

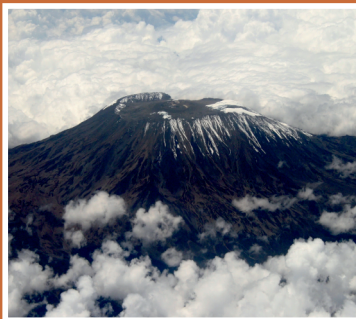


ADDITIONAL
NCERT
Practice Book

8

SOCIAL SCIENCE WORKBOOK

Based on NCERT Textbook for Class 8 **Social Science**



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1

How WHEN AND WHERE

NCERT Based Questions

1. Fill in the blanks.

- a. Muslim b. Colonialism c. 1891 d. James Mill

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- Mill was of the view that all Asian societies were at a lower level of civilisation than Europe. According to him, before the British came to India, Hindu and Muslim kings ruled the country and there was religious intolerance, caste taboos and superstitious in the Indian society. Mill felt that only British rule could civilise India and to do this, it was necessary to introduce European manners, arts, institutions and laws in India.
- When the history of a country is divided into different periods based on religion or society or growth, it is called periodisation of history. Periodisation is borrowed from the West where the modern period was associated with growth in science, reason, democracy, liberty and equality. Medieval was a term used to describe a society where these features of modern society did not exist.
- The British set up record rooms attached to all administrative institutions. The village *tahsildar's* office, the collectorate, the commissioner's office, the provincial secretariats, the law courts – all had their record rooms. Specialised institutions like archives and museums were also established to preserve important records.
- The British believed that a country had to be properly known before it could be effectively administered. So, in order to establish better administration, the British conducted detailed surveys throughout the entire country.

4. Write long answers (LA) for the following questions.

- History cannot be understood by only learning the dates. History should be understood by studying the social structures that existed for a long span of time. We should study the political systems, movements, and the revolutions that might have happened over a period of time. Therefore, historians today do not follow the 'sticking to the date' approach. They have a more holistic and inclusive approach to history. The correct approach should be to study how people lived, what they ate, what they wore, which sports they played, what kind of trade they carried out, what farmers cultivated, the status of women in the society, the structure of society, etc.
- When a country captures another country in a war or through trade relations, and exercises political, economic and cultural control over it by turning it into a colony,

it is called colonialism. Colonialism drains the natural resources of the colonised country as the coloniser uses the colony's resources to develop its own economy. The social, economic and political system of the colonised country are damaged in the process.

- c. James Mill, in *The History of British India*, divided the history of India into three periods—Hindu, Muslim and British. This division was based on the religion of the rulers at that particular period. The establishment of the Delhi Sultanate in 1200 CE made the British term the second phase as 'Muslim'. Historians today reject this style of periodisation because the religion of the ruler alone cannot be the basis of labelling the entire society or the period. To do so is to suggest that the lives and practices of the others do not really matter. Therefore, periodisation should be based on political, economic and social structure, and the substantial changes that took place in them.
- d. The British believed that to effectively administer a country it was important to know it properly. So, by the early nineteenth century, the British conducted detailed surveys and made maps of the entire country. The methods adopted by the British were:
- Census was conducted which provided detailed information about the number of people in different regions, their caste, religion, etc.
 - Different types of surveys such as archaeological surveys, botanical surveys, zoological surveys, forest surveys, etc.
 - Revenue surveys in the villages to collect information on topography, soil quality, flora, fauna, cropping pattern, etc.

Additional Practice Questions

1. Match the following.

- | | |
|-----------------|--|
| a. Archive | iv. A place where historical documents are kept |
| b. Survey | iii. Look closely or examine |
| c. Census | i. An official count or survey, especially of a population |
| d. Colonisation | ii. Subjugation of one country by another Colonisation |

2. Fill in the blanks.

- | | |
|------------------------------|---------------------------|
| a. Before; after | b. Hindu, Muslim, British |
| c. Ancient, Medieval, Modern | d. calligraphists |

3. Write very short answers (VSA) for the following questions.

- a. Calligraphers are those who specialise in the art of beautiful writing.
- b. History is about changes that occur over time. It is about finding out how things were in the past and how things have changed.
- c. Census is a detailed record of the number of people in all the provinces of India, information on castes, religions and occupation.
- d. Western historians divided Indian history into three periods—Ancient, Medieval and British. The period before British rule was one of darkness. However, even under the British rule people did not have equality, freedom or liberty nor it was the period of economic growth and progress. Therefore, many historians refer to this period as 'colonial'.

4. Write short answers (SA) for the following questions.

- a. The British believed that a country had to be properly known before it could be effectively administered. By the early nineteenth century, detailed surveys were conducted from time to time to map the entire country.
 - In the villages, revenue surveys were conducted.
 - Census operations were held every ten years to record the number of people in all the provinces of India, information on castes, religions and occupation.
 - Other surveys such as botanical surveys, zoological surveys, archaeological surveys, anthropological surveys, and forest surveys were also done.
- b. Even though historians use the classification—ancient, medieval and modern now, referring to the British period in India as modern but some historians call this as the colonial period. Modernity is associated with values such as liberty and equality, but these values were compromised under the British rule in India. India was treated as the colony of the British. That is why some historians refer to the period of history in India from 18th century to 1947 as the Colonial Period.
- c. James Mill divided the history of India on the basis of the religion of the kings—Hindu (from the earliest time to 11th century CE); Muslim (from 11th century to 18th century), as this was the time when the Delhi Sultanate was established; followed by the Mughals, and coming of the British from the 18th century onwards. As the Delhi Sultanate was established in 1200 CE so Mill termed the second phase as the ‘Muslim Period’.
- d. The British made it a point to document everything. Each department such as the collectorate, court and secretariats had record rooms. The British built archives and museums to preserve these documents. The National Archives of India was established in 1891.

5. Write long answers (LA) for the following questions.

- a. History is about changes that occur over time. It is about finding out how things were in the past and how things have changed. Time does not have to be always precisely dated in terms of a particular year or a month. We cannot study history based on dates only, for example people in India did not begin drinking tea one fine day but they developed a taste for it over time. Similarly, we cannot fix one single date on which British rule was established. All these things happened over a period of time. So, the dates around which we compose our stories of the past are not important because of a date. It is important because an event had taken place during that time. Therefore, dates are important but events are equally important.
- b. The official records from the time of the British are biased because the records are from the British perspective. They focused on the British policies and officers. The records have nothing about the masses, their deplorable conditions and experiences. To find out about the conditions of people, historians refer to travelogues, autobiographies, and poems and novels written during the colonial period.
- c. Surveys are an important source of information because it gives details on a variety of things. For example revenue survey gives details on the topography, soil quality, flora and fauna, local histories, and the cropping pattern of a particular region. Through Census a detailed record of the number of people in all the provinces, information on castes, religions and occupation can be procured. Surveys like botanical surveys, zoological surveys, archaeological surveys, anthropological surveys, forest surveys are a good source of information.

d. Official records are a version of the thought of the officials. They wrote what they were interested in and what they wanted to preserve for posterity. These records do not always help us understand what other people in the country felt. To write history, one needs to search for other sources like diaries of people, accounts of pilgrims and travellers, autobiographies of important personalities, and popular booklets that were sold in the local bazaars. All these data together can help to write history of any particular period.

6. Answer the following questions (HOTS).

- a. i. In this excerpt, Will is saying how badly the British had treated the Indians. How systematically the British took away the wealth from India through its one sided policies, wars and suppression.
- ii. Yes, the British Rule affected India adversely. The reasons are:
- Drain of wealth
 - Subjugation to white skin
 - No political right in our own country
 - Closing of indigenous industries led to poverty
 - Suppression of Indian culture
- b. This picture shows the supremacy of the British. In this picture, there is a queue of Indian royal people waiting to show their respect by bowing in front of the English man.

The British in India found the Indian culture regressive and full of superstitions. They thought they were a superior race and the sad part was that the Indians too made them feel the same. Infighting among the royal class and poverty gave the British a chance to become the ruler and colonise India.

7. Value-based question.

Hint: (*Probable Answer*)

- No it is not right to dominate any one.
- Every individual has to be respected and loved for what they are.
- Everyone is equal.
- Should not take advantage of any human being.
- Poverty or caste or religion should not define how one is treated.
- We are all same as human beings.

2

FROM TRADE TO TERRITORY THE COMPANY ESTABLISHES POWER

NCERT Based Questions

1. Fill in the blanks.

- a. Governor
d. Kalikata
- b. Robert Clive
e. Mysore, 1799
- c. Buxar, Mir Jafar

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- The Company did not want to take the responsibility of administering Bengal so they wanted a puppet ruler who would willingly give trade concessions and other privileges.
- As the Company acquired more power and authority in Bengal, its officials became corrupt and started aspiring for a lifestyle similar to Indian nawabs. Those who managed to return to Britain with wealth led flashy lives and flaunted their riches. They were called nabobs which is an anglicised version of the Indian word nawab.
- The residents acted as commercial and political agents of the Company in the courts of the Indian rulers. Their main task was to further the interests of the Company.
- British territories were broadly divided into administrative units called Presidencies. There were three presidencies— Bombay, Madras and Bengal.
- The British saw Tipu Sultan as an ambitious, arrogant and dangerous ruler who needed to be controlled and crushed. Four wars were fought with Mysore. Only in the last – the Battle of Seringapatam – the Company was able to defeat Tipu Sultan.

4. Write long answers (LA) for the following questions.

- Nawab Sirajuddaulah denied the Company the right to mint coins and extend their fortifications and instead demanded revenues. This was not liked by the English and led to conflicts between them. A battle was fought at Plassey in which the Company defeated Sirajuddaulah who was then assassinated by the English. The Company was keen on a puppet ruler who would willingly give trade concessions and other privileges. So they placed Mir Jafar on the throne as they did not want the responsibility of administering the state.
- The three main diplomatic and military strategies followed by the British to capture Indian territories were:
 - **Annexation by applying direct force:** By fighting wars like it did with Mysore and with Marathas.
 - **Subsidiary Alliance:** In this the king could not keep his forces but had to keep and maintain English forces. In this way the English could keep the Indian rulers under them. The Nawab of Awadh entered into the arrangement of Subsidiary Alliance in 1801.

- Doctrine of Lapse: The doctrine declared that if an Indian ruler died without a male heir his kingdom would “lapse”, that is, become part of Company territory.
- c. Tipu Sultan was the king of Mysore and the son of Haider Ali. He ruled from 1772 to 1799. Under him Mysore became very powerful. Mysore controlled the profitable trade of the Malabar Coast where the Company purchased pepper and cardamom. In 1785, Tipu Sultan stopped the export of sandalwood, pepper and cardamom through the ports of his kingdom, and disallowed local merchants from trading with the Company. He also established a close relationship with the French in India, and modernised his army with their help. The English fought many wars against Tipu Sultan. In 1799, Tipu Sultan died protecting his capital Seringapatam against the English.
 - d. According to the Policy of Paramountcy, the Company claimed that its power was greater than that of the Indian states. In order to protect its interests, the Company justified the annexations or threats to annex any Indian territory, if it did not agree to their terms and conditions. One such example was the resistance of Rani Channamma of Kitoor. She resisted the attempt of the British to capture her small state. She was arrested by the British soldiers and imprisoned where she died in 1829. After her death, Rayanna, a chowkidar, continued the resistance and destroyed many British camps and records. In 1830, he was caught and hanged by the British.

Additional Practice Questions

1. Fill in the blanks.

- | | | |
|--------------------|---------------|----------------|
| a. <i>farman</i> | b. Regulating | c. Tipu Sultan |
| d. Warren Hastings | e. Buxar | |

2. Match the following.

- | | |
|-----------------|------------------------|
| a. Tipu Sultan | iv. Hyderabad |
| b. Mir Qasim | iii. Bengal |
| c. Peshwa | i. Pune |
| d. Robert Clive | ii. Governor of Bengal |

3. Write very short answers (VSA) for the following questions.

- a. The allowance that the Indian rulers had to pay to the Company for the maintenance of the subsidiary forces was known as the subsidiary allowance.
- b. One of the main reasons for the defeat of the Sirajuddaula was that the forces led by Mir Jafar, one of Sirajuddaulah’s commanders, never fought the battle.
- c. Haider Ali and Tipu Sultan were the two powerful rulers of Mysore.
- d. The European traders wanted to buy fine qualities of cotton and silk, pepper, cloves, cardamom and cinnamon from Indian manufacturers.
- e. As the Company was unwilling to take over the responsibility of administration, it installed Mir Jafar as the ruler of Bengal. The Company’s prime objective was the expansion of trade.

3. Write short answers (SA) for the following questions.

- a. Through the seventeenth and eighteenth centuries the European companies wanted to monopolise their trade so they regularly sank each other’s ships, blockaded routes,

- and prevented rival ships from moving with supplies of goods. Trade was carried on with arms and trading posts were protected through fortification.
- b. When Clive left India his Indian fortune was worth £401,102. On the charges of corruption he was cross-examined and tried in an English court.
 - c. The Doctrine of Lapse was that if an Indian ruler died without a male heir, his kingdom would lapse, that is, it would become a part of Company territory.
 - d. Residents were political or commercial agents whose job was to serve and further the interests of the Company. Through the Residents, the Company officials began interfering in the internal affairs of Indian states.
 - e. The administrative reforms were:
 - A new system of justice was established. Each district was to have two courts – a criminal court and a civil court.
 - The principal figure in an Indian district was the Collector. His main job was to collect revenue and taxes and maintain law and order in his district with the help of police.
 - British territories were broadly divided into administrative units called presidencies. Each presidency was administered by a governor who was put under the Governor-General.

4. Write long answers (LA) for the following questions.

- a. Bengal in the 18th century was a very fertile and wealthy province of the Mughal Empire. After the death of Aurangzeb, Bengal declared independence from the Mughal rule. Murshid Quli Khan followed by Alivardi Khan and then Sirajuddaulah were powerful Nawabs of Bengal. They tried to keep strict control over the activities of the Company and denied them any special privileges and concessions. The Company was kept on a puppet ruler who would willingly give trade concessions and other privileges. It wanted more territories and more revenue from Bengal to finance their activities in India for which they wanted Diwani of Bengal. All these led to many wars with the Bengal nawabs. Finally, in 1765 the Mughal emperor appointed the Company as the Diwan of the provinces of Bengal. The Diwani allowed the Company to use the vast revenue resources of Bengal.
- b. Nawab Sirajuddaulah denied the Company the right to mint coins and extend their fortifications and instead demanded revenues. This led to conflicts with between the Company and Sirajuddaulah. A battle was fought at Plassey in which the Company was able to defeat Sirajuddaulah. The English then assassinated him. The Company was kept on a puppet ruler who would willingly give trade concessions and other privileges. So they placed Mir Jafar on the throne as they did not want the responsibility of administering the state.
- c. The Company did the following changes in the army:
 - States like Awadh and Banaras started recruiting peasants into armies and started training them as professional soldiers.
 - The bulk of the Company's army consisted of Indian soldiers who were called '*sipahi*' or sepoys.
 - The soldiers were given drills and military training in the European style.
 - During training, the Indian soldiers were required to reside in barracks and dine with the Europeans.

- d. i. This is the portrait of Tipu Sultan, ruler of Mysore and son of Haider Ali.
- ii. The English were his enemies. He fought many battles with the English East India Company. Tipu Sultan had infuriated the Company by stopping the export of sandalwood, pepper and cardamom through the ports of his kingdom, and disallowed the local merchants to trade with the Company.
- iii. Tipu Sultan died in 1799 in the Battle of Seringapatam against the English. He was killed defending his capital Seringapatam from the Company.

5. Answer the following questions (HOTS).

- a. It is true that lack of unity among the Indian rulers made it very easy for the foreigners to rule over India. If the Indian rulers were united to fight the foreigners then it would not have been easy for any European powers to defeat the Indian rulers so easily. This is evident in the following examples:
 - When the troops under Mir Jafar did not fight along with Sirajuddaulah's troops against the English, Sirajuddaulah was easily defeated in the Battle of Plassey and the English showed their supremacy by choosing the ruler of Bengal and virtually becoming the rulers of Bengal.
 - When Nizam of Hyderabad fought along with the English to defeat Tipu Sultan in 1799. Tipu Sultan was defeated and killed in this battle and the English became the masters of Hyderabad.
- b. When Mir Qasim complained, the Company defeated him in the Battle of Buxar in 1764. Mir Qasim was driven out of Bengal, and was replaced by Mir Jafar, a puppet ruler. Mir Jafar was a weak ruler and did what the English told him to do. The Company became the virtual rulers of Bengal. This victory gave the English the desire to have more. After the Battle of Buxar, the Company started appointing Residents in Indian states. The Residents were political or commercial agents and their job was to serve and further the interests of the Company. Through the Residents, the Company officials began interfering in the internal affairs of Indian states. They tried to decide who was to be the successor to the throne, and who was to be appointed in administrative posts. Thus, the English East India Company became the real ruler of Bengal 1765 onwards. The Battle of Buxar proved to be a turning point in the history of India. It completed the work of the Battle of Plassey.

6. Map Work



7. Value-based question.

Hint: (*Probable Answer*)

Sovereignty is the authority of a state to govern itself.

- As citizens, we should live in harmony.
- Weakness in society gives the enemies a chance to take over.
- We should keep the interests of the country first.
- Religion and caste politics should not be an issue of discord in our country.
- We should support the army to fight the enemies.
- The army should be well equipped to fight external forces.

3 RULING THE COUNTRYSIDE

NCERT Based Questions

1. Fill in the blanks.

- a. 1859 b. Indigo Commission c. Ploughs, bullock d. planters

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- a. The company introduced a new revenue system and tried to collect heavy taxes. Due to acute economic crisis in Bengal, artisans could not pay such high taxes and so they had to leave their villages. They were being forced to sell their goods to the Company at low prices. Artisanal production was in decline and agricultural cultivation showed signs of collapse. Soon the entire economy collapsed, and a new revenue had to be established.
- b. After the Company became the Diwan of Bengal, it continued its efforts to increase its revenue as much as it could. They bought fine cotton and silk cloth as cheaply as possible. Within five years the value of goods bought by the Company in Bengal doubled. Previously the Company had purchased goods in India by importing gold and silver from Britain but after 1765 they started buying goods for export from the revenue that they collected from Bengal. This caused huge loss of revenue for Bengal which paralysed the economy.
- c. The Munro System was introduced in South India because as soon as the Company acquired territorial control over the parts of South India, it realised that the village structure in the south was different from the north. There was no *zamindar* in the village hence the revenue could be directly collected from the cultivator or *ryot*. Their land was carefully assessed and measured, and revenue was decided accordingly. Munro believed that the British should act as a paternal figure and protect the *ryots* under their charge in the south.
- d. After the Indigo rebellion in 1859, Indigo Commission was set up by the government to investigate the cause of the rebellion, enquire into the system of indigo production and to give suggestions to resolve the issue of discontentment of the farmers.

4. Write long answers (LA) for the following questions.

- a. In 1822, a Company official named Holt Mackenzie invented a new system of revenue collection called the Mahalwari System. Under this system:
 - A village was known as a *mahal*.
 - Each piece of cultivable land or plot in a *mahal* was thoroughly inspected and measured. The revenue was to be revised from time to time
 - Revenue from each plot was estimated and total revenue that each *mahal* had to pay was calculated.
 - The charge of collecting revenue was assigned to the village headman.

- b. The Ryoti system functioned in the following ways:
- Cultivators were forcefully made to sign a contract by the planters.
 - Loan, seed and drill was provided by the planter to the cultivator, but the contract stated that the cultivator must reserve almost 25 per cent of their land for indigo cultivation.
 - While the cultivators prepared the soil, sowed the seed and looked after the crop.
 - After the harvest, the crop was delivered to the planter who again provided another loan to the *ryot*, thus the cycle continued.
- c. The nij system of indigo cultivation was different from the ryoti system in the following ways:

Ryoti System	Nij System
<ul style="list-style-type: none"> • Cultivators were forcefully made to sign a contract by the planters. • Loan, seed and drill was provided by the planter to the cultivator but the contract stated that the cultivator must reserve almost 25 per cent of their land for indigo cultivation. • The cultivators prepared the soil, sowed the seed and looked after the crop. • After the harvest, the crop was delivered to the planter who again provided another loan to the <i>ryot</i>, thus the cycle continued. 	<ul style="list-style-type: none"> • The planter either directly owned the field or took it on rent from a zamindar. • The planter hired labourers to work on the field. • Nij cultivation was mostly at a large scale.

- d. Some of the demerits of the Permanent Settlement System were:
- The revenue was fixed so high that many *zamindars* began to default the payment.
 - Most *zamindars* did not invest in the improvement of land, which resulted in a negligible increase in production.
 - When the prices of the crops in the market rose and cultivation also expanded, the benefits remained with the *zamindars* and the Company gained nothing in revenue as it was already fixed.
 - The system was most oppressive for the peasants as the peasants had to borrow money from the moneylenders to pay high rents to the zamindars, failing which they were evacuated from the land.

Additional Practice Questions

1. Fill in the blanks.

- a. Cornwallis b. Mahalwari c. St Domingue d. slaves

2. Match the following.

- | | |
|-------------|-----------------------|
| a. Ryots | iv. Cultivators |
| b. Lathiyar | i. Lathi wielding men |
| c. Mahal | ii. Village planters |
| d. Satta | iii. An agreement |

3. Write very short answers (VSA) for the following questions.

- a. The cultivators who have tilled the land for generations were called *ryots*.
- b. The Permanent Settlement was a system of collecting land revenue which was introduced by the British. In this the amount to be paid was fixed permanently, that is, it was not to be increased ever in future.
- c. The indigo was much in demand because the Europeans loved their fabrics dyed in the rich blue colour of indigo. So, cloth manufacturers in Italy, France and Britain used indigo to dye cloth.
- d. The two systems of growing indigo were the *nij* system and the *ryoti* system.

4. Write short answers (SA) for the following questions.

- a. Since the Company became the real master of Bengal, its greed for more profits led to the exploitation of Indian artisans which resulted in large-scale migration of artisans from villages to cities. These taxes imposed on the peasants was so high that they were unable to pay it. Such situations coincided with a terrible famine in Bengal in 1770 which killed nearly one crore people. As the economy was in ruins, the Company gained nothing. This compelled the Company to introduce certain measures to improve agriculture. In the wake of such circumstances, the Company was compelled to introduce three different systems of collecting revenues:
 - Permanent Settlement System
 - Mahalwari System
 - Ryotwari System
- b. The Europeans loved their fabrics dyed in its rich blue colour, in comparison to another locally available plant called woad, which provided pale and dull blue colour for dyeing. Due to this high demand of rich blue colour, cloth manufacturers in Italy, France and Britain used indigo to dye cloth. Therefore, Indian indigo was in great demand in Europe as it provided that rich blue colour which the Europeans wanted.
- c. The problems that indigo workers faced were:
 - The price for their produce was very low.
 - The planter forced cultivators to produce indigo on their best soil.
 - After one harvest the soil lost its fertility as indigo plants have deep roots. Due to this the cultivators were unable to grow any other crop for a long period.
 - The price they got for the indigo they produced was very low and the cycle of loans never ended.
- d. The drawbacks of Permanent Settlement system were:
 - Foremost, the revenue was fixed so high that many zamindars began to default the payment.
 - Some zamindars did not invest in the improvement of land, which resulted in a negligible increase in production.
 - The terms of the agreement clearly stated that if a zamindar failed to pay the tax then his zamindari would be auctioned.
 - When the production and prices increased, the Company lost a lot of revenue as the revenue was fixed.
 - A person who cultivated the land found the tax so high that he had to take a loan from the moneylender. If he failed to pay the same, he was evicted from the land that he had tilled for generations.

5. Write long answers (LA) for the following questions.

- a. The difference between Mahalwari System and the Permanent Settlement System were:

Mahalwari System	Permanent Settlement
<ul style="list-style-type: none"> In 1822, a Company official named Holt Mackenzie started a new system of revenue collection called Mahalwari System. 	<ul style="list-style-type: none"> The Permanent Settlement system was introduced in 1793 in the Bengal Province.
<ul style="list-style-type: none"> A village was known as a <i>mahal</i>. 	<ul style="list-style-type: none"> By the terms of the settlement, the rajas and <i>talugdars</i> were recognised as zamindars.
<ul style="list-style-type: none"> Each piece of cultivable land or plot in a <i>mahal</i> was thoroughly inspected and measured. Revenue from each plot was estimated and total revenue from each mahal was calculated. The revenue was to be revised from time to time. 	<ul style="list-style-type: none"> The amount to be paid was fixed (for a long period of time) but the rate fixed was very high.
<ul style="list-style-type: none"> The charge of collecting revenue was assigned to the village headman. 	<ul style="list-style-type: none"> These <i>zamindars</i> were assigned the responsibility of collecting revenue from the peasants and were to pay a fixed amount of revenue to the Company.

- b. In March 1859 thousands of ryots refused to grow indigo. The growing dissatisfaction of the indigo growers in the countryside compelled the indigo growers to revolt. In March 1859, indigo growers rose in revolt against the planters and their agents and vowed not to ever cultivate indigo on their fields. The *ryots* refused to pay rents to the planters, and attacked indigo factories armed with swords and spears, bows and arrows. Women also turned up to fight with pots, pans and kitchen implements. People who worked for the planters were socially boycotted and the agents of the planters were beaten up when they came to collect rent. *Ryots* swore that they would no longer take advance money to sow indigo nor be bullied by the planters' *lathiyals*. The cultivators were supported by the village headmen. Worried by the rebellion, the government brought in the military to protect the planters from assault and set up the Indigo Commission to enquire into the system of indigo production. In order to avoid any rebellion like the 1857, the government issued orders that people should not be forced into signing any indigo contract against their will.
- c. When the Lieutenant Governor toured the indigo growing region in the winter of 1859, the *ryots* saw the tour as a sign of government sympathy for their plight. After the tour, the magistrate, Ashley Eden, issued a notice that *ryots* would not be compelled to accept indigo contracts. Eden did not do this because of sympathy but he did this to placate the peasants and stop the indigo growers from any rebellion. The government did not want another rebellion like the 1857. In 1860, the English government appointed the Indigo Commission to investigate the reasons behind the

rebellion of the indigo growers and present its report on the same. The Commission found the planters guilty of using coercive methods on *ryot*. They also said that the planters used *lathiyals* to beat the *ryots*. It declared that indigo production was not profitable for *ryots*. The Commission asked the *ryots* to fulfil their existing contracts and was also told that they could refuse to produce indigo in future. Soon, indigo production collapsed in Bengal.

- d. The indigo growing villages were usually around the indigo factories which were owned by the planters. The indigo plants, after harvest was taken to the vats in the indigo factory. Three or four vats were required to manufacture the dye. Each vat had a separate function. The leaves of the indigo plants were first soaked in warm water in a vat for several hours. This vat was known as the fermenting or steeper vat. After the plants got fermented and when the liquid began to boil and bubble, the rotten leaves were removed from the vat and the liquid drained into another vat. In the second vat, called the beater vat, the solution was continuously stirred and beaten with paddles. When the liquid gradually turned green and then blue, lime water was added to the vat. Slowly, the indigo separated out in flakes and muddy sediment got settled at the bottom of the vat with a clear liquid on the top. The liquid was drained off and the sediment, the indigo pulp, was transferred to another vat, known as the settling vat, after which it was pressed and dried for sale.

5. Answer the following questions (HOTS).

- a. i. He is Thomas Munro, Governor of Madras from 1819-1826.
ii. He along with Captain Read introduced the Munro System, also known as the Ryotwari System in south India. This is a system to collect land revenue directly from the cultivators who were called *ryots*.
iii. Within a few years of introducing the ryotwari system, the *ryots* were very unhappy as revenue fixed by the officials was too high. Peasants were unable to pay, *ryots* fled the countryside, and villages became deserted in many regions. Optimistic officials had imagined that the new systems would transform the peasants into rich enterprising farmers. But this did not happen.
- b. India is primarily an agrarian economy. To boost the agricultural sector as a whole, the Indian Income Tax Act of 1961 exempts any income one generates through agriculture from tax liability.

The farmers of today are in a much better condition than they were in the 18th and 19th century. Farmers of 18th and 19th century were exploited by the moneylenders and the big zamindars. The zamindars ill-treated them and made them bonded labourers. The farmers of today can take loans from banks but during the 18th and 19th century they had to take loans from the moneylenders who only exploited them by charging high rates of interest and if the farmers were unable to pay then their lands were confiscated by the moneylenders. The farmers of 18th and 19th century had to pay land revenue to the government or the rulers. Today, farmers have access to modern farming equipment which the farmers of 18th and 19th century did not have. Living standard of the farmers of today is much better than what it used to be in the 18th and 19th century.

6. Value-based question.

Hint:

According to me, the condition of the farmers could be better. Some of the ways of helping them to lead a better life would be by:

- Educating them
- Telling them about the different government schemes which they are mostly unaware of
- Teaching them modern farming techniques
- Teaching them the pros of cons of using of pesticides
- Telling them how to market their farm products
- Teach them banking

4 TRIBALS, DIKUS AND THE VISION OF A GOLDEN AGE

NCERT Based Questions

1. Fill in the blanks.

- a. fallow b. Orissa c. cattle herders d. chiefs

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- When the British came face to face with the *adivasis* and their ways of life in India, they looked down upon these indigenous people of India as backward and nomadic. They also disrespected the traditions of such forest-dwelling communities. According to British officials, those who lived in the forests were wild and savage. The British believed that the *adivasis* needed to be settled and civilised, and it was their duty to teach them how to live a settled life.
- The British wanted the tribal groups to settle down and become peasant cultivators as they felt settled peasants were easier to control and administer than nomadic people who were always on the move. The British also wanted to generate regular source of revenue for the company so they introduced different land settlements in which they measured the land, defined the rights of each individual to that land, and fixed the revenue demand from the princely states.
- The Khonds of Orissa regularly went out on ritual hunts and then divided the meat amongst themselves. They gathered fruits like sago, tamarind, mushroom, and collected roots or kanda and mahua seeds from the forest. They used oil extracted from the seeds of the *sal* and *mahua* for cooking. They sold forest produce in the local markets. The local weavers and leather workers bought *kusum* and *palash* flowers to colour their clothes and leather. They also used forest shrubs and herbs for medicinal purposes.
- Tribal groups often did not have sufficient money to buy raw materials that they did not produce locally. The tribal groups were dependent on traders and moneylenders. These traders came around with different things for sale, and sold the goods at high prices to the tribals. On the other hand, moneylenders gave loans to the tribals to meet their cash needs. But the moneylenders charged very high interest for the repayment of such loans. So for the tribals, market and commerce often meant debt and poverty. They therefore hated the moneylenders and the traders and considered them their enemies.

4. Write long answers (LA) for the following questions.

- Different tribal communities practised a variety of activities and earned their livelihoods through shifting cultivation, hunting-gathering, and herding of animals. Many tribal communities of the Northeast and central India practised *jhum* cultivation.

After harvesting one crop, the communities would move to another area. Such kind of practices required free movement of these communities. Revenue system imposed a lot of restrictions in practising jhum cultivation. Many had to leave farming and were compelled to take up work in tea plantations and mines. Transfer of revenue rights from the chiefs to the outsiders angered the Kol adivasis who rose in rebellion. The cruel and oppressive methods of revenue collection and exploitation by moneylenders provoked the Kols to kill the outsiders. Through the nineteenth and twentieth centuries, tribal groups in different parts of the country rebelled against the changes in laws, the restrictions on their practices, the new taxes they had to pay, and the exploitation by traders and moneylenders. Apart from the Kols, the Santhals rose in revolt in 1855, the Bastar Rebellion took place in 1910 and the Warli Revolt in Maharashtra in 1940.

- b. Birsa Munda was born in the mid-1870s into a very poor family. He grew up around the forests of Bohonda, grazing sheep, playing the flute, and dancing in the local *akhara*. Poverty compelled Munda's family to move from place to another looking for work. It was around 1890s that Birsa Munda began to spread ideas of reform within the Munda communities. He walked from village to village and convinced people to give up drinking liquor and refrain from indulging in practices of witchcraft and sorcery. Birsa warned the Munda community against the missionaries and moneylenders who had infiltrated their land and society. He wanted his community to regain their glorious past. Birsa also wanted people to once again work on their land, settle down and cultivate their fields. Soon his ideas motivated people and a movement began to take shape. Afraid, the British government arrested Birsa in 1895, convicted him on charges of rioting and jailed him for two years. He was released from jail in 1897. He again began touring the villages to gather support for his movement. He used traditional symbols and language to rouse people, urging them to destroy the *dikus* and the Europeans and establish a kingdom under his leadership. However the movement fizzled out due to the death of Birsa Munda in 1900.
- c. Tribal groups often needed to buy and sell in order to be able to get the goods that were not produced within the locality. This made them depend on traders and moneylenders. The traders came with things for sale, and sold them at high prices. Moneylenders gave loans with which the tribals met their cash needs but the interest charged on the loans was usually very high. So for the tribals, market and commerce often meant debt and poverty.
- d. The forest laws and new changes brought in by the British were not welcomed by the forest dwelling communities. Not only were these communities economically dependent on forests but their ways of life, religious practices and social customs also revolved around forests. Therefore, through the nineteenth and twentieth centuries, tribal groups in different parts of the country rebelled against the changes in laws, the restrictions on their practices, the new taxes they had to pay, and the exploitation by traders and moneylenders. The Kols rebelled in 1831-32, Santhals rose in revolt in 1855, the Bastar Rebellion in central India broke out in 1910 and the Warli Revolt in Maharashtra in 1940.

Additional Practice Questions

1. Fill in the blanks.

- a. *Sal, mahua* b. dyeing c. Gonds, Santhals d. cocoons

2. Match the following.

- | | |
|----------------|------------------|
| a. Bakarwals | iii. Kashmir |
| b. Gaddis | iv. Kullu |
| c. Khonds | i. Orissa |
| d. Van Gujjars | ii. Punjab Hills |

3. Write very short answers (VSA) for the following questions.

- Birsa was born in the mid-1870s into a poor Munda family. He grew up around the forests of Bohonda. He fought for the upliftment and reform of the Munda community.
- Some villages were allowed inside the forests as it ensured the Forest Department of a regular supply of cheap labour for cutting trees for timber and someone to look after the forests.
- Traders, moneylenders, missionaries, landlords and the British were referred to as *dikus*.
- Birsa Munda died of cholera in 1900.

4. Write short answers (SA) for the following questions.

- The British were uncomfortable with groups who moved about and did not have a fixed home. They wanted tribal groups to settle down and become peasant cultivators as they believed that settled peasants were easier to control and administer than people who were always on the move.
- When the British declared that the forests were state property, people were not allowed to move freely inside the forests. They could not practise *jhum* cultivation nor were allowed to collect fruits, or hunt animals. Many were therefore, forced to move to other areas in search of work and livelihood.
- Once the British stopped the tribal people from living inside forests, they realised that the Forest Department will not get its labour to cut trees for railway sleepers and to transport logs.
- Occupations of the tribals were:
 - Herding and rearing animals
 - Pastoralists moved with their herds of cattle or sheep according to the seasons,
 - Van Gujjars of the Punjab hills and the Labadis of Andhra Pradesh were cattle herders.
 - Gaddis of Kulu were shepherds, and the Bakarwals of Kashmir reared goats.

5. Write long answers (LA) for the following questions.

- Santhals formed one of the largest tribal communities in India. They lived in the hilly regions of Jharkhand, West Bengal, and Bihar. The corrupt practices of moneylenders and *zamindars* had completely destroyed their traditional ways of life. Many had become bonded labourers. Because of these circumstances, the Santhals rose in rebellion in June 1855. The rebellion was led by two brothers Sidhu and Kanhu. Armed with swords and arrows, they launched a brave attack on moneylenders, *zamindars* and the British. The rebellion was brutally suppressed by the British in which thousands of Santhals were killed and the leaders were caught and put to death.

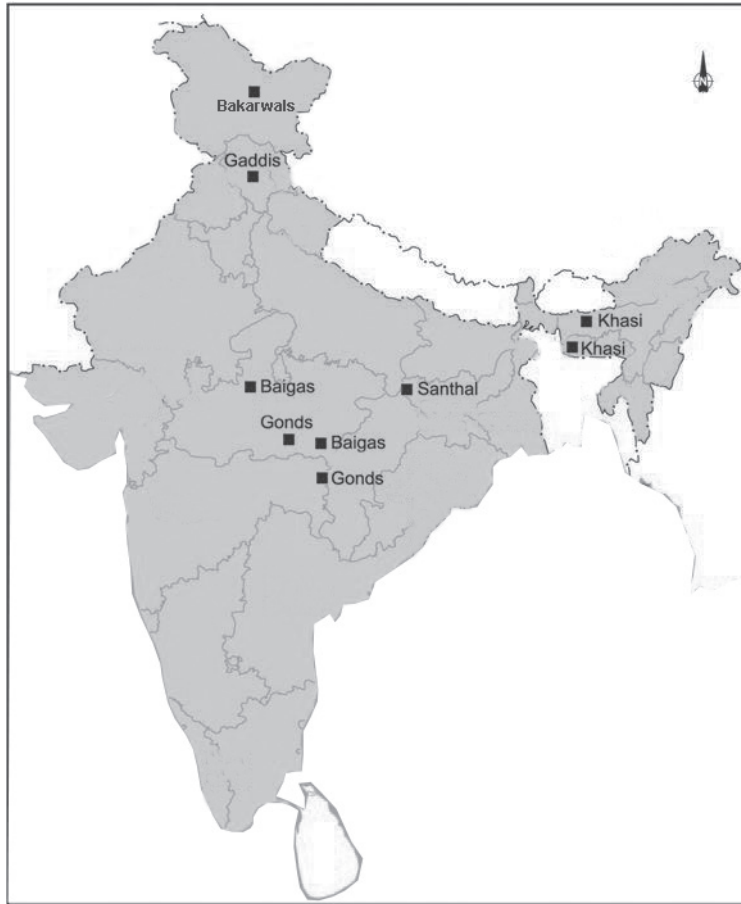
- b. Birsa Munda died of Cholera in 1900. However, the legacy of Birsa Munda continued to inspire tribals across regions. These revolts were important for many reasons. First, the rebellions compelled the British government to make more inclusive laws in order to protect the traditional rights of tribals on their forests and land. Secondly, it showed that the tribal people had the capacity to protest against injustice and express their anger against colonial rule. They did this in their own specific way, inventing their own rituals and symbols of struggle.
- c. Different tribal communities practiced different activities and earned their livelihoods by different means. Many tribal communities of the Northeast and central India practised *jhum* cultivation. In this, after harvesting one crop, the communities would move to another area. Some tribals were hunter-gatherers. They lived on forest produce and collected seeds of *mahua* and *sal* and extracted oil for cooking. They hunted animals in groups and shared their catch with the community. Many tribal groups lived by herding and rearing animals. They were pastoralists who moved with their herds of cattle or sheep according to the seasons. Some tribal groups had also settled down and cultivated their fields in one place year after year. They did not move from one place to another. The tribal communities had tribal chiefs who enjoyed economic power and had the right to administer and control their territories. In some places they had their own police and decided on the local rules of land and forest management. The life of the tribal communities changed after the British took over.

