii), (c). (ii), (d). (i), (e). (i).
- II. (a) Rows of trees are planted in the coastal areas for cropping so as to provide shelter from fast winds.
 - (b) Government initiatives for conservation of forests and wildlife are necessary because it is mandated by many UN protocols.
 - (c) British historians and officials call the Revolt of 1857 as the Mutiny in order to undermine the importance of the Revolt.
 - (d) Colonial bungalows were completely different from Mughal havelis of eighteenth century because bungalows were meant for nuclear families and were set on an extensive ground and 'havelis' housed many families on each floor.
 - (e) The judiciary acts a guarantor of Fundamental Rights to prevent from being impinged upon by the by a political party in power in absence of any Constitutional safeguards.

HOTS

- (a) Both use and conservation of resources is necessary because resources are needed for our sustenance and conservation does not prohibit the use of resources but stresses their judicious use.
- (b) Refer to HOTS Question (b) Geography Lesson 2.
- (c) The lesson about colonialism and the city narrates the story of imperial capital Delhi. It helps us to understand why the British wanted

to demolish the India's past for reasons of projecting the British superiority in pursuance of their 'civilising mission' and why the colonial institutions such as municipalities, railways, colonial bungalows etc. were promoted. It also helps to understand their 'divide and rule' policy by separating 'whites' from 'blacks' as well as rich from the poor in the city.

- (d) Refer to HOTS Question - History Lesson 5.
- (e) Refer to Long Answer Question (a) – Social and Political Life Lesson 1.
- IV. (a) Refer to Long Answer Question (a) – Geography Lesson 3.
 - (b) Refer to Short Answer Question (c) – Geography Lesson 2.
 - (c) Refer to Short Answer Question (c) – History Lesson 1.
 - (d) Refer to Short Answer Question (c) – History Lesson 1.
 - (e) Refer to Short Answer Question (b) – Social and Political Life Lesson 4.
- V. (a). Human, (b). huge mineral, (c). cultivators, (d). transferred, (e). discrimination.

Practice Time

- I. (a). (iii), (b). (ii), (c). (i), (d). (i), (e). (iii).

HOTS

- (a) India is a developing country with over 1.2 billion population and practising intensive subsistence farming yet is self-sufficient crops. Abundant and cheap labour is, of course, a main factor. Other factors are geographic factors like a tropical country with monsoon climate, fertile soils, permitting long working hours and growing more than one crop, use of science and technology and use of fertilisers.
- (b) Refer to HOTS Question (b) – Geography Lesson 5.
- (c) **Main features of any three mass movements :**
 - (i) **Non-Cooperation Movement** from 1919 to 1922 was launched as part of Khilafat agitation, against Jallianwala Bag massacre and as part of Swadesh and Boycott movement. Its highlights were boycott of foreign-made goods and use of swadeshi and khadi, drastic fall in imports, passing away of Bal Gangadhar Tilak on August 1, 1920, many non-violent campaigns against high land revenue and organisation of 'Forest Satyagraha' by tribals. Violence in

Chauri Chaura village, U.P. led to withdrawal of the movement in February 1922. (ii) **Civil Disobedience Movement** : It commenced with Gandhiji's famous Dandi March on 12th March 1930 and withdrawn in May 1934. It witnessed different strands in different parts of the country and by different groups of people but all of them were pledged to non-violence. Its goal was the *purna swaraj* or complete independence. In the years after 1931 Gandhi-Irwin Pact, Communal Award, Poon Pact and women's participation were other highlights of the Movement. (iii) **Quit India Movement 1942** was launched in the wake of World War III. Its highlights were Purna Swaraj with Quit India Resolution of the Congress on 9, 1942, arrest of all Congress leaders and others (90,000). It was a final nail in the coffin of the British in India.

(d) Refer to Long Answer Question (a) – History Lesson 12.

III. (a) Primary activities include growing crops, fruits, vegetables, rearing animals, fishing, gathering, mining of minerals, etc. The tertiary activities are service types of activities. These include transportation of primary products to either consumers, market or to industries for processing.

(b) Physical inputs of agriculture are climate (temperature and rainfall), soil and slope of land. Human inputs of agriculture labour, machinery, chemicals and storage.

(c) Suffragettes were the members of women's organisation who fought in the nineteenth and twentieth centuries all over the world including India and the United States of America for women's equality and right to vote. Social Reformers work towards social change etc.

(d) Portrait painting is a painting, drawing or photograph of a person in which the face and its expression is most prominent. History painting, also known as the Company Painting emerged primarily under the patronage of the East India Company.

(e) Adivasis are indigenous people referred to Scheduled Tribes account for about 8% of India's total population. Dalits, based on caste divisions in Hindu society, are depressed classes called Harijans and treated as untouchables. They account for about 167 million or 16% of India's total population.