6. Answer the following questions (HOTS).

- a. Different tribal communities practised a variety of activities and earned their livelihoods through shifting cultivation, hunting-gathering, herding animals, etc. The hunter-gatherer tribal communities lived on forest produce. They collected seeds of *mahua* and *sal* to extract oil for cooking. They hunted animals in groups and shared their catch with the community. The tribals used different types of forest shrubs and herbs for medicinal purposes and sold forest produce in the local markets. On the other hand people living in the towns led a more settled life. Caste system was prevalent in the towns and not in the tribal communities. The tribals largely remained societies whose economic activities revolved mainly around producing goods for self-consumption whereas the people in the towns were traders, manufacturers of different types of goods, teachers, soldiers, etc.
- b. Yes the rebellions were justified as no one likes to be uprooted from their homes. Introduction of forest laws had rendered the tribes living in the forest homeless. They did not have any other sources of livelihood. Because of which they had to work as labourers in tea plantations and mines. They resented doing this. The corrupt practices of moneylenders and *zamindars* had completely destroyed the traditional ways of life of the tribals. Many had become bonded labourers. The British also meddled with the structure of tribal societies. The tribal chiefs, who enjoyed considerable autonomy before the arrival of the British, were forced to give up certain rights and powers over their communities due to newly made laws. The tribal communities resented such a change, seeing it as an attack on their traditional practices. All these reasons pushed the tribals to rebel.

7. Map Work

- Gonds • Baigas • Santhals • Bakarwals • Khasi • Gaddis



8. Value-based question.

Hint:

- The British should not have interfered in the lives of the tribals as every community have their own way of life.
- The tribals should have been allowed to live the way had been living. Changes should have been introduced slowly.
- By making the forest laws, the tribals lost their home overnight.
- The British should have helped the tribals to settle down and should have seen to it that they are not exploited by the moneylenders and the zamindars.

4. Write long answers (LA) for the following questions.

- a. The different reasons for unrest in society in 1857 were:
- Unhappiness of the peasants and *zamindars* due to high land revenue which they found difficult to generate and in the bargain lost their land to the moneylenders or the government.
 - The sepoys were unhappy due to very low salaries and allowances.
 - The British were introducing social changes that the people did not like.
 - The Sepoys did not want to cross the seas as they feared losing their religion and caste.
 - Christian missionaries were converting people and the government were giving them the rights to inherit ancestral property.
 - The rulers being overpowered by the British. Their regions were being taken away on the pretext of policies like the Subsidiary Alliance, Doctrine of Lapse and misrule.
- b. The British forces were able to suppress the revolt with all their strength. Some of the measures were:
- The Company brought reinforcement from England and passed new stringent laws to convict the rebels.
 - Indian troops were disarmed, and diplomatic tactics were employed to break the Hindu–Muslim unity.
 - New regiments were raised and sent to Delhi to recapture it. The recapture of Delhi was followed by a reign of terror in which thousands of innocent people were put to death.
 - Emperor Bahadur Shah Zafar was arrested, and his two sons and a grandson were shot dead.
 - Bahadur Shah and his wife were sent to prison in Rangoon in 1858, where he died in isolation.
 - In March 1858, Lucknow was recaptured and all the rebels were arrested and hanged.
 - Nana Sahib, after being defeated, refused to surrender and escaped to Nepal.
 - At Jhansi, Rani Lakshmi Bai was defeated and killed by the British forces in June 1858.
 - Tantia Tope fled to the jungles of central India and in April 1859, he was captured and hanged.
 - Loyal landholders were rewarded and were promised to continue to enjoy traditional rights over their property.
 - The rebels surrendered, thousands were massacred and hundreds were hanged without trial.
- c. The Revolt of 1857 had shaken the foundation of the Company rule in India. The steps that the British took after the Revolt were:
- The rule of the East India Company was brought to an end and the British Parliament transferred the control of Indian administration from the Company to the Crown, through an act in 1858.
 - The affairs of the Government of India were now to be controlled by the Secretary of State for India.
 - The Governor-General of India was given the title of Viceroy.
 - India rulers were asked to acknowledge the British Queen as their ‘Sovereign Paramount’.

- The Doctrine of Lapse was abolished. The right to adopt sons for the purpose of succession was restored to the princes.
 - It was decided to reduce the proportion of Indian sepoy in the army and increase the proportion of Europeans. The artillery was placed only in the hands of the Europeans.
 - The Muslim population was alienated and their land and properties were confiscated as they were viewed with suspicion.
 - The land policies were made to protect the landlords and *zamindars* and gave them rights over their land.
- d. The revolt spread throughout northern and central India at Lucknow, Allahabad, Kanpur, Bareilly, Banaras, in parts of Bihar, Jhansi and other places. The rebel sepoy were joined by common people, local leaders, *zamindars* and chiefs who wanted to fight the British to regain their lost territories and re-establish their authority. In Kanpur, the Revolt was led by Nana Sahib, the adopted son of Peshwa Baji Rao II. He was joined by his able and experienced army general, Tantia Tope. Nana Sahib captured Kanpur and proclaimed himself as the Peshwa and a governor under Emperor Bahadur Shah Zafar.
- In Lucknow the rebel sepoy were joined by the disbanded sepoy of the Awadh army. The rebellion broke out in Lucknow on June 4, 1857. It was led by Begum Hazrat Mahal, the wife of the deposed Nawab Wajid Ali Shah.
- Rani Lakshmi Bai joined the rebel sepoy and fought against the British and she died fighting in a soldier's uniform.
- Many new leaders led the revolt at various places. At Bareilly, Khan Bahadur Khan proclaimed himself the Nawab Nazim. In Bihar, a local *zamindar* raised the banner of the revolt. He fought against the British troops and recorded victories in many battles. Maulvi Ahmadullah Shah was one of the many *maulvis* who played an important part in the Revolt of 1857.

Additional Practice Questions

1. Fill in the blanks.

- | | | |
|-----------------------|-----------------------|-----------------|
| a. Bahadur Shah Zafar | b. Viceroy | c. killed, 1858 |
| d. cartridges | e. killed, April 1859 | |

2. Choose the correct option.

- a. iii. Meerut
- b. ii. killing European officers
- c. ii. Rangoon
- d. ii. Faizabad
- e. i. Peshwa Baji Rao II

3. Write very short answers (VSA) for the following questions.

- a. Tantia Tope was the general of Nana Saheb. After the 1857 rebellion, he escaped to the jungles but was eventually captured, tried and killed by the British in April 1859.
- b. The sepoy of Meerut did not want to use the cartridges which were suspected of being coated with the fat of cows and pigs.

- c. After becoming the leader of the rebels, the first thing that Bahadur Shah Zafar did was to write letters to all the chiefs and rulers of the country to come forward and organise a confederacy of Indian states to fight the British.
- d. Ahmadullah Shah was a *maulvi* by profession. He prophesied that the rule of the British would come to an end soon.
- e. The Muslims were treated with suspicion and hostility because the British believed that they were responsible for the 1857 rebellion in a big way.

4. Write short answers (SA) for the following questions.

- a. People in India at that time believed that if they crossed the sea they would lose their religion and caste. So, when in 1824 the sepoys were told to go to Burma to fight for the Company, they refused to follow the order. In 1856 the Company passed a new law which stated that every new person who took up employment in the Company's army had to agree to serve overseas if required.
- b. In 1801, a subsidiary alliance was imposed on Awadh, and in 1856 it was taken over. Governor-General Dalhousie declared that Awadh was being misgoverned and the British rule was needed to ensure proper administration.
- c. The Indian sepoys were unhappy for the following reasons:
 - Poor salary, and allowances
 - Very bad conditions of service
 - Some of the new rules introduced by the British which violated their religious sensibilities and beliefs like travelling overseas
 - High taxes and the rigid methods of revenue collection in the countryside also made them unhappy as many sepoys were peasants had their families had to face hardship as they lived in the countryside.
- d. The British believed that Indian society had to be reformed for which they passed certain laws.
 - A law was passed to stop the practice of sati
 - Encouraged the remarriage of widows
 - Promoted English language education

5. Write long answers (LA) for the following questions.

- a. Some of the measures that the British took to suppress the revolt were:
 - The Company brought reinforcement from England.
 - Indian troops were disarmed, and diplomatic tactics were employed to break the Hindu–Muslim unity.
 - New regiments were raised and sent to Delhi to recapture it. It was followed by a reign of terror in which thousands of innocent people were put to death.
 - Emperor Bahadur Shah Zafar was arrested and sent to prison in Rangoon in 1858. His two sons and a grandson were shot dead.
 - In March 1858, Lucknow was recaptured and all the rebels were arrested and hanged.
 - At Jhansi, Rani Lakshmi Bai was defeated and killed by the British forces in June 1858.
 - Tantia Tope fled to the jungles of central India and in April 1859, he was captured and hanged.
 - The rebels surrendered and thousands were massacred and hundreds were hanged without trial.

- b. On 29 March 1857, the sepoys at Barrackpore refused to use the greased cartridge. One Brahmin sepoy called Mangal Pandey attacked and fired at his officer when he was forced to use the greased cartridge. Mangal Pandey was arrested and hanged to death for killing the British officer. This had a huge impact on the sepoys serving in the British army.
- Enraged, the sepoys of the Meerut army broke out in open rebellion. They shot their officers, released their fellow sepoys and headed towards Delhi. They captured Delhi on 12 May 1857.
 - The sepoys gathered around the Red Fort and forced Bahadur Shah Zafar, the Mughal Emperor, to sign the proclamation and declare himself the Emperor of India. He wrote letters to all the chiefs and rulers of the country to come forward and organise a confederacy of Indian states to fight the British. The involvement of Bahadur Shah changed the situation altogether.
 - Regiment after regiment mutinied and took off to join other troops at nodal points like Delhi, Kanpur and Lucknow. After them, the people of the towns and villages also rose up in rebellion and rallied around local leaders, zamindars and chiefs who were prepared to establish their authority and fight the British.
 - The rebellion broke out in Lucknow on 4 June 1857. Begum Hazrat Mahal led the rebellion.
 - The rebels besieged the British barracks in the Lucknow Residency for many months.
 - The Revolt was led by Nana Sahib in Kanpur and was joined by his able army general, Tantia Tope.
 - Nana Sahib captured Kanpur and proclaimed himself as the Peshwa and a governor under Emperor Bahadur Shah Zafar.
 - Rani Lakshmi Bai joined the rebel sepoys and fought against the British but Jhansi was captured by the British.
 - Many new leaders came up in this revolt and played an important part in the Revolt of 1857.
 - Experiencing many defeats, the British took many measures to suppress the revolt by defeating the forces of different rulers who had revolted.
- c. The introduction of the new Enfield rifle in which greased cartridges had to be used became the immediate cause of the Uprising of 1857. There was a rumour that the fat of cows and pigs was used to grease the cartridges. The British authorities denied the charge and forced the sepoys to use these cartridges which infuriated the sepoys and rose in rebellion at Barrackpore. The episode of the greased cartridges provided the much-needed spark to trigger off the discontentment of the people and led to the rebellion. The sepoys were joined in their rebellion by all sections of the society—the *zamindars*, the landlords, the peasants, and artisans as everybody were extremely unhappy by the British government. The revolt spread throughout northern and central India at Lucknow, Allahabad, Kanpur, Bareilly, Banaras, in parts of Bihar, Jhansi and other places. The Mughal Emperor Bahadur Shah Zafar in Delhi, Hazrat Mahal in Lucknow, and Rani Lakshmi Bai from Jhansi. Threatened by the expansion of British rule, many of the rulers felt that if the Mughal emperor could rule again, they too would be able to rule their own territories once again. Many new leaders came up who also played an important part in the Revolt of 1857. Therefore, we can say that what started as a Sepoy Mutiny assumed an all India character.

- d. Some of the grievances of the people of India against the British were:
- High land revenue which the peasants found it difficult to generate and, in the bargain, lost their land to the moneylenders or the government.
 - The sepoys were unhappy due to very low salaries and allowances.
 - Introduction of some social changes like widow remarriage that the people did not like.
 - The sepoys were unhappy as they were forced to cross the seas which the sepoys did not like as they feared that by doing so they will lose their religion and caste.
 - Imposition of tax on property held by temples and *dargahs* alarmed and enraged the people.
 - The Christian missionaries were granted unrestricted entry into India and were allowed to own property.
 - The rulers were being overpowered by the British and their regions were being taken away on the pretext of policies like the Subsidiary Alliance, Doctrine of Lapse and misrule.

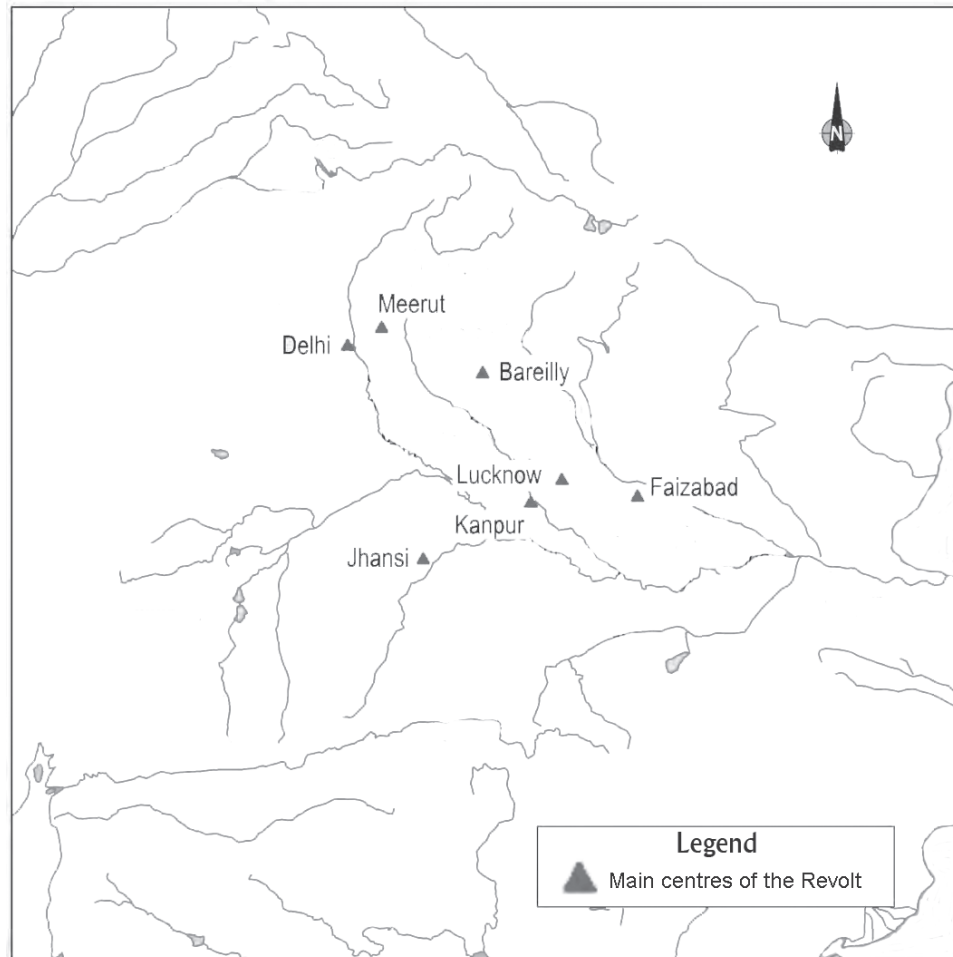
6. Answer the following questions (HOTS).

- a. The main reason why the British were able to suppress the uprising was that there was no unity among the Indian rulers. Most of the Indian rulers remained loyal and gave valuable services to the British in the suppression of the revolt. The British tried in different ways to gain the loyalty of the people. Loyal landholders were rewarded and were promised to continue to enjoy traditional rights over their property. The defeat of rebel forces encouraged desertions. They even assured the rebels that they would be pardoned if they surrendered and if they had not killed any English people. However, after the rebels surrendered, thousands were massacred, and hundreds were hanged without trial. Hundreds of sepoys, rebels, nawabs and rajas were tried and hanged.
- b. Despite the failure, the Revolt was the first joint effort of the masses to oust the British from India. It sparked nationalist sentiments in the hearts of the Indians across the Subcontinent. Therefore, it is also regarded as India's First War of Independence. This revolt made the Indians confident that if they got together they can get independence from the British rule. If this revolt did not happen then I think the Indians would not have got the idea of fighting the British. Feeling of nationalism would not have developed to the extent that it did after the Revolt. The British would have continued their domination and their subjugation policies towards India.
- c. i. The name of the personality is Mangal Pandey.
ii. Mangal Pandey is famous for being the first to revolt and kill a British officer for being compelled to use the greased cartridges.
iii. On March 29, 1857, the sepoys at Barrackpore refused to use the greased cartridge. When compelled to do so, one Brahmin sepoy, Mangal Pandey, attacked and fired at his officer. Mangal Pandey was arrested and hanged to death for killing the British officer. This event had a huge impact on the sepoys serving in the British army.
- d. i. The excerpt is based on the reasons that led to the sepoy mutiny in Meerut. How the sepoys were punished for not wanting to use the greased cartridges by the British dispensation.
ii. The sepoys were unhappy with their low salaries and allowances. The sepoys were made to cross the seas which they did not want as they feared losing their religion and caste. They were made to use the cartridges which was rumoured to be greased with the fat of cow and pigs.

On 8 May, around 85 sepoys of the 3rd cavalry were court-martialled when they refused to use the greased cartridges. They were then sentenced to long term imprisonment. Enraged, the sepoys of the Meerut army broke out in open rebellion. They shot their officers, released their fellow sepoys and headed towards Delhi. They captured Delhi on 12 May 1857.

7. Map Work

(Base your map work on this reference map.)



8. Value-based question.

Hint: (Probable Answer)

The sepoys were very angry. They were being punished for not using the cartridges. Mangal Pandey was executed in Barrackpore. Sepoys in Meerut were given long term imprisonment for refusing to use the cartridges. Under these circumstances the soldiers were bound to get angry. Their grievances were not being addressed by the British government. But I feel they should not have taken the law in their hands. They should not have killed the British officers. There are other ways of protesting like non-cooperation and strike. If I was a sepoy I would have taken out protest rallies and would have gone on strike. If required, I would have resigned from my job.

6 COLONIALISM AND THE CITY

THE STORY OF AN IMPERIAL CAPITAL

NCERT Based Questions

1. Fill in the blanks.

- a. de-urbanisation b. Black c. Calcutta
d. Letters e. Edwin Lutyens

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- a. For administrative purposes, colonial India was divided into three Presidencies by the British. The Presidency cities were Bombay, Madras and Calcutta. These cities grew as there were factories and trading centres of the East India Company. They became the centres of British power in the different regions of India. These cities grew and the old cities that had thrived on trade started to decline.
- b. In the Presidency towns of Madras, Bombay and Calcutta, the living spaces of Indians and the British were sharply separated. The area where the Indians lived was known as black areas, while the area where the British lived was known as the white area. The white area was well-laid out and clean whereas, the black area was highly congested and not well planned.
- c. During the Revolt, the British had realised that the Mughal emperor was still important to the people and they saw him as their leader. It was therefore important to celebrate British power with pomp and show in the city the Mughal emperors had earlier ruled, and the place which had turned into a rebel stronghold in 1857. The British also wanted to assert their supremacy so they held Durbars here.
- d. Delhi was chosen as the new capital of the British government because it was the place from where the Mughal emperors ruled and that if they made Delhi their capital then it will deter rebellions. Delhi was also strategically located so the British government thought that by making Delhi the capital, they will be able to control the other regions easily.

4. Write long answers (LA) for the following questions.

- a. In the late eighteenth century, Calcutta, Bombay and Madras rose in importance as Presidency cities. They became the centres of British power in the different regions of India. Due to this many smaller cities declined. Many towns manufacturing specialised goods declined due to a drop in the demand. Old trading centres and ports could not survive when the flow of trade moved to new centres. During the pre-colonial period, cities such as Surat, Machlipatnam and Seringapatam were important commercial hubs. As the Mughal power declined, many old important towns lost their significance and new towns and cities rose to prominence.

- b. Shahjahanabad was built by Shah Jahan. Construction of the city started in 1639. It consisted of a fort-palace complex and the city adjoining it. Lal Qila or the Red Fort contained the palace complex. To its west was the Walled City with 14 gates. The main streets of Chandni Chowk and Faiz Bazaar were broad. A canal ran down the centre of Chandni Chowk. It had densely packed *mohallas* and several bazaars. The Jama Masjid, the largest and grandest mosques in India, was built here. Delhi during Shah Jahan's time was also an important centre of Sufi culture. It had several dargahs, khanqahs and idgahs. There were open squares, winding lanes, and water channels in this city. There were sharp divisions between rich and poor. Havelis or mansions were interspersed with numerous mud houses of the poor.
- c. *Havelis* were an important feature of Shahjahanabad. The Mughal aristocracy in the seventeenth and eighteenth centuries lived in grand mansions called havelis. In the mid-nineteenth century there were at least a hundred such havelis. These havelis had large walled compounds with mansions, courtyards and fountains. A haveli housed many families. When one entered the haveli, one had to pass through a beautiful gateway into an open courtyard which would be surrounded by public rooms meant for visitors and business, used exclusively by males. Inner courtyard with its pavilions and rooms was meant for the women of the household. Rooms in the havelis had multiple uses and had very little furniture.
- d. Edwin Lutyens and Herbert Becker were chosen to design New Delhi. They wanted to create a city on the lines of Paris and Rome. The idea was to have a city which was not congested like the old city of Shahjahanabad. Lutyens visualised long avenues with lawns on both sides, lined with monuments and the seat of power at one end. For this Raisina Hill was chosen as the site for Viceroy's House. The architects incorporated Indian architectural elements such as carved stone elephants, *chhatris*, *jalis* and red sandstone.

Additional Practice Questions

1. Fill in the blanks.

- | | | |
|----------------------|----------------|-------------|
| a. industrialisation | b. Shah Jahan | c. Marathas |
| d. renaissance | e. Jama Masjid | |

2. Match the columns.

- | | |
|-------------------|--------------------|
| a. Lord Hardinge | v. Viceroy |
| b. Mirza Galib | iii. Poet |
| c. Shahjahanabad | iv. Walled city |
| d. Madras | i. Presidency city |
| e. Edward Lutyens | ii. An architect |

3. Write very short answers (VSA) for the following questions.

- a. Madras, Calcutta and Bombay were the Presidency cities.
- b. Cities such as Machlipatnam, Surat and Seringapatam were deurbanised during the nineteenth century.
- c. The durbar was held to mark the coronation of King George V in which Delhi was announced as the imperial capital and the foundation stone of New Delhi was laid.

- d. Edwin Lutyens and Herbert Becker were the architects of New Delhi.
- e. The British wanted to assert their supremacy and their importance that is why the architect made sure that the Viceroy's Palace was higher than Shah Jahan's Jama Masjid.

4. Write short answers (SA) for the following questions.

- a. After the British suppressed the Revolt, they embarked on a campaign of revenge and plunder. To prevent another rebellion, the British exiled Bahadur Shah to Burma, dismantled his court, razed several of the palaces, closed down gardens and built barracks for troops in their place.
- b. Edwin Lutyens and Herbert Becker were chosen to design New Delhi. They wanted to create a city on the lines of Paris and Rome. The idea was to have a city which was not congested like the old city of Shahjahanabad. Lutyens visualised long avenues with lawns on both sides, lined with monuments and the seat of power at one end. For this Raisina Hill was chosen as the site for Viceroy's House. The architects incorporated Indian architectural elements such as carved stone elephants, *chhatris*, *jalis* and red sandstone.
- c. The British were fully aware of the symbolic importance of Delhi. After the revolt of 1857 they realised the importance of ruling from Delhi. So the British decided to shift their capital from Calcutta to Delhi. They planned to build a new city as they did not want to live in the congested old city of Shahjahanabad. The British did not want to live crowded mohallas and narrow bylanes. They wanted a city with broad, straight streets lined with sprawling mansions set in the middle of large compounds with clean and hygienic surroundings.
- d. For administrative purposes, colonial India was divided into three Presidencies by the British. These Presidencies were Bombay, Madras and Calcutta. These cities grew as there were factories and trading centres of the East India Company.
- e. Many of the Mughal amirs were unable to maintain the havelis as they did not have the power or means to maintain them under the British rule. Havelis therefore began to be subdivided and sold. Often the street front of the havelis became shops or warehouses. Some havelis were taken over by the upcoming mercantile class, but many fell into decay and disuse.

5. Write long answers (LA) for the following questions.

- a. *Havelis* were an important feature of the city. The Mughal aristocracy in the seventeenth and eighteenth centuries lived in grand mansions called havelis. In the mid-nineteenth century there were at least a hundred such havelis. These havelis had large walled compounds with mansions, courtyards and fountains. A haveli housed many families. When one entered the haveli, one had to pass through a beautiful gateway into an open courtyard which would be surrounded by public rooms meant for visitors and business, used exclusively by males. Inner courtyard with its pavilions and rooms was meant for the women of the household. Rooms in the havelis had multiple uses and had very little furniture.
- b. After the recapture of Delhi in 1857, the British drove out people, broke into houses, dug up floors and looted the contents. The British troops occupied the principal mosques, particularly the Jama Masjid. Barracks were made in the haram courts. The residence of the royal family, courts and the gardens were completely ruined. The royal library was also vandalised. Jahanara's gardens were destroyed for the

construction of a railway line. The Town Hall was built at Begum ki serai. Excellent water supply system and drainage which was excellent was neglected. The system of wells or baolis also broke down. The channels to remove household waste were damaged.

- c. Shahjahanabad was built by Shah Jahan. Construction of the city started in 1639. It consisted of a fort-palace complex and the city adjoining it. Lal Qila or the Red Fort contained the palace complex. To its west was the Walled City with 14 gates. The main streets of Chandni Chowk and Faiz Bazaar were broad. A canal ran down the centre of Chandni Chowk. It had densely packed *mohallas* and several bazaars. The Jama Masjid, the largest and grandest mosques in India, was built here. Delhi during Shah Jahan's time was also an important centre of Sufi culture. It had several *dargahs*, *khanqahs* and *idgahs*. There were open squares, winding lanes, and water channels in this city. There were sharp divisions between rich and poor. Havelis or mansions were interspersed with numerous mud houses of the poor.
- d. After India's partition in 1947, about 5 lakh people arrived in Delhi from Pakistan. Most of them belonged to the Punjab region. A large number of people also left Delhi and migrated to Pakistan. The refugees stayed in makeshift camps, military barracks, schools and abandoned homes. Colonies such as Lajpat Nagar and Tilak Nagar were refugee colonies which became economic hubs later. Some got the opportunity to occupy residences that had been vacated. Shops and stalls were set up to cater to the demands of the migrants. Schools and colleges were also opened for them. The skills and occupations of the refugees were quite different from the people they replaced. Many of the Muslims who went to Pakistan were artisans, small traders and labourers. The new migrants were rural landlords, lawyers, teachers, traders and small shopkeepers. Partition changed their lives, and their occupations. They had to take up new jobs as hawkers, vendors, carpenters and ironsmiths.
- e. Figure A is a colonial bungalow. The colonial bungalow was quite different from the haveli. Meant for one nuclear family, it was a large single storeyed structure with a pitched roof, usually constructed on one or two acres of open ground. It had separate living and dining rooms and bedrooms, and a wide veranda running in the front, and sometimes on three sides. Kitchens, stables and servants' quarters were in a separate space from the main house. The women of the household often sat on the verandas to supervise tailors or other tradesmen.
Figure B is a haveli. The Mughal aristocracy lived in these grand mansions called havelis. A haveli housed many families. These havelis had large walled compounds with mansions, courtyards and fountains. One had to pass through a beautiful gateway into an open courtyard. The courtyard was surrounded by public rooms meant for visitors and business. Male members used this area. Inner courtyard with its pavilions and rooms was meant for the women of the household. Rooms in the havelis had multiple uses and had very little furniture.

6. Answer the following questions (HOTS).

- a. Delhi has a long history and has been an important political centre of India as the capital of several empires. As many as 14 capital cities were founded in a small area of about 60 square miles on the left bank of the river Yamuna. The remains of all other capitals may be seen on a visit to the modern city-state of Delhi. Of these, the most important are the capital cities built between the twelfth and seventeenth centuries. Delhi has been the capital of the Delhi Sultanate in the 12th century. Since then,

Delhi has been the centre of a succession of mighty empires and powerful kingdoms, making Delhi one of the longest serving Capitals and one of the oldest inhabited cities in the world. According to the Hindu epic Mahabharata, a city called Indraprastha was the capital of the Pandavas. It is believed that Purana Qila was built over the site of ancient Indraprastha. Delhi was the capital of the Mughals from the reign of Shah Jahan, during the British rule and now it is the capital of Independent India. Therefore, it can be concluded that 'Delhi is a city born to rule'.

- b. The overall look of the buildings constructed by the British in India was of Classical Greece style along with some Indian style architecture. For instance, the central dome of the Viceroy's Palace was copied from the Buddhist stupa at Sanchi, and the red sandstone and carved screens or *jalis* were borrowed from Mughal architecture. The colonial bungalows were large single storeyed structure with a pitched roof with a huge open ground. The bungalows had a wide veranda running in the front, and sometimes on three sides. Kitchens, stables and servants' quarters were in a separate space from the main house.

Buildings that are constructed today are mostly double storeys or multi-storeys. This is because there is paucity of space. People have started living in smaller houses or flats as big houses are difficult to maintain. The architecture followed in the cities and towns are more western. Traditional style of architecture requires trained workers which is difficult to get nowadays.

7. Value-based question.

Hint:

Old parts of a city have a lot of traditional culture in it. It is very important that we do not forget our past and culture. Therefore, we need to preserve these areas so that the future generation is exposed to our past. They will come to know how people lived in the past.

Suggestions to the local authorities would be:

- To restore the old architecture.
- Clean the area from the squatters.
- Maintain the area and keep the old-world charm intact.
- Make the area into a tourist destination .

in England. The textile made in Britain was cheap and had nearly tariff-free entry in the Indian markets. Indian textiles found it difficult to compete with factory-made British textiles, which were cheaper in price. British compelled India, to supply raw materials to serve their cotton industries which created shortage for raw cotton for native weavers, who were forced to buy it at high price which further impacted the meagre earnings of the weavers. Shrinking demand for Indian textiles threw many artisans such as spinners, weavers, dyers, and block printers out of their traditional occupations. Many of them moved to work in plantation fields, and a large number of people moved to new cities and started working in cotton mills of Bombay, Kanpur, Ahmadabad, Sholapur and other parts of the country.

- b. Beginning from the early 19th century, Bombay emerged as an important port city. It was the place from where cotton was exported to other parts of the world. Lying in close proximity to the cotton growing regions of Maharashtra and Gujarat, it was a suitable place for setting up cotton mills. The first cotton mill in India was set up as a spinning mill in Bombay in 1854. Many of the cotton mills were established by Parsi and Gujarati businessmen who had made their money through trade with China. By 1900, over 84 mills started operating in Bombay. Mills came up in other cities too. The first mill in Ahmedabad was started in 1861. A year later a mill was established in Kanpur, in the United Provinces. Growth of cotton mills led to a demand for labour. Thousands of poor peasants, artisans and agricultural labourers moved to the cities to work in the mills. The first major spurt in the development of cotton factory production in India was during the First World War when textile imports from Britain declined and Indian factories were called upon to produce cloth for military supplies.
- c. Smelters mixed iron with charcoal in furnaces and put inside small clay pots. Through an intricate control of temperatures, the smelters produced steel ingots that were used for sword making. The swords and armour making industry died with the conquest of India by the British. In most villages, furnaces fell into disuse and the amount of iron produced came down. Some of the reasons were:
- Strict forest laws introduced by the Colonial government. When the colonial government prevented people from entering the reserved forests, how could the iron smelters find wood for charcoal? Where could they get iron ore? Many gave up their craft and looked for other means of livelihood. In some areas the government did grant access to the forest. But the iron smelters had to pay a very high tax to the forest department for every furnace they used. This reduced their income.
 - Moreover, by the late nineteenth century iron and steel was being imported from Britain. Ironsmiths in India began using the imported iron to manufacture utensils and implements. This inevitably lowered the demand for iron produced by local smelters.
- d. The popularity of Indian textiles can be gauged from the fact that many Indian words were assimilated in the European languages. For example, when Portuguese carried Indian cotton textile from the port town of Calicut to Europe, they referred to it as 'calico', which eventually became a common term for all the cotton textiles. English word 'chintz', which we use for all printed cotton fabrics today, was derived from a Hindi word *chhinth*. It was used in reference to piece of cloth, which had beautiful, small flower patterns made by the Indian artists. From 1600 to 1800, the chintz produced in India was so popular among the rich in Europe that even the members of the European royal families loved wearing it. There are many words which point to the popularity of Indian textiles in Western markets.

Additional Practice Questions

1. Fill in the blanks.

- a. chhinh
d. 1720
- b. Sholapur, Madurai
e. *tanti*
- c. *chintz*

2. Give one word answer.

- a. *jamdani*
d. muslin
- b. calico
e. bandanna
- c. spinning jenny

3. Write very short answers (VSA) for the following questions.

- In 1764, the spinning jenny was invented by John Kaye which increased the productivity of the traditional spindles.
- Richard Arkwright in 1786 invented the steam engine which revolutionised cotton textile weaving.
- TISCO was started by Jamsetji Tata and his son Dorabji Tata on the banks of River Subarnarekha. The city is now known as Jamshedpur.
- Lucknow and Dacca in Bengal were the two important centres for *jamdani* weaving.
- Khadi cloth became the symbol of nationalism.

4. Write short answers (SA) for the following questions.

- In 1764, the spinning jenny was invented by John Kaye which increased the productivity of the traditional spindles. With this machine a single worker could operate several spindles on to which thread could be spun. This led to cheap production of cloth. Cloth could now be woven in immense quantities and cheaply too. Therefore the development of cotton industries in Britain affected textile producers in India.
- By the early eighteenth century, worried by the popularity of Indian textiles, wool and silk makers in England began protesting against the import of Indian cotton textiles. In 1720, the British government enacted a legislation banning the use of printed cotton textiles, *chintz*, in England. This Act was known as the Calico Act.
- Spinning jenny was a machine which a single worker could operate several spindles on to which thread was spun. When the wheel was turned all the spindles rotated.
- Textile production was concentrated in the following regions in the early 19th century:
 - Bengal was one of the most important centres.
 - Dacca in Eastern Bengal was the foremost textile centre.
 - Along the Coromandel coast stretching from Madras to northern Andhra Pradesh.
 - On the western coast there were important weaving centres in Gujarat.
- Textile industries begun to develop in England but was unable to compete with Indian textiles. English producers wanted a secure market within the country. Competition with Indian textiles led to a search for technological innovation in England. In 1764, the spinning jenny was invented by John Kaye which increased the productivity of the traditional spindles. The invention of the steam engine by Richard Arkwright in 1786 revolutionised cotton textile weaving. Cloth could be woven in immense quantities and cheaply too by using these machines. The development of cotton industries in Britain affected textile producers in India.

5. Write long answers (LA) for the following questions.

- a. Most of the cotton mills in India were set up in the second half of the 19th century. One of the first cotton mills was started in Bombay in 1854. Bombay emerged as an important port city. It was the place from where cotton was exported to other parts of the world. Lying in close proximity to the cotton growing regions of Maharashtra and Gujarat, it was a suitable place for setting up cotton mills. Cotton mills were mostly started by Gujarati and Parsi merchants. The establishment of the first cotton mill in Bombay promoted others to set up more mills in the cotton producing areas such as Nagpur, Ahmedabad, and Sholapur. These mills provided employment to many people who migrated to cities. Later, the call for using *swadeshi* products in 1905 gave a boost to the cotton textile industry, and thereafter, a large number of mills were started.
- b. In the month of April, Charles Weld and Dorabji Tata, son of Jamsetji Tata, had travelled to Chhattisgarh in search of iron ore deposits. They spent many months looking for sources of good iron ore to set up a modern iron and steel plant in India as Jamsetji Tata wanted to build a big iron and steel industry in India. One day, after travelling for many hours in the forests, Weld and Dorabji came upon a small village and found a group of men and women carrying loads of iron ore in baskets. These people were the Agarias. When asked where they had found the iron ore, the Agarias pointed to a hill some distance away. On exploring the hill Weld declared that they had found what they were looking for. Rajhara Hills had one of the finest ores in the world. Jamsetji Tata and his son Dorabji Tata became the pioneers of setting up India's first iron factory on the banks of River Subarnarekha, at a place, which is now called Jamshedpur. It is here that Tata Iron and Steel Company (TISCO) started the production of steel in 1912. TISCO was set up at an appropriate time when the railway in India was expanding and the First World War broke out. TISCO by 1919 was supplying 90 per cent of its steel to the Colonial government.
- c. The first stage of cloth production was spinning. Women mostly did this work. The *charkha* and the *takli* were spinning instruments used by the people. The thread was spun on the *charkha* and rolled on the *takli*. When the spinning was over, the weavers wove the thread into cloth. In most communities weaving was a task done by men. For coloured textiles, the thread was first dyed by the dyer, known as *rangrez*. For printed cloth, the weavers took help of specialist block printers known as *chhipigars*.
- d. The sword of Tipu Sultan had an incredibly hard and sharp edge that could easily rip through the opponent's armour. This quality of the sword came from a special type of high carbon steel called Wootz which was produced all over south India. Wootz steel when made into swords produced a very sharp edge. The indigenous metal industry declined in India due to the following reasons:
 - Strict forest laws introduced by the Colonial government prevented people from entering the reserved forests. Therefore, the iron smelters could not take wood from the forests as it was required for the furnaces. In some areas the government did grant access to the forest, but the iron smelters had to pay very high taxes to the forest department for every furnace they used. This reduced their income.
 - Moreover, by the late nineteenth century iron and steel was being imported from Britain. Ironsmiths in India began using the imported iron to manufacture utensils and implements. This lowered the demand for iron produced by local smelters.

6. Answer the following questions (HOTS).

- Mechanised production of cotton textiles made Britain the foremost industrial nation in the nineteenth century. This happened due to the introduction of spinning jenny and the steam engine. Then the iron and steel industry started growing in Britain from the 1850s. Britain started supplying iron to India and the other nations. After this, it came to be known as the 'workshop of the world'. By the 1830s British cotton cloth flooded the Indian as well as the European markets. In fact, by the 1880s two-thirds of all the cotton clothes worn by Indians were made of cloth produced in Britain.
- This print is called chintz. This term derived from the Hindi word *chhint*. Chintz is a type of cloth with small and colourful flowery designs. From the 1680s there was a craze for printed Indian cotton textiles in England and Europe mainly for their exquisite floral designs, fine texture and relative cheapness. The chintz produced in India was so popular among the rich in Europe that even the members of the European royal families loved wearing it.

7. Map Work

(Base your map work on this reference map.)



8. Value-based question.

Hint:

- Encourage buy handmade traditional products.
- Encourage tribals to manufacture traditional products and then the government should exhibit and sell them.
- Advertise and sell these traditional products by adequately pricing them.
- Give space and opportunity to showcase their products in the country and abroad.

It is important to preserve our traditional art as they are our part of our culture and heritage. It is important that we do not forget our roots and traditions.

8

CIVILISING THE "NATIVES", EDUCATING THE NATION

NCERT Based Questions

1. Fill in the blanks.

- a. Benaras
d. Syed Ahmed Khan
- b. Orientalists
e. Wood's
- c. Macaulay's

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- a. William Jones had come to Calcutta in 1783 as a junior judge at the Supreme Court that the Company had set up. In addition to being an expert in law, Jones was a linguist. He had studied Greek and Latin, knew French and English, picked up Arabic from a friend, and also knew Persian. He shared a deep respect for ancient cultures, both of India and the West.
- b. The English were of the view that English education would create a class of Indians who would be 'English in tastes, in opinions, in morals and in intellect.' They felt that knowledge of English would allow Indians to read some of the finest literature, philosophy and know the scientific advancement of the West. The British believed that this class would act as an interpreter between the British rulers and the Indian people. This is the reason why the British wanted to 'civilise' the Indians.
- c. Many Company officials firmly believed that the British should promote Indian rather than Western learning. They felt that institutions should be set up to encourage the study of ancient Indian texts, Sanskrit and Persian literature. The officials also thought that Hindus and Muslims ought to be taught what they were already familiar with. With this objective in mind, a madrasa was set up in Calcutta in 1781 to promote the study of Arabic, Persian and Islamic law.
- d. Orientalists were people who had scholarly knowledge of the language and culture of Asia whereas the supporters of the Western system of education and English as a medium of instruction were called Anglicists.
- e. Thomas Babington Macaulay, one of the most influential British officers. He rejected the Orientalist view of education. He believed that India was an uncivilised country which could be civilised only through Western education. He strongly supported the introduction of English in the education system of India.

4. Write long answers (LA) for the following questions.

- a. William Jones apart from being a junior judge at the Supreme Court was also a linguist and a well-known orientalist. He learnt Sanskrit from scholars at Calcutta and studied the ancient Indian texts on law, philosophy, religion, politics, morality,

arithmetic, medicine and the other sciences. In Calcutta, he spent many hours a day with pandits who taught him the subtleties of Sanskrit language, grammar and poetry. Jones along with Colebrooke set up the Asiatic Society of Bengal and started a journal called Asiatick Researches. Jones went about discovering ancient texts, understanding their meaning, translating them, and made his findings known to others. He believed, that by doing this, he would not only help the British learn from Indian culture, but would also help Indians rediscover their own heritage, and understand the lost glories of their past.

- b. Macaulay had emphasised the need to teach English language to Indians. He felt that knowledge of English would allow Indians to read some of the finest literature the world had produced and would also make Indians aware of the developments in Western science and philosophy. He firmly believed that by teaching English he would be able to ‘civilise’ people, and be able to change their tastes, values and culture. Macaulay based on his view prepared a report known as ‘Macaulay’s Minutes.’ The idea became the basis of the Company’s education policy in India, following which the English Education Act of 1835 was passed. The Act made English the medium of instruction for higher education and stopped the promotion of Oriental institutions which were considered as “temples of darkness that were falling of themselves into decay”. English textbooks then began to be printed for schools.
- c. Wood’s Despatch was a detailed plan for spreading education in India and recommended English language as a medium of instruction for higher education and local languages or vernaculars at the school level. It designed a hierarchical system of education. Following the 1854 Wood’s Despatch, several measures were introduced by the British.
 - Education departments were set up to extend control over all matters regarding education.
 - Steps were taken to establish a system of university education.
 - Universities were established in Calcutta, Madras and Bombay.
 - Attempts were made to bring about changes within the system of school education.
- d. The English Education Act of 1835 had the following effect on the Indian education:
 - English became India’s official language, replacing Persian as the court language.
 - English language became a medium of instruction for higher education.
 - Growth of institutions such as Calcutta Madrasa and Sanskrit College were checked as they were considered ‘temples of darkness.’
 - English books were made available at low prices and their printing costs were slashed.
 - Indians educated in English schools were given employment opportunities in government institutions.
 - A number of schools and colleges for English education were set up between 1813 and 1853.
 - Many professional colleges for medicine, engineering and law were also established during this period.
- e. Thomas Babington Macaulay was one of the most influential British officers, who believed that India was an uncivilised country and could be civilised through Western education only. He strongly supported the introduction of English in the education system of India. No branch of Eastern knowledge, according to him could be compared to what England had produced. According to Macaulay, “a single shelf of a good European library was worth the whole native literature of India and Arabia”.

He urged the British government in India not to waste public money in promoting Oriental learning, for it did not have any practical use. With great energy and passion, Macaulay emphasised the need to teach English language to Indians. He felt that knowledge of English would allow Indians to read some of the finest literature the world had produced and would make them aware of the developments in Western science and philosophy.

Additional Practice Questions

1. Fill in the blanks.

- a. Asiatic Society, *Asiatick Researches*
- b. European
- c. higher
- d. Shantiniketan
- e. vocational

2. Match the following.

- | | |
|------------------|-----------------------------------|
| a. William Jones | iii. Orientalist |
| b. William Adam | v. Scottish missionary |
| c. Macaulay | i. Criticised Orientalists |
| d. William Carey | ii. Established Serampore Mission |
| e. Tagore | iv. Established Shantiniketan |

3. Write very short answers (VSA) for the following questions.

- a. People who had scholarly knowledge of the language and culture of Asia were called Orientalists.
- b. William Jones arrived in Calcutta in 1783 as a junior judge at the Supreme Court that the Company had set up. In addition to being an expert in law, Jones was a linguist. He had studied Greek and Latin, knew French and English, picked up Arabic from a friend, and also knew Persian.
- c. Hindu College was established in Benaras in 1791 to encourage the study of ancient Sanskrit texts that would be useful for the administration of the country.
- d. The British established universities in Calcutta, Madras and Bombay.
- e. Classes were not held in *pathshalas* during the time of harvest as the rural children had to work in the fields during this time.

4. Write short answers (SA) for the following questions.

- a. Many Company officials firmly believed that the British should promote Indian rather than Western learning. They felt that institutions should be set up to encourage the study of ancient Indian texts, Sanskrit and Persian literature. The officials also thought that Hindus and Muslims ought to be taught what they were familiar with.
- b. After 1854 the Company took the following steps to improve pathshalas:
 - A number of government pandits were appointed to look after four to five schools.
 - The pandits were asked to visit the *pathshalas* and try to improve the standard of teaching.
 - The *gurus* were asked to submit periodic reports and follow a regular timetable.

- Teaching was to be based on textbooks and regular annual examination was to be held.
 - Students were asked to pay a regular fee, attend classes regularly, sit on fixed seats, and be disciplined.
 - The *Pathshalas* which accepted the new rules were supported by the government through grants and those unwilling to do so would not receive any government support.
- c. Many leaders felt the English education would alienate people from their roots. Speaking a foreign tongue, despising local culture, the English educated will not know how to relate to the masses. Leaders like Mahatma Gandhi Strongly felt that Indian languages ought to be the medium of teaching and that English education crippled Indians and distanced them from their own social surroundings. Others urged that alternative systems be created so that people were educated into a culture that was truly national.
- d. Until 1813, the East India Company was opposed to missionary activities in India as it feared that missionary activities would provoke reaction amongst the local population and make them suspicious of British presence in India.
- e. Mahatma Gandhi believed that colonial education created a sense of inferiority in the minds of Indians. It made them see Western civilisation as superior and destroyed the pride they had in their own culture. He felt that there was poison in this education. According to him, Western education was sinful, it enslaved Indians, and it cast an evil spell on them. According to Tagore, education should combine elements of modern Western civilisation with what he saw as the best within Indian tradition. He emphasised the need to teach science and technology at Santiniketan, along with art, music and dance.

5. Write long answers (LA) for the following questions.

- a. In the pre-British period, the schools were called pathshalas. Following were the features of these schools:
- The teacher was addressed as *guru*.
 - These schools did not have attendance system, nor fixed fee structure, nor furniture, nor examinations or time-table.
 - The classes were held outdoors, usually under a tree.
 - As there was no prescribed syllabus, the *guru* decided what to teach.
 - As the society was largely agrarian, students did not attend school during the harvest season.

After the British took over the education system, they did the following:

- The new system was more rigid.
- It had compulsory attendance, an examination system, a fixed fee structure, timetable, strict rules, and discipline was given foremost importance.
- Appointed a number of government pandits, each in charge of looking after four to five schools.
- The task of the pandit was to visit the *pathshalas* and try and improve the standard of teaching.
- Each *guru* was asked to submit periodic reports and take classes according to a regular timetable.
- Teaching was to be based on textbooks and learning was to be tested through a system of annual examination.

- Students were asked to pay a regular fee, attend regular classes, sit on fixed seats, and obey the new rules of discipline.
 - The schools which did not follow the new rules were denied grants and found it tough to survive.
- b. Following the 1854 Despatch, several measures were introduced by the British.
- Education departments of the government were set up to extend control over all matters regarding education.
 - Steps were taken to establish a system of university education.
 - Universities were established in Calcutta, Madras and Bombay.
 - Attempts were also made to bring about changes within the system of school education.
 - English
 - Emphasis was put on the European system of education which aimed to civilise Indian people by developing English tastes as the British believed that once Indians developed English tastes, they would buy British goods and help the East India Company earn revenue.
- c. Views of Mahatma Gandhi on education were:
- Criticised western education policy.
 - Believed in an education which was a combination of head, heart and mind.
 - He believed that manual labour was an important part of the education.
 - Rejected overdependence on textbooks and the examination system.
 - Believed that education should be rooted in one's social milieu.
 - Argued that colonial education created a sense of inferiority in the minds of Indians.
 - Strongly felt that Indian languages ought to be the medium of teaching and that English education crippled Indians and distanced them from their own social surroundings.
- Views of Rabindranath Tagore on Education were:
- According to him, childhood should be a time of self-learning, outside the rigid and restricting discipline of the schooling system.
 - Stressed that teachers should be imaginative and be able to understand the child and help develop curiosity in the child.
 - Creative learning should be encouraged.
 - Tagore wanted to combine elements of modern Western civilisation with Indian tradition.
 - Emphasised the need to teach science and technology along with art, music and dance.
- d. William Jones apart from being a junior judge at the Supreme Court was also a linguist and a well-known orientalist. He learnt Sanskrit from scholars at Calcutta and studied the ancient Indian texts on law, philosophy, religion, politics, morality, arithmetic, medicine and the other sciences. In Calcutta, he spent many hours a day with pandits who taught him the subtleties of Sanskrit language, grammar and poetry. Jones along with Colebrooke set up the Asiatic Society of Bengal and started a journal called Asiatick Researches. Jones went about discovering ancient texts, understanding their meaning, translating them, and made his findings known to others. He believed, that by doing this, he would not only help the British learn from Indian culture, but would also help Indians rediscover their own heritage, and understand the lost glories of their past.
- e. Mahatma Gandhi strongly criticised western education. He believed in an education which was a combination of head, heart and mind. For him, manual labour was

an important part of education. He rejected overdependence on textbooks and the examination system and believed that education should be rooted in one's social environment. Gandhiji believed in an education which was a combination of head, heart and mind. He argued that colonial education created a sense of inferiority in the minds of Indians and therefore strongly felt that Indian languages ought to be the medium of teaching. He strongly believed that English education crippled Indians and distanced them from their own social surroundings.

- f. i. The name of the personality is Rabindranath Tagore.
- ii. Rabindranath Tagore envisioned an education system which brought humans closer to nature yet gave them a world view. He was a proponent of classrooms that were held outdoors, under the trees to appreciate nature and be a part of it. The curriculum promoted nature walks and excursions. To observe natural phenomena or specific weather conditions, changes were made in the class schedule. According to him, childhood should be a time of self-learning, outside the rigid and restricting discipline of the schooling system. He stressed that teachers should be imaginative and be able to understand the child and help develop curiosity in the child. Tagore wanted to combine elements of modern Western civilisation with Indian tradition.
- iii. Some of his achievements were:
 - 1. Nobel Prize in Literature in 1913.
 - 2. British crowned Rabindranath Tagore with Knight Title in 1915.
 - 3. He made contribution to various forms of art including music, painting, theatre, poetry, writing, and also to education.
 - 4. Has written India's National Anthem.
 - 5. Started Shantiniketan.

6. Answer the following questions (HOTS).

- a. The English Education Act of 1835 made English India's official language. English books were made available at low prices. The British officers like Macaulay believed that the new system would create a class of Indians who would be 'English in taste, in opinions, in morals and in intellect.' He felt that this class of English educated Indians would act as an interpreter between the British rulers and the Indian people. Wood's Despatch also emphasised on imparting European system of education to civilise Indian people by developing English tastes. It also believed that English education would make the Indians truthful and honest. From the early nineteenth century many thinkers from different parts of India began to talk of the need for a wider spread of education. They were impressed with the developments in Europe and thought Western education would help modernise India. Students with English knowledge did get government jobs but high posts were reserved for the Europeans. Western education confused the Indians. They were made to feel that Indian culture was inferior to western culture. Education in English crippled Indians, distanced them from their own social surroundings, and made them strangers in their own lands. Speaking a foreign tongue, despising local culture, the English educated did not know how to relate to the masses.
- b. The teachers in the *pathshalas* were addressed as *guru*. These schools did not have attendance system, nor fixed fee structure, nor furniture, nor examinations or timetable. The classes were held outdoors, usually under a tree. As there was no prescribed syllabus, the *guru* decided what to teach. As the society was largely agrarian, students did not attend school during the harvest season.

The schools of today are very different. The schools have a building and have different rooms for different classes. A fixed amount is charged from the students as fees. Every school has a curriculum, an examination system, compulsory sports and extracurricular activities. Different teachers teach different subjects.

7. Value based question.

Probable Answer

Hint:

It is very bad to laugh at people who do not speak English.

- One should not be made to feel ashamed of not being able to speak a language that does not belong to our country.
- It is not important to speak English.
- We should be proud of our language and our culture.
- It is important to speak our mother tongue than to be able to speak a foreign language.
- Speaking English does not increase one's intellect.

9

WOMEN, CASTE AND REFORM

NCERT Based Questions

1. Fill in the blanks.

- a. Atmaram Panduranga b. 1829 c. Swami Dayanand Saraswati
d. widow remarriage e. schools

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- a. In Bombay, the Paramhans Mandali was founded in 1840. It was established to work for the abolition of caste.
- b. Established in 1867 at Bombay, the Prarthana Samaj sought to remove caste restrictions, abolish child marriage, encourage the education of women, and end the ban on widow remarriage. Its religious meetings drew upon Hindu, Buddhist and Christian texts.
- c. The three unjust practices were:
- Sati
 - Child marriage
 - Caste discrimination
- d. Rammohun Roy was well versed in Sanskrit, Persian and several other Indian and European languages. Through his writing, he tried to show that the practice of widow burning had no sanction in ancient texts. British officials were more than willing to listen to Rammohun who was reputed to be a learned man. In 1829, sati was banned by law by the British government.
- e. Children of untouchables were not allowed into even government schools. When some of them pressed hard for that right, they were allowed to sit on the veranda outside the classroom and listen to the lessons, without 'polluting' the room where upper-caste boys were taught.

4. Write long answers (LA) for the following questions.

- a. Women in Colonial India had to face many social evils. Some of them were:
- Women had to face the purdah system. In this a woman was supposed to keep herself covered so that no one could see her except the family members.
 - Since women were considered a burden, female infanticide was rampant. In this a new born girl child was killed as soon as she was born.
 - Girls were married off at a very young age and child marriages were also common.
 - Widows had a miserable life. A lot of restrictions were imposed on them so much so that they could not lead a normal life. They were not allowed to remarry. In some

cases, widows were forced to sit on the funeral pyre of their husbands and burnt alive. This practice was called sati.

- Women had no access to education which further added to their plight.
- b. Pandita Ramabai was a great scholar of Sanskrit. She felt that Hinduism was oppressive towards women. She wrote a book about the miserable lives of upper-caste Hindu women. Ramabai wanted to do something for the women. She founded a widows' home at Poona to provide shelter to widows who had been treated badly by the relatives of the husband. Here women were given vocational training so that they could support themselves economically.
- c. Some of the rules that the British made which broke the caste rigidity in India were:
- With the development of new cities new jobs were created which gave people from lower castes the opportunity to work with upper caste people.
 - People from all castes got opportunities to work in factories and tea plantations.
 - Soldiers in the army worked together irrespective of caste discrimination.
 - A number of Mahar people, who were regarded as untouchable, found jobs in the Mahar Regiment.
 - British government allowed Christian missionaries to open schools for the children belonging to lower castes so that they could be educated and make a living for themselves.
- d. Jyotirao Phule was one of the most vocal amongst the 'low-caste' leaders. He was born in 1827 and studied in schools of Christian missionaries. While growing up he developed his own ideas about the injustices of caste society. He attacked the claim of the Brahmans that they were superior to others since they were Aryans. To bring social reform he did the following:
- He proposed that Shudras and Ati Shudras to unite to challenge caste discrimination.
 - He founded the Satyashodhak Samaj to propagate caste equality.
 - He advised the people of the 'lower castes' to perform religious ceremonies without the priestly class.
 - Phule believed that social change could be brought about by educating girls and 'untouchables'. Therefore, he established a school for untouchables.
- e. Ambedkar belonged to the Mahar caste and was a victim of caste-based discrimination and humiliation while growing up. In school he was forced to sit outside the classroom on the ground, and was not allowed to drink water from taps that upper-caste children used. After finishing school, he got a fellowship to go to the US for higher studies. On his return to India in 1919, he wrote extensively about 'upper-caste' power in the society. In 1927, Ambedkar started a temple entry movement, in which he was supported by his Mahar caste followers. Brahman priests were outraged when the Dalits used water from the temple tank. Ambedkar led three such movements for temple entry between 1927 and 1935. His aim was to make everyone see the power of caste prejudices within society and did not want Dalits to face such discrimination.

Additional Practice Questions

1. Fill in the blanks.

a. Periyar

b. Mahar

c. Ati Shudras

d. Jyotirao Phule

2. Match the following.

- | | |
|--------------------|-------------------------|
| a. Arya Samaj | iii. Dayanand Saraswati |
| b. Brahma Samaj | iv. Rammohan Roy |
| c. Stripurushtulna | ii. Tarabai Shinde |
| d. Gulamgiri | i. Jyotirao Phule |

3. Write very short answers (VSA) for the following questions.

- Social reformers are people who advocate for reform of ill practices in a society.
- Raja Rammohan Roy started the Brahma Samaj.
- It was a religious festival in which devotees underwent a peculiar form of suffering. With hooks pierced through their skin they swung themselves on a wheel.
- Jyotirao Phule, born in 1827, was a 'low caste' leader. He attacked the Brahmans' claim that they were superior to others since they were Aryans.
- Tarabai Shinde published the book, *Stripurushtulna*, which criticised the social differences between men and women.

4. Write short answers (SA) for the following questions.

- Ishwarchandra Vidyasagar used the ancient texts to suggest that widows could remarry. His suggestion was adopted by British officials and a law was passed in 1856 that permitted widow remarriage. He felt that education for girls was necessary in order to improve the condition of women so he was instrumental in setting up schools for girls.
- Rammohan thought that the best way to ensure changes in the society was by persuading people to give up old practices and adopt a new way of life. By quoting the ancient texts that supported his point of view, he tried to convince the people to give up ill-practices that were rampant in the society. He also took the support of the British government to ban ill practices like sati.
- Gulamgiri* means 'slavery'. Phule in his book criticised caste system and all forms of social inequality. He attacked the claim of the Brahmans that they were superior to others. Phule argued that the Aryans were foreigners who had come from outside the subcontinent and subjugated the people who had lived here from ages. The Aryans began looking at the defeated population as inferior, as low caste people. According to Phule, the "upper" castes had no right to their land and power. In fact he said that the land belonged to indigenous people, that is, the so-called low castes.
- After returning from abroad, Ambedkar in 1927 started a temple entry movement. In this he was joined by the Mahar caste followers. Ambedkar led three such movements for temple entry between 1927 and 1935. His aim was to make everyone see the power of caste prejudices within society. Brahman priests were outraged when the Dalits used water from the temple tank.
- In the early twentieth century, the non-Brahman movement started. In this movement, people from within the Non-Brahman castes began organising movements against caste discrimination. The non-Brahmans argued that Brahmans were heirs of Aryan invaders from the north who had conquered southern lands from the original inhabitants of the region who were basically the Dravidian race. They also challenged Brahmanical claims to power.

5. Write long answers (LA) for the following questions.

- a. Some of the social reform movements in the 19th century were:
- Govind Ranade founded the Widow Remarriage Association and the Deccan Education Society in Maharashtra.
 - The Prarthana Samaj in Maharashtra sought to remove caste restrictions, abolish child marriage, encourage the education of women, and end the ban on widow remarriage.
 - Swami Dayanand Saraswati, a believer in the knowledge of Vedas, founded the Arya Samaj which condemned practices such as untouchability, subjugation of women and child marriage. The Arya Samaj advocated widow remarriage, opposed child marriage and condemned Purdah system.
 - The Aligarh Movement, founded by Sayyid Ahmed Khan at Aligarh, had an enormous impact in the area of educational reform.
 - The Brahmo Samaj, formed in 1830, prohibited all forms of idolatry and sacrifice, and forbade its members from criticising other religious practices.
 - Young Bengal Movement, under Derozio, attacked tradition and custom, demanded education for women and campaigned for the freedom of thought and expression.
 - The Singh Sabha Movement sought to rid Sikhism of superstitions, caste distinctions and practices seen by them as non-Sikh.
 - Non Brahman Movement was started for the end of caste discrimination.
- b. E.V. Ramaswamy Naicker, also known as Periyar, belonged to a middle-class family. He was an ascetic in his early life but later became a member of the Congress party. He left the party in disgust when he found that at a feast organised by nationalists, the seating arrangements were done in such a way that the lower castes were made to sit away from the upper castes. This convinced Naicker that untouchables would have to fight for their dignity. Periyar founded the Self Respect Movement to fight caste discrimination. Under this movement, people did not invite priests to weddings. This was done to assert that ceremonies could be conducted even without the priestly class. Inter-caste marriages and widow remarriages were also encouraged under this movement. He argued that untouchables were the true upholders of the original Tamil and Dravidian culture which had been subjugated by Brahmans. Periyar believed that the eradication of caste system was necessary for the fulfilment of human rights. He also was a critic of Hindu scriptures, especially the Codes of Manu, the Bhagavad Gita and the Ramayana. He said that these texts had been used to establish the authority of Brahmans over lower castes and the domination of men over women.
- c. Educated women of the 20th century played an important role in promoting education and reforming their position in the society. Women themselves actively worked for reform. They wrote books, edited magazines, founded schools and training centres, and set up women's associations. Some of them joined various kinds of nationalist and socialist movements from the 1920s.
- Muslim women like the Begums of Bhopal played a notable role in promoting education among women. They founded a primary school for girls at Aligarh.
 - Begum Rokeya Sakhawat Hossain started schools for Muslim girls in Patna and Calcutta.
 - Tarabai Shinde, a woman educated at home at Poona, published a book called *Stripurushtulna*. The book criticised the social differences between men and women.

- Pandita Ramabai, a great scholar of Sanskrit, wrote a book about the miserable lives of upper-caste Hindu women. She founded a widows' home at Poona to provide shelter to widows who had been treated badly by the relatives of their husbands. The women were imparted vocational training in these shelters so that they could support themselves economically.
- d. Women in the 19th century India were considered a burden because of which they had to face many social evils.
- Women had to face the purdah system. In this a woman was supposed to keep herself covered so that no one could see her except the family members.
 - Since women were considered a burden, female infanticide was rampant. In this a new born girl child was killed as soon as she was born.
 - Girls were married off at a very young age and child marriages were also common.
 - Widows had a miserable life. A lot of restrictions were imposed on them so much so that they could not lead a normal life. They were not allowed to remarry. In some cases, widows were forced to sit on the funeral pyre of their husbands and burnt alive. This practice was called sati.
 - Women had no access to education which further added to their plight.
- e.
- i. The name of the personality is Ishwarchand Vidyasagar.
 - ii. Vidyasagar's efforts for the upliftment of widows were phenomenal. He felt so strongly about the cause of widows that he got his own son married to a widow. He was instrumental in initiating the practice of widow remarriages. His suggestion of widow remarriage was adopted by British officials, and a law was passed in 1856 permitting widow remarriage. Vidyasagar in Calcutta set up schools for girls as he believed that education for girls was necessary in order to improve the condition of women.

6. Answer the following questions (HOTS).

- a. Our society is much more liberal now than what it was in the 19th century.
- Girls are now sent to schools and are not married off as a child.
 - Women are allowed to work.
 - There are girls working as professionals in all fields.
 - Female infanticide has reduced to a large extent.
 - Caste discrimination does exist but has reduced to a great extent.
 - Widows are not looked down upon. They are allowed to remarry.
 - Lower castes have been given equal rights by the Constitution.

But, a lot still needs to improve in our society. People still are superstitious and believe in caste discrimination though class disparity has reduced to a large extent in cities and towns but it can still be seen in villages.

- b. Education is one of the most critical areas of empowerment for women. Offering basic education to girls is one sure way of giving them much greater power which will enable them to make genuine choices over the kinds of lives they wish to lead. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen.

7. Value-based questions.

Hint:

- a. Yes caste system does exist in our country.
 - Division of people on the basis of caste should not be recognised.
 - People should be educated to rise above the caste system.
 - People should be persuaded to accept everyone as equal.
 - One should discriminate on caste.
- b. I would tell her:
 - She needs to educate her daughter as it is very important to be literate.
 - If she is not sent to school she will remain illiterate.
 - In school she will be able to learn many other things that will improve her personality.
 - Good education will help her daughter to get a good job and be economically independent.
 - An educated girl is a good home maker.
 - Educating the girl child will help in empowering them to come forward and contribute towards the prosperity and development of the country.
 - Being educated, her daughter will have the ability to read and learn about her own rights and not be taken for a ride.

10 THE CHANGING WORLD OF VISUAL ART

NCERT Based Questions

1. Fill in the blanks.

- a. Plassey
- b. Perspective
- c. life
- d. Jamini

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- a. Paintings that are real and lifelike are called realistic paintings. In realistic paintings, the artist is expected to paint the subject as realistically as they could. Oil painting enabled artists to produce images that looked real.
- b. Tipu Sultan not only fought the British on the battlefield but also resisted the cultural traditions associated with the British. To show his resistance, he continued to encourage local traditions, and had the walls of his palace at Seringapatam covered with mural paintings done by local artists. A mural painting on one of the walls in his palace depicts the famous battle of Polilur of 1780 in which Tipu and Haidar Ali defeated the English troops.
- c. British officials who found the world in the colonies different from their homes in England wanted images through which they could understand India, remember their life in India, and be able to show India to the Western world. Depiction of real India could be done only by the Indian artists so they started getting their paintings done by the Indian artists. The local painters produced a vast number of images of local plants and animals, historical buildings and monuments, festivals and processions, trades and crafts, castes and communities. These pictures came to be known as Company paintings.
- d. Thomas Daniell and his nephew William Daniell were famous British artists who visited India in 1785 and stayed for seven years. They are famous for depicting India as a quaint land. They produced some of the most evocative picturesque landscapes of India, Britain's newly conquered territories. Their large oil paintings were regularly exhibited in Britain.

4. Write long answers (LA) for the following questions.

- a. As soon as the East India Company consolidated power in India, a new wave of the European artists travelled to India along with the British traders and rulers. The artists brought with them new styles and new style and techniques of painting.

- One popular imperial tradition was that of picturesque landscape painting. Realism, for example, was the dominant movement in the European sphere of art form in the second half of the 19th century. In this, the artist was expected to paint the subject as realistically as they could.
 - Oil painting was first introduced in India at this time. There were a variety of themes depicted by these artists in their paintings.
 - Another tradition of art that became immensely popular in colonial India was portrait painting.
 - Another category of imperial art was called 'history painting' in which artists recreated various episodes of British imperial history.
- b. The Indian art and artists responded differently to the onslaught of the European art during the colonial rule. While many artists were supported by the Indian rulers such as Tipu Sultan, others were asked to adapt to new techniques in their paintings and give new dimensions to the indigenous arts. In spite of encouragement by the Indian rulers, only a handful of artists could be given employment by the fading Indian royalty. It was also a time when the British wanted to understand Indian ethos through images. They wanted not only their own lives in India to be depicted through paintings but also wished to understand India, its flora and fauna, monuments, and its people. These paintings are called Company style paintings. The court at Murshidabad encouraged local miniature artists to adapt the tastes and artistic styles of the British. The local miniature artists at Murshidabad began adopting elements of European realism. In Bengal, around the pilgrimage centre of the temple of Kalighat, local village scroll painters developed a new style of art. Kalighat painters started to use shading to give their paintings a rounded form, to make the images look three-dimensional.
- c. Rapid developments that took place under the colonial rule also affected art and the artists. The traditional patrons of art and artists lost their political patronage. Several artists had to migrate to cities in search of work and patrons who would buy their paintings. Calcutta, being a major town in the 19th century, attracted many such artists. The tradition of scroll painting, in which painting was done on a piece of cloth, was made by *patua* artists in Bengal and Odisha. Many such *patua* artists settled in the vicinity of Kalighat temple, Calcutta, in the 19th century. It was a period of change in the urban society, where modern, educated Indians were imitating lifestyle and dressing of their colonial masters. Western habits, dressed like sahibs, smoked cigarettes, or sat on chairs. The *patua* artists, who had traditionally painted mythological themes, now started drawing images of what they called 'baboo society'. Sometimes, they mocked ways of this westernised Indian class and gave expression to their anger and frustration of breaking down of their culture in their paintings. These paintings came to be known as the Kalighat paintings.
- d. Raja Ravi Varma belonged to the royal family of Travancore, Kerala. He extensively used the techniques of oil painting to create scenes from the Indian mythology and epics such as *Mahabharata* and *Ramayana*. He used the method of life study which rendered a very realistic touch to his paintings. He was a favourite among the Indian royalty, many of whom adorned their palaces with his paintings. Realising the need to make his art accessible to common people, he set up a printing press where religious paintings were mass produced. It was revolutionary in more ways than one. The large production of images of Hindu gods and goddesses were now accessible to even those

sections of the society who were otherwise not allowed to enter the temples. It gave the Indian art an international reputation. He emerged as one of the earliest painters of the modern Indian art.

Additional Practice Questions

1. Fill in the blanks.

- a. Portraiture b. Gothic c. realism d. mural

2. Match the following.

- | | |
|----------------------------|-------------------------------------|
| a. Realism | iii. Art movement |
| b. Painting of Bharat Mata | ii. Abanindranath Tagore |
| c. Patua | iv. Bengali scroll painting artists |
| d. Gothic | i. Architectural style |

3. Write very short answers (VSA) for the following questions.

- Raja Ravi Varma was one of the first artists who tried to create a style that was both modern and national.
- Painting on a long roll of paper that could be rolled up is called a scroll painting.
- With the spread of nationalism, people felt that a genuine Indian style of painting should be non-Western and should capture the spiritual essence of the East.
- Abanindranath Tagore was critical of the art of Ravi Varma as he thought it was imitative and westernised. He said that such a style was unsuitable for depicting the nation's ancient myths and legends.

4. Write short answers (SA) for the following questions.

- The rich and the powerful, both British and Indian, wanted to see themselves on canvas so they got commissioned artists to paint them on large canvasses. These paintings were called 'portrait painting'. Colonial portraits were life-size images that looked lifelike and real. This new style of portraiture also served as an ideal means of displaying the lavish lifestyles, wealth and status that the empire generated.
- As portrait painting became popular, many European portrait painters came to India in search of profitable commissions. One of the most famous of the visiting European painters was Johann Zoffany. He was born in Germany, migrated to England and came to India in the mid-1780s for five years.
- Bharat Mata appearing as a goddess carrying the national flag, or nationalist heroes sacrificing their head to the Mata, and gods and goddesses slaughtering the British was painted by artists and heavily circulated to instil nationalist feelings in the Indians. As the momentum of the National Movement picked up, artists and printing press circulated images which aroused the feeling of patriotism in Indians.
- Some of the nawabs who accepted the political and cultural superiority of the British, wished to socialise with the British. Because of this, they adopted the style and tastes of the British. Muhammad Ali Khan was one such nawab. Even after being defeated by the British in the 1770s, he commissioned two visiting European artists to paint his portraits and gifted these paintings to the King of England and the Directors of the East India Company. The nawab had lost political power, but the portraits allowed him to look at himself as a royal figure.

5. Write long answers (LA) for the following questions.

- a. Not all European artists in India were interested in painting ruins but some who did wanted to emphasise the superiority of Britain – its culture, its people, its power. The ruins in India were reminders of the past glory, remains of an ancient civilisation that was in ruins. It was as if this decaying civilisation would change and will modernise only through British governance. This image of British rule bringing modern civilisation to India, have been powerfully depicted in the numerous pictures of late-eighteenth-century Calcutta by the Daniells.
- b. Many artists in Bengal such as Abanindranath Tagore, Asit Kumar Haldar, MAR Chughtai, Sunayani Devi and Kshitindranath Majumdar were the leading artists of this school of thought which later came to be known as the Bengal School. Artists of this school agreed that the modern Indian painting should reflect the essence of ‘spirituality of East’. They painted Indian landscape with misty and romantic vision, historical scenes and portraits and everyday life in the countryside. From 1920s onwards, other experiments took place in paintings. Many new emerging artists such as Jamini Roy in Bengal rejected the use of expensive oil paints and canvas and opted for the inexpensive material used by common folk artists. He infused modern with folk and produced a unique Indian style of art.
- c. The Indian art and artists suffered due to the onslaught of the European art during the colonial rule. While many artists were supported by the Indian rulers such as Tipu Sultan, others were asked to adapt to new techniques in their paintings and give new dimensions to the indigenous arts. In spite of encouragement by the Indian rulers, only a handful of artists were employed by the fading Indian royalty. Some painters started painting a vast number of images of local plants and animals, historical buildings and monuments, festivals and processions, trades and crafts, castes and communities as per the liking of the Europeans. Artists started migrating from villages to the expanding cities in search of buyers. They tried to give their paintings three dimensional but the images were not realistic and lifelike. Kalighat artists responded to the changing world around them and started producing paintings on social and political themes.
- d. Thomas Daniell and his nephew William Daniell were the most famous of the artists who painted landscapes. They came to India in 1785 and stayed for seven years. They produced some of the most evocative picturesque landscapes of Britain’s newly conquered territories in India. Their large oil paintings on canvas were regularly exhibited to select audiences in Britain. Their paintings depicted ruins of local buildings that were once grand. They tried to show remains of an ancient civilisation with a glorious past. The image of British rule bringing modern civilisation to India is powerfully emphasised in the numerous pictures drawn by the Daniells. In these drawings one can see the making of a new Calcutta, with wide avenues, majestic European-style buildings, and new modes of transport. The paintings depict life and activity on the roads. Paintings by Daniells also show the modernising influence of British rule by emphasising a picture of dramatic change.
- e.
 - i. This style of painting is known as Kalighat painting.
 - ii. In Bengal, around the pilgrimage centre of the temple of Kalighat, local village scroll painters and potters developed a new style of art. They moved to Calcutta from the nearby villages in the early nineteenth century. Before the nineteenth century, the village *patuas* and *kumors* had worked on mythological themes and produced images of gods and goddesses. After shifting to Kalighat, they continued to paint these

religious images. Kalighat painters tried to draw three-dimensional images but were unable to make the images realistic and lifelike. In the early Kalighat paintings had a bold and deliberately non-realistic style. After the 1840s, a new trend started within the Kalighat artists. Kalighat artists responded to the changing world around them and started producing paintings on social and political themes. Many of the late-nineteenth-century Kalighat paintings depict social life under British rule. In these paintings, the artists mocked at the changes they saw around, ridiculing the new tastes of those who spoke in English and adopted Western habits, dressed like sahibs, smoked cigarettes, or sat on chairs. They made fun of the westernised *baboo*, criticised the corrupt priests, and warned against women moving out of their homes.

6. Answer the following questions (HOTS).

- a. Rapid developments that took place under the colonial rule also affected art and the artists. The traditional patrons of art and artists lost their political patronage. Several artists had to migrate to cities in search of work and patrons who would buy their paintings. Calcutta, being a major town in the 19th century, attracted many such artists. The tradition of scroll painting, in which painting was done on a piece of cloth, was made by *patua* artists in Bengal and Odisha. Many such *patua* artists settled in the vicinity of Kalighat temple, Calcutta, in the 19th century. It was a period of change in the urban society, where modern, educated Indians were imitating lifestyle and dressing of their colonial masters. Western habits, dressed like sahibs, smoked cigarettes, or sat on chairs. The *patua* artists, who had traditionally painted mythological themes, now started drawing images of what they called '*baboo* society'. Sometimes, they mocked ways of this westernised Indian class and gave expression to their anger and frustration of breaking down of their culture in their paintings. These paintings came to be known as the Kalighat paintings.
- b. Raja Ravi Varma belonged to the royal family of Travancore, Kerala. He extensively used the techniques of oil painting to create scenes from the Indian mythology and epics such as *Mahabharata* and *Ramayana*. He used the method of life study which rendered a very realistic touch to his paintings. On the other hand, Kalighat paintings were not realistic. Kalighat paintings depict social life under British rule. In these paintings, the artists mocked at the changes they saw around, ridiculing the new tastes of those who spoke in English and adopted Western habits, dressed like sahibs, smoked cigarettes, or sat on chairs. They made fun of the westernised *baboo*, criticised the corrupt priests, and warned against women moving out of their homes.