IV. (a) Population structure refers make-up of layers of population composition in an area with reference to indicators such as fame, female, age etc. A population pyramid has three important components – distribution of population along the horizontal x-axis with males shown on the left and females on the right; Male-Female population broken down into 5-year age groups, e.g., 5-9 years, 10-14 years and so on. This is represented as horizontal bars along vertical axis with youngest group at the bottom and the oldest at the top. These two groups reflect the level of births (<15 years) and number of aged (>65 years) and the shape of the pyramid gradually evolves over time based on fertility, mortality and international migration trends. It tells the story of the people living in that particular country.

(b) Refer to Short Answer Question (c) – Geography Lesson 5.

(c) Refer to Long Answer Question (b) – History Lesson 8.

(d) Refer to Short Answer Question (c) – History Lesson 11.

(e) The Right to Life guaranteed by the Article 21 of the Constitution of India forms the basis of environment laws. It is because legislation is a hallmark of human civil society in that laws relating to protecting the life and property of the owners, employers, workers, their rights to fair wages, better work conditions represent their Right to Life including right to healthy environment both at work place and in ecological sense.

V. (a) Khadi, Pottery (b) Growth Rate, (c) Chint, (d) Western, (e) 1986.

Activity Time

Practice Evaluation

If all resources were renewable even then there would be scarcity because : (i) resources can never be equitably or evenly distributed on earth; and (ii) mining of resources economically depends on many factors such as quantity and quality of such resources etc. The some renewable resources presently in use are biogas, solar energy, wind energy, geothermal energy etc.

Visual Analysis

The picture shows vertical sections of soil horizons A, B, C and D. Soil horizon A is

topmost layer of soil consisting of minerals, moisture and humus. It promotes plant growth. Horizon B, below the top soil, receives leached mineral contents such as sand, silt and clay but limited organic matter from Horizon A. Horizon C consists of rock fragments from which true soil develops. No biological processes take place. Horizon D is parent rock at the bottom of the soil horizon.

❑ **Observation Skills**

The picture shows a political leader visiting Bangladesh where people of a certain religious community are being killed. So visitor says, 'Do not expect any help from me. I am secular'. Obviously he is reminded of similar happenings in India.

❑ **Critical Thinking**

If there were no restrictions on the power of elected representatives is a question of several conjectures. The balance of power in a democracy demands that power is shared. Giving unrestricted power to someone is not democratic nor are their relationships democratic.

Activity Time

❑ **Template Creation**

For properties of minerals – ppt search Google.

❑ **QiuZ**

(a) halite, (b) granite, (c) Calcite – calcium carbonate mineral is used in manufacture of portland cement. It comes in many colours and forms and its hardness is 3.

❑ **QiuZ (History)**

The East India Company did not have the charter to create living spaces but received farmaans from Mughal Emperors to trade. Colonialism thrived on creating living spaces illegally often under 'civilising mission'.

❑ **Visual Assessment**

The statue is in the memory of Birsa Munda. Born in 1875 at Ulihatu, the Ulgulan movement was a kind guerilla warfare attack on British in Ranchi launched by him. He belonged to the tribal group of Mundas but because of his devotion to his people his followers included other tribal groups in the region of Chottanagpur area such as Santhals and Oraons. He urged his followers to stop believing in witchcraft, sorcery and give up drinking as they were fighting for their land (*mulik ki larai*) and so he reminded the

people of the need to win back their kingdom and made an contribution to India's Struggle for Freedom.

❑ **Observation Skills**

The picture is that Parliament House in New Delhi. It is used for holding the sessions of Parliament and houses the secretariat of Parliamentary affairs. It is therefore of great importance.

Activity Time

❑ **Rubric (Complete with heading & explanation)**

Create a rubric of your aptitude for advanced study in any discipline Commonwealth Scholarship Commission in the UK

Woburn House
20-24 Tavistock Square
London WC1H 9HF
UK

❑ **Observation Skills**

Chintz drawn from Hindi Chhint refers to muslin that was its journey around the world with Arab traders before it passed on to Europeans. Its three main features are (i) colourful designs, (ii) cotton cloth similar to calico and (iii) in 17th and 18th centuries it was exported to Europe.

❑ **Life Skills**

Refer to LIFE SKILLS – Political and Social Life Lesson 6.

Activity Time

❑ **HIGHER ORDER THINKING SKILLS (HOTS)**

The new forms of painting introduced by the British did have some impact on India. In portrait painting the superiority of the British was shown. It became a craze with some Indian princess although they had lost power. The History Painting in similar manner was imitated by Nawabs who commissioned similar paintings showing their subjects in shadowy background which can today be found as illustrations of history books or art galleries. Many similar other episodes reflect this impact.

❑ **Template Creation**

Refer to the website given below and do as needed :
http : //www.indiavideo.org/text/mira-behn-1225.php