7. Value-based question.

Hint:

All form of art is good and should be appreciated as they are a creation of an artist. There is nothing wrong in getting influenced by modern art. But at the same time we should not forget our traditional form of art. We can preserve our art in the following ways:

- Encourage people to draw folk art by organising exhibitions in the cities and also abroad.
- Buy these paintings from the folk artists so that they are encouraged to draw and pass it to the next generation.
- Visit tribal areas to procure paintings and then selling them in cities as most of these people are unable to do so.

11

THE MAKING OF THE NATIONAL MOVEMENT: 1870s – 1947

NCERT Based Questions

1. Fill in the blanks.

- a. of or for all the people b. Arms, Vernacular Press
c. Satyagraha d. Dyer
e. Curzon

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- a. Muhammad Ali Jinnah was the head of the Muslim League. He wanted a different state for the Muslims. He wanted the formation of Pakistan for the Indian Muslims.
- b. Viceroy Curzon partitioned Bengal in 1905. Bengal was the biggest province at that time which included Bihar and parts of Orissa. The British therefore argued that division of Bengal was important for reasons of administrative convenience. This division was closely tied to the interests of British officials and businessmen as instead of removing the non-Bengali areas from the province, the government separated East Bengal and merged it with Assam. Actually the main motive of the British was to curtail the influence of Bengali politicians and to split the Bengali people.
- c. A group of Muslim landlords and nawabs formed the All India Muslim League at Dacca in 1906 to support the partition of Bengal. Another reason was that the Muslims were not confident that Congress will fight for Muslim rights. In this they were supported by the British as the policy of the British government was 'divide and rule'.
- d. The Moderates believed that the British rule had done much good to India by cleansing the Indian society of its social evils. Their initial demands were:
- Demand for participation of Indians in the government in the short-run and gradual move towards democratic self-government.
 - Opportunities to join the Indians in Civil Services.
 - Reduction of military expenditure and more expenditure on development of education.
 - End of unfair tariffs and excise duties.
 - Change in forest laws and wanted abolition of salt tax.
 - Demanded better treatment of Indian labourers abroad.
- e. The Arms Act which was passed in 1878 disallowed Indians from possessing arms. In the same year the Vernacular Press Act was also enacted to silence those who were critical of the government. The Act allowed the government to confiscate the assets

of newspapers including their printing presses if the newspapers published anything that was found objectionable.

- f. Subhash Chandra Bose was a radical nationalist from Bengal, with socialist leanings. He did not share Gandhiji's ideal of ahimsa. In January 1941, he secretly left his Calcutta home, went to Singapore and raised the Azad Hind Fauj or the Indian National Army (INA) to free India from British control. In 1944, the INA tried to enter India through Imphal and Kohima but the campaign failed.

4. Write long answers (LA) for the following questions.

- a. Some of the causes for the rise in nationalist feeling in Indians were:
- People at large realised that they were citizens of the same country and shared a common national identity which gave rise to the feeling nationalism.
 - Socio-religious consciousness aroused by the reformers contributed to the evolution of modern India which led to national awakening.
 - The understanding that Indians were being economically exploited by the British and therefore poverty was increasing changed the mindset of the people. This developed a strong disliking for the foreign rule and love for *swadeshi* goods and *swadeshi* rule.
 - Increased social interaction due to the introduction of postal system, telegraph, railways and a network of roads made people come closer. This created bond and the realization that Indians needed to unite against the British.
 - European education opened the floodgates of modern knowledge and liberal European thought to the Indians.
 - The Indian Press, both in English and vernacular languages, played a crucial role in creating and fostering national consciousness among the Indians.
 - The British policy of racial discrimination and arrogance played a significant role in the growth of nationalism.
 - Vernacular Press Act, the Arms Act of 1878, and the controversy over the Ilbert bill were some more reasons for the growth of nationalism.
- b. The partition of Bengal angered people all over India. All sections of the Congress opposed it. Large public meetings and demonstrations were organised, and new methods of mass protest were developed. The Swadeshi movement sought to oppose British rule and encourage the ideas of self-help, *swadeshi* enterprise, national education, and use of Indian languages. To fight for *swaraj*, the radicals advocated mass mobilisation and boycott of British institutions and goods. This movement came to be known as Swadeshi Movement as *Swadeshi* means 'indigenous' or 'made in one's own country'.
- c. Women from diverse backgrounds participated in the national movement. Their involvement was significant for the freedom struggle, for the women's movement, and for themselves personally. It gave them a place in the professions, in the governance of India, and it could pave the way for equality with men. One such woman was Ambabai. She was from Karnataka and had been married at age of twelve and was widowed at sixteen. She picketed foreign cloth and liquor shops in Udipi for which she was arrested, served a sentence and was rearrested. Between prison terms she made speeches, taught spinning, and organised *prabhat pheris*. Ambabai considered these as the happiest days of her life because they gave it a new purpose and commitment.

- d. On the day of partition of Bengal, people protested and observed fasts, walked barefoot to the Ganges and walked on the streets singing patriotic songs such as the *Vande Mataram*. The Swadeshi and Boycott Movements were against the partition of Bengal. It spread across India and came to be known by different names. For example, in Andhra Pradesh, it was called the Vandemataram Movement. The Swadeshi movement sought to oppose British rule and encourage the ideas of self-help, *swadeshi* enterprise, national education, and use of Indian languages. To fight for *swaraj*, the radicals advocated mass mobilisation and boycott of British institutions and goods. All these pan India movements created an understanding in people that they have to unite to oust the British from India.
- e. In 1919 Gandhiji gave a call for a *satyagraha* against the Rowlatt Act that the British had passed. The Act was opposed as it curbed fundamental rights such as the freedom of expression and strengthened police powers. Mahatma Gandhi, Mohammad Ali Jinnah and others felt that the government had no right to restrict the basic freedom of people. They criticised the Act as “devilish” and tyrannical. Gandhiji asked the Indian people to observe 6 April 1919 as a day of non-violent opposition to this Act, as a day of “humiliation and prayer” and *hartal*. *Satyagraha Sabhas* were set up to launch the movement. The Rowlatt Satyagraha turned out to be the first all-India struggle against the British government, though it was largely restricted to cities.

Additional Practice Questions

1. Fill in the blanks.

- | | |
|--|------------------------------|
| a. All India Muslim League | b. Radicals, Moderates, 1907 |
| c. Rashtriya Swayamsevak Sangh, Communist Party of India | |
| d. Non-Cooperation | e. 1942 |

2. Tick the correct answer.

- | | |
|--------------------------|-------------------------------------|
| a. i. 1905 | b. ii. Bankim Chandra Chattopadhyay |
| c. iv. Bombay | d. iv. Indian National Congress |
| e. i. split in the party | |

3. Write very short answers (VSA) for the following questions.

- a. Bengal was partitioned by the British government due to administrative purpose as it was a big province.
- b. The massacre of innocent Indians in Jallianwala Park pained Rabindranath Tagore so much that he renounced his knighthood title.
- c. The victorious British in the First World War imposed humiliating terms on Turkey and the allies divided the Empire of Turkey amongst themselves. Indian Muslims supported the British in the War on the condition that after the War, they would give up their anti-Turkish policies and treat the Caliph decently. The British did not keep their promise after the War which led to unrest in Indian Muslims against injustice. This led to the rise of the Khilafat Movement.
- d. A group of Muslim landlords and nawabs formed the All India Muslim League at Dacca in 1906. The League was formed to fight for Muslim rights like separate electorate for Muslims.
- e. The literal meaning of “*sarvajanik*” is “of or for all the people” (*sarva* = all + *janik* = of the people).

4. Write short answers (SA) for the following questions.

- a. The Moderates could make Indians politically aware and instilled in them a sense of national unity. They popularised the ideals of democracy, secularism and nationalism, civil liberties among the people. So we can say that the Moderates laid the foundation of a national movement through which India could achieve freedom.
- b. The Moderates had full faith in the British government's ideas of justice and fair play. They believed that the British would look into their demands if they were convinced that the demands were reasonable and just so they gave petitions to the British government from time to time to fulfil their demands. Whereas the Radicals were not happy with the 'prayers and petitions' and wanted to explore more radical methods. So, they favoured direct action against the government instead of signing petitions to fulfil their demands.
- c. The Ilbert Bill was introduced in 1883. This bill sought to give the Indian judges the same powers and rights as their European colleagues enjoyed. Earlier, Indian judges were commissioned to hear the cases of only the Indians, but the Bill allowed the Indian judges to try Europeans accused of crimes. This raised a storm among the members of the European community and they all stood united against the Bill. This agitation of the English forced the government to repeal the Bill.
- d. People of Bengal reacted sharply to the partition. The Moderates and the Radicals were united over the issue. Anti-partition movement was organised by the national leaders at Calcutta in August 1905. The movement spread throughout Bengal. Swadeshi and Boycott Movements were started to put pressure on the government.
- e. By 1890s many Indians began to raise questions about the political style of the Congress. In Bengal, Maharashtra and Punjab, leaders such as Bepin Chandra Pal, Bal Gangadhar Tilak and Lala Lajpat Rai started to explore more radical objectives and methods. They criticised the Moderates for their "politics of prayers". They emphasised the importance of self-reliance and constructive work and argued that people must rely on their own strength, not on the so called 'good' intentions of the government. Every Indian, according to them must fight for *swaraj*. Tilak raised the slogan, "Freedom is my birthright and I shall have it!" They wanted complete freedom from the British rule.
- f. On 13, April 1919, a peaceful meeting was held at Jallianwala Bagh in Amritsar to protest against the arrest of some Congress leaders. While the meeting was going on peacefully, General Dyer entered the park with his troops. He blocked the exit ends of the park and ordered the troops to open fire. The firing continued for 20 minutes. Hundreds of people were killed and many wounded.

5. Write long answers (LA) for the following questions.

- a. After two years of Congress rule in the provinces, in September 1939, the Second World War broke out. Critical of Hitler, Congress leaders were ready to support the British war effort but in return they wanted that India be granted independence after the War. The British refused to concede to this demand. The Congress ministries resigned in protest and Mahatma Gandhi decided to initiate a new phase of movement against the British in the middle of the Second World War. He demanded that the British must quit India immediately. To the people he said, 'do or die' but fight the British using non-violent means. Gandhiji and other leaders were jailed at once, but the movement spread. It attracted peasants and the youth who gave up their studies

to join it. Communications and symbols of state authority were attacked all over the country and in many areas the people set up their own governments. The first response of the British was severe repression, but it ultimately brought the Raj to its knees.

- b. People thought of Gandhiji as some kind of messiah. Someone who would help them overcome their misery and poverty. Gandhiji wished to build class unity, not class conflict, yet peasants could imagine that he would help them in their fight against zamindars and agricultural labourers believed he would provide them land. Sometimes people would make Gandhiji for their own achievements. For instance, at the end of a powerful movement, peasants of Pratapgarh in the United Provinces managed to stop illegal eviction of tenants but felt it was Gandhiji who had won this demand for them. At other times, using Gandhiji's name, tribals and peasants undertook actions even though they might not have conformed to Gandhian ideals.
- c. Bhagat Singh was a revolutionary nationalist. He and his comrades wanted to fight colonial rule and the rich exploiting classes through a revolution of workers and peasants. They founded the Hindustan Socialist Republican Association (HSRA) in 1928 at Ferozeshah Kotla in Delhi. On 8 April 1929, in order to express resentment of Indians against the repressive laws of the British government, Bhagat Singh and his comrade Batukeshwar Dutt threw two bombs in the Central Assembly without the intention of hurting anyone. They stood there and raised the slogan *Inquilab Zindabad*. As a result, they got arrested and on 23 March 1931, Bhagat Singh was tried and executed at the age of 23.
- d. Subhash Chandra Bose was a radical nationalist from Bengal with socialist leanings. He did not share Gandhiji's ideal of ahimsa. In January 1941, he secretly left his Calcutta home, went to Singapore and raised the Azad Hind Fauj or the Indian National Army (INA) to free India from British control. In 1944, the INA tried to enter India through Imphal and Kohima, but the campaign failed. In January 1944, the soldiers of the INA invaded the north-eastern parts of India. With the defeat of Japan in the Second World War, the Japanese retreated leaving Rangoon which was then was occupied by the British. Netaji escaped to Singapore and then to Bangkok. In August 1945, Subhas Chandra Bose was reported to have lost his life in an air crash.
- e.
 - i. This is a picture of the Dandi March.
 - ii. In 1930, Gandhiji declared that he would lead a march to break the salt law. According to this law, the state had a monopoly on the manufacture and sale of salt. Mahatma Gandhi along with other nationalists reasoned that it was sinful to tax salt since it is such an essential item of our food. The Salt March related the general desire of freedom to a specific grievance shared by everybody, and thus did not divide the rich and the poor. Gandhiji and his followers marched for over 240 miles from Sabarmati to the coastal town of Dandi where they broke the government law by gathering natural salt found on the seashore, and boiling sea water to produce salt.

6. Answer the following questions (HOTS).

- a. After 1919 the struggle against British rule slowly became a mass movement, involving peasants, tribals, students and women in large numbers. Women from diverse backgrounds participated in the national movement. Young and old, single

and married, they came from rural and urban areas, from both conservative and liberal homes. The involvement of women was significant for the freedom struggle, not only for women's movement but for themselves personally. Both British officials and Indian nationalists felt that women's participation gave the national struggle immense force. Participation in the freedom movement brought women out of their homes and gave them a place in different professions but also paved the way for equality with men.

The history of Indian women is full of pioneers, who have broken gender barriers and worked hard for their rights and made progress in the field of politics, arts, science, sports, law, army, etc. Some achievements of Indian women:

- Indira Gandhi as the Prime Minister.
- Many have won Miss Universe and Miss World winners.
- Arunima Sinha is the first female amputee to climb Mount Everest.
- Pratibha Patil, first woman President.
- Kalpana Chawla was the first Indian woman who reached in space.
- Kiran Bedi was the first IPS officer.

There are so many women achievers in various fields today.

- b. The Swadeshi Movement started when the British government partitioned Bengal in 1905. The Movement was started to oppose British rule and encourage the ideas of self-help, *swadeshi* enterprise, national education, and use of Indian languages. The main idea behind this move was to encourage the growth of Indian industries. It was an effective way to develop nationalism and patriotism among people. The movement led to the boycott of British-made goods imported to the Indian markets. Women and students played an active role in the movement. Shops, which sold foreign goods, were picketed and foreign goods were burnt in public places.

On the other hand, Khilafat Movement was in retaliation to the British not treating the Caliph decently. The victorious British in the First World War imposed humiliating terms on Turkey and the allies divided the Empire of Turkey amongst themselves. Indian Muslims supported the British in the War on the condition that after the War, they would give up their anti-Turkish policies and treat the Caliph decently. The British did not keep their promise after the War which led to unrest in Indian Muslims against injustice.

7. Value-based question.

Hint:

It is very important to value our independence which we have got after years and years of struggle and hardships. Therefore, we should live in peace with all.

- We should not fight with each other otherwise other countries might feel we are weak and would take advantage of the situation.
- As Indian citizens we should only show a united front.
- We should be Indians first then any religion or caste as these should not matter to us, especially in the 21st century.
- We should all work towards a prosperous and united India.
- Always strive to make our country shine in all fields, be it sports, scientific achievements or in entertainment industry.

12

INDIA AFTER INDEPENDENCE

NCERT Based Questions

1. Fill in the blanks.

- a. Drafting
c. language
- b. Union List
d. Dr BR Ambedkar

2. State whether True or False.

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

3. Write short answers (SA) for the following questions.

- a. The leaders of independent India had realised that to achieve development, unity among different sections of the society was required. At the time of independence, there was a lot of gap between the rich and the poor and the society was divided on the lines of castes and communities. The citizens of this vast land spoke many different languages, wore many kinds of dress, ate different kinds of food and practised different professions. They felt that if this gap was not reduced it could result in violence and conflict and if there was no unity then it would become difficult for people to live together in one nation state.
- b. Post-independence, it was realised that economic development was very important and therefore a need for strategic development for the progress of the nation was felt. In 1950, the government set up the Planning Commission to assess all resources of the country, formulate plans for effective and balanced utilisation of resources and determine priorities. Jawaharlal Nehru became the first chairperson of the Planning Commission.
- c. After the Second World War, the world was divided into two power blocs—one led by the USSR and the other USA. Some newly independent countries such as India were not willing to become a part of any of these power blocs. It was the era of **Cold War**. Prime Minister Jawaharlal Nehru wanted India to be a self-sufficient country with an independent foreign policy. So, he decided not to side with any of these power blocs. Thus, the policy of non-alignment came into being. The foundation of Non-Aligned Movement (NAM) was laid in 1961. Leaders of five countries, Egypt, Yugoslavia, Indonesia, Ghana and India initiated the Non-Aligned Movement. This was done in order to maintain distance from either of the power blocs.
- d. (*Students can write any two features*)
Some of the features of the Indian Constitution are:
- Indian Constitution was the provision of equality before law for all the citizens, irrespective of caste, religion, gender or class.
 - The Constitution of India emphasises equal rights for its citizens irrespective of their religion and creed and prohibit any kind of religion-based discrimination.

- It grants equal opportunity to all its citizens in the matter of employment or appointments in government or private sector.
- All persons are equally entitled to the right to freely profess, practise and propagate their religion and to establish their educational institutions.
- Another important feature of the Indian Constitution was that it offered special rights to the poor and backward classes.

4. Write long answers (LA) for the following questions.

- The Indian Constitution offers special rights to the poor and backward classes. The Constitution of India formally recognised the plight of those who had experienced caste-based discrimination for centuries and sought to uplift their overall condition. An administrative term, Scheduled Caste was coined to refer to these groups. In addition, the term Scheduled Tribes was given to the indigenous people or *adivasis* who were outside the caste-based society. Besides banning untouchability, the Constituent Assembly, after a long debate, recommended reservation to these groups under special quotas in different educational and vocational institutions, legislative bodies and government jobs.
- Lifting India and Indians out of poverty and building a modern technical and industrial base were among the major objectives in front of the Indian leaders post-independence. In 1950, the government set up a Planning Commission to help design and execute suitable policies for economic development. There was a broad agreement on “mixed economy” model. In this type of economy, both the State and the private sector were given the responsibility and complementary roles in increasing production and generating jobs. To chalk out the details of the role that the private and the State would play, Planning Commission was formed. Planning Commission’s job was to make Five Year Plans for the development of the economy. In 2014 Planning Commission was dissolved.
- Language was a major debate in the Constituent Assembly. Many members of the Constituent Assembly believed that English language should leave India with the British rulers. Its place, they argued, should be taken by Hindi. However, those who did not speak Hindi were of a different opinion. Speaking in the Assembly, T.T. Krishnamachari conveyed that Hindi will not be accepted by the southern states. Some even threatened to separate from India if Hindi was imposed on them. A compromise was finally arrived at and was decided that while Hindi would be the official language of India, English would be used in the courts, the services, and communications between one state and another.
- In 1920s, the members of the Indian National Congress had agreed on the linguistic reorganisation of the Indian states. But after independence, in the wake of the political division of the country on the basis of religion, the Congress-led government became concerned that the states formed solely on a linguistic basis might be unsuitable and might pose a risk to the national unity. Both Prime Minister Nehru and Deputy Prime Minister Vallabhbhai Patel were against the creation of linguistic states. Nehru had said that “disruptionist tendencies had come to the fore” and to check it, the nation had to be strong and united. Speakers of various regional languages got disappointed when the Congress failed to address their issue of linguistic states. Soon separatist movements started in separate corners of the nation. The loudest protest came from the Madras Presidency where under the leadership of Potti Sriramulu, demanded a

separate Andhra state. After 58 days of fasting, Potti Sriramullu died in 1952. Due to intense protests the Central government gave in to their demands. On 1 October 1953, a separate state of Andhra came into being and was named Andhra Pradesh. This sparked off agitations all over the country demanding separate statehoods. As a result of the demands for separate states from other linguistic communities, a States Reorganisation Commission was set up which recommended the central government to form a number of different states in order to avoid situations such as the Andhra Separatist Movement. Soon many states were carved out on the basis of language.

- e. The name of the personality is BR Ambedkar. Ambedkar belonged to the Mahar caste and was a victim of caste-based discrimination and humiliation while growing up. In school he was forced to sit outside the classroom on the ground and was not allowed to drink water from taps that upper-caste children used. After finishing school, he got a fellowship to go to the US for higher studies. On his return to India in 1919, he wrote extensively about 'upper-caste' power in the society. In 1927, Ambedkar started a temple entry movement, in which he was supported by his Mahar caste followers. Brahman priests were outraged when the Dalits used water from the temple tank. Ambedkar led three such movements for temple entry between 1927 and 1935. His aim was to make everyone see the power of caste prejudices within society and did not want Dalits to face such discrimination.

Additional Practice Questions

1. Fill in the blanks.

- a. vote
c. Marathi, Gujarati speaking
- b. Vallabhbhai Patel
d. heavy

2. Write one word answer.

- a. Andhra
c. Mixed economy
- b. Jawaharlal Nehru
d. Non-Aligned Movement

3. Write very short answers (VSA) for the following questions.

- a. Forests and agriculture are two subjects that come under Concurrent List.
b. Egypt, Yugoslavia, Indonesia, Ghana and India were the first members of the Non-Aligned Movement.
c. Potti Sriramulu was a Gandhian. He had gone on a hunger strike to demand for the formation of Andhra state to protect the interests of Telugu speakers. On 15 December 1952, fifty-eight days into his fast, Potti Sriramulu died.
d. Jawaharlal Nehru was the first Chairman of Planning Commission.

4. Write short answers (SA) for the following questions.

- a. India was confronted with many problems immediately after Independence. After partition, the society of India was divided on the basis of caste, religion, language, and region. During this time, national integration was necessary for the security and development of the nation that was just born. The new nation had to adopt a political system that would best serve the hopes and expectations of its people. To achieve this, unity among different sections of the society was required. Therefore, to solve all these issues, the Indian Constitution was written.

- b. Due to the colonial policies, Indian economy was almost shattered. Post-independence, Indian leaders immediately realised that without economic development political freedom has no meaning. So, there was a need for strategic development for the progress of the nation. In 1950, the government set up the Planning Commission to assess all resources of the country, formulate plans for the most effective and balanced utilisation of resources and determine priorities. Jawaharlal Nehru was the first chairperson of the Planning Commission.
- c. India was partitioned into two nations—India and Pakistan. As a result, millions of people migrated from one country to another. They were homeless and jobless. So immediately after Independence, India was confronted with:
 - Problems of refugees
 - Indian Princely states not wanting to unite with the Indian Union.
- d. At the time of independence, a large population lived in villages. Both farming and non-farming sections were dependent on the monsoon for their livelihood. So, if the crops failed, the farmers suffered and in turn other service groups such as carpenters, barbers, ironsmith, weavers also suffered. Partition of the country had obstructed the growth of industries in India, especially the jute and cotton industries. India suffered losses in terms of markets as well as most of the skilled labour migrated to Pakistan. In cities, the factory workers lived a miserable life in slums without adequate public facilities and access to education or health facilities. In general, the economy was in shambles.

5. Write long answers (LA) for the following questions.

- a. Congress leaders, such as Jawaharlal Nehru and Vallabhbhai Patel were against the idea of forming states solely on the basis of language. Speakers of various regional languages such as Kannada, Marathi, Tamil and Malayalam got disappointed when the Congress failed to address their issue of linguistic states. Soon separatist movements started in separate corners of the nation. But the loudest protest came from the Madras Presidency where the Telugu-speaking population, under the leadership of Potti Sriramulu, demanded a separate state. After 58 days of fasting, Potti Sriramulu died in 1952. Immediately after his death, there were intense protests, in the end, the Central government gave in. On October 1, 1953, a separate state of Andhra came into being and was named Andhra Pradesh.
- b. There was a broad agreement on the ‘mixed economy’ model in which both the public sector and the private sector had roles to play in increasing production and generating jobs. A mixed economy aimed to bring about equality as there would be no concentration of economic power in a few hands. Now the Planning Commission had to decide which industries would be initiated by the private sector and which industries by the public sector. Also, how to achieve a balance between the developments of each region of India was to be decided by the Planning Commission.
- c. Some of the features of the Indian Constitution are:
 - Indian Constitution was the provision of equality before law for all the citizens, irrespective of caste, religion, gender or class.
 - The Constitution of India emphasises equal rights for its citizens irrespective of their religion and creed and prohibit any kind of religion-based discrimination.
 - It grants equal opportunity to all its citizens in the matter of employment or appointments in government or private sector.

- All persons are equally entitled to the right to freely profess, practise and propagate their religion and to establish their educational institutions.
 - Another important feature of the Indian Constitution was that it offered special rights to the poor and backward classes.
- d. Five Year Plans were adopted for economic growth under the Planning Commission of India. First Five-Year Plan, implemented in 1951, concentrated on the development of the primary sector. Many dams were built under this plan, including the Bhakra Nangal Dam and the Hirakud Dam. It also focused on the health sector, especially on the health of children. Second Five Year Plan was formulated in 1956 which majorly emphasised on domestic production of industrial products and rapid industrialisation. In 1956, the Second Five Year Plan was formulated. It was decided that these sectors would be under the control of the State. The focus on heavy industry and the effort at state regulation of the economy was to guide economic policy for the next few decades. This approach had many strong supporters, but also some vocal critics.

6. Answer the following questions (HOTS).

a. *Probable Answer. Answers may differ.*

India is a big country with many languages being spoken by the people. The national leaders during the time of independence were right in thinking that states should not be carved on the basis of language. They must have thought that after so much of struggle India might disintegrate if people fought amongst themselves because of language. The people, they thought, should have one entity, i.e. being Indian. Language should not be so important. But this was difficult to achieve because no one was ready to accept any one language as the official language. Each province wanted to promote the language spoken by them. So, in a way to bring peace, political leaders had no choice but to carve out states based on language. This problem still exists, like the Gorkhaland issue.

b. *Probable answer.*

If I were a member of the Constituent Assembly, I would have backed the language that was widely spoken as the national language. Since Hindi dialect is spoken by most number of people, I would have frozen Hindi as the national language and would have made learning it as second language in all other states. English should have been the third language as this language is a foreign language. The difficulty that people are facing now is that people coming from smaller towns are not good in English but are good in Hindi and they face a lot of criticism for not being able to speak English.

7. Map Work



8. Value-based question.

Hint:

- The **caste system** divides Hindus into four main categories - Brahmins, Kshatriyas, Vaishyas and the Shudras. Caste hierarchy is according to occupation. Those professions which were regarded as better and respectable made the persons who performed them superior to those who were engaged in dirty professions. The caste system is a great stumbling block in the way of social reforms, because it keeps economic and intellectual opportunities confined to a certain section of the population only. It perpetuates exploitation of the economically weaker and socially inferior castes, especially the untouchables. Caste conflicts are widely prevalent in politics, reservation in jobs and education, inter-caste marriages etc. e.g. Demand for Jat reservation, agitation by Patidar community. My advice would be:
 - Do away with the caste system.
 - We are the same in the eyes of God.
 - Vedas do not preach caste system. This has come much later.
 - Let us all leave in unity and peace.
 - No one is superior or inferior human being.

1

RESOURCES

NCERT Based Questions

1. Tick the correct answer.

- a. ii. has both utility and value b. ii. human-made resource
c. i. actual resource d. ii. potential resource
e. i. ubiquitous resource

2. Answer the following questions.

- a. Three broad categories of resources are: natural, human-made and human.
b. Biotic resources are living resources in the environment. For example: plants and animals.
c. Resources that are drawn from nature and used without much modification are called natural resources. The air we breathe, the water in our rivers and lakes, soils and minerals are all examples of natural resources.
d. Stock of Resource is the amount of resources available for use in the environment which have the potential to satisfy human needs, but people do not have the appropriate technology to access them.
e. Sustainable development is the need of the hour due to the prevailing indiscriminate use of limited non-renewable resources. Sustainable development seeks to balance the needs to use resources and also conserve them for the future.

3. Differentiate between the following.

a.

Renewable resources	Non-renewable resources
Renewable resources are those which get renewed or replenished quickly. Some of these are unlimited.	Non-renewable resources are those which have a limited stock. Once the stocks are exhausted it may take thousands of years to be renewed or replenished. Since this period is much more than human life span, such resources are considered non-renewable.
Examples: solar energy and wind energy.	Examples: coal, petroleum and natural gas.

- b. Energy of flowing wind is captured to turn turbines and generate electricity. This is how wind becomes a resource.
- c. Reserve means something that could be used for meeting future requirements. It is a subset of stock, which can be used with the help of existing technical knowledge, but its use has not been started as of now.
- d. Balancing the needs to use resources and also conserve them for the future is called sustainable development.
- e. Improving the quality of people's skills so that they are able to create more resources is known as human resource development.

6. Write long answers (LA) for the following questions.

- a. Value means worth. Things become resources only when they have a value. Some resources have economic value, some do not. For example, metals may have an economic value, a beautiful landscape may not.
- b Ubiquitous resources are found everywhere on the earth. For example: the air we breathe.
Localised resources are found only in certain places or particular regions. For example: copper and iron ore.
- c. Actual resources are those resources whose quantity is known. These resources are being used in the present. Examples: The rich deposits of coal in Ruhr region of Germany and petroleum in the West Asia, and the dark soils of the Deccan Plateau in Maharashtra.
Potential resources are those whose entire quantity may not be known, and these are not being used at present, but could be used in the future. The level of technology we have at present may not be advanced enough to easily utilise these resources. Examples: The uranium found in Ladakh is an example of potential resource that could be used in the future.
- d. Using resources carefully and giving them time to get renewed is called resource conservation. We can conserve resources by reducing consumption, recycling and reusing things. We should strive to minimise the depletion of natural resources and damage to the environment. We could recycle things and products such as waste, papers, glasses, cans, etc.
- e. Human beings are a very important natural resource. Human beings can make the best use of other natural resources through their intelligence, knowledge, skill and the technology developed by them. They can change natural resources into a range of valuable products. Moreover, human beings are the only resource that have the quality of improving and refining their skills. So, the importance of human resources is no less.

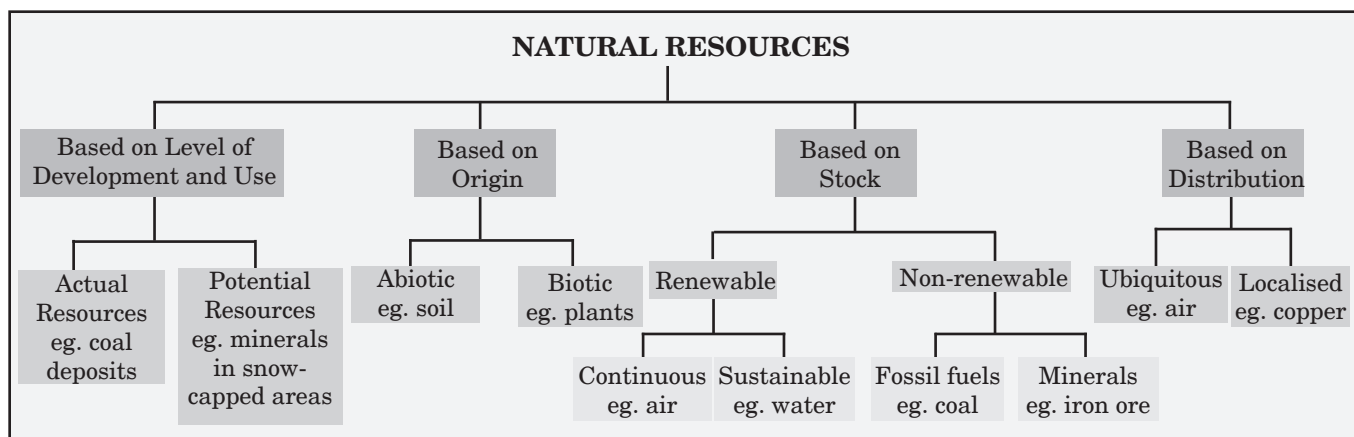
7. Answer the following questions (HOTS).

- a. Human beings are the most important resource. It is their ideas, knowledge, inventions and discoveries that lead to the creation of more resources. For example, the technology to create hydroelectricity has turned energy in fast flowing water into an important resource.
- b. Time and technology are two important factors that can change substances into resources. Some resources can become economically valuable with time. For example, Coal and petroleum take millions of years to regenerate. Also, natural resources

in their raw form have no value, only when the technology is applied, they become valuable. The technology to create hydroelectricity has turned energy in fast flowing water into an important resource.

- c. The distribution of natural resources depends upon a number of physical factors like Terrain, Climate, Altitude etc. As the physical factors vary over different regions, so is the uneven distribution of resources over the earth.
- d. Fossil fuels (coal and petroleum) are considered to be non-renewable resources because these take thousands of years to be renewed or replenished. Since this period is much more than human life span, such resources are considered non-renewable
- e. Time and technology are two important factors that can change substances into resources. Some resources can become economically valuable with time. For example, Coal and petroleum take millions of years to regenerate. Also, natural resources in their raw form have no value, only when the technology is applied, they become valuable. The technology to create hydroelectricity has turned energy in fast flowing water into an important resource.

8. Map/diagram based questions.



9. Value-based questions.

Hint:

One could contribute towards conserving resources in daily life in the following ways:

- Recycling of things and products such as—metal waste, papers, glasses, cans, etc.
- Using resources according to the need thus avoiding overuse of resources.
- Change personal attitude and practices toward the environment.
- Respecting and caring for all forms of life
- Minimising the depletion of natural resources and damage to the environment.
- Developing and promoting technologies to tap renewable resources, so that they can be used on a larger scale, e.g., energy from the Sun, wind, water and tides.

2

LAND, SOIL, WATER, NATURAL VEGETATION AND WILDLIFE RESOURCES

NCERT Based Questions

1. Match the following.

- | | |
|-----------------------|--|
| a. soil contamination | v. pesticides and fertilisers |
| b. freshwater | iv. ice sheets and glaciers |
| c. drip or trickle | ii. irrigation method |
| d. weathering | iii. process of breaking up of exposed rocks |
| e. water | i. renewable natural resource |

2. State whether True or False. If False, write the correct statement in the space provided below.

- True
- False (Land availability is limited. It covers only about thirty per cent of the total area of the earth's surface and all parts of this small percentage are not habitable.)
- False (The total volume of water remains constant. However, it is in constant motion, circulating through the oceans, the air, the land and back again, through the processes of evaporation, precipitation and run-off.)
- True
- True

3. Tick the correct answer.

- | | |
|-------------------------|--------------------------------|
| a. i. about 30% | b. iii. one centimeter of soil |
| c. ii. shelter belt | d. ii. cutting trees |
| e. iii. Flora and fauna | |

4. Answer the following questions.

- Plains offer suitable land for agriculture. Hence, these are the most densely populated areas of the world.
- The land use pattern is determined by physical factors such as topography, soil, climate, minerals, and availability of water.
- Soil conservation is the protection of soil from the harmful effects of erosion or deterioration in quality.
- Shortage of fresh water is due to the following reasons:
 - Increasing population
 - Rising demands for food and cash crops
 - Increasing urbanisation

- Rising standards of living
 - Drying up of water sources
 - Water pollution
- e. Forests provide us with timber and firewood. They also provide habitat to some animals; produce oxygen which animals breathe in; help in preventing soil erosion and replenishing the undergroundwater; give us fruits, vegetables, resins, gums, latex, nuts, medicines and pulp for paper.

Additional Practice Questions

1. Fill in the blanks.

- | | |
|----------------|--------------|
| a. weathering | b. mulching |
| c. 70 % fresh | d. biosphere |
| e. water cycle | |

2. Write very short answers (VSA) for the following questions.

- a. The term land use refers to the different uses of land.
- b. In the coastal and dry regions, rows of trees are planted to check the wind movement, to protect soil cover. These are called shelter belts.
- c. Soil is made up of organic matter, minerals and weathered rocks found on the earth.
- d. Afforestation, land reclamation, regulated use of chemical pesticide and fertilisers, and checks on overgrazing.
- e. In the biosphere living beings are inter-related and interdependent on each other for survival. This life supporting system is known as the ecosystem.

3. Write short answers (SA) for the following questions.

- a. Major factors which affect soil formation are:
 - Nature of the parent rock
 - Climatic factors
 - Topography
 - Role of organic material
 - Time taken for the composition of soil formation
- b. Soil degradation is the decline in soil quality due to human and natural factors. Some factors which lead to soil degradation are deforestation, overgrazing, overuse of chemical fertilisers and pesticides, rain wash, landslides and floods.
- c. Private land is the one that is owned by individuals. Community land is owned by the community for common uses like collection of fodder, fruits, nuts or medicinal herbs. These community lands are also called common property resources.
- d. Land use could be classified on the basis of ownership as private land and community land and on the basis of purpose as such as agriculture, forestry, mining, building houses, roads, and setting up of industries.
- e. Discharge of untreated or partially treated sewage, agricultural chemicals and industrial effluents in water bodies are major contaminants. They pollute water with nitrates, metals and pesticides.

4. Write long answers (LA) for the following questions.

- a. Land is among the most important natural resources. Land is used for different

purposes such as agriculture, forestry, mining, building houses, roads, and setting up of industries. With the growing population, expansion of agriculture and constructional activities, commercial areas, housing complexes in the urban areas, demand for land is also on the rise.

- b. **Due to overgrazing by animals:** When animals are left to graze in open pastures they eat away the grass which holds the soil. This leaves the soil exposed to the agents of weathering.

Deforestation: The rising rate of deforestation has increased soil erosion. More and more trees are being cut to build houses, roads, bridges and dams. We must take steps to prevent soil erosion by planting more trees. Tree roots help to hold the soil together. This stops rain water and wind from carrying away the top soil.

Improper methods of cultivation: Ploughing up and down on slopes increases surface run-off. Thus, contour and terrace farming are effective methods to check soil erosion in the hills.

- c. There is scarcity of water in many regions of the world. Most of Africa, West Asia, South Asia, parts of western USA, north-west Mexico, parts of South America and entire Australia are facing shortages in fresh water supply. Countries located in climatic zones are most susceptible to droughts. They face great problems of water scarcity because of variation in seasonal or annual precipitation, or due to overexploitation and contamination of water sources.

- d. Measures for conservation of trees and forests:

- Deforestation, soil erosion, constructional activities, forest fires, tsunami and landslides are some of the human-made and natural factors which together accelerate the process of extinction of trees and forests. All these human causes should be discouraged.
- National parks, wildlife sanctuaries, biosphere reserves should be made to protect our natural vegetation and wildlife.
- Awareness programmes like social forestry and Vana Mohatasava should be started by the government and NGOs at the regional and community level

- e. Wildlife is in danger across the world due to loss of their habitat because of large scale deforestation. Also, due to indiscriminate killings, several birds and animals have either become extinct or are on the verge of extinction. Some animals are poached for collection and illegal trade of hides, skins, nails, teeth, horns as well as feathers. Some of these animals are tiger, lion, elephant, deer, black buck, crocodile, rhinoceros, snow leopard, ostrich and peacock.

To protect wildlife, following measures have been taken:

- National parks, wildlife sanctuaries, biosphere reserves have been made to protect our natural vegetation and wildlife.
- Many countries have passed laws declaring that trade as well as killing of birds and animals are illegal. In India, killing of lions, tigers, deer, great Indian bustards and peacocks have been banned.
- An international convention CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) has been established that lists several species of animals and birds in which trade is prohibited.

5. Answer the following questions (HOTS).

- a. Ninety per cent of the world population occupies only thirty per cent of land area

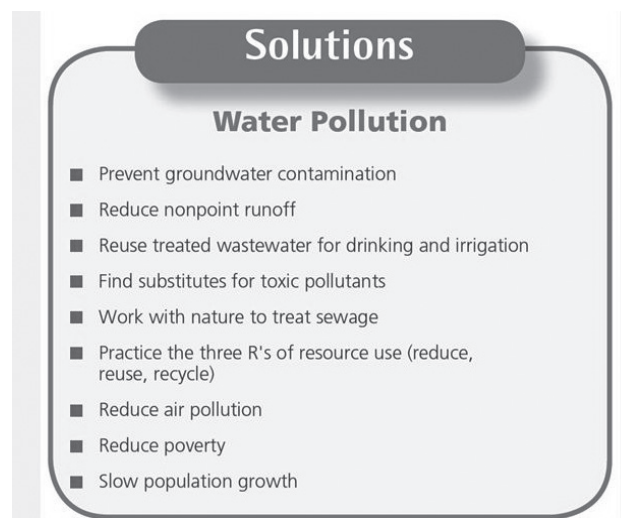
due to uneven distribution of population in different parts of the world is mainly due to varied characteristics of land and climate. Plains and river valleys which offer suitable land for agriculture are the densely populated areas of the world. The remaining seventy per cent of the land is either sparsely populated or uninhabited due to rugged topography, steep slopes of the mountains, low-lying areas susceptible to water logging, desert areas, and thick forested areas.

- b. Water is a vital renewable natural resource. Humans use huge amounts of water for drinking, washing, in the process of production, agriculture, industries, for generating electricity through reservoirs of dams, etc. We cannot imagine our lives without water as it is used in each and every human activity like bathing, cooking, drinking, washing etc.
- c. Rain water harvesting is the process of collecting rain water from roof tops and directing it to an appropriate location and storing it for future use. On an average, one spell of rain for two hours is enough to save 8,000 litres of water. It is a method to save surface runoff.
- d. Wildlife includes animals, birds, insects as well as the aquatic life forms. Wildlife provides us milk, meat, hides and wool. Insects like bees provide us honey, help in pollination of flowers and have an important role to play as decomposers in the ecosystem. Some birds, such as vulture, act as scavengers and are important for cleaning the environment. So, animals big or small, all are integral and an important resource in maintaining balance in the ecosystem.
- e. Growing population and their ever-growing demand has led to a large-scale destruction of forest cover and arable land and has created a fear of losing this natural resource. As the availability of land is limited, in order to accommodate more and more people within the same land area, there arises the need to clear the forest and other arable land to satisfy habitat needs of the population. This destruction of land resource should be checked by adopting practises like afforestation, land reclamation, regulated use of chemical pesticide and fertilisers, and checks on overgrazing.

6. Map/diagram based questions.







- a.
 - i. Methods to control water pollution

Hint:

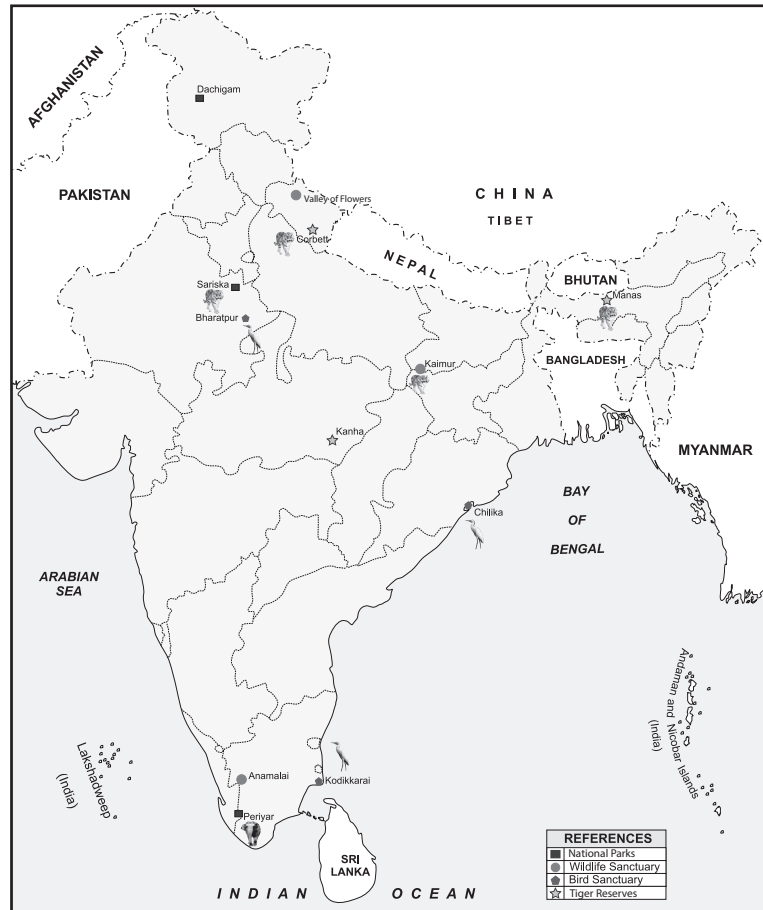


ii. Methods to conserve water

Hint:

	<p>Check faucets for leaks. A slow drip can waste 15 to 20 gallons of water per day.</p>
	<p>Put a bit of food coloring in each toilet tank and watch for a few minutes. Color in the bowl would indicate a toilet leak, which in turn could cause a loss of up to 100 gallons per day.</p>
	<p>Keep showers to a reasonable length. Five minutes for showering and five inches in the tub are good guidelines to follow.</p>
	<p>Water your lawn early or late in the day, rather than in the midday heat. After 10 a.m., evaporation robs the soil of moisture. Therefore, watering after this time does not get absorbed efficiently.</p>
	<p>Use a broom instead of a hose to clean driveways, walks, and patios.</p>
	<p>Wash your car on your lawn instead of your driveway.</p>

b.



7. Value-based questions.

Hint:

- People could be motivated to segregate garbage and make compost pit for preparing manure in the following ways:
 - Install separate dust bins for biodegradable and non-biodegradable waste at small intervals in the city and people should be made aware to use them.
 - Reward those who keep their surroundings clean including industrial houses.
 - Make it compulsory to handover biodegradable waste to the collection agents only and ban public littering.
 - Use of incineration—a method to convert waste into energy, should be promoted. It reduces the heaps of waste and makes the environment clean.
 - City/district level waste recycling plants should be created.
 - Bring the latest technology in solid waste management.
 - Involve school children and NGOs for awareness campaign.
- We can help in making a green earth by adopting several green practices like:
 - Using environment friendly transport e.g. bicycle for short distances
 - Adopting the three Rs—Reduce, Reuse and Recycle.
 - No littering in and around surroundings.
 - Using separate bins for biodegradable and non-biodegradable waste.
 - Switching off lights and fans when not required.

3

MINERALS AND POWER RESOURCES

NCERT Based Questions

1. Tick the correct answer.

- a. i. quarrying
- b. ii. sedimentary rocks
- c. iii. Kerala
- d. i. copper
- e. i. quartz

2. Answer the following questions.

- a. A rock is an aggregate of one or more minerals but without definite composition of mineral.
- b. Minerals are naturally occurring substances with a definite chemical composition.
- c. Minerals are identified on the basis of their physical properties such as colour, density, hardness and chemical property such as solubility.
- d. Asia is the leading producer of iron ore in the world.
- e. Wind farms are those areas where the clusters of wind mills are set up in coastal regions and in mountain passes where strong and steady winds blow. In India, wind farms have been set up in Maharashtra, Karnataka and Tamil Nadu.

3. Give reasons.

- a. Conventional sources of energy are those which have been in common use for a long time. Coal is being used as a domestic fuel, in industries such as iron and steel, steam engines and to generate electricity for so long. Wind however, is a non-conventional source of energy whose use is still not that much widespread. It is one of the cleaner alternatives to fossil fuels like coal.
- b. Coal is the most important mineral for the development of industries because it is used as a domestic fuel, in industries such as iron and steel, steam engines and to generate electricity. Coal is a raw material for basic industries of the country.
- c. The rate at which the growing world population is consuming energy from fossil fuels or utilizing minerals is far greater than the rate of their formation. So, these are likely to be exhausted soon. Therefore, it is important to conserve minerals.

4. Distinguish between the following.

a.

Minerals	Rocks
1. These are the compounds of elements	1. These are the mixtures of minerals.
2. Minerals have specific chemical formula.	2. Rocks do not have any specific chemical formula.
3. All minerals are rocks	3. All rocks are not minerals.
4. Types of minerals: Rock forming, economic minerals and Ores	4. Types of rocks: Igneous, Sedimentary and Metamorphic.

b.

Mineral	Ore
A naturally occurring substance that has a definite chemical composition is a mineral.	Rocks from which minerals are mined are known as ores.

c.

Drilling	Shaft Mining
When deep wells are bored to take the minerals out, then this is called drilling.	Deep bores, called shafts, have to be made to reach mineral deposits that lie at great depths. This is called shaft mining. For e.g., petroleum and natural gas.

Additional Practice Questions

1. Fill in the blanks.

- | | |
|-------------------|--------------------------------------|
| a. ore | b. iron |
| c. mining | d. non-conventional source of energy |
| e. coal; iron ore | |

2. Match the following.

- | | |
|-----------------------------------|--------------|
| a. Buried Sunshine | iii. coal |
| b. Black Gold | v. petroleum |
| c. Eco-friendly automobile fuel | iv. CNG |
| d. Organic waste | ii. biogas |
| e. Inexhaustible source of energy | i. wind |

3. State whether True or False. If False, write the correct statement in the space provided below.

- a. True b. True c. True
 d. False (Metallic minerals contain metals in their raw form.)
 e. False (They are conductors of heat and electricity.)

4. Write very short answers (VSA) for the following questions.

- a. Most of the metallic minerals are found in igneous and metamorphic rocks.
- b. Salt is obtained from seas, lakes and rocks.
- c. Caucasus region of France, manganese deposits of Georgia and Ukraine, and phosphate beds of Algeria.
- d. In India, the Gulf of Kachchh has huge tidal mill farms.
- e. Heat energy obtained from the earth is called geothermal energy.

5. Write short answers (SA) for the following questions.

- a. India has deposits of high grade iron ore which are found mainly in Jharkhand, Odisha, Chhattisgarh, Madhya Pradesh, Goa, Maharashtra and Karnataka.
- b. Uses of minerals:
 - Minerals are used in many industries.
 - Gems, gold and silver are used in the jewellery industry.
 - Copper is used in everything from coins to pipes.
 - Silicon used in the computer industry is obtained from quartz.
 - Aluminium obtained from its ore bauxite is used in automobiles and airplanes.
 - Bottling industry, buildings and in kitchen cookware.
- c. Petroleum is found between the layers of rocks and is drilled from oil fields located in off-shore and coastal areas. This is then sent to refineries which process the crude oil and produce a variety of products like diesel, petrol, kerosene, wax, plastics, and lubricants.
Uses of petroleum:
(i) Transportation (ii) Industrial power (iii) Heating and lighting (iv) Lubricants
(v) Petro-chemical industry
- d. Metallic minerals are those which contain metals in their raw form. They are conductors of heat and electricity. They are hard and have lustre. Metals can be extracted through mining. Examples of metallic minerals—iron, bauxite, manganese, gold, silver, copper, aluminium, lead, zinc, mercury, and platinum. They are found as ores.
- e. The mineral deposits in North America are located in three zones: the Canadian region north of the Great Lakes, the Appalachian region and the mountain ranges of the west. Iron ore, nickel, gold, Uranium and copper are mined in the Canadian Shield Region and coal in the Appalachians region. Western Cordilleras have vast deposits of copper, lead, zinc, gold, and silver.
South America also has large deposits of gold, silver, zinc, chromium, manganese, bauxite, mica, platinum, asbestos, and diamond. Mineral oil is found in Venezuela, Argentina, Chile, Peru, and Columbia.

6. Write long answers (LA) for the following questions.

- a. The mineral deposits in North America are located in three zones: the Canadian region north of the Great Lakes, the Appalachian region and the mountain ranges of the west. Iron ore, nickel, gold, Uranium and copper are mined in the Canadian Shield Region and coal in the Appalachians region. Western Cordilleras have vast deposits of copper, lead, zinc, gold, and silver.
- b. Firewood and fossil fuel such as coal, petroleum and natural gas are the main sources of conventional energy. The disadvantage associated with these is that these sources

are not environment friendly especially firewood, coal and petroleum. The toxic pollutants released from burning these fuels also cause environmental pollution. Also, the reserves of these minerals are limited and the rate at which the growing world population is consuming them is far greater than the rate of their formation. So, these are likely to be exhausted soon.

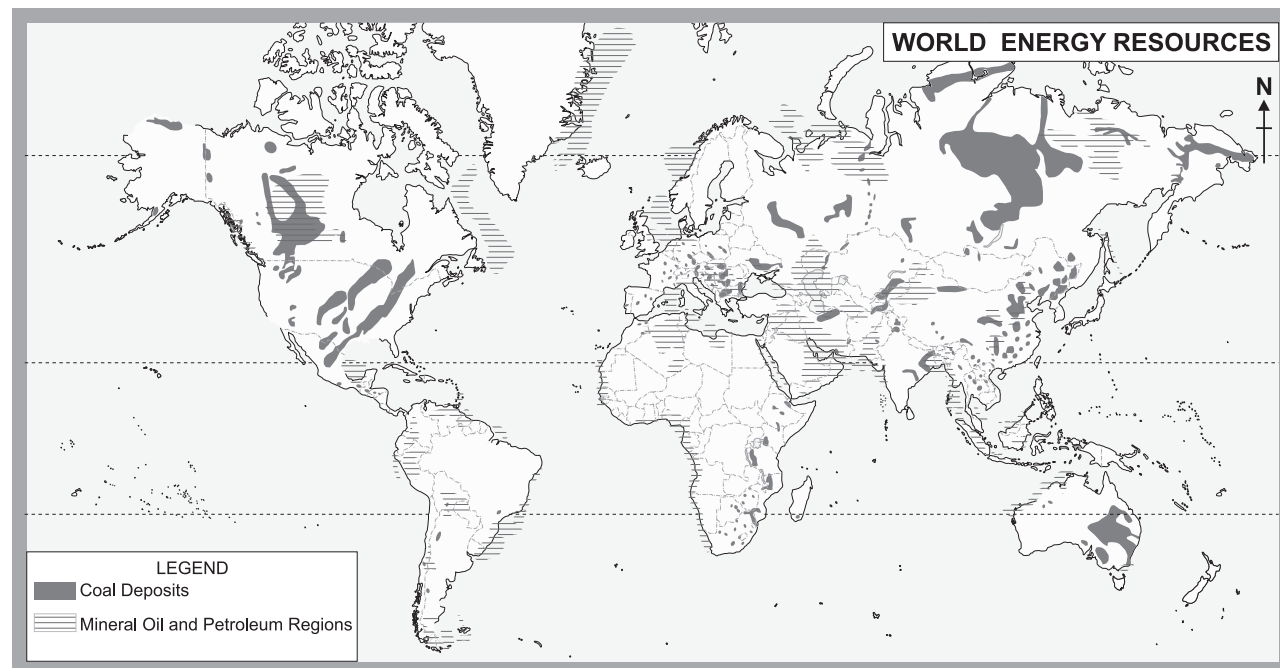
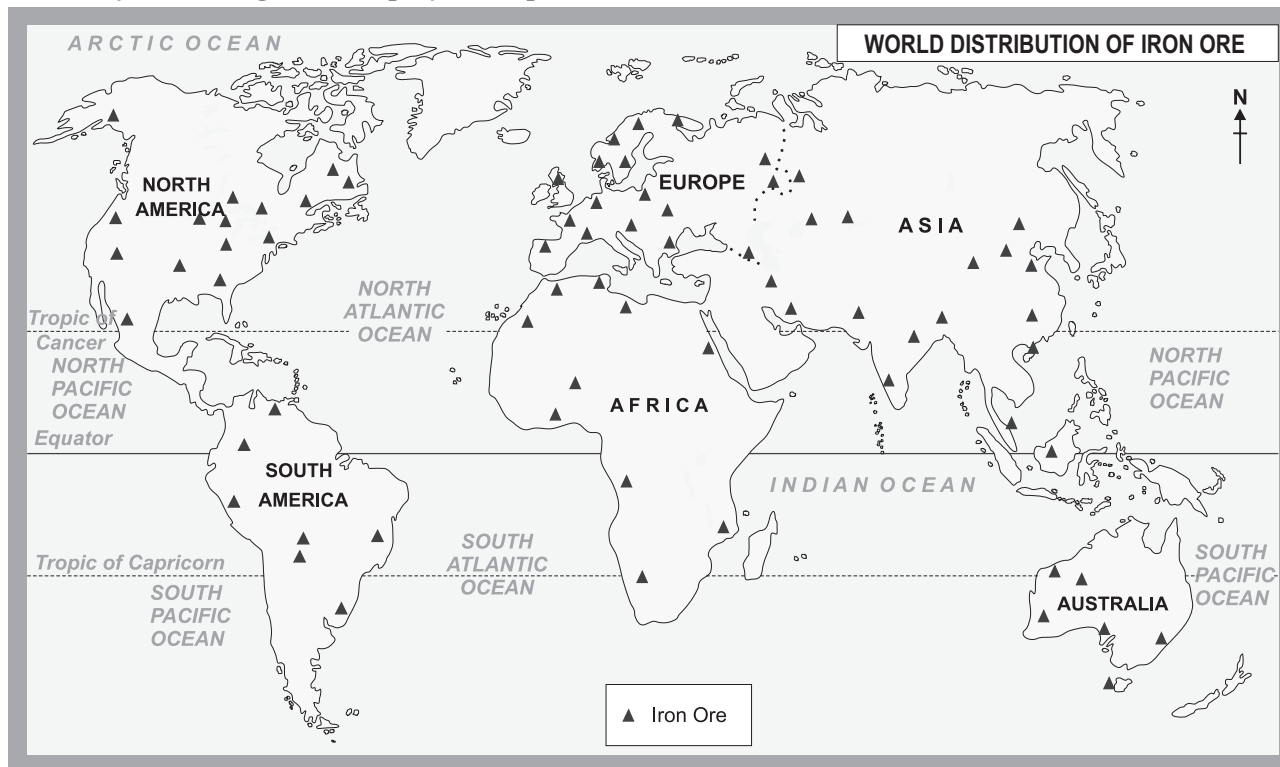
- c. Non-conventional sources of energy are cleaner alternatives to fossil fuels. Unlike conventional sources of energy, these are environment friendly and non-polluting. These sources are renewable and inexhaustible. Therefore, there is need for using sources of energy such as solar energy, wind energy, and tidal energy.
- d. Biogas is a gaseous fuel formed by decomposing organic waste such as dead plant and animal material, animal dung and kitchen waste in a biogas plant. The organic waste is decomposed by bacteria in biogas digesters to emit biogas which is essentially a mixture of methane and carbon dioxide.
- e. Non-conventional sources of power are alternatives to conventional sources like fossils. These sources are renewable and environment friendly. The examples of non-conventional sources of energy are solar energy, wind energy, and tidal energy. In India, wind farms have been set up in Maharashtra, Karnataka and Tamil Nadu. The Gulf of Kachchh in India have huge tidal mill farms.

7. Answer the following questions (HOTS).

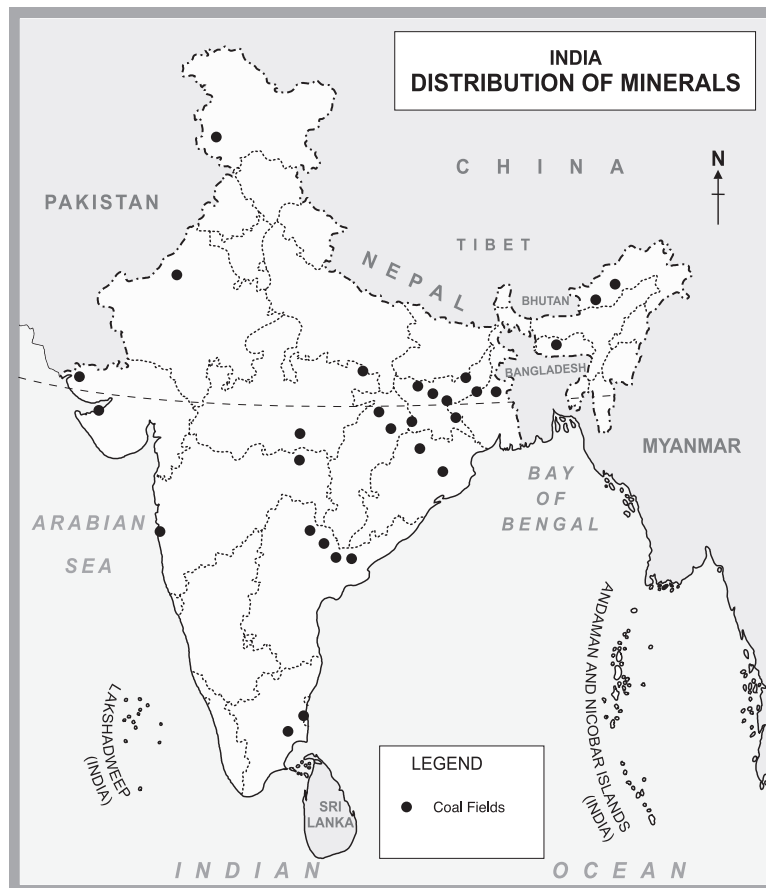
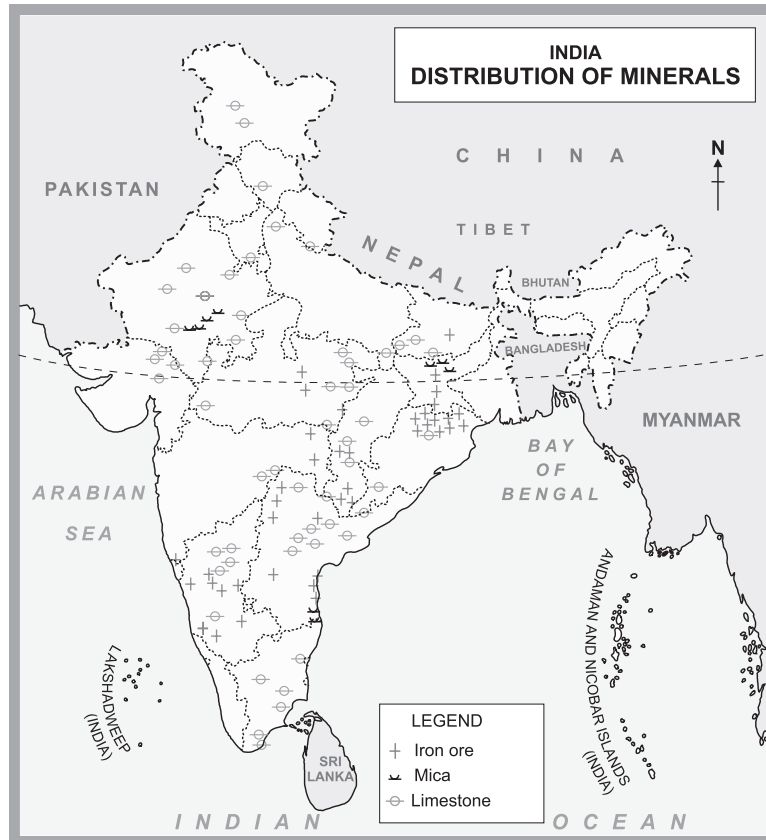
- a. The chief petroleum producing countries are Iran, Iraq, Saudi Arabia, and Qatar. The chief producing countries are found in a particular area in the form of a cluster of countries because oilfields are located in single geographic area. Petroleum is drilled from oil fields and sent to refineries which process the crude oil and produce a variety of products like diesel, petrol, kerosene, wax, plastics, and lubricants.
- b. Fossils are dead remains of living organisms trapped between layers of rocks. They are formed by the slow decomposition of dead plants and animals which had got buried deep under the surface of earth or ocean beds millions of years ago. Coal and petroleum are formed from such fossils and hence are called fossil fuels.
- c. Hydroelectricity is the energy generated from the power of flowing water. Water stored in dams is made to fall from a height. The falling water enters the dam through pipes. It falls on the turbine blades present at the bottom of the dam. The moving blades turn the generator to produce electricity called hydroelectricity. 20% of the world's electricity comes from hydel power.
- d. Solar energy is tapped from the sun which is a natural, universal, and the most abundant source especially in tropical countries. It can be used in solar cells to produce electricity. The technology of utilising solar energy benefits a lot of tropical countries that are blessed with abundant sunshine. Solar energy is also used in solar heaters, solar cookers, and solar dryers, besides being used for community lighting and traffic signals.
- e. The growing population implies more stakeholders for the prevalent stock of minerals. They also need their share in the resources and minerals which implies lesser will be available for each. The rate at which the growing world population is consuming energy from fossil fuels (minerals) is far greater than the rate of their formation. So, these are likely to be exhausted soon.

8. Map/diagram based questions.

a. (Refer to the given maps for map work.)



b.



9. Value-based questions.

a.

Hint:

Minerals are a non-renewable resource i.e. it takes thousand of years in their formation and their extraction and refining is also an expensive affair. Therefore, mineral resources are precious. We can conserve may mineral sources like aluminium, steel, glass by using these resources judiciously and adopting the 3 Rs of Reduce, Reuse and Recycle.

- All glass bottles and jars could be recycled or reused.
- Aluminium foils and cans could be reused.
- Maintaining and repairing old toys, appliances and clothes in place of replacing these with new ones.

b.

Hint:

- The minimum wages of coal miners could be raised so that their purchasing power increases.
- Introduce better technology and provide in-service training to the miners to use that technology.
- Additional health benefits for miners and their families could be granted.
- Compulsory off day in a week should be granted for leisure.

4

AGRICULTURE

NCERT Based Questions

1. Tick the correct answer.

- a. i. China
- b. ii. the USA
- c. i. India and Bangladesh
- d. iii. Brazil
- e. i. Kenya and India

2. Answer the following questions.

- a. The three types of economic activities involved in the transformation of any item, from a plant to a finished product are—primary, secondary, and tertiary.
- b. In mixed farming the land is used for growing food and fodder crops and rearing livestock. It is practised in Europe, eastern USA, Argentina, southeast Australia, New Zealand and South Africa.
- c. In organic farming, organic manure and natural pesticides are used instead of chemicals. No genetic modification is done to increase the yield of the crop.
- d. Crops which are grown on plantations are tea, coffee, sugarcane, cashew, rubber, banana and cotton.
- e. Climatic conditions required for the cultivation of cotton:
 - i. It requires high temperature, light rainfall, two hundred and ten frost-free days and bright sunshine for its growth.
 - ii. It grows best on black and alluvial soils.The chief cotton producing countries in the world are China, USA, India, Pakistan, Brazil, and Egypt.

3. Give reasons.

- a. 'Slash and Burn' agriculture has been banned because:
 - i. Burning vegetation after slashing exposes the soil surface to direct contact with rain and causes soil erosion.
 - ii. After burning the vegetation on the land, it takes several years (even up to 10 to 25 years) to regain its fertility. The practice of leaving the land fallow for that long is very difficult with the growing population and increasing demand for food.
 - iii. Burning reduces organic matter content in soils. Burning kills or drives these organisms away and eliminates the benefits such as natural fertilization of soil and retention of moisture in the soil.
 - iv. Burning might cause bushfires.
- b. Jute is called the 'Golden Fibre' because:
 - i. It is golden coloured and has a silky shine to it.
 - ii. It is a very profitable cash crop. Its export brings in a lot of money into the economy.

- iii. It is the second most important natural fibre after cotton and its demand is on the rise in the world.
- iv. It is an eco-friendly fibre.

4. Distinguish between the following.

- a. Intensive and extensive agriculture:
In intensive agriculture, less area of land is used for farming but a large amount of fertilisers, large machinery, labour and capital inputs are used. In extensive farming, small inputs of labour, fertilisers, and capital are used in a comparatively large area of land for the same amount of output or crop production.
- b. Subsistence farming and commercial farming:
Subsistence farming is practised to meet the needs of the farmer's family. In this, low levels of technology and household labour are used to produce small outputs. On the other hand, in commercial farming, crops are grown for commercial purpose and animals are reared for sale in market. The area cultivated, and the amount of capital used is large. Most of the work is done by machines.
- c. Agricultural input and output:
In agricultural system, inputs are seeds, fertilisers, machinery and labour, while outputs from the system are the result from the inputs—crops, wool, dairy, and poultry products.

Additional Practice Questions

1. Fill in the blanks.

- a. arable
- b. Shifting
- c. organic
- d. Millets
- e. Jute

2. Match the following.

- | | |
|-----------------|---|
| a. Agriculture | iv. science and art of cultivation |
| b. Sericulture | iii. rearing of silk worms |
| c. Pisciculture | v. breeding of fish |
| d. Viticulture | i. cultivation of grapes |
| e. Horticulture | ii. growing of vegetables, flowers and fruits |

3. State whether True or False. If False, write the correct statement in the space provided below.

- a. True
- b. False (The inputs from the system are seeds, fertilisers, machinery and labour.)
- c. False (In commercial farming crops are grown for commercial purpose.)
- d. True
- e. True

4. Write very short answers (VSA) for the following questions.

- a. The land on which the crops are grown is known as arable land.
- b. In nomadic herding, herdsmen move from place to place with their animals for fodder and water, along defined routes. This movement is due to climatic constraints and terrain.

- c. Food security exists when all people, at all times, have access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.
- d. Agricultural development refers to efforts made to increase farm production in order to meet the growing demand of increasing population. The ultimate aim of agricultural development is to increase food security.
- e. HYV stands for High Yielding Variety of seeds.

5. Write short answers (SA) for the following questions.

- a. Cotton requires high temperature, light rainfall, two hundred and ten frost-free days and bright sunshine for its growth. It grows best on black and alluvial soils.
- b. Comparison between rice and wheat:
 Temperature and rainfall: Rice needs high temperature, high humidity and rainfall. Wheat requires moderate temperature and rainfall during the growing season and bright sunshine at the time of harvest.
 Soil: Rice grows best in alluvial clayey soil, which can retain water. Wheat thrives best in well drained loamy soil.
- c. Primary activities include all that is connected with extraction and production of natural resources. Examples: Agriculture and fishing
 Secondary activities are concerned with the processing of these resources.
 Examples: Manufacturing of steel, baking of bread and weaving of cloth
 Tertiary activities provide support to the primary and secondary sectors through services.
 Examples: Transport, trade, banking, insurance, and advertising
- d. Maize requires moderate temperature, rainfall and a lot of sunshine. It needs well-drained fertile soils. Maize is grown in North America, Brazil, China, Russia, Canada, India, and Mexico.
- e. Organic farming is considered to be healthier because in this type of farming organic manure and natural pesticides are used instead of chemicals. No genetic modification is done to increase the yield of the crop.

6. Write long answers (LA) for the following questions.

- a. Subsistence farming is practised to meet the needs of the farmer's family. In this, low levels of technology and household labour are used to produce small outputs. Subsistence farming can be further classified as—intensive subsistence and primitive subsistence farming.
 Intensive Subsistence Agriculture: In this type of farming, the farmer cultivates a small plot of land using simple tools and much more labour. More than one crop is grown annually on the same plot. This type of agriculture is mostly practised in the thickly populated areas of the monsoon regions of south, southeast and east Asia. The main crops grown in this type of farming are rice, wheat, maize, pulses, and oilseeds.
 Primitive Subsistence Agriculture: This type of agriculture includes shifting cultivation and nomadic herding. Shifting cultivation (or slash and burn technique) is practised in the thickly forested areas of Amazon Basin, tropical Africa, parts of Southeast Asia and Northeast India. These areas receive heavy rainfall and quick regeneration of vegetation. A plot of land is cleared by cutting the trees and burning them. The ashes are then mixed with the soil and crops like maize, yam, potatoes and cassava

are grown. After the soil loses its fertility, the land is abandoned, and the cultivator moves to a new plot. Nomadic herding is practised in the semi-arid and arid regions of Sahara, Central Asia and some parts of India, e.g. Rajasthan and Jammu and Kashmir. In this, herdsman move from place to place with their animals for fodder and water, along definite routes. This movement is due to climatic constraints and terrain.

- b. Agriculture or farming can be looked at as a system with inputs, operations and outputs, like any other company.

Inputs: The important inputs are seeds, fertilisers, machinery and labour.

Operations: Some of the operations involved are ploughing, sowing, irrigation, weeding, and harvesting. Outputs: The outputs from the system include crops, wool, dairy, and poultry products.

An example to understand how agriculture is a system:

Input process: In the cultivation of cotton, cotton seeds, fertilisers, machinery and labour is invested. Operations: After planting the seeds, the process of ploughing, sowing, irrigation, and weeding; and finally harvesting of the cotton crop is done.

Output process: The outputs are the cotton crop, cotton fibre, varieties of cotton fabrics and a variety of cotton products (linen and garments).

- c. Comparison between the climatic conditions for the cultivation of tea and coffee:

Climate: Tea requires cool climate and well distributed high rainfall throughout the year for the growth of its tender leaves. Coffee requires warm and wet climate.

Soil: Tea requires well-drained loamy soils and gentle slopes. Large number of labour is required to pick the leaves. Kenya, India, China, Sri Lanka produce the best quality tea in the world. Coffee requires well drained loamy soil. Hill slopes are more suitable for its growth.

- d. Soil and climate play the most important role in agriculture:

Agriculture includes growing crops, fruits, vegetables, flowers, and rearing of livestock. Topography of soil and climate are vital for agricultural activity. A region which has fertile soil and favourable climate becomes a leading producer of grains such as the Prairies of USA and the state of Punjab in India. Both are known as granaries—the Prairies are known as the ‘Granary of the World’ and Punjab is known as the ‘breadbasket of India’. Here the soil and climate is ideal for cultivation of crops, there are good irrigation facilities, availability of labour and machines are used in farming. The topography of the land is also suitable for farming.

- e. Main differences in agriculture between developing and developed countries:

Agriculture in a Developing Country	Agriculture in a Developed Country
1. Agricultural field is small in size (may be about 1 to 2 hectares)	1. Agricultural field is large in size (average size about 250 hectares)
2. Main crops grown are wheat or rice and pulses.	2. Main crops grown are corn, soya bean, wheat, cotton and sugar beet.
3. Farmers take agricultural advice of friends, elders and government agricultural officers regarding farming practices.	3. Farmers have soil testing laboratories to plan their fertilizer programme. The computers of the farmers are linked to the satellite to help them in farming.

4. Many farmers still use traditional methods of using bullocks for ploughing. Some farmers take agricultural implements on rent for ploughing their fields.	4. Farmers use tractors, seed drills, leveller, combined harvester and thresher to perform various agricultural operations.
5. Majority of the farmers lack storage facilities, so, they are forced to sell the produce even when the market is not favourable to them.	5. Grains are stored in automated grain storage or dispatched to market agencies.
6. Irrigation facilities may be inadequate	6. Adequate irrigation facilities.
7. The farmers work like peasant farmers.	7. The farmers work like businessmen.

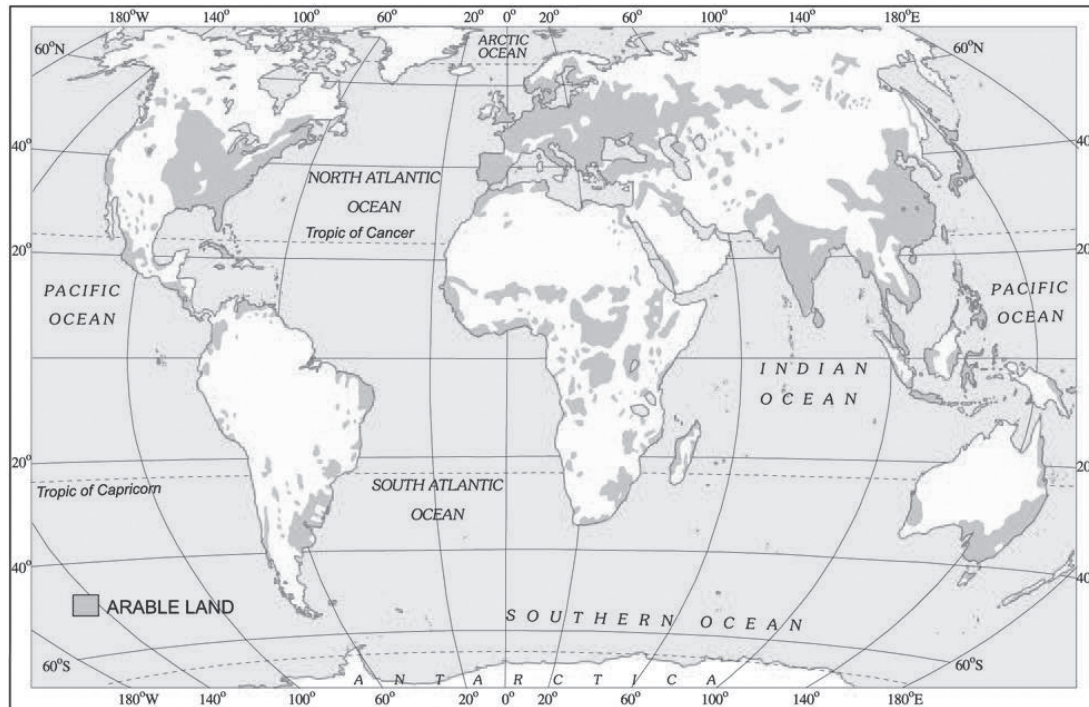
7. Answer the following questions (HOTS).

- a. Nomadic herding is a type of primitive subsistence agriculture. In this the herdsmen move from place to place with their animals for fodder and water, along certain definite routes. This type of movement is due to climatic constraints and terrain. Sheep, camel, yak and goats are most commonly reared. They provide milk, meat, wool, hide and other products to the herders and their families.
On the other hand, dairy farming is a highly organised agricultural system in which the animals are reared and bred in a fixed area such as farmhouses. Due care of the animals is taken in matters of their nutrition and health. Labourers are employed and machineries are used for most of the work. Many other food product industries are related to dairy farming, for example Amul and Mother Dairy. Dairy farming is a highly developed and very important industry.
- b. Millets can grow in Rajasthan, but rice cannot because millets are coarse grains and can be grown on less fertile and sandy soils. It is a hardy crop that needs low rainfall and high to moderate temperature. On the other hand, rice cannot grow in Rajasthan because it needs high temperature, high humidity and rainfall. It grows best in alluvial clayey soil, which can retain water. High humidity and rainfall and clayey alluvial soil is not found in Rajasthan.
- c. Agriculture the chief economic activity in India, especially in the rural areas because there are large stretches of agricultural land, soil good for various types of crops, variation in temperature and rainfall in different parts of India. There is abundance of labour to work in the fields. The government provides loan and other subsidies to the farmers. Farmers who have small fields work on them engaging their whole family to meet their needs. Those who have large fields and are financially better, employ labour and use agricultural machineries. India is a monsoon land getting rainfall during the monsoon season, there are perennial rivers, canal, dams and tube wells for agricultural irrigation.
- d. A farmer in the USA works more like a businessman because he is financially better, has a larger land for agriculture, and has more scientific agricultural facilities and farming knowledge. He has a more advanced agricultural technology support from the government. He has better planning and machineries. His agriculture does not depend on the success or failure of the monsoon. The farmers are more secured in every way.

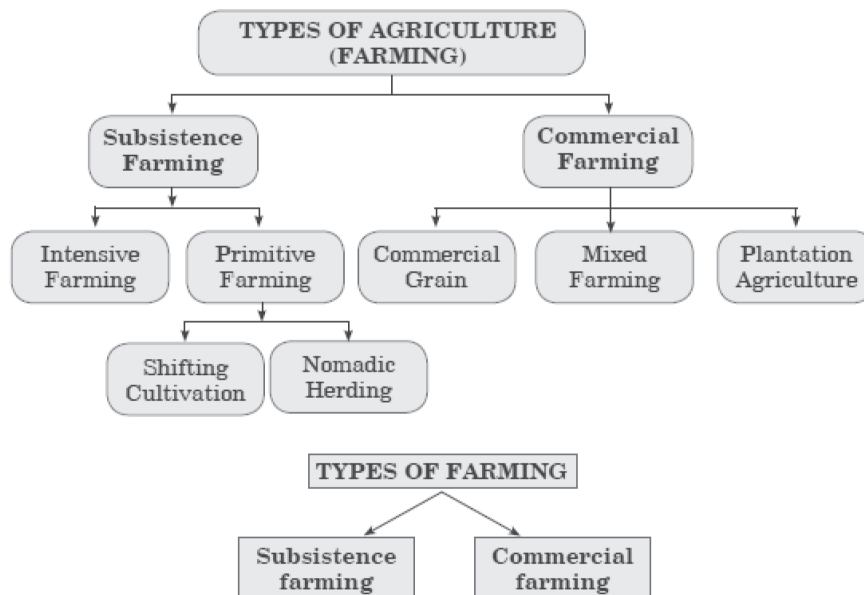
- e. In India, many farmers commit suicide every year because the success or failure of their crops depends on the monsoon and the monsoon is uncertain. Most of the small farmers have small land holdings and they even take tube wells on rent to irrigate their fields. They take loans from the banks for seeds, fertilisers, tractors and machinery. They are unable to repay the loans if their crops fail. Repeated failure of crops, poor crop, drought or floods all become reasons for not being able to pay their loans or even meet the basic needs of their families.

8. Map/diagram based questions.

- a. Distribution of arable land in the world.



- b. Graphic organiser to show the different types of agriculture.



9. Value-based questions.

a. How can we stop wastage of food and provide food to the poor:

Hint:

- Cook food with some basic idea of cooking.
- Do not waste or throw food.
- If there is extra food, feed the poor.
- When there is a party at home and there is extra food, distribute food to the hungry sitting outside religious places.
- Store the extra food properly in a refrigerator so that it does not get spoilt.
- Organise a voluntary food collecting team in your area with proper means of collecting and distribute food at certain places.

b. Measures that can be implemented by the government to remove the hardships of the small farmers in India:

Hint:

- Distribution of free HYV seeds.
- Train them to produce compost and make manure.
- Do rain harvesting and save water.
- Collective sharing of heavy and costly machineries
- Subsidised rates of natural fertilisers
- Long term loans on minimum interest, small farmers should get maximum support from government.
- In case of crop failure, government should provide financial assistance.

5 INDUSTRIES

NCERT Based Questions

1. Tick the correct answer.

- | | |
|---------------------------|----------------------------|
| a. i. agro-based industry | b. ii. forest industry |
| c. iii. public sector | d. i. co-operative society |
| e. ii. natural fibre | |

2. Answer the following questions.

- Secondary activities in an industry change raw materials into products of more value to people. For example, wood pulp is changed into paper and paper into a notebook. A finished product has more value and utility than the raw material that it is made from.
- Private sector industries are owned and operated by individuals or a group of individuals. They are owned or operated by the government or state. For example, Tata Iron and Steel Company Limited (which was known as TISCO until 2005 is a privately-owned company. Jamsetji Tata was the founder of Tata Steel.
- Co-operative sector industries are owned and operated by the producers or suppliers of raw materials, workers or both.

Example of Amul: Amul is an Indian dairy cooperative, based at Anand in the state of Gujarat.

- In the Amul model, farmers own the company that controls the post-production stages of procurement, processing, and marketing of milk and milk products.
 - The company is owned by the farmers' cooperatives.
 - Membership in the cooperative is open to all farmers who own a cow and are able to provide an annual supply of 700 liters of milk.
 - Trust has been established through farmers' participation in the ownership of the enterprise and through transparency in business transactions, elections, etc.
 - Farmers get technical support, collection, market access and brand name.
 - Amul provides support for animal husbandry, breeding services and veterinary services.
 - In the event of droughts, Amul also subsidises animal feed.
- The four major industrial regions in the world are:
 - Eastern North America
 - Western and Central Europe
 - Russia–Ukraine
 - Eastern Asia
 - Chief causes of industrial disasters are accidents/disaster mainly due to technical fault/failure or irresponsible handling of hazardous material. Some of the worst

disasters have been Bhopal Gas Tragedy in India (1984) and Gas well blowout in Gao Qiao, Chongqing, China (2005). These two accidents killed several thousands of people and had lifelong effects on another several thousands of people.

3. Distinguish between the following.

- a. Private Sector Industries are owned and operated by individuals or a group of individuals, for example, Tata Iron and Steel Company (Jamshedpur). On the other hand, Public Sector Industries are owned and operated by the government. For example, Hindustan Aeronautics Limited and Steel Authority of India Limited.
- b. Joint Sector Industries are owned and operated by the state and individuals or a group of individuals, for example, Maruti Udyog Limited. On the other hand, Co-operative Sector Industries are owned and operated by the producers or suppliers of raw materials, workers or both, for example, Anand Milk Union Limited and Sudha Dairy are success stories of a co-operative venture.

4. Give reasons for the following.

- a. Industrial Revolution resulted in the mass production of goods because:
 - Human labour was replaced by machines, for example hand loom was replaced by power loom.
 - Production became easier and faster.
 - There was mass production of goods.
- b. Large-scale industries employ huge number of labourers:
 - Investment of capital is much higher.
 - The volume of production is very large.
 - Superior technology is used in manufacturing process. There are machines which require skilled labourers of different levels such as semi-skilled and highly skilled.
 - For certain departments, unskilled labourers are also needed in large numbers.
 - Examples of large-scale industries: Silk weaving, food processing industries, production of automobiles and heavy machinery.
- c. Climate plays an important role in the establishment of industries:
Harsh climate is a hindrance in productivity of work. Pleasant or moderate climatic conditions are important in any type of industrial work as human effort and energy can be used more productively. Health of the workers and their family is also better and living conditions are more favourable. Major industrial regions tend to be located in the temperate areas. Major industrial regions of the world are eastern North America, western and central Europe, eastern Europe and eastern Asia. In India, most of the industrially developed areas have fairly moderate climate—Mumbai–Pune Region, Bangalore–Tamil Nadu Region, Hugli Region, Ahmedabad–Baroda Region, Chota Nagpur Region, Vishakhapatnam–Guntur Region, Gurgaon–Delhi–Meerut Region, and Kollam–Thiruvananthapuram Region.

Additional Practice Questions

1. Fill in the blanks.

- | | | |
|-------------------------------|--------------|-----------|
| a. inputs, processes, outputs | b. Steel | c. Mumbai |
| d. Osaka | e. Bengaluru | |

- c. There are eight major industrial regions in India are:
1. Mumbai–Pune Region
 2. Bangalore–Tamil Nadu Region
 3. Hugli Region
 4. Ahmedabad–Baroda Region
 5. Chota Nagpur Region
 6. Vishakhapatnam–Guntur Region
 7. Gurgaon–Delhi–Meerut Region
 8. Kollam–Thiruvananthapuram Region
- d. Transport network is an important factor for the establishment of any industry because raw materials have to be transported from their place of production/origin to the factory. Depending upon the location, transport can be by road, water or by air. Road transport is the most economic. Inland waterway system is also important in many places. Once the product is ready, the finished goods have to be transported to the market. Transport facilities are also required for the labourers or employees to commute from their homes to the factory.
- e. Some risk reduction measures for an industry are as follows:
- Densely populated residential areas should be located far away from the industrial areas.
 - People staying close to the industries should be aware of the storage of toxins or hazardous substances and their possible effects in case if an accident occurs.
 - Fire warning and fighting system should be improved.
 - Storage capacity of toxic substances should be limited.
 - Pollution dispersion qualities in the industries should be improved.

6. Write long answers (LA) for the following questions.

- a. Difference between small-scale and large-scale industries:

Small-scale Industries	Large-scale Industries
1. The products are manufactured by hand, by the artisans.	1. Investment of capital is much higher.
2. Small quantity of raw material is used.	2. Large quantity of continuous raw material supply is needed.
3. Simple tools are used.	3. Superior technology is used in manufacturing process.
4. The amount of capital investment is much smaller.	4. Large capital is invested.
5. The production is much smaller in quantity.	5. The volume of production is very large.
6. Examples: Cottage or household industries such as basket weaving, pottery and other handicrafts.	6. Examples: Silk weaving, food processing industries, production of automobiles and heavy machinery.

- b. Classification of industries based on ownership:
- On the basis of ownership, industries can be classified into—private sector, state owned or public sector, joint sector and cooperative sector.

- i. **Private Sector Industries:** These are owned and operated by individuals or a group of individuals. Example: Tata Iron and Steel Company Limited
 - ii. **Public Sector Industries:** These are owned and operated by the government. Example: Hindustan Aeronautics Limited and Steel Authority of India Limited.
 - iii. **Joint Sector Industries:** These are owned and operated by the state and individuals or a group of individuals. Example: Maruti Udyog Limited.
 - iv. **Co-operative Sector Industries:** These are owned and operated by the producers or suppliers of raw materials, workers or both. Example: Anand Milk Union Limited and Sudha Dairy are success stories of a co-operative venture.
- c. Factors that have contributed to the establishment of the Tata Iron and Steel Company Limited, at Jamshedpur:
- Geographically, Jamshedpur is the most conveniently situated iron and steel centre in the country.
 - Jamshedpur is located near the confluence of the rivers Subarnarekha and Kharkai in Jharkhand.
 - The Kharkai and Subarnarekha rivers provided sufficient water supply.
 - It is located close to the Kalimati station on the Bengal-Nagpur railway line.
 - It is close to the iron ore, coal and manganese deposits, the raw materials required by the industry. It gets coal from Jharia coalfields, and iron ore, limestone, dolomite and manganese from Odisha and Chhattisgarh.
 - It is close to Kolkata, which provides a large market.
 - Government initiatives provided adequate capital for its later development.
- d. Factors that have contributed to the development of cotton textile industries in Ahmedabad:
- Ahmedabad is located in Gujarat on the banks of the Sabarmati River.
 - Ahmedabad is situated in the heart of a cotton growing area. This ensures easy availability of raw material.
 - The warm and humid climate is ideal for spinning and weaving.
 - The flat terrain and easy availability of land is suitable for the establishment of the mills.
 - The densely populated states of Gujarat and Maharashtra provide both skilled and semi-skilled
 - labour.
 - Well-developed road and railway network permits easy transportation of textiles to different parts of the country, thus providing easy access to the market.
 - Mumbai port nearby facilitates import of machinery and export of cotton textiles.
- e. Causes and effects of the Bhopal Gas tragedy:
- Causes:**
- i. It was a technological accident in which highly poisonous Methyl Isocyanate (MIC) gas along with Hydrogen Cyanide and other reaction products leaked out of the pesticide factory of Union Carbide.
 - ii. Regular inspections were not conducted.
 - iii. The leakage of gas occurred around mid-night and early dawn while the people were still fast asleep so they did not come to know about the leakage and most of the people and animals died in their sleep.

Effects:

- i. The official death toll was 3,598 in 1989.
- ii. Thousands, who survived still suffer from one or many ailments like blindness, impaired immune system, gastrointestinal disorders, etc.
- iii. Expectant mothers were badly affected and their children were born with handicaps.
- iv. Even today health problems continue to affect the people.

Yes, this accident could have been avoided had there been no negligence in the operations at Union Carbide factory. Had there been more consciousness about the possible impacts of service negligence, it would not have happened.

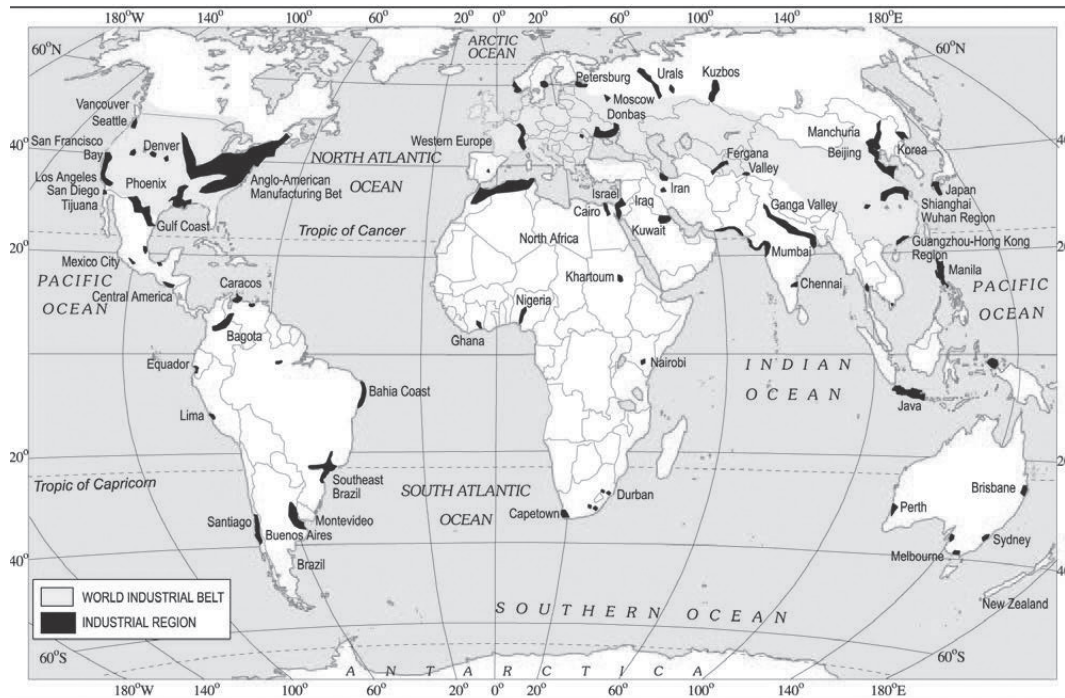
7. Answer the following questions (HOTS).

- a. Industrialisation often leads to development and growth of towns and cities:
 - Industrialisation provides employment to people. So people migrate to cities where industries develop.
 - There is increase in the basic amenities for the people—markets, educational institutions, hospitals, etc. develop in industrial centres.
 - There is development of roads and transport facilities.
 - People earn better and their living standard improves.
- b. Cottage industry is a type of small-scale industry because:
 - A small number of people are employed in it.
 - It requires a smaller capital investment.
 - It does not require a large quantity of raw material.
 - It uses simple tools and machinery.
 - The production of goods is not too large.
- c. Heavy industries require heavy capital and a variety of labour force because:
 - Capital is required for purchase of large modern machinery.
 - The overall expenses of a heavy industry are very high.
 - It employs a large number of people and their salaries have to be paid every month.
 - Since there are several departments and work, people with different skills are employed—unskilled, semi-skilled and highly skilled.
 - Money is spent on the maintenance of the factory infrastructure.
- d. Small-scale industry such as cottage industry can play an important role in providing employment to the people in smaller towns:

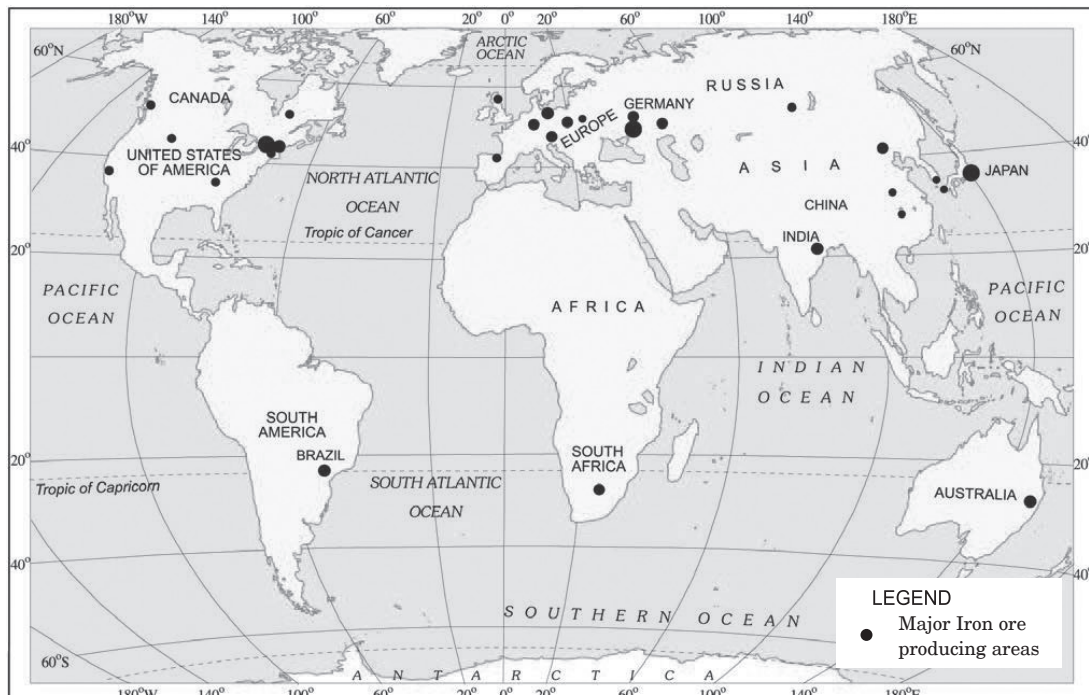
Any industry, big or small, generates employment and earning opportunities for the local people and also for people living in the surrounding areas. Instead of migrating to other places, now the people can earn locally. This leads to development of the place. When business starts, there is inflow of money and this gives rise to overall development of the people and the town or city. Earning opportunities improve the economic condition of the people. Their living standard improves and there is more economic prosperity.
- e. Industrial development leads to increase in pollution:
 - Many industries do not have proper waste management units in place. This causes air, land and water pollution.
 - Migration also increases pollution in the city. There is rise in residential areas and growth in population.
 - Inadequate or shortage of basic amenities such as toilet and water facilities, disposal and clearance of garbage lead to unhygienic conditions in the city.
 - More people leads to more vehicles and this increases to vehicular pollution.

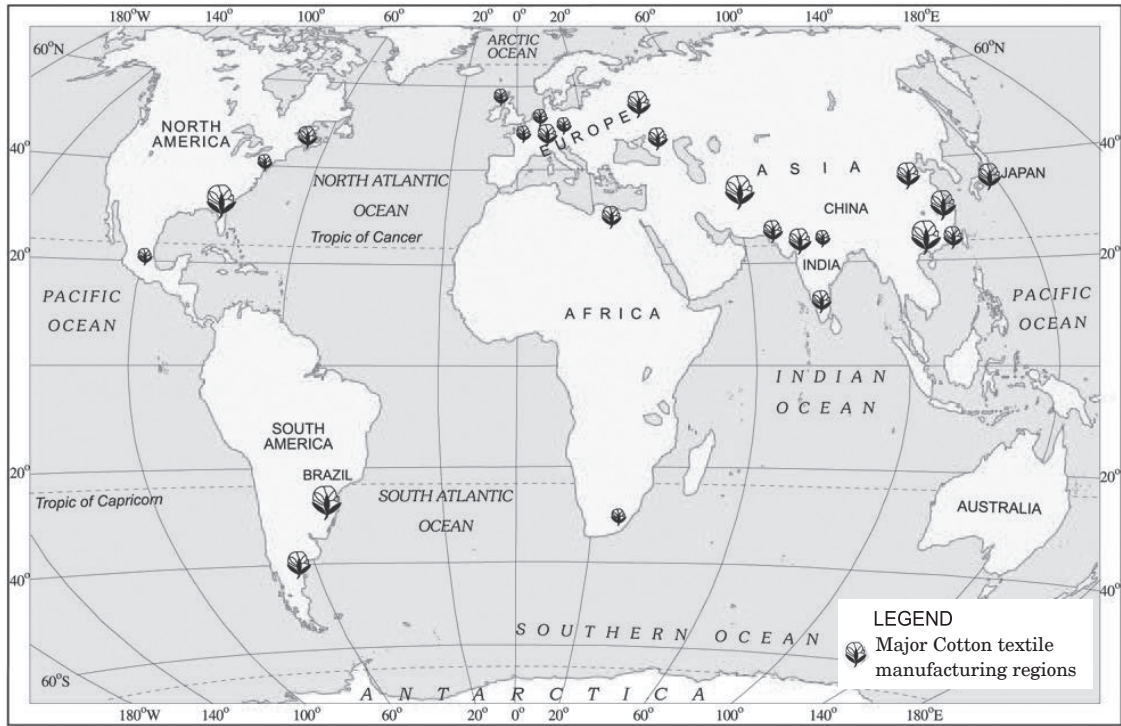
8. Map/diagram based questions.

a.

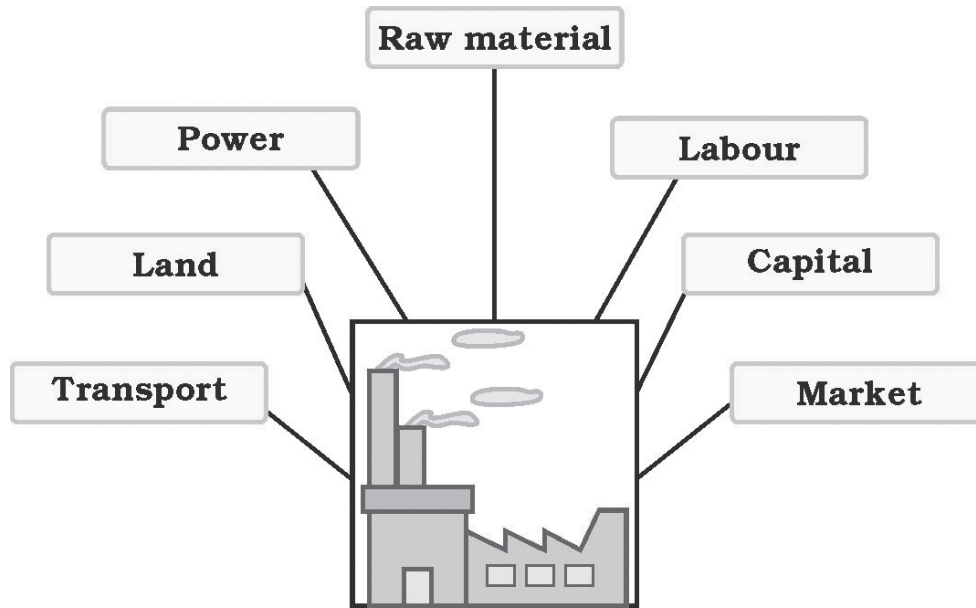


b.

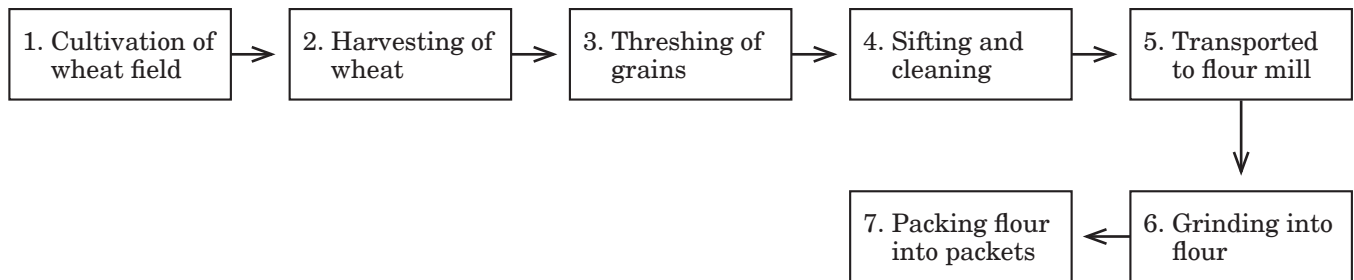




c.



d.



9. Value-based questions.

a. Labour laws to protect the daily wage workers:

Hint:

- Fix minimum wages per day.
 - Fix 8 hours working per day.
 - No discrimination between the wages of male and female labourers.
 - First aid facility at workplace
 - Adequate compensation in case of injury or loss of life
 - Accident precautions provided
 - Canteen with subsidised food at workplace
 - Creche facility for children
 - Proper toilet facilities for male and female
 - Rest places with fan and clean drinking water
- b. Owners of any factory/industry are only concerned about their profit and not about the welfare of their employees:
- This is the sad story in most of the unorganised sector jobs.
 - Physical labour/extended hours of work
 - Low wages
 - Women paid less wages
 - More than 8 hours working per day
 - Overtime charges not paid
 - Poor working conditions without basic amenities
 - Accidents occur but due compensation not paid

6

HUMAN RESOURCES

NCERT Based Questions

1. Tick the correct answer.

- | | |
|------------------------------------|-------------------------------|
| a. iii. Africa | b. i. South Central Asia |
| c. iii. both mountains and deserts | d. iii. 1,000 people per year |
| e. iii. population explosion | |

2. Answer the following questions.

- a. Factors affecting the distribution of population are: Geographical Factors and Social, Cultural and Economic Factors

i. Geographical factors:

Topography: People always prefer to live on plains rather than mountains and plateaus because these areas are suitable for farming, manufacturing and service activities.

Climate: Places with temperate or moderate climate are densely populated. People usually avoid extreme climates that are very hot or very cold.

Soil: Fertile soils provide suitable land for agriculture, so they are densely populated.

Water: People prefer to live in areas where fresh water is easily available. Therefore, the river valleys of the world are densely populated while deserts have sparse population.

Minerals: Areas with mineral deposits are more populated. Diamond mines of South Africa and discovery of oil in the Middle East led to settling of people in these areas.

ii. Social, Cultural and Economic Factors:

Social: Areas with better housing, education and health facilities are more densely populated e.g., Pune.

Cultural: Places with religious or cultural significance attract people.

Economic: Industrial areas provide employment opportunities so large number of people are attracted to these areas.

- b. The manner in which people are spread across the earth surface is known as the pattern of population distribution. For example: more than 90 per cent of the world's population lives in about 10 per cent of the land surface.
- c. Birth Rate: Births are usually measured using the birth rate, i.e. the number of live births per 1,000 people per year.
Death Rate: Deaths are measured using the death rate, i.e. the number of deaths per 1,000 people per year.
- d. There are two processes of moving from one country to another—immigration and emigration.
Immigration is the process when a person enters a new country. People who arrive in

a country through the process of in-migration are known as immigrants.

Emigration is the process when a person leaves a country. People who leave a country through the process of out-migration are known as emigrants.

e. The population is divided into three main age groups:

i. 0–14 years: This group consists of children.

ii. 15–64 years: This group consists of the working population.

iii. 65 years and above: This group consists of old people.

The first and third groups, i.e. children and old people, are called ‘dependent population’ as they mostly depend on the working population for their livelihood.

3. Distinguish between the following.

a. Birth Rate and Death Rate:

Births are usually measured using the birth rate, i.e. the number of live births per 1,000 people per year. On the other hand, deaths are measured using the death rate, i.e. the number of deaths per 1,000 people per year.

b. Emigrant and immigrant:

A person who arrives in a country through the process of in-migration is known as an immigrant, while a person who leaves a country through the process of out-migration is known as emigrant.

4. Give reasons for the following.

a. The main reasons for population explosion were as follows:

i. With better food supplies and medicines, deaths were reducing, while the number of births still remained fairly high.

ii. There were international migrations from the less developed nations to the more developed nations in search of better employment opportunities.

iii. Within countries large number of people moved from the rural to urban areas in search of employment, education and health facilities.

iv. Decreased death rates resulted in increase in the number of people reaching old age.

b. Countries like Kenya had both high birth rates and death rates, but now, death rates are on the decline:

Rates of population growth vary across the world. Although, the world’s total population is rising rapidly, not all countries are experiencing this growth. Some countries like Kenya have high population growth rates. They have both high birth rates and death rates. But now, death rates have fallen because of improvements in health care facilities and living conditions, through international organisations such as the WHO and other organisations.

Additional Practice Questions

1. Fill in the blanks.

a. 90, 10

b. birth, death

c. 45

d. immigration

e. age-sex pyramid

2. State whether True or False. If False, write the correct statement in the space provided below.

a. True

b. True

- c. False (Human resources like other resources are not equally distributed over the world.)
- d. False (South Central Asia has the highest density of population followed by East and South East Asia.)
- e. False (Population pyramid, also called an age-sex pyramid helps us to study the population composition of a country.)

3. Write very short answers (VSA) for the following questions.

- a. Population density is the number of people living in a unit area of the earth's surface. It is normally expressed as per square km.
- b. Countries such as United Kingdom, population growth is slowing because of both low death and low birth rates.
- c. Areas with rich deposits of **minerals** are always more populated. The diamond mines of South Africa and the discovery of oil in the Middle East have led to increase in human settlements in these two areas.
- d. People usually avoid living in extreme climates that are very hot or very cold. Therefore, the Sahara Desert, Polar Regions of Russia, Canada and Antarctica are some of the least populated areas of the world.
- e. The population main age groups into which a population is divided are:
 - i. 0–14 years: This group consists of children.
 - ii. 15–64 years: This group consists of the working population.
 - iii. 65 years and above: This group consists of old people.
 The first and third groups, i.e. children and old people, are called 'dependent population' as they mostly depend on the working population for their livelihood.

4. Write short answers (SA) for the following questions.

- a. There are immense gifts of nature, but they become significant only when people find them useful and turn them into 'resources', with their abilities. Hence, human resource is the ultimate resource.
- b. Some parts of the world are densely populated while others are least densely populated. This diversity in population density is because of geographical factors such as topography, climate, soil, water, and minerals affect distribution of population.

Some examples:

- The Ganga Plains are the most densely populated areas of the world while mountains like Andes, Alps and Himalayas are sparsely populated.
 - People usually avoid extreme climates that are very hot or very cold like Sahara Desert, Polar Regions of Russia, Canada and Antarctica.
 - Fertile plains such as Ganga and Brahmaputra in India, Hwang-He, Chang Jiang in China and the Nile in Egypt are densely populated.
 - The river valleys of the world are densely populated while deserts have sparse population.
- c. Social, cultural and economic factors affect distribution of population:
- Social:** Areas with better housing, education and health facilities are more densely populated e.g. Pune.
- Cultural:** Places with religious or cultural significance attract people e.g. Varanasi, Jerusalem and Vatican City.
- Economic:** Industrial areas provide employment opportunities so large number of people are attracted to these areas, e.g. Osaka in Japan and Mumbai in India are two densely populated areas.

d. Migration is the crossing of the boundary of a political or administrative unit for a certain period of time. It includes the movement of refugees, displaced persons and uprooted people as well as economic migrants. In countries such as the USA and Australia, there has been an increase in their population due to immigration. In some countries such as Sudan and Ethiopia, the population has decreased due to emigration. The general trend of international migrations is from the less developed nations to the more developed nations in search of better employment opportunities. In this way, migration impacts change in population size.

e. Population composition refers to the structure of the population. The composition of population helps us to know how many males or females are there, which age group they belong to, how educated they are and what type of occupations they are employed in, and what their income levels and health conditions are.

The above information about population composition helps to understand the role of people as a resource and about their qualities. People vary greatly in their age, sex, literacy level, health condition, occupation and income level. It is essential to understand these characteristics of the people so that beneficial and effective government plans and policies can be made or changed based on these statistics.

5. Write long answers (LA) for the following questions.

a. Geographical factors which affect the distribution of population are topography, climate, soil, water, and minerals.

i. Topography: People always prefer to live on plains rather than mountains and plateaus because these areas are suitable for farming, manufacturing and service activities. For example, the Ganga plains are the most densely populated areas of the world while mountains like Andes, Alps and Himalayas are sparsely populated.

ii. Climate: Places with temperate or moderate climate are densely populated. People usually avoid extreme climates that are very hot or very cold, for example, Sahara Desert, Polar Regions of Russia, Canada and Antarctica.

iii. Soil: Fertile soils provide suitable land for agriculture, so they are densely populated, for example, fertile plains such as Ganga and Brahmaputra in India, Hwang-He, Chang Jiang in China and the Nile in Egypt are densely populated.

iv. Water: People prefer to live in areas where fresh water is easily available. Therefore, the river valleys of the world are densely populated while deserts have sparse population.

v. Minerals: Areas with mineral deposits are more populated, for example, the diamond mines of South Africa and discovery of oil in the Middle East led to settling of people in these areas.

b. It is not the size of the population but the characteristics of the people that determine the economic development of a country. To understand the role of people as a resource, we need to know more about their qualities.

How populated a country is, has little to do with its level of economic development. For example, both Bangladesh and Japan are very densely populated, but Japan is far more economically developed than Bangladesh. Japan is more economically developed country because it has higher literacy level, better health conditions, good occupational opportunities, much higher income levels of the people, and a healthy working population, in comparison to Bangladesh. These factors bring about a contrast in the economic development of the two countries. It is not the quantity but the quality of population which affects the economic development of any country.

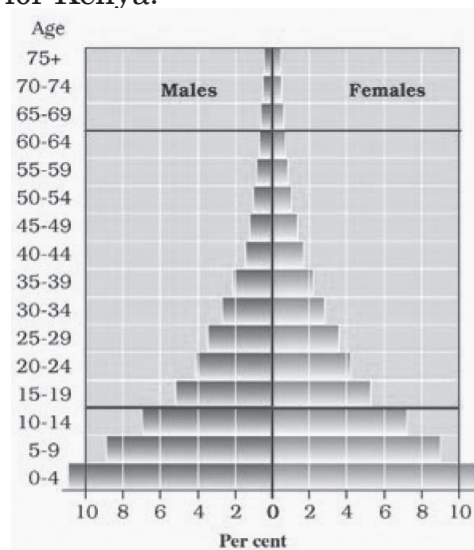
- c. Ganga Plains are the most densely populated areas of the world while mountains like the Andes, Alps and Himalayas are sparsely populated. Factors such as topography, climate, soil and water are responsible for the contrasting difference in the population of these two geographical regions.

People always prefer to live on plains rather than mountains because plains have fertile soil which is suitable for farming. Therefore, all agricultural belts are densely populated. Setting up of industries and service activities such as transport and communication are easy to set up and cost effective in the plains. There is easy availability of labour in the plains in comparison to the mountains which are sparsely populated because of difficult topography and difficult climatic conditions. The climate in the Ganga Plains is moderate and has perennial rivers which are a continuous source of water. The monsoons provide good rainfall in the Ganga Plains. Irrigations facilities such as dams, canals and tube wells are easy to construct in the plains and are available in the Ganga Plains to support good agriculture in this region.

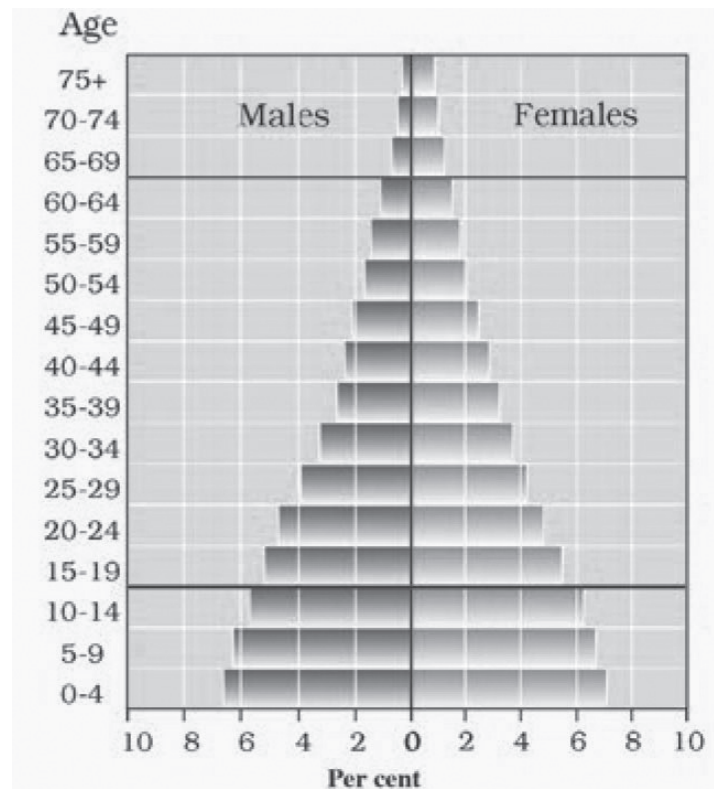
- d. The shape of the population pyramid tells the story or the specific characteristics of the people living in that particular country. The numbers of children (below 15 years) are shown at the bottom and reflect the level of births. The size of the top shows the numbers of aged people (above 65 years) and reflects the number of deaths. The population pyramid also tells us how many dependents (young and aged) there are in a country.

(Note: Students can make a rough shape of the pyramid to show the difference in the shapes of the pyramids for the three countries.)

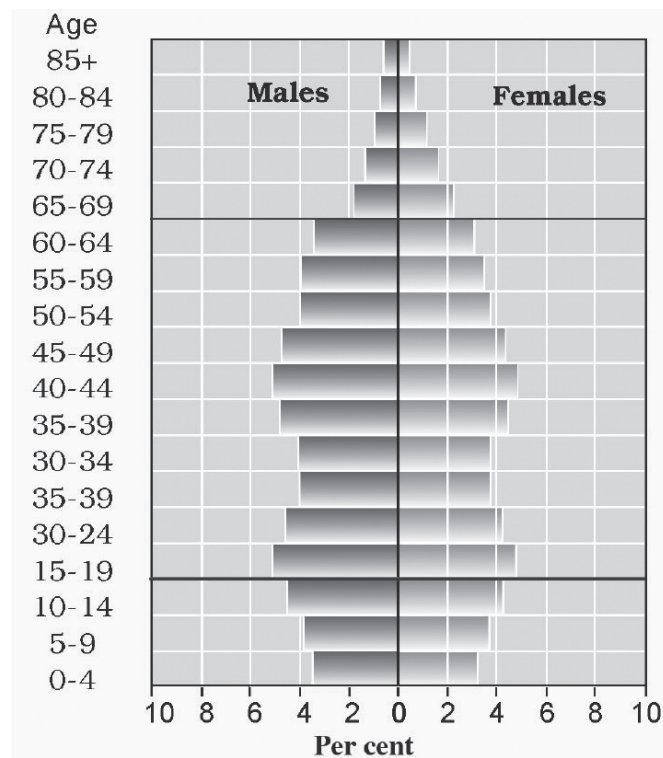
- i. The population pyramid of a country in which birth and death rates both are high is broad at the base and rapidly narrows towards the top. This is because although, many children are born, a large percentage of them die in their infancy, relatively few become adults and there are very few old people.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



- ii. In countries where death rates (especially amongst the very young) are decreasing, the pyramid is broad in the younger age groups, because more infants survive to adulthood. Such populations contain a relatively large number of young people, which means a strong and expanding labour force. Example: India.



iii. In countries like Japan, low birth rates make the pyramid narrow at the base.



e. Factors that have contributed to the population growth in India:

- i. Climate and fertile river valleys have led to development of cities and compact settlements, agriculture and industrial development. These have been some positive socio-economic factors which have led to growth in population.

- ii. Decline in death rate due to improved medical facilities is resulting in more infants surviving at birth and through the early years. This has led to growth in population.
- iii. Illiteracy and ignorance among the rural people has resulted in a family having more than 2 to 3 children.
- iv. People have more children because of their religious beliefs and desire for a son results in having many children.
- v. The government has not been very successful in implementing their programme of small family with 1 or 2 children because of the religious and cultural beliefs of the people.

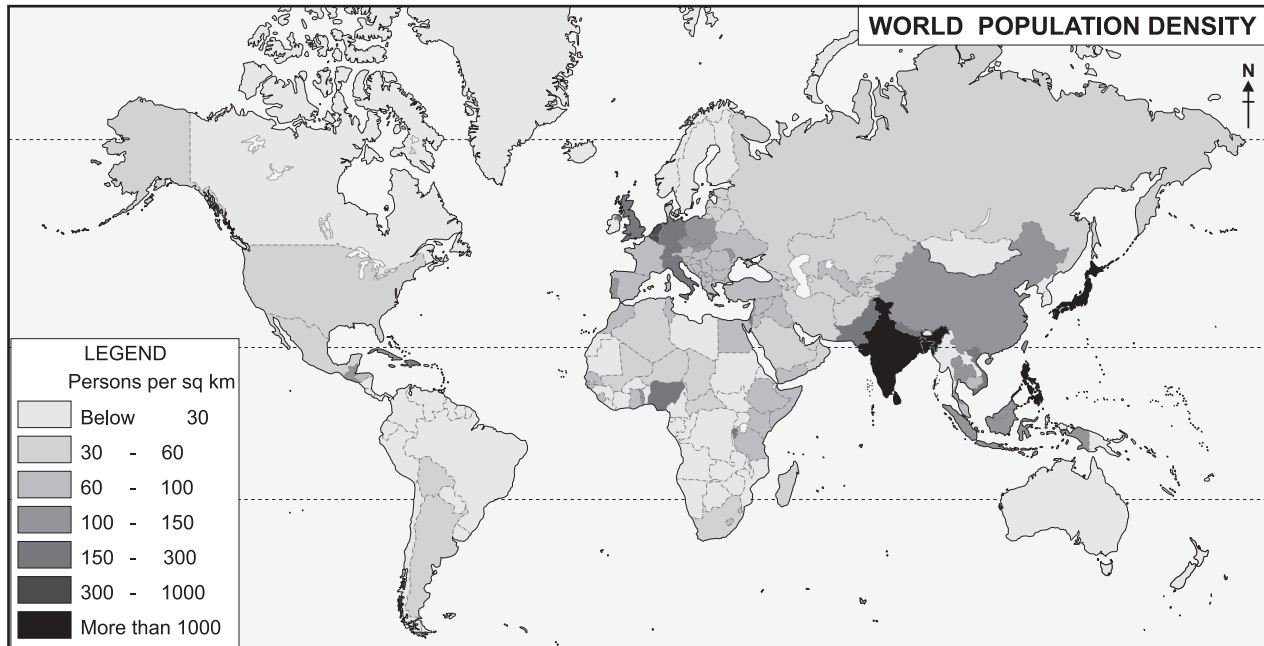
6. Answer the following questions (HOTS).

- a. Skilled, spirited and hopeful young people endowed with a positive outlook are the future of any nation because they are the real resource of any country. They are the future of any nation. With young, educated and skilled people, a country can make more progress in each and every field. When the young people make progress, it is the nation which makes progress. In other words, the progress of a nation depends on its people.
- b. Some measures that can help to bring down death rates in developing countries:
 - i. Food and clean water for all.
 - ii. Hygienic living conditions
 - iii. Proper medical and healthcare facilities for all age groups.
 - iv. Introducing health awareness programmes among the people.
 - v. Involving NGOs to initiate awareness programmes in the field of health and hygiene.
- c. Some measures that can help to control the growth of population in India
 - i. Spread of literacy
 - ii. Awareness on benefits of small family
 - iii. Providing incentives to people who have a small family of one or two children.
 - iv. Rationalising religion real life problems arising due to large families having many children.
 - v. Involving NGOs to help in this mission.
- d. Importance and role of the human resource department in companies:
 - i. Select the right people for the right job, based on their skills.
 - ii. Provide the employees with a healthy work environment.
 - iii. Resolve the problems related to the workplace.
 - iv. Develop further skills of their employees to help them perform better. This in turn will be beneficial for the company.
 - v. Motivate employees through recognitions for their sincere work or outstanding performance, for e.g. rewards such as Employee of the Month.
- e. Some effects of immigration of refugees from Bangladesh and Myanmar on India:
 - i. Such immigrants add to the population problem in India.
 - ii. They add to the problem of food and water scarcity, housing and sanitation facilities.
 - iii. There may be chances of anti-social elements such as terrorists and drug traffickers from entering into India. They may become a security problem for the country.

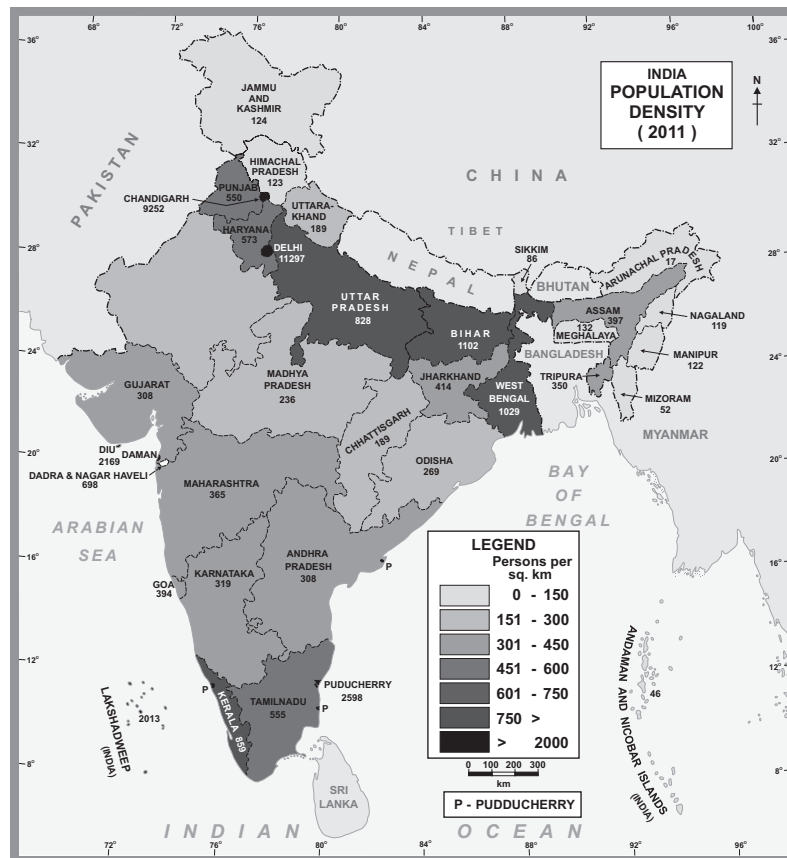
iv. Since they are illegal migrants, they are not registered citizens of the country and it will become difficult to track them in case of any crime.

7. Map/diagram based questions.

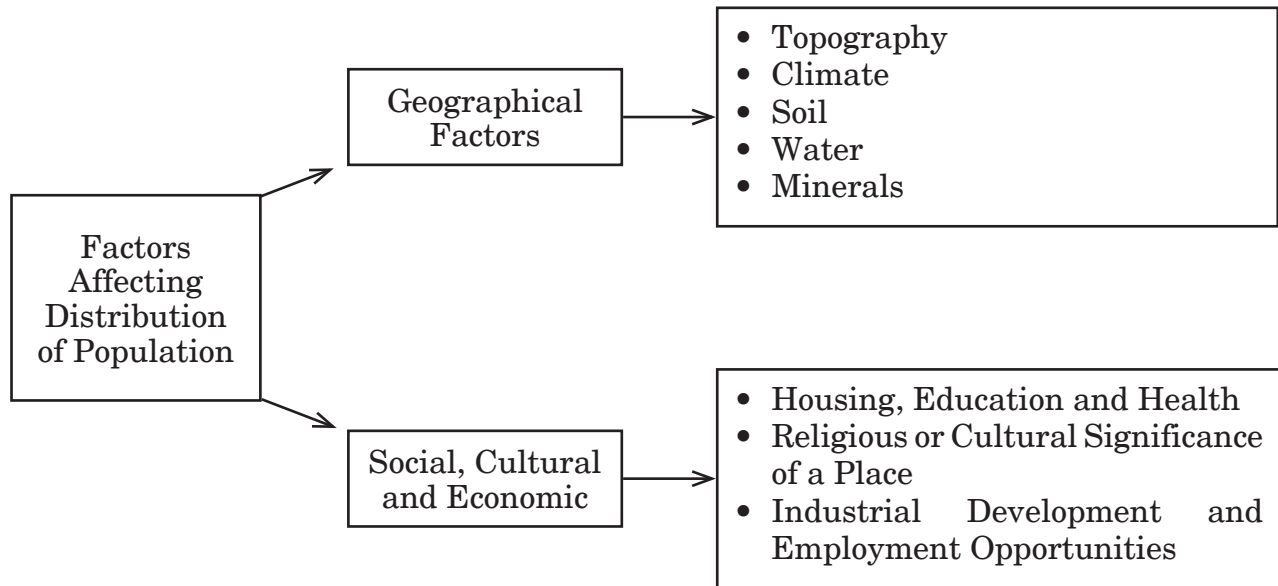
a.



b.



c. Graphic organiser showing the factors which affect population distribution.



8. Analyse the population pyramids.

The first population pyramid (Fig 8.1), representing the population of the Democratic Republic of Congo, shows a wide base with a narrow top. This is typical of a young population. This shape is the result of high birth rates and a relatively small proportion in the oldest age group. As the death rate declines, more people survive to reach the reproductive age and beyond. This shape is common in many less developed countries that have experienced improvement in life expectancy but continue to have high birth rates.

The second pyramid (Fig 8.1), representing the population of the United States, shows a population with slow growth rate. This shape is typical of a slowly growing population. The United States has had declining fertility and mortality rates for most of this century. With lower fertility, fewer people have entered the lowest bars of the pyramid, and as life expectancy has increased, a greater percentage of the 'births' have survived until old age.

The third pyramid (Fig 8.1), representing the population of Germany, is typical of countries which are experiencing negative growth (decline in growth) because of low birth rates and an old age structure. While Germany's death rate exceeds its birth rate, its population continues to grow because of immigration. Pyramids in which the proportion of the population are more or less evenly distributed among all age groups are a feature of industrialised societies.

9. Value-based questions.

a. Role of dependent senior citizens in the family:

Hint:

- It is not right to put senior citizens in the old home.
- They are a big emotional support to their children's family specially since in most families both husband and family are working.
- They teach their grandchildren about the social and religious values.
- When we were young they took care of us so when they are old it is our turn to look after them.
- Selfless love should be repaid with selfless love and care in their old age.
- In old age people find themselves to be very lonely, so we must take special care of them and not let them feel unwanted or a burden.

b. Values of life that we can learn from the slum dwellers:

Hint:

- In spite of religious, regional and cultural differences we should live in unity, celebrating festivals and happy occasions without any discrimination.
- We should help each other in times of need.
- We must be united in good as well as in bad times.
- Learn to live a satisfied life with meagre resources.
- Work hard to earn a living rather than being idle.

1

THE INDIAN CONSTITUTION

NCERT Based Questions

1. Answer the following questions.

- a. Citizens are legally recognised subjects or nationals of a state or commonwealth, either native or naturalised.
- b. Political system is a coordinated set of principles, laws, ideas and procedures relating to a particular form of government, or the form of government itself. It is an important purpose of the Constitution to define the nature of country's political system.
- c. There are three levels of government in India. India has a central government at the centre, a state government at the state and a municipality or panchayat at the local level. Each state of India enjoys autonomy in administration of the state and exercises its powers on certain issues specific to their respective state. However, on subjects of national concern, all states must follow the laws of the central government. The Constitution defines the list that gives us details of the issues that each level of government can make laws on. The Constitution also specifies where each tier of government can get the money from for the work that it does. Under federal system of governance, the states are not merely agents of the federal government, but also draw their authority from the Constitution. Everyone in India are governed by laws and policies made by each of these levels of government.
- d. India has a Parliamentary form of government. The Constitution of India guarantees universal adult franchise for all its citizens. The members of the Constituent Assembly while drafting the Indian Constitution felt that universal adult suffrage would encourage a democratic mindset and free people from clutches of caste and gender biases. People of India have a direct role in electing their representatives. These representatives are accountable to the electorate (people).
- e. There are three organs of the state—the legislature, the executive and the judiciary. The legislature comprises the elected representatives. The executive is a smaller group of people who are responsible for implementing laws and running the government. The judiciary refers to the system of courts in the country. To prevent the misuse of power by any one branch of the State, the Constitution ensures that each organ should exercise different powers and there is balance of power between the three organs.

Additional Practice Questions

1. Tick the correct answer.

- | | |
|---|---------------------------------------|
| a. ii. Constituent Assembly | b. i. December 1946 and November 1949 |
| c. iii. Panchayati Raj | d. i. Executive |
| e. iii. Father of the Indian Constitution | |

2. State whether True or False.

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

3. Write very short answers (VSA) for the following questions.

- a. Constitution is a volume of document outlining the basic laws or principles by which a country is to be governed.
- b. Interim Constitution is a constitution intended to serve during a transitional period until a permanent constitution is adopted. In 2007, Nepal adopted an Interim Constitution.
- c. Right against Exploitation is the fundamental right that protects children against child labour. It prohibits human trafficking, forced labour and children working under 14 years of age.
- d. Right to Constitutional Remedies allows the citizens to approach the court if they believe that any of their fundamental rights have been violated by the state.
- e. Directive Principles of State Policy was designed to ensure greater social and economic reform and to serve as a guide to the independent State to institute laws and policies that help reduce the poverty of the masses.

4. Write short answers (SA) for the following questions.

- a. It is necessary for a country to have a Constitution as it lays down the ideals of the nation, defines country's political system, protects larger interests and sees to it that any issue does not go against the larger benefits of the people and safeguards against decisions that may go against the larger principles that the country believes in.
- b. The members of the Constituent Assembly had to think about the different communities who spoke different languages, belonged to different religions and had distinct cultures; the partition of the country; the Princely States whose future were undecided and the dismal socio-economic condition of the vast mass of people.
- c. Dr Ambedkar, the Father of the Indian Constitution was a Dalit, and therefore, he helped the Scheduled Castes get some safeguards in the draft constitution. He urged Scheduled Castes to join the government as well as the civil services.
- d. Right to Equality explains that all people are equal before the law, will be equally protected by the laws of the country and have access to public places. They cannot be discriminated on the basis of their religion, caste, or sex or in matters of employment.

5. Write long answers (LA) for the following questions.

- a. A Constitution is a document that outlines the basic laws or principles by which a country is to be governed. It helps to serve as the basic set of rules that governs all citizens of a country. It also forms the basis on which a country is governed. The Constitution defines the nature of a country's political system. It ensures protection for the interests of all from being overpowered by the interests of the powerful. It safeguards us against decisions which one might take that may go against the larger principle that the country believes in.
- b. The country of Nepal has witnessed several people's struggle for democracy. There was a people's struggle in 1990. Democracy was established which lasted for 12 years until 2002. In October 2002, King Gyanendra giving the reason of Maoist uprising in the countryside gradually took over different aspects of the government with the army's assistance. The king finally took over as the head of

the government in February 2005. The people's movement for democracy gained immense force in 2006. It repeatedly refused the small concessions that the king offered and finally in April 2006, the king restored the Third Parliament and asked the political parties to form a government. In 2007, Nepal adopted an interim Constitution.

- c. The Fundamental Rights of the Indian Constitution protects the citizens against arbitrary and absolute exercise of power by the State. It guarantees the rights of the individuals against the State as well as against other individuals. The six Fundamental Rights mentioned in the Constitution are right to equality, right to freedom, right against exploitation, right to freedom of religion, cultural and educational rights, and rights to Constitutional remedies. The Constitution guarantees the rights of minorities against the majority. The objectives of Fundamental Rights are two-fold. Firstly, every citizen must be in a position to claim those rights. Secondly, these rights must be binding upon every authority that has got the power to make laws.
- d. The Indian Constitution has many features. Two features are separation of powers and secularism.

Separation of powers: There are three organs of the State—the legislature, the executive and the judiciary. The legislature comprise of the elected representatives. The executive is the smaller group of people who are responsible for implementing laws and running the government. The judiciary includes the system of courts in the country. In order to prevent misuse of power, the Constitution has assigned different powers to the organs. Each organ keeps a check on the other organs of the State and this ensures balance of power between all three.

Secularism: The state does not officially promote any one religion as the state religion.

6. Answer the following questions (HOTS).

- a. The Indian Constitution protects us against certain decisions that one might take that could have an adverse effect on the larger interests that the country believes in. For example, few people who live in a democracy might come to strongly feel that party politics have become so acrimonious that one needs a strong dictator to correct the situation. However, the situation may turn worse if a dictatorial government comes to power. A good constitution does not allow any whims to change the basic structure of the country. It also does not allow anyone to easily overthrow the provisions that guarantee rights of the citizens and protect their freedom.
- b. Even in a democracy, situations may sometimes turn unfair where people may feel discriminated or unequal. For example, sometimes a majority group may take certain decisions which may not please the minority group. Every society is prone to tyranny of the majority. The Constitution has rules that ensure that minorities are not excluded from anything that is routinely available to the majority. This may refer to one community dominating another, that is, inter-community domination, or members of one community dominating others within the same community, that is, intra-community domination.

7. Value-based questions.

a. The value to be explained: **Child labour and right against exploitation**

Hint:

- Under Right to Exploitation of Fundamental Rights of the Constitution, it prohibits employment of children under the age of 14 years.
- By employing children below the age of 14 years of age, we are depriving them of a healthy childhood where they can play and study in schools.
- This is a punishable offence where if anyone found violating the ban must be penalised with a punishment ranging from a jail term of 3 months to 2 years and/or fine of Rs 10,000 to 20,000.
- The central government had asked state governments to develop plans to rescue and rehabilitate children who are working as domestic servants.
- The Right of Children to Free and Compulsory Education Act (RTE) is an act of Parliament enacted on August 4, 2009, which discusses children between 6 and 14 years of age in India under Article 21A of the Constitution have the right to free and compulsory education.

b. The value to be explained: **Right to equality**

Hint:

- Dr Ambedkar, the Father of the Indian Constitution helped the Scheduled Castes get some safeguards in the draft constitution.
- Dr Ambedkar encouraged Scheduled Castes to join the government as well as the civil services.
- Article 17 of the Constitution states that untouchability has been abolished by law.
- The Dalits cannot be prevented from educating themselves, entering temples, using public facilities, etc.

2

UNDERSTANDING SECULARISM

NCERT Based Questions

1. Answer the following questions.

- a. People should have the freedom to interpret religious teachings differently and exit from their religion and embrace another religion. For example, one may not like the practice of untouchability. But if the State power is in the hands of the Hindus who support untouchability, it would not be an easy task to change this. One may face a lot of resistance from the people of the same community. People who have State power may declare there is only one interpretation of Hindu religion and it cannot be interpreted differently. This would curb the freedom and the country would not be democratic in its true nature. The society would be totally secular and there will be inequality.
- b. The Indian State distances itself from religion. It is not ruled by any religious group or it does not support any one religion. In India, government spaces like courts of law, police stations, government schools and offices are not supposed to promote or display any one religion. Government schools cannot promote any one religion either through morning prayers or through religious celebrations.
- c. Indian secularism works to prevent the domination of one religion over others through a strategy of non-interference. This means that in order to respect the sentiments of all religions, it does not interfere with the religious practices. The State makes exceptions for religious communities. For example, wearing a turban is central to a Sikh's religious practice; therefore, it is not compulsory for them to wear a helmet. Through strategy of intervention, the State tries to end a social practice that is believed to discriminate and exclude and violate the Fundamental Rights of certain section of the population. For example, untouchability is abolished by law and is a punishable offence.
- d. The intervention of the Indian State for secularism can be in the form of support. The Indian Constitution grants the right to religious communities to set up their own schools and colleges. It also gives them financial aid on non-preferential basis. For example, there is a Central Sponsored Scheme for Providing Quality Education in Madrasa (SPQEM).

Additional Practice Questions

1. Fill in the blanks.

- | | |
|--------------------------------------|-------------------------------------|
| a. non-Muslims, prayers | b. religious, religion |
| c. interfere, practices, communities | d. financial aid, schools, colleges |
| e. Constitution | |

2. Tick the correct answer.

- a. ii. secularism
- b. iii. Indian Constitution
- c. iii. religion
- d. i. Religious communities
- e. ii. untouchability

3. Write very short answers (VSA) for the following questions.

- a. The Indian Constitution allows individuals the freedom to live by their religious beliefs and practices as they interpret these. India thus adopted the policy of separating the power of religion and the power of the State. Secularism is the principle of separation of the state from religious institutions.
- b. No one should be discriminated against on the grounds of their religious practices and beliefs. All forms of domination related to religion should end. This is the essence of secularism.
- c. Jews were persecuted in Hitler's Germany and several million were killed and the Jewish state of Israel treats its own Muslims and Christian minorities very badly.
- d. Government schools cannot promote any one religion through morning prayers or religious celebrations because this would be a violation of the constitutional values to uphold secularism and the government's policy of treating all religions equally.

4. Write short answers (SA) for the following questions.

- a. When one religion is given official recognition by the State at the expense of other religions, if that one religion gets the State power, members of one religious community would either persecute or discriminate against members of other religious communities. For example, the Jewish state of Israel treats its own Christians and Muslims very badly.
- b. According to the constitution, a secular state can ensure that one religious community does not dominate another. It can also ensure that some members do not dominate other members of the same religious community. It further ensures that the State does not enforce any one religion or take away religious freedom of individuals.
- c. The State can make exceptions for any one particular religious community. For example, the Sikhs do not need to wear a helmet while riding a bike because wearing a turban is central to Sikh religious practice. Therefore, the State allows an exception in the law.
- d. One significant difference between American secularism and Indian secularism is that unlike the strict separation between religion and the State in American secularism, in Indian secularism the State can intervene in religious affairs.

5. Write long answers (LA) for the following questions.

- a. It is necessary to separate religion from State for a country to run democratically. If majority religious group had control over the State, it would use this power and financial resources to suppress, dominate and persecute people of other religion. This would lead to discrimination, coercion and sometimes even killing of religious minorities. For example, if the State power was in the hands of those Hindus who believed in untouchability, then it would be difficult to remove this practice. People trying to change this would face a lot of resistance from the dominant group. There would be only one interpretation of religion and it would be a violation of the rights that a democratic society guarantees to each and every citizen irrespective of their religion.
- b. The Indian State has adopted three strategies to achieve secularism. Firstly, the State follows a strategy of distancing itself from all religions. It is not ruled by a religious

group nor does it support any one religion. Secondly, it follows a strategy of non-interference. In order to respect the sentiments of all religions and not interfere with the religious practices, the State makes certain exceptions for particular religious communities. The State follows a strategy of intervention. For example, it intervened in Hindu religion to end the evil practice of untouchability, which discriminated and excluded people. It also intervenes in the form of support. The Indian Constitution grants the right to religious communities to set up their own schools and colleges. It also gives them financial aid on a non-preferential basis.

- c. In February 2004, France passed a law banning students from wearing any conspicuous religious or political signs or symbols, such as the Islamic headscarf, the Jewish skullcap or large Christian crosses. This law was resisted a lot by the immigrants, who were mainly from the former French colonies of Algeria, Tunisia and Morocco. The immigrant women often wore headscarves while attending school. With the passing of the law, they were expelled for wearing headscarves to school.

6. Answer the following questions (HOTS).

- a. The Indian Constitution bans untouchability. The State intervenes in religion in order to prevent this religion-based exclusion and discrimination of 'lower castes'. It believes to end a social practice that tends to violate the Fundamental Rights of 'lower castes' who are citizens of the country. In the same way, in order to ensure that laws relating to equal inheritance rights are being followed, the State may have to intervene in the religion-based 'personal laws' of the communities.
- b. History provides us with several examples of discrimination, exclusion and persecution on the grounds of religion. For example, Jews were persecuted in Hitler's Germany. In Saudi Arabia, non-Muslims are not allowed to build a temple, church etc, and nor can they gather in a public place for prayers. The Jewish state of Israel treats its own Muslim and Christian minorities very badly. Such acts of discrimination take place more easily when one religion is given official recognition by the State at the expense of other religions.

7. Value-based questions.

- a. The value to be explained: **To promote harmony and spirit of unity, brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities**

Hint:

- India is a secular country.
 - In India, government spaces such as courts, police stations, government schools and colleges are not supposed to display or promote any one religion.
 - Government schools cannot promote any one religion either through religious celebrations or morning prayers.
- b. The value to be explained: **To treat all with dignity and respect irrespective of caste, religion, gender, etc.**

Hint:

- Untouchability has been abolished by law.
- It is a punishable offence.
- Indian secularism works to prevent the domination through a strategy of intervention.
- The Indian Constitution bans untouchability.

3 WHY DO WE NEED A PARLIAMENT?

NCERT Based Questions

1. Answer the following questions.

- Election is a formal and organised choice by vote of a person for a political office or any public position.
- Constituency is an area whose voters elect a representative to a legislative body. The country is divided into numerous constituencies.
- When a single political party does not get a majority, they join hands with different political parties who are interested in the similar concerns to form what is known as a coalition government.
- People give approval to the government through elections. People elect their representatives to the Parliament, and then one group from among these elected representatives forms the government. The Parliament, which comprise of all the representatives together, controls and guides the government. In this way, people through their chosen representatives, form the government and also control it.

Additional Practice Questions

1. Tick the correct answer.

- | | | |
|------------------------------|-----------------|-----------------------|
| a. i. Legislative Assemblies | b. i. executive | c. iii. question hour |
| d. ii. law-making | e. i. 9 | |

2. State whether True or False.

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

3. Write very short answers (VSA) for the following questions.

- Parliament enables citizens of India to participate in decision making and control the government, thus making it the most important symbol of Indian democracy and a key feature of the Constitution.
- Universal Adult Franchise is the right to vote that should be given to all adult citizens without the discrimination of caste, class, colour, religion or gender.
- The third important function of the government is law-making. It is a significant function of the Parliament.

4. Write short answers (SA) for the following questions.

- With the freedom movement, the nationalists began to openly criticise the British government and make demands. As far back as 1885, the Indian National Congress demanded that there should be elected members in the legislature with a right to discuss the budget and ask questions.

- b. It is the decision of the people that creates a democratic government and decides about its functioning. The people give approval to the government through elections. People elect their representatives to the Parliament, from which one group forms the government.
- c. The Parliament has many people from different backgrounds. There are many rural members as well as many members from regional parties. Political participation from the Dalit and backward castes and the minorities has increased. Representation of women has increased to 9 per cent.

5. Write long answers (LA) for the following questions.

- a. Why is Question Hour important?
The Parliament begins with a question hour while in session. It is an essential instrument through which Members of Parliament can highlight the working of the government. It is the first hour of a sitting session of India's Lok Sabha devoted to questions the Members of Parliament raise about any specific aspect of administrative activity. The concerned minister is obliged to answer to the Parliament, either orally or in writing on the type of question raised.
- b. The Parliament in India consists of the President, the Rajya Sabha and the Lok Sabha. A list is prepared after the Lok Sabha elections to show how many MPs belong to each political party. A political party can form the government, when they have a majority of elected MPs. For example, if there are 543 elected members in the Lok Sabha, a party should get at least half the number that is, 272 members or more to have a majority. Sometimes, a single party is not able to get a majority, then different political parties with similar interests join together to form a coalition government.
- c. The session of the Parliament begins with the Question Hour. It is an important mechanism for the members of parliament to highlight the working of the government. This is a significant way through which the Parliament controls the executive. Through questions, the government becomes aware of its shortcomings and also is alerted of the opinion of the people through their representative in the Parliament. It is crucial for every MP to ask questions to the government. The opposition party plays a significant role in highlighting the drawbacks of various policies and programmes of the government and mobilise popular support for their own policies.

6. Answer the following questions (HOTS).

- a. The Parliament in India consists of the President, the Rajya Sabha and the Lok Sabha. The Indian Parliament reflects the faith that the people of India have in the principles of democracy. The Indian Parliament has immense power because it is the representative of the people. Elections to the Parliament are held in the same way as they are for the state legislature. The Lok Sabha is elected once every five years. After the country is divided into constituencies, each of these constituencies elects one person to the Parliament. The candidates who contest elections belong to different political parties. Once elected, these candidates become the Members of Parliament or MPs. These MPs together make up the Parliament.

b. The session in Parliament begins with the Question Hour. It is an important mechanism through which the members of parliament can elicit information about the working of the government. This is a significant way in which the parliament controls the Executive. The government comes to know about the opinion of the people through the parliament and is made aware of its shortcomings. It is crucial for every MP to question the government. The Opposition Party plays an important role in healthy functioning of a democracy. They highlight the drawbacks of various policies and programmes of the government and mobilise popular support for their own policies. The government is kept aware by the questions put forward by the MPs and it gets valuable feedback. The approval of the Parliament is necessary for all financial dealings.

7. Value-based questions.

a. The value to be explained: **To build peace in the community and respect human dignity.**

Hint:

- Patrol cars should keep a check on the happenings of the community.
 - The streets should have proper lighting.
 - Communities should encourage workshops on self-defence.
 - Liquor shops, *pan/bidi walas* should not be allowed in the community but only in market areas.
 - Communities should be enclosed with gates and have security guards.
- b. The value to be explained: **To promote harmony and spirit of unity, brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities.**

Hint:

- Present the positive aspects of the Adivasi region. Few examples of success from the region can be taken to see if the same method can be adopted in cities.
- The Adivasi Member of Parliament can bring in the importance of forests and how one can utilise the forest resources in an environment-friendly way for balanced development and growth of the nation.
- He can cite examples from other Adivasi regions of how they have succeeded to achieve growth by remaining close to nature.
- The Adivasis from other regions may be invited to explain their success stories.

4 UNDERSTANDING LAWS

NCERT Based Questions

1. Answer the following questions.

- a. The members of the Constituent Assembly decided that there should be no arbitrary exercise of power in independent India. The Constitution of India will act as a source for all rules and regulations which the government of a country will frame.
- b. The Indian nationalists fought for greater equality and changed the idea of law from a set of rules that they were forced to obey, to law as including ideas of justice. By the end of the 19th century, the Indian legal profession gained prominence and started demanding respect in colonial courts. They used the law to defend the legal rights of the Indians. Indian judges also began to play a bigger role in decision-making. The Indians played a major role in several ways in the evolution of the rule of law during the colonial period.
- c. There may be some laws that are constitutionally valid and hence legal but unpopular amongst people because the intention behind such laws is unfair and harmful. People may act against such laws by holding public meetings, writing about it in newspapers, reporting to TV channels, etc. In a democratic country like India, people may refuse to accept repressive laws framed by the Parliament.

Additional Practice Questions

1. Tick the correct answer.

- | | | |
|-------------------|------------------------|-----------------------|
| a. i. British | b. ii. law | c. i. family property |
| d. iii. Civil law | e. ii. repressive laws | |

2. State whether True or False.

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

3. Write very short answers (VSA) for the following questions.

- a. Law is the system of rules, which as a particular country or community recognises as regulating the actions of its members and which it may enforce by the imposition of penalties.
- b. Civil law is the system of law concerned with private relations between members of a community rather than criminal, military or religious affairs.
- c. Domestic violence is the violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or a partner.

4. Write short answers (SA) for the following questions.

- a. Municipal law is the law specific to a particular city or country and the government bodies within these cities or countries. This can cover a wide range of issues, including everything from police power, zoning, education policies and property taxes.
- b. The members of the Constituent Assembly instituted several provisions in the Constitution that would establish the rule of law. The most important was that all persons in Independent India are equal before the law.
- c. The Protection of Women from Domestic Violence Act 2005 extends the understanding of the term 'domestic' to include all women who 'live or have lived together in a shared household' with the male member who is perpetrating the violence.

5. Write long answers (LA) for the following questions.

- a. Two arbitrary laws of the British under British India are the Rowlatt Act 1919 and the Sedition Act of 1870. Under Rowlatt Act 1919, the British government had the right to imprison without due trial. In the Sedition Act of 1870, any person protesting or criticising the British government could be arrested without due trial. The Indian nationalists began protesting and criticising this arbitrary use of authority by the British. They also began fighting for greater equality and wanted to change the idea of law from a set of rules that they were forced to obey, to laws as including ideas of justice.
- b. The Parliament plays a significant role in making laws. Laws are made in several ways and often different groups in society raise the need for a particular law. For example, the issue of domestic violence was brought to the attention of the Parliament and the process was adopted for this issue to become a law. In 1999, Lawyers Collective, a group of lawyers, law students and activists came together to draft the Domestic Violence (Prevention and Protection) Bill after nation-wide consultation. The Bill was introduced in the Parliament in 2002 but it had several drawbacks. Several women's organisations, National Commission for Women made submissions to the Parliamentary Standing Committee. It was placed by this Committee to the Rajya Sabha and a new bill was reintroduced in Parliament in 2005. It became an Act in 2006. Today, it is called the Domestic Violence Act, 2005.
- c. Controversial laws are laws that may be constitutionally valid and hence legal but unpopular with large section of people because the intention behind it may be unfair or harmful. For example, there are various municipal laws on the use of space within municipal limits which often make hawking and street vending illegal. This type of law keeps the public space open and free from obstruction for pedestrians to walk easily; however, it also cannot be denied that hawkers and vendors provide essential services cheaply and efficiently to millions of people in a city. It is their means of livelihood. Therefore, such laws can be controversial and can lead to conflict. One can approach the court to modify or cancel the laws if they find that it does not adhere to the Constitution.

6. Answer the following questions (HOTS).

- a. People can play an active role in the making of the law through the Parliament, which is a representative of the people. The Parliament is sensitive to the needs of the people and the problems faced by them. For example, the Parliament understood the issue of domestic violence and a process was adopted to make this a law. Throughout the 1990s, different forums raised the need for a new law. In 1999, Lawyers Collective, a group of lawyers, law students and activists, after nation-wide consultations took the lead in drafting the Domestic Violence (Prevention and Protection) Bill. The draft bill was widely circulated for opinion and debates. The Bill was introduced in the Parliament in 2002 but it had many drawbacks. Several women's organisations, National Commission for Women made submissions to the Parliamentary Standing Committee. The Standing Committee presented its recommendations to the Rajya Sabha, Lok Sabha. After passing through both the houses of the Parliament it was sent to the President for his assent. Finally, it became an Act in 2006.
- b. In 1999, Lawyers Collective, a group of lawyers, law students and activists took a lead in drafting the Domestic Violence (Prevention and Protection) Bill after nation-wide consultation. The Bill was introduced in the Parliament in 2002 but it had many drawbacks. Several women's organisations, National Commission for Women made submissions to the Parliamentary Standing Committee that the Bill must be changed. They did not agree with the definition of domestic violence proposed. Also the law needs to provide for temporary custody of children. In December 2002 the Standing Committee presented the Bill to the Rajya Sabha and Lok Sabha with the changes. After passing through both the houses of the Parliament, it was sent for President's assent after which it became an Act in 2006.

7. Value-based questions.

- a. The value to be explained: **To learn to live together.**

Hint:

- Request the head of the Hawker association to talk with the municipality or Municipal Corporation to make alternate arrangements for hawkers.
 - The Hawker association may request space in the municipal market to display their items.
 - The Hawker association may request for some time to look for alternate space.
 - The association may also say that as they have been here for more than 20 years and will be difficult to relocate; however, fixed timings and days can be arranged for the hawkers to serve in that locality.
- b. The value to be explained: **To remove the practices derogatory to the dignity of women.**

Hint:

- The Protection of Women from Domestic Violence Act, 2006 is a civil law, which provides relief to millions of women, including wives, daughters and sisters affected by violence in their homes.
- The law recognises the right of women to live in a shared household.
- Women can get protection order against violence.
- Women can get monetary relief to meet their expenses including medical costs.

5 JUDICIARY

NCERT Based Questions

1. Answer the following questions.

- a. The statement 'Justice delayed is justice denied' is often used to characterise the extended time that courts take to hear a case. This affects the common man's access to justice. Legal procedures usually consume a lot of time. It may take several years before the case might come up in the court for hearing and then several more years for a verdict or a resolution to be given by the court. For a poor person, whose family depends on daily wage, the idea of going to court or waiting for hearing a case and getting a resolution seems remote then.
- b. The Supreme Court devised a mechanism of Public Interest Litigation (PIL) in the early 1980s to increase access to justice. This allowed any individual or organisation to file a PIL in the High Court or Supreme Court on behalf of those whose rights were being violated. The legal process was simplified and even a letter or telegram to the High Court or Supreme Court could be treated as a PIL.

c.

No	Criminal Law	Civil Law
1	Criminal law deals with conduct or acts that the law defines as offences. For example, murder, theft, harassing a woman to bring in more dowries.	Civil law deals with any harm or injury to rights of individuals. For example, divorce cases, matters related to rent, disputes related to sale of land.
2	To begin, First Information Report (FIR) must be lodged with the police, who investigate the crime.	A petition must be filed in the relevant court by the affected party. However, in matters related to rent, case can be filed either by the tenant or the landlord.
3	The accused can be sent to jail or also fined, if found guilty.	The court gives the specific relief asked for. For example, in rent-related matters, the court may order that the flat be vacated and the pending rent be paid.

Additional Practice Questions

1. Tick the correct answer.

- a. ii. Judicial review b. iii. Separation of powers c. iii. Supreme Court
d. i. Criminal law e. iii. Public Interest Litigation

2. State whether True or False.

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

3. Write very short answers (VSA) for the following questions.

- a. The judicial system is the system of courts that interprets and applies the law in the name of the State. The judiciary also provides a mechanism for the resolution of disputes.
- b. 'Separation of powers' is the complete segregation of powers and functions of the legislature, executive and judiciary powers of the government in separate bodies.
- c. Public Interest Litigation is the lawsuit for the protection of the public interest. Article 32 of the Indian Constitution contains a tool which directly joins the public with judiciary.

4. Write short answers (SA) for the following questions.

- a. It is necessary to have an independent judiciary, that is, it has to be separated from the other branches of the State—legislature and executive, so that there is no interference in the work of the judiciary. The control of politician over the judiciary would not lead to fair trial.
- b. The Fundamental Right to Life guaranteed in Article 21 of the Constitution includes Right to Food. The courts used this Fundamental Right and directed the government and government-aided schools to serve mid-day meals to children.
- c. Sometimes the courts can work against the interests of the common people. For example, there are activists who work for providing housing and shelter for the poor. However, the judgments tend to view the slum dwellers as encroachers and are evicted.

5. Write long answers (LA) for the following questions.

- a. There are three roles of judiciary:
- **Dispute resolution:** The judiciary has a mechanism for resolving disputes between citizens, between citizen and the government, between two state governments and between the centre and the state governments.
 - **Judicial review:** The judiciary has the power to strike down particular laws passed by the Parliament if it believes that these are a violation of the basic structure of the Constitution.
 - **Upholding the law and enforcing Fundamental Rights:** Every citizen can approach the court if they feel their Fundamental Right is being violated.
- b. There are three different levels of court in India. There are numerous courts at the lower level while there is only one at the apex level. At the apex is the Supreme Court, which is in the capital of India, in New Delhi. The Chief Justice presides over the Supreme Court. Each state has a High Court, which is the highest court of the state. People mostly interact with subordinate or district courts, which is presided over by a District Judge. The District Courts are at the district or tehsil level or in towns and they hear many kinds of cases.

- c. In an appellate system, a person can appeal to a higher court if they believe that the judgment passed by the lower court is not just. For example, in a case of 'dowry death' preceded by a Trial Court, convicted the husband, mother-in-law, brother-in-law and sentenced all of them to death. The accused appealed to the High Court against the verdict of the Trial Court. The High Court acquitted all of them giving the verdict that daughter-in-law died because of an accident. Deeply troubled by the judgment of the High Court, women held demonstrations and filed a separate appeal against the High Court decision in the Supreme Court through the Indian Federation of Women Lawyers.

6. Answer the following questions (HOTS).

- a. Every citizen has the right to justice through courts, but its access has always been difficult for a vast majority of the poor in India. Legal procedures involve a lot of money. It requires a lot of paperwork which most of the poor are not able to comprehend. Also, it consumes a lot of time. Therefore, for a poor person who cannot read or write and whose family depends on daily wage, the idea of going to the court and getting justice often seems remote.
- b. A criminal case usually begins with lodging of a First Information Report (FIR) with the police. It is then the police can investigate the case after which the case is filed in the court. The law states that it is compulsory for an officer in charge of a police station to register an FIR whenever a person gives information about a cognizable offence.

7. Value-based questions.

- a. The value to be explained: **To respect human dignity and learn to live together.**

Hint:

- A hawkers' association can be created by all the hawkers coming together.
 - The hawkers can request for fixed time and days of entry into the neighbourhood.
 - The hawkers can request for a ID card and police verification to made for them for entry into the community. This ID card may be renewed every six months.
 - They may ask for a space in the neighbourhood market so that the roads are free from obstruction.
- b. The value to be explained: **To be compassionate and do no harm.**

Hint:

- Ask the domestic worker if their slum have any legal document, such as electricity bill or water bill, which they have been paying regularly. If yes, they can present these bills to the Corporation as proof of residence. They cannot be evicted easily in such cases.
- If they do not have such documents, they can request the Corporation if there can be alternate arrangements for their living.
- They can request the Corporation for some time before they can locate an alternate arrangement for stay.
- The government has arrangements of low-cost housing for poor people.

6 UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM

NCERT Based Questions

1. Answer the following questions.

- a. Cross-examination is the formal interrogation of a witness by the other party in a court of law to challenge or extend testimony already given. For example, in this chapter Advocate Roy cross-examines the prosecution witness Mrs Shinde.
- b. The role of the police in investigating a crime is as follows:
 - investigating any complaint about the commission of a crime;
 - recording statements of witnesses and collecting different kinds of evidence;
 - forming an opinion and if the evidences point to the accused, file a charge sheet in the court;
 - following the guidelines laid down by the Supreme Court at the time of arrest, detention and interrogation;
 - presenting before the court of law as the police cannot decide whether a person is guilty or innocent; and
 - helping the judiciary with its findings in the case for judgement to be passed, but they cannot inflict any form of punishment on a person even for petty offences.
- c. The judge has to conduct the trial impartially and in an open court. The judge also has to hear all witnesses and take into account any other evidence presented by the prosecution and the defence. The judge then has to decide whether the accused person is guilty or innocent on the basis of the witnesses and evidence presented, and in accordance with the law. The judge announces the sentence if the accused is convicted. The person may be sent to jail, fined or both, depending on what the law prescribes.

Additional Practice Questions

1. Tick the correct answer.

- a. ii. Constable
- b. i. 24 hrs of arrest
- c. iii. confessions made in police custody
- d. i. D.K. Basu Guidelines
- e. iii. Boys under 15 and women

2. State whether True or False.

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

3. Write very short answers (VSA) for the following questions.

- a. A defence lawyer is a lawyer specialising in the defence of individual or companies charged with criminal activity.
- b. Bail is the temporary release of an accused person awaiting trial, sometimes on condition that a sum of money is lodged to guarantee their appearance in court.
- c. Article 39A of the Constitution places a duty upon the State to provide a lawyer to any citizen who is unable to engage one because of poverty or other disability.

4. Write short answers (SA) for the following questions.

- a. The FIR should contain the date, time and place of the offence, and details of the basic facts of the offence, including a description of the events. The identity of the accused persons and witnesses are mentioned. It also states the name and address of the complainant.
- b. After the police completes his investigation and submits a charge sheet in the court, the public prosecutor acts impartially and presents the case in the court with facts, witnesses and evidences for the court to decide the case.
- c. Article 21 of the Constitution states that every person's life or liberty can be taken away only by following a reasonable and just legal procedure. For example, Shanti who was accused of stealing gold chain of her employer had a fair trial in the court of law and proved 'not guilty'.

5. Write long answers (LA) for the following questions.

- a. It is important to have a fair trial because Article 21 of the Constitution that guarantees the Right to Life states that a person's life or liberty can be taken away only by following a reasonable and just legal procedure. A fair trial ensures that Article 21 of the Constitution is upheld. The accused have to be given a copy of the charge sheet and all other evidence that the prosecution presents against the accused. The trial has to be held in the presence of the accused, in an open court in public view. The rule of law which says that everyone is equal before the law would not make much sense if every citizen were not guaranteed a fair trial by the Constitution.
- b. Article 22 of the Indian Constitution guarantees every arrested person the right to following the Fundamental Rights:
 - to be informed at the time of arrest of the offence for which the person is being arrested;
 - to be presented before a magistrate within 24 hours of arrest;
 - not to be ill-treated or tortured during arrest or in custody;
 - confessions made in police custody cannot be used as evidence against the accused; and
 - a boy under 15 years of age and women cannot be called to the police station only for questioning.
- c. The Supreme Court laid down the requirements and procedures that police and other agencies have to follow for the arrest, detention and interrogation of a person; also known as D.K. Basu Guidelines. These are as follows:
 - The police officials who carry out the arrest or interrogation should wear clear, accurate and visible identification and name tags with their designation;
 - A memo of arrest should be given at the time of arrest, which include time and date of arrest and should be signed by a witness, who can be family member and counter-signed by the person arrested;

- The person arrested, detained or interrogated should have the right to inform a relative, friend or a well-wisher;
- When family, relative or friend lives outside the district, the time, place of arrest and venue of custody should be notified by police within 8 to 12 hours of arrest.

6. Answer the following questions (HOTS).

- Everyone is subject to the law of the land and this also includes the police. The Supreme Court has laid down guidelines that the police has to follow at the time of arrest, detention and interrogation. The police cannot torture, beat or shoot anyone during investigation. They cannot inflict any form of punishment on a person even for petty offences. Article 22 of the Constitution and Criminal Law guarantees every arrested person the Fundamental Rights that the person has the right to be presented before a magistrate within 24 hours of arrest, and he cannot be ill-treated or tortured during the arrest or in custody.
- The judge has to conduct the trial impartially and in an open court. He has to hear all the witnesses and see the evidences presented by the prosecutor and the defence. He has to make the final decision and give the verdict. The Right to Life (Article 22 of the Indian Constitution) states that a person's life or liberty can be taken away only by following a reasonable and just legal procedure. It needs to be ensured that every citizen irrespective of their class, caste, gender, religious and ideological backgrounds gets a fair trial if accused. The rule of law which states that all are equal would not make much sense if every citizen were not guaranteed a fair trial by the Constitution.

7. Value-based questions.

- The value to be explained: **Justice delayed is justice denied.**

Hint:

- Article 21 of the Indian Constitution that guarantees the Right to Life states that a person's life or liberty can be taken away only by following a reasonable and just legal procedure.
 - The arrested person has the right to be produced before a magistrate within 24 hours of arrest.
 - A memo of arrest has to be given at the time of arrest which has to be signed by a witness and counter-signed by the person arrested.
 - The person arrested, detained or being interrogated has the right to inform a relative, friend or a well-wisher.
- The value to be explained: **Law is equal for all.**

Hint:

- A fair trial has to ensure that Article 21 of the Indian Constitution is upheld.
- The defence lawyer and the accused have to be presented in the court.
- If they are not allowed in the court of law, the verdict given will not be fair.
- The defence lawyer can speak with the other judges and advocates and seek justice.
- The accused can appeal to the appellate court for justice.

7

UNDERSTANDING MARGINALISATION

NCERT Based Questions

1. Answer the following questions.

- Encroachers are people who enter by gradual steps or by stealth into the possessions or rights of another or continue to stay or live in a property, without permission, which now belongs to someone else.
- Poverty line is the estimated minimum level of income needed to secure the basic necessities of life.
- The term Adivasi literally means 'original inhabitants'. These are the communities who lived and continue to live in close association with forests. They are found in the states of Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Gujarat, Maharashtra, Rajasthan, Andhra Pradesh, and West Bengal and in the north-eastern states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura.
- The social marginalisation of Muslims where they are limited to residing at a particular place and in certain cases migrating from other places where they have lived to a place where only Muslims reside in search of better social acceptance and security is called ghettoisation.
- The Indian Constitution aims to safeguard the religious and the linguistic minorities as part of our Fundamental Rights. The Indian Constitution realised that the culture of the majority influences the way in which society and government might express themselves. Majority plays an essential role in the decision-making in a democracy and this may be a disadvantage and lead to the marginalisation of relatively smaller communities. Thus, the Indian Constitution created safeguards to protect the interests of the minority communities against the possibility of cultural domination of the majority. The Indian Constitution aims to safeguard and protect India's cultural diversity and uphold the law and enforce the Fundamental Rights to protect the marginalised groups.

Additional Practice Questions

1. Tick the correct answer.

- | | | |
|------------------------------|---------------------------|---------------------|
| a. iii. original inhabitants | b. i. 8 | c. ii. malnourished |
| d. i. ghettoisation | e. ii. Fundamental Rights | |

2. State whether True or False.

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

3. Write very short answers (VSA) for the following questions.

- a. Marginalisation is the treatment of a person, a group or a concept as insignificant or peripheral. It is to be forced to occupy the fringes and not be at the centre of things.
- b. 'Stereotypical ways' is a generalisation usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group.
- c. Civilisations are developed state of human societies with a large part of human population living in urban settlements. It reflects advancement in all walks of life.

4. Write short answers (SA) for the following questions.

- a. Marginalisation can occur when people speak a different language, follow different customs or belong to a different religious group from the majority community. They may also feel marginalised because they are poor, considered to be of 'low' social status.
- b. The Adivasis are portrayed in stereotypical ways, such as in colourful costumes, headgear and through their dance. They are believed to be exotic, primitive and backward. Very little is known about the realities of their lives.
- c. Adivasis have their own language, which are radically different from and may be as old as Sanskrit. Their languages have often influenced the formation of 'mainstream' Indian languages, like Bengali. Santhali has the largest number of speakers and has significant number of publications on the internet or in e-zines.

5. Write long answers (LA) for the following questions.

- a. The Adivasis worship ancestors, village and nature spirits. The village spirits are worshipped at specific sacred groves within the village boundary while the ancestral ones are worshipped at home. Adivasis have been influenced by different surrounding religions, such as Shakta, Buddhism, Vaishnav, Bhakti and Christianity. Adivasi religions have also influenced dominant religions of the empires around them, like the Jagannath cult of Orissa and Shakti and Tantric traditions of Bengal and Assam. During the 19th century, substantial numbers of Adivasis converted to Christianity, which has emerged as a very important religion in modern Adivasi history.
- b. Muslims are considered a marginalised community in India because in comparison to other communities, they have been deprived of benefits of socio-economic development. In 2005 it was examined that Muslims were lagging behind in terms of various development indicators, such as availability of basic amenities, literacy rate, public employment, etc. The situation of the Muslim community is comparable to that of other marginalised communities like Scheduled Castes and Scheduled Tribes. Their customs and practices also differentiate them from the mainstream, which becomes an excuse to treat them differently or discriminate against them. This has also led to ghettoisation of the community.
- c. Till the 19th century, the Adivasis had a deep knowledge of and access to forests, as well as control over most of the vast tracts. These days they are somewhat marginal and powerless communities. The Adivasis have been increasingly forced through economic changes, forest policies and political force by the State and private industry to migrate and live as workers in plantations, at construction sites, in industries and as domestic workers. They do not have control or much direct access to the forest territories. About 50 per cent of the tribal people have been displaced due to mines and mining projects. In north-east their lands remain highly militarised and war-torn. They have been evicted from their forest lands and termed as encroachers if they continue to live in forest areas.

6. Answer the following questions (HOTS).

- a. The *Adivasis* use around 10,000 plant species—about 8,000 species are used for medicinal purposes; 325 species are used as pesticides; 425 species used as gums, resins and dyes; and 550 as fibres. 3,500 species are edible. This entire knowledge system gets wiped out when *Adivasis* lose their rights over forests lands.
- b. A high-level committee analysed in 2005 that on a range of social, economic and educational indicators, the situation of the Muslim community is comparable to that of other marginalised communities like Scheduled Castes and Scheduled Tribes. Employment of Muslims in public sector is very poor. Muslim customs and practices are sometimes quite distinct from what is seen as the mainstream. Muslim women may wear a burqa; Muslim men may sport a long beard, and wear a fez. They may be identified differently, and it may become an excuse for treating them unfairly and discriminating against them. This social and economic marginalisation has led them to migrate from places where they lived, often leading to ghettoisation of the community. This leads to hatred and violence.

7. Value-based questions.

- a. The value to be explained: **To care for the planet and to build peace in the community.**

Hint:

- The tribes or *Adivasis* are ‘original inhabitants’, who live and continue to live in close association to forests.
 - To evict them out of forest area would be to take away their livelihood.
 - The *Adivasis* protect the forests.
 - Several welfare and developmental programmes can be organised by the government for the tribes so that they are able to take care of the environment and forests in a better way.
- b. The value to be explained: **To learn to live together and respect human dignity.**

Hint:

- Education is very important for the progress of the society. It is necessary to bring education to the Muslim community.
- Welfare programmes and schemes should be taken up for them for their growth and development. This should include employment-related schemes and programmes.
- Through various media like the television, radio, newspapers, magazines, street plays, etc., the people have to be trained that Muslims are common people and should gradually become a part of the mainstream community and not be considered a marginalised group.

8

CONFRONTING MARGINALISATION

NCERT Based Questions

1. Answer the following questions.

- a. People may experience situations where culture itself is the subject of injustice, such as when their cultural beliefs, values or practices are suppressed by the members (or dominant institutions) of another culture.
- b. The marginalised groups have used the Fundamental Rights in the following two ways:
 - They have made the government realise the injustice done to them.
 - They have insisted that the government enforce these laws.
- c. The Employment of Annual Scavengers and Construction of Dry Latrines (Prohibition) Act 1989 was enacted in response to the demands made by Dalits that the government must seriously notice the ill-treatment and humiliation the Dalits face every day. During late 1970s and 1980s, in parts of southern India, assertive Dalit groups came together to assert their rights and refused to perform their so-called caste duties and insisted on being treated equally with others. This resulted in more violence by the powerful castes. To show that untouchability existed in the most hideous ways, the Dalit groups demanded new laws that would enlist the various sorts of violence done against them and prescribe stringent punishment for those who indulge in them.

Additional Practice Questions

1. Fill in the blanks.

- | | | |
|----------|-----------------------------------|----------------|
| a. crime | b. cultural justice | c. reservation |
| d. 1989 | e. 1970s, 1980s, equal, resources | |

2. Tick the correct answer.

- | | | |
|------------------|-------------------|--------------------------|
| a. i. Article 17 | b. ii. Article 15 | c. iii. Adivasi activist |
| d. iii. 1993 | e. ii. 1989 | |

3. Write very short answers (VSA) for the following questions.

- a. Social justice is justice in terms of the distribution of wealth, opportunities and privileges within a society.
- b. Manual scavenging refers to the practice of manually cleaning, carrying, disposing or handling in any manner, human excreta from dry latrines and sewers.
- c. Article 15 of the Constitution states that no citizen of India shall be discriminated against on the basis of religion, race, caste, sex or place of birth.

4. Write short answers (SA) for the following questions.

- a. Article 17 of the Constitution states that untouchability has been abolished by law. This ensures that the marginalised community cannot be barred from entering temples, using public facilities and educating themselves.
- b. The manual scavengers were exposed to inhuman working conditions and exposed to infections that affected their eyes, skin, respiratory and gastro-intestinal systems. They earned meagre Rupees 30–40 per day for working in urban municipalities and those working privately were paid even less.
- c. Firstly, it lists the modes of humiliation that are both physically horrific and morally reprehensible; secondly, it lists the actions that dispossess Dalits and Adivasis of their meagre resources or force them into slave labour; and thirdly, it recognises that crimes against Dalit and tribal women are of a specific kind.

5. Write long answers (LA) for the following questions.

- a. To implement the Constitution, both central and state governments create specific schemes for executing in tribal areas or in areas with high *Dalit* population. For example, government provides free or subsidised hostels for students of *Dalit* and *Adivasi* communities. The reservation policy has helped them to secure seats in the educational institutions and get employment in government offices. The central government and the state governments have a list of all Scheduled Castes and Scheduled Tribes. The students can submit their proof of their caste in the form of caste and tribe certificates. If any caste or tribe is on the government list, they can avail the benefit of reservation. Special scholarships are also announced for students from the scheduled castes and tribes.
- b. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989 distinguishes several levels of crime. Firstly, it lists modes of humiliation that are both physically horrible and morally reprehensible and seeks to punish the violators. Secondly, it lists actions that dispossess *Dalits* and *Adivasis* of their meagre resources or which force them into performing slave labour. The Act recognises that crimes against *Dalit* and tribal women are of a specific kind and therefore, seeks to penalise anyone who assaults or uses force on any woman belonging to a Scheduled Caste or a Scheduled Tribe.
- c. C.K. Janu, an Adivasi activist has pointed out that one of the violators of Constitutional rights guaranteed to tribal people are governments in the various states of India. It is they who allow non-tribal encroachers in the form of timber merchants, paper mills, etc. to exploit tribal land, and forcibly evict tribal people from their traditional forest land in the name of declaring forests as reserved or sanctuaries. She mentioned that tribals who have been evicted and cannot return to their lands should be compensated. The government must make plans and policies for them to live and work elsewhere. As government spends huge money on establishing industries and other projects on land, it should spend also on rehabilitating the displaced Adivasi people.

6. Answer the following questions (HOTS).

- a. Rathnam and his family were *Dalits* of Jakmalgur. Once in five years, there was a big festival in their village where the local deity was honoured and priests from 20 neighbouring villages came for this five-day event. A member of the Dalit community had to wash the feet of all priests and then bathe in the water that was used for washing their feet. Rathnam was an engineer. He refused to perform this ritual. This angered the powerful castes in the village and some families from his community. His community was ordered to ostracise him and his family; everyone was told not to speak to them or do any work for them or with them. Few men also entered their part of the village and set his hut on fire. Rathnam managed to escape with his mother and he filed a case in the police station under the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989.
- b. Besides using the Act for preventing atrocities against the *Dalits*, the Scheduled Castes and the scheduled Tribes (Prevention of Atrocities) Act, 1989 is being used for other purposes. It contains a very long list of crimes, some of which are too horrible even to contemplate. The Act does not only describe terrible crimes, but also lets people know what dreadful deeds human beings are capable of. The Act lists the actions that dispossess *Dalits* and *Adivasis* of their meagre resources or which force them into performing slave labour. The Act also recognises that crimes against Dalit and tribal women are of a specific kind and therefore, seeks to penalise the violators.

7. Value-based questions.

- a. The value to be explained: **To respect human dignity.**

Hint:

- The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1993 prohibits the employment of manual scavengers as well as construction of dry latrines.
 - A petition can be submitted in the court of law to protect the people against manual scavenging and punish the violators.
 - Educate the people on manual scavenging and the laws in the country that protect the people against manual scavenging.
- b. The value to be explained: **To be compassionate and do no harm to fellow humans.**

Hint:

- The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989 protects the *Dalits* and tribal groups against ill treatment and humiliation.
- This Act can be used to defend their right to occupy land that was traditionally theirs.
- The Constitution guarantees the right of tribal people to re-possess their land.
- If the demands of Ramu and his group are right PIL is a right decision and people should support them.
- They should be given back their land or be compensated properly for their loss.

9

PUBLIC FACILITIES

NCERT Based Questions

1. Answer the following questions.

- a. The High Court in Andhra Pradesh in 2007 reinstated that right to safe drinking water is a Fundamental Right while hearing a case based on a letter written by a villager of Mahbubnagar district on the contamination of drinking water. The villager had complained that a textile company was discharging poisonous chemicals into a stream near his village, contaminating the groundwater, which was their main source of irrigation and drinking water. The judges directed the Mahbubnagar district collector to supply 25 litres of potable water to each person in the village.
- b. The characteristic of public facility is that once a public facility is provided, the benefits can be shared by many people. For instance, a school in a village will help educate many children of the village. Electric supply to an area can benefit many people, such as farmers can run pump sets to irrigate their farms, small businessmen can open small workshops that run on electricity, and students can easily study in the evening and the night using lamps and electric lights.
- c. Sulabh is a non-governmental organisation, which has been working for 30 years to deal with the problem of sanitation faced by the low-castes and poor living in urban cities of India. Sulabh makes contract with municipalities or other local authorities to build toilet blocks with government funds. Local authorities provide land and funds for setting up the services, and maintenance costs are raised by charging the user for using the services.
- d. The government is responsible for providing the basic amenities of a healthy life to its citizens. As we know that water is one of the most basic requirements of life, the government is the main and sole supplier of water. There have been few successful cases of water supply by the government in some states. In Mumbai, the water supply department raises enough money through water taxes to cover the expense of supplying water at such large-scale. In Hyderabad, recent reports show increase in coverage and improved performance in the revenue collection by the water department. In Chennai, efforts have been taken by the water department through Rainwater Harvesting initiative to increase the level of groundwater. To check overpricing or illegal sale of water, the government has fixed the water tanker rates.

Additional Practice Questions

1. Fill in the blanks.

- a. life, good health
- b. Right to Life, 21
- c. public facilities
- d. Municipal water supply
- e. 135 litres

2. Tick the correct answer.

- a. ii. public facility
- b. i. 21
- c. iii. profit
- d. i. 1,600 litres
- e. ii. Bolivia

3. Write very short answers (VSA) for the following questions.

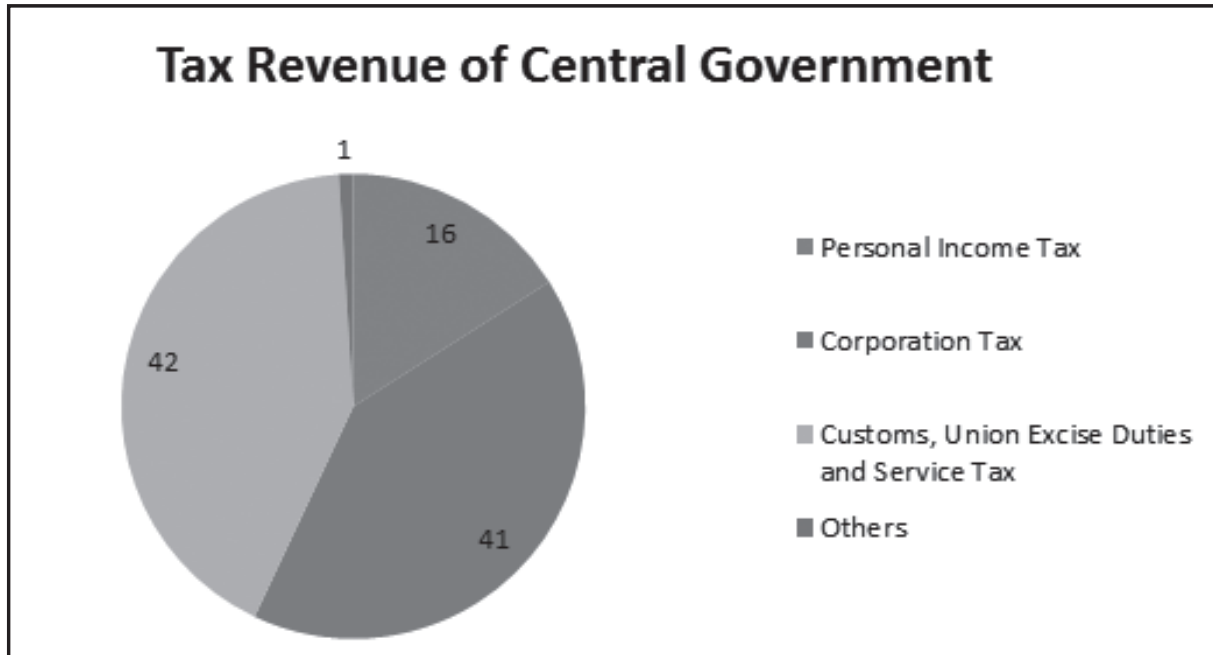
- a. The list of public facilities include access to safe drinking water, affordable healthcare, hygienic sanitation, electricity, public transport, schools and colleges, etc.
- b. The Indian Constitution in Article 21 defines the Right to Life as a fundamental right. In this article, it also recognises that right to safe water is an integral part in fulfilment of Right to Life.
- c. The inequalities in water supply can be described with the example of water supply in urban areas as per Urban Water Commission. A person in an urban area should get about 135 litres of water per day (approximately 7 buckets). People living in slums get only 20 litres of water per day (1 bucket). However, people in luxury hotels, may use 1,600 litres of water per day (approximately 80 buckets).

4. Write short answers (SA) for the following questions.

- a. Water supply in Chennai is unequal and marked by shortages. The municipality is able to fulfil the water requirements of only half the needs of the people in the city, on an average. The poor people of Chennai are the worst affected. The middle-income group of people manage to somehow overcome the water shortage by digging borewells, buying water from water tankers and use bottled water for drinking purpose. Clean drinking water supply from the municipality is also highly priced and is not affordable for all. The areas close to the storage points receive more water than the areas which are far away.
- b. There are some places in the world where public water supply has achieved universal access. One such example is Porto Alegre, a city in Brazil which has achieved universal access to safe water. The water charges are kept low, and the poor are given water at half the basic rate. Whatever profit is made by the department, is used to improve the water supply. The water department is transparent, and people have a direct say what projects should be taken up.
- c. The private companies arrange for water by buying it from different parts of Chennai city and also from the villages, using a fleet of 13,000 water tankers. This has lead to further scarcity of water and unequal water supply as water supplied by the private companies is taken from irrigation sources for agriculture and at times from the groundwater sources in the villages. This has also affected the drinking water supplies of the villages and Chennai city.

5. Write long answers (LA) for the following questions.

- a. The government collects taxes from various sources for the expenditures in various sectors. It meets expenses partly by collecting taxes and partly by charging a price for water. This price is set so that most people can afford a certain minimum amount of water for daily use. The central government earns 16% from personal income tax, 41% from Corporation tax; 42% from Customs, union excise duties and service tax; and 1% from other sources.



- b. The four alternatives that should be kept in mind while trying to search for an alternative for water supply are:
- Throughout the world, water supply is the function of the government.
 - There are areas in the world where public water supply has achieved universal access.
 - In few cases, where responsibility for water supply was given to private companies, there was a steep rise in price of water which made it unaffordable for many. This also caused riots in those cities.
 - Within India, there are cases of success in government water departments. For example, water supply department in Mumbai raises enough money through water charges to cover its expenses on supplying water.
- c. Sanitation is crucial in preventing water-borne diseases. Sanitation coverage in India is even lower than that of water. Official figures for 2001 show that while 68% of the households in India have access to drinking water, only 36% have adequate access to sanitation (toilet facilities within the premises of residence). It is the poor in both rural and urban areas who lack access to sanitation. Sulabh, a non-governmental organisation, has been working for three decades to address the problem of sanitation faced by low-caste and low-income people of India.

6. Answer the following questions (HOTS).

- a. Private companies are profit-oriented. In most public facilities, such as water supply, cleaning of drains, anti-malaria campaign, there is no profit and is mostly done for public service. As there is no profit, it does not make good business sense for private companies to undertake public services. But the private companies may be interested in providing public facilities such as schools and hospitals, especially in large cities, as people living in large cities have better paying capacity. Private companies also have water tankers running across the city and sell bottled drinking water. The private companies offer these services at a price which are affordable only by few. People living in cities are able to afford; therefore, private companies offer few public services here for profit.
- b. Water is essential for life and good health. The Constitution of India recognises the right to water as being a part of the Right to Life under Article 21. This means that every person, rich or poor, have the right to have sufficient amounts of water to fulfil his or her daily needs at a price he or she can afford. Water is necessary for us not only for our daily needs but safe drinking water can prevent many water-related diseases.

7. Value-based question.

The value to be explained: **To be aware of Fundamental Rights.**

Hint:

- Right to water is a part of Right to Life under Article 21 of the Indian Constitution. They can use this Article 21 of the Indian Constitution to demand for water.
- They should get in touch with their local MLA to share their problem.
- Signature campaigns, protests and *dharnas* can be held in a peaceful way in front of the concerned department to stress on the issue.
- PIL can be submitted.

10 LAW AND SOCIAL JUSTICE

NCERT Based Questions

1. Answer the following questions.

- a. Minimum Wages Act specifies that wages should not be below a specified minimum.
- b. Like the Minimum Wages Act, there are laws which specify the requirement for adequate safety measures in workplaces and quality of goods meet certain prescribed standards. These laws are made by the government to protect the interests of the producers and consumers in the market. These laws also help to ensure that the relations between the worker, producer and consumer are governed in manner that is not exploitative.
- c. The courts directed the industries in residential areas in Delhi to close down or shift out of the city as it was polluting the neighbourhood and discharge from these industries was polluting the river Yamuna. While this brought down the pollution, it brought another problem. Many workers lost their jobs. Many were forced to relocate to where the factories were shifted. Same problems came up in these places too and became polluted. However, the issue of the safety conditions of workers remained unaddressed.

Additional Practice Questions

1. Tick the correct answer.

- a. i. workers
- b. ii. deliberate safety measure negligence
- c. iii. 14
- d. ii. CNG

2. State whether True or False.

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

3. Write very short answers (VSA) for the following questions.

- a. The Minimum Wages Act aims to protect the workers to ensure that they are not underpaid and are not exploited by private companies, contractors, businesspersons for their own profit. The government has made the Minimum Wages Act for the protection of farm labourers, construction of workers, factory workers, domestic workers, etc.

- b. In October 2006, the government amended the Child Labour Prevention Act, banning the employment of children less than 14 years of age from working as domestic servants or as workers in *dhabas*, restaurants, tea shops, etc.
- c. The government can ensure fair wages for every worker through the Minimum Wages Act. This act specifies that wages should not be below a specified minimum amount. This act also gives the government control over the activities of individual employers and private companies and ensures social justice.

4. Write short answers (SA) for the following questions.

- a. The government must enforce the laws to protect the weak from the strong. This is to ensure that every worker gets fair wages; the government has to regularly inspect work sites and punish those who violate the law.
- b. Union Carbide set up a plant in India for availability of cheap labour. The company could get longer hours of work, additional expenses such as for housing facilities for workers are fewer. The company could save costs and earn higher profits.
- c. With a series of rulings (1998 onwards), the Supreme Court had ordered all public transport vehicles using diesel to switch to Compressed Natural Gas (CNG). With this move, air pollution in cities like Delhi came down considerably.

5. Write long answers (LA) for the following questions.

- a. Within three days of the Bhopal Gas Tragedy, more than 8,000 people were dead. Hundreds of thousands were maimed. Those who survived developed severe respiratory disorders, eye problems and other disorders. Children developed peculiar abnormalities and nearly 50,000 who were exposed to the disaster are today too sick to work. Though Union Carbide stopped its operations, it left behind tons of toxic chemicals, which have seeped into the ground and contaminated the groundwater. Dow Chemical, the company which now owns the plant refuses to take the responsibility to clean up. People are still fighting for justice.
- b. In Union Carbide (UC) plant at West Virginia, USA, computerised warning and monitoring systems were in place, whereas the UC plant in Bhopal relied on manual gauges and the human senses to detect gas leaks. While emergency evacuation plans were in place at the West Virginia plant, it was non-existent in Bhopal. In India, between 1980 and 1984, the number of workers in the Methyl-Isocyanate (MIC) plant was cut in half from 12 to 6 workers. The period of safety training for workers was brought down from 6 months to 15 days. The post of night-shift worker for the MIC plant was abolished.
- c. Bhopal Gas Tragedy was not an accident but a deliberate negligence of essential safety measures. Foreign companies come to India for availability of cheap labour. With lower pay, companies can get longer hours of work. Additional expenses like housing facilities are also very few. Safety measures are lowered and at times absent for cutting costs even further and increasing profits. As the unemployment rate is high, a worker can be replaced easily. There are many workers who are willing to work under unsafe conditions in return for low wages. Making use of the workers' vulnerability, employers ignore safety in workplaces.

6. Answer the following question (HOTS).

If Methyl-Isocyanite (MIC) leak from Union Carbide factory had happened at the plant in West Virginia, USA, the Union Carbide would not have been able to get away without any action. There are sharp differences in not only safety standards between India and USA, the laws are strict. The government enforces the laws and keeps a strict vigilance. The plant at West Virginia had computerised warning and monitoring systems, whereas the UC plant in Bhopal relied on manual gauges and human senses to detect gas leaks. While emergency evacuation plans were in place at West Virginia, it was nonexistent in Bhopal.

7. Value-based question.

The value to be explained: **To protect and improve the natural environment.**

Hint:

- Right to Life is a Fundamental Right under Article 21 of the Indian Constitution and it includes the right to enjoyment of pollution-free air and water.
- The government must take strict action against the factories and industries who neglect worker security and put lives in danger due to their carelessness and disregard for the law.
- Industries should be allowed to set-up after pollution clearance.
- The management and workers should be trained and educated on pollution and its effects.
- Laws should be enforced and there should be fine and punishments for violators of the law.
- People should get together to make the government aware through media, campaigns, *dharnas*, etc.



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